Г. К. Мітчелл, Марілені Малкоґіанні

Англійська мова
English

Підручник для 3 класу закладів загальної середньої освіти (з аудіосупроводом)

Рекомендовано Міністерством освіти і науки України

Київ
Видавництво «Лінгвіст»
2020
Г. К. Мітчелл, Марілені Малкоґіанні

ISBN (укр.) 978-617-7713-40-0

Підручник з аудіосупроводом призначений для вивчення англійської мови в 3-му класі, розроблений згідно з Державним стандартом початкової загальної середньої освіти Нової української школи та відповідно до Типової освітньої програми для закладів загальної середньої освіти. Видання має ґрунтовну комунікативну й діяльнісну спрямованість, відповідає віковим особливостям учнів і закладає міцний фундамент для подальшого успішного навчання.

© Smart Junior (Ukrainian edition), MM Publications. Published by Publishing House Linguist, under license from MM Publications, 2020

ISBN (англ.) 978-618-0540-89-5
ISBN (укр.) 978-617-7713-40-0
# Contents

Hello ........................................................................................................................................... 4

1 Welcome! .................................................................................................................................... 7

2 Every day ................................................................................................................................... 17

   Smart World 1 ....................................................................................................................... 29

   Smart Time 1 ......................................................................................................................... 30

3 Out and about .......................................................................................................................... 31

4 Year in, year out ..................................................................................................................... 43

   Smart World 2 ....................................................................................................................... 55

   Smart Time 2 ......................................................................................................................... 56

5 My new house .......................................................................................................................... 57

6 Food, please! ............................................................................................................................ 69

   Smart World 3 ....................................................................................................................... 81

   Smart Time 3 ......................................................................................................................... 82

7 Where were you yesterday? .................................................................................................... 83

8 On holiday ................................................................................................................................ 95

   Smart World 4 ....................................................................................................................... 107

   Smart Time 4 ......................................................................................................................... 108

Syllabus ......................................................................................................................................... 110
1. Listen and sing.

Hello!
Hello, Hello,
I'm Kelly.
Hello, what's your name?

How are you?
Fine, thank you.
How are you?
Fine, and you?

2. Say with your partner.

Hello. I'm Vlad.
What's your name?
How are you?

Hi. I'm Tom.
Fine, thank you.

Goodbye.

Bye.
Listen, point and read.

3

Play the colours game.

What colour is it?

It's red.

Listen and sing.

4

The Colours Song

Green and yellow.
Red and blue.
I love colours.
How about you?

Pink and brown.
Red and blue.
I love colours.
How about you?

Black and white.
Red and blue.
I love colours.
How about you?
Listen, point and read.

Listen and sing.

The Numbers Song

How old are you?
How old are you?
One, two, three,
four, five! I’m five!

How old are you?
How old are you?
Six, seven, eight,
nine, ten! I’m ten!

Draw a cake with candles in your notebook. Then ask and answer.

How old are you?
I’m eight.
Hello, I’m Sharky. I’m a big fish. I’ve got big teeth and three purple fins.

Who’s that? Who’s that? What’s his name? His name is Greg. He’s got brown eyes. His hair is brown. He’s very nice.

Who’s that? Who’s that? What’s her name? Her name is Anna. She’s got fair hair. Her eyes are green. She’s a pretty girl.

Grammar

| I/They | have got | brown eyes.
|--------|----------|---------------
| He/She | has got  | brown eyes.   

Write about your friend in your notebook, e.g. He/She has got... He/She has got... eyes.
Smart kids

10 ten
20 twenty
30 thirty
40 forty
50 fifty
60 sixty
70 seventy
80 eighty
90 ninety
100 a hundred shells

1 Listen and read.

Hi, Anna.

What are these?

Oh. Hi, Greg!

They’re my shells.

How many shells have you got?

Hmm... Let’s see... 96, 97, 98, 99, 100. I have got a hundred shells!

Hey, look! I have got a shell for you!

You haven’t got a shell. That isn’t a shell!

Ouch!
2 Read activity 1 and say True or False.

1. She has got eighty shells.
2. He hasn’t got a shell.
3. They’re shells.

3 Listen, point and say.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>shells</td>
<td>97 87</td>
<td>10 30</td>
<td>100 50</td>
<td>80 20</td>
</tr>
<tr>
<td>puzzles</td>
<td>20 40</td>
<td>38 88</td>
<td>53 62</td>
<td>30 40</td>
</tr>
<tr>
<td>teddy bears</td>
<td>74 65</td>
<td>40 50</td>
<td>70 90</td>
<td>30 50</td>
</tr>
</tbody>
</table>

4 Look at activity 3. Ask and answer.

Has he got 97 shells?

Yes, he has.

It’s Steve.

Yes, it is.
My name’s Carla. I’m 10 years old. I can play basketball.

This is my friend, Kelly. She can’t play basketball, but she can paint.

This is my friend, Gary. He can’t paint, but he can do karate.

This is my friend, Sam. He can swim. He can dive too!
Grammar

I can / can’t
He she can’t
She he can’t
They they can’t

1. Carla can / can’t play basketball.
2. Kelly can / can’t play basketball.
3. Kelly can / can’t paint.
4. Gary can / can’t paint.
5. Gary can / can’t do karate.
6. Sam can / can’t dive.

Listen and point.

Ask and answer. Use the words/phrases in the box.

Can you dive?
No, I can’t.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>No, I can’t.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Write about what your friend can/can’t do in your notebook, e.g. Max can play basketball. He can’t dive.
Let’s play

Answer the questions 1-3 in your notebook, e.g. My name is... I’m... years old. I’ve got... eyes.
Read about Anna’s family. Then write about your family.

My family

My name is Anna. This is my family. This is my dad. He is thirty-eight years old. He has got brown eyes and fair hair. This is my mum. She is thirty-five years old. She has got long hair.

My brother, Jim, is six years old. We have got a big dog. His name is Sparky and he is great!

Writing tip

My name is...
My dad is... years old.
He has got...
My mum is... years old.
She has got...
My brother/sister...

She has got long hair.
We have got a big dog.
Listen and say.

1. I’ve got a doll.
   Her dress is blue.
   She claps her hands.
   Look! There she stands!

2. I’ve got a toy plane.
   It’s black and blue.
   It can fly high.
   Look at it, Mary Lou!
Revision 1

1. Which is Beth’s family? Listen and point.

2. Listen, point and say a or b.

1. 43  33
   1. a  b

2. 100 99
   2. a  b

3. 75  57
   3. a  b

4. 60  50
   4. a  b

5. 24  43
   5. a  b

6. 44  46
   6. a  b
1. Name.
   1. pretty
   2. ugly
   3. straight hair
   4. curly hair
   5. long hair
   6. purple
   7. shells

2. Name the numbers.
   10 ten
   20 twenty
   30 thirty
   40 forty
   50 fifty
   60 sixty
   70 seventy
   80 eighty
   90 ninety
   100 a hundred

3. Name the actions.
   1. do karate
   2. play basketball
   3. sing
   4. dance
   5. paint

4. Read and say.
   He has got fair hair.
   Have you got twenty shells?
   No, I haven’t.
   She can’t paint, but
   she can do karate.
Mike’s day
In the morning I get up.
I get up at eight o’clock.
I have breakfast
I brush my teeth
And I go to school
With my best friend, Keith.

After school he has lunch.
He has lunch at three o’clock.
He does his homework.
He plays football
With Keith and Howard
And then he has a shower.
1 Listen and read.

Hey, Anna!
Come with us.
My dad drives me to school every day.

Thank you!

Do you take the bus to school every day, Anna?

Yes, I do. My mum doesn’t drive.

Hey! There’s Suzie.
She rides her bike to school every day.

Hi, Greg!

Look, there’s Jenny and Billy. They walk to school every day.
2 Read activity 1 and say.
1. Does Greg walk to school every day? Yes, he does. / No, he doesn’t.
2. Does Anna take the train to school every day? Yes, she does. / No, she doesn’t.
3. Does Greg’s dad drive a car? Yes, he does. / No, he doesn’t.
4. Do Jenny and Billy take the bus to school every day? Yes, they do. / No, they don’t.
5. Does Suzie ride her bike to school every day? Yes, she does. / No, she doesn’t.

3 Listen and point.

4 Ask and answer.

Does your dad drive to work? No, he doesn’t. He takes the train.

- take the train
- drive
- walk
- ride a bike
- take the bus
Listen and read.

People at work

Interviewer: What do you do, Dave?
Dave: I’m a firefighter. I put out fires.

Interviewer: What do you do, Jill?
Jill: I’m a doctor. I save people.

Interviewer: What do you do, Tom?
Tom: I’m a pilot. I fly planes.

Interviewer: What do you do, Mark?
Mark: I’m an actor. I play in theatres.

Interviewer: What do you do, Karen?
Karen: I’m an artist. I paint pictures.
2 Read activity 1 and say True or False.
1. Dave is a doctor.
2. Jill puts out fires.
3. Tom plays in theatres.
4. Mark is an actor.
5. Karen is an artist.

3 Read and point to the correct pictures.
1. He plays in theatres. He’s an actor.
2. She paints pictures. She’s an artist.
3. They put out fires. They’re firefighters.
4. He saves people. He’s a doctor.
5. He flies a plane. He’s a pilot.

4 Choose a job. Then ask and answer.

What do you do? I’m a firefighter.
I put out fires.

What does do?
I fly - He flies

5 Write about your job in your notebook, e.g. I’m a pilot. I fly planes.
Let’s play

**Choose a person. Then ask and answer.**

- Anna: What do you do at home?
  - Bob: I make the bed.
- Daria: Are you Daria?
  - Bob: Yes, I am.
- Melanie: I clean my room and I take out the rubbish.

**Grammar**

What do you do at home?
I clean my room and I take out the rubbish.

**Write about what you do at home in your notebook, e.g. I make my bed and clean my room.**
Oleh’s day

My day

I get up at seven o’clock in the morning. I have breakfast with my family. Then, I ride my bike to school. After school, I do my homework and then I play basketball. Before bedtime, I have a shower and I brush my teeth.

What do you do in the morning? What do you do after school? What do you do before bedtime?

Writing tip

- I is always written with a CAPITAL letter.
- I have breakfast with my family. After school, I do my homework.
- Always use a question mark (?) at the end of a question.
  What do you do in the morning?
It’s Career Day at school. This is Kerry’s mother.

Are you a teacher?

No, I’m not. I’m a dentist. I fix people’s teeth.

Look! I’m a dentist too!

I get up at seven o’clock in the morning. At eight o’clock I take the train to work.

Joey’s dad is a firefighter.

I drive my car to work. I put out fires and save people.

I’m a firefighter too!
Monica’s mum is a chef. She works in a restaurant. I take the bus to work and I cook all day.

I’m a chef too!

What are you, Dexter?

I’m a cat!

Every job is important.
In the morning
Get dressed.
Brush your teeth.
Have your breakfast.
Hurry, Keith!
Have some bread.
Have some fruit.
Drink your milk.
It’s good for you.
1. I’m a firefighter / pilot. I fly planes.

2. Tom is an actor / artist. He paints pictures.

3. Olha is a dentist / chef. She fixes people’s teeth.

4. Vlad is a doctor / teacher. He saves people.
1. Name the everyday activities.

- do my homework
- brush my teeth
- have a shower
- get dressed
- have lunch
- take the bus
- drive a car
- ride a bike
- walk
- take the train
- clean my room
- do the washing-up
- make the bed
- water the plants
- take out the rubbish
- work

2. Name the jobs and the actions.

- firefighter
- actor
- doctor
- pilot
- artist
- dentist
- teacher
- chef
- put out fires
- save people
- fix teeth
- cook

3. Read and say.

1. He does his homework every day.
2. Does she walk to school? No, she doesn’t.
Means of Transport

Kyiv, Ukraine
There are many ways to get around Kyiv. You can see many cars, buses and trams. The trams are often red and yellow. They are popular in Kyiv. There is the Kyiv Metro too! The Kyiv Metro has got 3 lines and 52 stations!

London, the UK
You can see cars and buses on the streets in London too! Most buses are red. They are the double-decker buses! There is also the Underground. It has got 270 stations and 11 lines.

1. Listen and read.
2. Read and say True or False.
   1. The trams are often red and yellow.
   2. The Kyiv Metro has got 11 lines and 52 stations!
   3. Most double-decker buses are blue.
   4. The Underground has got 270 lines and 11 stations.
3. Choose one means of transport in activity 1 and draw it.
   a. Write about your picture, e.g. It’s a... It’s red/yellow, etc. It’s in Kyiv/London, etc.
You can help!

You can help animals!
‘Friends of Animals’ help animals find food and water. They find a place for them to sleep too! Animals are our friends and we can help them be happy.

You can help kids and be a Big Brother or a Big Sister to them!
‘Big Brothers Big Sisters’ help kids. You can go to the cinema and to playgrounds with your ‘brother’ or ‘sister’! You can play in parks and you can help them do their homework too! It is great fun to be a Big Brother or a Big Sister.

Read activity 1, choose and say.

1. We can play in parks.
2. We can go to the cinema.
3. We can help animals.
4. We can give water to animals.
5. We can go to playgrounds.

Friends of Animals
Big Brothers Big Sisters
Out and about

Sing a song

1. Listen and point. Then sing.

Having fun

I am running, you are jumping
And you’re hitting the ball.
We are having fun together.
    Play with us, Paul!

Sue is dancing. Pete is singing
And he’s playing the guitar.
Sam and Matt are playing tennis.
    Let’s play tennis with them, Nazar.

2. Choose children from activity 1 and say.

They’re playing tennis. Look at them.

Grammar

I’m = I am
He’s = He is
She’s = She is
We’re = We are
You’re = You are
They’re = They are

I - me  he - him  it - it  you - you
you - you  she - her  we - us  they - them
Greg and Anna are on Uncle Sam's farm.

This is Daisy the duck and that is Henry the horse.

Are you giving the ducks tomatoes?

Yes, I am. They love them!

How big is the horse, Uncle Sam?

It's 173 cm tall. I have got 10 ducks and 15 cows too.

I have got 20 goats and 45 sheep.

I make cheese from the milk. It's delicious!

Uncle Sam, the mice are eating your cheese!

Look, Greg, a mouse. Where is it going?

Shoo! Shoo! Go away!
Read activity 1 and say True or False.

1. Uncle Sam is giving the ducks bananas.

2. A mouse is going to the pet shop.

3. The mice are eating uncle Sam’s cheese.

Listen and point.

Choose a picture from activity 3. Point, ask and answer.

Is the boy singing?

Yes, he is.

Look at activity 3. Choose three pictures and write in your notebook, e.g. The ducks are eating.

Grammar:

Are you eating a tomato? Yes, I am. / No, I’m not.
Is he drinking milk? Yes, he is. / No, he isn’t.
Are they playing? Yes, they are. / No, they aren’t.

I’m not eating a tomato.
He isn’t drinking milk.
They aren’t playing.
Mrs Jenkins’ class is at the museum today.

**Mrs Jenkins:** Children, look at this sign. What does it say?

**James:** No mobile phones?

**Mrs Jenkins:** Yes! Turn off your mobile phones. What about this one?

**Wendy:** Don’t eat or drink.

**Mrs Jenkins:** Yes! There is a restaurant in the museum. Look! Go straight, then turn right. You can eat and drink there. Then, throw your rubbish in the rubbish bins. Last sign, can you tell me what it says?

**Claire:** Don’t take photos.

**Mrs Jenkins:** Yes! Now let’s have some fun!
2. **Listen and point.**

1. [Image of a hamburger] Turn off your mobile phones.
2. [Image of a hand throwing trash] Don’t throw rubbish.
3. [Image of a fork and spoon] Turn off your mobile phones.
4. [Image of a mobile phone] Don’t take photos.
5. [Image of a camera] Don’t take photos.

3. **Say and do.**

Throw rubbish in the rubbish bin.

4. **Write your own class rules in your notebook. Then report to the class.**

Don’t run in the classroom.
Let’s play

1. Play.

What’s the time?

It’s six o’clock.

It’s half past seven.

It’s a quarter to three.

It’s a quarter past eleven.

Where are you?

I’m at the cinema.

It’s a quarter past four.

I’m at the cinema.
1 Make a silhouette.

Get a big piece of black card and cut out a shape, e.g. a keyhole, a circle, etc. Then get a piece of white card and stick it onto the black card with tape.

2 Show and tell.

They’re playing tennis. Look at them.

She’s playing the guitar. Look at her.

3 Draw or find pictures of people doing everyday activities or playing a sport.

Colour in or stick your picture and write.

They’re playing tennis.

She’s playing the guitar.
Listen and read.

Samantha, Vanessa and Kevin are at Kevin’s grandmother’s house.

Wow, look at all these things!

What’s in these boxes?

Don’t open them.

This box is open. Look!

A map with a tunnel. It’s in the park. Let’s go!

It’s a quarter past eight now. It’s late. Let’s go tomorrow.

The next day, the children go to the park.

Look there’s a sign. Let’s cross the street here. The tunnel starts at that tree.
Come on, Vanessa. We’re almost there. Now, turn right.

Shhh!

Ah! Mice! I don’t like mice!

I don’t like it here. Let’s go back.

The tunnel is very dark.

Ah! Mice! I don’t like mice!

When they open the tunnel door, the children see... Grandma’s garden!

Grandma?

Do you know about the tunnel? How big is it?

Welcome back, children. It’s a big tunnel, right?

It’s fifty metres. Let me tell you about the tunnel...

Stay together, play together, win together.
The spider and the snake

A small, small spider
Is climbing up a tree.

A big, big snake
Is sleeping in the tree.

A squirrel shouts:
Stop, small spider!
The snake is awake.
That’s OK – I know him.
His name is Smiling Jake.
1. Listen, point and say a or b.
   1. Throw / Don’t throw rubbish in the rubbish bin.
   2. Don’t take / Take photos.
   3. Turn off / Don’t turn off your mobile phones.
   4. Talk / Don’t talk here.
   5. Eat / Don’t eat and drink here.
1. **Name the sports and activities.**

   1. playing volleyball
   2. playing tennis
   3. hitting the ball
   4. throwing the ball
   5. playing the guitar

2. **Name the animals.**

   1. cow
   2. horse
   3. sheep
   4. goat
   5. mouse
   6. wolf

3. **Name the actions.**

   1. eat
   2. drink
   3. turn off
   4. cross the street
   5. take photos
   6. throw rubbish in the rubbish bin

4. **Name the items.**

   1. mobile phone
   2. sign
   3. box
   4. tunnel
   5. map
   6. farm

5. **Read and say.**

   1. We’re playing tennis. Play with us.
   2. Are the cows eating? Yes, they are.
   3. Throw rubbish in the rubbish bin.
   4. Don’t take photos.
   5. What’s the time? It’s a quarter past ten.
Sing a song

My favourite day

Monday, Tuesday
Are really cool

Wednesday, Thursday
I go to school

Friday, Friday
Is my favourite day

Saturday, Sunday
I play all day.

Monday, Tuesday, Wednesday,
Thursday, Friday, Saturday, Sunday!

Grammar

What day is it today? It’s Monday.
What’s your favourite day? It’s Sunday.

Ask and answer.

What day is it today? It’s Tuesday.
What’s your favourite day? It’s Saturday.
Listen and match. Then sing.

Happy birthday, Greg.

Thanks, Anna.

What time?

At seven o’clock.

When’s your birthday, Anna?

It’s in October too! It’s on Saturday. Let’s have a party at my house on Saturday for our birthdays.

What about Friday?

No, no. Sorry, I can’t. I have basketball.

What about Sunday morning then?

Sorry, I can’t Anna. I have karate on Saturday at seven o’clock.

What about Thursday after school...

Sorry, Anna, I can’t on Sunday morning. I ...

Surprise!!!!! Happy birthday, Greg!
August September October November December

2. Read activity 1, point and say the day.

3. Listen and point.

4. Ask and answer.

When’s your birthday?

It’s in March. Come to my birthday party at my house! It’s on Saturday!

Thank you!

5. Use a calendar and write when your birthday is this year, e.g. My birthday is in July. It’s on Friday.
Seasons Around the World

1. In Canada, it’s winter from December to February. It’s cold and it snows in the winter. We wear hats, coats, gloves and scarves. In Canada, we go skiing in the winter too.

2. In Australia, it’s summer from December to February. It’s hot and sunny. We go swimming in the summer. When it’s windy, we go windsurfing. We go sailing too!
I go swimming in the summer. He goes skiing in the winter. They go sailing in the summer.

2 Look at activity 1, read and say C for Canada or A for Australia.

1. It’s winter from December to February.
2. It’s summer from December to February.
3. We go skiing in the winter.
4. We go sailing or windsurfing in the summer.

3 Listen and point.

1. Suzie
2. Max
3. Mary

a. b. c.

4 Ask and answer.

Do you like the summer?

Yes, I do. I like swimming. I don’t like windsurfing.

5 Write about what you like doing in the winter/summer in your notebook, e.g. I like... in the winter/summer. I don’t like...
1. Choose Oleh’s or Anna’s timetable. Then ask and answer.

<table>
<thead>
<tr>
<th></th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oleh</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.00</td>
<td>maths</td>
<td>science</td>
<td>art</td>
<td>PE</td>
<td>maths</td>
</tr>
<tr>
<td>10.00</td>
<td>science</td>
<td>English</td>
<td>maths</td>
<td>English</td>
<td>science</td>
</tr>
<tr>
<td>11.00</td>
<td>art</td>
<td>music</td>
<td>PE</td>
<td>music</td>
<td>English</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anna</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.00</td>
<td>maths</td>
<td>science</td>
<td>art</td>
<td>PE</td>
<td>maths</td>
</tr>
<tr>
<td>10.00</td>
<td>English</td>
<td>English</td>
<td>PE</td>
<td>English</td>
<td>science</td>
</tr>
<tr>
<td>11.00</td>
<td>music</td>
<td>art</td>
<td>maths</td>
<td>music</td>
<td>English</td>
</tr>
</tbody>
</table>

When do you have maths?

You’re Anna.

I have maths at nine o’clock on Monday and Friday and at eleven o’clock on Wednesday.

Please answer.

What’s your favourite subject?

Yes!

My favourite subject is maths.
1. **Make a season collage.**

Write the name of your country on a piece of paper and colour it in.

Choose a season. Cut out pictures from magazines that show what the weather is like in your country in that season, e.g. what people wear and what they do.

2. **Show and tell.**

In the winter, it’s cold in Ukraine. We wear coats, gloves and scarves. We go skiing in the winter. It’s fun!

Glue the pictures on a piece of card and glue the paper with the name of your country at the top.
Pedro: Hi! I’m Pedro. I’m eight years old and I’m from Rio de Janeiro, Brazil. What’s your name?

Lynn: Hello! My name is Lynn. I’m eight years old too! I’m from Beijing, China. It’s Monday today and I have school. My favourite subject is maths. What’s your favourite subject?

Pedro: My favourite subject is English. It’s Sunday today. It’s sunny and windy. It’s summer in Brazil. We go sailing with my father in the summer. It’s great fun! What’s the weather like in Beijing?

Lynn: It’s cloudy.
It’s raining. It’s cloudy.

Pedro: Bye now. It’s nine o’clock. I go to bed at nine o’clock.

Pedro! It’s time to go to bed!

Lynn: It’s eight o’clock in the morning here. It’s time to go to school!

Let’s go, Lynn!

Make friends from different countries.
1 Listen and say.

- **a /æ/**
  - cat
  - hat

- **e /ɛ/**
  - pen
  - ten

- **i /ɪ/**
  - milk
  - fish

- **o /ɒ/**
  - socks
  - hot

- **u /ʌ/**
  - sun
  - shut

2 Listen and chant. Then say the short vowels.

*A green fish and two fat cats*

A green fish
With green fins.
Two fat cats
In the sun.
They are hot.
They are hot.
And they’re wearing
Four long socks!
1. When’s their birthday? Listen and point.

1. Kate
2. Brenda
3. Pedro
4. Marc

August

a.

April

b.

December

c.

November
d.

2. Write about yourself in your notebook. Then say.

My name’s Julia. I’m eight years old. My birthday is in July. I like summer. I go sailing with my family. My favourite subject is English.
1. **Name the days of the week.**

1. Monday  
2. Tuesday  
3. Wednesday  
4. Thursday  
5. Friday  
6. Saturday  
7. Sunday

2. **Name the months.**

1. January  
2. February  
3. March  
4. April  
5. May  
6. June  
7. July  
8. August  
9. September  
10. October  
11. November  
12. December

3. **Name the weather.**

1. hot  
2. cold  
3. snow  
4. windy  
5. It’s raining.  
6. It’s cloudy.  
7. It’s sunny.

4. **Name the sports and clothes.**

1. go windsurfing  
2. go skiing  
3. go sailing  
4. scarf  
5. glove  
6. coat

5. **Name the school subjects.**

1. art  
2. music  
3. PE  
4. maths  
5. science  
6. English

6. **Read and say.**

1. What day is it today?  
   It’s Friday.

2. When’s your birthday?  
   It’s in October.

3. What’s your favourite subject?  
   It’s Maths.
1. Listen and read.

Hello! My name’s Anton and I’m from Kherson in Ukraine. I’m eight years old. My favourite subject is maths. I have maths on Monday and Thursday. I like art too. I have art on Tuesday and Friday. On Wednesday, I have music. I can play the guitar!

Hi! My name’s Maryna and I’m from Poltava in Ukraine. I’m nine years old. My favourite subject is English. I have English on Tuesday and Thursday. I like art too. I have art on Monday. On Wednesday and Friday, I have PE. I can run fast!

2. Read and say A for Anton and M for Maryna.

1. I’m eight years old.
2. My favourite subject is English.
3. I have English on Tuesday and Thursday.
4. I have art on Monday.
5. I have music on Wednesday.

3. Say.

I have maths on Monday and Wednesday. I like maths.
1. Listen and read.

Christmas in Ukraine and the UK

I’m Oksana and I live in Kyiv. Today is Christmas Eve. My family and I are at home and we are having dinner. There are twelve different dishes at the Christmas dinner! My favourite is kutia. It’s a sweet grain pudding with honey sauce. We are also having uzvar. It’s a drink with dried fruit, sugar or honey, and water.

My name’s Bill and I live in Manchester. I love Christmas because we have a big tree in the living room and there are lots of presents under it! On Christmas Day, we open the presents and eat all together. We have turkey, roast potatoes and Christmas pudding for dessert.

2. Read and say True or False.

1. Oksana’s family have kutia at Christmas.  **True**
2. Uzvar is a pudding.  **False**
3. Bill’s presents are under the tree.  **True**
4. In the UK, they eat turkey and pasta at Christmas dinner.  **False**
My new house

Sing a song

Look and listen. Point to where the teddy bear, the doll, the skirt and Azor are.  
Then sing.

Anna’s new house

Come with me to my new house  
My new house, my new house,  
Come with me to my new house!  
Let’s go up, in my room!  
My doll is next to the bed  
Azor is behind the door.

Come with me to my new house  
My new house, my new house,  
Come with me to my new house!  
Let’s go down, in the kitchen.  
My teddy bear is on the chair  
and my skirt is under my shirt.

Grammar

Where’s the doll?  
It’s between the bag and the chair.  
Where are the toys?  
They’re behind the door.

2 Look at activity 1. Ask and answer.

Where’s the doll?  
It’s next to the bed.
1 Listen and read.

Mum, where are my trainers?
They're in the bedroom. In the box, next to the bookcase.

Mum, these aren't my trainers. They're Tony's.

Mum, whose socks are these?
They're my socks.

It's Tony's.

Whose shirt is this, Sue?
It's Tony's.

Now, where's my coat?
It's on the armchair, in the hall.

Whose coat is this?
Ha ha.

It's Anna's.
Read activity 1 and say **True or False**.

1. These are Anna’s trainers.
2. These are Tony’s socks.
3. This is Sue’s coat.
4. This is Tony’s shirt.

Listen and point.

Look at activity 3. Point, ask and answer about the girls’ clothes.

Whose shirt is this? It’s Kim’s.
My name’s Yuki. I live in a big house with a garden. It has got two bedrooms, a dining room, a kitchen and a living room. My favourite room is the living room. There are paintings on the wall. There is a table too. In the living room, there aren’t any chairs, but there are cushions.

My name’s Amanda. I live in a flat. It has got three bedrooms, a living room and a kitchen. My favourite room is my bedroom. There is a bed, a wardrobe and a big armchair in my bedroom. There isn’t a painting on the wall, but there is a window.
2. **Read activity 1 and say True or False.**

1. Yuki lives in a house in Japan. There are two bedrooms, a dining room, a kitchen and a living room in his house.

2. There aren’t paintings on the wall in Yuki’s living room.

3. Amanda lives in a flat in the USA. Her favourite room is her bedroom. There is a window in her bedroom.

3. **Listen and point.**

   ![Images]

   - a
   - b
   - c

4. **Listen to your partner. Draw and colour.**

   In the living room, there’s a pink sofa.

5. **Describe your drawing in your notebook, e.g. In the kitchen, there’s…**
Let’s play

clock  mat  mirror  radio  slippers

1 Play.

Where’s the mat?
It’s in front of the bed.
I live in a big house. There is a kitchen, a living room and a bathroom. There are three bedrooms too. There isn’t a garden. My favourite room is my bedroom. It has got pink walls. There are three flowers on the wall. There’s a big window next to my bed. I love my bedroom!

Is your house big or small?
Name the rooms of your house.
What’s your favourite room?
What is/are there in your favourite room?

Writing tip

Adjectives go before nouns.

I live in a big house.
It has got pink walls.
It’s Saturday night. Emily, Kelly and Bob are at Kelly’s house. Kelly’s mother and father are in the bedroom watching TV and the kids are in the living room. They’re eating crisps and sweets.

There is a ghost in this house.

Really? Where is it?

It’s in this room…

Emily looks under the armchair. Bob looks behind the bookcase.

Whose slipper is this?

I’m hungry!

There isn’t a ghost in here!

It’s my slipper. Thanks, Emily.
The kids are in the kitchen. They are making sandwiches.

Where’s the cheese?

It’s in the fridge.

They hear a noise...

It’s the ghost! It’s in the living room!

Let’s go!

The kids are in the living room, but there isn’t a ghost there. Kelly’s mother and father are in the living room.

Look at this mess! There are crisps on the floor!

Sorry, Mum! Let’s clean it up, guys!

VALUE Be responsible and always pick up your things after playtime.
Listen and say. Then say the /θ/ sounds and the /ð/ sounds. Listen again and say the /ʃ/ and /tʃ/ sounds.

**My family**

This is my mother, my father, My sister and my brother. This is our house, It’s got thirteen rooms. A kitchen, three bathrooms And three living rooms.

We like going to the beach. We really like it there. We never catch any fish. We just sit on a chair. We like to watch the ships go by And look for pretty shells.
1. Listen and point.

1. Whose skirt is this?
2. Whose shoes are these?
3. Whose coat is this?

4. Whose cap is this?
5. Whose trousers are these?
6. Whose T-shirt is this?

2. Read, look and say.

Tom
Bill
John
Kate
Helen
Tina
1. **Name the items.**
   - bookcase
   - fridge
   - cupboard
   - armchair
   - mat
   - clock
   - mirror
   - radio
   - painting
   - slippers
   - cushion

2. **Name the parts of a house.**
   - floor
   - wall
   - hall
   - garden
   - dining room

3. **Name the verbs and the prepositions.**
   - go down
   - go up
   - go into
   - get out of
   - next to
   - between
   - in front of
   - behind

4. **Name the nouns and the verbs.**
   - flat
   - noise
   - watch TV
   - hear
   - crisps
   - ghost
   - sweets

5. **Read and say.**
   1. Where’s the boy? He’s behind the tree.
   2. Whose trainers are these? They’re Tony’s.
   3. There isn’t a bookcase in the dining room. There aren’t three cushions on the floor.
Food, please!

Sing a song

I’m hungry

I’m hungry, I’m hungry. What can we make?

There’s some flour in the cupboard.
There’s some chocolate
And some sugar.
Let’s make some biscuits!
Let’s make some biscuits now!

There’s some lettuce on the table.
There are some tomatoes
And some onions.
Let’s make some salad!
Let’s make some salad now!

Grammar

There’s some milk.
There are some eggs.

Look at activity 1. Point and say.

There’s some milk in the fridge.
There are some carrots on the table.

Write about what there is in your fridge at home in your notebook, e.g. There is some cheese in the fridge.
Smart kids

omelette  peas  pancake  pineapple  peppers  coconut

1 Listen and read.

Mmm... I love my omelette! There’s some cheese in my omelette. Is there any cheese in your omelette, Greg?

No, there isn’t.

There are some peppers in my omelette too. Are there any peppers in your omelette, Greg?

No, there aren’t.

There isn’t any cheese and there aren’t any peppers in my omelette. But there are some peas, onions and pineapple.

And for dessert, coconut pancakes!

Yuck!

Yummy!
What do the children have in their omelettes? Say A for Anna and G for Greg.

1. cheese
2. tomatoes
3. onions
4. potatoes
5. chicken
6. peppers
7. milk, etc.

Are there any peppers in your omelette?

Yes, there are.
Listen and read.

Our world

STREET FOOD

Cheeseburgers come from the US. They’re meat with cheese in bread. They’re very good.

Chicken Kyiv comes from Ukraine. It’s fried chicken with butter and garlic in it. You can have it with rice or salad.

Noodles come from China. You can have noodles with meat and vegetables. You can also have them in soup. They’re yummy!

Crepes come from France. They’re like thin pancakes. French people eat crepes with cheese. There are also sweet crepes, with jam or chocolate.
2 Where does it come from? Read activity 1 and say.

1. [Image of a dish with noodles]
2. [Image of a dish with meat]
3. [Image of a cheeseburger]
4. [Image of a bowl of soup]

3 Listen and point.

1. What is in Peter’s cheeseburger?
   a. [Image of a tomato]
   b. [Image of cheese]
   c. [Image of garlic and tomato]

2. What does Mary want for dinner?
   a. [Image of noodles]
   b. [Image of soup]
   c. [Image of vegetables]

3. What is Pierre eating?
   a. [Image of fried chicken]
   b. [Image of soup]
   c. [Image of fried chicken]

4 Ask and answer.

Find a friend who...

- has pancakes for breakfast.
- likes cheeseburgers.
- doesn’t like fried chicken.
- has soup for dinner.
- wants a crepe for lunch.

Do you have pancakes for breakfast?  Yes, I do.
Let's play

**Grammar**

How much milk is there?  
There's one glass.

How many tomatoes are there?  
There are three tomatoes.

1 Look at the pictures. Ask and answer.

- How much milk is there?
  - Three glasses.

- How many biscuits are there?
  - There are five biscuits.
Project

Read about Tony’s favourite food. Then write about your favourite food.

My favourite food

I love pizza. It’s my favourite food. There isn’t any cheese or tomato on my pizza. There aren’t any onions or peppers, but there is some chocolate. There is also some ice cream, some banana and some pineapple. There are chocolate biscuits too. It’s delicious!

On my favourite pizza /
In my favourite salad there is...
There are...
There isn’t...
There aren’t...
It’s...

Writing tip

- We use commas (,) to separate items in a list of things in a sentence.
- We use and to add items to a list of things in a sentence.
- We use or to introduce another possibility.
- We use but to introduce an idea that adds something to or is different from what we have said before.

There is also some ice cream, some banana and some pineapple. There aren’t any onions or peppers, but there is some chocolate.
It’s Wednesday afternoon and Ted and Fay are at school. Every month they have a cooking competition.  

I’m making noodle soup, Miss Tulip.  

How many vegetables are there in your noodle soup, Ted?  

There are five vegetables.  

There’s some meat, some tomatoes, and a pineapple, but there isn’t any rice or pasta. What are you making Fay?  

Umm... it’s a surprise.  

This month Ted wins the cooking competition. Fay is sad.  

Congratulations, Ted. Your noodle soup is delicious.  

Thanks, Miss.  

That evening at home Fay tells her dad about the competition.  

Fay, let’s cook together.  

OK, Dad.
For one month, Fay and her dad cook and cook and cook.

Today is the cooking competition.

Fay, you’ve got some flour, some milk, some chocolate, and some eggs. What are you making?

It’s a surprise, Miss.

Have some chocolate pancakes, Miss Tulip.

Thank you, Fay. Mmm... this is delicious.

Great job, Fay. You’re the winner.

VALUE Practice makes perfect.
Listen and say.

1. **s /s/**
   - caps
   - books
   - glasses
   - buses
   - foxes
   - dishes

2. **es /iz/**
   - tomatoes
   - cherries
   - eggs
   - peas
   - caps
   - books

Listen and chant. Then say the /s/ sounds, the /z/ sounds and the /iz/ sounds.

Look at the food in the dishes!

Look at the food in the dishes!
Noodles with carrots and peppers,
Pancakes with jam and eggs with beans.
Look at the food in the dishes!
Biscuits with sugar and coconut,
Pasta with vegetables, burgers with cheese.
I like them all, but I don’t like peas.
Tomatoes and cherries,
fish and chips and
strawberries.
Look at the food in
the dishes!
1. Listen and point.
   1. What’s on Tom’s pizza?
   2. What’s in Sandy’s sandwich?

2. Read and say. Use much or many. Then answer.
   1. How much milk is there?
   2. How many peppers are there?
   3. How much lemonade is there?
   4. How many onions are there?
   5. How much water is there?

3. Draw a fridge and some food in your notebook. Then ask and answer.
   Is there any milk in your fridge?
   Yes, there is.
Now I can

1. Name the food and drinks.
   1. onions
   2. lettuce
   3. chocolate
   4. biscuits
   5. flour
   6. omelette
   7. peas
   8. pancake
   9. pineapple
   10. peppers
   11. coconut
   12. fried chicken
   13. jam
   14. butter
   15. noodles
   16. soup
   17. cheeseburger
   18. crepe
   19. lemonade
   20. vegetables
   21. garlic

2. Name the items.
   1. glass
   2. bottle

3. Read and say.
   1. Is there any cheese in your omelette? No, there isn’t.
   2. There are some peas and onions in my omelette. There aren’t any peppers.
   3. Noodles come from China.
   4. How many apples are there? There are three apples.
Listen and read.

Dishes from around the world

I’m Kalyna. I’m from Ukraine. My mum and I are making my favourite breakfast, deruny. They are potato pancakes. I like my deruny with onions and sour cream.

My name’s Yolanda. I’m from Mexico. I’m eating puntas de filete for lunch. It’s my favourite. It’s rice with meat and vegetables.

I’m Jack. I’m from Australia. My family and I are having dinner in the garden. We are eating Barramundi and vegetables. Barramundi is an Australian fish.

Read and say Yes or No.

1. Barramundi is a meat dish. 
2. Jack is having dinner with his family. 
3. Puntas de filete has got pasta in it. 
4. Yolanda is from Australia. 
5. Kalyna is making lunch with her mum. 
6. Kalyna likes her deruny with onions and sour cream.

Look at activity 1 and write what the children are doing, e.g. Yolanda is eating puntas de filete.
1. Listen and read.

**Strange Recipes**

**Rainbow risotto**

*Rainbow risotto* comes from Italy. There are vegetables and some chicken in it. Follow the recipe:

1. Cut the chicken into pieces.
2. Cut some vegetables (carrots, tomatoes, peas, onions) into pieces.
3. Put the vegetables in a pot and cook them for 5 minutes.
4. Add some rice and mix it with the vegetables.
5. Add some water. Then, add the chicken and cook for 15 minutes.

*Your rainbow risotto is ready!*

2. Look at the pictures and say which steps of the recipe they correspond to.

- a
- b
- c
- d
- e

3. Now write a strange recipe and draw a strange dish in your notebook. Use activity 1 as an example.
Where were you yesterday?

Where were you yesterday?
We were out, out all day.

Where were you in the morning?
I was at the shopping centre.

Where were you in the afternoon?
I was at the theatre with June.

Where were you in the evening?
We were at home.

Ask and answer.

Where were you yesterday evening?
I was at home.

Grammar

Where were you yesterday? I was at the shopping centre.

Where was he/she yesterday? He/She was at the shopping centre.

Where were they yesterday? They were at the shopping centre.

Write about where you were yesterday morning/afternoon/evening in your notebook e.g. I was at school yesterday morning.
Last night Greg, Anna and Emma were at the cinema with Anna’s dad.

Hello. Were you at the shopping centre?

No, we weren’t. We were at the cinema.

Was the film good?

Yes, it was really funny.

It was boring.

No, it wasn’t. It was scary.

Mmm... that was delicious!

Anna? The film was delicious?

Umm... no, the popcorn was.

Anna was hungry!!
The popcorn was delicious.
The film was scary.
The film was boring.
The film was funny.

Was the film good? Yes, it was. Was the film good? No, it wasn't.
Were you at the shopping centre? Yes, we were. Was you at the shopping centre? No, we weren't.

2 Look at activity 1 and point.

1. The popcorn was delicious.
   a
   b
   c
   d

2. The film was scary.

3. The film was boring.

4. The film was funny.

3 Listen and say a or b.

1. a
   b

2. a
   b

3. a
   b

4. a
   b

4 Look at activity 3. Ask and answer.

Was the film funny?

Yes, it was.
My name’s Matilda. I’m from Texas, USA. I live in a house with a big garden. It has got a big basement too. Yesterday, there was a tornado in my town. It was fast and dangerous. There were cars, bikes and trees in the sky. There weren’t people in the streets. My family and I were in the basement. It was scary!

Safety tips

1. Go down to the basement.
2. Don’t stand next to windows.
3. Be careful!
There wasn’t a dog in the garden yesterday.  There were three elephants in the zoo.  
There was a cat.  There were two elephants.

2. What was in the tornado? Read activity 1 and point.

(Images of various objects: cars, bikes, trains, buses, trees, houses, and a flower)

3. Read activity 1 and say.

1. There was/wasn’t a tornado yesterday.
2. There were/weren’t trees in the sky.
3. There were/weren’t people in the streets.
4. There were/weren’t cars in the sky.
5. There were/weren’t bikes in the sky.

4. There was a tornado in your town. What was in the sky? Look at the table and say with a partner.

<table>
<thead>
<tr>
<th>Objects</th>
<th>✔️</th>
<th>✗</th>
</tr>
</thead>
<tbody>
<tr>
<td>cars</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>bikes</td>
<td>✗</td>
<td></td>
</tr>
<tr>
<td>trains</td>
<td>✗</td>
<td></td>
</tr>
<tr>
<td>buses</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>trees</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>houses</td>
<td>✗</td>
<td></td>
</tr>
</tbody>
</table>

There were cars in the sky.  There weren’t bikes in the sky.
Choose and point. Then ask and answer.

**Yesterday**

Dora

in the morning

Kevin and Sandra

in the afternoon

Tim

in the evening

Brad and Cindy

Where was Dora yesterday afternoon?

In the afternoon she was at the shopping centre.

How was it?

It was noisy.
Read Kelly’s diary. Then write your diary.

My Diary

On Saturday morning, I was at the shopping centre with my mother. It was very noisy.
On Saturday afternoon, I was at the park. It was fun!
On Sunday morning, I was at the zoo with my father. There were wolves and lions. The lions were so scary.
On Sunday evening, I was at a restaurant. It was boring, but the vegetable soup was really delicious!

Where were you on Saturday / Sunday / morning / afternoon / evening?
Who were you with?
What was there?
How was it?

Writing tip
Intensifiers: very, really, so

It was very noisy.
The lions were so scary.
The vegetable soup was really delicious.
Today is Monday morning. The children are at school. They are talking about the weekend.

And Michelle, where were you on Saturday?

How was it?

It was funny! There were a lot of clowns. There were elephants and lions too.

I was at the circus, Miss Brown.

I was at a fast food restaurant yesterday evening with my family and a friend. The cheeseburgers and chips were delicious.
Where were you on Saturday afternoon, Ben?

On Saturday afternoon, my family and I were at the cinema.

Was the film interesting?

No. It was boring but the popcorn was great!

Well, I wasn’t at the circus and I wasn’t at a fast food restaurant or the cinema. I was at the playground and later at the hospital.

Be careful next time, Will.

Yes, Miss Brown.

VALUE Share your experiences with friends.
Mr Price

This is my teacher, Mr Price. He’s eating cake with dates and rice. At home he’s got a little cat. It’s white and cute, It’s in his room. This is my teacher, Mr Price. He’s got a rose, it smells so nice!
1. Where were you yesterday afternoon?
2. Were your friends at school yesterday?
3. Was your teacher at home yesterday morning?
4. Was it Monday yesterday?
1. **Name the places.**

   1. circus
   2. amusement park
   3. shopping centre
   4. at home
   5. fast food restaurant
   6. bookshop

2. **Name the adjectives.**

   1. scary
   2. funny
   3. boring
   4. delicious
   5. fast
   6. dangerous
   7. interesting

3. **Name the items.**

   1. tornado
   2. basement
   3. street
   4. sky
   5. clown
   6. film
   7. popcorn

4. **Say the times of day.**

   1. in the morning
   2. in the afternoon
   3. in the evening

5. **Read and say.**

   1. Where were you yesterday afternoon?
      I was at the shopping centre.
   2. How was the film?
      It was scary.
   3. There was a tornado yesterday.
      There weren’t people in the streets.
On holiday

1 Listen and point. Then sing.

The holiday

There we were, there we were,
We were on the island again
On holiday.

We packed our bags
And jumped on a plane
In just two hours
We were there again.

We walked on the beach
And played in the sun
We sailed a boat
It was a lot of fun!

2 Draw a picture about your holiday and say.

Grammar

We packed our bags.

play on the beach
play with friends
watch TV
play my guitar
climb a tree

On my holiday, I played on the beach.

3 Write about your holiday in your notebook, e.g. On my holiday, I sailed a boat.
Hi, Anna. What did you do at the weekend?

Greg and I went to the forest. We had a lot of fun. Greg’s dad took photos. Look!

I swam in the river. Greg caught a big fish.

Greg’s dad made a fire and he cooked the fish. We ate the fish for lunch. It was delicious!

Then Greg and I picked flowers. They were beautiful. But then we saw a lot of bees and…

Oh! Poor Greg!
Read activity 1 and say True or False.

1. Anna took photos. 4. Greg’s dad cooked the fish.
2. Greg swam in the river. 5. Anna and Greg picked flowers.
3. Greg’s dad caught a big fish.

Listen and point. What did the children do?

1. a b
2. a b
3. a b

Ask and answer.

What did you do at the weekend?

I went to the swimming pool.

Write about what you did at the weekend in your notebook, e.g. I went to the park.
Dear diary,

Today was a great day. In the morning, I went to the beach. I found a pretty shell. It was sunny and hot, but I didn’t swim.

In the afternoon, my mother took me to the museum. There they talked about volcanoes. Volcanoes erupt and you can see lava. Lava is very hot. Volcanoes are interesting! We went to the gift shop and bought some postcards.

At night, my mother and I went to the beach and looked at the stars.
What did Katie do today? Read activity 1 and point.

1. 
2. 

Look at activity 1 and say what Katie did / didn’t do.

Katie didn’t swim. She found a pretty shell.
Let's play

1. Play.

Is it a boy?

Did he go to the beach?

Yes, he did.

Did he go windsurfing?

Yes, he did.

It’s Tim.

Yes, that’s right.
My summer holiday

In July, I went to Mexico. It was hot and sunny. I was on the beach all day. I swam in the sea and sailed a boat. I took a lot of photos. I didn’t buy any postcards, but I bought a big hat. It was great!

When did you go?
Where did you go?
Who did you go with?
What did you do?
Did you like it?

Writing tip

We use **and** to talk about the same ideas.

We use **but** to talk about different ideas.

It was hot **and** sunny. I didn’t buy any postcards, **but** I bought a big hat.
In December, Norman and Lisa went on a winter holiday with their parents. It was very cold and Norman was hungry all the time.

It isn’t snowing. Let’s go out.

One day, Norman and Lisa found a cave in the mountains. It was very big.

Ah! What’s that?

In the cave there was a small cub.

Look! It can’t walk.

Let’s take it to the vet.
The children went to the vet.

Don’t worry. It’s fine, now.

Can we keep it?

Norman and Lisa listened to the vet.

No, take it to its mother.

The children took the cub back to the cave.

Let’s wait for the cub’s mother here.

The mother bear came, picked up the cub and took it into the cave. The children were very happy.

I’m hungry now. Let’s go home!

VALUE Respect and protect wild animals.
1. Listen and say.

2. Listen and chant. Then say the ck, nk and ng sounds.

Chuck the duck

On a farm there was a duck.
His neck was long.
His wings were black.
His name was Chuck.
He was a king.
And from the sink
He liked to drink.
1. Fay went to Rocky Island.
2. Fay swam in the river.
3. Fay’s father caught a fish.

I went to the beach with my family. I swam in the river. My sister didn’t swim in the river. She caught a fish. My mother picked flowers. At night we looked at the stars.

2. Listen and say True or False.

1. Fay went to Rocky Island.  
2. Fay swam in the river.  
3. Fay’s father caught a fish.

3. Say the past tense of the verbs.

1. catch  
2. pack  
3. take  
4. see  
5. swim  
6. sail  
7. be  
8. eat


Did you walk on the beach?  
No, I didn’t.

<table>
<thead>
<tr>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>walk on the beach</td>
</tr>
<tr>
<td>sail a boat</td>
</tr>
<tr>
<td>swim</td>
</tr>
<tr>
<td>take photos</td>
</tr>
<tr>
<td>eat fish</td>
</tr>
</tbody>
</table>
1. She didn’t go to the forest. She went to the beach.

2. I swam in the river. Greg caught a fish.

3. Did you go to the museum? Yes, we did.

4. We played on the beach.
Hello, Matt!

Last week, I was in Kyiv, Ukraine, with my family. The weather was great! It was hot and sunny!

At our hotel, there was a big swimming pool. My sister and I like swimming, so it was fun! We went to the National Art Museum. I bought postcards. We visited Kyiv Pechersk Lavra too. It is a church on the hills near the Dnipro River. We also went shopping. My father bought a vyshyvanka. It’s a white, red and blue shirt. My mother bought a skirt and my sister bought shoes. I bought souvenirs for my friends too!

We had a great time!

---

1. Listen and read.

2. Read and say.

1. What was the weather like?
2. What did Jim buy from the museum?
3. What did his father buy?
4. What did his mother buy?
5. What did Jim buy for his friends?
**Tick Tock around the world**

1. Vancouver, Canada
   - It’s four in the morning.
   - It’s snowing.

2. Mexico City, Mexico
   - It’s six in the morning.
   - It’s windy.

3. London, England
   - It’s twelve noon.
   - It’s raining.

4. Kyiv, Ukraine
   - It’s two in the afternoon.
   - It’s sunny and hot.

5. Tokyo, Japan
   - It’s eight in the evening.
   - It’s cloudy.

6. Sydney, Australia
   - It’s nine at night.
   - It’s cold.

It’s Monday today in Vancouver. It’s four o’clock in the morning. But in London it’s twelve noon. What’s the time in other places? What’s the weather like?

**Look at activity 1. Ask and answer.**

What’s the time in Vancouver?

What’s the weather like?

It’s four in the morning.

It’s snowing.
## Syllabus

### 21st Century Competencies

- [ ] intercultural awareness
- [ ] critical thinking
- [ ] autonomous learning
- [ ] communication
- [ ] cooperation
- [ ] creativity
- [ ] personal and social responsibility
<table>
<thead>
<tr>
<th>Communication Objectives</th>
<th>Structures</th>
<th>Vocabulary</th>
<th>Cross-curricular Connections</th>
<th>21st Century Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hello</strong> p. 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hello. / Hi. What’s your name? I’m...</td>
<td>Colours Numbers</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>How are you? Fine, thank you.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>How old are you? I’m...</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Module 1 • Welcome!</strong>  p. 7</td>
<td>(l) have got / (He) has got (brown eyes). Have (you) got (twenty shells)? Yes, (l) have. No, (l) haven’t. Has (she) got (fifty dolls)? Yes, (she) has. No, (she) hasn’t. (l) can (swim). (He) can’t (dive). Can (you) (dive)? Yes, (l) can. / No, (l) can’t. What’s your name? I’m...</td>
<td>Words describing appearance Colour Numbers Noun Actions Phonics: l blends: plane, blue, clap, glue, fly</td>
<td>Music (song) Maths (counting) Social studies (friends and family) Language arts (fiction, using capital letters and full stops, writing a paragraph about one’s family)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>How are you? Fine, thank you.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>How old (are you)? (I’m nine) years old. Where do you live? I live in...</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Who’s that? It’s my...</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Module 2 • Every day</strong> p. 17</td>
<td>I do my homework every day. He gets dressed at eight o’clock. (You) brush your teeth every day. Do (they) (walk to school) every day? Yes, (they) do. / No, (they) don’t. Does (she) (take the bus to school)? Yes, (she) does. / No, (she) doesn’t. What do you do? I’m a (firefighter). What does (he) do? (He’s a) (dentist). What do you do at home? I (clean my room and I take out the rubbish).</td>
<td>Everyday activities Occupations Work-related activities Household chores Phonics: r blends: pretty, brush crayon, grey, fruit, tree, drink</td>
<td>Music (song) Social studies (occupations) Art (drawing) Language arts (fiction, capital I, question mark, writing a paragraph about one’s day)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Smart World 1 &amp; Smart Time 1</strong> pp. 29-30</td>
<td>(fiction)</td>
<td></td>
<td></td>
<td>Value Stay together, play together, win together.</td>
</tr>
<tr>
<td><strong>Module 3 • Out and about</strong> p. 31</td>
<td>(fiction)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Module 4 • Year in, year out</strong> p. 43</td>
<td>(fiction)</td>
<td></td>
<td></td>
<td>Value Make friends from different countries.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Smart World 2 &amp; Smart Time 2</strong> pp. 55-56</td>
<td>(fiction)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication Objectives</td>
<td>Structures</td>
<td>Vocabulary</td>
<td>Cross-curricular Connections</td>
<td>21st Century Competencies</td>
</tr>
<tr>
<td>--------------------------</td>
<td>------------</td>
<td>------------</td>
<td>-----------------------------</td>
<td>--------------------------</td>
</tr>
</tbody>
</table>
| **Module 5 • My new house** p. 57 | - to describe location  
- to identify items in a house  
- to talk about different types of homes  
- to talk about possession | Where’s (the doll)?  
It’s (between the bag and the chair).  
Where are (the toys)?  
They’re (behind the door).  
Whose (coat) is this? It’s (Anna)’s.  
Whose (trainers) are these? They’re (Tim)’s.  
my your his her  
There isn’t (a bookcase in the living room). There is (a table).  
There aren’t (six chairs in the kitchen). There are (four chairs). | Type of house  
Parts of the house  
Items in a house  
Prepositions of place  
Nouns  
Actions  
Phonics:  
/ɜ/ this, that  
/θ/ tooth, thin  
/sh/ ship, fish  
/tʃ/ chair, beach  
/k/ kitchen, catch | **Music** (song)  
**Social studies** (the difference between a house and a flat)  
**Art** (drawing)  
**Language arts** (fiction, using adjectives, writing a paragraph about one’s home) |
| **Value** | Practice makes perfect. |
| **Module 6 • Food, please!** p. 69 | - to identify and talk about food  
- to talk about where food comes from  
- to ask and answer about quantity | There’s some (milk).  
There are some (eggs).  
(Is) there any (cheese)? Yes, there is. No, there isn’t.  
(Are) there any (peppers)? Yes, there are. No, there aren’t.  
There isn’t any (cheese in the omelette).  
There aren’t any (peppers in the omelette).  
(Chicken Kyiv) comes from (Ukraine).  
How much (milk) is there? There’s (one glass).  
How many (tomatoes) are there? There are (three tomatoes). | Food and drinks  
Nouns  
Phonics:  
/s/ caps, books  
/z/ eggs, peas  
/z/ tomatoes, cherries  
/æ/ glasses, foxes, buses, dishes | **Music** (song)  
**Health** (food)  
**Language arts** (fiction, using commas, ‘and’, ‘or’ and ‘but’, writing a paragraph about one’s favourite food) |
| **Value** | Practice makes perfect. |
| **Module 7 • Where were you yesterday?** p. 83 | - to identify places in a town  
- to talk about the different times of day  
- to ask and answer about where someone was in the past  
- to describe past experiences  
- to talk about a natural phenomenon | Where were (you) yesterday?  
(I was) at (the shopping centre).  
Where was (she) yesterday? (She) was at (the shopping centre).  
Was (the film) good? Yes, it was. No, it wasn’t.  
Were you at (the shopping centre)? Yes, we were. No, we weren’t.  
There wasn’t (a dog in the garden) yesterday.  
There was (a cat).  
There weren’t (three elephants in the zoo). There were (two elephants).  
Where were (they) yesterday? (They) were at (the shopping centre). | Places  
Food  
Natural phenomena  
Adjectives  
Nouns  
Phonics:  
/ea/ dates  
/æ/ white  
/au/ rose  
/i:/ teacher  
/æ/ food  
/ju:/ computer | **Music** (song)  
**Social Studies** (tornado - a natural phenomenon)  
**Language arts** (fiction, diary, use of intensifiers very, so, really, writing one’s diary) |
| **Value** | Share your experiences with friends. |
| **Module 8 • On holiday** p. 95 | - to talk about holiday activities  
- to talk about past events | (We) packed (our bags).  
What did (you) do at the weekend? (I) went (to the forest). (He) didn’t (swim).  
Did (you) (swim)? Yes, (I) did. / No, (I) didn’t. | Holiday-related vocabulary  
Actions  
Features of nature  
Natural phenomena  
Nouns  
Verb  
Phonics:  
ck /k/ kick, neck  
nk /ŋk/ bank, sink  
ng /ŋ/ wing, king | **Music** (song)  
**Art** (drawing)  
**Language arts** (fiction, diary, using ‘and’ and ‘but’, writing a paragraph about one’s holiday) |
| **Value** | Respect and protect wild animals. |
| **Smart World 3 & Smart Time 3** pp. 81-82 |  |
| **Smart World 4 & Smart Time 4** pp. 107-108 |  |
Навчальне видання
Г. К. Мітчелл, Марілені Малкоґіанні

АНГЛІЙСЬКА МОВА
Підручник для 3 класу закладів загальної середньої освіти (з аудіосупроводом)

Рекомендовано Міністерством освіти і науки України

Підписано до друку 28.05.2020.
Папір офсетний. Друк офсетний.
Формат 84*108/16, 11,76 умовн. друк. арк.
Наклад 170 586 прим. Замовлення № 600397

Віддруковано у ТОВ «КОНВІ ПРІНТ».
Свідоцтво про внесення суб’єкта видавничої справи до Державного реєстру видавців, виготівників і розповсюджувачів видавничої продукції. Серія ДК № 6115, від 29.03.2018 р. 03680, м. Київ, вул. Антона Цедіка, 12
Тел.: (044) 332-84-73

ТОВ «Видавництво «Лінгвіст» 04208, м. Київ, просп. Василя Порика, 9-Г, к. 58
Свідоцтво про внесення суб’єкта видавничої справи до Державного реєстру видавців, виготівників і розповсюджувачів видавничої продукції. Серія ДК № 6168 від 03.05.2018 р.
Адреса редакції: 04071, Київ, вул. Нижній Вал 17/8
Email: publishing@linguist.ua
Тел.: (044) 599-32-28

ISBN (укр.) 978-617-7713-40-0
© Smart Junior (Ukrainian edition), MM Publications.
Published by Publishing House Linguist, under license from MM Publications, 2020

Усі права застережено.
Жодна частина цього видання не може бути відтворена у будь-якій формі та будь-якими засобами без дозволу правовласника.

Smart Junior 3 for Ukraine
Student's Book
H. Q. Mitchell, Marileni Malkogianni

MM Publications
www.mmpublications.com
info@mmpublications.com

Copyright © 2020 MM Publications

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without permission in writing from the publishers.

We would like to thank Shutterstock and 123RF for permission to reproduce copyright photographs.

The publishers have tried to contact all copyright holders, but in cases where they may have failed, they will be pleased to make the necessary arrangements at the first opportunity.

N1909004234-16687