


ENGLISH

5




Student's Book 2



The Past Simple Tense: positive sentences with *regular* verbs

	Ved (V ₂)
I	visited	my granny.
He / She / It / My mum	liked	the giraffe.
We / You / They / My friends	played	football every day.

The Past Simple Tense: positive sentences with *irregular* verbs

	V ₂
I	went	to the park.
He / She / It / Elfin	drank	orange juice.
We / You / They / The friends	had	a lot of fun.

The Past Simple Tense: negative sentences

	 did not	V
I	did not	wear jeans.
He / She / It / The man		live in houses.
We / You / They / Cave people		

did not = didn't

The Past Simple Tense: general questions

Did



V ... ?

Did	I	go to the country? stay in town?
	he / she / it / my brother	
	we / you / they	

Short answers

Yes,	(I)	did .
No,	(we)	didn't .

The Past Simple Tense: Wh-questions

?

did



V ... ?

What Where Why	did	I	do in the morning? make a fire?
		he / she / it / the woman	
		we / you / they	

The Future Simple Tense: positive sentences



will

V ...

I / He / She / It / We / You / They	will	see a shark.
--	-------------	---------------------

will = 'll
I will = I'll

Irregular verbs

Неправильные глаголы

V (Infinitive)	V ₂ (Past Simple)	Перевод
be [bi:]	was [wəz] / [wɒz] were [wə] / [wɜ:]	быть, находиться
become [bi'kʌm]	became [bi'keɪm]	становиться
break [breɪk]	broke [brəʊk]	ломать(ся), разби- вать(ся)
buy [baɪ]	bought [bɔ:t]	покупать
catch [kætʃ]	caught [kɔ:t]	ловить
come [kʌm]	came [keɪm]	приходить, приезжать
do [du:]	did [dɪd]	делать
draw [drɔ:]	drew [dru:]	рисовать
drink [drɪŋk]	drank [dræŋk]	пить
drive [draɪv]	drove [drəʊv]	ехать на машине, водить машину
eat [i:t]	ate [et] / [eɪt]	есть, кушать
fall [fɔ:l]	fell [fel]	падать
feed [fi:d]	fed [fed]	кормить
find [faɪnd]	found [faʊnd]	находить
fly [flaɪ]	flew [flu:]	летать
get [get]	got [gɒt]	получать
give [gɪv]	gave [geɪv]	давать
go [gəʊ]	went [went]	идти, ехать
hang [hæŋ]	hung [hʌŋ]	вешать
have [hæv] / [həv]	had [hæd] / [həd]	иметь
hear [hɪə]	heard [hɜ:d]	слышать
hide [haɪd]	hid [hɪd]	прятать(ся)

V (Infinitive)	V ₂ (Past Simple)	Перевод
hurt [hɜ:t]	hurt [hɜ:t]	причинять боль, болеть
leave [li:v]	left [left]	уезжать, покидать, уходить
light [laɪt]	lit [lɪt]	зажигать (<i>огни</i>)
make [meɪk]	made [meɪd]	делать
meet [mi:t]	met [met]	встречать
pay [peɪ]	paid [peɪd]	платить, оплачивать
put [pʊt]	put [pʊt]	положить, поставить
read [ri:d]	read [red]	читать
ride [raɪd]	rode [rəʊd]	кататься, ехать вер- хом
run [rʌn]	ran [ræn]	бегать
say [seɪ]	said [sed]	говорить, сказать
see [si:]	saw [sɔ:]	смотреть, видеть
send [send]	sent [sent]	посылать
sing [sɪŋ]	sang [sæŋ]	петь
sleep [sli:p]	slept [slept]	спать
speak [spi:k]	spoke [spəʊk]	говорить, разгова- ривать
spend [spend]	spent [spent]	проводить (<i>время</i>)
steal [sti:l]	stole [stəʊl]	красть
swim [swɪm]	swam [swæm]	плавать
take [teɪk]	took [tʊk]	брать
think [θɪŋk]	thought [θɔ:t]	думать
throw [θrəʊ]	threw [θru:]	бросать
wear [weə]	wore [wɔ:]	носить (<i>одежду</i>)
write [raɪt]	wrote [rəʊt]	писать

АНГЛИЙСКИЙ ЯЗЫК

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учреждений общего среднего образования
с русским языком обучения

С электронным приложением

В 2 частях
Часть 2

*Допущено Министерством образования
Республики Беларусь*

МИНСК



«ВЫШЭЙШАЯ ШКОЛА»

2020

Правообладатель Вышэйшая школа

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Unit 5

BE HEALTHY!

Lesson 1. What's for breakfast?

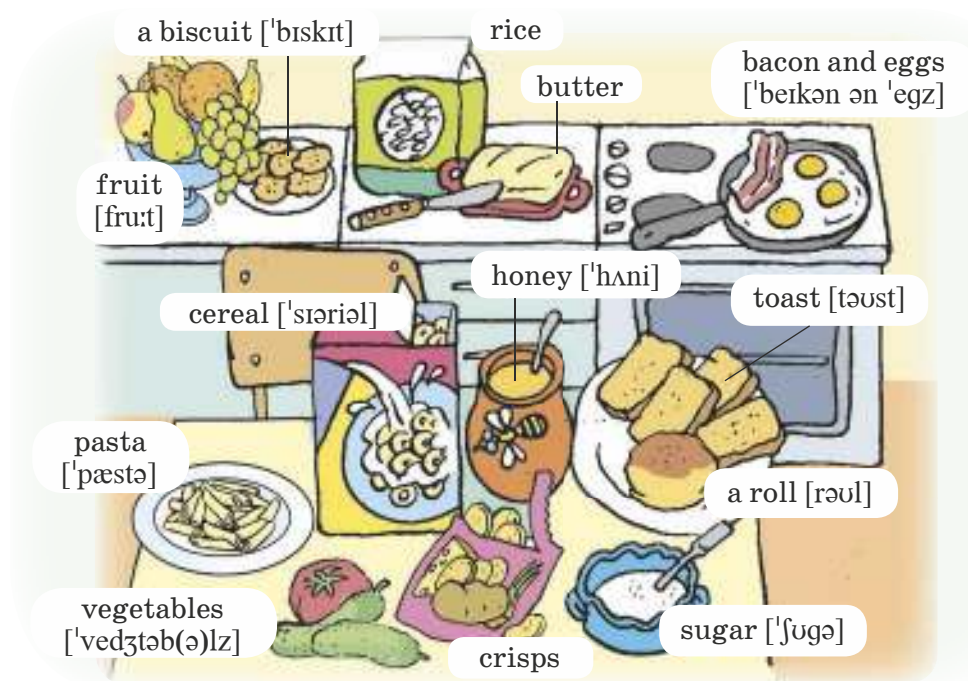
1a. 🎧 🎧 Listen and answer: *Why is Nikita phoning?*

1b. 🎧 🎧 Listen again and answer the questions.



1. When is Nikita coming to Britain? 2. Who is he going on holiday with? 3. Where is he going to stay?

2. 📷 📷 Picture dictionary.



3a. 📻 🎧 Nikita is in Britain. Now it's breakfast time. Listen and answer: *What is Nikita going to have for breakfast?*



Mike: What would you like for breakfast? We've got cereal, toast, jam, honey...

Nikita: I'd like some cereal, please.

Mike: Here you are. Would you like some toast and jam?

Nikita: No, thank you.

Mike: Would you like tea or coffee?

Nikita: Tea, please. I don't like coffee.

Mike: Sugar?

Nikita: Yes, please.

Mike: Milk?

Nikita: Tea with milk?

Mike: Yes, we always have tea with milk.

Nikita: OK. Tea with milk.

Mike: Anything else?

Nikita: No, thank you.

3b. Choose a role and read in pairs. Change the roles.

4.  Grammar secret.

a / some

Countable nouns

Исчисляемые имена существительные

singular единственное число	plural множественное число
I'd like a sandwich.	I'd like some sandwiches.

Uncountable nouns

Неисчисляемые имена существительные

I'd like **some** jam.

**TOP
SECRET**

toast, fruit are uncountable:


- *some fruit*
- *two pieces of toast*

5a.  Role-play the situation “Having breakfast with Mike”. *What would you like for breakfast?*

Model. Mike: Would you like some cereal with milk / a roll?

You: Yes, please. / No, thank you.

cereal	banana	toast	apples	tomato	tea
meat	sweets	eggs	biscuits	honey	
carrots	orange	sandwich	porridge	cabbage	
chicken	berries	mushrooms	chocolate		
milk	jelly	ice cream	roll		

5b.  A British friend is staying with your family. You're having breakfast together. Role-play the conversation. Use the phrases in bold from ex. 3a.

6.  Write what you would like to have for breakfast.

Lesson 2. Meals in Britain

1a.   Mike's mum tells Nikita about meals in Britain. Listen and put the pictures in the correct order.



Mrs Smith: Did you like the breakfast, Nikita?

Nikita: Yes, thank you.

Mrs Smith: I'd like to tell you about meals in our family.

Nikita: Yes, Mrs Smith.

Mrs Smith: We have three meals a day: breakfast, lunch and dinner. Breakfast time is at 7.30 a.m. A traditional English breakfast is bacon and eggs, sausages and tomatoes

or mushrooms, orange juice, toast and butter and jam, and a cup of tea with milk.

Nikita: Oh, that's a lot! What about lunch?

Mrs Smith: We usually have lunch at 1 p.m., but on school days Mike has lunch at school. Sometimes he takes a packed lunch. This is often a sandwich, some crisps, some fruit and a drink.

Nikita: I see.

Mrs Smith: In the evening we get together and have dinner. It is usually at 7 p.m. A traditional English dinner is meat and vegetables. One of the vegetables is often potatoes. Many people also like pasta and rice.

Nikita: I like pasta!

Mrs Smith: And one more tradition. Tea is Britain's favourite drink. We usually drink tea with milk. We can have tea with chocolate, cakes, rolls or biscuits.

Nikita: Thank you, Mrs Smith. Now I know a lot about British meals.

1b.  **Read and answer the questions about British meals.**

1. When does Mike's family have breakfast / lunch / dinner?
2. What do British people usually have for breakfast?
3. Where do many children have lunch?
4. What is "a packed lunch"?
5. What do British people have for dinner?
6. What do British people usually have with tea?

2a.   **Mrs Smith asked Nikita to tell them about meals in his family. Listen and read Nikita's story. How many meals a day does he have? Does he eat healthy food?**

tasty ['teɪsti] = yummy

delicious [dɪ'lɪʃəs] = yummy +

healthy ['helθi] = good for you

We usually have breakfast at 7.15 in the morning. We often have cereal with milk and sugar or eggs with sausages and tea or coffee with toast.

At school pupils have another breakfast after the third lesson. It is usually salad and juice with a roll. Rolls are very **tasty** in our school canteen. I like them.

I come home at 3 o'clock in the afternoon and have lunch. We have soup, meat, potatoes or rice, and milk. We always have some vegetables for lunch: cucumbers, cabbage, tomatoes or carrots. My dad doesn't usually have lunch at home. He goes to the canteen near his office.

We have our evening meal at 8 o'clock. We usually have pasta with meat or fish with potatoes and tea. Potatoes are the traditional food in Belarus. After dinner I eat an apple from my granny's garden.

Our favourite food is pancakes¹ with butter or honey. My mum makes them at weekends. They're **delicious!**

Our favourite drink is green tea. It's **healthy**.

2b.  **Compare Mike's and Nikita's meals. Are they very different?**

Model. Both Mike and Nikita have eggs for breakfast. Mike sometimes takes a packed lunch to school. Nikita doesn't take a packed lunch. He has salad and juice with a roll at school.

2c.  **Compare the meals in Nikita's family with the meals in your family.**

Model. Nikita often has eggs with sausages for breakfast and I like eggs with sausages for breakfast, too. I don't drink coffee for breakfast.

¹ **pancakes** ['pæŋkeɪks] – блины

3a.  Tell Mike and Mrs Smith about meals in your family.

HELP
BOX


We usually have breakfast / lunch / dinner at ... o'clock. We often have ... for Our favourite food is Our favourite drink is It's tasty / delicious / healthy.



Meals in Britain (cloze test on vocabulary).

3b.  Write about meals in your family.

Lesson 3. Is there any food in the fridge?

1a.   Rotty plays a guessing game with Moldy. Listen and complete the conversation.

Rotty: Moldy, guess what I have in the box.
It's delicious.

Moldy: Is there a sweet in the box?

Rotty: No, there isn't. There isn't a sweet.
There's a ... in the box. Catch!

Moldy: Thank you. Munch-munch-munch!



Rotty: Moldy, guess what I have in the basket.
They're tasty.

Moldy: Are there any apples in the basket?

Rotty: No, there aren't. There aren't any apples. There are some ... in the basket.
Catch!

Moldy: Thank you. Crunch-crunch-crunch!



Rotty: Moldy, guess what I have in the cup.
It's healthy.

Moldy: Is there any water in the cup?

Rotty: No, there isn't. There isn't any water.
There's some ... in the cup. Drink it!

Moldy: Thank you. M-m, yum-yum.



1b.   Grammar secret.

Countable singular nouns
Исчисляемые имена существительные
В единственном числе

+	There's a sweet on the table.
?	– Is there a sweet on the table? – Yes, there is. / No, there isn't.
–	There isn't a sweet on the table. There's no sweet on the table.

Countable plural nouns
Исчисляемые имена существительные
Во множественном числе

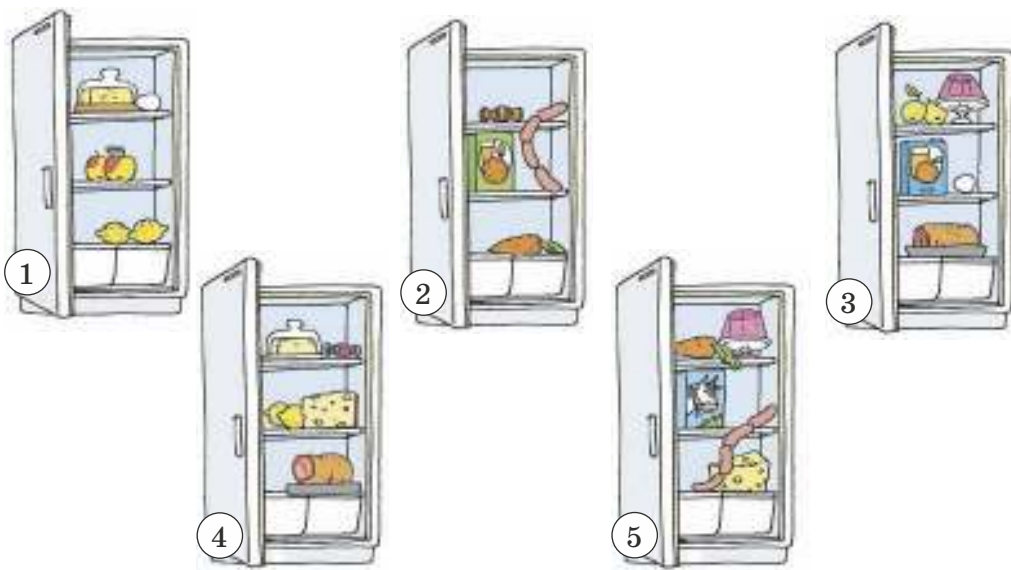
+	There are some sweets on the table.
?	– Are there any sweets on the table? – Yes, there are. / No, there aren't.
–	There aren't any sweets on the table. There are no sweets on the table.

Uncountable nouns Неисчисляемые имена существительные


+	There's some jam on the table.
?	– Is there any jam on the table? – Yes, there is. / No, there isn't.
–	There isn't any jam on the table. There's no jam on the table.

1c. Play a guessing game with your teacher. Guess what food the teacher has got.

2a.  Look and answer: *What is there in the fridges?* Take turns.



Model. There's an egg in fridge 1. There's some juice in fridge 2.
There are some apples in fridge 1.

2b.  Play a guessing game with the Tree Monsters. *Which fridge would Moldy and Rotty like to have?*

	You	Rotty / Moldy
Is there	a	Yes, there is.
Are there	an	No, there isn't.
	any	Yes, there are.
		No, there aren't.

3a.  Play a memory game.

1. Imagine you are the Tree Monsters. You are in Liz's kitchen. You are hungry. Suddenly Liz's mum comes and you run away. Now you are trying to remember what there is in the kitchen.
2. Look at Liz's kitchen for 1–2 minutes.
3. *Rotty*, close your book and say what there is in the kitchen and where it is. *Moldy*, check Rotty's answers.
4. Change the roles.

Model.

Rotty: There's some cereal in the box.

Moldy: Yes, there is. Yummy!

Rotty: There are some rolls on the table.

Moldy: No, there aren't. There are some rolls on the fridge.



3b.  Describe the kitchen. Write 6–8 sentences.

Model. There's a cupboard in the kitchen. There's some sugar in the cupboard.

Lesson 4. Where's the food?

1. Listen and say the chant.

Is there any fish?
Is there any meat?
Is there any butter?
For you and me?



There isn't any fish.
There isn't any meat.
There isn't any butter
For you and me.

Are there any biscuits?
Are there any sweets?
Are there any cornflakes?
For you and me?



There aren't any biscuits.
There aren't any sweets.
There aren't any cornflakes
For you and me.
Where's the food?
Sorry,
I was hungry.
What?

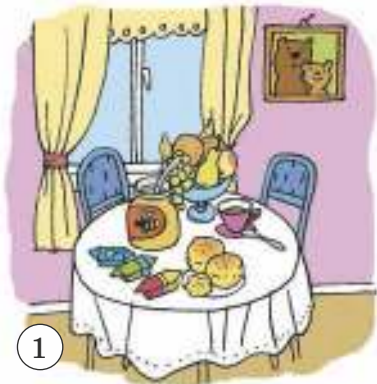


2. Look at the picture in ex. 1. Moldy has eaten all the food. What does Rotty say? Use “*There isn't any ...*”, “*There aren't any ...*”.

Model. There aren't any cornflakes.

3a. Rotty and Moldy see a house. They don't know which room to choose. They compare the rooms. *What do they say?*

Model. There's some fruit in room 1. There isn't any fruit in room 2.




3b.  Which room do you think the Tree Monsters choose? Imagine that you live in this room. Offer¹ some food to them.

HELP BOX

You: Would you like some / a ...?

Tree Monsters: Yes, please. It's / They're tasty / delicious / healthy.

No, thank you. I don't like ...

4.  Your parents are calling from the shop. They want to know what food you have at home and what they need to buy. Open your fridge and write true sentences. Use the words from the shopping list.

Model. There's some meat in the fridge. There aren't any eggs in the fridge.

meat

eggs

vegetables

fruit

milk

mushrooms

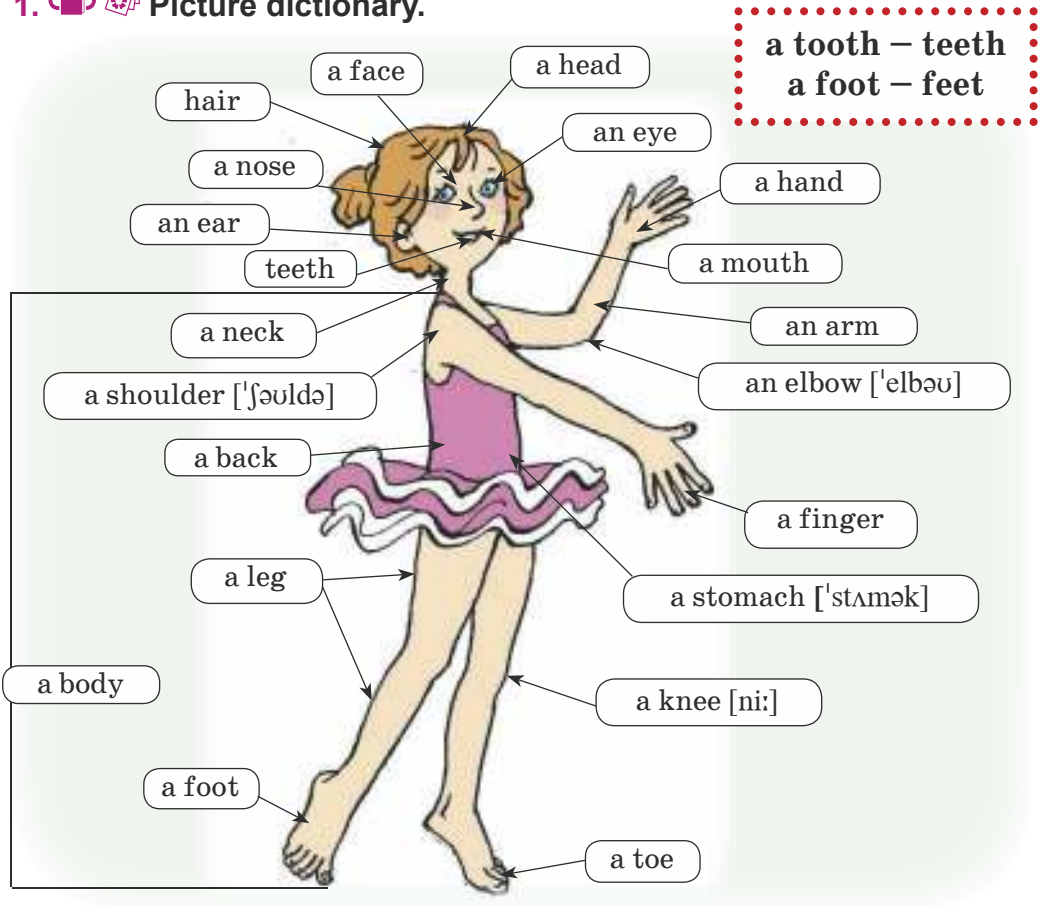
butter

bacon

¹ offer ['ɒfə] – предлагать

Lesson 5. A healthy body

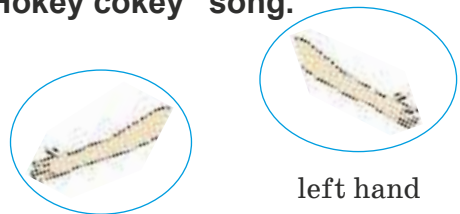
1. Picture dictionary.



2a. Listen, read and sing the “Hokey cokey” song.

You put your right hand in,
Your right hand out,
In, out, in, out,
Shake it all about.

You do the hokey cokey,



right hand

left hand

And you turn around,
That's what it's all about.
Oh, the hokey cokey (3),
Knees bend, arms stretch,
Clap your hands.



clap your hands



arms stretch



knees bend



whole self¹

2b. Add your own verses to the song.

• right ear

• right shoulder

• nice hair

• left ear

• left shoulder

• small nose

3. Are the sentences true or false about you? Make them true.

1. I can touch my ears with my shoulders.
2. I can dance on my knees.
3. My arms are longer than my legs.
4. I can walk on my hands.
5. I've got 32 teeth.
6. I've got 10 fingers on my feet.
7. I can touch my nose with my elbow.
8. I'm not hungry. I've got some food in my stomach.
9. I sleep on my back.
10. I can jump 20 times on my left foot.
11. I can bend my body.
12. I've got a sweet tooth. (Я сладкоежка.)

¹ whole self – весь я

4.  Board game.

START

1 Stand on your 	14 Turn your 
2 Put up your 	13 Stretch your 
3 Jump on your 	12 Touch your 
4 Show your 	11 Touch your 
5 Touch your 	10 Shake your 
6 It's a good 	9 Touch your 
7 Show your 	8 Open your 

18 Close your 	→	19 Shake your 
↑		↓
17 Touch your 		20 Clap your 
↑		↓
16 Touch your 		21 Touch your 
↑		↓
15 Shake your 		22 Bend your 
→		
FINISH		

5a.  The Tree Monsters aren't well today. *What's the matter with them?*

Model. Rotty's leg hurts¹.
Moldy's eyes hurt.

My leg hurts!

My eyes hurt!



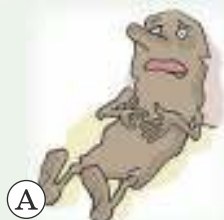
My body-2 (word search).

5b.  Write 10 exercises for the Tree Monsters to be healthy (see ex. 4).

¹ hurt [hɜ:t] – болеть

Lesson 6. I've got a headache

1a.   Picture dictionary.



I've got a **stomach ache** ['stʌmək eɪk]!



I've got a **headache** ['hedeɪk]!



I've got **toothache** ['tu:θeɪk]!



My eyes **hurt** [hɜ:t]!



My arm and leg hurt! My foot hurts!

1b.  What happened to Rotty and Moldy? See ex. 1a.

Model. 1 – E.

1 Monday

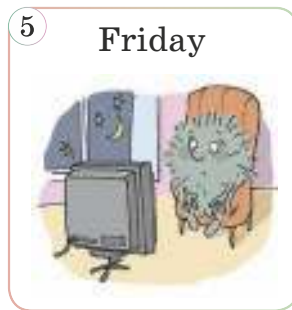


2 Tuesday



3 Wednesday





1c. Make up a story about the Tree Monsters.

Model. On Monday Rotty **had** a fight¹ with Moldy. Now his arm and leg hurt. On Wednesday Moldy **played** a lot of computer games. Now he's got a headache.

on Monday

have (иметь) – had

have a fight	watch TV all night
play a lot of computer games	
eat a lot of crisps	eat a lot of chocolate

1d. Write the story about the Tree Monsters.

2a. 📻 🎧 Mike is in bed. Listen, read and answer: *Is he ill?*

Mum: Mike! Get up! Breakfast is ready!

Mike: I can't, Mum!

Mum: What's the matter?

Mike: My leg hurts.

Mum: Let me see. Don't worry [¹wʌɪ], Mike! It'll get better soon.²

¹ had a fight [faɪt] – подрался

² It'll get better soon. – Скоро будет лучше.



Mike: Oh! I've got a headache! Mmmm.

Mum: Oh, dear.

Mike: And I've got toothache! I can't speak!

Mum: Oh, really? Take these pills and stay in bed.

It's a pity¹ to stay in bed on Saturday, dear.

Mike: Saturday? Oh, Mum, can I go for a walk?

Mum: But you've got a headache and toothache and your leg hurts!

Mike: Don't worry, Mum! I'm much better now!



2b.  True or false?

1. It's Friday morning.
2. Mike's leg hurts.
3. Mike's got a headache and toothache.
4. Mike wants to go to school.
5. Mike wants to go for a walk.
6. Mike's mum gives him some crisps.
7. Mike doesn't go to school on Saturday.

2c.  Choose a role and read the dialogue.

2d.  Act out the dialogue.

2e.  Write the story about Mike. Use ex. 2a and 2b.

¹ it's a pity – жаль

Lesson 7. You should go to the doctor

1. Picture dictionary.



2a. The patients are waiting for the doctor. Listen to the conversation and say the number of the patient.

Doctor: Good morning. Please, sit down.

Patient: Thank you, Doctor.

Doctor: What's the matter?

Patient: I can't speak.

Doctor: Let me see. Open your mouth, please.

Patient: A-a-a-h.

Doctor: I see. You've got a sore throat. You should stay in bed and drink warm milk.

Patient: Thank you, Doctor.

Doctor: Come and see me on Friday.

Patient: OK. Goodbye, Doctor.



2b.  Choose a role and read.

3.  Grammar secret.

Giving advice Как дать совет


You **should** stay in bed.
You **shouldn't** go to work.

4.  Match the problems to the advice. Sometimes you can use more than one piece of advice.

Model. 1 – B.

1	I've got toothache.	A	You should go to the doctor.
2	My eyes hurt.	B	You should go to the dentist.
3	I've got a stomach ache.	C	You should use nose drops (капли).
4	My arm hurts.	D	You should take some pills.
5	I've got a runny nose.	E	You shouldn't watch a lot of TV.
6	I've got a sore throat.	F	You should stay in bed and sleep more.
7	I've got a headache.	G	You should drink warm tea with lemon.

5.  Role-play the dialogue "At the doctor's". Use the phrases in bold from ex. 2a and 4.

6.  Write a letter to the Tree Monsters to give them advice (see ex. 1a, p. 20).

*Dear Tree Monsters,
I am sorry that Rotty has a ... , ... , his ... and ... hurt.
Rotty, you should You shouldn't
I am sorry that Moldy has a ..., his ... and ... hurt.
Moldy, you should You shouldn't
Best wishes,
...*

Lesson 8. Healthy habits¹

1. Do the quiz. Do you have healthy habits?

once [wʌns] a week **twice** [twɑɪs] a day
three times a month **rarely** [ˈreəli] редко

1. How often do you do your exercises?

- A. every day
- B. 2–3 times a week
- C. rarely

2. How often do you brush your teeth?

- A. twice a day
- B. once a day
- C. once a week

3. How often do you take a shower?

- A. every day
- B. sometimes
- C. rarely

¹ **habit** – привычка

4. How often do you wash your hair?

- A. once or twice a week
- B. once a month
- C. once in two months

5. How often do you eat chicken and meat?

- A. 3–4 times a week
- B. once a week
- C. rarely

6. How often do you eat fish?

- A. once or twice a week
- B. twice a month
- C. rarely

7. How many portions¹ of milk products do you usually eat a day?

- A. 3
- B. 1–2
- C. 0

8. How many portions of vegetables and fruit do you usually eat a day?

- A. 3–4
- B. 1–2
- C. 0

Score: Mostly **As:** Well done! You have healthy habits.

Mostly **Bs:** You should read more about healthy habits.

Mostly **Cs:** You should change your habits to be healthy.

¹ **portion** ['pɔːʃn] – порция

2a.   This year Mike and Liz have a new school subject “Health education”. Listen and read a text from their book and match the titles to the paragraphs.

A Food groups

B A clean¹ body

C Energy from food

D Exercises every day

Some good habits can help you to grow² and be healthy.

1 It is important³ for you to get a lot of exercise. You shouldn't miss⁴ PE lessons at school, you should do your morning exercises and go for a walk every day. Exercises help you to keep fit⁵ and be healthy.

2 You should take a shower every day and wash your hair 2–3 times every week to keep your body clean. You should brush your teeth in the morning and in the evening.

3 You need a lot of energy ['enədʒi] because you are growing all the time. Healthy food is important for your good health and helps you to grow. It gives you energy. You should eat different⁶ foods to get all the important elements ['elɪmənts] for healthy growing.

4 There are four food groups. They help you in different ways. The first group, fruit and vegetables, helps your eyes, skin and teeth because there are a lot of vitamins. The second

¹ clean – чистый

² grow [grəʊ] – расти

³ it is important [ɪm'pɔ:tənt] – важно

⁴ miss – пропускать

⁵ to keep fit – поддерживать себя в форме

⁶ different – различный

group, milk and cheese, is good for your teeth and bones. The third group, eggs, meat and fish, helps to build your body. The fourth group, bread and cereal, gives you energy.

Follow all this advice and you will be healthy.

2b. Read the text again and number the food groups. Why are they important?



2c.  Complete the sentences.

1. You should do your morning exercises ...
2. You shouldn't miss ...
3. You should brush ...
4. You should take a shower and wash your hair ...
5. You should eat fruit and vegetables because ...
6. You should drink milk and eat cheese because ...
7. You should eat meat and fish because ...
8. You should eat bread and cereal because ...

3.   Grammar secret.

A lot of, much, many
Много

Countable nouns Исчисляемые имена существительные	
+	You should eat a lot of vegetables.
?	– How many apples should we eat a day? – Two apples.
–	You shouldn't eat many crisps.

Uncountable nouns Неисчисляемые имена существительные	
+	You should eat a lot of fruit.
?	– How much juice should we drink a day? – Two glasses.
–	You shouldn't eat much ice cream.

4a.  Give advice to your classmate on a healthy diet. Use as many words as you can from Lesson 1.



You should eat / drink a lot of ... because ...

You shouldn't eat / drink much / many ... because ...

4b.  Write 6–8 pieces of advice on a healthy diet.

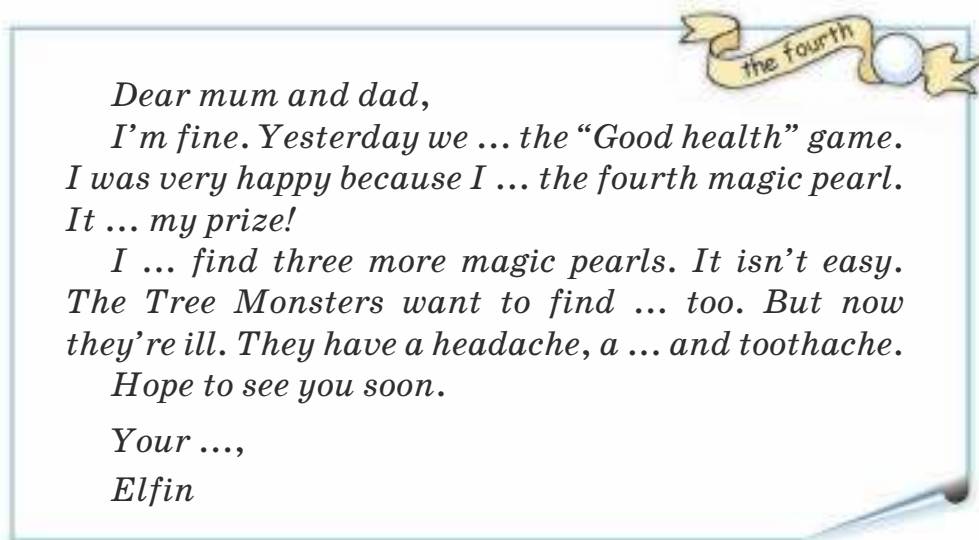
Lesson 9. The fourth pearl and project
“Be healthy! leaflet”

1a.   Board game.

1b.   Listen to the children. They're playing the "Good health" game. Does Elfin have healthy habits? Why do you think so? What's his prize?

1c. Complete Elfin's letter to his parents about the fourth pearl.

should them got son was
 played stomach ache



2. Have a competition. In two teams make a list of ideas for the project. What should and what shouldn't we do to be healthy? You have 10 minutes. Then read your ideas in turn. The team which will have more ideas, will be the winner.

Model. Team A: We should eat cheese and drink milk because they are good for our teeth and bones.

Team B: We should do our morning exercises to keep fit.

3. You are going to take part in a contest “*Be healthy!* leaflet” . Write the text for your leaflet. The best leaflets will be given out to younger children. *What should and shouldn't you do to be healthy? Why do you think so?* Use the ideas from Lesson 8.

4.  Read the instructions and do your project “*Be healthy!* leaflet”.

1. Take an A4 sheet of paper.

2. Fold it twice to get three parts.

3. Write the title “*Be healthy!*” on the front page.

4. Draw or stick pictures in your leaflet. Leave some space to write a short text.



Lesson 10. Poor Old Mr Owl's toothache

Lesson 11. Project presentation

P “*Be healthy!*” leaflet 

1. Present your leaflet to the class.

2. Listen to your classmates and rank the leaflets in the categories:

- ✓ the most informative;
- ✓ the best illustrated;
- ✓ the best presented.



Unit 6

IN THE CITY

Lesson 1. Map of the city

1.  Picture dictionary.



next to



opposite ['ɒpəzɪt]



between [brɪ'twi:n]



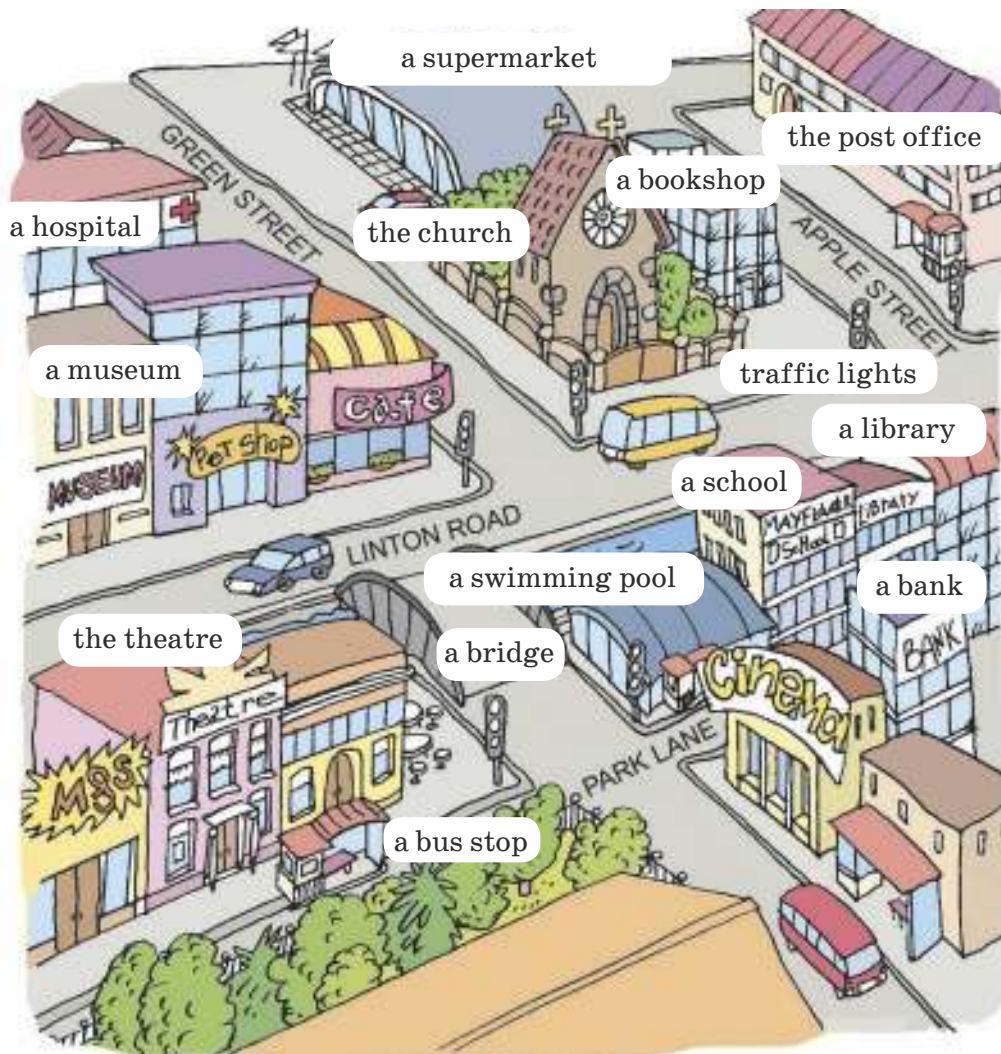
behind [brɪ'hænd]



in front of [ɪn 'frʌnt əv]

2a. 📠 📞 Nikita wanted to post a letter¹ and got lost². Listen to the telephone conversation and look at the map. *Where is Nikita now?*

City / Town



¹ to post a letter – отправить письмо

² got lost – заблудился

2b.  Read and match the words with their transcription.

Model. 1 – C.

1	hospital	A	[ˈsu:pə ,mɑ:kɪt]
2	supermarket	B	[ˈbʊkʃɒp]
3	post office	C	[ˈhɒspɪtl]
4	bookshop	D	[mju:ˈzi:əm]
5	museum	E	[ˈpəʊst ,ɒfɪs]
6	church	F	[tʃɜ:tʃ]
7	traffic lights	G	[ˈlaɪbrəri]
8	school	H	[ˈθi:tə]
9	library	I	[sku:l]
10	theatre	J	[ˈswɪmɪŋ pu:l]
11	swimming pool	K	[ˈbʌs stɒp]
12	bridge	L	[brɪdʒ]
13	bank	M	[ˈbʌs steɪʃ(ə)n]
14	bus stop	N	[ˈtræfɪk ,laɪts]
15	bus station	O	[bæŋk]

2c.  Read and guess the places. Show them on the city map.

What is it?

1. It's opposite the hospital next to the church.
2. It's opposite the bus stop.
3. It's between the swimming pool and the library.

4. It's next to the church.
5. It's behind the cinema.
6. You can learn Russian, English, Maths there.
7. You can swim there.
8. You can watch a film there.
9. You can watch plays and concerts there.
10. You can send a card there.
11. You can buy food and clothes there.
12. There you can take a book to read.
13. You can buy books there.
14. You are there if you are ill.
15. You can learn history there.

2d. Make up your riddles. Tell them to your class. Use ex. 1 and 2a.

2e.  Write 5 riddles.

Lesson 2. Getting around the city

1.   Picture dictionary.



turn [tɜ:n] right



go straight ahead
['streɪt ə'hed]



turn [tɜ:n] left



cross the street




go past [pɑːst] the park



go along [ə'lɒŋ] the street



go over ['əʊvə] the bridge

2.  **Speak about your way to these places. Make true sentences about you. Who lives farther from (nearer to) these places?**

When I go to

the swimming pool,
my friend's house,
school,
the shop,
the bus stop,

I cross ... Street.
I go along the street.
I go past the ... (park).
I go over the bridge.
I turn left.

3a.  **Mike tells Nikita the way back. Listen and look at the map in Lesson 1. Where is Mike's house?**



3b.  **Read the conversation. Explain the way to Mike's house.**

Mike: Listen, Nikita. Go along Park Lane¹ past the swimming pool. Turn right at the traffic lights and... go straight ahead.

¹ lane – переулок

Nikita: Over the bridge?

Mike: Yes, over the bridge. Then cross Linton Road¹.


Nikita: Linton Road?

Mike: Yes, then go along Green Street, past the café. Our house is next to the hospital, opposite the supermarket.

Nikita: What number?

Mike: Number 10, Green Street.

Nikita: Number 10, Green Street. OK, see you soon!

4.  **Mike is helping Nikita to get to Liz's place. Where is Liz's house on the map? (See Lesson 1.)**

Go along Green Street. Then turn left, go straight ahead past the bookshop, turn into Apple Street. It's next to the post office.

5a.  **Help Nikita to get to these places (see Lesson 1).**

Nikita: How can I get ...

- from Liz's house to Mayflower School?
- from the school to the museum?
- from the museum to the post office?

You: Go ...



In the city (crossword).

5b.  **Write how you can get from the bus stop to the supermarket.**

I can go from the bus stop ...

¹ **Linton Road** – название улицы

Lesson 3. How do I get to the nearest bank?

1a.  Look at the map. Ask and answer the questions.

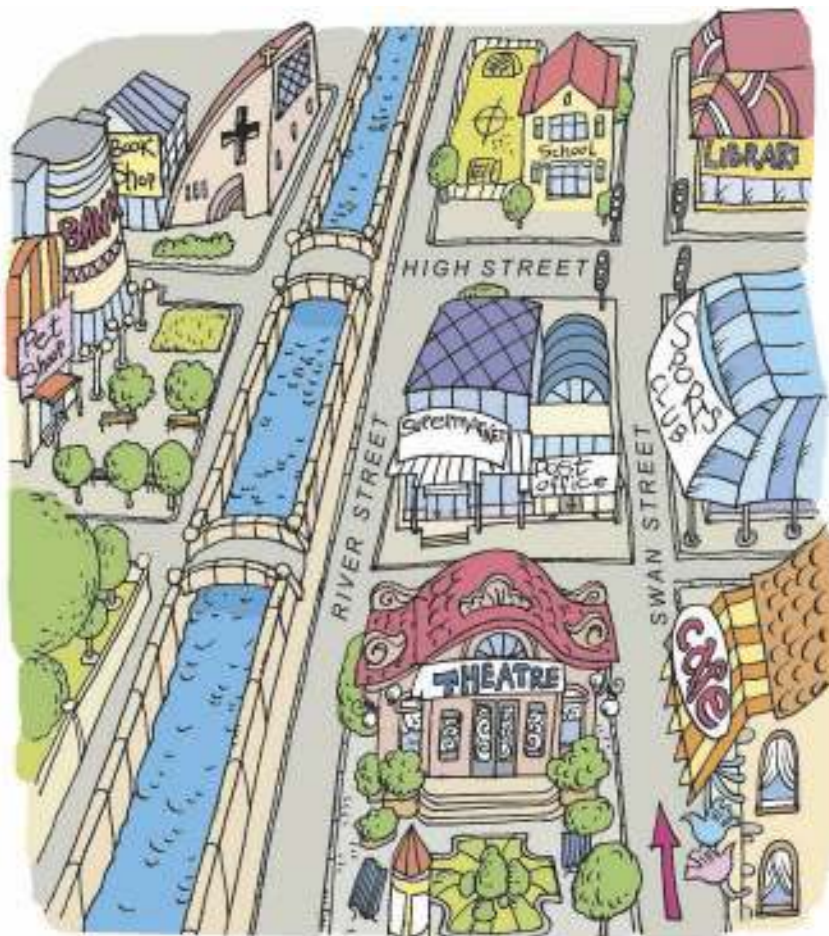
Model. S1: What's there in the city?

S2: There's a bookshop.

S1: Where's the bookshop?

S2: It's in High Street, next to the church.

1b. Play the "Last sentence" game with your class.



2.   Listen, read and sing the song.

Excuse me¹, sir,
Can you tell me the way
To the nearest bank?
It's not far away (недалеко).

First turn left, then turn right,
Then go straight ahead.
You must stop at the traffic lights
When the traffic lights are red!

Excuse me, sir,
Can you tell me the way
To the nearest bus stop?
It's not far away.



3a. Read and complete the conversation. Find the place on the map.

Tourist: Excuse me! How do I get to the ...?


Police officer: It's not far away. Look! Go straight ahead. Then turn left at the traffic lights. Go along High Street, over the bridge. Go past the church. The ... is next to the church, just opposite the bank.

Tourist: Thank you!

Police officer: You're welcome.

3b.   Listen and check your answer.

3c. Role-play the dialogue. Listen to your classmates and answer:
Who is the best police officer?

3d.  Make up your dialogue: a) about the city in ex. 1; b) about your city / town / village².

¹ Excuse me – Простите

² village ['vɪlɪdʒ] – деревня

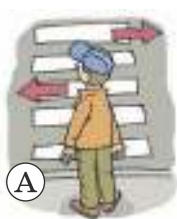
4. Do the mini project “Hide a pearl”.

1. Cut out the map from your workbook.
2. Complete the map.
3. Hide a pearl in a building.
4. Write instructions how to find the pearl.



Lesson 4. Safety rules¹

1a. Read and match the rules to the pictures.



A



B



C



D



E



F



G



H



I

- | | |
|---|--|
| 1 | You must stop when the traffic lights are red. |
| 2 | You must cross the street when the traffic lights are green. |
| 3 | First you must look left and then right when you cross the street. |
| 4 | You must cross the street in front of a tram, but behind a bus. |

¹ Safety rules – Правила безопасного поведения

- | | |
|---|---|
| 5 | You must wear a flicker when it's dark. |
| 6 | You must wear a seat belt in a car. |
| 7 | You mustn't play on the road. |
| 8 | You mustn't ride a bike on the road if you're under 14. |
| 9 | You mustn't drive a car if you're under 18. |

1b. Which safety rules do you always / sometimes / rarely / never follow?

Model. I never play on the road. I always wear a seatbelt in a car.

2.   **Grammar secret.**

The verb *must* Глагол *должен, должна, должны*

You **must** stop when the traffic lights are red.

You **mustn't** cross the street when the traffic lights are red.

3a.  **Role-play the situation: Rotty gives instructions to Moldy how to find a pearl.**

Rotty: You must / mustn't

- find a pearl.
- hide behind the trees.
- make a lot of noise.
- speak to the children.
- run fast.
- catch Elfin.

Moldy:

- OK!
- Great!
- Right!
- Good!
- I won't!²
- Why not?



3b.  **Give your instructions to Rotty and Moldy.**

¹ follow (the rules) – соблюдать (правила)

² I won't [wəʊnt]! – Я не буду!

3c.  Write 6–8 instructions to Rotty and Moldy.

Lesson 5. Photos of Minsk

1.  The children are in a café. Nikita shows his friends photos of Minsk. Listen to Nikita and put the pictures in the correct order.



A Gorky Park



B the Central Railway Station ['reɪlweɪ 'steɪʃ(ə)n]



C the Circus ['sɜːkəs]



D the Opera and Ballet House (Theatre) ['ɒp(ə)rə ənd 'bæleɪ ˌhaʊs]



E Troitskoye (Trinity) Suburb ['sʌbʊːb]



F Pobeda (Victory) Square [skweə]

2a.  Listen to Nikita's story about Minsk. *What is all children's favourite place in Minsk?*

Minsk, the capital¹ of Belarus

Minsk is an old city. It was founded² in 1067. About two million people live there today. When tourists come to Minsk, they

¹ **capital** ['kæpɪt(ə)l] – столица

² **was founded** ['faʊndɪd] – был основан

see the new railway station. It was built in 2001. The building is very modern and beautiful.

build [bild] (строить) – built [bilt]

The oldest place¹ in Minsk is Troitskoye (Trinity) Suburb. There are a lot of cafés, small shops and museums there. There are a lot of cinemas and theatres in Minsk. The most beautiful theatre is the Bolshoi Opera and Ballet Theatre.

All children's favourite place is Gorky Park. There is a big wheel, a merry-go-round and other rides there. Next to the park there is the Circus. There you can see acrobats and clowns, lions and tigers, bears and horses.

Not far from the park there is Pobeda (Victory) Square. War² veterans go there on 9th May.

When you're in Minsk, call me. My phone number is 2475164. I live at 23 Osipenko Street, flat 48. Come to Minsk and I'll show you this beautiful city.

1067 – ten sixty-seven 2001 – two thousand and one

2b.  Read the text and answer the questions.

1. When was Minsk founded? 2. How many people live in Minsk? 3. When was the new railway station built? 4. What is the oldest place in Minsk? 5. What can you visit in Troitskoye (Trinity) Suburb? 6. Which is the most beautiful theatre in Minsk? 7. What can children do in Gorky Park?

¹ place – место

² war – война; военный

2c. Answer the questions: *What's Nikita's phone number? What's his address?*

2d. Make a list of your classmates' phone numbers and addresses.

S1: What's your phone number?

My phone number is 2074498 (two-oh-seven-double four-nine-eight).

S2: Where do you live?

I live **in** Minsk.

I live **in** Kupala Street.

I live **at** 45 Kupala Street, flat 30.

3.   **Grammar secret.**


Zero article with place names **Нулевой артикль с названиями мест**

Zero article (no article) is used with the names of	
cities, towns, villages	I live in Minsk .
streets, avenues (проспекты), roads (дороги)	I live in Nezavisimost Avenue .
squares and parks	I live not far from Pobeda (Victory) Square and Gorky Park .
countries	Minsk is the capital of Belarus .
continents	Belarus is in Europe .

4.  Complete the sentences, and then write about Minsk.

1. Minsk is 2. The Bolshoi Opera and Ballet Theatre is
3. The Central Railway Station is 4. Gorky Park is 5. Troitskoye (Trinity) Suburb is 6. Pobeda (Victory) Square is

Lesson 6. A day in Minsk

1a.  The Tree Monsters have come to Minsk. They want to see the city centre. Listen to their talk and say where they would like to go to. *Do they know the way to these places?*



1b.  Choose a role and read the talk.

Rotty: Look, we are here, at the Railway Station.

Moldy: Let's go and see the amusement park.

Rotty: Right! And to the circus. How can we get there?

Moldy: Let's phone Nastya. Here's her telephone number.

Rotty: 2946344. Hello! Can I speak to Nastya, please?

Nastya: Speaking.

Rotty: Oh, this is Mike.

Nastya: Mike? Where are you?

Moldy: Give me the telephone. I'm in Minsk. I'm at the Railway Station.

Nastya: In Minsk?! Are you playing a joke on¹ me?

Moldy: Are you playing a joke on me? Tell me how I can get to the amusement park. Please. Quick.


Nastya: Hm-m. How strange! OK. Stand in front of the Railway Station. The Railway Station should be behind you. Cross the street in the underground crossing. Walk straight ahead

¹ play a joke on somebody – подшутить над кем-либо

along Kirov Street. Cross Sverdlov Street. Turn left and walk along Sverdlov Street. Turn right at the post office. This is Nezavisimost Avenue.

Moldy: Good! Bye!

Nastya: Wait! ...

2.  The Tree Monsters don't know the way to Gorky Park and the Circus. They go to different places and ask different people. Make up dialogues and act them out.



A

The Tree Monsters are at the Yanka Kupala Theatre. They want to go to Gorky Park.


B The Tree Monsters are at the Bolshoi Opera and Ballet Theatre. They want to go to Pobeda (Victory) Square.

C The Tree Monsters are in Pobeda Square. They want to go to the Circus.

HELP BOX

Excuse me, how can we get to ...?

Go straight ahead, go along ... , go past ... , go over the bridge, cross ... at the (traffic lights), turn left (right)

3.  Imagine the Tree Monsters ask you to show Minsk to them. Be a guide (use Lesson 5).

HELP BOX

Minsk is ... There are ... I want to show you ... First, let's go to ... Now let's walk along / past / over ... and turn left / right. You can see ... It's ... And I want to take you to ... We finish here.

Lesson 7. Belarusian towns and cities

1.   Listen and read about Polotsk. Say what it is famous for¹.

Polotsk

People often say that Polotsk is the city of all Belarusian cities. It was the first capital of Belarus. It was founded in the 9th century² and it was the strongest in the 11th century with Vseslav Charodei at its head.

¹ **famous** ['feɪməs] **for** – значит ...

² **century** ['sentʃəri] – столетие



the National
Historical and
Cultural Museum

There are a lot of museums in Polotsk where people can learn Belarusian history and culture¹. Some of them are the National Historical and Cultural ['kʌltʃ(ə)rəl] Museum, the Nature and Environment² Museum, the Museum of Belarusian Book Printing, the Museum-Library of Simeon of Polotsk, the Children's Museum, and others. There is the Art Gallery³ and a few monuments⁴ to famous people. There is a monument to the letter “ŷ”



the Nature and
Environment Museum



the Museum-Library of
Simeon of Polotsk



the Art Gallery



the Museum of Belarusian
Book Printing

¹ **culture** ['kʌltʃə] – культура

² **environment** [ɪn'vaɪrənmənt] – окружающая среда

³ **Art Gallery** ['gæləri] – художественная галерея

⁴ **monument** ['mɒnjumənt] – памятник

(short “U”), which is found only in one Slavic language – Belarusian.

Polotsk is famous for its churches. St Sofia Cathedral is one of the most famous. It has a concert hall with an organ. Every year festivals of organ music take place here. The name of Efrosiniya of Polotsk is dear to all Belarusian people. Efrosiniya was born into a very rich family but she decided to live in a convent¹. There she copied church books and then gave money to poor people. She built some churches and monasteries² in Polotsk and opened a school for children in the convent.



a monument to the Belarusian letter “Ź”



St Sofia Cathedral



Efrosiniya of Polotsk

2. Tell your English friends about Polotsk:

- ✓ when it was founded;
- ✓ what famous people lived there;
- ✓ what people can see and do there.

3. Interview your classmate about visiting Belarusian cities and towns.

- What Belarusian towns or cities have you visited?
- When did you go there?

¹ **convent** ['kɒnvənt] – женский монастырь

² **monasteries** ['mɒnəst(ə)rɪz] – мужские монастыри

- Who did you go there with?
- What **is** the town or city **famous for**?
- What did you see there?
- Did you like your visit? Why?
- What town or city would you like to visit and why?

be famous for people, history, culture ...

4a. Speak about the place you live in.

**HELP
BOX**

I live in ... It's a city / town / village in (*Brest*) region. It was founded in ... It's famous for ... There is a ... There are ... The oldest place is ... The most beautiful place is ... People can ... there. They can also¹ visit / see / enjoy ... in my city / town / village.

4b. Write about the city / town / village you live in.

Lesson 8. Project “My favourite place in my native² city, town or village”

1a. Read Nastya's composition about her favourite place in her native city and say what she likes to do there.

1. I live in Minsk, the capital of Belarus. My native city is famous for its museums, theatres, gardens, and monuments. Children can have fun in amusement parks.

2. My favourite place in Minsk is Troitskoye (Trinity) Suburb. It is in the centre of Minsk in Bogdanovich Street, not far from the Bolshoi Opera and Ballet Theatre.

¹ also ['ɔ:lsəʊ] – также

² native ['neɪtɪv] – родной (о стране, городе)

3. It's the oldest part of Minsk. It stands on the bank (бeрeп) of the River Svisloch. The houses look like they looked in the past. There are a lot of small shops, cafés and museums there. I go there with my parents at weekends. It usually takes us 20 minutes to get there by car.



4. Troitskoye (Trinity) Suburb is beautiful in summer, autumn, winter and spring. I like to walk along its quiet streets, look at the river and enjoy the past!

1b. Match parts of the plan with the paragraphs of the text.

A. My opinion¹ about my favourite place

Why do you like the place? What do you do there?

B. My favourite place

What is your favourite place? Where is it? What street is it in? What is there next to it? Opposite it? Behind it?

C. Details

What do you know about this place? Who do you usually go there with? How often? How long does it take you to get there?

D. My native city / town / village


Where do you live? What can people find in your native place? What is it famous for?

¹ **opinion** [ə'pɪnjən] – мнение

1c. Answer the questions of the plan in the correct order. Work in pairs or groups of three students.

2.  Write about your favourite place in your city / town / village. Follow the plan in ex. 1b.

Lesson 9. We must catch them!

1a.  Listen to the scene¹, look at the pictures and answer: *What happened to Elfin?*

Liz: Oh, it's quarter past five. We're late! Our bus leaves at half past five².

Mike: Where from?

Liz: From Victoria station.

Mike: We must run!

Liz: Do you know how to get to the station?

Mike: Hmm, I'm not sure³. Let's ask the police officer.

Liz: Excuse me, sir! Can you tell me the way to Victoria station, please?

Police officer: Sure. Go along this street, then turn left at the traffic lights, walk past the shop and the station is opposite the bank.



¹ scene [si:n] – сцена, эпизод

² leaves at half past five – отправляется в половине шестого

³ I'm not sure – я не уверен

Liz: Thank you.

Police officer: You're welcome.

Liz: Mike, where's Elfin?

Mike: I don't know.

Nikita: Oh, dear! Look! The Tree Monsters and ... Elfin! They're on the bus!

Liz: The bus is leaving. It's going to ... Cotswold Farm.

Mike: We must catch them! Let's go to Cotswold Farm!



1b.  Read the scene and say if the sentences are true or false.

1. It's 5.15, and the children are in a café. 2. Their bus leaves at 5.30 from Victoria station. 3. The children know the way to Victoria station. 4. The Tree Monsters help the children to find the way. 5. There is a bank opposite Victoria station. 6. The Tree Monsters go to Costwold Farm. 7. Elfin wants to catch the Tree Monsters. 8. The children want to go to the theatre.

2.  Choose a role and read the scene.

3.  Act out the scene.

4.  Write the story about catching the Tree Monsters. Use the Past Simple Tense and ex. 1b.

Lesson 10. Town Mouse and Country Mouse

1a. Look at Country Mouse and Town Mouse and answer: *Which food does Town Mouse like? Which food does Country Mouse like?*



1b.   Listen, read and answer: *Did Country Mouse like the town? Why? Why not?*

Once upon a time there lived two cousins. They were called (их звали) Country Mouse and Town Mouse. Country Mouse lived in a little hole (нора) in a country house. Town Mouse lived in a hole in a big town house.



One day Country Mouse visited his cousin in town. “Hello! Come in,” said Town Mouse. “I think, you’ll love¹ the town. It’s so interesting here!”

Town Mouse made a fantastic dinner of jam, biscuits and cola, chocolate cake and ice cream. Country Mouse didn’t like

¹ you’ll love – ты полюбишь

the food – it was too sweet¹ for him. At night Country Mouse didn't sleep. "It's too noisy and there are too many lights!" he thought.

The next day the cousins went to the amusement park. Country Mouse saw swings, slides, a big wheel, and a merry-go-round. They were horrible! Country Mouse didn't like the big wheel. It was too big. He didn't like the merry-go-round. It was too noisy. He didn't like the amusement park. There were too many people, dogs and cats. He was very tired.



At night Country Mouse had a dream². He saw his nice little hole and beautiful green fields³.

In the morning he said goodbye to his cousin and went home.



2. Put the sentences in the correct order.

- A. Country Mouse saw slides, swings, a big wheel, and a merry-go-round.
- B. Country Mouse came to town.
- C. In the morning Country Mouse went home.
- D. After dinner they went to the amusement park.
- E. Town Mouse made a fantastic dinner for his cousin.
- F. There were a lot of cats at the amusement park.

¹ **too sweet** – слишком сладкий

² **had a dream** – приснился сон

³ **fields** [fi:ldz] – поля

3. Correct the sentences.

1. Country Mouse liked his cousin's dinner. 2. They played on the swings. 3. There was a lot of food at the amusement park. 4. Country Mouse liked the big wheel. 5. It was very quiet in the town.



Town Mouse and Country Mouse (restoring the correct order of the story).

4a. Grammar secret. Read the rule and complete the sentences.

Conjunction *because* Союз *потому что*

Town Mouse liked the town (why?) **because** it was interesting.

Town Mouse liked the town because ...

Country Mouse didn't like the town because ...

4b. Write the sentences.

5. Get ready to present your project.

Lesson 11. Project presentation



My favourite place in my native city, town or village



1. Present your project.

2. Listen to your classmates and answer: *Are your favourite places the same or different?*



Unit 7

ON THE FARM

Lesson 1. In the city or in the country?

1. 📁 🎧 Listen, read and sing “The wheels on the bus” song.

The wheels on the bus go round and round,
Round and round, round and round.
The wheels on the bus go round and round
All over town.

The driver on the bus says,
“Move on back¹” ...

The wipers² on the bus
Go swish, swish, swish ...

The lights on the bus
Go blink, blink, blink ...

The horn³ on the bus
Goes beep, beep, beep ...

The baby on the bus
Goes “Wah, wah, wah” ...

The parents on the bus
Go “Shh, shh, shh” ...



¹ **Move on back** – Проходите в салон

² **wipers** – стеклоочистители

³ **horn** – сигнал, рожок

2.   Picture dictionary.



a town [taʊn]



a village ['vɪlɪdʒ]



healthy ['helθi]



unhealthy [ʌn'helθi]



modern ['mɒdn]



old



dirty ['dɜ:ti]



clean

3.  Match the opposites. *What can you say about cities and villages?*

Model. 1 – D. old – modern. Cities are old and modern. Villages are old and modern, too.

1	old	A	bad
2	fast	B	dirty
3	interesting	C	quiet
4	healthy	D	modern
5	noisy	E	small
6	good	F	unhealthy
7	clean	G	slow
8	big	H	boring



4. Play the “Last sentence” game to compare the city and the country.

good – **better** – the **best**
 bad – **worse** – the **worst**


**the country = fields,
 farms, villages**

I think	the city	is	noisier	than the country.
	the country		healthier	
			cleaner	
			dirtier	
			more interesting	than the city.
			more boring	
			better	
			worse	

5. Do you like the place you live in? Why? Compare the place you live in with your classmate’s one.

**HELP
 BOX**

I live in the city / town / village of ... I live in ... Street.
 It’s beautiful / old / modern / interesting.
 It’s always clean / dirty / quiet / noisy here.
 My district / street is healthier / unhealthier / more
 interesting / more boring than ...

6.  What do you think about the city and the country? Write 6–8 sentences (use ex. 4 and ex. 5).

Lesson 2. Farm animals

1a.   Picture dictionary.



**TOP
SECRET**

a goose – geese [gi:s]
a sheep – sheep
a mouse – mice
a man [mæn] – men [men]
a woman ['wʊmən] – women ['wɪmɪn]
a child [tʃaɪld] – children

1b. Look and answer: *How many people and animals are there on the farm?*

Model. There's one horse. There are three geese.

1c. Moldy is sitting in a tree and looking at the farm. *What does he tell Rotty? Use the verbs wash, feed, play with.*

Model. Moldy: A boy is washing a horse.

2.   *Do you know the animal language? Make sentences. Listen and check.*

Dogs	say	<i>Baa-baa!</i>
Cats		<i>Neigh- neigh!</i>
Cows		<i>Moo-moo!</i>
Sheep		<i>Woof-woof!</i>
Horses		<i>Miaow-miaow!</i>
Pigs		<i>Quack-quack!</i>
Frogs		<i>Oink-oink!</i>
Mice		<i>Croak-croak!</i>
Ducks		<i>Squeak-squeak!</i>

3.   Listen, read and sing the “Old McDonald” song.

Old McDonald has a duck,
e - i - e - i - o! (2)
Quack-quack-quack, (2)
e - i - e - i - o!



Old McDonald has a frog,
e - i - e - i - o!
Croak-croak-croak,
Quack-quack-quack,
e - i - e - i - o!





Old McDonald has a dog,
e – i – e – i – o!
Woof-woof-woof,
Croak-croak-croak,
Quack-quack-quack,
e – i – e – i – o!



Old McDonald has a cow,
e – i – e – i – o!
Moo-moo-moo,
Woof-woof-woof,
Croak-croak-croak,
Quack-quack-quack,
e – i – e – i – o!




4. Play the “Last sentence” game with your partner. What do domestic¹ animals eat and drink?

Model. S1: Pigs eat acorns.
S2: Pigs eat grass.



Farm animals (matching singular and plural nouns).

5.  Make up a riddle about a farm animal. Write and tell it to your class.

Model. It isn't big. It isn't small. It's got little ears and a short tail. Its hair is white or brown. It eats grass and drinks water. (It says *Baa-baa!*) What animal is it?

¹ domestic – домашние

Lesson 3. Looking after farm animals

1. Picture dictionary.

Look after animals



brush pets



milk cows



collect eggs



wash horses



wash a dog house



feed animals



clean a pigsty ['pɪgstɑː]




clean a cowshed ['kaʊʃed]

2a. How do people look after domestic animals?

Model. They feed animals every day. They often wash horses.

2b. Play the “Last sentence” game. Speak about looking after domestic animals.

3a.  Read the introduction, look at the pictures and complete the story “Helping in the zoo”.



We are so happy we can help the zoo keeper. The zoo keeper’s job is very interesting. I can say it’s exciting to look after animals. The zoo keeper can drive a tractor, he knows the computer very well and he is very good with animals. He knows a lot about them and can tell interesting stories about animals. There’s always a lot of work at the zoo.



8.00

.....
 What time? When? – At 6 a.m.



6.00

1. ... a.m. we check if the animals are healthy or ill.
2. ... a.m. we feed the animals.
3. ... a.m. we say hello to the first visitors.
4. From ... to ... a.m. we tell visitors about animals.
5. ... p.m. we feed the animals.
6. ... p.m. we wash the animals.



7.00



8.00



7.00



12.00

3b.   Listen to the story and compare it with yours.

3c. Imagine you have your own zoo. Make up a riddle about your favourite animals for the class to solve. *What do you do in your zoo?*

3d.  Write about one of your favourite animals. Use this lesson and Lesson 2, ex. 5.

Lesson 4. Working in the country

1.   Picture dictionary.

Work in the kitchen garden



dig flower beds /
make vegetable
beds



plant tomatoes
(cucumbers,
cabbages)



seed carrots,
peas and beans



water flowers and
vegetables



grow apple trees
and pear trees



weed flower beds
and vegetable beds

2. 📁 🎧 Listen and read the text. Answer the questions in pairs: *Why does Nastya like the garden and the kitchen garden? Do you like gardens and kitchen gardens?*



Every weekend in spring we go to our summer house in the country. It's a good big house with a beautiful garden in front of and behind it. In summer the garden is so bright with flowers! And we can eat delicious vegetables and berries. In summer and in autumn we enjoy sweet cherries and plums, tasty apples and pears.



So we have to work a little. In April and May we make flower beds and vegetable beds. We seed carrots, peas and beans and we plant tomatoes, cucumbers and cabbages. We have to weed them. I don't like this work. But I like to water them if there is no rain.

There is a swing and a slide in the garden. I play on them with my friends. We like it! And I treat them with self-grown fruit and vegetables¹. They are better than in shops. We all enjoy eating them.



¹ I treat them with self-grown fruit and vegetables – я угощаю их фруктами и овощами, которые мы вырастили сами

3. 👤👤 Answer Liz's questions about you or your relatives.

1. Do you live in the country or in the town? 2. Has your family got a summer house? 3. Do you go to the country in summer? 4. Have you got a garden or a kitchen garden? 5. What work do you do there? 6. What do you grow there? 7. Do you like working or playing in the country? 8. Do you go to the woods in the country? 9. Do you go to the river?

4a. 👤👤 Complete Nastya's diary about her typical summer day in the country.

09.00 a.m. – I get up, wash my ...
09.30 a.m. – I run in the garden and ...
10.00 a.m. – I have breakfast with ...

...
...
...



10.00 p.m. – I go to bed.
10.05 p.m. – bedtime stories from my granny!



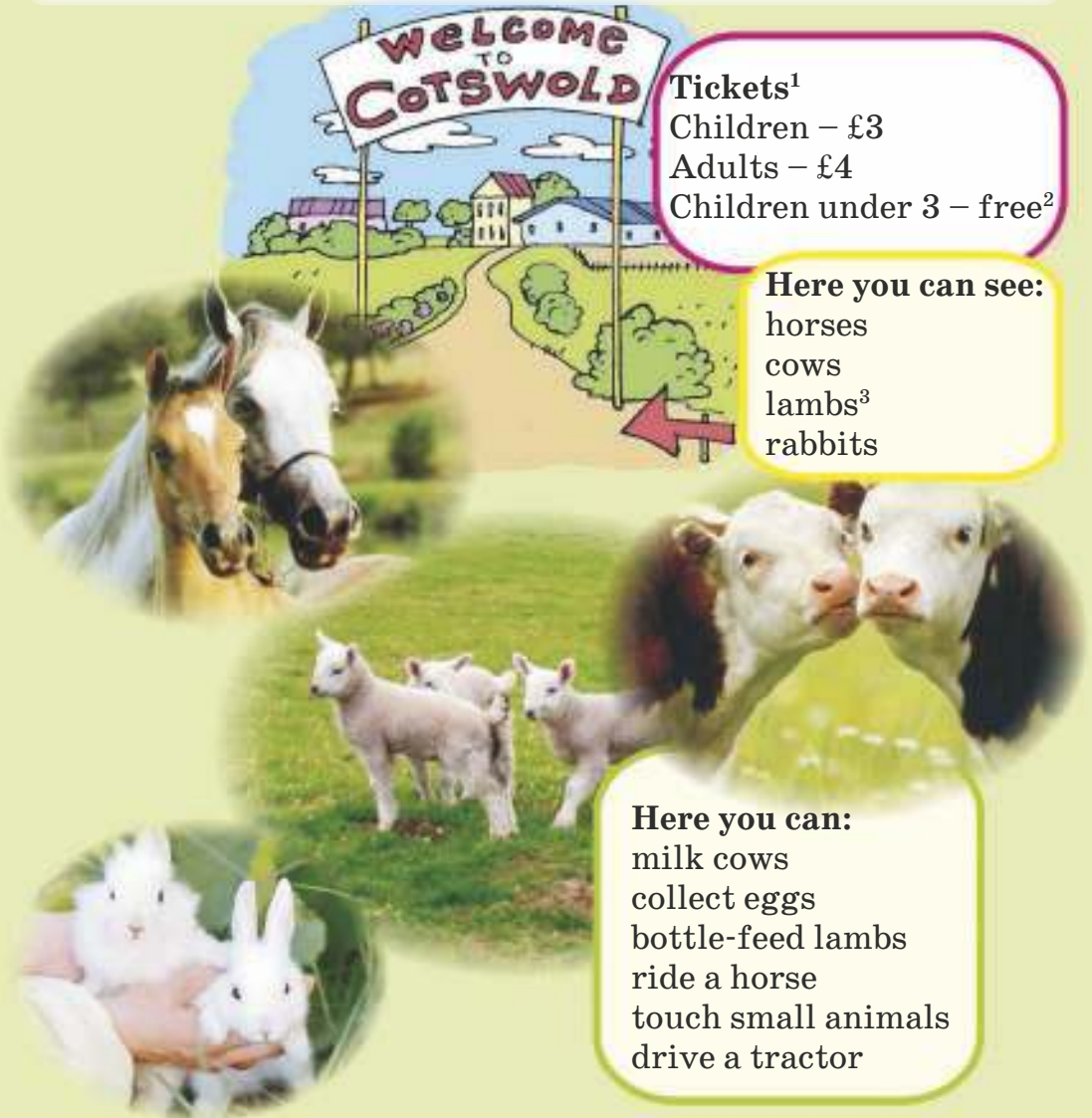
4b. 👤👤 Do you think it's an interesting day? What other things can you enjoy doing in the country?

4c. 📖 Imagine you had a great time in the country one day or remember such a day¹. Write about this special day in the country. Use the Past Simple Tense.

¹ remember such a day – вспомни такой день

Lesson 5. Cotswold Farm Park

1a. Read the brochure of a special museum and answer: *What sort of museum is it?*



Welcome TO Cotswold

Tickets¹
Children – £3
Adults – £4
Children under 3 – free²

Here you can see:
horses
cows
lambs³
rabbits

Here you can:
milk cows
collect eggs
bottle-feed lambs
ride a horse
touch small animals
drive a tractor

¹ tickets – билеты; ² free – бесплатно; ³ lambs [læmz] – ягнята



You can go to
the Hen House
the Tractor School
the Touch Barn
the Playground
the Gift Shop



Opening times

February – November

Monday to Friday: 10 a.m. – 4 p.m.

Weekends: 10 a.m. – 5 p.m.



We look forward to seeing you!

Tel: 01451 850307

www.cotswoldfarmpark.co.uk

1b.  **Answer the questions.**

1. Can you visit the farm on Saturday, 8th March?
2. How much are the tickets for two children and their mum and dad?
3. Can you celebrate Christmas on the farm?
4. Where can you touch small animals?
5. Can you phone the farm?

2. Play a memory game in pairs or in groups.

A. Complete the sentences.

1. You can see ... on the farm.
2. You can go to ... on the farm.
3. Children can play in
4. You can buy gifts at
5. You can drive a tractor at
6. You can collect eggs in
7. You can ... lambs and ... small animals on the farm.

B. Answer the questions: *What can you see on the farm? What can you do on the farm?*

Model. S1: I can see pigs on the farm.

S2: I can drive a tractor on the farm.

3a.  **What would you like to do on the Cotswold Farm?**

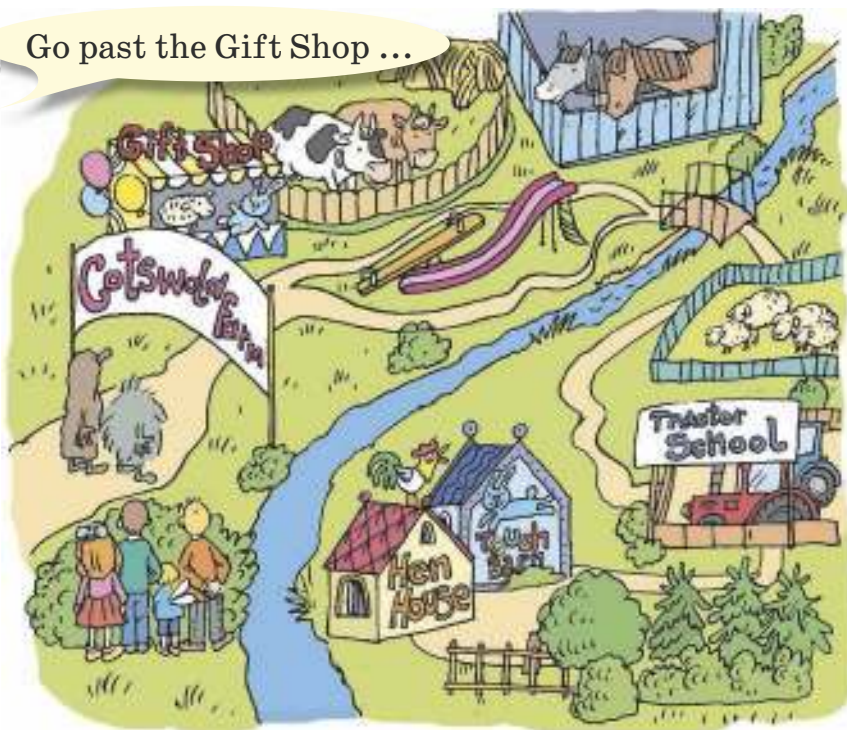
Model. I'd like to ride a horse.

3b.  **Write 6–8 sentences to answer the question of ex. 3a.**

Lesson 6. Rotty and Moldy on the farm

1a.   **Listen to the woman. *Where did the Tree Monsters want to get?***

Go past the Gift Shop ...



1b. 📻 🎧 Listen again and complete the sentences.

Go ... (1) the Gift Shop to the cows. Milk the cows. Then turn ... (2), go ... (3) the playground to the horses. Go ... (4) the bridge and then go straight ... (5) to the sheep and lambs. Bottle-feed them. After that go to the Tractor School and drive a tractor. Then go ... (6) the wood. ... (7) the wood is the Touch Barn. The place you need is ... (8) the Touch Barn.

1c. How do you get to these places?

- from the Hen House to the Gift Shop
- from the cows to the Tractor School
- from the Tractor School to the horses

2a.  Make up a story. *What happened to Rotty and Moldy on the farm?*





steal (красть) – stole

break (ломать, разбивать) – broke

**HELP
BOX**

ride a cow drop litter break a tree
 drink milk drive and break a tractor
 pick flowers from flowerbeds steal a rabbit

2b.   Listen to the story and compare it with yours. *Whose story was the closest to the recording?*

2c.  Finish the story about Rotty and Moldy on the farm. Tell your story to the class. *Whose story is the most interesting? Whose story is the funniest?*

2d.   Listen to the end of the story and compare it with yours.

2e.  Write the story about Rotty and Moldy on the farm.

Lesson 7. The fifth pearl

1a. 📢 🎧 The Tree Monsters wanted to get the fifth pearl. Listen and answer: *Did they find it?*

Moldy: Here we are. But what's this?

Rotty: I think it's a Hen House. There are hens and chickens everywhere.

Moldy: OK. I'm hungry. Let's have some eggs for dinner!

Rotty: That's a good idea! Yummy!

Rooster: Cock-a-doodle-doo!

Moldy: What's that? A hen?

Rotty: What a big hen!

Moldy: Ouch! Stop it! It's pecking me!¹ Help!

Rotty: Let's run!

Mike: Look! The Tree Monsters are running out of the Hen House!

Liz: And the rooster! It's running after them!



Mike: Let's go into the Hen House.

Elfin: Mike! Liz! I'm so happy to see you again!

Liz: Look! There's a pearl in the nest. They didn't find it.

Children: Hooray!



¹ It's pecking me! – Он меня клюёт!

1b.  Read and correct the sentences.

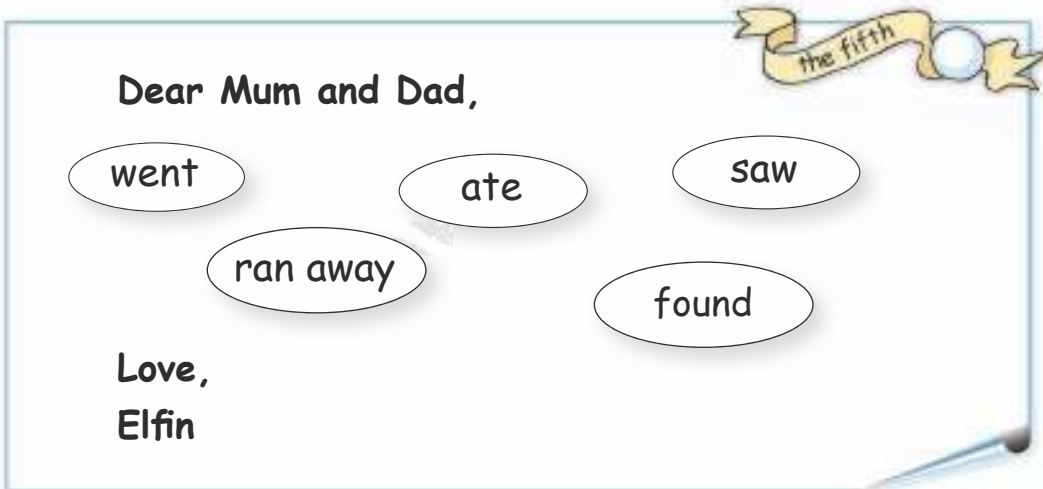
1. The Tree Monsters went to the Gift Shop. 2. They saw a lot of children. 3. The monsters ate the hens. 4. The rooster helped the monsters to break the eggs. 5. Rotty and Moldy ran after the rooster. 6. The monsters found the pearl. 7. The pearl was in the egg.

find (находить) – found

1c. Choose a role and read the scene.

1d. Act out the scene.

2.  Complete Elfin's message.



Dear Mum and Dad,

went ate saw

ran away found

Love,
Elfin

 **Lesson 8.** There is no place like home

Lesson 9. Project “Is it better in the town or in the country?”

1. Collect all possible ideas to answer the questions.

What can you do in the town? What can you do in the country?
Where can you go in the town? Where can you go in the country?

2. Sort out these activities and places between the country and the town.

A Pick berries, pick mushrooms, play on swings, play on slides, play on a see-saw, go fishing, go for a swim, go roller skating, watch a play, watch a concert, surf the Internet, go bird watching, grow fruit and vegetables.

B Go to the woods, go to the river, go to the theatre, go to the cinema, go to the circus, go to the zoo, go on a picnic, go to the museum, go to the library, go to the supermarket, go to the shop, go to the lake, go to the disco, go to a concert hall.

3. Collect all the arguments for and against living in the town or in the country. Develop the ideas. Work in pairs or groups.

A. There are a lot of cars and people in the streets. It's very noisy. And there are a lot of tall buildings. They are scary. But there are a lot of cinemas, theatres and jobs in the town.

B. There are beautiful lakes, rivers and woods in the country. It's very quiet. You can hear birds' songs. The country is healthier than the town.

4. Get ready to speak about living in the town or in the country.

Lesson 10. Country Mouse and Town Mouse

1. 📻 🎧 Listen, read and answer: *Did Town Mouse like the country? Why? Why not?*



One day, Town Mouse visited his cousin. “Welcome to my home,” said Country Mouse. “I think you’ll love the country. It’s so nice and quiet.”

Country Mouse made a big dinner of mushrooms and seeds but Town Mouse did not like the food. “The food is better in town,” he said.

He didn’t like his little room or his little straw¹ bed. “I can’t sleep,” he thought. “It’s so dark and cold here.”

The next day Country Mouse got up at 5 o’clock. He went to the field (в поле) to collect seeds for the winter. Town Mouse didn’t help him. He wanted to go back home.

“It’s so quiet and boring in the country,” he said. “I want to go home. It’s more interesting there.”

The next morning Country Mouse ran into the hole. “Quick! The farmer is going to town!” Town Mouse said goodbye and jumped into the car.



¹ straw [strɔ:] – солома

2. Correct the sentences.

sleep (спать) – slept

1. Country Mouse gave Town Mouse bread and mushrooms for dinner. 2. Town Mouse liked his dinner. 3. Town Mouse slept very well on the straw bed. 4. Town Mouse helped Country Mouse to collect seeds. 5. Country Mouse liked the town. 6. Town Mouse lived in a small house.

3a. Put the actions in the correct order.

A. visited his cousin B. made a big dinner C. went to the field
D. got up E. didn't help him F. jumped into the car G. ran into
H. said goodbye I. wanted to go back home

3b. You are Country Mouse (Town Mouse). Tell the story.

4. Act out the story.

5. Complete and write the sentences.

Country Mouse liked the country because ...

Town Mouse didn't like the country because ...



Country Mouse and Town Mouse (restoring the correct order of the story).

6. Get ready to present your project.

Lesson 11. Project presentation



Is it better in the town or in the country?



Discuss the question: *Where is it better to live – in the town or in the country?* Group A is for living in the town, group B is for living in the country. Who can give more arguments?



Unit 8

OUR WONDERFUL WORLD

Lesson 1. Continents

1.   Listen, read and sing the song.

I've got the whole world in my hands.

I've got the whole world in my hands.

I've got the whole world in my hands.

The whole world in my hands.

She's got the whole world in her hands ...

He's got the whole world in his hands ...

We've got the whole world in our hands ...



2a. Look at the map of the world. Read the transcription of the continents and find them on the map.

[ˈeɪʒə] / [ˈeɪʃə]

[ˈæfrɪkə]

[ˌsaʊθ əˈmerɪkə]

[pˈstreɪliə]

[ˈjʊərəp]

[ænˈtɑːktɪkə]

[ˌnɔːθ əˈmerɪkə]

2b. Read the transcription of the oceans and find them on the map.

[ðɪ ət,læntɪk 'əʊʃn]

[ðɪ ,ɪndiən 'əʊʃn]

[ðə pə,sɪfɪk 'əʊʃn]

[ðɪ ,ɑ:ktɪk 'əʊʃn]



3a.   The children are looking at the map of the world with Grandad. Listen to the conversation. *Which continents does Grandad mention¹?*



(A)



(B)



(C)



(D)

3b.   Listen again. *What does Grandad say about the continents?*

¹ mention – упоминать

4.   Grammar secret.

Articles with geographical names
Артикли с географическими названиями

the	zero article
rivers: <i>the Nile</i> seas: <i>the Black Sea</i> oceans: <i>the Atlantic Ocean</i>	continents: <i>Asia</i> cities: <i>Minsk</i> countries: <i>India</i> <i>(but: the UK, the USA)</i> lakes: <i>Lake Naroch</i>

Note:

the USA [ðə ju: es 'eɪ] = the United States of America (Соединённые Штаты Америки)

the UK [ðə ju: 'keɪ] = the United Kingdom of Great Britain and Northern Ireland (Соединённое Королевство Великобритании и Северной Ирландии)

5a. Do the test “Are you good at geography?” Look at the map and complete the sentences.

1. ... is the biggest continent.
2. ... is the smallest continent.
3. ... is the hottest continent.
4. ... is the coldest continent.
5. The USA is in
6. Belarus is in
7. ... is the biggest ocean.
8. ... is the coldest ocean.

Check your test results:

7–8 correct answers – Great!

5–6 correct answers – Good.

< 5 correct answers – Not very good.

5b.  Solve the riddle, and then make up your own riddles about continents.

This continent is between the Arctic Ocean and the Atlantic Ocean.

Lesson 2. Different places

1.   Picture dictionary.



high [haɪ]



deep



dry



wet



a desert ['dezət]



an ocean ['əʊʃn]



a mountain



the jungle



grasslands
['grɑːslændz]

2a.  What do you think about these landscapes? Speak in pairs.

Mountains	are	dry.
Oceans		wet.
Deserts		high.
Grasslands		cold.
Jungles		hot. deep.

2b.   Listen, read the texts and check your answers.

Deserts They are the driest places in the world. In the day time they are very hot but at night they can be very cold. Only animals and plants¹ that need very little water can live there. The biggest desert, the Sahara, is in Africa.

Seas and Oceans Salty seas cover² more than half of the world. Strange fish and animals live deep in the water. Different seaweeds³ look like beautiful gardens.

Mountains There are mountains on every continent. Their tops are usually covered in snow. High up the weather is cold and windy, so plants can't grow there. The highest mountain, Everest, is in Asia.

Jungles They cover a small part⁴ of the world but they are home to thousands of different plants and animals. The weather is hot and wet there all year round. The biggest jungle is in South America.

¹ **plants** [plɑ:nts] – растения

² **cover** ['kʌvə] – покрывают

³ **seaweeds** – водоросли

⁴ **part** – часть

Grasslands There are only two seasons in grasslands: the wet season and the dry season. There aren't many trees but there's a lot of grass, so lots of different animals live there. There are grasslands in many parts of the world.

2c.  **Answer the questions.**

1. What is the biggest desert in the world? Where is it?
2. What is the highest mountain in the world? Where is it?
3. Where is the biggest jungle in the world?

2d. Find the sentences about the photos in ex. 1. Read them out.

2e.  **What is it about?**

1. You can see snow there.
2. There's a lot of grass there.
3. There's no water there.
4. A lot of animals live there.
5. You can find beautiful seaweed there.

3. Play a memory game. *What do you remember about seas and oceans, deserts, mountains, jungles and grasslands?*

4a.  **Make sentences and speak about Belarusian nature.**

There are some	high mountains	in Belarus.
There are a lot of	deep rivers	
There aren't any	grasslands	
	dry deserts	
	blue lakes	
	jungles	
	green woods	

4b.  **Write 6–8 sentences about Belarusian nature.**

Lesson 3. Animals and birds on different continents

1a. Picture dictionary.



a kangaroo
[ˌkæŋɡəˈruː]



a rhino ['rɪnəʊ]



an ostrich ['ɒstrɪtʃ]



a whale [weɪl]



an eagle ['i:gl]



a polar bear [beə]



a koala [kəʊˈɑ:lə]



a shark [ʃɑ:k]



a dolphin ['dɒlfɪn]



a camel ['kæməɪ]



a panda ['pændə]



a lizard ['lɪzəd]




an octopus ['ɒktəpəs]



a penguin ['penɡwɪn]



a cheetah ['tʃi:tə]

1b.    **Where do these animals live? Answer, and then listen and check.**

Model. I think ostriches live in Africa.

1c. Which animals are ...?

• slow

• noisy

• fast

• beautiful

• clever

• funny

• quiet

2.   **Grandad is telling the children about a bird. Listen, read and guess the bird.**

These birds are black and white. They live in Antarctica and like cold weather. They can't fly and they walk **slowly**, but they can swim very **well**. They also dive (ныряют) very well. They eat fish. They live in big groups because it helps them to stay warm.

3.   **Grammar secret.**

slow + **ly** = slowly

Tortoises are **slow**. They walk **slowly**.

Lizards are **quick**. They climb trees **quickly**.

But: Penguins are **good** swimmers. They swim very **well**.

Cheetahs are **fast** animals. They run very **fast**.

4. **Ask and answer the questions about different animals in pairs.**

Do	tigers	walk	slowly?	I think they do.
	sharks	run	fast?	
	lizards	swim	well?	
	koalas	eat	quietly?	
	parrots	fly	noisily?	
	eagles	sing	beautifully?	
				I don't think they do.

5a.  What do you know about rhinos? Make sentences.



I think

I don't think

I know

(that) rhinos

live in Africa.

live in Asia.

live in the mountains.

live in the grasslands.

eat meat.

eat grass and leaves.

can swim well.

can run quickly.

5b.   Listen to Mike's grandad and check your answers.



Animals and birds on different continents (crossword).

6.  Make up a riddle about one of the animals.

**HELP
BOX**

They're ...

They live in ...

They eat ...

They can ...

Lesson 4. A blue-eyed country

1. Picture dictionary.



a forest



a meadow ['medəʊ]



a field [fi:ld]



a hill



a swamp [swɒmp]

2. Complete Nikita's composition about Belarusian nature. Listen and check.

Belarusian nature is very beautiful. Belarus is often called 'a blue-eyed' country because there are 10,000 ... and 20,000 ... in it. The biggest lake is Lake The most important rivers are the Dnepr, the Western Dvina, the Neman and the

There are not any high mountains in Belarus but there are a lot of ... in the country. The highest point¹ of Belarus is Mount Dzerzhynskaya (346 meters high).

You can see a lot of green ... , ... and One third of the country is covered with ... or pushchas. Belarusian forests are home to many animals and

¹ point – точка

3a.   Elfin wants to know the names of Belarusian animals. Help him to match the animals with their names. Listen and check.



A **bison** [ˈbaɪsn] is a big animal like a cow with long hair.

A **lynx** [lɪŋks] is a large wild cat that has a very short tail and lives in forests.

A **stork** is a tall white bird with black wings¹ and a long beak².

A **beaver** [ˈbi:və] is an animal with thick fur³. It cuts down trees with its strong teeth.

A **hedgehog** [ˈhedʒhɒg] is a small brown animal whose body is round and covered with spines⁴.

A **deer** [dɪə] is a grass-eating animal that can run very fast and has very beautiful big antlers⁵.

An **elk** is a very large deer.

A **wild boar** [ˌwaɪld ˈbɔː] is a large wild pig with long hair.

a deer – two deer

an elk – two elk

a wild boar – two wild boar

a bison – two bison

¹ **wings** – крылья

² **beak** – клюв

³ **fur** [fɜː] – мех

⁴ **spines** – иголки

⁵ **antlers** [ˈæntləz] – рога

3b. Speak about Belarusian animals and birds.

1. Where do the animals live? 2. Which animals and birds are symbols of Belarus? 3. Which animals are the most beautiful? 4. Which animals are the most dangerous¹? 5. Which animals are the strongest? 6. What other animals and birds live in Belarus?

4a. In pairs prepare an invitation to Belarus for a Travel Agency's site. Follow the plan.

- ✓ Start with “Belarus is a beautiful country in Europe.”
- ✓ Write about Belarusian nature and animals. “You can see / visit / walk / ...”
- ✓ Finish with “Welcome to Belarus!”



A blue-eyed country (crossword).

4b. Write the invitation for a competition in the next lesson.

Lesson 5. The fortune teller²

1. Mike, Liz and Elfin go to the amusement park and see a fortune telling machine. Read, listen and answer: *Do you believe³ the machine? Why?*

Hello! Hello! I'm the best fortune telling machine in the world. Listen to me!

I'll tell you about your future. You'll go to very interesting places. You'll go to Europe. You'll see beavers, hedgehogs

¹ dangerous [ˈdeɪndʒərəs] – опасный

² fortune teller [ˈfɔ:tʃu:n ˌtelə] – предсказатель судьбы

³ believe [bɪˈli:v] – верить



and bison there. You'll go to Africa. You'll ride camels in a desert. You'll swim with dolphins in a deep sea. You'll feed ostriches in the grasslands. You'll go to Australia. You'll climb trees with koalas in the jungle. Then you'll make friends with penguins in Antarctica.

If you want to know more about your future, pay 1 pound. Pay 1 pound...

2. Grammar secret.

The Future Simple Tense: positive sentences Будущее простое время: утвердительные предложения

	 will	 V
I He She It We You They	will	see	a shark. I will = I'll He will = He'll She will = She'll It will = It'll We will = We'll You will = You'll They will = They'll



tomorrow (завтра)
next *week* (на следующей *неделе*)

3a. Read again what the fortune telling machine says to the children (ex. 1). *What will happen to them in the future?*

Model. They'll go to Europe.


3b.  **Role-play.** *A is the fortune telling machine, B is Mike or Liz. They'll do unusual things.*

Model. A: You'll dance with rhinos.

B: Hooray, I'll dance with rhinos.



dance roller skate ride a bike
play computer games listen to music
watch TV read a book play snowballs

4a.  **What do you think you and your family will do next weekend?**

Model. I think I'll play football with my friends next weekend.
My mum will go shopping.

4b.  **Write 6–8 sentences about your next weekend.**

Lesson 6. The magic map

1a.   **The children are in Grandad's house. Listen, read and answer: *How did the children get to the island*¹?**

Elfin: Look, an old bottle!

Mike: What's in it?

Elfin: There's a message!

Mike: Read it quickly!

Elfin: OK. Listen!



¹ island ['aɪlənd] – остров

Find the door behind the bookcase.
Open it quietly.

Mike: Look, this is the door.

Liz: Let's open it. Quietly!

Mike: Look, there's a room. It's dark.

Liz: What do we do next?

Elfin: Let's read the message.



Walk in slowly. Take the map quickly.
Say "Abba-Dabba-Doo" loudly.

Elfin: There's the map!

Mike: Take it!

Liz: Let's say the words.

Children: Abba-Dabba-Doo! Oh, we're flying!

Rotty: Did you hear them? Say the words quickly!

Moldy: Du...ba!... Booba. No, daba!

Rotty: You, silly! Say after me! Abba-Dabba-Doo! We're flying!



Chief: My name's Booboo. Who are you? What do you want?

Children: We want to get home. Please, help us.

Rotty: Will they help them?

Moldy: I think they'll eat them!

Rotty: That's good. They won't get the pearl!



1b. Complete the sentences with adverbs.

loudly quietly angrily
quickly slowly

The children opened the door They saw a room and walked in They took the map ... and said "Abba-Dabba-Doo" The chief looked at the children

1c. Choose a role and read.

2. Grammar secret.

The Future Simple Tense: questions and negative sentences Будущее простое время: вопросительные и отрицательные предложения

		<input type="checkbox"/> V ...?	
	(they) help them?	Yes, (they) . No, (they) .	
		<input type="checkbox"/> V	
They	won't	get	the pearl.
will not = won't [wəʊnt]			

3.  You're on the island. *What will you do?*

Model. A: Will you eat snakes?

B: Yes, I will. / No, I won't.

**HELP
BOX**

eat snakes live in a cave wash in the ocean
make friends with dolphins sleep on the grass
climb a high mountain drink coconut milk
make a fire swim in a deep river catch lizards

4a.  The chief has caught the Tree Monsters. They ask him to let them go. *What do they say?*

Model. We'll be good monsters. We won't break trees.

**HELP
BOX**

be good monsters
be lazy
break trees
be naughty
be friendly
do our exercises
steal things
help people
eat a lot of crisps
eat fruit and vegetables
pick flowers from flowerbeds



4b.  Write what the Tree Monsters promise (обещают).

Lesson 7. On the island

1a. This is the map of Abba-Dabba island. *What can you see on the island?*



1b. 📁 🎧 Listen to the story about little Abbu, the chief's son. *Which cave did he go into? What did he see there?*

1c. 📁 🎧 Put the sentences in the correct order. Listen again and check.

- A. He walked through the field and turned right.
- B. He went up and down the hill.

- C. Abbu lived in a village on the island.
- D. One morning he went out of the village.
- E. He went past the lake.
- F. The boy looked into the cave.
- G. He swam across the river.
- H. He heard some noise in the cave.



2.  **Picture dictionary.**



go into



go out of



go through



go up



go down



go across

3a.  The chief put Rotty and Moldy in a dark cave. They want to get from the cave back to the village. *How do you think they will get there?*



I think they'll go out of the cave and ...
Then they'll ...

3b. Compare your story with the other pairs. *Do you have the same ideas?*

3c. Write your story about Rotty and Moldy.

4a. Imagine that you're on the island. Complete the sentences.

down up across into
out of through past

You're on a hill. Go ... (1) the hill quickly. Don't get ... (2) the cave. It's very dark. Oh dear! The Tree Monsters get ... (3) the cave and run after you. Swim ... (4) the river and run ... (5) the jungle. Go ... (6) the highest mountain. The monsters don't see you and go ... (7) the mountain. What will you do next?

4b. Continue the story.

5. Find the magic map in a secret place.

- Draw a map of your island.
- On the map mark (отметь) the village.
- Think of the secret place where you want to hide the magic map of your island.
- On a slip of paper write where the map is, e.g. *My magic map is in the river*. Don't show it.
- Write instructions on how to get from the village to the secret place.
- Give your map and instructions to another pair. They read the instructions and draw the route to find the secret place with the magic map. They write the answer to the question "Where is the magic map?" on a slip of paper.
- Compare their answer with your secret place.

Lesson 8. Project “An unusual island”

1a. 📁 🎧 Children make a project about an unusual island. Listen to Mike’s project about Mauritius [məˈrɪʃəs]. *Why is it an unusual island?*



Mauritius is a small island in the Indian Ocean. 1,200,000 people live there. They speak English and French.

Mauritius is a green island with hills and mountains covered¹ with forests. It’s always warm on the island. Tourists visit the country all year round to swim and dive² in the warm waters of the ocean and enjoy fantastic underwater life. You can also climb Lion Mountain and jump off the 20 m waterfall!

There is a great Bird Park with more than 115 kinds³ of birds from five continents. The Botanical Garden is one of the best places to learn about plants, trees and flowers. Casela Nature Park is home to tigers, monkeys, deer and giant⁴ tortoises. Children can ride a tortoise there!

Welcome to Mauritius! It’s an unusual island.

1b. 👤 👤 Read, and then answer the questions about the island.

1. Where is this island? 2. What’s the weather like there? 3. What language (язык) do people speak there? 4. What can you see there? 5. What animals live there? 6. What can you do there?

¹ covered [ˈkʌvəd] – покрытый

² dive – нырять

³ kinds – виды

⁴ giant [ˈdʒaɪənt] – гигантский

2a. Liz has invented¹ her unusual island. Read Liz's project about it and answer: *Why is it unusual?*



Island *Wow* in the Atlantic Ocean is very small but beautiful. People speak the Wowish language there.

The weather is warm and sunny all year round. Sometimes it snows at night. There is a deep sea and five long rivers. You can pick berries and mushrooms in the jungle. There are wonderful purple fields and pink meadows where you can ride the fastest ostrich in the world!

There are a lot of animals on the island. Koalas, deer, lynxes, and penguins live in the grasslands. Tigers can sleep in trees and penguins can fly! Sharks and whales are very kind. You can swim with them in the ocean.

The “Swampyland” amusement park invites children and their parents to go down the highest water slide in the world! You'll have a lot of fun!

It's a very interesting island.

2b.  Answer the questions (ex. 1b) about Liz's island.

3. Which of the two islands would you like to visit and why?

4.  Find information about an interesting island or invent one. Use the questions in ex. 1b as a plan. Write your project.

¹ **invent** – придумывать, изобретать

Lesson 9. The sixth pearl

1a.   Listen, read and answer: *How did the children get the sixth pearl?*

Chief: What's that?

Mike: It's a map. We found it in my grandad's house.

Chief: It's the Magic Map of our island! Could you give it to me, please?

Elfin: Liz, look! He's wearing a magic pearl around his neck!

Liz: We'll give you the map if you give us that pearl.

Chief: This pearl? Here you are, my friends!

Children: Great! Thank you!

Monsters: Oh, no, they've got the pearl.

Chief: If you want to get home, say "Babba-Dabba-Doo" loudly.

Children: Babba-Dabba-Doo! Oh, we're flying!
Goodbye!

Rotty: Oh, no, they've gone¹!

Moldy: How will we get home? I want to go home!



1b. Choose a role and read.

2.  Complete Elfin's message.

Dear Mum and Dad,

were

had

saw

asked

gave

flew

Love,

Elfin



¹ they've gone – они исчезли

3a. 🎧 🎧 Listen to the “What a wonderful world” song and put the pictures in the correct order.



I see trees of green, red roses too,
I see them bloom (цвети) for me and you,
And I think to myself what a wonderful world.

I see skies of blue and clouds of white,
The bright blessed day¹, the dark sacred night²,
And I think to myself what a wonderful world.

The colours of the rainbow so pretty in the sky
Are also on the faces of people going by.
I see friends shaking hands saying, “How do you do?”
They’re really saying, “I love you.”

I hear babies crying, I watch them grow.
They’ll learn much more than I’ll never know.
And I think to myself what a wonderful world,
Yes I think to myself what a wonderful world.

(sung by Louis Armstrong)

3b. *Why do you think our world is wonderful? Make as many sentences as you can.*

4. 🎲 Board game. *Who will help the Tree Monsters?*

Model. I think they’ll cross the desert ... and the shark will help them.

¹ **blessed day** – благословенный день

² **sacred night** – священная ночь

The crocodile will help them.



Will they talk to a cheetah or to a parrot?

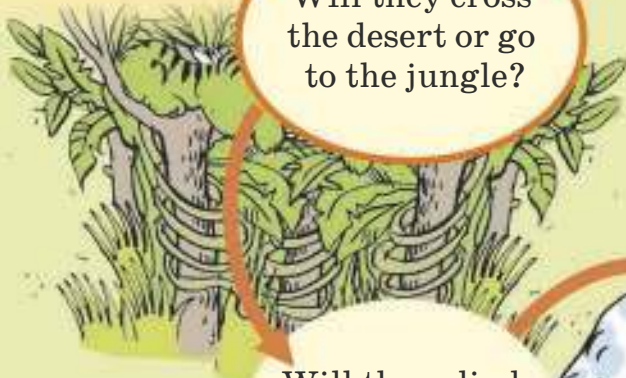


Will they swim in the lake or in the river?

Will they find the bridge or swim across the river?



Will they cross the desert or go to the jungle?



Will they see an eagle or an ostrich?



Will they climb the mountain or walk past?





The cheetah will help them.



Will they turn right or left ?



Will they go into the cave or walk past?

Will they go to the sea or cross the river?

Will they turn left or right?

The octopus will help them.

The shark will help them.



Lesson 10. Flippy, the penguin

Lesson 11. Project presentation

P

An unusual island 

1. You can bring pictures, souvenirs [ˌsuːvəˈniəz], music to make your presentation more exciting.
2. Speak about your unusual island.
3. Listen to your classmates and choose an island you would like to go to. Explain why you want to visit it.



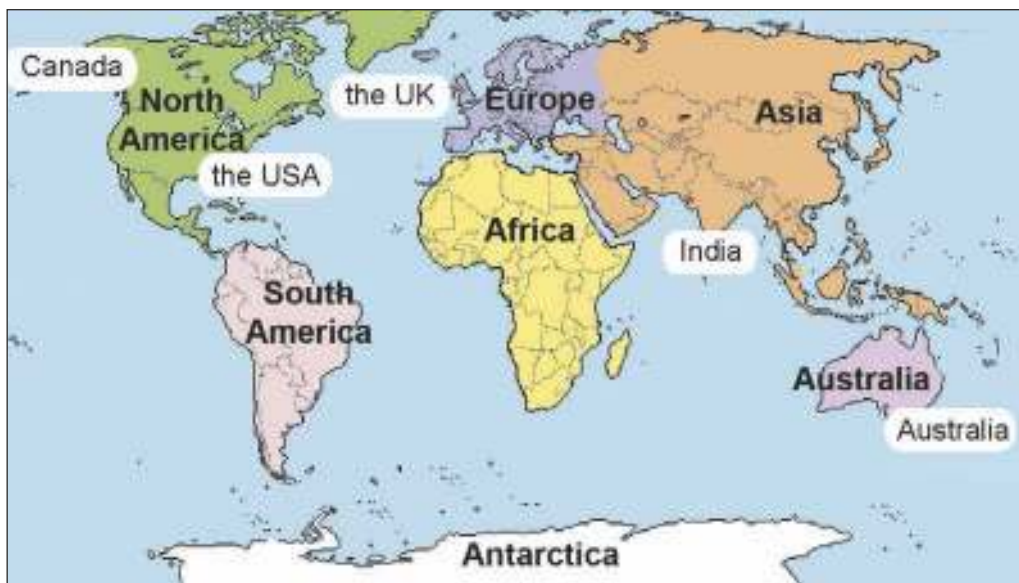


Unit 9

TRAVELLING

Lesson 1. English-speaking countries

1a. Read the information about English-speaking countries. Find the countries on the map and say where they are.



Model. The UK is in Europe.

There are more than 80 English-speaking countries in the world. They are countries where English is one of the **official languages** [ə'fɪʃəl 'læŋgwɪdʒɪz]. The biggest countries are **the UK**, **the USA**, **Australia** [p'streɪlɪə], **Canada** ['kænədə] and **India**.





1b.  What countries border (граничат с) these oceans?

Model. India borders the Indian Ocean.

1c.  What countries are these flags from?

Model. I think flag number 1 is American.

Countries	Flags
the UK	British
the USA	American
Australia	Australian
Canada	Canadian
India	Indian



2a. People speak different¹ English in English-speaking countries. Match British English words with their American English equivalents.


People speak different English in these countries. They speak American English in the USA, British English in the UK and Australian English in Australia. Canadians have two official languages – English and French. Canadian English is a mixture² of American and British English. In India the official languages are Hindi and English. Some words are different, but it's good that people can understand each other in all these countries.

¹ **different** – разный

² **mixture** [ˈmɪkstʃə] – смесь

British English		American English	
1	autumn	A	apartment
2	biscuits	B	candy
3	chips	C	cookies
4	crisps	D	elevator
5	flat	E	fall
6	lift	F	fries, French fries
7	shop	G	potato chips
8	sweet	H	restroom
9	the cinema	I	the movies
10	bathroom	J	store

2b.   Listen and check.

3a.  These animals and birds are the symbols of the English-speaking countries. Match the animals with their countries.



a bald eagle
['bɔ:ld 'i:gl]



a beaver



a tiger



a kangaroo



a lion

3b.  Listen to the radio programme and check your guesses.

4a. Word secrets.

America + **an** = American
Canada + **ian** = Canadian

4b.  Speak to your classmate. *What do you both¹ like?*

Model. A: Do you like American cars?

B: Yes, I do. / No, I don't.

• American cars

• Asian clothes

• Indian films

• Canadian ice hockey

• Russian cartoons

• Belarusian nature

• Australian animals

• African elephants

5a.  Complete the text about Canada. Use the information of the lesson.

Canada is an English-speaking country in It borders the ..., the ... and the ... Oceans. The Canadian flag is ... and white with a maple leaf² on it. The official languages are ... and French. People speak a mixture of British and ... English. The symbol of Canada is the

5b.  Write a story about another English-speaking country.

¹ both – оба

² maple ['meɪpl] leaf – кленовый лист

Lesson 2. Let's visit Chris!

1a. The children are reading a letter from Mike's cousin Chris. Read and answer: *Where is he from?*

Dear Mike,

How are you? I'm fine. It's very hot here. Last week we found a baby kangaroo. Come to visit us! We'll play with our new pet and have a good time!

*Yours,
Chris*



1b.   Listen to the children. *Who is going to visit Chris?*

2a.   Picture dictionary.

Ways of travelling

How can you travel?

We can travel **by car,**
by train ...



a bicycle ['baɪsɪkl]



a motorbike
['mɔ:tə,bɑ:k]



a car



a plane



a hot-air balloon



a boat [bəʊt]



a bus



a train



a helicopter
[ˈhelɪkɒptə]



a ship

2b. 📻👂 Listen to the sounds. Guess the transport.

3. Letter secrets.

🍞 oa = [əʊ]

The **to**ast in a **co**at is in a **bo**at on the **ro**ad.




4a. 👤👤 What do you think about different ways of travelling?

Model. Planes are faster than trains.

Planes are the fastest way of travelling.


trains, cars, buses, planes, boats, helicopters, ships, motor-bikes, hot-air balloons

faster, cheaper, safer, more comfortable, more interesting,
the fastest, the cheapest, the safest, the most comfortable,
the most interesting

4b.  Imagine that you are going to visit Chris. Choose the way of travelling.

Model. **A:** Let's go by train. Trains are safer than cars and bikes.
B: Sorry, I don't like trains. They're slower than planes.
 Why not go by plane?
A: Sounds good. Planes are fast and comfortable.

Let's go by ... We can go by ... Why not go by ...?	What about going by ...? How about going by ...?
+	-
Why not? That's a good idea! Great idea! Sounds good.	Sorry, I don't like I don't think it's a good idea.
Arguments¹ for Planes are very fast. Trains are comfortable. We can do lots of things.	Arguments against Trains are slower than planes. Buses aren't comfortable. Planes are very expensive.

4c.  Write 6–8 sentences about your favourite ways of travelling.

Lesson 3. Planning a route

1a.   Listen, read and sing the song.



Where are you going?
 When are you leaving?
 How are you getting there?
 Where are you going?
 When are you leaving?
 And when are you coming back?



¹ **arguments** ['ɑ:gjʊmənts] (**for** / **against**) – аргументы (за / против)

1. To Australia.
Right away¹.
By ship.
Later today.



2. To Canada.
Soon.
By plane.
This afternoon.



3. To New Zealand.
Tonight.
By boat.
At half past nine.





4. To Belarus.
At half past ten.
By train.
I don't know when.



1b.  Match the questions to the answers. Make up dialogues.

Model. A: Where are you going? – B: To Australia.

2a.   The children are going to Australia. Listen and answer:
Which route [ru:t] are they going to take: red or blue?



¹ right away – прямо сейчас



2b. 📺 🎧 Listen again. *How are they going to travel?*

Model. They're going from ... to ... by

2c. 👤 👤 Look at the other route. *How are the monsters going to travel?*

2d. 📝 Write how the children and the monsters are going to travel.

3a. 👤 👤 Sort out arguments for and against travelling to another country.

1. It's a very beautiful country.
2. I like Asian food. It's delicious.
3. It's very wet there.
4. I can't stand hot weather.
5. It's far away.
6. We can see interesting animals there.
7. There are a lot of museums / beautiful parks /
8. The nature is fantastic!
9. I don't like noisy cities.
10. I think it's boring / ... there.
11. It's great / exciting!
12. There are old / ... there.

3b. Plan your route in pairs. Choose a country.

Let's go to ...
We can go to ...
Why not go to ...?

What about going to ...?
How about going to ...?

Agree (+)

Why not?
That's a good idea!
Great idea!
Sounds good.
I don't mind.

Give arguments for

Disagree (-)

I don't think it's a great idea.
Sorry, but it isn't a very good idea.

Give arguments against

Lesson 4. Invite your friend on a trip¹


1. 📻 🎧 Listen to the children. *How would they like to travel? Why?*

1	look at the clouds
2	read a book
3	watch a video
4	do crosswords
5	buy food
6	look through the window
7	see whales and dolphins
8	listen to music
9	sleep
10	stop at any place



¹ **trip** – поездка

² **through** [θru:] – через

2a.  Invite your friend on a trip. Use the ideas from Lessons 2 and 3.

Suggest a country / the way of travelling

Agree (+)	Disagree (-)
Give arguments for	Give arguments against

Model. A: What about going to India? The nature is fantastic there!

B: I don't think it's a good idea. I can't stand hot weather. Let's go to Canada! It's an exciting country!

A: Why not? We can go there by ship.

B: Sorry, I don't like ships. They're very slow. How about going by plane? They're faster.


A: That's a good idea!

2b. Listen to your classmates' dialogues. *What are the most popular countries and ways of travelling in your class? Why?*

3a. Read the traveller's rules and match parts of the sentences.



1	You shouldn't listen to loud music,	A	because you can have a stomach ache.
2	You mustn't run on the bus,	B	because some people want to sleep.
3	You mustn't throw litter out of the train window,	C	because they will be happy to get it.
4	You mustn't drink water from a river or a lake,	D	because you can fall down ¹ .
5	When you travel, you should send cards to your parents,	E	because the countryside ² will be dirty.
6	You shouldn't leave ³ your bags,	F	because someone can steal them.

3b.  How will you behave during a trip?

4a.  Make up a story. *What happened to Rotty and Moldy?*



¹ **fall down** – упасть

² **countryside** – зд. (окружающая) природа

³ **leave** – оставлять



throw (бросать) – **threw** [θru:]



fall (падать) – **fell**

**HELP
BOX**

fall down and hurt their arms and legs
(the people) get angry (the police) fine¹ them
have a stomach ache

4b.  Write the story about Rotty and Moldy.

Lesson 5. The Adventures of Baron Munchausen

1a.   The children are reading a book about Baron Munchausen. Listen and read one of the stories. *Do you believe him?*

Some years ago I travelled to India. I went there by ship. The weather was fine.

One day it was very hot, so I wanted to go for a swim. I took off my jacket and boots and jumped into the water. The water was nice. I liked swimming. Then I saw a small island in the sea. I swam to the island quickly.

Suddenly the island opened its mouth. It was a giant² whale! I wanted to swim away, but it was too late! The next moment I was



¹ **fine** – штрафовать

² **giant** ['dʒaɪənt] – гигантский

in the whale's stomach. It was wet and dark there. What could I do? I thought, and thought, and thought, and then I had a brilliant idea.

I took my guitar and started playing and singing loudly. The whale didn't like it. It had a headache and a stomach ache. It opened its mouth and I jumped out. Then I sat on my guitar and quickly went back to my ship.

1b.  Read again. Put the pictures in the right order.



1c.  Read the sentences about the pictures.

1d. Choose *a*, *b* or *c*.

1. The baron travelled to ...

- a) Europe. b) Asia. c) Africa.

2. The weather was ...

- a) wet. b) hot. c) cold.

3. The baron swam to the ...

- a) island. b) guitar. c) whale.

4. The whale ...
 a) played the guitar. b) started singing.
 c) ate the baron.
5. The whale had ...
 a) toothache. b) earache. c) a stomach ache.
6. The baron went back to the ship on ...
 a) his guitar. b) his boots. c) his jacket.

2a. This is the end of the story. Match the pictures with the phrases.

Model. 1 – B.

1	see the pirate's ship
2	eat the pirate's ship
3	take me to my ship
4	jump into the water
5	fly to me



2b.  Use the phrases and finish the story about the baron.

2c.   Listen to the baron and compare his story with yours.

3a. Make up your story about travelling. Will your friends believe you?

3b.  Write your story about travelling.

Lesson 6. Interview about a trip

1a. Read the questions and complete the interview.

Model. 1 – B. When did you go there?

A	How did you go there?
B	When did you go there?
C	Did you like your trip?
D	Who did you go there with?
E	What did you see there?
F	What did you eat?



Reporter: Good morning, baron Munchausen!

Baron: Good morning!

Reporter: Can I ask you some questions about your trip to Africa?

Baron: Sure!

Reporter: ... (1)

Baron: Thirty years ago.

Reporter: I see. ... (2)

Baron: By hot-air balloon.

Reporter: ... (3)

Baron: Oh, I went there with my best friend, my parrot.

Reporter: ... (4)

Baron: I saw a very big monkey. It was bigger than an elephant!

Reporter: Bigger than an elephant?! ... (5)

Baron: Tortoise soup. Yummy!

Reporter: ... (6)

Baron: Yes, it was fantastic!

Reporter: Thank you very much.

Baron: You're welcome!

1b.   Listen and check.

2a.  Board game.

1. Where did you go?

- Africa
- Asia
- South America
- North America
- Antarctica
- Australia



2. How did you go there?

- by train
- by plane
- by ship
- by bike
- by car
- by motorbike



3. When did you go there?

- last month
- two weeks ago
- in August
- yesterday
- three days ago
- last year



4. Who did you go there with?

- the Tree Monsters
- Elfin
- my pet
- my friend
- my parents
- my English teacher



5. Where did you stay?

- in a hotel
- in a cave
- in a library
- on a mountain
- in a tree
- at my relatives' home






6. What did you do there?

- wore Asian clothes
- danced Russian dances
- sang Canadian songs
- played Australian games
- rode African elephants
- climbed American mountains



2b. Remember the sentences and tell the class about your trip. Your classmates decide if the trip was funny.

- 2c.  Role-play an interview with a famous traveller.
- 3a.  Speak to your classmate about your most interesting trip.
- 3b.  Write about your most interesting trip.

Lesson 7. A traveller's diary

1.   Listen and read the pages from Jane's diary and match them to the pictures.

Model. 1 – C.

1

Tuesday, July 7

Dear Diary,

I'm on the ship now. It's cool! My family and I are going to Australia. The weather is fantastic! The sea is so beautiful. I like to look at the waves. Yesterday I made friends with two dolphins! They were playing not far from the ship. I shouted, "Hello, friends! How are you?" They swam up to the ship and started jumping up and down. They cried, "Ulu-ula! Ulu-ula!" I think they said hello to me.

2

Wednesday, July 15

Dear Diary,

Now I'm in India. We came here two days ago. The plane was cool. I sat near the window and I could see the clouds very well. India is an interesting country but it's very, very hot. Every day we go swimming in the Indian Ocean. Yesterday we went to the amusement park and I rode a camel. A camel is called "the ship of the desert". In the morning I had a stomach ache and my mum took me to the hotel doctor. I'm fine now but I can't go to the beach (пляж).



3

Saturday, July 25

Dear Diary,

We are in Belarus. We came here by train. In the city we got lost. We were very tired. We asked a man to help us. He was very kind and showed us the way to the Minsk Hotel. We found our hotel opposite the post office, not far from the Red Church. Now we are going to the café to have dinner. I like Belarusian food, especially draniki.

4

Sunday, August 3

Dear Diary,

I'm in the north of Britain. The trip by car was long but exciting. There are a lot of lakes, meadows and hills here. Yesterday we went for a walk and saw a deer. It was great! Tomorrow we are going to London, the capital of the UK. After that we are going to the airport and flying to Canada.

Dear Diary,

I like Canada! Yesterday there was a festival in the park. We had a lot of fun. All the people danced in the park and played funny games. I made friends with two Canadian girls. We answered a lot of questions in the quiz show "Around the world" and got nice prizes – toy animals. I got a big toy cheetah. Tomorrow we are going home, to the USA.

2. True or false?

1. Jane made friends with two girls on the ship.
2. Jane went to Australia in July.
3. She travelled to India by ship.
4. Jane went to the café in summer.
5. Jane visited London on 2nd August.

3. Choose a, b or c.

1. Jane went to Britain by ...
a) plane. b) car. c) train.
2. Jane's hotel in Belarus was opposite the ...
a) post office. b) police office.
c) shopping centre.
3. Jane got a big ... as a prize in the quiz show.
a) dolphin b) cheetah c) beaver
4. Jane rode a camel in ...
a) Britain. b) India. c) Australia.
5. Jane saw a ... in Britain.
a) bison b) wild boar c) deer

4. Say in which country ...

1. ... Jane saw dolphins.
2. ... there are a lot of lakes, meadows and hills.
3. ... there was a festival.
4. ... Jane made friends with two girls.
5. ... Jane had a stomach ache.



Irregular verbs (matching present and past forms).

5a. Write questions to Jane about her trip.

Model. How many days did you spend in Britain?

5b.  Get ready to role-play a TV interview with Jane. Use the reporter's phrases. Whose interview is the most interesting?

How interesting!

Wow!

Really?

Great!

Cool!

Lesson 8. Project “A traveller’s diary of around-the-world journey¹”

1a.  Listen and read an article about a man who travelled around the world. *How long did he travel?*

Jason Lewis became the first person to travel around the world using only the power² of his arms and legs. He was 26 when he started his journey in 1994.

¹ **journey** [ˈdʒɜːni] – путешествие

² **power** [ˈpaʊə] – сила



Jason Lewis



rollerblades



a pedal boat

His journey began in London, Britain. He travelled through Europe by bike and then across the Atlantic Ocean by pedal boat. Then Jason rollerbladed through Central America where he had an accident¹. He broke both of his legs and spent nine months in hospital. When Jason left the hospital, he continued rollerblading up to San Francisco. He travelled across the Pacific Ocean to Australia in his pedal boat. In the ocean a white shark attacked the pedal boat's propeller, making that journey extra dangerous²!

Jason went across Australia by bike and then up to Singapore [ˌsɪŋəˈpɔːr], an island country in Asia, by boat. Then he biked again from Singapore to China [ˈtʃaɪnə]. When he travelled from China to India on foot, he got malaria [məˈleəriə]. He continued his journey from India to North Africa by boat, from Africa to Europe by bike. The final part of the journey was in the pedal boat across the English Channel and up the River Thames [temz] to London where he started his journey 13 years earlier.

1b. Read the article again and draw Jason Lewis's route.

1c. Describe his route.

Model. He travelled from Britain through Europe by bike.
Then ...

¹ **accident** [ˈæksɪdənt] – авария

² **dangerous** [ˈdeɪndʒərəs] – опасный

1d. Discuss the questions.


1. Was Jason's journey dangerous? What happened to him during¹ his journey?
2. Would you like to travel like Jason Lewis?

2. Do the project "A traveller's diary of around-the-world journey". Imagine you travelled around the world. Write about your journey. Use the ideas from the article about Jason Lewis, from Jane's diary in Lesson 7 and the questions below.

- ✓ When did you travel?
- ✓ Who did you travel with?
- ✓ What did you see?
- ✓ What food did you eat?
- ✓ What continents did you visit?
- ✓ What oceans did you cross?
- ✓ How did you travel?
- ✓ What happened to you during your journey?

3.  Draw pictures or choose photographs for your project.

Lesson 9. The last pearl

1a.   The pirates attacked the ship. Listen and answer: *What happened to the Tree Monsters?*

1. **Liz:** The sea is so quiet ...
Mike: Liz, look! There's a ship!



¹ **during** ['djʊəɪŋ] – во время

2. Elfin: It's a very strange ship. Oh! It's got a black flag!

Liz: They are pirates! I'm afraid of them! Help!!!

Liz: Mike, I want to go home! What can we do?

Mike: Don't worry, we'll be fine.



3. Elfin: Liz, Mike!

Liz: Oh, Elfin! They didn't catch you!

Elfin: I flew away. Hurry up!

Liz: Mike, look! The pirates' chest
(сундук)!

Mike: Let's open it!



4. Elfin: Quickly! A storm is coming!

Mike: Wow! There's a lot of gold here.

Liz: What's that?

Elfin: It's a magic pearl! It's the seventh
magic pearl!



5. Mike: Put all the pearls together! Quick!

The King: Elfin! You're back!

Elfin: I love you, Mum and Dad! Look, the
Tree Monsters! Let's catch them!

The King: We'll send them to Antarctica!

Rotty: I don't want to go to Antarctica!

Moldy: We're sorry! We'll be good! We can work in your
garden.





The King: Well, ... in our garden?

Rotty: Yes, yes, we love flowers!

Elfin: Thank you, friends. My parents are so happy!

Liz: How can we get home?

Elfin: I know! In our hot-air balloon!

Mike: Fantastic!

Children: Goodbye, Elfin!

Elfin: Goodbye, Liz! Goodbye, Mike!



1b. Choose a role and read.

1c. Role-play an interview with Mike and Liz. Complete the questions using the Past Simple Tense.

1. What ship (**the children** / see)?
2. What (**they** / **find**) in the pirate's chest?
3. How (**the children** / get) to the Elf Kingdom?

4. Why **(be)** the king happy?
5. Where **(the king / want)** to send the Tree Monsters?
6. Why **(be)** the Tree Monsters unhappy?
7. How **(Liz and Mike / get)** home?

2. Write where the children found the seven pearls.

Model. The children found the first magic pearl at the Dinosaur Museum.

- 3.**  Get ready to present your project.

Lesson 10. Project presentation



A traveller's diary of around-the-world journey



1. Present your project.
2. Listen to your classmates. *What's the most exciting / dangerous / adventurous journey?*

Lesson 11. What do you remember?

1.   Read the rules and play the board game "What do you remember?" in pairs or in groups of three.

Vocabulary

adj. (adjective) – прилагательное

adv. (adverb) – наречие

conj. (conjunction) – союз

noun – существительное

A

Africa [ˈæfrɪkə] *noun* Африка

Antarctica [ænˈtɑːktɪkə] *noun* Антарктида

any [ˈeni] *pron.* некоторое количество (чего-л.)

(the) Arctic Ocean [ˌɑːktɪk ˈəʊʃn] *noun* Северный Ледовитый океан

arm [ɑːm] *noun* рука (от кисти до плеча)

Asia [ˈeɪzə] / [ˈeɪʃə] *noun* Азия

(the) Atlantic Ocean [ətˌlæntɪk ˈəʊʃn] *noun* Атлантический океан

Australia [ɒˈstreɪliə] *noun* Австралия

B

back [bæk] *adv.* назад; *adj.* задний; *noun* спина

bacon and eggs [ˈbeɪkən ən ˈegz] *noun* яичница с беконом

bald eagle [ˈbɔːld ˈiːgl] *noun* белоголовый орлан

bank [bæŋk] *noun* банк; берег реки

beans [biːnz] *noun* фасоль; бобы

beaver [ˈbiːvə] *noun* бобр

behind [biˈhaɪnd] *prep.* сзади

between [biˈtwiːn] *prep.* между

berry [ˈberi] *noun* ягода

prep. (preposition) – предлог

pron. (pronoun) – местоимение

verb – глагол

bicycle [ˈbaɪsɪkl] *noun* велосипед

biscuit [ˈbɪskɪt] *noun* печенье

bison [ˈbaɪsn] (**bison**) *noun* зубр; американский зубр, бизон (бизоны)

boat [bəʊt] *noun* лодка

body [ˈbɒdi] *noun* тело

bookshop [ˈbʊkʃɒp] *noun* книжный магазин

bottle-feed [ˈbɒtl fiːd] *verb* кормить из бутылочки

bridge [brɪdʒ] *noun* мост

brush pets [ˈbrʌʃ ˈpets] *verb* причёсывать домашних животных

bus [bʌs] *noun* автобус

bus station [ˈbʌs steɪʃ(ə)n] *noun* автовокзал

bus stop [ˈbʌs stɒp] *noun* автобусная остановка

butter [ˈbʌtə] *noun* сливочное масло

buy [baɪ] (**bought** [bɔːt]) *verb* покупать

C

café [ˈkæfeɪ] *noun* кафе

camel [ˈkæməl] *noun* верблюд

Canada [ˈkænədə] *noun* Канада

car [kɑː] *noun* машина

cave [keɪv] *noun* пещера

cereal [ˈsiəriəl] *noun* крупа; сухой завтрак

cheetah [ˈtʃi:tə] *noun* гепард

chicken [ˈtʃɪkɪn] *noun* цыплёнок

church [tʃɜ:tʃ] *noun* церковь

city [ˈsɪti] (**cities**) *noun* город (города)

clean [kli:n] *adj.* чистый; *verb* чистить, убирать

cold [kəʊld] *adj.* холодный; *noun* простуда

collect [kəˈlekt] (*eggs*) *verb* собирать (яйца)

comfortable [ˈkʌmfətəb(ə)l] *adj.* удобный

continent [ˈkɒntɪnənt] *noun* континент

cough [kɒf] *noun* кашель; *verb* кашлять

country [ˈkʌntri] *noun* страна; сельская местность

cowshed [ˈkaʊʃəd] *noun* коровник

crisps [krisps] *noun* чипсы

cross the street [ˈkrɒs ðə ˈstri:t] *pe-*
реходить улицу

D

deep [di:p] *adj.* глубокий

deer [diə] (**deer**) *noun* олень (олени)

delicious [dɪˈlɪʃəs] *adj.* восхитительный, очень вкусный

desert [ˈdezət] *noun* пустыня

diet [ˈdaɪət] *noun* диета, режим питания

dig [dɪg] (**dug**) *verb* копать

dirty [ˈdɜ:ti] *adj.* грязный

dolphin [ˈdɒlfɪn] *noun* дельфин

drop litter [ˈlɪtə] бросать мусор

dry [draɪ] *adj.* сухой

E

eagle [ˈi:gl] *noun* орёл

ear [ɪə] *noun* ухо

elbow [ˈelbəʊ] *noun* локоть

elk [elk] (**elk or elks**) *noun* лось (лоси)

Europe [ˈjʊərəp] *noun* Европа

eye [aɪ] *noun* глаз

F

face [feɪs] *noun* лицо

feed animals [ˈfi:d ˈænɪm(ə)lz] (**fed**)
кормить животных

field [fi:ld] *noun* поле

finger [ˈfɪŋgə] *noun* палец (на руке)

flowerbed [ˈflaʊəbed] *noun* цветочная клумба

foot [fʊt] (**feet** [fi:t]) *noun* ступня (ступни)

fruit [fru:t] *noun* фрукты (*Fruit is yummy.*)

G

gift shop [ˈɡɪft ʃɒp] *noun* магазин подарков

go across the square [ˈgəʊ əˈkrɒs ðə ˈskweə] идти через площадь

go along [əˈlɒŋ] **the street** идти по улице

go down [ˌgəʊ ˈdaʊn] *verb* идти вниз, спускаться

go over [ˈəʊvə] (**the bridge**) идти через (мост)

go past [pɑ:st] (**the park**) идти мимо (парка)

go straight ahead ['streɪt ə'hed] *идти прямо (вперёд)*

go through the park ['θru: ðə 'pɑ:k] *идти через парк*

grasslands ['grɑ:slændz] *noun* саванна; степь; луг

grow [grəʊ] (**grew** [gru:]) *verb* расти; выращивать

grow apple trees ['grəʊ 'æp(ə)l ,tri:z] *выращивать яблони*

grow pear trees ['grəʊ 'piə ,tri:z] *выращивать груши*

H

hair [heə] *noun* волосы (*My hair is short.*)

hand [hænd] *noun* рука (*ладонь*)

head [hed] *noun* голова

headache ['hedeɪk] *noun* головная боль

healthy ['helθi] *adj.* здоровый, полезный для здоровья

hedgehog ['hedʒhɒg] *noun* ёж

helicopter ['helɪkɒptə] *noun* вертолёт

hen [hen] *noun* курица

high [haɪ] *adj.* высокий

hill [hɪl] *noun* холм

honey ['hʌni] *noun* мёд

hospital ['hɒspɪtl] *noun* больница

hot-air [hɒt'eə] **balloon** *noun* воздушный шар

hurt [hɜ:t] (**hurt**) *verb* причинять боль, болеть

I

India ['ɪndiə] *noun* Индия

(the) Indian Ocean [ˌɪndiən 'əʊʃn] *noun* Индийский океан

in front of [ɪn 'frʌnt əv] *prep.* перед (*кем-л., чем-л.*), впереди

island ['aɪlənd] *noun* остров

J

jungle ['dʒʌŋɡ(ə)l] *noun* джунгли

K

kangaroo [ˌkæŋɡə'ru:] *noun* кенгуру

kitchen garden [ˌkɪtʃən 'ɡɑ:dn] *noun* огород

knee [ni:] *noun* колено

koala [kəʊ'ɑ:lə] *noun* коала

L

language ['læŋɡwɪdʒ] *noun* язык

leg [leg] *noun* нога

library ['laɪbrəri] *noun* библиотека

lights [laɪts] *noun* огни, огоньки

lion ['laɪən] *noun* лев

lizard ['lɪzəd] *noun* ящерица

lynx [lɪŋks] (**lynxes**) *noun* рысь (рыси)

M

meadow ['medəʊ] *noun* луг

merry-go-round ['meri ɡəʊ raʊnd] *noun* карусель

milk cows [mɪlk 'kaʊz] *доить коров*

modern ['mɒdn] *adj.* современный

motorbike ['məʊtə,bɑ:k] *noun* мотоцикл

mountain ['maʊntɪn] *noun* гора

mouth [maʊθ] *noun* рот

museum [mju:'zi:əm] *noun* музей
must [mʌst] *verb* должен
mustn't ['mʌsnt] *verb* не должен,
нельзя

N

native ['neɪtɪv] *adj.* родной (*город*)
neck [nek] *noun* шея
next to ['neks tə] *prep.* рядом с, около
North America [nɔ:θ ə'merɪkə] *noun*
Северная Америка
nose [nəʊz] *noun* нос

O

ocean ['əʊʃn] *noun* океан
octopus ['ɒktəpəs] *noun* осьминог
official [ə'fɪʃəl] *adj.* официальный
old [əʊld] *adj.* старый
once [wʌns] *adv.* один раз, однажды
opposite ['ɒpəzɪt] *prep.* напротив
ostrich ['ɒstrɪtʃ] *noun* страус

P

(the) Pacific Ocean [pə'sɪfɪk ə'ʊʃn]
noun Тихий океан
panda ['pændə] *noun* панда
penguin ['peŋɡwɪn] *noun* пингвин
pigsty ['pɪgstɑɪ] *noun* свинарник
plane [pleɪn] *noun* самолёт
plant tomatoes ['plɑ:nt tə'mɑ:təʊz]
сажать помидоры
plant cucumbers ['plɑ:nt 'kju:kʌmbəz]
сажать огурцы
plant cabbages ['plɑ:nt 'kæbɪdʒɪz]
сажать капусту

polar bear [ˌpəʊlə 'beə] *noun* белый
медведь
post office [ˌpəʊst ˌɒfɪs] *noun* почта

R

railway ['reɪlweɪ] **station** *noun* же-
лезнодорожная станция
rhino ['raɪnəʊ] *noun* носорог
rice [raɪs] *noun* рис
roll [rəʊl] *noun* булочка
rooster ['ru:stə] *noun* петух
runny nose [ˌrʌni 'nəʊz] насморк

S

school [sku:l] *noun* школа
seed carrots ['si:d 'kærəts] сеять
морковь
seed peas ['si:d 'pi:z] сеять горох
seed beans ['si:d 'bi:nz] сеять бобы
shark [ʃɑ:k] *noun* акула
ship [ʃɪp] *noun* корабль
should [ʃʊd] *verb* следует
shoulder ['ʃəʊldə] *noun* плечо
shouldn't ['ʃʊdn't] *verb* не следует
some [sʌm] *pron.* некоторое коли-
чество (*чего-л.*)
sore throat [ˌsɔ: 'θrəʊt] *noun* боль-
ное горло, ангина
South America [ˌsaʊθ ə'merɪkə] *noun*
Южная Америка
stomach ['stʌmək] *noun* желудок
stomach ache ['stʌmək eɪk] *noun*
боль в желудке
stork [stɔ:k] *noun* аист
sugar ['ʃʊɡə] *noun* сахар
supermarket ['su:pə,mɑ:kɪt] *noun*
супермаркет

swamp [swɒmp] *noun* болото

T

tasty ['teɪsti] *adj.* вкусный

temperature ['temprɪtʃə] *noun* температура

theatre ['θiətə] *noun* театр

three times ['θri: 'taɪmz] три раза

toast [təʊst] *noun* тост, жареный хлеб

toe [təʊ] *noun* палец (на ноге)

tooth [tu:θ] (**teeth** [ti:θ]) *noun* зуб (зубы)

toothache ['tu:θeɪk] *noun* зубная боль

touch [tʌtʃ] *verb* трогать, прикасаться

touching ['tʌtʃɪŋ] *adj.* трогательный

town [taʊn] *noun* (небольшой) город

traffic lights ['træfɪk 'laɪts] *noun* светофор

train [treɪn] *noun* поезд

travel ['træv(ə)l] *verb* путешествовать

turn around ['tɜ:n ə'raʊnd] повернуться кругом

turn [tɜ:n] **left** (**right**) повернуть налево (направо)

twice [twɑɪs] *adv.* дважды, два раза

U

(the) UK [ju: 'keɪ] *noun* Соединённое Королевство (Великобритании и Северной Ирландии)

(the) USA [ju: es 'eɪ] *noun* США (Соединённые Штаты Америки)

uncomfortable [ʌn'kʌmfətəbl] *adj.* неудобный

unhealthy [ʌn'helθi] *adj.* вредный для здоровья; нездоровый

V

vegetable bed ['vedʒtəb(ə)l ,bed] *noun* овощная грядка

vegetables ['vedʒətəblz] *noun* овощи

village ['vɪlɪdʒ] *noun* деревня

W

water ['wɔ:tə] *noun* вода; *verb* поливать

weed [wi:d] *verb* полоть; *noun* сорняк

wet [wet] *adj.* мокрый

whale [weɪl] *noun* кит

wild boar [ˌwaɪld 'bɔ:] *noun* дикий кабан

work [wɜ:k] *verb* работать; *noun* работа

world [wɜ:ld] *noun* мир

Y

yummy ['jʌmi] *adj.* вкусный

(Название учреждения образования)

Учебный год	Имя и фамилия учащегося	Состояние учебного пособия при получении	Оценка учащегося за пользование учебным пособием
20 /			
20 /			
20 /			
20 /			
20 /			

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