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М67

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М 67

Г. К. Мітчелл, Марілені Малкоґіанні

Англійська мова: підручник для 4 класу закладів загальної середньої освіти (з аудіосупроводом)
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H.Q. Mitchell, Marileni Malkogianni

English: a textbook for the fourth form of primary schools (with audio) / H.Q. Mitchell, Marileni Malkogianni. – Kyiv: PH «Linguist», 2021 – 128 pages.

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Підручник з аудіосупроводом призначений для вивчення англійської мови в 4-му класі, розроблений згідно з Державним стандартом початкової загальної середньої освіти Нової української школи та відповідно до Типової освітньої програми для закладів загальної середньої освіти. Видання має ґрунтовну комунікативну й діяльнісну спрямованість, відповідає віковим особливостям учнів і закладає міцний фундамент для подальшого успішного навчання.

Підручник укладено на основі Типової освітньої програми, розробленої під керівництвом Шияна Р.Б. для 3-4 класів

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Greg



Anna

21ST CENTURY COMPETENCIES

-  → intercultural awareness
-  → critical thinking
-  → autonomous learning
-  → communication
-  → cooperation
-  → creativity
-  → personal and social responsibility

Hello

1 Listen and read.

Hi! I'm Greg.
What's your name?



Hello! I'm Anna.
I'm nine years old.
How old are you?



2 Say with your partner.

Hi! I'm Jim. What's
your name?

How are you?

Fine, thank you.
How old are you?

I'm ten.
Goodbye, Alina!

Hello! My name's
Alina.

I'm fine, thanks.
And you?

I'm nine. What
about you?

Bye!



Hello

3 Listen, point and read. 



Sit down.



Don't stand up.



Open your book.



Don't close your book.

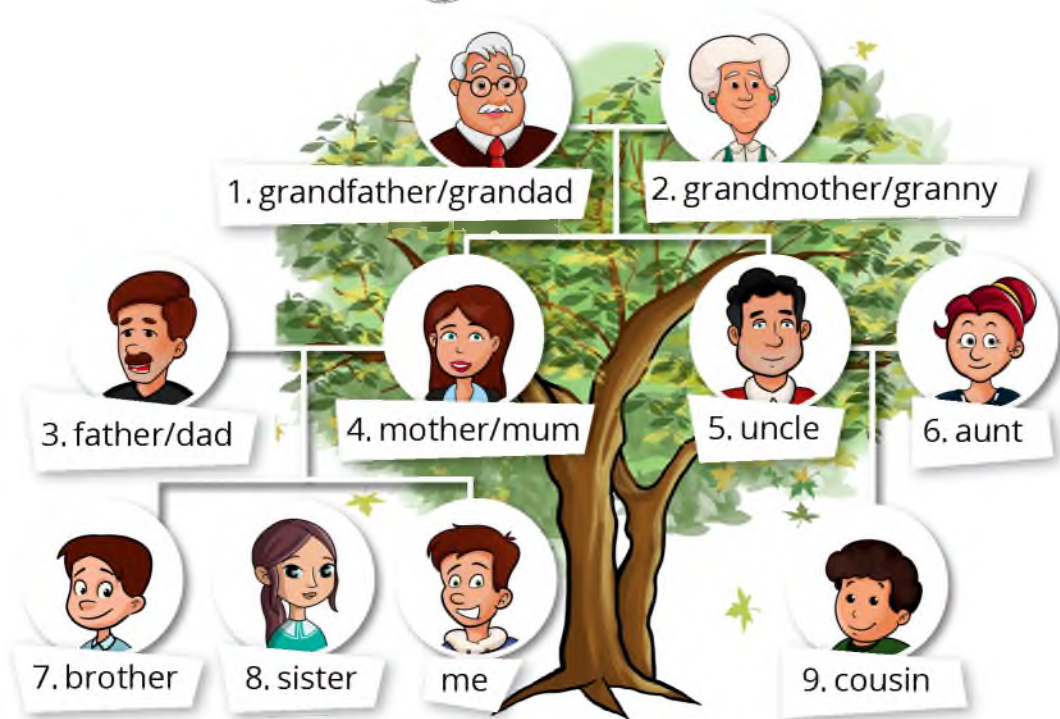
4 Play.



5 Listen, point and say. 



6 Listen, point and read. 



7 Say with your partner.

This is my dad. He is thirty-eight years old. He has got brown eyes and fair hair.



Hello



HELLO

Hi!

I'm Petro.

I'm eight years old.

father?

Yes, he has.

She's thirty years old.



Where are you from? 1

Sing a song



Ukraine



the UK



the USA



Mexico



Brazil



Korea



China

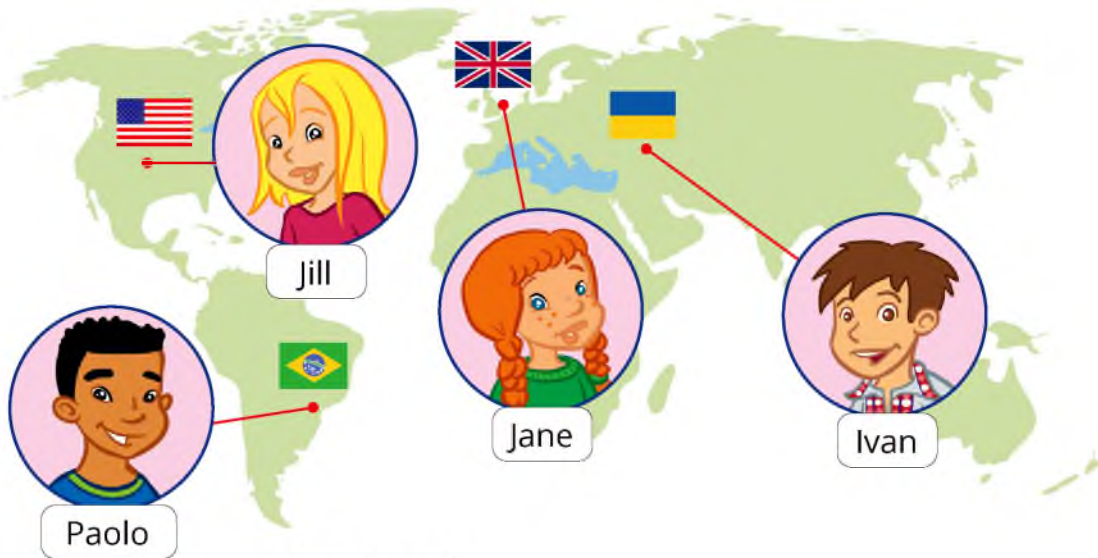
1 Listen and point. Then sing.

Friends from around the world

We're all friends
From around the world.
We've got each other.
We're not alone.

My name is Ivan.
I'm from Ukraine.
She's from the UK.
Her name is Jane.

This is Paolo.
He's from Brazil.
His friend's from the USA.
Her name is Jill.



2 Play.



3 Choose a person from activity 1 and write in your notebook, e.g. Jane is from the UK.

Grammar

I'm	from Ukraine.
He's	
She's	
We're	
You're	
They're	

1

Smart kids



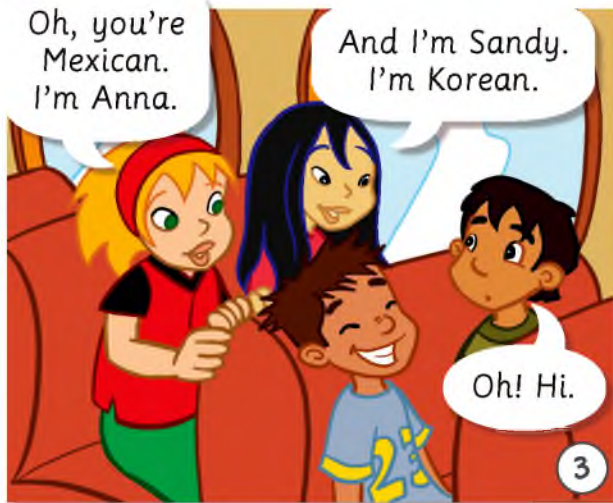
Ukraine → Ukrainian
 the UK → British
 the USA → American



Mexico → Mexican
 Brazil → Brazilian
 Korea → Korean

1 Listen and read. Then answer. Where are the children going on Monday?

It's Monday morning. Greg and Anna are going on a school trip to the museum. There is a new student in their class.





China → Chinese



city



town



village

2 Read activity 1 again and say True or False.



a. She's Korean.



b. His name's Greg.



c. Her name's Sandy.



d. He's Mexican.

Grammar

Where are you from?
I'm from Mexico. I'm Mexican.

Where do you live?
I live in London. I like this city.

3 Listen and point.



4 Play.

Where are you from?

I'm from Brazil.

Oh, you're Brazilian.



1

Our world



ice-skating rink



ice-skate



play chess

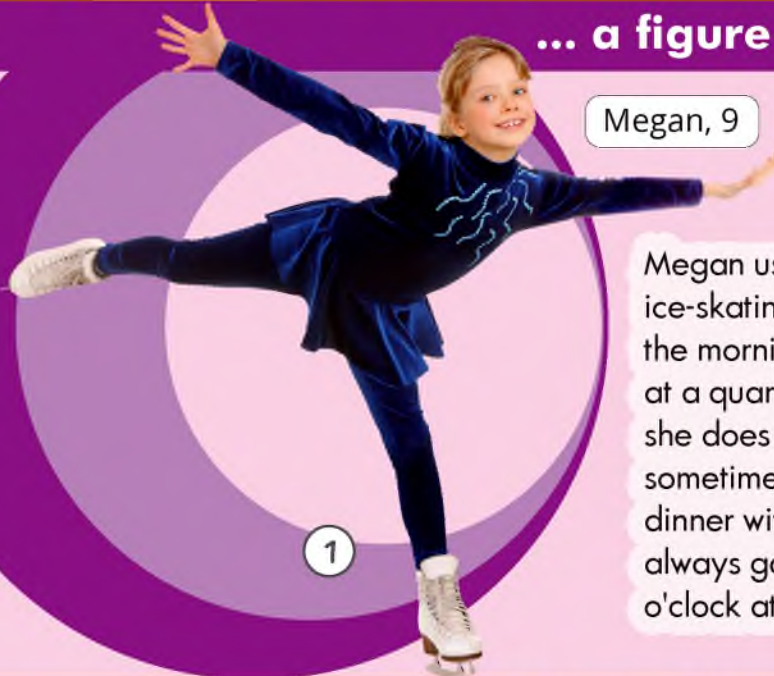
1 Listen and read. Then answer. What do Megan and Pablo do every day?



A day in the life of...

Social Studies

... a figure skater.



Megan, 9

Megan usually goes to the ice-skating rink at half past six in the morning. She goes to school at a quarter to eight. After school, she does her homework. Megan sometimes goes shopping after dinner with her mother. She always goes to bed at eight o'clock at night.

... a chess player.

Pablo goes to school at a quarter past eight. After school, Pablo doesn't go home. He always goes to the chess club and plays chess. He usually goes home at six o'clock in the evening. After he does his homework, Pablo has dinner. He sometimes plays chess on his computer. Pablo usually goes to bed at nine o'clock.



Pablo, 10

2



play football



go shopping



play computer games

Grammar

- I **always** ice-skate before dinner.
- You **usually** play basketball after school.
- He **sometimes** plays chess.
- They **never** play computer games.

2 Read activity 1 again and say True or False.

1. Megan never goes to the ice-skating rink at half past six.
2. Megan always goes shopping after dinner.
3. Pablo usually goes home at six o'clock in the evening.
4. Pablo never plays chess on his computer.

3 Listen and point.



Ryan and Harry



Jane



Fay



Rob

a. never

b. sometimes

c. usually

d. always

4 Talk about your day. Use always, sometimes, usually or never and the phrases in the box.

I sometimes watch TV after dinner.



- watch TV after dinner
- get up at seven o'clock
- play football
- play chess
- do homework after school
- play computer games after dinner
- go to bed at half past nine

5 In your notebook, write what you always, sometimes, usually and never do, e.g. I always play football on Monday.

Grammar

1

Let's play



exercise



skateboard

What

are you
is he
is she
are they

doing?

I'm
He's
She's
We're
They're

reading.

1 Choose a person. Then ask and answer.

Where is he from?

He's from Korea.

What is he doing?

He's swimming.



swim

ice-skate

do karate

skateboard

exercise

play football

play
computer games

ride a bike

play chess

2 Look at activity 1. Choose three pictures and write in your notebook, e.g. He's from Mexico. He's riding a bike.

Project

1 Read about Chris's favourite sport.



To: penpal@world.com
From: Chris@uk.com

Hi!
My name's Chris and I'm ten years old.
I'm from the UK. I live in Leeds. It's a big city. I've got a brother. His name is Kevin.
In this photo, I'm playing football. Football is my favourite sport.
Have you got any brothers or sisters?
What's your favourite sport?
Please write back soon,
Chris



2 Read Chris's email and complete in your notebook.

1. Name:...
2. Age:...
3. She's from:...
4. She lives in:...
5. Family:...
6. She likes:...

3 Now write an email to a new pen pal. Then present it to the class.



Writing tip

Write an email to a new pen pal.

- Begin your email with **Hi!** or **Hello!**
- Write about you, your family and your hobbies.
- End your email with your name.



1

Story time

The New Student

1 Listen and read. Then answer. Who is Yu Lin?

It's Monday morning. The children are going to school. A new student is at school. Her name is Yu Lin. She's from China. She's Chinese. She's with her father, Mr Chen. 'I'm scared, Dad! I haven't got friends here,' says Yu Lin. 'Don't worry, Yu Lin!' says Mr Chen.



'Hello! Welcome to our school. My name's Kate. What's your name?' asks Kate. 'My name is Yu Lin,' says Yu Lin. 'I'm Juliana. Where are you from, Yu Lin?' asks Juliana. 'I'm from China. My father is Chinese, but my mother is British,' says Yu Lin. 'I'm from Brazil,' says Juliana.





new



scared



children

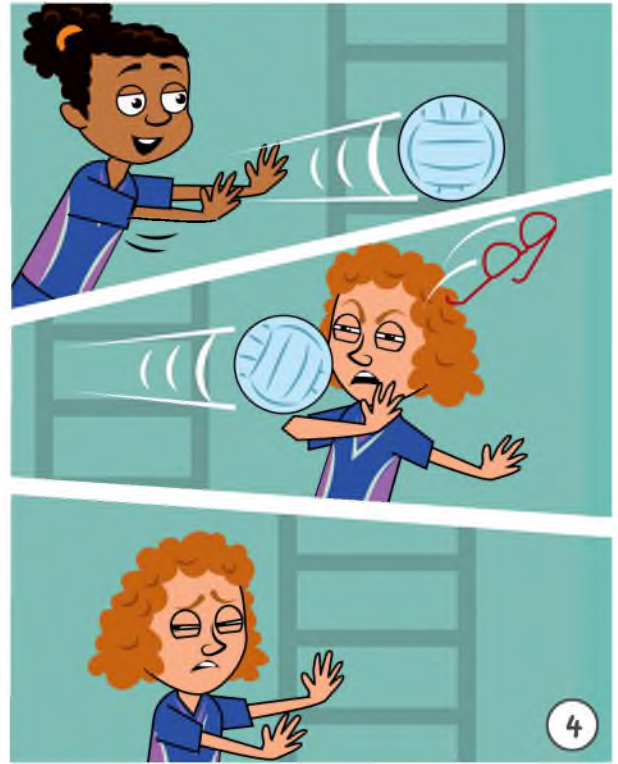


see



'Can you play volleyball?' asks Kate. 'Yes, I can. I like volleyball.' says Yu Lin. 'Great! Come play with us!' says Juliana.

'Throw the ball, Juliana.' says Kate. 'OK, Kate. Catch!' says Juliana. Kate can't catch the ball. It hits her on the head. 'Oh, no! My glasses. Where are they?' asks Kate.



Yu Lin finds Kate's glasses. 'I can see them. They are under the chair.' says Yu Lin.

Yu Lin gives the glasses to Kate. 'Thank you, Yu Lin. You are a good friend.' says Kate.



VALUE We're all different, but we're the same.

1

Phonics

1 Listen and say. 

s/s/



paints



claps

s/z/



reads



swims


es/ɪz/



teaches



washes

2 Listen and chant. Then say the words that have the /s/ sounds, the /z/ sounds and the /ɪz/ sounds. 

Busy Bob

He runs, he stands and then he walks.
He reads, he paints and then he talks.
He rides his bike, he flies his kite.
He sits and watches trains go by.
He plays, he swims, he catches fish.
And then he eats his favourite dish!



Revision 1

1 What sport does Dan do? Listen and point. 



1










2



3

2 Choose a person but don't tell your partner. Then ask and answer the questions.

Sports: swim play volleyball Sisters: 1 Ukraine  (1)	Sports: do karate ice-skate Brothers: 2 The USA  (2)	Sports: play football ice-skate Brothers: 2 Mexico  (3)	Sports: do karate swim Sisters: 2 Brazil  (4)
Sports: play basketball play football Sisters: 2 Korea  (5)	Sports: play basketball ice-skate Brothers: 2 China  (6)	Sports: swim play football Brothers: 2 Sisters: 1 The USA  (7)	Sports: ice-skate play volleyball Brothers: 2 Sisters: 2 The UK  (8)
Sports: do karate play football Brothers: 1 Mexico  (9)	Sports: play volleyball play football Sisters: 2 Brazil  (10)	Sports: play volleyball play basketball Brothers: 2 Sisters: 1 Ukraine  (11)	Sports: play basketball ice-skate Sisters: 1 China  (12)

What sports do you do?

How many brothers and sisters have you got?

Where are you from?

You're number...

I...

I've got...

I'm from...

Yes, I am. / No, I'm not.

3 In your notebook, answer the questions.

1. What do you always do in the morning?
2. What do you usually do in the afternoon?
3. What do you sometimes do after school?
4. What do you never do?

Now I can

1 Name the countries and the nationalities.



Ukraine - Ukrainian



the UK - British



the USA - American



Brazil - Brazilian



China - Chinese



Mexico - Mexican



Korea - Korean

2 Name.



1. ice-skating rink



2. ice-ski



3. play chess



4. go shopping



5. play football



6. exercise



7. skateboard



8. play computer games



9. see

3 Name.



1.

city



2.

town



3.

village



4.

new



5.

scared



6.

children

4 Read and say.



1.

- Where are you from?
- I'm from Mexico. I'm Mexican.
I live in Puebla. It's a big city.



2.

I usually go shopping
at the weekend.



3.

They are
skateboarding.

It's my life! 2

Sing a song



writer



police officer



astronaut



photographer

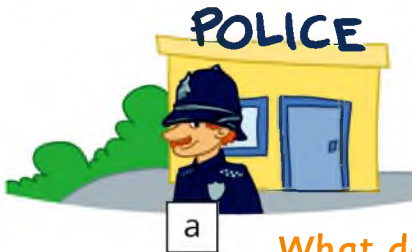
1 Listen and point. Then sing.

Grammar

What do you want to be when you grow up?

I want to be **a** photographer.

I want to be **an** astronaut.



What do you want to be when you grow up?

What do you want to be when you grow up?

I want to be an astronaut.

What does he want to be when he grows up?

He wants to be a police officer.



What does she want to be when she grows up?

She wants to be a writer.

What do they want to be when they grow up?

They want to be photographers.



2 Ask and answer.

firefighter actor artist
dentist doctor pilot
teacher chef astronaut
police officer writer
photographer

What do you want to be when you grow up?

I want to be a police officer.



3 In your notebook, write what you want to be when you grow up, e.g. I want to be...

2

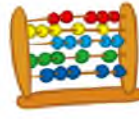
Smart kids



PE



art



maths



geography



social studies

1 Listen and read. Then answer. Does Anna like PE?



Hey, Sandy. How often do you have PE?

Four times a week.

I like art, but I only have art once a week, on Thursdays.

I have art twice a week, on Mondays and Wednesdays.



Me too. I don't like PE.

1



2

Bye, Sandy. See you after school.

Bye, Anna. Here's your timetable.



Thanks.

3



Sandy?

4



Anna? What are you doing here?

5



Sandy, I've got your timetable.

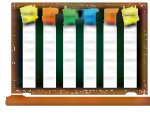
And I've got your timetable. Sorry.

That's OK. Thanks.

6



history



timetable

Grammar

How often do you have geography?

Once a week.

Twice a week.

Three times a week.

Every day.

Mon	Tue	Wed	Thu	Fri
		✓		
	✓		✓	
	✓	✓	✓	
✓	✓	✓	✓	✓

2 Read activity 1 again and say True or False.

1. Sandy has PE every day.
2. Anna likes PE.
3. Anna likes art.
4. Anna has art once a week.
5. Sandy doesn't have art on Thursdays.

3 Ask and answer with your partner. Use the ideas from the box.

How often do you have English?

Three times a week.

How often do you ...

... have English?

... have history?

... have social studies?

... have geography?

... go to the park?

... go swimming?

... go to the cinema?

... play sports?

4 In your notebook, write how often you have English, maths and art, e.g. I have English two times a week.

2

Our world



upstairs



1 Listen and read. Then answer. How many rooms are there in Karen's and Chad's homes?

Social Studies



Karen, USA

My name's Karen. I live in New Jersey. It's in the USA. This is my house. Upstairs there are two bedrooms and a bathroom. There is a balcony too. In the summer, I sometimes have my breakfast there. Downstairs there is a kitchen and a living room. My house has got a garage and a basement too. In the basement, there is a rug and a coffee table. We've got a dog, Spark. Look! He's inside his house.



My name's Chad. I live in Canada. This is my flat. My aunt and uncle live in the flat above us and my grandfather lives in the flat below us. Our flat has got two bedrooms, a kitchen, a bathroom and a living room. We haven't got a car, so we haven't got a garage. We ride our bikes.



Chad, Canada





Grammar

Where's Ron?



Ron is **inside** his house. Ron is **outside** his house.

Where's the book?



It's **here**.



It's **there**.

2 Read activity 1 again and say True or False.

1



About Karen...

- a. She lives in a flat.
- b. Her home has got a garage.
- c. Spark is outside his house.

2



About Chad...

- a. He lives in a flat.
- b. His uncle and aunt live below him.
- c. His home has got one bedroom.

3 Listen and point.



1



2



4 Ask and answer with your partner. Use **inside, outside, upstairs, downstairs**.

Where's Tina?

Tina

Laura

John

Tom

Sandy

Dexter

She's inside the house. She's upstairs.

2

Let's play



Grammar

Let's do a school play!

1 Look and choose. Then talk with your partner.

School events



School play

- do a play
- do a musical



Book fair

- read books
- buy books

- play sports
- watch games



Sports day



Fundraiser

- make biscuits
- clean the park
- wash cars

- have it at a café
- listen to music
- play games



School party

Let's have a sports day!

Let's play sports.





1 Read the poster about a school event.



2 Make your own poster about a school event in groups.



3 Say with your partner. Student A: Come to sports day on Saturday. Student B: Sorry, I can't. / Of course. Thank you.



2

Story time

LET'S HAVE A FAIR!

1 Listen and read. Then answer. What do the children want to have? 

Jason and his friends have a geography class. They have geography twice a week. Their teacher is Mr Walters. Today they are learning about children from different countries around the world.



'In some places, children haven't got books to read. They haven't got toys to play with,' says Mr Walters. 'Let's collect toys and books. We can help these children!' says Jason. 'Let's have a *Help Children from around the World Fair*. We can have friends and family come with books and toys,' says Oliver. 'OK, children. Let's have a fair on Saturday,' says Mr Walters.



country



put



collect



gym



3

It's Saturday afternoon. There are desks and tables with books and toys in the school's gym. 'Where can I put these books?' asks Oliver. 'Here. Above the box with the toys,' says Jason.

It's Tuesday morning. Jason and his friends have got a geography class again. 'Good morning, children,' says Mr Walters. 'What's that?' says Jason. 'Look! It's a card. Here. Read it,' says Mr Walters.

Dear friends,

Thank you for the toys and books. You are great!

'I'm so happy!' says Jason.



4

VALUE Help others.

2

Phonics

1 Listen and say.

Where is the zoo?

ere/eə/

It's over there.



where



there



air/eə/



hair



chair

ear/eə/



pear



bear

2 Listen and chant. Then say the words that have the /eə/ sound.

The bear

Look over there!
 Look over there!
 It's a big brown bear
 A big brown bear!

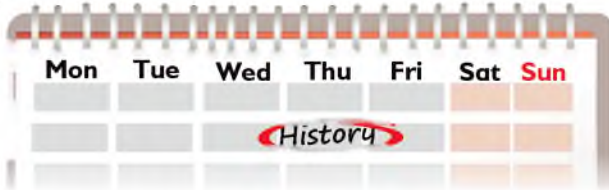
Where? Where?
 It's over there!
 A big brown bear
 Is sitting on a chair
 And it's eating
 A big green pear.





1. How often does Betty have history?

a.



a.



b.



b.



a.



a.



b.



b.



you when up?



astronaut.



1 Name the jobs.

Now I can



1. writer



2. police officer



3. astronaut



4. photographer

2 Name the school subjects.



1. social studies



2. geography



3. history



4. PE



5. art



6. maths

3 Name the parts of the house / adverbs of place.



1. garage



2. balcony

3. upstairs



4. downstairs



5. above

6. below

4 Name the school events.



1. have a fundraiser



2. have a fair



3. do a school play



4. do a musical



5. have a school party

5 Name the objects.



1. rug



2. coffee table

6 Name.



1. country



2. put



3. collect



4. gym



6. café



5. timetable

7 Read and say.



1.

- What do you want to be when you grow up?
- I want to be a writer.



2.

- How often do you have English?
- Three times a week.



3.

- Where's the bedroom?
- It's upstairs.



4.

- Let's do a school play.

smart world 1



art gallery



opera



performance



market



castle

1 Listen and read. Then answer. What day is it at school?



INTERNATIONAL DAY

It's International Day today, and the students are presenting their cities at school.



I'm Veronica and I'm from Ukraine. I live in Lviv. It is a big city. You can see museums, art galleries, theatres and markets there. Here is the Lviv National Opera. It's beautiful.

At the Opera, you can see performances. This is the Market Square. There are restaurants and cafés here. I love my city!



I'm William and I'm from the UK. My dad is Ukrainian, but my mum is British. My grandmother lives in Nottingham and I go to see her during my summer holidays. It is a beautiful city. There are museums, art galleries, theatres and cinemas there.

There is a castle too. In this photo, you can see the Nottingham Castle. It is amazing! The city of Nottingham has got an Old Market Square too. You can watch music performances there.

2 Read activity 1 again and answer the questions.

1. Where is Veronica from?
2. Are there markets and museums in Lviv?

3. Where does William's grandmother live?
4. Is there a castle in Nottingham?

3 Think of your city/town/village and write about it in your notebook, e.g. My name's Pavlo. I'm from Ukraine and I live in Odesa. It is a big city. It has got...



travel



capital city



huge



statue



tower



palace



tourist

1 Listen and read. Then answer. Where can you find these cities?



Cities around the world



1

The capital city of the USA is Washington, DC. There, you can see the White House. Another big city is New York. In New York, you can see the Statue of Liberty. It's a huge statue.



USA



2

Let's travel to the UK. Let's go to London. London is the capital city of the UK and there you can see the Elizabeth Tower. Tourists call it Big Ben.



UK

France

3

Let's go to Paris. Paris is the capital city of France. The Eiffel Tower is in Paris. It's tall.



China

4

Let's travel to China. There you can see a huge wall called the Great Wall of China. The capital city of China is Beijing. Another big city in China is Shanghai. You can see the Pearl Tower there! It's very tall.



Ukraine

5

Let's travel to Ukraine. The capital city of Ukraine is Kyiv. You can see St. Sophia's Cathedral in Kyiv. It's a huge church. In Ukraine, you can also go to Nemyriv. In this city, you can see the big Shcherbatov Palace.



2 Read activity 1 again and answer the questions.

1. Which is the capital city of the UK?
2. Where is the Statue of Liberty?
3. Which is the capital city of France?
4. Where is the Shcherbatov Palace?
5. Is Shanghai in China?

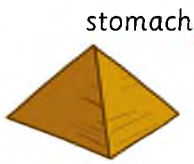
3 Choose a city from around the world and write about it in your notebook, e.g. Rome is the capital city of Italy. You can see...

In the past 3

Do a quiz



mummy



pyramid



body



dry



wrap



brain



face

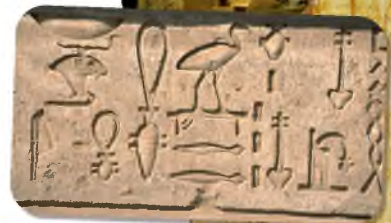


Egypt → Egyptian

- 1** What do you know about mummies? Do the quiz and write in your notebook. Then check your answers.

What do you know about mummies?

- To make a mummy, ancient Egyptians took out the body's ...
 - stomach and brain.
 - eyes and ears.
- Mummies dried for ... days.
 - 40
 - 10
- Ancient Egyptians wrapped mummies in ...
 - clothes.
 - bandages.
- Sometimes Egyptians painted ... on mummies.
 - a face
 - hair
- Egyptians put mummies in ...
 - houses.
 - pyramids.
- Egyptians also made mummies of ...
 - cats.
 - mice.



- 2** Talk to your friend.

Egyptians took out the body's stomach and brain to make a mummy.



Grammar

paint – painted
dry – dried
wrap – wrapped

be – was/were

put – put
take – took
make – made

3

Smart kids



do a project



teach



draw



wake up

1 Listen and read. Then answer. What are Anna and Greg doing? 



Grammar

Did you wake up at ten o'clock yesterday? < Yes, I did.
No, I didn't.

do – **did** draw – **drew**
teach – **taught** wake up – **woke up**
buy – **bought**

2 Read activity 1 again and answer the questions.

1. Did Anna see the past in the crystal ball?
2. Did she wake up at ten o'clock yesterday?
3. Did she draw?
4. Did Greg teach her how to play a computer game?
5. Did Greg really see what Anna did in the crystal ball?

3 The children are at John's party. What did they do before the party? Listen and point.

- | | |
|--|--|
| 1. Did Tanya dry her hair? | Yes, she did. / No, she didn't. |
| 2. Did Mike wrap a present? | Yes, he did. / No, he didn't. |
| 3. Did Betty do her homework? | Yes, she did. / No, she didn't. |
| 4. Did Karen draw a birthday card? | Yes, she did. / No, she didn't. |
| 5. Did John teach his dog how to jump? | Yes, he did. / No, he didn't. |

4 What do you remember about the story? Close your books, ask and answer.

wake up do / project draw teach

Did Anna wake up at nine o'clock yesterday?

No, she didn't. She woke up at ten o'clock.



5 In your notebook, write what you did yesterday, e.g. I woke up at seven o'clock yesterday.



treasure



die



gold



mosquito

1 Listen and read. 

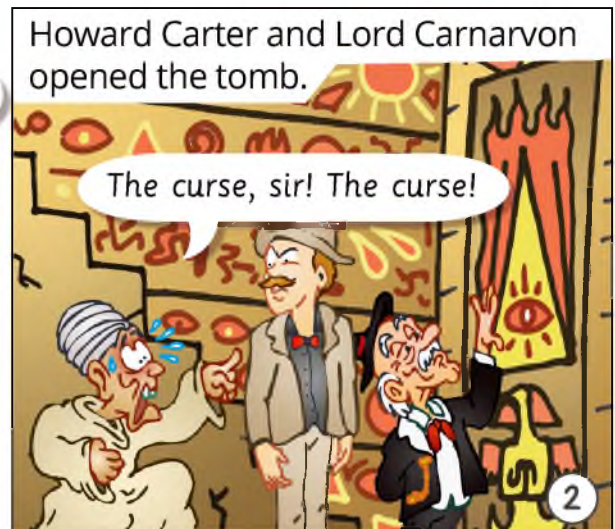
THE CURSE

Social
Studies

In Ancient Egypt, Tutankhamun, an 18-year-old king, died. They put his body in a tomb. Inside the tomb there were treasures and a curse...

Go into the tomb and die!

In 1922, two Englishmen, Howard Carter and Lord Carnarvon, went to the Valley of the Kings. On 4th November, one of Carter's men found something...



But Lord Carnarvon never saw the treasures. A mosquito bit him and he died. Was it the curse?





bite



tomb

Grammar

How old was he?

He was 18.

How did he die?

A snake bit him.

What was his name?

His name was Tutankhamun.

go - **went**

find - **found**

see - **saw**

bite - **bit**

2 Read activity 1 again and answer the questions.

1. Who opened the tomb?
2. How old was Tutankhamun when he died?
3. What was inside the tomb?
4. Did Lord Carnarvon see the treasures?
5. How did Lord Carnarvon die?

3 Play a guessing game.

How did she die?

A snake bit her.

How old was she?

22.

It's Shukura.

Yes, that's right.



Keket, he died at 24 from a snake bite



Tum, he died at 12 from a mosquito bite



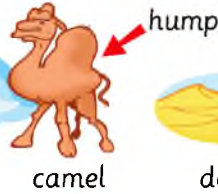
Shukura, she died at 22 from a snake bite



Heru, she died at 14 from a mosquito bite

3

Let's play



1 Read and say Past or Present.

Facts about Egypt Past and Present

1. There are two deserts in Egypt.

2. Egyptians speak Arabic.

3. Egyptians made cat mummies.

4. The Nile River is in Egypt.

5. Egyptian camels have got one hump.

6. Egyptians play football.

7. Egyptians taught monkeys to pick fruit from trees.

8. The weather in Egypt is very hot.

9. Egyptians wore wigs at celebrations.

2 Read and say.

Egyptians made cat mummies.

Past.

Yes, that's right.

Project

- 1 Read the text and say what Kevin liked about his trip to Egypt.



To: John Parker
Add Cc Add Bcc

Subject: My trip
Attach a file

Font Size Colour B I U

Hello John,
How are you? Last month, my family and I went on a trip to Egypt. It was very hot and sunny there. We rode camels to the Pyramids of Giza. They were very big. I took a lot of photos. We saw mummies at the museum. They were scary, but they were interesting too! I liked the mummies' treasures! Egypt was fun!
Kevin



- 2 What did Kevin do on his trip? Read activity 1 again and point.



- 3 Now write an email about a trip. Then present it to the class.


Writing tip

Write an email about a trip.

- Use the past tense to write about past, e.g. *Egypt was fun!*
- Use adjectives to talk about your feelings, e.g. *They were very scary.*
- Use **and** to talk about similar ideas, e.g. *It was very hot and sunny there.*
- Use **but** to talk about different ideas, e.g. *They were scary, but they were interesting too!*

3

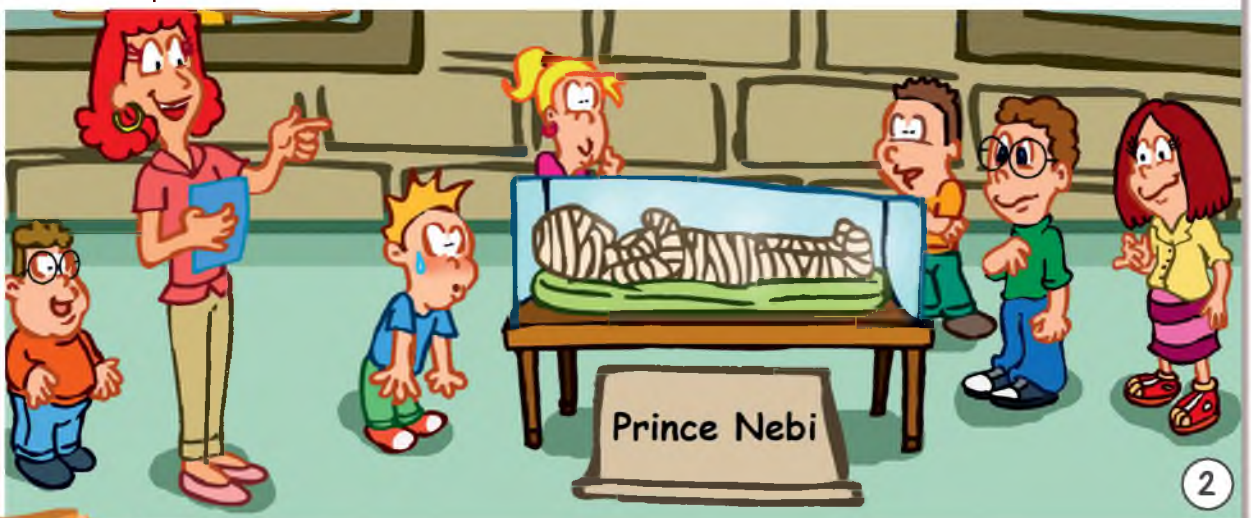
Story time Prince Nebi's RING

- 1 Listen and read. Then answer. Where did Archie's class go on Thursday morning? 

It's Thursday morning. Archie is talking to his friend Valerie. They are at school. 'OK, children. Please get on the bus,' says their teacher, Mrs Harper.



Archie and his classmates are at the museum now. Mrs Harper is showing the children a mummy. 'This mummy is from Egypt,' says Mrs Harper. 'He was a prince.' 'Wow!' says Archie. 'What was his name?' 'Prince Nebi,' says Mrs Harper.





classmates



prince



ring



'How did he die, Mrs Harper?' asks Valerie. 'A snake bit him,' says Mrs Harper. 'Oh, how sad,' says Valerie. 'How old was he when he died?' asks Archie. 'He was 12 years old,' says Mrs Harper.



The prince always wore a special ring. When he died, his family put the ring in his tomb. Look! This is the ring,' says Mrs Harper.

'Look, Archie. I have got a ring too. It's beautiful. My dad bought it for my birthday,' says Valerie. 'Wow!' says Archie.



3

Phonics

1 Listen and say. 

ed /t/



watched



walked

ed /d/



smelled



listened

ed /ɪd/



invented



painting

2 Listen and chant. Then say the words that have the /t/, /d/ and /ɪd/ sounds. 



In the past

In the past people liked this city.
They talked about it, it was pretty.
They lived here in this place,
Invented things, painted their face.
They fished in the river, played in the sun.
They always had lots of fun.



Revision 3

1 Read and point.

1. Egyptians ... the body in bandages.
a. wrap b. wrapped
2. People ... Spanish in Colombia today.
a. speak b. spoke
3. Egyptian camels ... one hump.
a. have got b. had
4. We ... the football game on TV last night.
a. watch b. watched
5. Helen always ... postcards when she goes on a trip.
a. buys b. bought
6. Andy ... Mary how to play his new computer game yesterday.
a. teaches b. taught

2 Listen and say True or False.



1. Paul usually takes photos of animals.
2. Last year he went to Canada.
3. He wanted to take photos of treasures.
4. Paul only saw frogs.
5. When it started raining, he went into a cave.
6. When he woke up, he saw a bear.

3 Ask and answer with your partner. Use the ideas in the box and your own.

What did/didn't you do yesterday?
What do/don't you do on Saturdays?

wake up do a project
watch TV go ride my bike
buy see play



What did you do yesterday?

I woke up at nine o'clock.

1 Name.

Now I can



1. pyramid



2. treasure



3. gold



4. tomb



5. camel



6. desert



7. wig



9. bandages

8. mummy



10. mosquito



11. celebration



12. classmates



13. prince



14. ring

2 Name the parts of the body.

1. stomach



2. body



3. brain



4. face

5. hump



3 Name the actions.



1. dry



2. do a project



3. draw



4. wake up



5. die



6. bite



7. wrap



8. teach



9. speak

4 Name the country and the nationality.



Egypt → Egyptian

5 Read and say.

1.



Ancient Egyptians wrapped mummies in bandages.

2.



- Did Alex wake up at ten o'clock yesterday?
- Yes, he did.

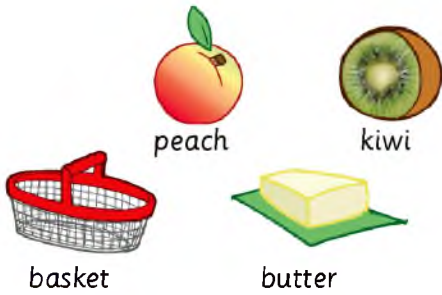
3.



- How did he die?
- A mosquito bit him.

Eating right 4

Sing a song



Grammar

What do you **want** to eat?
What do we **need**?

I **want** an apple.
We **need** some eggs.

1 Listen and sing. Then say the words in red and point to the correct box.

Let's go to the market

I want something sweet.
I want a cake.
Let's go to the market
And fill our basket.

We need some **sugar** and some **flour**.
We need three **eggs** for the cake.
We need some **butter** and some **milk**
And lots of yummy **chocolate**!

I want something fresh.
I want a fruit salad.
Let's go to the market.
And fill our basket.

We need a **pear** and an **orange**.
We need two **peaches** and an **apple**.
We need some **kiwis** for the fruit salad
And a big, big **pineapple**!



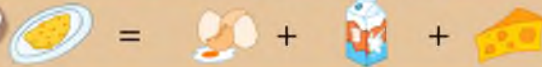
I can count them



I can't count them

2 What food do you want?
What do you need to make it? Look and talk.

I want an omelette.



We need some eggs, some milk and some cheese.



3 Choose a dish from activity 2. In your notebook, write what you need to make it, e.g. I want... We need...

4

Smart kids



1

Greg, I'm hungry.

Me too. What can we eat?

Have you got any cereal?

1

or juice in the fridge?

There isn't any milk, but there's a carton of orange juice.

2

Hi, Mum. It's so good to see you. What's in your bags?

3

4

Mmm... delicious!

5

Grammar











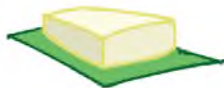

There are **some** biscuits.
Have you got **any** cereal?
There isn't **any** juice.

2 Read activity 1 again and say True or False.

1. Greg and Anna are hungry.
2. Anna has got a box of cereal.
3. There is a box of biscuits in the cupboard.
4. There are some biscuits in the box.
5. There is a carton of milk in the fridge.
6. There is some juice in the carton.

3 Listen and point to what Tom and Samantha want to buy.



1.	 a	 b	 c	 d
2.	 a	 b	 c	 d
3.	 a	 b	 c	 d

4 Imagine you're having a picnic. Talk to your friend about your shopping list.

Let's buy some orange juice.

OK. Let's buy a carton of orange juice.



4



HEALTH QUIZ



1



4



2



5



3



6



How many meals do you eat every day?





meal



hour

Grammar

How many meals do you eat every day?

How much water do you drink every day?

3 Listen and point.

- How much milk does Anna drink every day?
 - one glass
 - two glasses
 - three glasses
- How often does Anna eat vegetables?
 - once a day
 - twice a day
 - twice a week
- How often does Anna exercise?
 - every day
 - once a week
 - three times a week
- How many hours does Anna sleep every night?
 - ten hours
 - seven hours
 - nine hours

4 Are your friends healthy? Ask and answer.

How much	milk		eat	
How many	lemonade	do you	drink	every day?
	fruit		sleep	
	sweets		exercise	
	bars of chocolate			
	hours			

How much milk do you drink every day?

I drink two glasses of milk every day.



4

Let's play



a slice of bread



yoghurt



bowl



plate



spoon



fork



knife

1 Play.



What's this?



What are these?

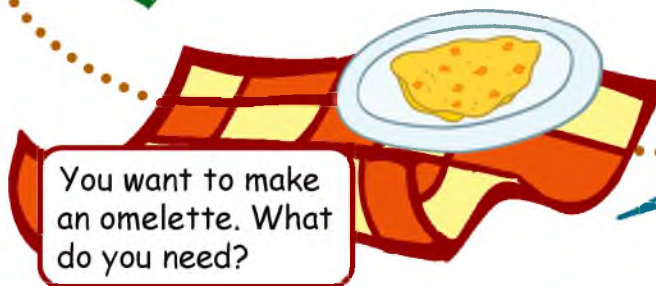


What's this?

Spell.



You want to cut a slice of bread.
Go back one space.



You want to make an omelette. What do you need?



Is this a healthy dinner?



How many plates are there?



What do you need to eat the soup?



What's in the basket?



How much milk do you drink every day?






Project



1 Read and say what Tony ate yesterday.

Yesterday I had a bowl of cereal with milk for breakfast. For lunch, I had meat with salad. After school, I played football for one hour. In the afternoon, I had a bowl of fruit salad. For dinner, I had a plate of pasta with vegetables. I had some ice cream for dessert. At night I slept for 10 hours. Yesterday was a healthy day!

2 This is Tony's health log. Read activity 1 again and fill in the table in your notebook.

What Tony had	Type of food / activity	How much Tony needs	How much Tony had/did
Breakfast: _____ _____ _____	Grains 	6 slices of bread or 6 cups of cereal or 3 cups of rice or 3 cups of pasta	<u>2 cups of cereal</u> <u>2 cups of pasta</u>
	Vegetables 	2-3 cups	<u>1 cup of salad</u> <u>1 cup of vegetables</u>
Lunch: _____ _____ _____	Fruit 	1-2 cups	<u>2 cups of fruit</u>
	Milk 	3 cups of yoghurt or 3 cups of milk or 3 pieces of cheese	<u>2 cups of milk</u> <u>1 cup of ice cream</u>
Snack: _____ _____ _____	Meat and Beans 	a piece of meat, chicken or fish or two cups of beans	<u>a piece of meat</u>
	Dinner: _____ _____ _____	Exercise	60 minutes every day
Sleep		10 hours every night	_____

3 Now write your health log. Then present it to the class.

Writing tip

Write a health log.

- What did you have for breakfast/lunch/snack/dinner yesterday?
How much did you have from each food group?
How much did you exercise/sleep?
Was yesterday a healthy day? Why/Why not?
- We use *or* to introduce another possibility. e.g. *chicken or fish*.

4

Reading time



visit



famous



musician



concert

amusement
park rides

1 Listen and read. Then answer. What's the taste of Chicago? 

Taste of Chicago

Every year for ten days in July, millions of people visit the food festival called the *Taste of Chicago*. It's in Grant Park, Chicago. Famous chefs cook special food. There are more than fifty restaurants, and more than two hundred different kinds of food.

There are sandwiches, cheesecake, Chicago-style pizza and other food from around the world. There are concerts by famous musicians. There are amusement park rides for children, too! It's a great food festival.



2 Read activity 1 again and say True or False.

1. The food festival is called *Taste of Chicago*.
2. The food festival is every ten days.
3. Famous chefs and musicians go to the festival.
4. There are more than two hundred restaurants.
5. Children can go on amusement park rides at this festival.
6. You can eat food from all over the world.

3 You are at a restaurant. Who says these sentences, the waiter or the customer? Read and say.

1. Ready to order?
2. Would you like anything to drink?
3. A table for two, please.
4. I'd like to pay, please.
5. Can I have a knife, please?
6. I'd like a pizza, please.
7. Would you like some dessert?
8. What would you like to eat?

4 You're at a restaurant at the Taste of Chicago. Write a dialogue using some of the phrases above. Then act it out.



4

Phonics

1 Listen and say. 

oi /ɔɪ/

coin



boil

oy /ɔɪ/

toys



boy

2 Listen and chant. Then say the words that have the /ɔɪ/ sounds. **In the house**

The boys have got many toys
But they play with their coins.

The boys play with coins
And they make a lot of noise.

Sit down, boys.
Play only with your toys.
And don't make noise.
Don't make noise!

Revision 4

1 What do the children need? Listen and point.



2 Read and point.

1. **A:** Have you got ... milk?

B: No, I haven't.

a. any b. some

2. There are ... peaches in the fridge.

a. some b. any

3. There isn't ... bread in the basket.

a. some b. any

4. There is ... bottle of water in the fridge.

a. an b. a

5. There's ... flour in the cupboard.

a. any b. some

3 Ask and answer with your partner about:

What's in your bag?

- what's in your bag
- what's in your room
- what's in your fridge

Have you got any pens?

There are some books, a pencil, a rubber and a bottle of water.

No, I haven't.

1 Name the food.








Now I can

- 1. 
peach
- 2. 
kiwi
- 3. 
butter
- 4. 
meal
- 5. 
yoghurt
- 6. 
dessert

2 Name the tableware.

- 1. 
bowl
- 2. 
plate
- 3. 
spoon
- 4. 
fork
- 5. 
knife





3 Name.

- 1. 
concert
- 2. 
amusement park rides
- 3. 
famous
- 4. 
visit
- 5. 
musician
- 6. 
fill
- 7. 
hour

4 Name.

- 1. 
basket
- 2. 
a bag of crisps
- 3. 
a carton of milk
- 4. 
a piece of cake
- 5. 
a box of cereal
- 6. 
a can of lemonade
- 7. 
a bottle of water
- 8. 
a cup of tea
- 9. 
a bar of chocolate
- 10. 
a glass of milk
- 11. 
a slice of bread

5 Read and say.

- 1. 
There are some biscuits.
- 2. 
There isn't any juice.
- 3. 
How many hours do you sleep every day?
- 4. 
How much milk do you drink every day?

smart world 2



1





walnuts



strong



vitamin



heart



half

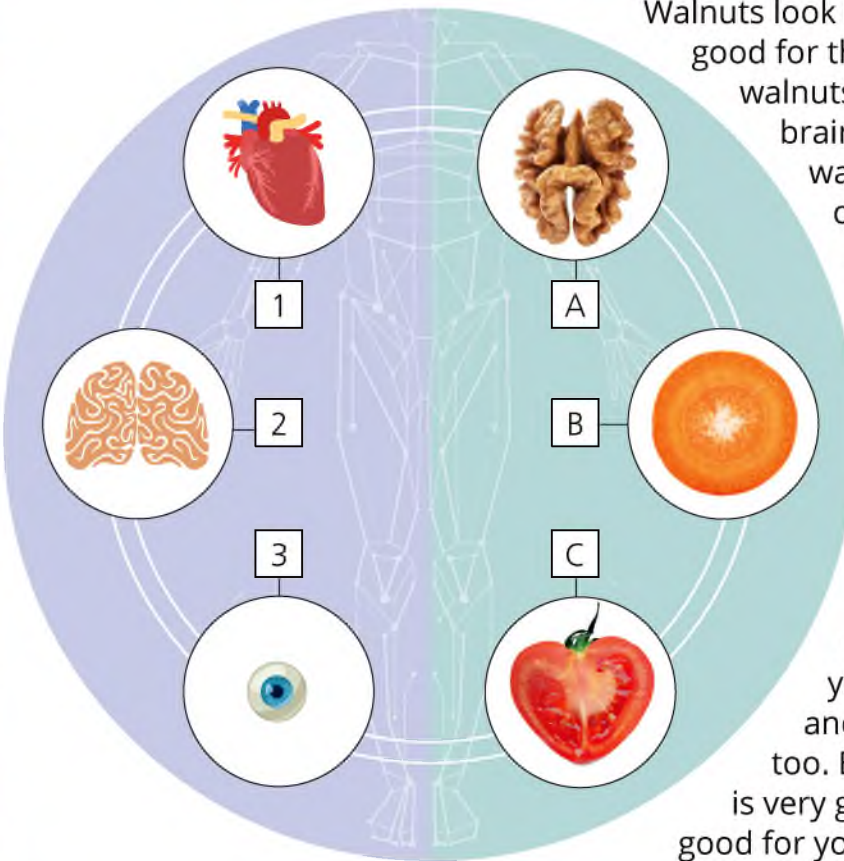
1 Match the food items to the body parts. Then listen and read.

How good are they for you?

Walnuts look like a brain, and they are good for the brain too! Eating some walnuts every day can make your brain strong. You can add walnuts to your salad or your cereal.

Cut a carrot and look at a slice. What does it look like? An eye! Carrots have got vitamin A. This vitamin is good for your eyes. You can have some carrot salad for lunch or carrot cake after lunch. See? It's easy!

Cut a tomato in half. Can you see? It looks like a heart, and it makes your heart healthy too. Eating a tomato every day is very good for you. Tomatoes are good for your eyes and hair too!



2 Read activity 1 again and say **W** for walnuts, **C** for carrots and **T** for tomatoes.

- | | |
|-------------------------------------|---------------------------------|
| 1. They are good for your hair. | 4. They have got vitamin A. |
| 2. You can make a cake with them. | 5. They are good for your eyes. |
| 3. You can add them to your cereal. | |

Getting around 5

Sing a song



1 Listen and point. Then sing.

Road Safety



We're in the car with Joe and Jules
Let's be safe and follow the rules!

Fasten your seat belt.
Be careful, Joe!
Don't stick your head
Out of the window!



We're on our bikes with Joe and Jules
Let's be safe and follow the rules!

Keep both hands
on the handlebars.
Wear a helmet.
Watch out for cars!



We're outside with Joe and Jules
Let's be safe and follow the rules!

Walk on the pavement
Be careful, Katherine!
Look both ways
Then cross at the crossing.

2 Point and say.



Grammar

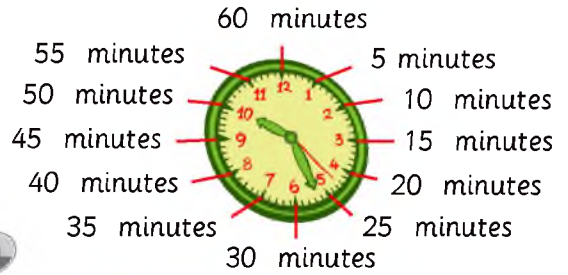
Fasten your seat belt.
Don't stick your head out of the window.

3 Choose two things from activity 2 and write the rules in your notebook, e.g. Fasten your seat belt.

5

Smart kids

1 Listen and read. Then answer.
Where do the children want to go?



Good morning, class.
 Let's go on a school trip.



Grammar



leave



arrive



bus stop

How do we get there?

By bus / car / bike / train / plane.

On foot.

How long does it take?

Twenty minutes.

What time does the bus leave / arrive?

It leaves / arrives at 10.10.

2 Read activity 1 again and point.

- How can the children get to the zoo?
 - By bus.
 - By train.
- What time does the bus arrive at the bus stop?
 - It arrives at 10.10
 - It arrives at 10.05.
- What time does the bus leave the bus stop?
 - It leaves at 10.05.
 - It leaves at 10.10.

3 Listen and circle.



- The party is at ...
 - 3.30.
 - 5.30.
- It takes ... minutes to get there by bus.
 - 15
 - 50
- The bus leaves at ...
 - 5.15.
 - 5.50.

4 Look at the timetable. Then ask and answer with your partner.

TIMETABLE

			
ARRIVE	10.15	9.45	11.20
LEAVE	10.30	10.05	11.50

What time does the bus arrive?



It arrives at 10.15.



5 In your notebook, write how you get to school and how long it takes, e.g. I go to school on foot. It takes twenty minutes.

5

Our world



motorbike



taxi



comfortable

- 1 Name means of transport you know. Then listen, read and point. 

DIFFERENT MEANS OF TRANSPORT

Social
Studies



- 1 A tuk-tuk looks like a motorbike with three wheels. The driver sits in the front, and two to three people can sit in the back. Many tourists take tuk-tuks in Thailand. Riding in tuk-tuks is fun, and it's exciting too!
- 2 Gondolas are long boats. In the past, people used them in Venice, Italy, to get from one place to another. Gondolas are very slow. Riding in a gondola isn't very comfortable, but tourists love it!
- 3 People ride snowmobiles on snow. Snowmobiles haven't got wheels. They have got skis. They can go very fast. Snowmobile drivers wear a helmet and very warm clothes. It can get very cold on a snowmobile!



exciting



slow



snowmobile



warm

Grammar

Riding in tuk-tuks is fun!

2 Read activity 1 again and point.

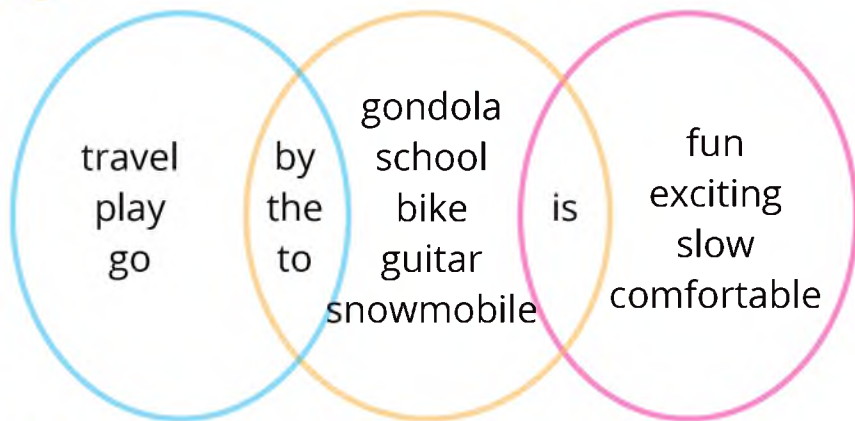
1. It has got wheels.
2. It's a kind of boat.
3. It hasn't got wheels.
4. It's slow.
5. Drivers wear warm clothes.
6. Tourists take it.



3 Listen and point.



4 Make true sentences.



Travelling by gondola is slow.

5 Choose one means of transport and write a sentence about it in your notebook, e.g. Riding a motorbike is exciting.



5

Let's play



Grammar

How much is it?

It's two pounds and fifty pence (£2.50).

How much are they?

They're six fifty (£6.50).

1 Play. Change the words in red.



Project



1 What's your favourite means of transport?
Choose one to make.



Use an empty carton of juice and decorate it so it resembles a boat.

Draw a plane on a piece of paper. Colour it in and glue some glitter on it.



Draw a train on a piece of paper. Colour it in and decorate it.

Use an egg carton and glue some wheels onto it. Then glue pictures of people inside.

2 Show and tell.

My favourite means of transport is the bus. Tickets for the bus are cheap. I take the bus to school every day.



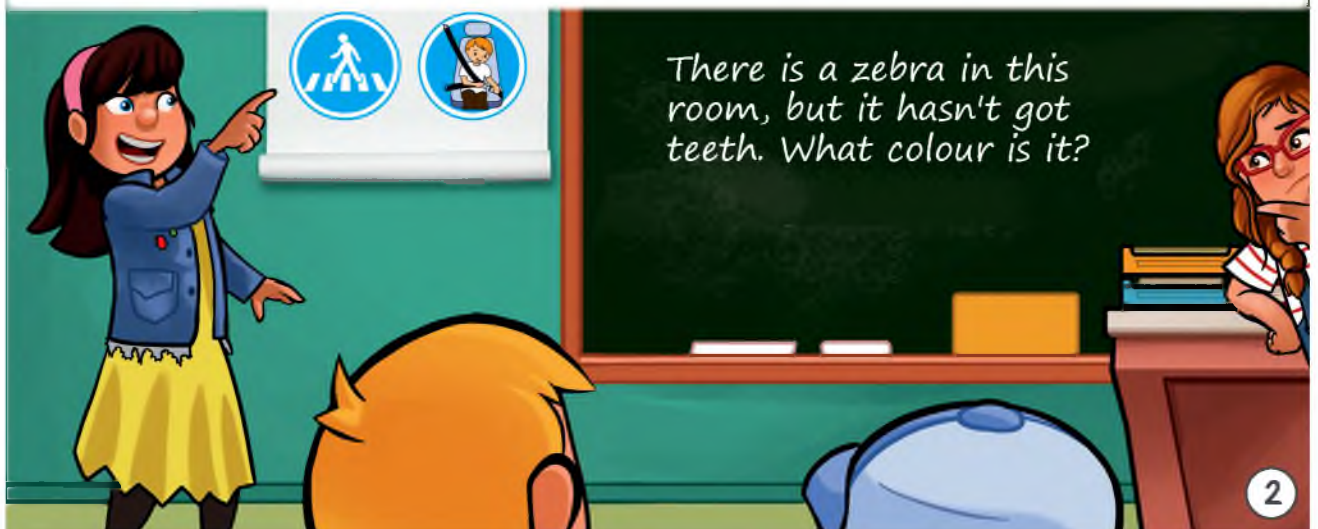
5 Story time The Treasure Hunt

1 Listen and read. Then answer. What is the treasure? 

There is a treasure hunt at school. Zoe, Lucy, Dylan and Tony are a team. 'Go to my classroom and find a clue. The clues can help you find the treasure,' says Mr Jones.



Lucy sees a clue on the board: *There is a zebra in this room, but it hasn't got teeth. What colour is it?* 'Zebra? Oh, look! Cross at the zebra crossing! The zebra crossing! The stripes are white! Mrs White's room! Let's go there!' says Zoe.



In Mrs White's classroom, Dylan reads a clue on the board: *'What time does the school bus leave from school? Go to this room. Riding them is fun!* Hmmm... the school bus leaves at 1.55,' says Dylan. 'No, Dylan. It leaves at two o'clock! It's classroom 2. Let's go to classroom 2!' says Zoe.





treasure hunt



team



classroom



clue



stripes



In classroom 2, Lucy sees a picture of a tuk-tuk. 'Riding in tuk-tuks is fun!' she says. 'Look! Another clue! Find the black and white horses in the red and yellow room.' says Tony. 'It's the art classroom. The walls are red and yellow! Let's go!' says Zoe.

'Black and white horses... Chess!' says Dylan. 'Here's a clue: *There's a mouse in this room, but it hasn't got ears,*' says Tony. 'It's the computer mouse,' says Dylan.



'Wow! Look! The treasure is tickets to the zoo!' says Zoe. The children are happy.

VALUE Work together and succeed.

5

Phonics

1 Listen and say. 

ow /aʊ/



down



brown

ou /aʊ/

mouse










house

2 Listen and chant. Then say the words that have the /aʊ/ sounds. **The brown house**

In a small town
 There is a brown house.
 A cow is on the house,
 And it can't get down.
 It can't get down!

Revision 5

1 Read and say.

1. Always look both ways and then cross at the .
2. Don't stick your hand out of the .
3. Tom went to work by  because there were no buses.
4. Always fasten your  in the car.
5. Kate rides her bike to school. She always keeps both hands on the  and wears a .
6. Walk on the !

2 Listen and say True or False.



1. It takes about 50 minutes to get to Asheville Forest.
2. The train leaves at 09.20 in the morning.
3. It arrives at Asheville Forest at 10.45.
4. The ticket is £4.00.

3 In your notebook, answer the questions from the box. Then ask and answer with your partner.

1. How do you get to school?
2. How long does it take?
3. What time do you arrive at school?
4. What time do you leave?

How do you get to school?

By bus.



Now I can

1 Name the actions.



1. fasten your seat belt 2. stick your hand out of the window 3. leave 4. arrive

2 Name the adjectives.



1. comfortable 2. slow 3. cheap 4. expensive 5. exciting 6. warm

3 Name.



2. helmet

3. handlebars

4. pavement



5. zebra crossing



6. bus stop



7. treasure hunt



8. team

1. ticket



9. clue



10. classroom



11. snowmobile

14. driver



15. taxi

13. wheel



12. motorbike



16. stripes

17. pounds



18. pence

4 Read and say.



- How does she get there?
- On foot.



- How long does it take by bus?
- It takes forty minutes.



Travelling by motorbike is exciting.



- How much is it?
- It's three pounds and fifty pence.
- How much are they?
- They're seven pounds.

That's amazing! 6



gorilla



panda



rhino



polar bear



heavy



weigh



metre (m)



kilogram (kg)

Do a quiz

- 1** How much do you know about animals? Do this quiz and write in your notebook. Then check your answers.

ANIMAL EXPERT OR NOT?



- 1** Which is bigger?
a. a gorilla
b. a monkey



- 2** Which elephant has got smaller ears?
a. the African elephant
b. the Asian elephant



- 3** Which camel has got more humps?
a. the Arabian
b. the Bactrian



4

- How tall is a giant panda?
a. about 1-2 m
b. about 3-4 m



- 5** How much does a polar bear weigh?
a. about 385-410 kg
b. about 50-100 kg



- 6** Which is stronger?
a. a rhino
b. a hippo



Grammar

Elephants are **bigger than** rhinos.
strong - stronger
big - **bigger**
heavy - **heavier**
much / many - **more**

How tall is the camel? About 2 m.
How much does a mountain gorilla weigh? About 136-220 kg.

- 2** Talk to your friend.

Which is bigger, a gorilla or a monkey?

A gorilla is bigger than a monkey.



- 3** Choose two animals and compare them in your notebook, e.g. A monkey is smaller than a gorilla.



bone



intelligent

1 Listen and read. Then answer. What's Greg's book about?

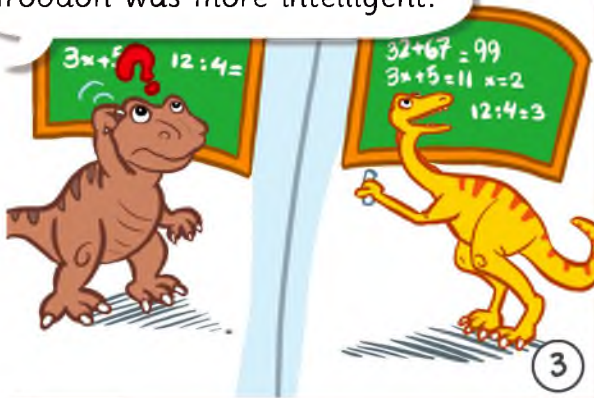
The children are in Anna's garden. Greg is reading his new dinosaur book.



My favourite dinosaur is Utahraptor. It was more dangerous than T. rex.



T. rex had a big brain, but Troodon was more intelligent.



Um...Greg, I found something. Come here.



It's a Utahraptor bone!



Look! Pudding has got a bone!





dinosaur

Grammar

Utahraptor was **more dangerous than** T. rex.

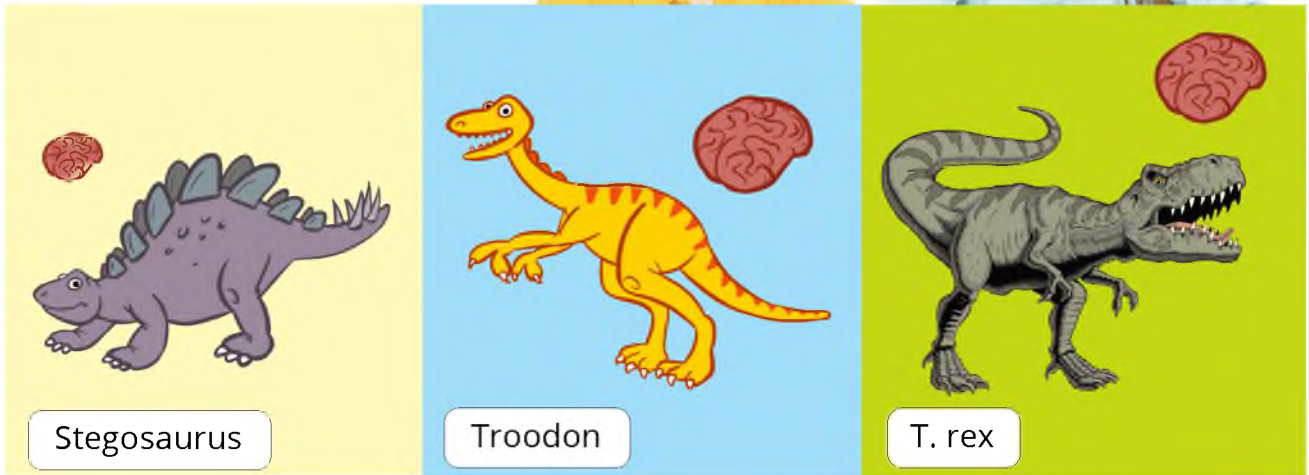
2 Read activity 1 again and say True or False.

1. T. rex was more dangerous than Utahraptor.
2. Utahraptor was an intelligent dinosaur.
3. Anna's favourite dinosaur is T. rex.
4. T. rex was more intelligent than Troodon.
5. Greg's favourite dinosaur is Troodon.
6. The bones are dinosaur bones.

3 Look and compare.

big small long short tall heavy thin
strong dangerous intelligent scary

Troodon had a bigger brain than Stegosaurus. It was more intelligent than Stegosaurus.



4 Choose two dinosaurs from activity 3 and compare them in your notebook, e.g. Troodon was smaller than T. rex.

6

Our world



fan

popular



hero



environment



young

- 1 Listen and read. Then answer. Who are Denzel's, Chen's and Alia's heroes? 

Everyday heroes



My name's Denzel. I live in the USA. I'm the biggest fan of basketball. It is one of the most popular sports in my country. This is my hero. He is a basketball player. His name is Steve Serio and he is from the USA. He is the fastest in his team.



My name's Chen. I live in Lanzhou, in China. In Lanzhou you can see the Yellow River. It is one of the longest rivers in the world. My hero is Chad Pregracke. He is from Mississippi, USA. He helps clean rivers. He helped clean the Mississippi River and made it a cleaner place for the fish. He loves the environment and I love the environment too. I want to help clean the Yellow River in my city.



USFWSmidwest/commons.wikimedia/CC BY 2.0



My name's Alia. I am from India. I am the youngest in my family. I have got two older brothers. My hero is my mum. She works every day, but she cleans the house and cooks food for her family too. She is the happiest and strongest person I know. When I grow up I want to be like her.





old



person

Grammar

The Yellow River is one of **the longest** rivers in the world.
Basketball is one of **the most popular** sports in the world.

big - bigger - **the biggest**

popular - **more** popular - **the most** popular

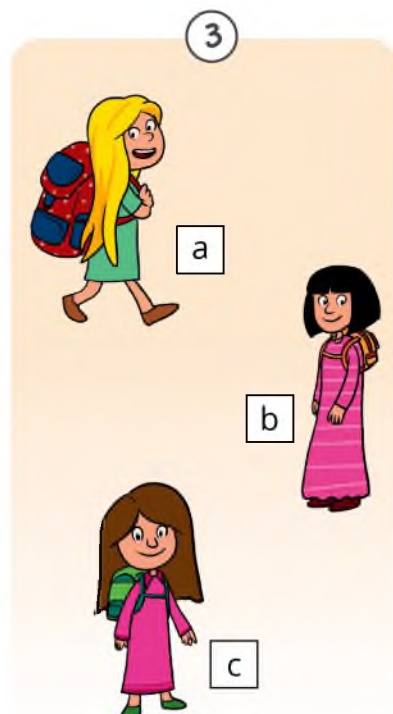
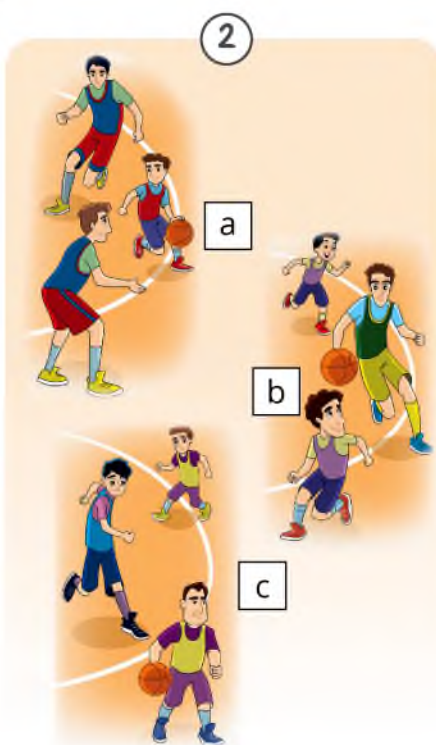
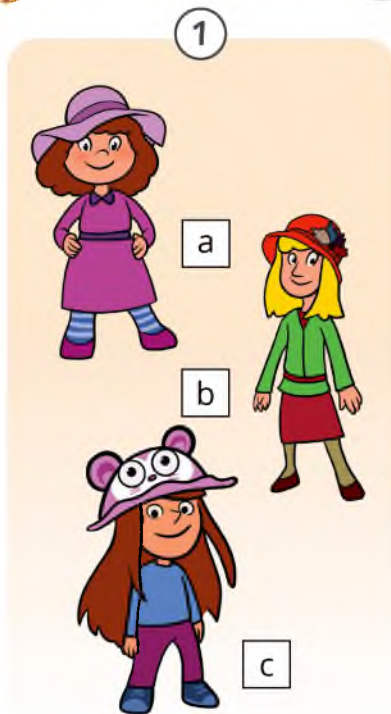
good - **better** - **the best**

bad - **worse** - **the worst**

2 Read activity 1 again and answer the questions.

1. Who is Denzel's favourite hero?
2. Who is Chen's favourite hero?
3. Does Chen want to clean the Yellow River?
4. Where's Alia from?
5. Who is Alia's favourite hero?

3 Listen and point.



4 Ask and answer with your partner.

funny intelligent
young short
old tall

Who's the funniest person in your family?

My sister is the funniest person in my family.



6

Let's play



easy



hard



baseball



ice hockey



cricket



tennis



cycling

Grammar

- I like windsurfing because it's fun.
- I don't like cycling.
- I love playing tennis.
- I enjoy swimming.
- I hate playing baseball.

1 Choose a sport and talk with your partner.

I like playing basketball because it's fun.



I hate playing basketball because it's hard.

like
don't like
love
enjoy
hate



popular
fun
easy
hard
boring
exciting

Project

English

1 Read about Alex's hero.



My hero

My hero is Viktor Tsyhankov. He is a famous football player. He is Ukrainian. He can run really fast. He plays for a Ukrainian football team. I think he's the best player in the world!

2 Read again and complete the information in your notebook.

1. Name:...
2. Sport:...

3. Nationality:...
4. Alex thinks:...

3 Now write about your hero. Then present it to the class.

Writing tip

Write about your hero.

- What's his / her name?
- What does he / she do?
- Where is he / she from?
- What things can he / she do?
- What do you think of him / her?

6

Story time

SAVE LONGWOOD FOREST

1 Listen and read. Then answer. Who saved the forest? 

Alice and Matt were at school last Monday. They wanted to write an article on the environment. 'Let's write about Longwood Forest for the school newspaper,' said Matt. 'Great!' said Alice.



The children went to Longwood Forest. 'Look at those people!' said Matt. 'Oh, no! What are they doing?' asked Alice. 'We are cutting down the trees! We want to build the biggest shopping centre in the city!' said the man.



'Matt, take a photo!' said Alice. 'OK! Let's go back to school!' said Matt.



The children wrote an article for the school newspaper. 'SAVE THE FOREST!' said Matt. 'I like it,' said Alice.





write



newspaper

article



cut down



protect



build

They gave the newspaper to students and their parents.



5

People read the newspaper and wanted to help. 'Look at all these people, Alice. Now we can save the forest. We can all be heroes,' said Matt.

One student's father worked for a big newspaper. 'I like this article. We can help too! Let's put it in our newspaper,' said Mr Harper.



6

In the end, they didn't make a big shopping centre and they didn't cut down any more trees. People saved Longwood Forest and protected the environment.

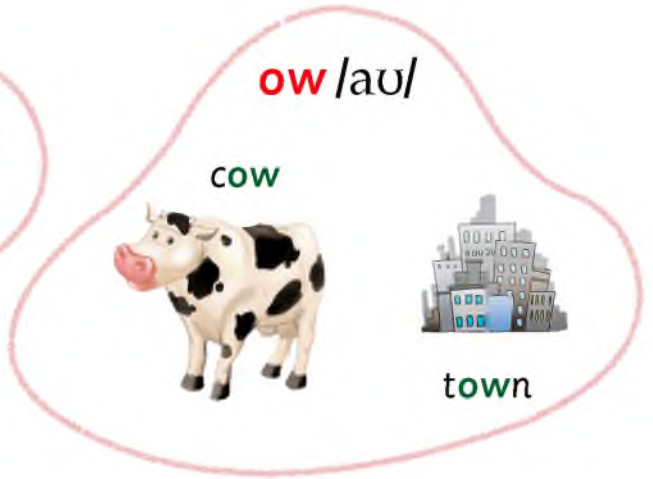
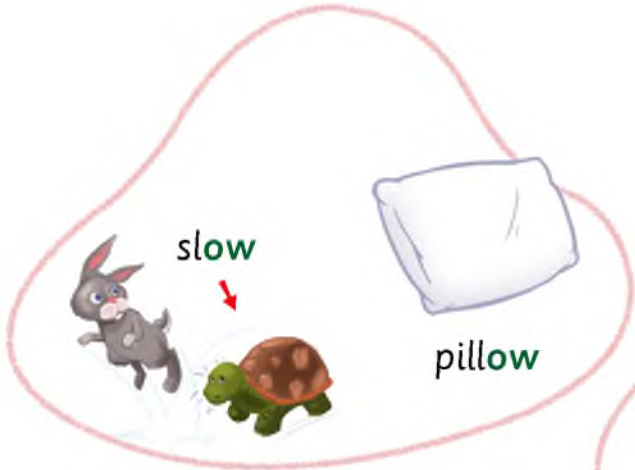


7



8

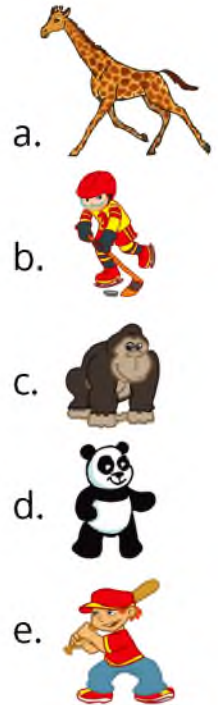
VALUE Protect the environment.



Revision 6

1 Read and point.

1. This animal is the tallest in the world.
2. This animal is black and white.
3. You need a small ball to play this sport.
4. This sport is dangerous.
5. This animal is bigger than a monkey.



2 Listen and point.



3 In your notebook, answer about yourself. Then ask your friend.

1. What's your favourite sport?
2. Do you like cycling?
3. What's the most dangerous sport?
4. Who's your hero?
5. What's the easiest sport?

Now I can

1 Name the animals.



1. gorilla



2. panda



3. rhino



4. polar bear



5. dinosaur

2 Name the adjectives.



1. heavy



2. intelligent



3. popular



4. young



5. old



6. easy



7. hard

3 Name the sports.



1. baseball



2. ice hockey



3. cricket



4. tennis



5. cycling

4 Name the actions.



1. weigh



2. write



3. cut down



4. protect



5. build

5 Name.



1. metre



2. kilogram



3. bone



4. hero



5. environment



6. person



7. newspaper

8. article



9. fan

6 Read and say.



1. Gorillas are bigger than monkeys.



2. Triceratops was more intelligent than Stegosaurus.



3. Giraffes are the tallest animals in the world.



4. I like playing tennis because it's exciting.

smart world 3



lake



high mountain



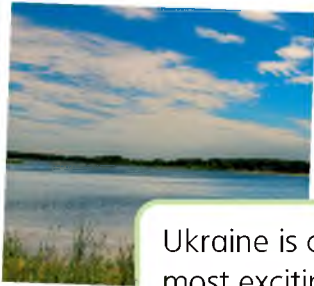
sand dune



kangaroo

- 1 Listen and read. Then answer. What can you see in Ukraine and Australia?** 

NATURE IS HOME



Ukraine is one of the most beautiful countries. One of the most exciting places to visit is Lake Svitiaz. It is the biggest lake in Ukraine. You can also see lots of mountains. The highest mountain in Ukraine is Mount Hoverla. It is in the Carpathian Mountains. Are there any deserts in Ukraine? Well, yes, there is one. Oleshky Sands is the only desert in Ukraine, and you need to visit it. There, you can also find many sand dunes, and a forest too!



Australia is one of the biggest countries in the world. One of the most famous lakes in Australia is Lake Hillier. It is pink. Australia also has an island called Kangaroo Island. Kangaroos live there. You can see sand dunes in Australia too, at the Simpson Desert. There, the sand is red!



- 2 Read activity 1 again and answer the questions.**

1. Which is the biggest lake in Ukraine?
2. Where is Mount Hoverla?
3. What's amazing about Lake Hillier?
4. Where do kangaroos live?
5. Where can you find sand dunes?

- 3 Choose a mountain, lake, desert or island from your country and write about it in your notebook, e.g. Lake Synevyr...**



rock



Earth

land



building



destroy



underwater



wave



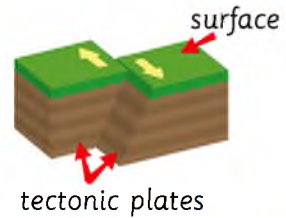
flood

1 Listen and read. Then answer. What are earthquakes, volcanoes and tsunamis?

Natural Phenomena



Earthquakes are when the rocks, or tectonic plates, under the surface of the Earth hit each other. Earthquakes usually don't take more than one minute, but they are dangerous.



tectonic plates

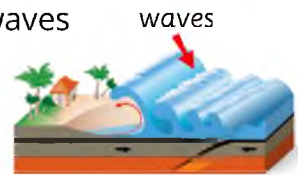


lava

There are many **volcanoes** around the world. The lava from volcanoes is hot. It is very dangerous. There's usually a big earthquake before a volcano erupts. A volcano, which was and still is very dangerous, is Vesuvius, in Italy. It erupted in 79 CE and destroyed the cities of Pompeii and Herculaneum.



Sometimes earthquakes happen underwater, and they can cause very big waves. The waves travel towards land very quickly. When they hit land, they cause floods and sometimes destroy cities. They are called **tsunamis**.



waves

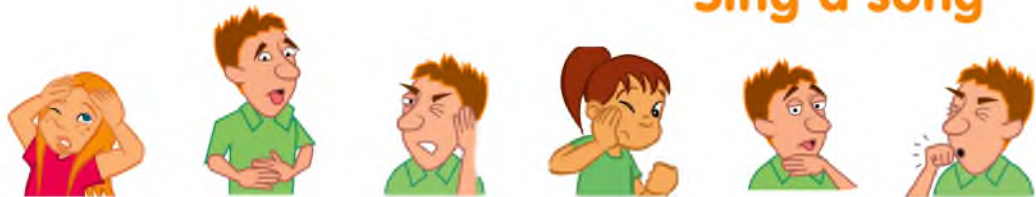
2 Read activity 1 again and point.

1. They usually don't take more than one minute.
2. They can cause floods.
3. They can destroy cities.
4. Lava comes out of them.



What's the matter? 7

Sing a song



Grammar

What's the matter?
I've got a headache.





1 Listen and read. Then answer. What's the matter with Anna? 

Anna broke her leg. She's in hospital.

Nice cast, Anna. Can we write on it?



It's time for Anna to sleep. Her friends don't want to go home.

Can we stay longer, please?



That afternoon...

What's the matter, Greg?

I don't feel well.



You're really warm, Greg. You've got a cough and a fever. We should go to the hospital.

3

Sandy is playing in the park.

Ouch!

Sandy, what's the matter?



Greg and Sandy are in hospital now.

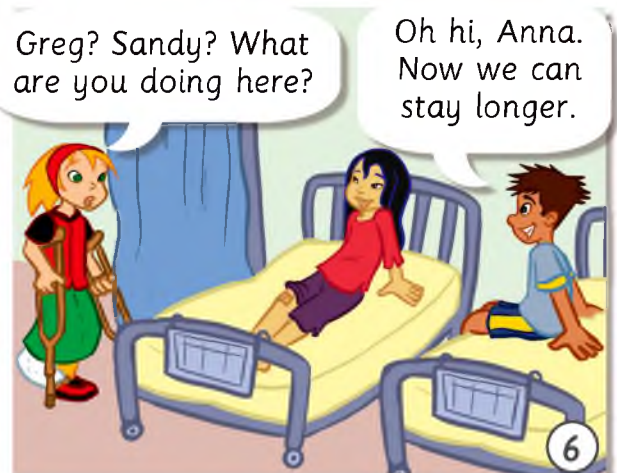
Sandy, I should clean your cut and change the plaster.

Greg, you should sleep a bit.



Greg? Sandy? What are you doing here?

Oh hi, Anna. Now we can stay longer.



Grammar



cast



plaster



stay



hurt

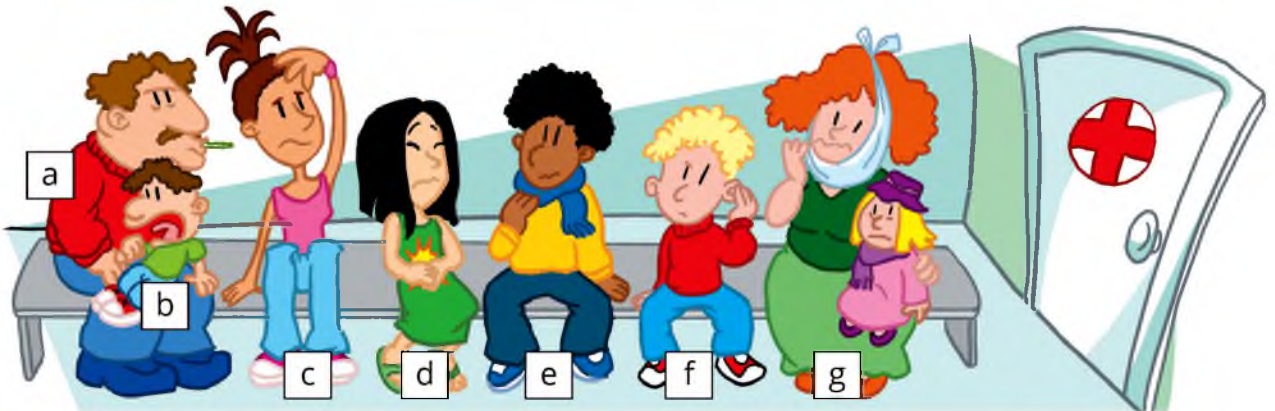
You **should** go to the doctor.
He **should** clean his cut.

2 Read activity 1 again and say True or False.

1. Anna broke her leg.
2. Anna should go to sleep.
3. Greg has got a cough and a stomach ache.
4. Sandy is playing in the park.
5. Greg should sleep.

3 Listen and point. There are two extra people.

1. Steve 2. Kelly 3. Tommy 4. Brad 5. Lisa



4 Read and choose. Then ask and answer with your partner. Use should.

		Should	
a	stomach ache	1	go to the doctor
b	headache	2	drink hot tea
c	sore throat	3	sleep
d	fever	4	eat yoghurt for dinner

What's the matter?

I've got a...

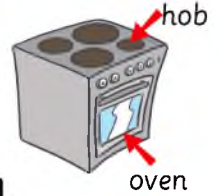
You should...



5 Choose one person from activity 3 and write your advice for him/her in your notebook, e.g. Brad should sleep.

7

Our world



1 What should you do to stay safe at home? Listen and read. Then match the rules (1-7) to the correct pictures (a-g).

Safety at home

Social Studies

Stay safe at home by following these easy rules.

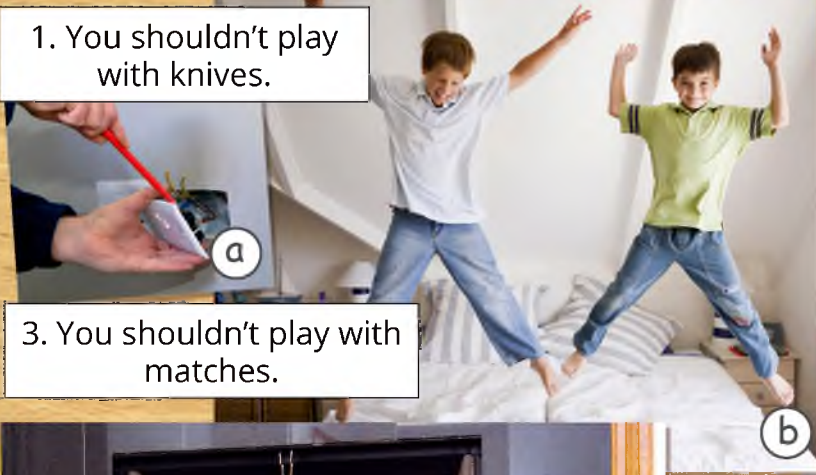
1. You shouldn't play with knives.



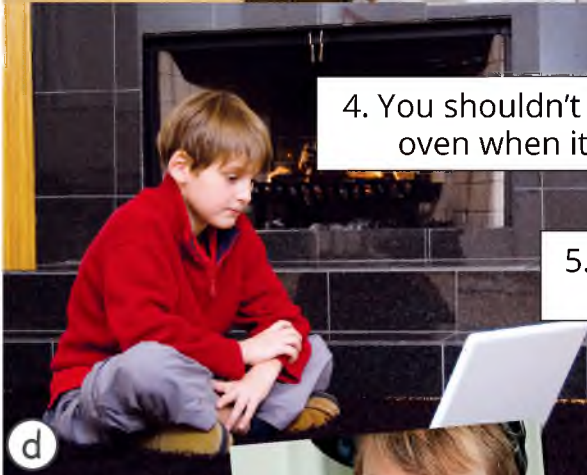
2. You shouldn't sit too close to the fireplace.



3. You shouldn't play with matches.



4. You shouldn't touch the oven when it's hot.



5. You shouldn't run up or down the stairs.



6. You shouldn't jump on your bed.



7. You shouldn't play with sockets.



stairs



fireplace



touch

Grammar

You **shouldn't** play with matches.
She **shouldn't** run on the stairs.
They **shouldn't** play with sockets.

2 Read activity 1 again and point.

1. You **should** / **shouldn't** touch the oven when it's hot.
2. You **should** / **shouldn't** sit too close to the fireplace.
3. You **should** / **shouldn't** walk up and down the stairs.
4. You **should** / **shouldn't** play with matches.
5. You **should** / **shouldn't** be careful with knives.
6. You **should** / **shouldn't** play with sockets.

3 Listen and point.



a



b



c



d

4 Look at the pictures in activity 3 and say what the children should or shouldn't do.

He **shouldn't** play with matches.



7

Let's play

Grammar



sunburn



jellyfish



sunscreen

Should	I	eat more sweets?	Yes, No,	I	should. shouldn't.
	you he she we they			you he she we they	

1 Play.

1 There are jellyfish in the sea. Should you swim?

2 What's this?

3 What are these?

4 You have got a bad cut. Go to 2 and get a plaster!

5 Should Sam eat before swimming?

6 What's this?

7 What's this?

8 Should Mandy eat more sweets?

9 What should Bill do?

10 Paul has got a headache. What should he do?

11 You have got a sunburn. Go to 6 and put on some sunscreen!

12 Is this a plaster?

13 What's the matter with Bobby?

Start

Finish

1 Make a safety poster.



Draw a picture of a beach with people on it on a piece of white card. Think about what people should and shouldn't do at the beach. Write sentences using should and shouldn't.



Colour your drawings in and write the title 'Beach Safety' at the top of the card.

2 Show and tell.

You should wear sunscreen at the beach.
You shouldn't play with matches.



7

Reading time



germs



microscope



soap



wet

1 Listen and read. Then answer. What are germs? 

What are germs?



They live in you, on you and around you, but you can't see them. What are they? They're germs. Germs are tiny living things. You can see them only through a microscope. Some germs can make you ill, so doctors work hard to learn more about them.



Germs like to live in warm, wet and dark places. They get inside your body through your eyes, mouth and nose, and when you cut yourself.

What can we do to stop germs? Don't touch your eyes, mouth or nose with your hands. Germs hate soap and water, so you should always wash your hands before you eat.





dark



ill



tiny

2 Read activity 1 again and answer the questions.

1. Can you see germs?
2. Why do doctors want to learn more about germs?
3. What places do germs like?
4. What can we do to stop germs?

3 Glitter is like germs. What should you do to clean it off your hands? Read and do.

You need...



hand cream

glitter



soap



paper towels

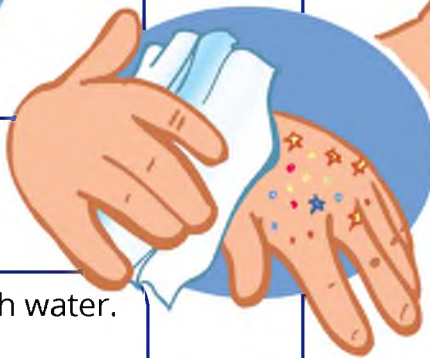
- 1 Put hand cream on your hands.



- 2 Put glitter on your hands.



- 3 Clean your hands with paper towels.



- 4 Wash your hands with water.



- 5 Wash your hands with soap and water.



7

Phonics

1 Listen and say. 

ay, ai /ei/



i, ie /ai/



2 Listen and chant. Then say the words that have the /ei/ sounds and the /ai/ sounds. 

On the train

We are on the train!
Look at the rain!
Look at the rain!

I want to go home
And make two pies,
One with dates
And one with rice!

I want to go home
And play with my sister, Fay.
Play, play all day!



Revision 7

1 Read and point.

1. You **should / shouldn't** eat before you swim.
2. You **should / shouldn't** always put on sunscreen when you are at the beach.
3. You **should / shouldn't** touch the oven when it's hot.
4. You **should / shouldn't** sit close to the fireplace.

2 Listen and point.



3 Choose one of the situations below and ask your partner for advice. Use should/shouldn't and the ideas below.

I've got a headache.



I've got toothache.



I've got a sore throat.



- go to the dentist's
- eat sweets
- sleep
- eat fruit and vegetables
- go to the doctor

- watch TV
- brush your teeth
- eat ice cream and drink cold drinks
- drink some hot tea

A: What's the matter?
B: I've got a headache.
A: You should sleep.

Now I can

1 Name the health problems.

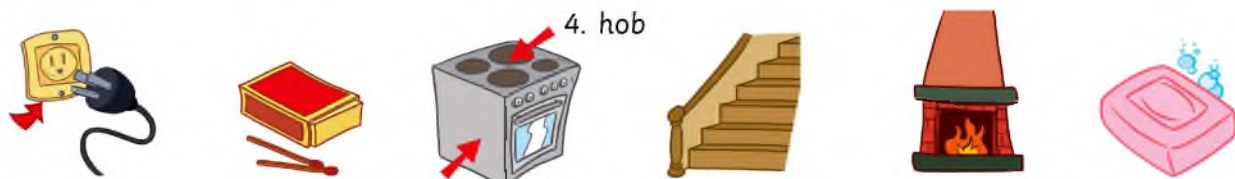


1. headache 2. stomach ache 3. earache 4. toothache 5. sore throat 6. cough



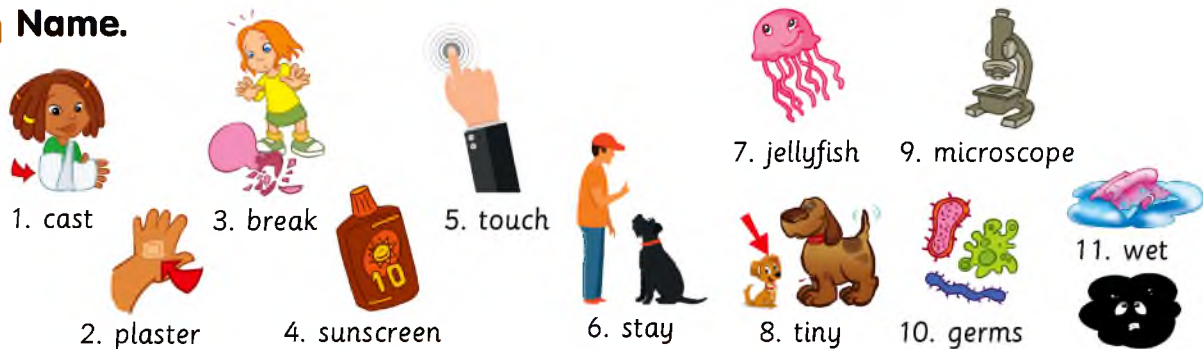
7. fever 8. cut 9. bleed 10. burn 11. sunburn 12. hurt 13. ill

2 Name the household objects.



1. socket 2. matches 3. oven 4. hob 5. stairs 6. fireplace 7. soap

3 Name.



1. cast 2. plaster 3. break 4. sunscreen 5. touch 6. stay 7. tiny 8. jellyfish 9. microscope 10. germs 11. wet 12. dark

4 Read and say.



①

- What's the matter?
- I have got a stomach ache.



②

- Her leg is bleeding.
She should put on a plaster.



③

- She shouldn't play with matches.



④

- Should he eat before he swims?
- No, he shouldn't.

Let's welcome the holidays! 8

Sing a song

Grammar

I'm going to buy a tent tomorrow.

He's going to play in the park with his friends on Friday afternoon.

We're going to go camping at the weekend.

tent



go camping



sleeping bag

1 Listen and point. Then sing.



a

The holiday!

We're going to go to the beach!
I'm going to go sailing and
you're going to go windsurfing.
We're going to play in the sand
and sit in the sun!

We're on holiday! We're on holiday!
Let's play and have fun all day!



c



b

We're going to go to the mountains!
I'm going to buy a sleeping bag and
you're going to buy a tent.
We're going to go camping
and sleep on the mountain!

We're on holiday! We're on holiday!
Let's play and have fun all day!



d

2 Read and choose. Then talk with your partner.

Palm Tree Beach

- go swimming
- go sailing
- go windsurfing
- play in the sand

Forestland

- ride my bike
- pick flowers
- swim in the river
- go camping

I'm going to go to Palm Tree Beach. I'm going to go windsurfing.



3 Choose a place from activity 2 and write about it in your notebook, e.g. I'm going to go to Forestland. I'm going to ride my bike.



tired



chase



go fishing



squirrel

1 Listen and read. Then answer. Where are the children going for their trip?

The children are at school.



The next day...



Grammar

I'm **not going to** go windsurfing.

He
She
It

isn't going to watch TV.

We
You
They

aren't going to paint the house.

2 Read activity 1 again and point.

1. He caught a fish.
2. He chased a squirrel.
3. She is going to swim in the river.
4. She is going to take photos.



3 Listen and point.

1. Fay's mum **is / isn't** going to make the cake.
2. Fay's mum **is / isn't** going to make the burgers and the pizza.
3. Fay's brother **is / isn't** going to buy the balloons.
4. Fay's sister **is / isn't** going to buy some ice cream.
5. Fay's birthday party **is / isn't** going to be at five o'clock.



4 Read activity 1 again and correct the sentences about the children.

1. Anna is going to swim in the lake.
2. Greg is going to go sailing.
3. Sandy is going to swim in the river.
4. Sandy is going to go fishing.

Anna isn't going to swim in the lake.
She is going to swim in the river.





ski resort



go skiing



make a snowman



go snowboarding



sea



pebbles

1 Listen and read. Then answer. Where are Alan and Eric going to go? 



Social Studies

Saturday 10.25



Alan

Good morning, Eric! How are you? My family and I are going to go to France on holiday. We're going to go snowboarding and skiing in the mountains. My baby sister isn't going to go skiing. She wants to play in the snow and make a big snowman!

Saturday 10.30



Wow! That's great! The famous Courchevel ski resort is in France. Are you going to visit it?



Eric

Saturday 10.34



Alan

Yes, we are. We're going to stay there for five days. What about you?

Saturday 10.45



Well, my family and I aren't going to go to the mountains this year. We're going to go to Ipanema beach in Brazil. My father wants to go windsurfing there, and I want to swim in the sea. My sister is going to collect pebbles, and I am going to paint them! They're going to be a present for you!



Eric

Grammar

Is	he she	going to watch TV?	Yes,	he she	is.	No,	he she	isn't.
Are	you they	going to swim?	Yes,	we they	are.	No,	we they	aren't.

What are you going to do tomorrow?
I'm going to visit my cousins.

2 Read activity 1 again and point.

- Is Alan going to go to the beach?
a. Yes, he is. b. No, he isn't.
- Is Alan's sister going to go skiing?
a. Yes, she is. b. No, she isn't.
- Are Eric and his family going to go to Brazil?
a. Yes, they are. b. No, they aren't.
- Is Eric's sister going to collect pebbles?
a. Yes, she is. b. No, she isn't.

3 Listen and point.



a



b



c



d



e

4 Read and choose. Then talk with a partner. Use be going to.

- | |
|-----------------------------------|
| play basketball tomorrow |
| go to the park at the weekend |
| watch TV in the afternoon |
| go to the cinema on Saturday |
| do your homework in the afternoon |
| have pasta for lunch |

Are you going to play basketball tomorrow?

No, I'm not.



8

Let's play



Grammar



Sure!



Project

1 Read about Tara's summer holidays.



My summer holidays

I'm going to go to the beach. I'm going to go surfing with my friends there. I'm going to buy some sunscreen because it's sunny on the beach. I'm going to collect pebbles. I'm going to make a sandcastle too! I love the summer because I swim and play on the beach all day!



2 Read activity 1 again and answer the questions.

1. Where is Tara going to go for summer holidays?
2. What is she going to do there?
3. What is she going to buy?
4. Why does she love the summer?

3 Now write about your summer holidays.

Writing tip

Write about your summer holidays.

- Where are you going to go for your summer holidays?
- Who are you going to go with?
- What are you going to buy?
- What are you going to do there?
- Why do you like summer holidays?
- Remind Ss that we use *because* to give the reason for something, e.g. *I love the summer because I swim and play on the beach all day!*

8

Story time

THE TRIP

1 Listen and read. Then answer. Where did the boys go? 

Ryan and Owen were on a ship last Saturday. Their uncle is the captain. They went sailing to the Arctic. The boys were very happy about the trip. 'Are we going to see sharks, Uncle Brian?' asked Owen. 'No, we aren't. We're going to see whales and dolphins,' he answered.



The next day, Ryan saw a whale swimming in the sea. 'Look! Uncle Brian, a whale!' he said. 'That's a blue whale,' said Uncle Brian. 'Is it going to hurt us, Uncle Brian?' asked Owen. 'No, it isn't. Don't worry, Owen,' said Uncle Brian.



ship



sailor



captain



dolphin

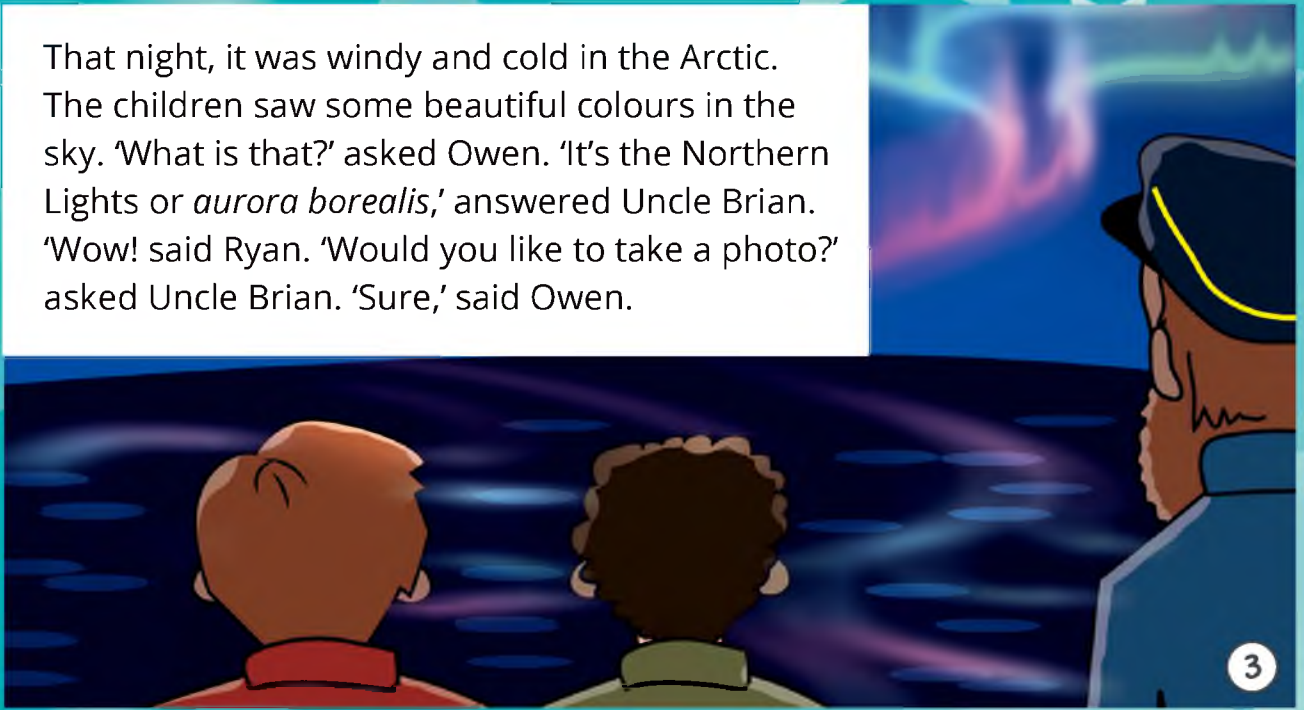


whale



shark

That night, it was windy and cold in the Arctic. The children saw some beautiful colours in the sky. 'What is that?' asked Owen. 'It's the Northern Lights or *aurora borealis*,' answered Uncle Brian. 'Wow! said Ryan. 'Would you like to take a photo?' asked Uncle Brian. 'Sure,' said Owen.



After the trip, the children are back home. 'Did you like your trip?' Ryan and Owen's mum asked. 'It was amazing! When I grow up, I'm going to be a sailor!' said Owen. 'I'm not going to be a sailor. I'm going to be a captain!' said Ryan. The boys were so happy!



8

Phonics

1 Listen and say. 

silent gh



night



straight

silent k



knee



knife

2 Listen and chant. Then say the words that have the silent letters. 



My cat

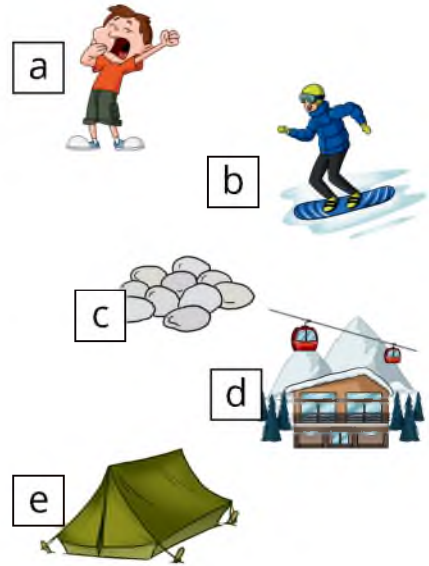
At night, at night
I sit with my cat, Kate.
She's small and cute.
Her tail is long and straight.

Come Kate, come Kate
Come sit on my knee.
Let's sit together
Just you and me.

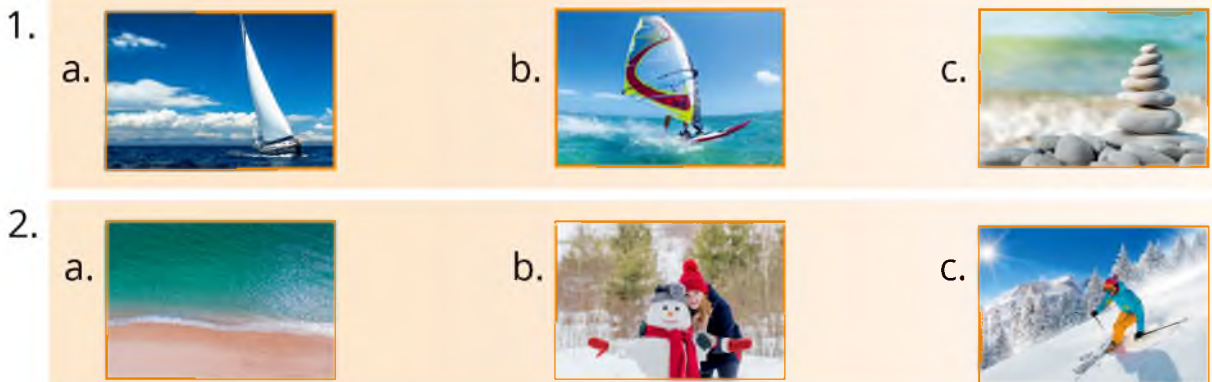
Revision 8

1 Read and point.

1. Ted is going to go snowboarding.
2. Simon is going to play in the sand.
He is going to collect pebbles.
3. We are going to go to a ski resort for holidays.
4. They are going to buy a tent because they are going to go camping.
5. Today, I swam in the river, went fishing and chased my friends. I'm tired.



2 Listen and point.



3 Work in pairs. Read and choose. Then ask and answer. What are you going to do next weekend?

go to the park
go on a trip
go to the amusement park
watch tennis on TV
play with friends
clean my room

What are you going to do next weekend?

I'm going to watch tennis on TV.



Now I can

1 Name the actions.



1. go camping



2. go fishing



3. go skiing



4. make a snowman



5. go snowboarding



6. go surfing



7. chase

2 Name the animals.



1. squirrel



2. shark



3. dolphin



4. whale

3 Name the places.



1. ski resort



2. stadium



3. skatepark



4. clothes shop



5. florist's

4 Name.



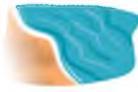
1. tent



2. sleeping bag



3. tired



4. sea



5. pebbles



6. sailor



7. captain



8. ship

5 Read and say.



1.

He's going to go camping on Saturday.



2.

I'm not going to swim in the river.
I'm going to go fishing.



3.

- What are you going to do at the ski resort?
- I'm going to go snowboarding.



4.

- Would you like to go to the stadium? We can watch a game.
- Sure!

smart world 4



last



bell



ceremony



award



decorate



celebrate

1 Listen and read. Then answer. What are Masha and Kim talking about?



Hi, Kim!

How are you? I'm great! Tomorrow is the last day of school. Summer holidays are here!

In Ukraine, we have the 'Last Bell' ceremony. It is beautiful. In the 'Last Bell' ceremony, children sing and dance. Our teachers are going to give us awards too! It's going to be fun. I'm going to say 'Goodbye' to my teacher and my friends for the summer. It's a special day!

Have you got a special day you like in the USA?

Write back soon,
Masha



Hello, Masha!

That sounds great!

My favourite day is Teachers' Day. It's in May. We want to make our teachers happy, because they are special. We decorate our classroom with balloons, and we give them cards and flowers!

Don't you think Teachers' Day is special?

Goodbye now,

Kim

2 Read activity 1 and say LB for Last Bell or TD for Teachers' Day.

1. People celebrate this day in May.
2. On this day, children sing and dance.
3. On this day, people get flowers and cards.
4. On this day, children get awards.

3 Now think of a special day in your country and write about it in your notebook, e.g. Father's Day is in June. We give...

Social Studies

smart time 4



parade



traditional costume



fireworks



barbecue

1 Listen and read. Then answer. Which countries are the texts about?

Summer celebrations around the world!



In August, people celebrate Independence Day! It's a holiday in Ukraine. There is a parade where people wear traditional costumes. There are also fireworks, traditional dancing and other celebrations.



Jeangagnon/commons.wikimedia/CC BY-SA 4.0

Canada Day is in July. It's a holiday for Canada. There are parades, festivals and fireworks. You can see shows in the sky, and you can watch musical shows too! It is great fun!



People celebrate Independence Day in the USA too. It's in July. In the morning, you can watch parades and in the evening you can watch many fireworks. You can have barbecues and picnics too! It's always fun and exciting!



2 Read activity 1 again and point. More than one answer is possible.

1. These celebrations are in July.
2. People can watch musical shows.
3. This celebration is in August.
4. People can have barbecues and picnics.
5. You can see parades and fireworks.





Answers to quizzes

• Answers for Module 3 quiz

Score:

- | | |
|---------|------|
| 1. a. 2 | b. 0 |
| 2. a. 2 | b. 0 |
| 3. a. 0 | b. 2 |
| 4. a. 2 | b. 0 |
| 5. a. 0 | b. 2 |
| 6. a. 2 | b. 0 |

Mummified 0-4

Mummies? What mummies? You don't know anything about mummies or ancient Egypt. There are great TV shows about mummies. Watch them!

Mummy friendly 6-8

You don't know a lot about mummies, but at least you know what they are. It's a good idea to check the Internet or read a book about them and find out more.

Ancient Egyptian 10-12

Are you sure you aren't an ancient Egyptian? You know everything there is to know about mummies. Good job!

• Answers for Module 4 quiz

Score:

- | | | |
|---------|------|------|
| 1. a. 0 | b. 2 | c. 1 |
| 2. a. 1 | b. 0 | c. 2 |
| 3. a. 2 | b. 1 | c. 0 |
| 4. a. 0 | b. 1 | c. 2 |
| 5. a. 2 | b. 1 | c. 0 |
| 6. a. 0 | b. 1 | c. 2 |

Out of shape 0-4

You're not healthy. Eat right and exercise more.

Health friendly 5-8

You're healthy, but you can do more. Try harder.

Healthy and fit 9-12

You're a very healthy person.

• Answers for Module 6 quiz

Score:

- | | |
|---------|------|
| 1. a. 2 | b. 0 |
| 2. a. 0 | b. 2 |
| 3. a. 0 | b. 2 |
| 4. a. 2 | b. 0 |
| 5. a. 2 | b. 0 |
| 6. a. 2 | b. 0 |

Stuffed animal collector 0-4

The only animals you know about are your stuffed animals. You don't even watch TV shows about animals. Visit the zoo to learn more.

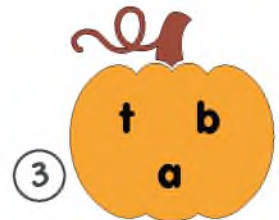
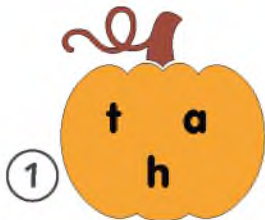
Animal friendly 6-8

You know some things about animals, but there's a lot more to learn. Find out more on the Internet.

Animal expert 10-12

You know everything about animals. Good for you!

Special Days



A



B



C



D



E







Merry Christmas & Happy New Year

- 1 Listen and sing a Christmas carol. 



We wish you a Merry Christmas,
We wish you a Merry Christmas,
We wish you a Merry Christmas,
And a Happy New Year!

- 2 Make a paper Christmas tree.

Materials



scissors



colour markers



paper straw



hole puncher



glue



1. Colour in and cut out a tree and a star.



2. Fold the tree like an accordion from one end to the other.



3. Use the hole puncher to make a hole in the centre of the folded tree.



4. Push the paper straw through the hole.



5. Glue the star on top of the tree.



Recycling Day

1 Look and say.



2 Look, match and say.

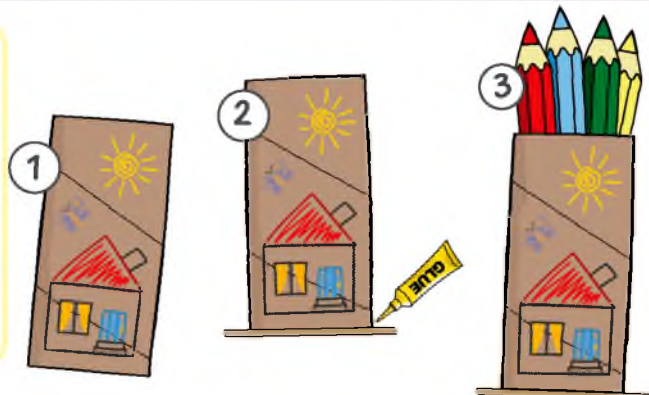


3 Do it yourself!

Make a pencil holder



1. Use the coloured pencils to decorate the paper roll.
2. Stick the paper roll on the card and leave it to dry.
3. Your pencil holder is ready!



Grammar reference

Module 1

to be

Affirmative		Negative	
FULL FORMS	SHORT FORMS	FULL FORMS	SHORT FORMS
I am	I'm	I am not	I'm not
You are	You're	You are not	You aren't
He is	He's	He is not	He isn't
She is	She's	She is not	She isn't
It is	It's	It is not	It isn't
We are	We're	We are not	We aren't
You are	You're	You are not	You aren't
They are	They're	They are not	They aren't

Questions	Short Answers	
Am I?	Yes, you are.	No, you aren't.
Are you?	Yes, I am.	No, I'm not.
Is he?	Yes, he is.	No, he isn't.
Is she?	Yes, she is.	No, she isn't.
Is it?	Yes, it is.	No, it isn't.
Are we?	Yes, you are.	No, you aren't.
Are you?	Yes, we are.	No, we aren't.
Are they?	Yes, they are.	No, they aren't.

Present Simple

Affirmative	Negative	
	FULL FORMS	SHORT FORMS
I play	I do not play	I don't play
You play	You do not play	You don't play
He plays	He does not play	He doesn't play
She plays	She does not play	She doesn't play
It plays	It does not play	It doesn't play
We play	We do not play	We don't play
You play	You do not play	You don't play
They play	They do not play	They don't play

Questions	Short Answers	
Do I play?	Yes, you do.	No, you don't.
Do you play?	Yes, I do.	No, I don't.
Does he play?	Yes, he does.	No, he doesn't.
Does she play?	Yes, she does.	No, she doesn't.
Does it play?	Yes, it does.	No, it doesn't.
Do we play?	Yes, you do.	No, you don't.
Do you play?	Yes, we do.	No, we don't.
Do they play?	Yes, they do.	No, they don't.

Formation of the 3rd person singular (he/she/it)

- most verbs take -s
- verbs ending in -ss, -sh, -ch, -x, -o, take -es
- verbs ending in a consonant + -y, drop the -y and take -ies

I speak → he speaks I like → he likes

I watch → he watches I go → he goes

I study → he studies BUT I play → it plays

Adverbs of frequency

always
usually
sometimes
never

MON	TUE	WED	THU	FRI
✓	✓	✓	✓	✓

Daisy **always** ice-skates after school.

MON	TUE	WED	THU	FRI
✓	✓		✓	✓

Lucy **usually** ice-skates after school.

MON	TUE	WED	THU	FRI
✓		✓		✓

Mark **sometimes** ice-skates after school.

MON	TUE	WED	THU	FRI

Derek **never** ice-skates after school.

Present Progressive

Affirmative		Negative	
FULL FORMS	SHORT FORMS	FULL FORMS	SHORT FORMS
I am playing	I'm playing	I am not playing	I'm not playing
You are playing	You're playing	You are not playing	You aren't playing
He is playing	He's playing	He is not playing	He isn't playing
She is playing	She's playing	She is not playing	She isn't playing
It is playing	It's playing	It is not playing	It isn't playing
We are playing	We're playing	We are not playing	We aren't playing
You are playing	You're playing	You are not playing	You aren't playing
They are playing	They're playing	They are not playing	They aren't playing

Questions	Short answers	
Am I playing?	Yes, you are.	No, you aren't.
Are you playing?	Yes, I am.	No, I'm not.
Is he playing?	Yes, he is.	No, he isn't.
Is she playing?	Yes, she is.	No, she isn't.
Is it playing?	Yes, it is.	No, it isn't.
Are we playing?	Yes, you are.	No, you aren't.
Are you playing?	Yes, we are.	No, we aren't.
Are they playing?	Yes, they are.	No, they aren't.

Module 2

Question ▶ What do you want to be when you grow up?
I want to be a police officer.



A / An ▶ We use **a/an** before occupations.

We use **a** before singular countable nouns with a consonant sound.



He's **a** photographer.

We use **an** before singular countable nouns with a vowel sound.



He's **an** astronaut.

How often ...? ▶ How often do you have art?
I have art **once a week**.



MON	TUE	WED	THU	FRI
	✓			

Daisy has maths **once** a week.

MON	TUE	WED	THU	FRI
	✓	✓	✓	

Lucy has science **three times** a week.

MON	TUE	WED	THU	FRI
		✓	✓	

Mark has social studies **twice** a week.

MON	TUE	WED	THU	FRI
✓	✓	✓	✓	

Derek has PE **four times** a week.

Question ▶ **Where's** the cat?
It's in the box.



Adverbs of place ▶ Adverbs of place are used to describe the position of someone or something.

Adverbs of place			
inside	here	downstairs	below
outside	there	upstairs	above

Making suggestions ▶ We use **Let's + infinitive without to** to make a suggestion.
e.g. **Let's go to a book fair!**

Module 3

Past Simple

Affirmative	Negative	
	FULL FORMS	SHORT FORMS
I played / took	I did not play / take	I didn't play / take
You played / took	You did not play / take	You didn't play / take
He played / took	He did not play / take	He didn't play / take
She played / took	She did not play / take	She didn't play / take
It played / took	It did not play / take	It didn't play / take
We played / took	We did not play / take	We didn't play / take
You played / took	You did not play / take	You didn't play / take
They played / took	They did not play / take	They didn't play / take

Questions	Short Answers	
Did I play / take?	Yes, you did.	No, you didn't.
Did you play / take?	Yes, I did.	No, I didn't.
Did he play / take?	Yes, he did.	No, he didn't.
Did she play / take?	Yes, she did.	No, she didn't.
Did it play / take?	Yes, it did.	No, it didn't.
Did we play / take?	Yes, you did.	No, you didn't.
Did you play / take?	Yes, we did.	No, we didn't.
Did they play / take?	Yes, they did.	No, they didn't.

Irregular verbs

be – was/were	cut – cut	get – got	read – read	teach – taught
bite – bit	do – did	go – went	ride – rode	throw – threw
break – broke	draw – drew	have – had	run – ran	wake up – woke up
buy – bought	drink – drank	hear – heard	see – saw	wear – wore
catch – caught	eat – ate	leave – left	speak – spoke	win – won
come – came	fall – fell	make – made	steal – stole	write – wrote
	find – found	put – put	take – took	

Wh-Questions

When...?

Who...? ▶

How...?



- **When** did Cleopatra die?
- **Who** was Cleopatra's father?
- **How old** was she when she died?
- **How** did she die?

On 12th August, 30 BCE.

Ptolemy the twelfth.

She was 39 years old.

A snake bit her.

Past Simple and Present Simple ▶



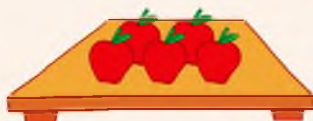
Yesterday I **played** football in the park. I **play** football every week. I love it.

Module 4

some / any + countable nouns



There's **an** apple and a banana on the table.



There **are some** apples on the table but **there aren't any** bananas.



Are there any apples on the table? No, there aren't, but **there are some** sandwiches.

some / any + uncountable nouns



Is there **any** orange juice in the fridge?

No, there **isn't any** orange juice, but there **is some** milk.

Countable Nouns	
Singular	Plural
a burger	two burgers

Uncountable Nouns
milk → two milks

some - any		
Affirmative	Negative	Questions
There's some cheese on the table.	There isn't any ketchup on the table.	Is there any milk on the table?
There are some crisps on the table.	There aren't any biscuits on the table.	Are there any eggs on the table?

How much? ▶
How many? ▶



How **much** milk do you drink every day?
How **many** glasses of milk do you drink every day?

Module 5

Imperative

Fasten your seat belt.



Don't stick your hand out of the window.



Prepositions
by, on

I travel **by**

- car.
- train.
- plane.
- boat.



I go to school **on** foot.

Questions

How do we get there? By bus.
How long does it take? Two hours.
What time does it leave? It leaves at 10.00 in the morning.
How much is the ticket? £3.00.

Ashford Forest

Transport: bus Departure: 10 a.m.
Duration: 2 hours Ticket: £3.00





£2.50

How much is it?

It's two pounds and fifty pence.



£10.30

£10.30

How much are they?

They're twenty pounds and sixty pence.

Gerund ▶ Travelling by bus is comfortable.



Module 6

Comparatives

A gorilla is **bigger than** a monkey.



Short Adjectives

Comparative	Comparative
small → smaller	fat → fatter
fast → faster	big → bigger
strong → stronger	thin → thinner
slow → slower	heavy → heavier
old → older	pretty → prettier
young → younger	scary → scari er
young → younger	funny → funnier
tall → taller	noisy → noisier
long → longer	good → better
	bad → worse
	much / many → more

Long Adjectives

Comparative
dangerous → more dangerous
intelligent → more intelligent
interesting → more interesting
boring → more boring



Lions are **more dangerous than** hippos.

Superlatives

Short adjectives		
	Comparative	Superlative
strong	→ stronger	→ the strongest
tall	→ taller	→ the tallest
heavy	→ heavier	→ the heaviest
easy	→ easier	→ the easiest
big	→ bigger	→ the biggest
thin	→ thinner	→ the thinnest
good	→ better	→ the best
bad	→ worse	→ the worst
much/many	→ more	→ the most
far	→ farther	→ the farthest

Long adjectives		
	Comparative	Superlative
popular	→ more popular	→ the most popular
boring	→ more boring	→ the most boring
exciting	→ more exciting	→ the most exciting
interesting	→ more interesting	→ the most interesting
difficult	→ more difficult	→ the most difficult
dangerous	→ more dangerous	→ the most dangerous



The yellow T-shirt is **the most expensive** of the three.

like / love / enjoy / hate + ...-ing



I love ice-skating.



I hate doing gymnastics.

Module 7

should / shouldn't

Affirmative	Negative
I should eat	I shouldn't eat
You should eat	You shouldn't eat
He should eat	He shouldn't eat
She should eat	She shouldn't eat
It should eat	It shouldn't eat
We should eat	We shouldn't eat
You should eat	You shouldn't eat
They should eat	They shouldn't eat

Questions	Short answers	
Should I eat?	Yes, you should.	No, you shouldn't.
Should you eat?	Yes, I should.	No, I shouldn't.
Should he eat?	Yes, he should.	No, he shouldn't.
Should she eat?	Yes, she should.	No, she shouldn't.
Should it eat?	Yes, it should.	No, it shouldn't.
Should we eat?	Yes, you should.	No, you shouldn't.
Should you eat?	Yes, we should.	No, we shouldn't.
Should they eat?	Yes, they should.	No, they shouldn't.



He **should wear** sunscreen.

He **shouldn't eat** before swimming.

Module 8

Future be going to

Affirmative	
FULL FORMS	SHORT FORMS
I am going to play	I'm going to play
You are going to play	You're going to play
He is going to play	He's going to play
She is going to play	She's going to play
It is going to play	It's going to play
We are going to play	We're going to play
You are going to play	You're going to play
They are going to play	They're going to play

Negative	
FULL FORMS	SHORT FORMS
I am not going to play	I'm not going to play
You are not going to play	You aren't going to play
He is not going to play	He isn't going to play
She is not going to play	She isn't going to play
It is not going to play	It isn't going to play
We are not going to play	We aren't going to play
You are not going to play	You aren't going to play
They are not going to play	They aren't going to play

Questions	Short answers	
Am I going to play?	Yes, you are.	No, you aren't.
Are you going to play?	Yes, I am.	No, I'm not.
Is he going to play?	Yes, he is.	No, he isn't.
Is she going to play?	Yes, she is.	No, she isn't.
Is it going to play?	Yes, it is.	No, it isn't.
Are we going to play?	Yes, you are.	No, you aren't.
Are you going to play?	Yes, we are.	No, we aren't.
Are they going to play?	Yes, they are.	No, they aren't.

INVITATIONS

We use the question **Would you like to...?** when we want to invite somebody to do something with us.

e.g. **Would you like to** go to the bookshop?

ACCEPTING AND REFUSING AN INVITATION

We use different expressions to politely accept or refuse an invitation.

Sure!
Thank you!
Great idea!
No, thanks.
Sorry, I can't.

e.g. *Would you like to go to the florist's?*

Sure!

Навчальне видання
Г. К. Мітчелл, Марілені Малкоґіанні

АНГЛІЙСЬКА МОВА

Підручник для 4 класу закладів загальної середньої освіти (з аудіосупроводом)

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