



MINISTERUL EDUCAȚIEI, CULTURII ȘI CERCETĂRII

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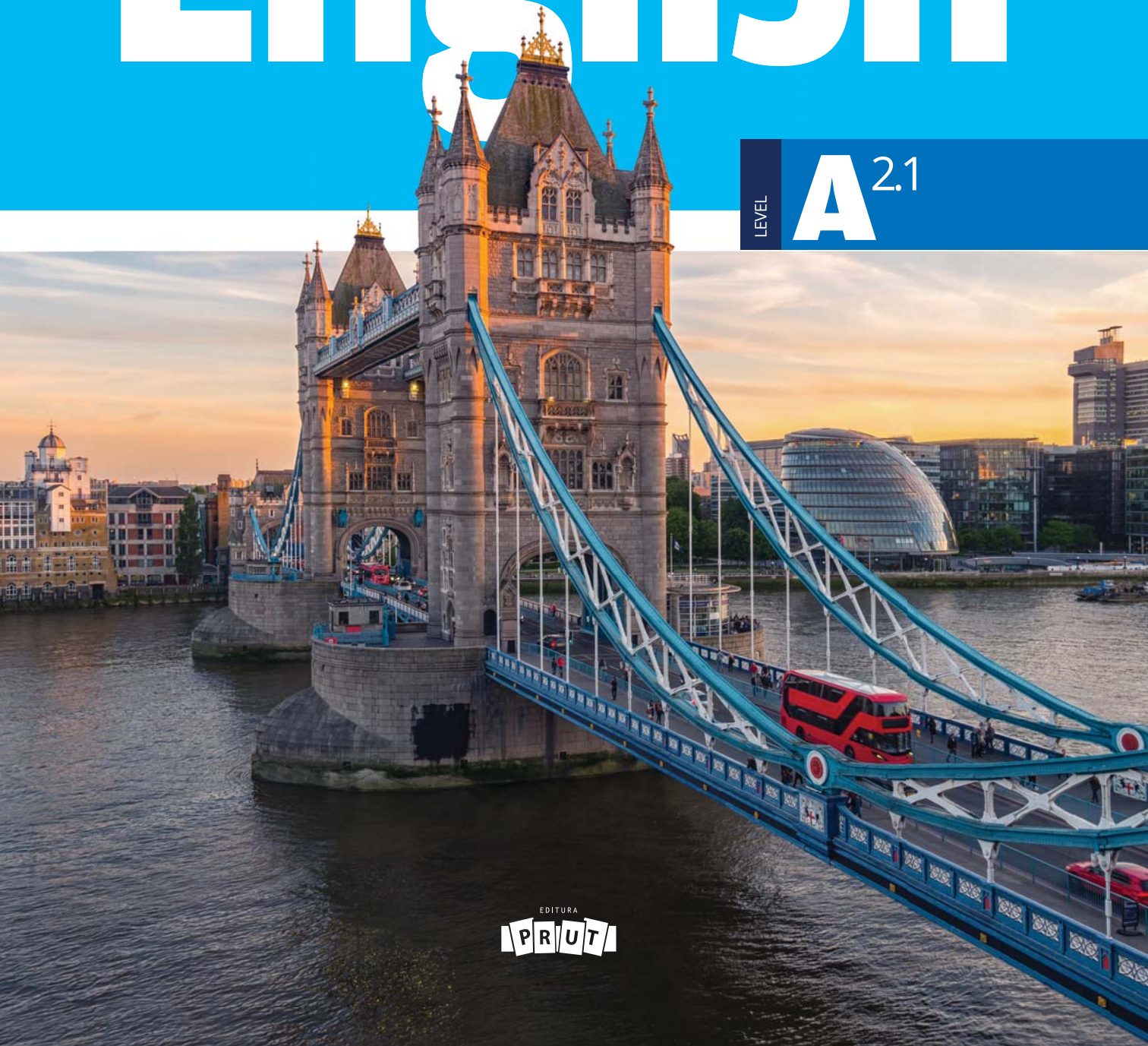
Ludmila FOCA

Dina PUIU

# Pupil's Book English

LEVEL

# A<sup>2.1</sup>



EDITURA  
**PRUT**



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**Acest manual este proprietatea Ministerului Educației, Culturii și Cercetării al Republicii Moldova.**

Manualul școlar a fost elaborat în conformitate cu prevederile curriculumului la disciplină, aprobat prin Ordinul Ministrului Educației, Culturii și Cercetării nr. 906 din 17 iulie 2019. Manualul a fost aprobat prin Ordinul Ministrului Educației, Culturii și Cercetării nr. 1219 din 6 noiembrie 2020, ca urmare a evaluării calității metodico-științifice.

Denumirea instituției de învățământ _____				
Acest manual a fost folosit:				
Anul de folosire	Numele, prenumele elevului	Anul de studii	Aspectul manualului	
			la primire	la returnare
1				
2				
3				
4				
5				

- Dirigintele clasei verifică dacă numele, prenumele elevului sunt scrise corect.
- Elevii nu vor face niciun fel de însemnări în manual.
- Aspectul manualului (la primire și la returnare) se va aprecia cu unul dintre următorii termeni:  
*nou, bun, satisfăcător, nesatisfăcător.*

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## ICEBREAKER



Listen to the greetings and respond to them.



1 Meet Tina. She is a new pupil.  
What questions can you ask her?

Name	Family
Age	Hobbies
Place from	Favourite subjects



2 In pairs, match, ask and answer the questions.

What  
Where  
When

is your address?  
is your telephone number?  
is your birthday?  
are you from?

New



She is good at tennis.



He is fond of reading.

## PRONUNCIATION GUIDE

/w/ we, **wh**en, **wh**ere, **wh**at  
swim, **wh**indow, **wh**ite

Read the sentences.

**Wh**at is your name?

**Wh**ere are you from?

In **w**inter the **w**indows are **wh**ite.



3 Look and make up sentences.



He is ...



She is ...



They are ...



4 Listen to the dialogue and answer the questions.

1. Is Tina a new pupil?

2. Is Mike good at badminton?

3. Is Tina good at chess?

4. Is Mike fond of chess?



## 5 Read the dialogue and Tina's profile. Find Mike's mistakes.

**Mike:** We have a new classmate.  
**Mrs Flynn:** How interesting! Tell me about her.  
**Mike:** Her name is Tina. She is ten and she is from Moldova. She is fond of singing and knows a lot of interesting things. She speaks English and French. She is very good at swimming.  
**Mrs Flynn:** I hope you will make good friends.  
**Mike:** Mum, may I invite Tina to tea on Saturday?  
**Mrs Flynn:** Sure. I'll make a cake.

**Name:** Tina  
**Age:** eleven  
**Place from:** Moldova  
**Family:** mother, father, younger sister  
**Hobbies:** reading, hiking  
**Languages:** Romanian, English, French  
**Favourite subject:** English  
**Good at:** badminton

## GRAMMAR

### 6 Complete the sentences. Write *am, is, or are*. Then match the questions to the answers.

- |                                    |                                   |
|------------------------------------|-----------------------------------|
| 1. What _____ your name?           | a. I am eleven.                   |
| 2. Where _____ you from?           | b. Yes, they are.                 |
| 3. How old _____ you?              | c. Yes, she is.                   |
| 4. _____ your sister a pupil too?  | d. No, he isn't. He is a teacher. |
| 5. _____ your father a doctor?     | e. I am Linda.                    |
| 6. _____ your classmates friendly? | f. No, I have no brothers.        |
| 7. _____ they your brothers?       | g. I am from England.             |

**Useful phrases:** to make friends

## WRITING

### 7 Read Mike's Email paying attention to punctuation marks.

**New Message** — ✕

**To:** friendsonline.com

**Hi!** How are you?

**My** name is Mike and I'm 11 years old. I'm from Oxford in England. I speak English. I like **tennis, swimming** and chess. I am good at playing chess. I am fond of reading. My favourite subject is **history**.  
 Would you like to be my **friend**? Please write soon.

Best wishes,  
 Mike

**Send**

## GRAMMAR GUIDE

### Present Simple

**Be**

I **am** Tina.  
**Are** you from England?  
 Yes, I **am**. / No, I'm **not**.  
 We **are** classmates.  
**Are** they your brothers?  
 Yes, they **are**. / No, they **aren't**.  
 He **is** eleven.  
**Is** she your sister?  
 No, she **isn't**. She **is** my friend.

## Tips for writing

1. Use an exclamation mark (!) at the end of an exclamation.
2. Use a capital letter to start a sentence.
3. Use a comma (,) in a list.
4. Use a full stop (.) to end a sentence.
5. Use a question mark (?) at the end of a question.

### 8 Write a similar Email to a virtual friend.

## ICEBREAKER

Is your family big or small?  
In what ways is your family special?



## 1 Listen and agree or disagree.

1. Tina has a mother and a father.
2. Tina has a younger brother.
3. Tina has two grandparents.
4. Tina has an uncle.
5. Tina has four cousins.

## Remember!

Tina's father is a programmer.  
Tina's sister is in the first form.



## 2 Read the text and speak about Dan's family.

Dan has got a friendly family. His mother's name is Gail and his father's name is David. Dan has got a sister. Her name is Kate and she is fond of dancing. Dan's father has got a sister too. Her name is Irene and she is Dan's aunt. Dan has got one cousin, Susan. She is the youngest and they love her very much. Dan likes to visit Susan and her family. His uncle Peter is good at chess. Dan's grandma and grandpa have got three grandchildren. They are fond of spending time together.

## 3 Disagree with the following:

1. Dan has got two cousins.
2. Dan's brother is fond of dancing.
3. Dan's mother has got a sister.
4. Dan's uncle has got two children.



## 4 In pairs, talk about your families.

Example: Have you got an uncle?  
Yes, I have. / No, I haven't.

## GRAMMAR

## 5 Choose the correct form and read the sentences.

1. She *has got*/*have got* one sister, but she *hasn't got*/*haven't got* a brother.
2. They *has got*/*have got* some animals, but they *hasn't got*/*haven't got* a horse.
3. They live in a small town. They *has got*/*have got* a new house with a garden.
4. We *has got*/*have got* a big family.
5. I *has got*/*have got* five cousins.

## GRAMMAR GUIDE

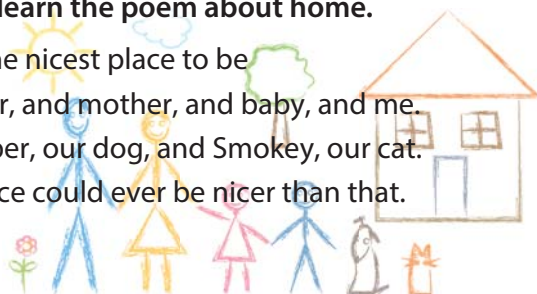
*Have got*

I **have got** a big family.  
He **has got** two cousins.  
**Has** she **got** two cousins?  
No, she **hasn't**.  
**Have** you **got** an uncle?  
Yes, we **have**.  
We **have got** three brothers.  
They **have got** two pets.



## 6 Read and learn the poem about home.

Home is the nicest place to be  
With father, and mother, and baby, and me.  
With Skipper, our dog, and Smokey, our cat.  
Oh, no place could ever be nicer than that.



## PRONUNCIATION GUIDE

/θ/ **th**ing, **th**ink, **th**eatre, **both**,  
birth**th**day;

/ð/ **th**e, **th**en, **th**is, **th**at, **with**,  
moth**er**, fath**er**, broth**er**.

New

## Physical Appearance

### Height

He is quite tall.  
He is not very tall.  
She is short.

### Build

You are well-built.  
She is plump.  
He is slim.

### Hair

She has got fair hair.  
They have got grey hair.  
His hair is wavy.

### General

She is beautiful.  
They are very pretty.  
He is good-looking.

## 7 Read the descriptions and find the characters in the picture.

1. She's got long straight hair and hazel eyes.
2. She's got short fair hair and green eyes.
3. He's got an oval face and short dark hair.
4. She is a very pretty girl.



## 8 Listen to the dialogue. Write the words that describe appearance.



Sandy



Vicky



Irene



Tom



## 9 In groups, make up sentences to describe the characters in the pictures. Read your sentences and let the other groups guess the name of the character.



## 10 In pairs, ask and answer questions about appearance.

A: What does your mother look like?

B: She isn't very tall. She has got short straight hair and hazel eyes.

## WRITING

### 11 Complete the sentences with *is* or *has got*.

### 12 Write a similar description about a family member.

My brother John is fifteen. He \_\_\_\_ tall. He \_\_\_\_ blue eyes and brown hair. He \_\_\_\_ an oval face and a small nose.

John \_\_\_\_ fond of sports. He \_\_\_\_ good at football.

## ICEBREAKER



Do you know the names of any kings or queens?



1 Listen and say who is in the picture.



2 In pairs, discuss the answers to the following questions.

1. Does Queen Elisabeth II live in England?
2. What is her favourite animal?
3. How many grandchildren has she got?
4. Does she love her family?



3 Match the antonyms.

husband daughter uncle granddaughter queen

aunt grandson wife son king

## PRONUNCIATION GUIDE

/ʌ/ London, love, mother, son,  
brother, Sunday, Monday,  
become, uncle, number,  
young, country.

/ɛə/ hair, pair, chair, their, share,  
parents, prepare.

## Read the sentences.

My son loves the sun on Sunday.  
Does your son love the sun on  
Sunday?

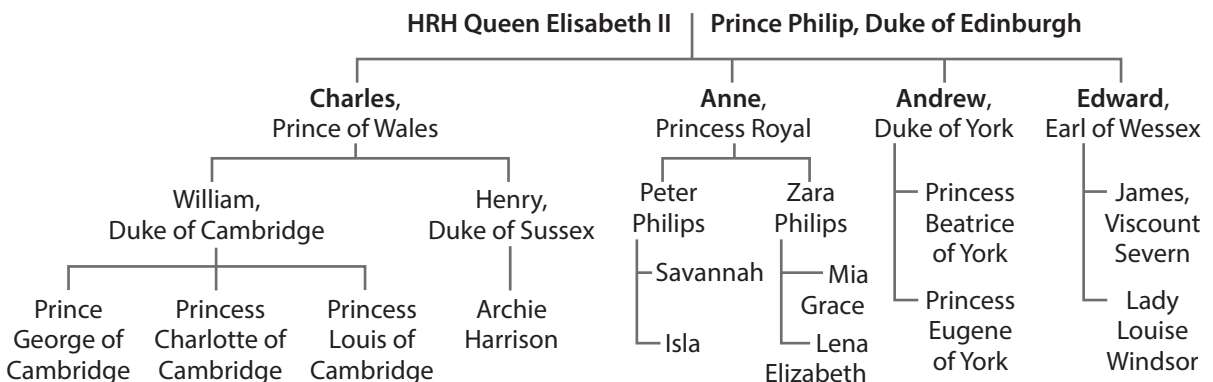


4 Read about one of the Queen's grandsons.  
What is his name? Find him in the Royal  
Family tree.

I have got a father but I haven't got a mother.  
My father's name is Charles. I have got two  
grandparents. My grandparents are Queen  
Elisabeth and Prince Philip. My grandmother is  
fond of dogs and horses. She is really good at  
riding. My brother's name is Henry. I have no  
sisters, but I have got five cousins. We are a big  
and friendly family.



5 In pairs, ask and answer questions about *the Royal Family Tree*.





- 6 Study the information about Queen Elisabeth II and make a group poster. Display your poster in class and speak about Elisabeth II.

### Do you know that...



- The Queen has two birthdays. One is on April 21, her real birthday. They also celebrate her second birthday on the second Saturday in June. It is the day when she became Queen.
- The Queen loves dogs. Her favourite dogs are Corgis. Sadly, her last corgi died in 2018. She still has Vulcan and Candy.
- The Queen has eight grandchildren and eight great grandchildren. She loves them all dearly.
- The Queen loves horses and she is good at riding. She also loves football – she is an Arsenal supporter.
- She owns an elephant, two giant turtles, and a jaguar. These are presents from other countries. All these animals live in London Zoo.

## GRAMMAR

- 7 Use the words in brackets to make possessive nouns.

Example: Prince \_\_\_\_\_ hobby is fishing. (*Philip*)  
 Prince Philip's hobby is fishing.

1. The \_\_\_\_\_ birthday is in April. (*Queen*)
2. Her \_\_\_\_\_ name is Ann. (*daughter*)
3. The Queen's children share their \_\_\_\_\_ love of outdoor life. (*parents*)
4. The eldest \_\_\_\_\_ hobbies are fishing and shooting. (*son*)
5. \_\_\_\_\_ family is larger than Henry's. (*William*)
6. Archie is \_\_\_\_\_ son. (*Henry*)
7. George, Charlotte and Louis are \_\_\_\_\_ cousins. (*Archie*)



## GRAMMAR GUIDE

### Possessive Case of Nouns

George is **Kate and William's** son.  
 He loves his **mother's** and **father's** parents.  
 Prince Philip is the **boys'** grandfather.

## WRITING

- 8 Write a letter to the Queen.

1. Write two sentences about yourself.
2. Ask the Queen two questions.
3. Thank the Queen.



Dear Madam,

Her Majesty The Queen  
 Buckingham Palace  
 London SW1A 1AA

## ICEBREAKER

Do you live in a house or in a flat?  
 What rooms are there in your house/flat?  
 What is your favourite room? Why?



**1** Listen to the text and correct the sentences.

1. John lives in Moldova.
2. John's house is new.
3. His house is warm in summer.
4. There are two living rooms in John's house.
5. There is a garden in front of the house.



## HOUSE INFOGRAPHIC



New

- |             |            |
|-------------|------------|
| 1. table    | 5. bathtub |
| 2. armchair | 6. lamp    |
| 3. sofa     | 7. pillow  |
| 4. cooker   |            |

**2** Study the house infographic and describe it.



**3** In groups, create your house infographics. Describe the rooms using the new vocabulary.

*Example:* There is an armchair in the bedroom. There are pillows on the bed.



**4** In pairs, ask and answer questions about your infographics.

*Example:* Is there a lamp in the bedroom?  
 Yes, there is. / No, there isn't.

## PRONUNCIATION GUIDE

- /ɪ/ in, big, sit, live, visit, city, building, window, kitchen, living room, picture;  
 /aɪ/ I, like, fine, nice, white, quite, child, kind, behind, seaside.

## Read the sentences.

Our flat is in a new building and it is quite big.  
 We live near the seaside.  
 There is a garden behind the house.





## 5 Read and choose the place you like best. Give two reasons to explain your choice.



**Lisa:** I live in a flat on the tenth floor. It's in a new building and it is quite big. There are two small bedrooms and there is a large living room. The living room is really nice and you can see the whole city from the windows. There aren't any windows in the kitchen, but there are many lamps.



**Sam:** We live near the seaside. We turned an old plane into a nice house. It has got five bedrooms, two bathrooms, and a very long living room. The house has got plenty of windows and six doors. There is no garden, but there is a big space under the roof for outdoor games.



**Kim:** Our house is near the park. The house isn't very large. It has three bedrooms, a living room, a kitchen, and a bathroom. The living room is the smallest, but the kitchen is really big. There is an old sofa next to the wall. There are some chairs and a table next to the window. There is a small garden behind the house. I can play with my dog there.



## 6 Group the words into pairs of antonyms.

far, outdoor, large, under, clean, small, on, behind, near, indoor, in front of, dirty

## GRAMMAR

### 7 Mike is asking Tina about her house. Write the correct form of the verb *be*. Then role-play the dialogue.

*Mike:* What is your house like?

*Tina:* It is old and not very big.

*Mike:* \_\_\_\_ there a garden in front of the house?

*Tina:* Yes, there \_\_\_\_\_. There \_\_\_\_\_ plenty of flowers in the garden.

*Mike:* \_\_\_\_ there armchairs in the living room?

*Tina:* Yes, there \_\_\_\_ two armchairs and there \_\_\_\_\_ a big sofa.

*Mike:* \_\_\_\_\_ there any books in your room?

*Tina:* Sure, there \_\_\_\_\_ plenty of books and there are posters on the wall.

## GRAMMAR GUIDE

*There is ... / There are ...*

**There is** a chair in the kitchen.

**There are** sofas in the living room.

**There is no** bed in the house.

**There isn't** a garden near the house.

**There are no** windows in the room.

**There aren't** any chairs in the room.

**Is there** a table in the bedroom?

**Are there** lamps in the living room?

## Tips for writing

Use '*and*' to connect similar ideas.

*There is a bedroom **and** a living room.*

Use '*but*' to connect contrasting ideas.

*There is a bed **but** there are no armchairs.*

## WRITING

### 8 Describe your house/flat.

1. Introduce the house/flat.
2. Describe the furniture.
3. Write why you like it.



## ICEBREAKER



1



3



2



4

Do you help your parents about the house?  
What do you like doing?

## 1 Match the captions to the pictures.

- a. water the plants
- b. Hoover the carpet
- c. clean the windows
- d. wash the floor

## New

put things away  
dust the furniture  
feed the dog  
tidy up

do the laundry  
do the shopping  
take the rubbish out  
wash the dishes



## 2 Read and make a list of household chores.

*Mrs Flynn:* Granny is coming for lunch. Let's clean up the place. Will you put away your clothes?

*Mike and Andrew:* Sure, Mum.

*Mrs Flynn:* Andrew, could you dust the furniture?

*Andrew:* OK, Mum. I can also sweep the floor in the kitchen. I like doing it.

*Mrs Flynn:* That's good, thank you. What about you, Mike? Will you help?

*Mike:* I can Hoover the floors and take the rubbish out.

*Mrs Flynn:* And don't forget to feed the dog.

*Mike:* Don't worry, Mum. I will also take it for a walk.

*Andrew:* I will wash and put away the dishes. I am good at it.

*Mrs Flynn:* You really are, honey. I will do the cooking.

*Andrew:* What will father do?

*Mrs Flynn:* He's washing the car now. He will probably water the flowers. He loves working in the garden.

*Three hours later.*

*Mrs Flynn:* Everything is clean and tidy. I'm proud of you!

## GRAMMAR

## 3 Read the text again and complete the sentences.

Mr Flynn will ...

Andrew will ...

Mr Flynn will ...

Mike will ...

## 4 Read and choose the correct variant.

1. I am tired. I *will / won't* cook dinner today.
2. She never does chores. She *will / won't* wash up.
3. He doesn't like sports. He *will / won't* play football.
4. I have got a new bike. We *will / won't* ride it.
5. He likes animals. He *will / won't* take care of his pet.

## GRAMMAR GUIDE

*Expressing the future*

She **will** do the cooking.

She **won't** wash the car.

**Will** she feed the dog?

Yes, she **will**.

No, she **won't**.



**5** In pairs, talk about what household chores you usually do.

Example: A: I tidy up my room every Saturday. And you?

B: I always take the rubbish out.



**6** Listen and say what each family member does.



**7** Match the words to their definitions.



fridge

It keeps the food cold and fresh.

You drink tea or water from it.

You put food on it.



cup

It uses gas or electricity to cook the food.

You wash the dishes in it.



plate

It washes the dishes for you.

It washes clothes for you.



cooker



sink



washing machine



dishwasher



**8** In pairs, make up questions and answer them.

Example: *cooker / bedroom*

A: Is there a cooker in the bedroom?

B: No, there isn't. There is a cooker in the kitchen.

- |                              |                        |
|------------------------------|------------------------|
| 1. plate / chair             | 4. dishes / dishwasher |
| 2. sink / living room        | 5. cups / bookcase     |
| 3. washing machine / bedroom |                        |

## PRONUNCIATION GUIDE

ch /tʃ/

chores

kitchen

child

children

chocolate

sh /ʃ/

shopping

rubbish

wash

dish

dishwasher

**Read the sentences.**

We all have household ↘ chores.

Mother does the ↘ cooking.

Father does the ↘ shopping.

I take the rubbish ↘ out.

## WRITING

**9** Substitute words for the pictures. Then write sentences about what chores your family members usually do.



the dishes



the room



clothes away



the furniture



the dog

## ICEBREAKER

Find someone whose mother/father is a driver, a doctor, a teacher, a vet, a hairdresser, a pilot, a tailor, a baker, a farmer.



### 1 Ask and answer questions about your parents' jobs.

*Example:* What is your mother's job?  
She is a hairdresser.

## PRONUNCIATION GUIDE

/s/	/z/	/ɪz/
dentist <b>s</b>	farmer <b>s</b>	nurs <b>es</b>
make <b>s</b>	play <b>s</b>	danc <b>es</b>
writ <b>e</b> s	read <b>s</b>	teach <b>es</b>

### Read the sentences.

Actors act in films.  
Boys want to be pilots.  
Nick's father teaches pupils.  
Sue makes tasty cakes.

## New



to build roads



to play in an orchestra



to ask for help



to push



### 2 Read and answer the questions.



**Fred:** My mother is a doctor. Doctors work a lot. They work on weekends and holidays. She is a very hard-working person and I really admire her. Many people ask her for help if they have any health problems.

**Eveline:** My mother is a nurse in the hospital. She takes care of all the newborn babies in the town. She says the babies are very cute, but they cry a lot when they are hungry.



**Charlie:** My father is very strong. He drives a big bulldozer that can push big things from place to place. He helps to build libraries, hospitals, and roads. I am proud of him. When I grow up, I am going to be a driver too.

**Kate:** My father plays the piano in an orchestra at night. He practises all day and takes care of my baby brother while our mother works at the bank. I like to listen to my father's playing.



1. What does Fred say about doctors?
2. Why does Fred admire his mother?
3. What does Eveline's mother do?
4. What does she say about newborn babies?
5. What can a bulldozer do?
6. Why is Charlie proud of his father?
7. What does Kate's father do at night?
8. What does he do all day?



## 3 Match and make up sentences.



treat sick people  
take care of newborns  
drive a bus  
build roads  
play in an orchestra  
teach pupils  
grow wheat



## 4 Listen to the dialogue. Agree or disagree.

1. Mike's brother wants to be a pilot.
2. Mike's brother will treat sick people.
3. Mike wants to be a programmer.
4. Mike wants to write stories.
5. Tina would like to be a nurse.



## 5 In pairs, talk about what you want to be when you grow up.

What do you want to be  
when you grow up?

I want to  
be a ...

## GRAMMAR

## 6 Add the correct endings to the verbs and read about Mr Brown's working day.

Mr Brown is a school bus driver. He carry\_\_\_ children to school and back home. He get\_\_\_ up at 6 a.m. every day. He go\_\_\_ to work by car. He start\_\_\_ work at 7 a.m. He wash\_\_\_ the bus every morning. He like\_\_\_ to listen to children's stories about school.

## Remember!

He **finishes** work at 5 o'clock.  
He **goes** to work by bus.  
He **teaches** children.

-ss  
-sh  
-ch  
-x  
-o } +es

I **study** languages.  
He **studies** history.

**Consonant + y = ies**

## GRAMMAR GUIDE

*Present Simple*

I **drive** a school bus.  
**Do** you **drive** a school bus?  
Yes, I **do**. / No, I **don't**.  
She **treats** sick people.  
**Does** she work every day?  
Yes, she **does**. / No, she **doesn't**.  
We get up early.  
**Do** they get up early?  
Yes, they **do**. / No, they **don't**.



## WRITING

## 7 Write about your mother's / father's working day. Use correct spelling of the verbs in the Present Simple.

# Unit One

## TEST YOUR SKILLS

### Oral Assessment

- 1 Bring a photo of a family member. Describe the person. Provide information about general appearance, his/her height, build, hair, and eyes.
- 2 Can you name the household chores the members of your family do?



- 3 Can you speak about your aunt's / uncle's / cousin's job?

### Written Assessment

- 4 Can you add the correct punctuation marks in the sentences below?

My father is a programmer

Happy Birthday

Nick Nina Ann and Alice are my best friends

Where is he from

- 5 Can you complete the text below using the information in the box?

**New Message** — ✖

**To:**

My best friend is my cousin.  
Her name is \_\_\_\_\_.  
She is \_\_\_\_\_.  
She is from \_\_\_\_\_.  
She has a brother, but she doesn't have a \_\_\_\_\_.  
Her hobbies are \_\_\_\_\_.  
She can speak \_\_\_\_\_.

**Send**

*Name:* Jane  
*Age:* 12  
*Place from:* Moldova  
*Family:* mother, father, brother  
*Hobbies:* reading, dancing  
*Languages:* Romanian, Russian, English

- 6 Can you write what they are good at?

1. Alex/maths \_\_\_\_\_.
2. John /painting \_\_\_\_\_.
3. Lily / taking photos \_\_\_\_\_.
4. Ben and Bob / biking \_\_\_\_\_.
5. I / singing \_\_\_\_\_.
6. Sam and Ann / jumping \_\_\_\_\_.



## 7 Can you make possessive nouns?

1. My \_\_\_\_\_ sister lives in London. (*mother*)
2. Her \_\_\_\_\_ office is in a new building. (*husband*)
3. Their \_\_\_\_\_ names are Betty and Paul. (*children*)
4. \_\_\_\_\_ school is near their house. (*Betty*)
5. \_\_\_\_\_ school is in Oxford Street. (*Paul*)

## My self-assessment chart

Tick the sentences that are true for you. If you need help, review the material in the lessons.

### I can...

- |   |          |
|---|----------|
| <input type="checkbox"/> speak and write about myself   | Lesson 1 |
| <input type="checkbox"/> write an email   | Lesson 1 |
| <input type="checkbox"/> use punctuation marks correctly  | Lesson 1 |
| <input type="checkbox"/> describe people  | Lesson 2 |
| <input type="checkbox"/> make possessive nouns  | Lesson 3 |
| <input type="checkbox"/> describe a house/flat  | Lesson 4 |
| <input type="checkbox"/> use <i>and</i> and <i>but</i> to combine similar and contrasting ideas | Lesson 4 |
| <input type="checkbox"/> speak and write about household chores in my family                    | Lesson 5 |
| <input type="checkbox"/> express the future using <i>will</i>                                   | Lesson 5 |
| <input type="checkbox"/> talk about jobs  | Lesson 6 |

## ICEBREAKER



What do you like about your school? Why?  
What don't you like about your school? Why?



1 Make up sentences to describe the classroom in the picture.

large    clean    comfortable    modern  
dirty    old    small    uncomfortable

New

facilities  
lab  
shower  
swimming pool

sports field  
well equipped  
modern



2 Read. Find similarities and differences.



Helen lives in New York and she goes to Appleton School. It is one of the biggest and most modern schools in the city.

John goes to Hampstead Comprehensive School. It is a big old school in London.



I love my school. Everything is new and modern. The classrooms are big, the gyms have good showers and the canteen is very large and tidy. I like the pupils' room best. It is well equipped. There are lots of games, computers, and videos. The school has an indoor swimming pool, and we often have competitions.

I don't like my school very much. Everything is so old and unattractive. The classrooms are tidy, but the chairs are very uncomfortable. There are not many modern facilities. I like the sports fields and the library best. I play for the school football team and I love the games between schools.



3 In the text, find antonyms to the following words.

small    comfortable    attractive    untidy    few



4 In pairs, ask and answer the questions.  
Speak about your school.

1. Is your school modern?
2. What rooms are there in your school?
3. Are the classrooms well equipped?
4. Is there a gym? What is it like?
5. Is there a canteen? What is it like?
6. Is there a sports field? What sports do you play there?
7. Is there a playground?
8. Is there a swimming pool?

## PRONUNCIATION GUIDE

/u:/ do, cool, pool, too, who, soon, school, room, tooth, you;

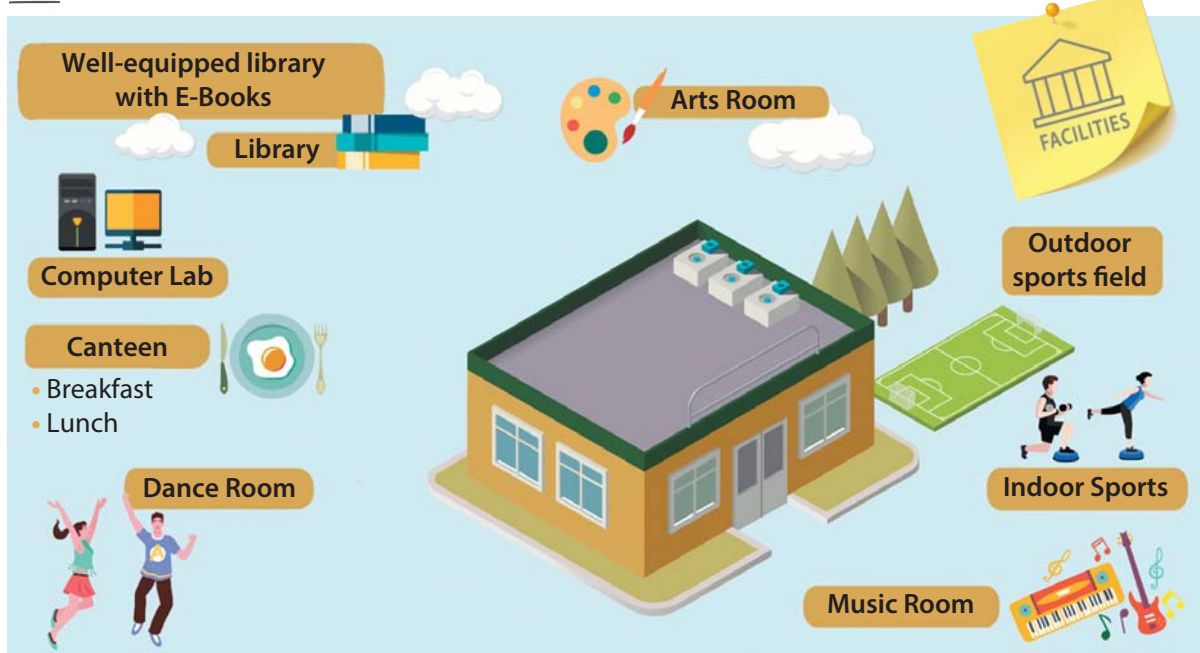
/ʊ/ good, book, cook, foot, football, look, classroom, could.

## Read the sentences.

My school is good. The swimming pool is cool.  
I play for the school football team.  
I couldn't find the room.



## 5 Listen and make a list of school facilities.



## 6 In groups, create an infographic of your school facilities. Display the infographics in the classroom. Describe your school.

### GRAMMAR

#### 7 Read and agree or disagree.

Mother: How was your day at school, Tina?

Tina: Not very good.

Mother: Why, what happened?

Tina: We had a test in maths and I was late.  
I couldn't find the maths room.

Mother: Did you ask anyone for help?

Tina: I did. And some girls helped me.

1. Tina could not find the English classroom.
2. She was late for the test in maths.
3. She asked Mike for help.
4. Nobody helped her.

#### Remember!

can – could  
have – had  
do – did

### GRAMMAR GUIDE

#### Past Simple (be)

I **was** at school *yesterday*.

He **wasn't** in the park *yesterday*.

**Were** you at the gym *yesterday*?

Yes, I **was**. / No, I **wasn't**.

#### Past Simple (regular verbs)

We **played** chess *last Sunday*.

**Did** you play chess?

No, we **didn't**. We **washed** up.

### WRITING

#### 8 Write about your school and classroom. Follow the questions:

- What is the name of the school?
- What facilities are there in your school?
- How big is the school?
- What do you like in your classroom?

*Where there is a will, there is a way.*

## ICEBREAKER

Read the proverb of the lesson and say what it means.



**1** Listen and say what subjects Andrew, Vicky, Angela, Stacy, Victor, and Pete like.



**2** Listen again and correct the sentences.

1. Science teaches us about the countries of the world.
2. Physical Education teaches us about nature.
3. Geography makes us strong.
4. Maths teaches us to understand music.
5. Music teaches us how to work with numbers.

## New

to mean	hard
to try	finally
geography	because



**3** Read the dialogue and answer the question. Say what John did to make maths his favourite subject.

**Jim:** What's your favourite subject, John?

**John:** Now it's maths. But it wasn't always so.

**Jim:** What do you mean? Why?

**John:** I didn't like maths in the primary school. I thought it was the most boring and the most difficult subject, but my parents always told me that maths was very important for life.

**Jim:** What did you do then?

**John:** I just started to work harder at it. I asked more questions in class. I always did my homework and I did more exercises and solved more problems at home. I worked a lot in summer too. Finally, I felt how exciting maths can be.

**Jim:** Was it hard?

**John:** Not easy, but I wanted to be good at it. I think I am now and I really love it. My teacher helped me too. She is very nice and friendly.

**Jim:** Do you think I can also try? You know how bad I am at it.

**John:** Just try and don't forget the proverb...

*What proverb should Jim not forget?*

**4** Disagree with the following:

1. John always liked maths and was good at it.
2. John didn't ask questions in class.
3. John doesn't like his maths teacher.
4. Jim thinks that maths is boring.
5. Jim is good at maths.
6. Jim doesn't want to know maths better.



**5** In pairs, ask and answer questions about favourite subjects.

## PRONUNCIATION GUIDE

/kw/ question, queen, quince;

/dʒ/ John, subject, just, jump, geography, education, large, George;

/f/ alphabet, geography, physical;

/jɪn/ education, pronunciation.

## Read the sentences.

George's favourite subject is physical education.

Don't ask the queen any questions.

## 6 Look at Tina and Mike's timetable. Ask and answer questions about it.

Example: A: When do they have French?

B: On Tuesday at 9:00 and on Friday at 2:15.

Day \ Time	8 <sup>50</sup> – 9 <sup>00</sup>	9 <sup>00</sup> – 9 <sup>55</sup>		10 <sup>05</sup> – 11 <sup>00</sup>		11 <sup>20</sup> – 12 <sup>15</sup>		1 <sup>20</sup> – 2 <sup>15</sup>	2 <sup>15</sup> – 3 <sup>10</sup>
Monday	Registration	Geography	Break	Religious Education	Break	Information Technology	Lunch Time	Maths	Science
Tuesday		French		Arts		English		History	Science
Wednesday		PE		PE		Maths		English Literature	Science
Thursday		Maths		History		English		Design	Design
Friday		Geography		Religious Education		Maths		Music	French



## 7 In groups, create your own timetable and present it to the class.

### GRAMMAR

## 8 Make up sentences. Use *more*, *less*, *the most*, *the least*.

Example: I think history is less interesting than geography.

technology	↔	useful	↔	science
history	↔	interesting	↔	geography
maths	↔	horrible	↔	PE
English	↔	difficult	↔	music
Romanian	↔	exciting	↔	arts

### GRAMMAR GUIDE

#### Comparison

**more** difficult than ...  
**less** interesting than...  
**the most** useful  
**the least** exciting

### Tips for writing

Use capital letters for:

- days of the week;
- months;
- languages;
- cities and countries;
- the initials of some words (PE = physical education).

### WRITING

## 9 Rewrite the sentences using capital letters where necessary.

- I have history on monday and thursday.
- we have english and romanian on wednesday.
- we go on vacation in june.
- mike likes pe and music.
- in england most schools close in july and august.

## 10 Match the parts of the sentences and write them in your exercise book.

- I like PE because
- I like English because
- I like Romanian/Russian because
- I like history because
- I like music because

- I am fond of reading and writing.
- I am fond of singing.
- it makes me stronger.
- it is my parents' language.
- we can learn about the events or people of the past.





## ICEBREAKER

When do you start school?  
When are classes over?  
How many breaks do you have?



1 Watch and listen to Fred speaking about his school day. Say *True or False*.

1. Fred lives in London.
2. He gets up at 7:30.
3. Fred goes to school by bus.
4. School starts at 7:45.
5. The first break is 15 minutes.
6. Fred eats lunch at the school canteen.
7. Fred likes school food very much.
8. Fred has two more lessons after lunch.



## New

locker  
break  
hall monitor

to shout  
to keep order  
responsible for



2 Read the definition and say the word.

1. The pupil who keeps order in the hall is called ...
2. To have the duty to do something means to be ... for it.
3. The time between lessons at school is a ...
4. If you say something in a loud voice, you ...
5. In English schools, pupils leave their things in the ...



3 In groups, discuss the differences between Fred's school day and your school day.



4 Read the text and answer the questions.

1. Do Jane and Sam go to the same school?
2. When does the school door open?
3. Where does Sam keep his backpack and all his things?
4. What is a hall monitor responsible for?
5. Do any pupils run and shout in the halls?
6. What lessons do Jane and Sam have today?
7. What are their favourite subjects?

## PRONUNCIATION GUIDE

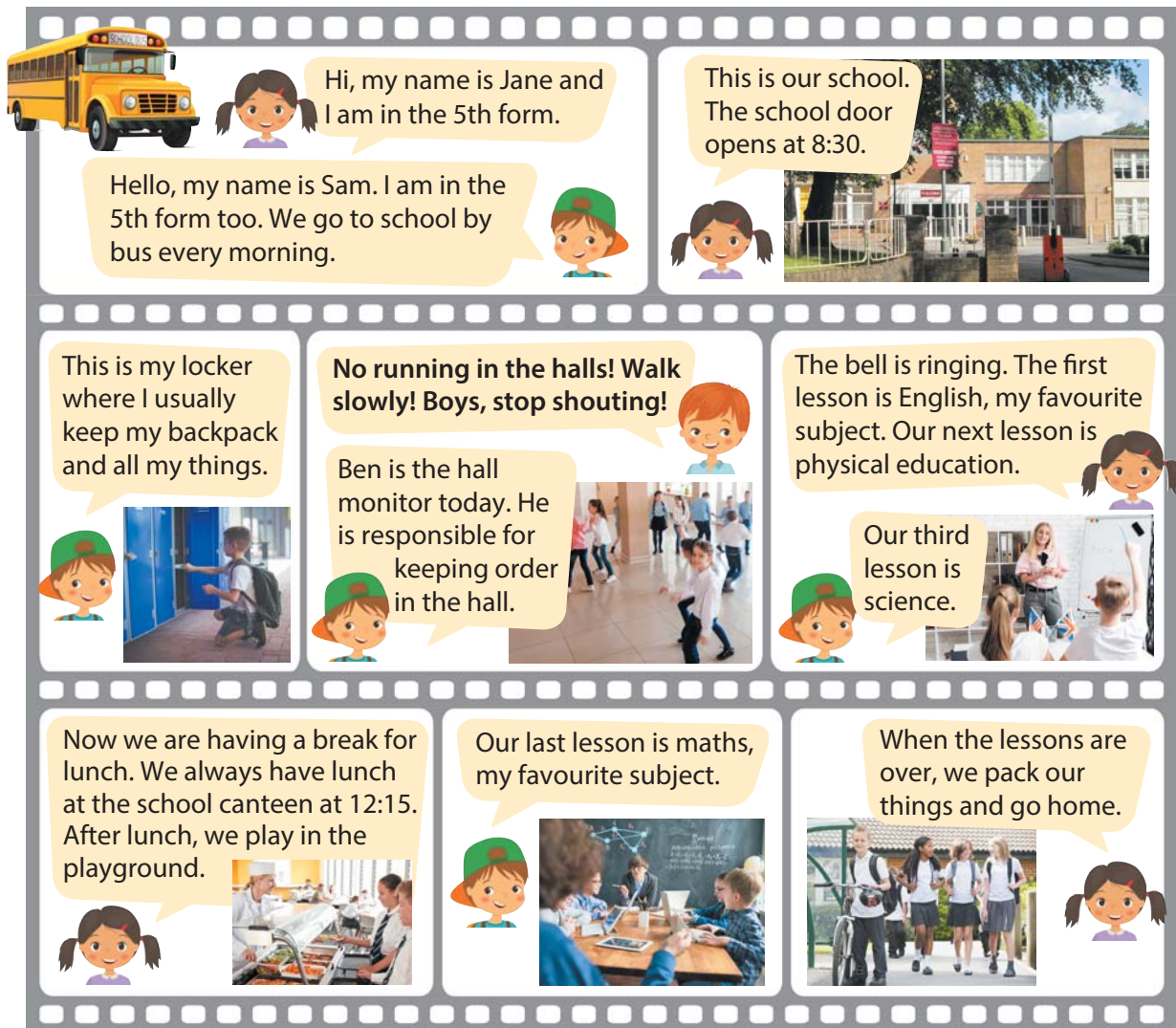
## Silent letters

- 'k' knife, know, knock  
'l' walk, talk, half  
'h' rhyme, ghost, why, when  
'w' answer, whole, who,  
'c' excellent, excited  
'gh' eight, right, fight

## Write the words.

They all have silent letters.

/nəʊ/, /waɪ/, /wɔ:k/, /'a:nsə/,  
/hɑ:f/, /hu:/, /rɑ:m/, /lɑ:t/,  
/et/, /'eksələnt/



## GRAMMAR

### Remember!

in the morning      on Monday  
in August          at night  
in winter          at 5 o'clock

### 5 Write the words from the box in the correct column.

the morning, 2:30, Monday, November, Tuesday, April, 5:45, autumn, 3:15, night, 4 o'clock, Sunday

in	on	at
in the evening	...	...

## WRITING

### 6 Choose the right words and make up sentences about you. Write the sentences in your exercise book.

I \_\_\_\_\_ wake up at 7 o'clock.      I \_\_\_\_\_ have breakfast.  
I \_\_\_\_\_ take a shower.              I \_\_\_\_\_ go to school by bus.  
I \_\_\_\_\_ walk to school.              I \_\_\_\_\_ have five lessons on Monday.

usually  
sometimes  
often  
always

### 7 Write about your school day.

ICEBREAKER

Is it good for pupils to wear uniforms in schools? Why?  
Do you wear a uniform?



1 Listen to the dialogue and say *True or False*.

1. Maria and Silvia are classmates.

2. They go to the same school.
3. They wear uniforms at school.

4. Silvia's uniform is green.

5. Maria's uniform is green too.



New

uniform	tights
shoes	shorts
trousers	tie
blazer	jumper
raincoat	



2 Read Tina's blog about her new school in England. Describe Tina's uniform.

Tina's blog

Home

Website

For Parents

For Pupils

Contact

★

★

PUPIL  
HO NETWORK

★

★

CLASS  
DISCUSSIONS

★

★

MULTI SCHOOL  
BLOGGING

I like my school here in England.

Our school starts at nine o'clock in the morning and ends at three in the afternoon. We have a long break for lunch and I enjoy it. We eat, talk and play games in the school playground. We wear uniforms at school. Girls wear blouses and boys wear shirts and blue ties. We wear blazers over shirts or blouses. Blue is the colour of our school. We also have school badges. We wear them on the pockets of our blazers or on caps or hats. I usually wear a white blouse or a shirt with my skirt and shoes. I also wear tights. I don't wear a blazer or hat in warm weather. On rainy days, I wear a raincoat.

3 Disagree with the following:

1. Tina starts lessons at 8 o'clock.

2. Tina has no time to play during the break.

3. Tina doesn't wear a uniform at school.
4. Tina always wears her blazer.

5. Tina finishes lessons at 2 o'clock.

6. Tina wears a hat in warm weather.

- 4 Choose a picture of a pupil and say what he/she is wearing. Ask your classmates to guess who is who.



### PRONUNCIATION GUIDE

u { /jʊ:/ pupil, uniform, usually;  
 /ʌ/ such, hurry, jumper, summer;  
 /u:/ blue, ruler, June;  
 /ʊ/ put, full, sugar, July

#### Learn the rhyme.

Blazer, jumper, shirt and tie.  
 Fancy shoes and socks or tights.  
 Blazer, jumper, trousers and shoes.  
 This is what we wear at school.

- 5 In pairs, talk about the clothes you are wearing.

- 6 In groups, design a uniform for your school. Present your design to the classmates and speak about it.



## GRAMMAR

- 7 Write the words from the box in the correct column. Make up sentences with the words in the plural.

shirt, dress, jacket, hat, jeans, blazer, T-shirt, shorts, trousers, tie, shoes, anorak, scarf, gloves, jumper, socks, blouse, tights, trainers.

Singular	Plural
shirt	jeans

#### Remember!

We use the nouns below only in the plural.

shorts  
 jeans  
 trousers  
 tights

## WRITING

- 8 a) Write what you wear in winter/summer.  
 b) Describe the school uniform you created as a group.



## ICEBREAKER



How should classmates be?  
What kind of classmate are you?

New

honest	shy	attentive
polite	sociable	bored
rude	clever	talkative



**1** Read and find the words characterizing Mike's classmates.

Victor is a clever boy. He works hard and is always busy at his lessons. He is very quiet and doesn't like to play noisy games. Victor doesn't do sports and he is not very sociable.

Alex is bright and he always has new ideas. He is very imaginative. He is never bored at school. He is always having fun. He likes to hide his classmates' things.

Liz is always attentive in class. She is never rude. She likes reading tales and stories. She is very sociable and she may be quite noisy during the breaks.

Angela is a very polite girl. She is honest and always ready to help. She likes to do her homework. Sometimes she may be too talkative.

Vicky is shy and quiet. She reads a lot and she always knows everything. She is friendly and very kind.



**2** In pairs, describe Mike's classmates. Guess who is who?

*Example:* A: Her friends call her Miss Know-All.  
B: She is Vicky.

He doesn't like to meet new people.  
He likes school.  
She easily makes friends.  
Sometimes she speaks too much.

**3** Learn the rhyme.

There are four little words  
That can help you a lot,  
When you hurt your friend  
With intention or not.

So say the four words,  
Don't wait too long!  
If you've hurt your friend  
Say 'I'm sorry, I'm wrong'.

**4** Match the words to their definitions.

*Example:* Sociable means being friendly.

1. sociable
2. rude
3. talkative
4. busy

- a. having a lot to do
- b. liking to talk a lot
- c. being friendly
- d. showing no respect for other people

## PRONUNCIATION GUIDE

/kw/ quiet, quite, question

/3:/ work, learn, hurt,

**Find the silent letters.**

honest, talkative, know, bright, wrong



## 5 Find pairs of antonyms.

boring  
rude  
talkative  
friendly

polite  
unfriendly  
quiet  
interesting



6 In groups, think of a classmate and describe his/her character. Let the pupils from other groups guess the name.

### GRAMMAR GUIDE

#### Present Continuous

I **am reading** a story now.  
She **is writing** an Email.  
We **are riding** our bikes.  
**Are you listening?**  
Yes, I am. / No, I'm not.  
**Is he wearing** jeans?  
Yes he is. / No, he isn't.

### GRAMMAR



7 Watch, listen and answer the questions.

1. Where is the boy going? Why?
2. What is their mother doing?
3. What is their father doing?
4. Why is the girl bored?
5. Who is the most attentive in the family? Why?



8 Look at Tina's timetable.  
Say what she is doing now.

1. It's 6:45 a.m. She is \_\_\_\_\_.
2. It's 7:40 a.m. She is \_\_\_\_\_.
3. It's 11 a.m. She is \_\_\_\_\_.
4. It's 4:30 p.m. She is \_\_\_\_\_.
5. It's 6 p.m. She is \_\_\_\_\_.
6. It's 10 p.m. She is \_\_\_\_\_.

**MY Timetable**

7 a.m. – get up  
7:30 a.m. – have breakfast  
8:30 a.m. – 3:00p.m. – school  
4 p.m. – 5 p.m. – free time  
5 p.m. – 7 p.m. – do homework  
10 p.m. – go to bed



9 Look at the pictures and write affirmative and negative sentences in the Present Continuous.



### WRITING

10 Write about a classmate. Follow the questions:

- What is your classmate's name?
- What is his /her best character trait?
- What is his/her favourite subject? Why?
- Are you happy that he/she is your classmate?

## ICEBREAKER

How do you like to spend your free time?  
How did you spend your last weekend?

New

I like playing the piano.  
I don't like playing football.  
I enjoy watching cartoons.

## PRONUNCIATION GUIDE

/tʃ/ watch, match, kitchen;

/tʃ/ much, chess, chocolate, child, children,  
cherry, lunch, March, each;

/ɔː/ because, August, autumn, daughter.

## 1 Match the captions to the pictures.



1



2



3



4



5



6



7



8

- a. reading comics
- b. playing computer games
- c. swimming
- d. watching television (TV)
- e. playing badminton
- f. cooking
- g. playing football
- h. playing chess



## 2 Watch, listen and make a list of what the children like doing in their free time.



## 3 Make up sentences about you.

I like ...

I enjoy ...

I don't like ...

watching TV, playing chess, doing my  
homework, washing the dishes,  
riding my skateboard, cooking



## 4 In pairs, ask and answer questions.

Example: A: Do you like listening to music?

B: Yes, I do. It's relaxing.

It's boring.

It's fun.

It's relaxing.

It's exciting.

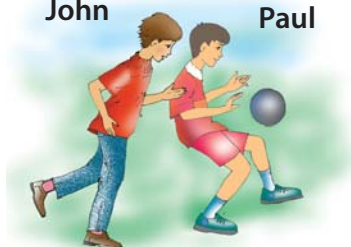
It's difficult.



## 5 Tina and Mike did a school project. They interviewed pupils about their last weekend. Read the sentences and say what the children did last weekend.

John

Paul



It was fun. We played  
football and we won.

Mike



It was not very exciting. I just  
stayed at home and helped  
my parents in the garden.





It was great. I enjoyed riding my new bike.



It was terrible. I had a sore throat and stayed in bed.



It was very quiet. I just helped my parents with the housework and I read some comics.

## 6 Answer the questions. Use the right adjectives.

How was John and Paul's weekend? Why?

How was Mike's weekend? Why?

How was Susan's weekend? Why?

How was Ted's weekend? Why?

How was Emily's weekend? Why?



## 7 In pairs, ask and answer questions about your last weekend.

Example: How was your last weekend?

It was exciting. I visited my cousins. We played games.

## GRAMMAR

### 8 Walk around and interview your classmates about their last weekend. Write down the answers.

Example: Did you watch TV last weekend?

	watch TV	go to a movie	read a book	swim in the pool	ride a bike
Alex	x	✓	✓	x	x
...					

Report your findings to the class.

Example: Alex went to a movie and read a book. He didn't watch TV and he didn't ride his bike.

### 9 Complete the conversations with the verbs in the past tense.

1. A: What did you do last weekend?

B: I \_\_\_\_\_ (go) to a movie. It \_\_\_\_\_ (be) terrific!

2. A: How was your weekend?

B: It \_\_\_\_\_ (be) great! I \_\_\_\_\_ (meet) my friends on Saturday and we \_\_\_\_\_ (have) a nice time.

3. A: How did you spend your last weekend?

B: Oh, I \_\_\_\_\_ (stay) at home and \_\_\_\_\_ (work) in the garden.



## WRITING

### 10 Read about Nick's hobby. Write about what you like doing.

I like playing tennis. I play in the park near our house every weekend. Sometimes I play with my brother, and sometimes with my friend. I started playing tennis when I was eight. I didn't like it at first, because it was hard, but now I enjoy doing it. It's exciting when you win.

## Unit Two

# TEST YOUR SKILLS

### Oral Assessment

1 Can you say what lesson the pupils are having?

1. They are talking about nature.
2. They are learning about the past of their country.
3. They are talking about countries and their capitals.
4. They are working with numbers.
5. They are drawing.

They are having ...

2 Can you describe the clothes you wear at school?

I usually wear ...



### Written Assessment

3 Can you make a list of your school facilities?



4 Can you write the word? The first letter is given.

1. Alex is never rude. He is p\_\_\_\_\_.
2. Tim knows very many things. He is c\_\_\_\_\_.



3. Kate easily makes friends. She is s\_\_\_\_\_.
4. Stacy doesn't feel good with other people. She is s\_\_\_\_\_.
5. Dan doesn't like to speak much. He isn't t\_\_\_\_\_.

### 5 Can you fill in the right preposition?

1. I wake up \_\_\_\_\_ 7o'clock.
2. I always have tea \_\_\_\_\_ the morning.
3. I don't go to school \_\_\_\_\_ Saturday and Sunday.
4. We have long holidays \_\_\_\_\_ summer.
5. My birthday is \_\_\_\_\_ December.

### 6 Can you make sentences to say what the children like doing?

1. Nick / to play chess \_\_\_\_\_
2. Eveline / to watch cartoons \_\_\_\_\_
3. Fred / to learn poems \_\_\_\_\_
4. Alice / to walk in the forest \_\_\_\_\_
5. Angela and Ben / working with numbers \_\_\_\_\_

## My self-assessment chart

Tick the skills that are true for you. If you need help, review the material in the lessons..

### I can...

- |  |          |
|--|----------|
| <input type="checkbox"/> talk about my school and classroom  | Lesson 1 |
| <input type="checkbox"/> create an infographic of my school facilities   | Lesson 1 |
| <input type="checkbox"/> talk about the subjects I study   | Lesson 2 |
| <input type="checkbox"/> compare people and things using <i>more/less than</i> and <i>the most/least</i> correctly | Lesson 2 |
| <input type="checkbox"/> understand the definition of a word and say the word                                      | Lesson 3 |
| <input type="checkbox"/> describe my school day  | Lesson 3 |
| <input type="checkbox"/> describe clothes  | Lesson 4 |
| <input type="checkbox"/> characterize people   | Lesson 5 |
| <input type="checkbox"/> speak about my free time  | Lesson 6 |
| <input type="checkbox"/> speak about my hobbies  | Lesson 6 |

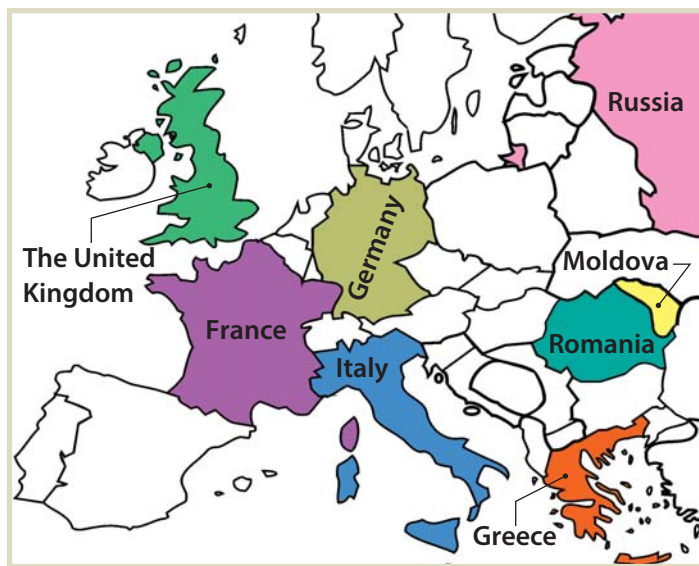


## ICEBREAKER

What languages do you speak?

What countries would you like to visit? Why?

1 Look at the countries on the map and learn their names. What do you know about them?



## PRONUNCIATION GUIDE

/ɪ/ king, kingdom, building, England, English, morning, interesting

Compare.	/n/	/ŋ/
	win	wing
	thin	thing
	ran	rang
	Ron	wrong



2 Listen and learn.



3 Tina's cousin Silvia is talking to her friend. Read the dialogue and say what countries her new friends are from.



Ann: That's a nice picture. Where did you take it?

Silvia: This is the building of Culford School in England. I spent two months there last summer.

Ann: What did you do there?

Silvia: I went to improve my English there. It is a perfect place to do it. We had classes in the morning, and in the afternoon we had all kinds of interesting activities and fantastic day trips to some beautiful places.

Ann: Wow!

Silvia: Yes, we learned, had fun and a lot of adventures.

Ann: Did you make friends there?

Silvia: Yes, lots of them, but my best friends became Hilda from **Germany**, Pierre from **France**, Carla from **Italy** and Nikolaos from **Greece**. We liked to spend the time together. We learned so much about each other's countries. Now we communicate in English via e-mail.

Ann: What about the teachers? Where were they from?

Silvia: They were all from **the United Kingdom**. They were very nice and helpful. I miss them a lot and hope to go back there one day. I feel my English is better now and this makes me happy.



## Remember!

Country	Nationality	Language
Moldova	Moldovan	Romanian
England	English	English
the USA	American	English
Germany	German	German
France	French	French
Italy	Italian	Italian
Romania	Romanian	Romanian
Russia	Russian	Russian
Greece	Greek	Greek

## 6 Speak about the children in the picture.

*Example:* Max is from the USA.

He is American and he speaks English.

Hilda – Germany	Betty – England
Max – the USA	Janet – Canada
Ruslan – Russia	Lara – France
Luciano – Italy	

## 7 Complete the sentences and read them.

*Example:* Sherlock Holmes was born in England. He was English.

- Amelia Uzun is from Moldova.  
She is \_\_\_\_\_.
- Carlo Collodi was from Italy.  
He was \_\_\_\_\_.
- The Grimm brothers were born in Germany. They were \_\_\_\_\_.
- Ioana Andrei is from Romania.  
She is \_\_\_\_\_.
- Victor Hugo was from France.  
He was \_\_\_\_\_.
- Iurii Gagarin was from Russia.  
He was \_\_\_\_\_.

## WRITING

### 8 Silvia sent Tina a SMS. She ignored some rules and made a few mistakes. Rewrite Silvia's message adding articles where necessary.

### 9 Think of a famous person and write about his/her country, nationality and language.

## 4 Read again and answer the questions.

- Why did Silvia go to Culford School last summer?
- How long did she stay there?
- Did she like the summer school? Why?
- Did she improve her English?
- Did she like the teachers? Why?

## 5 Disagree and correct the sentences.

- Silvia was at Culford School in the USA.
- She spent two years there.
- Carla is from Greece.
- Pierre lives in Italy.
- Hilda is Italian.
- Nikolaos doesn't speak Greek.



## Do you know that...

Someone who speaks several languages is called a polyglot. Roger Federer, the famous tennis player, is a polyglot. He speaks German, English and French. He can also speak Italian and a bit of Swedish.



In the summer camp, I made many good friends. George is Romanian. He is from Romania, but now he lives in UK. He speaks Romanian, English and German. Andy is from USA. He speaks English. He is learning Italian now. He wants to visit Italy very much. We write to each other in English.

## ICEBREAKER



Do you like visiting new places? Why?  
Watch and listen. How many capitals  
can you name?

## PRONUNCIATION GUIDE

/aʊ/ now, how, cow, brown;

/aʊ/ about, around, found, out;

/tʃ/ century, situated

## New

to found

to be situated

ancient

majestic

century

shepherd



1 Read about some capitals of the world and answer the questions.



**Chişinău** is about six centuries old. It is situated on the river Bâc. It stands on seven hills.



**London** is about twenty centuries old. It is situated on the river Thames. The Romans founded the city.



**Washington** is only two centuries old. It is situated on the Potomac River. It is the first carefully planned capital in the world.



**Rome** is more than twenty-seven centuries old. It is situated on the Tiber River. It stands on seven hills.

**Paris** is more than twenty centuries old. It is situated on the river Seine. It is majestic at any time, in every season.



**Moscow** is about ten centuries old. It is situated on the Moskva River. Iuri Dolgoruki founded the city.

**Bucureşti** is more than five centuries old. It is situated on the river Dâmboviţa. Its name comes from an ancient shepherd named Bucur.



1. What do all the capitals have in common?
2. Which two capitals stand on seven hills?
3. Which is the oldest capital city?
4. Which is the youngest capital city?
5. In which of these cities would you like to live? Why?



2 In pairs, ask and answer questions using the words in the box.

*Example:* A: What is the capital of England?  
B: The capital of England is London.  
A: How old is it?  
B: It's twenty centuries old.

England France Italy  
Moldova Romania Russia  
the USA



## GRAMMAR

### 3 Look at the pictures and read the sentences below.



Father has just returned from Rome.



They have already visited London



They have just arrived in Moscow.



I have just talked to my friend from Paris.

## GRAMMAR GUIDE

### Present Perfect

I **have just visited** London.

You **have already read** the book.

We **have just met** them.

They **have already done** it.

He **has already spoken** to me.

She **has just returned** home.

### 4 Make up sentences with *have* or *has*.

- I \_\_\_\_\_ done my homework. I can go for a walk now.
- He \_\_\_\_\_ read the book. He can give it to his friend.
- Mother \_\_\_\_\_ cooked dinner. We can eat now.
- Father \_\_\_\_\_ repaired my bike. I can ride it.
- We \_\_\_\_\_ learned English. We can read stories in English.
- Ann \_\_\_\_\_ spoken to the Queen. She is happy.
- We \_\_\_\_\_ worked hard. We are tired.



### 5 Listen and correct the sentences.

- Mike has learned German
- Mary has learned Russian.
- Lisa has learned Romanian.
- Tom has learned Italian.
- Philip has learned French.

### 6 Make up sentences using the Present Perfect tense.

- Ann / learn to speak French.
- I / speak to some Italian people.
- Lily / read a book about the history of Rome.
- We / be to the USA and France this year.
- They / have an interesting trip to Washington.

### 7 Respond to the following requests. Use *just* and *already*.

Example: Make your bed.

I have already made my bed.

- Dust the books.
- Do your homework.
- Clean your shoes.
- Wash your hands.
- Eat your breakfast.
- Read this book.

### Remember!

learn	– learned	– learned
wake	– waked	– waked
be	– <b>was/were</b>	– <b>been</b>
have	– <b>had</b>	– <b>had</b>
do	– <b>did</b>	– <b>done</b>
make	– <b>made</b>	– <b>made</b>
read	– <b>read</b>	– <b>read</b>
speak	– <b>spoke</b>	– <b>spoken</b>
write	– <b>wrote</b>	– <b>written</b>

## WRITING

### 8 Look and write what Mike and Andrew have already done.

	visit London	learn German	have a trip to Paris	read stories by Sherlock Holmes
Mike	✓	✓	✓	
Andrew	✓	✓		✓

## ICEBREAKER



What interesting facts about Great Britain do you remember? Say if the following are *True* or *False*.

1. London is the capital of England.
2. London stands on the River Seine.
3. Great Britain is a big island.
4. Double deckers are yellow in London.
5. Queen Elisabeth II lives in Buckingham Palace.

## PRONUNCIATION GUIDE

### /ə/ in unstressed syllables

England, Scotland, Northern Ireland, London,  
famous, island, capital, anthem

## Silent letters

's' isle, island

## 'h' which

'q' sovereign, foreign

'gh' right



**1** Read and answer the questions.

*Tina:* What does the UK stand for?

**Mike:** Well, it stands for the United Kingdom of Great Britain and Northern Ireland. It is situated on the British Isles.

*Tina:* I understand now. England, Scotland and Wales are on the bigger island, which is called Great Britain. Northern Ireland is on the smaller island.

*Mike:* You are right. They all have their capitals, languages, and flags. The English call their national flag the Union Jack. Queen Elizabeth II is the head of the UK. The Anthem (song) is *God Save the Queen*.

**Tina:** How interesting! And London is the capital of England and of the UK.

1. Where is the UK situated?
2. What is the national anthem of the UK?
3. Who is the head of the UK?

## Do you know that...

- *God Save the Queen* was first a patriotic song in the eighteenth century. It became British Royal National Anthem in 1825.



- *The Union Jack* combines the crosses of the kingdom of England and Wales, of Scotland and of Northern Ireland, united under one sovereign.





## GRAMMAR



- 2** In groups, create an infographic map of the United Kingdom. Find information for the following categories:



– population



– language



– sovereign



– sports

- 3** Say what countries you have been to or you have never been to.

*Example:* I've been to ..., but I've never been to ... .



- 4** In pairs, make up similar short conversations.



Have you ever been to...?

No, I've never been to... , but ...

- 5** Ask your classmates if he/she has ever done the following:

Have you ever ...

... been to the mountains?  
... won a competition?  
... slept in a tent?

.. travelled by plane?  
... talked to a queen?  
... stayed on an island?

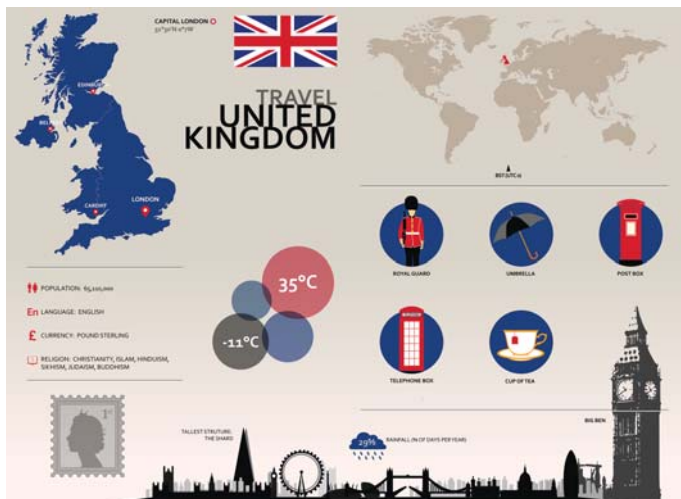
**Report to the class.**

*Example:* Dan has been to the mountains. Ana has never stayed on an island.



- 6** Listen to Tina and Mike. Correct the false sentences.

1. Mike has been to Scotland.
2. He visited Wales two years ago.
3. He went to Cardiff.
4. He travelled by train.
5. He was at a sport competition.
6. He had a wonderful time there.



## GRAMMAR GUIDE

### *Present Perfect: ever, never*

Have you *ever* been to Scotland?  
I have *never* been to Scotland,  
but I've been to Wales.

## WRITING

- 7** Write about a place you have visited. Follow the questions.

- What city/country have you been to?
- When did you go?
- Where did you go?
- What did you travel by?
- What did you do there?
- Did you have a good time there?

## ICEBREAKER

Do you like holidays? Why?  
Which is your favourite holiday?



1 Listen and name the holidays.

New

midnight      to shake hands  
fireworks      to stay  
each other



2 Match the words to the pictures.



shake hands

midnight

fireworks

3 In each sentence, find two words that have the same pronunciation.

I have something in my eye.  
No, I don't know the answer.  
My son likes to lie in the sun.  
You get a four for your answer.  
Their house is over there.

Useful phrases:

to see the New Year in

## PRONUNCIATION GUIDE

Words that sound the same

/aɪ/	I, eye
/raɪt/	right, write
/nəʊ/	no, know
/si:/	see, sea
/hiə/	hear, here
/sʌn/	son, sun
/ðeə/	there, their
/fɔ:/	for, four
/aʊə/	our, hour
/tu:/	too, two

Find the words that have the same pronunciation.

hear, eye, right, our, here, for, I, too, write, hour, know, four, two, no.



4 Read and say *True* or *False*.

Mike: Tina, what is your favourite holiday?

Tina: I like the New Year's Day.

Mike: It's a merry holiday. People get together. They shake hands, hug and sing.

Everybody wishes each other a Happy New Year.

Tina: In Moldova, we usually get together with our families and friends.

Mike: Do you stay until midnight to see the New Year in?

Tina: I do. What about you, Mike?

Mike: Me too. I like the fireworks.

1. Tina's favourite holiday is Easter.
2. New Year's Day is a sad day.
3. Mike likes to see the fireworks.

4. People wish each other Happy Birthday.
5. Tina goes to bed before midnight.
6. Mike doesn't like New Year's Day.



- 5 In groups, study the information on the poster about some holidays in the USA. Choose a holiday and make your own poster.



*Mother's Day* is on the second Sunday in May. It's a day on which mothers traditionally receive presents and cards from their children. This is their way to say "Thank you for being such a great Mum."

*Father's Day* is on the third Sunday in June. It's the day when children give greeting cards and presents to their fathers.



The 4th July is *Independence Day*. It's the greatest national holiday in the USA. The citizens of the USA have a parade on this day and at night they go out into the streets to see the fireworks. They often have a big picnic on the 4th July.



- 6 In pairs, arrange the holidays as they come in the calendar.

Independence Day

Christmas Day

St Valentine's Day

Mother's Day

Easter

New Year's Day

Father's Day



- 7 In pairs, talk about your favourite holiday.

## GRAMMAR

- 8 Practise saying the following:

a) **dates:** 7 May, 10 April, 2 June, 8 July, 22 February, 25 December, 31 October, 28 February, 22 March, 23 December, 2 July, 21 January, 25 October, 18 February;

b) **years:** 2000, 1987, 2001, 1989, 2010, 1969, 1971, 1997, 2016, 1983, 1992, 1947, 2006, 2017, 2020

## WRITING

- 9 Read about the important dates in Sam's life.

- Sam was born on 29 January, 2011.
- He went to kindergarten in 2013.
- He went to school in 2018.
- His sister was born on 30 December, 2020.

- 10 Write about the important dates in your life.

### Remember!

- 1<sup>st</sup> – the first
- 2<sup>nd</sup> – the second
- 3<sup>rd</sup> – the third
- 4<sup>th</sup> – the fourth
- 5<sup>th</sup> – the fifth
- 12<sup>th</sup> – the twelfth
- 20<sup>th</sup> – the twentieth
- 21<sup>st</sup> – the twenty-first

25/25th September	The twenty-fifth of September
1999	nineteen ninety-nine
2005	two thousand and five
2010	two thousand (and) ten
2015	twenty fifteen
2025	twenty twenty-five

## ICEBREAKER

Is Christmas an important holiday? Why?  
What are the symbols of Christmas?

New

star	ornament
wreath	tinsel
fireplace	to send
card	



1 Watch, listen  
and review  
Christmas  
vocabulary.



2 Read the dialogue and  
make a calendar of  
Christmas preparations.



## PRONUNCIATION GUIDE

## Silent letters

't' Christmas, listen, mustn't, thistle;  
'w' wreath, wrong, write, wrote, written, answer;  
'gh' bright, night, light, eight, sleigh, brought;  
'h' when, what, white, where, while, wheat;  
'd' grandparent, grandma, grandpa, Wednesday

**Write the words. They all have silent letters.**

/ˈkrɪsməs/, /riːθ/, /ˈɑːnsə/, /naɪt/, /waɪt/, /ˈgrænpɑː/



**It is 1 December.**

Andrew: It is 1 December today.

Mike: Yes, Christmas is coming. What are we going to do today?

Andrew: Let's write Christmas cards to our friends and family and send them.

Mike: It's a good idea. Let's do it right now.

**It is 19 December.**

Mike: We have already written the Christmas cards and we have sent them. It's time to decorate our Christmas Tree.

Andrew: Have you brought the decorations?

Mike: Yes. Let's see what's there inside. Oh, there are so many colourful balls, different ornaments and a lot of tinsel in it. Let's hang them on the Christmas tree.

Andrew: I think, it will be a pleasant surprise for our parents. We've forgotten about the Christmas stockings!

Mike: No, here they are. Will you help me hang them by the fireplace, please?

**It is 24 December, the Christmas Eve.**

Mike: Look, there are a lot of presents under the Christmas tree. I'd like to see what's inside.

Andrew: No, Mike. We always open our presents on 25 December.

Mike: OK.

**It's Christmas morning.**

Mike and Andrew, their father and mother, and their grandparents are in the living room. Everybody is opening the presents. They like their presents very much. They wish each other a Merry Christmas and a Happy New Year.



### 3 Correct the false sentences.

1. Mike and Andrew are cousins.
2. Mike and Andrew live in Paris.
3. They write Christmas cards on 19 December.
4. Their father decorates the Christmas tree.
5. Their mother hangs the Christmas stockings by the fireplace.
6. Andrew opens his presents on Christmas Eve.



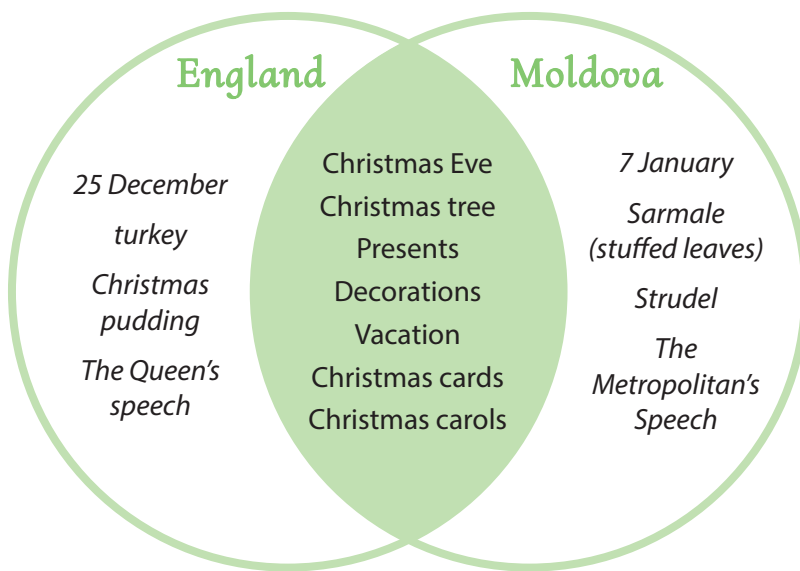
### 4 In pairs, talk about your Christmas celebrations.

Example: A: Have you already decorated your Christmas tree?

B: No, but we are going to do it tomorrow.



### 5 In pairs, speak about similarities and differences in celebrating Christmas in Moldova and in England.



### Do you know that...

... Martin Luther, a German Christian, first decorated a Christmas tree in 1513. On Christmas Eve, he noticed the bright stars in the sky. They looked like candles on the branches. When he came home, he placed a small fir-tree inside the house and decorated it with lighted candles.



## WRITING

### 6 Put the verbs in the Past Simple tense and learn how Mike's family celebrated last Christmas.

#### Christmas Celebrations

Our family \_\_\_\_\_ (*gather*) at home for Christmas dinner. Mother \_\_\_\_\_ (*cook*) all the traditional foods: turkey and Christmas pudding. Father \_\_\_\_\_ (*get*) a small fir-tree and we \_\_\_\_\_ (*decorate*) it with candy canes, Christmas ornaments and tinsel.

Our grandparents \_\_\_\_\_ (*come*). Granny \_\_\_\_\_ (*bring*) Christmas cookies.

After dinner, we \_\_\_\_\_ (*watch*) a film about the country where Father Christmas lives.

### 7 Write about Christmas in your family.



## Unit Three

# TEST YOUR SKILLS

### Oral Assessment

**1** Can you name the languages people speak in the following countries?

Germany

Greece

Italy

Russia

France

Moldova

the USA

**2** Can you write the names of their nationalities?

1. Prince William is from England.
2. Roberto is from Italy.
3. Mia is from Romania.
4. Maria is from Moldova.
5. Oxana is from Russia.
6. Pierre is from France.

He is ...

She is ...

**3** Can you answer these questions?

1. What are the parts of the UK?
2. What is the capital of the UK?
3. What languages do the people in Scotland speak?
4. Do the people in Wales speak only English?
5. What is the title of the Royal National Anthem?

**4** Can you match the questions to the answers?

1. On what holiday do children go on an egg hunt?
  2. When do children hang stockings by the fireplace?
  3. When do families show more love and respect for mothers?
  4. What holiday do we celebrate on 1 January?
- a. On Mother's Day.
  - b. New Year's Day.
  - c. On Easter Day.
  - d. On Christmas Eve.

### Written Assessment

**5** Can you write the names of the capitals?

1. The capital of Romania is \_\_\_\_\_.
2. The capital of Moldova is \_\_\_\_\_.
3. The capital of Italy is \_\_\_\_\_.
4. The capital of France is \_\_\_\_\_.
5. The capital of Russia is \_\_\_\_\_.
6. The capital of the UK is \_\_\_\_\_.
7. The capital of the the USA is \_\_\_\_\_.

**6 Can you use the correct form of the verbs?**

1. Mother \_\_\_\_\_ (*just/cook*) dinner.
2. Father \_\_\_\_\_ (*already/come*) home.
3. My sister and I \_\_\_\_\_ (*already/do*) our homework.
4. I \_\_\_\_\_ (*just/read*) an interesting story.
5. My sister \_\_\_\_\_ (*just/speak*) to her friend.
6. We \_\_\_\_\_ (*already/be*) to Washington.

**7 Can you ask five *Have you ever...* questions?**


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## My self-assessment chart

**Tick the skills that are true for you. If you need help, review the material in the lessons..**

**I can...**

- |   |          |
|---|----------|
| <input type="checkbox"/> say and write the names of some European languages               | Lesson 1 |
| <input type="checkbox"/> say and write the names of some European nationalities           | Lesson 1 |
| <input type="checkbox"/> say the names of some European capitals                          | Lesson 2 |
| <input type="checkbox"/> use the correct form of the Present Perfect                      | Lesson 2 |
| <input type="checkbox"/> talk about the UK  | Lesson 3 |
| <input type="checkbox"/> name the languages that people in the UK speak                   | Lesson 3 |
| <input type="checkbox"/> say and write the date in English                                | Lesson 4 |
| <input type="checkbox"/> compare how people celebrate Christmas in Moldova and in England | Lesson 5 |
| <input type="checkbox"/> talk about the most important holidays in England                | Lesson 5 |

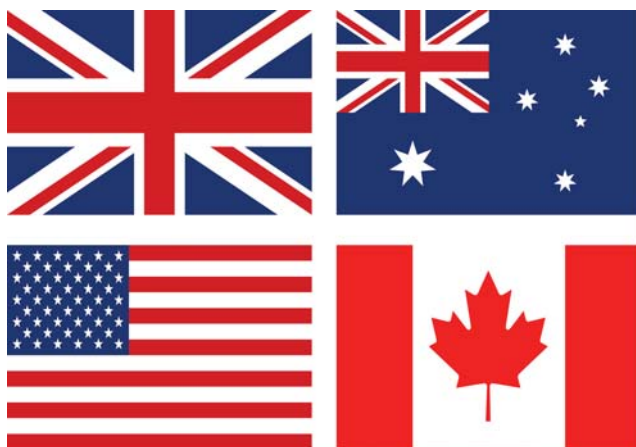
## ENGLISH SPEAKING COUNTRY

### Do you know that...

... As of 2019, English is one of the official languages of 35 countries worldwide. Some of these countries, except the UK and the USA, are Canada, Australia, and India.

- Create your English Speaking Country Picture Book/Poster.

### Stage 1. Plan



In groups, choose an English speaking country. Decide what information you want to include in your book/poster. Brainstorm for the following:

- ✓ The geographical situation
- ✓ The climate
- ✓ Facts from history
- ✓ Traditional holidays
- ✓ Popular sights/places to visit
- ✓ Traditional sports
- ✓ Famous people

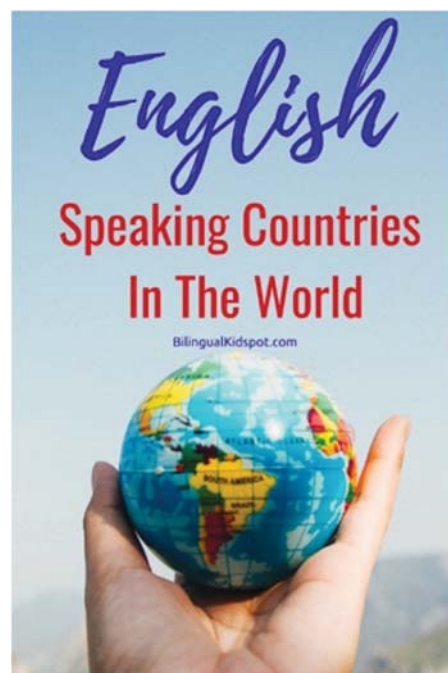
### Stage 2. Research

Collect information on the subjects you decided to include in your book/poster. You may visit the school library or use the internet. You may look for information in your geography and history textbooks.

### Stage 3. Share and Collaborate

Share your findings with members of your group. Select the information and discuss the design of your book/poster.

Listen to each other and respect every contribution.



## Stage 4. Create your Book/Poster

Include the information you have selected in your book/poster.  
Add photos and drawings to make it very attractive.



## Stage 5. Present

In your group, distribute roles and present what you have learned while working on the project.

## Stage 6. Evaluate

Discuss the book/poster presented by other groups.  
What elements are the most interesting?  
What elements surprised you?



- **Reflect on the questions:**
  - ▶ What was your contribution to the project?
  - ▶ What stage of the project did you like best? Why?
  - ▶ What was the most difficult?
  - ▶ Did you ask anyone for help? Why?
  - ▶ What did you learn to do as you worked in this project?



## ICEBREAKER

What are the summer months?  
What are the winter months?



## PRONUNCIATION GUIDE

*Stressed syllables*

January	June	August	October
February	July	September	November
April			December

## New

weather	frost	dry
cloud	clear	wet
fog	storm	wind



1 In pairs, find and read the sentences that rhyme. Arrange the lines and read the poem.

In **March** gentle snowdrops appear,

**January** is for winter games,

**October** leaves are red and gold,

**May** is a time for lively games,

**December** is for Christmas fun.

**June** begins the holidays,

**November** days have little sun,

**July** takes children to the beaches,

In **April** true spring is here,

**September** nights are often cold,

**August** brings delicious peaches,

**February** is for fairy tales,



2 Read the poem again and say what each month is for.



3 In pairs, ask and answer the questions.

Which is the shortest month?  
Which is the coldest month?  
Which is the hottest month?

Which is the merriest month?  
Which is the richest month?  
Which is the wettest month?



#### 4 Interview your deskmate about his/her favourite month.

Example: A: Which is your favourite month?

B: July.

A: Why do you like it?

B: It's hot and sunny and there are lots of vegetables, fruits and flowers.  
Besides, my birthday is in July.



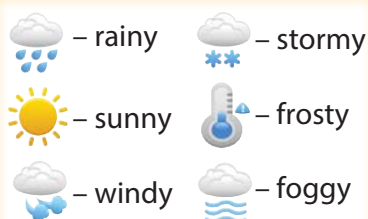
#### 5 Read the sentences and name the adjectives that describe weather.

1. A day with high temperature is a hot day.
2. A night with much snow falling is a snowy night.
3. A season with little rain is a dry season.
4. A day without clouds is a clear day.
5. A morning without fog is a clear morning.
6. A day without wind is a calm day.
7. A day with much frost is a frosty day.

**Remember!** rain – rainy  
snow – snowy  
wind – windy  
fog – foggy  
storm – stormy



#### 6 Listen and complete the sentences with the right adjectives.



1. A very cold day in winter is a \_\_\_\_\_ day.
2. A morning with a thick fog is a \_\_\_\_\_ morning.
3. A day with a lot of wind is a \_\_\_\_\_ day.
4. A day with much sun is a \_\_\_\_\_ day.
5. A season with much rain is a \_\_\_\_\_ season.
6. A night with strong winds and rain is a \_\_\_\_\_ night.

#### 7 Read the weather forecast. Identify the wrong word and correct it.



#### 8 In pairs, ask and answer questions about favourite activities on

- a) a rainy day;
- b) a warm sunny day;
- c) a stormy winter day;
- d) a fine clear Sunday in spring.

The weather tomorrow will be fine with a clear sky and a lot of sunshine. It will be hot and dry. In the morning, it will be a little windy and cloudy. It will snow in the afternoon. On the whole, we will have a fine summer day.



watch a movie  
play a board game  
play hide and seek  
have a dance party  
read a book  
play Charades  
walk in the park  
make a snowman  
plant a tree  
play tag



### WRITING

#### 9 Describe your favourite month.

My favourite month is ... because ...

## ICEBREAKER

When do cherries get ripe?  
 When do our fingers get brown with nuts?  
 When are nights the longest?  
 When do trees and flowers blossom?

1 Listen to the dialogue and say *True* or *False*.

1. Ben likes spring best.
2. Summer is too hot for Ben.
3. Ben was born in July.
4. Ben has two months of summer vacation.
5. Alice's favourite season is winter.

New

to change  
 to happen  
 to collect food  
 to ripe

bat  
 hibernation  
 sunglasses



## 2 Read the text and answer the questions.

**The Seasons of the Year**

In many places, the weather changes during the year. We name these changes seasons. Each season brings changes that are important for plants and animals.

In spring, the weather gets warmer and sunnier. Trees and plants start to grow. Many animals have their babies in spring.

Summer is usually the warmest and the sunniest time of the year. Fruits grow on trees and plants. Young animals grow bigger and stronger.

During autumn, the leaves change colour and fall from the trees. Some animals collect food before winter comes.

In winter, the weather is colder and in some places there is a lot of snow. Plants and trees stop growing. Some animals, like bats and bears, find places to hide and sleep. This is called hibernation.

1. Are the changes of seasons important?
2. When do many animals have babies?
3. What happens to young animals in summer?
4. What happens during autumn?
5. What animals hide and sleep in winter?

## Do you know that...

- When it is summer in the north, it is winter in the south.
- At the North and South Poles there are only two seasons.
- In tropical places near the Earth's equator, there are two seasons: a "wet" and a "dry" season.

### 3 Complete the sentences and name the seasons.

(1) The weather gets \_\_\_\_\_.  
The trees bring new \_\_\_\_\_.  
The birds start singing \_\_\_\_\_.

(2) A new school year \_\_\_\_\_.  
The birds \_\_\_\_\_ to the south.  
The days are getting \_\_\_\_\_.



(3) The \_\_\_\_\_ are very long.  
People \_\_\_\_\_ shorts and sunglasses.  
Children like to \_\_\_\_\_ in the river.

(4) The weather is very \_\_\_\_\_.  
White \_\_\_\_\_ covers the ground.  
Children love making \_\_\_\_\_.

### 4 Write the following season colours in the right columns. Compare your list with your deskmate's.

white, black, pink, green, blue, red, yellow, orange, grey, purple, golden, silver, violet.

Spring	Summer	Autumn	Winter
green	...	...	...

### 5 Read and learn the poem.

In winter time we go  
Walking in the fields of snow;  
Where there is no grass at all;  
Where the top of every wall,  
Every house and every tree

Is as white as white can be.  
And our mothers  
Always know  
By our footprints on the snow  
Where the children go.



### 6 Listen and make a list of adjectives. Compare your list with your deskmate's.



### 7 In pairs, talk about your favourite season.

#### GRAMMAR GUIDE

##### Wh-questions

**Who** loves making snowmen?  
Children **do**.

**Who** likes summer best?  
Nick **does**.

**What** stops growing in winter?  
Plants and trees **do**.

#### GRAMMAR

### 8 Choose *Who* or *What* to complete the questions.

- \_\_\_\_\_ falls to the ground in autumn?
- \_\_\_\_\_ gets ripe in summer?
- \_\_\_\_\_ collects food before winter comes?
- \_\_\_\_\_ wears shorts and sunglasses in summer?
- \_\_\_\_\_ likes to swim in the river in summer?
- \_\_\_\_\_ covers the ground in winter?
- \_\_\_\_\_ grows everywhere in summer?

#### WRITING

### 9 Write about your favourite season. Follow the tips.

- Write the name of your favourite season.
- Write two reasons why you like it.
- Write what you like doing in your favourite season.
- Write why it is the best season.

My favourite season is \_\_\_\_\_.  
First, I like \_\_\_\_\_ because \_\_\_\_\_.  
Next, \_\_\_\_\_ is \_\_\_\_\_. I like \_\_\_\_\_  
in \_\_\_\_\_. I can \_\_\_\_\_ and \_\_\_\_\_.  
Finally, \_\_\_\_\_ is the best season  
because \_\_\_\_\_.



*He that plants trees loves others besides himself.*

## ICEBREAKER

Read the saying of the lesson and comment on it.

## PRONUNCIATION GUIDE

/tjə/ nature, picture, adventure



- 1 Listen to the poem and read it.  
What else does nature include?

New

nature	to provide
earth	to litter
pollution	to turn off
waste	to recycle
reusable	

## NATURE

The sun and the moon,  
The stars in the sky,  
The forest, the jungle,  
The mountains so high,  
Rivers and lakes,  
Flowers and trees,  
It's our nature.  
Save it, please!



- 2 Read and say why it is necessary to protect nature.

## Let's All Work Hand-in-Hand for Mother Nature

**Teacher:** We are going to speak about nature today. How is nature important?

**Alex:** Nature gives us life. Nature provides us with the food we eat, the water we drink, and the air we breathe.

**Teacher:** I think we should talk about how to protect nature. People harm nature a lot. What can we do?

**Bob:** We must walk and bike more and use cars and buses less.

**Mike:** It is very important to stop littering the place where we live.

**Diana:** We also must use reusable shopping bags and water bottles.

**Tina:** Let's use water carefully. This means we should turn off the water while brushing the teeth and take shorter showers.

**Frank:** Pollution and cutting down trees are bad for animals and birds. Taking care of them is also necessary.

**Teacher:** Sure, it is. If people plant more trees and take care of all the plants, there will be more animals and birds. What about recycling?

**Gail:** I think we must recycle paper, electronics and other things.

**Teacher:** Thank you for your ideas. Later, we are going to work in groups and think of sets of rules that we should follow if we want to live happily in this world.



- 3 Look at the picture and answer the questions.

- Where is all this litter?
- Where did it come from?
- Who litters the waters and the land?
- Why is it bad for nature?





#### 4 In pairs, talk about why our earth is in danger.

Use the clues:

- |                               |                      |
|-------------------------------|----------------------|
| 1. litter everything around   | 4. cut down trees    |
| 2. be cruel to animals        | 5. waste water       |
| 3. use lots of plastic things | 6. waste electricity |



#### 5 Listen to a conversation. Say *True* or *False*.

1. Ben took his pet to the vet's.
2. Terry is the name of the vet.
3. Ben has a pet and his name is Terry.
4. Ben's vet needs more exercise.
5. Terry is an old dog.

Do you know that...

...On the 22nd of April, people all over the world celebrate Earth Day.



## GRAMMAR

#### 6 Father is telling his children what they *must* or *mustn't* do.

- |                                       |                                    |
|---------------------------------------|------------------------------------|
| 1. You _____ keep your place clean.   | 5. You _____ be cruel to animals.  |
| 2. You _____ litter your room.        | 6. You _____ feed birds in winter. |
| 3. You _____ plant trees and flowers. | 7. You _____ make birdhouses.      |
| 4. You _____ take care of animals.    | 8. You _____ play with fire.       |



#### 7 In groups, make up rules that can help save our nature. Present your rules to the class.

##### Rules for Saving Our Nature

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## GRAMMAR GUIDE

We **must** protect nature.  
 We **mustn't** make much noise.  
**Must** we plant more trees?  
 Yes, we **must**.

## WRITING

#### 8 On the eve of Earth Day, Tina wrote in her blog. Write the missing words and read the text.

**Tina's blog**
Home Website For Parents For Pupils Contact

PUPIL HOMEWORK

CLASS DISCUSSIONS

MULTI SCHOOL BLOGGING

Save Our \_\_\_\_\_

We should \_\_\_\_\_ our nature. People shouldn't \_\_\_\_\_ down too many trees. Animals and \_\_\_\_\_ lose their homes. We must \_\_\_\_\_ of animals and \_\_\_\_\_ new trees. If we \_\_\_\_\_ our nature we will save the world.

cut protect  
take care plant save  
Nature birds

## ICEBREAKER

Do you like animals? Why?  
Are the animals helpful?



## 1 Listen and answer the questions.

- Who loves riding his horse?
- Who keeps sheep on the farm?
- Who lives in a large village?
- Why do people keep cows?
- What animals give us warm wool?
- What animals are kind?

2 Speak about the animals you have at home.  
In what way do they help people?

New

bison  
deer  
fawn

squirrel  
hedgehog  
fur

wool  
curds  
butter

## PRONUNCIATION GUIDE

/ɜ:/ world, word, work, worker;

/ɜ:/ earth, heard, early, bird



## 3 Guess the riddles.

It's a baby animal.  
It's not small.  
It has long legs and very kind eyes.  
It has brown fur in summer that turns grey in winter.  
It eats leaves and young branches.  
It lives in the forest. What is it?



It's a small animal.  
It has a long thick tail.  
Its fur is red or grey.  
It lives in trees.  
It likes nuts. What is it?



## 4 In pairs, divide the animals you know into two groups.

Domestic animals

Wild animals

## 5 Match the animals in the pictures with their descriptions.



- It lives on the farm. It is a strong and kind animal. People love riding it.
- It is a very big animal of the cow family. It is the animal symbol of Moldova.
- It is a wild animal with a long thick tail that likes hunting chickens.
- It is a wild animal that looks like a dog and hunts in groups.
- It is a large wild animal with brown fur.



## 6 Read the dialogue and say what Mike has learned about the European bison.

Mike: Tina, are there any forests in Moldova?

Tina: Yes. The natural reservation *Pădurea Domnească* is my favourite. It's a beautiful place full of big and very old trees.

Mike: What else do you have there?

Tina: The most interesting is the European Bison.

Mike: I have read about it. It's a large wild animal of the cow family. It is strong and very fast. There are two types of bison, the North American and the European.

Tina: The European bison is the biggest animal in Europe. It can be between 600 kg and 1200 kg.

Mike: It is really big. What does it eat?

Tina: It is a grass-eating animal. All European bison live only in reservations.

Mike: Are there many European bison in the reservation *Padurea Domnească*?

Tina: There were many of them three centuries ago. Then they disappeared. Now there are only seven bison in the reservation.

Mike: You should protect them.



## Remember!

100 – one hundred

1000 – one thousand

234 – two hundred **and** thirty-four

1200 – one thousand two hundred

3540 – three thousand five hundred **and** forty

## GRAMMAR

### 7 Write the questions to the answers.

- Where \_\_\_\_\_? All European bison live in reservations.
- What \_\_\_\_\_? It eats grass.
- How many \_\_\_\_\_? There are only seven European bison in Moldova.
- What \_\_\_\_\_? It is big and strong.
- Why \_\_\_\_\_? We should protect the bison because they are very few.

## Remember!

sheep – sheep  
deer – deer  
bison – bison  
fox – foxes  
wolf – wolves

### 8 Correct the mistakes in the following sentences.

- There are few wolfs and foxis in the forests of Moldova.
- How many sheeps and cows do you have on your farm?
- The old man saw some deers in the forest.
- There are only seven European bisons in Padurea Domnească.

## Do you know that...

...The European Bison has been the national animal symbol of our country since old times. It is on the coat-of-arms of Moldova.



## WRITING



9 Watch and listen to David speaking about his favourite animal. Make a list of adjectives he uses to describe it.

10 Write about your favourite animal.



## ICEBREAKER

Have you ever got a pet for your birthday?



- 1 Watch a movie and find out why kids love animals.

New

companion	spot	neck
cartoon	memorable	to arrange
tag	ribbon	



- 2 Match the words to their definitions.

1. companion
2. memorable
3. cartoon character
4. tag
5. spot

- a. special or unusual, and easy to remember;
- b. an amusing drawing;
- c. a big dot that has a different colour;
- d. a small piece of plastic;
- e. a person or an animal that spends a lot of time with you.



- 3 Read about Tom's birthday party. Add a title.



I turned eleven last month and I had a great birthday party. My mother and my sister decorated the living room with colourful balloons and ribbons. My father prepared some interesting games for us to play. My friends brought presents and wished me "Happy Birthday!" We played games, listened to music and had a lot of fun. Suddenly, the door opened and, well, I could not believe my eyes. My favourite cartoon character came in with a cake.

The next surprise was even greater. By the window, I saw a puppy with a tag on his neck with the words "Happy Birthday, dear!" It was white with black spots, so I named him Spotty. It was my parents' special present for me. I was super excited. It was the best day of my life.





#### 4 In pairs, ask and answer questions about Tom's birthday.

1. Which was Tom's best birthday?
2. What did his parents do?
3. Who brought the birthday cake in?
4. What did Tom see by the window?
5. Why was his birthday memorable?
6. What did Tom call his dog?

### PRONUNCIATION GUIDE

/ɜ:/ birthday, dirty, fur, turn,  
turkey, curly, Thursday

#### Learn the rhyme.

Mary Middling had a pig,  
Not very little and not very big,  
Not very pink, not very green,  
Not very dirty, not very clean,  
Not very good, not very bad,  
Not very thin, not very fat,  
Would you like a pig like that?



#### 5 Listen to the dialogue and speak about Mike's pet. Role-play the dialogue.

*Tina:* Do you have a pet, Mike?  
*Mike:* Yes, my pet is a dog. It is two years old.  
*Tina:* What is his name?  
*Mike:* I call him Tommy.  
*Tina:* Where do you have him from?  
*Mike:* It's my parents' birthday gift.  
*Tina:* Why is it so special for you?  
*Mike:* He is very clever and friendly. He loves all the family members and is very helpful.  
*Tina:* Who takes care of him?  
*Mike:* I do. I feed, brush, bathe and walk him every day.  
*Tina:* How nice of you. You are a real pet lover.



#### 6 In pairs, talk about your pets.



#### 7 In groups, read the poster and discuss what you can do to protect animals.

### Do you know that...

...The 4th of October is World Animal Day. On this day, the animal lovers remind the people that a lot of animals are in danger. Their motto is "Make the world a better place for animals." There are youth organizations and children's clubs that try to help animals.



### GRAMMAR

#### 8 Complete Silvia's Email using the correct verbs.

New Message

To:

Dear Tina,

I am writing to tell you about my new cat.

A month ago, I \_\_\_\_\_ a cat in the street. It \_\_\_\_\_ dirty and it looked very hungry and unhappy. I \_\_\_\_\_ it home and \_\_\_\_\_ it some milk. Then, Maria and I \_\_\_\_\_ and \_\_\_\_\_ it. When our parents \_\_\_\_\_ home, they \_\_\_\_\_ very surprised. They \_\_\_\_\_ the cat very much. We \_\_\_\_\_ it Ticky. It has become a member of our family.

Love,

Silvia

Send

were, washed,  
was, brushed,  
called, came,  
took, saw,  
gave, liked

### WRITING

#### 9 Write why you think Silvia is an animal lover.

## ICEBREAKER



Do you like parks? Why?

Do you like reading in the park? Why?

New

bench	swing	to dispose of rubbish
lake	safe	to touch
pond	to get away	

## 1 In pairs, make questions and answer them.

- How/ be the park?
- What animals/ in the park?
- What / Mike and his friends do?
- Where in the park/ they sit?
- Why/ they go to the Wi-Fi area?



## PRONUNCIATION GUIDE

## Silent letters

'k' knee, know,  
knife, knock.



## 2 Read and say why Mike likes the park near his school.

I like the park near our school. Yesterday my friends and I went there. It is a small beautiful park where you can get away from the noise of the city. There are different trees and plants, and a large sport field for us to play. The park is a friendly space for squirrels, hedgehogs and birds.

We played, ran and listened to the birds' songs. Then we got tired and we sat on the grass. There is a free Wi-Fi area in the park and we could listen to Audio Story, our favourite audio programme. We are fond of reading, but sometimes we like to listen to an audio story. Yesterday's story was Aesop's fable *The Lion and the Mouse*.



## 3 Listen to the sentences and disagree.



## 4 Read and learn about some parks in London. Find the right caption for each picture.

There are 3.000 parks in London. The largest one is **Richmond Park**. There you can see lots of free deer.

**Hyde Park** is huge too. It has more than 4.000 trees, a lake, horse rides and beautiful rose gardens.

**Victoria Park** or "Vicky Park" is famous for its canals and ponds with lots of beautiful swans.

**Regent's Park** has a boating lake, playgrounds and the largest sports area in London. It is also the only place where about 30-40 hedgehogs live, the largest population of hedgehogs in London.

**Kensington Gardens** is a beautiful royal park where you can see beautiful flowers, green grass for picnics, and the Peter Pan Statue.



A



B



C



D



E

## 5 Disagree with the following:

*Example:* A: There are very few parks in London.

B: I'm afraid you are wrong. There are three thousand parks in London.

1. There are few birds and animals in London Parks.
2. There are free European bison in Richmond Park.
3. You cannot ride a horse in Hyde Park.
4. People cannot do sport in London parks.
5. You cannot go boating in Regent's Park.
6. Victoria Park is the biggest in London.



## 6 In pairs, ask and answer questions about the park in your town/village.

1. How big is the park?
2. Where is it situated?
3. How many trees are there?
4. Are there any benches?
5. Is there a playground with swings?
6. Are there any animals in the park?
7. How often do you go to the park?
8. What do you like doing there?

## 7 Here are some rules of behaviour in public parks. Read and match.

**Watch but don't touch!**

**Leave No Trace!**

**Be as quiet as possible!**

**No feeding!**

1. You should dispose of your rubbish properly.
2. You should be respectful of your surroundings.
3. You should watch the animals and birds from a safe distance.
4. You should keep your phones at low volume.
5. You should not come too close to animals and birds.
6. You should not shout in the park.
7. You should not feed the animals and birds.
8. You should not cut flowers or branches.



## 8 In groups, design a plan for your community park. Display your design in class. Speak about your park and rules of behaviour in it.



### GRAMMAR GUIDE

We **should** respect each other.  
You **shouldn't** shout.

Your park should include the following:

- ✓ two playgrounds for children;
- ✓ a football field;
- ✓ an area for cycling;
- ✓ benches;
- ✓ bathrooms.

## WRITING

### 9 Write several reasons why every town/village should have a park.

I think every town/village should have a park.  
First, \_\_\_\_\_. Next, \_\_\_\_\_.  
Finally, \_\_\_\_\_.  
This is why parks are really good for everyone.



## Unit Four

# TEST YOUR SKILLS

### Oral Assessment

**1** Can you say what people should and shouldn't do to protect nature?

People should ...  
They shouldn't ...

**2** Can you describe your favourite animal/pet?

### Written Assessment

**3** Can you circle the correct word?

1. This summer has been very rain/rainy.
2. The sun/sunny shines brightly very often in summer.
3. I feel good when it is a little wind/windy/ on hot summer days.
4. When it is very hot, I dream of frost/frosty days.
5. This year, some people in Australia saw snow/snowy for the first time in their life.

**4** Can you fill in *Who* or *What*?

1. \_\_\_\_\_ is it? Is it a game?
2. \_\_\_\_\_ wears this coat?
3. \_\_\_\_\_ is that girl? I don't know her.
4. \_\_\_\_\_ is her name?
5. \_\_\_\_\_ speaks English in your family?
6. \_\_\_\_\_ have you got in your bag? It is so heavy.
7. \_\_\_\_\_ flies in the air?

**5** Can you make the plural forms of the nouns in brackets?

1. What is there in those \_\_\_\_\_ (box)?
2. There are two young \_\_\_\_\_ (fox) there.
3. We have few \_\_\_\_\_ (sheep).
4. They saw some \_\_\_\_\_ (deer) in the forest yesterday.
5. Here is a picture of two \_\_\_\_\_ (wolf).
6. I like these two \_\_\_\_\_ (bison).

## 6 Can you circle *True* or *False*?

- |  |      |       |
|--|------|-------|
| 1. There are 5000 parks in London.       | True | False |
| 2. There are flowers in most parks.      | True | False |
| 3. You cannot ride a horse in a park.    | True | False |
| 4. People may have picnics in a park.    | True | False |
| 5. In some parks, you can see free deer. | True | False |
| 6. The Peter Pan Statue is in Hyde Park. | True | False |

## My self-assessment chart

Tick the skills that are true for you. If you need help, review the material in the lessons..

### I can...

- |  |          |
|--|----------|
| <input type="checkbox"/> talk about the weather                        | Lesson 1 |
| <input type="checkbox"/> form adjectives from nouns                    | Lesson 1 |
| <input type="checkbox"/> ask questions with <i>Who</i> and <i>What</i> | Lesson 2 |
| <input type="checkbox"/> discuss the rules that can save our nature    | Lesson 3 |
| <input type="checkbox"/> describe animals and their problems           | Lesson 4 |
| <input type="checkbox"/> use correct plural forms of irregular nouns   | Lesson 4 |
| <input type="checkbox"/> entitle texts                                 | Lesson 5 |
| <input type="checkbox"/> talk about the World Animal day               | Lesson 6 |
| <input type="checkbox"/> find the necessary information in the text    | Lesson 6 |
| <input type="checkbox"/> talk about parks                              | Lesson 6 |

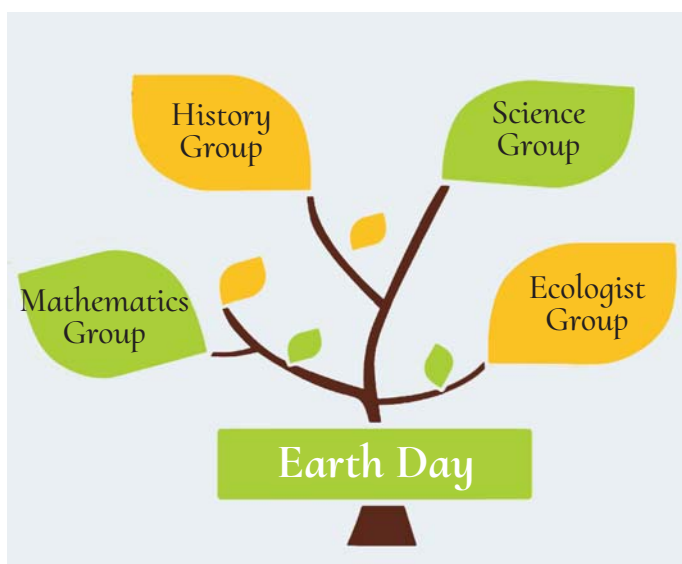
# CELEBRATE EARTH DAY IN YOUR COMMUNITY

## Do you know that...

...Every year on 22 April, Earth Day is celebrated around the world in over 192 countries. Over a billion people take part in activities to make the world a healthier place. They organize conferences and street marches, art displays and community clean-ups.



## Stage 1. Plan



Form groups according to your individual interest to carry research about Earth Day. You may choose to join.

- The History group: read about the history of the holiday, when and where it started, how many people celebrated first, etc. Prepare a *Do you know that* poster.
- The Science group: read about rare plants, animals and birds in Moldova. Prepare a leaflet with brief information about them. Add pictures.
- The Mathematics group: read about how much waste people produce in different countries and how much time it takes for different types of waste to decompose. You may calculate how long it will take to make the Earth clean again if we learn to recycle.
- The Ecologist group: decide what problem your community has: polluted river or lake, no special place to collect litter, people use too much plastic, etc. Describe the problem to the class. Suggest one or two solutions to the problem.



## Stage 2. Research

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Collect information on the subjects you decided to include in your Poster/Leaflet. You may visit the school library or use the internet. The following site from National Geographic Kids may be useful. You may look for information in your geography and history textbooks.

## Stage 3. Share and Collaborate

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Make new groups where there will be at least one member of the History, Science, Mathematics and Ecologist groups. Share your findings with members of the new group. Select the information and design an *Informative Note*. Include three or four actions about how to protect our Earth and its resources.



## Stage 4. Create your Earth Day Programme.

---

Brainstorm and propose activities to celebrate Earth Day in your school. You may organize a display of the leaflets and the *Informative Notes* that you have created. You may include in your programme a school/ neighbourhood clean-up day.

## Stage 5. Celebrate Earth Day

---

## Stage 6. Evaluate

---

Discuss how you celebrated Earth Day in your school. What event of the programme was the most interesting/useful?

What did you enjoy most?

### ● Reflect on the questions:

- ▶ What was your contribution to the project?
- ▶ What stage of the project did you like best? Why?
- ▶ What was most difficult?
- ▶ Did you ask anyone for help? Why?
- ▶ What did you learn to do as you worked in this project?



## ICEBREAKER

Where do your grandparents live?  
How often do you visit them?

New

crocus	rose	gooseberry
daffodil	tulip	orchard
lilac	currant	gardening



## 1 Match the words and their definitions.



currant  
daffodil  
gardening  
gooseberry  
orchard

- a land where fruit trees grow
- a small green berry that grows on a bush
- a yellow flower that blooms in spring
- a small black berry that grows on a bush
- working in a garden where flowers and vegetables grow



## 2 Read and say why Mike and his cousins enjoy staying at their grandparents'.



My grandparents' names are Ben and Liz. They live on a farm. I spend part of my summer vacation with them. My two cousins also come there.

Our grandparents' house is small, but they have a very beautiful garden and a large orchard.

My grandmother is fond of gardening. She grows vegetables and flowers in her garden. Her flowers are very special. In spring, there are yellow daffodils, blue crocuses, colourful tulips and lilac. In summer, there are white, red and pink roses. They bloom until late autumn.

My grandfather takes care of the orchard. Apple, cherry, plum, apricot and nut trees grow there. The fruits are delicious. There are also strawberries, gooseberries and currants. Grandma often makes delicious fruit cakes and pies for us. My cousins and I love our grandparents' place.



## 3 In pairs, ask and answer questions about Mike's grandparents.

1. What are Mike's grandparents' names?
2. Where do they live?
3. Who likes gardening?
4. What flowers does Mike's grandma grow?
5. Does she have any autumn flowers?
6. Who is responsible for the orchard?

## PRONUNCIATION GUIDE

**Learn the rhyme. Role-play it.**

Who made the pie?	I did.
Who stole the pie?	He did.
Who found the pie?	She did.
Who ate the pie?	You did.
Who cried for pie?	We all did.



4 In groups, make two lists of what your grandparents grow in their gardens.

Flowers	Fruit trees
...	...



5 Listen to the conversation between Mike and his friend Ted. Read and correct the sentences.

1. Mike and Ted are speaking about school.
2. Mike doesn't have any friends.
3. Mike's grandfather built a tree house for his sons.
4. Mike and his cousins like the tree house because they have internet there.
5. They always sleep in the tree house.
6. There is a forest and a river near the village.



## GRAMMAR

6 Complete with *some* or *any*.

1. Ann has bought \_\_\_\_\_ strawberries, but she hasn't bought \_\_\_\_\_ currants.
2. Grandma has made \_\_\_\_\_ cherry pies, but she hasn't made \_\_\_\_\_ plum pies.
3. Grandpa hasn't planted \_\_\_\_\_ new trees this year.
4. He planted \_\_\_\_\_ nut trees five years ago.
5. Is there \_\_\_\_\_ ice cream in the fridge?
6. There are \_\_\_\_\_ tulips in my garden, but there aren't \_\_\_\_\_ daffodils.

### Remember!

He grows **some** cucumbers and tomatoes.  
Does he grow **any** carrots?  
He doesn't grow **any** cabbage.

7 Look at the pictures. Complete the questions with *What*, *Where*, *When*, *How* or *Why*.



1. \_\_\_\_\_ is grandma holding in her hands?
2. \_\_\_\_\_ are the children happy?



3. \_\_\_\_\_ many children are riding their bikes?
4. \_\_\_\_\_ are they?



5. \_\_\_\_\_ are the father and his son?
6. \_\_\_\_\_ animals do they have?

## WRITING

8 Complete Mike's diary with the words from the box.

I am at my grandparents' \_\_\_\_\_. My cousins and I like the \_\_\_\_\_.  
\_\_\_\_\_ built it for us. You can see beautiful \_\_\_\_\_ from it.

In the morning, we have tea with \_\_\_\_\_ jam. In the evening, we go  
\_\_\_\_\_ and swimming.

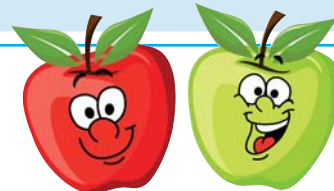
We also help on the \_\_\_\_\_. I like feeding the \_\_\_\_\_. My cousins help  
my grandma in the \_\_\_\_\_.

farm, sights,  
fishing, place,  
tree house,  
currant, garden,  
grandfather,  
cows

9 Describe your grandparents' garden.

Write about the flowers, the vegetables and the fruits in your grandparents' garden.

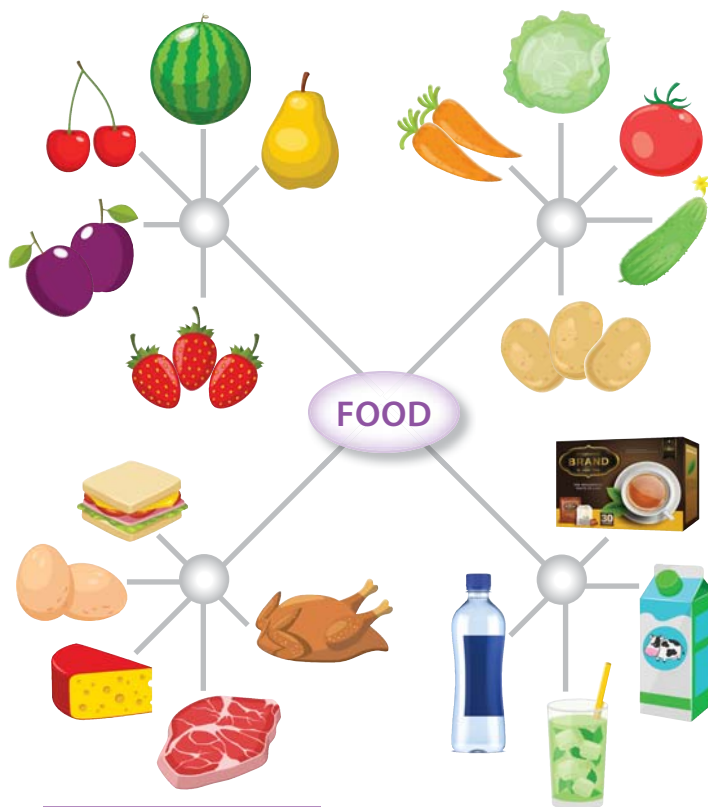
*An apple a day keeps the doctor away.*



## ICEBREAKER

Read the proverb of the lesson and say what it means.

- 1 Study the spidergram and say what you like/don't like.



## PRONUNCIATION GUIDE

### Learn the poem.

Fruit is good for your eyes,  
Fruit is good for your skin,  
Fruit is good for your hair and nails,  
Fruit is win, win, win!

Fruit is good for energy,  
Fruit is good for joy,  
Fruit will help you be your best,  
Whether girl or boy.

### New

energy  
diet  
minerals  
proteins

vitamins  
fizzy  
junk food  
rice

## Do you know that...

...School children who eat breakfast may do better in school.

By eating breakfast, you can increase your memory and be active during the school day.



- 2 In groups, look at the picture and name the healthy and the junk foods. Compare the menus and choose the one you prefer. Explain your choice.







**3** In groups, make your menu for a healthy lunch. Present it to the class.



**4** Listen to the text and complete the sentences.

1. Hot dogs are \_\_\_\_\_ food.
2. I never use \_\_\_\_\_ drinks.
3. This \_\_\_\_\_ is not good for you.
4. Strong people have a lot of \_\_\_\_\_.
5. We should eat food with \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
6. Healthy food gives \_\_\_\_\_.



**5** Can you finish the sentences using antonyms?

Healthy food makes you strong.	Junk food makes you ...
Healthy food makes you fast.	Junk food makes you ...
Healthy food makes you happy.	Junk food makes you ...
Healthy food makes you positive.	Junk food makes you ...



**6** Read the dialogues and role-play them.



**At home:**

*Mrs Smith:* John, I'm going to make a cake. Could you help me?

*John:* Yes, Mum. What shall I do?

*Mrs Smith:* Please, buy some butter, milk and flour.

*John:* How much butter and milk do you need?

*Mrs Smith:* A packet of butter and a carton of milk.

*John:* How much flour shall I buy?

*Mrs Smith:* Just one kilo, please. Here is the money.

*John:* Okey, Mum. Can I buy a bottle of fizzy water?

*Mrs Smith:* I'm afraid not, but you can buy some fruits.

**At the shop:**

*Shop assistant:* Hello. What can I do for you?

*John:* I need a packet of butter, a carton of milk and a kilo of flour.

*Shop assistant:* Do you need anything else?

*John:* Yes. Do you have any cherries?

*Shop assistant:* Yes. We have white and red cherries.

*John:* Give me a kilo of red cherries.

*Shop assistant:* Will that be all?

*John:* Yes. Here is the money.

*Shop assistant:* And here is your receipt. Have a nice day. See you soon.

*John:* Thank you. Goodbye.



**7** In pairs, make your own shopping dialogues.

**GRAMMAR**

**8** Fill in with the right form of the pronouns.

\_\_\_\_\_ love our granny very much. My brother and \_\_\_\_\_ often visit \_\_\_\_\_. \_\_\_\_\_ always has something nice for \_\_\_\_\_. My brother likes pizza and hot dogs, but she usually cooks healthy food for \_\_\_\_\_ and \_\_\_\_\_. We like \_\_\_\_\_ because we know it is good for us. Our granny is the best in the world.

**GRAMMAR GUIDE**

**Personal Pronouns**

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

**WRITING**

**9** Write about what you usually have for lunch.



*Early to bed and early to rise makes a man healthy, wealthy and wise.*

### ICEBREAKER

Read the proverb and say what it means.  
Do you agree to this proverb?  
Why Yes/No?

New

hard  
habit

to break  
to exercise  
to move

1 Look at the poster. There are four numbers (5, 2, 1, 0) on it. What do they mean?



2 Listen and match.

0

1

2

5

- Getting at least one hour of physical exercise every day.
- Eating five fruits and vegetables a day.
- Drinking water instead of fizzy drinks.
- Limiting the time you spend with the TV, computer and phone to two hours a day.

3 Learn the poem.

Every morning when the sun  
Comes smiling up on everyone,  
It's lots of fun  
To say good morning to the sun.  
Good morning, Sun.

Every evening after play  
When the sunshine goes away,  
It's nice to say  
Thank you for this happy day,  
This happy day!



4 Read and say if you agree to follow the Walkers. Why Yes/No?



### Pete Walker's Blog

HOME

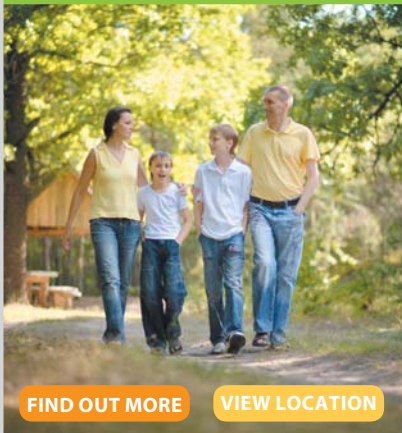
ABOUT US

FEATURES

GALLERY

CONTACT

## WE DID IT TOGETHER



FIND OUT MORE

VIEW LOCATION

Hello,

My brother, my mum, my dad and I often talked about good habits, but did not do anything. One day, father said: "It is hard to break habits. Let's build healthy ones and when we build them, it will be easy to keep them. So, it will be easy for us to say *No* to bad habits." We agreed and our life changed. We started to move a lot and sit less. We started to play and exercise a lot. Now we usually walk, hike or bike. We are positive and we all feel good. Follow us!



## 5 Choose the correct variant and read the sentences.

1. A rich man is *wise/wealthy*.
2. People like to talk to my grandfather because he is *wealthy/wise*.
3. I think it is *easy/hard* to learn to swim.
4. Going to bed late is a bad *habit/rule*.
5. Pupils shouldn't *respect/break* the school rules.
6. She is a little fat. She should *exercise/sleep* more.
7. He is too talkative. He should speak *less/more*.
8. Don't sit during the breaks. *Move/Run* around.



## 6 In pairs, ask and answer questions about healthy habits.

*Examples:* Do you always go to school by bus?  
No, I usually walk to school./Yes, I do.  
Do you go to bed after 11 o'clock?  
Yes, sometimes./No, I don't.



## 7 Listen to what Tony, Jill, Mary and Philip say and correct the sentences.

1. We should spend more time indoors.
2. Sport helps us to eat much.
3. It is good to go to bed late.
4. Drinking water doesn't help our health.
5. Having breakfast every day is not so important.



## 8 In groups, make rules that you should follow to be healthy. Report to the class.

### Rules for Healthy Life

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## GRAMMAR

### 9 Make sentences.

*Examples:* we/walk/the park/usually  
We usually walk in the park.

- we/walk/forest/yesterday
- they/play football/sometimes
- they/play basketball/last Sunday

### Remember!

We play+ sometimes/every day/ usually  
We played + yesterday/last week/last Sunday

- she/exercise/a lot/every day
- she/not exercise/much/last month

### 10 Use the right adverbs to complete the sentences.

1. We eat fruits \_\_\_\_\_.
2. They \_\_\_\_\_ go to bed at 10 o'clock.
3. My friends and I played football \_\_\_\_\_.
4. We went on an excursion \_\_\_\_\_ Sunday.

## WRITING

### 11 Write about healthy habits in your family.

#### Tips for writing

To order ideas use: First, we... Second, we... Also, we...

## ICEBREAKER

Look at the pictures and say what personal hygiene is?  
Is personal hygiene important? Why?



New

germ  
cleanliness  
nail  
skin

contact  
to smell  
to include  
fresh



**1 Read the poem. Make a list of healthy habits.**

## HEALTHY HABITS PLEDGE

I pledge to stay healthy and clean  
through exercise and good hygiene.  
I will eat balanced meals every day  
to have more energy to learn and to play.

Every night I will get a good rest  
to be more ready to do my best.  
If I work hard to be healthy and strong,  
I'll be happy my whole life long.



**2 Personal hygiene is an important life skill. Listen to some tips for good personal hygiene and answer the questions.**

1. How often should you wash your hands?
2. How often should you wash your face?
3. How often should you wash your hair?
4. Should you brush your teeth in the morning?
5. What should you regularly do to your hair?
6. What should you do to your nails?
7. When should people visit the doctor?

**3 Listen again and agree or disagree.**

*Example:* I don't agree that we should brush our teeth twice a day.  
I brush my teeth after each meal.



#### 4 Read the text and say what hygiene is.

Every day, you come into contact with millions of outside germs. They are very bad for your health and you should fight them. Personal hygiene will help you a lot as it is taking care of you. Keeping your body clean is as important to good health as food, exercise and sleep. Hygiene means cleanliness, feeling fresh and feeling good about your body. It includes bathing, washing your hands, brushing your teeth, taking care of your nails and cleaning everything around. Good personal hygiene keeps bad germs away from your skin, hair and teeth. It helps you be healthy and look, feel and smell great.

#### 5 Correct the sentences.

- There are not many germs around us.
- Personal hygiene is taking care of germs.
- Hygiene* is an antonym of *cleanliness*.
- Hygiene means being strong.
- To smell great* means *to smell bad*.
- Food, exercise and sleep are not important to health.



#### 6 In the text,

find the antonyms of:

go dirty unimportant night little good inside



#### 7 In groups, talk about what personal hygiene includes. Report to the class.

Example: Personal hygiene includes washing my face and hands.

#### 8 Look at the things you need for your personal hygiene. Make up sentences with the new words and write them in your exercise books.



#### 9 In pairs, ask and answer questions.

Example: A: Why do we need nail scissors?  
B: To **trim** the nails.

Do you know that...

...If you cough or sneeze you must cover your mouth with your elbow pit.

#### WRITING

#### 10 Create a poster about your personal hygiene habits. Write a caption for each picture.





## ICEBREAKER

How are you feeling now?  
How often do you go to the doctor's?  
When did you last go to see the doctor? Why?

New

at the doctor's  
prescriptionache  
stomachback  
feverget the flu  
chemist's

fluids



- 1 Look at the children in the pictures.  
Listen and correct the sentences you hear.

Example: Henry doesn't have a toothache. He has a sore throat.



Paul



Hannah



Charles



Nina



Henry



Helen

## Remember!

head + ache = headache  
back + ache = backache  
tooth + paste = toothpaste  
hair + brush = hairbrush



- 2 In pairs, ask and answer questions.

Examples: A: Do you sometimes have a headache?  
B: Yes, I do. / No, I don't.  
A: Have you ever had a toothache?  
B: Yes, I have. / No, I haven't.



- 3 Read the dialogues and say why the children went to see their doctors. Then, correct the false statements.

A

Doctor: Good morning! How can I help you?

Nick: I have a toothache.

Doctor: Open your mouth and say "Ahhhh".

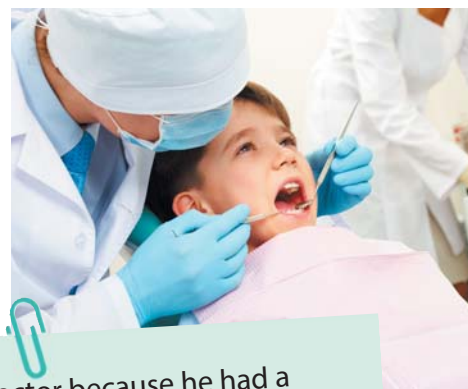
Nick: Ahhh...

Doctor: You have a bad tooth. Do you brush your teeth regularly?

Nick: I usually do, but sometimes I forget to do it.

Doctor: Don't eat too many sweets and brush your teeth after each meal.

Nick: Thank you, doctor.



1. Nick went to see the doctor because he had a stomachache.
2. Nick brushes his teeth regularly.
3. The doctor tells him he should eat more sweets.
4. Nick should brush his hair after each meal.

- B** *Doctor:* Good morning. What's the problem?  
*Nina:* I've got a sore throat and a bad cough.  
*Doctor:* When did all this start?  
*Nina:* Four days ago. And I feel tired too.  
*Doctor:* You've, probably, got the flu. Here's the prescription. Take it to the chemist's. You should get lots of rest and you must drink lots of fluids. And you mustn't go to school.  
*Nina:* Thank you, doctor.  
*Doctor:* If you don't feel better in some days, let your mother give me a phone call.



**4 Watch, listen and speak about Peppa's health problem.**

**5 Learn the poem.**

Doctor, doctor, come and see  
 Is there anything wrong with me?  
 Cough or cold – do check again  
 For I have to run and play.

**6 Arrange the sentences to make up a dialogue. Role-play it.**

- |   |  |
|---|--|
| ___ <i>Doctor:</i> When did this start?                   | ___ <i>Paul:</i> Two weeks ago.                      |
| ___ <i>Paul:</i> Usually at 11:30.                        | ___ <i>Doctor:</i> When do you go to bed?            |
| ___ <i>1 Doctor:</i> What's the problem?                  | ___ <i>Doctor:</i> Do you walk a lot?                |
| ___ <i>Paul:</i> No, I don't have time for this.          | ___ <i>Doctor:</i> You must go to bed at 10 o'clock. |
| ___ <i>Paul:</i> Thank you, doctor.                       | You must eat regularly and spend                     |
| ___ <i>Paul:</i> I have a headache and I feel very tired. | a lot of time outside.                               |

**7 Match and make compound nouns.**

ear play home class birth bath back grand

work ground pack ache parents room day mate

**WRITING**

**8 Order the sentences and read about Tina's visit to the doctor's.**

- \_\_\_ I had a headache and a sore throat.
- \_\_\_ In the morning I felt very sick.
- \_\_\_ I went to the doctor's and he gave me a prescription.
- \_\_\_ I took the medicine, drank a lot of fluids and soon I felt good again.
- \_\_\_ I had an earache and I coughed all the time.
- \_\_\_ I felt terrible. I couldn't go to school.

**9 Write about your last visit to the doctor's.**



1. Nina has got an earache.
2. It all started a week ago.
3. She feels very energetic.
4. Nina may go to school.
5. She should walk in the park.
6. She should eat a lot.

*A healthy mind in a healthy body.*

## ICEBREAKER

Read the proverb of the lesson and say what it means.

## 1 Answer the questions.

Why do people do sports?  
What sports do you know?  
What is your favourite sport?

New

indoor

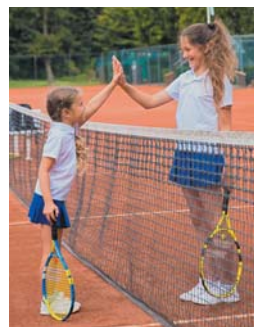
outdoor

keep fit



## 2 Listen to what Stacy, Sylvester and Nick say about sports. What sports do they practise?

A cheerful mind  
Has always been  
A perfect guide  
To a healthy body.

3 Fill in with the right form of *play*, *go* or *do*.

1. I often \_\_\_\_\_ volleyball .
2. My sister never \_\_\_\_\_ fishing.
3. We haven't \_\_\_\_\_ baseball yet.
4. My brother \_\_\_\_\_ karate every day.
5. My father \_\_\_\_\_ cycling when he was at school.
6. Tina and her friends \_\_\_\_\_ aerobics after classes.
7. Mike \_\_\_\_\_ chess with his father in the evening.



## 4 Read the dialogue and answer the questions.

*Tina:* Hello, Mike. Where are you going?

*Mike:* Hi. I'm going to the tennis club.

*Tina:* Tennis is your favourite sport, isn't it?

*Mike:* Yes, it is. I like playing tennis a lot. My father took me to the club when I was six. I think that tennis is a great way to have some fun, make new friends and keep me fit.

*Tina:* That's cool. How often do you go to the club?

*Mike:* Four times a week. I like it because it is an outdoor sport.

*Tina:* And it's relaxing, isn't it?

*Mike:* Absolutely. What sports do you like?

*Tina:* Every morning, I go skateboarding together with my pet, who's running after me. It's tons of fun!

*Mike:* That's really funny. Sorry, I have to go now. Goodbye.

*Tina:* Bye.

Remember!

PLAY

handball, baseball,  
basketball

GO

jogging, boating,  
swimming

DO

sports, aerobics,  
judo, karate

1. Who likes tennis?
2. What does Mike say about tennis?
3. Who is a very active person?
4. How many times a week does Mike play tennis?
5. What does Tina enjoy doing?
6. What does Tina do every morning?
7. Whose pet likes running?
8. What does "tons of fun" mean?

### Do you know that...

- Sports play an important role in the life of British people. Many of the world's famous sports began in Britain, including cricket, football, lawn tennis, and golf.
- England's national sport is cricket although to many people football is the popular sport. Some of England's football teams are world famous, the most famous are Manchester United, Arsenal and Liverpool.



**5** In groups, write a *Do you know that...* poster about popular sports in Moldova.

**6** Find the words that make up the following compound nouns.

skateboard  
whiteboard  
earache  
backyard

handball  
snowman  
raincoat  
watermelon

basketball  
sunglasses  
toothbrush  
eggplant

## GRAMMAR



**7** In pairs, add question tags and respond to them.

1. Baseball is a very popular sport in the USA, \_\_\_\_\_?
2. She is a good team player, \_\_\_\_\_?
3. They are fond of volleyball, \_\_\_\_\_?
4. Chess is an indoor game, \_\_\_\_\_?
5. Football and baseball are outdoor games, \_\_\_\_\_?
6. He is good at hockey, \_\_\_\_\_?
7. Fishing and cycling are outdoor sports, \_\_\_\_\_?

### GRAMMAR GUIDE

#### Question Tags

He is ..., **isn't he?**  
She is ..., **isn't she?**  
It is ..., **isn't it?**  
They are ..., **aren't they?**

## WRITING



**8** Watch and listen to some children speaking about their favourite sports. What reasons do they give?

my friends play it  
I am good at it  
I'll grow more muscles  
I like the water

my family likes to play it  
it's fun  
It keeps me busy  
I like catching the ball



**9** Write about your favourite sport and give two reasons why you like it.



## Unit Five

# TEST YOUR SKILLS

### Oral Assessment

**1** Can you name the things you need for your personal hygiene? Say why you need them.



**2** Can you use *some* or *any* correctly? Read the sentences.

1. I can see *some/any* daffodils in the garden.
2. There aren't *some/any* crocuses in my garden.
3. There are *some/any* tulips in my garden.
4. I can't see *some/any* daffodils in the garden.
5. There are *some/any* daffodils behind the house.
6. We have *some/any* roses in front of the house.
7. Do you have *some/any* roses in your garden?
8. Yes, I have *some/any* red and white roses.

### Written Assessment

**3** Can you write the word? The first letter is given.

1. The person who always understands and knows what to do is w\_\_\_\_\_.
2. If you have a lot of money, you are w\_\_\_\_\_.
3. If you do something regularly, it is a h\_\_\_\_\_.
4. It is not e\_\_\_\_\_ to learn a new language.
5. Hot dogs are j\_\_\_\_\_ food.
6. If you always feel good, you are h\_\_\_\_\_.

**4** Can you join the words to make compound nouns and write them?

ear	brush
grand	paste
desk	room
tooth	mother
bath	mate
hair	ache

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## 5 Can you write the correct forms of the pronouns?

1. He is a clown. Look at \_\_\_\_\_.
2. They are foxes. Look at \_\_\_\_\_.
3. She is a nurse. Look at \_\_\_\_\_.
4. We are strong. Look at \_\_\_\_\_.
5. I am so tall. Look at \_\_\_\_\_.
6. It is a deer. Look at \_\_\_\_\_.

## 6 Can you complete the questions?

- A**
1. \_\_\_\_\_ games do you play?
  2. \_\_\_\_\_ do you go skateboarding?
  3. \_\_\_\_\_ plays tennis in your family?
  4. \_\_\_\_\_ do you like sports?

Why  
Who  
Where  
What

- B**
1. Your father is fond of jogging, \_\_\_\_\_ \_\_\_\_\_?
  2. Your mother is young, \_\_\_\_\_ \_\_\_\_\_?
  3. Your classmates are friendly, \_\_\_\_\_ \_\_\_\_\_?
  4. We are good at English, \_\_\_\_\_ \_\_\_\_\_?

## My self-assessment chart

Tick the skills that are true for you. If you need help, review the material in the lessons..

### I can...

- |   |          |
|---|----------|
| <input type="checkbox"/> understand the meaning of a word from its definition | Lesson 1 |
| <input type="checkbox"/> use <i>some</i> and <i>any</i> correctly             | Lesson 1 |
| <input type="checkbox"/> explain the meaning of a proverb                     | Lesson 2 |
| <input type="checkbox"/> use personal pronouns correctly                      | Lesson 2 |
| <input type="checkbox"/> use context to understand the meaning of words       | Lesson 3 |
| <input type="checkbox"/> talk about healthy and junk food                     | Lesson 3 |
| <input type="checkbox"/> use the given information to correct the wrong words | Lesson 4 |
| <input type="checkbox"/> form compound nouns and use them correctly           | Lesson 5 |
| <input type="checkbox"/> use the given information to make conclusions        | Lesson 5 |
| <input type="checkbox"/> make and use question tags                           | Lesson 6 |



## ICEBREAKER

Why do people travel?

What is your favourite means of transport? Why?

New

means of transport

go by car

enjoyable

expensive

ship

enjoy

among

on foot

## PRONUNCIATION GUIDE

They have different pronunciation.

'our' /əʊ/ favourite; /ɜ:/ journey

'ere' /ɪə/ here; /eə/ there

'ou' /u:/ you; /ʌ/ young;

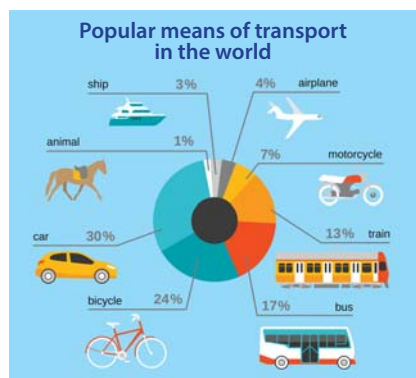
/aʊ/ around, about, out



- 1 Listen to the rhyme and say how we travel.



- 2 Read the text and answer the questions.



Many people like travelling. Some people travel by plane or by ship. Most people travel by train, by car or by bike.

Travelling by air is the fastest, but it is the most expensive too.

Travelling by train is slower than by plane, but many people like to travel by train. Modern trains are very comfortable.

Many people enjoy travelling by sea when they visit new countries. They like ships and the sea water smell.

Travelling by car is very pleasant. People can stop when and where they wish. They can spend as much time as they like at any place.

Travelling by bicycle is popular among young people. They use it during the warm seasons to travel around their town or village.

- What is the fastest means of travelling?
- Why do many people like to travel by train?
- What makes travelling by sea enjoyable?
- Why is travelling by car pleasant?
- What means of travelling is popular among young people?



- 3 In groups, study the infographic. Talk about the most and least popular means of transport.



- 4 In pairs, ask and answer questions about travelling.

Example: Have you ever travelled by plane? – Yes, I have.

When was it? – Last year. / Two years ago.

- 5 Make a list of places you have visited. Write when you visited them and how you got there. Report to the class.

Example: Chişinău 2020 / Soroca 2019

I have visited Chişinău and Soroca.

I visited Chişinău in 2020. I got there by bus.

- 6** Mike's classmates have made imaginary trips. Look at the pictures and make up sentences as in the example.

*Example:* Liz has been to Moscow. She saw the Kremlin there.

Golden Gate Bridge



Eiffel Tower



Cotroceni Palace



Fred

Dan

Liz

Alex

Stacy



Big Ben



Kremlin



- 7** In pairs, ask and answer questions as in the example.

*Example:* A: Has Stacy been to București?

B: Yes, she has.

A: What did she see there?

B: She saw Cotroceni Palace there.



- 8** Watch and listen to the song. Create a Pictionary of all the means of transport you hear.

- 9** Use an adjective to describe a means of transport.

Travelling  
by ... is ...

expensive

enjoyable

slow

cheap

boring

pleasant

comfortable

fast

## WRITING

- 10** Write about your favourite means of transport. Give two reasons why you like it.



## ICEBREAKER



Do you like travelling?

Who do you like to travel with? Why?

What was your most interesting trip? Why?

New

trip

on the way

master

suitcase

historical



1 Listen to Tina and Silvia talking via Skype. Correct the sentences.

1. Silvia and Tina are talking about seasons.
2. Mike and his family invited Tina to see Wales.
3. They will go to Edinburgh by train.
4. Tina knows nothing about Scotland.
5. Silvia doesn't ask Tina any questions.
6. Tina has to go shopping.

## PRONUNCIATION GUIDE

## Silent letters

's' Island

'gh' Edinburgh

'h' shepherd

't' castle

There is a castle on the island.  
We often listen to stories on  
Christmas night.

2 Look at the list of things to do and say what the Flynns have already done and what they haven't done yet.

Useful phrases: to pack a suitcase  
to go on a trip



## GRAMMAR GUIDE

## Have to

I **have to** go to bed early.

I **don't have to** go to school tomorrow.

It's Sunday.

Do we **have to** start early tomorrow?

Yes, we **do**. / No, we **don't**.

3 Look at the list again. Say what they still have to do.



4 In pairs, speak about what you **have to do** before going on a trip.



## 5 Read the dialogue and say what Tina has learned about Edinburgh monuments.

*Tina:* I am so glad we've seen Edinburgh Castle. I liked it very much.

*Mrs Flynn:* It is the oldest and the most popular historical monument in Scotland.

*Mr Flynn:* Next, we will go to the Writers' Museum. We'll see the portraits and books of Scotland's most famous writers there.

*Tina:* What writers?

*Mr Flynn:* Walter Scott, Robert Burns and Robert Luis Stevenson. The Scottish people are very proud of them.

*Tina:* We have several books of these writers in our home library.

*Mrs Flynn:* On the way to the museum, we'll see a modest, and yet one of the best known monuments in Scotland. I think you'll really like it.

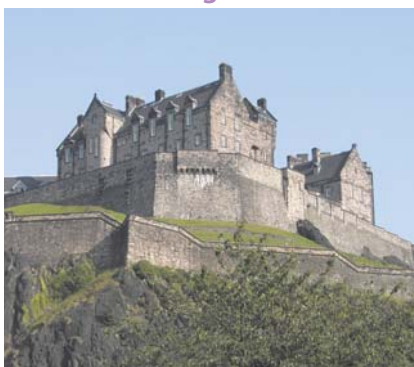
*Mike:* Do you mean Bobby's monument?

*Mrs Flynn:* Yes. Bobby was a shepherd's dog. It was very devoted. After its master died, it stayed near the grave for fourteen years until it died too.

*Tina:* Wow! It's longer than my whole life.

## 6 Look at the pictures and say what Tina has done. Use the phrases below.

Edinburgh Castle



walk about the Castle;  
learn about the history  
of the Castle

Bobby's Monument



listen to the story  
about Bobby;  
buy postcards

Writers' Museum



learn about three Scottish writers;  
see their portraits and manuscripts

## GRAMMAR

### 7 Make sentences using the correct forms of the verbs.

1. Ann / already / be / to the USA

2. She / go / there / last summer

3. I / visit / it / next year

4. My parents / never / visit / France

5. Tomorrow / they / buy tickets / for the trip / to Paris

6. My friend / just / come / from London

7. He / stay / there / two weeks

## WRITING

### 8 Write a poster about popular places in your town/village.

- Welcome to ...!
- It is ... and ...
- It's ...!
- When you visit my place, you should see ...
- Also, you should go to ...

## ICEBREAKER

Where do you live? Do you like your neighbourhood?  
Is it noisy or quiet?

- 1 This is a picture of a street in London.  
Is it busy? Why?



New

neighbourhood crossing  
bus stop traffic  
heavy

## PRONUNCIATION GUIDE

Silent 'gh': neigh**gh**bour, neigh**gh**bourhood,  
strai**gh**t, ri**gh**t, li**gh**t.

Write the words. They all have silent  
letters.

/ˈneɪbə/, /ˈaɪlənd/, /ˈkɒːsl/, /rɑːt/,  
/ˈneɪbəhʊd/, /laɪt/



- 2 In pairs, study the map. Ask and answer questions.

Example: Where is the church?

It is next to the museum and opposite the school.



- 3 Watch, listen and learn how to ask for directions.



Excuse me.  
Where is the ...?  
How can I get to ...?

Go straight on ... street.  
Turn right. Turn left.  
It's on the left, opposite the ...





**4** In groups, find your neighbourhood on Google Maps. Practise asking and answering for directions.



**5** Read about Mike's neighbourhood. Name five positive things about it.

I live in a city, but my neighbourhood is really quiet. There is a pet shop, a chemist's and a supermarket on my street. My school is a few blocks away and I can get there in five minutes. On my way to school, I pass by our community library. It's a small place but it is modern with a computer room and free Wi-Fi. I like doing my homework there. There is a big park in my neighbourhood. Everybody likes it. It's a good place to relax, go roller-skating or cycling. There is a bus stop opposite my house, and I can get to the city centre in ten minutes.

My neighbourhood is safe, but sometimes the traffic is heavy. I am always attentive when crossing the street.



**6** Ask and answer questions about your neighbourhood.

1. What is your neighbourhood like?
2. What facilities are there in your area?
3. Is there a bus stop? Where is it?
4. Is the traffic heavy?
5. Is there a crossing to cross the street safely?

**7** Learn the rhyme.

Stop, look and listen  
Before you cross the street.  
Use your eyes, use your ears,  
Before you use your feet.

**Useful phrases:** to pass by  
a few blocks away  
on my way to school

## GRAMMAR

**8** Write *must* or *mustn't* to complete the sentences.

When the light is red, we ... go.  
When the light is red, we ... stop and wait.  
When the light is yellow, we ... wait.  
When the light is green, we may go.  
Before we go, we ... look to the left, then to the right.



## WRITING

**9** Write sentences about your neighbourhood. Use prepositions of place.

in front of      next to  
between      opposite  
behind      near



Choose an author as you choose a friend.

## ICEBREAKER

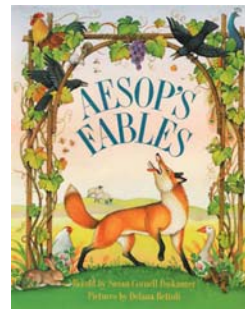
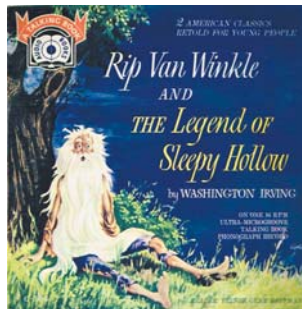
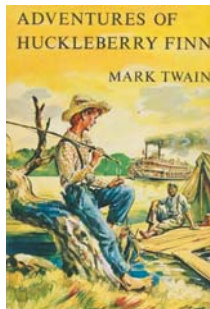
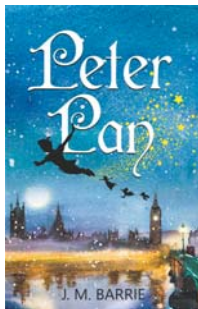
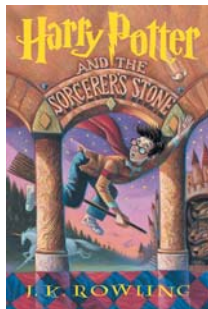
Read the proverb of the lesson and say what it means.

New

adventure  
tale  
fantasy

legend  
fable

wizard  
magician



## 1 Read and match.

1. A fantasy story is
2. A tale is
3. A fable is
4. An adventure story is
5. A legend is

- a. a story that teaches a lesson in which animals speak.
- b. a story about adventures.
- c. a story from the past that is not always true.
- d. a story about princes and princesses with a happy end.
- e. a story about wizards and magicians.

2 Watch and listen to the fable *The Lion and the Mouse*. Say what it teaches us.

## 3 In pairs, talk about your favourite author.

Example: A: Who is your favourite author?

B: Most of all I like ....

A: Why do you like him/her?

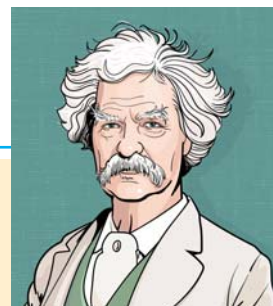
B: I like tales and his/her tales are very interesting.



## 4 Read and learn about the famous American writer Mark Twain.

## Do you know that...

...Mark Twain, a famous American writer, was born in 1835. He came from a poor family and he began to work when he was twelve, after his father died. He wrote a lot of books including "The Adventures of Tom Sawyer" and "The Adventures of Huckleberry Finn". These books are about the adventures of two boys who lived on the Mississippi River. He also wrote "The Prince and the Pauper" and many other books. Children all over the world enjoy reading Mark Twain's books.



## 5 Identify the false sentences. Correct them.

1. Mark Twain was a German writer.
2. His parents were poor.
3. Mark Twain didn't work when he was a child.
4. Mark Twain wrote many books.
5. Children in other countries don't know the books about Tom Sawyer and Huckleberry Finn.
6. Mark Twain is famous all over the world.



## 6 In pairs, make questions and answer them.

1. When/Mark Twain/born?
2. Where/he/live?
3. When/he/begin to work?
4. What books/he/write?
5. His books/famous?



## 7 Read an extract from "The Adventures of Tom Sawyer".

What law did Tom Sawyer discover? Do you agree with it? Why/Why not?

It was Saturday morning. The day was bright and fresh. All Tom's friends had a wonderful time but Tom didn't. His aunt told him **to whitewash the fence**. Tom hated to work on Saturdays. And he didn't want the other boys to laugh at him.

Ben: You are working, hey?

Tom: It's you, Ben. I didn't notice you.

Ben: I'm going to the river. But you have work to do.

Tom: What do you call work?

Ben: Whitewashing. Do you like to do it?

Tom: I enjoy it. Does a boy get a chance to whitewash every day?

Ben: Do you really like it?

Tom: Sure. It's so exciting.

Ben: Tom, let me do it too.

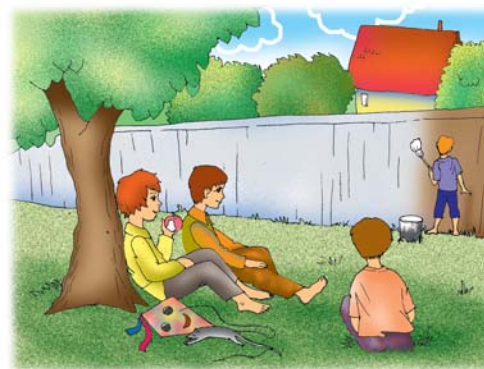
Tom: No, Ben. This is a very important job. I'm afraid you can't do it.

Ben: Please, Tom. I'll give you my apple.

Tom: OK, Ben, but you must try very hard.

When Ben was tired Tom allowed more boys to whitewash. Billy gave him a kite. Johnny gave him a dead rat. The other boys also bought the chance to whitewash.

Tom had a wonderful time. He rested, had a lot of company and new things and the boys did the work for him. He also discovered a law: a thing that is difficult to get is always more attractive.



## 8 Speak about Tom Sawyer. Express your opinions using *I think...*, *I believe...*

## GRAMMAR

## 9 Read the sentences completing them with the right form of the verbs in brackets.

1. One of the most important places for me when I \_\_\_\_\_ (be) a child was the public library.
2. It \_\_\_\_\_ (have) all kinds of books.
3. I \_\_\_\_\_ (love) to read fairy tales, fables and stories.
4. I especially \_\_\_\_\_ (enjoy) reading adventure books.
5. "The Prince and the Pauper" and "The Treasure Island" \_\_\_\_\_ (be) my favourite books.
6. I often \_\_\_\_\_ (sleep) with a book under my pillow.
7. Books \_\_\_\_\_ (help) me a lot.

## WRITING

## 10 Write about your favourite author/book.

### Remember!

We use the article **the** with names of rivers.

The Mississippi (River)

The Nistru (River)

The Thames (River)

## ICEBREAKER

In what season are we closer to nature?  
Why do you like summer?

1 Study the spidergram. Add other names of summer activities.



2 Talk to your deskmate about the summer activities you like.



3 Listen to Tina and Silvia speaking about summer. Say what their favourite summer activities are.



4 Listen again and identify the false sentences. Correct them.

1. Tina and Silvia love summer.
2. Silvia loves fresh corn.
3. Tina is going to a summer camp in Moldova.
4. Tina is going to help on the farm.
5. Silvia and Tina will not meet this summer.
6. Tina misses her Moldovan relatives and friends.



## 5 Guess what your deskmate will do or will not do in the summer.

*Examples:* I think Elena will go to the seaside because she likes sunbathing.

I don't think Matei will go fishing because he doesn't like it.

Ask him/her to check.



## 6 Read the texts and guess which one is about Tina and which one is about Mike. Say what they usually do in summer.

### Text One

Summer is a wonderful season. It brings the longest holidays and I have always enjoyed them. When I lived in Moldova, I usually visited my grandparents and cousins who live in the village. It's so exciting to play games on the river bank, swim and sunbathe and **go barefoot**. I often went to summer camps in Moldova. This summer I am going to a summer camp in



England. I hope to make new friends at the camp and have a good time there.

### Text Two

Summer is my favourite season. It's the time when I stay with my grandparents in Islip. It's a beautiful village with friendly and kind people. My grandfather knows a lot of interesting things about plants and animals that live in the forest. He teaches me how to find out the age of a tree, how to know what bird is singing by its song. It helps me understand nature better.



Oxford is very hot in summer, so I love to spend my summer holidays in the village.

## 7 Find someone who is going to...

the mountains  
a summer camp  
the seaside  
sunbathe

swim in the river  
the forest  
help grandparents

have a picnic  
read a book  
visit relatives

Report the findings to the class.

## GRAMMAR

## 8 Write in the correct prepositions and role-play the dialogue.

A: Have you ever been at a summer camp?

B: Yes, I have. I usually go \_\_\_\_ a summer camp \_\_\_\_ the Codrii.

A: That's great! Do you go \_\_\_\_ car or \_\_\_\_ bus?

B: By car \_\_\_\_ my father. \_\_\_\_ our way to the camp, we drive through the Codrii.

A: I think the Codrii are beautiful.

B: Yes. I am proud \_\_\_\_ them.

in      on      by  
to      of      with  
by



## 9 Watch, listen and sing the song. Write why you think you will have an enjoyable summer holiday.



## Unit Six

# TEST YOUR SKILLS

### Oral Assessment

#### 1 Can you answer the questions about your town/village?

- |                           |                         |
|---------------------------|-------------------------|
| 1. Where is the church?   | 4. Where is the café?   |
| 2. Where is the school?   | 5. Where is the shop?   |
| 3. Where is the hospital? | 6. Where is your house? |

#### 2 Can you complete the sentences?

1. A story about adventures is ...
2. Stories that teach us a lesson and in which animals can speak are ...
3. ... are often about princes and princesses and have a happy end.
4. ... are about the past and are usually not true.
5. A fantasy story is about ...

#### 3 Can you ask questions about J. K. Rowling?

#### 4 Can you speak about J.K. Rowling using the given information?

*Date of birth:*

*Place from:*

*Job:*

*Best book title:*

*Number of H. Potter books:*

*Characters:*

*Kind of story:*

United Kingdom

Writer

31 July 1965

7

Harry Potter

Fantasy story

Harry, Hermione, Ron

### Written Assessment

#### 5 Can you make questions using the words in brackets?

1. (you ever/be/to Ireland?) \_\_\_\_\_
2. (you ever/make/a cake?) \_\_\_\_\_
3. (your brother ever/travel/by plane?) \_\_\_\_\_
4. (you ever/sleep/in a forest ?) \_\_\_\_\_
5. (you ever/see/a monkey?) \_\_\_\_\_
6. (you ever/try to learn/ German?) \_\_\_\_\_
7. (you ever/play/handball?) \_\_\_\_\_

#### 6 Can you write sentences with *just* and *already*? The first one is done.

- |                                      |                           |
|--------------------------------------|---------------------------|
| 1. Don't forget to learn the poem.   | I have already learnt it. |
| 2. Why don't you do your homework?   | I _____.                  |
| 3. Shall I wash the dishes?          | Alice _____.              |
| 4. I am going to water the flowers.  | Pete _____.               |
| 5. Will you invite Eveline and Nick? | I _____.                  |
| 6. I have to go and buy some bread.  | Tim _____.                |
| 7. Take the rubbish out, please.     | I _____.                  |

**7 Can you write the article *the* where necessary?**

1. The capital of \_\_\_\_ USA is Washington.
2. \_\_\_\_ English is a very popular language.
3. I want to see Buckingham Palace in \_\_\_\_ London.
4. His grandparents live in a village on the bank of \_\_\_\_ River Thames.
5. The famous English writer J. K. Rowling lives in \_\_\_\_ United Kingdom.
6. Prince Edward was \_\_\_\_ English, but he lived in \_\_\_\_ France.

**8 Can you write about what you do in summer?**


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## My self-assessment chart

**Tick the skills that are true for you. If you need help, review the material in the lessons..**

**I can...**

- |  |          |
|--|----------|
| <input type="checkbox"/> understand the difference between the present perfect and the simple past | Lesson 1 |
| <input type="checkbox"/> describe a place I have visited   | Lesson 1 |
| <input type="checkbox"/> decide which tense to use in a grammar exercise                           | Lesson 2 |
| <input type="checkbox"/> speak and write about a trip I have had                                   | Lesson 2 |
| <input type="checkbox"/> talk about my neighbourhood using prepositions of place                   | Lesson 3 |
| <input type="checkbox"/> ask and answer questions about the location of places                     | Lesson 3 |
| <input type="checkbox"/> talk about an author  | Lesson 4 |
| <input type="checkbox"/> use the correct tense in a past narration                                 | Lesson 4 |
| <input type="checkbox"/> use the information from a Listening task to identify false sentences     | Lesson 5 |
| <input type="checkbox"/> talk about summer activities  | Lesson 5 |

## Unit One

### Lesson One

#### Icebreaker

- Listen to the greetings and respond to them.

Hello! How are you?

Hello! Good to see you.

Good morning.

Hello! How are you?

#### 4. Listen to the dialogue and answer the questions.

*Mike:* Hi, I'm Mike. Are you a new pupil?

*Tina:* Yes, I am. My name is Tina.

*Mike:* Do you play tennis?

*Tina:* Not very well, but I am good at badminton. What's your favourite sport?

*Mike:* I'm fond of tennis and chess. I like to play with my elder brother.

*Tina:* Oh, where can I sit?

*Mike:* Let's sit together.

*Tina:* Thank you.

### Lesson Two

#### 1. Listen and agree or disagree.

*Mrs Flynn:* Where are you from, Tina?

*Tina:* I am from Moldova. It is a small country. I like it very much.

*Mike:* Why did you leave it?

*Tina:* My father is a programmer and he got an invitation to work for an IT company here.

*Mike:* Oh, how exciting! Is he a good programmer?

*Tina:* Yes, he is. Both my sister and I are proud of him.

*Mrs Flynn:* Is your mother a programmer, too?

*Tina:* No, she is a teacher. She likes her job.

*Mrs Flynn:* And how old is your sister?

*Tina:* She is seven. She's in the first form.

*Mrs Flynn:* Do you have grandparents in Moldova?

*Tina:* I have a big family in Moldova. I have two grandmothers and two grandfathers. I have an uncle and three cousins.

#### 8. Listen to the dialogue. Write the words that describe appearance.

*Mike:* Who's that girl over there, Hannah?

*Hannah:* That? Er, that's my sister, Linda.

*Mike:* Your sister?

*Hannah:* Yes, and that's her friend Lucy. The pretty girl with the long, brown hair.

*Mike:* Right. So, you've got a sister?

*Hannah:* No, I've got two sisters. Linda and Liz.

*Mike:* Really? ... and ... how old is Linda?

*Hannah:* Linda and Liz are twins, they're both 16.

*Mike:* And does Linda look like Liz?

*Hannah:* They're exactly the same! They're both tall and slim. They've both got short brown hair, green eyes and big ears!

*Mike:* They're not big, I think they're cute.

### Lesson Three

#### 1. Listen and say who is in the picture.

Hello. Here's my family. My father's name is William. He is the Queen's grandson.

Queen Elisabeth is my great grandmother. In the picture, she is wearing a beautiful blue hat. My mother's name is Kate. I have got a sister and a younger brother. I have also got one cousin. We are really good friends.

### Lesson Four

#### 1. Listen to the text and correct the sentences.

My cousin John and his family live in a house in the country. It is a farm region in Kent in the South of England. They have an old farmhouse, about one hundred years old, with thick walls. So, it's warm in winter and cool in summer. But John's mother says it's difficult to

look after it because it's so old. There are two bedrooms, one is big and the other is smaller. There is a big living room, a kitchen and a hall in it. There is a beautiful garden behind the house. My aunt grows flowers and vegetables.

### Lesson Five

#### 6. Listen and say what each family member usually does.

All our family have chores to do. Father usually washes the car and cleans the carpets. He also works in the garden. Mother does the cooking. She likes washing the windows and watering the flowers. My sister Kim is very good at putting her things away. She often washes the dishes. I feed the cat and clean the playground.

### Lesson Six

#### 4. Listen to the dialogue. Agree or disagree.

*Tina:* What does your brother want to be?

*Mike:* He wants to be a doctor.

*Tina:* So, he will treat sick people. What do you want to be?

*Mike:* I want to write programs for computers.

*Tina:* Boys like programming and computers.

*Mike:* And you, Tina? What job do you want to have?

*Tina:* I would like to be an actress.

## Unit Two

### Lesson One

#### 5. Listen and make a list of school facilities.

We like our school. It is large and modern. There is a library, and a music room where we can play instruments. There is also a computer room. We learn how to use a computer there. We also have a canteen. We have lunch there when we have classes in the afternoon. We also have got a big playground and a fantastic swimming pool.

Our classroom is quite large. There are twenty blue chairs and twenty grey desks, one for each pupil. There is a big whiteboard in front of the class. The teacher's desk is near the window.

### Lesson Two

#### 1. Listen and say what subjects Andrew, Vicky, Angela, Stacy, Victor, and Pete like.

1. My name is Andrew. My favourite subject is science because it is interesting and teaches a lot about nature.

2. My name is Vicky. My favourite subject is geography because I like learning about the world and about different countries.
3. My name is Pete. My favourite subject is maths because it is the easiest subject for me to learn. And I am good at it.
4. My name is Angela. My favourite subject is history because it teaches us about our past.
5. My name is Stacy. My favourite subject is music because it helps me be creative and I like it.
6. My name is Victor. My favourite subject is PE. I like running and jumping and I am good at playing basketball.

#### 2. Listen again and correct the sentences.

### Lesson Three

1. Watch and listen to Fred speaking about his school day. Say *True* or *False*.





My name's Fred, I live in London and I'm 17 years old. I wake up at 7 and I usually get out of bed about 7:30. Then I come downstairs and have breakfast. Usually I have **cereal** for breakfast with orange **juice**, but sometimes I have a toast with jam or honey. Then I pack my bag for school. I walk because my school's ... in the centre of the town where I live. So it's only 15 minutes' walk in the morning, which is good because it means I can sleep later.

The school is quite old, it's been a school for about 400 years and it's got about a 1000 students there in seven age groups and it's only boys there.

School starts at 8:30 and then we have two lessons which go until 10:15 (quarter past ten).

At 10:45 we have a break for 15 minutes. Then, from 11 till 12:30 we have two more lessons, and then lunchtime. I can go into town to get my lunch, but most people have to stay in the school and eat the school food and British school food isn't very nice. Then we have two more lessons after lunch and we finish school at 3:30. Usually I come home and I sort of relax for a bit, and that's usually for maybe an hour. I read or I watch television. My mum gets home about ... usually between 5:30 and 6. And so we'll usually eat dinner at about 6:30 (six thirty).

## Lesson Four

### 1. Listen to the dialogue and say *True* or *False*.

*Maria:* Hi, how are you?

*Silvia:* Great, thank you. And you?

*Maria:* I'm fine too. I see you are wearing a new uniform.

*Silvia:* Yes, all the pupils in our school wear such uniforms.

*Maria:* I like it. Green, like the colour of your eyes.

*Silvia:* Thank you. I like your uniform too. Is blue the colour of your school?

*Maria:* Yes, it is. Sorry, I should hurry. Lessons in my school begin at 8 o'clock.

*Silvia:* I have more time. My lessons begin at 8:30. Goodbye.

*Maria:* Goodbye.

## Lesson Five

### 7. Watch, listen and answer the questions.



#### Where are you going?

A: I'm going to the library.

B: I'm bored. Let's play outside.

A: Sorry, but I want to read books.

B: What are you doing, Mum?

C: I'm writing an e-mail.

B: I'm bored. Let's play outside.

C: Sorry, but I'm busy. Let's do it later.

B: What are you doing, Dad?

D: I'm making cookies.

B: Wow, I want to make cookies too.

D: Good.

B: Show me how to make these cookies, please.

D: Good idea.

## Lesson Six

### 2. Watch, listen and make a list of what the children like doing in their free time.



**Dalia, 8:** I like going to the cinema. The last film I saw was *Seaman's Island*.

**Liam, 12:** Play football, play on computer, run around...

**Ben, 8:** Play on computer, I play video games. I go in the garden. I do reading, writing, cooking. I quite like cooking cakes and things. And I won a cake competition in my school. It was a lemon cake.

**Taylor, 11:** I like to go and play out with my friends and I often talk to them.

**Alex, 9:** I like playing cricket and playing sport: football, golf, tennis.

**Lucy, 12:** I do swimming.

**Nathan, 9:** Sometimes I go out for cycling with my Mum. I love *The Simpsons*. And I love comedy.

**Risheka, 9:** I sometimes like reading or watching TV. I like a lot of things. Well, ... maybe *Best of Friends*, and see BBC programmes.

## Unit Three

### Lesson One

#### 2. Listen and learn.

1. The Germans are fond of sausages.
2. Italy is famous for its pizzas.
3. The most popular sport in Great Britain is football.
4. There are many old churches in Greece.
5. In France, people play the accordion in the streets in every village, town and city.
6. In Romania and in Moldova, people like singing and dancing a lot.

### Lesson Two

#### Icebreaker

- Watch and listen. How many capitals can you name?



#### Countries plus flags and capitals.

1. United States of America. The capital is... Washington, D. C.
2. England. The capital is ... London.
3. Germany. The capital is...Berlin.
4. France. The capital is... Paris.
5. Italy. The capital is ... Rome.
6. Australia. The capital is... Canberra.
7. Brazil. The capital is... Brazilia.
8. China. The capital is ... Beijing.

#### 5. Listen and correct the sentences.

1. Mike has visited Bucharest. He has learned Romanian.
2. His sister Mary has travelled to Paris. She spoke French there.
3. Mary's friend Lisa has learned Italian. She wants to see Rome.
4. Lisa's brother Tom has lived in Germany. He has learned German.
5. Their cousin Philip has been to Moscow. He has learned Russian.

### Lesson Three

#### 6. Listen to Tina and Mike. Correct the false sentences.

*Tina:* Have you ever been to Scotland, Mike?

*Mike:* No, I have never been to Scotland, but I have been to Wales.

*Tina:* When did you go?

*Mike:* Three years ago.

*Tina:* Where did you go?

*Mike:* I went to Cardiff.

*Tina:* Did you travel by car?

*Mike:* No, we went by train.

*Tina:* Fantastic. Did you have a good time?

*Mike:* Yes. I participated in a song festival. It was great.

### Lesson Four

#### 1. Listen and name the holidays.

1. It's a holiday when children find presents in long stockings by the fireplace.
2. It's a merry holiday, celebrating the beginning of a new year.
3. It's a Holy Sunday in spring and children go on an egg hunt on this day.
4. It's a holiday when families show love and respect for mothers.
5. It's a holiday when you celebrate the date on which you were born.

### Lesson Five

#### 1. Watch, listen and review Christmas vocabulary.

It's Christmas Eve. You can see lots of decorations throughout the town.

A: Look! How beautiful this Christmas tree is!

B: You're right. It's gorgeous.

People like singing carols.

*Silent night. Holly night.*

*All is calm, all is bright.*



People put a wreath on the front door of the house. On the wreath there is a red ribbon.

This is the Christmas tree. At the top you can see the star shining brightly.

The Christmas tree is decorated with bells, candy cane, lights, ornaments, tinsel.

People also decorate their homes with garland, poinsettia, candles, mistletoe, holly.

People hang Christmas stockings on the fireplace so that Santa Clause can fill them with small toys or candies.

On the night of Christmas Eve, Santa delivers presents to children's homes. He travels in his sleigh, pulled by reindeer.

...In the morning, children unwrap the presents.

This is so beautiful. This is fantastic.

## Unit Four

### Lesson One

#### 6. Listen and complete the sentences with the right adjective.

1. A very cold day in winter is a frosty day.
2. A morning with a thick fog is a foggy morning.
3. A day with a lot of wind is a windy morning.
4. A day with much sun is a sunny day.
5. A season with much rain is a rainy season.
6. A night with strong winds and rain is a stormy night.

### Lesson Two

#### 1. Listen to the dialogue and say *True* or *False*.

Alice: Which is your favourite season?

Ben: Summer.

Alice: Why do you like it?

Ben: It's hot and sunny in summer. There are a lot of flowers, fruits and vegetables. I enjoy this season because we have three months of summer vacation. Besides, my birthday is in July.

Alice: I don't like summer. It's too hot for me. I love winter because Christmas is my favourite holiday.

#### 6. Listen and make a list of adjectives. Compare your list with your deskmate's.

It's a beautiful autumn day. The sky is blue with a few white clouds. The sun shines on

the trees with their bright colours. I cannot decide which colour is my favourite. On one tree I like the red colour, on the other I admire the orange or the yellow colour. When the golden leaves fall, they look like coins falling from the sky.

### Lesson Three

#### 1. Listen to the poem and read it. What else does nature include?

##### Nature

The sun and the moon,  
The stars in the sky,  
The forest, the jungle,  
The mountains so high.  
Rivers and lakes,  
Flowers and trees.  
It's our nature.  
Save it, please!

#### 5. Listen to a conversation. Say *True* or *False*.

Ann: How is Terry? Is he OK now?

Ben: Yes, he is better, thank you. The vet says he needs more exercise. I thought he was too young for long walks. We take longer walks with him every day and he started to play more with the children outside.

## Lesson Four

### 1. Listen and answer the questions.

1. I am Dori. I live on a small farm. We have horses on the farm. Horses are very kind animals. I have my own horse and I love riding it.
2. My name is Peter. I live in a large village. Many people in our village keep cows. The cows give sweet milk. People make butter and curds from milk.
3. I am Julian. We keep sheep on our farm. The sheep give us soft warm wool. Sheep also give milk and people make cheese from it.

### 9. Watch, listen to David speaking about his favourite animal. Make a list of adjectives he uses to describe it.



#### What is your favourite animal?

My favourite animal is obviously the tricky elephant. They are very interesting animals to work with, very intelligent, every day we learn something new from them. And they are very social, very interesting to watch how they interact with one another. We have five African elephants here at the zoo, one male and four females. And depending on whether they are at exhibit, what time of the day, which elephants sit at exhibit, all depends on how they are going to behave and interact with one another.

My favourite animal is Shenga. Probably, because she is just so unique and when she came here, she had so much to learn and she has done so well and come so far with trusting the keepers and working with the staff.

## Lesson Five

### 1. Watch a movie and find out why kids love animals. Do you like animals? Why?



#### What is your favourite animal?

A: My favourite animal is the cheetah because it runs so fast.

B: My favourite animal is a fox because it's sneaky and it could hunt really well.

C: I like horses and dogs because horses are fast and ...I've ridden on them.

F: I do love elephants.

G: My favourite animal is zebra, because I like the stripes.

H: The dolphin, because it swims in water and it makes... It's a nice animal and when it jumps and the ocean is clear you can see it very far.

I: My favourite animal is a dog because it's fluffy and soft.

J: My favourite animal is a koala because it's slimy.

### 5. Listen to the dialogue and speak about Mike's pet.

Tina: Do you have a pet, Mike?

Mike: Yes, my pet is a dog. It is two years old.

Tina: What is his name?

Mike: I call him Tommy.

Tina: Where do you have him from?

Mike: It's my parents' birthday gift.

Tina: Why is it so special for you?

Mike: He is very clever and friendly. He loves all the family members and is very helpful.

Tina: Who takes care of him?

Mike: I do. I feed, brush, bathe and walk him every day.

Tina: How nice of you. You are a real pet lover.

## Lesson Six

### 3. Listen to the sentences and disagree.

1. Mike and his friends went to the lake.
2. There are foxes and wolves in the park.
3. Mike played video games in the park.
4. They don't like reading.
5. They never listen to audio stories.
6. They could not listen to their favourite programme.



## Unit Five

### Lesson One

#### 5. Listen to the conversation between Mike and his friend Ted. Read and correct the sentences.

*Ted:* Where do you usually spend your summer vacation?

*Mike:* I like spending it at my grandparents'.

*Ted:* Why? Do you have any friends there?

*Mike:* I have some and my cousins come there too. We have a special place where we like to play.

*Ted:* I guess it's a playground. So boring!

*Mike:* You won't believe it, it's a tree house.

*Ted:* Wow! Who made the house?

*Mike:* Our grandpa made it when my cousins and I were kids. You can see all around from it: the forest, the fields, and the river. We like to read adventure stories and eat grandma's pies there.

*Ted:* Wow! Do you sleep there too?

*Mike:* Yes, when the weather is fine. We can watch the stars at night.

*Ted:* Fantastic!

### Lesson Two

#### 4. Listen to the text and complete the sentences.

##### Food in Our Life

Your body needs energy to grow. Food gives this energy. But does all food give energy?

Healthy food does. Junk food doesn't. To be healthy you must know some rules that will help you. First of all, you should follow a strict diet. This diet should contain all the necessary minerals, proteins and vitamins that are good for your body. Second, you should drink a lot of water but less fizzy drinks. Also, you should eat only healthy food and eat less junk food.

### Lesson Three

#### 2. Listen and match.

Five means eating five fruits and vegetables a day.

Two means spending not more than two hours a day with the TV, computer and phone. One means getting not less than one hour of physical exercise every day.

Zero means drinking water instead of fizzy drinks.

#### 7. Listen to what Tony, Jill, Mary and Philip say and correct the sentences.

*Tony:* If we want to be healthy, we should spend more time outdoors playing and walking.

*Jill:* Doing sports is very important. First, it helps us to be more energetic. Second, if we do sports, we are slim and attractive.

*Mary:* Also, we should go to bed at the same hour every night and sleep eight hours.

*Philip:* I think eating healthy food and drinking water are not less important.

### Lesson Four

#### 2. Listen to some tips for good personal hygiene and answer the questions.

1. Wash your hands as often as necessary.
2. Wash your face in the morning and in the evening.
3. Take a shower every day.
4. Brush your teeth twice a day.
5. Brush your hair regularly.
6. Trim your nails once a week.
7. Visit the doctor when you have health problems.

### Lesson Five

#### 1. Look at the children in the pictures. Listen and correct the sentences you hear.

1. Nina has a stomachache.
2. Paul has a toothache.
3. Hannah has a headache.
4. Charles has an earache.
5. Henry has a toothache.
6. Helen has a cold.

#### 4. Watch, listen and speak about Peppa's health problem.



##### Peppa pig is not very well

Mummy pig and Daddy pig have just made breakfast for Peppa and George.

*Daddy pig:* Breakfast is ready.

Peppa has red spots on her face.

*Peppa:* Mummy, I don't feel very well.

*Mummy pig:* Oh dear Peppa, you don't look very well.

*Daddy pig:* Don't worry. I'll ring Dr. Brown Bear.

*Doctor:* Doctor Brown Bear speaking.

*Daddy pig:* Peppa is not very well. Her face is covered in red spots.

*Doctor:* Hmm. Put Peppa to bed and I'll come straight round.

*Doctor:* Brown Bear has come to make Peppa better.

*Doctor:* Hello Peppa. How are you today?

*Peppa:* I am not very well.

*Doctor:* Stick your tongue out, please. Hmm it's not anything serious. Peppa has just got a rash. The rash will clear up quickly. But if you like I can give you just a little medicine.

*Peppa:* Yes, please.

*Doctor:* I'm afraid it doesn't taste very nice. Open wide, please.

*Peppa:* Yucky! Disgusting!

*Doctor:* You're a brave little one for taking it so well. Peppa must stay in bed. I'll call back later to check that she's better.

*Stacy:* Sports keep my body and mind fit every day. So I play tennis and I do aerobics.

*Sylvester:* I think that sports keep us healthy and teach discipline. I play football and I do karate. Sometimes I go skateboarding.

*Nick:* I believe that sports are important for everybody. I do judo and I also go jogging.

#### 8. Watch and listen to some children speaking about their favourite sports. What arguments do they give?



##### What's your favourite sport?

**Olivia, 8:** My favourite sport is soccer because lots of my friends play it and are very good at it. And pretty much everyone in my family used to play it. And I've got all my friends around my team and it's really fun for me.

**Noah, 7:** Swimming and tennis. I like swimming because... umm ... I can go the beach more and I'll know how to swim in the sea...or in the beach area.

**Scarlett, 10:** My favourite sport is swimming and I like it because I was that sort of kid who always loved the water and it's good because it's so refreshing.

**Thomas, 5:** I like playing Air Football because I like catching the ball.

**Lucas, 6:** I like basketball, soccer and swimming. I love it because my mum and dad said I'll grow more muscles.

## Lesson Six

#### 2. Listen to Stacy, Sylvester and Nick speaking about sports. What sports do they practise?

Stacy, Sylvester and Nick are classmates. They are also good friends. They all agree that they should do sports.

## Unit Six

## Lesson One

## 1. Listen to the rhyme and say how we travel.

We go by car	We go by land
And we go by train.	And sea and air.
We go by boat	We go, go, go...
And we go by plane.	From here to there.

8. Watch and listen to the song. Create a Pictionary of all the means of transport you hear.



I spy with my little eye,  
You can hear with your little ear,  
A yellow school bus goes beep-beep-beep  
And we all go travelling by. Bye-Bye.  
And we all go travelling by.

I spy with my little eye,  
You can hear with your little ear,  
A bright red truck goes rumble-rumble-rumble,  
A yellow school bus goes beep-beep-beep,  
And we all go travelling by. Bye-Bye.  
And we all go travelling by.

...

A long blue train goes chuff-chuff-chuff.  
A shiny pink bike goes ring-ring-ring.  
A little green boat goes chug-a-lug-a-lug.  
A big white plane goes neeeeeeeeeeee-oww.  
A fast orange car goes vroom-vroom-vroom.

## Lesson Two

1. Listen to Tina and Silvia talking via Skype. Correct the sentences.

**Tina:** I am so happy, Silvia. Mike's family invited me to join them on a trip to Edinburgh, the capital of Scotland.

**Silvia:** That sounds great. How will you get there?

**Tina:** It will be a car trip. Now I am very busy getting ready for the trip. I have to pack all my things in my backpack and I have other things to do. I shouldn't go to bed late.

**Silvia:** When will you go?

**Tina:** Our trip will start tomorrow early in the morning. I am sure I'll see a lot of beautiful places on our way to Edinburgh. I have read that Scotland is the country of lakes, islands and mountains.

**Silvia:** I'm sure you'll have an enjoyable trip.

## Lesson Three

3. Watch, listen and learn how to ask for directions.



**Where's the museum?**

**A:** I have science homework.

**B:** Me, too.

**C:** Let's go to the science museum.

**All together:** Good idea!

**B:** Where is it?

**D:** I don't know.

**C:** Excuse me. Where's the science museum?

**E:** Go straight and turn right at the bank.

**C:** Thank you very much.

**E:** You are welcome.

## Lesson Four

2. Watch and listen to the fable *The Lion and the Mouse*. Say what it teaches us.



***The Lion and the Mouse***  
**based on a story by Aesop.**

(retold by Mairi Mackinnon, illustrated by Frank Endersby)

Lion was fast asleep. Something tickled his nose. Aaaaaaaa-choooooo!!!

Lion woke up. A mouse! "How dare you wake me," Lion roared.

He raised his paw... "Please don't kill me," begged the mouse. "Maybe I can save your life too one day."

Lion laughed. "You are too small to save anyone."

The next day, Lion walked into a trap. "Heeeeelp!"

The mouse heard him. "Don't worry, I can help you." She nibbled through the ropes... and Lion was free.

"I'm sorry, Little Mouse," said Lion. "I was wrong. Even little friends can be good friends."

### Lesson Five

#### 3. Listen to Tina and Silvia speaking about summer. Say what their favourite summer activities are.

*Tina:* I like summer best. And you?

*Silvia:* It's my favourite season too. We can eat fresh corn from grandpa's garden, vegetables and lots of fruits.

*Tina:* Summer is the best time for swimming and sunbathing. It is also good for biking.

*Silvia:* For me summer is best for fishing and water skiing. I enjoy doing these things. I have a lot of plans for this summer. I'm going to visit my grandparents and help on the farm. Then my parents and I are going to the seaside. What about you?

*Tina:* First, I'm going to a summer camp in England and then we are going to Moldova to visit our relatives and friends.

*Silvia:* We'll be very happy to see you.

#### 9. Watch, listen and sing the song. Write why you will have happy summer holidays.



We work hard, busy, busy  
We work hard every day,  
So, well done, everybody  
We can all rest and play.

##### Chorus:

Happy holiday – just beginning,  
Happy holiday – what a feeling,  
Happy holiday – just beginning,  
Happy holiday – what a feeling now.

Come with us – join the party,  
Come with us – join the fun,  
Good times when we're together,  
Celebrate everyone.

##### Chorus:

Happy holiday – just beginning,  
Happy holiday – what a feeling,  
Happy holiday – just beginning,  
Happy holiday – what a feeling now.

Clap your hands, feel the rhythm,  
Clap your hands, tap your feet,  
Make the most of each moment,  
Dance along to the beat.

##### Chorus:

Happy holiday – just beginning,  
Happy holiday – what a feeling,  
Happy holiday – just beginning,  
Happy holiday – what a feeling now.



## The Ghost in the Elevator

Carlo lives on the sixth floor of a big building. He lives with his father. Every day after school, Carlo rides the elevator to the ninth floor. He goes to the apartment of his friend Dori. He plays with Dori until his father comes home from work.

One day Carlo sees a woman in the elevator. When Carlo comes up, the door closes but he thinks there is a boy there too. The next day, Carlo says to Dori:

"Does a new boy live on your floor?"

Dori says:

"I don't think so. A woman lives now in apartment 902. But I think she doesn't have any children. Probably you saw a ghost."

Carlo tells his father about the ghost boy. His father says:

"There are no ghosts, Carlo. You know that. Let's find out who lives in apartment 902."

Carlo's father calls the woman who lives in that apartment. He says:

"I am sorry to bother you. Do you have a son?"

The woman says slowly.

"Why do you ask?"

Carlo's father says:

"My son and his friend want to play with him."

"Tell your son and his friend to stop by after school is over tomorrow."

Carlo and Dori are very excited. The boy is real. He is not a ghost. The next day, they knock on the door of apartment 902. The woman opens the door and they see Danny.

Danny cannot hear. He is deaf.

He makes signs with his hands. The signs stand for words and ideas. Danny goes to a good school. He learns to understand people by looking at their lips as they talk. He is also learning to talk.

Carlo and Dori begin to learn to use their hands to talk. The three children have lots of fun playing together.

Carlo likes to tell the story about the ghost boy. Danny thinks it is a very funny story. He laughs and laughs.

### DO YOU KNOW THESE WORDS?

elevator (n)

bother (v)

sign (n)

find out (v)

stop by (v)

excited (adj)

deaf (adj)

### 1 Correct the sentences.

- Carlo lives on the ninth floor.
- Carlo doesn't go to school.
- Carlo plays with Dori until his sister comes home.
- Dori lives in the next building.
- Carlo sees a woman and her daughter in the elevator.
- Dori's father helps the children to find Danny.
- There are no children in apartment 902.
- Danny is very talkative.
- Danny is Carlo's classmate.

### 2 Read the sentences in correct order.

Danny's mother invites Carlo and Dori to stop by.  
The children play together.  
Carlo sees a woman and a boy in the elevator.  
Danny is very happy.

Carlo's father calls the woman in apartment 902.  
Carlo and Dori meet Danny.  
Carlo asks Dori about the new boy.

### 3 Complete the definitions. Choose the correct answer.

1. A ghost is \_\_\_\_\_.  
a) interesting    c) unsociable  
b) invisible
2. A cage that is used to carry people from one floor to another is \_\_\_\_\_.  
a) an elevator    c) a car  
b) a platform
3. A person who cannot hear is \_\_\_\_\_.  
a) strange    b) curious    c) deaf
4. Another word for real is \_\_\_\_\_.  
a) good    b) true    c) nice
5. To stop by means to \_\_\_\_\_ somebody.  
a) visit    b) call    c) help
6. If you are agitated, you are \_\_\_\_\_.  
a) busy    b) serious    c) excited
7. When you bother somebody, you say \_\_\_\_\_.  
a) Hello!    b) I'm sorry.    c) That's OK.

### 4 Write the questions to the answers.

1. Where \_\_\_\_\_?    He goes to the apartment of his friend Dori.
2. Who \_\_\_\_\_?    A woman lives in apartment 902.
3. What \_\_\_\_\_?    Carlo's father calls the woman.
4. Who \_\_\_\_\_?    The boy is real.
5. When \_\_\_\_\_?    The next day, they knock on the door of apartment 902.
6. What \_\_\_\_\_?    Danny uses his hands to talk.
7. Where \_\_\_\_\_?    Danny goes to a good school.

### 5 Answer the questions.

1. Why does Carlo play with Dori until his father comes home?
2. How does Carlo's father help the children meet Danny?
3. What does Danny learn in his school?

## The Fire That Almost Happened

Chris and his parents live in the United States now. They came from Greece. Chris speaks Greek very well. He also speaks English. But he has to learn to read and write it.

Some of the children in the school make fun of Chris. They say he is a baby, because he has to learn to read baby words in English.

Chris is unhappy. He needs a friend.

One day another Greek boy comes to the school. His name is Ted. He does not speak English at all.

The teacher says to Chris, "I want you to help Ted."

So now Chris has a friend. But he wants the other children to be his friends too.

One day Chris is late for school. When he gets there he sees that Ted is trying to tell the teacher something. Ted is very excited. He speaks Greek very fast. He points down the hall.

The teacher is glad to see Chris. She says, "Chris, please help me. I don't know what Ted is trying to tell me."

Chris asks Ted to tell him what is wrong. Ted says in Greek, "There is a fire in the hall closet."

When the teacher hears what Chris tells her in English, she runs to the hall closet. She opens the door and sees a little smoke coming from some paper on the floor.



The teacher brings a pail of water and pours it on the paper. It is a little fire. But little fires grow into bigger fires. Ted and Chris save the school from a big fire.

It is a good thing that Chris can speak two languages. All the children are happy that he knows Greek. They even want to learn Greek. They don't make fun of Chris any more. Now they all want to be his friends.

### DO YOU KNOW THESE WORDS?

smoke (n)	point (v)
fire (n)	save (v)
closet (n)	pour (v)
any more (adv)	make fun of smb
almost (adv)	
fast (adv)	

#### 1 One word in each sentence is not correct. Identify and correct it.

- |   |  |
|---|--|
| 1. Ted is American.                     | 5. The teacher is glad to see her son. |
| 2. Ted can speak English very well.     | 6. The teacher sees a big fire.        |
| 3. There is a puppy in the hall closet. | 7. She pours water on the flowers.     |
| 4. Ted speaks Greek very slowly.        | 8. Ted and Chris save the dog.         |
|   | 9. The children want to learn French.  |

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

She pours water on the fire.	The teacher runs to the hall closet.
He says that there is a fire in the hall closet.	Ted is trying to tell the teacher something.
Ted and Chris save the school from a big fire.	The smoke is coming from some papers.
Ted tells Chris in Greek what is wrong.	The teacher doesn't understand what Ted is trying to say.

#### 3 Discuss the answers to the following questions.

- Why can't Chris speak English very well?
- Why do some children make fun of him?
- Why is Ted very excited one day?
- Why does the teacher ask Chris to help Ted?
- Why is it good that Chris can understand Ted?
- Why does the teacher run to the hall closet?
- Why do children want to be Chris' friends?

#### 4 Choose the best answer to complete each sentence.

- |  |  |
|--|--|
| 1. Chris and Ted came from ____.                 | 6. The teacher brings water in a ____.                 |
| a) Romania      b) the USA      c) Greece.       | a) glass      b) plate      c) pail                    |
| 2. The teacher wants Chris to ____ Ted.          | 7. If the fire grows it becomes ____.                  |
| a) help      b) make fun of      c) wash         | a) smaller      b) quieter      c) bigger              |
| 3. Chris wants to have ____ friends.             | 8. When you don't come to school on time you are ____. |
| a) few      b) many      c) funny                | a) glad      b) late      c) early                     |
| 4. Ted speaks ____ very fast.                    | 9. When there is a fire, there is ____.                |
| a) English      b) Greek      c) French          | a) smoke      b) fun      c) water                     |
| 5. The teacher sees the fire in the ____.        |  |
| a) library      b) classroom      c) hall closet |  |

## The Two Cousins

Long ago two giant pandas, Kang and Tang, lived in China. They were cousins, but they often quarrelled over a beautiful bamboo plant.

All day the cousins sat one on each side of the bamboo plant, growling at each other and at any other smaller pandas who came near the bamboo plant.

One day Kang said to Tang:

"Go away from my bamboo, or I will bite your nose."

"Go away from my bamboo, or I will bite your ears," answered Tang. So the two cousins began to fight. As they struggled they broke the beautiful bamboo plant.

All the smaller pandas watched the giants fight, but when they saw the bamboo lying on the ground they began to eat it until nothing was left. Then they went quietly away, while the pandas continued to fight.

At last Kang and Tang could fight no longer. They rested a little.

As soon as they felt a little better, the two pandas jumped to their feet, because each wanted to get the bamboo plant. Then they saw that there was no plant left. Away in the distance the smaller pandas stood, and Kang and Tang understood everything.

"Aren't we silly!" said Kang.

"Aren't we stupid!" said Tang – for now neither of them could enjoy those tasty bamboo plants.

After that the cousins made friends, and went away together to find another bamboo plant that they could share, without quarrelling.



### DO YOU KNOW THESE WORDS?

quarrel (v)	growl (v)	
bite (v)	struggle (v)	fight (v)
silly (adj)	stupid (adj)	

### 1 Read the sentences and correct the false ones.

- Kang and Tang were two giant bears.
- The pandas lived in China.
- They were great friends.
- They often quarrelled over a bamboo plant.
- The pandas never fought.
- The smaller pandas ate the bamboo plant.
- Kang and Tang were sorry for their fight.

### 2 Discuss the answers to the following questions.

- Why did Kang and Tang often quarrel?
- Why did they begin to fight?
- Why did the beautiful bamboo plant break?
- Why did the smaller pandas eat the bamboo?
- Why did the cousins finally make friends?

### 3 Choose the correct answer to complete the sentences.

- Kang and Tang were \_\_\_\_\_.  
a) pen-friends   b) cousins   c) brothers
- They lived in \_\_\_\_\_.  
a) India   b) England   c) China
- All day long they \_\_\_\_\_.  
a) laughed   b) worked   c) quarrelled
- Kang wanted to \_\_\_\_\_ Tang's nose.  
a) see   b) bite   c) eat
- The pandas found another \_\_\_\_\_.  
a) banana   b) bamboo plant   c) pineapple



**4** Replace the underlined pronouns with the correct nouns or phrases.

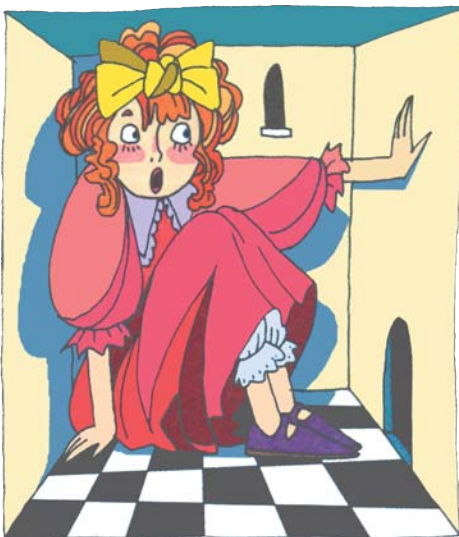
**Most pandas, The bamboo, The panda, Children, My cousin, A new-born panda**

- |  |   |
|--|---|
| 1. <u>It</u> is a rare black and white animal. | 4. <u>It</u> has a hard stem.                                     |
| 2. <u>They</u> like pandas very much.          | 5. <u>It</u> weighs only 125 grams.                               |
| 3. <u>They</u> live in the wild.               | 6. <u>He</u> wants to go to the zoo to see the giant panda there. |

**5** Write complete questions to these answers.

- |                    |   |
|--------------------|---|
| 1. Who _____?      | The giant panda lives in the wild.              |
| 2. What _____?     | Giant pandas eat bamboo stems.                  |
| 3. Where _____?    | Pandas live in China.                           |
| 4. How many _____? | About thirty giant pandas live in Chinese zoos. |
| 5. How much _____? | Pandas eat four kilos of bamboo at a sitting.   |

**Alice in Wonderland**



Alice saw a very little door. She opened it with a little key and looked through it into a very beautiful garden. She could see a lot of flowers and grass and she wanted to get there. But the door was too small.

"Why can't I become smaller?" Alice asked. She looked at the glass table. There was a little bottle on it.

She read the note on the bottle: "Drink me". Alice drank it and it was very nice.

"Oh! My feet are much smaller", Alice said.

She went to the door, but she couldn't open it as she was too small. She couldn't get the key from the glass table. Alice saw a little glass box with a small cake in it. She ate the cake and grew very big. She opened the door but she couldn't go through it and she began to cry. She cried and cried. Suddenly she saw a rabbit. He

had very clean white gloves in one hand and a fan in his other hand. Alice wanted to ask him for help, but the Rabbit ran away. His gloves and the fan fell from his hands. Alice took the fan and began to fan herself. She became small again.

"I'm so small that I can go through the door", Alice thought. She ran towards it but fell into the pool of her tears.

**DO YOU KNOW THESE WORDS?**

- |                |                |
|----------------|----------------|
| fan (n)        | glass (n)      |
| tear (n)       | pool (n)       |
| through (prep) | towards (prep) |

# 1 Correct the sentences.

1. Alice saw a beautiful palace through the little door.
2. She was afraid to go there.
3. The key to the door was on the floor.
4. Alice didn't like the drink.
5. Alice ate the cake and grew very small.
6. The Rabbit wanted to help Alice.
7. Alice broke the fan.

# 2 Read the sentences in correct order.

Alice wanted to ask the Rabbit for help.

She couldn't get the key from the glass table.

Suddenly she saw a white Rabbit.

The Rabbit ran away.

Alice grew very small.

The Rabbit had a fan in one hand.

Alice ate the cake and grew very big.

She began to cry.



# 3 Complete the sentences with one of the following words.

become

from

too

fan

again

bottle

glass

help

through

1. Alice opened the door and looked \_\_\_\_\_ it.
2. The door was \_\_\_\_\_ small.
3. Why can't I \_\_\_\_\_ smaller?
4. There was a little \_\_\_\_\_ on it.
5. She couldn't get the key \_\_\_\_\_ the glass table.
6. Alice saw a little \_\_\_\_\_ box.
7. The Rabbit had a \_\_\_\_\_ in one hand.
8. Alice wanted to ask the Rabbit for \_\_\_\_\_.
9. She became small \_\_\_\_\_.

# 4 Write the questions to the answers.

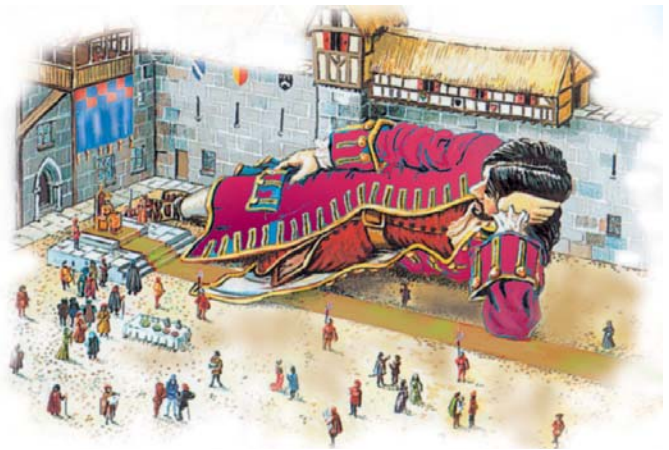
1. What \_\_\_\_\_? Alice saw a beautiful garden through the door.
2. Where \_\_\_\_\_? Alice went to the door.
3. Why \_\_\_\_\_? Alice grew big because she ate the cake.
4. How \_\_\_\_\_? Alice opened the door with a little key.
5. Who \_\_\_\_\_? Alice could see flowers in the garden.
6. Where \_\_\_\_\_? She fell into a pool of tears.

## Gulliver's Travels

Gulliver always wanted to travel and he studied navigation. After four years of hard learning Gulliver began to work on a ship. One day there was a great storm. The ship broke to pieces. Gulliver and five other men got into a boat. But the boat was small and soon turned over. Gulliver could swim very well and he swam to the shore. His companions couldn't swim and were drowned.

Gulliver found himself in a country where very small people lived. The name of the country was Lilliput. The little people were afraid of Gulliver. They called him the Man-Mountain. Soon they saw that Gulliver was kind and didn't want to harm them. They liked him very much. Gulliver lived there for two years and then came back to England.

Gulliver's second travel began very well. However, after some time at sea, a strong wind began to blow and they fought it for twenty days. When the wind stopped, the captain of the ship did not know where they were. They had enough food, the ship was strong, but there was



### DO YOU KNOW THESE WORDS?

navigation (n)	shore (n)
lilliput (n)	companion (n)
piece (n)	sailor (n)
turn over (v)	drown (v)
enough (adv)	

no drinking water. Soon they saw an island and the captain sent some men in a small boat to get water from there. Gulliver was in the boat too. On the island Gulliver did not go with the sailors. When he came back to the place where he thought the boat was, he saw that the sailors were in the boat on the way to the ship. Gulliver looked around and saw some giants. He understood that it was a country of giants.

### 1 In pairs, discuss the answers to the following questions.

1. Why did Gulliver study navigation?
2. Why did their boat turn over?
3. Why were the Lilliputs afraid of Gulliver?
4. Why didn't the sailors wait for Gulliver?

### 2 Correct the sentences.

1. Gulliver studied business.
2. Gulliver got to an island during his first travel.
3. Gulliver became the captain of the ship.
4. He met Lilliputs on the island.
5. Gulliver couldn't swim very well.
6. The giants called Gulliver the Man-Mountain.
7. The sailors waited for Gulliver.

### 3 Complete the sentences, using the words from the box.

1. Gulliver began to work on a \_\_\_\_\_.
2. One day, there was a great \_\_\_\_\_.
3. Gulliver swam to the \_\_\_\_\_.
4. The little people were \_\_\_\_\_ of Gulliver.
5. A strong wind began to \_\_\_\_\_.
6. They had \_\_\_\_\_ food.
7. They went to get \_\_\_\_\_ water.

shore, afraid, blow,  
enough, drinking, storm,  
doctor

### 4 Choose the best answer to complete the definitions.

1. Very bad weather with strong winds, rain and thunder is a \_\_\_\_\_.  
a) navigation    b) storm    c) fog
2. When people die in the water they are \_\_\_\_\_.  
a) killed    b) murdered    c) drowned
3. A person who goes with you for a trip is called a \_\_\_\_\_.  
a) friend    b) colleague    c) companion
4. \_\_\_\_\_ are very small people.  
a) Lilliputs    b) Giants    c) Children
5. An \_\_\_\_\_ is a piece of land surrounded by water.  
a) island    b) continent    c) country
6. Sailors work on a \_\_\_\_\_.  
a) island    b) ship    c) train
7. Giants are very \_\_\_\_\_ people.  
a) big    b) kind    c) funny

### 5 Write the questions to the answers.

1. What \_\_\_\_\_? Gulliver wanted to study navigation.
2. When \_\_\_\_\_? The ship broke to pieces during a storm.
3. How many \_\_\_\_\_? Six people got into a boat.
4. Why \_\_\_\_\_? The sailors were drowned because they couldn't swim well.
5. Who \_\_\_\_\_? The Lilliputs called Gulliver the Man-Mountain.
6. Where \_\_\_\_\_? Gulliver lived in the Lilliput country for two years.

### 6 Replace the underlined pronoun in the sentences with the correct nouns.

1. He always wanted to travel.
2. It broke into pieces.
3. They couldn't swim and were drowned.
4. They were afraid of Gulliver.
5. They were in the boat on the way to the ship.

His companions, Gulliver,  
The sailors, The ship,  
The Lilliputs



## HOW STRANGE



It was a very cold December morning. The temperature of the air was 20°C (Centigrade). We were having breakfast. It was Sunday, so Father was at home too. He said to Mother:

"I am going to Australia next week. Will you, please, take out my summer things, Lara? I'll need my light shoes, my white

hat, and some other summer things".

"Summer things?" laughed Nick, my eight-year-old brother.

"But it's winter now. How can you wear your white hat now? How funny!"

"Yes, it sounds strange, and even funny to you, Nick, but it's not. If you wish, boys, I'll tell some interesting things about Australia."

"Oh, yes, Papa, tell us please. It's so strange to think that when it's winter here and the snow covers everything, people in Australia wear summer things and try to hide from the hot sun," I said.

"Well, you see, Australia is very big and in different parts of the continent the climate is different," said Father.

"The northern part of Australia is in the tropics, and the weather is very hot there."

"Hot? In the north?" cried out Nick.

"Yes, in the north. The hottest part is the north-west. The temperature in the shade is sometimes more than 40°C. This temperature lasts there for weeks. But in the south-west of the continent the winters are often very cold."

"Papa, and what about summer and winter?" asked Nick.

"Well, in Australia seasons do not come when they come in Europe or in the United States. Each season lasts about three months, but spring lasts from September to the end of November; summer – from December to the end of February; autumn – from March to the end of May; and winter – from June to the end of August. Do you see now, Nick, why I want my summer things?"

"What season is it now in Australia?" asked Father.

"December? Oh, I see, it's summer there now."

We asked Father to go on with his story, but he said it was time for skiing. Father went up to the window and called us.

"Look at our garden, is it not beautiful with the white snow over the ground and the trees?"



*Mother:* Now, my dear, tell me about your first day at school.

*Tom:* The school was all right, but they don't teach you much. I must go to school again tomorrow.

\* \* \*

*Frank:* My sister is in the first form, but she can spell her name backwards.

*Bob:* Oh, she is very clever! What is her name?

*Frank:* Anna.

*Jack:* My dog can count.

*Teacher:* Can he?

*Jack:* I ask him how much two minus two is and he says nothing.

\* \* \*

*Harry:* Teacher, will you scold a boy for something he didn't do?

*Teacher:* Of course not.

*Harry:* That's good, I didn't do my homework.

## THE TWELVE MONTHS

Once upon a time there lived an old woman. She was very poor. Every day she went to work in the fields.

One day, on her way there, she saw twelve young men. They were playing in the sun. They were the twelve months of the year.

They came up to the old woman and asked: "Granny, please, tell us which is the most beautiful month of the year?"

"They are all beautiful," said the old woman. "In January there is snow, in February there is rain..." And she praised each month.

Then they said to her: "Granny, you praised all of us and we want to give you a present. Give us your kerchief."

And they put their present in the kerchief.

"Thank you very much," said the old woman and went home.

At home she said to her children: "See what present I have here in my kerchief."

The children saw a lot of gold coins in it.

"Now we shall have much food at last," said the old woman.

All went well for some time. One day a rich neighbour came to see the old woman and learned about the money.

"Where did you get it all?" she asked the old woman.

"The twelve months gave it to me," the old woman answered.

"And where did you meet the twelve months?" the neighbour asked.

"In the fields," the old woman answered.

When the rich neighbour heard this, she went there to see the twelve months.

"Granny," they said when she came up to them, "please, tell us which is the most beautiful month of the year?"

"Which is the most beautiful?" thought the woman. "None of you is beautiful," she said. "In January there is snow, in February there is rain..."

"Very well, then," said the months. "Give us your kerchief and we'll give you a present."

The neighbour gave them her kerchief and they filled it full.

"Thank you very much," said the woman and quickly went home.

There she said to her children: "Now we'll be very, very rich. See what I have here in my kerchief!"

When the children looked, they saw nothing in it but stones.

The neighbour was very angry.

She ran to the old woman and shouted:

"Look what these twelve months gave me – nothing but stones!"

"And what did you tell the months when they asked you which month was the most beautiful?" the old woman asked her.

"I said that none of them was the most beautiful."

"Then they gave you the right sort of present!" the old woman said.

Do you think she is right?

## CONSONANTS

/p/	pen, help, open, pupil, put, speak
/b/	bed, baby, hobby, rubber
/t/	ten, dirty, letter, night, short
/d/	dog, cold, garden, good, today
/k/	cake, carry, carton, cookie, chicken, kitchen, lock, make, speak
/g/	bag, game, get, frog, playground
/f/	fall, wolf, alphabet, geography, phone, photo, photographer
/v/	drive, van, evening, have, love, visit
/θ/	anthem, earth, bathtub, thing, think, theatre, both, birthday, south
/ð/	they, then, this, that, mother, father, brother, together, sunbathing, weather
/s/	house, sit, sister, glasses, sausage
/z/	zebra, zoo, prize, puzzle, size
/ʃ/	shake, shampoo, wash, wish, shower, shy, shopping, ship, shoe, shorts
/ʒ/	pleasure, treasure, usual, unusual
/h/	happy, home, who, whole, whose
/m/	mother, shame, shampoo, smile, slim
/n/	nut, snow, soon, stand, sunny
/ŋ/	young, morning, finger, England, among, camping, king, kingdom, building
/l/	listen, sleep, table, tall, yellow
/r/	run, write, wrong, right, pretty, present, rhyme
/j/	yes, yellow, yesterday, young
/w/	swim, towel, window, work, walk, where, when, what, white

## CONSONANT CLUSTERS

/dʒ/	fridge, bridge, badge, hedgehog
/dʒ/	change, huge, language, strange
/dʒ/	danger, energy, generous, hygiene
/dʒ/	enjoy, enjoyable, jacket, jumper
/kw/	question, queen, quince, quiet
/ʃn/	pollution, situation, education
/tʃ/	chair, change, lunch, March
/tʃ/	catch, kitchen, match, watch,
/tʃ/	century, situation
/ks/	six, sixteen, exercise, excellent

## LETTER COMBINATIONS

'ch' /tʃ/ chess, cherry, child  
 'ch' /k/ headache, school  
 'ck' /k/ clock, stocking  
 'gh' /g/ yoghurt, spaghetti  
 'gh' /f/ cough, laugh  
 'ght' /t/ light, night, right  
 'kn' /n/ know, knee, knife  
 'lk' /k/ walk, talk

'lf' /f/ half, calf  
 'lm' /m/ palm  
 'mn' /m/ autumn  
 'ph' /f/ alphabet  
 'wh' /w/ what, when  
 'wh' /h/ who, whose  
 'wr' /r/ write, wrong  
 'ture' /tʃə/ picture

## SILENT LETTERS

'b' comb**b**, clim**b**  
 'c' excell**e**nt, exc**i**ted, clic**k**  
 'd' grand**m**a, grand**p**a, grand**p**arents, Wed**n**esday  
 'g' gnaw, g**n**ome, foreig**n**, sover**e**ign  
 'gh' brig**h**t, eig**h**t, fig**h**t, , delig**h**tf**u**l, sleigh**h**, straigh**h**t, midnigh**h**t, neighb**h**our  
 'h' rh**h**yme, gh**h**ost, sheph**h**erd, wh**h**y, wh**h**ere, wh**h**ich, wh**h**ile, h**h**onest  
 'k' kn**e**e, kn**i**fe, kn**o**w, kn**o**ck  
 'l' walk**l**, talk**l**, talk**l**ative, half  
 's' is**l**e, is**l**and  
 't' cast**l**e, Christ**l**mas, list**l**en, must**l**n't, oft**l**en, thist**l**e  
 'w' ans**w**er, wh**w**ole, wh**w**o, wh**w**reath, wr**w**ong, wr**w**ite, wr**w**rote, wr**w**itten

## FALLING INTONATION (↘) AND RISING INTONATION (↗)

We use falling intonation in statements and *wh* questions.

<b>Statements</b>	We all have household ↘ chores. Mother does the ↘ cooking. Father does the ↘ shopping. I take the rubbish ↘ out.
<b>Wh questions</b> (questions beginning with <i>who, what, why, where, when, which, how</i> )	Who does the ↘ cooking? Where does your father do the ↘ shopping? When do you take the rubbish ↘ out?

We use rising intonation in *yes/no* questions.

<b>Yes/no questions</b> (questions that we can answer by 'yes' or 'no')	Do all of you have household ↗ chores? Does mother always do the ↗ cooking? Do you help your mother in the ↗ kitchen? Does father sometimes take the rubbish ↗ out?
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# GRAMMAR IN A NUTSHELL

## 1. Proper nouns

Geographical names	Days of the week	Months	Titles of books	Nationalities	Languages
Great Britain London	Monday Thursday	January October	Treasure Island	English Romanian	English Romanian
<b>Remember!</b> Proper nouns always start with a Capital letter.					

## 2. Regular and irregular plural forms

Add -s	Add -es	Drop the -y, add -ies	Drop the -f, add -ves	Irregular nouns
books boys shoes	lunches dresses foxes	family – families country – countries story – stories	wolf – wolves shelf – shelves leaf – leaves	man – men deer – deer child – children tooth – teeth

## 3. Possessive case with names and animate nouns

Names	Animate singular	Animate plural	Animate irregular plural
John's father Kate's friend Charles's bike	mother's name uncle's job writer's book	mothers' names uncles' jobs writers' books	children's names men's clothes women's gloves
<b>Remember!</b> <i>John and Kathy's dogs.</i> (The dogs belong to both of them.) <i>John's and Kathy's dogs.</i> (Each person owns one or more dogs individually.)			

## 4. Zero article/omission of the article

We do not use articles with:

Names of languages and nationalities	Proper names	Names of sports	School subjects
<i>She is German. Can she speak English?</i>	<i>Mark Twain is my favourite writer. Rome is the capital of Italy.</i>	<i>Football is a popular sport in England</i>	<i>I like history. We study geography this year.</i>

## 5. Adjectives: Degrees of comparison

	positive	comparative	superlative
		Add -er	Add -est
<u>Monosyllabic adjectives</u>	strong late big thin shy	stronger later bigger thinner shyer	strongest latest biggest thinnest shyest
<u>Disyllabic adjectives</u>	happy clever narrow	happier cleverer narrower	happiest cleverest narrowest

		more /less	the most/ the least
<u>Polysyllabic adjectives</u>	exciting expensive careful	more /less exciting more/less expensive more/less careful	the most/the least exciting the most/the least expensive the most/the least careful
<u>Irregular forms</u>	good bad much many little	better worse more more less	best worst most most least
as ... as		not as ... as	
Ann is <b>as</b> tall <b>as</b> Mary. I think maths is <b>as</b> interesting <b>as</b> English.		This phone is <b>not as</b> good <b>as</b> that one.	

## 6. Demonstrative adjectives

	Near	Far
<b>Singular</b>	<b>This</b> school is new.	<b>That</b> bus is old.
<b>Plural</b>	<b>These</b> men are tired.	<b>Those</b> boys are noisy.

## 7. Demonstrative pronouns

	Near	Far
<b>Singular</b>	<b>This</b> is a new school.	<b>That</b> is an old bus.
<b>Plural</b>	<b>These</b> are my brothers.	<b>Those</b> are noisy boys.

## 8. Personal pronouns and Possessive adjectives

Personal Pronoun	Possessive Adjective
<b>I</b> have a sister.	<b>My</b> sister is smart.
<b>You</b> have a bike.	<b>Your</b> bike is green.
<b>He</b> has a son.	<b>His</b> son is tall.
<b>She</b> has a cat.	<b>Her</b> cat is white.
<b>We</b> have a friend.	<b>Our</b> friend is from France.
<b>They</b> have a garden.	<b>Their</b> garden is beautiful.
<b>It</b> replaces a thing or an animal: This is our <b>cat</b> . <b>It</b> has green eyes.	<b>Its</b> eyes are green.

## 9. Interrogative adjective

<b>What</b>	<b>What</b> <i>story</i> are you reading?
<b>Which</b>	<b>Which</b> <i>bike</i> do you like?
<b>Whose</b>	<b>Whose</b> <i>backpack</i> is this?

## 10. Interrogative pronouns

<b>Who</b>	asks questions about people	<b>Who</b> likes summer?
<b>What</b>	asks questions about things	<b>What</b> is your favourite season?

<b>Whose</b>	asks questions about possession	<b>Whose</b> are these jeans?
<b>Where</b>	asks questions about place	<b>Where</b> is the museum?
<b>When</b>	asks questions about time	<b>When</b> is your birthday?
<b>Why</b>	asks questions about reason	<b>Why</b> do you like tennis?
<b>How</b>	asks questions about manner	<b>How</b> do you make salad?

## 11. Indefinite adjectives

Indefinite adjectives with <b>countable nouns</b>	many / few	There aren't <i>many flowers</i> in the garden. There are <i>few apples</i> on the tree.
Indefinite adjectives with <b>uncountable nouns</b>	much / little	There is <i>much salad</i> in the fridge. There is <i>little jam</i> on the cake.
Indefinite adjectives with <b>countable</b> and <b>uncountable nouns</b>	some / any / no	We have <b>some</b> fantastic chocolate cake. Do you have <b>any</b> tulips in the garden? We have <b>no</b> tulips in the garden.
<b>Remember!</b> We use <b>some</b> in positive sentences. We use <b>any</b> in questions and negatives. <b>No</b> is a negative word. We use <b>no</b> with affirmative predicates.		

## 12. The Present Simple

The Present Simple							
Affirmative		Negative			Interrogative		
I	like football.	I	<b>do not</b> (don't)	play chess.	<b>Do</b>	you	like football?
You	swim in the lake.	You		speak French.		we	play chess?
We	visit their cousins.	We	<b>does not</b> (doesn't)	eat chips.	<b>Does</b>	they	go to school?
They	drive a school bus.	They		read comics.			drive a bus?
He	reads fables.	He	<b>does not</b> (doesn't)	watch TV.	<b>Does</b>	he	read fables?
She	speaks English.	She		go to school.		she	speak English?
	teaches maths.						teach maths?
<b>Time indicators: every day, every summer, every week, every year</b>							
<b>Adverbs of indefinite frequency: always, usually, often, sometimes</b>							

## 13. The Present Continuous

The Present Continuous					
Affirmative and Negative			Interrogative		
I	am	playing. going.	Are	you	playing?
	am not			we	going?
He	is	reading.	Is	they	reading?
She	is not	listening.		listening?	
It		eating.		eating?	
We	are	swimming.		he	swimming?
You	are not	making.	she	making?	
They			it		
Time indicators: now, at the moment					

## 14. The Past Simple

The Past Simple							
Affirmative		Negative			Interrogative		
I You He She We They	liked football. visited Rome. played tag.	I You He She We They	did not (didn't)	play chess. speak French. eat chips. read comics. watch TV. go to school.	Did	you	like football?
	read fables. spoke English. went to school.					we they	play chess? go to school? drive a bus?
						he she	read fables? speak English? teach maths?
Time indicators: yesterday, ago, last							

## 15. The Present Perfect

The Present Perfect					
Affirmative and Negative			Interrogative		
I	have	played <b>ed</b> football. visited <b>ed</b> Rome. listened <b>ed</b> to the story. <b>been</b> to the USA. <b>read</b> this book. <b>written</b> two letters.	Have	you	played <b>ed</b> football? visited <b>ed</b> Rome? listened <b>ed</b> to the story? <b>been</b> to the USA? <b>read</b> this book? <b>written</b> two letters?
We	have not (haven't)		we		
You			they		
They	has not (hasn't)		Has	he she it	
He					
She					
It					
Time indicators: ever, never, just, already					

## 16. The Future Simple

The Future Simple					
Affirmative and Negative			Interrogative		
I	will	play football.	Will	you	play football?
He	will not (won't)	visit Rome		he	visit Rome?
She		listen to the story.		she	listen to the story?
It We		go to the library.		it	go to the library?
You		read this book.		we	read this book?
They		write a postcard.	they	write a postcard?	
Time indicators: tomorrow, next (week, month, year)					



# LIST OF IRREGULAR VERBS

Infinitive	Past Simple	Past Participle
be /bi:/	was/wəz/wɒz/ were /wɜ:(r)/	been /bi:n/
become /bɪ'kʌm/	became /bɪ'keɪm/	become /bɪ'kʌm/
begin /bɪ'ɡɪn/	began /bɪ'ɡæɪn/	begun /bɪ'ɡʌn/
break /breɪk/	broke /brəʊk/	broken /'brəʊkən/
bring /brɪŋ/	brought /brɔ:t/	brought /brɔ:t/
build /bɪld/	built /bɪlt/	built /bɪlt/
buy /baɪ/	bought /bɔ:t/	bought /bɔ:t/
can /kən/ /kæən/	could /kʊd/	could /kʊd/
catch /kætʃ/	caught /kɔ:t/	caught /kɔ:t/
choose /tʃu:z/	chose /tʃəʊz/	chosen /tʃəʊzn/
come /kʌm/	came /keɪm/	come /kʌm/
cut /kʌt/	cut /kʌt/	cut /kʌt/
do /du:/	did /dɪd/	done /dʌn/
draw /drɔ:/	drew /dru:/	drawn /drɔ:n/
drink /drɪŋk/	drank /dræŋk/	drunk /drʌŋk/
drive /draɪv/	drove /drəʊv/	driven /'drɪvn/
eat /i:t/	ate /et/	eaten /'i:tn/
fall /fɔ:l/	fell /fel/	fallen /'fɔ:lən/
feed /fi:d/	fed /fed/	fed /fed/
feel /fi:l/	felt /felt/	felt /felt/
find /faɪnd/	found /faʊnd/	found /faʊnd/
fly /flaɪ/	flew /flu:/	flown /fləʊn/
forget /fə'get/	forgot /fə'ɡɒt/	forgotten /fə'ɡɒtn/
get /get/	got /ɡɒt/	got /ɡɒt/
go /gəʊ/	went /went/	gone /ɡɒn/
grow /grəʊ/	grew /gru:/	grown /grəʊn/
hang /hæŋ/	hung /hʌŋ/	hung /hʌŋ/
have /hæv/	had /hæd/	had /hæd/
hear /hɪə(r)/	heard /hɜ:d/	heard /hɜ:d/
hide /haɪd/	hid /hɪd/	hidden /'hɪdn/
keep /ki:p/	kept /kept/	kept /kept/
know /nəʊ/	knew /nju:/	known /nəʊn/

leave /li:v/	left /left/	left /left/
make /meɪk/	made /meɪd/	made /meɪd/
mean /mi:n/	meant /ment/	meant /ment/
meet /mi:t/	met /met/	met /met/
put /pʊt/	put /pʊt/	put /pʊt/
read /ri:d/	read /red/	read /red/
ride /raɪd/	rode /rəʊd/	ridden /'rɪdn/
ring /rɪŋ/	rang /ræŋ/	rung /rʌŋ/
run /rʌn/	ran /ræn/	run /rʌn/
say /seɪ/	said /sed/	said /sed/
see /si:/	saw /sɔ:/	seen /si:n/
sell /sel/	sold /səʊld/	sold /səʊld/
send /send/	sent /sent/	sent /sent/
shake /ʃeɪk/	shook /ʃʊk/	shaken /'ʃeɪkən/
show /ʃəʊ/	showed /ʃəʊd/	shown /ʃəʊn/, showed /ʃəʊd/
sing /sɪŋ/	sang /sæŋ/	sung /sʌŋ/
sit /sɪt/	sat /sæt/	sat /sæt/
sleep /sli:p/	slept /slept/	slept /slept/
speak /spi:k/	spoke /spəʊk/	spoken /'spəʊkən/
spend /spend/	spent /spent/	spent /spent/
stand /stænd/	stood /stʊd/	stood /stʊd/
swim /swɪm/	swam /swæm/	swum /swʌm/
take /teɪk/	took /tʊk/	taken /teɪkn/
tell /tel/	told /təʊld/	told /təʊld/
teach /ti:tʃ/	taught /tɔ:t/	taught /tɔ:t/
think /θɪŋk/	thought /θɔ:t/	thought /θɔ:t/
understand /,ʌndə'stænd/	understood /,ʌndə'stʊd/	understood /,ʌndə'stʊd/
wear /weə(r)/	wore /wɔ:(r)/	worn /wɔ:rn/
win /wɪn/	won /wʌn/	won /wʌn/
write /raɪt/	wrote /rəʊt/	written /'rɪtn/

## LIST OF GEOGRAPHICAL NAMES

Buckingham Palace /,bʌkɪŋəm 'pæləs/

Bucuresti /,bu:kə'rest/

Cardiff /'kɑ:dɪf/

Culford /'kʌlfəd/

Edinburgh /'edɪnbərə/

England /'ɪŋɡlənd/

France /frɑ:ns/

Germany /'dʒɜ:məni/

Great Britain /,ɡreɪt 'brɪtn/

Greece /ɡri:s/

Hampstead /'hæmpstɪd/

Italy /'ɪtəli/

Kyiv /ki:v/

London /'lʌndən/

The Mississippi River /ðə ,mɪsɪsɪpi 'rɪvə(r)/

Moscow /'mɒskəʊ/

New York /,nu 'jɔrk/

Northern Ireland  
/,nɔ:ðən 'aɪələnd/

Oxford /'ɒksfəd/

Paris /'pærɪs/

Romania /ru'mæniə/

Rome /rəʊm/

Russia /'rʌʃə/

Scotland /'skɒtlənd/

The United Kingdom  
/ðə juˌnaɪtɪd 'kɪŋdəm/

The USA /ðə ,ju: es ə/

Washington /'wɒʃɪŋtən/

Wales /weɪlz/

## LIST OF PROPER NAMES

Andrew /'ændru:/

Angela /'ændʒələ/

Ben /ben/

Brown /braʊn/

Charlie /'tʃɑ:li/

Charles /tʃɑ:lz/

Charlotte /'ʃɑ:lət/

Dan /dæn/

Elizabeth /'lɪzəbəθ/

Emily /'eməli/

Eveline /'i:vlɪn/

Fred /fred/

Flynn /'flɪn/

George /dʒɔ:dʒ/

Harry /'hæri/

Helen /'helən/

Hilda /'hɪldə/

Huckleberry Finn /,hʌklɪbəri 'fɪn/

Irene /'aɪri:n/

Jane /dʒeɪn/

Kate /keɪt/

Jill /dʒɪl/

Jim /dʒɪm/

Liz /lɪz/

Louis /'lu:ɪs/

Maria /mə'ri:ə/

Mark Twain /mɑ:k 'twɛɪn/

Mary /'meəri/

Mike /maɪk/

Nikolaus /'nɪkələs/

Peter /'pi:tə(r)/

Philip /'fɪlɪp/

Sam /sæm/

Sandy /'sændi/

Stacy /'steɪsi/

Sue /su:/

Susan /'su:zən/

Sylvester /sɪl'vestə(r)/

Silvia /'sɪlvɪə/

Ted /ted/

Tina /'ti:nə/

Tom /tɒm/

Tom Sawyer /,tɒm 'sɔɪə(r)/

Tony /'təʊni/

Vicky /'vɪki/

William /'wɪljəm/



## Aa

ache /'eɪk/ aerobics /eə'rəʊbɪks/ admire /əd'maɪə(r)/ adventure /əd'ventʃə(r)/ age /'eɪdʒ/ air /'eə(r)/ almost /'ɔːlməʊst/ already /ɔːl'redɪ/ among /ə'mʌŋ/ ancient /'eɪnʃənt/ anthem /'ænthəm/ any more /eni'mɔː/ appearance /e'piərəns/ arrange /ə'reɪndʒ/ arrive /ə'raɪv/ armchair /'ɑːmtʃeə(r)/ ask for help /ɑːsk fə(r) 'help/ attentive /ə'tentɪv/ aunt /ɑːnt/	durere aerobica a admira aventură vârstă aer aproape, cât pe ce deja printre antic, străvechi imn nu mai înfăţişare a aranja a sosi, a veni fotoliu a cere ajutor atent mătuşă	боль аэробика восхищаться приключение возраст воздух почти уже среди древний гимн уже не внешность устроить прибывать кресло просить помощь внимательный тётя
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## Bb

back /'bæk/ badge /bædʒ/ barefoot /'beəfʊt/ bat /'bæt/ bathtub /'bɑːθtʌb/ beautiful /'bjʊ:tɪfl/ because /bɪ'kəz/ become /bɪ'kʌm/ bench /bentʃ/ bison /'baɪsn/ bite /baɪt/ blazer /'bleɪzə(r)/ bloom /blu:m/ boat /bəʊt/ body /'bɒdi/ (be) bored /'bɔːd/ break /breɪk/ break a habit /breɪk ə 'hæbɪt/  bright /braɪt/ brush /brʌʃ/ build /bɪld/ bulldozer /'bʊldəʊzə(r)/ bus stop /'bʌs stɒp/	spate insignă descult liliac cadă de baie frumos deoarece a deveni bancă zimbru a muşca blazer (sacou sportiv) a înflori barcă corp plictisit recreaţie a renunţa la un obicei  luminos, isteţ a spăla, a peria a construi; statură buldozer staţie de autobuse	спина значок босиком летучая мышь ванна красивый так как становиться скамейка бизон кусать блейзер цвети лодка тело скучать перемена отказаться от привычки яркий, умный чистить строить; телосложение бульдозер остановка автобуса
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## Cc

<p>camping /'kæmpɪŋ/  canal /kə'næl/  card /kɑ:d/  cart /kɑ:t/  cartoon /kɑ:'tu:n/  century /'sentʃəri/  change /tʃeɪndʒ/  cheap /tʃi:p/  cheerful /'tʃiəfl/  chemist's /'kemɪsts/  cleanliness /'klenlɪnəs/  clear /klɪə/  clever /'klevə(r)/  cloud /klaʊd/  coat-of-arms /kəʊt əv 'ɑ:mz/  collect food /kə'lekt fu:d/  comfortable /'kʌmfətəbl/  companion /kəm'pænjən/  cooker /'kʊkə/  cough /kɒf/  cover /'kʌvə(r)/  crocus /'krɒkəs/  cross /krɒs/  crossing /'krɒsɪŋ/  cup /kʌp/  curds /kɜ:dz/  currant /'kʌrənt/  custom /'kʌstəm/  cute /kju:t/  cycling /'saɪklɪŋ/</p>	<p>camping  canal  vedere, felicitare  cărută  desen animat  secol  a schimba  ieftin  optimist, vesel  farmacie  curăţenie  senin  intelligent  nor  blazon, stemă  a aduna mâncare  confortabil  tovarăş (de drum)  aragaz, plită  a tuşi, tuse  a acoperi  brânduşa  cruce  trecere de pietoni  cană de ceai  brânză dulce de vaci  coacănă neagră  obicei  drăgălaş  ciclism</p>	<p>кэмпинг  канал  открытка  телега, повозка  мультфильм  век  изменять  дешёвый  бодрый, весёлый  аптека  чистота  ясно  умный  облако  герб  собирать еду  удобный  компаньон  плита  кашлять, кашель  покрывать  крокус, шафран  крест  переход  чашка  творог  смородина  обычай, привычка  милый  велоспорт</p>
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## Dd

<p>daffodil /'dæfədɪl/  danger /'deɪndʒə(r)/  daughter /'dɔ:tə(r)/  dearly /'diəli/  deer /diə(r)/  delightful /dɪ'laitfl/  diet /'daɪət/  dirty /'dɜ:ti/  dish /dɪʃ/  the dishes /ðə 'dɪʃɪz/  dishwasher /'dɪʃwɒʃə(r)/</p>	<p>narcis  primejdie  fiică  scump/foarte mult  cerb  încântător  dietă  murdar  farfurie; vas  veselă  maşină de spălat vesela</p>	<p>нарцисс  опасность  дочь  дорого  олень  восхитительный  рацион питания  грязный  тарелка; блюдо  посуда  посудомоечная  машина</p>
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dispose of (rubbish) /dɪ'spəʊz əv/ do the laundry /du ðə 'lɔ:ndri/ do the shopping /du ðə 'ʃɒpɪŋ/ at the doctor's /ət ðə 'dɒktə(r)z/ domestic /də'mestɪk/ dry /draɪ/ dust /dʌst/	a arunca (gunoiul) a spăla rufele a face cumpărături la doctor de casă uscat a șterge praful	убрать (мусор) стирать делать покупки у доктора домашний сухой вытирать пыль
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## Ee

each other /,i:tʃ 'ʌðə(r)/ earth /ɜ:θ/ energy /'enədʒi/ enjoy /ɪn'dʒɔɪ/ enjoyable /ɪn'dʒɔɪəbl/ environment /ɪn'vaɪrənmənt/ equipped /ɪ'kwɪpt/ ever /'evə(r)/ exercise /'eksəsaɪz/ exciting /ɪk'saɪtɪŋ/ expensive /ɪk'spensɪv/	unul altuia pământ energie a primi plăcere agreabil, plăcut mediu înconjurător amenajat vreo dată a practica emoționat scump	друг друга земля энергия наслаждаться приятный окружающая среда оборудованный когда-либо упражняться волнующий дорогой
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## Ff

fable /'feɪbl/ facilities /fə'sɪlətɪz/ fair /feə(r)/ famous /'feɪməs/ fawn /fɔ:n/ feed /fi:d/ fever /'fi:və(r)/ field /fi:ld/ fine /faɪn/ finally /'faɪnəli/ fireplace /'faɪəpleɪs/ fireworks /'faɪəwɜ:ks/ fizzy /'fɪzi/ fluids /'flu:ɪdz/ fog /fɒg/ (be) fond of /fɒnd əv/ found /faʊnd/ free /fri:/ fresh /fref/ friendly /'frendli/ frost /frɒst/ fur /fɜ:(r)/ furniture /'fɜ:nɪʃə(r)/	fabulă facilități, echipament deschis la culoare celebru căprioară, cerbișor a hrăni febră câmp frumos în sfârșit cămin foc de artificii apă carbogazoasă lichid ceață a-i plăcea ceva a fonda, a întemeia liber proaspăt prietenos ger blană mobilă	басня удобства, оборудование светлый известный оленок кормить высокая температура поле прекрасный в заключении камин фейерверк газированная вода жидкость туман любить основывать свободный свежий дружелюбный мороз мех мебель
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## Gg

gardening /'gɑ:dnɪŋ/ generous /'dʒenərəs/ geography /dʒi'ɒgrəfi/ germ /dʒɜ:m/ get away /get ə'wei/ get the flu /get ðə flu:/ get together /get tə'geðə(r)/ go by car /gəʊ baɪ 'kɑ:(r)/ go on a trip /gəʊ ɒn ə 'trɪp/  (be) good at /bi gʊd ət/ good-looking /,gʊd 'lʊkɪŋ/ gooseberry /'gʊzbəri/ grandchildren /'græntʃɪldrən/ grey /greɪ/ grow muscles /grəʊ 'mʌslz/	grădinărit generos geografie microb, bacterie a pleca a se molipsi de gripă a se aduna împreună a merge cu mașina a merge în călătorie  a fi bun la arătos agrișă nepoți cărunt a face mușchi	садоводство великодушный география микроб уходить заболеть гриппом собираться ехать на машине отправиться в путешествие быть хорошим в красивый крыжовник внуки седой накачать мускулы
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## Hh

hall monitor /hɔ:l 'mɒnɪtə(r)/ happen /'hæpən/ hard /hɑ:d/ hard-working /hɑ:d 'wɜ:kɪŋ/ hare /heə(r)/ headache /'hedeɪk/ health /helθ/ hedgehog /'hedʒhɒg/ height /'haɪt/ hibernation /,haɪbə'neɪʃn/ hide /haɪd/ hill /hɪl/ historical /hɪ'stɒrɪkl/ honest /'ɒnɪst/ hope /həʊp/ household chores /'haʊshəʊld tʃɔ:(r)z/ huge /hju:dʒ/ hurt /hɜ:t/ husband /'hʌzbənd/ hygiene /'haɪdʒi:n/	supraveghetor pe hol a se întâmpla cu/din greu harnic, silitor iepure de câmp durere de cap sănătate arici înălțime hibernare a ascunde deal, colină istoric onest a spera, speranță treburi casnice  imens, enorm a durea soț igienă	дежурный по коридору случаться усердно трудолюбивый заяц головная боль здоровье еж высота, рост зимняя спячка прятать холм исторический честный надеяться домашние дела  огромный болеть супруг гигиена
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## Ii

improve /ɪm'pru:v/ include /ɪn'klu:d/ indoor /'ɪndɔ:(r)/ invite /ɪn'vaɪt/ island /'aɪlənd/	a îmbunătăți a include de sală a invita insulă	улучшать включать в помещении приглашать остров
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## Jj

jacket /'dʒækɪt/ jogging /'dʒɒɡɪŋ/ judo /'dʒu:dəʊ/ jumper /'dʒʌmpə(r)/ junk food /'dʒʌŋk fu:d/ just /dʒʌst/	jachetă jogging judo pulover alimentație nesănătoasă pur și simplu, numai ce	куртка медленный бег дзюдо джерпер нездоровая пища просто, только что
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## Kk

keep fit /,ki:p 'fɪt/ keep order /,ki:p 'ɔ:də(r)/  kindergarten /'kɪndəɡɑ:tɪn/ king /kɪŋ/	a se menține în formă a păstra ordinea  grădiniță rege	поддерживать форму поддерживать порядок детский сад король
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## Ll

lab /læb/ lake /leɪk/ lamp /læmp/ language /'læŋɡwɪdʒ/ laundry room /'lɔ:ndri rʊm/ legend /'ledʒənd/ lilac /'lɪlək/ litter /'lɪtə(r)/ locker /'lɒkə(r)/	laborator lac lampă limbă spălătorie legendă liliac a împrăști gunoi dulap mic cu lacăt	лаборатория озеро лампа язык прачечная легенда сирень мусорить запирающийся шкафчик
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## Mm

magician /mə'dʒɪʃn/ majestic /mə'dʒestɪk/ make friends /meɪk 'frendz/ master /'mɑ:stə(r)/	magician maiestos, mare a face prieteni stăpân	волшебник величественный заводить друзей хозяин
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mean /mi:n/ means of transport /mi:nz əv 'træns pɔ:(r)t/ memorable /'memərəbl/ midnight /'mɪdnait/ modern /'mɒdn/ move /mu:v/ must /mʌst/	a vrea să spună mijloc de transport  memorabil miezul nopții modern a (se) mișca a trebui	иметь в виду средства передвижения незабываемый полночь современный двигать(ся) должен
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## Nn

nail /neɪl/ nature /'nætʃə(r)/ neck /nek/ neighbourhood /'neɪbəhʊd/ never /'nevə(r)/ nurse /nɜ:s/	unghie natură gât cartier, vecinătate niciodată asistentă medicală	ноготь природа шея район, соседство никогда медсестра
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## Oo

often /'ɒfn/ on foot /ɒn 'fʊt/ opposite /'ɒpəzɪt/ orchestra /'ɔ:kɪstrə/ orchard /'ɔ:tʃəd/ ornament /'ɔ:nəmənt/ outdoor /'aʊtdɔ:(r)/	deseori pe jos vizavi, pe partea cealaltă orchestră livadă ornament în aer liber	часто пешком напротив оркестр фруктовый сад украшение на открытом воздухе
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## Pp

paw /pɔ:/ pie /paɪ/ pillow /'pɪləʊ/ plate /pleɪt/ pledge /pledʒ/ polite /pə'laɪt/ pollution /pə'lu:ʃn/ poor /pɔ:(r)/ pond /pɒnd/ prescription /pri'skrɪpʃn/ protein /'prəʊti:n/ pull /pʊl/ push /pʊʃ/ put away /pʊt ə'weɪ/	labă plăcintă pernă farfurie angajament politicos poluare sărac bazin, iaz rețetă proteină a trage a împinge a pune la loc	лапа пирог подушка тарелка обещание, обет вежливый загрязнение бедный пруд, бассейн рецепт белок тянуть толкать убрать
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## Qq

queen /kwi:n/ quiet /'kwaɪət/ quite /kwaɪt/	regină liniștit destul	королева спокойный довольно
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## Rr

raincoat /'reɪnkəʊt/ receive /rɪ'si:v/ recycle /,ri:'saɪkl/ responsible for /rɪ'spɒnsəbl fə/ reusable /,ri:'ju:zəbl/ ribbon /'rɪbən/ rice /raɪs/ ripe /raɪp/ road /rəʊd/ rope /rəʊp/ royal /'rɔɪəl/ rubbish /'rʌbɪʃ/ rude /ru:d/	impermeabil a primi a recicla responsabil reutilizat panglică orez a se coace drum funie regesc gunoi grosolan	плащ получить перерабатывать ответственный многоразовый лента рис созреть дорога веревка королевский мусор грубый
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## Ss

sadly /'sædli/ safe /seɪf/ same /seɪm/ sandal /'sændl/ scissors /'sɪzərz/ send /send/ shake hands /ʃeɪk 'hændz/ shampoo /ʃæm'pu:/ shelter /'ʃeltə(r)/ shepherd /'ʃepəd/ ship /ʃɪp/ shoe /ʃu:/ shorts /ʃɔ:ts/ shout /ʃaʊt/ shower /'ʃaʊə(r)/ shy /ʃaɪ/ sink /sɪŋk/ (be) situated /'sɪtʃuətɪd/ ski /ski:/ skin /skɪn/ smell /smel/	trist în siguranță același sandală foarfece a trimite a da mâna cu cineva șampon ascunziș, adăpost pastor, cioban corabie, vapor pantof pantaloni scurți a striga duș timid chiuvetă a fi situat a schia piele miros	печально в безопасности тот же самый сандалия ножницы отправить пожать руки шампунь приют пастух корабль туфля шорты кричать душ застенчивый раковина расположенный ходить на лыжах кожа запах
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soap /səʊp/ sociable /'səʊfəbl/ sock /sɒk/ sofa /'səʊfə/ solve /sɒlv/ south /saʊθ/ sovereign /'sɒvrɪn/ sports field /'spɔ:ts fi:ld/ spot /spɒt/ squirrel /'skwɪrəl/ stand for /stænd fə(r)/ star /stɑ:(r)/ stay /steɪ/ stomach /'stʌmək/ strange /streɪndʒ/ straight /streɪt/ suffer /'sʌfə(r)/ sunbathing /'sʌnbæɪðɪŋ/ sunglasses /'sʌŋglɑ:sɪz/ survive /sə'vaɪv/ swan /swɒn/ sweet /swi:t/ swim /'swɪm/ swallow /'swɒləʊ/ swing /swɪŋ/	săpun sociabil șosetă canapea a rezolva sud suveran teren sportiv pată veveriță a reprezenta stea a sta stomac straniu drept, direct a suferi a se bronza la soare ochelari de soare a supraviețui lebedă dulce, bomboană a înota rândunică; a înghiți scrânciob	мыло общительный носок диван решать юг монарх спортивное поле пятно белка означать звезда оставаться желудок странный прямой страдать загорать солнцезащитные очки выживать лебедь сладкий, конфета плавать ласточка; глотать качели
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## Tt

table /'teɪbl/ tag /tæg/ tale /'teɪl/ talkative /'tɔ:kətɪv/ take out /teɪk 'aʊt/ tidy up /'taɪdi ʌp/ tights /taɪts/ (school) timetable /'taɪmteɪbl/ tinsel /'tɪnsl/ tissue wipe /'tɪʃu: waɪp/ touch /tʌtʃ/ towel /'taʊəl/ traffic /'træfɪk/ try /traɪ/ turn left /tɜ:n 'left/ turn off /tɜ:n ɒf/ turn right /tɜ:n 'raɪt/	masă plăcuță poveste vorbăreț a scoate a face ordine ștrampi orarul (lecțiilor) betea șervețel a atinge prosop, ștergar trafic, circulație a încerca a coti la stânga a închide a coti la dreapta	стол бирка сказка разговорчивый вынести прибирать колготки расписание (уроков) мишура салфетка прикасаться полотенце трафик, движение стараться повернуть налево выключить повернуть на право
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## Uu

uniform /'ju:nɪfɔ:m/	uniformă	униформа
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## Vv

vitamin /'vɪtəmin/	vitamină	витамин
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## Ww

wash up /,wɒʃ'ʌp/ washing machine /'wɒʃɪŋ məʃi:n/ water skiing /wɔ:tə(r) 'ski:ɪŋ/ wavy /'weɪvi/ on the way /ɒn ðə 'weɪ/ weather /'weðə(r)/ well /wel/ wet /wet/ whole /həʊl/ wife /waɪf/ wild /waɪld/ will /wɪl/ wish /wɪʃ/ wizard /'wɪzəd/ wool /wʊl/ wreath /ri:θ/	a spăla vasele mașină de spălat schiat pe apă ondulat în drum spre vreme bine ud, umed tot; întreg soție sălbatic dorință a dori vrăjitor lână coroniță de Crăciun	мыть посуду стиральная машина воднолыжный спорт волнистый в пути погода хорошо мокрый, влажный весь жена дикий желание, желать волшебник шерсть венок
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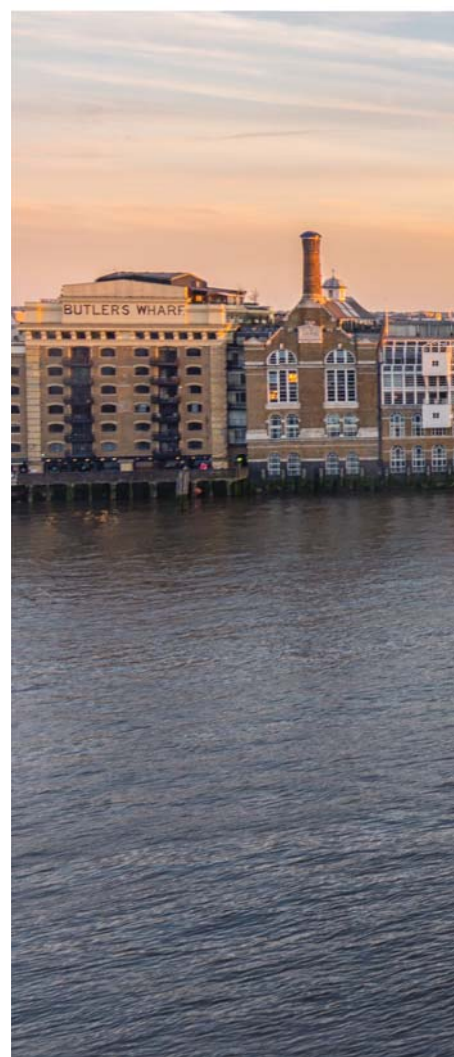
## Yy

yet /jet/	încă	еще
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Pupil's Book

# English

Level A2.1 Form 5



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