

Английский язык / Англійская мова

Электронное приложение
к учебному пособию по английскому языку
для 5 класса гимназий
с белорусским и русским языками обучения

ИЗДАТЕЛЬСТВО

Часть 1

Минск
«Адукацыя і выхаванне»
2017

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SCRIPTS

UNIT 1. IN SUMMER

Unit 1. Lesson 1

Ex. 2b

1. What is “rule” in Russian/Belarusian?
2. Can I go out?
3. Sorry, I don’t understand.
4. Excuse me! Can you help me, please?
5. Could you give me a pencil, please?
6. How do you spell it?
7. Sorry, I’m late. May I take a seat?
8. What is “правило” in English?

Unit 1. Lesson 2

Ex. 1b

Countries: the Czech Republic, Italy, France, Turkey, Egypt, Latvia, Ukraine, Poland, Russia.

Cities: Riga, Moscow, Prague, Cairo, Ankara, Kiev, Paris, Rome, Warsaw.

Unit 1. Lesson 2

Ex. 3b

Lisa: Hi! I’m so happy to see you! How are you?

Antonio: Great! You?

Helena: Hey, Lisa. I could not find you anywhere. Where were you?

Lisa: My holidays were fantastic! I was in Europe! I can show you my photos. Look! It’s Rome. I was there with my mum and dad in June. The weather was great, and the people were so friendly!

Antonio: You look sad in this photo! Were you tired?

Lisa: Ha-ha! No, we weren’t! We were hungry and there wasn’t anything to eat. And the pizzas in Italy are delicious!

Helena: Is this your hotel?

Lisa: Yes. Our hotel was fantastic! There were 3 swimming-pools and a new playground!

Helena: When we were in Italy last summer, our hotel wasn’t very clean and the room was too small.

Antonio: You know I was born in Italy. My grandad is Italian.

Helena and Lisa: You’ve got an Italian name! Antonio!

Unit 1. Lesson 2

Ex. 6a

Were you in Warsaw?

No, I wasn't.

Were you in Rome?

No, I wasn't.

Where were you?

Where were you?

I wasn't in Warsaw.

I wasn't in Rome.

I was in Liverpool.

It was really cool!

Unit 1. Lesson 3

Ex. 6a

Martha: The last time I was on a beach was last summer. I was in Italy with my mum and dad. The weather was great, it was sunny and the water was warm! There were lots of people on the beach, lots of children to play with. The sand was beautiful, almost white, but very hot.

Unit 1. Lesson 4

Ex. 2a

Last summer holidays Paul and Kevin travelled to the mountains with Paul's dad. Paul's dad was a botanist and studied mountain flowers. They stayed in a tent and every morning cooked breakfast on fire. Then they walked in the mountains for 2 or 3 hours. One day they visited a small village. People that lived there were very friendly and hospitable. The boys helped one old man in the garden and came back to their camp with a big basket of vegetables.

In the afternoon the boys played football, watched the birds and helped Paul's dad take pictures of beautiful wildflowers. They bathed and washed hair in a cold mountain lake. They didn't have a TV or a computer, so after dinner they talked for a while and Paul's dad played the guitar. They had lots of fun!

Unit 1. Lesson 5

Ex. 2b, c

Bender: I visited my granny in California. She is a surfer, so we travelled to the beach. I sat on a big rock and watched the sea. It was fun. Five hours later we came back home.

I played basketball. I jumped and jumped very high. I was so happy, but my friend wasn't happy. My friend wanted to jump very high, too. I helped my friend to jump very high. After he fell down, he cried and cried. Later I visited my friend in hospital.

I helped my friend in the kitchen. I washed, I cleaned, I tidied up, and I worked very hard. My friend was happy and his mum was happy and she said, "Thank you, Bender, you are such a good robot!"

Unit 1. Lesson 5

Ex. 3c

study, paint, cry, like, stay, walk

t: stopped, looked, danced, liked, walked, watched, jumped, helped, washed

id: waited, started, studied, painted, visited, wanted, tidied up

d: played, opened, lived, cried, stayed, travelled, cleaned

Unit 1. Lesson 6

Ex. 2b

Do — did

get — got

say — said

come — came

read — read

draw — drew

sing — sang

fall — fell

fly — flew

go — went

wear — wore

run — ran

buy — bought

have — had

ride — rode

sit — sat

give — gave

catch — caught

eat — ate

be — was / were

make — made

Unit 1. Lesson 6

Ex. 3b

— Did you go fishing in summer, Mary?

— Yes, I did. I went fishing with my grandpa. He didn't catch any fish, he caught an old tennis shoe. And then it started to rain and we came back home.

— Did you have a fun birthday party?

— I didn't have a big party. Only two of my friends came to my place. And we didn't have a cake, my dog Chip ate it all. We had pizza and lemonade.

Unit 1. Lesson 7

Ex. 1b

What did you do in summer?

Did you go to the seaside?

Did you swim in the sea?

Did you see a dolphin?

Did you water-ski?

I didn't go to the seaside.

I didn't swim in the sea.

I didn't see a dolphin.

I stayed at home and watched TV.

Unit 1. Lesson 8

Ex. 2c, e

Sam: One day I bought a lottery ticket in a shop. I put the ticket in the pocket of my jacket, and went home. At home I went to bed and didn't think about the ticket. Next morning, I got on a bus and went to the beach. On the way to the beach I could hear the radio in the driver's cabin. A man on the radio said my lottery ticket number! After he said my number, I put my hand into the pocket. Oh, no! The ticket wasn't in my pocket. When the bus doors opened I ran back home to look at the ticket. It was on the table. Oh, no! It was the wrong number.

Unit 1. Lesson 12

Ex. 1a

Humpty Dumpty sat on a wall,
Humpty Dumpty had a great fall,
All the king's horses and all the king's men,
Couldn't put Humpty together again.

Unit 1. Lesson 12

Ex. 3a

Humpty Dumpty sat on a wall,
Humpty Dumpty had a great fall,
All the king's horses and all the king's men,
Couldn't put Humpty together again.

He fell off the wall — from the highest high — so high!

He had a great fall — from the highest high — high!

All the king's horses and all the king's men,
Couldn't put Humpty together again.

Humpty Dumpty sat on the ground,
Humpty Dumpty looked all around,
Gone were the chimneys and gone were the roofs,
All he could see was horses and hooves.

He fell off the wall — from the highest high — so high!

He had a great fall — from the highest high — high!

All the king's horses and all the king's men,
Couldn't put Humpty together again.

ИЗДАТЕЛЬСТВО
UNIT 2. BE ACTIVE!

Unit 2. Lesson 1

Ex. 3a

Phillip: Well, I wake up at 7 and go to bed at 9 every day, even at the weekend. I spend lots of time on homework and I don't like it really. I go out a lot with my friends after school. We ride bikes, have picnics in the park, play football and just have fun. I don't watch TV or play computer games too much. My favourite thing to do is reading and playing Lego with my brother. My favourite day of the week is Friday. Actually, it's Friday afternoon, when my weekend starts. That's why I like it so much. And there's a workshop in our Art Centre that I go to every Friday. I really like it there because every time you learn to do something new. Once we painted the sky, on the other day I decorated the wall for my room. Last week we made photoframes and decorated them with sand and seashells. Saturday is OK, but I do my homework in the morning and sometimes it's too difficult or too much. Sunday isn't fun at all: Monday is coming.

Unit 2. Lesson 2

Ex. 3a

Jill: Well, I really like spending time with my family. We all like car trips in my family. On weekends we often go to new places, have picnics, play sports, sometimes go on excursions or hiking in the countryside. My younger brother loves theme parks and we often go there, too. That's a lot of fun! And we really enjoy spending time together.

Unit 2. Lesson 4

Ex. 3b

(Relaxing yoga music)

Let's relax right now. First, stand up, stretch your arms... high above your head, stretching your body very tall. Now let your arms relax.

Repeat again, but this time, breathe in as you stretch up. Stretch.... and now breathe out as you relax.

One more stretch, arms up, breathing in... and relax, arms down, breathing out.

Just sit now, let your arms relax. Close your eyes.

Relax your body, breathe slowly. Breathe in.... hold your breath.... and now breathe out, slowly. Breathe in.... and out.

Keep breathing deeply and slowly.

For the next few moments, just relax, resting. It feels good to relax. Enjoy this calm feeling.

Now open your eyes and let your body wake up. Have a good day!

Unit 2. Lesson 6

Ex. 2a, b

A:

— Hey, Tina. Let's go for a picnic next week.

— Yeah, great idea. I really want to go for a picnic!

— Well, wait a minute, I've got a better idea. How about going for a picnic today?

— Sorry, I can't. I'm going to the cinema with Chris. Would you like to come?

— Not really. I don't like cinema. I can watch a film at home. Next Saturday, then?

— Yeah! Great!

B:

— Hi, Olive, What's up?

— Nothing much. Just going for a run.

— How about going for a run together tomorrow?

— Oh, that could be fun. My friends are always like: "Let's go shopping"... And I'm like: "Let's go for a walk, let's go for a run"... I love sports.

— And then we could go for a pizza.

— I'm sorry, Tony. I hate pizza. It makes you fat.

— You can have salad while I eat my pizza.

— OK. I think I can have one little piece, too.

— Very well, then. See you tomorrow morning.

UNIT 3. WHAT'S ON TV?

Unit 3. Lesson 1

Ex. 1a

Do you like game-shows?

I love them. I love them.

Do you like talk shows?

I don't mind them.

Do you like the news?

I like it. I like it.

Do you like cartoons?

No! I hate them! They're for little children!

Unit 3. Lesson 1

Ex. 2a

Kate: What's on TV today? Let me see. The news [nju:z], a documentary, a talk show ... It's interesting! A cartoon, a TV series ['sɪəri:z]. My mum likes it. A nature programme, a sports programme and an educational programme. Hm. I think I'll watch the nature programme. I love animals.

Unit 3. Lesson 1

Ex. 3a

Kate: Hi Alex! Can you help me with my project about TV?

Alex: Sure, how can I help you?

Kate: Can you answer some questions, please?

Alex: Yes, I can. No problem.

Kate: Do you like TV?

Alex: Yes, I love it!

Kate: Do you like nature programmes?

Alex: Yes, I don't mind them. They're OK!

Kate: What about game-shows?

Alex: I like them. They're great! My brother likes them, too. Our parents sometimes watch game-shows with us. We have a good time together!

Kate: Do you like Emma Watson?

Alex: Sorry, I don't know her.

Kate: I see. Do you like Brad Pitt?

Alex: I hate him. He isn't interesting.

Kate: Really? But I like him. He's a good actor.

Alex: Well, tastes differ.

Kate: Thank you, Alex, for your answers.

Alex: You're welcome!

Unit 3. Lesson 2

Ex. 1b

1. **Boy:** My favourite film is “The Lord of the Rings”. It’s a fantasy film with a lot of magic.
2. **Girl:** “Romeo and Juliet” is a romantic film. It’s very sad but beautiful.
3. **Boy:** “Sherlock Holmes” is great. I like detective films.
4. **Girl:** I think “The Pirates of the Caribbean” is the best adventure film.
5. **Boy:** My favourite comedy is “Home Alone”. It’s cool!
6. **Girl:** “Cinderella” is the most popular fairy-tale. All children like it.
7. **Boy:** “Monster House” is a horror film. It’s super!
8. **Girl:** I like action films. “Spy Kids” is a great action film for children.
9. **Boy:** My favourite film is “Star Wars”. It’s a science fiction film.

Unit 3. Lesson 3

Ex. 2a

What time is it?

It’s quarter to three.

Quarter to three?

Let’s swim in the sea!

What time is it?

It’s quarter past three.

Quarter past three?

Let’s climb a tree!

What time is it?

It’s half past three.

Half past three?

Let’s watch TV!

Unit 3. Lesson 4

Ex. 2a, b

Boy: I watched an adventure film yesterday. It was exciting! It was interesting to watch from the first minute. Adventure films are never boring.

Girl: I don’t like horror films. They scare me. But yesterday my brother asked me to watch a horror film with him. It was scary. I couldn’t sleep at night.

Girl: I watched a romantic film yesterday. It was really touching. It made me feel sad and I cried a bit but I liked its story.

Boy: I watched a comedy yesterday. It was amusing. I love comedies. They are fun to watch. Some comedies are silly. They aren’t very clever.

Unit 3. Lesson 4

Ex. 3a

Reporter: Excuse me. I'm from the programme "Today". Can I ask you a few questions?

Mrs. Fletcher: Yes, sure.

Reporter: Do you often watch TV?

Mrs. Fletcher: Mmmm. I think so, yes.

Reporter: A-ha. How often do you watch the news?

Mrs. Fletcher: I always watch the news. My favourite programme is "The Eight o'clock News". I watch it every evening.

Reporter: I see... What about quiz shows?

Mrs. Fletcher: Hm. I like game-shows. I often watch them. My favourite is "Twenty Questions". I watch it on Tuesdays, Thursdays and ... Saturdays; and on Sundays I watch "Superhero".

Reporter: I see. Do you ever watch comedies?

Mrs. Fletcher: Comedies? No, not often. I sometimes watch comedies on Saturday evening and on Sunday. Ah, last week I saw an amusing comedy called "The Toy".

Reporter: And what about cartoons?

Mrs. Fletcher: Cartoons? My children watch cartoons. I rarely watch them. Maybe on Sunday, with my children.

Reporter: Do you watch horror films?

Mrs. Fletcher: Oh, no. I never watch horror films. I hate them!

Reporter: Right! Thank you very much for your answers.

Mrs. Fletcher: You're welcome.

Reporter: Goodbye.

Mrs. Fletcher: Goodbye.

Unit 3. Lesson 4

Ex. 5a, b

Kate: Excuse me. I'm from the "School TV" programme. Can I ask you a few questions?

Granny: Yes, sure. I want to be on TV!

Kate: So, do you often watch TV?

Granny: Yes! I love it! I watch it all day!

Kate: Oh, really? Do you ever watch the news?

Grandad: Yes, very often. It's interesting.

Kate: I see. What about quiz shows?

Granny: Sometimes. They're amusing.

Kate: I see. Do you often watch romantic films?

Grandad: Never. They're boring!

Granny: No, they aren't! They're touching. I always watch them.

Kate: What about horror films?

Grandad: We never watch horror films. We hate them. They're scary!

Granny: Yes, they're horrible!

Kate: OK. Do you watch TV series?

Grandad: Rarely. They're silly!

Granny: Oh, I like detective TV series! They're exciting! My favourite series starts at 6.45. What time is it?

Kate: It's 6.50.

Granny: Oh dear! We're late! Robert, turn the TV on!

Kate: Thank you very much.

Grandad: You're welcome.

Unit 3. Lesson 6

Ex. 2a

Stuart Blackton ['stjuət 'blæktən] Winsor McCay ['wɪnzəmə'keɪ]
Walt Disney ['wɔ:lɪt 'dɪzni] Gertie ['gɜ:ti] Felix ['fi:lɪks]

Unit 3. Lesson 6

Ex. 2b, c

1. The first cartoons were made soon after the first films. In 1906, Stuart Blackton drew a lot of faces on a blackboard, photographed them and made a short cartoon called "Funny Faces".

2. In 1914, Winsor McCay made a short cartoon called "Gertie the Dinosaur". People loved it because it had a character named Gertie who was the first cartoon character. Another popular cartoon character was Felix the Cat. When people saw the first cartoon about Felix, they liked him so much that the studio made cartoons about him again and again. "Felix the Cat" was the first cartoon series.

3. At that time, cartoons were black-and-white and silent. Walt Disney was the first to make cartoons with sounds and colour. In 1928, Disney drew a funny character for a cartoon — a mouse. Disney called him Mickey. Then he drew a friend for Mickey and called her Minnie Mouse. Cartoons with Mickey and Minnie became hits!

4. In 1937, The Disney Studio made the first long cartoon called "Snow White and the Seven Dwarfs". Next came "Dumbo", "Bambi", "Peter Pan", "The Jungle Book" and other films. They became very popular. The Disney Studio became one of the most popular studios in the world.

5. In 1995, children all over the world saw the first computer-animated cartoon, "Toy Story". Then came "Toy Story 2" and "Toy Story 3". Some other computer cartoons are "Shrek" and "Madagascar".

Unit 3. Lesson 7

Ex. 1b

1. I live in Sherwood forest. I'm brave and loyal to my people. I'm ready to do anything for them. (Robin Hood)

2. I'm hard-working and helpful. I work a lot to help my family. (Cinderella)

3. I'm very nosy. I want to know everything and ask a lot of questions. (Pinocchio)

4. I'm always happy. I'm a cheerful bear. (Winnie-the-Pooh)

Unit 3. Lesson 9

Ex. 1b

Host: Welcome to “The Superquiz”! Are you ready?

Children: Yes, we are!

Host: So, here’s our first question. Who made the first cartoon about Mickey Mouse?

Girl: Walt Disney?

Host: Well done! Question number two. Where does Alice meet the White Rabbit?

Boy: It’s... It’s... In Disneyland.

Host: Oh, no. That’s wrong, I’m afraid. She lives in Wonderland. Question number three. What is the cartoon about Mowgli called?

Girl: “The Jungle Story”!

Host: Wrong answer again. It’s “The Jungle Book”.

Children: Oh, no...

Host: Well, next question: What kind of film is “Jurassic Park”?

Boy: I know the answer! It’s a horror film! It’s my favourite!

Host: Excellent! Now, question number five. What is the cartoon about black and white puppies called?

Girl: “101 Dalmatians”!

Host: Great! Absolutely right! Now to our next question. What colour is Robin Hood’s hat?

Boy: That’s an easy question! It’s green.

Host: Absolutely right! My next question. Who is Remi?

Girl: A dog!

Host: I’m afraid it isn’t correct! Remi is a rat from the cartoon “Ratatouille”. Well, our last question. What’s the name of Winnie-the-Pooh’s friend?

Boy: That’s Christopher Robin.

Host: Well, that’s the end of our quiz. Well done!

Unit 3. Lesson 10

Ex. 1b, d

1

Little John: Stop! Who are you?

Alex: I’m Alex. And who are you? Where am I?

Little John: We’re in Sherwood Forest, in England. I’m Little John, Robin Hood’s best friend!

Alex: Robin Hood! He’s my favourite hero! Tell me about him, please!

Little John: Well, I don’t know much. His real name is Robert. He’s the son of the Earl of Huntingdon. When Robin was 18, the Sheriff of Nottingham killed his father, and took away his lands. Young Robin lost his father and his home. Sherwood Forest became his home. Here he met other men who lived in the forest because they wanted to be free. Robin became the leader of the group.

Alex: I know! You take money from the rich and give it to the poor. What is Robin like?

Little John: He's strong, clever and very brave.

2

Little John: Sh-sh!

Alex: What's the matter?

Little John: The Sheriff is coming. Let's surprise him!

Little John: Well, well! What do we have here? The Sheriff of Nottingham in person!

The Sheriff: Oh, please, don't kill me! I can give you everything I have!

Little John: Ha-ha-ha! Stop crying, cowardly pig! Boy, take his sword!

The Sheriff: Here you are.

Little John: Let's take him to Robin Hood!

3

Robin: I see you found a new friend in the forest, Little John.

Little John: Yes, he said you are his hero.

Robin: What's your name, boy?

Alex: Alex.

Robin: How old are you?

Alex: Eleven.

Robin: Good. Welcome to Sherwood forest, Alex!

Alex: Thank you, Robin.

4

Robin: Sit down and eat with us, Sheriff. After dinner, I have a surprise for you.

The Sheriff: I'm not hungry! Please, let me go!

Robin: I'm the boss here! Do what I say!

The Sheriff: OK, OK.

5

Robin: Now give us everything you have — money and gold! Then, take off all your clothes and give them to this boy, Alex.

The Sheriff: Here you are.

Robin: Get on your horse and go to Nottingham!

Little John: Ha-ha-ha!

Robin: Well, it's getting dark. Time to go to bed. Alex, you can sleep under this tree, next to Little John.

6

(Little John is snoring)

Alex: Little John! Little John!

Little John: What's the matter?

Alex: Could you sleep a bit quieter, please?

Little John: Sure, sleep!

(Little John is snoring again)

Alex: Little John! Little John!

Little John: I'm getting angry! Let me sleep or I'll cut off your ears!

Alex: Oh dear! I want to go home and sleep in my lovely bed!

Unit 3. Lesson 12

Ex. 2a

Robin Hood lived in England, near Nottingham, a long time ago. When he was a little boy he saw how the rich people took away the house of a poor family with two little kids. Then he started to take money from the rich and give it to the poor. Robin was not alone. He had a group of friends who helped him.

The Sheriff of Nottingham wanted to catch Robin but his people couldn't do it. Robin and his friends lived in Sherwood Forest. The rich didn't want to go there because they knew Robin Hood could attack them.

One day the Sheriff said, "Let us have a competition to find the best shooter in Nottingham. Robin Hood is the best shooter in Nottingham. He will come and we will catch him," he told his people. All of them said, "Yes! Yes! Good idea!"

Robin Hood's friends told him, "Robin, this competition is dangerous and they will catch you! It is silly to take part in it". But Robin Hood didn't want to listen.

So, the next day hundreds of people came to watch ten people who were there to shoot. The Sheriff asked one of his people, "Is Robin here?" "No, I don't think so! Robin has red hair but nobody has red hair here." The Sheriff said, "He knows we will catch him."

The competition began. After ten rounds, William, the Sheriff's man, and a man in a green costume were shooting for the first prize, a golden arrow. William took the first shot; it was near the centre. The Sheriff was happy. "Well done, William!" he said. Next was the man in green. The arrow went through William's arrow. And in a moment the man in green sent two more arrows that flew to the place where the Sheriff sat. The Sheriff was so much afraid that he became white.

The man in green was Robin Hood. The Sheriff and his people didn't see his red hair because of the hood. He jumped over the wall onto his horse and rode away. "Get him, get him! That is Robin Hood!", but it was too late. Robin Hood ran away again. The Sheriff was very angry.

UNIT 4. FESTIVALS AND CELEBRATIONS

Unit 4. Lesson 1

Ex. 2a

Robert: There are a lot of public holidays, special days and festivals in the UK. In winter we celebrate Christmas, New Year's Day, Valentine's Day and Pancake Day. In spring the most popular days are Easter, Mother's Day, April Fool's Day and May Day. Summer events are the Queen's Official Birthday, Father's Day, Swan Upping and Notting Hill Carnival. In autumn we celebrate Halloween and Remembrance Day. Harvest Festival is in autumn, too. My favourite days? Well, you know, I like to eat very much. So my favourite days

are those when I can eat a lot. First of all, it's Christmas. I think Christmas dinner is the best part of this holiday. Then, Pancake Day. I LOVE pancakes! Easter and Harvest Festival are great, too.

Unit 4. Lesson 1

Ex. 3a

1. Europe's biggest street festival takes place in London. People demonstrate their multicultural past and present. Music bands play and dancers in beautiful costumes dance in the street.

2. In the third week of July, from Monday to Friday people catch, count and mark swans on the River Thames in London. They do it to protect the birds.

3. This festival is a celebration of food. On this day people give thanks for the harvest they have.

4. It is a special day when people wear a red poppy to remember those who died in the two World Wars and other conflicts.

5. On this day people celebrate the coming of summer. They wear costumes and dance around a Maypole.

Unit 4. Lesson 2

Ex. 2a, b

Alex: The best holiday is Christmas. We have holidays at school. My parents are at home, too. Houses, shops, streets are beautiful. You can see Santa there. We give and receive a lot of presents. It's so exciting! I like it because it's a family holiday. We invite our relatives: grannies and grandads, uncles and aunts and cousins, or we go to see them. It's great!

I also like the Queen's birthday, because we go to London on this day. It's very exciting. I like watching the parade and fireworks. It's always beautiful. It's really a special day for me.

Easter is good too, isn't it, Kate?

Kate: Yes, it is. It's a very special day. I get chocolate eggs and I like painting eggs. It's very interesting. Mum and dad hide chocolate eggs in the garden, and we try to find them. Ken and Nikki are very happy when they find eggs. It's so amusing!

I like Christmas, too. It's the most special day, and not only because of presents. Christmas is the birthday of new life. We light candles and put them in the windows. It's beautiful! I also like decorating the Christmas Tree.

My favourite holiday is Valentine's Day. Of course, you always love your friends and relatives. But on this day you can show your love. I like sending and getting cards.

Unit 4. Lesson 3

Ex. 2a

Helen: British Mother's Day is on Sunday in March or April. We celebrate it three weeks before Easter Sunday. On this day we show our love and give thanks to our dear mothers.

This holiday has its story. Many years ago a lot of poor people worked and lived far away from home. On Mothering Sunday they could go home to spend the day with their mothers. They often brought home a special cake called “Mothering cake”.

Now on Mother’s Day children give their mums nice cards, small presents and flowers and cook their favourite food. Some people invite their mothers to a cafe. I always make a card for my mum on this day.

Last year Mother’s Day was on March 6th. My sister and I made beautiful cards and gave them to our mum in the morning. She liked them very much! Then we made a special Mothering cake. We decorated it with pink creamy roses. It looked fantastic! We went to the living room to lay the table for the party. Five minutes later I came back to the kitchen to take the cake. I couldn’t believe my eyes! The kitchen was a mess! The pieces of the cake were all over the floor! I was shocked! But our dog Charlie was very happy! He liked the cake, especially the pink creamy roses. We didn’t have time to get angry or make another cake, so we ran to the supermarket and bought a chocolate cake. In fact, it was OK. Everyone was happy, but Charlie was the happiest!

Unit 4. Lesson 3

Ex. 6a, b

Reporter: David, when do people celebrate Father’s Day in Britain?

David: It’s on the third Sunday in July.

Reporter: When did people begin to celebrate this special day?

David: Well, the idea to celebrate Father’s Day was born in the USA in 1910. After that it came to Britain.

Reporter: I see. What do people usually give their fathers on this day?

David: Children make cards with slogans like “The World’s best dad” or “For my fantastic father”. People also give presents: socks, sweaters, T-shirts and other items of clothing.

Reporter: How do you celebrate Father’s Day in your family?

David: Oh, we usually have a lot of fun. My dad, grandad, uncle Sam, my two cousins Peter and Tom go for a picnic in the countryside. We have a barbeque party, play football and go fishing.

Reporter: Did you go for a picnic on Father’s Day last year?

David: Sure! It’s a family tradition.

Reporter: What did you enjoy most of all?

David: Making barbeque chicken on fire and then eating it!

Reporter: Was your dad happy?

David: A lot. I gave him a T-shirt with the photo of him and me. And I wrote “The greatest Dad”. He wore it at the picnic.

Reporter: Thank you, David. Goodbye!

David: Goodbye!

Unit 4. Lesson 4

Ex. 2a

1. The British Queen has two birthdays — one in April and one in June. The Queen's real birthday is on April 21st. She was born in 1926. In 1805 people began to celebrate the Queen's birthday publicly in summer, when the weather is better than in spring. It is on the second Saturday in June. There is the Queen's Birthday Parade. It is a military parade. Thousands of people come to watch the parade. They celebrate the Queen's birthday in other countries, too: in Australia, New Zealand and Canada.

2. On this day people celebrate romantic love. It started during the Roman Empire when a priest named Valentine came to defend love. He died on February 14th, 270 BC (Before Christ). Today people give presents to those they love — flowers, often red roses, or heart-shaped chocolates and cakes. In the evening they decorate their houses with heart-shaped balloons, light candles and have dinner. On this day people send a lot of cards — to the people they love: to their friends, mothers, brothers and sisters, parents and teachers. They wish them happiness and love.

3. It is a day of fun and jokes. On this day people play jokes on their friends and relatives. But you can play a joke only before noon. If you play a joke after noon, you become an April Fool. The Internet, TV and radio programmes play jokes on people, too. People started to celebrate April Fool's Day in 1582 when a new calendar replaced the old one. In the old calendar New Year's Day was April 1st. In the new calendar, it became January 1st. Some people didn't want to celebrate New Year in January, they celebrated it on April 1st. Other people played jokes on them and called them April Fools.

Unit 4. Lesson 5

Ex. 2a, b

ИЗДАТЕЛЬСТВО
Glittering ornaments, many-coloured lights.

Silvery tinsel and sweet, tasty delights.

An angel at the top of the Christmas Tree ...

It's time to light candles — don't you see?

Hang your stockings over fireplaces.

Sing carols, pull crackers with happy faces!

Unit 4. Lesson 5

Ex. 4a, c

Alex: Good morning!

Kate: Good morning, Alex!

Alex: What time is it?

Kate: It's nine o'clock.

Alex: Oh, sorry I'm late.

Kate: No problem. It's your holiday. My granny and granddad are here. Let's go to the living room. Granny, granddad, this is Alex, my friend from Belarus. Alex, this is my granddad John Fletcher and my granny Jill Fletcher. They are my mum's parents.

John Fletcher: Hello, Alex.

Alex: Hello, Mr. Fletcher.

Jill Fletcher: Nice to see you, Alex.

Alex: Nice to see you, too, Mrs. Fletcher. You are busy. What are you doing?

Jill Fletcher: I'm decorating the Christmas tree.

Alex: Wow! It's beautiful!

John Fletcher: I'm writing a Christmas card. We always send Christmas cards to our friends and family.

Alex: Where are your parents, Kate?

Kate: Mum is making a Christmas cake, and dad is helping her.

Alex: What are you doing, Kate?

Kate: I'm tidying up the house.

Alex: Look! Lucky is playing with tinsel!

Kate: Oh, Lucky, stop it! Here's your ball!

Alex: Can I help you decorate the Christmas tree, Mrs. Fletcher?

Jill Fletcher: OK. But let's go to the kitchen first. You must be hungry!

Unit 4. Lesson 6

Ex. 2b

Alex: One of the oldest and most interesting celebrations in Belarus is Kalyady. People celebrate it from December 25th to January 6th or from January 7th to January 19th. The Kalyady tradition is more than 2 thousand years old. Not many people celebrate it in Belarus now, but in my granny's village they do.

Before Kalyady people tidy up and decorate their houses. They always wash in the sauna. They cook a special dish — Kalyadnaya kytzuya or kasha — and eat it three times. They think kuttzuya protects them. On the 25th of December young people dress in the costumes of animals, go from house to house, dance, sing carols and wish happiness. Those who live in the houses give them some food: sweets and fruit, usually apples.

Last year my family celebrated Kalyady in the village. We had a snowball fight, played games and told jokes. My cousin and I went from house to house and sang carols together with other people. I was dressed as a bear and she was dressed as a goat. We had a lot of fun!

Unit 4. Lesson 7

Ex. 2c

Christmas Eve is on December 24th. Christmas Day is on December 25th.

The tradition of decorating a Christmas tree came to Britain from Germany.

Boxing Day is the day after Christmas. People visit their relatives and friends and give them presents. In the past rich people gave boxes of clothes and food to poor people. They opened them on December 26th.

New Year's Eve is on December 31st and New Year's Day is on January 1st.

Elves help Father Christmas make presents in his home in Finland.

Santa rides in his sleigh across the sky with his twelve reindeer. The first reindeer, Rudolf, has a red nose that helps him to find the way.

Father Christmas gets into houses through the chimneys at midnight.

In Britain, children leave a mince pie for Father Christmas on Christmas Eve.

In London, many people celebrate New Year's Eve in Trafalgar Square. Every year, people decorate a big Christmas tree in Trafalgar Square. It is a present from Norway.

Unit 4. Lesson 9

Ex. 1b, c

1

Kate: Hi Alex! What are you doing here?

Alex: Well, I ... I...

Kate: You know what? I have an idea! Rita, the captain of our Pancake race team is ill. Could you run instead of her?

Alex: Pancake what?

Kate: Pancake race. Today is Pancake Day. We celebrate it in February or March on Tuesday 47 days before Easter Sunday.

Alex: But it's December now!

Kate: Today is the ninth of February! Hurry up! The Pancake race starts at 11:55.

2

Alex: What is a Pancake race?

Kate: It's an old tradition which dates back to 1445 and started at Olney, a small town in England. In the past women in aprons and headscarves ran in the race and flipped a pancake in the frying pan. Today men can take part in the Pancake race too, but they wear an apron and a headscarf, too. Here you are. Put them on!

3

Alex: What?

Kate: Please, help our team.

Alex: OK. How long is the distance?

Kate: Women and men run 375 meters, but for school children it's just 20 metres.

Alex: 20 metres? It's not so long!

Kate: But when you run, you must flip the hot pancake three times!

Alex: No problem.

4

Kate: You look nice in this apron and headscarf!

Alex: Stop it, Kate!

Kate: OK. Take the frying pan.

Man: Ready! Steady! Go!

Kate: Alex, run!

Alex: Oh, dear! The pancake! I've dropped it again!

Kate: Pick it up and run! Don't stop!

5

Alex: Sorry, Kate. I wasn't very good.

Kate: Don't worry. That's OK. We had fun!

Alex: Yes, we did!

Kate: Ready for the Pancake flipping game?

Alex: I don't know. What is it?

Kate: You must flip the pancake in the frying pan. The student with the biggest number of flips is the winner!

Alex: It's interesting! I think I can do it!

6

Children: 151, 152, 153, 154! Well done, Alex! You are the winner!

Alex: Hooray! I like pancakes!

Kate: Then let's have a pancake party!

Alex: That's a great idea!

Unit 4. Lesson 10

Ex. 2

Dashing through the snow
In a one-horse open sleigh,
O'er the fields we go,
Laughing all the way.

Bells on bobtail ring,
Making spirits bright.
What fun it is to ride and sing
A sleighing song tonight!

Jingle bells! Jingle bells!

Jingle all the way!

Oh, what fun it is to ride

In a one-horse open sleigh!

UNIT 5. BE HEALTHY!

Unit 5. Lesson 1

Ex. 3a

Food Groups

There are four important groups
Which are good for you to eat.
They are fruit and vegetables,
Also, milk, bread, and meat.

Eat food from each food group
On your plate every day,
They will make you strong and healthy —
You'll be OK!

Unit 5. Lesson 3

Ex. 1a

Jill: Kate, I'm hungry. Would you like something to eat?

Kate: Yes, please. Are there any crisps?

Jill: No, there aren't.

Kate: Is there any bread?

Jill: No, there isn't. There aren't any biscuits and there isn't any cheese.

Kate: Is there any food in your house?

Jill: Well, there are some zucchinis and there's some vegetable oil.

Kate: What? Sorry, I don't like zucchinis.

Jill: Me neither. What shall we do?

Unit 5. Lesson 3

Ex. 2a

Jill: Kate, let's make a zucchini cake.

Kate: Zucchini cake? That's a good idea! What do we need?

Jill: Let me see. Eggs, vegetable oil, brown sugar, vanilla, cinnamon, flour, courgettes, baking powder, nuts and salt. There's a lot of flour and a lot of nuts in the cupboard. There isn't much salt left but we need just a bit.

Kate: And there aren't many eggs in the fridge. How many eggs do we need?

Jill: Two.

Kate: How much vegetable oil?

Jill: 100 grammes.

Kate: 100 grammes. How much brown sugar?

Jill: 85 grammes.

Kate: Here you are. How much vanilla?

Jill: A tea spoon.

Kate: A tea spoon of vanilla. How much cinnamon?

Jill: Two tea spoons of cinnamon.

Kate: OK. How much flour?

Jill: Let me see ... 300 grammes.

Kate: Here you are. How many zucchinis?

Jill: Two.

Kate: How much baking powder?

Jill: Not much. Just half a tea spoon.

Kate: A tea spoon of baking powder. How many nuts do we need?

Jill: 85 grammes.

Kate: OK. How much salt?

Jill: Everything is ready. Oh, no, what about salt? Do we need any salt?

Kate: Yes, just a little. Here it is, let's start.

Unit 5. Lesson 4

Ex. 1a, b

Two Raccoons: Part I

Once there was a raccoon whose name was Jack. He loved eating fruit and vegetables. Every morning, he made a drink with greens and fruit like bananas, melons or peaches. Sometimes people laughed at that but he ate vegetables with brown rice for dinner and beans, zucchinis, yellow peppers and cabbage for dinner. Jack the Raccoon had beautiful hair, strong teeth and had a lot of energy.

He was a top student in his class. He had only good marks in his report card. He wanted to learn after a healthy breakfast. He got up early to do his morning exercises. He could run and swim very fast, faster than the other raccoons in his class. Jack was happy most of the time. His classmates loved him and always wanted to be in his team.

A raccoon in the class, whose name was Bob, wanted to do these things too but he couldn't. When he ran or swam, he got tired very fast. He didn't have breakfast in the morning and he ate junk food for lunch. After school he watched TV and ate crisps, biscuits and sweets.

Bob the Raccoon never ate green food, no fruit or vegetables. Instead he had chips and fizzy drinks. Bob's hair was very bad. His teeth were bad, too. He stayed home from school a lot because he often had a cold. He couldn't concentrate on his lessons. In his PE lessons, Bob was the slowest runner and swimmer and nobody wanted to be in his team.

Jack noticed that Bob was alone a lot. One day he came up to Bob and said: "Meet me after school". Bob walked home after school with Jack. Bob didn't usually go for a walk but he had fun. He enjoyed the sunshine and fresh air.

The next day Jack invited Bob for his birthday party. It was fun to see a smile on Bob's face. ...

Unit 5. Lesson 4

Ex. 2a, b

Two Raccoons: Part II

In Jack's house Bob saw a lot of healthy food. At first he didn't like it. Jack said: "You don't like it because you eat sugar every day. Try not eating sugar for 4 days."

Those 4 days were really hard. But on the 4th day Jack gave him an orange. "Now, try it", he said. The orange was so delicious, so juicy.

After a week Bob the Raccoon was noticing something interesting — he had more energy. He asked his mum to buy bananas and help him make porridge for breakfast. He ate food from the garden. His hair got beautiful and his teeth got stronger. Suddenly, he became better at math. He could concentrate on the lesson. He enjoyed school and he made new friends. He smiled and laughed a lot.

Unit 5. Lesson 5

Ex. 4a

Alex: Well, what did I do yesterday? I ate some grapes for breakfast, a vegetable salad for lunch, two carrots as a snack at school and a pear after dinner. All in all, I ate 4 portions of fruit and vegetables. Junk food? No, I didn't eat any. I drank tea for breakfast, a glass of apple juice for lunch, two glasses of water and a glass of milk for dinner. Exercise? Of course, I did! I like sports. I had PE lesson and I played football with my friends after school. I brushed my teeth in the morning and in the evening. I always do it. I watched TV for 30 minutes and played my favourite computer game "Minecraft". It was so exciting that I couldn't stop. I played for two hours! I went to bed at 11 o'clock and slept only 7 hours. In the morning I was very sleepy in my first lesson.

MOVING ACTIVITIES

UNIT 1. IN SUMMER

Unit 1. Lesson 1



5. Follow the steps below to play the game.

- a) Think of a classroom rule to act out.
- b) Act it out. Take turns.
- c) Have other students guessed the rule?

Unit 1. Lesson 2



5. Play the game.

The teacher reads out the sentences.

- stand up when you hear + sentences.
- clap your hands when you hear — sentences.
- stamp your feet when you hear ? questions.

Unit 1. Lesson 3



5. c) Take a card from the teacher. Run to the word “PAST” if your word is about the past, run to the word “PRESENT” if your word is about present time.

Unit 1. Lesson 4



4. Play the miming game. Cover the story. Take turns to mime what Paul and Kevin did in the mountains. Your classmates guess and make a sentence.

Unit 1. Lesson 5



4. a) Get a card from the teacher. Who in class has a verb with the same ending in the past? Walk around and say the past form of the verb in your card. Form 3 groups: [-t], [-d], [-id].

b) Shuffle the cards and play again.

Unit 1. Lesson 6



2. c) Get cards from your teacher. Look at the picture you’ve got and walk around to form groups. Explain why you are in the same group.



5. Play in 3 groups.

Group 1: Stand up when you hear Past Simple positive statement.

Group 2: Stand up when you hear Past Simple negative statement.

Group 3: Stand up when you hear Past Simple question.

Unit 1. Lesson 7



1. d) Role-play chanting in pairs, in 2 groups and then one line — one student. The teacher points at a student — the student stands up and says one line. If a student is late, he has to run to the board and touch it.



4. Look at your classmates. Think what they did in summer. Go and ask them questions from the list. Get 1 point for each “Yes, I did.” answer. You can’t repeat a question!

Unit 1. Lesson 8



3. b) “The right order”. Stand up and make a line to put Sam’s story into the right order. Take turns to tell the story. Is it a new story? Who is telling the story now?

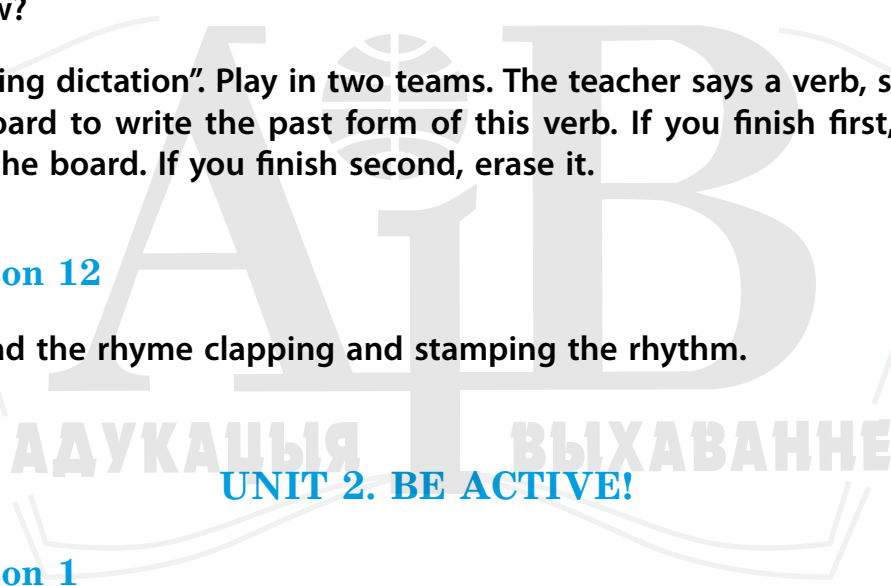


4. “Running dictation”. Play in two teams. The teacher says a verb, students run to the board to write the past form of this verb. If you finish first, leave your verb on the board. If you finish second, erase it.

Unit 1. Lesson 12



3. c) Read the rhyme clapping and stamping the rhythm.



UNIT 2. BE ACTIVE!

Unit 2. Lesson 1



4. c) Walk around the class. Read your sentences to your classmates. Can they guess the false one?

Unit 2. Lesson 2



4. b) Stand up next to your chair. Listen to Jill and point with your hand at the right face.

Unit 2. Lesson 3



2. c) Run to your workshop. Do you have a company? If not, ask someone to go with you. (*Let’s go together.*)

Unit 2. Lesson 4



3. b) Let’s do some yoga exercises. Listen and follow the instructions.

Unit 2. Lesson 5



4. Stand up. The teacher is going to show you some cards (2 seconds each). Say what you saw and add details.

Example: S1: *There was / I saw a man. The man had brown hair.* S2: *The man wasn't old.* S3: ...

If your sentence(s) is (are) correct, you may sit down.

Unit 2. Lesson 6



5. Stand up. Listen to your teacher.

Line 1 — sit when you hear **V** sound.

Line 2 — sit when you hear **F** sound.

Line 3 — sit when you hear **W** sound.

Unit 2. Lesson 7



3. d) Stand up. The teacher reads a sentence from ex. 3c. If the sentence is true — sit down. If it is false — stretch your hands up. Then correct the sentence. If you don't know if it's true or false — clap your hands.

Unit 2. Lesson 8



3. Stand up, stretch, sit down, relax, close your eyes and take a two-minute nap. Don't worry, the teacher will wake you up.

Unit 2. Lesson 10



3. a) Walk around the class. Read all the posters and choose one workshop you would like to take part in. Take one ticket.

b) If you still have any tickets for your workshop, walk around the class, talk to people and invite them to your workshop. Try to give away all the tickets.

Example: — *Hey, Rita, what's up? Would you like to take part in my yoga class this afternoon? It's free. You are going to have a great time!*

— *I'd love to! Can I have a ticket? / No thanks. I don't mind yoga, but I'm busy today. Sorry.*

c) Walk around, listen to your classmates and get tickets for two more workshops.

UNIT 3. WHAT'S ON TV?

Unit 3. Lesson 1



5. "The Paper snowball" game.

Write on the board: **like / love / don't mind / don't like / hate** and the object pronouns **him / her / it / them**. Students throw paper snowballs at each other while music is playing. When the music stops, they pick up the nearest to them snowball and read the question inside it.

Example: *Do you like talk shows? Do you like football? Do you like tomatoes? Do you like milk? Do you like Harry Potter? Do you like Cinderella?* They answer the questions using words written on the board. Play several times.

Unit 3. Lesson 2



3. A class survey.

Each student gets a question, e.g. *Do you like detective films?* Walk around the class and ask everyone this question. Tick every positive answer. Then have a class survey on the board. What's the most popular type of film for your class?

Model: *5 students like detective films.*

Unit 3. Lesson 3



3. What time is it?

Split into two groups. **Group 1** get a picture with a clock from the teacher. **Group 2** walk around the classroom and ask: *Excuse me, what time is it?* Swap the roles.

Unit 3. Lesson 4



4. Pass the envelope.

Stand in a circle. Pass the envelope while the music plays. When the music stops, the student who has the envelope takes a card out of it and makes a true sentence with the word on the card. Use the adverbs *always, often, sometimes, rarely, never*.

Model: *TV series. I sometimes watch TV series.*

Unit 3. Lesson 5



4. Clap your hands!

Stand up. The teacher names TV programmes popular with children in Belarus. If you think a programme is **good**, clap your hands once. If you think a programme is **very good**, clap your hands twice. If you think a programme is **great**, clap your hands three times. Explain why you like this or that programme.

Unit 3. Lesson 6



3. "True or False?"

Stand up. The teacher speaks about cartoons. If a sentence is true, students make a step to the right. If it is false, they make a step to the left.

Unit 3. Lesson 7



3. Two chairs.

Put two chairs (+ and -) at the board. Students stand in two teams at the opposite wall. One student from each team is ready to run. The teacher names adjectives. If an adjective is positive, the students run to the (+) chair. If an adjective is negative, the students run to the (-) chair. The first student to sit on the right chair brings a point to their team.

Unit 3. Lesson 8



4. "Clap or stamp".

Speak about TV programmes. If students hear the articles "a" or "an", they clap their hands once. If they hear "the", they stamp their feet once.

1. "Africa with Tom Walker" is a nature programme. Tom Walker is an animal tracker. In the programme he tells us about African animals. I like animals. I want to be a vet when I grow up.

2. "My friend Dinosaur" is a comedy. It's about a girl who lives in a small flat in London and one day she sees a baby dinosaur in her room. The dinosaur and the girl become friends.

3. "The Superquiz" is a popular show for children and their parents. I always watch it with my brother. We sit on the sofa in the living room and answer the questions of the show. It's fun!

Optional. The "Chinese whispers" game.

Stand in two lines — two teams. The students who stand first in the lines, come up to the teacher. The teacher whispers a sentence to them, e.g. "*Simba is kind and romantic*" or "*Alice is a polite girl*". They run to their lines and whisper the sentence to the next student. Students whisper the sentence in their lines until the last student says it loudly. If the sentence is correct, the team gets a point.

Unit 3. Lesson 9



2. Make a question.

Play six times. Each time you need as many students as the number of words in the question, e.g. you need 4 students to make the first question. Each student gets a word. They stand in a line to make a question. The rest of the students answer the question.

1. is / from / where / Pinocchio / ?
2. called / about / zoo animals / funny / is / what / the cartoon / ?
3. Mufasa / is / who / ?
4. colour / Rapunzel's / what / is / hair / ?
5. Snow White / like / is / what / ?
6. can / Remi the Rat / do / what / ?

Unit 3. Lesson 10



2. Stand up!

Split the class into three groups: Robin Hood, the Sheriff and Little John. The teacher says sentences about these characters. When you hear a sentence about your character, stand up and name your character.

Model: T: *He's mean and cowardly.* Group 2 stand up and say: *The Sheriff!*

Unit 3. Lesson 11



2. Pass the ball.

Stand up in a circle and pass the ball. When you have the ball, say a sentence starting with the word "TV". You get a point for each correct sentence.

Model: *TV is cool! TV helps me to learn new things.*

Unit 3. Lesson 12



3. The Paper ball game.

The teacher throws a paper ball to a student and says the present form of a verb, e.g.: *Ride!* The student throws the ball back to the teacher and says the second form: *Rode!*

ИЗДАТЕЛЬСТВО

UNIT 4. FESTIVALS AND CELEBRATIONS!

Unit 4. Lesson 1



4. Role-play. Walk around the room and greet your classmates on special days.

Happy New Year!

Happy Easter!

Happy Valentine's Day!

Happy Women's Day!

Happy Victory Day!

Happy Teacher's Day!

Happy holidays!

Merry Christmas!

All the best for a New Year!

Thank you. The same to you!

Unit 4. Lesson 2



4. Game "True or False".

Stand up. Listen to the teacher who speaks about special days. If a sentence is true, make a step to the right. If a sentence is false, make a step to the left and correct the sentence.

Unit 4. Lesson 3



4. Game "Question chain".

Stand up and get a card with a word from the teacher. Find your place in a line to make up a question. Read the question and answer it.

people / their / do / what / mums / give / Britain / in / Mother's / on / Day / ?

Unit 4. Lesson 4



3. "Stand up" game.

Split into three groups: 1, 2, 3. The teacher speaks about the three special days from ex. 2. **Group 1** stand up when they hear a fact about the Queen's Official Birthday, **Group 2** stand up when they hear a fact about Valentine's Day, **Group 3** stand up when they hear a fact about April Fool's Day.

Unit 4. Lesson 5



5. "A miming game".

Students mime an action, e.g. '*decorating a Christmas tree*'. The class guess: *Are you hanging a Christmas stocking? Are you writing a Christmas card? Are you decorating a Christmas tree with ornaments?*

Unit 4. Lesson 6



3. a) Prepare for the project. Play paper snowballs and choose the day for your project.

There are paper snowballs on the floor. Take one and start a snowball fight. Play until the music stops. When the music stops, take the nearest snowball and read the name of a Belarusian special day. Your project will be about this day.

Unit 4. Lesson 7



3. "Pass the envelope" game.

Stand in a circle and pass the envelope while the music is playing. When the music stops, the student with the envelope takes a word out of it and makes a true or false sentence with this word. The other students say if this sentence is true or false.

Unit 4. Lesson 8



3. Play "Musical Chairs" game.

Put chairs in a circle. The number of the chairs is one less than the number of the students. Play the music. Walk around the chairs while the music is playing. When the music stops, sit on the nearest chair. The player without a chair is out. Remove one chair from the circle and play again. Play the game until one student is left.

Unit 4. Lesson 9



2. "The Pancake game".

There are pancakes with words around the classroom. Walk around the classroom and take a pancake with a word related to the story. Then make up a sentence with this word.

Unit 4. Lesson 11



5. Game 4. Moving activity. "Pass the Christmas parcel".

Students stand in a circle. When the music starts, students pass the parcel around the circle to the student on their right. When the music stops, the student holding the parcel takes off one layer of wrapping and gets a small present. Play until all the students get presents.

Unit 4. Lesson 12



3. Moving activity. Dance to the music from the ballet "The Nutcracker".

UNIT 5. BE HEALTHY!

Unit 5. Lesson 1



5. "The Five food groups" game.

One student is the leader. The other students split into five food groups. The leader names different foods or makes sentences about foods. When the group hear something about their group, they stand up quickly and name their group. Another student becomes the leader and you play the game again.

Model:

Leader: *Chicken.*

Group 4: *Meat group!*

Leader: *You should eat 5 portions a day.*

Group 2: *Vegetables and fruit!*

Unit 5. Lesson 2



2. "Pass the envelope" game.

Play music and pass an envelope with food words. When the music stops, the student who has the envelope takes a word out and makes a true sentence with it.

Model: *Grapes. Grapes are a healthy snack, or I often eat grapes for lunch.*

Unit 5. Lesson 3



3. "Two chairs".

Put two chairs near the wall. Stick two cards to them: "much" and "many". Students stand in two teams at the opposite wall. The teacher names foods. If the word is a countable noun, one player from each team should run and sit on the "many" chair. If the word is an uncountable noun, one player from each team should run and sit on the "much" chair. The first player who sits on the "right" chair brings a point to their team.

Unit 5. Lesson 4



3. Make a sentence.

Each student gets a card with a word. They should stand in a line to make the correct sentence. Play the game 2–3 times.

Model: vegetables, fruit, day, Bob, eat, and, every, should.

Bob should eat vegetables and fruit every day.

Then students give Bob more advice.

Unit 5. Lesson 5



3. A miming game.

Students stand in a circle. In turn, they invite the class to do an action, e.g. "Let's play ice-hockey!" or "Let's dance!" The class say "That's a good idea!" and mime the action.

PHOTOCOPIABLE MATERIALS

Unit 1

















Lesson 2 ex. 4b

| “To be” in Past Simple | | |
|--|--|--|
| + | – | ? |
| <i>I was in Europe.</i> <i>You ... in France.</i> <i>We ... in Prague.</i> <i>They ... in Italy.</i> <i>He was at home.</i> <i>She ... in Russia.</i> <i>It was fun.</i> | <i>I wasn't in Europe.</i> <i>You ... in France.</i> <i>We weren't in Prague.</i> <i>They ... in Italy.</i> <i>He ... at home.</i> <i>She wasn't in Russia.</i> <i>It ... fun.</i> | ... <i>I</i> in Europe? Were you in France? ... <i>we</i> in Prague? Were they in Italy? ... <i>he</i> at home? ... <i>she</i> in Russia? Was it fun? |

Lesson 5

| | | | | |
|---------------|---------------|---------------|-------------|--------------|
| play | stop | travel | stay | paint |
| listen | visit | open | cry | look |
| wash | answer | study | like | help |

Lesson 6 ex. 2c

| | |
|--|---|
|  read — read |  make — made |
|  teach — taught |  give — gave |
|  say — said |  come — came |
|  buy — bought |  draw — drew |
|  catch — caught |  fly — flew |
|  sing — sang |  eat — ate |
|  sit — sat |  drink — drank |
|  run — ran |  swim — swam |

Lesson 8 ex. 3b

| |
|---|
| One day Sam (buy) a lottery ticket in a shop. |
| He (put) the ticket in the pocket of his jacket, and (go) home. |
| At home he (go) to bed and (not think) about the ticket. |
| Next morning, Sam (get) on a bus and (go) to the beach. |
| On the way to the beach, he (can) hear the radio in the driver's cabin. |
| A man on the radio (say) his lottery ticket number! |
| After he (say) his number, Sam (put) his hand into the pocket. |
| Oh, no! The ticket (not be) in his pocket. |
| When the bus doors (open) Sam (run) back home to look at the ticket. |
| It (be) on the table. Oh, no! It (be) the wrong number. |

Unit 2

Lesson 2 ex. 6

| | |
|---|--|
| Your name is Mathew. You loved playing computer games when you were young. You hate hiking and picnics in the countryside, because you are afraid of squirrels. Your son hates going out. | Your name is Ted. You hate going out. You enjoy staying at home and playing computer games. Your dad loved playing computer games when he was younger. |
| Your name is Nancy. You enjoy shopping with your daughter. She loves it too. Your son hates going out. | Your name is Sylvia. You love shopping with your mum. You don't go on picnics because your dad hates them. |
| <i>Your name is Darryl. Your sister loves shopping with mum, but you hate shopping. Your little brother enjoys staying at home.</i> | |
| Your name is Lana. You love going to the seaside, and enjoy surfing. Your son loves surfing the Internet. | Your name is Susan. You don't mind school, but hate going on school excursions. Your mum and dad enjoy surfing. Your brother loves going out with friends. |
| Your name is Kevin. You loved surfing, but you hate surfing the internet. Your daughter hates going on school excursions. | Your name is Paul. You love surfing the Internet and going out with friends. Your dad hates surfing the Internet. |

| | |
|--|---|
| <i>Your name is Eryn. You enjoy going to summer camps. Your mum and dad love surfing. Your sister doesn't mind going to school.</i> | |
| Your name is Martha. You don't mind doing homework and love taking part in art workshops. Your dad loves reading stories to your little sister. | Your name is Alice. You love playing in the sand and making sandcastles. You enjoy listening to the stories that your dad reads to you. Your sister loves taking part in workshops. |
| Your name is Oliver. You dislike tidying up. You love reading stories to your little daughter. She enjoys listening to them. Your older daughter Martha doesn't mind doing homework. | <i>Your name is Fransis. Your sister doesn't mind doing homework. Your dad doesn't like tidying up. You love going to theme parks.</i> |
| <i>Your name is Sam. You like going to the cinema with your son. He dislikes tidying up. You help him clean the house.</i> | |

There are 3 families. Cards in italics are extra.

Lesson 10 ex. 2

| | | | |
|--|--|--|--|
| Your poster is bright and looks great | | Your poster is bright and looks great | |
| There are some pictures that show the activity | | There are some pictures that show the activity | |
| The poster has interesting information about the workshop | | The poster has interesting information about the workshop | |
| The grammar and spelling are fine | | The grammar and spelling are fine | |
| You would like to take part in your project | | You would like to take part in your project | |

UNIT 3

Lesson 9 ex. 2

1. is from where Pinocchio
2. called about zoo animals funny is what the cartoon
3. Mufasa is who
4. colour Rapunzel's what is hair
5. Snow White like is what
6. can Remi the Rat do what

Lesson 11 (optional)



Complete the song from the cartoon "The Lion King" with the rhyming words in the box. Listen and check. Then sing the song.

away we sky go need pride¹

We are one

As you go through life you'll see
There is so much that ...
Don't understand

And the only thing we know
Is things don't always ...
The way we planned.

We are one, you and I
We are like the earth and ...
One family under the sun.

All the wisdom² to lead
All the courage³ that you ...
You will find when you see
We are one

¹ pride — гордость / гонар

² wisdom — мудрость / мудрасць

³ courage [ˈkʌrɪdʒ] — смелость / смеласць

But you'll see every day
That we'll never turn ...
When it seems all your dreams
come undone¹.

We will stand by your side²
Filled with hope and filled with ...
We are more than we are
We are one.

Which is the main idea for the song?

- A. We are one family.
- B. We are all friends.
- C. We live on one planet.

Sing the song.

Tapescript

As you go through life you'll see
There is so much that we
Don't understand

And the only thing we know
Is things don't always go
The way we planned.

We are one, you and I
We are like the earth and sky
One family under the sun.

All the wisdom to lead
All the courage that you need
You will find when you see

We are one
But you'll see every day
That we'll never turn away
When it seems all your dreams
come undone.

We will stand by your side
Filled with hope and filled with pride
We are more than we are
We are one.

¹ When it seems all your dreams come undone — Когда кажется, что все твои мечты не сбудутся / Калі здаецца, што ўсе твае мары не спраўдзяцца

² by your side — рядом с тобой / побач з табой

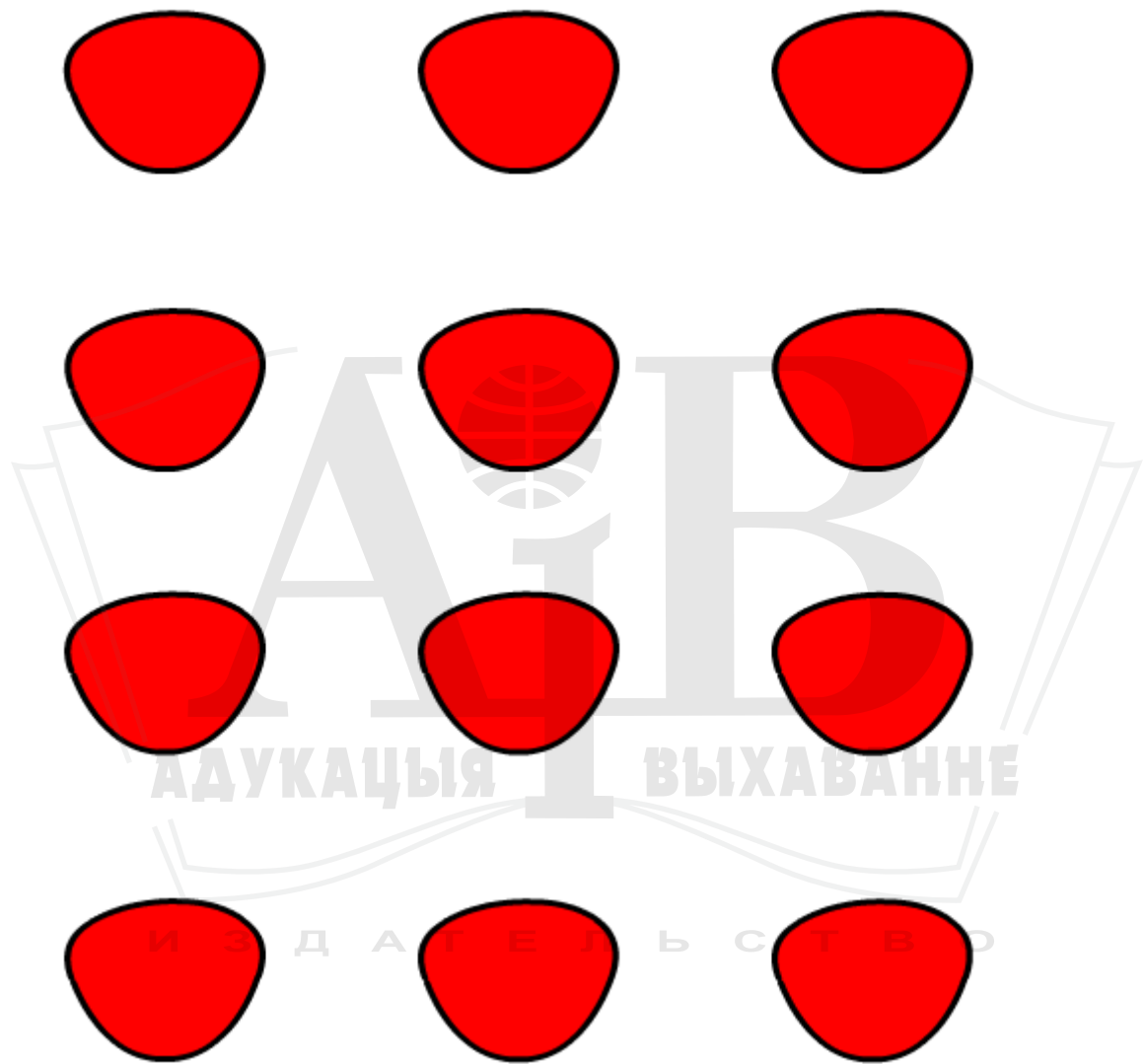
UNIT 4

Lesson 11

Pin the Red Nose on Rudolph's Face

How to play: Click on the image on the left and save the bigger image. Paste this paper even on a bigger sheet or cardboard and hang it somewhere in your room. Get the sheet with Rudolph's red noses. Cut all the noses around the edges and write the name of each player on each nose. Now blindfold the players and ask them to place the nose as close to the black nose as they can. I am sure this will bring lots of laughter this Christmas.





UNIT 5. BE HEALTHY!

Lesson 3

(Optional) **5. a)** Read the recipe and match the sentences to the pictures.

1. Heat the oven¹ to 180C.
2. In a large bowl, whisk² the eggs, oil and sugar.
3. Put the zucchinis and vanilla.
4. In another bowl, mix the flour, nuts, cinnamon, salt and baking powder.
5. Stir³ all the ingredients.
6. Bake the cake in the oven for 1 hour (60 minutes).



A



B



C



D



E



F

b) Make a zucchini cake at home and have a zucchini party in the next lesson.

Lesson 5



4. a) Alex keeps his health diary. Listen to him speaking about his yesterday's routine and complete the grid. Did he have a healthy routine? Why do you think so?

| | Mo | Tu | We | Th | Fr | Sa | Su |
|-------------------------------|----|----|----|----|----|----|----|
| Eat vegetables and fruit | | | | | | | |
| Eat junk food | | | | | | | |
| Drink water and other liquids | | | | | | | |
| Exercise | | | | | | | |
| Brush teeth | | | | | | | |
| Play video games | | | | | | | |
| Sleep | | | | | | | |

¹ oven [ˈʌvən] — духовка / духоўка

² whisk — взбить / узбіць

³ stir — размешать / размяшаць

GRAMMAR REFERENCE

ЧАСТЬ I

Past Simple of the verb “to be”

Прошедшее простое время глагола “быть”

was / were — был / были

I / he / she / it was (+) / wasn't (-)
we / you / they were (+) / weren't (-)

| Question (?) | Short answer | |
|----------------------------------|------------------------------|----------------------------------|
| | ☑ | ☒ |
| Were you in the park yesterday? | Yes, I was. Yes, we were. | No, I wasn't. No, we weren't. |
| Was he in the park yesterday? | Yes, he was. | No, he wasn't. |
| Was she in the park yesterday? | Yes, she was. | No, she wasn't. |
| Was it in the park yesterday? | Yes, it was. | No, it wasn't. |
| Were they in the park yesterday? | Yes, they were. | No, they weren't. |

Указатель прошедшего простого времени:
yesterday (вчера), а также словосочетания со словами
last (в прошлый...) / **ago** (... тому назад).

Past Simple / Прошедшее простое время

📖 Прошедшее простое время употребляется для того, чтобы сказать или спросить о действиях, которые произошли в прошлом: *Cave people lived in caves thousands of years ago. / I had a birthday party last weekend.*

📖 Для образования утвердительного предложения мы используем вторую форму глаголов. У правильных глаголов она образуется с помощью окончания **-ed**, а у неправильных глаголов — другими способами (см. Таблицу неправильных глаголов).

+ I / you / he / she / it / we / they **helped / saw** Tim.

📖 Окончание **-ed** у правильных глаголов читается по-разному:

| после глухих [t] | после звонких и гласных [d] | после -t , -d [id] |
|---------------------|--------------------------------|-----------------------|
| look ed | Play ed | visit ed |

📖 **Правописание глаголов с окончанием -ed:**

- ♦ в глаголах, оканчивающихся на “e”, прибавляется -d: *live — lived*;
- ♦ в глаголах, оканчивающихся на **согласную букву + “y”, “y”** меняется на “i” и добавляется окончание -ed: *cry — cried*;
- ♦ в глаголах, оканчивающихся на одну **согласную в ударном кратком слого**, конечная согласная удваивается: *stop — stopped*.

Для образования отрицательных предложений используется вспомогательный глагол **did** с частицей **not** и первая форма глагола без частицы **to**.

– I / you / he / she / it / we / they **didn't help** / **didn't see** Tim.

| Question ? | Short answer | |
|--------------------------|---|---|
| | ☑ | ☒ |
| Did you help your mum? | Yes, I did . Yes, we did . | No, I didn't . No, we didn't . |
| Did he help his mum? | Yes, he did . | No, he didn't . |
| Did she help her mum? | Yes, she did . | No, she didn't . |
| Did it help my mum? | Yes, it did . | No, it didn't . |
| Did they help their mum? | Yes, they did . | No, they didn't . |

Object Pronouns / Косвенный падеж личных местоимений

Личные местоимения в именительном падеже соответствуют следующим местоимениям в косвенном падеже:

| | | | | | | |
|-----------|-----------|------------|------------|------------|-----------|-------------|
| I | we | you | he | she | it | they |
| me | us | you | him | her | it | them |

В предложении личные местоимения в косвенном падеже обычно являются дополнением: *Mike likes his mum. He loves her. Mum loves Mike. She loves him.*

**Adverbs of frequency /
Наречия частотности**

В настоящем простом времени для выражения частотности используют следующие наречия:

| | | |
|-----------|-------------|---------|
| always | [ˈɔ:lweɪz] | всегда |
| often | [ˈɒf(ə)n] | часто |
| sometimes | [ˈsʌmtaɪmz] | иногда |
| rarely | [ˈreəli] | редко |
| never | [ˈnevə] | никогда |

Эти наречия могут занимать разное место в предложении:
 – после глагола “to be”. Например, He’s never late. They’re always kind;
 – перед смысловым глаголом. Например, We usually have dinner at 7 o’clock. I rarely watch TV in the afternoon.

Prepositions of time / Предлоги времени

Предлог **in** употребляется с названиями времён года (**in** summer), с названиями месяцев (**in** September), с датами-годами (**in** 1995) и в словосочетаниях: **in** the morning, **in** the afternoon, **in** the evening.

Предлог **at** употребляется при указании времени (**at** 8 o’clock, **at** half past 8), с названиями праздников (**at** Christmas) и в словосочетаниях **at** weekends, **at** the weekend.

Предлог **on** употребляется с названиями дней недели, названиями праздников (**on** Monday, **on** Christmas Day) и с датами (**on** the first of September).

Articles / Артикли

- Артикли “a”, “an” and “the” употребляются только с существительными.
- Если после прилагательного нет существительного, используется нулевой артикль (“zero” article).

Сравните: *Simba is a big and strong lion. Simba is big and strong.*

| | Countable nouns исчисляемые существительные | | Uncountable nouns неисчисляемые существительные |
|---|---|--------------------|--|
| | singular (ед. ч.) | plural (мн. ч.) | |
| | <i>lion</i> | <i>lions</i> | <i>hair</i> |
| 1) Упоминается первый раз. 2) Упоминается с новым качеством. 3) Что-то неопределённое, одно из многих | a / an | – | – |
| 1) Упоминается не первый раз. 2) Что-то определённое | the | the | the |

Countable and uncountable nouns / Исчисляемые и неисчисляемые существительные

Имена существительные делятся на две группы:

– **исчисляемые** существительные (их можно посчитать) имеют формы единственного и множественного числа. Например, a sandwich — sandwiches (бутерброд — бутерброды); an orange — oranges (апельсин — апельсины).

– **неисчисляемые** существительные (их нельзя посчитать) не имеют формы множественного числа. Например, jam (варенье), milk (молоко).

В предложении-просьбе «Я хотел бы...» исчисляемые существительные обычно употребляются в единственном числе с неопределённым артиклем **a**, например, I'd like **a sandwich**. Неисчисляемые существительные употребляются со словом **some**, например, I'd like **some jam**.

Some, any / несколько, некоторое количество

Слово **some** используется в утвердительных предложениях, слово **any** — в отрицательных и вопросительных предложениях.

| | Positive (+) | Negative (-) | Question (?) |
|--|--|--|---|
| Countable nouns, singular / Исчисляемые существительные, единственное число | There's a biscuit in the box. | There isn't a sweet in the box. | Is there a sweet in the box? |
| Countable nouns, plural / Исчисляемые существительные, множественное число | There are some biscuits in the box. | There aren't any sweets in the box. | Are there any sweets in the box? |
| Uncountable nouns / Неисчисляемые существительные | There's some tea in the cup. | There isn't any water in the cup. | Is there any water in the cup? |

a lot of / much / many / много

| Countable nouns исчисляемые существительные | Uncountable nouns неисчисляемые существительные |
|--|--|
| + a lot of – many ? many | + a lot of – much ? much |

The verb “should” / Глагол “следует”

Глагол “**should**” [ʃʊd] / “**shouldn't**” употребляется для того, чтобы дать совет или попросить совета. Например, I've got toothache! What **should** I do? — You **should** take some pills. You **shouldn't** drink hot or cold drinks.

GRAMMAR REFERENCE

ЧАСТКА I

Past Simple of the verb “to be”

Прошлы час дзеяслова “быць”

was / were — быў / былі

I / he / she / it
we / you / they

was (+) / wasn't (-)
were (+) / weren't (-)

| Question (?) | Short answer | |
|----------------------------------|------------------------------|----------------------------------|
| | ☑ | ☒ |
| Were you in the park yesterday? | Yes, I was. Yes, we were. | No, I wasn't. No, we weren't. |
| Was he in the park yesterday? | Yes, he was. | No, he wasn't. |
| Was she in the park yesterday? | Yes, she was. | No, she wasn't. |
| Was it in the park yesterday? | Yes, it was. | No, it wasn't. |
| Were they in the park yesterday? | Yes, they were. | No, they weren't. |

Паказальнік прошлага простага часу:
yesterday (учора), а таксама словазлучэнні са словамі
last (у мінулы...) / **ago** (... таму назад).

Past Simple / Прошлы просты час

📖 Прошлы просты час выкарыстоўваецца для таго, каб сказаць ці спытаць пра дзеянні, якія адбыліся ў мінулым: *Cave people lived in caves thousands of years ago. / I had a birthday party last weekend.*

📖 Для ўтварэння сцвярджальнага сказа мы выкарыстоўваем другую форму дзеясловаў. У правільных дзеясловаў яна ўтвараецца з дапамогай канчатка **-ed**, а ў няправільных дзеясловаў — іншымі спосабамі (гл. Табліцу няправільных дзеясловаў).

+ I / you / he / she / it / we / they helped / saw Tim.

📖 Канчатак **-ed** у правільных дзеясловах чытаецца па-рознаму:

| пасля глухіх [t] | пасля звонкіх і галосных [d] | пасля -t , -d [id] |
|---------------------|---------------------------------|-----------------------|
| look ed | Play ed | visit ed |

📖 Правапіс дзеясловаў з канчаткам **-ed**:

- ♦ у дзеясловах, якія заканчваюцца на “e”, дадаецца -d: *live — lived*;
- ♦ у дзеясловах, якія заканчваюцца на зычную літару + “y”, “y” мяняецца на “i” і дадаецца канчатак **-ed**: *cry — cried*;
- ♦ у дзеясловах, якія заканчваюцца на адну зычную ў націскным кароткім складзе, канцавая зычная падвойваецца: *stop — stopped*.

Для ўтварэння адмоўных сказаў выкарыстоўваюцца дапаможны дзеяслоў **did** з часціцай **not** і першая форма дзеяслова без часціцы **to**.

– I / you / he / she / it / we / they **didn't help** / **didn't see** Tim.

| Question? | Short answer | |
|--------------------------|---|---|
| | ☑ | ☒ |
| Did you help your mum? | Yes, I did . Yes, we did . | No, I didn't . No, we didn't . |
| Did he help his mum? | Yes, he did . | No, he didn't . |
| Did she help her mum? | Yes, she did . | No, she didn't . |
| Did it help my mum? | Yes, it did . | No, it didn't . |
| Did they help their mum? | Yes, they did . | No, they didn't . |

Object Pronouns / Ускосны склон асабовых займеннікаў

У сказе асабовыя займеннікі ва ўскосным склоне звычайна з'яўляюцца дапаўненнем: *Mike likes his mum. He loves her. Mum loves Mike. She loves him.*

Асабовым займеннікам у назоўным склоне адпавядаюць наступныя займеннікі ва ўскосным склоне:

| | | | | | | |
|----|----|-----|-----|-----|----|------|
| I | we | you | he | she | it | they |
| me | us | you | him | her | it | them |

Adverbs of frequency / Прыслоўі частотнасці

У цяперашнім простым часе для выражэння частотнасці выкарыстоўваюць наступныя прыслоўі:

| | | |
|-----------|-------------|---------------------|
| always | [ˈɔ:lweɪz] | заўсёды |
| often | [ˈɒf(ə)n] | часта |
| sometimes | [ˈsʌmtaɪmz] | часам (калі-нікалі) |
| rarely | [ˈreəli] | рэдка |
| never | [ˈnevə] | ніколі |

Гэтыя прыслоўі могуць займаць рознае месца ў сказе:

– пасля дзеяслова “to be”. Напрыклад, He’s never late. They’re always kind;

– перад сэнсавым дзеясловам. Напрыклад, We usually have dinner at 7 o’clock. I rarely watch TV in the afternoon.

Prepositions of time / Прыназоўнікі часу

Прыназоўнік **in** выкарыстоўваецца з назвамі пораў года (**in** summer), месяцаў (**in** September), дат-гадоў (**in** 1995) і ў словазлучэннях: **in** the morning, **in** the afternoon, **in** the evening.

Прыназоўнік **at** выкарыстоўваецца для перадачы часу (**at** 8 o’clock, **at** half past 8), з назвамі свят (**at** Christmas) і ў словазлучэннях **at** weekends, **at** the weekend.

Прыназоўнік **on** выкарыстоўваецца з назвамі дзён тыдня, свят (**on** Monday, **on** Christmas Day) і з датамі (**on** the first of September).

Articles / Артыклі

- Артыклі “a”, “an” and “the” выкарыстоўваюцца толькі з назоўнікамі.
- Калі пасля прыметніка няма назоўніка, выкарыстоўваецца нулявы артыкль (“zero” article).

Параўнайце: *Simba is a big and strong lion. Simba is big and strong.*

| | Countable nouns падлічвальныя назоўнікі | | Uncountable nouns непадлічвальныя назоўнікі |
|---|---|---------------------|---|
| | singular (адз. лік) | plural (мн. лік) | |
| | <i>lion</i> | <i>lions</i> | <i>hair</i> |
| 1) Называецца першы раз. 2) Называецца з новай якасцю. 3) Нешта няпэўнае, адно з многіх | a / an | – | – |
| 1) Называецца не першы раз. 2) Нешта пэўнае | the | the | the |

Countable and uncountable nouns / Падлічвальныя і непадлічвальныя назоўнікі

Назоўнікі падзяляюцца на дзве групы:

– падлічвальныя назоўнікі (іх можна падлічыць) маюць формы адзіночнага і множнага ліку. Напрыклад, a sandwich — sandwiches (бутэр-брод — бутэрброды); an orange — oranges (апельсін — апельсіны);

– непадлічвальныя назоўнікі (іх нельга падлічыць) не маюць формы множнага ліку. Напрыклад, jam (варэнне), milk (малако).

У сказе-просьбе «Я хацеў бы...» падлічвальныя назоўнікі звычайна выкарыстоўваюцца ў адзіночным ліку з незначальным артыклем **a**, напрыклад, I'd like **a sandwich**. Непадлічвальныя назоўнікі выкарыстоўваюцца са словам **some**, напрыклад, I'd like **some jam**.

Some, any / некалькі, нейкая колькасць

Слова **some** выкарыстоўваецца ў сцвярдзальных сказах, слова **any** — у адмоўных і пытальных сказах.

| | Positive (+) | Negative (–) | Question (?) |
|---|--|--|---|
| Countable nouns, singular / Падлічвальныя назоўнікі, адзіночны лік | There's a biscuit in the box. | There isn't a sweet in the box. | Is there a sweet in the box? |
| Countable nouns, plural / Падлічвальныя назоўнікі, множны лік | There are some biscuits in the box. | There aren't any sweets in the box. | Are there any sweets in the box? |
| Uncountable nouns / Непадлічвальныя назоўнікі | There's some tea in the cup. | There isn't any water in the cup. | Is there any water in the cup? |

a lot of / much / many / шмат

| Countable nouns падлічвальныя назоўнікі | Uncountable nouns непадлічвальныя назоўнікі |
|--|--|
| + a lot of – many ? many | + a lot of – much ? much |

The verb “should” / Дзеяслоў “should”

Дзеяслоў “should” [ʃʊd] / “shouldn't” выкарыстоўваецца для таго, каб даць параду ці папрасіць парады. Напрыклад, I've got toothache! What **should** I do? — You **should** take some pills. You **shouldn't** drink hot or cold drinks.

IRREGULAR VERBS

- be** — **was** [wɒz] / **were** [wɛ:] **быть, находится** / **быць, знаходзіцца**
become [bi'kʌm] — **became** [bi'keɪm] **становиться** / **рабіцца, станавіцца**
break [breɪk] — **broke** [brəʊk] **ломать** / **ламаць**
buy [baɪ] — **bought** [bɔ:t] **покупать** / **купляць**
catch [kætʃ] — **caught** [kɔ:t] **ловить** / **лавіць**
come [kʌm] — **came** [keɪm] **приходить** / **прыходзіць**
do [du:] — **did** [dɪd] **делать** / **рабіць**
drink [drɪŋk] — **drank** [dræŋk] **пить** / **піць**
drive [draɪv] — **drove** [drəʊv] **ехать (на автомобиле)** / **ехаць (на аўтамабілі)**
eat [i:t] — **ate** [et, eɪt] **есть** / **есці**
fall [fɔ:l] — **fell** [fel] **падать** / **падаць**
feed [fi:d] — **fed** [fed] **кормить** / **карміць**
find [faɪnd] — **found** [faʊnd] **находить** / **знаходзіць**
fly [flaɪ] — **flew** [flu:] **летать** / **лётаць**
get [get] — **got** [gɒt] **получать** / **атрымліваць**
give [gɪv] — **gave** [geɪv] **давать** / **даваць**
go [gəʊ] — **went** [went] **идти** / **ісці**
hang [hæŋ] — **hung** [hʌŋ] **вешать** / **вешаць**
have [hæv] — **had** [həd] **иметь** / **мець**
hear [hɪə] — **heard** [hɜ:d] **слышать** / **чуць**
hide [haɪd] — **hid** [hɪd] **прятать** / **хаваць**
hurt — **hurt** [hɜ:t] **болеть, причинять боль** / **балець, рабіць балюча**
leave [li:v] — **left** [left] **уезжать, покидать** / **ад'язджаць, выязджаць, пакідаць**
make [meɪk] — **made** [meɪd] **делать** / **рабіць**
pay [peɪ] — **paid** [peɪd] **платить** / **плаціць**
read [ri:d] — **read** [red] **читать** / **чытаць**
ride [raɪd] — **rode** [rəʊd] **ехать верхом (на коне)** / **ехаць вярхом (конна)**
run [rʌn] — **ran** [ræn] **бегать** / **бегаць**
say [seɪ] — **said** [sed] **говорить** / **гаварыць**
see [si:] — **saw** [sɔ:] **видеть** / **бачыць**
send [send] — **sent** [sent] **посылать** / **пасылаць**
sing [sɪŋ] — **sang** [sæŋ] **петь** / **спяваць**
sleep [sli:p] — **slept** [slept] **спать** / **спаць**
spend [spend] — **spent** [spent] **проводить (время)** / **бавіць час**
steal [sti:l] — **stole** [stəʊl] **украсть** / **украсці, скрасці**
swim [swɪm] — **swam** [swæm] **плавать** / **плаваць**
take [teɪk] — **took** [tuk] **брать** / **браць**
think [θɪŋk] — **thought** [θɔ:t] **думать** / **думаць**
throw [θrəʊ] — **threw** [θru:] **бросать** / **кідаць**
wear [weə] — **wore** [wɔ:] **носить (одежду)** / **насіць (адзенне)**