Видавництво Генеза

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АНГЛІЙСЬКА МОВА

ENGLISH

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(5-й рік навчання)

5 клас

Підручник для закладів загальної середньої освіти

2-ге видання, доопрацьоване

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Любі п’ятикласники!

Підручник, який ви тримаєте в руках, допоможе вам засвоїти програму з англійської мови п’ятого року навчання в загальноосвітніх навчальних закладах.

Подорожуючи сторінками підручника разом з його головними героями, Анною та Данилом, ви навчитеся розповідати англійською мовою про свою родину та друзів, про ваші захоплення та вподобання. Ви навчитеся листуватися з друзями, які живуть в інших країнах, розповідати їм про ваше повсякденне життя, шкільні будні та улюблені навчальні предмети, види одягу і продукти харчування.

Спілкуючись із представниками інших країн, пам’ятайте, що ви є представниками української культури. Тому важливо вміти розповідати друзям про свою країну, її місцезнаходження та природу, а також про місто чи село, в якому ви живете.

Свята є невід’ємною складовою культурних традицій будь-якого народу. У цьому навчальному році ви дізнаєтеся про традиції святкування у Великій Британії та зможете поділитися враженнями про традиційні українські свята.

Використовуючи англійську мову в різних життєвих ситуаціях, ви відчуєте радість спілкування з новими друзями.

Бажаю успіхів!

Алла Несвіт

Додаткові матеріали до підручника розміщені на сайті видавництва «Генеза» в Інтернеті.

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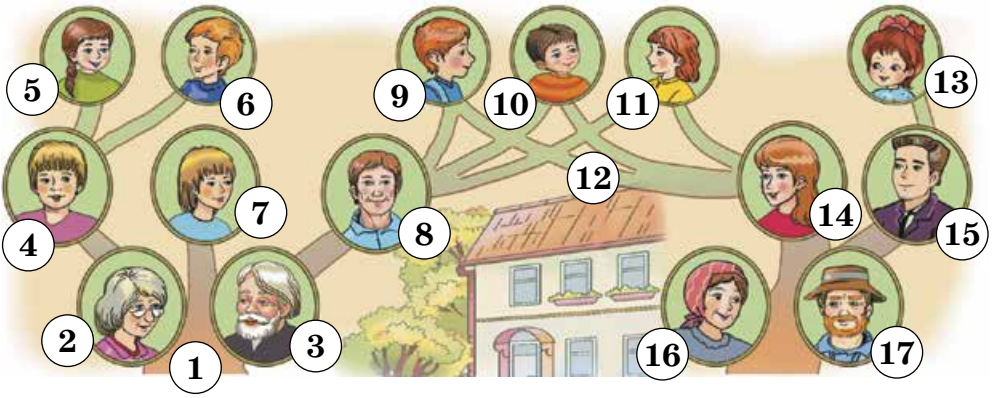
Unit 1.
My Family and Friends

Lesson 1

1. **Listen and repeat the words in the box. Match them to the pictures (1–17).**

Number 1 is a family tree.

• a family tree • parents • grandparents • a father / dad / a husband • a mother / mum / a wife • a sister • a brother • a grandma / granny • a grandpa / granddad • an aunt • an uncle • a grandson • a granddaughter • a son • a daughter • cousins •



2. **Work in pairs. Look at the picture to Ex. 1 and complete the sentences. Then talk about other family members.**

Example: This is _ _ _ 's family. – This is *Ann's* family.

1. Ann is Mr and Mrs Smith's d _ _ _ _ _ _ r.
2. Mr Smith is Mrs Smith's h _ _ _ _ _ d.
3. Mrs Smith is Mr Smith's w _ _ e.
4. Mr and Mrs Smith are Ann and Dan's p _ _ _ _ _ s.
5. Mr and Mrs Brown are Ann and Dan's g _ _ _ _ _ _ _ _ _ _ s.
6. .....

3. **Listen and read the texts.**

Craig: Hi! My name is Craig. I am English because I was born in England, which is part of Great Britain. I live in a typical English family. I have got a father, a mother and a sister. We all live together in a town in the south of England. We have got a garden around our house where I play with my sister.

Ann: Hello! My name is Ann. And this is Dan. He is my cousin. We are Ukrainians. In Ukraine families are not very large. As a rule, a typical one consists of four people: a father, a mother, a son and a daughter. However, there are more families today where there is only one child. My grandma and grandpa live in the village. They have got a nice house and a vegetable garden. We take care of our grandparents.

4. **Read and tick C (Craig) or A (Ann).**

Example: *This child likes to play in the garden with his sister.* – *C*

1. This child's grandparents live in the village.
2. This child's family lives in the south of the country.
3. This family have got a nice house and a vegetable garden.
4. This child has got a cousin.
5. This child has got a sister.

Conversation Lab

5. **Work in pairs. Talk with your friend to know more about his / her family.**

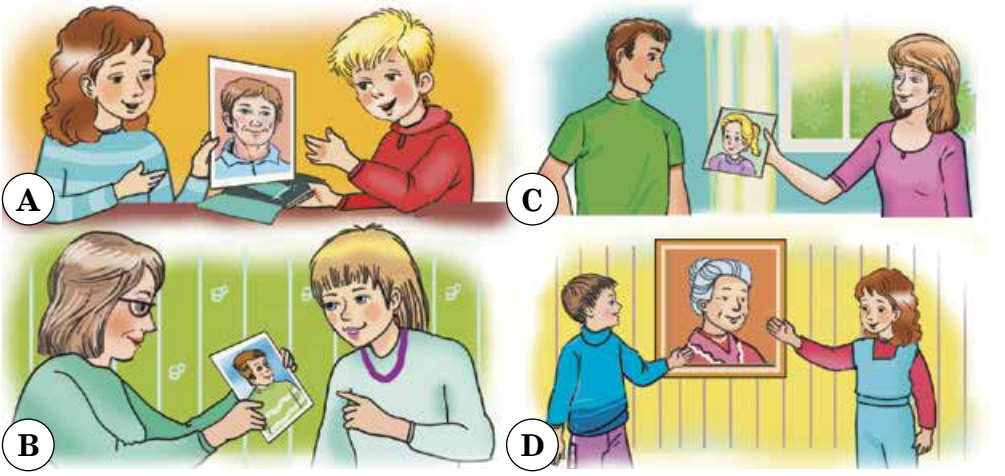
1. What's your name?	My name is ..... .
2. What's your surname?	My surname is ..... .
3. What is your family like?	My family is ..... .
4. Where do your grandparents live?	They live in ..... .
5. Do you visit your .....?	Yes, I do. / No, I don't.

6. **Write about your family. Use the text of Ex. 3 as an example. Start like this:**

Meet my family. I have got a ..... .

Lesson 2

1. **Listen and match the dialogues (1–4) to the pictures (A–D).**



1.
A: Who is he?
B: He's my uncle.
A: What's his name?
B: His name is David.

2.
A: Who is he?
B: He's my son.
A: Does he live with you?
B: No, he doesn't. He's got his own family.

3.
A: Who is she?
B: She's my grandma.
A: What's her name?
B: Emma.

4.
A: Who is she?
B: She's my daughter.
A: Does she go to school?
B: No, she doesn't. She's only five years old.

2. **Work in groups of four. Write a few names of your family members on a sheet of paper. Take turns to ask and answer the questions about these people.**

Example:
(The name 'Olena' is on the card.)

A: *This person's name is Olena. Is she your sister?*
B: *No, she isn't. She is my aunt.*
C: *Does she live in the city?*
B: *No, she doesn't. She lives in the village.*

Learning Strategies: *Building up a Text*

У зв'язному тексті всі частини між собою пов'язані. Основними частинами тексту є вступ (an introduction), основна частина (a main body) і висновок (a conclusion).

У вступі повідомляється, про що розповідатиметься у тексті. В основній частині ми дізнаємося про головних героїв.

У висновку підсумовується розказане.

3. **Read the paragraphs (A–C) and order them to make a text. Why do you think the Taylors are a happy family?**

My Penfriend's Family

A The Taylors take care of each other and spend much time together. They keep their family traditions alive.

B My penfriend's name is Jim Taylor. He is from the USA. There are six people in his family: his mum, dad, their three sons, Peter, Tony and Jim, and a daughter called Beth.

C Peter and Tony are elder than Jim. Peter is the eldest, but Tony is taller than Peter. Tony is two years younger than Peter, though. Beth is as tall as Jim. Beth is lively and cheerful. Mrs Taylor says that her daughter is the most helpful child in the family. Mr Taylor says that she is the noisiest.

Jim and Tony do sports. They like sport a lot. They never boast about their sports results. Peter is very smart. He is full of ideas. Mr and Mrs Taylor are very proud of him. Both boys are hard-working.

1. _____ 2. _____ 3. _____

4. **Read and complete the sentences.**

Example: Peter is *the eldest* in the family.

1. ..... are elder than Jim.
2. ..... is as tall as Jim.
3. ..... is the most helpful child in the family.
4. ..... never boast about their sports results.
5. ..... is a lovely and friendly family.

Grammar Lab: *Degrees of Comparison of the Adjectives*

Positive	Comparative	Superlative
old large beautiful	older / elder larger more beautiful	oldest / eldest largest the most beautiful
good bad much / many	better worse more	best worst most

See Grammar Reference pp. 208–209.

5. **Look through the text of Ex. 3. Find the comparative and superlative forms of the adjectives in the box given below. Make your own sentences with them.**

• old • tall • young • helpful • noisy • intelligent •

Conversation Lab

6. **Read the statements. Do you agree with Ann or Dan?**

Parents are more important than friends.

Responses

I think so, too.
I don't think so.

I think so, too. A family has to stay together. A family always comes first.

I don't think so. You can choose your friends. You can't choose your family.

A: I agree with Dan. I like my friends more than I like some of my relatives.
B: I think so, too. .....

7. **Write about your family. Use the questions to help you.**

1. How many members are there in your family?
2. Who is the eldest person in it? Who is the youngest?
3. Who is the nicest? Who is the most helpful?
4. How often do you spend time together?
5. How does your family help to community?

Lesson 3

1. **Listen and complete Lily's email to her penfriend in Ukraine. Use the words in the box given below. There is one word that you don't need.**

• Irish • sister • Ireland • twins • British • understand • parents • friends • close • ideal •

Home | Inbox 122 messages | New Email Message

Send | Attach | Save Draft | Spelling | Cancel

To: Ann — Show BCC

Cc:

Subject: My sister — Rich Text

My name is Lily. I was born in ..... . My dad is ..... and my mum is English, but we are all ..... .

I have got a ..... who is only twenty minutes older than me. Her name is Mary and we are ..... . We are very ..... . I think we could ..... each other before we were born.

Mary and I have got the same ..... and hobbies. I can't say that a twin sister is always an ..... best friend. We often have different ideas and opinions.

2. **Work in pairs. Ask and answer the questions about the text of Ex. 1.**

1. What is Lily's sister name?
2. What nationalities are people in Lily's family?
3. Is Lily close with her sister?
4. What does Lily say about her ideal friend?

3. **Read Ann's story about her best friend. Do you think it is important to have a good friend?**

My Best Friend

Susan is my best friend. She is ten. She is smart and easy-going.

She can play the piano and draw very well. She attends our school choir and participates in all the school parties. Susan is very helpful. I can always ask her for advice when I need.

It's so important to have a good friend!

4. **a) Work in pairs. Write a list of eight questions to ask your classmates about their friends.**

b) Do a class survey and make a graph.

Names / Questions	Oles		

Example:

Where was your friend born?
What is your friend's hobby?
Has your friend got a sister or a brother?

5. **Speak in class. Tell your classmates about the results of your survey. Start like this:**

I have interviewed two pupils in our class. Oles has got many friends, but his best friend is ..... .

6. **Write a story about your friend. Use the questions given below as a plan.**

1. Have you got a friend?
2. What is his / her name? How old is he / she?
3. Is your friend kind, clever and helpful?
4. What is his / her hobby?
5. How do you spend your free time together?

Lesson 4

1. **a) Listen and repeat the words.**

hard-working

attentive

lively

honest

cheerful

clever

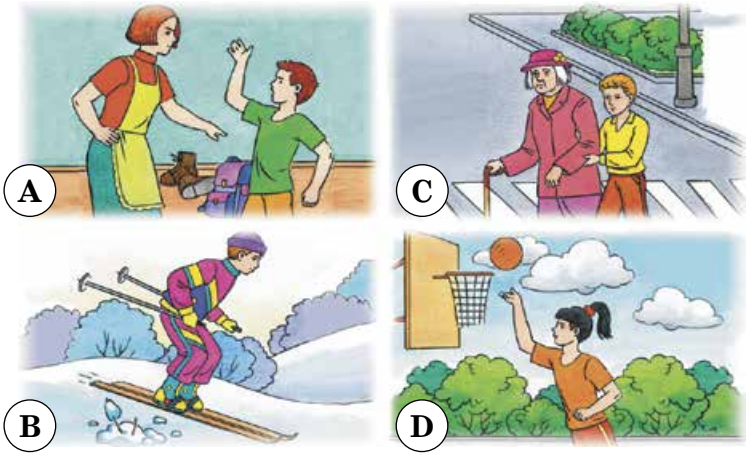
b) Match the words from Ex. 1a, page 10 to their definitions (1–6).

1. Someone who is very happy.
2. Someone who is very active.
3. Someone who always tells the truth.
4. Someone who knows a lot of things.
5. Someone who likes to work hard.
6. Someone who always listens to the teacher.

2. **Work in pairs. Act out short dialogues as in the example. Talk about your classmates.**

A: *Ivan is a very hard-working pupil.*
B: *Yes, he is. He always works hard at home. He does his homework regularly and he always gets good marks for his tests.*

3. **a) Read and match the texts (1–4) to the pictures (A–D) given below.**
b) Say which of these boys and girls you would like to have as a friend. Explain your choice.



1. Peter is lively and cheerful. He likes to play different games. He is good at sports, especially winter sports. He is very proud of himself. He often talks about his victories.
2. Sam is clever and hard-working. He is always attentive at the lessons. He doesn't like to play noisy games. He doesn't do sport.
3. Alex is always ready to help. He is honest, quiet and kind. He never boasts.
4. Kate is smart and full of ideas. She is always attentive to people, honest and hard-working. She likes a good joke. She also plays basketball well.

4. **Work in groups. Discuss the questions.**

1. What are the best traits[1] of character a person can have?
2. Which traits of character are negative?
3. Is it difficult to find a good friend?
4. How do you choose a friend?
5. Is it difficult to be a good friend to the others?

[1] a trait – риса

5. **Say what people you would like to go camping with, to travel with, to be in the same team with, to work or to study with. Explain your answers.**

Example:
A: *I would like to go camping with cheerful and lively people. My best friend is a nice football player. It's great fun to play active games together.*
B: *You can have a wonderful time with friendly and attentive people.*

Conversation Lab

6. **Act out the situation.**

You've met a former classmate in the park. Ask each other questions about your friends.

7. **Write about one of your school friends. Use Ex. 3, page 11 as an example.**

Lesson 5

1. **Work in pairs. What do you think is important for a good quality life? Read and add more things to the list.**

- a lot of friends
- a friendly family
- an interesting hobby
- a lot of interesting books to read
- do sport
- exciting trips to other places and countries
- long school holidays
- time to watch television
- more lessons
- .....

2. **Speak in class. Take turns to talk about the things that are / aren't important for you.**

Example:

A: *I think that it is very important to have a lot of friends. It is fun to spend time together. We can play games and talk about our school life.*

B: *I don't think it is good to have more lessons after school. We have to do our homework and need time for a rest.*

3. **Listen and read. Say what things are important for Kim.**

Interviewer: How is your school life, Kim?

Kim: It's great! I like to meet my friends and have fun together.

Interviewer: Do you like your school lessons?

Kim: Yes, I do. My favourite subjects are English and Maths.

Interviewer: What do you usually do after school?

Kim: I go swimming. I also attend the Drama Club. I like to spend my free time with my friends.

Interviewer: Do you like school holidays?

Kim: Of course, I do. They are so wonderful! I often have exciting trips to other places with my family. Sometimes we go camping at the weekend.

4. **Read and complete the sentences. Use the words: *to attend, to go camping, to take swimming lessons, to meet, seaside, music, wonderful, exciting.***

1. How was your trip last summer? – It was ..... .
2. I think we will ..... in the mountains next year.
3. What do you do after classes? – I ..... and ..... the school Literature Club.
4. What kind of ..... are you listening to?
5. It's nice ..... you!
6. We had a ..... time at the ..... in Spain last year.

Learning Strategies: *An Interview*

1. Choose a topic for the interview.
2. Write a list of questions to find out about the person as much as possible.
3. Think of other questions you want to ask.
4. Interview the person.

Conversation Lab

5. **Work in groups. Act out the situation.**

You have got an English-speaking visitor in your class. Interview him / her about his / her life, hobbies and family.

6. **Look at the pictures and write what the children like doing / like to do in their free time.**

Example:

The children like to go hiking in autumn.

Lesson 6

1. **Listen and repeat.**

a teacher

a doctor

a manager

a firefighter

a farmer

a hairdresser

an engineer

a shop-assistant

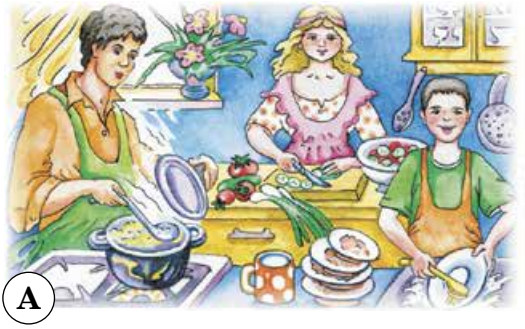
2. **Work in pairs. Read and act out the dialogues. Use the words from Ex. 1.**

1.
A: What do you do?
B: I'm a firefighter. How about you?
A: I'm a hairdresser.

2.
A: How long has your dad been a(n) .....?
B: He's been a(n) ..... for ..... months (years).

3.
Alex: Dan, who is this woman?
Dan: She is my mother.
Alex: What does your mother do?
Dan: Guess what she does! She works with little boys and girls.
Alex: Oh, I know! She is a teacher. And little boys and girls are her pupils.
Dan: No, she isn't a teacher. Her little boys and girls are not her pupils. They are her patients.
Alex: Then, she is a doctor, isn't she?
Dan: Yes, she is.

3. **a) Look at the pictures. Which of them reminds you of your family?**


A

B

b) Listen and read. Say which picture A or B matches the text.

Dan: My family is very friendly. My parents take care of us. My father works in a bank. He is a manager there. He works from Monday to Friday.

Cooking is his hobby. My father sometimes cooks dinners at the weekend.

My mum is a shop-assistant. She also takes care about the family. At the weekend she often bakes apple pies or cakes.

My sister and me always help our parents to clean the kitchen and lay the table.

* * *

It is Saturday today. My father is in the kitchen now. He is making spaghetti and he is cooking Ukrainian borshch.

My mother is helping him. She is cutting the vegetables: cucumbers, tomatoes and onions. I'm doing the washing up.

4. **Read and choose the correct item to answer the questions.**

1. What is Dan's father?
a) An engineer. **b)** A doctor. **c)** A manager.

2. What is Dan's mother occupation?
a) She is a teacher. b) She is an accountant.
c) She is a shop-assisstant.

3. Who cooks dinners on weekends?
a) Dan's mother. **b)** Dan's father. **c)** The whole family.

4. What is the family doing now?
a) Doing the shopping. **b)** Cooking. **c)** Cleaning the house.

5. How often do Dan and his sister help their parents?
a) Always. **b)** Sometimes. **c)** Never.

Grammar Lab: *Present Simple Tense / Present Continuous Tense*

Present Simple Tense

I *go* to school ***every day***.
My brother *works* in an office. He ***usually*** *goes* there by car.

Present Continuous Tense

My brother *is doing* a project ***now***.
He *is discussing* the project with his friend ***at the moment***.

▶**Are the actions happening now or do they usually happen? Which words tell you?**

See Grammar Reference pp. 211, 213.

5. **Look through the text of Ex. 3. Which sentences are happening now (N) and which happen usually (U)?**

___ **1.** My father works in the bank.
___ **2.** He cooks dinners at the weekend.
___ **3.** My father is making spaghetti.
___ **4.** My mother is helping him.
___ **5.** My mother also takes care about the family.

6. **a) Look at the picture and say what the people are doing now.**

b) Play a game. Work in two groups. Close your books. Take turns to ask and answer the questions about the picture.

Example:
How many people are there in the family?
What is each member of the family doing?
Does the father usually read newspapers in the evening?

7. **Read and complete the text with the words from the box. Use the Present Simple or the Present Continuous Tense.**

• to come • to help • to make • to dust • to do (x2) • to like • to rain • to have (x2) • to take • to wear • to clean •

Kim ..... her parents every day. Monday to Friday, when she ..... back home from school, she ..... her room and ..... the furniture. On Saturdays she ..... the shopping. On Sunday she ..... her grandparents to work in the garden. She says, "I ..... to spend time on doing things about the house. That ..... my family happier.

I have got many friends at school. Today we ..... a school project about the weather, so I'm very busy. Today it ..... , so all the people ..... their umbrellas with them. They ..... also ..... raincoats."

Lesson 7

1. **Listen and repeat.**

a web designer

a driver

a worker

a veterinarian

a lawyer

a fashion designer

2. **Work in pairs. Act out the dialogues. Use the words from Ex. 1.**

1.

A: What job would you like to have in the future?

B: I'd like to be ..... .

2.
A: What's your father's occupation?
B: He's a lawyer.
A: A lawyer?
B: Yes. That's right.

3.
Ann: Jane, you've got a brother. What's his occupation? Is he an engineer?
Jane: No, he isn't an engineer.
Ann: Is he a driver?
Jane: No, he isn't. He is a manager.
Ann: Do you want to be a manager, too?
Jane: No, I don't. I want to be a vet. I like animals. And you?
Ann: I want to be a fashion designer. I like to design new clothes.

Grammar: *Past Simple Tense*

We use **the Past Simple Tense:**
- to talk about a complete action in the past:
  *We **went** outside to play ball.*
- for a series of past actions:
  *I **went** to a cloakroom and took a sandwich quickly.*
- when there is a past time expression: *yesterday, last year, in 2000*:
  It *was* a terrible day ***yesterday***.
  I *watered* the plants ***yesterday***.
  Did you *water* the plants ***yesterday***? – Yes, I *did./* No, I *didn't*.
  I *didn't water* the plants ***yesterday***.
  For regular verbs add **-ed**: *look* – look**ed**.
  We have to memorize **irregular verbs**.
  Spelling rules: *drop–dropped, carry–carried*
  See Grammar Reference p. 212.

3. **Play a grammar game. Act as in the example. Use the verbs from the box.**

• to think • to meet • to eat • to say • to find • to become • to catch • to say • to write •

Example:

Teacher: Say the verbs in the Past Simple. Think.
Group A: Thought.
Teacher: Correct. Group A gets a point.

Conversation Lab

4. **a) Work in pairs. Write the names of some of your relatives (your mother, father, aunt, etc). Give the list to your partner. Your partner asks you who they are.**

Who is Kate? — She is my aunt.

What does she do? — She is a hairdresser.

b) Speak in class. Act out the situation.

You visited your father / mother in the place where they work yesterday. Talk about the things you saw / did there.

Example.

My father is a veterinarian (a vet). I went to the vet clinic yesterday. My father treated a sick dog. I watched / helped him.

5. **Write down questions and short answers to the following sentences.**

Example:

I went shopping last Sunday.
Did you go shopping last Sunday? – Yes, I did. / No, didn't.

1. I took my pet to school yesterday.
2. I put all my textbooks into my bag yesterday.
3. We became good friends last summer.
4. I played football in the park yesterday.
5. I wanted to buy a can of coke yesterday.

Lesson 8

1. **Work in pairs. Take turns to ask and answer the questions.**

1. Have you got grandparents?
2. Do your grandparents live in the city or in the country?
3. Where do your grandparents work?
4. How often do you visit them?
5. What do you usually do when you are together?
6. What do you want to be when you are a grown-up?

2. **Look, read and say where these people live and what they do there.**

City Grandfather, Country Grandfather

*(*After *Robert Hasselblad)*

I have got two grandfathers. One lives in the city. One lives in the country. They are both hard-working.

My city grandfather works in an office. He is a businessman.

My country grandfather works in the field and on the farm. He is a farmer.

When I visit my city grandfather at his office, he lets me work on the computer. I stick stamps on his business letters. He tells me that I am learning about business.

When I visit my country grandfather, he lets me pet the cows to keep them happy. He lets me ride with him on the tractor. He tells me that I am learning about farming.

At the end of every visit, both my city grandfather and my country grandfather give me big hugs and say, "See you real soon![1]" They often give me some pocket money. When I get it, I have to make choices about spending or saving it. I usually save it up. It's not easy to wait for things I want, but I can. I've learnt something about money management.

Maybe when I grow up, I'll be a farmer and live in the country. Maybe I'll be a businessman and live in the city. I know about both.

3. **Read and complete the sentences.**

1. Dan's city grandfather is a ..... .
2. Dan's country grandfather is a ..... .
3. When Dan visits his city grandfather he ..... .
4. When Dan visits his country grandfather he ..... .
5. At the end of every visit, both Dan's city grandfather and country grandfather ..... and ..... .

[1] See you real soon! – Скоро побачимо, ким ти станеш!

4. **Listen and tick the objects Steve mentions in his story.**

5. **Speak in class. Talk about your grandparents.**

Example.

A: *My grandfather lives in the city. When I visit him, we ride our bikes together all around the city. We buy popcorn to feed the birds in the park.*

B: *My grandfather lives in the country. When I visit him, we work on the farm together. We feed the rabbits and cows.*

Time for Fun

Play a mime game.

You are Steve. Mime the actions. The class tries to guess what you are doing.

Example:

Pupil A shows that he rides a bike.

Pupil B: *You are riding a bike.*

6. **Write about your grandparents. Use the questions of Ex. 1, page 20 to help you.**

Lesson 9. Grammar Revision

1. **Read and complete the sentences with the verbs from the box in the Present Simple or the Present Continuous Tense.**

• to have (got) • to read • to know • to help • to wear • to be •

1. Sue and her family ..... most of the people in their town.
2. The Wilson family ..... the biggest sheep farm in Australia.
3. Most of Mr and Mrs Wilson's friends ..... engineers.
4. Sue ..... a book at the moment.
5. Mark ..... his parents do the shopping on Sundays.
6. The children ..... hats because it's very cold now.

2. **Use the Present Simple, the Present Continuous or the Past Simple Tense of the verbs given in brackets.**

1. Where ..... you usually ..... (to go) for your summer holidays?
2. Andrew and Polly often ..... (to visit) us on Sundays.
3. ..... they ..... (to write) their homework now?
4. What ..... he ..... (to do) last night?
5. Mike ..... (to work) in the library now.
6. ..... she ..... (to listen) to the radio yesterday?

Writing Lab

3. **a) Write ten questions to interview your friends for an article in the school newspaper. Then interview your friends.**

Example:
How many members are there in your family?
How old is your sister (brother)?
What does your father do? Etc.

b) Write a short story about your friend. Say what you like / don't like about his / her life.

4. **Read and complete the dialogue. Then act it out.**

Ann: Last month I heard that there was life on the planet Mars. What do you think about that?
You: ..... .
Ann: I like the stories about discoveries. What kind of stories do you like best?

You: ..... .
Ann: Oh, do you? I'd like to know more about famous people! Do you like those stories?
You: ..... .
Ann: I think I'd like to be a manager. What kind of job do you want to do?
You: ..... .
Ann: Oh! I have to go now. It was nice talking to you. Bye!
You: ..... .

5. **Write the words in the correct order to make sentences.**

1. usually / home / Sundays / at / stay / on / I / .
2. likes / room / tidying / My / sister / her/.
3. next / kitchen / living-room / the / Is / to / the / ?
4. table tennis / I / playing / at / like / weekend / the / .
5. father / in / the / works / on / Sundays / My / garden / .
6. personal / on / desk / the / computer / is / The / .
7. curtains / desk / The / are / above / the / .
8. early / gets up / Mr Brown / always / .

Extensive Reading

1. **Work in pairs. Discuss the questions.**

1. Is your family large or small?
2. Have you got any sisters or brothers?
3. Are you an elder or a younger child in the family?
4. What is it like to be elder / younger in the family?

2. **Listen, read and say if Lily liked to be a little sister.**

Little Sister
(After *Barbara Botner*)

"I can't wait until next week," said Mary.

"I can," said Lily. "What an occasion! I am having a birthday next week, too. You are six and I'll be eight! But it's no fun being a big sister! If I fall, I mustn't cry. If you fall, you can cry. If I want to sit on daddy's lap, he tells me that I'm too big. If you want to sit on daddy's lap, you can climb up. It's not fair.[1] I want to be a little sister!"

[1] It's not fair. – Це несправедливо.

"Okay," said Mary. "I'll be your big sister, then."

First they did the dinosaur puzzle. Lily dropped the pieces all over.

"You have to pick them up. You are a big sister," Lily said.

Then Lily jumped the rope the way her little sister usually did that. She fell down and started to cry. Mary came up to her and helped her sister stand up.

"Don't cry, Lily. Look! Here is your favourite toy." Lily stopped crying and hugged her little sister.

"You are a pretty good big sister after all," she said.

"You are a pretty good big sister, too," said Mary.

"Thank you for giving me the best birthday present," said Lily. "Next week I'll be eight. I will be very grown-up. I can go to bed later than you. After all, I'm the big sister."

3. **Agree or disagree.**

1. Lily is a big sister.
2. Mary is a big sister.
3. Mary knows what big sisters usually do.
4. Lily likes to be a little sister.

4. **Work in pairs. Discuss the questions.**

1. Why did Lily want to be a little sister?
2. How did Mary try to act like a big sister?
3. Was Lily tired of playing a little sister? Why?

5. **Speak in class. Tell your friends about your brother or sister. Do you take care of him / her? Is it good to be a little / big child in the family?**

Start like this:

I have got a younger sister. Her name is ..... . She is kind. Etc.

6. **Read Ex. 3 again. Find the verbs in the Past Simple Tense and write them down in the Present Simple Tense. Make three sentences with them.**

PROJECT WORK

FAMILY PROJECT

Aim: To write a leaflet about your family.

A: In class: *Before you write a leaflet*

1. Look at Ann and Dan's leaflet. Read Part One. What have they written about their father / mother? Think who you'd like to write about.

2. Read Part Two. What did the family do on holidays last year?

3. Read Part Three. Say what professions Dan and Ann's uncle has and how he has learnt the things he knows.
Work in pairs. Write a list of questions for the family interview.

Example:

1. Do you like your job?

2. Where did you study?

3. Are there any rules you should keep in your job?

B: Out of class: *Make your leaflet*

Work individually. Make parts of your leaflet. Write short stories about your mum and dad or your grandparents. Include drawings. Interview someone in your family and design an interview page.

You need:

- some paper;
- glue and scissors;
- some coloured pens.

C: In class: *Use your leaflet*

- Show your leaflet to your classmates. Give them more information about your pictures and descriptions. Answer the questions.
- Read your classmates' leaflets. Have any parents got the same jobs? Have any families got the same traditions?
- Vote for the best leaflet.

FAMILY PROJECT

Part One. MY PARENTS

This is my mother. She is 35. She is a teacher. She works in our school.

This is my father. He is a driver. My parents work Monday to Friday. At the weekend they spend time with my sister and me.

Part Two. WE ARE TOGETHER

Last summer we went to the seaside. We swam a lot and had much fun on the beach. We also went on a picnic in September. We made a fire a cooked shashlyk.

Part Three. AN INTERVIEW

My uncle's name is Alex Petrenko. He is a web designer. He teaches me about online safety.

I asked him some questions about his job.

Q: How have you learnt the things you know?

A: I got interested in my job when I was at school. I joined the IT Club and got my first skills there. My teacher was great! Then I studied at the university.

Q: What does the Internet offer young people?

A: I think that you are lucky to have it nowadays. You can easily find friends and do interesting work. But you should keep online safety rules.

Q: What are they?

A: First, don't give out your personal information such as your address, telephone number, parents' work address without your parents permission. Second, don't agree to get together with someone you "meet" online wothout first checking with your parents. Third, don't respond to any messages that are mean or in any way make you feel uncomfortable. Finally, you should always check with your parents before downloading or insatlling software or doing anything that could possibly hurt your computer or your family.

A: Thank you.

Unit 2.
The Clothes We Wear

Lesson 1

1. **Listen and repeat the words in the box. Match them to the pictures (1–16).**

• a dress • a shirt • a sweater • a T-shirt • a blouse • a skirt • jeans / a pair of jeans • trousers / a pair of trousers • a sweatshirt • a jacket • a coat • a scarf • a pair of tights • a pair of socks • shoes • boots •

2. **Look at the photos. Say who is wearing the following items of clothing:** ***a dress, a sweater, jeans, trousers, a skirt, boots, shoes, a pair of socks, a scarf, a pair of tights, a shirt, a blouse.***

Dan

Ann

Alex

Jane

Example:

Dan is wearing jeans and a sweater.

3. **Listen and read the texts.**

The Clothes I Like Wearing

Ann: When I go to school, I usually put on a school uniform. It's a dark green jacket, a green skirt and a white blouse. I don't wear a tie. In Ukraine, we can wear shoes of different colours. In the evenings I usually wear jeans and a top or a sweater. My clothes are usually very comfortable. When I go to a party, I often wear a smart dress, or a skirt and a blouse. And I've got a pair of nice shoes, I love them!

Alex: I study in the Art School. We haven't got a uniform, but we can't wear jeans to school. I usually wear a pair of dark trousers, a shirt and a jumper. I don't wear jackets. They are not comfortable. I always wear trainers. I don't like boots. When I go to the gym, I take a tracksuit and a T-shirt with me.

Dan: When I go to school I put on a blue jacket, blue trousers and a white shirt. I sometimes wear a tie. I like my school uniform. My favourite clothes are my new sweatshirt, a pair of blue jeans and white trainers. I always wear T-shirts and shorts at home.

4. **Work in pairs. Ask and answer the questions.**

1. Who doesn't wear a school uniform? – *Alex*.
2. Who never wears a jacket?
3. Who talks about clothes in different seasons?
4. Who talks about clothes to wear at home?
5. Who wears a pair of nice shoes to parties?
6. Who has got special clothes to go in for sport?

Conversation Lab

5. **Say what you would wear in such a situation:**

- you are going to a birthday party;
- you are going to school;
- you are going to work in the garden;
- you are going to the gym.

6. **Write about the clothes you usually wear. Use Ex. 3, page 29 as an example. Start like this:**

When I go to school, I usually put on ..... . I wear ..... after school. When I am at home, I ..... . Etc.

Lesson 2

1. **Look and say what these people are / aren't wearing.**

Example:

Ann is wearing a pink dress on. She isn't wearing a hat.

Ann

Mrs White

Sue

2. **Read and complete the text with the missing parts (A–F).**

Every morning, we choose what clothes we are going to wear for the day. There are clothes for any kind of weather and any season of the year. There are clothes to keep us warm, cool and dry. There are clothes for going in for sport and clothes to work in.

Light dresses, shorts, hats, T-shirts and caps are good for **(1)** ..... . A hat can protect our head **(2)** ..... . Cotton clothes help **(3)** ..... . Sandals and flip-flops let air in and stop **(4)** ..... . Warm coats, sweaters, jumpers, trousers, hats, scarves, high boots, gloves and mittens are great when it is **(5)** ..... . Raincoats, overcoats, rubber boots and waterproof shoes are for **(6)** ..... .

A to keep us cool

B a cloudy and rainy day

C hot weather

D cold and snowy outside

E from the sun

F our feet getting hot

3. **Work in pairs. Ask and answer the questions.**

1. What do people usually wear when it is warm outside?
2. What do you wear in spring and autumn?
3. What do you wear when it is rainy / snowy?

4. **Work in pairs. Agree or disagree with the statements. Explain your point of view.**

T-shirts, jeans, and running shoes are the best clothes.

Clothes are not important.

Responses
I agree with you.
I don't think so.

Example:

A: *T-shirts, jeans, and running shoes are the best clothes.*
B: *I agree with you. You feel comfortable when you wear them.*
A: *I don't think so. You can't wear them for a party.*

5. **Write sentences as in the example. Use *this* / *these*, *that* / *those*.**

Example.

This is a skirt and **that** is a sweater.

Lesson 3

1. **Look and say. Who has got the following items of clothes on?**

• a dress • a hat • trousers • a coat • a skirt • a jacket • a cap • a tie • gloves • an anorak • a T-shirt • shorts • a blouse • jeans • a jumper • a suit • a uniform •

Example:

Sue has got a purple blouse and an orange skirt on.

2. **Fill in the names of the children in the pictures to Ex. 1, page 32.**

Example: *Alice has got a black T-shirt on.*

1. ..... has got a brown skirt on.
2. ..... has got black shoes on.
3. ..... has put a yellow dress on.
4. ..... has put a red jumper on.
5. ..... is wearing a school uniform.
6. ..... is wearing jeans.

3. **Listen and read. Then, tick the statements A, B or both.**

What Do Students Wear?

Different schools in Australia have different school uniforms. These are the photos of Australian schoolchildren in their school uniform.

A. Brett and Dilan: Hi! We are from Australia. We have different school uniforms for the winter months and the warmer spring months. During the winter, the girls wear a navy blue skirt and the boys wear blue trousers. Both boys and girls wear a white shirt and a grey jumper. We must wear a tie and a blazer when we go to and from school. Girls must wear dark-coloured knee socks or woolen tights as part of the winter uniform.

B. Philip and Mark: Our school uniform is very practical and comfortable. During the winter months we wear a navy sweatshirt with a white polo T-shirt. Our trousers are dark blue or black. Our school also has an official school blazer, but it is optional. During the summer, we wear blue shorts and a white polo shirt. My shoes are brown.

1. Our school uniform is practical. **A B**
2. We don't have to wear a blazer when we go to school. **A B**
3. We wear a T-shirt in the summer. **A B**
4. We have different uniforms for a cold and warmer seasons. **A B**
5. Shorts are part of our school uniform. **A B**
6. Woolen tights are part of the school uniform. **A B**

4. **Work in pairs. Ask and answer the questions.**

1. Do you wear a school uniform?
2. What colour is it? Is it practical?
3. Is your school uniform comfortable?
4. Do you have school badges? Where do you wear them?
5. Do you wear different school uniform in different seasons?

Mini-project: *Our School Uniform*

5. **a) Work in groups.**

- **Discuss the uniform you would like to have in your school.**
- **Draw pictures.**

b) Gallery Walk.

- **Put your projects on the blackboard.**
- **Discuss them with your classmates.**
- **Vote for the best poster.**

6. **Write a letter to your English friend. Tell him / her about your school uniform.**

Start like this:

Dear ..... ,
Thank you for your letter. This is to tell you about my school uniform ..... .

Finish with:

Write me soon and inform me about ..... .
Yours,
.....

Lesson 4

1. **Read and say what item of clothes it is. Match them to the pictures (A–H).**

1. In cold weather you wear this round your neck.
2. This is like a very long jacket. You wear it when it is cold outside.
3. You wear these on your feet inside your shoes.
4. This protects you from the hot sun.
5. You wear these on your feet when you go in for sport.
6. You wear this when you go to school.
7. Boys and girls wear them on their legs.
8. You wear it when it is rainy outside.

Learning Strategies: *Asking for Advice*

2. **Listen and read.**

– Let's go to the river.
– What are you going to wear?
– A pair of shorts and a T-shirt.
– I'll wear a skirt and a T-shirt.
– Don't forget to put on a hat!
– Oh, thank you!

Grammar Lab: *to Be Going to Do Smth*

See Grammar Reference p. 213.

3. **Work in pairs. Look at the pictures. Act out similar dialogues.**

A: Let's ..... !

A: I'll wear ..... .

A: Oh, thank you.

B: What are you going to wear?

B: Don't forget to put on ..... !

the gym / to train

the Zoo / to watch wild animals

a park / to play volleyball

4. **Look at the pictures. Say what the people are going to do.**

Example:

Emma is going to put on her sweater.

• to pull off your sweater / pullover • to pull off your socks • to lace up / unlace your shoes • to put on a sweater / jeans / designer clothes • to zip / unzip a sweater • to fasten / unfasten a belt • to take off a coat • to sew clothes / a button •

5. **Write the correct form of the verb *to be* to complete the sentences.**

Example: *Mary **is** going to take off her coat.*

1. Tom ..... going to unzip a sweater.
2. Clara and Monika ..... going to sew new dresses for their dolls.
3. Nick ..... going to train in the gym. He ..... putting on his trainers. He ..... going to lace them up.
4. Bill and his friends ..... going to fish. They ..... wearing T-shirts and shorts. It's hot. Bill ..... going to put on his summer cap.
5. Ann ..... having a party soon. She ..... going to buy some designer clothes.
6. ..... you going on a picnic, Jack? What clothes ..... you going to wear?

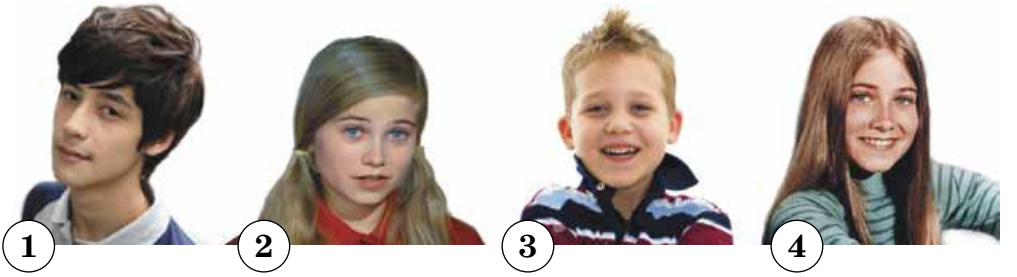
Lesson 5

1. **a) Work in pairs or in small groups. Complete the lists given below.**

Clothes we wear at the parties: *a dress*, etc.
Clothes we wear every day: *trousers*, etc.
Clothes we wear in the gym: *a T-shirt*, etc.
Clothes we wear to school: *a jacket*, etc.

b) Compare your lists with another pair or group. Who has got a bigger list?

2. **Listen and match the people (1–4) to the clothes (A–H) they are going to wear.**



3. **Listen and read.**

Ann: Hi, Jane! What are you doing?
Jane: Oh, hi, Ann! We're having a party at school. I'm choosing a dress to put on.
Ann: A dress? What about this one?
Jane: It's nice, but it's out of the season.
Ann: Then you can put on this blouse and a skirt.
Jane: A blouse and a skirt? I'll try them on.
Ann: OK. I'll be waiting for you!

4. **Work in pairs. Use the words from Ex. 1, page 37 to act out a similar dialogue.**

5. **Complete the texts with the words from the boxes.**

• shirt • jacket • school • trousers • badge • pocket • uniform •

1. In the UK many pupils between 11 and 16 of age wear a formal ....., a tie and ..... for boys and a blouse, a tie and trousers or a skirt for girls. There is the school ..... and the name of school on the of ..... the jacket. Children in many UK state primary schools have a ..... jumper and / or polo ..... with the ..... name and logo.

• uniform • dress • shoes • socks (x2) • hat • sandals •

2. In summer, I put on a pretty light green and white cotton ..... . I wear long white knee ..... or short white ankle ..... . Girls may wear flat brown or black ..... or ..... . The part of the summer school ..... is a boater-style ..... . We usually wear it when we go to or from school.

Lesson 6

1. **Listen and read. Find what Maryna and Olia say about each other's clothes.**

Maryna: Hi, Olia!
Olia: Hi! Nice to see you!
Maryna: You too. You look stylish today!
Olia: Thanks. This jacket is new, and these shoes are too.
Maryna: Well, they are really nice. The jacket is in fashion this season. It's great with your blouse.
Olia: Oh, the blouse? It's my granny's present. It's old, but I like it.
Maryna: "Clean and pressed goes a long way," my granny says.
Olia: You can't afford to buy everything that you want. It's easy to pair such a blouse with both a skirt or a pair of trousers.
Maryna: In a word, your style is classic. I've got a new dress and a new bag too.
Olia: You look really nice, and your bag matches your dress.
Maryna: Thanks a lot.

▶ **Agree or disagree with the statements.**

1. Granny presented Olia with a new jacket.
2. Olia's blouse matches her jacket.
3. Maryna is wearing a nice skirt.
4. Maryna's bag doesn't match her clothes.
5. The children didn't talk about shoes.

2. **Work in pairs. Act out a dialogue. Use the words in box and Ex. 1, page 39 as an example.**

Your clothes are:
• in / out of fashion • fashionable / trendy / stylish • smart • fine • elegant • expensive • clean / dirty • tidy / untidy •

Such shoes are in fashion this season.

Your dress is quite elegant.

Look! Your school uniform is untidy.

Thank you. I'll clean it.

Pronunciation Practice

3. **Listen and repeat.**

It's too **big**.	They're too **big**.
It's too **tight**.	They're too **tight**.
It doesn't **match**.	They don't **match**.
It's too **small**.	They're too **small**.
It's too **loose**.	They're too **loose**.
It doesn't **fit**.	They don't **fit**.
It's too **short**.	They're too **short**.

4. **Work in pairs. Ask what's wrong with the clothes.**

loose

small

short

tight

not / to fit

not / to match

Example:

A: *What's wrong with the jeans?*
B: *They are too loose.*

5. **Draw a picture or take any photo. Describe the clothes people wear in a written form. Start like this:**

A place for a photo

Hi! My name is ..... . This is a photo of my ..... (family / friend / cousin) in ..... (the country house / at the Zoo, etc). .....

Lesson 7

1. **Listen to Ann and Jane talking. Complete the compliments.**

That sweater ..... .
I love ..... .
I like ..... .
It matches ..... .
That was a good ..... .

2. **Walk around the classroom and compliment your classmates about their clothes.**

That sweater ..... .

I love your ..... .

I like your ..... . That was a good choice.

Your ..... matches your ..... .

3. **Work in pairs. Take turns to ask and answer the questions in the table.**

Example:

A: *Do you like to wear jeans?*
B: *Yes, I do. I think they are comfortable. What about you?*
A: *Me too. / I don't like to wear them.*

Questions	You	Your Friend
• Do you like to wear jeans? • What is in style this season for boys? girls? • Do you like the new styles? Why or why not?		

4. **What are your favourite clothes? Write about where your favourite clothes are from, or why you like them.**

Example:

My favourite thing to wear is a T-shirt. It's navy blue. It's got a picture of a whale on it. I like it because I got it on holiday last year.

Conversation Lab

5. **You're going on a school trip with your classmates. You are helping your mum to pack your clothes. Write a list of clothing. Speak in class and say where you go, what time of the year it is and what clothes you've decided to take.**

Date: .....
Country: .....
Clothes to take:
.....
.....

6. **Read the sentences. Write them into your exercise book in the correct order to make a story about Dan.**

- In summer I prefer wearing a T-shirt with trousers.
- I never wear jeans or a sweatshirt then.

- In winter I put on a warm sweater, so that I don't catch the flu.
- Every morning I dress up in a white shirt, dark blue trousers and a jacket, a tie and a pair of shoes.
- My mum tells me that it will keep me from catching a cold.
- They help me feel comfortable even while I'm playing football in the heat.
- I love dressing up to my friends' birthday parties!
- This is my school uniform.
- In the rainy season I usually wear a raincoat and rubber boots.

Lesson 8

1. **a) Work individually. Write a list of questions to ask your friend about his / her favourite clothes.**

Example:

What colour of clothes do you like to wear?
What do you wear at school? At parties?
.....

b) Work in pairs. Take turns to ask and answer the questions.

Example:

A: *Do you like to wear jeans?*
B: *Yes, I do. I think they are quite comfortable.*
A: *When do you usually wear them?*
B: *At the weekend or after school.*
A: *I wear jeans when I go on a picnic.*

2. **Look, listen and match. Then act out the dialogues.**

1.
A: I really like your .....?
B: Thank you.
A: Where did you get it / them?
B: It's my granny's birthday present.

2.
A: Are those new shoes?
B: Yes, they are.
A: They're very nice.
B: Thanks.

3.
A: What's the weather like today?
B: It's cool / cold / warm.
A: I think I'll wear my ..... .

4.
A: I can't find my new ..... (jacket).
B: Have you looked in the bedroom wardrobe?
A: Yes, I have.
B: Then it's probably in the hall wardrobe.

3. **Look, listen and repeat. Then practise the words as in the example.**

long – short

tight – loose / baggy

large / big – small

plain – fancy

heavy – light

dark – light

wide – narrow

high – heeled – low – heeled

new – old

Example:

A: *Are the sleeves too long?*
B: *No, they are too short.*

Conversation Lab

6. **Speak in class. Describe your favourite clothing. Start like this:**

When I am having a rest at home or playing out with my friends, I wear comfortable clothes like T-shirts, jeans and trainers.

7. **Write down questions and short answers to the following sentences.**

1. My brother doesn't like to wear loose clothing.
2. My mother usually wears high-heeled shoes in her office.
3. I'm going to the fancy dress ball as Mickey Mouse.
4. This dark tie matches your new suit.

Lesson 9

1. **Listen and read.**

1. **A:** Does it fit?
   B: Yes, it does. / No, it doesn't. This is the right / wrong size.

2. **A:** Can I put on this cap?
   B: If it fits, you can wear it.

3. **A:** What do you think of these?
   B: Your blue tie doesn't go with / match your green jacket.

4. **A:** My new shoes wear well.
   B: I've told you you'd like them.

2. **Work in pairs. Act out the dialogues about the pictures given below. Use Ex. 1, page 45 as an example.**

3. **Read and complete the text. Put the verbs in brackets into the correct tense form.**

Ryan is 42. He's a firefighter. Every day he ..... (to get up) at six o'clock and ..... (to hurry) to the fire station. He usually ..... (to wear) a uniform in his job. His uniform ..... (to protect) him from heat and flames. He ..... (to wear) a firefighting tunic, trousers and a jacket. He also ..... (to put on) firefighting gloves, a helmet and boots.

When he ..... (to arrive) at work, he ..... (to read) and ..... (to study) pre-fire plans. Sometimes he ..... (to do) some work at the fire station. In the evening he ..... (to train) in the Fitness Club.

Ryan ..... (to like) his job a lot. He ..... (already / to help) a lot of people during his career.

Time for Fun: *Vocabulary Revision Game*

4. **Work in two teams.**

a) Make a list of words on the topic "Clothes" in 3 minutes.

b) Take turns to call the words out and write them on the board.

c) Take turns to choose the words from the list and make sentences. Each correct sentence gets a point. The team with the most points is the winner.

5. **Write. Complete the sentences with the correct verbs from the box given below.**

• bring • take off (x2) • put on (x4) • wear •

1. It's hot. ..... your coat. ..... your shoes.
2. It's cold. You need to ..... your sweater.
3. It's freezing cold. You need to ..... your scarf and mittens.
4. It's rainy. You need to ..... your umbrella.
5. It's windy and rainy. You don't need your umbrella. You need to ..... your raincoat.
6. It's hot and sunny. ..... your sunglasses. ..... your sweater.

Extensive Reading

1. **Look and say what kinds of clothes Becky has got in her wardrobe.**

2. **Work in two groups. Group A reads Part 1 of the story. Group B reads Part 2 of the story. Then exchange the information.**

The Magic Dress

(After *Louis Fidge*)

Part 1

Sunday came, Becky's favourite day. It was sunny and hot.

"A nice day for a walk in the park," Becky thought.

She came up to the wardrobe. There were her dresses, jeans, sweaters, blouses, T-shirts and other items of clothing there.

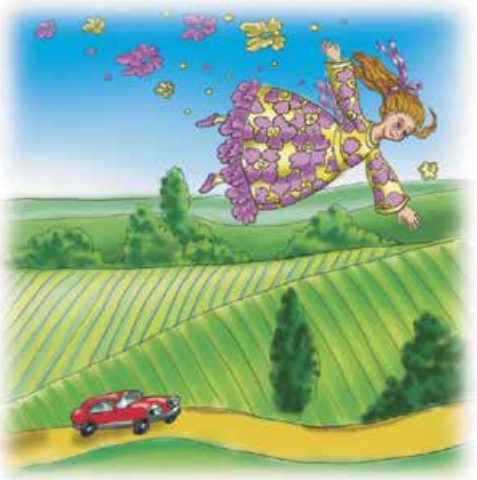
Becky looked at some dresses. She saw a lovely bright light dress with different coloured stripes, like a rainbow.

Becky said, "Wow! This dress is really nice. I'll wear it today."

She carefully took the dress out of the wardrobe. There was something special about it.

Becky put the dress on. As she did so, she started to float in the air and fly like a bird! The dress was magic!

Part 2



Becky flew up and up, high in the sky. She flew up above the clouds. When she looked down, everything looked smaller – the houses looked like small boxes, the cars looked like beetles and the people looked like small ants!

Becky flew over the sea. She waved to the people on boats below. They were surprised!

She waved to the whales. They blew water into the air at her. She waved to the dolphins. They jumped out of the water.

Becky flew over the jungle, the desert, the snow and ice. She greeted animals and people. They were pleased to see her.

Becky began to get tired so she flew home and landed in her garden. What a flight! What a dress!

Text Level

3. **Order the sentences according to the story.**

____ Becky flew over the sea and saw some whales.
____ Becky put the dress on.
____ Becky flew over the snow and ice.
____ Becky got tired and flew back home.
____ Becky started to float in the air.
____ The houses looked like small boxes.

Sentence Level

4. **Read and say what each underlined pronoun stands for.**

1. Becky saw a whale. It was very big.
2. "We like new clothes," Ben and Becky said.
3. Becky took the dress and put it on.
4. The monkeys gave Becky some bananas to eat. She thanked them.
5. Becky has got a cat. She likes the cat a lot.
6. Becky and Ben worked in the garden. "You are tired," their mum said.
7. Ben looked at Becky's dress. It was really lovely.

Word Level

5. **Write some words. Change the *l* in *light* to get other words.**

light	s_____
t_____	r_____
f_____	n_____
br_____	fl_____

6. **Choose the correct word to complete the sentences.**

1. I turned on the ..... in my bedroom.	(bright / light)
2. My sweater is too	(sight / tight)
3. The mountains were a lovely	(sight / flight)
4. I woke in the middle of the	(night / light)
5. Our ..... is at 5 p.m.	(light / flight)
6. Is her answer .....?	(fight / right)

7. **Write five questions to the text of Ex. 2, pp. 47–49.**

PROJECT WORK

FASHION PROJECT

Aim: To write a leaflet about the fashion of the future.

A
In class: ***Before you write a leaflet***

1. Look at Ann and Dan's leaflet. Read Part One. What items of clothing have they designed for boys? What colours have they used in their models?

2. Read Part Two. What items of clothing have they recommended for girls? Are these formal or casual clothes?

B Out of class: ***Make your leaflet***

Work in small groups. Share the roles. Make parts of your leaflet. Write short descriptions of your fashion clothes. Include drawings. Think of the title for your collection.

You need:
- some paper;
- glue and scissors;
- some coloured pens.

C: In class: ***Use your leaflet***
- Show your leaflet to your classmates. Give them more information about your pictures and descriptions. Answer the questions.
- Read your classmates' leaflets. What colours did they use in their fashion? Have they designed any kind of strange clothes?
- Vote for the best leaflet.

FASHION OF THE FUTURE

We don't think that fashion will change much in the future. But people will use smart materials to create their clothes. The clothes will have some useful functions. Some parts of clothes will have soft electronic screens. The others will have special buttons. People will heat or clean their clothes automatically.

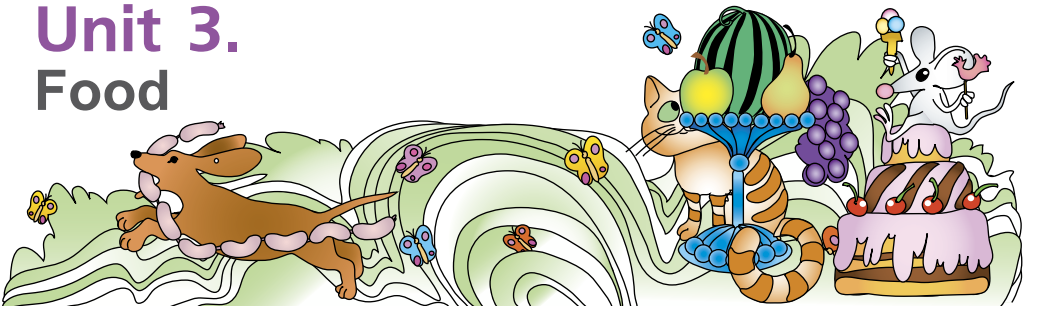
Part One. BOYS' FASHION

Boys will wear trousers and blazers of dark blue colour when they go to school. The pockets on the blazers will be their computers! When they go to the parties, they will wear white shirts with silver stripes on the sleeves and dark grey trousers.

Part Two. GIRLS' FASHION

Clothes for girls will be very bright. When at school, the girls will wear light-grey blouses, glowing jackets and golden skirts or trousers. When they go to the parties, they will wear long silver dresses and silver shoes. They will also wear small brilliant stars on their heads.

Unit 3.
Food



Lesson 1

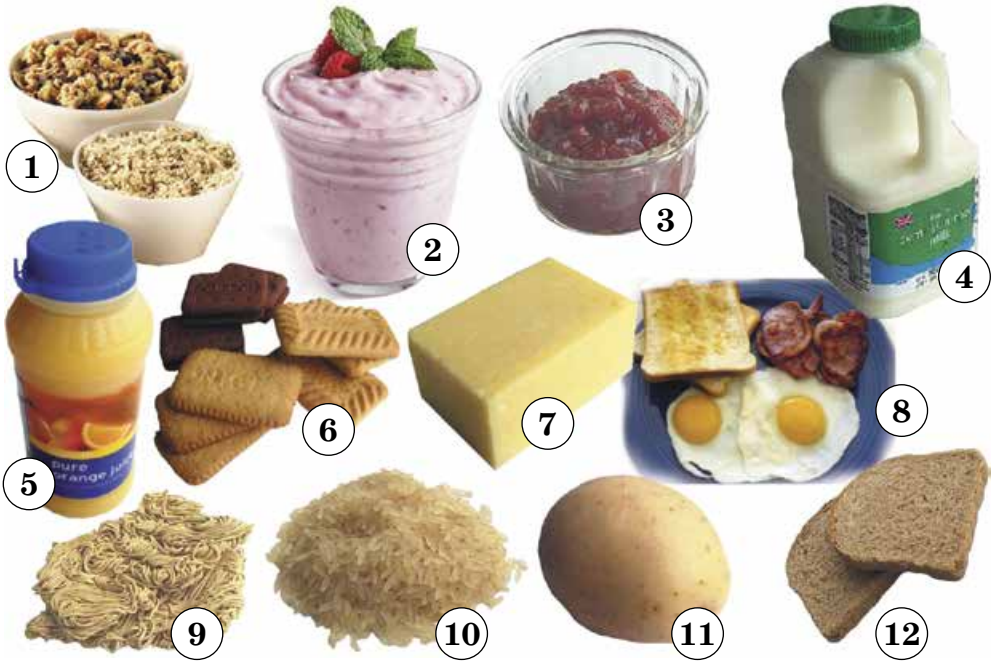
1. **a) Listen and repeat.**

• rice • fruit • meat • pizza • potatoes • salad • bread • cheese • beans • chocolate • vegetables • a sandwich • yoghurt • pasta • ice cream • a piece of cake • a pudding • biscuits • crisps • toast • fish • sweets • jam • chicken • meat balls • sausage • tea • coffee • orange / apple / carrot juice • milk •

b) Speak in class. Talk about food you usually have for breakfast.

Example.

I usually have toast and jam for breakfast.



2. **Work in pairs. Tell each other which foods you like / don't like to have for breakfast. Use the following phrases:**

I like ..... best. / I prefer ..... . / I quite like ..... . / ..... is / are OK. / I don't like ..... . / I don't usually have ..... for breakfast.

3. **Listen and read what Ann and Dan like to eat.**

Ann: For breakfast I usually have a bowl of cereal, toast and jam and a cup of tea. I don't like milk, but sometimes I drink a glass of orange juice. I have my lunch at school after the third lesson. I usually eat a cheese or sausage sandwich and an apple. Sometimes my mum puts a banana into my lunch box. I have my dinner when I come home from school. As a rule, I eat a plate of soup, mashed potato and meat balls.

Dan: I never feel hungry when I get up in the morning, so I just have a cup of tea and a cheese sandwich – that's enough for me. I have a snack after the second lesson – that's about ten o'clock. I buy a sausage roll and a packet of juice in the school canteen. I have a proper lunch at half past two. I usually eat a meat or vegetable dish, followed by crisps and fruit. I also buy sweets on the way home from school – not too many. I have something for a bite when I get home – usually a cake or some biscuits.

4. **Agree or disagree.**

1. Ann and Dan both have something for breakfast.
2. Ann and Dan both take lunch boxes to school.
3. Ann takes some fruit to school.
4. Both children buy sweets on the way home after school.

Grammar Lab: *Countable and Uncountable Nouns*

	Affirmative	Negative	Question
Countable nouns	*There are some apples on the table.*	*There aren't any apples on the table.*	*Are there any apples on the table?*
Uncountable nouns	*There's some milk in the fridge.*	*There isn't any milk in the fridge.*	*Is there any milk in the fridge?*

5. **Look through the texts of Ex. 3, page 53. Find the examples of countable and uncountable nouns in it. Write the lists into your exercise book.**

Example:

Countable nouns: *cereal, ...*
Uncountable nouns: *a bowl of cereal, ...*

Conversation Lab

6. **Listen to these opinions. Work in small groups. Act out a dialogue as in the example.**

Breakfast is the most important meal of the day.

You can skip breakfast.

Example.

A: *Breakfast is the most important meal of the day.*
B: *I think so, too. You must have enough energy during the day.*
C: *I don't think so. I don't want to eat early in the morning.*

7. **Write what you usually have for breakfast. Start like this:**

In my family we have four meals a day: breakfast, lunch, dinner and supper. I usually have breakfast at a quarter to eight. I have got ..... .

Lesson 2

1. **Look at the pictures and say what Jane has got for breakfast, lunch and dinner. Is her menu healthy or not? Start like this:**

For breakfast she has got ..... .

2. **a) Listen and complete the dialogue with the questions (A–E). There is one extra question that you don't need.**

b) Speak in class. Say whose menu is healthier and why.

A Are they good for you?
B I'm sure you like chocolate as well, don't you?
C What about you, what do you usually have for breakfast?
D Do you like to eat salad?
E Do you have pizza or chips for lunch?

Jane: Hi, Alex! Let's go to the school canteen! I'm really hungry today.
Alex: Hi, Jane! So am I.
Jane: I don't eat much at breakfast at home. **(1)** .....
Alex: Nothing much. I always get a cake or something on my way to school.
Jane: **(2)** .....
Alex: Yes, I buy pizza in the school canteen nearly every day. I like that. I also buy apple pies. They are tasty.
Jane: **(3)** ..... I don't think so. I eat a lot of salad. And I drink lots of water. It's better for you than juice.
Alex: I don't like salad very much, and I prefer to drink cola and lemonade.
Jane: **(4)** ..... I love chocolate.
Alex: I love sweets and biscuits. And I like ice cream very much.

3. **Look through the dialogue of Ex. 2 and say who:**

1. ..... eats a lot at breakfast time.
2. ..... eats something on the way to school.
3. ..... buys something to eat in the school canteen.
4. ..... drinks a lot of water.
5. ..... loves chocolate.
6. ..... likes ice cream.

Grammar Lab: *Much / Many / Lots of / A lot of*

We use ***many*** / ***lots of*** / ***a lot of*** with countable nouns.
We use ***much*** / ***a lot of*** / ***lots of*** with uncountable nouns.
We use ***a lot of*** / ***lots of*** in positive sentences.
*There is **a lot of** soup in the pan.*

We use ***much*** and ***many*** in negative sentences.
*There isn't **much** coffee in the cup.*
*There aren't **many** sweets on the table.*

4. **Read and complete the sentences with *much, many, a lot of / lots of*.**

1. There are ..... apples on the plate.
2. There isn't ..... butter in the fridge.
3. Do you need ..... eggs for this cake?
4. Ann and Dan eat ..... vegetables and fruit.
5. They usually buy ..... bread.
6. Is there ..... water in the mug?

Conversation Lab

5. **Look at the pictures and act out the dialogues about them.**

Fruit **Vegetables**

1. **Ann:** Do you have any fruit?
   Mum: Yes. We have .....s and .....s.
   Ann: I'd like a ....., please.
   Mum: Here you are.
   Ann: Thank you.
2. **Dan:** Do we have any more .....?
   Mum: No, we don't. I'll get some more when I go shopping.
3. **Alex:** How do you like .....?
   Jane: It's / They're delicious.

6. **Write about your favourite fruit and vegetables. Use the questions below to help you.**

- Which vegetables / fruit do you like?
- Which of these vegetables / fruit grow where you live?
- Which of them does your mum / dad usually buy?

Lessons 3–4

1. **Listen and repeat.**

2. **Work in pairs. Talk with your friend as in the example.**

Example:

A: *What shall I do with the onions?*
B: *Peel them first and then chop them.*

onion – peel / chop
potato – peel / boil / mash
pepper – wash / chop
meat – slice / grill
beetroot – wash / bake
mushrooms – slice / fry

3. **Listen and read.**

Mother's birthday was coming. Steve and Molly wanted it to be a big surprise for her. They made special birthday cards for her.

Steve tried to get good marks at school to please his mother. Molly cleaned the house and kept all her toys and clothes in order. Father planned a birthday breakfast. They all agreed on this menu: some French toast with wild raspberries and honey, and coffee with milk. They didn't forget about the bunch of beautiful flowers.

On birthday morning each had a job to do. Steve beat the eggs and made the toasts. Father fried them. Molly sprinkled the hot toasts with powdered sugar and set the table. She decorated the toasts with berries and honey. They didn't forget about the kitchen. It was clean and tidy.

When mother came into the kitchen, they said together, "Happy birthday, dear Mum!"

Mother was so surprised!

She said, "This is so beautiful. Thank you very much."

4. **Choose the correct items to complete the sentences.**

1. All the family was busy because their ..... had a birthday.
a) father **b)** mother **c)** grandmother
2. ..... wanted to please their nearest and dearest.
a) Steve **b)** Molly **c)** Steve and Molly
3. The children and their father cooked ..... .
a) a birthday cake **b)** hot toasts **c)** honey sandwiches
4. The family had a special holiday ..... together.
a) breakfast **b)** dinner **c)** supper

5. **Complete the dialogue and write it down. Use the words: *some, any, much, many*.**

Ann: I'm hungry. Let's make *some* egg sandwiches.
Dan: OK. I think we've got ..... eggs. How ..... eggs do you need?
Ann: Two. Have we got ..... cheese or tomatoes?
Dan: Yes, we have got ..... cheese and tomatoes. But how ..... cheese and how ..... tomatoes do we need?
Ann: 100 grams of cheese and two tomatoes.
Dan: Is there ..... ketchup?
Ann: There is ..... ketchup, but not ..... .

Dan: Oh, no! I love ketchup.
Ann: It's OK, Dan. I'll go and buy ..... . Too ..... ketchup is not good for you.

Conversation Lab

6. **Say what you did for your mother's birthday. Use the verbs in the box in the correct tense form.**

• to make • to get • to plan • to beat • to fry • to decorate • to set • to clean •

7. **Write what you cooked for a special day in your family. Use Ex. 3, pp. 57–58 as an example. Start like this:**

Our .....'s birthday was coming and we decided to make it a special day for her / him.

Lessons 5-6

1. **a) Listen and read.**

School Meals

In British schools, there are lessons in the morning and in the afternoon. Many children have their lunch at school. In the canteen of Colchester Royal Grammar School, there are two kinds of soup today: the vegetable soup and the chicken soup.

There are three main courses. There are two desserts. There is a large selection of drinks.

The food on the menu is very healthy. There is salad and there are vegetables. And there isn't any ice cream or chocolate!

b) Agree or disagree.

1. There are two kinds of soup on the menu.
2. There are no desserts on the menu.
3. There is ice cream on the menu.
4. The food on the menu is healthy.

2. **Work in pairs. Look at the menu. Take turns to ask and answer about the food in the menu.**

Examples:

1. **Ann:** *Is there ..... on the menu?*
   Dan: *Yes, there is. / No, there isn't.*
2. **Alex:** *Are there any vegetarian dishes?*
   Kim: *Yes, there are. / No, there aren't.*

3. **Read, complete and act out the dialogues. Use the words given below.**

1. **A:** May I help you?
   B: Yes. I'd like the ..... soup, please.
   A: What kind of salad would you like?
   B: I'll have the ..... salad.
   A: Anything to drink?
   B: Yes. I'll have ..... .

• chicken • peas • mushroom • cucumber • tomato • carrot • cabbage • apple juice • orange juice • mineral water •

2. **A:** I'd like a ..... .
B: What do you want on it?
A: ..... , please.

• ham and cheese • tuna fish • egg salad • butter • lettuce • ketchup • sandwich •

Mini-project: *A Class Survey*

4. **Do a class survey.**

Write a menu for your school canteen.

a) Write some questions for a survey.

Example:

Which kinds of sandwiches do you like?

b) Do a class survey. Ask other pupils your questions and make a graph.

Soup	Main Course	Vegetables and Fruit	Desserts	Drinks

c) Draw a poster. Write the names of the dishes on the menu.

d) Gallery Walk. Put your posters on the board. Discuss your menus.

5. **Write a letter to your English penfriend about your school meals.**

Start like this:

Dear .....,
Thank you for your letter. In this letter I'll write you about our school meals. I usually have my breakfast at home, but I have lunch at school.
We have got a very nice canteen and the food they cook there is really tasty. Etc.

Finish with:

Write me soon and tell me all your news.
Yours,
(your name)

Lesson 7

1. **Listen and complete the dialogue with the words from the box.**

• favourite • recipe • rice • delicious • sour cream • cabbage leaves • cook • dinner •

Kim: What day is it today?
Jane: It's Wednesday. Why?
Kim: Wednesday? Great. I love Wednesdays.
Jane: Really?
Kim: Yes, I do. We always have cabbage rolls for **(1)** ..... on Wednesdays. I think it's my **(2)** ..... dish.
Jane: What – cabbage rolls?
Kim: Yes, these are **(3)** ..... filled with pork, vegetables and **(4)** ..... . You can eat them with tomato sauce or **(5)** ..... . What's your favourite?
Jane: Fish and chips.
Kim: My mum often does fish and chips on Sunday night.
Jane: I'll ask my mum to **(6)** ..... cabbage rolls one day.
Kim: They're really **(7)** ..... . You'll love them. I'll bring you a **(8)** ..... .
Jane: Thank you.

fish and chips

cabbage rolls

2. **Work in pairs. Act out the dialogues as in Ex. 1. Talk about traditional Ukrainian dishes. Use the following Ukrainian dishes or some of your favourite dishes.**

varenyky (dumplings)

holubtsi / cabbage rolls

Ukrainian borshch

pancakes

potato pancakes / sour cream

Kyiv Cutlets 'Chicken Kyiv'

3. **Listen and read the recipe of a traditional dish.**

Dan: My favourite Ukrainian dish is borshch. All you need is a head of cabbage, some pieces of meat, some beetroots, carrots, potatoes, tomatoes, an onion, greens, spices and some sour cream.

Cook the meat, peel vegetables, slice potatoes, beetroots and carrots, chop the onion and greens. Then put all the vegetables into the saucepan. Add tomatoes, spices and don't forget to salt. When borshch is ready, add some sour cream into your plate. You may eat it either hot or cool.

Enjoy your meal!

4. **Work in pairs. Act out the situation.**

You're having a visitor from an English-speaking country in your school. Interview him / her about traditional British food.

a) Write a list of questions about food.

Ask who prepares the meals in the visitor's home, what the favourite dishes are, what the favourite recipes are, etc.

b) Interview the person and take notes.

c) Speak in class. Tell your friends about your survey.

Mini-project: *My Favourite Dish*

5. **Your friends are visiting you next Saturday. You'd like to cook your favourite dish. Write a shopping list of all the ingredients you need to buy. Then write how to prepare this dish.**

Ingredients:

_____

_____

_____

_____

_____

_____

_____

Start like this:

To make ….. , first ….. . Then ….. . Next ….. . Finally, ….. .

Finish with:

Enjoy your meal!

6. **Write. Complete the text with the correct forms of the verbs in brackets.**

Tree Marshall, 13, Somerset, the UK, **(1)** ….. (to live) with her mother Amanda. At the age of 13 she **(2)** ….. (to decide) to become a vegan[1]. Her mother **(3)** ….. (to like) her daughter's idea and **(4)** ….. (to join) her.

"I **(5)** ….. (to get) a vegan cookbook[2] for my thirteenth birthday. And I **(6)** ….. (to become) more interested in cooking. So I **(7)** ….. (not / to eat) cheese, eggs, butter, honey anymore and I **(8)** ….. (not / to drink) milk. Tonight I **(9)** ….. (to make) onions fried in olive oil, grilled tomatoes and potatoes. In the morning I **(10)** ….. (to make) breakfast. I usually **(11)** ….. (to have) proper breakfasts. Mum says I **(12)** ….. (can / to make) better porridge and pancakes than her. While others my age are eating burgers, I'm making meals and saving animals' lives."

_____

[1] a vegan – вегетаріанка

[2] a cookbook – книжка рецептів

Lesson 8

1. **Listen and read. Complete the text with the words from the box given below.**

• packed lunch • chips • roll • lemonade • tea • meals • chicken • lunch • marmalade • milk • cup • plate • breakfast • eggs • dinner •

English Meals

English people usually have four **(1)** ..... during the day: breakfast, lunch, tea, dinner or supper.

At about 8 o'clock in the morning people have **(2)** ..... . They eat porridge or cornflakes with **(3)** ..... or sugar, fried or boiled **(4)** ..... with bacon, bread and butter or toast with **(5)** ....., or jam and a **(6)** ..... of tea.

At 11 o'clock the English have **(7)** ..... . They like to eat fish and **(8)** ....., potatoes, beans, carrots, cabbage or peas. People usually drink tea, coffee, juice or **(9)** ..... . Schoolchildren have their lunch in the school canteen. Some children bring their **(10)** ..... with sandwiches and fruit.

At about 5 o'clock the English have **(11)** ..... with milk, a cake or a **(12)** ..... with jam.

The English have the evening meal, **(13)** ..... or supper, at 7 o'clock. People usually have a **(14)** ..... of soup, meat or **(15)** ..... with vegetables, cheese, tinned fruit, ice cream or an apple pie.

fish and chips

bacon and eggs

an apple pie

2. **Agree or disagree.**

1. English people usually have three meals during the day.
2. People have breakfast at about 9 o'clock.

3. Many people have lunch at 12 o'clock.
4. Schoolchildren have their lunch at home.
5. Schoolchildren don't bring their packed lunch to school.
6. English people usually have a plate of soup, meat or chicken with vegetables, cheese, tinned fruit, ice cream or an apple pie in the evening.

3. **a) Find countable and uncountable nouns in the text of Ex. 1, page 65.**

b) Do any names of food sound similar in your language? What are they? Write them down.

Conversation Lab

4. **Speak in class. Tell your classmates what you know about English meals.**

5. **Speak in class. Act out the situation.**

You're going to spend some time with a host family in England. Talk about food you usually have for breakfast / lunch / dinner.

breakfast

lunch

dinner

6. **Look at the pictures given below. Write what Mr Parker usually has for breakfast, lunch and dinner.**

Lesson 9. Grammar Revision

1. **Write the nouns given below in the plural form where it is possible.**

Butter, carrot, cereal, cheese, coffee, egg, grape, jam, lemon, milk, onion, pasta, oil, apple, potato, rice, meat, sugar, tea, cucumber.

2. **Complete the dialogue with *some*, *any*, *how much* and *how many*.**

Steve: Mum, can we have omelette for dinner tonight?
Mum: Good idea, Steve, **(1)** ..... milk have we got in the fridge?
Steve: We haven't got **(2)** ..... milk.
Mum: Can you go to the shop and buy **(3)** ..... ?
Steve: Sure. Do we need **(4)** ..... cheese? Shall I buy **(5)** ..... of that too?
Mum: No, there's lots of cheese. But can you buy me **(6)** ..... eggs?
Steve: OK. **(7)** ..... do you want?
Mum: A dozen of eggs, please. Thanks, Steve.

3. **Read and complete the text with the past forms of the verbs in brackets.**

The First Potato Crisps

One day, a customer ..... (to come) to an expensive New York restaurant. He ..... (to order) chips for himself. A few minutes later he ..... (to tell) the waiter that he ..... (not / to like) his chips, because they ..... (to be) too thick. The waiter ..... (to be) very angry. He ..... (to go) into the kitchen, ... (to take) a potato, ... (to cut) it into very thin slices, and ..... (to put) the slices into a pan of very hot oil. Then he ..... (to come) back to the customer. To his surprise, the customer ..... (to say) that they ..... (to be) very tasty. They ..... (to become) the world's first potato crisps.

4. **Read and choose the correct items to complete the sentences.**

1. My mum ..... breakfast for our family every morning.
a) is cooking **b)** cooks **c)** cooked

2. Look! Steve ..... some sandwiches.
a) make **b)** makes **c)** is making

3. Mum, what ..... you ..... for dinner today?
a) did ..... cook **b)** is cooking **c)** will ..... cook

4. What ..... you ..... in your lunch box yesterday?
a) do have **b)** did have **c)** are having

5. **Work in pairs. Complete the dialogue with the questions. Then act it out.**

A Do you like pizza?
B Shall I bring some bread?
C Shall I eat before I come?
D Would you like to come?
E What time?

Dan: I'm going to the cinema tomorrow? (1) .....
Kim: I'd love to, thanks. (2) .....
Dan: About six o'clock.
Kim: (3) .....
Dan: No, we're going to eat at my house before the film.
Kim: (4) .....
Dan: No, it's OK. I've got some pizzas at home. (5) .....
Kim: Yes, I love it!

6. **Speak in class. Talk about your family dinners.**

Example.

Ann: *Our family big meal is usually in the evening, at about six o'clock. My parents always have two courses, but I don't. The main meal is either meat or fish, with rice, potatoes or noodles and lots of vegetables. We always finish with a delicious pudding.*

Dan: *By seven o'clock I'm really hungry and ready for our family dinner. We have soup, and a big main course, and then we have yoghurt or ice cream. I go to bed at ten o'clock and have a cup of hot chocolate. It's a nice way to finish the day.*

7. **Write a note to your mum about food you want her to cook for breakfast / lunch / dinner. Use the example given below.**

Hi, Mum!
Could you, please, cook ..... for ..... (dinner) tonight? If there is anything you want me to buy, I can do the shopping.
Thank you.
Love,
(your name)

Extensive Reading

1. **Work in pairs. Answer the questions individually. Then ask your friend. Add information.**

Example.

A: *Do you often go on a picnic?*
B: *Yes, I do. I usually go picnicking in summer and early autumn. What about you?*
A: *Me too. I love picnicking when the weather is nice.*

Questions	You	Your Friend
• Do you often go on a picnic? • Who do you usually go with: your family or your friends? • What food do you usually take with you? • Where do you usually have a picnic? • Do you like to go picnicking?		

2. **Listen and read the text.**

George Goes Picnicking

By *Georgie Adams*

It was a hot fine afternoon, and George was getting ready to go for a picnic by the river. **He** packed a basket with some sandwiches, cupcakes, and lemonade, and was about to set off when Mrs. Rabbit and her babies came along.

"I'm going for a picnic," said George.

"Can **we** come?" asked Mrs. Rabbit.

"Of course," said George.

So George packed some carrots for the rabbits. The picnic basket was quite heavy. George and the rabbits were about to set off when three bears came along.

"**We**'re going for a picnic," said George.

"Can **we** come?" asked the bears.

George said they could, and he packed three large jars of honey for the bears. Now the picnic basket was very heavy.

George, the rabbits, and the bears were about to set off when two monkeys came along.

"We're going for a picnic," said George.
"Can we come?" asked the monkeys.
"Of course," George said.

Somehow **he** found room in his picnic basket for two large bunches of bananas for the monkeys. But the basket was much too heavy to carry.

George, the rabbits, the bears, and the monkeys were wondering what to do when an elephant came along.

"**I**'ll carry your basket for you," said the elephant, "and **you** can all ride on my back to the river."

So George, the rabbits, the bears, and the monkeys had a wonderful picnic and **they** all shared their food with the elephant.

Text Level

3. **Answer the questions.**

1. Where did George plan to have a picnic?
2. What food did George pack into his basket?
3. Why was the basket getting heavier all the time?
4. What food did George have for the rabbits (bears, monkeys)?
5. How did the friends get to the picnicking place?
6. What did the elephant eat?

Sentence Level

4. **Say who or what each underlined pronoun in the text of Ex. 2 stands for.**

Example.

George was getting ready to go for a picnic by the river. **He** packed a basket with some sandwiches, cupcakes, and lemonade.

Answer: *'He' stands for the noun 'George'.*

Word Level

5. **Look through the text and find the words with the following sounds:**

/k/: *picnic*, ...
/s/: *basket*, ...
/ʌ/: *come*, ...
/ɑ:/: *ask*, ...

6. **Find the examples of countable and uncountable nouns in the text.**

Countable nouns: *afternoon*, ...
Uncountable nouns: *lemonade*, ...

7. **Choose the correct word to complete the sentences.**

1. George was about to set off when Mrs. Rabbit and ..... babies came along. (his / her)
2. "....'m going for a picnic," said George. (He / I)
3. George packed some ..... for the rabbits. (carrot / carrots)
4. The picnic basket ..... quite heavy. (was / were)
5. George packed three large ..... of honey for the bears. (jar / jars)
6. The basket was much too heavy to carry. (much / many)

8. **Write about the day you went for a picnic. Say:**

- **when you went;**
- **who you went with;**
- **what foods you took with you;**
- **where you stayed;**
- **what you did there.**

PROJECT WORK

MAKING A SANDWICH

Aim: To use topic vocabulary while making sandwiches.

A

Out of class: ***Prepare the ingredients***

Work individually. Take the things in the list. Read the recipe and prepare the ingredients to use in class.

You need:

- an apron;
- some napkins;
- a knife;
- a fork;
- a cooking board.

B

In class: ***Before you cook***

1. Wash your hands.
2. Wash the vegetables and let them dry.
3. Cut bread, cheese and ham.
4. Follow the steps to make a sandwich.

Speak English while cooking!

You can use the following phrases:

Could you pass me ....., ... (name), please?

Cut some bread, please!

5. Make a few sandwiches. Decorate them with lettuce, tomato, greenery, etc.

C

In class: *Treat Your Guests!*

- Your classmates are your guests. Treat them to the sandwiches you've made. Enjoy your meal!
- Vote for the best cook.

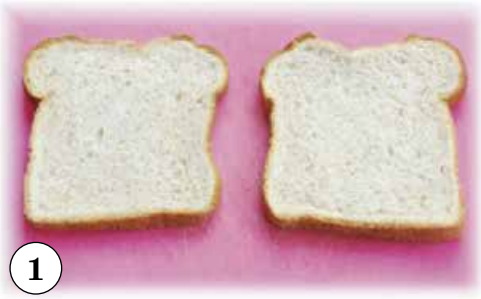
How to Prepare a Perfect Ham Sandwich

Ingredients:

- two (2) slices of your favourite bread;
- mustard;
- mayonnaise;
- one (1) or two (2) slices of your favourite cheese;
- tomatoes;
- lettuce;
- two (2) slices of ham;
- chips;
- a drink of your choice.

Steps

1. Take two slices of your favourite bread.
2. Put mustard on the bottom slice of bread, and mayonnaise on the top slice.
3. Choose your cheese for the sandwich. Put some cheese on the bread.
4. Put one or two slices of tomatoes on top of cheese.
5. Put a few leaves of lettuce on top of the tomatoes.
6. Lay two slices of thin ham on top of the lettuce. Gently fold the ham in half and lay them next to each other.
7. Lay the slice of bread with mustard on top of the sandwich.
8. Serve the sandwich on a medium sized plate. Serve with chips and a drink of your choice.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8

Unit 4.
Let's Have a Rest

Lesson 1

1. **Look at the pictures and say what the children like to do in their free time.**

Example:

Ann likes to go for a walk in the park at the weekend.

to listen to music

to read magazines

to watch cartoons

to play games

to go for a walk

to go to birthday parties

2. **Work in pairs. Talk about the things you like to do in your free time.**

Example:

A: *What do you like to do in your free time?*
B: *I like to read books and go for a walk with my friends. And what about you?*
A: *I like to play tennis.*

3. **Listen, read and say what the children like to do.**

Sue: I often listen to pop music, and I watch TV a lot. I love films, but I don't like to watch soap operas. I don't read very much – magazines sometimes, but not books.

John: I've got a lot of friends. They often come to my home, and we spend time together. I like to play active games with them.

Richard: I like to stay at home. Sometimes I read books or listen to music – classical music only. I don't watch TV very much, but I usually watch cartoons, or sometimes films. I often study in the evening.

Mary: I like to visit my friends and play computer games with them. I don't like to stay at home. It's boring. I also spend much time outdoors.

4. **Look through the text of Ex. 3 again and say who:**

- ..... doesn't listen to pop music. *Richard*
- ..... likes to spend time with friends. .....
- ..... likes to read books. .....
- ..... seldom reads books. .....
- ..... spends some time studying. .....
- ..... invites his / her friends to his / her place. .....
- ..... has fun at the parties. .....

Conversation Lab

5. **Work in pairs.**

a) Write a list of questions to ask your friends about their free time activities.

Example.

- *Do you watch TV a lot?*
- *Do you like to watch films or cartoons?*
- *Do you play any musical instrument?*
- *Do you go in for sport?*
- *How often do you train?*

b) Ask your friends about the things they do outside school. Use the questions from your list.

6. **Write 7–8 sentences about the activities you usually do in your free time. Use Ex. 3, page 75 as an example.**

Lesson 2

1. Work in pairs or small groups. Write a list of activities you usually do in your free time.

Example:

To train in the gym, to play football, to draw, to do a project, to read books, ... Etc.

2. Speak in class. Say which activities from the list in Ex. 1 you usually do and how much time you spend on them.

Example: *I train in the gym three days a week: on Mondays, Thursdays and Saturdays.*

3. Listen and read.

Steve: This game is fun. Let's organize a chess club.
Tom: That's a great idea! We can meet at my house on Monday.
Steve: I'm sorry but I can't. I'm going to look after my little sister on Monday.
Tom: Is Tuesday OK?
Steve: No. I'm going to help my mum do the shopping on Tuesday.
Tom: What about Wednesday?
Steve: I'm going to visit my granny on Wednesday. Have you got any plans for Thursday?
Tom: Oh, I can't come on Thursday. I'm going to take my music lesson this Thursday.
Steve: Then let's meet on Friday.
Tom: Great! Bring your chess set with you.

4. **Read the dialogue of Ex. 3, page 76 again and complete Steve's planner. Then use your notes to act out the dialogue.**

Monday	*look after his sister*
Tuesday	
Wednesday	
Thursday	
Friday	

Conversation Lab

5. **Look at Kim's planner. Ask and answer the questions about the activities she is going to do this week.**

Example.

A: *Is Kim going to meet her Granny on Monday?*
B: *No, she isn't. She is going to meet her Granny on Sunday.*

Sunday	*meet granny*
Monday	*watch a circus show*
Tuesday	*go to the swimming pool*
Wednesday	*clean the room*
Thursday	*play basketball with Jane*
Friday	*draw pictures*

Monday **Tuesday** **Wednesday** **Thursday** **Friday**

6. **a) Draw pictures and write a page from your planner.**

b) Speak in class. Talk with your friend about the things you are going to do this week.

Lesson 3

1. **Listen and repeat. Ask your friends if they often spend their free time at these places.**

Example.

A: *Do you often go to the theatre?*
B: *No, I don't. I go to the theatre once a month. And what about you?*
A: *Me too. / So do I.*

Places to Go

a theatre

a cinema

a museum

a zoo

an Art gallery

a circus

2. **Read and match the parts of a sentence.**

▶ What do you do when you're there?

1. You go to the cinema	**a)** to watch a play (a puppet show, an opera, a ballet).
2. You go to the theatre	**b)** to watch or look at or see the animals.
3. You go to the museum or the art gallery	**c)** to watch a film.
4. You go to the zoo	**d)** to see an exhibition.
5. You go to the circus	**e)** to watch the animal show.

Conversation Lab

3. **Work in pairs. Read and out the dialogue. Then act out similar dialogues. Use the words from Ex. 1, page 78.**

Ann: Are you free this Saturday, Jane?
Jane: Yes, I am.
Ann: Great! Let's do something together! What about going to a museum?
Jane: That's a great idea! Where shall we meet?
Ann: We can meet at my place at 10 o'clock.
Jane: OK. Shall we go to the zoo next Sunday?
Ann: I'm afraid I can't. I'm going to visit my grandparents next Sunday. Besides, I was at the Zoo last week.
Jane: How about going to the circus to watch the new animal show next Sunday? I've got two tickets.
Ann: Good idea! Yes, I'd love to.

Accepting an invitation	Refusing an invitation
Yes, OK. Yes, I'd love to.	I'm afraid I can't. I'm sorry, but I can't.

Writing Lab: *Writing an Invitation*

4. **Read the invitation and the reply below. Answer the questions.**

1. Who writes the invitation? Who writes a reply?
2. Where does the girl invite her friend to go?
3. Has the person accepted the invitation?
4. Where are the girls going to meet?

Dear Kim,
What are you doing on Friday evening? I'm going to the cinema. Would you like to come, too?
Love,
Jane

Dear Jane,
Thanks for your invitation. I'd love to come. I'll meet you outside the cinema at 7.00.
Kim.

5. **You have decided to invite your friend to spend some time together at the weekend. Think and complete the table given below.**

Whom to invite	
Where to go	
Where to meet	
What time to meet	

6. **Write an invitation. Then write the reply for the invitation you have received. Use Ex. 4, page 79 as an example.**

Lesson 4

1. **Listen and repeat. Say which kind of TV programmes you prefer to watch.**

Example.

I prefer game shows to talk shows.

a cartoon

a film

a programme about animals

a game show

a quiz show

a sports programme

2. **Work in pairs. Ask and answer about different TV programmes.**

- What kind of TV programmes do you like?
- What are your favourite shows?
- What are the titles of your favourite films (game shows, sports programmes, etc)?

3. **a) Listen and read.**

b) Say which TV programme Ann and Dan have decided to watch.

Ann: My favourite game show has already started. Let's watch it, Dan!

Dan: There is an interesting programme about blue whales on the Discovery Channel in ten minutes. Why don't we watch it together? You can watch a game show tomorrow.

Ann: No, I can't. I'm having a training in the Sports Centre at this time.

Dan: I really need to watch that programme. I'm working at my report for the Nature Study lesson. There are always many exciting facts in those programmes.

Ann: But I'm so tired of learning.

Dan: I have already got a quiz from my classmates, but I haven't found all the answers yet. Let's watch the programme and write the answers together.

Ann: OK.

4. **Agree or disagree.**

1. Ann likes to watch game shows.
2. Dan's favourite programme starts in half an hour.
3. Dan's favourite programme is about animals.
4. Ann likes to watch the educational programmes.
5. Ann agrees with Dan.

Grammar Lab: *The Present Perfect Tense*

We use **the Present Pefect Tense** to express an action which began before the present moment and has its visible results in the present.

We use **the Present Perfect Tense** with the words ***just*, not ..... *yet*, *already*, *ever*, *never*, *often*, *seldom***, etc:

I *have* ***already*** watched this film.
He *has* ***already*** *visited* his grandparents ***this week.***
Have you *trained* in the gym today ***yet?*** – *Yes, I have. / No, I haven't.*

We form **the Present Perfect Tense** by means of the verb **to have (have / has)** and **the Past Participle** of the main verb.

have / has + V_3

The Past Participle of regular verbs is formed by adding the ending **–ed** to the Infinitive: e.g. *to visit – visited*

See Grammar Reference p. 213.

5. **Put the verbs in brackets in the Present Perfect Tense.**

1. They ..... (to go) to the Natural History Museum this week.
2. ..... Mary ..... (to take) her younger brother to the Zoo yet?
3. Sue ..... (already / to visit) the exhibition in the Art gallery.
4. You ..... (never / to be) to the theatre in this city.
5. Ann ..... (already / to watch) a documentary about wild animals today.
6. We ..... (not / to be) at the disco this month.

Conversation Lab

6. **Speak in class. Act out the situations. Use Ex. 3, page 81 as an example.**

Your favourite TV programme will start in a few minutes, but your brother / sister wants to watch a film on another channel. Talk with him / her and decide which programme to watch.

7. **Write three questions to each of these sentences.**

1. My favourite TV Channel is One Plus One.
2. Steve likes to watch sports programmes.
3. I've already watched that film.

Lesson 5

1. **Work in pairs. Read the TV programme on page 83. Act out some dialogues. Use the questions:**

- What is on Channel 1 today?
- When does this film start?
- What channel is this programme on?
- Is there an interesting film today?

TV Programme

CHANNEL 1	ANIMAL PLANET
11.00 News Summary 11.30 Film: *Flipper* 13.15 Game show: *The Smartest Child* 14.30 Music	11.40 The Fastest Animals on the Earth 12.10 Animals in the Zoos 13.25 Wildlife: *Blue Whales* 14.35 Pet Rescue Service
EUROSPORT	**FOX KIDS**
9.00 Football: *The best matches in the European Final Cup* 11.20 Sports News 11.40 Swimming 12.30 Sport Interview: *Yana Klochkova* 14.00 Extreme Sports	7.30 Bolto 8.20 Beauty and the Beast 9.10 The Little Mermaid 10.15 Tom and Jerry

2. **Listen and read. Complete the text with the missing parts (A–F).**

Is Life Possible without TV?

The Parkers love to watch TV so much. **(1)** ..... Mr Parker has discovered that he usually spends two or three hours in front of a TV set. It is so comfortable to sit in the armchair listening to the news and watching documentaries! Mrs Parker has started to worry that **(2)** ..... and meeting friends at the weekend.

Steve has decided to watch football matches on TV rather than **(3)** ..... .

There is one good thing about having a TV at home: it keeps Molly quiet for some time **(4)** ..... .

But Mrs Parker believes that their family life has become boring.

One morning she says, "**(5)** ..... . It doesn't work. Let's go picnicking instead. I have made some sandwiches and have baked your favourite apple pie."

The Parkers have packed their backpacks and **(6)** ..... .

Oh, yes, life is possible without TV!

A when the cartoon is on
B play football by himself
C have left their house
D They have bought a new TV this month.
E Something has happened to our new TV set.
F her husband has even stopped reading newspapers

3. **Work in pairs. Take turns to ask and answer the questions.**

1. Why has the life in the Parkers' family changed?
2. Who stopped reading newspapers and visiting his friends?
3. What is a good thing about having a TV at home?
4. What kind of programme does Molly watch?
5. What happened with their TV set one day?
6. Where have the Parkers decided to go?

4. **Look through the text of Ex. 2 again. Find the sentences with the Present Perfect Tense and write them down into your exercise books.**

5. **Read and complete the questions. Then answer them. Fill in *who, what,* or *which*.**

1. ..... has taken the dog for a walk today?
2. ..... TV channels have become popular in your family?
3. ..... kind of programme have you decided not to watch?
4. ..... TV reporter have you told your sister / brother about?
5. ..... famous English actors have you read about a lot?
6. ..... channel have you watched your favourite film on?

Conversation Lab

6. **Look at the picture on page 85 and say what the Parkers are doing now. What have they done before?**

Example.

Mum has already cooked the dinner. She is inviting the family members to have dinner together.

7. **Write your answers to the following questions.**

1. Do you watch TV for more than two hours a day?
2. What programmes do you like to watch?
3. Is your mother sometimes angry when you watch TV?
4. Do you always watch TV when you are with your friends?
5. Can you imagine your life without TV?
6. Do you often stay at home to watch TV instead of playing games with your friends?

Lesson 6

1. **Listen and repeat. Say what your hobby is. Add information.**

Example.

I am fond of collecting stickers. My parents usually buy a packet of stickers once a month. I keep my collection in a sticker album.

playing football

playing computer games

collecting stamps / coins / badges / stickers

making model cars

travelling to other cities / countries

drawing pictures

2. **Listen and read the interview notes.**

A hobby is a thing people like to do in their free time. Different people have different hobbies. They are fond of collecting things, going in for sport, travelling and playing computer games.

Mike Tame

Abby Green

Maryna Teslenko

1. Mike Tame is 12 and he lives in Colchester. He studies at school. He is very good at learning Computer Studies. He says, "I get up at 7.10 and do my homework before school. I work on my computer for three hours every evening. I have already joined the school IT (Information Technology) Club as I want to be a web designer."
2. Abby Green gets up at 5.45 every morning and trains in the gym before classes. She wants to be an Olympic winner. She says, "I'm quite good at studying at school. I study hard and I train in the gym, too. I really enjoy it, and I want to be famous. I have already participated in school competitions."
3. Maryna Teslenko lives in Odesa. She is fond of drawing. She spends much time in the studio. She has already decided to be an artist. One of her pictures has won a prize in the Art Show.

3. **Look through the texts of Ex. 2, page 86 and find out which person:**

• trains in the gym every day	*Abby*
• wants to be a sportsman	.....
• wants to be famous	.....
• does his homework before school	.....
• has participated in the Art Show	.....
• has decided to become a web designer	.....
• has joined the school IT Club.	.....

4. **Look through the text of Ex. 2, page 86. Find the sentences with the Present Perfect Tense. What's the function of this verb form?**

5. **Write. Complete the sentences with *have* or *has*.**

1. I ..... already seen Jack in the swimming pool today.
2. They ..... already learnt twenty French words.
3. We ..... already discussed this film.
4. She ..... never been to Great Britain.
5. We ..... already collected 200 stickers.
6. He ..... already been to three European countries.

Mini-project: *A Class Survey*

6. **Ask your classmates questions about their favourite activities and make a graph.**

Questions / Names	Olena	Taras
• Have you got a hobby? • What is it?		
• Do you go in for sport? • Have you joined any sports club? • How often do you train?		
• Have you got any collections? • How long have you had them?		

7. **Write a story about your hobby / hobbies. Include the following:**

- **what hobby you have decided on;**
- **how long you have had it;**
- **if you have joined any interest club.**

Lesson 7

1. **Listen and repeat.**

To decide – decided – decided
To collect – collected – collected
To help – helped – helped
To ask – asked – asked
To cook – cooked – cooked
To come – came – come
To put – put – put
To make – made – made
To bring – brought – brought
To begin – began – begun

2. **a) Look at the picture given below. Answer the questions.**

1. Where are the children?
2. Have they put up their tents yet?
3. Have they cooked any meals yet?
4. What things have they got?

b) Read and say what the children have already done.

Ann, Dan, Jane, Alex, Tom, Steve and Kim have decided on a hiking trip with their friends and teacher Miss Alison. In the morning the weather was nice. There was no strong wind.

The children have come to a beautiful place.

Dan and Alex have already put up a few tents. Some boys have collected the wood. Tom has made a fire. Sue has brought some water from the stream. Ann and Jane have already begun to cook a meal. The children have kept all the safety rules while doing that.

Miss Alison has helped her schoolchildren to do all the tasks. She has also asked the children to clean up the area after the picnic.

"The forests are beautiful and enjoyed by many," she said.

We have taken some rubbish home and put it in the bins provided.

"It's so great to spend time together. We've made the right decision about the hiking trip on holidays," said Miss Alison.

3. **Look through the text of Ex. 2b, page 88 again. Find the sentences in the Present Perfect Tense and read them aloud.**

4. **Play a memory game.**

a) Look at the picture to Ex. 2, page 88 again and write five questions to ask your classmates.

b) Work in pairs. Close your books. Then ask and answer questions about the children in the picture.

Conversation Lab

5. **Act out the situations. Tell your classmates what has happened. Use the Present Perfect Tense.**

Example:

You don't have your homework at the lesson. (to forget) – *I have forgotten my exercise book at home.*

1. You invite your parents for breakfast. (to cook)
2. It is our granny's birthday soon. (to write a postcard)
3. You're preparing your classroom for party. (to decorate)
4. Your classmate is not at school. (to telephone)
5. You want to show new badges in your collection. (to buy)
6. You're fond of gardening. Now there are some beautiful flowers there. (to plant)

6. **Work in groups. Write a list of safety rules you need to stick to while picnicking. Then discuss them with other groups in class and make a poster.**

7. **Write. Complete the following dialogues. Then act them out in class. Use the words: *do, does, have, haven't, has, hasn't.***

1. **Alex:** You are very fit. ..... you exercised for a long time?
   Dan: Yes, I ..... .
   Alex: What sport ..... you do?
   Dan: I go swimming.
2. **Alex:** What time ..... your trainings start?
   Dan: At four o'clock. I finish at six o'clock and go home.
3. **Alex:** ..... Steve joined the Swimming Club?
   Dan: No, he ..... .
   Alex: ..... he spend his summer holidays at the seaside?
   Dan: Yes, he does.

Lesson 8

1. **Listen and repeat. What do you usually do in different seasons of the year?**

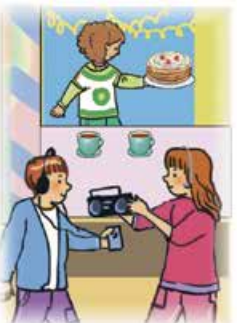
Example.

A: *I usually go to the seaside in summer. And I stay at home with friends in winter. We often go to the cinema or to the theatre. We also go in for winter kinds of sport: skating, skiing and sledging.*

to visit a city

to visit a village

to travel



to stay at home with friends

to go to the seaside

to go hiking in the mountains

to do sport

to buy souvenirs

2. **Work in pairs. Answer the questions. Then ask your friend. Add information. Use the words from Ex. 1.**

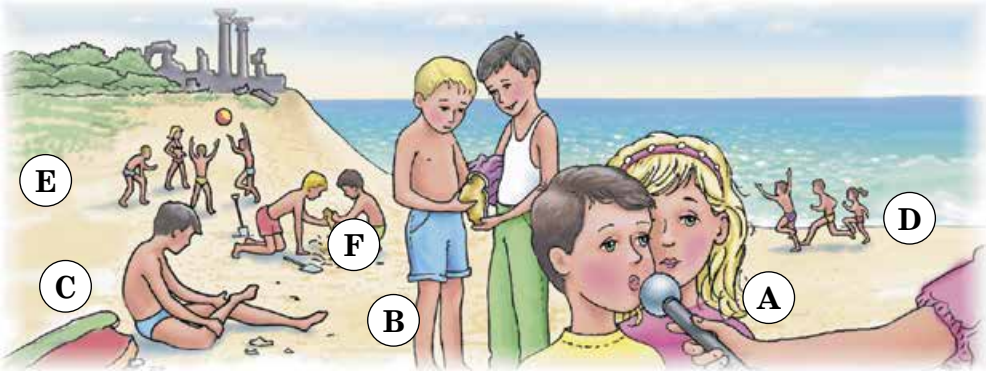
Example:

A: *What do you usually do when you have school holidays?*

B: *I like to travel to a new place. When I'm at home, it doesn't feel like holidays.*

Questions	You	Your Friend
➢ What do you like to do on holidays? ➢ How long do you think school holidays should be? ➢ Do you prefer one long holidays or several shorter ones? ➢ Do you know Road Safety Rules? What are they?[1] ➢ What do you have to do first when you cross the road in Ukraine? What about the UK?		

3. **Listen and order the pictures. Say what children found when they were at the seaside.**



4. **Read Ann's letter. Say where Ann and her family spend their holiday time.**

Dear Jane,

I'm having fantastic holidays in Yalta. We are staying in a lovely hotel. The weather is nice. The air is fresh and the sea is warm.

We swim and sunbathe every day. When on the beach, we build sandcastles, feed the seagulls and collect shells and stones.

We have gone on excursions and have bought some souvenirs. (I've got a new magnet for you – as I have promised!)

What are your holidays in London? What is the weather like? Have you read any books from the summer list?

Write me soon and tell me all your news.

Keep in touch.

Ann

[1] See p. 225

5. **Read and complete the sentences.**

1. Ann is on holidays in ..... .
2. Her family is staying ..... .
3. The weather is ..... .
4. When on the beach, Ann ..... .
5. Ann has gone ..... and ..... .
6. Ann asks Jane about ..... .

Conversation Lab

6. **Listen to these opinions. Take turns. Pupil A reads an opinion. Pupil B responds and adds information.**

Example:

A: *I like to buy souvenirs when I travel.*
B: *So do I. I have collected many magnets from different places in Ukraine. You can see my collection on the fridge when you come into my kitchen.*

Responses
I do, too. / Me too.
So do I.
I don't, either.

I like buying souvenirs when I travel.

I think visiting a city is more interesting than visiting a countryside.

I don't like to stay at home on holidays.

I think school holidays should be longer in spring.

7. **a) Look, read and say what Dan is going to do on Saturday.**

b) Use the pictures to write a story "Dan's Ideal Holidays". Start like this:

Dan is having school holidays soon. He is going to get up at 10 o'clock.

Lesson 9. Grammar Revision

1. **Read and complete the sentences. Use the words: *music, seats, see, read, went, saw, enjoyed, programmes, fantastic*.**

Last Sunday I **(1)** ..... to the circus with my mother. When we arrived to the place we **(2)** ..... many people in the hall. Some of them had **(3)** ..... in their hands. They **(3)** ..... about animals in the show. We bought one programme for us. Then we took our **(4)** ..... . We could **(5)** ..... a beautiful palace on the arena and hear beautiful **(6)** ..... . The animal show was **(7)** ..... . We **(8)** ..... it greatly.

2. **Complete the sentences with the Past Simple Tense of the verbs in brackets.**

My grandfather **(1)** ..... (to collect) stamps when he was a boy. He **(2)** ..... (to begin) to learn many interesting facts about history. And he **(3)** ..... (to know) many interesting stories about famous people, too. He **(4)** ..... (to keep) his collection in a special album. Later when he **(5)** ..... (to travel) he always **(6)** ..... (to bring) many stamps for his collection.

3. **Read and choose the correct items to complete the sentences.**

1. The children ..... through their stamp collection now.
a) are looking **b)** is looking **c)** looked

2. Last summer my relatives ..... a rest at the seaside.
a) has had **b)** had **c)** have had

3. Mrs Brown ..... TV yesterday.
a) watched **b)** is watching **c)** watches

4. Dan ..... a composition tomorrow.
a) writes **b)** will write **c)** are writing

4. **Write what you have done this week and how much time you have spent on these activities.**

Example:

I have finished writing a letter to my penfriend. I think I have spent two hours writing.

Conversation Lab

5. **Work in pairs. Choose a role card for yourself and act out the dialogue.**

Role Card A: Invite your friend to do something from the list below. Find the time when your friend can do it.

> Would you like to .....
> ... go to the cinema on Monday?
> ... play football on .....?
> ... go for a walk with me on .....?
> ... go to .....?

Role Card B: At first say you can't do it, and then find it possible and ask about the time to meet.

6. **Write different types of questions to the following sentences.**

1. He is watching a football match at the moment.
2. I have already seen a quiz show today.
3. I'm watching a good programme about birds in the Antarctic.

Extensive Reading

1. **Listen and read the words in the Vocabulary File.**

Vocabulary File

To camp out – відпочивати на природі
A camper – відпочиваючий
A sleeping bag – спальний мішок
To peer out – виглядати

2. **Read the text.**

Camping Out

It was warm July evening. So Ann and Dan's parents let them camp out in a tent at the back of the yard. The children were very excited.

Ann's mum helped the children take things to the tent. Ann took her new doll, two teddy bears, and some food. Dan brought his big racing car, a robot, and a box of chocolates.

Soon it was dark. Ann and Dan were in their sleeping bags. They ate their chips, fruit and chocolates and drank their

lemonade. The campers spoke in a whisper until Ann thought she heard a noise.

Snuff, snuffle, snap!

"What was that?" she asked.

Ann and Dan listened in silence.

Snuff, snuffle, snap!

"I'm scared," said Ann.

"So am I", said Dan.

Slowly, they unzipped the tent and peered out. There were lights in the windows and the back door was open.

Ann and Dan ran up the dark toward home.

"We had better camp IN tonight – we can camp OUT another time!" said Ann and hugged her mum.

Text level

3. **Answer the questions.**

1. Why did Ann and Dan decide to camp out?
2. What things did Ann take with her?
3. What things did Dan bring?
4. Did the children enjoy their time?
5. Why did they run back home?

4. **Complete the sentences with the suitable words.**

1. It was the first time Ann and Dan's parents ..... .
2. Ann's mum helped the children ..... .
3. The children took ..... .
4. The campers spoke in a whisper until ..... .
5. Ann and Dan ran up the dark toward home because ..... .
6. Ann's mum said, "Well, you had better ..... tonight – you can ..... another time!"

Sentence level

5. **Fill in the gaps with the correct forms of the verbs.**

1. Jim ..... (to take) his younger sister to the Zoo last Thursday.
2. We always ..... (to go) on a school trip on holidays.
3. Johnny and Meggy ..... (to listen) to music yesterday.
4. My dad ..... (to help) me to put up a tent last week.

5. When the sun ..... (to shine) brightly, the weather is fine.
6. Our teacher usually ..... (to explain) us what to take for a school trip.

Word level

6. **Copy the sentences. Underline the words with the correct sound.**

Example.

/e/: *Ann's mum helped them take things the tent.*

1. /u/: Ann took her doll, two teddy bears, and some food.
2. /ʊ/: Dan brought his favourite racing car, an action robot, and a box of chocolates.
3. /æ/: They ate their chips, fruit and chocolates and drank their lemonade.
4. /ɔ:/: The campers spoke in a whisper until Ann thought she heard a noise.
5. /ɛə/: "I'm scared," said Ann, hugging her teddy bears.
6. /ai/: "You had better camp in tonight – you can camp out another time!" mum said.

7. **Write about the day you camped out. Start like this:**

One day ..... and me decided to camp out. We were very excited. Our ..... (parents, aunt, etc) helped us to put up a tent. We took ..... . We also took ..... .

PROJECT WORK

OUR SCHOOL TRIP

Aim: To write a leaflet about your school trip.

A

In class: ***Before you write a leaflet***

1. Look at Ann and Dan's leaflet. Read Part One. Which places have the children visited? When did they go on their school trip?
2. Read Part Two. What did the children do during their trip? What have they learned?
3. Read Part Three. Say if Dan and Ann enjoyed their trip and why.
4. Work in small groups. Write a list of places you've visited and decide on a trip you want to write about.

B

Out of class: *Make your leaflet*

• Work individually. Make parts of your leaflet. Write short stories about your photos or include drawings.

You need:

- some paper;
- glue and scissors;
- some coloured pens.

C

In class: *Use your leaflet*

- Show your leaflet to your classmates. Give them more information about your pictures and descriptions. Answer the questions.
- Read your classmates' leaflets. Have you written about the same trip?
- Vote for the best leaflet.

OUR SCHOOL TRIP

Part One. THE PLACE

We went on a school trip last autumn. We visited the city of Poltava. All the pupils from our class went there. We have taken a lot of pictures.

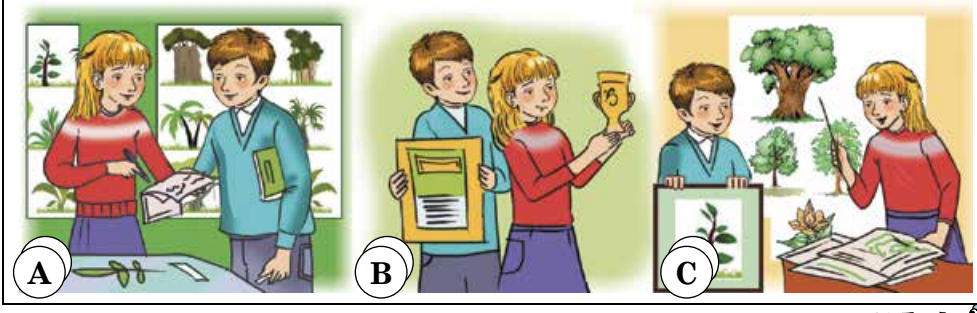
Part Two. WE ARE TOGETHER

On photo A we are in the museum of ..... . We have seen wonderful exhibitions there.

On photo B our classmates are taking part in the nature quiz. We have won the prize! Out teacher Olena Ivanivna is proud of us.

Part Three. A PRESENTATION

On photo C Ann and Dan are telling Class 5B about our trip. We usually share our trip experience with other pupils in our school.



Unit 5.
Nature and Weather

Lesson 1

1. **Listen and repeat. Then act out short dialogues as in the example.**

Example.

A: *What is the weather like?*
B: *It's snowy.*
A: *Do you like it when it snows?*
B: *Yes, I do. I like snowy weather. / No, I don't. I don't like it when it's cold.*

cloud / cloudy | **cold** | **hot** | **fog / foggy** | **wind / windy**

rain / rainy | **snow / snowy** | **storm** | **sun / sunny** | **warm**

2. **Work in pairs. Talk about the weather as in the example. Use the words from Ex. 1, page 98.**

A: *What is the weather like today?*

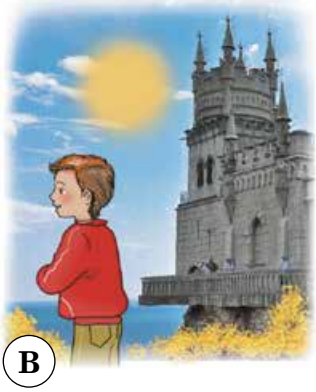
B: *It's snowy.*

A: *What was the weather like yesterday?*

B: *It was sunny.*

3. **Read and match the postcards (1–3) to the pictures (A–C).**

A



B

C

1.

Dear Granny,

September in the Crimea is great! It's wonderful weather here: warm and sunny! The sky is blue and clear. We went swimming yesterday! I saw many jellyfish. They are lovely.

Love,

Jane

2.

Hi Alex,

I am in the Crimea. The weather is awful! There was a storm with thunder and lightning yesterday. I can't see what the place is like. It is so foggy! We don't swim and stay in the tent most of the time.

I can't wait to get home.

Yours,

Steve

3.

Hi Ann,

We're in Egypt. It's so different from home. We went to the desert yesterday. There, it's too hot during the day – over 50 degrees above zero. And it is freezing at night. There are no flowers, grass or green leaves. There is only sand everywhere.

We've taken lots of photos. I hope you'll enjoy them.

Yours,

Mum and Dad

4. **Read and choose the correct items to complete the sentences.**

1. The weather is foggy in *the Crimea / London*.
2. It is too *hot / cold* in the desert at night.
3. You *can / can't* go swimming in September in Ukraine.
4. Steve *liked / didn't like* his holidays.
5. Nature *is / isn't* different in Egypt than it is in Ukraine.
6. The temperature is *sometimes / always* low in Egypt.

Conversation Lab

5. **Look at the pictures and say what the children can do on such a day. Use the words from the box given below.**

Example: *It is cold and it is snowy. Children can play snowballs and make a snowman.*

• to play snowballs • to make a snowman • to skate • to ride a bike • to sunbathe • to swim • to go for a walk • to ski • to rollerblade • to catch butterflies • to play badminton • to stay at home • to play computer games • to watch TV • to go fishing •

6. **Write 7–8 sentences about different kinds of weather. Use the questions to help you.**

- What kind of weather do you like?
- What do you usually do in that kind of weather?
- What kind of weather don't you like?

Lesson 2

Listening Lab

1. **Listen to the weather report. Complete the chart given below. Use the following words to describe weather: *sunny*, *cloudy*, *rainy*.**

	Temperature	Weather
Monday		
Tuesday		
Wednesday		

2. **Look at the pictures. What seasons of the year do you see? What is the weather like in these seasons in Ukraine?**

Example.

It is usually warm and sunny in spring in Ukraine. Sometimes the sky is cloudy and it rains.

spring

summer

autumn

winter

3. **Read what children say about their favourite seasons. Match them to the photos given above.**

A It's my favourite season. It's very cold and it often snows. We can skate on the ice on the lake and we go skiing in the mountains. Sometimes I can go snowboarding.

B I love the ..... . It's getting warmer after the long winter. There are flowers and grass in the fields. Sometimes the sky is grey and it rains, but afterwards the sun comes out and the countryside is fresh and green again.

C I like the bright colours of the trees in ..... . They are red, orange and yellow. Sometimes it's foggy in the morning. Then the fog goes away and the sky is blue all day long. Later this season the wind is getting colder and it often rains.

D This is my favourite time of the year. It's very hot and sunny and I go to the beach every day. I can swim and play volleyball with my friends. Sometimes there are thunderstorms – they are really exciting.

4. **Agree or disagree. Correct the wrong statements.**

1. The days can be sunny in any season of the year.
2. It's cold and snowy in autumn.
3. It is often foggy in autumn.
4. Sometimes there are thunderstorms in summer.
5. The days are getting warmer in spring.
6. The countryside is usually fresh after the snowstorm.

Conversation Lab

5. **Work in pairs. Take turns to talk about your favourite season as in the example. Your friend is to guess what season it is.**

Example.

A: *When my favourite season comes, the weather is getting warmer. The snow melts and the green grass is growing everywhere. The birds come back from warm countries. You can see the first flowers in the parks and forests.*
B: *Is it spring?*
A: *Yes, it is.*

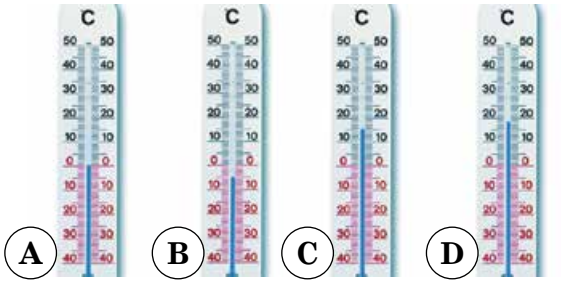
6. **Write. Complete the text with the words from the box given below.**

• warm • sunny • summer • season • hot • a T-shirt • degrees • weather •

(0) *Summer* in the Crimea starts around the beginning of May. At this time we get the first evenings in which it is **(1)** ..... enough to sit out in the open in just **(2)** ..... . May is a fantastic **(3)** ..... month in the Crimea. The tourist **(4)** ..... has yet to start, but the crowds are thin. The **(5)** ..... is more than wonderful. In the middle of June the weather in the Crimea gets **(6)** ..... in a way that it almost never does in Britain. Long **(7)** ..... days of thirty **(8)** ..... above zero are here to stay.

Lesson 3

1. **Listen and repeat. Match the sentences (1–4) to the thermometres (A–D).**

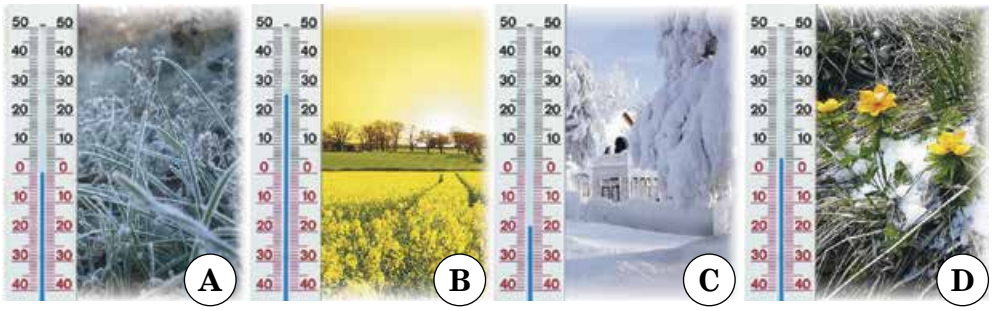


- It's freezing.
- It's hot.
- It's warm.
- It's cold.

2. **Work in pairs. Talk about the pictures as in the example. Use the words from Ex. 1.**

A: *What is the weather like today?*

B: *It's freezing. The temperature is zero degrees.*



Reading Lab: *Jigsaw Reading*

3. **a) Listen to the text.**
b) Work in two groups. Read the text. Then share the information with each other.

Seasons in Great Britain

Group A. In winter the weather is cold and wet in Great Britain. It rains a lot and it sometimes snows. The sun doesn't shine very much in winter. It is often cloudy. The winter in Great Britain is warmer than it is in Ukraine, but the Ukrainian winter with its snow and ice is better.

The weather is getting warmer in spring. It is sunnier too. It is sometimes wet.

Group B. Summer is the hottest season in Great Britain. It is hotter than spring. The sun usually shines every day. It doesn't usually rain. It is usually dry. Summer is the best season for children.

In autumn the days become cooler and wetter than they are in summer. The sky is often grey and cloudy. It is often windy, too. It doesn't snow in autumn, but it rains a lot.

4. **Read and complete the sentences with the correct forms of the words in brackets.**

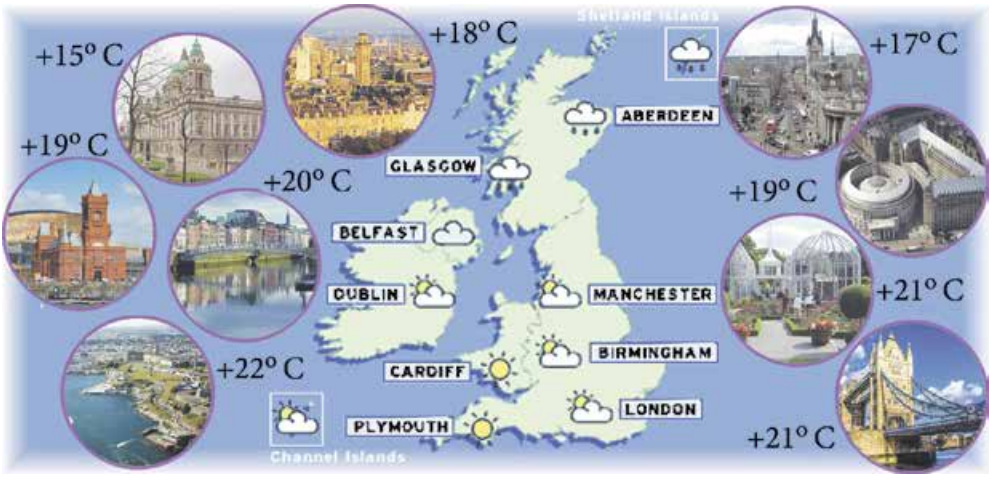
1. In summer the days are ..... (long) and the nights are ..... (short).
2. Autumn is ..... (tasty) than winter because there are a lot of fresh vegetables and fruit.
3. In Ukraine February is ..... (cold) month of the year.
4. Spring is ..... (warm) and ..... (sunny) than winter.
5. Summer is ..... (hot) and ..... (dry) than spring.
6. The ..... (dry) and the ..... (hot) season is summer.
7. Winter is the ..... (windy) season.

Conversation Lab

5. **Look at the weather map on page 105 and talk about the weather in different places around Great Britain.**

Example.

A: *What is the weather like in Cardiff today?*
B: *It's sunny.*
A: *What's the temperatue in Cardiff today?*
B: *It's ten degrees above zero.*



6. **Read and act out the situation.**

Pupil A. You are from Ukraine. You are talking via Skype with your British penfriend. Ask him / her questions about the weather in the UK. Start and finish your dialogue as in the example.

Pupil B. You are from Great Britain. Answer the questions of your Ukrainian penfriend. Use the information from Ex. 3, pp. 103–104.

Example.

A: *What is the season like in your country?*
B: *In Britain the weather is often rainy. In winter it's very cold and windy. In autumn and spring it can be very windy but it's not very cold. Summer can be quite warm but it can also be cloudy.*
A: .....
B: .....
A: *What is your favourite season?*
B: *I like spring a lot because the trees are green and there are lots of flowers everywhere. British people like daffodils and tulips. That's why there are tulip flower-beds on the squares and in the centre of every town or city. I often go for a walk in the park, then. It's lovely!*

7. **Write a short paragraph about different seasons in Ukraine. Write which season is your favourite one and what you like doing then. Start like this:**

In Ukraine the weather is very cold in winter and hot in summer.

Lesson 4

1. **Ask and answer the questions.**

- Is it warm in summer?
- Is it cold in winter?
- When is it warmer: in summer or in winter?
- What is the warmest season of the year?
- What is the coldest season of the year?

2. **Read the texts. Say what season the children describe. What kind of weather do they like?**

Ann: It is the season when the days become longer and the nights shorter. The weather is fine. The sun shines brightly in the blue sky and the snow melts. The birds build their nests, and people start to work in the fields.

Dan: It is the season when the leaves on the trees are yellow, brown and red. The sky is grey and cloudy. The weather is windy and it often rains. It is the season when people eat apples and children go to school.

Jane: It is the season when the weather is sunny. The days are long and the weather is hot. There are many flowers in the parks and in the woods. Sometimes it rains, but the raindrops are warm. When it rains heavily but there is no wind, it is a shower. We can see a rainbow in the sky after a shower or a thunderstorm.

3. **Work in pairs. Describe one of the seasons to your friend. Let him / her guess what season it is.**

Example.

A: *This is the season when the days are short and the nights are long. The weather is snowy and frosty. It is often windy.*

B: *I think it is winter.*

Writing Lab: *Writing a Reply to the Letter*

4. **Dan has received a letter from his English-speaking penfriend. Read part of the letter on page 107. Answer the questions given below.**

- Why is Brian writing a letter?
- What project is he working on?
- What does he ask Dan to write him about?

... and now I'm doing a project about how people in different parts of the world spend their holidays. They usually do to the seaside or mountains resorts. Please write and tell me where people from your country usually go and what they do. What is the weather like in your country in summer? What are you doing this summer?

Thank you for your help.

Best wishes,

Brian

5. **Read Dan's reply. Has he answered all the questions?**

Dear Brian,

Thanks for your letter. It's summer holidays time here, in Ukraine. The weather is hot and sunny. There are few rainy days. The temperature can reach 35 degrees above zero. Many people go to the Black Sea in summer. There are good beaches here. Some others travel to the Carpathians. There are famous mountain resorts there.

My family are staying with my uncle's family in a house near the sea. We swim and go out in my uncle's boat. Most people stay indoors because of the heat, but I don't like doing that.

When does your holiday start? What are you going to do?

Write me soon,

Dan

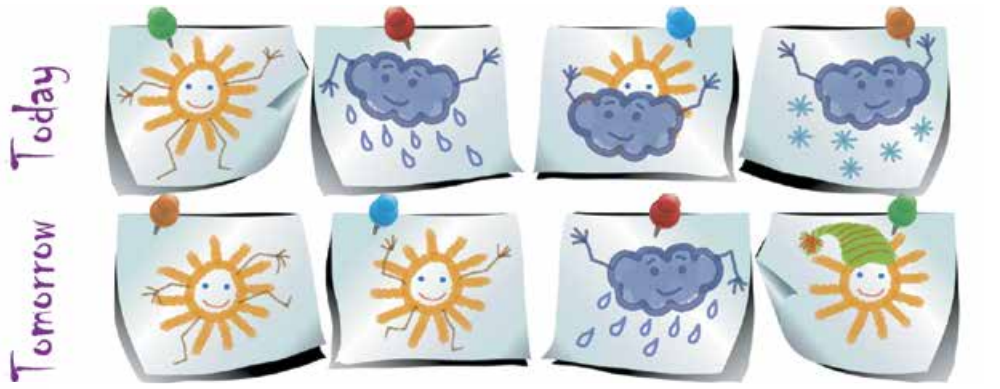
6. **Imagine that you've received a letter from your English-speaking friend. In his / her letter your penfriend has asked you to tell him / her about winter in Ukraine and the way people spend their winter holidays. Write your reply to this letter.**

Lesson 5

1. **Look at the pictures on page 108 and act out short dialogues as in the example.**

Example.

A: *What's the weather like now?*
B: *It's sunny and warm.*
A: *What do you think it'll be like tomorrow?*
B: *I think it'll be sunny and warm, too. / Tomorrow will be warm and sunny. It won't be rainy and cold.*



2. **Listen and read the dialogues. Where are the children going to spend their next weekend?**

1.

Ann: Hi, Alex! It's Ann. Dan, Jane and me are going to the park to rollerblade on Sunday. Would you like to come?

Alex: I'm not sure. What is the weather going to be next Sunday?

Ann: We expect a sunny and warm day. It won't rain.

Alex: Then I'll join you.

2.

Dan: Hi Alex! What are you doing on Sunday? Let's ride our bikes in the local park. You should take your jacket in case it rains.

Alex: I like to walk in the rain.

Dan: I don't. Would you like to play computer games with me in the evening?

Alex: I'd love to. I think there might be a thunderstorm in the afternoon. Then we'll come back home earlier.

Dan: I hope the weather won't spoil our weekend.

3. **Read and say *True* or *False*. Correct the false statements.**

1. The children are going to the beach.
2. It'll rain on Sunday.
3. Ann has read the weather forecast in the newspaper.
4. Alex doesn't want to join his friends. He wants to be at home alone.
5. Dan will stay at home with Alex.
6. Dan is sure that the weather won't spoil their weekend.

Grammar Lab: *Modal Verb Should*

We use **modal** verbs with other verbs. They are placed before the main verb. Modal verbs don't change form. They are the same in all persons, in the negative and question forms. The main verb also doesn't change. We use modal verb ***should*** when we want to give some recommendations to people:

*It's going to rain. You **should** take your umbrella with you.*
*It's warm outside. You **shouldn't** put on your sweater.*
*What's the weather like today? **Should** I put on my coat?*

4. **a) Look at the pictures and give advice to your friends.**

Example. *Oh, it's sunny! You should wear a hat!*

b) Cooling and heating use more energy than any other system in your home. Work in two groups. Draw two posters and discuss them in class. Use the structure *We should ...* .

Group A. Think of ideas to block the heat from coming into your house / flat in summer.
Group B Think of ideas to keep your house / flat warm in winter.

Conversation Lab

5. **Read the statement. Do you agree with Jane or Dan?**

It's fun to walk in the rain.

Responses

I think so, too. / I don't think so.

I think so, too.
You should wear a raincoat.
Then you won't get wet.

I don't think so.
You should stay at home when it rains.

A: *I agree with Dan. I don't like it when it rains. I usually watch TV at home on a rainy day.*
B: *I think so, too. .....*

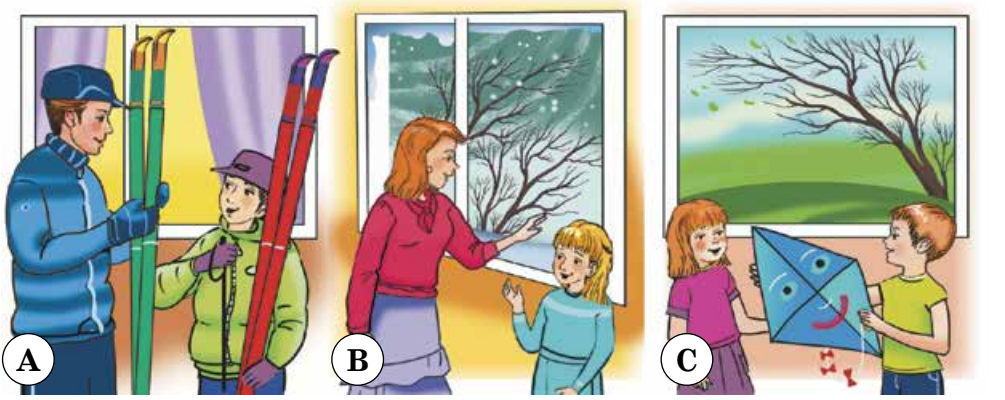
6. **Look at the weather forecast for the next week and write sentences as in the example.**

Example.

It's going to be cloudy and rainy on Saturday. You should take your umbrella with you.

Lesson 6

1. **Listen and read the dialogues. Match them to the pictures (1–3). What kind of weather the children are talking about?**



1.

A: It's too windy for playing badminton. Let's go for a walk in the park.

B: But the weather's great for flying a kite. Let's do that.

A: Good idea! I'll go and take my kite and we'll spend some wonderful time in the park.

2.

Dad: We are going on our skiing holiday next week.

Dan: Wow! Where are we going to spend them?

Dad: In Bukovel. I hope we'll have good weather for skiing.

Dan: I'm sure we will.

3.
Mum: They say it might be a snowstorm tomorrow.
Ann: Really?
Mum: Yes, they do. You should stay in and watch TV.
Ann: I don't mind doing that.

2. **Work in pairs. Look at the pictures and act out similar dialogues.**

Picture A: summer, hot, sunbathe.
Picture B: winter, snowy, frosty, to ski.
Picture C: autumn, nice weather, to walk in the forest, to gather mushrooms.
Picture D: spring, the snow melts, wet, to stay at home, to read books, to chat online.

Grammar Lab: *Future Will* or *Going to Do Smth*

We use ***will*** to make a prediction about what will happen in the distant future, to make a promise, or when we make a sudden decision to do something.

We use ***going to*** to talk about plans we intend to do in the near future, or for something we have decided to do; when we are sure that something else is going to happen in the near future.

It will / won't snow tomorrow.
It's raining outside. I'll take my umbrella.
There are clouds in the sky. It's going to rain.

3. **Look at the weather chart and write sentences about the weather in London next week.**

Example.

It will be sunny and cloudy in London on Monday. It won't be rainy.

4. **Write questions and short answers to the sentences given below.**

Example.

I won't go skiing next Saturday, the weather is warm. –
Will you go skiing next Saturday? – No, I won't. The weather is warm.

1. They won't spend some time on the beach, it's too cold.
2. We will ride our bikes in the park, it's nice weather today.
3. He will go skateboarding tomorrow.
4. She won't wear a sweater tomorrow, it's warm outside.

Conversation Lab

5. **Read and act out the situation.**

You are in the summer camp. Your new friends tell you about the weather in the place where they live. Ask them questions to get more information.

Tom: I am from California. Here, the weather doesn't change a lot, as it does in other parts of the United States. The weather is usually warm and clear. The sky is often blue with white clouds. However, we have rainstorms every few years.

Jane: I'm from Edinburgh in Scotland. People think it's very cold here, but not a lot. In winter it's usually about 3 degrees here, and in summer about 14 or 15.

Neil: I'm from Alice Spring in Australia. It's in a desert area. It's usually hot there in summer. Our summer months are November, December, January. The temperature in December is about 36 to 38 degrees above zero. In winter, in July, it's 4 or 5 degrees above zero – that's the coldest.

6. **Read the email from your penfriend Mary and write your answer.**

I can't wait to visit you next month. Tell me about the place where you live. What is the weather like at this time of the year?

What are we going to do together?

Mary

Lesson 7

Listening Lab

1. **Listen and complete the texts with the words from the boxes.**

Rainbows

• yellow • *beautiful* • different • violet • white •

Rainbows are **(0)** *beautiful* rays of colour. Sunlight looks **(1)** ....., but it's really made up of **(2)** ..... colours: red, orange, **(3)** ....., green, blue, indigo, and **(4)** ..... . The sun makes rainbows when white sunlight passes through raindrops.

Lightning and Thunder

• tall • *bright* • faster • white-yellow • dangerous •

Lightning is a **(0)** *bright* flash of electricity. All thunderstorms produce lightning. Lightning seems to be a **(1)** ..... colour, but it really depends on the background. They are very **(2)** ..... . Lightning strikes the **(3)** ..... objects, like trees and buildings. These lightning strikes can cause fire.

Thunder is caused by lightning. We usually see lightning before we hear thunder. It happens because light travels **(4)** ..... than sound!

2. **Work in pairs. Talk about the weather phenomenon you've read in Ex. 1, page 113.**

A: What is lightning?

B: It is a bright flash of electricity.

3. **Read and order the parts (A–E) to build a text. Say why Tom was the unhappiest boy in the village.**

The Adventures of Tom Sawyer

By *Mark Twain*

A He came out of his house with a brush and a big pot of white paint in his hand. He looked at the fence. It was three metres high and thirty metres long.

B He stopped and looked at the fence, put down his brush and sat down. There were hours of work in front of him and he was the unhappiest boy in the village...

C Saturday was a beautiful day. It was summer and the sun was hot and there were flowers in all the gardens.

D He put his brush in the paint and painted some of the fence. The sun was shining brightly. There were no clouds in the blue sky. It was very hot and Tom didn't want to work.

E It was a day for everybody to be happy. But Tom was the unhappiest boy in the village.

1. _____ **2.** _____ **3.** _____ **4.** _____ **5.** _____

4. **Read and choose the correct item.**

1. It was a beautiful ..... day.
a) summer **b)** winter **c)** autumn

2. Tom was ..... .
a) very happy **b)** not happy **c)** the happiest

3. There were ..... clouds in the blue sky.
a) one **b)** many **c)** no

4. The weather was ..... .
a) sunny **b)** windy **c)** cool

5. Tom was the unhappiest boy because ..... .
a) it was Saturday **b)** he had to work **c)** he was alone

Conversation Lab

5. **Read and act out the situation.**

You are talking with your English-speaking friend. Ask him / her questions about the weather in the place where he / she lives.

6. **Write a letter to your English-speaking friend. Tell him / her about your experience of bad winter weather one day. Start like this:**

Dear Kim,
Last week we had a big snowstorm. When I woke up I looked out of my bedroom window and saw that everything was white.....

Lesson 8. Grammar Revision

1. **Listen and order the pictures. Then say what the weather is like and what season of the year it is.**

1. _____ **2.** _____ **3.** _____ **4.** _____ **5.** _____ **6.** _____

2. **Listen and complete the text with the words from the box given below. Say what makes the person so excited.**

• early • wind • window • summer • sunny • morning • music • nature • the grass • different • orchestra • blue •

I don't usually get up **(1)** ....., but it was all **(2)** ..... today. I woke up to the sounds of **(3)** ..... . The birds were singing like a big **(4)** ..... .

I got out of bed and looked out of the **(5)** ..... . It was a beautiful **(6)** ..... .

The day was **(7)** ..... and the sun rays touched the trees and **(8)** ..... . There was no **(9)** ..... . The sky had a shade of **(10)** ..... that you can see only in **(11)** ..... though it was spring.

What a lovely thing it is to admire **(12)** ..... in spring!

3. **Put the verbs in brackets into the correct tense form.**

1. Granny: "Ann, you ..... (should / to take) your umbrella with you. It ..... (to rain) in the afternoon."
2. Jane ..... (already / to listen) to the weather forecast today.
3. It ..... (to snow) in December and January so you ..... (can / to go) skiing and snowboarding.
4. People usually ..... (to wear) sweaters and scarves when the weather ..... (to be) cold.
5. The holiday season ..... (already / to start) and there ..... (to be) many people on the beach.
6. "Look, Kim! It ..... (to snow). We can play snowballs."

4. **Write. Put the verbs in brackets into the Past Simple Tense.**

The Fox and the Goat (*An Aesop's Fable*)

It **(1)** ..... (to be) a hot sunny day. A fox **(2)** ..... (to be) very thirsty. But he **(3)** ..... (can / not / to find) any water to drink. At last he **(4)** ..... (to run) up to an old well. The fox **(5)** ..... (to try) to get some water and **(6)** ..... (to fall) into the well. The water was not deep, and he **(7)** ..... (to begin) to drink at once. But when he **(8)** ..... (to try) to get out of the well, he couldn't.

Some time later, the fox **(9)** ..... (to hear) a noise. That was a goat who **(10)** ..... (to come) to the well.

The goat **(11)** ..... (to see) a fox and **(12)** ..... (to ask), "What are you doing down there?"

"Oh, I'm drinking the water," **(13)** ..... (to say) the fox. "It's so fresh. Come down here."

The goat **(14)** ..... (to listen) to the fox, and jumped down. The fox then, **(15)** ..... (to climb) up the goat's back and **(16)** ..... (to get) out of the well. Then he **(17)** ..... (to turn) round and **(18)** ..... (to go) away.

5. **Put the words in the correct order to make sentences.**

1. In / it / England / snowy / always / winter / cold / sometimes / and / in / it's / is / .
2. rainy / spring / In / sometimes / it's, / but / it's / sunny / usually / .
3. of / starts / at / the / Spring / London / March / in / end / .
4. cold / not / like / spring / Many / much / because / the / weather / is / very / people / .
5. summer / children / But / like / .
6. the / middle / year / ends / in / school / The / of / July / .
7. have / holidays / Then / their / schoolchildren / .
8. hot / usually / summer / It's / sunny / in / and / .
9. sometimes / It's / sunny / at / autumn / the / beginning / of / usually / but / at / the / end / it's / cold / and / windy / .

Conversation Lab

6. **Speak in class. Talk about your favourite type of weather. Start like this:**

My favourite season of the year is ..... . The weather is usually ..... .

7. **Write your story about the moment when you were impressed by the beauty of nature. What season of the year are you going to describe? Use Ex. 2, page 116 as an example.**

Extensive Reading

1. **Work in pairs. Ask and answer the questions.**

1. What is your favourite season / kind of weather?
2. What do you wear when it's cold (hot)?
3. What things do you usually take with you when it rains?
4. What is the best weather to spend time outdoors?

2. **Look at the pictures and the title of the text. What do you think it's going to be about? What is the weather like in the picture?**

3. **Read the text. Say which of the main characters is stronger: the Sun or the Wind?**

The Wind, the Sun, and Simon

By *Georgie Adams*

One day the Wind and the Sun had an argument.

The Wind said, "I can blow very hard. I'm stronger than you."

The Sun smiled and said, "No, I am stronger than you."

The Wind looked around and saw a boy. He was wearing a coat.

"Look," said the Wind. "Let's make that boy take off his coat. And we'll see which of us is stronger."

The Wind took a deep breath and blew hard.

"Dear me," the boy who was called Simon said. And he buttoned his coat.

Then the Wind blew even harder. This time a storm of hailstones beat down from the clouds.

"Oh help!" cried Simon. He pulled the coat more tightly around him, and started running.

The Wind blew and blew but COULD NOT make the boy take off his coat.

"My turn now," said the Sun.

He shone down out of a bright blue sky. The rays of sunshine touched the boy's face and shoulders, and he felt warm. Simon undid one coat button...

The Sun shone brighter than ever. It grew hotter and hotter.

"I'm much too hot!" said Simon. And he ... TOOK OFF HIS COAT.

"There!" said the Sun to the Wind. "I've won."

The Wind agreed that the Sun was right.

And Simon ran to the fun fair and spent all afternoon on the merry-go-round.

Text Level

4. **Read and complete the sentences.**

1. One day the Wind and the Sun ..... .
2. The Wind looked around and ..... .
3. The Wind took a deep breath and ..... .
4. The Wind blew harder, and Simon ..... .
5. When it was hot, Simon ..... .
6. The Wind agreed that ..... .

Sentence Level

5. **a) Find an adjective in each word combination.**

A strong man, a deep breath, the hot sun, the warm clothes, the dark clouds, the bright sky, the heavy rain.

b) Choose the best adjective from the list you've got to fill each gap. Use the adjectives in the correct form.

Example.

Mark is ..... boy in our class. – *Mark is the strongest boy in our class.*

1. It's getting ..... with every passing day.
2. Nothing can be ..... than the Sun.
3. Look! There are ..... clouds in the sky. It's going to rain!
4. Lake Yalpuh is ..... lake in Ukraine.
5. I think today is ..... day of the month.
6. Your bag is much ..... than mine. What do you have in it?

Word Level

6. **Write these words in the alphabetical order.**

1. Shine, look wear, beat, pull.
2. Windy, snowy, rainy, sunny.
3. Light, rainbow, hail, snowflake.
4. Hard, easy, right, wrong.

7. **Write. Complete the word sums. Then write sentences with the words you get.**

Example: *sun* + *shine* = *sunshine*

thunder + storm=
butter + fly =
hail + stone =
merry + go + round =
rain + drop =
sea + side =
grand + father =

8. **Write about the day you went to the fun fair. Say:**

- **when you went;**
- **who you went with;**
- **what the weather was like that day;**
- **what you did there.**

PROJECT WORK

SEASONS AND THE SCHOOL YEAR

Aim:
To design a poster about school holidays in different seasons of the year. To speak English while doing the project together.

A
In class: ***Before you design a poster***

1. Look at Ann and Dan's poster. Read Part One. Which season of the year have they written about? Think what season you'd like to write about.
2. Read Part Two. What did the children do during the holiday time? What was the weather like?
3. Work in small groups. Share the roles. Decide on the season each of you is going to write about.

B
Out of class: ***Make your poster***

- Draw or cut out pictures for each season. Stick them on a big sheet of paper and put it on the wall in your classroom. It's your Project Gallery.

- Write a few sentences about your school holidays in different seasons of the year. Describe the weather and activities you usually do.

You need:

- some paper;
- glue and scissors;
- some coloured pens.

C

In class: *Use your poster*

- Show your poster to another group. Give them more information about your pictures and descriptions. Answer the questions.
- Read your classmates' posters. Have you described different things?
- Vote for the best poster.

SEASONS AND THE SCHOOL YEAR

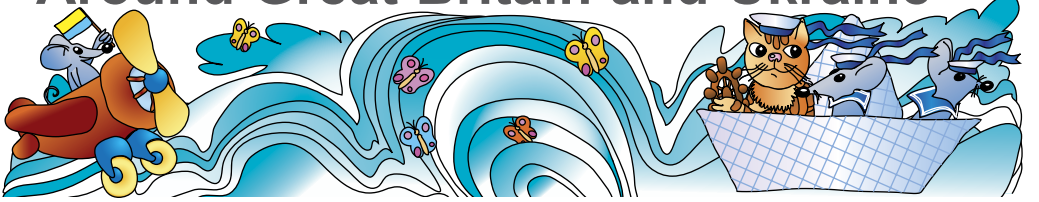
Part One. Autumn in Ukraine

Autumn comes in September. Early autumn is a very beautiful time of the year. The weather is still warm and sunny. The leaves change their colour from green to yellow. But towards the end of October the weather gets colder and colder. There's much rain and fog. Leaves fall from the trees and cover the ground. Birds fly away to warm countries. Low and heavy clouds hang in the sky. Nature slowly falls asleep for winter.

Part Two. Our Autumn Holidays

Last autumn we went to the local park. We had *The Tourist Day* there. We played sports games. We had different races. Our class won. We got the prize! That was a big holiday cake! We shared it with other pupils of our school. Then we sang songs around the fire. We enjoyed the day greatly.

Unit 6.
Around Great Britain and Ukraine



Lessons 1–2

1. **Listen and repeat.**

The United Kingdom of Great Britain and Northern Ireland / London

England / London

Wales / Cardiff

Scotland / Edinburgh

Northern Ireland / Belfast

2. **Look at the pictures and say as in the example.**

Example:

Mary is from London. (Mary lives in London.) London is the capital of Great Britain.

Mary / London

Mark / Belfast

Julia / Edinburgh

John / Cardiff

3. **Listen and read.**

Great Britain

The United Kingdom of Great Britain and Northern Ireland is situated in Europe, on the British Isles. It is an island country. About 56 million people live in the UK.

People call the country Great Britain for short because it is the name of the biggest island. There are also about 2,000 smaller islands.

There are four countries in the UK – England, Scotland, Wales and Northern Ireland. London is the capital of England. Cardiff is the capital of Wales. Edinburgh is the capital of Scotland. Belfast is the capital of Northern Ireland.

People who live in Great Britain are Britains. They are English. They all speak English, the official language of the country.

The United Kingdom of Great Britain and Northern Ireland is the country of long history and many interesting traditions.

4. **Work in pairs. Take turns to ask and answer the questions.**

1. What is the official name of the country?
2. How many parts does Great Britain consist of? What are they?
3. What are their capitals?
4. How many people live in the UK?
5. What is the official language of the country?

5. **Read and complete the sentences.**

1. The United Kingdom of Great Britain and Northern Ireland is situated ..... .
2. There are about ..... people in the country.
3. The country consists of four parts: ..... .
4. ..... is the capital of England.
5. ..... is the capital of Wales.
6. ..... is the capital of Scotland.
7. ..... is the capital of Northern Ireland.

6. **Match the words (1–6) with the words (a–f). Then make sentences to talk about the UK.**

Example:

Island – country – an island country – Great Britain is an island country.

1. Island	**a)** language
2. Interesting	**b)** island
3. Long	**c)** island
4. Big	**d)** traditions
5. Small	**e)** country
6. Official	**f)** history

Conversation Lab

7. **Read and act out a situation.**

Your English-speaking friend has travelled around the UK. Look at the pictures on page 125. Talk about the things that he / she has done. Start like this:

My friend's name is ..... . He / She has travelled around the UK recently. She's / He's been to ..... . He's / She's visited ..... .

to meet new friends

to enjoy nature

to eat traditional British food

to visit museums and art alleries

to take photos

to buy souvenirs

8. **Put the adjectives in brackets into the comparative form.**

England is **(0)** *bigger* than the other three countries. Eastern England is **(1)** ..... (dry) than the west. It's very flat here, too.

Wales and Scotland are **(2)** ..... (wet) than England. They are very hilly, too.

Scotland is **(3)** ..... (cold) than England. There are a lot of hills and mountains there. In winter it often snows and you can go skiing.

The weather in the south of the UK is **(4)** ..... (nice) than in the north. It is **(5)** ..... (warm) and **(6)** ..... (sunny). A lot of people come there on holidays.

Lessons 3-4

1. **Read the emails given below. Answer the questions.**

- Where are the children?
- What are they doing / going to do there?
- Whom are they writing to?

Dear Kim, *I'm in Cardiff now. It's a great city!* *Yesterday I went to Cardiff Castle.* *The guided tour there was very interesting.* *Hope you're well.* *See you soon.* *Love,* *Ann*	*Dear Mum and Dad,* *I'm in London today. It's my favourite city.* *This is a picture of me in the Natural History Museum.* *Hope you're well.* *Love,* *Ann*
Hi Alex! *How are you?* *We are in Belfast, the capital of Northern Ireland. It's St. Patrick's Day today and we're going to celebrate it.* *We'll send you some photos soon.* *Bye for now,* *Ann and Jane*	*Hi Steve!* *Greeting from Edinburgh!* *It's a beautiful city and the people are nice too.* *It rains so often in Scotland! (Oh no!)* *Hope you're fine.* *Best wishes,* *Jane*

2. **Read and act out the situations.**

You are talking on Skype with the children on holidays (Ex. 1). Ask them questions to get more information.

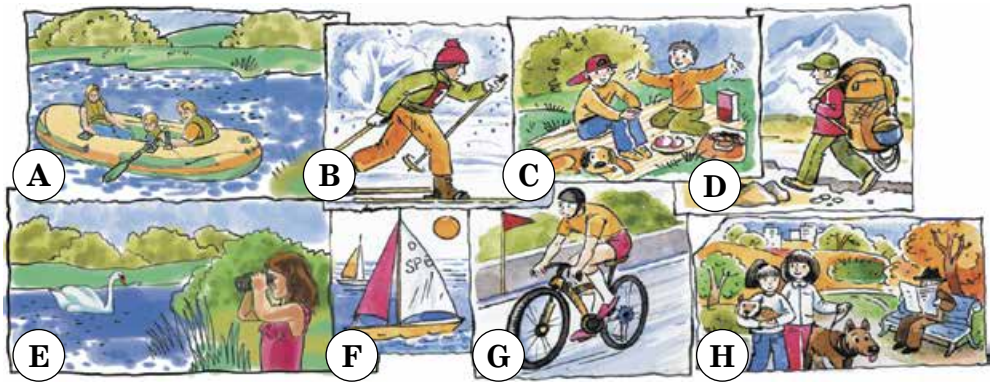
Example:

A: *Hi there! What is your trip in Scotland like?*
B: *It's nice. But the weather doesn't help. It rains so often.*
A: .....
B: .....

3. **Look and say how people spend their free time in the national parks.**

Example: *You can go camping in the mountains in summer.*

• to go camping • to have a picnic • to go skiing • to go sailing • to ride a bike • to go walking • to go boating • to watch the swans •



4. **Read and complete the text. Fill in the parts (A–G). Say which places many people in Britain like to visit and what they can do there.**

The National Parks

There are ten **(0)** *very big national parks* in Great Britain. The most famous of them are Snowdonia and the Lake District. Many people like to visit them.

The National Park of Snowdonia is situated in Wales **(1)** ..... . People can **(2)** ..... and walk in the mountains there.

The Lake District is in the northwest of England. There are **(3)** ..... in this national park. People can swim, **(4)** ..... on the lakes. Children like to travel in the Lake District. They usually walk or **(5)** ..... there.

Most of the tourists go to Scotland to visit the lakes which are called lochs /lɒks/. People believe that **(6)** ..... , Nessy, lives in one of them.

A climb the rock
B ride their bikes
C very big national parks
D go boating and water-ski
E the well-known monster
F many beautiful lakes
G around Mount Snowdon

Grammar Lab: *Article THE with Place Names*

We use article ***the*** with the names of: rivers (*The Thames*), oceans and seas (*the Atlantic Ocean, the North Sea*), deserts (*the Sahara*), mountain ranges (*the Carpathians*), island groups (*the British Isles*), national parks, museums and galleries (*the European Art Museum*), hotels (*the River Island Hotel*) and cinemas (*the Odeon*).

We don't use ***the*** with the names of: towns and cities (*London*), lakes and mountains (*Lake Svityaz, Mount Hoverla*), streets and squares (*Independence Square*, but *the High Street*), parks (*Central Park*), shops and large stores (*Harrods*), airports (*Heathrow Airport*).

5. **Write. Fill in the articles *a* (*an*), *the* or – where necessary.**

1. ..... mountains in ..... Snowdonia National Park are over 400 million years old. ..... Snowdon is ..... highest mountain in Wales. There are ..... beautiful valleys and ..... lakes there. ..... Welsh language and culture is important to local people.

2. ..... South Downs will become ..... National Park soon. ..... white chalk rock underground has formed ..... wonderful hills and valleys with ..... beautiful rivers. ..... grassland has ..... lot of flowering plants. ..... coastline has ..... nice beaches and cliffs.

Conversation Lab

6. **Work in pairs. Take turns to ask and answer the questions as in the example.**

A: *What activity would you like to do in a national park?*
B: *I'd like to go sailing and go camping. And you?*
A: *I'd love to have a picnic.*

7. **Look and write what Jim did in Snowdonia last summer. Use the correct articles. Start like this:**

Jim went to Snowdonia with his parents last summer.

Lessons 5-6

1. **Work in pairs. Ask and answer the questions.**

1. When and where were you born?
2. What is your native language?
3. Which places in Ukraine have you visited?
4. What places of interest would you like to visit one day?

2. **Listen and read.**

Ukraine Is Our Motherland

We live in Ukraine, so we are Ukrainians. Ukraine is an independent state.

We live in the wonderful country with beautiful nature, generous and hard-working people. We live in the rich country. It has got rich soils[1], large forests and beautiful steppes[2].

There are many mountains, rivers and lakes in Ukraine. The Dnipro is the longest river in Ukraine. Kyiv, the capital city of our country, is situated on it. It is one of the oldest cities in Europe.

Ukrainian people love their traditions and keep them with great honour.

[1] soil – ґрунт
[2] a steppe – степ

3. **Read and complete the sentences.**

1. The country you were born in is ..... .
2. People who live in Ukraine are ..... .

3. ..... is the capital of Ukraine.
4. Ukraine is an ..... state.
5. Ukraine is a ..... country with ..... nature and ..... people.
6. Ukraine has got ..... soils, ... forests and ..... steppes.
7. Kyiv is one of the ..... cities in Europe.
8. The Dnipro is the ..... river in Ukraine.

Conversation Lab

4. **Read and act out the situation.**

Your English-speaking friend has arrived to Ukraine. He / She is going to stay with your family for a week. Choose the places in your town to go and things to do. Act out short dialogues as in the examples.

Examples:

1.
A: *There is a nice circus in our town.*
B: *I'd love to watch a show one day.*
A: *OK, I'll ask my mum to buy tickets for Sunday.*
B: *That'll be great! Thank you.*
A: *You are welcome.*

2.
A: *What do you want to do today?*
B: *Let's go to the Zoo.*
A: *OK.*
B: *When and where are we going to meet your friends?*
A: *We can meet them at the bus stop at ten o'clock.*

5. **Work in groups. You want to make a tour around Ukraine. Discuss which places you would like to visit. Use the phrases given below.**

Pupil A asks for opinion:	**Pupil B** gives his / her opinion:
I'd like to visit ..... . Let's go sightseeing to ..... . I think it's better to go to ..... . What about visiting .....?	I think, it's really great. What a good idea! Yes, that's a good idea, but ..... . We can't ..... .

6. **Write 7–8 sentences to describe nature in the place where you live. Start like this:**

I live in ..... region. It is in ..... of Ukraine. Etc.

Lessons 7-8

1. **Look and say what the national symbols of Ukraine are.**

The National Flag

The National Coat of Arms / The Trident

The Ukrainian Anthem

2. **Listen, read and act out the dialogue.**

It is Sunday today. Ann, Dan and their friends are having an excursion along Khreshchatyk Street. They are with their teacher Miss Alison.

Dan: Look! This is our National Flag. It is blue and yellow.

Ann: And I know what these colours mean.

Miss Alison: Can you tell us, Ann?

Ann: The blue colour stands for the clear blue sky and the yellow colour stands for the golden wheat[1] field. Our country is very peaceful.

Miss Alison: The British National Flag is called "The Union Jack". It is blue, white and red. There are three crosses[2] on it – the cross of St. George (the patron saint[3] of England), the cross of St. Andrew (the patron saint of Scotland) and the cross of St. Patrick (the patron saint of Northern Ireland).

Dan: There are also other national symbols of Ukraine. The Trident is the National Coat of Arms. And the Ukrainian Anthem is the song by Pavlo Chubynsky and Mykhailo Verbytsky.

Miss Alison: The national symbols are very important for all the citizens of the country they live in. And everybody must respect them.

---

[1] wheat – пшениця
[2] a cross – хрест
[3] the patron saint – святий покровитель

3. **Work in pairs. Take turns to ask and answer the questions (see Ex. 2, page 131).**

1. Where are the children and their teacher? What do they see?
2. What do the children tell their friends about the national symbols of their country?
3. What are the national symbols of Ukraine? What do you know about them?
4. What are the colours of the Ukrainian flag? What do they mean?

4. **Read and choose the correct items to complete the sentences.**

1. Every country *have / has / had* its national symbols.
2. There *was / is / are* two colours on the Ukrainian National Flag.
3. *A / – / The* Ukrainian Anthem is the song by P. Chubynsky and M. Verbytsky.
4. *The / – / A* Trident is the Ukrainian National Coat of Arms.

Conversation Lab

5. **a) Read and say why it is important to be tolerant of others.**

Tolerance refers to the skills we need to live together peacefully. It creates a society in which people can feel valued and respected, and in which there is room for every person, each with their own ideas, thoughts and dreams.

b) Look and say what countries these people are from and what the colours of their national flags are. What would you like to ask these people about?

Example: *Mr. Brown is from Great Britain. The British Flag is blue, white and red. I'd like to know what the colours on the flag stand for.*

Mr. Brown, Great Britain	Mr. Gournic, The USA	Mrs. Smith, Australia	Mrs. Wilson, Canada

6. **Write questions to get more information.**

1. We have already visited a nice museum.
2. My friend has been to Zakarpattia this year.
3. My parents bought a guide book about Great Britain yesterday.
4. I'm having a lot of beautiful photos.

Lessons 9–10

1. **Listen and repeat the geographical names.**

a) Europe, Ukraine;
b) the Black Sea, the Sea of Azov, the Dnipro, the Dniester, the Danube, the Desna, Lake Yalpuh, Lake Svityaz;
c) the Carpathian Mountains, the Crimean Mountains, Mount Hoverla, Mount Roman-Kosh;
d) the north, the south, the east, the west, the southeast, the southwest, the northeast, the northwest.

2. **Listen and read. Order the paragraphs (A–D).**

Ukraine Is a European Country

A The Black Sea washes the country in the south and the Sea of Azov washes it in the southeast.

B Our Motherland is the country of many rivers. The most important rivers are the Dnipro, the Dniester, the Danube and the Desna. The biggest lake in Ukraine is Lake Yalpuh and the deepest one is Lake Svityaz.

C There are the Carpathian Mountains with the highest peak Hoverla (2,061 m high) in the west of the country. There are the Crimean Mountains with the highest peak Roman-Kosh (1,545 m high) in the south.

D Ukraine is situated in the southeastern part of Europe. The geographical centre of Europe is situated in the small town of Rakhiv, in Zakarpattia.

1. _____ **2.** _____ **3.** _____ **4.** _____

3. **Work in groups. Talk about Ukraine.**

1. Where is Ukraine situated?
2. What are the most important rivers in Ukraine?
3. Where are there mountains in Ukraine?
4. What are the highest peaks in Ukraine?

4. **Read and choose the correct items to answer the questions.**

1. What is the biggest city in Ukraine?
   a) Lviv **b)** Kyiv **c)** Kharkiv
2. What is the highest mountain in Ukraine?
   a) Roman-Kosh **b)** Hoverla **c)** Yavirnyk
3. What is the longest river in Ukraine?
   a) the Dnipro **b)** the Dniester **c)** the Desna
4. What is the deepest lake in Ukraine?
   a) Svityaz **b)** Yalpuh **c)** Kahul
5. What is the most famous nature reserve?
   a) Ascania-Nova **b)** Lake Svityaz **c)** The Carpathians

Conversation Lab

5. **Work in pairs. Make plans for travelling to the places in the photos to Ex. 2, page 133. Talk about the things you want to take with you.**

Example:

A: *What about travelling to the Black Sea in summer?*
B: *That's a good idea! What things do you want to take with you?*
A: *I always take ..... when I go to ..... .*

6. **Speak in class. Tell your new English friend about Ukraine.**

7. **Write about the places you visited last summer. Start like this:**

Last summer I was ..... . I was there with ..... . We visited ..... . We went on an excursion to ..... . It was ..... .

Lesson 11. Grammar Revision

1. **a) Write the three forms of the verbs.**

Example: be – *was*, *were* – *been*

• to be • to arrive • to hear • to have • to play • to see • to read •

b) Read and complete the sentences with *have* or *has*.

1. Sue ..... already arrived in Northern Ireland.
2. ..... your friend been to Kolomiya?
3. What book ..... you read? Can you give it to me?
4. Ann and Dan ..... already seen this film.
5. Where ..... you been? I ..... not seen you for ages!
6. What ..... your brother heard about this place?

2. **Work in pairs. Take turns to ask and answer the questions as in the examples. Use the table given below.**

Example:

1. **A:** *Have you ever camped in the mountains?*
   B: *Yes, I have. / No, I haven't. I have never camped there.*
2. **A:** *Has your friend ever camped in the mountains?*
   B: *Yes, he has. / No, he hasn't. He has never camped there.*

Activity	You	Your Friend
• to camp in the mountains • to help your grandparents during the holidays • to cook breakfast for the family • to travel around Ukraine • to plan the weekends by yourself		

3. **Write the verbs in brackets in the correct tense form.**

1. Look! A nice squirrel ..... (to sit) in a tree.
2. Peter ..... (to find) a lot of mushrooms in the forest last Sunday.
3. There ..... (to be) many wild animals in Ukraine.
4. ..... you ever ..... (to be) to the Ascania-Nova Nature Reserve?
5. ..... Ann ..... (to like) to feed the birds.
6. What animals ..... (to live) in the Ukrainian steppes?

4. **Look and say what countries these people have never been to.**

Example: *Mike has never been to Egypt.*

Mike	Alex	Dan	Ann and Dan
Egypt	**Australia**	**Canada**	**Moldova**

Conversation Lab

5. **Work in three groups. Act out the dialogues.**

Travelling to England

The Tames invited you to stay with them in summer.

Role Card A: Make a list of ten things to pack. Discuss your choice with your parents.

Role Card B: Talk with your friends and discuss the weather in the UK at this time of the year.

Role Card C: Introduce yourself to the Tames. Find out about them, and tell them about yourself.

Writing Lab

6. **Write a letter to Mr. and Mrs. Tame. Thank them for the invitation. Ask them to write you about the weather. Tell them when you arrive in England. Ask if they can meet you at the airport.**

March 10th, 20__

Dear Mr. and Mrs. Tame,

I am writing to thank you for the invitation I got ..... .

.....

Yours sincerely,

(your name)

Extensive Reading

1. **Work in pairs. Take turns to ask and answer the questions.**

1. Are there mountains in Ukraine?
2. What is the highest peak of the Carpathian Mountains?
3. What is the highest peak of the Crimean Mountains?
4. Have you ever been to the mountains?
5. When did you go there?
6. Was it difficult for you to climb up the mountains?
7. What did you see when you got to the top of the mountain?

2. **Listen and read.**

Up the Mountain

The sky was orange behind the mountain when Ann woke up. She listened to the forest sounds around her.

"We go hiking today! What will we see on our walk, Dad?" Ann asked.

Her father answered, "Every walk is different. We're going to walk all the way up this mountain."

Soon the family came there. Ann looked at the mountain. It seemed so high.

"Do you think I can climb up this mountain, Mum?" Ann asked.

They started to climb up the path. They climbed higher and higher. The path went around and around and up. It was rather difficult to walk.

They climbed higher and higher. Finally, they reached the top of the mountain. There was no wind. Nothing moved.

Ann looked down. A valley stretched far below. When she looked toward one end of the valley, she saw trees that looked as small as baby plants. Past the trees she saw a lake that seemed to be a tiny puddle of water. The view was wonderful.

"How beautiful my Motherland is from the top of Hoverla!" Ann thought.

Text Level

3. **Read and order the sentences according to the text.**

_____ Ann looks at her country from the top of Hoverla.
_____ Ann and her parents went up the mountain.
_____ The view was wonderful.
_____ Ann woke up early in the morning.
_____ They reached the top of the mountain.

Sentence Level

4. **Write what people usually wear and take with them when they go hiking.**

Example: *People usually wear sneakers when they go hiking. People usually take their rucksacks when they go hiking.*

Things to wear: *sneakers, T-shirts, caps, trousers, shorts, sweaters, etc.*

Things to take: *rucksacks, sandwiches, tents, a camera, a book to read, a sweater, walking shoes, an MP3 player, sunglasses, an umbrella, a map, a suitcase, etc.*

Word Level

5. **Look through the text of Ex. 2, page 137. Find the sentences with the prepositions in the box given below and write them down into your exercise book. Then write 2–3 similar sentences about nature in the place where you live.**

• up • down • behind • around • from • at •

PROJECT WORK

PLACES TO VISIT IN UKRAINE

Aim: To make a travel brochure.

A

In class: ***Before you write a brochure***

1. Look at Ann and Dan's travel brochure. Which places have the children written about? Have they used a lot of adjectives to describe the place?
2. Work in small groups. Write a list of places you've visited and decide on a place you want to write about.

B

Out of class: *Make your travel brochure*

- Work individually. Make parts of your brochure. Draw pictures and write a sentence for each one.

You need:

- some paper;
- glue and scissors;
- some coloured pens.

C

In class: *Use your travel brochure*

- Show your travel brochure to your classmates. Give them more information about your pictures and descriptions. Answer the questions.
- Read your classmates' travel brochures. Ask them questions to get more information. Have you written about the same places in Ukraine?
- Vote for the best travel brochure.

PLACES TO VISIT IN UKRAINE

Yaremche is the best place to visit in Ukraine! The mountains are the highest and the most beautiful. The air is the cleanest in Yaremche.

Stay at the "Verkhovyna" Hotel. It is the most popular hotel in the area. It has the largest number of rooms for guests.

Breakfasts are the tastiest here and the service is the best.

For the most wonderful time of your life, don't miss a holiday in the Ukrainian Carpathians!

Unit 7.
The Place Where I Live

Lesson 1

1. **Listen and repeat. Say what places there are / aren't in your village or town.**

Example: *There is a market place in my town. There is no supermarket there.*

• a post office • a bus stop / a bus station • a café • a railway station • a supermarket • a market place • a school • a museum • a cathedral • a fountain • a church • a cinema • a square • a park • a taxi rank • a bank • a monument • a travel agency •

2. **Look and say what places you see in this city. Where are they: in the High Street or Station Road?**

Example.

I see a post office in this city. It is in the High Street.

3. **Work in pairs. Act out the dialogues about the place where you live.**

1. A: Hi! How are you today?
B: Fine. Where are you going?
A: To the ..... . What about you?
B: I'm going to the ..... .

2. A: Is there a post office in your city / town / village?
B: Yes, there is. / No, there isn't.

3. A: Is there a / an ..... nearby?
B: Yes. There's a / an ..... around the corner.

4. A: Excuse me. Where's the .....?
B: It's down the street, next to the ..... . / It's right over there.
A: Thank you.

Grammar Lab: *There is / There are*

We use **there is (there's)**, or **there are** (no short form) to say that something or someone exists, usually in a specific place.

(+) ***There are*** *a lot of trees and flowers in my city.*
(–) ***There are not*** *many trees and flowers in my city.*
(?) ***Are there*** *many trees and flowers in your city?*
(+) ***There is*** *a big stadium in my city.*
(–) ***There is no*** *stadium in my city.*
(?) ***Is there*** *a big stadium in your city?*

4. **Read and complete the sentences. Fill in *is, are, isn't* or *aren't*.**

1. There ..... a lot of tree-lined streets in our city. **(✓)**
2. There ..... a big stadium in our town. **(✓)**
3. There ..... any swimming pools in our village. **(×)**
4. There ..... many parks in our city. **(×)**
5. There ..... many big shops in our town. **(×)**
6. There ..... a post office in our village. **(✓)**

5. **Write questions and short answers as in the example.**

Example:

There is a stadium in our village. **(✓)**
Is there a stadium in our village? – Yes, there is.
There is a department store in our village. **(×)**
Is there a department store in our village? – No, there isn't.

1. There is a supermarket in our village. (✓)
2. There is a lake in our town. (×)
3. There are many trees in our city. (×)
4. There is a bus station in our town. (✓)
5. There is a mobile phone shop in our village. (×)
6. There are many monuments in our city. (✓)

Conversation Lab

6. **Work in pairs. Ask and answer the questions about the place where your friend lives.**

Example:

A: *Where do you live?*
B: *I live in the city / village of ..... .*
A: *Are there many streets in the .....?*
B: *Yes, there are. / No, there aren't.*

7. **Write about the place where you live. Use the questions given below.**

1. Where is the nearest post office?
2. Is there a bus station in your town / village centre?
3. Where's the nearest supermarket?
4. Is there a church or a cathedral in the place where you live?

Lesson 2

1. **Work in pairs. Ask and answer the questions about the buildings and places you see in the pictures. Use the words in the box on page 143.**

• a monument • a bridge • a square • a street • a cinema • a castle • a school • a park • a supermarket • a church • a museum • a hotel •

Example:
A: *Do you see a castle or a monument in Picture 2?*
B: *I see a castle there.*

2. **Read and complete the sentences. Use the words from Ex. 1.**

1. The ..... is the best place to see the river.
2. You can see children who play in the ..... .
3. There is the ..... to Princess Olha in the main ..... .
4. There is a ..... and two ..... in the centre of our town.
5. The ..... is the best place to buy food.
6. You can learn about the history of the town in the local ..... .

3. **Listen and read. What cities do the children live in?**

A I live in Lviv. It is a beautiful city in the western part of Ukraine. It is full of things for the tourists to do and see. They can find many great museums, churches and old buildings. The most popular attractions in Lviv are the Pharmacy (Apteka) Museum, the Lviv Art Gallery and Market Square. Lviv also has some beautiful parks.

B I live in the south of Ukraine, in the city of Odessa. It is situated on the Black Sea coast. It is a very important port. It is the city of art, humour, theatres and museums. Odessa is full of historical, architectural and cultural sights. The most popular of them are the Potemkin Stairs, the Opera and Ballet House, Primorskiy Boulevard and the famous Odessa beach "Arcadia".

4. **Work in pairs. Ask and answer the questions.**

1. What is one of the oldest cities in Ukraine?
2. What city is situated on the Black Sea coast?
3. What are Lviv and Odessa famous for?
4. What city would you like to visit? Why?

5. **Look through the text of Ex. 3, page 143 and complete the table.**

The name of the city	Location	Interesting facts
	in the west of Ukraine	

Conversation Lab

6. **Speak in class. Act out the situation.**

You're in the youth camp. Introduce yourself. Talk about the place where you live.

Example:

A: *My name is Danylo. I come from Vesele, a small village in Ukraine. I live in a small house with a beautiful garden around it. There's a church, a school, a stadium and a post office in my village. There's no shopping mall, no hospital, no library, and no cinema. There are no tall buildings there. There are not many cars and buses there. Vesele is wonderful. There is a park in the centre of the village and there are beaches nearby. Sometimes I get homesick for my native village.*

B: *My name is Olesia. I come from the city of Poltava, Ukraine. Poltava has a railway station and a domestic airport. There are a lot of shops, cafés, restaurants, cinemas, two theatres and libraries in the city. There are also lots of schools, colleges and universities there. Poltava has famous sights and attractions. The city's main attraction is the National Historical Cultural Reserve "The Field of the Battle of Poltava."*

7. **Write a letter to your English-speaking friend. Tell him / her about one of the most famous historical cities in Ukraine.**

Start like this:

Dear .....,

Thank you for your letter. In this letter I'd like to tell you about one of the most famous historical cities in Ukraine. .....

Finish with:

Write me soon and inform me about ..... .

Yours,

.....

Lesson 3

1. **a) Listen and read.**

City Squares

Little towns and big cities have interesting city squares. The squares have outdoor cafés, street vendors, street musicians, and pedestrians. There are many hotels, museums, art galleries and restaurants. At night, there are plenty of tourists in the squares.

b) Look at the photos. What do you see in them?

Example:

I see a fast-food restaurant on Times Square in New York. I also see a theatre there. The musical "Mamma Mia" is on.

A

B

C

D

E

F

A Time Square, New York, the USA: a fast-food restaurant, traffic, a theatre, the musical "Mamma Mia".

B Trafalgar Square, London, the UK: the National Art Gallery, fountains, tourists.

C Market Square, Norwich, the UK: market stalls, houses, trees, shops.

D Fountains in City Square, Leeds, the UK: fountains, buildings, a restaurant.

E Independence Square, Kyiv, Ukraine: a column with a monument to Berehynia, a building of a hotel, a building of the conservatory, a road with cars, people / pedestrians.

F Freedom Square, Kharkiv, Ukraine: the building of V.N. Karazin Kharkiv National University, a monument, cars, trees, buildings.

2. **Match the places (1–6) with the reasons why people visit them (a–f). Then talk about these places as in the example.**

▶ Why do people go there?

1. A cinema	**a)** to visit a doctor, to cure one's teeth, etc;
2. A park	**b)** to watch a film, a cartoon, etc;
3. A museum	**c)** to get / change money, to pay the bills;
4. A bank	**d)** to buy stamps, greeting cards;
5. A post office	**e)** to look at the beautiful objects, to learn new things;
6. A polyclinic	**f)** to have a rest, to enjoy nature, etc.

Example:

A: *Do many people go there to watch films?*
B: *Yes, they do. Children go there to watch cartoons, too.*
A: *It's a cinema.*

3. **Read and say where you can hear the following sentences and questions.**

• a street • the Sports Centre • a theatre • a supermarket • the Zoo • a market place •

1. Ann: "Is a fairy tale "Cinderella" on?"
2. Steve: "Let's take some exercises there."
3. Dan: "We can't cross the street – the traffic light is red."
4. Molly: "Are crocodiles dangerous animals?"
5. Kim: "Are those biscuits freshly-baked?"
6. Jane: "Can I have a kilo of apples, please?"

4. **Read and complete the gaps with the correct items A, B or C.**

My town is quite large. It's an old town but it looks good, especially the square in the town centre. It **(1)** ..... famous for its 500-year-old houses. We **(2)** ..... trams or underground trains, but there is an excellent bus service. My town **(3)** ..... got good cafés and restaurants. Many people like to have meals there. We've also got two cinemas, where you **(4)** ..... watch films and a theatre where you can watch the plays. There is also a museum which I've been to with our class a few times. There are many nice things there. I am interested in sport, especially swimming. There is a sports centre in our town.

It has a gym and a swimming pool. I **(5)** ..... there very often. My brother **(6)** ..... to play football. We **(7)** ..... some lovely parks but none of them has football pitches. That's the only thing I would like to improve about my town.

1	**A** are	**B** is	**C** was
2	**A** doesn't have	**B** didn't have	**C** don't have
3	**A** has	**B** have	**C** had
4	**A** can't	**B** can	**C** could
5	**A** goes	**B** went	**C** go
6	**A** likes	**B** like	**C** liked
7	**A** has	**B** have	**C** had

Mini-project *"Our Community Centre"*

5. **a) Draw a picture of your community centre. Include the details, such as, local shops, a post office, fountains, etc. Use the text of Ex. 4, page 146 as an example and the prompts given below.**

I live ..... . There are a lot of ..... . There are not many ..... . There is a ..... there. There isn't ..... there. I like / don't like to live there because ..... .

b) Gallery Walk. Put all your pictures on the board and talk about them. Vote for the best picture.

6. **Write 6–7 sentences about your community centre.**

Lesson 4

1. **Work in pairs. Ask and answer the questions about your regional centre.**

1. Is your regional centre large / old?
2. What means of transport are there in this town?
3. Is this town a cultural centre? Why?
4. Is there a sports centre in it?
5. What is one thing people would like to change?

Listening Lab

2. **Listen to the text about Freedom Square in Kharkiv. Complete the sentences with the correct words.**

1. The unique square is ***the largest*** / ***the smallest*** in Ukraine and one of ***the largest*** / ***the smallest*** in the world.
2. ***Two*** / ***three*** underground stations are under the square.
3. Freedom Square is ***the heart*** / ***the head*** of Kharkiv.
4. The Derzhprom building (the State Industry Building) became ***the first*** / ***the second*** skyscraper in the whole country.
5. You can see the famous building of ***V.N. Karazin Kharkiv National University*** / ***Kharkiv National Library***.
6. There is ***an 11-storied*** / ***a 10-storied*** five-star hotel 'Kharkiv Palace' in the square.
7. Town's major holidays, festivals, concerts and other ***events*** / ***competitions*** take place here.

3. **Work in pairs. Read and act out the dialogue. Then make up similar ones about your regional centre.**

A: Hi, Cindy? Where are you going?
B: Oh, hi, Helen! I'm going to Freedom Square. I want to meet my cousin at the underground station Derzhprom of Oleksiyivska Line.
A: What are you going to do then?
B: This is my cousin's first visit to Kharkiv. So we would like to have a walk around the square in the city centre.
A: Is she going to stay at your place?
B: No, she is staying at the 'Kharkiv Palace' Hotel.
A: Let's go to the cinema in the evening.
B: OK, that's a good idea.

4. **Complete the text "Donbas Arena" with the words from the box.**

• centre • stadium • seats • year • form • rock • sports • Europe •

I live in Donetsk. One of the main attractions in my city is the modern five-star **(1)** ..... *Donbas Arena* opened in 2009. It has more than 50,000 **(2)** ..... . *Donbas Arena* has an unusual oval **(3)** ..... and a glass front of the building.

It has the Ukraine's largest **(4)** ..... museum – the Museum of the Ukrainian Football Club 'Shakhtar', several restaurants, and a fitness **(5)** ..... . In front of the stadium there is a unique 28-ton ball-fountain – the largest in **(6)** ..... . There is a fabulous park with a **(7)** ..... garden and many fountains around *Donbas Arena*. Football fans, tourists, Donetsk's residents and guests come here every **(8)** ..... .

Conversation Lab

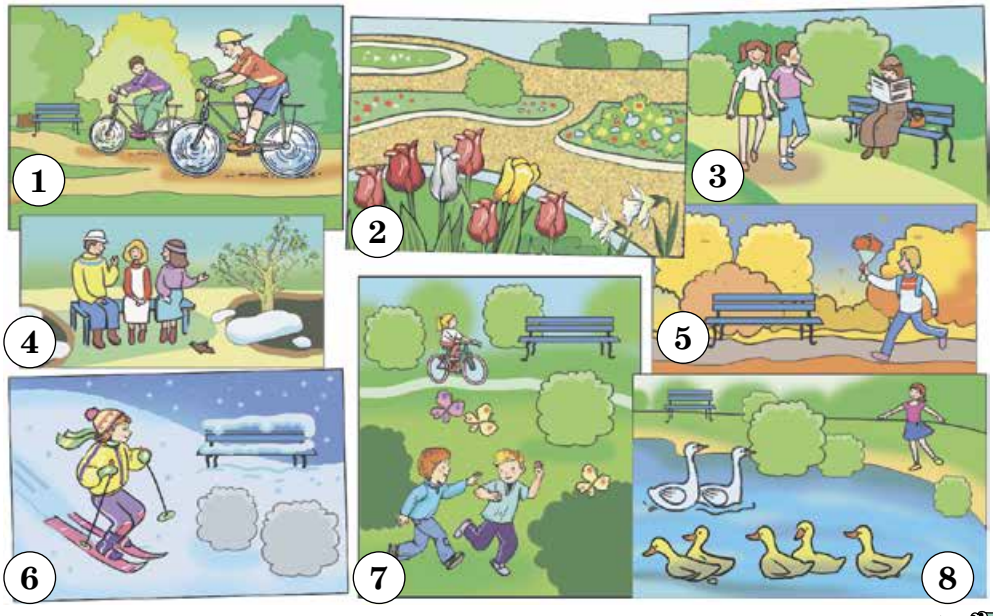
5. **Speak in class. Talk about your regional centre and its famous landmarks. Start like this:**

I live in ..... region. It is in the north / east / west / south of Ukraine. The city of ..... is our regional centre.

6. **Write 7–8 sentences about your regional centre.**

Lesson 5

1. **Look at the pictures and talk about them as in the example on page 150.**



Example:

A: *What do you see in the pictures?*
B: *I see parks there.*
A: *Do you see people in the park?*
B: *Yes, I do.*
A: *What are the people doing?*
B: *Some people are sitting on the bench in the park. Etc.*

2. **Read and complete the text with the missing parts (A–F).**

Parks

What is a park? It is a large area with grass and trees, especially in a town where people can walk, play games, etc. There are parks in towns, cities and even in the villages. Parks are beautiful in all the seasons. In March and April parks **(1)** ..... with fresh grass and leaves in the trees. There are a lot of flowers there, too. In summer the parks **(2)** ....., festivals, music, and other entertainment. In autumn red, orange, and yellow carpet of leaves **(3)** ..... and please people. In winter the trees are covered with snow and people **(4)** ..... on the skating rink.

A park is the place which connects people to the natural world. Children explore, discover, and **(5)** ..... there. It is the place where they **(6)** ..... from the busy indoor life, television, couch, and computer screens.

A host a lot of events
B have a rest
C turn green
D learn about the world
E go skating
F covers the ground

3. **Read and tick the sentences T (*True*) or F (*False*). Correct the false sentences.**

Example:

What is a park? It is a small area with grass and trees, especially in a town where people can walk, play games, etc. –
***F**, A park is a large area.*

1. Parks are beautiful in spring and summer.
2. In autumn the parks host a lot of events, festivals, music, and other entertainment.
3. Winter is famous for snow-covered trees and ice-skating.

4. A garden is the place which connects people to the natural world.
5. Children explore, discover, and learn about the world within the four classroom walls.
6. A park is the place where children have a rest from television and computer screens.

4. **Work in pairs. Ask and answer the questions to the text of Ex. 2, page 150.**

1. What kind of place is a park?
2. Where are there many parks?
3. Are the parks beautiful in all the seasons of the year?
4. Do the parks turn green in spring or in autumn?
5. What events do the parks host in summer?
6. What does any park connect people to?

5. **Write 7–8 sentences about the activities people and children can do in the park. Use the words in the box given below.**

• to enjoy a walk on the path • to enjoy a view of the fountain • to have a picnic in special areas • to sit on the grass / under the trees • to read books • to go boating on the lake • to sit on the bench by the lake • to watch the birds • to ride a bike •

Example:

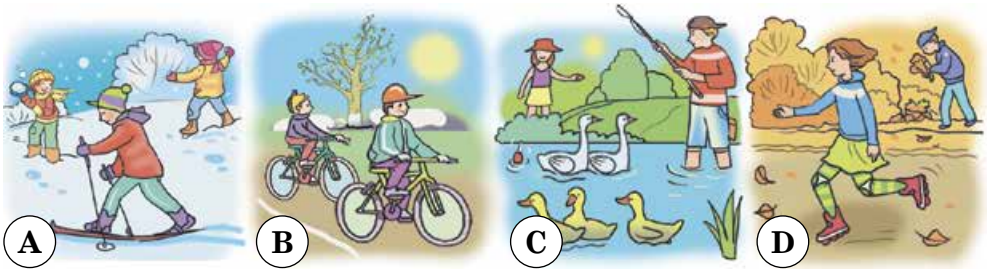
Many people enjoy their walk on the path when the weather is fine.

Conversation Lab

6. **Work in pairs. Take turns to ask and answer the questions about the pictures. Then talk about the activities you like to do or your friend likes to do in the park.**

Example:

A: *What do you like to do in the park?*
B: *I like to sit on the bench by the lake and read a book.*



7. **Write sentences about the activities children and people do in the park in different seasons of the year.**

Example:

It is summer / spring now. The weather is nice. There are many flowers in the park. Children can play with a ball on the green grass.

Lesson 6

Reading Lab

1. **Answer the questions.**

1. What landmarks is your region famous for?
2. Have you visited any of these places?
3. What do you know about them?
4. What places in other parts of Ukraine would you like to visit?

2. **You are going to read the page from a guide book about a famous park in Donetsk. For questions (1–4), choose the correct heading (A–D).**

Forged Figures Park

A Sculptures in the Park
B Festivals
C Blacksmith Capital
D A Unique Park

(1) ***C*** **Blacksmith Capital**

There are many kinds of parks in Donetsk. There are parks with a lot of trees, flowers, beautiful fountains, and sculptures. And people go to all these parks to have a rest.

(2) **.....**

As usual you can find outdoor theatres, zoos, concert halls, cafés, lakes for boating, and areas for sport and fun in the parks. Among all these parks there is one that stands out. It is Forged Figures Park (Park Kovanyh Figur). It is the park devoted to handcrafted iron works. In fact, there is no other similar park

in the world. That's why Donetsk is officially one of the best blacksmith cities in Europe.

(3) .....

At first it had only ten sculptures with a bunch of forged roses – the symbol of Donetsk. Now there are more than 150 sculptures there. You can see them in different alleys, such as the Fairy Tales Alley, the Architectural Copies Alley and others.

(4) .....

Artists and blacksmiths can get together in this park, show their works, and participate in the art festival every year. These festivals gather talented craftsmen from all over the world.

3. Look through the text of Ex. 2, pp. 152–153 and find the following things:

1) the name of the blacksmith capital;
2) the name of the unique park in Donetsk;
3) the symbol of Donetsk;
4) the names of the alleys in the park;
5) the name of the event which happens every year;
6) the name of the profession of people who come to the art festivals.

4. Agree or disagree. Correct the wrong statements.

1. People go to Forged Figures Park to have a rest.
2. You can find outdoor theatres, zoos, concert halls, cafés, lakes for boating, and areas for sport and fun in the parks.
3. At first there were only twenty sculptures with a bunch of forged roses in the park.
4. Now the collection of sculptures has less than 150 exhibits.
5. There are many alleys in the park.
6. The art festival in Donetsk gathers talented craftsmen from all over Ukraine.

Conversation Lab

5. **Work in pairs. Act out the situation.**

You are in Forged Figures Park with your friend. He has never been to this park before. He asks you a lot of questions about it. Your answers are given. Write the questions to the answers on page 154. Then act out the dialogue.

A: .....?
B: Yes, there are many parks in Donetsk.
A: .....?
B: There are parks with a lot of trees, flowers, beautiful fountains, and sculptures.
A: .....?
B: It is the unique Forged Figures Park (Park Kovanyh Figur).
A: .....?
B: There is no other similar park in the world.
A: .....?
B: Yes, really. I like to go there very much.
A: .....?
B: One of the reasons is that my father is a blacksmith and he tells me a lot of interesting things about the forged figures there.
A: .....?
B: Yes, he has. He took part in the festival last year and you can see his sculpture in the park, too. If you want I can show it to you.

Lesson 7

1. **Listen and read. Ann and Peter are in the youth camp now. Find out what they say about their places of living.**

Ann: Hi, My name is Ann. Nice to meet you!
Peter: Hi, I'm Peter. Nice to meet you, too!
Ann: Peter, where do you come from?
Peter: I come from Western Ukraine. I live in a tourist town of Vorokhta.
Ann: Do you like living there?
Peter: Certainly. My town is situated in the mountains. The nature is beautiful there. And where do you come from?
Ann: Oh, I live in a small town of Vyshhorod not far from Kyiv. It is small, but there is a cinema, a library, a museum, a bank and many shops there. We live on the fifth floor of a nine-storied building.
Peter: We live in a private house. We have an orchard and a kitchen garden. We like to grow vegetables and fruit. And, of course, we have a lot of flowers around the house. And what about you?
Ann: We live in a flat. There are three rooms in it. We have neither kitchen garden nor orchard, but we have a lot of flowers in our flat.
Peter: Oh! It's almost dinner time!
Ann: Let's go and have dinner.

2. **Read and tick the statements T (*True*) or F (*False*). Correct the false statements.**

Example: *Vyshhorod is situated in the mountains. – F, Vorokhta is situated in the mountains.*

1. Both Ann and Peter live in towns.
2. Peter tells Ann about different buildings in his town.
3. Ann lives not far from the capital of Ukraine.
4. There are kitchen gardens and orchards in Vorokhta.
5. There are many blocks of flats in Vorokhta.
6. Both Ann and Peter like to grow flowers.

3. **Look through the dialogue of Ex. 1 and complete the table. Add information.**

Vorokhta	Vyshhorod
.....	.....

4. **Write sentences in your exercise books. What is the difference between a life in a town and in the village?**

Example:

In towns people live in block of flats. In the village they live in private houses.

5. **Read the text about the village of Dikanka.**

My granny lives in a nice village of Dikanka in Poltava Region. It is rich in natural, architectural, and historical sights. A natural landmark there is the beautiful lilac grove[1]. In the seventeenth century the first owner of Dikanka Kochubey planted it for his sick daughter Anna.

Last summer I went with my granny to the architectural complex "Evenings On a Farm Near Dikanka". I felt the life of the real Ukrainian village there. I tasted the famous fruit dumplings, Cossack's potatoes, and the real Ukrainian borshch with pampushkas.

[1]the lilac grove – бузковий гай

6. **Write the answers to the questions given below.**

1. Is Dikanka rich in natural, architectural, and historical sights?
2. What is the name of a natural landmark in Dikanka?
3. When do many tourists try to visit Dikanka?
4. What did the girl like about the architectural complex "Evenings On a Farm Near Dikanka"?

Lesson 8

1. **Look and say what exhibits you can see in the museum.**

• artwork • exhibits • watercolours • the exposition • sculptures • ceramics • a plaster copy •

Example: *I can see the exposition of artworks in the museum.*

2. **Read the text about the Museum of History and Arts in Parkhomivka. Open the brackets and put the verbs into the correct tense forms.**

I live in the village of Parkhomivka near Kharkiv. This village **(1)** ..... (to become) famous in Ukraine and abroad for its Museum of History and Arts. It **(2)** ..... (to have) a unique collection of important artwork. People often **(3)** ..... (to call) it the 'mini-Hermitage'

because it has artworks of the most famous European artists. This museum **(4)** ..... (to appear) thanks to a school history teacher Afanasiy Lunev. He **(5)** ..... (to come) to Parkhomivka after World War II and **(6)** ..... (to open) a small museum in the school. The interest in the school museum **(7)** ..... (to grow) each day. So Lunev **(8)** ..... (to expand) his collection. In 1987, the museum **(9)** ..... (to become) a department of Kharkiv Art Museum. The pupils of our school often **(10)** ..... (to go) on excursions to this museum.

3. **Listen, read and act out the dialogue.**

It is Friday. The children are in Kharkiv. They are talking about their visit to a museum.

Liz: Are you ready for tomorrow, Alex?
Alex: What are you talking about?
Liz: We are going to the Museum of History and Arts in Parkhomivka. It has more than six thousand exhibits. It is very popular with the tourists.
Alex: Who started this museum?
Liz: A school history teacher Afanasiy Lunev started it.
Alex: Is the museum big or small?
Liz: It is big, nowadays it is a department of Kharkiv Art Museum.
Alex: What time do we have to meet at?
Liz: We have to get to the museum early. So we have to meet at eight o'clock.
Alex: Shall I take my new camera with me?
Liz: Of course! You will take a lot of photos!
Alex: That sounds great!

Conversation Lab

4. **a) Work in pairs. Talk with your friend about a place to visit. Discuss the following:**

- **the place to visit;**
- **the day and the time;**
- **the tickets;**
- **the place to meet;**
- **things to take with you.**

b) Make a dialogue. Use the phrases:

Why don't we .....? Shall we .....? How about .....? Let's .....?

Example:

Where shall we go?
Why don't we go to Forged Figures Park?

Time for Fun: *Vocabulary Revision Game*

5. **Work in two teams.**

a) Make a list of words on the topic "My Native City / Town / Village" in 3 minutes.
b) Take turns to call the words out and write them on the board.
c) Take turns to choose the words from the list and make sentences. Each correct sentence gets a point. The team with the most points is the winner.

6. **Write a letter to your English-speaking friend. Tell him / her about the Museum of History and Arts in Parkhomivka.**

Start like this:

Dear .....,
Thank you for your letter. In this letter I'd like to tell you about one of the most famous museum in Kharkiv Region. .....

Finish with:

Write me soon and inform me about ..... .
Yours,
(your name)

Lesson 9

1. **Listen, read and act out the dialogue.**

Ann: Hi, Steve! How are you?
Steve: Thanks, fine.
Ann: Have you prepared the project on Sevastopol yet?
Steve: Well, I've just finished it.
Ann: Was it difficult?
Steve: Oh, no! My grandparents live there and I know a lot about this city.
Ann: Where is Sevastopol situated?
Steve: It is situated in the Crimea on the Black Sea coast.
Ann: Where do your grandparents live in Sevastopol?
Steve: They live not far from the Bay of Sevastopol. They live in a three-room flat on the ninth floor of a multi-storied building. The windows of their flat face the sea.
Ann: Is Sevastopol a large or a small city?
Steve: It is a large city. There are many cinemas, theatres, museums, shops, cafés and restaurants there. It is also a large port.

Ann: Is there a beach nearby?
Steve: Oh, yes. There is a large sandy beach not far from the place where they live.
Ann: What is your favourite place there?
Steve: My favourite place is the Dolphinarium. I always visit it when I come to Sevastopol.

2. **Read and choose the correct items A, B or C to complete the sentences.**

1. Sevastopol ..... a large city.
A are **B** is **C** has

2. I ..... already been to Sevastopol many times.
A has **B** had **C** have

3. I ..... there last August.
A was **B** were **C** is

4. What ..... you like during your trip to Sevastopol?
A does **B** did **C** shall

5. Last year I ..... many sailboats and ships coming and leaving.
A see **B** seeing **C** saw

6. Many people ..... the Dolphinarium in Sevastopol their favourite place.
A calls **B** call **C** calling

3. **Put the words in the correct order to make questions. Then answer these questions.**

Example:

have / they / a good / time / Did / yesterday? –
Did they have a good time yesterday? – Yes, they did.

1. is / Sevastopol / Where / situated?
2. Steve / last / Ukrainian city / visit / did / What / August?
3. is / city / this / famous for / What?
4. What / does / Steve / visit / attraction / always?
5. like / he / it/ Does?
6. on / he / Has / the / project / finished / yet / Sevastopol?

4. **Write sentences as if the events happened yesterday.**

1. We often go on excursions to the Museum of History and Arts in Parkhomivka.
2. When I visit Pyrohovo, I feel the life of a real Ukrainian village.
3. You can see the building of V.N. Karazin Kharkiv National University in Freedom Square.

4. We learn about the "Battle of Poltava" at the lessons of History.
5. I always taste the traditional Ukrainian borshch with pampushkas in Dikanka.

Conversation Lab

5. **Work in pairs. Read and act out the dialogues. Talk about the museums in the place where you live.**

1. **A:** What are you going to do now?
   B: I'm going to the the museum of ..... . What about you?
   A: I'm going to buy bread and milk. Can we meet a bit later and go to the museum together?
2. **A:** Is there the Museum of Folk Arts in your city / town / village?
   B: Yes, there is. / No, there isn't.
3. **A:** Miss Alison, will we go to the ..... tomorrow?
   B: Sure. We'll meet at school and go on an excursion to the ..... .

6. **Write about the places you visited last summer. Start like this:**

Last summer I was ..... . I was there with ..... . We visited ..... . We went on an excursion to ..... . It was ..... .

Extensive Reading

1. **Look and say what kinds of places for living you can see in the pictures. Describe them.**

Example. *The street is wide in the city.*

2. **Work in two groups. Read and exchange the information.**

Group A reads Part I of the text.
Group B reads Part II of the text.

City Grandmother, Country Grandmother

Part I

I have got two grandmothers. One lives in the city. One lives in the country.

My city grandmother lives in a wide street. There is a small yard in front of her house. There are a lot of cars on the roads and the street is noisy. There is a new cinema and a large supermarket in her neighbourhood. There is also a nice museum. My granny is a curator there. She conducts research based on the collections of the museum and shares that research with public and community through exhibitions and publications.

My city grandmother lives in a block of flats. There are three rooms and a kitchen in her flat. There is a balcony and we like to watch the fireworks displays from it. We also like to have a walk in the park and watch a football match on the stadium.

When I visit my city grandmother in the city, she takes me to the Zoo. We sometimes adopt animals there and donate some money to keep them. We also watch films in the cinema and do the shopping in the supermarket. I like to visit her very much.

At the end of every visit, I give my big hugs to my grandma and say, "I like it here! I'll be happy to come to your place next weekend."

Part II

My country grandmother lives in a narrow street. There is a large gate, an apple tree, and a big yard in front of her house. It is a quiet and nice place. There is a big kitchen garden and an orchard near her house. There is also a market place in her neighbourhood.

My country grandmother lives in a private house. It has got two bedrooms, a living-room, a kitchen and a hall. There is also a small patio leading to the garden. My grandmother grows flowers there.

When I visit my country grandmother, she teaches me to grow vegetables. We go to the forest and gather berries and mushrooms there. We ride our bikes to the river together. We feed the chickens and rabbits on the farm. We don't forget about wild animals either. When winter comes, we bring some hay for deer. We also feed the birds in our garden. I like to visit my granny during my weekends very much.

I really don't know which place I like more: a city or a village. I like them both.

Text Level

3. **Read and complete the sentences.**

1. Dan's city grandmother lives in a ..... .
2. Dan's country grandmother lives in a ..... .
3. Dan's city grandmother has a three-room flat and ..... .
4. Dan's country grandmother has her private house and ..... .
5. When Dan visits his city grandmother they ..... .
6. When Dan visits his country grandmother they ..... .
7. At the end of every visit, ...
8. Dan doesn't know ..... .

Sentence Level

4. ***Who* or *what* does each underlined pronoun stand for?**

1. Dan's city grandmother lives in a block of flats. There are three rooms and a kitchen in **her** flat.
2. When Dan visits his city grandmother in the city, **they** watch films in the cinema and do the shopping in the supermarket.
3. When Dan visits his city grandmother, **she** takes Dan to the Zoo.
4. Dan's country grandmother lives in a private house. **It** has got two bedrooms.
5. At the end of every visit, Dan gives his big hugs to his grandmas and say, "I like it here! I'll be happy to come to **your** place next weekend."
6. Dan really doesn't know which place he likes more: a city or a country. He likes **them** both.

Word Level

5. **Put the letters in the correct order to get the names of the places. Match the descriptions to these places.**

• sumemu • irrev • kapr • adyr • sumatid • ieacnm •

1. You go there to learn about history, nature and art. *museum*
2. You go there to boat or swim. .....
3. You go there to have a rest. .....
4. This is the area around a house, usually covered with grass. .....

5. You go there to watch sport. .....
6. People go there to watch a film. .....

6. **Choose the correct words to complete the sentences.**

1. Myrhorod stands on the banks of the Khorol ..... .
2. I liked my visit to the ..... of Folk Arts in Kolomiya best of all.
3. There are a lot of ..... with trees, flowers, beautiful fountains, and sculptures in Donetsk.
4. There are lots of ..... in my city.
5. *Donbas Arena* is a modern five-star ..... in Donetsk.
6. The children are playing in the back ..... now.

7. **Write six questions to the text of Ex. 2, page 161.**

PROJECT WORK

AROUND CITIES AND VILLAGES IN UKRAINE

Aim: To design a poster about one of the cities or villages in Ukraine.

A

In class: ***Before you design a poster***

- Work in pairs or in small groups.

1. Look at Ann and Dan's poster about the city of Myrhorod. Read Part One. What information about the city have they included into their story?
2. Read Part Two. What places of interest have they described?

B

Out of class: ***Make a poster***

- Work in small groups. Share the roles. Make parts of your poster. Write the description of one of the cities or villages in Ukraine. Write about the following:

Where to go / Why to go / What to do / What to see / When to come

You need:

- a sheet of paper A3;
- glue and scissors;
- some coloured pens.

C:

In class: ***Use your poster***

- Show your poster to your classmates. Give them more information about the city or village you have chosen. Answer the questions.
- Read your classmates' posters. What city or village did they describe? Is their information interesting?
- Vote for the best poster.

Around Cities and Villages in Ukraine

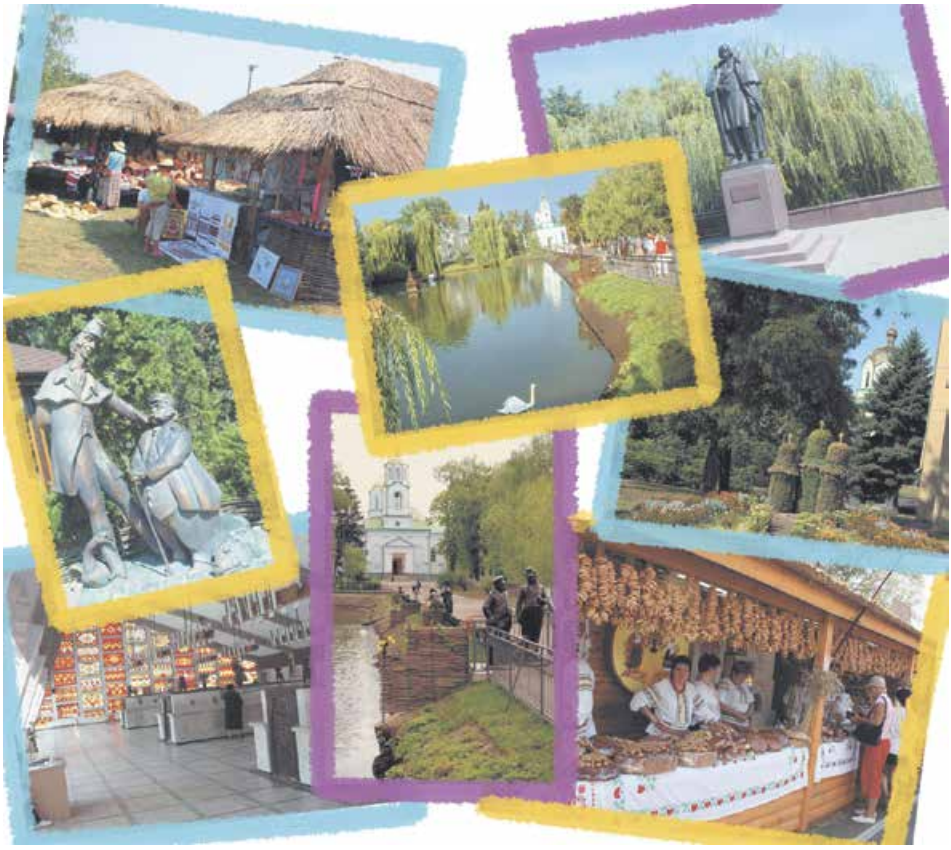
MYRHOROD

Part I

Where to go / Why to go / What to do

Myrhorod stands on the banks of the Khorol River. It is one of the most wonderful treasures around Poltava. A lot of tourists visit this town every year. Some of them want to have a good rest and improve their health there. The others come there to admire the nature and visit the famous Sorochyntsi Fair. But all of them learn about the life, history, and traditions of the Ukrainian people.

Myrhorod became famous only in the early twentieth century. Now it is a health resort with the unique mineral water.



Part II

What to see / When to come

If you take a walk around my town, you can see many sights. In the centre of the town there is a small pond. People know it as the "Myrhorod Puddle".

And there is an original sculpture park around it. Myrhorod is the centre of pottery and ceramic art. You can see these unique artworks in the Museum of Pottery.

Not far from Myrhorod there is the village of Velyki Sorochyntsi. It is famous because a well-known Ukrainian writer Nickolai Gogol was born there. Besides it is the place of the famous Sorochyntsi Fair which is held every year in August.

You can buy original souvenirs made by the Ukrainian national craftsmen there.

Unit 8.
Holidays and Traditions

Lessons 1–2

1. **Match the pictures (A–E) with the words in the box. Then talk about these holidays. What countries do people celebrate them in?**

Example:

A New Year Tree (a Christmas Tree) is one of the symbols of New Year's Day. People celebrate New Year's Day in Ukraine, Great Britain and the USA. They decorate the Christmas Tree, send postcards to their relatives and buy Christmas presents.

• Easter • Mother's Day • Christmas • New Year's Day • Halloween •

2. **Work in pairs. Ask your friend questions about one of his / her favourite holidays. Use the prompts given below.**

Example.

What / favourite holiday?
When / celebrate?

A: *What is your favourite holiday?*
B: *It's New Year.*
A: *When do you celebrate it?*
B: *We celebrate it on the 31st of December.*

1. What / favourite holiday?
When / celebrate?

2. Where / celebrate?
What / buy?

3. Who / celebrate with?
What / do?

4. What / cook?
How many / come to your place?

3. **Listen and read the invitations. Then ask and answer the questions.**

What is the occasion? Who is inviting whom? When and where do the events take place?

Dear Alice, *My birthday is next week.* *Please come to my party on Saturday, 4th November at 14.00.* *My address is 15 Pushkin Street, Flat 57.* *See you then!* *Love,* *Ann*	Please join us to celebrate CHRISTMAS Friday, 25th December at 7:00 pm Drinks and Dessert Meet in our school assembly hall. Wear a Holiday Costume or a Mask!
TRICK OR TREAT We are waiting for you on Saturday, 31 October at 5:00 pm 17, the High Street Room 25 School Students' Team	HAPPY MOTHER'S DAY Dear Mums and Grannies, We invite you to the school concert on Friday, 5th May at 3:00 pm School Assembly Hall Class 5A

Grammar Lab: *Cardinal and Ordinal Numerals*

We use cardinal numerals to talk about the number of things.

We use ordinal numerals to talk about the order of things.

I go to school Number Five. I am in the fifth form.

See Grammar Reference on p. 209.

4. **Listen and repeat.**

1st – first, 2nd – second, 3rd – third, 4th – fourth, 5th – fifth, 6th – sixth, 7th – seventh, 8th – eighth, 9th – ninth, 10th – tenth, 11th – eleventh, 12th – twelfth, 13th – thirteenth, 14th – fourteenth, 15th – fifteenth, 6th – sixteenth, 17th – seventeenth, 18th – eighteenth, 19th – nineteenth, 20th – twentieth, 21st – twenty-first, 30th – thirtieth, 31st – thirty-first.

5. **a) Speak in class. Say the dates. What holidays do we celebrate on these days?**

• May Day • Christmas • Independence Day • Victory Day • The Day of Knowledge • Halloween • New Year • St. Valentine's Day • Women's Day • Easter • St. Nicholas' Day • Constitution Day •

Example.

7th January – The Seventh of January. We celebrate Christmas on the seventh of January.

14 / 01; 14 / 02; 8 / 03; 23 / 04; 1 / 05; 9 / 05; 28 / 06; 24 / 08; 1 / 09; 31 / 10; 19 / 12; 25 / 12.

b) Work in pairs. Ask and answer.

Example.

A: *When is your birthday?*
B: *It's on the fourth of November.*

6. **Work in pairs. Ask and answer the questions about holidays.**

1. When do people celebrate Christmas in Great Britain?
2. When do people celebrate Christmas in Ukraine?
3. When do you celebrate Easter?
4. When do the English people celebrate Halloween?
5. .....

Conversation Lab

7. **Work in pairs. Tell your friend about your special days.**

A: *What do you do at New Year?*

B: *We decorate a Christmas Tree.*

A: *What happens when there is a festival in your town?*

B: *We usually have a fire-work display.*

8. **Write a note to a friend about a festival in your town. In your note say:**

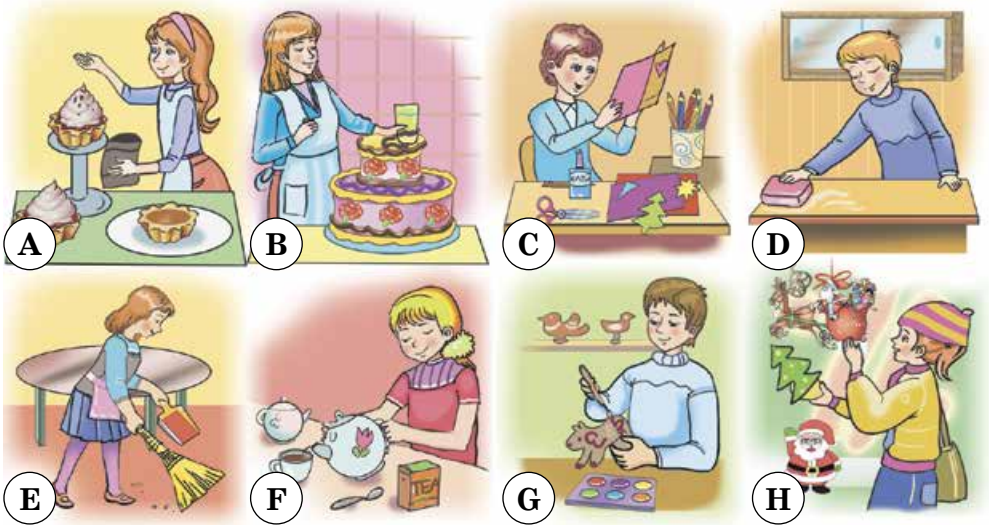
- **when the festival is;**
- **what you usually do at the festival;**
- **what you eat.**

Lessons 3–4

1. **Listen and fill in the verbs *make* or *do*. Match the phrases (1–8) to the pictures (A–H). Then make sentences to talk about holiday preparations.**

Example.

In our family we usually do the cleaning before every holiday. We also do the shopping.



_____ **1.** ..... the decorations
_____ **2.** ..... the dusting
_____ **3.** ..... a special dish
_____ **4.** ..... postcards
_____ **5.** ..... the shopping
_____ **6.** ..... a birthday cake
_____ **7.** ..... the cleaning
_____ **8.** ..... tea

2. **Read the text. Match the pictures (A–C) to the paragraphs (1–3) on pp. 169–170. What Christmas traditions have you learned about? Do we have the same traditions in Ukraine?**

1. People in Britain celebrate Christmas on the 25th of December. On the Eve of this holiday all people do the shopping. They buy

food and make postcards. On Christmas Day, families and friends exchange presents and share a Christmas dinner. Traditionally, they make a special dish. It is usually a turkey and a Christmas pudding. There are crackers beside every place setting. Crackers are colourful packages with a paper hat, a joke, and a little present. Two people pull it in different directions to make a cracking noise.

2. Children also prepare for a holiday. They make the decorations and write a letter to Father Christmas. They believe that Father Christmas or Santa Claus brings presents to them. On Christmas Eve children hang Christmas stockings at the end of their beds or at the fireplace. Father Christmas comes down the chimney and puts presents in their stockings.

3. One of the symbols of Christmas is a Christmas Tree. Many people in Great Britain have a decorated Christmas tree in their houses at Christmas. This tradition came to Britain from Germany. Prince Albert put up the first Christmas Tree for his wife, Queen Victoria, in Windsor Castle, in 1841.

3. **Work in pairs. Take turns to ask and answer the questions.**

1. What do the British people do before Chrismas Day?
2. What special dish do they make?
3. Where does the tradition of decorating Christmas Tree come from?
4. Why do children put a Christmas stocking at their beds or at the fireplace?

Grammar Lab: *Prepositions on or in*

4. **a) Read the sentences and complete the rules.**

St. Valentine's Day is **on** the fourteenth of February.
This year my birthday is **on** Saturday.
Mother's Day is **on** the second Sunday **in** May.
In Ukraine Christmas is **in** January.

We use _____ with days.
We use _____ with months.

b) Listen, check and study the rules.

We use ***on*** with days.
We use ***in*** with months.
We usually say ***at the weekend.***

Example:

What are you going to do ***at the weekend?***

5. **Complete the sentences. Use the prepositions *at*, *on* or *in*.**

1. The celebration is ..... Sunday.
2. In Great Britain Christmas is ..... December.
3. The English lesson is ..... Tuesday.
4. It's my sister's birthday ..... Friday.
5. The test is ..... Wednesday. I'll have a lot of work ..... the weekend.
6. The school starts ..... September.

Conversation Lab

6. **Speak in class. Act out the situation.**

You are talking with your English-speaking friend on Skype. Ask him / her questions about the Christmas traditions in Great Britain. Tell him / her something about the way we celebrate Christmas in Ukraine.

Writing Lab

7. **Read and complete Tony's letter to Father Christmas.**

Dear Father .....,

I am ..... from ..... . I live with my family. I love my Dad and ..... very much. I always help her about the house. I ..... many friends.

At school, my favourite subject ..... Music. We usually have it ..... Tuesday.

My hobbies ..... playing the piano and listening to pop music.

I also love animals but I haven't got a pet. Can I have ..... dog or a cat for Christmas?

Thank you!

Love,

Tony

8. **Write your letter to Father Christmas. In this letter:**

- **introduce yourself;**
- **write a few words about your family;**
- **write about your favourite school subject;**
- **say what present you want to get.**

Lessons 5-6

1. **a) Read in groups. Take notes or draw pictures.**

b) Speak in class. Tell your classmates about the English holidays you've read about.

Holidays in Britain

There are several public holidays and festivals in Great Britain. The most favourite ones are Christmas, New Year's Day, Mother's Day, St. Valentine's Day, May Day and Halloween.

Halloween

The English celebrate Halloween on the 31st of October. In the evening boys and girls put on different old and funny clothes or costumes and wear masks. They take with them a lantern made of a pumpkin. They cut out slits for two eyes, a nose and a mouth and put a lighted candle inside. So the pumpkin looks like a face.

People call it 'jack-o'-lantern'. Children go from house to house, knock at the doors and call, "Trick or treat?" People ask them to come into their houses and give them candies, fruit, cakes and other tasty things.

Halloween is a nice holiday.

May Day in Old England

In Old England May Day was a spring holiday. Young people celebrated this day with flowers, dances and games.

On the first Sunday in May people put up a maypole tree. They decorated it with flowers and ribbons of different colours. The dancers held the ribbons and moved around the tree.

On that day the girls of the village put on their best summer dresses and put flowers in their hair. The most beautiful girl became the May Queen. Her crown was made of nice spring flowers. Young people danced a lot and played different games.

Nowadays English children celebrate this holiday in many parts of the country. They crown their May Queen, dance around the maypole tree and have fun.

2. **Agree or disagree.**

1. English people celebrate Halloween on the 30th of October.
2. Children usually don't stay at home at Halloween.
3. On the first Sunday in May people put up a Christmas tree.
4. English children celebrate May Day in many parts of the country.

3. **Read and complete the sentences.**

1. There are several .... and ..... in Great Britain.
2. The English celebrate Halloween on ..... .
3. People make ..... and go from house to house.
4. The house owners treat their quests with ..... .
5. Young people celebrated May Day in old England with ..... .
6. The most beautiful girl became ..... .

4. **Work in groups of four. Look through the text of Ex. 1, pp. 172–173 and make a list of activities people usually do on holidays. Then use your lists to talk about the celebrations.**

Conversation Lab

5. **Work in pairs. Emma has invited you to celebrate St. Valentine's Day together. You phone her and ask some questions (e.g. how to get to her house, etc.) Complete and act out the dialogue.**

A: How can I get to your house?
B: Take Bus 32, City – London Zoo.
A: Where is the bus stop?
B: Do you see that supermarket over there? The bus stop is just in front of it.
A: Thank you.

6. **Put the verbs in brackets in the Present Simple or the Past Simple Tense. Then write the sentences.**

1. My parents usually ..... (to give) me presents at Christmas.
2. My Granny ..... (to cook) special food for Christmas last year.
3. Ann ..... (not / to like) to stay at home.
4. English children ..... (to wear) special clothes at Halloween.
5. They ..... (to have) a nice party now.
6. ..... (you / to send) New Year postcards to your friends last year?

Lessons 7-8

1. **Match the phrases in the box with the names of the holidays. Then talk about them.**

Example.

In Great Britain, people cook a turkey for a holiday meal.

In my family, we always celebrate birthdays. My mum makes a birthday cake.

Holidays

• New Year's Day • Halloween • Birthdays • Christmas • Easter • Mother's Day • Father's Day • St. Valentine's Day •

What People Do

• to cook a turkey • to make / send holiday cards • to hang up a stocking • to make a birthday cake • to decorate a Christmas Tree • to gather for a holiday dinner • to sing carols • to cook holiday meals • to prepare a Christmas pudding • to bring chocolate eggs • to give presents • to wear special clothes •

2. **Listen and read. Say how people celebrate St. Valentine's Day.**

St. Valentine's Day

February 14th is a special day. It's St. Valentine's Day. It's a day to tell somebody that you love them. The holiday started in Europe more than 600 years ago. About 200 years ago people started sending Valentine's cards. The cards

have a message of friendship and love. Sometimes the cards don't say who they are from. It's a secret and the person never knows who sent the card. Today people celebrate St. Valentine's Day all over the world. They send cards or give presents to those they love. They also share lovely short messages (SMS).

3. **Read and complete the sentences.**

1. People celebrate St. Valentine's Day on ..... .
2. The holiday started ..... .
3. People started sending Valentine's cards ..... .
4. The cards have ..... .
5. On St. Valentine's Day people ..... .
6. Today they also ..... with the help of their mobile phones.

4. **Read and tick the Valentine's Day messages.**

5. **Listen to the dialogue and complete it with the words from the box given below. Are Ann and Dan in the same place? Act the dialogue out.**

• a great time • the party • games • food • costumes • lemonade • funny • the flour • join •

Ann: Is **(1)** ..... going well?
Dan: Yes, it's brilliant. We are having **(2)** ..... .
Ann: Are you all wearing **(3)** .....?
Dan: Yes, we are. I am a Pirate.
Ann: Oh, no! I think you look **(4)** ..... . What kind of **(5)** ..... are you playing?

Dan: We're playing the musical chairs and **(6)** ..... game. They are great fun.
Ann: What about **(7)** .....? What are you eating?
Dan: Well, there's lots of sweets and cakes, and **(8)** ..... .
Ann: I'd like to **(9)** ..... you. See you in twenty minutes!

Conversation Lab

6. **Read and act out the situation.**

There is a school party at the moment. You are not there. Give a telephone call to your friend and ask questions about the party. Use Ex. 5, page 175 as an example.

7. **Write a Valentine card for your friend. Use Ex. 4 as an example.**

8. **Write. Put the verbs in brackets into the correct tense form.**

The Christmas Present

Ann really **(1)** ..... (to want) a new mobile phone for Christmas. Ann **(2)** ..... (to ask) her parents if she could have it. And they **(3)** ..... (to say), "No, Santa has to get it for you".

On Christmas morning all the presents **(4)** ..... (to be) under the tree.

Ann asked, "**(5)** ..... (to be) it that I wanted?"

Her mum and dad said, "You'll have to open it and find out."

So the last present Ann opened **(6)** ..... (to be) the best one. When she **(7)** ..... (to open) it she **(8)** ..... (to scream) in happiness, "Wow! It's great!" and **(9)** ..... (to dance) around the house.

That **(10)** ..... (to be) her new mobile telephone and the best Christmas of her life.

Lesson 9

1. **Work in pairs. Look at the pictures. Ask and answer the questions.**

A

B

C

D

1. What holidays do Ukrainian people celebrate every year?
2. What holidays does your family celebrate every year?
3. What traditions do you have in your family?
4. Why is it important to keep the traditions alive?

2. **Listen, read and say what Ukrainian traditions Ann is writing about.**

April 15th, 20___

Dear Sue,

Thank you for your interesting letter. I'll tell you about some Ukrainian traditions.

Christmas is the most beloved holiday among Ukrainians. The family usually gathers together for a holiday supper of twelve dishes. The supper starts with the first star in the sky. "Kutya" is the main dish at this supper. It is a dish of wheat, honey, raisins, nuts and poppy seeds. There are no meat dishes on the table. People cook beans, mushrooms, cabbage, beetroots and other vegetables. "Kolyadka" songs usually end the evening.

Come and visit me next Christmas! We'll have a lot of fun together.

Best wishes,

Ann

3. **Read and choose the correct items to complete the sentences.**

1. Ann writes about ***school*** / ***traditional and public*** holidays in Ukraine.
2. Ukrainians usually ***work and study*** / ***don't work and study*** on public holidays.
3. There are ***some*** / ***no*** professional holidays in Ukraine.
4. Ann ***asks*** / ***writes*** about the way people celebrate Christmas in Ukraine.

5. Ann ***writes*** / ***doesn't write*** about traditional food people cook.
6. Ann invites her friend to come to Ukraine ***next Christmas*** / ***next summer***.

4. **Look at the pictures and talk about Christmas in Ukraine.**

Start like this:

Ukrainians celebrate Christmas on the 7th of January.

Conversation Lab

5. **Speak in class. Explain the proverb "Every country has its customs". Start like this:**

Different countries have different traditions and customs. For example, people celebrate Christmas in Ukraine, Great Britain and other countries of the world. The date of the celebration is different in some countries. Etc.

6. **Write 8–9 sentences about your favourite holiday.**

1. Where is your town / village situated?
2. What is it like?
3. How many people live there?
4. What do the people do at the weekend?
5. Are there any special festivals in your town (village)? What do people do at them?
6. Which of them is your favourite holiday?

Lesson 10

1. **Read and complete the text with the prepositions from the box given below.**

• of • of • before • in • On • to • into • out • until • out • on •

Easter Baskets

(1) ..... the day **(2)** ..... Easter we get **(3)** ..... our Easter baskets, and plastic milk cartoons decorated to look like rabbits. When all the baskets are set **(4)** ..... the table, we get **(5)** ..... the bags **(6)** ..... Easter sweets we bought. Then we stand **(7)** ..... a line. Each person takes a bag **(8)** ..... sweets and puts a sweet **(9)** ..... each basket **(10)** ..... all the bags are empty. The next day we deliver the baskets **(11)** ..... our friends and neighbours.

(Ken, 11, New Mexico)

2. **Write questions to get more information.**

1. Peter and Sue invited their friends to the tea party.
2. People of different countries have their own traditions.
3. Ukrainians celebrate Easter in April or in May.

3. **Put the verbs in brackets into the Past Simple Tense.**

1. Susan ..... (to get) many postcards on St. Valentine's Day.
2. They ..... (to invite) many quests for a party last week.
3. The pupils of our class ..... (to decorate) the school assembly hall with balloons yesterday.
4. Steve and Alex ..... (already / to draw) a wall newspaper to greet their teachers on New Year's Day.
5. Our class ..... (to make) wonderful decorations last month.
6. We ..... (to send) Easter postcards to our relatives two days ago.

Conversation Lab

4. **Speak in class. Talk about the holiday you've celebrated this year.**

Example.

St. Valentine's Day is really great! It's a joyful holiday. We celebrated it on the fourteenth of February. I gave presents and Valentine's cards. We also ate a cake in the shape of a heart for dessert.

5. **Read and complete the text with the words from the box given below.**

• calendar • work • surprise • today • breakfast • beautiful • school • outside • sad • teacher • bed • Holidays •

A Holiday Mistake

Ms. Alison got out of her **(1)** ..... and looked **(2)** ..... .

"What a **(3)** ..... day!" She thought. She made her bed and cooked a large **(4)** ..... . Then she went to **(5)** ..... where she worked as a **(6)** ..... .

To her **(7)** ....., no one was there! Ms. Alison felt **(8)** ..... because now there would be no **(9)** ..... to do all day!

"I wonder why work's not on **(10)** .....," she thought.

But when she got home, she looked at her **(11)** ..... . Those were Christmas **(12)** .....!

Extensive Reading

1. **Ask and answer.**

1. Have you got any school traditions?
2. What do you usually decorate your classroom with?
3. Do you usually prepare presents for your relatives (classmates)?
4. What is your favourite holiday celebration?

2. **Read the text and say how Mr. Bear congratulated Mrs. Bear on a holiday.**

Mrs. Bear's Valentine

"It's Valentine's Day today," says Mrs. Bear one morning.

"I know," says Little Bear. "The postal worker has brought you a card. It's got a heart on the envelope."

Mrs. Bear opens it at once and reads it out loud:

"Now, I wonder who that's from?" says Mrs. Bear with a smile. "There's a paw mark at the bottom."

Just then Little Bear sees something outside the window.

"Look," he says, "there's a jar of honey walking up the garden path."

Mrs. Bear goes to the window. Somebody is carrying the biggest jar of honey she has ever seen. It has

TO MY VALENTINE

in large letters on the lable.

Little Bear opens the door and the jar of honey walks in.

"Daddy!" says Little Bear. "It's YOU!"

"My Valentine," says Mrs. Bear. And she gives Mr. Bear a big hug.

Then Mr. Bear, Mrs. Bear, and Little Bear all sit down and have hot tea and honey for special breakfast on Valentine's Day.

Text Level

3. **Look through the text and say who:**

- reminds of Valentine's Day in the morning;
- has brought Mrs. Bear a Valentine card;
- reads the Valentine's card out loud;
- wrote the Valentine's card to Mrs. Bear;
- brought a big jar of honey.

Sentence Level

4. **Look through the text of Ex. 2, pp. 180–181 and complete the sentences with the necessary prepositions.**

1. A card has got a heart ..... the envelope.
2. "I wonder who that's from?" says Mrs. Bear ..... a smile.
3. Little Bear sees something ..... the window.
4. "There's a jar ..... walking ..... the garden path," says Little Bear.
5. The jar ..... honey has "To My Valentine" ..... large letters ..... the lable.
6. Three Bears sit ..... and have hot tea and honey ..... special breakfast ..... Valentine's Day.

Word Level

5. **Look through the text and find the words with the following sounds:**

1. /ei/: *day*, ...
2. /ɔ:/: *morning*, ...
3. /əʊ/: *know*, ...
4. /aʊ/: *loud*, ...
5. /ʌ/: *one*, ...
6. /ɑ:/: *card*, ...
7. /i:/: *reads*, ...
8. /h/: *heart*, ...

6. **Complete the following sentences with the necessary word.**

1. It was ..... Day.
2. Little Bear sent his Mum a ..... in the ..... .
3. Mrs. Bear saw a paw ..... at the bottom of the card.
4. Mr. Bear brought a ..... of ..... to Mrs. Bear.
5. Mrs. Bear gave Mr. Bear a big ..... .
6. The Bears had special ..... on Valentine's Day.

7. **Write 7–8 sentences about the presents you got / gave on one of the holidays. Start like this:**

It was ..... . I decided to give presents to my ..... .

PROJECT WORK

MY FAVOURITE HOLIDAY

Aim: To design a poster about your favourite holiday.

A

In class: ***Before you design a leaflet***

- Work in pairs or in small groups.

1. Look at Ann and Dan's poster about their favourite holiday. What holiday have they described in their poster? What information about this holiday have they included?

B

Out of class: *Make a poster*

- Work in small groups. Share the roles. Make parts of your poster. Write the description of a holiday and the way you usually celebrate it. Use the items:

What to wear / What to eat / What to do / Where to celebrate

You need:

- a sheet of paper A3;
- glue and scissors;
- some coloured pens, markers.

C

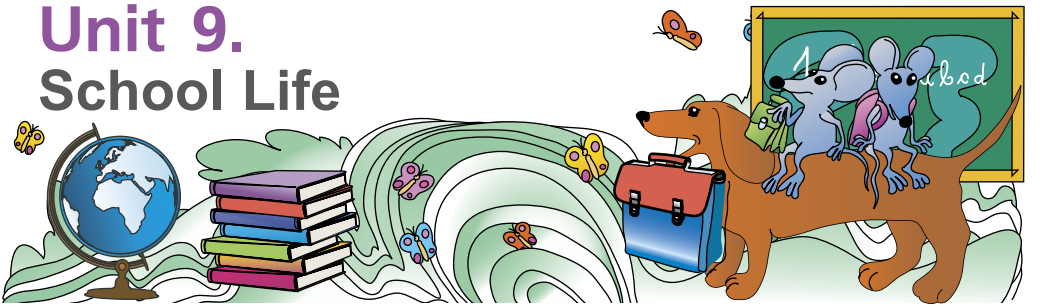
In class: *Use your poster*

- Show your poster to your classmates. Give them more information about your favourite holiday. Answer the questions.
- Read your classmates' posters. What holiday have they described? Is their information interesting?
- Vote for the best poster.

My Favourite Holiday

My favourite holiday is Christmas. We celebrate it on the 25th of December. We decorate our Christmas Tree. My father usually fixes the angel to the top of the tree. My sister and I put the decorations on it. My mum cooks dinner. She usually prepares a Christmas pudding. We always get a lot of presents.

Unit 9.
School Life



Lesson 1

1. **Listen and repeat. Say what things you use / don't use at the lessons.**

Example.

I use a pen at the lessons. I don't use a mobile telephone at the lessons.

• a pen • a toy car • a pencil • a school bag • a mobile telephone • a textbook • an exercise book • a watch • a ruler • a CD • an eraser • a pencil box • a pair of scissors • a bottle of glue • a doll • a sweet • a marker • a stapler • a diary • a dictionary • a pencil sharpener • a ball •

2. **Look at the pictures and name the things you see.**

Example.

I see a bottle of glue. It's Number 2.

3. **Work in pairs. Act out the dialogues about the things you use at school.**

1. A: Have you got a .....?
B: Yes, I have.
A: Can I take your .....?
B: Yes, certainly.

2. A: Is there a(n) ..... on your desk?
B: Yes, there is. There's a(n) ..... on my desk.

3. A: Is your pen small / ..... ?
B: Yes, it is. / No, it is not.

4. A: Is your pencil red / .....?
B: No, it is not. It is yellow.

4. **Read and complete the sentences. Use the verbs in the box given below. Say what school things the children are talking about.**

• to cut • to stick • to write • to read • to rub • to carry • to keep •

Example.

We ..... paper with it. – We cut paper with it. These are the scissors.

1. We ..... letters with it. It is a(n) ..... .
2. We ..... things together. It is ..... .
3. We ..... it. It is a(n) ..... .
4. We ..... things in it. It is a(n) ..... .
5. We ..... something off with it. It is a(n) ..... .
6. We ..... textbooks in it. It is a(n) ..... .

Grammar Lab: *General and Wh-questions*

We ask **a general question** to the whole sentence. We use the necessary auxiliary verb to build a question. We usually give a short answer to the general question.

I put a book into my bag yesterday.

***Did** you put a book into your bag yesterday? – Yes, I **did**. / No, I **didn't**.*

I usually write in my exercise books.

***Do** you usually write in your exercise books? – Yes, I **do**. / No, I **don't**.*

We ask **a special question (a Wh-question)** to a part of a sentence. We usually use the following question words:

What? Who? When? Where? Why? Whose? Whom? How?

We use the necessary auxiliary verb after the question word. We can give short and full answers to the Wh-question.

*What **did** you put into your bag yesterday? – A book.* or *I put a book into my bag yesterday.*

*Where **do** you usually write? – In my exercise books.* or *I usually write in my exercise books.*

5. **Write questions and answers as in the example.**

Example: Yesterday I draw a picture. But I didn't like it and rubbed it with an eraser. (✓)

Did you rub the picture with an eraser yesterday? – Yes, I did.
What did you rub the picture with? – An eraser.

At the lessons of music we usually measure things with a ruler. (×)

Do we usually measure things with a ruler at the lessons of music? – No, we don't.

What do we usually do with a ruler? – We usually measure things with it.

1. I always keep my pens, pencils, rulers and erasers in a pencil box. (✓)
2. My mother stuck three things together with the glue ten minutes ago. (×)
3. He cut out some pictures with the scissors yesterday. (×)
4. All children of our class keep their textbooks and their exercise books in their bags. (✓)
5. We carried our textbooks to the library yesterday. (×)
6. Pupils wrote a dictation with their pens last week. (✓)

Conversation Lab

6. **a) Work in pairs. Pupil A thinks of one of the school things. Pupil B asks questions to guess what it is. Then take turns.**

Example:

Ann: *Is it big?*
Dan: *No, it isn't. It is small.*
Ann: *Can I write with it?*
Dan: *Yes, you can.*
Ann: *Ah, I know! It is a pen.*
Dan: *That's right.*

b) Work in groups. Write a list of school rules and then discuss them.

Example: We must come to school on time.
We mustn't run in the corridors during the breaks.

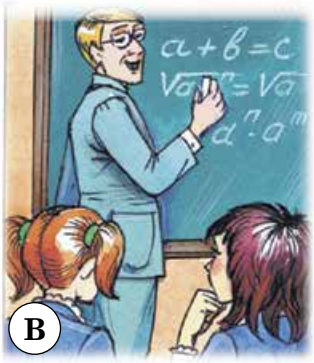
7. **Write your answers to the questions given below.**

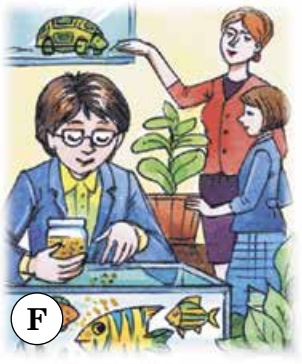
1. Do you like to study at school?
2. What school subjects did you study last year?
3. Are there many or few schools in our town / city / village?
4. Will you have English lessons next year?
5. What has your teacher just written on the blackboard?
6. The lesson is over. What is ringing now?

Lessons 2–3

1. **Look, read and match the pictures with the names of the school subjects.**

_____ **1.** Maths
_____ **2.** History
_____ **3.** Nature Study
_____ **4.** Art
_____ **5.** Ukrainian
_____ **6.** English





2. **Read and say what lessons you can hear the following sentences and questions at.**

• Music • History • Art • Mathematics • Nature Study • English •

1. **Ann:** “Do you like speaking English?”
2. **Miss Alison:** “And now we are going to learn a new song.”
3. **Miss Alison:** “Take a ruler and draw a straight line.”
4. **Dan:** “When did Ukraine become an independent state?”
5. **Kim:** “What trees can you see in the forests in Ukraine?”
6. **Alex:** “Are you drawing a picture at the moment?”

3. **Work in pairs. Ask and answer the questions about the subjects you have in your timetable.**

Example.

A: *What subjects do you have on Wednesdays?*
B: *On Wednesdays I have six lessons: English, Maths, Ukrainian Literature, PE, Nature Study and History.*

4. **Work in pairs. Ask and answer the questions about the things you use at different school lessons. Use the words from Ex. 1, page 187 and the names of the subjects in the box given below.**

• English • History • Ukrainian • Maths • Nature Study • Ukrainian literature • PE •

Example:

A: *What things do you use at the Art lesson?*
B: *At the lessons of Art I use pencils, an eraser and a pencil sharpener.*

5. **Work in pairs. Read the telephone conversation and answer the questions. Then make and act out similar dialogues.**

- Do the children have the Art lesson on Monday?
- When do they have the History lesson?
- Which room is the History lesson in?

Ann: Hi, Jane! This is Ann speaking.
Jane: Hello, Ann!
Ann: What are you doing?
Jane: I'm writing the timetable for tomorrow.
Ann: Do we have the Art lesson tomorrow?
Jane: No, we don't. The Art lesson is on Wednesday.
Ann: What is the first lesson tomorrow?
Jane: History is. It's in Room 17.
Ann: Where is it?
Jane: It's on the first floor.
Ann: Thank you. See you tomorrow then. Bye!
Jane: Bye!

6. **Read and complete the text. Use the words: *teacher, books, came, exercise books, blackboard, went, desk, copy books.***

Peter ..... to school in the morning. He put his ..... and ..... into his school bag. When Peter ..... to school, he sat down at his ..... . The ..... came into the classroom. She asked one pupil to write the word "Apple" on the ..... and the other children wrote it in their ..... .

Conversation Lab

7. **a) Work in two groups. Talk about the school subjects. Make a graph. Use the words: *easy, difficult, important, useful, fun, boring, interesting.***

Example:

A: *Is Maths easy? – No, it isn't. It is difficult.*
B: *Which subject is boring? – I think, Nature Study is.*

English	Maths	History	Ukrainian	PE	Nature Study	Art
easy	*difficult*	*important*	*useful*	*fun*	*boring*	*interesting*

b) Read the other group's graph and say as in the example.

Example:

Group A thinks that Maths is easy but we think it is difficult.

8. **Read and complete the gaps with the correct items A, B or C.**

I'm in the fifth form now. At my school we **(1)** ..... six lessons a day, three in the morning and three in the afternoon. This year we **(2)** ..... thirteen subjects! Monday morning **(3)** ..... terrible. We have Maths for two lessons and then the Nature Study lesson. Monday afternoon is nice: we have two lessons of English and then Music. Tuesday is my favourite day. We have History and English in the morning and then Computer Studies and Art. On Wednesday we have the PE lesson in the afternoon. It's my favourite subject. I **(4)** ..... Wednesday afternoon! Thursday is difficult. I **(5)** ..... like German but it's useful. Friday is OK because it is the last day of the school week. Saturday and Sunday **(6)** ..... great fun!

1	**A** has	**B** have	**C** has had
2	**A** are studying	**B** studies	**C** study
3	**A** is	**B** are	**C** has been
4	**A** likes	**B** like	**C** liked
5	**A** don't like	**B** doesn't like	**C** hasn't liked
6	**A** is	**B** were	**C** are

Lessons 4-5

1. **Work in pairs. Write a list of questions to ask your friend about the school subjects in the box given below. Then take turns to ask and answer them.**

• English • Ukrainian Literature • the Ukrainian Language • History • Mathematics • PE • Handicrafts • Drawing •

Example.

A: *What is your favourite subject? Why do you like it?*
B: *My favourite subject is ..... because ..... .*

2. **Work in pairs. Take turns to ask and answer the questions. Use the words and word combinations in the boxes given below.**

Activities
• calculating • doing the sums • reciting poems • reading stories • singing songs • drawing flowers • playing games • writing compositions • jumping and running •

Verbs
• (not) to be good at • to be quite good at • to be very good at • to like doing something • can ..... very well •

Example.

A: *Do you like Mathematics?*
B: *Yes, I do because I like doing the sums. / No, I don't because I don't like doing the sums.*
A: *Are you good at doing the sums?*
B: *Yes, I am. / No, I am not. I can do the sums very well. / I can't do the sums very well.*

3. **Use the Present Simple Tense to complete the sentences in this interview.**

Interviewer: Tell me about your school, Diana.
Diana: I **(0)** *go* (to go) to Gymnasium #5 in my native city.
Interviewer: What subjects **(1)** ..... (you / to study)?
Diana: Well, I **(2)** ..... (to study) English, German, Maths, Music, PE, History and other subjects.

Interviewer: Which subject **(3)** ..... (you / to like) best?
Diana: I **(4)** ..... (to love) English. We always **(5)** ..... (to work) hard at the English lessons.
Interviewer: **(6)** ..... (you / to like) writing dictations?
Diana: No, I **(7)** ..... (to hate) it. My teacher always **(8)** ..... (to tell) me I should practise more.
Interviewer: What activities **(9)** ..... (you / to be) good at?
Diana: I think I'm very good at singing English songs. I **(10)** ..... (to love) them!

4. **Work in pairs. Talk about the class activities. Use the expressions in the box given below.**

• to learn quickly • to write letters / stories • to learn new English words • to recite a poem • to read • to start a conversation in English • to do a crossword • to listen to a story • to do a project • to draw / to paint • to count • to use a calculator •

Examples:

1. **A:** *Which classroom activities are you good at?*
   B: *I am good at writing letters.*
2. **A:** *Are you good at writing letters?*
   B: *Yes, I am. / No, I am not.*
3. **A:** *I can paint very well.*
   B: *I can't, but I can draw.*

5. **Look at the pictures and write what the children did at the lessons yesterday.**

Example.

The children read the texts and wrote a letter at the English lesson yesterday.

1

to read and write

2

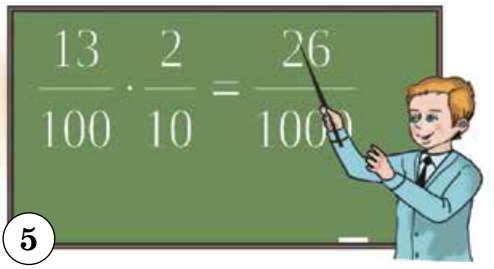
to learn to draw

3

to work in pairs

4

to run and jump



5

6

to learn about numbers **to ask and answer the questions**

Conversation Lab

6. **Work in pairs. Read and act out the dialogues. Then make up similar ones about the subjects you study at school.**

1. A: Hi, Cindy! What lesson are you going to have?
B: Oh, hi, Helen! I'm going to have Mathematics.
A: Is Mathematics useful?
B: Yes, it is. Pupils learn how to count, add numbers and use the calculator.

2. A: Is she going to paint a picture?
B: No, she is going to draw a picture.

3. A: Let's play football in the evening.
B: That's a good idea!

7. **a) Read and complete the text about Alex's school day. Put the verbs in brackets into the correct tense form.**

I am Alex. I am 10 and I am in the fifth form at school #3. It (0) *was* Monday yesterday. What a terrible day it **(1)** ..... (to be)! I **(2)** ..... (to wake) up late and **(3)** ..... (not / to have) time to eat my breakfast. I was nearly late for school.

The first lesson was Maths. I am not very good at Maths. Serhiy Denysovych, our Maths teacher, (4) ..... (to give) us some sums to do. They were difficult. The next lesson was French. I (5) ..... (to like) French, but I hate doing grammar exercises! After the break we (6) ..... (to have) two lessons of English! I (7) ..... (to forget) to do my homework. Kate (8) ..... (to let) me copy it. After English we had some time for lunch. Then we had the History lesson. The last lesson was my favourite lesson of PE. We (9) ..... (to play) football! It was great! At 2:15 I (10) ..... (to go) home.

b) Write what flex should do to be a good students. Use the modal verb *should*.

Lessons 6-7

1. **Listen, read and match the names of the teachers with the subjects they teach.**

I live in a big city of Poltava. I go to school. I am in the fifth form now. I have new subjects and many new teachers this school year. Here is a list of names of teachers in English. On the first day at school, our class teacher introduces new teachers to us.

1. English	**a)** Pavlenko Iryna Semenivna
2. Maths	**b)** Karpova Svitlana Petrivna
3. Ukrainian	**c)** Lytvyn Nataliya Petrivna
4. History	**d)** Koval Hanna Markivna
5. Music	**e)** Havryliuk Tetyana Andriyivna
6. Art	**f)** Symonova Oksana Victorivna
7. Handicrafts	**g)** Shcherbak Ivan Mykytovych
8. Nature Study	**h)** Ovcharuk Halyna Ivanivna
9. PE	**i)** Petrenko Olena Vasylivna

2. **Look at your notes and say as in the example. Add more information.**

Example:

Havryliuk Tetyana Andriyivna teaches us English. She is a wonderful teacher. She is very patient and kind. She tolerates our mistakes and teaches us to speak English fluently. We also play games and sing English songs.

3. **Look at the table and say when the lessons start in this secondary school.**

Example:

The first lesson starts at half past eight.

Lesson Times	
8.30 – 9.15 Lesson 1	11.30 – 12.15 Lesson 4
9.15 – 9.25 Break	12.15 – 12.35 Break
9.25 – 10.10 Lesson 2	12.35 – 13.20 Lesson 5
10.10 – 10.25 Break	13.20 – 13.30 Break
10.25 – 11.10 Lesson 3	13.30 – 14.15 Lesson 6
11.10 – 11.30 Break	

4. **Speak in class. Say when the lessons start in your school.**

Example.

Our first lesson starts at half past eight in the morning.

5. **a) Listen and read the interview. Complete the questions. Start them with the words: *What time ...?, How ...?, Which ...?, Do ...?, Why ...?***

b) Work in pairs. Ask your friend questions as in the interview. Write down his / her answers.

Serhiy studies at the secondary school #3 in Poltava.

Interviewer: ..... you get up?
Serhiy: I usually get up at six o'clock every day.
You: ..... at six o'clock?
Serhiy: I always have many things to do! I usually do my morning exercises and then I take my dog for a walk.
You: ..... get to school?
Serhiy: My father usually drives me to school in his car. Before the lessons, I often help my teacher to get everything ready.
You: ..... like school?
Serhiy: Yes, I do. Maths is difficult, but History is so interesting!
You: ..... favourite day?
Serhiy: Tuesday is. We have History and English in the morning and then Computer Studies and Art.

Conversation Lab

6. **Work in groups. Complete and act out the dialogue given below. Use the phrases in the box given below.**

• to change classrooms • to prepare things for the next lesson • to relax after the lesson • to have lunch in the school canteen • to have a walk in the corridors / school yard • to have a talk with friends / classmates • to have a rest between the lessons •

A: How many lessons a day do you have?
B: I have ..... .
A: When does your first lesson start?
B: Our first lesson starts at ..... . It is the lesson of ..... . Our teacher is ..... .
A: When do you have the longest break?
B: We have two long breaks after the ..... lesson and the ..... lesson. They are twenty minutes each.
A: What do you usually do during the breaks?
B: We ..... . Sometimes we ..... . When the weather is warm we can ..... .

7. **Write a letter to your English-speaking friend. Tell him / her about the subjects you study at school this year and the teachers who teach you.**

Start like this:

Dear .....,
Thank you for your letter. In this letter I'd like to tell you about the subjects that we study at school this year ..... . Our first lesson starts at ..... .

Finish with:

Write me soon and tell me about .....
Yours,
.....

Lesson 8

1. **Work in pairs. Ask and answer the questions about your school subjects.**

1. What school do you study at?
2. What form are you in?
3. What subjects do you study this year?
4. How many lessons a day do you have?
5. When do your lessons start?
6. When are your lessons over?

2. **Read the pupils' opinions about their school subjects and say what subjects they like and don't like.**

Serhiy: I'd like to be an engineer. It's very important for me to know Mathematics well. People can't build fine buildings or bridges without Mathematics. We can't buy anything without Mathematics. I have got Maths lessons three times a week.

Anna: My favourite lesson is Nature Study. It's so interesting for me to learn new things about the natural world. At the lessons we learn about plant and animal life. In my notebook I always draw and write about what I've learnt. It's really great!

Danylo: I enjoy my school PE lessons. We have them twice a week. We usually wear our PE kits. These are yellow T-shirts and blue shorts. In early autumn and spring we have our PE lessons on the school sports ground. We run, jump and play different ball games there. It is not as difficult as Mathematics and it is not boring like History!

Kate: All school subjects are difficult and boring for me. I spend much time doing my homeworks. Drawing is the best subject for me. I draw all the time and everywhere. When I draw I use a pen, a pencil or a piece of chalk. When I paint I use my paints and paintbrushes.

3. **Read and complete the sentences.**

1. ..... likes animals and plants.
2. ..... loves making pictures.
3. ..... thinks that ..... is interesting / great / boring.
4. ..... thinks that ..... difficult / not difficult.

Conversation Lab

4. **Speak in class. Talk about the school subjects your friends study at school. Use the words in the box given below.**

• Mathematics • Ukrainian Literature • Ukrainian Language • Nature Study • History • Foreign Languages • Life and Health Care • English • German • French • Handicrafts • PE • Drawing •

Example.

At school Inna has got Mathematics every day.

At school Oles studies Handicrafts. He has got this lesson on Friday.

5. **Make dialogues as in the example. Use the words and phrases in the boxes given on page 197.**

Example.

A: Do the pupils do exercises at the lessons of English?

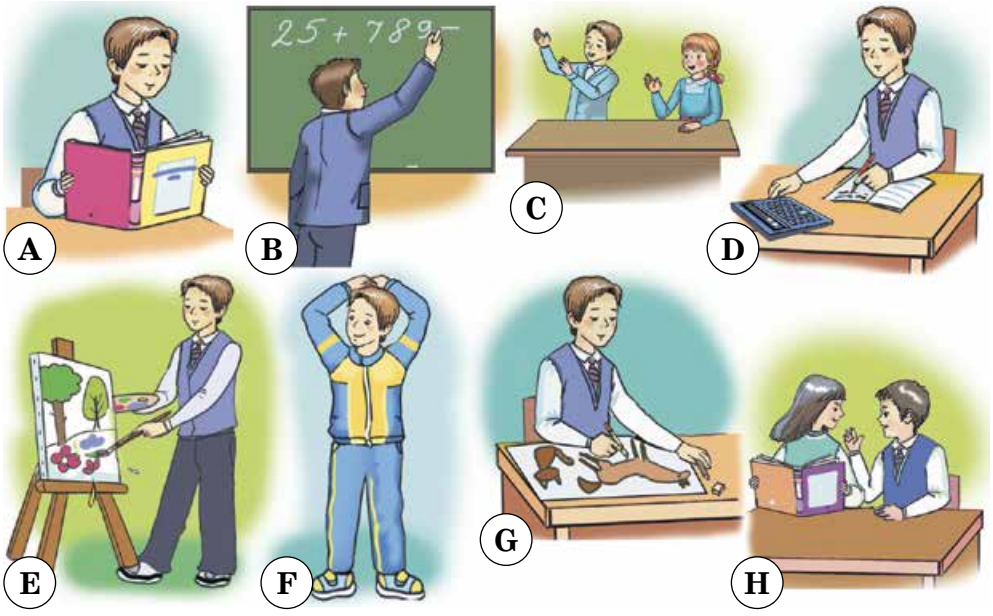
B: Yes, they do.

School Subjects

• Maths • Drawing • History • Nature Study •

Activities

• to count • to do the sums • to calculate • to use four rules of Mathematics • to read books / texts / rules • to do exercises • to answer the teachers' and classmates' questions • to listen to smb's answers • to draw pictures / flowers / leaves / animals •



6. **Put the verbs in brackets into the correct tense form.**

1. Ivan ..... (to read) English fast, but I ..... (to read) English slowly.
2. Which languages ..... (you / to understand)? – I ..... (to understand) English and German a little.
3. Olha ..... (to like) Music, but she ..... (not / to like) Maths because it's difficult for her.
4. When ..... (he / to have) six lessons?
5. ..... (you / to do) your homework yesterday?
6. ..... (Maths / to be) useful?
7. I ..... (to get) three good marks yesterday.
8. Steve ..... (already / to write) his composition.
9. They ..... (to answer) the teacher's questions now.
10. Sue ..... (to have) lunch in the school canteen tomorrow.

Lessons 9-10

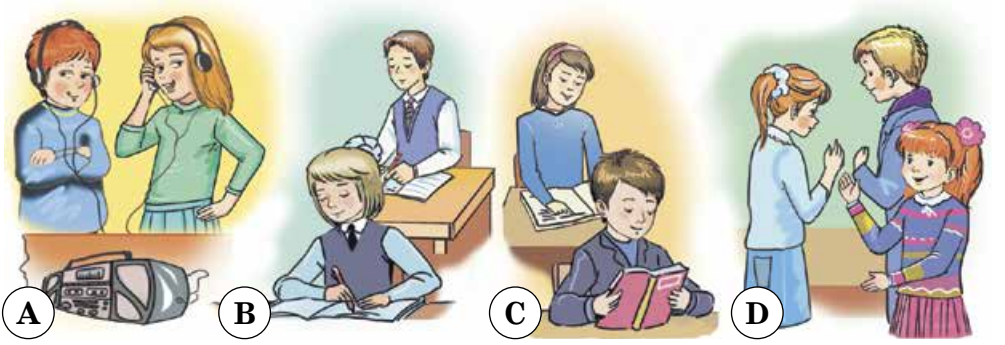
1. **Listen and repeat. Say what you usually do at the English lessons.**

Example.

We usually read about life in Great Britain and the USA. Our teacher often tells us about people who live there.

• to learn new words • to read about Great Britain and the USA • to know more about people who live in Great Britain and in the USA • to study about people's traditions • to write • to listen to poems and songs • to recite poems • to sing songs •

2. **Listen and match the speakers (1–4) to the activities (A–D) they do at the English lessons.**



3. **Read what some children think of their English lessons.**

Dan: Our English lessons are fantastic! I like them very much. I work hard at the lessons and at home and always get good marks. We organise English parties for primary school students. Sometimes I watch TV programmes on the Discovery Channel. They are in English.

Mary: I like our English lessons. We do different exercises, read the texts, play games, sing songs and speak a lot. I enjoy doing class projects with my friends. Last year we did a project on saving flora and fauna of our country.

Nick: Many people in the world speak English nowadays. I think English lessons are difficult. I have problems with spelling and pronunciation. But I work hard to know this language well. My friends help me with English grammar.

Diana: As for me, English is boring. My teacher gives us a lot of homework every day. The only thing I love about English is reading different stories in English. Some of them are very funny. I also like to learn about traditions people have in different countries. I enjoy participating in school parties.

4. **Work in small groups. Discuss why Mary, Nick, Diana and Dan like or don't like their English lessons.**

Example. *Mary likes her English lessons because she enjoys doing class projects.*

5. **Work in groups. Say what makes English lessons interesting or boring. Use the words and word combinations in the box given below.**

• to write exercises / tests / stories / compositions • the textbook is nice • we read about..... • the teacher is good / knows the subject well • homework is / isn't large • there is a lot of writing • there is / isn't a lot to learn by heart •

Example. *English is interesting because ..... . English is boring because ..... . English is difficult because ..... .*

Conversation Lab

6. **Listen, read and act out the dialogue.**

Alex: You speak English very well, Dan.
Dan: I can read and speak English just a little.
Alex: Do your parents speak English?
Dan: My father speaks English very well. He was in Great Britain last year. My mum doesn't speak English. Sometimes my sister Ann and me watch English cartoons on TV!
Alex: That's nice. It can help you speak English better.

7. **Work in pairs. Talk about your school English lessons. Say what you like / don't like about them.**

8. **Write the answers to the questions.**

1. What languages do you know?
2. When did you start learning English?
3. Can you understand English well?
4. Can you read and write English?
5. Why do you learn English?
6. Have you visited any English-speaking countries?
7. Do you have a penfriend from an English-speaking country?

Lesson 11

Grammar Lab: *Pronouns*

I – me – my	
You – you – your	We – us – our
He – him – his	You – you – your
She – her – her	They – them – their
It – it – its	

1. **Work in pairs. Complete the dialogues with the correct pronouns and act them out.**

1. **A:** Do your parents teach in our school?
B: No, ... don't. ..... teach students at the university.

2. **A:** Do you know how to spell the word "canteen"?
B: Sure. I can spell .... is so easy.

3. **A:** Is Steve Parker in your class?
B: Yes, ... is. I sit next to ..... .

2. **Complete the sentences with the correct form of the verbs in brackets.**

1. The pupils ..... Exercise 5 yet. (not / to do)
2. My friend ..... already ..... his homework. (to finish)
3. I ..... many English books last month. (to read)
4. ..... we ..... an interesting film in History tomorrow? (to see)
5. I ..... my homework now. (to do)
6. They ..... this exercise 10 minutes ago. (to write)
7. Helen ..... her homework yesterday. (not / to do)
8. ..... he ..... the sums at the lesson of Mathematics? (to do)

3. **Write negative sentences.**

1. School year always begins on the 1st Monday of September.
2. In Ukrainian schools classes usually begin at eleven o'clock in the morning.
3. Pupils wear their best clothes to schools in Ukraine.

4. **Listen and read. Then, tick the statements T (*True*) or F (*False*).**

Bob: My favourite school subject is Computer Studies. We have lessons twice a week – on Tuesdays and Fridays. I don't like to play active games. I like to use the computer. I often write letters to my friends who live in other countries. I send them photos and chat with them about our school life. Sometimes I use the Internet to do my homework. I also listen to music. But my favourite activity is playing computer games. My mother always asks me to use computer safely. She asks me to give my eyes some rest and sit with my back straight.

___ 1. I like to play active games.
___ 2. I often write letters to my friends who live in other countries.
___ 3. My favourite activity is playing computer games.
___ 4. Bob doesn't send photos by email.
___ 5. I should give my eyes some rest and sit with my back straight.
___ 6. Bob can use the Internet.

Conversation Lab

5. **Speak in class. Talk about your happy / bad day at school. In your story tell the classmates:**
- **what day it was;**
- **what happened;**
- **who you spent that day with;**
- **what happened in the end.**

6. **Write about your English lesson. Use the words: *favourite, a subject, to begin, to study, to read English books, to do exercises, to learn the new words, to use a dictionary, to learn a lot, to get good marks, to read stories in English, to act out the dialogues*.**

Extensive Reading

1. **Work in pairs. Look and talk about the picture.**

Example.

A: *Is this a room or a classroom?*
B: *I think it's a classroom.*
A: *Are the children having a lesson?*
B: *Yes, they are.*
A: *Why is that girl standing at the door?*

2. **Work in two groups. Read and exchange the information.**
Group A reads Part I of the story.
Group B reads Part II of the story.

A New Friend

(After *Polly Putnam*)

Part I

It was January. Wind blew hard on the windows. The door opened, and the girl walked in and stood near the door. She wore a furry blue coat.

Miss Alison, the teacher, spoke to her. Then she said, "Class, this is our new girl. Her name is Helen Taylor." Miss Alison pointed to the desk in front of Jane. "Sit there, Helen," she said.

Jane smiled when Helen sat down and Helen didn't smile back. She even didn't turn around all morning. At noon Jane took Helen for lunch.

"Will you eat with us?" Jane asked. Helen only shook her head and went to a table by herself.

Part II

Jane and her friends sat at the table together. They talked about a new girl.

"Why doesn't she want to make friends?" asked Jane.

"Maybe, she is shy," said Dan.

"If we are nice to her, she'll soon be our friend," said Ann.

Jane, Dan, and Ann helped Helen. Jane gave Helen a pencil and a ruler. Dan helped her to take out a book in the school library. Ann took Helen to the school gym. They played happily together.

Helen said, "Thank you," and smiled at her new friends. She was not going to be lonely in this new school!

Text Level

3. **Read and order the sentences according to the story.**

C Miss Alison pointed to the desk in front of Jane.
___ Helen said she was not going to be lonely in this new school!
___ Jane and her friends sat at the table together and began to talk about a new girl.
___ It was January. The door opened, and the girl walked in and stood near the door.
___ "If we are nice to her, she'll soon be our friend," said Ann.
___ Jane smiled when Helen sat down and Helen didn't smile back.

Sentence Level

4. **Write. Decide *who* or *what* each underlined pronoun stands for.**

1. The door opened and the girl stood near **it**.
2. The girl walked into the classroom. **She** wore a furry blue coat.
3. Miss Alison said, "Class, this is our new girl. **Her** name is Helen Taylor."
4. Miss Alison pointed to the desk in front of Jane and asked Helen to sit there.
5. Jane and her friends sat at a table together. **They** talked about a new girl.
6. If Jane, Dan and Ann are nice to Helen, she'll soon be **their** friend.

Word Level

5. **Put the letters in the right order to get the verbs. Then match them to the descriptions on page 204.**

• t e g • k e a m • i t s • k e l i • o d •

Example.

r e l n a – learn – To get knowledge of a subject.

1. To receive something that someone gives you.
2. To create or prepare something.
3. To be on a chair or on the ground.
4. To think that something is nice or good.
5. To carry an activity.

6. **Choose the correct verbs from Ex. 5, page 203 to complete the sentences.**

1. I ..... many poems at school by heart.
2. Ann ..... her homework yesterday.
3. My friend studies well and ..... good marks.
4. We ..... Mathematics most of all.
5. The new pupil ..... down at the desk in front of Jane.
6. All children wanted to ..... friends with Helen.

7. **Write six questions to the text of Ex. 2, pp. 202–203.**

PROJECT WORK

MY IDEAL SCHOOL

Aim: To design a poster about your ideal school.

A

In class: ***Before you write a poster***

- Work in pairs or small groups.

1. Look at Ann and Dan's poster about their ideal school. Read Part One. What items have they described in their poster?
2. Read Part Two. What information about the school uniform, school subjects, food, holiday trips have they included?

B

Out of class: ***Make a poster***

- Work in small groups. Share the roles. Make parts of your poster. Write the description of a school uniform, a school lunch, school subjects and a school holiday trip. Include the following:

What to wear / What to eat / What school subjects to study / Where to go

You need:

- a sheet of paper A3;
- glue and scissors;
- some coloured pens, markers.

C

In class: ***Use your poster***

- Show your poster to your classmates. Give them more information about your ideal school. Answer the questions.
- Read your classmates' posters. What ideal school have they described? Is their information interesting?
- Vote for the best poster.

My Ideal School

School Uniform

In my ideal school a uniform for girls is a jacket, a skirt or trousers of dark blue or dark brown colour. The blouses are white or other light colours. When it is warm or hot schoolchildren can wear shorts and T-shirts.

The boys wear trousers, a jacket, a shirt of light colours and when it is warm or hot – shorts and a T-shirt.

School Lunch

A school canteen is small because my school is not large. We don't have hamburgers, sweets, cookies and lemonade on the menu.

School Subjects

We study traditional school subjects and new ones such as Drama and Music. At the lessons of Music schoolchildren learn to play the musical instruments. At the lessons of Drama they act in plays.

School Holiday Trips

We often go on different school trips. Schoolchildren visit different cities in Ukraine. They also go to other countries to practise foreign languages.

Vocabulary

Aa

accountant *n* /əˈkaʊntənt/ бухгалтер
admire, *v* /ədˈmaɪə/ захоплюватися; милуватися
ancient, *adj* /ˈeɪnʃənt/ античний
anorak, *n* /ˈænəræk/ тепла куртка на блискавці з каптуром
anthem, *n* /ˈænθəm/ гімн
appear, *v* /əˈpɪə/ з'являтися, показуватися
architecture, *n* /ˈɑːkɪˌtektʃə/ архітектура структура
assembly hall, *n* /əˈsembli hɔːl/ актова зала
attend, *v* /əˈtend/ відвідувати
attentive, *adj* /əˈtentɪv/ уважний
attraction, *n* /əˈtrækʃən/ привабливість; принадність

Bb

be full of, *phr* бути заповненим
be good at, *phr* добре вміти робити щось
beat, *v* /biːt/ бити, ударяти, стукати; *n* удар
beech, *n* /biːtʃ/ бук
beetroot, *n* /ˈbiːtruːt/ буряк
beloved, *adj* /bɪˈlʌvɪˌd/ улюблений
blazer, *n* /ˈbleɪzə/ блейзер (яскрава фланелева спортивна куртка)
border on, *phr* /ˈbɔːdə/ межувати з
brochure, *n* /ˈbrəʊʃə/ брошура

Cc

camp out, *phr* /kæmp aʊt/ ночувати на відкритому повітрі, просто неба
canteen, *n* /kænˈtiːn/ їдальня
carol, *n* /ˈkærəl/ гімн, різдвяна пісня
carry, *v* /ˈkæri/ нести, переносити
casual, *adj* /ˈkæʒuəl/ випадковий; повсякденний (*про одяг*)
cathedral, *n* /kəˈθiːdrəl/ собор
cheerful, *adj* /ˈtʃɪəfəl/ веселий, радісний
coastline, *n* /ˈkəʊstlaɪn/ берегова лінія
comfortable, *adj* /ˈkʌmftəbəl/ зручний; комфортабельний
community, *n* /kəˈmjuːnɪˌti/ громада, община
connect (with, to), *v* /kəˈnekt/ з'єднувати, зв'язувати; сполучати
consist of, *v* /kənsɪst əv/ складатися з
conversation, *n* /ˈkɒnvəˈseɪʃən/ розмова, бесіда
create, *v* /kriˈeɪt/ створювати
crisp, *n* /krɪps/ хрустка картопля

Dd

dangerous, *adj* /ˈdeɪndʒərəs/ небезпечний
decide on, *phr* /dɪˈsaɪd/ вирішувати
decorate, *v* /ˈdekəreɪt/ прикрашати
deep, *adj* /diːp/ глибокий
delicious, *adj* /dɪˈlɪʃəs/ дуже смачний
department, *n* /dɪˈpɑːtmənt/ відділ
depend, *v* /dɪˈpend/ залежати
describe, *v* /dɪˈskraɪb/ описувати
description, *n* /dɪˈskrɪpʃən/ опис
desert, *n* /ˈdezət/ пустеля
designer, *n* /dɪˈzaɪnə/ конструктор, проектувальник; дизайнер
dessert, *n* /dɪˈzɜːt/ десерт, солодке
detail, *n* /ˈdiːteɪl/ деталь, подробиця
diary, *n* /ˈdaɪəri/ щоденник
discovery, *n* /dɪsˈkʌvərɪ/ відкриття
dishwasher, *n* /ˈdɪʃwɒʃə/ посудомийна машина
display, *n* /dɪˈspleɪ/ показ, демонстрація

Ee

early, *adj* /ˈɜːli/ ранній
east, *n* /iːst/ схід
engineer, *n* /ˌendʒɪˈnɪə/ інженер
envelope, *n* /ˈenvələʊp/ конверт
especially, *adv* /ɪˈspeʃəli/ особливо, спеціально
event, *n* /ɪˈvent/ подія
exciting, *adj* /ɪkˈsaɪtɪŋ/ хвилюючий; захоплюючий
excursion, *n* /ɪkˈskɜːʃən/ екскурсія; (туристична) поїздка
exhibition, *n* /eksɪˈbɪʃən/ виставка
expensive, *adj* /ɪkˈspensɪv/ дорогий
explain, *v* /ɪkˈspleɪn/ пояснювати

Ff

fabulous, *adj* /ˈfæbjʊləs/ неймовірний
fashionable, *adj* /ˈfæʃənəbəl/ фешенебельний, світський; модний
fireplace, *n* /ˈfaɪəpleɪs/ камін
flat, *adj* /flæt/ рівнинний
flour, *n* /flaʊə/ борошно
football pitch, *phr* футбольне поле
foreign, *adj* /ˈfɒrɪn/ іноземний
French, *n* /frentʃ/ французька мова, французький

freshly-baked, *adj* свіжоспечений
friendship, *n* /ˈfrendʃɪp/ дружба

Gg

gather, *v* /ˈgæðə/ збирати
general, *adj* /ˈdʒenərəl/ основний, загальний
generous, *adj* /ˈdʒenərəs/ щедрий, великодушний
go boating, *phr* кататися на човні
go camping, *phr* відправлятися в похід
go for a walk, *phr* прогулюватися
go hiking, *phr* ходити в похід
go shopping, *phr* робити покупки
go sightseeing, *phr* оглядати визначні місця
go skiing, *phr* кататися на лижах
golden, *adj* /ˈgəʊldən/ золотий
greenery, *n* /ˈgriːnəri/ зелень, рослинність, листя
greeting card, *n* вітальна листівка
grill, *n* /grɪl/ гриль; смажити на грилі
grown-up, *n* /ˈgrəʊnˌʌp/ дорослий
guided tour, *phr* /ˈgaɪdɪdˌtʊə/ екскурсія з екскурсоводом

Hh

hard-working, *adj* /ˌhɑːdˈwɜːkɪŋ/ працьовитий; старанний
health resort, *phr* оздоровчий курорт
hiking, *n* /ˈhaɪkɪŋ/ пішохідна екскурсія, прогулянка пішки
hilly, *adj* /ˈhɪli/ гористий
hobby, *n* /ˈhɒbɪ/ хобі, улюблене заняття
honest, *adj* /ˈɒnɪst/ чесний
husband, *n* /ˈhʌzbənd/ чоловік

Ii

imagine, *v* /ɪˈmædʒɪn/ уявляти
important, *adj* /ɪmˈpɔːtənt/ важливий, значний
improve, *v* /ɪmˈpruːv/ удосконалювати
ingredient, *n* /ɪnˈgriːdiənt/ компонент, інгредієнт
irregular, *adj* /ɪˈregjʊlə/ неправильний
item, *n* /ˈaɪtəm/ пункт, параграф

Jj

jacket, *n* /ˈdʒækɪt/ жакет; піджак; куртка
jack-o'-lantern, *n* /dʒækəˈlæntən/ гарбуз на Геллоуїн
join, *v* /dʒɔɪn/ з'єднувати, об'єднувати; вступати
joke, *n* /dʒəʊk/ жарт
jug, *n* /dʒʌg/ глечик
jumper, *n* /ˈdʒʌmpə/ джемпер

Kk

keep, *v* /kiːp/ тримати, зберігати
keep in touch, *phr* підтримувати зв'язок
kettle, *n* /ˈketl/ чайник
knock, *v* /nɒk/ стукати
knowledge, *n* /ˈnɒlɪdʒ/ знання

Ll

lable, *n* /ˈleɪbəl/ ярлик, етикетка
lace up, *phr* /ˌleɪsˌʌp/ зав'язувати
lake, *n* /leɪk/ озеро
lawyer, *n* /ˈlɔːjə/ юрист; адвокат
leaflet, *n* /ˈliːflɪt/ листівка; брошурка
library, *n* /ˈlaɪbrəri/ бібліотека
lively, *adv* /ˈlaɪvli/ жваво, весело
lonely, *adj* /ˈləʊnli/ самотньо
loose, *adj* /luːs/ вільний, широкий
luggage, *n* /ˈlʌgɪdʒ/ багаж

Mm

market place, *phr* ринкова площа
marmalade, *n* /ˈmɑːməleɪd/ мармелад
mash, *v* /mæʃ/ товкти
mask, *n* /mɑːsk/ маска
memorize, *v* /ˈmeməraɪz/ запам'ятовувати
menu, *n* /ˈmenjuː/ меню
modern, *adj* /ˈmɒdn/ сучасний; новітній
museum, *n* /mjuːˈziəm/ музей
mushroom, *n* /ˈmʌʃruːm/ гриб
mustard, *n* /ˈmʌstəd/ гірчиця

Nn

(the) National Coat of Arms, *phr* герб
national, *adj* /ˈnæʃənəl/ національний
natural, *adj* /ˈnætʃərel/ природний, справжній
neighbourhood, *n* /ˈneɪbəhʊd/ сусідня місцевість
northeast *n* /nɔːθiːst/ північний схід
northwest *n* /nɔːθwest/ північний захід
nothing, *pron* /ˈnʌθɪŋ/ нічого, зовсім

Oo

o'clock, *n* /əˈklɒk/ година
oak, *n* /əʊk/ дуб
occasion, *n* /əˈkeɪʒən/ випадок
offer, *n* /ˈɒfə/ пропозиція

opinion, *n* /əˈpɪnjən/ думка; погляд; переконання
outdoor, *adj* /aʊtˈdɔː/ зовнішній
outdoor café, *n* літнє кафе, кав'ярня
overcoat, *n* /ˈəʊvəkəʊt/ пальто; шинель

Pp

participate, *v* /pɑːˈtɪsl̩peɪt/ брати участь
path, *n* /pɑːθ/ стежка; доріжка
patio, *n* /ˈpætiəʊ/ внутрішній дворик
patron, *n* /ˈpeɪtrən/ покровитель
peel, *n* /piːl/ лушпайка; *v* чистити
penfriend, *phr* друг за листуванням
pick up, *phr* піднімати, підбирати
piece, *n* /piːs/ шматок, частина
plain, *n* /pleɪn/ рівнина
polite, *adj* /pəˈlaɪt/ ввічливий, вихований
porridge, *n* /ˈpɒrɪdʒ/ (вівсяна) каша
pour, *n* /pɔː/ злива; *v* наливати
practical, *adj* /ˈpræktɪkəl/ практичний
practise, *v* /ˈprækt l̩s/ практикуватися
prefer, *v* /prɪˈfɜː/ надавати перевагу
prepare, *v* /prɪˈpeə/ готувати, підготовляти
puddle, *n* /ˈpʌdl/ калюжа
pull, *v* /pʊl/ тягти, смикати
pull off, *phr* знімати
put on, *phr* одягати
put up, *phr* піднімати, ставити
puzzle, *n* /ˈpʌzəl/ загадка; головоломка

Qq

quarter, *n* /ˈkwɔːtə/ чверть
queen, *n* /kwiːn/ королева
quiet, *adj* /kwaɪət/ тихий
quite, *adv* /kwaɪt/ цілком, зовсім; повністю; абсолютно
quiz, *n* /kwɪz/ вікторина

Rr

raisin, *n* /ˈreɪzən/ родзинка
raspberry, *n* /ˈrɑːzbərɪ/ малина
refreshing, *adj* /rɪˈfreʃɪŋ/ свіжий, прохолодний
refuse, *v* відмовлятися
regional centre, *phr* обласний центр
resident, *n* /ˈrez l̩dənt/ постійний житель
respect, *v* /rɪˈspekt/ поважати
roll, *n* /rəʊl/ клубок, загорнутий предмет
rope, *n* /rəʊp/ мотузка
rub, *v* /rʌb/ терти
rucksack, *n* /ˈrʌksæk/ рюкзак
rudely, *adv* образливо, зухвало, грубо, брутально
rule, *n* /ruːl/ правило
run, *v* /rʌn/ бігати; *n* біг

Ss

safely, *adv* /ˈseɪfli/ благополучно, надійно
sailboat, *n* /ˈseɪlbəʊt/ вітрильне судно
saint, *n* /seɪnt/ святий
scientific, *adj* /saɪənˈtɪfɪk/ науковий
scissors, *n* /ˈsɪzəz/ ножиці
set the table, *phr* накривати на стіл
several, *adj* /ˈsevərəl/ особливий
sew, *v* /səʊ/ шити, зшивати, зашивати
share, *n* /ʃeə/ частка, частина
share, *v* /ʃeə/ ділити, розподіляти, ділитися
shopping, *n* /ˈʃɒpɪŋ/ відвідування магазину з метою покупки
similar, *adj* /ˈsɪmələ/ на що-небудь схоже, подібне
size, *n* /saɪz/ розмір(и), величина; об'єм; чисельність
skiing, *n* /ˈskiːɪŋ/ лижний спорт
skirt, *n* /skɜːt/ спідниця
skyscraper, *n* /ˈskaɪskreɪpə/ хмарочос, висотний будинок
sleeping bag, *phr* спальний мішок
sneakers, *n* /ˈsniːkəz/ тапочки, кросівки
snow-covered, *adj* засніжений
soil, *n* /sɔɪl/ ґрунт, земля
son, *n* /sʌn/ син
spell, *v* /spel/ вимовляти або писати по буквах; читати по складах
spend, *v* /spend/ витрачати, розтрачувати
sprinkle, *v* /ˈsprɪŋkəl/ бризкати
steppe, *n* /step/ степ
stick, *v* /stɪk/ приклеювати, прикріплювати
sticker, *n* /ˈstɪkə/ стікер
stylish, *adj* /ˈstaɪlɪʃ/ стильний
surprise, *n* /səˈpraɪz/ подив, здивування; сюрприз
sweatshirt, *n* /ˈswetʃɜːt/ бавовняна спортивна фуфайка

Tt

table tennis, *phr* настільний теніс
take off, *v* знімати
take a photo, *phr* робити фото
take a swimming lesson, *phr* брати урок плавання
take care of, *phr* піклуватися
teaspoon, *n* /ˈtiːspuːn/ чайна ложка

telephone, *n* /ˈtelˌəfəʊn/ телефон
tent, *n* /tent/ намет
terrible, *adj* /ˈterˌəbəl/ страшний, жахливий
thought, *n* /θɔːt/ думка
tidy, *adj* /ˈtaɪdi/ охайний, акуратний; чистий
tinned fruit, *phr* консервовані фрукти
ttracksuit, *n* /ˈtræksuːt/ костюм для тренувань
trendy, *adj* ультрамодний, наймодніший
trick, *n* /trɪk/ жарт
(the) Trident, *n* /traɪdənt/ тризуб
twin, *n* /twɪn/ близнюк

Uu

understand, *v* /ʌndəˈstænd/ розуміти
unfasten, *v* /ʌnˈfɑːsən/ відкріпляти, відстібати; розстібати
university, *n* /ˈjuːnˌɪˈvɜːsˌəti/ університет
unlace, *v* /ʌnleɪs/ розшнуровувати, розв'язувати шнурки
untidy, *adj* /ʌnˈtaɪdi/ неохайний, неакуратний
unusual, *adj* /ʌnˈjuːʒuəl/ незвичайний, особливий
unzip, *v* /ʌnˈzɪp/ розстебнути блискавку

Vv

valley, *n* /ˈvæli/ гірська долина
veterinarian, *n* /vetərˌɪneəriən/ ветеринар
vote, *v* /vəʊt/ голосувати

Ww

waterproof, *n* /ˈwɔːtəpruːf/ непромокальний плащ
way, *n* /weɪ/ шлях, дорога; спосіб
wear, *v* /weə/ носити (*одяг*)
weather, *n* /ˈweðə/ погода
web designer, *phr* веб-дизайнер
webpage, *phr* веб-сторінка Інтернету
weekend, *n* /wiːkˈend, ˈwiːkend/ вихідні дні в кінці тижня
wife, *n* /waɪf/ дружина
worry, *n* /ˈwʌri/ хвилювання, невірно, помилково

Yy

yesterday, *adj* /ˈjestədi/ вчорашній день
yoghurt, *n* /ˈjɒgət/ йогурт

Zz

zip, *n* /zɪp/ застібка-блискавка
zoo, *n* /zuː/ зоопарк

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