



Larysa Kalinina,
Inna Samoylyukevych

ENGLISH

5



Л.В. Калініна, І.В. Самойлюкевич

Англійська мова

Підручник для 5 класу спеціалізованих шкіл
з поглибленим вивченням англійської мови

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— Вправи на формування вмінь групового спілкування



— Вправи на формування вмінь парного спілкування



— Додаткові ускладнені завдання



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— Домашнє завдання

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Любий друже!

Перед тобою підручник з англійської мови. Він складається із семи розділів – Units. Кожний розділ – це велика тема, наприклад, «Сім'я» або «Шкільне життя». Для того, щоб з книгою було зручніше працювати, розділи поділено на шість частин, залежно від того, про що конкретно йдеться.

Робота над темою/підтемою розпочинається з активізації раніше засвоєного лексико-граматичного матеріалу. Це рубрика “Conversational Warm-up”, у якій тобі також дається приклад висловлювання.

Навчитися «розмовляти, як англієць» тобі допоможе рубрика “Pronunciation Warm-up”. У ній ти знайдеш багато веселих англійських віршів, які допоможуть удосконалити твою вимову й інтонацію.

У тебе з'являться нові друзі з різних країн – з Великої Британії, Канади, США, Австралії та Нової Зеландії. Це – Ann, Steve, Helen, з якими ти будеш спілкуватися англійською, гратися, пізнавати їхню культуру. Разом з ними ти побачиш Трафальгарську площу в Лондоні, відвідаєш Нью-Йорк в Америці, познайомишся з австралійськими святковими традиціями. Це допоможе тобі не тільки поглибити знання з англійської мови, а й подивитися на світ широко відкритими очима, навчитися розмовляти англійською як мовою міжнародного спілкування.

Good luck!
Хай щастить!

Summer was fun!

I. Conversation Warm-up

Look at the pictures and say what activities you had in summer.



to travel



to play computer games



to do the shopping



to enjoy
a hobby



to take part
in celebrations



to rollerskate



to read
for pleasure

Example: *I travelled to Egypt in summer.*



II. Pronunciation Warm-up

Listen to/read the “Summer Rap” and practise the sounds /ʌ/, /ɑ:/.
Say why summer was fun for you.

THE SUMMER RAP

Summer was fun –
Summertime rest had begun.
We visited new places
And met new faces;
We played in the park
And made a fire in the dark.
Summer was fun.
Summer was fun!



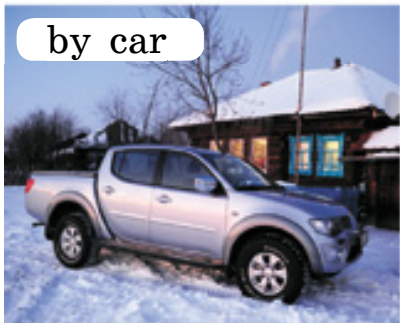
III. Grammar Smart

a) Look at the pictures and play a chain game as in the example.

Example: A: *How did you get to the seaside?*

B: *By plane. How did you get to the mountains?*

C: *By train. ...?*



b) Ask your friend a choice-question about his/her summer as in the example.

Example: *to go to the sea – to go to the mountains →*

Did you go to the sea or to the mountains?

- to see a film – to read a book;
- to play football – to play computer games;
- to take part in sport competitions – to take part in a concert;
- to swim in the sea – to bathe in the river;
- to buy a new CD – to buy a new computer game.

IV. Time to Read

1. Read what children say about their summer holidays. Say whose holiday you liked most. Why?

I went to my granny in summer. She lives in the village in a small house near the river. My friends and I went boating and fishing. Sometimes my granddad taught me to ride a horse. I was so excited about it!





My family and I travelled to Turkey. We went sightseeing every day. I saw many interesting museums, monuments and other historical places. I took a lot of pictures and learned much new about their lifestyle.



I went to the summer camp Artek. It is a very beautiful place at the Black Sea. I made many new friends from different countries there. We had interesting discussions, sea trips and meetings with well-known actors, writers and artists.



I stayed at home in summer. I read a lot, played computer games and visited my friends. Besides, my cousin Julia from Poland came to us. I showed her our town and we had much fun together.

2. Look at the pictures and describe the children's summer holidays.



V. Time to Communicate

1. Compare the children's summer time with your own. Follow the question plan.

QUESTION PLAN

1. Where did you spend your holidays?
2. How did you get there?
3. Who did you go with?
4. What did you see and do during your summer holidays?
5. What made a great impression on you?



2. Talk with your friend about your summer holidays. Follow the pattern.

Pattern:

A: I say ... , you look Where did you ...?

B: As for me, I ... and

A: Did you go there ... or ...?

B: I went with And what about you?

A: I spent my summer holidays

B: How did you get to ...?

A: We went there by

B: Did you ...?

A: Sure. I enjoyed



VI. Time to Write

You are going to take part in the writing competition "Summer was Fun". Write a description of your summer time.

School is fun, too!

I. Conversation Warm-up

Read the children's ideas about school and put them in order of importance to you. Say why.



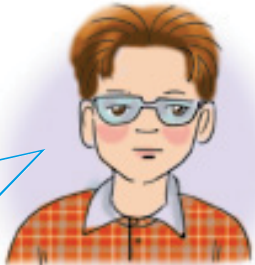
I like school because I can make new friends there.



I learn many new things at school every day.



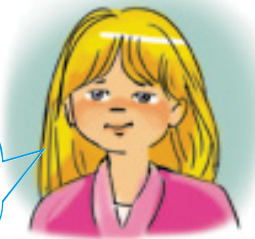
I'm glad to see my old friends because I miss them a lot.



I like to have fun at breaktime with my friends.



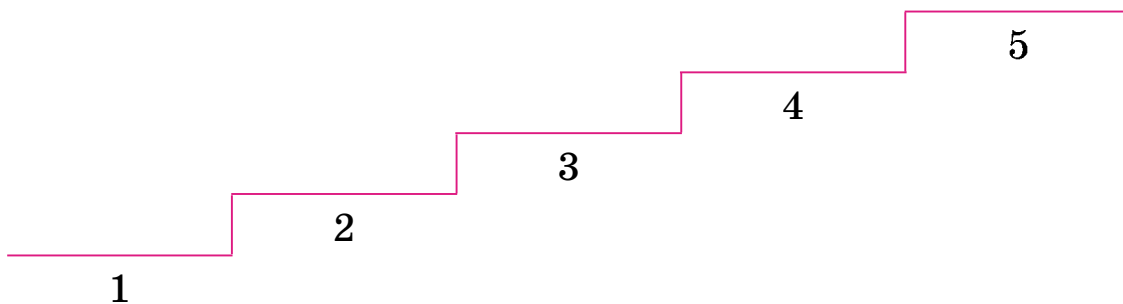
I am getting smarter and smarter. I like it and my parents compliment me.



I like to get good marks at the lessons.

You

?



I learn many new things every day.

Example: *I like to go to school because I learn many new things every day. It's interesting.*





II. Pronunciation Warm-up

Listen to/read “The First of September Chant” and practise the rhythm. Say how you get ready for your first day at school.

THE FIRST OF SEPTEMBER CHANT

- Get 'up, get up!
- 'What time is it?
- It is 'seven o'clock.
- Why must I get up?
- It's your 'first day at school,
the 'first of September.
- You 'can't be late
- You 'must come in time.

III. Grammar Smart

a) Say as many sentences as you can about your last school year. Use the table below.

My friends	<ul style="list-style-type: none"> • ran around in the classroom • drew pictures on the blackboard 	<ul style="list-style-type: none"> • at the lesson
The teachers	<ul style="list-style-type: none"> • asked a lot of questions • wrote tests and dictations • read interesting story 	<ul style="list-style-type: none"> • at the breaktime
I	<ul style="list-style-type: none"> • went on excursions 	<ul style="list-style-type: none"> • after classes

Example: *My friends ran around in the classroom at the breaktime.*



b) In pairs, ask each other about the time in the picture and say what your friend must do at this time.

Example:

A: *What time is it?*

B: *It's seven o'clock in the morning. You must get up.*

A: *OK.*



in the morning



in the
afternoon



in the
evening



c) In pairs, ask and answer “how many” question about your school as in the example. Use the words from the box.

Example: A: *How many pupils are there in your class?*

B: *There are 36 pupils in my class.*

In your class	In your school
desks, boys, girls, pens, books	classrooms (42), teachers (52), windows (72), flowerpots (38), boards (44)

IV. Time to Read

1. Read in pairs. Say why Taras is lucky to study in his new school.



THE FIRST DAY AT SCHOOL

Ann: Hi, Helen. Glad to see you!

Helen: Hi, Ann. Glad to see you, too. This is Taras, a new pupil in our class.

Taras: Hi, Ann. Nice to meet you.



Ann: Welcome to our 5-b class – the friendliest of all classes.

Helen: And the biggest. There are 38 pupils in our class – 20 girls and 18 boys.

Taras: “The more, the merrier”, as the proverb goes.

Ann: True, true. Where are you from, Taras? What school did you study at?

Taras: My family moved into your city from Lviv. I went to elementary school at a foreign languages lyceum there.

Ann: So you are good at foreign languages, aren't you?

Taras: English is one of my favourite subjects.

Helen: Then you are lucky because you'll study at the humanitarian gymnasium, too. We are all great lovers of English.

Taras: School is fun!

2. Find in the text and say:

- how the children greeted each other;
- how Helen introduced the new friend Taras;
- what the girls said about their class;
- what Taras said about his school in Lviv;
- what the girls said about their school.



V. Time to Communicate

1. Look at the pictures and describe Taras's first day at school.





2. In pairs, talk with your friend about your school as in the pattern.

P a t t e r n:

A: Hi, Glad

B: Hi, This is

A: Welcome Our class is

B: And There are ... boys and ... girls in our class.

A: What school did you ... ?

C: I finished ... in

B: You are ... , aren't you?

C: It's as

A: You are lucky because

B: School is fun.



VI. Time to Write

You are in Grade 5 now. Write what interesting things you are going to do at school. Begin with:

- I am
- I want
- I am going
- I think
- It is interesting
- School is fun because



Unit One: We are a Family

1:1. What makes a family?

Word Bank

relatives
friendly
nuclear
extended

Phrase Bank

family reunion
to get on together
on your mother's/
father's side

Communication Box

Actually ...
Unfortunately, ...
It sounds good to me ...
Come to my place.

I. Conversation Warm-up

Please, meet your international friends, Ann and Steve. Look at their family photos and name their family members.



Example: *This is Ann's family. These are her parents ...*

II. Pronunciation Warm-up



Listen to/read the poem and practise the sound /k/. Say if you have any cousins.

COUSIN POEM

Cousins are cosy
Wherever they are from;
They feel like your family
Wherever they come.
Some people have many,
Most people have some.
Cousins are cosy
Wherever they are from.

Unit 1

III. Grammar Smart

1. Look and recall!



a mother



mothers



a son



sons




a grandfather



grandfathers

2. Play a grammar football game.

Example: A: *son* →  → B: *sons*

a mother	a daughter	an uncle
a father	a relative	a grandmother
a sister	a cousin	a grandfather
a brother	an aunt	a family

3. Read and remember!



a man



men



a woman



women



a child



children



a tooth



teeth



a foot



feet



a goose



geese



a mouse



mice

a) Change the sentences as in the pattern.

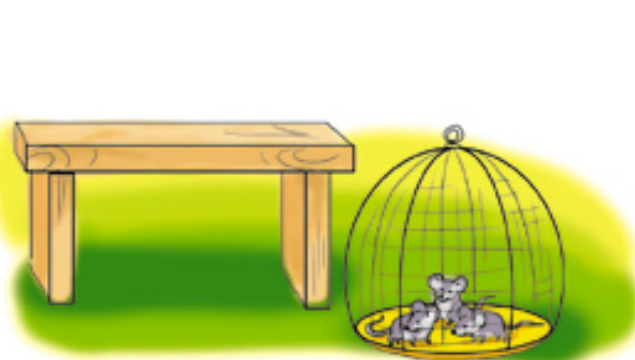
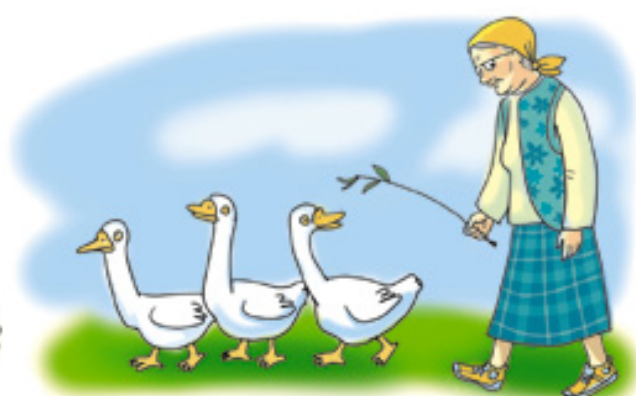
Pattern: This is a man.
 These are men.

That is a woman.
 Those are women.

1. This is a child.
2. That is a white tooth.
3. This is a small foot.
4. That is a big goose.
5. That is a grey mouse.

b) Answer the questions about the picture.

Example: – *How many men can you see?*
 – *I can see two men.*



Unit 1

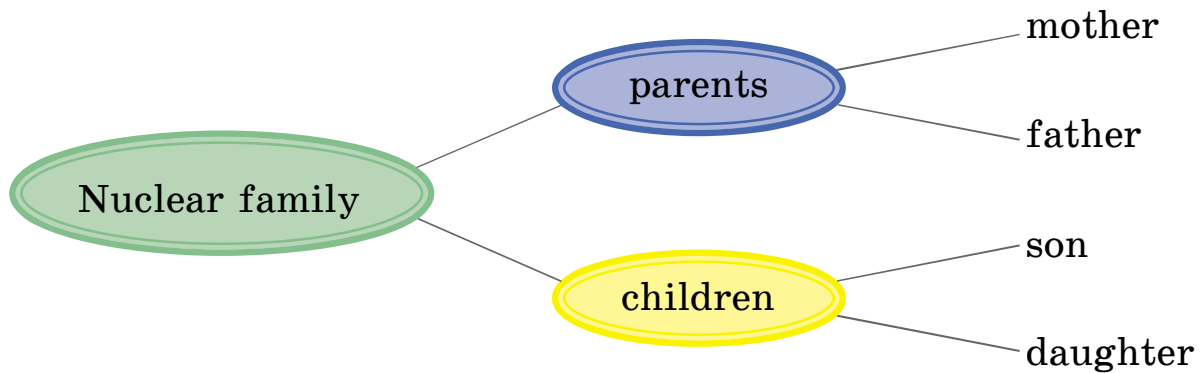
1. How many women can you see?
2. How many children can you see?
3. How many teeth has the baby got?
4. How many geese can you see?
5. How many mice can you see?

Go to Ex. 1–2 of your Workbook

IV. Word Smart

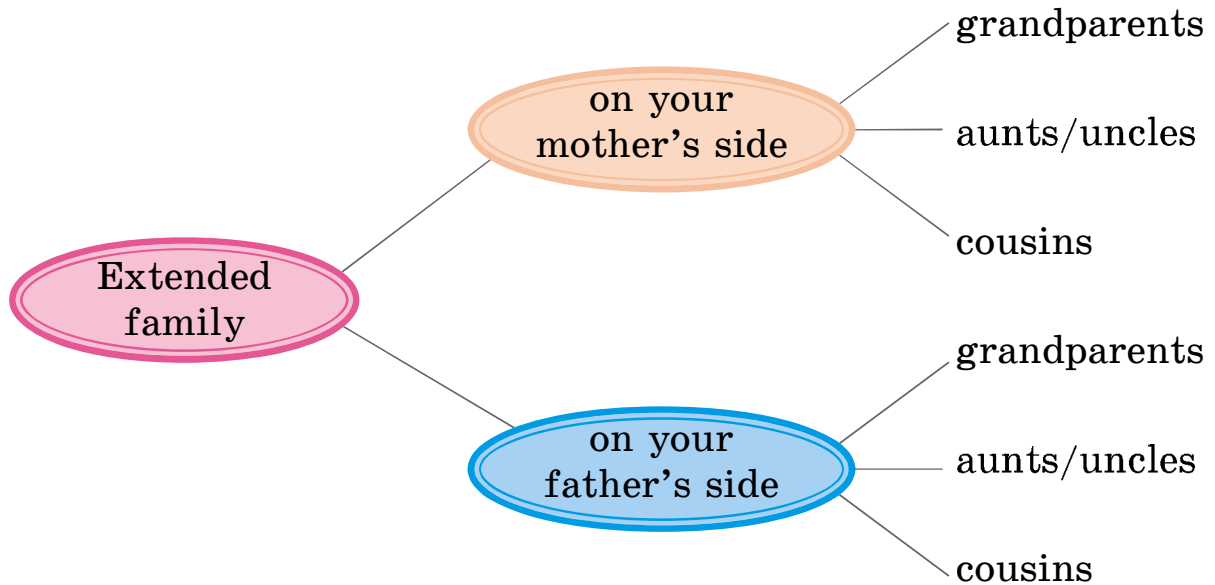
Study these words and speak about:

a) Your nuclear family.



Example: *I have got a mother and a father. They are my nuclear family.*

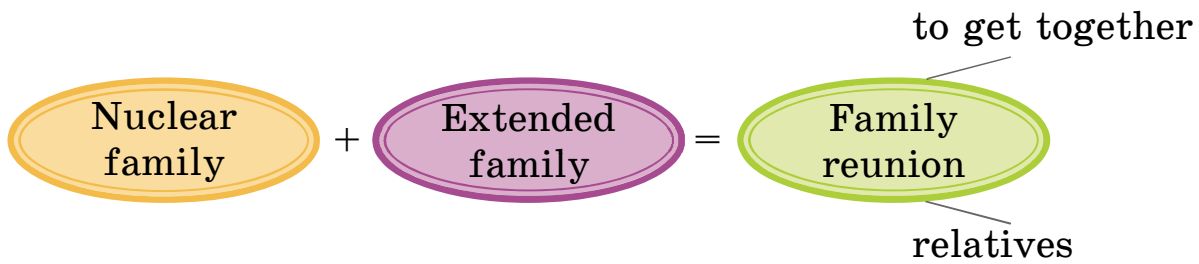
b) Your extended family.



Example: *I have got grandparents on my mother's side.*

c) Your family reunion.





Example: *My relatives get together at a family reunion.*



At Home:

Ask your parents about your relatives and fill in the extended family chart.

THE EXTENDED FAMILY CHART

I have got	two	aunt(s).
	...	uncle(s).
	...	girl-cousin(s).
	...	boy-cousin(s).
	...	grandmother(s).
	...	grandfather(s).
	...	

V. Time to Read

1. Read in pairs. Say what relatives the children have.

TALKING ABOUT RELATIVES

Steve: Hi, Ann. Where have you been?

Ann: Hello, Steve. I was at my granny's place. My mother's family all got together on my granny's birthday.

Steve: Wow, Ann, that's pretty interesting. Have you got a large family?

Ann: Yes, actually I have. My mother is the oldest of four children. I've got two uncles, an aunt and five cousins on my mother's side. What about you, Steve? Have you got a friendly family?

Steve: Sure. My nuclear family is small, but my extended family members all live in different parts of the country. Unfortunately, I don't see them a lot. We only get together for big holidays. These are our family reunions.

Ann: Have you got any cousins?

Steve: Yes. I've got a boy-cousin on my mother's side and a girl-cousin on my father's side. Please, come to my place next

Unit 1

Saturday evening and meet my family.

Ann: It sounds good to me. I'll be glad to come.

's
granny's birthday
mother's family
father's side
Ann's relative
Steve's boy-cousin

See First Aid Kit:
Grammar in Use 1, p. 234

Across Cultures: the USA

family reunion – родинне свято
nuclear family – батьки та діти
extended family – близькі та далекі родичі

2. Complete the sentences.

Example: Ann was at her granny's place.

1. Ann's family is
2. Steve's family is
3. ... on his father's side.
4. ... on his mother's side.
5. ... on his granny's birthday.

3. Read out the sentences about:

- Ann's granny;
- Ann's relatives on her mother's side;
- Steve's nuclear family;
- Steve's extended family.

Say what relatives you have.

Go to Ex. 3–4 of your Workbook

VI. Time to Communicate:

1. Act as Ann and describe her granny's birthday party.



to get together
on my mother's side
a friendly family

2. Act as Steve and say what members of his extended family come to see him in summer.

a girl-cousin
a boy-cousin
a family reunion



3. In pairs, talk about your family members as in the pattern.

Pattern:

A: Hi, Where have you been?

B: Hello, I was

A: Wow ... , that's pretty interesting. Have you got ... ?

B: Yes, actually I have. Most of What about you,

A: Sure. Unfortunately We only

B: I see.

VII. Time to Listen



1. Listen to the story "A Family Reunion" and say what makes a family.

2. Choose the correct variant.

1. Pavlo's granny lives

- a) in a big city;
- b) on a farm;
- c) at the seaside.

2. Pavlo has got many relatives

- a) on his father's side;
- b) on his mother's side;
- c) on both his father's and mother's sides.

3. This summer are planning to come

- a) ten relatives;
- b) seven relatives;
- c) eleven relatives.

Unit 1

4. Pavlo has got a new
 - a) brother;
 - b) cousin;
 - c) nephew.

5. Uncle Taras is
 - a) painting a picture;
 - b) taking a photo;
 - c) writing a book.

6. In the picture “A Family Reunion” you can see
 - a) white geese;
 - b) some flowers and trees;
 - c) a long river.



VIII. Time to Write

Fill in your application form.

APPLICATION FORM

First Name _____

Family name _____

Your mother's full name _____

Your father's full name _____

Have you got any brother? _____ (Yes/No)

Have you got any sisters? _____ (Yes/No)

What other relatives have you got?

Go to Ex. 5 of your Workbook



1:2. What do we look like?

Word Bank

handsome
beard
moustache
plump

Phrase Bank

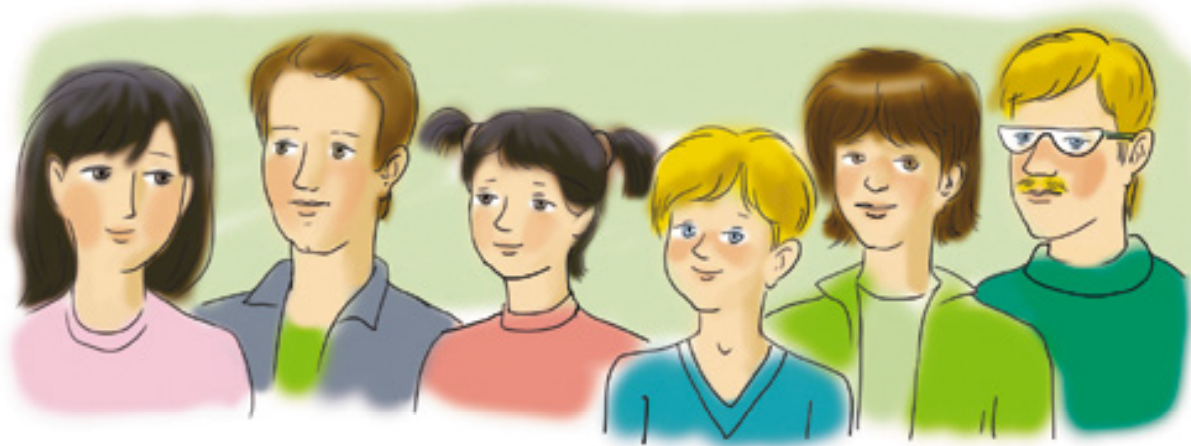
to be young at heart
straggly hair
bushy eyebrows
wrinkled face
slender figure
to look like smb
to be everybody's put

Communication Box

Both ... and ...
Unlike ...

I. Conversation Warm-up

Look and find the members of one family. Say why you think so.



Example: *I think these two people are members of one family because they both have blue eyes.*

II. Pronunciation Warm-up



Listen to/read the family poem and beat the rhythm. Say if it is true about your family.

FAMILY POEM

We're girls and boys,
We're big and small,
We're young and old,
We're short and tall,
We're everything
That we can be
And still we are
A family.

Unit 1

III. Grammar Smart

1. Look and recall!



young



younger



the youngest



tall



taller



the tallest



short



shorter



the shortest

2. Play a grammar trio game.

Example: A: *warm*

B: *warmer*

C: *the warmest*

warm	fine	big
clever	pretty	new
blue	old	cold
kind	small	green

3. Read and remember!

interesting	– more interesting	– the most interesting
beautiful	– more beautiful	– the most beautiful
good-looking	– more good-looking	– the most good-looking
grey-haired	– more grey-haired	– the most grey-haired



a) Compare the following.

Example:



This book is interesting.



That book is more interesting.



The book "The Chronicles of Narnia" is the most interesting.

1. beautiful



2. good-looking



3. exciting



4. modern



5. comfortable



b) Complete the sentences.

Example: *Ann has the ... hair in the class. (long) → Ann has the longest hair in the class.*

1. Steve is ... than his brother. (*tall*)
2. Rose is the ... in the family. (*young*)
3. Helen is ... than her sister. (*good-looking*)

Unit 1

- Jennifer is the ... among the Collinses. (*reasonable*)
- William has an ... sister. (*old*)

Go to Ex. 6–7 of your Workbook

IV. Word Smart

Study these words and describe:

a) your brother or sister.



good-looking
straggly hair
long legs



curly hair
rosy cheeks
tiny nose

Example: *My teenage brother is good-looking*

b) your parents.



beautiful
slender
straight hair



handsome
beard
moustache

Example: *My mother is a beautiful woman.*

c) your grandparents.



grey-haired
 wrinkled face
 young at heart

bald
 stooping back
 bushy eyebrows

Example: *My grandparents are young at heart ...*



At Home:

Find a photo of your nuclear family and write who you look like.

V. Time to Read

1. Read Helen's letter home about the members of her English host family and find the artist's mistakes at the picture of the Collinses.

DESCRIBING FAMILY MEMBERS

We are all individual in appearance, aren't we? We have different hair, eyes, noses, and lips. But young or old, we are all good-looking. Helen thinks so, too. That's what she writes about it in her letter.

Dear Mum and Dad,

How are you? I'm fine. Yesterday my English family had guests: Jennifer's parents came to see them. The whole family got together and we had a wonderful time.

Everyone looked so beautiful! Jennifer was in her nice black dress. Her husband, David, is very handsome. I like his beard and moustache.

Jennifer's parents are not old: though grandpa is bald, grandma is grey-haired, their faces are not wrinkled. I think they are young at heart.

The Collinses' elder child, Mike, is a teenager, he is thirteen. He is very good-looking with his slender figure, long legs and straggly hair. The younger child, Rosy, is only four. She is a sweet, plump girl with curly hair, rosy cheeks and a tiny little nose. She is everybody's pet.

I am sending you a funny picture of the Collinses. When we went for a walk in the evening, a street artist drew it for us.

I hope you will see who is who.

Write to me soon.

*Love,
 Helen.*



Across Cultures: Great Britain

a street artist – художник, який заробляє гроші, малюючи портрети людей на вулиці

2. Answer the questions.

1. Who is the oldest member of the Collinses' family?
2. Who has a younger sister?
3. Who is the Collinses' elder child?
4. Who is young at heart?
5. How many years is Mike older than Rosy?

old BrE old – elder – the eldest
AmE old – older – the oldest

See First Aid Kit:
Grammar in Use 3, p. 234

3. Read out the sentences about:

- Jennifer's parents;
- Jennifer's husband;
- Jennifer's children.

Go to Ex. 8–9 of your Workbook

VI. Time to Communicate

-  1. Look at the picture of Jennifer's parents when they were 25 years old, and say if they look different now.

P a t t e r n: *Jennifer' mother was pretty. Now she is good-looking, too.*

pretty

handsome

a beard

grey-haired

good-looking

bald

a stooping back



2. You call Helen on the phone after the family party. Ask her questions and roleplay the dialogue in pairs. Follow the pattern.

P a t t e r n:

A: ...

B: In her nice black dress.

A: ...

B: Her husband David.

A: ...

B: Yes, he is so good-looking.

A: ...

B: No, she is sweet and plump.

3. Look at your family photos and compare your family members.

Ex a m p l e s: *Both your father and mine are tall and slender.
Unlike your sister, mine has curly hair.*



VII. Time to Write

Write a description of yourself as a teenager. Begin with:

I am ... now.

I look like my

I am ... , with ... figure.

I have got

My hair is

They say, I am

I think

Go to Ex. 10 of your Workbook

1:3. What are we like?**Word Bank**

intelligent
well-organised
modest
reliable
well-bread
reasonable

Phrase Bank

to have a sense
of humour
to boast of sth
to be proud of smb
to have a good head
for sth

Communication Box

Please, meet ...
That's his/her minus.

I. Conversation Warm-up

If you want to know about yourself, do the character quiz and say what character you have.

1. Are you often late?
2. Do you always tell the truth?
3. Do you like to help your friends?
4. Do you like to communicate with people?
5. Are you often angry?
6. Do you spend much time on your homework?
7. Do you often say "Please" and "Thank you"?

Yes	No

Example: *I am never late for classes.*
I'm punctual.

II. Pronunciation Warm-up

Listen to/read the poem about manners and practise the sounds /i:/ and /ei/. Say how much it is true about you.

MANNERS POEM

We say "Thank you",
We say "Please",
And "Excuse me"
When we sneeze.
That's the way
We do what's right.
We have manners
We're polite.

Helen H. Moore

III. Grammar Smart

1. Play a grammar comparison game.



nice
busy
kind
smart

funny
lazy
strong
clever

Example: *Kate is kind.*
Helen is kinder.
Ann is the kindest.

2. Match the pictures to their descriptions.

a) These children are hard-working.



b) These women are good-looking.



c) These people are helpful.



d) These men are friendly.



3. Say who is the busiest,
the kindest,
the smartest,
the most hard-working,
the most helpful in your family. Why?

Example: *My grandma is the busiest person in my family because she has lots of things to do about the house.*

Go to Ex. 11–12 of your Workbook

IV. Word Smart

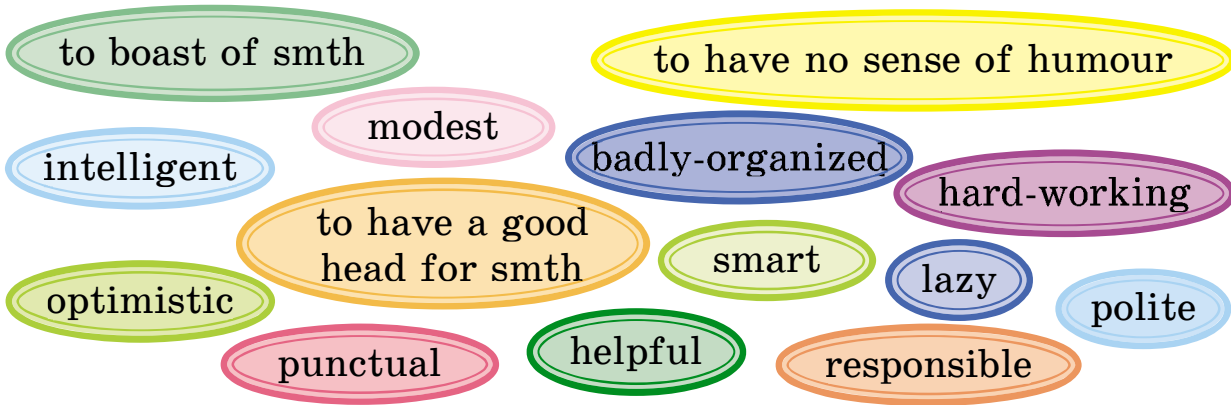
1. Read Ann's new post in her blog and say what she likes or dislikes in her cousins' characters.

Please, meet my cousins, Kate and Mike.

Kate is the greatest reader in the family. She regularly goes to the library to exchange books. We often talk about reading. Kate is the most intelligent person I know. She has a remarkable sense of humour. However, she is a modest girl, she never boasts of what she knows.

My boy-cousin Mike is the most optimistic person in my family. He is much more reliable than others. Besides, he is a very smart guy. He has a better head for computers than I do. But sometimes he is badly-organized. That is his minus

2. Group the character words in the box into the plus-minus chart.



+	-
intelligent	badly-organized
...	...

3. Complete Ann's post in her blog.

I love my cousins because I think Kate is the I know. Mike is ... than They both They are the most ... in our family. I am proud of



At Home:

Make a post in your blog about the most remarkable person in your family.

V. Time to Read

1. Read the story about an English boy, William Brown, and answer the questions.

1. Is he polite or impolite?
2. Is he well-organized or badly-organized?
3. Is he reasonable or unreasonable?

“YOU CANNOT MISS YOUR DANCING LESSON!”

Everybody is eating when William says, “There is a circus in the town today!”

“Don't talk with your mouth full”, says Mr Brown.

“Ethel, please pass the bread to your father. What are you saying, William, dear?” says Mrs Brown. William says again, “There is a circus in the town. I want to go to the circus!”

“But you cannot, dear”, says his mother. “The circus is here only for this afternoon and evening, and you have your dancing lesson this afternoon ...”.

Unit 1

“Well, then, I can go to the circus after my dancing lesson,” William says.

“You know, dear, Grandfather and Aunt Rose are coming this evening. They will stay with us for a week and so we cannot go out the first evening that they come. It will not be polite,” answers William’s mother.

“Well, they will stay here for a week. Can’t I go out for one evening? Aunt Rose will be very glad if I am not at home. I know she doesn’t like me. She ...”

“William,” says Mr Brown, “you can’t go to the circus this evening”. The circus begins after eight o’clock, and you must be in bed at half past nine. You must go to school tomorrow. And now stop talking and go to school. You will miss your dancing lesson”.

polite – impolite
well-organized – badly-organized
reasonable – unreasonable

See First Aid Kit: Word Building 1, p. 236

2. Choose the right word.

Example: *William promises to do everything in time. He is ... (well-organized/badly-organized). → He is badly-organized.*

1. William talks with his mouth full. He is ... (well-bred/ill-bred).
2. William argues with his mother. He is ... (polite/impolite).
3. William gives his reasons for going to the circus. He is ... (reasonable/unreasonable).
4. Aunt Rose doesn’t like William. She is ... (friendly/unfriendly).
5. William’s grandfather always helps him. He is ... (reliable/unreliable).

3. Read out the sentences about:

- Mr Brown’s character;
- Mrs Brown’s character;
- Aunt Rose’s character.

Say what characters your relatives have.

Go to Ex. 13–14 of your Workbook

VI. Time to Communicate

1. Act as William and give your reasons for going to the circus.

to want to go to the circus
to go to the dancing lesson
to stay for a week



2. Act as William's elder sister Ethel and describe your brother's character.

to be polite
to be reasonable
to be in bed at half past nine



3. In pairs, talk about William's family as in the pattern.

Pattern:

A: I think William's mother is too strict.

B: Sure, because

A: As for his father, he

B: Yes, he always agrees with

A: What do you think of ...?

B: She is ... and

A: Do you like ...?

B: I do. He is a good boy.



VII. Time to Write

Write what kind of person you want to be. Use the plan below:

... intelligent?

... well-bred?

... reliable?

... well-organized?

... with a remarkable sense of humour?

... helpful?

... reasonable?

Go to Ex. 15 of your Workbook

1:4. What do we like?

Word Bank

pastime
hobby
prefer
seashore

Phrase Bank

to go sightseeing
to be in the list of
likes
from time to time
to go picnicking
out in the open
at smb's invitation
to have the time of
one's life

Communication Box

It's a habit with ...
I can't do without ...

I. Conversation Warm-up

Look and say what these families like to do together.



Example: *This family likes hiking together.*

II. Pronunciation Warm-up



Listen to/read the character poem and practise the sound /v/.
Which do you more often say: "I'll try" or "I can't"?

CHARACTER POEM

The little boy who says "I'll try",
Will climb to the hilltop;
The little boy who says "I can't",
Will at the bottom stop.

III. Function Smart

Read and learn to talk about your likes. Look at the pictures and fill in the mini-dialogues.

- a) – What's your hobby?
– Music. I like ... at my family reunions.



to play the piano

- b) – What is your favourite pastime?
– Sports. ... is in my list of likes.
I often go to the pool with my parents.



swimming

- c) – How do you like ...?
– I can play some from time to time.



computer games

- d) – Reading is something I can't do without.
– Not me. I prefer ... with my family.



to watch videos

Go to Ex. 16–17 of your Workbook

IV. Word-smart

1. Look at the popular family pastime chart and say which you prefer.

POPULAR FAMILY PASTIME CHART



reading



listening to music



playing sports



picnicking



watching videos



playing computer games

Example: *Reading is something my family can't do without.*

2. Read the rhyme and find the pastime words. Rank them in order of importance to you.

PASTIME RHYME

Pastime means a lot of pleasure,
Healthy rest and healthy leisure,
Reading, playing, going for a walk,
And over-a-cup-of-tea talk.



3. When Helen stayed in England with the Collinses, she learnt a lot about their family pastime. Read her notes and complete her diary entry.

5 o'clock tea – *inviting guests for tea*

Sunday picnic – *having a picnic out in the open on Sunday*

weekend trip – *travelling at the weekend*

family party – *an English family getting together for dinner on Sunday.*



*Dear diary,
It's a habit with the Collinses to have ... from time to time on weekdays. At the weekend, they prefer to go on a ... or to have Sometimes they take a ... and do a lot of sightseeing. I like the Collinses' And you?*



At Home:

Make a list of your family pastimes and fill in the “How Often?” Chart.

THE “HOW OFTEN?” CHART

From time to time	Often

V. Time to Read

1. Read in pairs. Say what pastime is popular with the Collinses.

PLANNING THE FAMILY WEEKEND

Jennifer: I say, David, the weekend is coming. It's time to make plans.

David: Let's take a weekend trip to Blackpool, at my mother's invitation.

Mike: Great! Travelling is always in my list of likes. Where are we going to stay?

David: With your grandparents. Your aunt Rose and your cousins are staying with them now. We are going to have a real family reunion.

Mike: I'd like to meet my relatives. I'm sure they are nice and sociable people.

Jennifer: Exactly. We can do a lot of sightseeing together. We are going to have the time of our lives, with a Sunday picnic on the seashore or a real family party.

David: Don't forget your swimming stuff, Mike.

Mike: Don't worry, Dad, I won't. Swimming is something I can't do without, you know.

Jennifer: Let's get down to packing then.

the Collinses Blackpool

See First Aid Kit: Grammar 4, p, 235



Across Cultures: Great Britain

Blackpool /'blækpu:l/ – курортне місто на Півночі Англії

2. Fill in *the* where necessary.

Example: – (немає артиклю) *William wants to go to the circus.*

1. Aunt Rose is coming to stay with ... Browns.
2. My relatives live in ... Kyiv.
3. ... Mike can't do without swimming.
4. ... Collinsees are going on a weekend trip.
5. ... Blackpool is a seaside town.

3. Read out the sentences about:

- a weekend trip;
- Sunday pastime;
- hobbies in the family.

Say what your family's weekends are like.

VI. Time to Communicate

1. Act as Mike and describe your hobby:



to go to Blackpool
swimming stuff
can't do without

2. Act as Mike's girl-cousin and describe your stay in Blackpool:



seaside town
to have a family reunion
to do a lot of sightseeing

*** 3. In pairs, talk about her family pastime as in the pattern.**

Pattern:

A: I say, ... , the weekend is coming. It's time to

B: Let's ... , at ...'s invitation.

A: Great! What are we going to do there?

B: ... is always in my list of likes. We can

A: I'd like to I'm sure

B: Exactly. Don't forget

A: Don't worry, I won't ... is something I can't do without, you know.

B: We are going to have Let's have Let's ... then.



VII. Time to Listen

Listen to three children talking about their family pastime and point to the correct pictures.



VIII. Time to Write

Write an invitation card to your cousin and invite him/her to share your family pastime as in the pattern.

Pattern:



*Dear ... ,
Why don't you come to
We plan to We are also
going to Give me a call
beforehand.*

*Best ... ,
... .*

Go to Ex. 18–20 of your Workbook

1:5. My progress in English**I. Grammar Smart**

Write the underlined words in the plural.

1. My elder sister has a child.
2. My baby brother has a new tooth.
3. My granny has got a white goose.
4. I can see a policeman over there.
5. Jack is afraid of a mouse.

Check if you:

can use nouns in the plural.		
------------------------------	--	--

(Yes/No)

II. Word Smart

Fill in the right words.

1. Someone who works hard is a ... person.
2. Someone who does everything in time is a ... person.
3. Someone who likes to communicate with people is a ... person.
4. Someone who has good manners is a ... person.
5. Some you can rely on is a ... person.

Check if you:

know character words.		
-----------------------	--	--

(Yes/No)

III. Function Smart

Match the beginnings and the endings

1. Reading is something ...	a) ... my list of likes.
2. Swimming is in ...	b) ... favourite pastime.
3. We had the time of ...	c) ... your hobby?
4. Music is my ...	d) ... I can't do without.
5. What's ...	e) ... our lives at the seaside.

Check if you:

can express your likes.		
-------------------------	--	--

(Yes/No)



IV. Time to Read

Read the story and answer the questions.

THINK BEFORE YOU TRIP

Mr Smith is a rich businessman. He lives in Texas, in the South of the USA. He has a friendly family: his wife, Mrs Smith, two sons and a younger daughter. They have an interesting family tradition – to take trips to big cities of America. Mr and Mrs Smith think it helps to learn more about their country.



Now they are travelling in New York. New York's skyscrapers make a great impression on the children. Every day they see different places of interest and take pictures of them. They are staying at a hotel which is a 68-storeyed building. Their rooms are on the 25-th floor. Usually they go upstairs by elevator. But yesterday evening, when they were back to the hotel, the elevator didn't work. So they had to climb up their floor on foot. At last they found themselves at their door. What a relief! "Let's open the door", said Mr Smith. "Who has the key?" They looked at each other and understood everything: the key was still downstairs.

It was a good lesson to the family – think before you trip.

1. Do the Smiths live in New York?
2. Do they like to travel to big cities?
3. They like skyscrapers, don't they?

Unit 1

4. Is their hotel a skyscraper too?
5. Does the elevator work perfectly in the hotel?
6. Did they leave the key upstairs?

Check if you:

can read and understand a short story about a family.		
---	--	--

(Yes/No)



V. Time to Listen

Listen to Helen's oral letter from Britain and mark the statements true or false.

1. Helen has a boy-cousin. ...
2. Susan is not very friendly to Helen. ...
3. The girls often go places together. ...
4. They visited Blackpool last weekend. ...
5. Helen's cousin knows much about different places of interest. ...
6. Helen took pictures of Susan. ...

Check if you:

can listen to a short story and understand the details.		
---	--	--

(Yes/No)



VI. Time to Write

Draw your family tree and describe it.

Check if you:

can write about a description of your family.		
---	--	--

(Yes/No)

Go to your WB, Cross-cultural Workshop 1



Unit Two: Day in, Day out

2:1. Morning schedule

Word Bank	Phrase Bank	Communication Box
to check to ring at present at the moment	to do morning exercises to pack a schoolbag to call smb for breakfast to do one's hair to brush one's teeth to go for a morning jog to take a swim to do one's bed	Good of you! Just wait. Bye for now. See you.

I. Conversation Warm-up

Look and say what you usually do at these times in the morning.



Example: *I usually get up at half past six.*

II. Pronunciation Warm-up



Listen to/read the morning schedule rhyme and practise the sounds /ŋ/ and /w/. Mime the actions.

THE MORNING SCHEDULE RHYME

- I am washing, washing, washing.
- What are you washing?
- I am washing my face and hands.
- I am doing, doing, doing.
- What are you doing?
- I am doing my morning exercises.

Unit 2

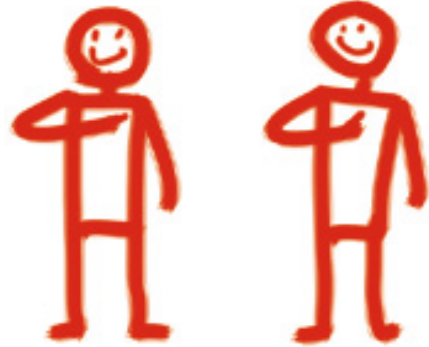
- I am eating, eating, eating.
- What are you eating?
- I am eating breakfast.
- I am walking, walking, walking.
- Where are you walking?
- I am walking to my granny.

III. Grammar Smart

1. Look and recall!



I am ...



We are ...



He is ...



You are ...



She is ...



They are ...



2. Play a grammar completion game.

Example: *Ann ... busy in the morning.* →
Ann is busy in the morning.

1. I ... at school now.
2. My friends ... my classmates.
3. My grandma ... at home now.
4. Steve ... an English boy.
5. Rose and Mike ... in London now.

3. Read and remember!

Для того, щоб правильно сказати, що відбувається зараз, вживай:

I	am (= I'm)	reading	now
We/they/you	are (= We're/they're/you're)	working	at present
He/she/it	is (= he's/she's/it's)	walking	at the moment

a) Play a noughts-and-crosses game. Use the word forms from the box.

Example:

do		
doing	have	
	having	

do – doing
comb – combing
make – making
clean – cleaning

wash – washing
have – having
eat – eating
walk – walking

b) Look around and say what your classmates are doing at the moment.

Example: *Olha is writing on the board.*

Go to Ex. 21–22 of your Workbook

IV. Word Smart

Study these words and speak about.

a) your morning hygiene:



to brush one's teeth
to do one's hair
to take a morning shower

Example: *I do my hair in the bathroom.*

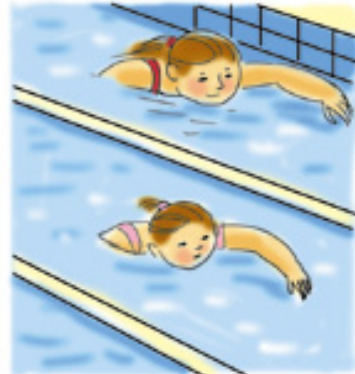
b) your morning fitness programme:



to go for a morning jog



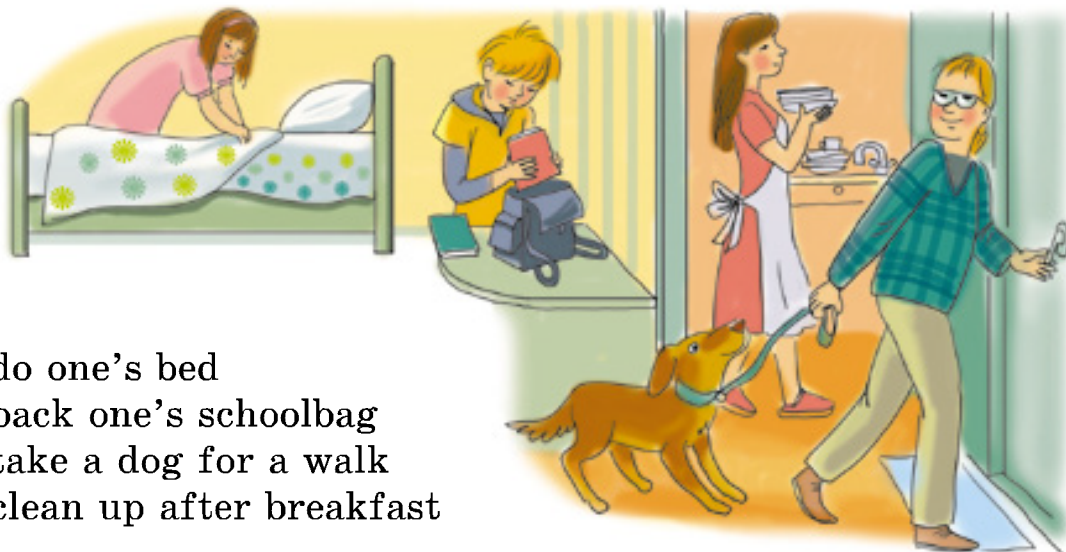
to do one's morning exercises



to take a swim

Example: *My Dad and I go for a jog every morning.*

c) Your morning duties.



to do one's bed
to pack one's schoolbag
to take a dog for a walk
to clean up after breakfast

Example: *Look, I am doing my bed now.*



At Home:

Write what the members of your family are doing at these times in the morning. Fill in the chart below.

	It's 7 am	It's 7.30 am	It's 8.20 am
I	am taking a morning shower.		
Your mum			
Your dad			
Your brother/sister			
(others)			

V. Time to Read

1. Read in pairs. Say:

- Why Steve is calling Ann so early in the morning (Part One).
- What Ann's mother is worrying about (Part Two).

TALKING ABOUT MORNING SCHEDULE

Part One

Steve: Morning, Ann! How are you doing?

Ann: Morning, Steve! I'm fine, thanks you, but I'm busy now.

Steve: Busy? That early? What are you doing?

Ann: I'm doing my morning exercises and listening to the music.

Steve: Good of you! I'm packing my schoolbag at the moment. And I'm ringing to check if you are taking your English dictionary with you.

Ann: Don't worry. Just wait! I am going back to my study bedroom, taking the dictionary and putting it into my schoolbag. Right?

Steve: Thank you. Oh, mum is calling me for breakfast. See you at school.

Ann: Bye for now.

Part Two

Ann's mother: Ann, where are you?

Ann: I'm on the phone, Mum.

Ann's mother: It's half past seven. You are going to be late.

Ann: Don't worry, I am doing my bed. I have already taken a shower and done my hair.

Ann's mother: Good girl! Breakfast is ready!

Ann: I'm coming, and what about Dad?

Ann's mother: He is taking a shower now. He is going to join us soon.

do – doing
put – putting
take – taking

First Aid Kit:
Spelling 5, p. 239

Across Cultures:



A study bedroom – дитяча кімната, у якій дитина відпочиває і робить уроки.

2. Fill in the missing words.

Example: How are you ...? → How are you doing?

1. Ann is ... her morning exercises.
2. Steve is ... his schoolbag.
3. Ann is ... her dictionary into her schoolbag.
4. Steve's mum is ... him for breakfast.
5. Ann's father is ... a shower.

3. Read out the sentences about the morning schedule in Ann's family and fill in the word forks. Say when you do these things in the morning.

to ... | one's bed
| one's morning exercises
| one's hair

to ... | a shower
| a swim
| a dictionary

Go to Ex. 23–24 of your Workbook

VI. Time to Communicate

1. Act as Ann and describe your morning schedule.



to listen to music
to do one's morning exercises
to do one's hair



2. Act as Steve and describe the morning duties of the members of your family.



to pack one's schoolbag
to clean up
to walk the dog



3. In pairs, talk about your morning schedule as in the pattern.

Pattern:

A: Morning, ...! How are you doing?

B: Morning,! I'm fine, thank you but

A: ...?! That early? What are you doing?

B: I'm ... and

A: Good of you! I'm ... at the moment. And I'm calling to

B: Don't worry. Just wait! I'm ... and Right?

A: Thank you. Oh, See you at

B: Bye for now.

VII. Time to Listen



1. Listen to the story "Panic on Being Late" and say why the boy was late for school.

2. Choose the correct answer.

1. What books does Henry like?
 - a) fairy tales;
 - b) adventure stories;
 - c) detective stories.
2. What did he read yesterday?
 - a) a newspaper;
 - b) a book of poems;
 - c) a book about travelling.
3. Where did he find himself?
 - a) in Africa;
 - b) in South America;
 - c) in New Zealand.
4. What happened to him later?
 - a) He had dinner.
 - b) He fell asleep.
 - c) He wrote a letter.
5. When did he wake up?
 - a) at 7 am;
 - b) at 8 am;
 - c) at 8.25 am.
6. What was he late for?
 - a) school;
 - b) the cinema;
 - c) the sports club.



VIII. Time to Write

Write an e-mail to your friend to check if she/he is taking something for you to school. Follow the pattern below.

Pattern:

*Hi,
I'm ... and now I'm ... to check if you are ... for me to school. I'm going to ... See you soon.*

... .

Go to Ex. 25 of your Workbook



2:2. Afternoon schedule

Word Bank

to relax
to socialize
sleepy
tired
choir

Phrase Bank

to help about the house
to resume one's classes
to have a problem
with ...
to become oneself again
to go to the pictures

Communication Box

The thing is ...
Perhaps ...

I. Conversation Warm-up

Look and say how these children are spending an afternoon. Does it look interesting or boring to you?



to walk a dog



to play table tennis



to have a dancing lesson



to sing in a choir



to go shopping

Example: *The girl is walking the dog. It looks interesting to me.*

II. Pronunciation Warm-up

Read the afternoon rap and beat the rhythm. Say how it differs from your weekly schedule.

Afternoon Rap

Park	on	Sunday,
School	on	Monday,
Sport	on	Tuesday,
Books	on	Wednesday,
Computer	on	Thursday,
Films	on	Friday,
Fun	on	Saturday.
Hooray!		

III. Grammar Smart

1. Look and recall!

○ ————— ○ ————— ○ ————— ○ ————— ○
never sometimes often usually always

Example: *I never go shopping.*



now
at the moment
at present
at the present moment

Example: *I am doing the room now.*

2. Play a grammar contrast game.

Example: A: *I usually clean up after dinner.*

B: *I am cleaning up after dinner now. I always walk my dog in the afternoon.*

A: *I am walking my dog at the moment.*

to clean up
to walk one's dog
to do the room
to play tennis

to watch TV
to visit one's grandma
to listen to music
to do one's lesson



3. Read and remember!

Для того, щоб правильно сказати, що відбувається у теперішній проміжок часу, вживай:

I am		these days.
He/she is	doing something	this week.
We/they/you are		this month.
		this year.

Example: *I am learning to play table tennis these days.*

a) Complete the sentence.

Example: *I am ... these days.*

I am reading "Robinson Crusoe" these days.

1. My friend is ... to Bieber this week.



2. The girl is ... this year.

3. The children are ... these days.



Unit 2

4. Aunt Rose is ... with the Browns this week.
5. The circus is ... this month.



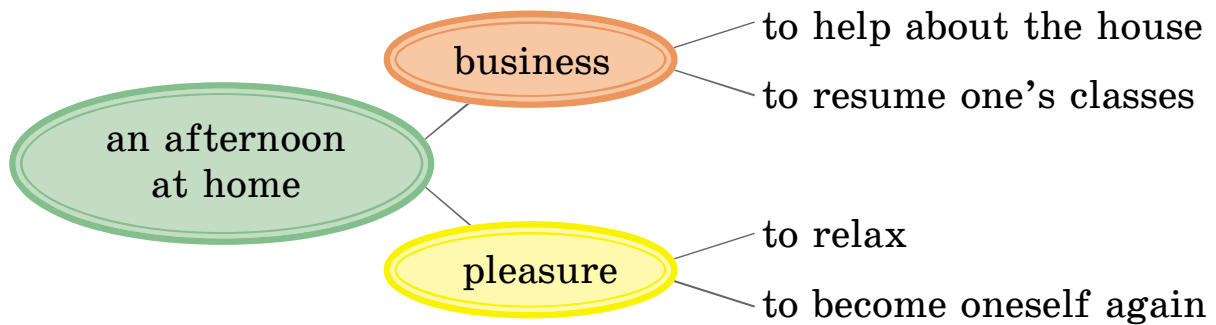
b) Say what keeps you/ your friends busy or interested these days.
Example: *I am learning to rollerskate these days.*

Go to Ex. 26–27 of your Workbook

IV. Word Smart

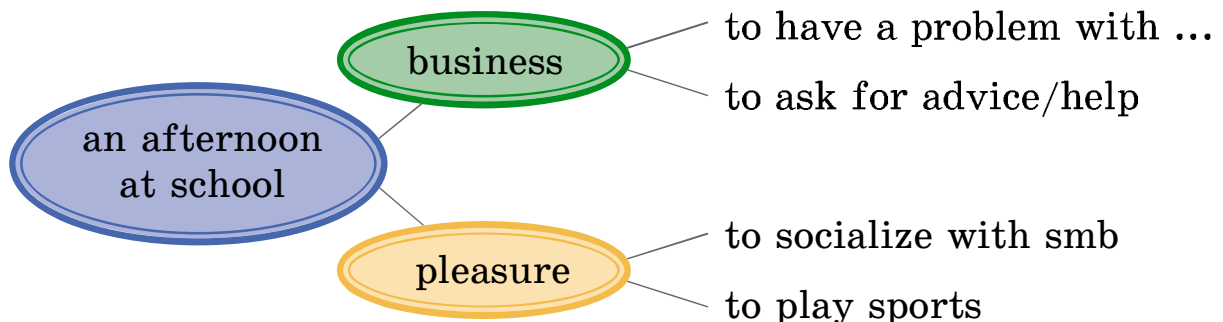
Study these words and describe things you can do:

1. at home:



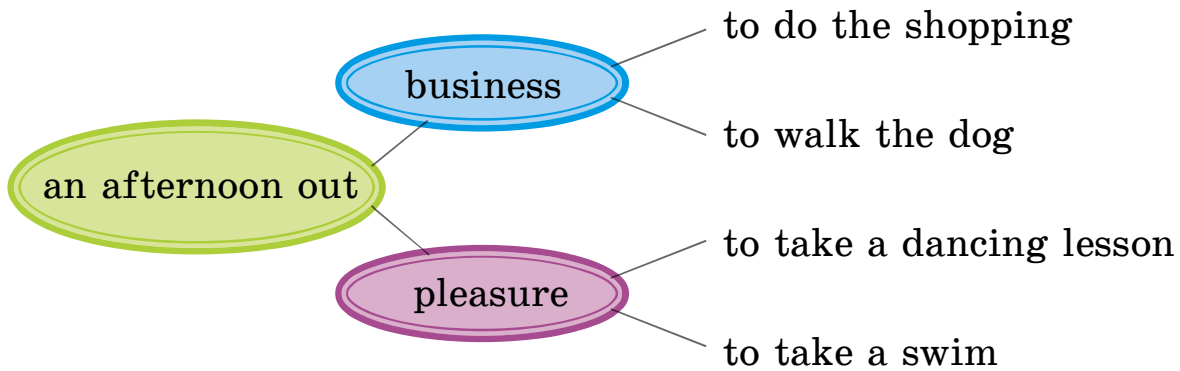
Example: *First, I help my mom about the house in the afternoon and then I listen to music to relax.*

2. at school:



Example: *When I have problems with my classes, I ask my teacher for advice.*

3. out:



Example: *Sometimes in the afternoon I do the shopping or go to the pool for a swim.*



At Home:

Think and decide if you can combine business and pleasure in the afternoon. Fill in the afternoon schedule chart.

THE AFTERNOON SCHEDULE CHART

Business	Pleasure
I help my mum about the house

V. Time to Read

1. Read Helen's letter to the children's magazine and say if your afternoon schedule is the same or different.

AN AFTERNOON PROBLEM

It is important to plan your time after school. An afternoon is the time for homework and rest, for friends and hobbies. Helen has a problem with her afternoon schedule. She writes about it in her letter to the children's magazine.

Dear friends,

I am asking you for advice. I am studying at the Bell Language School in England now. I have three morning classes of English every day. Besides, I work in the computer lab or in the library. It keeps me busy most of the day time.

In the afternoon, though, I am free from school, but it doesn't make things any easier. The thing is that perhaps I have a problem with my afternoon schedule. Usually after

Unit 2

classes I socialize with my English friends. It's a habit with us to spend our time at the shopping centre where we go window-shopping. We can also drop in at a café for desserts or go to the pictures. Sometimes I go to the swimming pool or just take a walk. When I come back, I often feel tired and sleepy and I can't resume my classes. But I need to relax to become myself again, don't I? What shall I do?

*Yours,
Helen.*

advice – to advise
practice – to practise
walk – to walk

See First Aid Kit: Word Building 2, p. 236

Across Cultures: Great Britain



Bell Language School – мовна школа у Баті, Англія, у якій навчаються діти і дорослі з-за кордону

a host family – сім'я, яка приймає у свій дім дітей з-за кордону для тимчасового проживання

2. Fill in the gaps with the right words from the box. Say if they are nouns or verbs.

to swim

to walk

a walk

a swim

advise

advice

Example: *I am asking you for →
I am asking you for advice.*

1. Let's take ... in the park.
2. It is my duty ... the dog.
3. I like ... in the pool.
4. Steve is taking ... at the moment.
5. I ... you to read this book.



3. Read out the sentences about:

- Helen's morning time;
- Helen's afternoon time;
- Helen's evening time.

Compare Helen's day to yours.

Go to Ex. 28–29 of your Workbook

VI. Time to Communicate

1. Read Helen's afternoon schedule and say what you like or dislike about it.

2 pm – taking a walk round the town
3 pm – window shopping with friends
4 pm – dropping in at a café for desserts
5 pm – going to the pool for a swim
6 pm – going to the pictures
7 pm – spending time with the host family

Example: *Helen socializes with friends every evening. I like it a lot.*

2. Give Helen your advice about her afternoon schedule. Begin with:

- | | |
|-----------------------------|-----------------------|
| – The thing is that you ... | – I advise you to ... |
| – Perhaps ... | – Don't ... |
| – I'm sure you can ... | – Try and ... |



3. In pairs, role-play a phone talk with Helen and give her your advice.

Helen: Hello, Helen is speaking.

You: ...

Helen: I have a problem with my afternoon schedule.

You: ...

Unit 2

Helen: It's a habit with me to socialize with friends.

You: ...

Helen: Sometimes I go to the swimming pool or just take a walk.

You: ...

Helen: When I come back, I often feel tired and sleepy.

You: ...

Helen: But I need to relax to become myself again, don't I?

You: ...



VII. Time to Write

Write a letter to the children's magazine about your afternoon schedule. Follow the pattern.

Pattern:

Dear friends,
I am writing to I am studying at Usually
Sometimes When I ... , I often But I ... , don't I? What
do you think of ...?

Yours,

Go to Ex. 30 of your Workbook

2:3. Evening schedule

Word Bank

library
tourist
ancient

Phrase Bank

to take a music lesson
to make a great
impression on smb
to take a walking tour of
sth
to take a boat trip
to have much to offer
to set the alarm clock

Communication Box

As for ...
Luckily ...

I. Conversation Warm-up

Look and say which activities are not often on your evening schedule.
Why?



Example: *Parties are not often on my evening schedule because I am busy.*

II. Pronunciation Warm-up



Listen to/read the echo-poem and practise the sounds /i:/ and /ɪ/.
Say what things you do before you go to bed.

ECHO-POEM

I played on my computer, a brand new computer,
Listened to the music, rhythmic music,
Put on my pyjamas, silken soft pyjamas,
Brushed my teeth, nice white teeth,
Took a book, an interesting book,
Read some chapters, two or three,
Said "Good Night" to mama,
And quickly fell asleep.

III. Grammar Smart

1. Look at Ann's and Steve's evening schedules and the pictures below. Say what the children usually do and what they are doing at the moment.

Example: *Steve usually does his room in the evening.
It's 6 pm. Steve is doing his room.*

ANN'S EVENING SCHEDULE



to take a music lesson
to go to the library
to walk the dog



STEVE'S EVENING SCHEDULE



to play computer games
to take a swim
to do the room



2. Match the beginnings and the endings.

Beginnings	Endings
1. I watch videos ...	a) ... I come back home.
2. I feel tired and sleepy when ...	b) ... at the moment.
3. Helen is helping her mother about the house ...	c) ... after school.
4. Mike is learning to swim ...	d) ... in the evening.
5. William usually socializes with friends ...	e) ... these days.
6. Look, the girls ...	f) ... are playing football!

3. Answer the questions about your evening schedule.

1. When do you usually resume your classes?
2. What are you learning to do these days?
3. How do you relax in the evening?
4. What are you going to do this evening?
5. It's a habit with you to take a walk in the evening, isn't it?

Go to Ex. 31–32 of your Workbook

IV. Word Smart

1. Read Helen's story "My Stay in Bath" and say how she spends her evenings there.

MY STAY IN BATH

So I'm in Bath. It is so exciting! At first the weather was cold, but sunny. Then it changed very quickly.

Bath has made a great impression on me. It has much to offer for tourists. They can go to a palace, see an ancient cathedral, visit a theme park and other places of interest.

It's evening now. It's raining but I have an umbrella with me. I am taking a walking tour of the town at the moment. I am having the time of my life, with the Roman Baths on my left and the Museum of Costume right ahead of me. I'm also going to take a boat trip on the river Avon this evening.

Across Cultures: Great Britain



Bath – курортне місто на південному заході Англії



Roman Baths – джерела мінеральної води



the Museum of Costume in Bath – популярний музей костюмів різних епох у Баті



the Avon – одна з трьох річок з однаковою назвою на південному заході Англії

2. Group the word-combinations from the box and fill in the diagram. Describe your daily schedule.

to take a music lesson
to walk one's dog
to help smb about the house
to socialize with friends
to take a shower
to brush one's teeth
to set the alarm clock

to do one's bed
to play computer games
to resume one's classes
to go for a jog
to go to the pictures
to listen to music
to go to bed



3. Complete Helen's story:

It is Friday I' m I' m ... the Museum of costume. I can see ... there.

Later in the evening I usually fell ... and I my pyjamas, go to ... and ... my teeth. Then I set ... and ... to bed.



At Home:

Write a short story about your Friday evening.

V. Time to Read

1. Read the parts of the story about William's usual evening and mark them 1-5 logically.

___ William comes into the room. Luckily, grandfather is not asleep yet. The boy says, "Please, Grandfather, help me! I want to go to the circus. I like horses and monkeys, and dogs and..."

"And clowns," says Grandfather. "I want to see the circus, too. Let us go together, my boy."

___ Next morning at breakfast, Mrs Brown says to William: "I am so glad you went to bed so early yesterday. William and grandfather look at each other and smile mysteriously".

___ At half past seven William says "Good night" to Aunt Rose, his mother and his father and sadly goes to his room. There he sits down on his bed and thinks hard. He wants to go to the circus very much but he does not know how to do that.

_____ When the circus is over, William and Grandfather go home. They are very happy. They speak about the clown, the dogs and the monkeys, and laugh happily. When they come home, they quietly go to their bedrooms.

_____ William goes quietly out of his bedroom and opens the door of his Grandfather's room. Grandfather is sitting in his chair and reading a newspaper.

Adapted from *William*

-ly quick – quickly
 happy – happily
 mysterious – mysteriously

See First Aid Kit:
Word Building 3, p. 236

2. Choose the right word.

Example: *Helen smiled ... (happy/happily). →
 Helen smiled happily.*

1. William ... (usually/usual) goes to bed at half past eight.
2. William and Grandfather laugh ... (happy/happily).
3. William and Grandfather look at each other ... (mysterious/mysteriously).
4. When William and Grandfather come home, they open the door ... (quiet/quietly).
5. At half past seven William ... (sadly/sad) goes to his room.

3. Read out the sentences about:

- William's plans for the evening;
- Grandfather's help;
- William and Grandfather's secret.

Say if you like or dislike their evening schedule.

Go to Ex. 33–34 of your Workbook

VI. Time to Communicate

1. Act as William and describe your evening adventure.



to go to the circus
to like horses, dogs and clowns
to make a great impression on smb



2. In pairs, talk about William's evening as in the pattern.

P a t t e r n:

- A: I think William is
- B: Sure. He ... very much.
- A: As for his grandfather, he
- B: Yes, he always helps ... because
- A: What do you think of ...?
- B: She is ... but
- A: You ... , don't you?
- B: Of course, I do!



VII. Time to Write

Write an ideal schedule for one of your weekdays. Use the plan below.

Day of the week:	Morning schedule:	Afternoon schedule:	Evening schedule:
---------------------	----------------------	------------------------	----------------------

Go to Ex. 35 of your Workbook

2:4. Weekend Plans**Word Bank**

tennis club
jam
to list
to bake

Phrase Bank

to go on a hike
to choose a route
to pack a rucksack
fishing rods
to go fishing
to take an outing to sth
to get ready for sth
to sing along

Communication Box

What's on your mind?
Sounds like a good idea.
Thank you for the invitation.

I. Conversation Warm-up

Mime what plans you usually have for the weekend. Let your classmates guess and say if they do the same.

II. Pronunciation Warm-up

Listen to/read the weekend questions and beat the rhythm. Answer these questions.

WEEKEND QUESTIONS

What are you going to do on Friday?

What are you going to do?

Where are you going to be on Saturday?

Where are you going to be?

Who are you going to see on Sunday?

Who are you going to see?

What are you going to say?

Where are you going to stay?

When are you going to leave?

What are you going to give?

Friday**Saturday****Sunday****III. Function Smart**

Read and learn to talk about your weekend plans. Look at the notes and fill in the mini-dialogues.



- a) – What are your plans for ...?
– I'm going to

Friday 6 pm
Alex's birthday party

- b) – What about going to ...?
– I'd love to

Saturday.
"Terminator 3"

- c) – Let's go to ... Saturday.
– I don't feel like it.

Saturday.
Football with friends

- d) – Is it OK with you if ...?
– Fine.

Sunday.
Park.



IV. Word Smart

1. Look at the pictures and say what weekend plans these people have.



- tennis club
- to practise tennis skills
- to get ready for a competition



- to go on a hike
- to pack a rucksack
- to choose a route



- to go to the seaside
- to get tanned
- to take a swim



- to go fishing
- fishing rods
- to make fish soup on fire

Unit 2

Example: The girl is going to the tennis club on Saturday. She plans to practise her tennis skills. She is getting ready for a competition these days.

2. Read the weather rhymes and say what weekend plans you can make for these days. What about:

- spending much time out in the open?
- gathering mushrooms and berries in the wood?
- swimming in the river?
- lying in the sun?
- travelling to the seaside?
- taking pictures?
- helping your grandparents in the garden?

WEATHER RHYMES

Red leaves and yellow leaves,
Orange leaves and brown,
Leaves are dancing everywhere,
Happily dancing down.

Down, down!
Yellow and brown.
The leaves are falling
Over the town.

The leaves on the ground go swish, swish, swish.
The raindrops keep falling drop, drop, drop.
The ground goes muddy splash, splash, splash.
The children jump around hop, hop, hop.

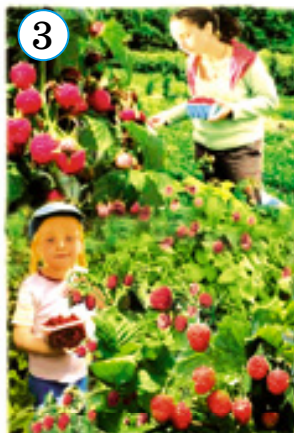
3. The Collinses often visit their relatives for a weekend in autumn. Now they are staying on a farm. Look at the pictures and complete Jennifer's captions for the photos.



a farm house



to ride a horse



to gather raspberries



to make jam

- ① We are on ... now. The weather is We are spending much time
- ② David and Mike are learning to ... these day. They also Mike says
- ③ It's me and little We are This is the way we
- ④ My ... knows much about She is teaching me to Everybody is sure to like



At Home:

Plan the coming weekend with your family and write what can make your plans work.

Go to Ex. 36–37 of your Workbook

I don't ... either.

See First Aid Kit:
Grammar 4, p. 235

V. Time to Read

1. Read in pairs. Say why Steve decided to join his friends.

DISCUSSING WEEKEND PLANS

Ann: Hi, Steve. How do you like the weather today?

Steve: A lot. It's warm and sunny outside. What's on your mind?

Ann: I wonder if you have any plans for the weekend? Our friends are going out for a picnic. We decided to make a fire and bake potatoes, to listen to the music and sing along to the guitar. What about joining us?

Steve: I am not sure. The idea of picnicking doesn't excite me too much. I don't feel like taking a class outing to the woods, either. And besides, I listed 10 new computer games.

Ann: But you can't spend all your weekend in front of the computer. It's no good for you!

Steve: My mum says the same. Are you going to do anything fun out in the open?

Ann: Exactly. My elder brother has just come from the USA and he promises to teach us some popular American sport games like baseball or softball.

Unit 2

Steve: Wow! Sounds like a good idea. I like sports and I'm interested in sport of other countries.

Ann: Then you'll kill two birds with one stone, as the proverb goes: you'll have a nice rest and learn new sport games.

Steve: Thank you for the invitation, Ann. It'll be an unforgettable weekend, I bet.

Across Cultures



baseball – бейсбол, популярна гра



Softball – популярна американська гра, особливо серед дівчат, схожа на бейсбол

2. Say the opposite.

Example: Mary and I like this idea. →

Mary doesn't like this idea, and I don't like it, either.

It's nice and useful. →

It's not nice, and it's not useful, either.

1. My friends and I can swim well.
2. The hiking route is easy and pleasant.
3. The weekend plan is good and interesting.
4. Steve and Ann like outings.
5. Ann and her brother know much about American sports.
6. This time was enjoyable and memorable.

3. Paraphrase the sentences, using the dialogue.

Example: – The weather is warm and sunny today.

– It's warm and sunny outside.

1. What do you want to say?
2. Would you like to go with us?



3. I don't like this idea.
4. It's bad for your health.
5. My mum is of the same opinion.
6. I like this idea.

4. Read out the sentences about:

- a) a picnic; b) outdoor sport games.

Compare these weekend activities with those of yours.



VI. Time to Communicate

1. Act as Ann and describe your weekend plans.

- to be warm and sunny outside
- to go out for a picnic
- to bake potatoes
- to make a fire
- to sing along to the guitar
- to have much fun



2. Act as Steve and describe your idea of the weekend.

- not to excite smb too much
- not to feel like doing sth
- to take a class outing to the woods
- to list new computer games
- to do sth fun out in the open
- to be interested in sports



3. In pairs, discuss your weekend plans as in the pattern.

Pattern:

A: Hi, How do you like ...?

B: It's ... and What's on your mind?

A: I wonder if Our friends We'd like ... and What about ...?

B: I am not sure. The idea of I don't feel like ... , either.

A: But you can't ... It's not good

B: Are you going ...?

A: Exactly. ...

B: Sounds like a good idea. ...



VII. Time to Listen

Listen to the boy's story about his most memorable weekend and say why he liked it so much.



VIII. Time to Write

Read the invitation cards below and write about your plans for the coming weekend.



Dear ... , come to my birthday party at 5 on Sunday.

Alex



*Dear ... ,
Let's go to the cinema to see "Harry Potter" (the last part).*

Olha



*Dear ... ,
Come to the city stadium to take part in the running races.*

Victor

Go to Ex. 38–40 of your Workbook



2:5. My progress in English

I. Grammar Smart

Fill in the correct form of the verb.

1. We usually ... (go/are going) out on Sunday.
2. My friends ... (plan/are planning) our weekend at the moment.
3. Look! Ann ... (does/is doing) her morning exercises.
4. My friends and I often ... go/are going) to the Internet Café after classes.
5. Helen ... (helps/is helping) her granny in the garden every summer.
6. Listen! Somebody ... (knocks/is knocking) at the door.

Check if you:

can choose the correct form of the verb.		
--	--	--

(Yes/No)

II. Word smart

Fill in the prepositions.

1. I go ... bed ... nine o'clock.
2. Nina likes to help her mum ... the house.
3. As a rule, we go ... the cinema ... Saturday.
4. Kyiv made a great impression ... me.
5. We are getting ready ... a test now.
6. Thank you ... the invitation.

Check if you:

can connect words in sentences correctly.		
---	--	--

(Yes/No)



III. Function Smart

Match the questions to the answers.

1. What are your plans for the weekend?	a) Sorry, I'll be very busy on Saturday.
2. Let's go to the cinema on Saturday.	b) Fine. I'm free after the lessons.
3. What about visiting our friends in the evening?	c) I'm going to Kyiv this weekend.
4. Is it OK with you if we play computer games after classes?	d) I'd love to, but I have so many things to do in the evening.
5. Would you like to go on a hike with us?	e) I'm not. Hiking doesn't excite me too much.

Check if you:

can talk about weekend plans.		
-------------------------------	--	--

(Yes/No)

IV. Time to Read

Read the story "A Perfect Pupil" and mark the right statements.

A PERFECT PUPIL

I have a friend, her name is Alice. She is the best pupil in my class and she has become our school tennis champion this year. The teachers think that Alice is a perfect pupil. She herself doesn't think so. Alice says, "I am a well-organized person and try to do everything in time. That's why I manage to do a lot of things. I follow the proverb "Business before pleasure" and I don't like to waste time. I resume my lessons at about four o'clock when I come back from my tennis club. As a rule, I do all the lessons and always get good marks at school.

I started to play tennis four years ago at a summer camp. At first it was just a hobby. Then I started to take part in competitions. I play tennis three times a week and it helps me to keep fit. I love tennis, but I have lots of other interests, too, like going dancing, listening to music or reading. I know that all this helps me to study well.

1. Alice has become our school tennis champion this year.
2. She started to play tennis, when she was five.



3. Alice began playing tennis at a summer camp.
4. Alice says she is a well-organized person.
5. She resumes her lessons in the evening.
6. Her interests and hobby help her to study well.

Check if you:

can read and understand a short story about smb's time schedule.		
--	--	--

(Yes/No)



V. Time to Listen

Listen to Martin's story "Lucky's Best Friend" and match the activities to the characters.

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. Martin 2. My mum 3. My dad 4. My elder sister Nina 5. My niece Lisa 6. Lucky | <ol style="list-style-type: none"> a) gives Lisa breakfast. b) buys chocolate for Lisa. c) shares the best. d) takes Lisa for a morning walk. e) likes to play with Lisa. f) gets up early at 7 o'clock. |
|--|--|

Check if you:

can understand the details of the text.		
---	--	--

(Yes/No)



VI. Time to Write

Write a description of your everyday schedule.

Check if you:

can write a description of your working day.		
--	--	--

(Yes/No)

Go to your WB, Cross-cultural Workshop 2

Unit Three: Eat with Pleasure

3:1. Meals at home

Word Bank

cutlets
to slice
rice
beans
to bake
porridge
to cut
to try

Phrase Bank

to have ... meals a day
to begin (to finish) with ...
for the 1-st course (the main course)
for dessert
dish
breakfast/dinner/supper
meal schedule

Communication Box

... is OK with me.
Thanks to ...
Normally ...

I. Conversation Warm-up

Look and say what dishes you usually have for breakfast/dinner/supper.

porridge



macaroni



fruit



yogurt



potatoes



sausage

Example: *I usually have porridge for breakfast and yogurt for supper.*



II. Pronunciation Warm-up

Listen to/read “The Tea Party Poem” with correct stress and practise the sound /ei/. Say what you prepare for your tea party.



THE TEA PARTY POEM

I shall make a little cake,
He and she will make some tea,
We shall make another cake,
For you and they will come today.

III. Grammar Smart

1. Look and recall!

а) Щоб правильно сказати, хто їсть або готує їжу, вживай:	I, you, he, she, we, they	<i>I shall make a little cake.</i>
б) Щоб правильно сказати, для кого готується або подається їжа, вживай:	me, him, her, us, them	<i>Give me a cake, please.</i>
в) Щоб правильно сказати, чия це улюблена їжа, вживай:	my, your, his, her, our, their перед іменником	<i>Fish soup is my favourite dish for the first course.</i>

2. Play a grammar game, using the model.

Example: *I – me, me – my.*

3. Read and remember!

Щоб додатково підкреслити, що це саме моя/твоя/його/її/наша/їхня їжа, а не іншої людини, вживай:	mine, yours, his, hers, ours, theirs, без іменника	<i>This apple is mine, not yours.</i>
--	--	---------------------------------------

а) Paraphrase the sentences as in the example.

Example: *Buying bread is my duty. →*

Buying bread is a duty of mine.

1. Porridge is my favourite breakfast dish.
2. Cooking is her duty.
3. This is our dining room.
4. Take your piece of pie.
5. I like their dinner.
6. We enjoy our meals.

Unit 3

b) Look at the pictures and complete the sentences.



Example: *It's not my cake, it is his.*

1. It's not ... sandwich, it is
2. It's not ... salad, it is
3. It's not ... ice cream, it is
4. It's not ... soup, it is
5. It's not ... sweet, it is



At Home:

Write what meal schedule your family has every day (sometimes, never).

IV. Word Smart

1. Study these words and describe:

a) your everyday meals schedule:



Use: porridge, cutlets, rice, breakfast, macaroni, meat, cake, sandwich, salad, ice cream, yogurt, borsch, sausage, omelette, soup.



Example: *Porridge is a typical breakfast dish in my family.*

b) your holiday meal schedule:

- to begin with .../to finish with ... ;
- for the first course .../for the main course ... ;
- for dessert

Example: *We usually have a big cake and ice cream for a dessert.*

2. Answer the questions.

1. How many meals do you have a day?
2. What do you normally have for breakfast/dinner/supper?
3. What is your favourite breakfast/dinner/supper dish?
4. What do you like for the first (main) course?
5. What do you usually have for dessert?
6. What do you prefer to begin or finish your dinner with?

3. Look at the dishes the girl is going to prepare. Say how often you eat them.



Example: *The girl is slicing bread and cheese to make a sandwich.
I often have a cheese sandwich for breakfast.*

Go to Ex. 41–42 of your Workbook

V. Time to Read

1. Read Ann's description of her meal schedule and say what eating traditions her family has.

taste – tasty
salt – salty

See First Aid Kit: Word Building 4, p. 237

ANN'S MEAL SCHEDULE

We usually have three meals a day: breakfast, dinner and supper. The morning meal is a large hot breakfast with eggs, potatoes, tea or coffee. Then around two o'clock we have dinner, the biggest meal of the day. We eat vegetable salad to begin with. Borsch or soup comes for the first course. Varenykys or cutlets with macaroni or rice are for the main course. For dessert we may have juice or fresh fruit.

My favourite dinner dish is Ukrainian borshch. My granny cooks it for us in a special way. I know that the borshch is hers if there are beans in it.

Supper, the evening meal, is normally light. Yoghurt is OK with me.

My mum often bakes something tasty. She has recently made a popular Australian dessert — the Pavlova. It was great!

Thanks to my mum and granny, our meal schedule is so well-planned.

food
meal

See First Aid Kit: Word meaning 1, p. 238

Across Cultures: Australia

the Pavlova – австралійський десерт, який названо на честь балерини Анни Павлової – тістечко із збитих білків з вершками та шматочками фруктів

2. Choose the right word.

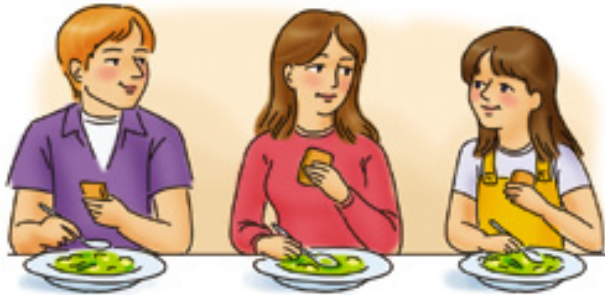
Example: *I have three food, meals a day.* →
I have three meals a day.

1. We often have sea food/meal in the family.
2. I don't like to have my food/meal in a café.
3. Thank you, granny, for the tasty food/meal.
4. I don't like such spicy food/meal.
5. It's time for our midday food/meal.
6. I prefer Ukrainian food/meal.

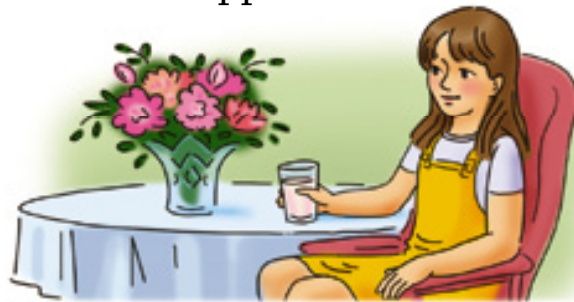
3. Read out what Ann says about Ukrainian dishes and say how much they are typical of your eating traditions.

VI. Time to Communicate

1. Act as Ann and describe your everyday meal schedule.



to have three meals a day
to be well-planned
for breakfast
to begin with
for the first (main) course
for dessert
for supper



2. Act as Ann's granny and say how you cook Ukrainian borsch in a special way. How does your mother cook it?

carrot

onion

tomato

for the first course

cabbage

beans

potato

favourite dish

to cook Ukrainian borsch

parsley

dill

beetroot

in a special way

to add beans

to be very tasty



3. In pairs, talk about your meals at home as in the pattern.

Pattern:

A: ...?

B: As for me, I have three meals a day: breakfast, dinner and supper.

Unit 3

A: ...?

B: My breakfast is large and hot. It consists of a plate of porridge and a cup of tea or coffee.

A: ...?

B: Sure. Dinner is the biggest meal of the day.

A: ...?

B: As a rule, I have a plate of soup for the first course, cutlets and mashed potatoes for the main course, and tea for dessert.

A: ...?

B: As for my supper, it is very light, a cup of tea or yoghurt is OK with me.

A: I see your meal schedule is well-planned.



VII. Time to Listen

1. Listen to three friends discussing their meals and say what Ukrainian dish all of them prefer.

2. Fill in the menu card information.

MENU

First course:

Main course:

Dessert:



VIII. Time to Write

At the request of your international friend, describe a typical Ukrainian meal schedule. Begin with:

- Many Ukrainians ...
- For some families, breakfast ...
- As for dinner, it may ...
- The most traditional first course ...
- It tastes better with ...
- For the main course ...
- For dessert ...
- The evening meal ...
- As you see, ...

Go to Ex. 43–45 of your Workbook

3:2. Eating out

Word Bank

dumplings
chops
garnish
canteen
appetizer

Phrase Bank

to eat out
to be hungry as a hunter
menu card
to be to smb's taste
poppy seed pie
mashed potato
on the menu
to have a sweet tooth
fast food

Communication Box

Come on then.
Same with me.
What do you say to ...?
I can't say 'no' to ...
It's you all over.
Tastes differ.

I. Conversation Warm-up

Look and say what places you would like to visit for dinner.



McDonalds



Pizza Hut



Potato Hut



French desserts



Ice cream shop

Example: *I would like to visit a Potato Hut for dinner.*



II. Pronunciation Warm-up

Listen to/read the “Eating out” chant with correct intonation and practise the sounds /v/ and /ɔ:/. Answer the questions of the chant.

EATING OUT CHANT

How do you like your coffee?

Hot, hot.

How do you like your cake?

With cream, please.

How do you like your ice cream?

With chocolate, please.

One scoop or more?

I can eat four.

III. Grammar Smart**1. Look and recall!**

Для того, щоб правильно розповісти про сніданок, обід або вечерю, вживай: *breakfast, lunch, supper* без артикля.

Example: *Mama lays the table for breakfast.*

2. Play a chain game

Example: A: *What do you have for breakfast?*

B: *For breakfast I have a plate of porridge. What do you have for lunch?*

C: *For lunch ...*

3. Read and remember!

1. Вживай слова, які називають їжу, без артикля.

Example: *I like soup and macaroni for dinner.*

2. Вживай артикль *a/an* зі словами, які називають порцію їжі: *a glass of ... , a cup of ... , a bottle of ... , a plate of ...*

Example: *I have a glass of milk every evening.*

a) Look at the picture-table and make up as many sentences as you can.

• Give me

• Can I have

• Pass me

• I'd like



, please.

?

, please.

.

Example: *Give me a plate of soup, please.*



b) Complete and role-play the mini-dialogues.

- What's for ... , granny?
- I'm making
- I'd like ... right now
- Here it is.

for dinner
a plate of soup
mushroom soup

- What would you like ...?
- I'd like
- Will ... be OK with you for dessert?
- Sure.

a glass of juice
apple juice
for dessert

- May I take ... , Mum?
- No, you mustn't. Dinner is ready.
Take ... first.
- OK. Give me ... then.

a plate of soup
a piece of cake
pea soup

IV. Word Smart

GRANDMA'S HOUSE

Appetizers

- ham
- cabbage salad
- cucumber-and-tomato salad
- beetroot salad
- cheese sandwich
- sea food cocktail

First Course

- pea soup
- cabbage soup
- noodle soup
- tomato soup
- Ukrainian borsch

Main Course

- cabbage rolls
- chops
- meat
- dumplings
- steak
- potato pancakes
- galushky
- chicken pizza
- varenyky

Garnish

- fried potato
- mashed potato
- buckwheat porridge
- stewed cabbage
- spaghetti
- porridge

Dessert

- poppy-seed pie
- Napoleon cake
- vanilla ice cream
- orange jelly
- hamburger
- hips

Soft Drinks

- stewed fruit
- tea with lemon (=Russian tea)
- tea with milk (=English tea)
- cocoa
- coca-cola

Unit 3

1. Study the words in the menu (p. 84) and:

a) say what you would like to eat at this café.

Example: *I'd like cucumber and tomato salad to begin with, pea soup for the first course and vanilla ice cream for dessert.*

b) name the dishes which are called healthy food and say how often you eat them and where you can buy them.

Example: *I often have different salads. I buy them at our school canteen.*

c) fill in the dish grid and say which of them you have tasted and if you liked it or not.

DISH GRID

Dish	The country it is from
chicken pizza	Italy
...	

Example: *I think pizza has come from Italy. I've tasted it and liked it a lot.*



At Home:

Think and decide what food you usually eat at home or at the café. Make 2 lists of such dishes.

Go to Ex. 46–47 of your Workbook

V. Time to Read

1. Read in pairs and say if the children have the same tastes in food.

appetizer – AmE
starter – BrE

DISCUSSING THE MENU

Steve: It's about dinner time. I have had my porridge in the morning and now I'm hungry as a hunter. What about you?

Ann: Me, too. How about going to the nearest café?

Steve: Do you mean "Grandma's House"? This is my favourite place.

Ann: Come on, then.

Steve: Here is the menu card. Is there any appetizer to your taste on the menu?

Ann: Let's start with healthy food, like cucumber-and-tomato salad to begin with.

Steve: Same with me. Let's take cabbage soup for the first course.

Ann: No soup for me today. And what do you say to meat dumplings for the main course?

Steve: I'll take chops, with mashed potato for garnish.

Ann: Tastes differ. Anything to drink?

Steve: I'd like a cup of cocoa and a poppy seed pie for dessert. I have a sweet tooth, you know, and can't say "no" to sweet things.

Ann: It's you all over, and I'll take a banana split to finish with.

Across Cultures: Great Britain



porridge – традиційне шотландське блюдо – овес, зварений на молоці



banana split – улюблений десерт англійських дітей – банан з морозивом або консервованими фруктами

2. Complete the questions using the text and ask your friends to answer them.

Example: *How about ...?* →

A: *How about going to the nearest café?*

B: *I'd love to. I'm hungry as a hunter.*

1. Do you mean ...?
2. Is there any ... on the menu?
3. And what do you say to ...?
4. Anything to drink?
5. I can't say "no"



VI. Time to Communicate

1. Act as Ann and describe your visit to the café “Grandma’s House”.



to be one’s favourite place
to have many tasty dishes on the menu
to take healthy food
to prefer meat dumplings
to have different tastes
to enjoy meals at the café

2. Act as Steve and describe your choice at the café “Grandma’s House”.



to be hungry as a hunter
to have appetizers to one’s taste
to begin with cucumber and tomato salad
to take cabbage soup for the first course
to take chops with mashed potato for garnish
to have a sweet tooth



3. a) In pairs, discuss the menu in your favourite café as in the pattern.

Pattern:

- A: It’s about How about ...?
B: With pleasure Here is Is there ... on the menu?
A: I’d like ... to begin with and ... for the first course.
B: Same with me. Let’s take ... for the main course.
A: No ... for me today.
B: Tastes differ. Anything for dessert?
A: I have a ... and
B: It’s you ... and I’ll take



VII. Time to Write

Write about your meal at a café covering the following items:

- why this café is your favourite;
- how often you go there and with whom;
- what tasty things you can find on the menu there;
- what dishes this café is especially famous for.

Go to Ex. 48–50 of your Workbook



3:3. Setting a festive table

Word Bank

bread plate
serviette
spices
table cloth
refreshing

Phrase Bank

to lay the table
to serve food
festive table
soda water
to give sth a holiday look
to be ready-made
to enjoy every minute of sth

Communication Box

As you see ...

I. Conversation Warm-up

Look at the picture and say how the table is laid.

Use: a bread plate, salt, pepper, a vase with flowers, a spoon, a fork, a knife.



Example: *There is a bread plate in the centre of the table.*



II. Pronunciation Warm-up

Listen to/read the “Festive Table Chant” with rhythm and practise the sound /ei/. Say who lays the table and serves food in your family.

THE FESTIVE TABLE CHANT

Who laid the table?
Mama laid the table.
Who put the plates?
I put the plates.
Who served the food?
Granny served the food.
And we all sat down and started to eat.

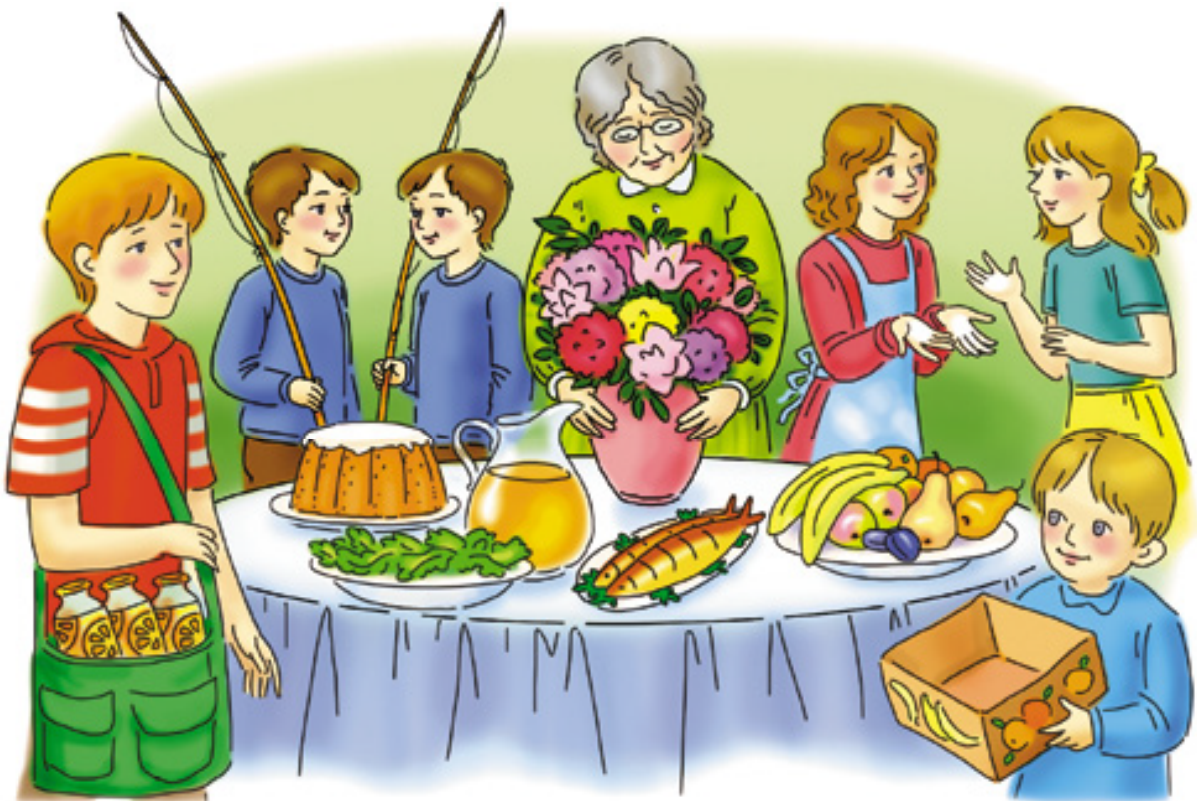
III. Grammar Smart

1. Change the sentences as in the example.

Example: *It's not my ice cream, it's Natasha's.* →
It's not my ice cream, it's hers.

1. It's not your plate, it's Vlad's.
2. Don't take this banana split, it's the girls'.
3. Pass this fork, please, it's my mum's.
4. Take away this dish, it's little Kate's.
5. They are not my sandwiches, they are Val's and Ann's.
6. Don't eat this porridge, it's my nephew's.

2. Look at the picture and decide what dishes each child prepared for the festive table.



Example: *I think the girls made the cake.*

*** 3. Read a short story of your English friend's packed lunch and fill in articles where necessary. Say if you have the same or different.**

For X lunch I usually have ... sandwich. ... cheese sandwich is my favourite. I take ... slice of ... bread first and put ... butter and ... slice of cheese on it. Then I cover it with another slice of bread. I have it with ... cup of tea. Then comes ... chocolate or ... small cake to finish with. This is a traditional packed lunch for schoolchildren in England.

IV. Word Smart

1. Look at the pictures and choose those which will help you to lay the festive table. Describe their places on the table.



Example: *There are plates for every person.*

2. Read a passage from Ann's letter about a children's party in Australia. Say what impressed Ann and why.

... There is a good tradition in many Australian families to organize parties for children. So I took part in one of them. It was really exciting and unusual.

The festive table was beautifully laid in the garden. It was covered with a white table cloth. Near every plate there was a lovely many-coloured bird made of serviettes. The bottles of soda water were also unusual – all covered with bright flowers. All this gave the table a holiday look. On the table they put many extra ready-made dishes. Some Australian dishes were to my taste like chocolate crackles, the Pavlova and fairy bread. It was the first time I tasted them and liked them a lot. But my favourite dishes were the ice pole and the coconut ice. It is very hot in Australia, you know, and dishes with ice were very refreshing. As you see, I enjoyed every minute of the children's party ...

Across Cultures: Australia

chocolate crackles



fairy bread



icy pole



coconut ice



3. Complete Ann's story.

It's Sunday and I am at the children's party. There is a good tradition ... for children. I took part It was really ... and

The festive table ... in the garden. It was covered Near every plate The bottles of soda water All this gave On the table Some Australian dishes ... and I liked them a lot. But my favourite dishes were It is very hot in Australia and I enjoyed





At Home:

Write a short story about a children's party you've recently been to.

Go to Ex. 51–52 of your Workbook

V. Time to Read

1. Read the “Tale of Two Bad Mice” after Beatrix Potter and match its parts correctly.

<p>1. Once upon a time there was a very beautiful doll's house: it was red with white windows, and it had red curtains and a front door. Two dolls, Lucinda and Jane, lived there. Jane was the cook; but she never did any cooking, because the dinner was ready-made.</p>	<p>a) So that is the story of the two bad mice – but they were so very very bad. Tom Thumb paid for everything he broke. He found a sixpence under the rug, and at Christmas he and Hunca Munca put it into one of the stockings of Lucinda and Jane.</p>
<p>2. One morning there was no one in the dining room. Tom Thumb, a mouse, put his head out of the hole near the fireplace. A minute later Hunca Munca, his wife, put her head out two. They wanted to taste dishes on the festive table in the dining room.</p>	<p>b) Tom Thumb became very angry. He put the ham on the floor and broke it – bang, bang, smash, smash. The ham flew into pieces because under the paint there was nothing but plaster!</p>
<p>3. The doll's house was not far from the fireplace. Tom Thumb and Hunca Munca came into the house and went upstairs to the dining room. Such a lovely festive dinner was on the table covered with a bright table cloth! There were spoons and forks, to the left of each plate and a knife to the right of it. In the middle of the table there were spices and big plates with cheese and ham and fish.</p>	<p>c) Tom Thumb wanted to cut the ham, but it was very hard. “Give me some fish, Hunca Munca!” said Tom. Hunca Munca tried every spoon but the fish didn't come off the plate.</p>

4. So Tom Thumb and Hunca Munca broke up the pudding, the lobsters, the cheese, the pears and the oranges. The mice were hungry and very angry.

d) It consisted of two red lobsters, some ham, fish, cheese, a pudding, some pears and oranges. They were not real, but they were very beautiful.

Prepositions of Place

On the left/right ...

To the right of ...

In the middle of ...

See First Aid Kit:

Grammar in Use 5, p. 235

2. Fill in the prepositions.

Example: *The flowers are in the middle of the table.*

1. The spoon is ... the left ... the plate.
2. The spices are of the festive table.
3. ... the left there is a bread plate.
4. ... the right ... the bread plate there is a bottle of soda water.
5. I can see a plate of salad ... the left.

3. Read out of the story:

- how a festive table was laid;
- what the ready-made dinner was like;
- how the mice ate the dinner;
- how the mice paid for everything they had broken.

Say what you like or dislike in the mice's behaviour in the dining room.

VI. Time to Communicate

1. Look at the pictures and tell the tale of the two bad mice.





- to cover a table with a bright table cloth
- ready-made food
- to be hard to eat
- to come off the plate
- to break up lobsters, fish etc.
- to be hungry and angry
- to pay for everything



2. In pairs, discuss the “Mice’s Misadventure” in the dining room of a doll’s house.

- A: I think the mice were very hungry
B: Sure. They saw a festive table and
A: Was there anything to their ... on the table?
B: I guess a lot of things. There was
A: Unfortunately, cheese was hard ... and fish didn’t
B: Exactly, that’s why the mice became ... and
A: Do you think the mice were really ... ?
B: Oh, no. As Christmas
A: So they paid ... , right?
B: As you see,



VII. Time to Write

Write how you help your mum to lay the festive table. Follow the plan:

PLAN

- What you begin with.
- What you put on the table and where.
- What dishes you prepare for the festive dinner.

Go to Ex. 53–55 of your Workbook

3:4. Tastes differ

Word Bank

to include
portion
cheeseburger
recipe
instead

Phrase Bank

puffed rice
sea food salad
to know much about
cooking
to do sth in no time at
all
guessing game
(not)to be much of smb
take-away food
to have a meal outdoors

Communication Box

Don't speak too
soon.
Yummy, yummy.
Here they are.

I. Conversation Warm-up

Look and say what dishes are to your taste.



fruits

chicken



hotdog



ice cream



hamburger

pizza



cake



Example: *Fruits are to my taste.*



II. Pronunciation Warm-up

Listen to/read the "Taste Rhyme" with emotion and practise the sound /θ/. Say which of the dishes you like or don't like.

THE TASTE RHYME

I don't like chicken,
I don't like steak,

I don't like hotdogs
Or Napoleon cake.
But I do like one thing,
And that thing is nice:
The thing I like most is
A ball of puffed rice.



III. Function Smart

Read and learn how to express tastes in food. Look at the pictures and fill in the mini-dialogues.

- a) – I like both ... and
– So do I. I adore



a pear; an apple

- b) – I like neither ... nor
– Neither do I.



sausage; cheese

- c) – I prefer ... to
– Not me. I am not a coffee person.



coffee; tea

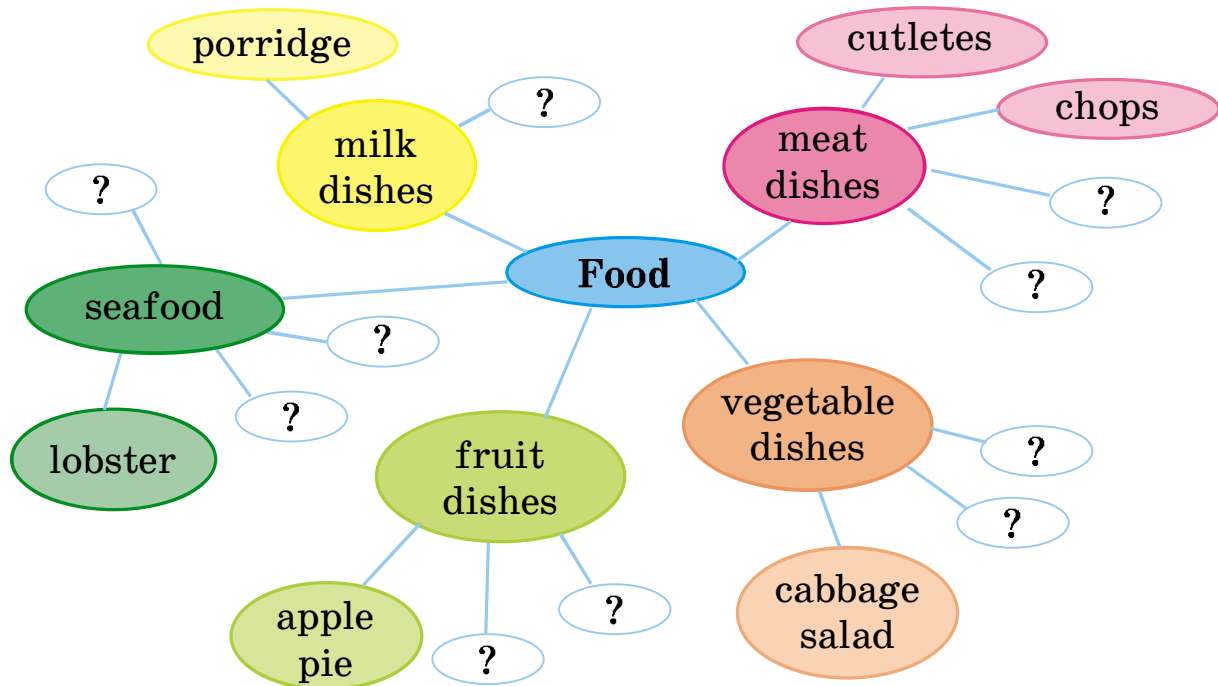
- d) – I don't like
– Neither do I. I prefer ... instead.



cocoa; coffee; milk

IV. Word Smart

1. Fill in the brain map with your favourite dishes. Say how often you have them.



Example: *I like meat dishes, especially cutlets and I often have them for dinner. My favourite vegetable dish is cabbage salad. My granny serves it every day for supper*



2. a) Interview your friends and find out:

- What food she/he prefers.
- How often she/he has the dish.
- Who cooks his/her favourite dish.

b) Present your findings to the class.

Example:

A: *I say, Helen, what is your favourite dish?*

H: *Sea food salad is to my taste.*

A: *How often do you have this dish?*

H: *I have it for a festive dinner.*

A: *Who cooks this dish in your family?*

H: *My granny does.*

A: *I've found out that Helen's favourite dish is sea food salad. She has it only for a festive dinner. Her granny cooks this salad for all the family.*



3. In pairs, read the invitations and discuss what you may like or dislike to eat and to do there. Use the pattern.

Pattern:

A: ... is to my taste. I like

B: So do I. I'm sure we'll win in

A: Don't speak too soon. I'm not much of a I prefer ... party to

B: OK. Let's try ... then.

Dear friends,

If you're fans of fruit, make sure you're in the town of Queensland at the fruit festival. It will take place on the second Saturday in January. The programme of the festival will include fruit races, fruit-eating competitions, fruit parties and fruit street parades. Don't miss it.

*Love,
Sarah.*

Dear friends,

You have a chance to eat your favourite ice cream in no time at all and to participate in funny guessing games. If you win, you'll get a nice prize – the second portion of your favourite dresses.

Welcome to our ice cream shop! It's a favourite place with many English children. We offer you all ice creams imaginable.

*Enjoy!
Steve*

Across Cultures: Australia



Queensland –
другий за величиною
з австралійських
штатів на північному
сході континенту

Unit 3



At Home:

Write about the favourite dishes and drinks popular in your family. Fill in the chart.

	Favourite dish	Favourite drink
I		
My mum		
My dad		
My brother		
My granny		
My granddad		

Go to Ex. 56–57 of your Workbook

V. Time to Read

1. Read in pairs and say about how the children changed the recipe.

cuisine
kitchen

First Aid Kit:
Word Meaning 1, p. 238

TASTES DIFFER

Steve: Have you heard the news, Ann?

Ann: What news?

Steve: Tomorrow we are going to have a display of our favourite dishes with their recipes.

Ann: So, you'd like to take part in it, right?

Steve: I'm not much of a cook, you know, but we can do something together! If we win a prize

Ann: Don't speak too soon! Let's decide on a dish first. What's your favourite?

Steve: As I'm a fruit person, I prefer fruit salads to other dishes.

Ann: So do I. I'm also a big fruit fan. Let's make a "Fruit Tower". Take two apples, two bananas, wash them and cut into pieces.

Steve: Here they are. Anything else?

Ann: Add some strawberries and mix them with yoghurt or cream.

- Steve:** Oh, I like neither yoghurt, nor cream. Can we do without them?
- Ann:** Tastes differ. Let's put much ice cream on top instead. The fruit tower should be very big. Now our fruit salad is ready. Enjoy it.
- Steve:** Yummy, yummy. It's like English truffle.
- Ann:** Do you know much about English cuisine?
- Steve:** No, I know only this dish. I tasted it at my English friend's place when I visited England and I liked it a lot.
- Ann:** I see.

Across Cultures: Great Britain



truffle – популярний десерт для дітей у Великій Британії, який складається з різних фруктів, з вершками. Подається з тортом

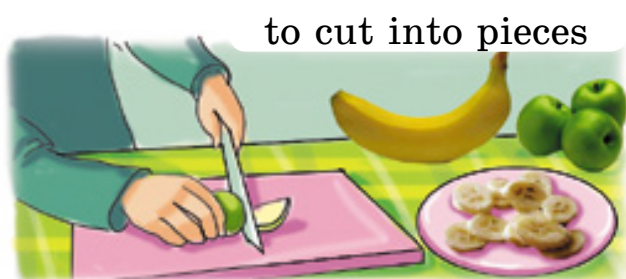
2. Kitchen or cuisine? Fill in the right word.

Example: *I like Italian → I like Italian cuisine.*

1. Go to the ... and wash up after dinner.
2. Do you have your meals in the ...?
3. I'm a great fan of British
4. My international friends prefer Ukrainian ... to others.
5. Our ... is comfortable and cosy.



3. Look at the pictures and say how the children prepare their favourite dish "Fruit Tower".



VI. Time to Communicate

1. Act as Steve and describe his preferences in food.



to have a display of favourite dishes
(not) to be much of a cook
to be a big fruit fan
to prefer fruit salads to other salads
to like neither yoghurt nor cream
to enjoy the salad

2. Act as Ann and give a recipe of the fruit salad you've prepared.



to decide on a dish
to be a big fruit fan
to cut fruit into pieces
to add strawberries
to mix fruits with yoghurt
to put ice cream on top



3. In pairs, talk about your favourite dishes as in the pattern.

Pattern:

- A: I say, what is your favourite ...?
B: As I'm a big ... , I prefer ... to
A: So do I. I'm also a big
B: Do you know much ...?
A: Not me. Usually my mum ... for all the family. What about you? Do you like English or American?
B: I like neither ... nor ... cuisine. I adore Ukrainian national dishes.
A: Great! You can give me some ... , right? I'll prepare something for my ... , Sarah and Steve.
B: Sure. You may cook ... or
A: Will you ...?
B: With pleasure.



VII. Time to Listen

Listen to three children talking about their favourite dishes and match the speakers to their dishes.



VIII. Time to Write

Write a recipe of your favourite dish for the class cookbook. Use the format.

CLASS COOKBOOK

For this dish you need:
At first you must ...
Then ...
Add to it ...
After that ...
Finally ...
The dish is ready! Enjoy it!



Go to Ex. 58–60 of your Workbook

3:5. My progress in English**I. Grammar Smart**

Choose the correct form of the word.

1. I have eaten all ... (my, mine) chocolates.
2. Can I have one of ... (your, yours)?
3. I hope Ann won't forget to write about ... (ours, our) Ukrainian cuisine.
4. Sure, we will write about ... (theirs, their).
5. Dinner was served an hour ago. I had ... (my, mine).
6. Did Ann have ... (her, hers)?

Check if you:

can use correct forms of the words.		
-------------------------------------	--	--

(Yes/No)

II. Word Smart

Insert the prepositions where necessary.

1. I have three meals ... a day.
2. We have Ukrainian borsch ... the first course.
3. An apple pie is ... my taste.
4. There are many tasty dishes ... the menu.
5. Put a knife ... the right ... the plate.
6. My granny knows much ... cooking.

Check if you:

can connect words in sentences correctly.		
---	--	--

(Yes/No)



III. Function Smart

Match conversation lines A to lines B

A.	B.
1. I adore cooking.	a) Neither do I.
2. I like neither milk nor cream.	b) So do I. I'm also a big fruit fun.
3. I prefer chops to cutlets.	c) Neither do I. I prefer potatoes instead.
4. I don't like macaroni.	d) So have I.
5. I have a sweet tooth.	e) So do I.
6. I like apples and pears.	f) Not me. I'm not a meat person.

Check if you:

can express your tastes in food.

(Yes/No)

IV. Time to Read

Read the news story and choose the correct title.

1. A Sweet Tooth.
2. Believe or not.
3. Dark Danger.

If you put much sugar in your tea, if you can eat a jar of jam, if you eat chocolate every day, then you are sure to have got a sweet tooth. Your parents scold you for that and the doctors don't advise you to eat much sweet. They are right, of course. But here is a piece of great news for every sweet tooth – chocolate is good for you.

- Firstly, chocolate is good for your heart.
- Secondly, you feel happy when you eat chocolate because it tastes good and because it has the right chemicals.
- Thirdly, chocolate helps you to think and concentrate. So if you have a test or a dictation, eat some chocolate to prepare for it.

Of course, don't eat too much and choose dark chocolate which has a lot of cocoa (over 70%). They say, if you eat chocolate three

Unit 3

times a month, you can live a year longer than those who don't eat it at all. Do you believe it? See for yourself!

Check if you:

can read and understand a news story.		
---------------------------------------	--	--

(Yes/No)



V. Time to Listen

Listen to Mary's story "When I was a child" and complete the sentences below.

1. I'm a fifth grader and go to school
2. In my free time I go to the gym to do
3. I want to be slim because I want to be
4. When I was a baby, I ate a lot of porridge and drank a lot of
5. I don't eat much for lunch, just a sandwich and
6. Sometimes in the evening I have

Check if you:

can listen to smb's opinion and fully understand it.		
--	--	--

(Yes/No)

Go to your WB, Cross-cultural Workshop 3



Unit Four: You are in Ukraine

4:1. Far and wide

Word Bank

sketch
marsh
waterway
picturesque
scenery
population

Phrase Bank

to boast of sth.
to be well-known for sth
to be washed by sth
to divide into sth
to be rich in sth
mineral resources
to be widely spread

Communication Box

See for yourself.
As you see ...

I. Conversation Warm-up

Look at the photos and say what Ukraine is well-known for.



Example: I think Ukraine is known far and wide for its beautiful Carpathian Mountains.



II. Pronunciation Warm-up

Listen to/read the “Rap of Ukraine” and practise the rhythm. Say why you adore your country.

RAP OF UKRAINE

Ukraine is known far and wide
For its lakes and rivers
And seas in the south,
For steppes and forests
And mountains too
I adore my country,
And what about you?

III. Grammar Smart

1. Read and remember!

1. Для того, щоб правильно розповідати про країну, вживай артикль *the* з назвою:

- океанів, морей, річок

Example: *Ukraine is washed by the Black sea. The Dnipro is the largest river in Ukraine.*

- гірських ланцюжків

Example: *The Carpathian mountains are very picturesque.*

- груп озер

Example: *The Shatski lakes are in the West of Ukraine.*

- географічних регіонів (the South, the West, the East, the North)

Example: *There are marshes in the North of Ukraine.*

2. Не вживай артикля з назвою:

- континентів (Europe, Asia, America, Africa, Australia)

Example: *Ukraine is the heart of Europe.*

- більшості країн

Example: *I live in Ukraine.*

- міст

Example: *Kyiv is the capital of Ukraine.*

- окремих гірських вершин

Example: *Mount Hoverla is the highest peak in the Carpathian Mountains.*

2. Let's play a grammar hide-and-see game. In pairs, name as many places as you can: with/without an article.

Example: A: *I want to see the Carpathians.*

B: *I climbed Mount Hoverla last summer.*

- Crimean mountains
- Sea of Azov
- Dnipro
- Europe
- Kharkiv
- Black Sea
- Shatski lakes
- Kyiv
- West

3. Look at the photos and say in what part of Ukraine these rivers/lakes/mountains are situated.



Example: *The Crimean Mountains are in the South of Ukraine.*

Unit 4

4. Answer the questions:

1. What continent do you live in?
2. What is the name of your home town?
3. In what part of Ukraine do you live?
4. What river is your town/city, village situated on?
5. By what sea is Ukraine washed?
6. What is the biggest city near your home town?

IV. Word Smart

What?	What kind of?
marshes	picturesque
steppes	unique
scenery	rich
waterway	hospitable
population	friendly
plantation	widely spread
mineral resources	marvellous

a) Study these words and in chain ask *what?* or *what kind ...?* questions.

Example: A: *Where can we find marshes in Ukraine?*

B: *As far as I know, we can find marshes in the North of Ukraine. And what kind of people live in Ukraine?*

A: *Friendly and hospitable people live in Ukraine.*

b) Match the adjectives to the nouns and make up your sentences with them.

Adjectives	Nouns
1. longest	a) population
2. multinational	b) scenery
3. rich	c) waterway
4. picturesque	d) people
5. unique	e) mountains
6. hospitable	f) mineral resources

Example: *The Dnipro River is the third longest waterway in Europe.*

c) Say what Ukraine can boast of.

Example: Ukraine can boast of its picturesque scenery. There are many beautiful forests in my country. We have many unique trees and flowers in Ukraine.



At Home:

Work with the geographical map of Ukraine in your Workbook and mark:

- seas, rivers and lakes;
- mountains;
- mineral resources;
- neighbours of Ukraine;
- the biggest cities.

Go to Ex. 61–62 of your Workbook

V. Time to Read

Read the poster about Ukraine which was designed for Europe 2012 and say the answer to what question the foreign guests must find themselves.

WELCOME TO UKRAINE



Welcome to Ukraine, the heart of Europe, its geographical centre.

How far and wide is Ukraine?

It stretches from the mountains in the West to the steppes in the East, from the marshes in the North to the Black Sea in the South. Its territory is 603,700 sq. km.

Unit 4

How deep is Ukraine?

The country is washed by the Black Sea and the Sea of Azov, with a rich animal life. It also has more than 3,000 lakes. The Shatski Lakes, with the beautiful Lake Svityaz, are the most picturesque. Ukraine's longest river is the Dnipro. It is Europe's third longest waterway, and it divides the country into right-bank and left-bank Ukraine.

How green is Ukraine?

Ukraine is famous for its forests with beautiful scenery and plantations of oak, pine and birch. Most forests are in Polissia and the Carpathians.

How high is Ukraine?

There are the marvellous Carpathian and Crimean Mountains in Ukraine. Mount Hoverla (2061 m.) in the Carpathians is the highest peak in the country.

How rich is Ukraine?

Ukraine has 5% of the world's mineral resources. It is rich in coal, iron, granite and marble.

How friendly and hospitable is Ukraine?

To find the answer to the question you must visit the country and see for yourself.

continent-continental
population-populous
hospitality-hospitable

See First Aid Kit: Word Building 4, p. 237

Across Cultures: Ukraine



Dilove

м. Ділове, в Закарпатті, яке вважається географічним центром Європи



Svityaz

озеро Світязь – найбільше озеро з Шацьких озер на північному заході України



Polissia

Полісся, центральна та північна частини України, відома своїми мішаними лісами

a) In the text “Welcome to Ukraine”, find the sentences with the relative words to the words given and reproduce them. Make up your own sentences by analogy.

picture

uniqueness

population

hospitality

fame

continent

Example: *Picture – picturesque. There are many picturesque places in Ukraine.*

b) Read the numbers and say what information they stand for in the text “Welcome to Ukraine”.

Example: *603, 700 sq. km → It is the territory of Ukraine.*

22% 3.000 5% 1% 2,061 m +25 72%

c) In the text “Welcome to Ukraine” find the information about:

- the territory of Ukraine;
- the population of the country;
- its scenery;
- its waterways;
- its mineral resources.



V. Time to Communicate

a) Look at the photos from the pupils’ website about Ukraine and comment on them.



to be known for sth
to divide into sth
picturesque scenery

hospitable and friendly
widely spread
plantation

Unit 4



b) Look at the photo of a foreign guest who is going to visit Ukraine and help him to answer his questions. Use the following words and word combinations.



to boast of sth
unique and picturesque
to be rich in sth
to be washed by sth
to enjoy sth

the Carpathian Mountains and Mount Hoverla
the Shatski Lakes and Lake Svityaz
climate
the Dnipro River, the Black Sea

c) In pairs, role-play the dialogue between you and a foreign guest as in the pattern.

Pattern:

A: Hi, are you ...?

B: Sure. What can I do for you?

A: Oh, can you ...? I'm so fond of swimming.

B: With pleasure. ... is washed by ... and there are ... in the west. You can

A: And are there ...?

B: Sure. The Dnipro It divides

A: I can ... , can't I?

B: Exactly. Have ... and see for yourself.

A: Thank you. You are so kind.



VII. Time to Listen

1. Listen to a geography teacher's talk "At the Map of Ukraine" and say why the teacher asked her pupils to add to her story.



2. Listen again and complete the sentences. Choose a correct ending.

1. Ukraine is situated ...
 - a) in the south west of Europe;
 - b) in the east-west of Europe;
 - c) in the south-east of Europe.
2. The Crimean Peninsula is shaped like ...
 - a) a big fish;
 - b) a big brown bear;
 - c) a long boot.
3. 95% of Ukrainian territory is ...
 - a) mountainous;
 - b) flat;
 - c) mixed forest zone.
4. The Carpathian Mountains can boast of ...
 - a) waterfalls and rapid rivers;
 - b) wildlife;
 - c) rare plants.
5. The Crimean Mountains are famous for ...
 - a) mountain lakes;
 - b) their height;
 - c) unique animals and birds.
6. There is ... lower than 1,500 m deep in the Black Sea.
 - a) various animal life;
 - b) no animal or plant life;
 - c) strange underwater plants' life.



VIII. Time to Write

Write a 10-sentence entry to the encyclopedia “National Geographics” about your country. Follow the plan.

PLAN:

- The geographical position of your country.
- Its physical geographical zones.
- Its fauna and flora.
- Its area and population.

Go to Ex. 63–65 of your Workbook

4:2. Celebrating seasons

Word Bank

snowstorm
to bloom
to melt
to sunbathe
to remind

Phrase Bank

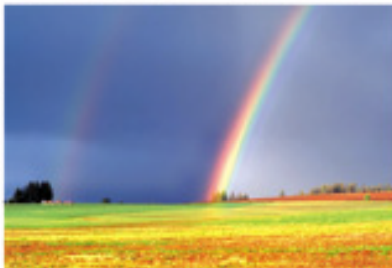
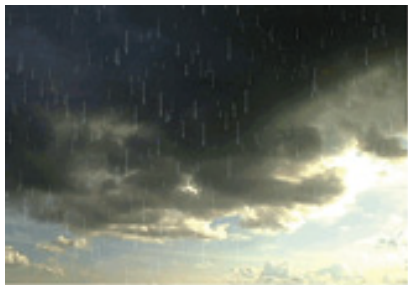
beastly weather
to be cold and frosty
outside
to break into blossom
to be out in the open
to travel abroad
to have a memorable time
to have its own charm
to be a great admirer of
sth
Indian summer
to turn sth into sth

Communication Box

Don't grumble!
No way!
That's better!
Small wonder!

I. Conversation Warm-up

Look at the photos and say in what season you may have such weather in Ukraine.



Example: *I think photo 1 is about autumn because it often rains in this season.*



II. Pronunciation Warm-up

Listen to/read the “Weather Chant” and practise the sound /w/. Say what weather the author enjoys most. What is your favourite weather?

THE WEATHER CHANT

- What is the weather like today?
- It's wet and cloudy, wet and cloudy.
- What was the weather like yesterday?
- It was foggy and windy, foggy and windy.
- What will the weather be tomorrow?
- It'll be hot and sunny, hot and sunny.
- Hooray!

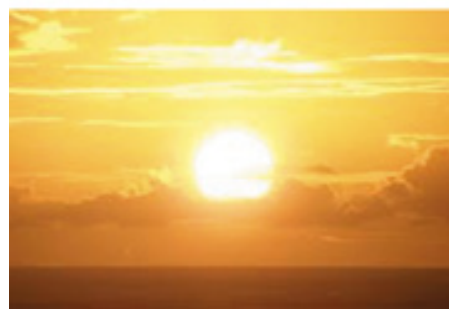
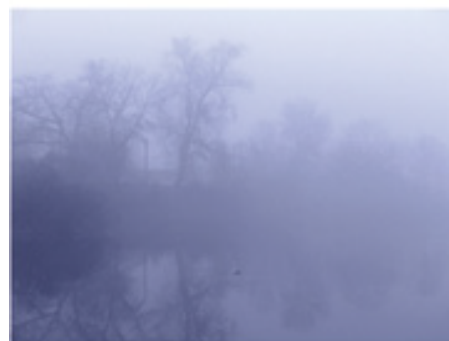
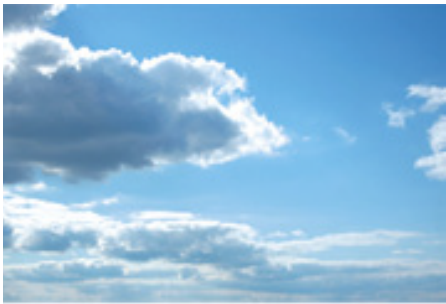
III. Grammar Smart

1. Look and recall!

sun + y = sunny
cloud + y = cloudy
storm + y = stormy

wind + y = windy
snow + y = snowy
fog + y = foggy

2. Play a grammar matching game and match the words to the pictures. Make up your own sentences as in the example.



Example: *It's cloudy outside.*

Unit 4

3. Read and remember!

Вживай артикль *the* перед іменниками, коли розповідаєш про унікальні природні об'єкти: *the Sun, the Moon, the Earth, the sky, the ground*.

Example: *The sun is bright.*

Не вживай артикль, коли розповідаєш про події, що відбуваються.

Події, що відбуваються	No article
– у певну пору року	<i>in autumn</i>
– у певний місяць	<i>in September, in October, in November</i>
– у певну погоду	<i>in rainy weather</i>

a) Answer the questions.

1. What season is it now?
2. What was the season before it?
3. What season will be after it?
4. What do you like to do in winter (spring/summer/autumn)?
5. What month is it now?
6. What month was before?
7. What month will be after it?

b) Read a short story and fill in the articles where necessary.

It is ... autumn now. ... sun is shining, ... sky is blue. It is still warm in ... October. Little Kitty likes to gather mushrooms in good weather. She sees mushrooms on ground. She wants to pick one.

Oops! It is jumping away. A squirrel!

IV. Word Smart

Study the words and word combinations (p. 119) and say:

a) What you can see in every season.

Example: *We can see much snow in winter.*

b) What the weather is like in different seasons.

Example: *It's cold and frosty in winter.*

c) What you can do or like to do in every season.

Example: *I like to go skating in winter.*

SEASONS

winter words	spring words
beastly weather snowflakes to enjoy skating/skiing/sledging snowstorm cold and frosty outside	to bloom to break into blossom icicles and snow to melt lovely weather blossoming orchard

summer words	autumn words
to sunbathe out in the open to go hiking to travel abroad to have a memorable time	to have its own charm a great admirer of sth to remind of school Indian summer



At Home:

Find a picture/photo of any season in Ukraine and describe it.

V. Time to Read

1. Read the dialogue between two Ukrainian girls and say what seasons they like most.

Go to Ex. 66–67 of your Workbook

orchard	the woods
garden	forest

See: First Aid Kit:
Word Meaning 1, p. 238

WHAT BEASTLY WEATHER WE ARE HAVING TODAY!

Winter

Alex: It's so cold and frosty outside. I'm staying at home the whole morning.

Helen: Don't grumble, Ann. Last Sunday, just after the snowstorm, we had much fun – we enjoyed skating, skiing, sledging, throwing snowballs and what not.

Unit 4

Alex: So we did. There was so much sun and snow that it was a pity to stay at home in such lovely weather. But today ...

Helen: Oh, stop it. In a month the snow and icicles will melt, the weather will change for better and you'll enjoy every minute of spring.

Spring

Alex: True, true. I adore this lovely season when fruit trees break into blossom and spring flowers bloom. A fairy tale, just a fairy tale!

Helen: Small wonder. Spring is the morning of the year and in Ukraine it turns the whole country into a blossoming orchard. But I prefer summer to all other seasons. I can swim and sunbathe a lot, go hiking, travel abroad or just spend all day long out in the open.

Summer

Alex: Agreed. We are having the most memorable time on our summer holidays. Sometimes we even don't notice when autumn is on the way.

Helen: Exactly. Only yellow and brown leaves of Indian summer remind us of a new school year.

Across Cultures



Indian summer – бабине літо

Autumn

Alex: And this season also has a charm of its own: autumn mushrooms and nuts in the forests and woods, fruits and vegetables in the gardens and orchards

Helen: I see you are a great admirer of all the seasons, except winter.

Alex: No way. Winter is also a great season, whatever it can be said against it.

Helen: That's better.

2. Fill in the missing words.

Example: *We like to have a cup of tea in the ... (garden/orchard).* → *We like to have a cup of tea in the garden.*

1. It's easy to get lost in the ... (forest/wood).
2. There is ... near our house (wood/forest).
3. In spring, when fruit trees break into blossom, our ... (garden/orchard) is very beautiful.
4. Many people in Ukraine have big ... (orchards/gardens) near their houses.
5. Have you ever been to the ... (forest/wood) and picked nuts?
6. All ... (forests/woods) are full of mushrooms in Ukraine in autumn.

**3. Read the sentences and say whose words these are and what they mean.**

Example: *"What beastly weather we are having!"* → *Alex says it about winter because it was cold and frosty outside and he stayed at home.*

1. "In a month the weather will change for better".
2. "A fairy tale, just a fairy tale".
3. "I can spend all days long out in the open".
4. "It was a pity to stay at home in such lovely weather".
5. "This season also has a charm of its own".
6. "It turns Ukraine into a blossoming orchard".
7. "I adore this lovely season"

4. Reproduce the characteristics of four seasons from the dialogue and add 3-4 logically connected sentences.

Example: *I adore this lovely season when fruit trees break into blossom and spring flowers bloom. I like to go out of town, to look at the snowdrops, to see how birds make their nests. The weather is warm and sunny. We can spend all days long outside.*

VI. Time to Communicate

1. Act as Alex or Helen and invite your international friends Rachel/Bruce to come to Ukraine in the season they like most. Begin with:



- All seasons in Ukraine are lovely, but
- The weather in this time of the year
- In this season
- The season has a charm of its own because
- You can enjoy
- Besides, you'll have a memorable time
- Come to Ukraine in ... and have the time of your life.



2. Look at the photos, and describe the season. Use the words and word combinations (p. 123).



to have
a memorable
time

to have
a charm of its
own

to be out
in the open

to bloom

to enjoy
sledging

a lovely
season

to break
into blossom

cold and frosty
weather

to be a great
admirer of sth

to go hiking

Example: *I think it is winter in the Carpathian Mountains. They are in the west of Ukraine. The weather is cold, but sunny. Children enjoy sledging*



3. In pairs, discuss your favourite seasons in Ukraine as in the pattern.

Pattern:

A: What ... we are having today! It is so ... and

B: But I prefer to ... because

A: Agreed. When the weather ... it's a pity

B: True, true. But Ukraine is especially beautiful in ... when

A: Small wonder. ... has a charm of its own.

B: Exactly. We can ... and

A: I see you are a great admirer of ... , right?

B: Sure. I have



VII. Time to Write

Write an essay about the weather and seasons where you live. Use the plan to help you.

PLAN

Each Season Start

- weather
- nature
- pastime

Example: *I live in Zhytomir. It is in Polissya. Winter begins in December there*

Go to Ex. 68–70 of your Workbook

4:3. Do you live in ...?

Word Bank

village
suburbs
exhibition

Phrase Bank

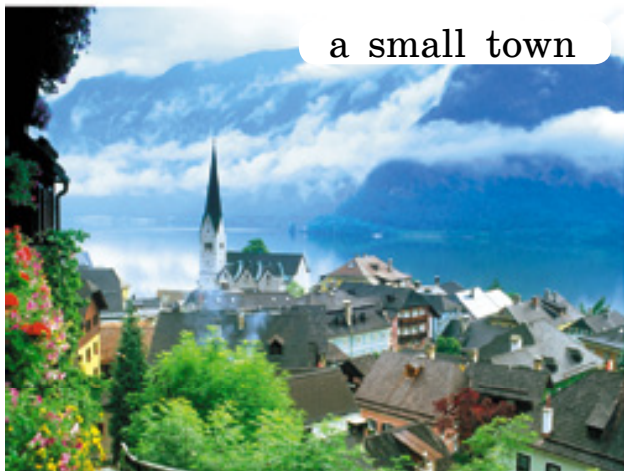
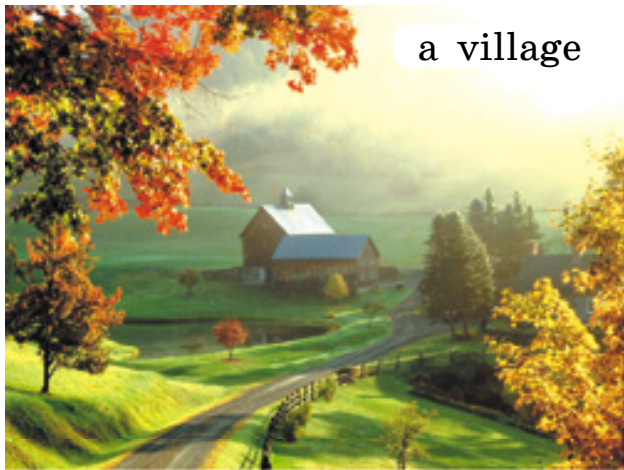
to move into a new house
many-storeyed house
to like sth much better than ...
to have the best of two worlds
a city lifestyle
native place
to go round with friends

Communication Box

That's it.
I'm with you on that.
... and the like.
By the way ...
It takes me ... to do sth.

I. Conversation Warm-up

Look at the photos and say where you would like to live and why.



Example: I'd like to live in a village because nature is picturesque there.





II. Pronunciation Warm-up

Listen to/read the rhyme “A Place to Live In” and practise the sounds /dʒ/, /ɪ/. Say where these people live. What about you and your relatives?

A PLACE TO LIVE IN

- Where do you live?
 - I live in a city.
 - What about Mr Brown?
 - He lives in a small town.
 - What about his mum?
 - She lives on a farm.
 - What about the family of Ridge?
 - They live in the village.
- A city, a town, a farm, a village –
They all have a special image.

III. Grammar Smart

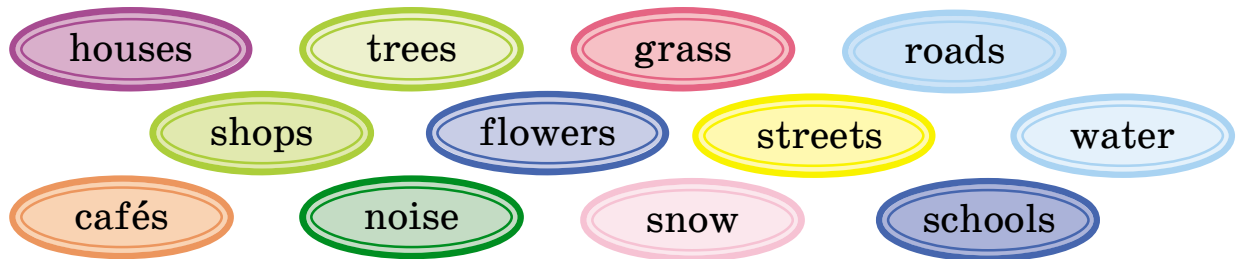
1. Read and remember!

- Для того, щоб правильно запитати про те, чого є багато в місті або на селі, якщо це можна порахувати (*наприклад, shops*), вживай слово **many**: *Are there many shops in your town?*
Якщо це не можна порахувати (*наприклад, snow*), вживай слово **much**: *Is there much snow in the country in winter?*
- У позитивній відповіді вживай слова **so, very, too** перед **many, much**, *There are so many streets in the city! There is too much noise in the café!*
- У заперечній відповіді вживай:
 - a) **few** (мало), якщо предмет можна порахувати:
Example: *No, there are few shops here.*
 - b) **little** (мало), якщо не можна порахувати:
Example: *No, there is little noise in the café.*
- Для того, щоб сказати, що твоє місце не велике, не маленьке, вживай: **neither ... nor ...**.
Example: *My native place is neither big nor small.*

Unit 4

2. Let's play a grammar chain game.

SO MUCH OR SO MANY?



Example:

A: ... snow

B: *so much snow*

A: ... shops

B: *so many shops*

3. Answer the questions about your house as in the example.

Example: A: *Is your house big or small?*

B: *My house is neither big nor small.*

1. Is your native place big or small?
2. Is your native place new or old?
3. Is your street long or short?
4. Are the trees in your street tall or low?
5. Is your school old or new?
6. Is the life in your place busy or quiet?

4. Look at the pictures and make up sentences about them as in the example.

Example: *There are so many beautiful flowers in the field!*



IV. Word smart

Life in a big city	Life in a small town	Life in a village
many-storeyed house suburbs much noise exhibition museums	flower bed not much traffic peaceful and quiet place two-storeyed house playground	cottage to breathe fresh air to eat healthy food picturesque place to communicate with nature

1. Read the words and say what every place can boast of.

Example: *There are very many interesting museums in a big city.*

2. Fill in the plus-minus chart and speak about life in different places.

PLUS-MINUS CHART

Life in ...	+	-
a big city	many interesting places to see	much traffic
a small town		
a village		

Example: *On the one hand, there are very many interesting places to see in a big city.*

On the other hand, there are many cars on the roads, that's why there is so much noise.

3. Read what children say about their native places and say if they remind you of your place. Why/why not?

I'm Joanne. I like the place I live in. It is not very big but it is beautiful and green. There are a lot of small cottages there with big gardens behind them. My house is situated near the river. It's a very picturesque place: fresh air to breathe and healthy food.





My name is Taras. I live in the suburbs in a two-storeyed house. It takes me an hour to get to the centre. There are too many roads, cars and buses there. There is also very much noise and I don't like it. But I like to live there. Because there is so much to see: museums, monuments, picture galleries, exhibitions and what not. I can also go round with friends.



I'm Helen. My native place is neither large nor small. It is comfortable to live in. On the one hand, there isn't much traffic and on the other – there is so much to do. For example, there is a swimming pool, which I often visit and my favourite library.



At Home:

Make a photo page of the place you live in and say about your favourite places.

Go to Ex. 71–72 of your Workbook

V. Time to Read

1. Read in pairs. Say where the children prefer to live.

TALKING ABOUT PLACES TO LIVE IN

Ann: Hi, Steve! Where have you been? I haven't seen much of you lately.

Steve: Small wonder. I'm spending a lot of time in my granny's village. She moved into a new house a month ago.

Ann: Are there many houses in your granny's village? Is there much to see there?

Steve: It's a small picturesque place. There are few two-storeyed houses but there are so many small cottages.

Ann: Sure, there is a small river, and a green wood with lots of flowers, mushrooms and berries there. Am I right?

Steve: That's it. Besides, there is so much fresh air. I like to live in the country much better than in town, especially in spring and summer.

Ann: Really? Don't you agree that life in the city is more interesting?

Steve: I'm with you on that. There are very many places to visit: shops, museums, exhibitions, theatres, parks and the like.

Ann: By the way, do you remember our English pen pal Steve? He lives in the suburbs of London in a cosy cottage with a small kitchen garden behind the house. He thinks he has the best of two worlds: picturesque nature and a city lifestyle.

Steve: True, true.

Across cultures: Great Britain



London – столиця Великої Британії



Kitchen garden – місце біля хати, де вирощують фрукти та овочі

2. In the text, “Talking about Places to Live in” find and reproduce the sentences which mean the same.

Example: *I haven't seen you for ages.* → *I haven't seen much of you lately.*

1. There are so many small houses.

Unit 4

2. I agree with you on this point.
3. There are very many places to visit: shops, museums, exhibitions, parks and what not.
4. Steve lives in the area which is away from the centre of London.
5. Behind the house he has a small place where he grows fruits and vegetables.
6. Granny got a new house to live in a month ago.

3. Fill in the word forks and make up your sentences with some of them.

small	<table border="1" style="border-collapse: collapse; width: 100%; height: 50px;"> <tr><td style="padding: 5px;">river</td></tr> <tr><td style="padding: 5px;"> </td></tr> <tr><td style="padding: 5px;"> </td></tr> </table>	river			a many-storeyed	<table border="1" style="border-collapse: collapse; width: 100%; height: 50px;"> <tr><td style="padding: 5px;">house</td></tr> <tr><td style="padding: 5px;"> </td></tr> <tr><td style="padding: 5px;"> </td></tr> </table>	house		
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		a quiet	<table border="1" style="border-collapse: collapse; width: 100%; height: 50px;"> <tr><td style="padding: 5px;">place</td></tr> <tr><td style="padding: 5px;"> </td></tr> <tr><td style="padding: 5px;"> </td></tr> </table>	place					
place									

4. Complete the sentences from the text and add one more logically connected sentence.

Example: *I'm spending a lot of time ... →*

*I'm spending a lot of time in my granny's village.
I like to live here much better than in town.*

- It is a small picturesque place with ...
- There is much fresh air ...
- There are many places to see in a big city, but ...
- Life in the city is more interesting because ...
- Bruce lives in ...
- He thinks he has the best of two worlds ...

VI. Time to Communicate



1. Act as Ann and say why you like to live in a big city.




to enjoy a city lifestyle
to have many places to visit
to live an interesting life
to see different places of interest
to be exciting

2. Act as Steve and say why you like to live in a small village.

to enjoy picturesque nature
to like life in the village much better
to breathe the fresh air
to eat healthy food
to have a peaceful life



 3. In pairs, talk about the lifestyles in different places as in the pattern.

P a t t e r n :

A: Hi, ...! Where have you been? I haven't seen much of you
... .

B: Small wonder. I

A: Are there many ...? Is there much ...?

B: There are few ... but there are so many

A: Sure, there is Am I right?

B: That's it. Besides, there is much I like ... much better than ... , especially

A: Really? Don't you agree that ...?

B: I'm with you on that.



VII. Time to Write

Write a description of your native place covering the following points:

- What part of Ukraine you live in.
- What kind of lifestyle you have.
- What pluses and minuses of this lifestyle there are.
- Why you enjoy/don't enjoy living there.

Go to Ex. 73–75 of your Workbook

4:4. People and places

Word Bank

bonfire
embroidery
whistle

Phrase Bank

open-air museum
to be the time of magic
enchancing beauty
to be still under the
impression
to be a breathtaking
experience
place number one to see
to be the second best smb
likes
brand new
to be an unforgettable
sight

Communication Box

I'm bursting with
news ...
... as the tradition
goes.
How lucky we are!

I. Conversation Warm-up

Look at the photos of some Ukrainian places and say where you've already been to or would like to go to. Say why you want to go there.



Example: *As I'm fond of history, I'd like to go to the Chersonese ruins. They are in the South of Ukraine, near Sebastopol. So I can see more of the Crimea.*



II. Pronunciation Warm-up

Listen to/read the “Invitation Rhyme” and practise the sounds /ŋ/ and /ɑ:/. Say where in Ukraine you can go to the zoo, national parks or botanic gardens and what you can see there.

THE INVITATION RHYME

Come along, come along, on a trip to the zoo.
We'll see a jumping chimp and a kangaroo.
Come along, come along, on a trip to the park.
We'll swim in a pond without a shark.
Come along, come along, on a trip to the garden.
We'll smell two million roses.
– I beg your pardon?



III. Function Smart

Read and learn how to express admiration. Look at the pictures and fill in the mini-dialogues.

- a) – How do you like ...?
– I can't enjoy it more.



the Pysanka museum

- b) – What can you say about ...?
– Oh, it was just wonderful.



the Nikitsky Botanic Gardens

Unit 4

c)



Pyrohovo

- What do you think of our visit to ...?
- I can't help admiring it.

d)



Ukrainian folk music

- What's your opinion of ...?
- Oh, it was fantastic. I'm a great admirer of such music.

IV. Word Smart

Getting to know Ukrainian places	Getting to know Ukrainian traditions
<ul style="list-style-type: none"> • to be the number one place to see • to be the first choice • to be the second best smb likes • to sense the history of sth through sth • a place of enchanting beauty • to have a guided tour to sth 	<ul style="list-style-type: none"> • to be the time of magic • to hold a traditional fair • to become an unforgettable sight • to be good fun to do • to light fireworks • to keep (observe) the tradition • to be a breathtaking experience

a) Read the word combinations and say what place is number one for foreigners to visit in Ukraine and why.

Example: *Sorochinskaya Fair is number one for many people to see because you can learn many Ukrainian traditions there.*

b) Make as many sentences as you can about the place you want to go to or the Ukrainian tradition you want to know about.

It's	fantastic	to learn more about Ukrainian musical traditions
	exciting	to sense the history of the country
	amazing	to see the places of enchanting beauty
	good fun	to have a guided tour to any open-air museum
	interesting	to take part in national Ukrainian traditions
great	to light fireworks during the celebrations	

Example: *It's fantastic to see the places of enchanting beauty.*

c) Read the information charts and match them to the photos. Say what traditions are carefully kept in Ukraine.

The open-air museum of folk architecture and traditions should be your first choice. It is located in a picturesque place Pyrohovo not far from Kyiv. It has more than 300 wooden structures from different regions of Ukraine from the 16th to the 21st century.



Ukraine is called a truly musical nation and annual festivals of Ukrainian folk music in the Carpathians prove it. One can listen to extraordinary kobza, bandura, buben, tsymbaly and trembita, of course; see young people performing Kolyadky in a passionate way. It is the time of magic!



Askania Nova National Preserve is a zoo, a Botanical garden and the largest area of steppe in Ukraine. It is a landscape of enchanting beauty and an important research centre for wildlife.





The Cradle of Zaporizke Cossatstvo is known far and wide. One can sense the history of Zaporizhian Sich through Khortytsya, the largest island on the Dnipro River.



The national Ukrainian exhibition of toys is your first choice in Ukraine. There are toys made of natural material (straw, wood and clay) and various typical Ukrainian dolls: motankas, rag dolls and modern dolls.

Example: I think that the open-air museum of folk architecture and traditions in Pyrohovo keeps the historical traditions of Ukraine. It shows how people lived in different times. It also presents a village lifestyle.



At Home:

Choose any interesting place you want to take your international friends to visit in Ukraine. Present it to your class and explain your choice.

Go to Ex. 76–77 of your Workbook

V. Time to Read

1. Read in pairs and say what Ukrainian traditions celebrations your international friends took part in.

AFTER A GUIDED TOUR OF UKRAINE

Ann: How lucky we are! We've made such a great tour.

Steve: Exactly. It was the time of magic. We saw so many places of enchanting beauty and even took part in some traditional celebrations. A lot to talk about at school, right?

Ann: True, true. I am still under the impression of Kupala celebrations: dancing around marena and singing Kupala songs. I couldn't enjoy more.

Steve: And how do you like jumping over the bonfire?

Ann: Oh, it was a really breathtaking experience. Frankly speaking, I felt scared at first, but the second and the third jumps were really wonderful. It was an unforgettable sight!

Steve: We did it safely so we must be lucky as the tradition goes.

Ann: I hope so. And what do you think of Sorochynska Fair?

Steve: Oh, it was the second best I liked. I could not only see extraordinary hand-made things but learn how to make them. Look, I've made a clay whistle myself.

Ann: Fantastic! As I'm a great admirer of embroidery, I've bought an embroidered towel or rushnyk, with a nice floral design. They say it is a symbol of wedding. My cousin Andrew on my mother's side is going to marry soon so it'll be a good present for the wedding, don't you think?

Steve: A national gift from Sorochynska Fair is sure to bring luck.

Across cultures: Ukraine



Kupala

- свято літнього сонця, який святкується 7 липня за Юліанським календарем
- лялька в людський зріст, зроблена з соломи – символ свята Купала
- Сорочинський ярмарок – один з найвідоміших ярмарків в Україні, що відбувається в селі Великі Сорочинці Миргородського району на Полтавщині



Marena

Sorochyntsi Fair



Unit 4

2. Read the words and use them to tell about the friend's travelling experience.

Adjective	Noun	Verb	Noun
beautiful	beauty	to guide	a guide
traditional	tradition	to tour	a tour
successful	success	to visit	a visit
magic	magic	to admire	an admirer
impressive	impression	to jump	a jump
lucky	luck	to whistle	a whistle

Example: *The friends made a grand tour and saw many places of enchanting beauty.*

3. Look at the pictures and say where your international friends saw them and what new information they learned about them.



Example: *Ann and Steve visited Sorochynska Fair on holiday. They saw many extraordinary handmade things there and Ann bought an embroidered towel – a symbol of wedding for her cousin.*

VI. Time to Communicate

a) Act as Ann and say what traditions you have experienced.

to be the time of magic
to be a breathtaking experience
to jump over the bonfire
to take part in celebrations
to be under the impression



b) Act as Steve and describe your impressions of Sorochynska Fair.

to be the second best smb likes
to hold a traditional fair
to exhibit extraordinary handmade things
to make a clay whistle
to be good fun to do sth



c) In pairs, discuss your tour of Ukraine and express your admiration.
Use the pattern.

A: How lucky we are!

B: Exactly. It was the time of magic and A lot to talk about at school, right?

A: True, true. I couldn't enjoy

B: And how do you like ... ?

A: It was a really breathtaking experience. Frankly speaking,

B: And what do you think of ... ?

A: It was the second best I liked.

B: Fantastic! As for me,



VII. Time to Listen

Listen to the children's international friends talking about their visit to Ukraine. Choose the pictures which belong to Ann's or Steve's story.



1



2



3



4



5



6



VIII. Time to Write

Plan a guided tour round Ukraine for your international friends.
Use the following plan:

- to go?
- to see?
- to learn?
- to take part in?

Go to Ex. 78–80 of your Workbook

4:5. My progress in English

I. Grammar Smart

Fill in *few/little/much/many* in the following sentences.

1. You can see ... schoolchildren on September 1.
2. There is ... snow in the Carpathian Mountains in winter.
3. The lake is nearly dry, there is ... water in it.
4. There are ... beaches in the Crimea.
5. ... people can swim in the Black Sea in such cold weather.
6. There was ... rain in our region last summer.

Check if you:

can use these words correctly.		
--------------------------------	--	--

(Yes/No)

II. Word Smart

Build word forms where possible.

a)

<i>noun</i>	<i>verb</i>
	to jump
admirer	
	to whistle
success	

b)

<i>noun</i>	<i>adjective</i>
	beautiful
guide	
success	
	historical

Check if you:

can build different word forms.		
---------------------------------	--	--

(Yes/No)

III. Function Smart

Match the questions to the answers.

1. How do you enjoy the trip?	a) It was wonderful, especially ancient halls.
2. What can you say about the museum?	b) Oh, I'm a great admirer of old customs and I like it a lot.
3. What's your opinion of the embroidered shirt?	c) Oh, it's fantastic! I've seen such a pattern in the towels, but not on clothes.
4. What do you think of these rare plants?	d) I can't enjoy it more.
5. How do you like the tradition?	e) I can't help admiring them.

IV. Time to Read

Read the story "Young at Heart" and mark the true statements.

YOUNG AT HEART

Artek is the oldest and the most beautiful International children's centre on the southern coast of the Crimea. It was founded in 1925 near the town of Gurzuf and immediately became very popular.

Now it consists of ten camps of different shapes and sizes. It has many green parks and beaches. Its territory stretches from Mount Aiu-Dag all the way to Genoese Rocks and the ruins of the ancient fortress.

Children have the time of magic travelling by bus or taking a boat trip out to sea.

It is good fun to explore the world from the top of Mount Aiu-Dag (also known as Bear Mountain, which is an unforgettable sight), go hiking to extraordinary places or just discovering science at Artek's space exhibition and TV studio.

Every day you socialize with your friends and learn from one another. You also meet famous people from the world of sport, science or art. But the highlight of your stay in Artek is the campfire by which you care and share until after dark.

STATEMENTS

1. Artek is situated on the western coast of the Crimea.
2. Artek has big and small camps of different shapes.

3. Mount Aui-Dag has also another name.
4. Children enjoy travelling by train.
5. There are different museums and galleries on the territory of Artek.
6. The campfire is the most memorable time for all children.

Check if you:

can read information about your country and understand the main points.		
---	--	--

(Yes/No)

V. Listening

Listen to Helen's talk with her international friend and complete the sentences.

1. And are you from ...?
2. I've come from Lviv, which is the ... of Ukraine.
3. I visited Lviv last year and was greatly impressed by this very ancient
4. There are many beautiful places in Ukraine, especially in the South, which is washed by the
5. I read about ... where the International children's camp Artek is situated.
6. This place is famous for its climate because the sea and the ... mountains create special healthy climatic conditions.

Check if you:

can listen to the dialogue and understand the details.		
--	--	--

(Yes/No)



VI. Time to Write

Write a letter to your international friends and invite them to come to your country.

Check if you:

can write a letter of invitation.		
-----------------------------------	--	--

(Yes/No)

Go to your WB, Cross-cultural Workshop 4

Unit Five: School Life**5:1. My school timetable****Word Bank**

to adore
immigrant
contest
once
twice

Phrase Bank

to learn sth new
to become sth new
to stand for sth
to come across sth
to train one's body
to have a good head
for sth

Communication Box

Am I right?
... can't wait to do sth.
... , don't you think?
Now I understand.
Poor guess.

I. Conversation Warm-up

Look at Ann's timetable and compare it to yours.

ANN'S TIMETABLE

Monday	Tuesday	Wednesday	Thursday	Friday
Math	Literature	English	Science	Chinese
PE	Arts	Algebra	Literature	Science
English	Chinese	PE	History	Arts
History	Information Technology	Geography	Information Technology	Math

Example: *Ann has Chinese lessons and I have English lessons.*

**II. Pronunciation Warm-up**

Listen to/read the timetable rap and practise the sound /e/. Say if the timetable is OK for Grade 5.

THE TIMETABLE RAP

Math on Monday,
Technology on Tuesday.
World Literature on Wednesday,
Science on Thursday,
Arts on Friday,
Fun on Saturday.
Hooray!

III. Grammar Smart

1. Look and recall!

BrE Maths
AmE Math

once a week = one time a week
twice a week = two times a week
three times a week, four times a week

- Play a grammar question game.

STEVE'S TIMETABLE

Math	Monday, Friday, Wednesday, Thursday
Music	Tuesday
Art	Thursday
English	Monday, Wednesday, Friday
History	Wednesday, Thursday
Science	Tuesday, Thursday

Example: A: *How often does Steve have Maths lessons?*

B: *Four times a week. How often does he have music lessons?*

A: *Once a week*

2. Read and remember!

Too many / too much	More than we need
A few / a little	Some
Few / little	Almost none
Several	More than a few but not a lot

Для того, щоб правильно сказати, чого є багато або мало у шкільному житті, вживай:

a) *many, a lot of, a few, few and several* з іменниками у множині:

Example: *There are so many new subjects on the timetable!*

b) *much, lot of, a little, little* з незліченними іменниками в однині:

Example: *There is so much work to do!*

c) *many / much* та інші + *of* перед займенниками та артиклями:

Example: *Several of my classmates have changed schools.*

Unit 5

3. Fill in of where necessary.

Example: *Many ... the subjects in Grade 5 are going to be new.* →

Many of the subjects in Grade 5 are going to be new.

1. We are going to study many ... subjects.
2. It is much ... work.
3. We are going to do much ... the work in Information Technology class on the computer.
4. There are several ... new pupils in my class.
5. I have already met several ... them.

4. Paraphrase the sentences as in the example.

Example: *I've got some very interesting subjects in Grade 5.* →
I've got a few very interesting subjects in Grade 5.

1. I speak some French.
2. We have almost no time left before the bell.
3. I think we have more lessons of math than we need.
4. Almost none of the pupils likes this lesson.
5. I need some help.
6. The teacher reminded me about the home task more than a few times, but I forgot.

IV. Word Smart

Learn something new – become something new.

Lessons	Actions	Objects	Mind and character
Math	to count	numbers	logical
English	to communicate	letters	sociable
Ukrainian	to write	dictations	literate
Literature	to read	poems	well-read
Physical Education (PE)	to train	body	strong
Music	to sing	songs	musical
Arts	to draw	pictures	creative

a) Read the words in each line of the chart and say:

- What you do at these lessons.
- What you learn about.
- What kind of person you become.

Example: *At math lessons I count. I learn about numbers. I become logical.*

LESSON 1

b) Look and say what these children usually do at their favourite lessons to become something new.



I am strong and healthy.



I am sociable and well-read.



I am logical and computer-literate.



I am musical and creative.

Example: *Alex is strong and healthy because he usually trains his body at PE lessons.*

c) Look at the photos and complete the American teacher's saying about school subjects.



Most students in American schools enjoy
In ... class students learn how to
American students love their ... lessons because
They say it's fun to ... at ... lessons. Students often



At Home:

Fill in your timetable and write how often you have your favourite lessons.

Go to Ex. 81–82 of your Workbook

V. Time to Read

1. Read in trios. Say what the children expect to learn this school year.

TALKING ABOUT SCHOOL TIMETABLE

Steve: Look, girls, there are so many new subjects in the timetable this year!

Helen: Wow! Information technology, history, French – so much work!

Ann: Don't worry. It is so exciting to learn something new, don't you think?

Steve: Speaking of learning something new, what does EFL mean? I have just come across it somewhere on the timetable.

Ann: It just stands for English as a foreign language. But my American friend sometimes mentions ESL as a school subject in her emails.

Helen: She does! I wondered about it, too. What's that?

Ann: English as a second language for immigrants' children in the USA.

Steve: Now I understand. But I like PE much better. I can train my body and become stronger and stronger.

Helen: We have PE lessons twice a week, but music is only once a week.

Ann: I know you adore music. You were a member of the dancing group last year, weren't you?

Helen: Yes, we took part in the dancing contest and won. And your favourite subject is going to be history. Am I right, Ann?

Steve: Poor guess! I know Ann has a good head for languages. So she is going to enjoy French lessons four times a week.

Ann: Sounds interesting. I can't wait to learn a new foreign language.

PE
EFL
ESL

See First Aid Kit:
Word Building 5, p. 237

2. In the text "Talking about School Timetable", find the subjects which the children are going to have: once a week (twice a week, four times a week).

3. Read out of the text about:

- learning languages;
- preferences in studies;
- learning outcomes.

Say what attitude to learning you have.

VI. Time to Communicate:



1. Act as Ann and say if you are happy with your timetable.

to be exciting
to have a good head for sth
to take part in sth
to learn sth new
to come across sth



2. Act as Steve and describe your favourite parts of the timetable.

to adore sth
to enjoy sth
to be a member of sth
to train one's body
to become stronger



3. In pairs, discuss your interests in new subjects as in the pattern.

Pattern:

A: Look, ... , there are so many

B: Wow! ... – so much work!

A: Don't worry! It is so exciting ... , don't you think?

B: I like ... much better. I can

A: I know you adore ... , and your favourite subject is
Am I right?

B: Good guess! I am going to enjoy ... a week.

A: I can't wait to I think I have a good head for

B: Sounds



VII. Time to Listen

a) Listen to six people talking at school and say where exactly they can be.

	In the computer room
	In the library
1	In the school cafeteria
	In the gym
	In the English classroom
	In the Assembly hall

b) Fill in the gaps.

1. The pudding is so ...! Can I have some ... , please?
2. Can I borrow this book for a ...?
3. I'm ... , this computer is out of order.
4. Will you ... me to switch on the CD player, please?
5. Attention, everybody! The basketball ... begins in five minutes.
6. Look! There are some ... on the stage. They are dancing.



VIII. Time to Write

Compose a timetable of your dream and write your reasons.

Example: *Reason 1. I think it is so exciting to have Art lessons four times a week. I am learning to be creative.*

Go to Ex. 83–85 of your Workbook

5:2. At the English lesson

Word Bank

sociable
global

Phrase Bank

to have a good command
of sth
to develop one's skills
to feel uneasy
to type a message
to send sth by e-mail

Communication Box

For instance, ...
Time flies ...
Frankly speaking, ...

I. Conversation Warm-up

In pairs, look at the words and discuss the things you do at your English lessons.

read stories

do rhythmic
exercises

roleplay
dialogues

watch videos

write letters

sing English songs

listen to fairy tales

describe pictures

Example: *We read interesting stories at our English lessons.*

II. Pronunciation Warm-up



Listen to/read the English lesson chant and practise the sound /ju:/. Answer the questions of the chant.

THE ENGLISH LESSON CHANT

Do you often have your English?

Yes, I do.

Yes, I do.

Do you always use computers?

Yes, I do.

Does your teacher play the music?

Does she tell you any stories?

Does she sometimes draw you pictures?

Yes, she does.

Yes, she does.

III. Grammar Smart**1. Look and recall!**

Для того, щоб правильно переказати, хто що каже про теперішній час, вживай теж теперішній час, але у відповідній особі.

Direct Speech

Ann says, "*I adore* English".

Indirect Speech

Ann says that *she adores* English.

- Play a grammar chain game.

Example: A: *I like to learn foreign languages.*

B: *What does Ann say?*

C: *She says she likes to learn foreign languages.*

D: *I can read fairy tales in English. ...*

2. Read and remember!

Для того, щоб правильно переказати, хто що сказав про теперішній час, дотримуйся узгодження часів, тобто замість дієслова у теперішньому часі вживай дієслово у минулому часі.

Direct Speech

Ann said, "*I adore* English".
(Present Simple)

Indirect Speech

Ann said that she *adored* English.
(Past Simple)**3. Tell your friends about it as in the example:**

Example: *My teacher said, "I want to help you develop your writing skills". →*

My teacher said that she wanted to help me develop my writing skills.

1. My deskmate said, "Time flies at the English lesson".
2. My mother said, "All things are difficult before they are easy".
3. Steve said, "I like PE much better".
4. Helen said, "I am a member of the dancing group".
5. Steve said, "I can send you e-mail messages from time to time".
6. Ann said, "I study French at school".

4. Say the same about yourself now.

Example: *You said that you could communicate with your friends in English. →*

I can communicate with my friends in English.

1. You said that you had a good head for languages.
2. You said that you liked to role-play dialogues at your English lessons.
3. You said that you sometimes had your English lessons in the computer lab.
4. You said that you could type a message in English.
5. You said that you liked to communicate with your English teacher a lot.

IV. Word Smart

1. Study these words and describe:

- your activities at the English lesson;
- your feelings about language studies.

English lesson activities	Feelings about language studies
<ul style="list-style-type: none"> • to understand cartoons • to read fairy tales • to write personal letters/greeting cards • to communicate with smb in English • to role-play the dialogue • to type a message • to send an e-mail • to play a language game 	<ul style="list-style-type: none"> • to adore sth • to be fantastic • to have a good command of English • to be a sociable person • to feel uneasy

Example: *We often communicate with our teacher in English.*

2. Fill in the word forks and use the word-combinations to describe the picture (p. 154).

to understand	cartoons	a personal letter
		a greeting card
		a message
to feel	easy	texts
		stories
		fairy tales
		poems



3. Answer the questions about your English lesson.

- What do you usually do at your English lesson?
- What English lesson do you call ‘unusual’?
- What language learning activity is absolutely fantastic to you?
- What helps you to have a good command of English?
- When do you feel uneasy at the English lesson?



At Home:

Make a list of what you have listened to/read/talked about/written at your English lesson this week.

Go to Ex. 86–87 of your Workbook

V. Time to Read



1. Read Ann’s description of her English lesson and say what makes it interesting to learn foreign languages.

MY ENGLISH LESSON

They say I have a good head for foreign languages – English and French. I started to learn English four years ago. I adore this language and have a good command of it. I can already understand something in English – cartoons, “Horton”, for instance, read fairy tales – “The Wizard of Oz” is my favourite, – write personal letters and greeting cards, and communicate with my classmates in English.

My teacher of English is a very sociable person. She helps us to develop our speaking and writing skills. We often role-play dialogues, sing English songs and play language games. Time flies at our English lesson.

Yesterday, we had an unusual English lesson – guess where? – in the computer lab. We typed messages to our international friends from Rugby school and sent them by e-mail. My teacher said that we were in a truly global classroom. It was fantastic!

Today I had my first lesson of French. Frankly speaking, I felt uneasy because French sounds so different. My French teacher says that all things are difficult before they are easy.

I hope that my experience in learning English will help me with my French.

Across Cultures



“Horton” – популярний американський мультфільм про життя доброго слона та звірів у джунглях



“The Wizard of Oz” – дуже популярна дитяча книга автора Френка Баума та її голлівудська екранізація



Rugby School – відома незалежна школа у місті Rugby, графство Warwickshire



2. In the text “My English Lesson”, find the sentences or their parts similar in meaning to the following.

Example: *I like the English language very much.* →
I adore this language.

1. I can talk with my classmates in English.
2. Our English teacher is a communicative person.
3. She teaches us to speak and write.
4. We often make up dialogues.
5. I didn't feel good at the French lesson.

3. In the text “My English Lesson”, find the nouns which go well after these verbs and make up sentences with them.

Use: to read, to play, to write, to type, to sing, to send, to role-play, to learn.

Example: *to understand ... cartoons*

4. Give illustrations as in the example.

Example: *I have a good command of English: → I can understand*

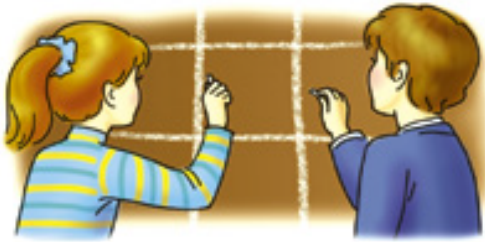
English cartoons, communicate with my friends and write letters in English.

1. Our teacher helps us to develop our speaking skills: ...
2. We had an unusual English lesson yesterday: ...
3. I felt uneasy at my first lesson of French ...
4. Time flies at our English lesson: ...
5. All things are difficult before they are easy: ...



VI. Time to Communicate:

1. Act as Ann and say how much you enjoys your English lesson.



time flies ...
to adore sth
to have a good command of sth
to sing songs
to play games



2. In pairs, role-play the conversation between you and one of your classmates about your English lessons.

P a t t e r n:

- A: Look here, ... you have a good command of English. Where ... , I wonder?
B: I adore They say I have a good head for
A: What can you ... ?
B: I can already ... , ... – and ... in English!
A: It's fantastic! And what helps you ... ?
B: Oh, twice a week we ... and
A: Frankly speaking ... because But my teacher says that's all things are difficult.
B: Exactly.



VIII. Time to Write

You had a chance to attend an English lesson. Write about your impressions. Use the plan:

- The beginning of the lesson.
- Activities at the lesson.
- The teacher's and pupils' communication.
- Pupils' attitude to learning a foreign language.
- Your feelings about the lesson.

Go to Ex. 88–90 of your Workbook

5:3. In between the classes

Word Bank

illustrator
project-maker
scanner
to do puzzles
theme park

Phrase Bank

to design a web page
to win the first prize
to be good at sth
to print sth out in colour
(not) to waste time

Communication Box

As usual ...
Thank goodness!
How about ...?
It sounds like ...
I bet ...

I. Conversation Warm-up

Mime what you normally do after classes. Let your classmates guess and say if they do the same.



II. Pronunciation Warm-up

Listen to/read the computer fun rhyme and practise the sounds /u:/ and /ʌ/. Say what you think of the boy's after-school activity.

THE COMPUTER FUN RHYME

Little Roy Scooter
has bought a computer.
Give him another
to match the other
and he will play on two.

III. Grammar Smart

1. Look and recall!

SOME	ANY
I can take some pictures for the project.	Can you take any pictures for the project?

2. Play a grammar agreement game.

Example: A: *Can you print out any pictures in colour?*

B: *Sure I can print out some.*

to create web pages	to draw funny pictures	to take part in competitions	to post comments
---------------------	------------------------	------------------------------	------------------

3. Read and remember!

Для того, щоб правильно розповідати про когось, вживай займенники **someone / somebody, anyone / anybody, no one / nobody**.

Example: *Someone / somebody is at the door.*

Has anyone / anybody won the first prize?

No one / nobody must waste time.

Для того, щоб правильно розповідати про щось, вживай займенники **something / anything / nothing**.

Example: *I have something to tell you.*

Have you got anything to say?

Nothing happened yesterday.

a) Choose the right word.

Example: *I don't have ... (some / any) plans for the afternoon. →*

I don't have any plans for the afternoon.

1. We will do ... (some / any) after classes.
2. Helen can draw ... (some / any) funny pictures.
3. Steve has never taken part in ... (some / any) competitions.
4. ... (Anyone / no one) won the first prize.
5. Everyone has ... (something / nothing) to do for the project.

b) Complete Steve's e-mail with pronouns.

Dear friends,

I haven't heard from you for some time. I hope ... wrong has happened, you are just too busy. I have ... to tell you: I am going to do ... travelling soon. I am going to come to Ukraine and stay for ... days there. Perhaps we will do ... special together.

Have you got ... travelling plans? Write to me soon.

Steve

IV. Word Smart

Things and plans for after-classes activities	After-classes activities
<ul style="list-style-type: none">• music• cartoons• outings• web page	<ul style="list-style-type: none">• doing sports (swimming, running, jogging)• playing sports games: football, basketball

- TV and video
- theatre
- cinema
- school clubs
- theme parks

- playing computer games
- making projects
- creating something new
- spending time out in the open
- doing puzzles

1. Study these words and phrases and describe:

- what different things you and your friends can do after classes;

Example: My friends and I can choose between an outing and a school club.

- what you did after classes last week.

Example: As it rained a lot last week, I stayed at home and did puzzles.

2. Read the notices and choose an after-school activity for yourself.

*Let's have
an international
evening!*

*A baseball game!
Don't miss your
chance!*

*Welcome to the
English-speaking
club!*

Example: My choice is the baseball game as I am interested in American sports.

3. Interview your classmates and ask:

- What they like to do after classes?
- Where they like to spend their free time after classes?
- Whom they share their after-school activities with?

Present your findings to the class.

Example: I've found out that Nina likes to do swimming after classes. She goes to the swimming pool three times a week. Her friends Nelly and Ann share Nina's interests.



At Home:

Keep a record of all the after-school activities in which you are taking part this week and rank them in order of importance. Describe one of them.

Go to Ex. 91–92 of your Workbook

V. Time to Read

1. Read in trios and choose the best title for the children's project. Give reasons for your choice.

1. Spending Time Together
2. Unforgettable Impressions
3. Enjoying Nature!

Ann: I say, Helen, are you going to join me in the swimming pool after classes? We can do a lot of swimming, as usual.

Helen: Not today, I'm afraid. I must get ready for my music lesson. I have them 3 times a week, you know.

Steve: Thank Goodness, I've found you, girls. I have something to tell you.

Ann: I hope it is not about football again. You seem to be crazy about it.

Steve: Poor guess! How about taking part in a project competition? We can design a web page about our favourite outings.

Helen: It sounds like a lot of fun.

Ann: I bet, you like this idea, Steve, right?

Steve: Sure. It's interesting to create something new and to show what we can do, don't you think?

Helen: I do. How do you like the idea of creating a web page about our favourite pastime out in the open?

Ann: Sounds good.

Helen: I know, Ann, that you can take good pictures. Last year your photo "Rafting in Wales" won the first prize at our school competition.

Ann: Glad you remember it. I can be a photographer and take some nice pictures for our project.

Steve: Since Helen is very good at drawing, she can draw some funny pictures.

Helen: I don't mind being an illustrator, but I think cartoons are much better for this. And you, Alex, have a good head for information and computer technologies. Can you design our web page on the computer?

Steve: I'll try. I know how to use the scanner and do the design.

Ann: Great! Our ICT teacher can help to print out the whole page in colour.

Helen: It is going to be a nice project, I believe. Steve is a good designer and we are good project makers.

Ann: We mustn't waste time. Let's get started.

ICT

See First Aid Kit:
Word Building 5, p. 237

Across Cultures



Wales – частина Великої Британії

2. In the text “Talking in between the Classes”, find the nouns formed from these verbs and translate the sentences with them.

Example: *to write* → *writer*

- | | |
|--------------------|--------------------------|
| 1. to design → | 3. to illustrate → |
| 2. to photograph → | 4. to make (a project) → |

3. Complete the sentences as in the text.

Example: *It is interesting to create something new.*

1. Since Helen is very good
2. She likes ... much better than
3. Steve has a good head for
4. He can
5. The children’s ICT teacher can
6. It’s going to be



VI. Time to Communicate:

1. Act as Ann and describe your plans for the time after classes.

- to join smb
- to do a project
- to win the first prize
- to take pictures
- to print sth out in colour



Unit 5

2. Act as Steve and describe the way you are going to do your project.



to design a web page
to take part in sth
to be good at sth
to use the scanner
(not) to waste time

3. In pairs, discuss your after-school activities. Use the pattern.

P a t t e r n:

- I bet ... right.
- Sure. It's interesting How do you like ...?
- It sounds I know ... and you can
- Exactly! Since you are good at ... What about?
- I don't mind has a good head for ... and
- Great! It's going to be
- We mustn't Let's
- Sure. I believe



VIII. Time to Write

Write a short essay about your after-school activities. Cover the following questions:

- What activities are the most popular with fifth-grades?
- What are your favourite activities?
- How often do you take part in them?
- Who do you like to share your activities with?

Go to Ex. 93–95 of your Workbook

5:4. In the computer room

Word Bank

stuff
search e-pal
lab e-mail
message

Phrase Bank

computer skills
computer literate
brand-new
to become addicted
to set the time
limit

Communication Box

It is easier said than done.
If I can do it, you can do it too.
I know what you mean.

I. Conversation Warm-up

Look at the photos and describe the computer room in action.



computer skills



computer search

To send e-mail messages

Example: The children are practicing their computer skills.



II. Pronunciation Warm-up

Listen to/read the interview with a computer user and practise the sound /ŋ/. Say what else you can use the computer for.

INTERVIEW

What can we use our computers for?
For schoolwork and playing,
For searching and sharing,
For emails and chatrooms,
For making new friends.

Unit 5



III. Function Smart

Read and learn to express preferences in computer activities. Look at the pictures and fill in the mini-dialogues.

1. – What about playing ...?
– I prefer ... to
2. – Let's find this information in the
– Fantastic! It is just my choice.
3. – I want ... to my e-pals, but I have no idea how to do it.
– It's just a piece of cake. If I can do it, you can do it, too.
4. – ... is so exciting!
– I don't think so. I like ... much better.



Use: a racing game/an adventure game, talking in Skype, to send e-mail messages, Internet.

IV. Word Smart

Study these words and describe:

1. The role of computers in your life:

- ... computer literate?
- ... computer skills?
- ... computer addict?

Example: *Everyone is computer literate these days. Me, too.*

2. The computer room in your school:



Example: *The computer room is well-equipped ...*

3. A new computer user:

- to have no idea how ...
- to show how ...
- to be difficult ...



At Home:

Compare your preferences in computer activities with those of your friend's. Fill in the preference chart.

THE PREFERENCE CHART

Computer activities	You	Your friend
1. doing school work	+	-
2. typing messages		
3. sending e-mails		
4. searching for information		
5. playing computer games		
6. ...		

Go to Ex. 96–97 of your Workbook

V. Time to Read

1. Read in pairs. Say what computer skills the children have.

TALKING ABOUT COMPUTER SKILLS

Steve: Hi, Helen. Where are you going?

Helen: To the computer room. I want to do some information search in the Internet.

Steve: Do you know much about computers?

Helen: Sure. Everyone is computer literate these days. Why do you ask?

Steve: I have some good news: my parents have just bought me a brand new iPad. It is my choice. It works so fast and it is so easy to carry. Here it is.

Helen: Wow! It is so exciting! Now you can use it everywhere for school work, playing games, sending messages and making new friends, right?

Unit 5

Steve: Certainly. At the click of the mouse I can get any information from the Internet in class and out of class.

Helen: But there are all kinds of stuff there. That is why it is so important to be safe, wise and responsible computer users. Besides, it isn't a very good idea to spend too much time with the computer.

Steve: I know what you mean. The more time you spend with the computer, the more addicted you become.

Helen: As for me, I prefer to set the time limit for myself – just one hour a day.

Steve: It is easier said than done.

Helen: If I can do it, you can do it, too.

stuff
staff

See First Aid Kit: Word meaning 3, p. 239

2. Fill in *stuff* or *staff*.

Example: *There are all kinds of ... in the Internet.* → *There are all kinds of stuff in the Internet.*

1. The ... in the computer lab are very helpful.
2. What kind of ... do you like to read?
3. The ... room is a room for teachers in a school.
4. All the teaching ... are women in our school.
5. There is a lot of interesting ... in the computer room.

3. Read out the sentences about and say what you can do on the computer.

- the plus side of computers;
- their minuses.



VI. Time to Communicate:

1. Act as Ann and describe your computer room.



computer skills
to do some information search
computer user
to set the time limit
to send messages

2. Act as Steve and say if you are a computer addict.

to spend too much time with the computer
to get information from the Internet
at the click of a mouse
to use sth for school work



3. In pairs, talk about your computer skills as in the pattern.

Pattern:

A: Hi, ... , where ...?

B: To the computer ... I want

A: Do you know much about ...?

B: Sure. Everyone is ... Why do you ask?

A: I have some good news:

B: Wow! Now you can ... , right?

A: Certainly. At the click of the mouse I can

B: But there are

A: I know what you mean.



VII. Time to Listen

Listen to Helen talking about her brand-new computer and say what she uses it for.



VIII. Time to Write

Write a paragraph about how the computer can help you to learn English. Begin with:

- I have some good news: ...
- It is so ...
- Now I can ...
- At the click of the mouse ...
- But there are ...
- That is why ...
- Besides, ...
- All in all, ...

Go to Ex. 98–100 of your Workbook

5:5. My progress in English**I. Grammar Smart**

Report the children's words.

1. Steve said, "At the click of the mouse, I can get any information from the Internet in class and out of class."
2. Ann said, "I can already understand something in English."
3. Helen said, "I want to do some information search in the Internet."
4. Steve said, "We are not experienced computer users yet."
5. Ann said, "If I can do it, you can do it, too."

Check if you:

can report other people's words.		
----------------------------------	--	--

(Yes/No)

II. Word Smart

Fill in the prepositions where necessary.

1. We have PE lessons twice ... a week.
2. We took part ... the dancing contest and won.
3. My French teacher says that all things are difficult ... they are easy.
4. Helen is very good ... drawing.
5. We usually have a meeting ... our Technology club in the afternoon.

Check if you:

know school words.		
--------------------	--	--

(Yes/No)



III. Function Smart

Match the beginnings and the endings.

Beginnings	Endings
1. I prefer sport games	a) much better.
2. I like English	b) piece of cake.
3. It is just	c) to computer games.
4. It is just a	d) head for computers.
5. I have a good	e) my choice.

Check if you:

can express your preferences.

(Yes/No)

IV. Time to Read

Read the story "Simple Arithmetic" and correct the underlined parts of the sentences below.

SIMPLE ARITHMETIC

Dear father,

Well, the exams are over. I got a C in English because I don't know how to spell. In Science, Math, and Latin I got As, and in French and history I got a B plus. This makes me first in the class, which doesn't mean very much. I know I have to work and harder. Do you want me to come to New York for the Easter vacation, or shall I just stay here and get a rest?

Love, Stephen.

Dear Stephen,

I'm so pleased with the examination results. Congratulations! Practise your spelling and our worries will be over.

Love, Father.

1. It was summer time.
2. English grammar is Stephen's weak point.
3. All his classmates are very clever.
4. Stephen is the last in his class.
5. His father is unhappy with the exam results.

Unit 5

Check if you:

can read and understand a short story about school.		
---	--	--

(Yes/No)



V. Time to Listen

Listen to the description of Steve's classroom and mark the statements True or False.

1. There is enough equipment in Steve's classroom. ...
2. All the books are in the school library. ...
3. Steve is reading "Alice in Wonderland" at present. ...
4. The children can't draw at the lessons. ...
5. There are a dozen desks in Steve's classroom. ...
6. His seat is near the wall. ...

Check if you:

can listen to a short story and understand the details.		
---	--	--

(Yes/No)



VI. Time to Write

Draw a picture of your school and describe your life there.

Check if you:

can write a description of your school life.		
--	--	--

(Yes/No)

Go to your WB, Cross-cultural Workshop 5



Unit Six: Wear it!

6.1. Clothing styles

Word Bank

stylish
tights
anorak
slippers
fashionable
scarf

Phrase Bank

clothing style
sports style
to go well with sth
to be all the rage
articles of clothes
to be dressed
fur cap
sandal shoes

Communication Box

Probably ...
Perhaps ...
Don't you think so?
It's better to be safe than sorry.

I. Conversation Warm-up

Look and say what clothing style you like.



stylish



traditional



smart



sporty

Example: *I like sports style in clothing because I want to look stylish.*



II. Pronunciation Warm-up

Listen to/read the dialogue "Clothing Styles" and beat the rhythm. Practise the sounds /w/ and /dʒ/. Say what articles of clothing go well with each other.

CLOTHING STYLES

- That's a nice jacket. Is it new?
- It is. I've bought it at Dillards.
- It goes well with your jeans.
- It goes well with your jeans.

– It's just my style.

It's just my style.

– Those are nice sneakers. Are they new?

– No, they aren't. I've had them for months.

– They go well with your shorts.

They go well with your shorts.

They're all the rage. They're all the rage.

II. Grammar Smart

1. Look and recall!

Для того, щоб правильно сказати, що ти плануєш купити, вживай:

I	am		to buy
He, she, it	is	going	to send
We, they, you	are		to present

Example: *I am going to buy a new jacket soon.*

- Play a grammar chain game.

Example: A: *I am going to buy new shoes. And what are you going to buy?*

B: *As for me, I'm going to buy a CD. And what are you going to buy?*

C: ...

2. Read and remember!

Для того, щоб правильно сказати, що ти ймовірно купиш у майбутньому, вживай:

Maybe	I		a winter jacket.
Probably	you		
	we	will buy	an anorak.
Perhaps	he/she		trainers.
	they		

Example: *Maybe, I will buy a winter jacket.*

3. Say as many sentences as you can about:

- what clothes you are going to buy soon;

Example: *I am going to buy a new jacket soon.*

- What your parents will probably buy you for your birthday.

Example: *Perhaps, they will buy me a new CD.*

4. Look at the pictures and say what the children want to buy and why.



BrE woollen
AmE woolen

Example: *Bill is going to buy a football because he is a sports person.*

IV. Word Smart

1. Study the words and group them into boys' and girls' clothes for different parts of the body. Make up sentences about them.

a woollen cap, a baseball cap, a fur cap, a scarf, a kerchief, gloves/mittens, an anorak, tights, socks, trainers, sandal shoes, slippers, boots, a skirt, a blouse, a coat, a scarf, a shirt

Parts of the body	Boys' clothes	Girls' clothes	Boys' and girls' clothes
head	a baseball cap		
neck			
body		a dress	
hands			
legs			
feet			boots

Unit 6

Example: *We wear boots on our feet.*

2. Say what clothes your classmates and you often/usually/sometimes wear.

Example: *The boys of my class often wear baseball caps.*

3. Say in what season and weather you and your classmates wear these articles of clothes.

Example: *We wear woollen caps in winter in cold weather.*

Go to Ex. 101–102 of your Workbook

V. Time to Read

1. Read Jeremy's letter from Canada about his clothing and answer the questions:

1. What clothes did Jeremy get in Ukraine?
2. What did his parents buy him at the sportswear department?
3. How does Jeremy's clothing style change with the weather?

style – stylish
comfort – comfortable
nation – national
beauty – beautiful

First Aid Kit: Word building 4, p. 237

WHAT SHOULD WE WEAR?

It is important to find your style in clothes. It may change with the weather. Also, it should agree with the national clothing traditions in this or that country.

Jeremy knows it from his own experience. That's what he writes in his letter about it.

Hello, Steve,

How are you doing? I'm fine.

The weather is still frosty and I also have to wear the warm scarf, mittens and socks which my granny knitted for me. I often put on my new woollen cap (your present!) and think about you. I'm almost dressed in Ukrainian style! Don't you think so?

Do you know much about the clothing styles of Canadian children? If not, that's what they are.

In mild weather my friends and I wear baseball caps, anoraks, jeans and trainers. By the way, I have bought a new pair of trainers. I like them a lot. They go well with my jeans. They're all the rage now and very comfortable.

In cold weather I can't leave home without a fur cap, high boots and an anorak. It's better to be safe than sorry.

What do you think of my clothing style? Do I look stylish? What everyday clothes do you prefer to wear?

Write to me soon.

*Yours,
Jeremy*



2. Complete the sentences using adjectives formed from the words.

style

comfort

beauty

fashion

nation

culture

Example: *This dress is very fashionable.*

1. I try to wear ... clothes.
2. Your new dress is very
3. I try to follow ... traditions in clothing.
4. Are these shoes ...?
5. The jacket is ... , isn't it?
6. We like your ... clothes.



3. Fill in the word forks and describe Jeremy's clothing style.

warm		traditional		fur	
	clothes		style		cap

Example: *Jeremy often wears warm clothes in winter.*



VI. Time to Communicate

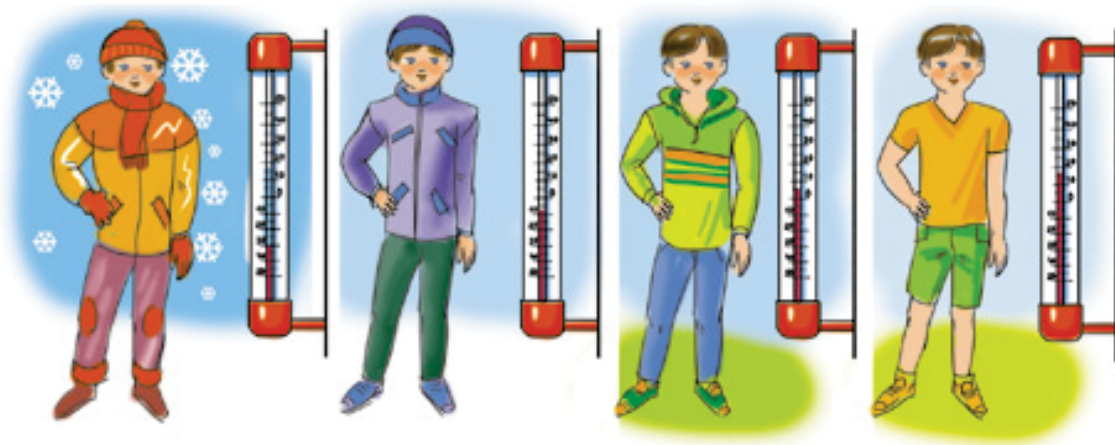
1. Act as Jeremy and describe your clothing style in winter.



to find one's style in clothing
to put on a woollen cap
to wear an anorak, a warm scarf and a pair of mittens
to be dressed in Ukrainian style
it's better to be safe than sorry



2. Look at the pictures and say how Jeremy's style in clothes changes with the weather.



to agree with the national clothing traditions
to know sth from one's own experience
clothing styles of Canadian children
to enjoy mild weather
to go well with sth
to be all the rage



3. In pairs, talk with your friend about your styles in clothes as in the pattern.

Pattern:

A: Did you find your style in clothes?

B: ...

A: Does it change with the weather?

B: ...

A: What else does your clothing style agree with?

B: ...

A: Do you know much about clothing styles of Ukrainian children?

B: ...





VII. Time to Listen

1. Listen to the expert on Ukrainian national costumes and say on what its clothing style depends.
2. Look at the pictures and point to the clothes which you can't find in Ukrainian national costumes.

vyshyvanka



an apron



high-heeled shoes



fur hat



straw hat



shorts



VIII. Time to Write

Write an answer to Jeremy's letter about your clothing styles. Follow the pattern.

Pattern:

*Dear Jeremy,
In your last letter you asked me to compare Ukrainian and Canadian children's clothing styles. In my opinion,*

Go to Ex. 103–105 of your Workbook

6:2. Choosing clothes

Word Bank

uniform
scruffy
amazing
purity
informal
to influence
to dress up

Phrase Bank

party dress
to need sth badly
not to care what someone wears
to look good on smb
to know much about fashions
to make one's own fashion
to feel right in sth
to wear sth in blue (red)

Communication Box

What can I do for you?
Absolutely.
Have a nice party!

I. Conversation Warm-up

Look at the clothes in the pictures. Say which of them you like to wear and why.



Example: *As for me, I like to wear skirts and blouses because I look smart in them.*



II. Pronunciation Warm-up

Listen to/read the “Everyday Clothes” chant and practise the sounds /w/, /z:/, and /v/. Say what everyday clothes the author advises to wear. Do you agree?

THE EVERYDAY CLOTHES CHANT

You should wear skirts,
You should wear blouses.
You should wear shirts,
You should wear trousers.
Shirts and blouses, skirts and trousers.
Wear them every day
And always look OK.

III. Grammar Smart

1. Read and remember!

а) Для того, щоб правильно сказати, як слід одягатися до школи, вживай **should**:

Example: *You should wear a school uniform to school.*

б) Для того, щоб правильно сказати, як не слід одягатися до школи, вживай **should**:

Example: *You shouldn't wear shorts to school.*

2. Play the grammar opposite game

Example: A: *You should wear a cap. It's cold.*

B: *Oh, no. You shouldn't wear a cap. It's hot.*

3. Say what clothes boys and girls should or shouldn't wear to school.

Example: *We should wear a school uniform to school.*

We shouldn't wear shorts to school.

4. Look at the pictures and say what clothes you should wear:

- to a party;
- to a picnic;
- to a sports ground.

Unit 6

a T-shirt



costume



a party dress



jeans



trainers



vyshyvanka



a straw hat



a suit



smart shoes



V. Word Smart

1. When Helen was in England, she learnt a lot about clothes. Read her story and say what colour clothes she wore in different situations and why.

HELEN'S STORY



England is an amazing country with its interesting national traditions in clothes. Do you know where I was last Sunday? At an English wedding. Jennifer's sister got married and there were many guests in party clothes. I wore a beautiful pink dress to express my joy yesterday.

I put on my green blouse and a white skirt because I went to a Greenpeace meeting. These colours symbolize the purity of nature and its beauty.

Tomorrow we are going to have a goodbye party at our language school. Of course, I should wear a nice vyshyvanka, the national costume of my country.



2. Say what colour clothes are your favourite.

Example: *I like clothes in blue because this colour is my favourite.*

3. Answer the questions.

1. Who knows much about fashion in your family?
2. What clothes look good on you?
3. In what clothes do you feel right?
4. What clothes do you wear when you go to the concert?
5. Who influences your choice in clothes?
6. How do your everyday and festive clothes differ?



At Home:

Write about the clothes you like to wear in different situations.

Go to Ex. 106–107 of your Workbook

V. Time to Read

1. Read the dialogue between two friends and give answers to these questions:

1. Why did Steve ask Ann for a piece of advice?
2. What kind of clothes does Steve prefer?
3. What did Ann say about fashion?

costume
suit

See: First Aid Kit:
Word meaning 1, p. 238

DRESSING UP FOR THE PARTY

Steve: Hi, Ann! I'm so glad I've met you. I need your advice badly.

Ann: Really? What can I do for you?

Steve: You know, I never care what I wear. I don't like suits and prefer casual clothes to other clothes. But today I don't want to look scruffy.

Ann: Oh, Steve, don't be so modest. All clothes look good on you.

Steve: It's so nice of you, Ann. But you know much about fashion, and you are always dressed in fashionable clothes.

Ann: You mean you want to change your clothing style?

Unit 6

Steve: Not really. Helen invited me to a party and I want to look stylish, but I hate to dress up.

Ann: I advise you not to follow the crowd, Steve, and make your own fashion. You should put on the clothes you feel comfortable in.

Steve: Are you sure?

Ann: Absolutely. Your blue shirt and green jacket look so good on you. Besides, they go well with your jeans and trainers. It'll be informal, but smart.

Steve: Thank you, Ann. I think I'll feel right in these clothes.

Ann: Sure. Have a nice party, Steve.

2. In the text "Dressing Up for the Party" find the 'relatives' to the words in the box and translate the sentences with them.

Example: *to advise – advice. I need your advice badly –
Мені дуже потрібна твоя порада.*

to advise

modesty

comfort

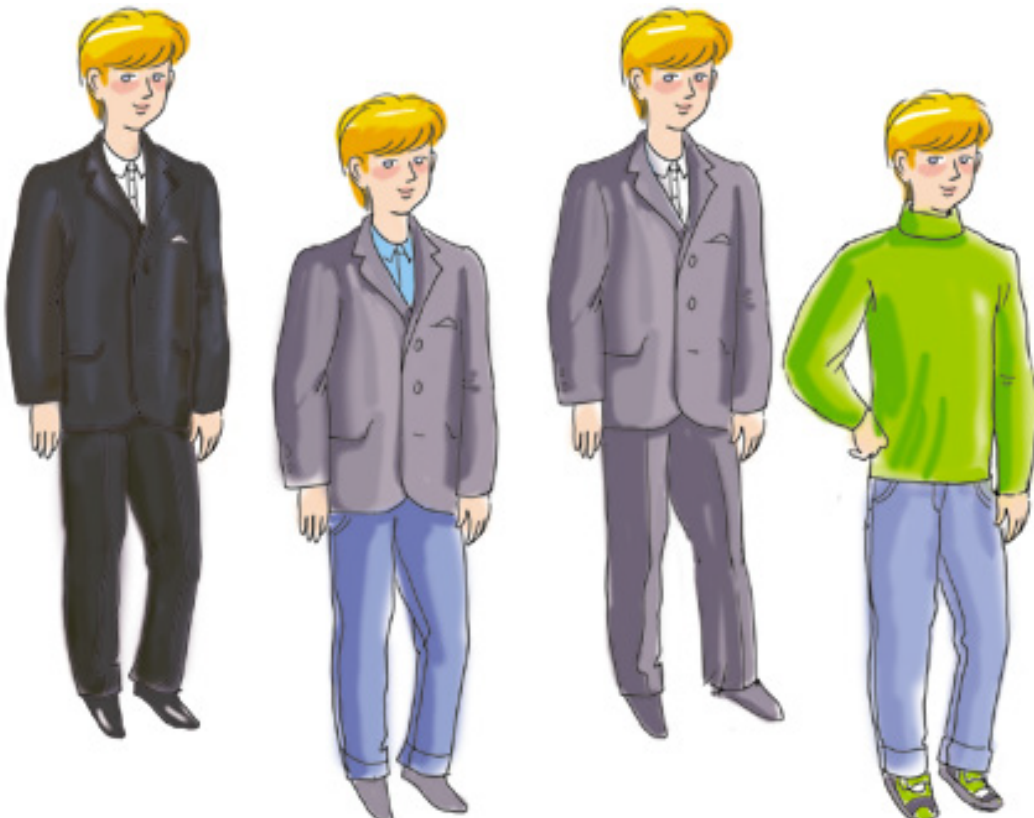
fashion

suit

style



3. Look at Steve's photos and describe the clothes which he wore at Helen's party.





VI. Time to Communicate

1. Act as Steve and describe your problem before the party.

not to care what one wears
 to prefer casual clothes
 to look scruffly
 to know little about fashion
 to look stylish
 to feel right in one's clothes



2. Steve needs his friend's advice badly. Suppose he asked you. What piece of advice can you give him? Begin with:

- I agree with Ann that ...
- You shouldn't ...
- I think you should ...
- I also advise you ...
- In such clothes ...
- Besides ...
- Don't ... , but ...
- Try a ...

3. Read what the children say about the clothes they wear and say who you agree with and why.

I wear what I want to wear. Usually I wear the same clothes as my classmates. I prefer clothes in which I feel comfortable. It makes me feel good.



White, red, green and blue are my colours and I like people who wear clothes in bright colours. I think such people are always jolly and in good mood. Colours influence a person, I think.

Usually I'm formally dressed. Some of my friends think it is boring, but I can't agree with them. A formal grey costume and a white blouse are good in any situation.





I spend much time outdoors with my friends and I prefer casual clothes. You feel right in them playing sport games or just having a walk.



4. In pairs, help your friend to choose the right clothes as in the pattern.

P a t t e r n:

- A: Hi, ...! I need your advice
B: Really? What can I ...?
A: You know I ... , but today
B: Don't be so You
A: It's very kind of you, but
B: I advise you ... and
A: Are you ...?
B: Absolutely. Besides
A: Thank you I think
B: Sure. You'll look

VII. Time to Write

Some children have problems with choosing clothes to wear. Write an article to a magazine to support them and give a piece of advice. Follow the pattern.

TO WEAR OR NOT TO WEAR

I think children look good in any clothes and in any situation. But if you want to be more sure of yourself, you should remember this.

Firstly, ...

Secondly, ...

Finally, ...

Go to Ex. 108–110 of your Workbook

6:3. Clothes we wear

Word Bank

intelligent
top
businesslike
tie
pullover
waistcoat
cardigan
vest

Phrase Bank

to develop dress taste
to judge smb by clothes
to wear trendy clothes
a track suit
to praise smb for sth
to look at smb/sth
with admiration
to be pleased

Communication Box

I couldn't possibly ...

I. Conversation Warm-up

Look at the pictures and say what you think the children in them are like. Do you think their clothes show their personalities?



romantic

straightforward

attractive
intelligent

business like

active

Example: I think the girl in Photo 1 is very romantic because she is dressed in white and she is smiling.



II. Pronunciation Warm-up

Listen to/read the tongue-twister about some children's dress codes and practise the sounds /w/ and /v/. Say why they wear such clothes. Do you do the same or different?

THE DRESS CODE TONGUE-TWISTER

Victor and William always wear woollen vests in winter because they are afraid of cold and windy weather.

III. Grammar Smart

1. Match the beginnings and the endings.

1. It's raining outside	a) will buy me sandals to match my dress.
2. I like your blazer and	b) so you should put on your raincoat.
3. It's hot outside,	c) you should wear formal clothes.
4. Mum says she	d) you shouldn't wear warm clothes.
5. Tomorrow is Jane's birthday party. What	e) I'm going to buy the same for me.
6. I think for the interview with a school master	f) are you going to wear?

2. Read the list of clothes Ann and Steve have got. Say in what activities they are going to participate or where they plan to go.

Example: *Ann has got an evening dress and a scarf. She is going to take part in the concert.*



- a top and a skirt
- sandals and sunglasses
- a swimming suit and a cap
- an evening dress and a silk scarf
- a jumper and jeans



- a track suit and trainers
- shorts and a T-shirt
- a woollen cap and a cardigan
- a suit and a white shirt
- a pullover and trousers



3. Read what these children say about their clothes and give them a piece of advice.

I'm tall and dark, so orange and brown don't suit me, they make me look ill.



You

You should wear clothes in bright colours, like yellow and red things.

I have terrible trouble buying clothes because I'm so small.



I used to wear dark formal clothes but my friends say it's boring.

I never care what to wear and put on clothes my mum gives me.



I usually wear trousers and jumpers. My friends say I look scruffy sometimes.

I think my clothes are trendy. I wear mini-skirts, tops and trousers, but my friends often criticize me.



IV. Word Smart

1. a) Study the words in the pictures and group them up into the following categories. Say how often you or your family members wear some of them.

Men's wear	Ladies' wear	Footwear	Headdress

a pullover



a top



a denim dress



a vest

sandals



a cardigan



a leather skirt



a silk scarf



a kerchief

Example: My dad and I often wear pullovers and my elder sister wears a denim dress.

b) Sit back to back with your neighbour and ask what he/she is wearing today.

Example: A: Are you wearing a vest today?

B: No, I am wearing a black sweater and grey trousers.

c) Read the description of Helen's guests. Find her three best friends in the picture (p. 189) and say if you agree with Helen's opinion.

We are having a good time, dancing, talking, eating. A boy in a formal suit with a black tie is Taras. He is very intelligent and businesslike. Even now he can't do without books. The tall slim girl in the middle of the room, the one in silk pink trousers and a red top, is Ann. She is very energetic and I think she looks very smart, don't you? Our friend Oksana is dancing near her. She is wearing a short black leather skirt and a T-shirt. She never cares

what she wears and we should help her to develop dress taste. But she is the kindest girl I know.

**At Home:**

Write a short story about the clothes you wear.

Say: where you bought them, who influences your choice, what your friends think of them.

Go to Ex. 111–112 of your Workbook

V. Time to Read

1. Read the story “The Prize” and number its parts 1-6 in logical order.

hard (*adj.*) **hard** (*adv.*)

fast (*adj.*) **fast** (*adv.*)

See First Aid Kit: Word Building 3, p. 237

___ Ma made a dress for Ora of red cotton she was saving for a quilt. It was very long and full so that her elder sister Loretta could wear it. Everybody tried to help. Loretta gave Ora her brown felt hat with the beautiful blue feathers. Vida brought the brooch in which the green glass stone she may have found in the street, looked almost exactly like an emerald.

___ When Ora came to the party she couldn't recognize her schoolmates: they were dressed in old sweaters and jeans, faded hats with funny flowers and torn lace and ribbons. To Ora a party always meant to wear the best you had, but it was a tacky party and everybody laughed at her new dress and praised her for looking tacky.

Unit 6

1 Ora Tarrabie was ten years old and lived with her family in a poor immigratory camp in California. She went to school and studied together with children from big ranches. This week at school everybody was speaking about Hester Burt's party, the girl from a rich family who lived in the biggest ranch. On Friday she came up to Ora and invited her to the party.

_____ When she was washed, dressed and ready to go, the family looked at her with admiration. "Doesn't she look a picture, pa?" Ma was smiling happily.

_____ When the party reached its peak, Hester's grandmother said, "You have won the prize, child, for the tackiest costume. Here it is." And all the children were clapping and shouting. But Ora wasn't glad. "I can't take the prize home. If ma thought I looked funny, she'd feel unhappy." So she took the box with a prize and threw it into the mud that would keep her secret and hide her shame.

_____ When Ora said about the invitation at home, all the family was very much pleased. Pa promised to bring Ora fast to the Burt ranch and back and ma said, "Ora is going to the party. And what is more, she is going to wear a new dress".

(Adapted from "The Prize" by Rachel Field)

Across Cultures: the USA



California – південно-західний Штат в США, розташований біля Тихого океану

2. Fill in *fast* or *hard*.

1. Everybody tried ... to help Ora.
2. My mum works ... every day, but on Saturday her work isn't that
3. Pa promised to bring Ora ... to the ranch.
4. Jane is a ... swimmer.
5. I advise you to travel by train, it travels
6. This year's exam is very

3. Read out the sentences about:

- How the family members tried to help Ora to be dressed well.
- How Ora was surprised looking at her classmates.
- How the girl felt after the party.

Say how Ora's clothes different from other guests' dresses.



VI. Time to Communicate

1. Act as Ora and describe the children's clothes at the tacky party.

to recognize smb
 to be dressed in old clothes
 to wear faded hats
 to have torn lace and ribbons
 (not) to wear not the best clothes one has
 to look tacky



2. In pairs, talk about Ora's party as in the pattern.

Pattern:

- A: I say, ... , why do you think Hester Burt invited Ora to the party?
 B: ...
 A: Agreed. And how did the family react to this invitation?
 B: ...
 A: I think so, too. And how did everybody in the family try to help Ora to look smart?
 B: ...
 A: Why was Ora greatly surprised when she saw her classmates?
 B: ...
 A: Exactly. And why didn't she take her prize home?
 B: ...



VII. Time to Write

Write what you think on the statement "We sometimes judge people from their clothes." Is it a good idea to do this? Begin with:

- In my opinion ...
- I figure ...
- It seems to me ...
- It's absolutely wrong/right ...
- I hate when ...
- I couldn't possibly ...

Go to Ex. 113–115 of your Workbook

6:4. You look wonderful today**Word Bank**

shop assistant
shopper
to afford
price
expensive
elegant

Phrase Bank

department store
to look terrific in sth
to be on sale
to suit smb perfectly
to look sporty
to try sth on
to be a real bargain
to compliment smb on sth
to have sth on

Communication Box

Gee!
Gosh!
Thank you for the compliment.
That is cool!

I. Conversation Warm-up

Look at the shop window and choose something new for yourself.
Say why you want to have it.



Example: *I want to have a new T-shirt because I like to play sports.*



II. Pronunciation Warm-up

Read the “Compliment Chant” with correct intonation and practise the sounds. Say how to give and take compliments politely. How often do you do it?

THE COMPLIMENT CHANT

- You look wonderful in your new cap.
- Thanks a lot.
- You look great in your new shirt.
- Thank you very much indeed.
- You look terrific in your new sweater.
- Thank you for the compliment.
- You look fantastic in your new skirt.
- You’re very kind.
- Thank you.



III. Function Smart

Read and give/take compliments on clothes. Look at the pictures and fill in the mini-dialogues.

- a) – Gee, you look wonderful in your
– Thank you for the compliment.



- b) – Wow, you look great in your
– Thanks a lot.



- c) – I say ... , you look terrific in your
– Thank you very much indeed.



- d) – Gosh, you look fantastic in your
– Thank you. You’re very kind.



IV. Word Smart

1. Look at the wordsearch puzzle and find six words for buying new clothes. Make up your sentences with these words.

a	s	h	o	p	a	s	s	i	s	t	a	n	t	p
b	c	d	e	p	s	g	a	n	I	I	k	e	n	o
d	e	p	a	r	t	m	e	n	t	s	t	o	r	e
q	r	s	t	i	u	a	v	w	x	o	k	b	d	m
z	w	s	a	c	z	r	o	l	k	m	n	b	l	d
s	n	o	p	e	p	e	r	s	a	l	e	s	o	s
a	b	f	k	d	m	t	n	o	z	d	n	o	s	n

Example: *I usually buy new clothes at the department store.*

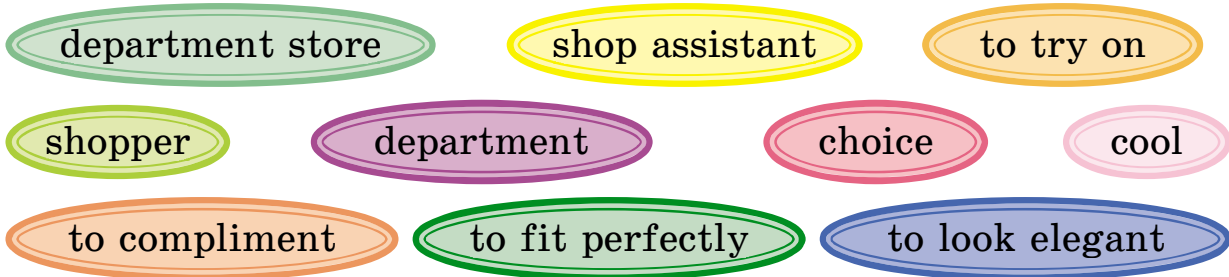
2. Look at the clothes in the shopping bags and match them to the children in the pictures. How can you compliment them?



Example: *You look sporty in this tracksuit.*



3. Read what Helen says about her shopping for new clothing and fill in the missing words and phrases from the box. Say if you do the same or different.



I am a great shopper and I like to do the shopping with my mum or my friends. As a rule, we go to a big ... because it has all the ... and a big ... of clothes at that. My mum and a ... help me to choose the right thing. Yesterday I ... a blue denim dress. My mum said, “It’s a lovely shade of blue, you ... in it”. And the shop assistant added, “It ... , and it’s a real bargain, only 45 hryvnas”. My friends ... me on it and said that was



At Home:

Describe your typical shopping tour for new clothes covering the following points:

- where you usually buy new clothes;
- who helps you to make the right choice;
- how your friends and relatives compliment you on your new clothes.

Go to Ex. 116–117 of your Workbook

V. Time to Read

1. Read in pairs. Say what kind of shopping the children did.

to choose – choice
to compliment – compliment
to shop – shopper

See First Aid Kit: Word Building 2, p. 236

TALKING ABOUT NEW CLOTHES

Ann: Hi, Steve. You have a nice sweater on. It fits you perfectly. Is it new?
Steve: It is. My grandma has recently bought it at the department store. Do you like it?

Unit 6

- Ann:** That is cool. You look terrific in it. By the way, you have blue eyes and it looks so good on you. Is there a good choice of sweaters there?
- Steve:** There are several sportswear departments. No need to go to other shops.
- Ann:** I love shopping, but I'm afraid, I have to look at the prices first. I can't afford an expensive sweater.
- Steve:** There are some good ones on sale on the second floor. You just have to ask a shop-assistant to show you around.
- Ann:** My mum has bought me a pair of Nike trainers this month and I wonder if they have any Nike sweaters. They are all the rage this season.
- Steve:** I think they do. Ask for more information at the department store.
- Ann:** I will.

Across Cultures: Great Britain, the USA, Canada



Sale – розпродаж товарів за зниженими цінами



Nike – американська компанія, яка виробляє популярний спортивний одяг та взуття

2. Complete the sentences choosing the right form of the word.

Example: *There is a great choice of clothes at the shop.*

1. My elder sister likes
2. Thank you for the You are very kind.
3. Nina always wears ... clothes.
4. My friend is a good ... and I like to go to the department store with her.
5. I'd like ... you on your new part dress.

- a) shopper
- b) to compliment
- c) fashion
- d) to shop
- e) complimenting

3. From the text “Talking about New Clothes” read out the sentences about:

- Ann complimenting Steve on his clothes.
- Steve’s piece of advice.
- Ann’s plans for shopping.

Say what you agree or disagree with.

VI. Time to Communicate

1. Act as Steve and describe your way of buying clothes.

to have sth on
to compliment smb on sth
to fit smb perfectly
to look at the sportswear department
to do the shopping with smb



2. Act as Ann and describe your plans on shopping for clothes.

to love shopping
to afford sth
to be on sale
to show smb around
to ask for more information
to be all the rage



3. In pairs, talk about new clothes as in the pattern.

Pattern:

A: Gee, You have ... on. It fits Is it ...?

B: It is. My Do you ...?

A: That’s cool. You look You have ... and it’s so Is there ...?

B: There are You needn’t

A: I love to shop, but I can’t afford, because

B: ... on sale and you can

A: That’s nice. My mum ... and I wonder if

B: Ask a shop assistant for Have a nice shopping trip.



VII. Time to Listen

1. Listen to the boy’s conversation with a shop assistant “At the Sportswear Department” and say what new clothes he wanted to buy and why.

Unit 6

2. Listen again and fill in the chart for the boy.

Clothes	Size	Colour



VIII. Time to Write

Look at the set of pictures and write your story on them. Give your story a title and present it to the class.



Go to Ex. 118–120 of your Workbook

6:5. My Progress in English

I. Grammar Smart

Complete the conversation. Use *will* or *be going to* and the verbs in brackets.

- A: Have you decided what you ... (1) (to do) this weekend?
 B: My mum and I ... (2) (to go) to the department store to shop for clothes. I hope ... (3) (to buy) a new T-shirt.
 A: I have nothing to do so I ... (4) (to join) you, if that's OK.
 B: Sure. I ... (5) (to ring up) and tell about the time.
 A: Great. What department store you ... (6) (to visit)?
 B: The central department store.

Check if you:

can express your future actions.		
----------------------------------	--	--

(Yes/No)

II. Word Smart

Paraphrase the sentences.

1. She is dressed in a blue costume.
2. Your hat is the latest fashion.
3. The jacket suits you perfectly.
4. I'm indifferent to clothes.
5. My scarf is made of wool.
6. I feel good in this suit.

Check if you:

can express ideas in several ways.		
------------------------------------	--	--

(Yes/No)



III. Function Smart

Match the compliment-giving lines to the compliment-taking lines.

1. Gee, you look wonderful in this dress.	a) Thank you very much indeed. The jacket fits me perfectly, it's right my size.
2. I say, Val, you look terrific in this jacket. It suits you.	b) Thank you. You are very kind. I've bought it for my birthday party. It's a mini-skirt.
3. You look fantastic in this fashionable skirt.	c) Thank you very much. The green colour of my dress is my favourite.
4. You look great in these party shoes.	d) Thank you, you are very kind. My granny embroidered it for me.
5. Wow, you look smart in this tracksuit.	e) Thanks a lot. I like to look sporty.
6. Gosh! You look so good in your vyshyvanka.	f) Thank you for the compliment. I know much about footwear fashion.

Check if you:

can give/take compliments on clothes.	<input type="checkbox"/>	<input type="checkbox"/>
---------------------------------------	--------------------------	--------------------------

(Yes/No)

IV. Time to Read

Read the information file on "Shopping for Clothes in the USA" and mark the true statements.

SHOPPING FOR CLOTHES IN THE USA

Most Americans shop for clothes at the shopping mall (or mall for short). A mall is a very large indoor shopping area. It consists of large department stores and small specialty stores. There are children's, women's, men's and teenagers' shoe stores, clothing stores for every style and taste and many others. It is usually possible to find anything at the mall! No wonder, they are so popular with everybody.

The most popular time to shop for clothes is, of course, on the weekends. At this time sales often take place and it's not too hard to find smart clothes at a lower price. Let's say your jacket cost \$65 on week days, but on sale it may be only \$30. A real bargain! Parents take their children with them if they need to buy new clothes for



them. Many of them like shopping tours because sometimes much more is bought for them that has been planned before.

Statements

1. A mall is a large area out in the open air.
2. A mall includes many big and small stores.
3. It's very convenient to shop at the mall.
4. The best time for shopping is any week day.
5. Sales are popular with Americans because of lower prices.
6. Children dislike shopping tours as they are boring and tiring.

Check if you:

can read simple texts and understand the main idea.		
---	--	--

(Yes/No)



V. Time to Listen

Listen to Peter's story about a dress code and spot the errors.

1. Peter worked in an office.
2. Men should wear a suit and a tie.
3. Women can choose between trousers and a dress.
4. There is also a rule about footwear.
5. Working in a bank you can wear bright colours.
6. Experts say, if we want to feel good we should wear black, blue and pink.

Check if you:

can listen to a piece of information and spot the errors.		
---	--	--

(Yes/No)

VI. Time to Write

Design a web photo page "Smart and Comfortable". Come up with your ideas about children's clothes.

Check if you:

can express your ideas about clothes in writing.		
--	--	--

(Yes/No)

Go to your WB, Cross-cultural Workshop 6

Unit Seven: A Mind Trip to Britain**7:1. Getting ready****Word Bank**

essentials
bandage
item
to explore badge
destination
to land
cash/credit card
phrase book

Phrase Bank

to give advice on sth
to have a chance to
do sth
to look forward to
doing sth
to discover the
mystery of sth
to plan one's route

Communication Box

Lucky you!
Isn't it splendid!
I can't wait to see
it!

I. Conversation Warm-up

Hooray! We are going to take a mind trip to Britain! Please, do the quiz and show that you are ready to go.

QUIZ:

- What British boy did you NOT meet in this book?
a) Steve b) William c) Nick
- What British family did you NOT meet in this book?
a) The Smiths b) The Collinses c) The Browns
- What British towns did you read about in this book?
a) Birmingham b) Bath c) Blackpool
- What British traditions did you read about in this book?
a) Sunday picnic b) Sunday brunch c) Sunday gathering

II. Pronunciation Warm-up

Listen to/read the wishes chant and practise the sound /I/. Say what else you would like to wish.

THE WISHES CHANT

Have a nice mind trip,
Have a nice mind trip,
Say hello to William.
I will, I will.

Make a new friend in Britain,
 Make a new friend in Britain,
 Say good-bye and come home.
 I will, I will.

III. Grammar Smart

1. Look and recall!



I can take pictures of
 different places.



I can travel by plane.

Для того, щоб правильно сказати, що ти можеш робити, вживай:

I can make a packing list myself.

2. Play a grammar question-and-answer game.

Can you
 I can

make a packing list
 give advice on packing
 take a camera with you/me
 buy souvenirs
 plan your/my route
 pack your/my suitcase

Example: A: *Can you make a packing list?*

B: *Yes, I can. I can show you.*

3. Read and remember!

Для того, щоб правильно сказати, що ти або хтось інший повинен робити, вживай: *I must do a lot of things.*

Для того, щоб правильно сказати, що ти або хтось інший має дозвіл щось робити, вживай: *I may visit Steve's school.*

Unit 7

a) Paraphrase the sentences.

Example: *Make a packing list. It is necessary for a trip.* →
You must make a packing list.

1. Take my camera with you. I don't mind.
2. I want to meet your classmates. Is it OK?
3. Don't forget to take some souvenirs.
4. Plan your route in advance. It's common practice.
5. Take care of your travel documents. Or you will get into trouble.

b) Look at the picture and say what these people *can* / *may* / *must* do before the trip.

Example: *The family must make a packing list.*
The girl can take badges as souvenirs.



IV. Word Smart

Study these words and describe:

1. Your packing essentials:



suitcase
passport / travel documents
ticket
list of important contacts
cash / credit card

Example: *My packing essentials include travel documents ...*

2. Your first aid kit:

bandages
cotton
tablets



Example: *I always take some bandages with me on a trip.*

3. Other items in your packing list:

camera
souvenirs
phrase book
badges



Example: *Among other items, I also take a camera with me.*



At Home:

Group these items and tick off those you would like to take with you for a trip to Britain on winter holidays.

Boots, comb, jacket, toothbrush, jeans, soap, skirts, sneakers, scarf, shorts, knitted hat, sandals, pyjamas, sunglasses, raincoat, T-shirts, shampoo.

Clothes	Footwear	Other items
<i>Jacket</i>	<i>Boots</i>	<i>Comb</i>

Go to Ex. 121–122 of your Workbook

V. Time to Read

1. Read in pairs. Say what information can help you to get ready for your trip.

ADVICE ON PACKING

Part One

Ann: I wonder, Mike, where are you going on holidays?

Unit 7

Mike: I'm going to Britain, at Bruce's invitation.

Ann: Wow! Isn't it splendid! When is your flight?

Mike: On Sunday morning. I can't believe it but I will be landing at Gatwick Airport at noon. Four different lands are waiting for me to explore: England, Wales, Scotland, and Northern Ireland.

Ann: What is your first destination?

Mike: England as it is the largest of the four. Steve has already planned our route – from London to the Lake District.

Ann: If you have a chance to go to Scotland, you are sure to enjoy the Highlands. Maybe, you'll be the one to discover the mystery of the Loch Ness Monster at last!

Mike: I can't wait to see it! I also look forward to visiting Mount Snowdon in Wales and Lough Neagh, Britain's largest fresh-water lake which is in Northern Ireland.

Ann: Lucky you!

Part Two

Ann: So, Steve, how are you getting ready for your trip?

Mike: Here is my packing list: travel documents, important contacts, visa and the like; then clothes, toiletries and a first aid kit and other items. I must do a lot of things: pack my suitcase, buy some presents, get a plane ticket and what not!

Ann: You sound like an experienced traveller!

Mike: I have travelled quite a bit in my life. Practice makes perfect, you know.

Ann: True, true. Anyway, among other items, you can also take a camera with you. It's good to take pictures of different places.

Mike: Exactly! Steve's teacher says I may visit his school and meet his friends.

Ann: Great! Don't forget to take some souvenirs for them, like badges, postcards, things like that.

Mike: Good idea! Thanks for your advice.

BrE travel – travelled – traveller – travelling

AmE travel – traveled – traveler – traveling

See First Aid Kit:

Spelling 2, p. 239

Across Cultures: Great Britain

Gatwick Airport – один з міжнародних аеропортів Лондона

The Lake District – мальовнича територія на північному заході Англії, відома своїми озерами

The Highlands – гориста територія на півночі Шотландії

The Loch Ness Monster, also Nessie – ім'я великої тварини, яка нібито мешкає в озері Лох Нес у північній Шотландії

Mount Snowdon – найвища гора Уельсу

2. Fill in the missing letters in Steve's and Ann's words. Don't forget that Steve is from Great Britain and Ann is from the USA.

Example: Steve: *I am an experienced trave..er.* →

I am an experienced traveller.

1. Steve: I have trave..ed quite a bit in my life.

2. Ann: Trave..ing is my hobby.

Unit 7

3. *Ann*: How long have you been traveling around Ukraine?
4. *Bruce*: It is common for travelers to make a packing list for a trip.
5. *Bruce*: Have you ever traveled abroad?

3. Read out the sentences about Steve's destination and match the beginnings to the endings in all the ways possible. Say what you would like to do in Britain.

Beginnings	Endings
1. to explore	a) the mystery of the Loch Ness Monster
2. to discover	b) the Highlands
3. to visit	c) Mount Snowdon
4. to enjoy	d) four different lands

VI. Time to Communicate:

1. Act as Ann and say how to get ready for a trip to Britain.



to pack a tourist bag
to buy presents
to take a camera
to get souvenirs
to plan a route

2. Act as Mike and describe your expectations from your trip to Britain.



to land at ...
to have a chance to go to ...
to discover the mystery of ...
to look forward to ...
to explore

3. In pairs, role-play the dialogue between you and your friend who is going on a trip. Follow the pattern.

Pattern:

A: I wonder, ... , where ...?

B: I'm going to ... , at ..'s invitation.

A: Lucky you! How are you getting ready for your trip?

B: Here is my packing list

A: You sound like

B: I have travelled ... , you know.

A: True, true. Anyway, among other items, you can also take It's good to

B: Good idea! Thanks for your advice.

VII. Time to Listen

a) Listen to the joke about a traveller getting ready for a trip and say what makes it so funny.

b) Mark the following statements True or False.

1. The Englishman wanted to go to America.
2. He bought a phrase book in Spanish.
3. The man couldn't learn any word in Spanish.
4. It was very cold at the place of his destination.
5. The Englishman liked white tea.
6. The waiter didn't understand him.

VIII. Time to Write

Make a packing list.

Essentials	...
Clothes	...
First Aid Kit	...
Other Items	...

Go to Ex. 123–125 of your Workbook

7:2. On arrival**Word Bank**

adventure
to arrive
delicious
ridiculous
to climb
to prove

Phrase Bank

express train
baggage reclaim
passport control
to give a welcome party
to take smb for a walk
to make a great impression
to enjoy one's life

Communication Box

Come on!
It's a custom to ...
Just round the corner.

I. Conversation Warm-up

Read the notices at Gatwick Airport and say what you can or must do at the airport.

Passport
control

Baggage
reclaim

Information

Express
train

Example: *I must go to passport control.*

II. Pronunciation Warm-up

Listen to/read the London trip rhyme and practise the sound /e/.
Say what can be so exciting about the place.

THE LONDON TRIP RHYME

As I am going to Trafalgar Square,
I see a famous man with bronze hair.
They tell me it is Admiral Nelson's statue.
Oh, dear, my heart will melt, I bet you.

III. Grammar Smart**1. Look and recall!**

Для того, щоб правильно сказати про щось здивовано, захоплено тощо, вживай окличні речення, які починаються з *how* або *what*.

Examples: *How delicious the dinner was!* (окличне речення)
What a warm welcome party it was! (окличне речення)

2. Play a grammar emotion game. Use the words from the box.

Example: A: *Look! It's a red double-decker.*

B: *How funny the double-decker is!*

a red double-decker	funny
a Sunday dinner	tasty
an express train	fast
a statue	tall
a bronze lion	big
a castle	old

3. Read and remember!

Для того, щоб правильно сказати, що ти / він / вона робив або ми робили тривалий час, вживай:

а) в однині:

I	was	walk+ing	the whole evening.
He			
She			
(it)			

б) у множині:

We	were	walk+ing	the whole evening.
You			
They			

Пам'ятай, що треба обов'язково позначити тривалість часу.

Example: *all day long*

the whole afternoon

from five to six

from morning till night

a) Make up as many sentences as you can.

Mike	was flying	the whole morning.
Steve	was waiting at the	from one to two in
Joanne	airport	the afternoon.
Steve's parents	were preparing for a	from 9 to 12 am.
I	welcome party	all day long.
You	cooking	the whole evening.
We	walking	
	were talking	

Example: *Mike was flying to London from 9 to 12 am.*

Unit 7

b) Say what you and your family were doing:

- the whole afternoon yesterday;
- the whole weekend;
- all day long last Sunday;
- from 7 to 9 pm two days ago;
- from 8 to 10 on Saturday morning.

IV. Word Smart

Study these words and describe:

1. Your arrival at the airport:



2. Exciting things to do on arrival:

- to give a welcome party
- to take smb for an evening walk
- to climb sth
- to stroll along sth



3. Interesting things to see with your own eyes:



- red double-decker
- statue
- cathedral

**At Home:**

Find a photo of yourself on a trip and describe your arrival, the interesting things you saw with your own eyes and the exciting things you did there.

Go to Ex. 126–127 of your Workbook

V. Time to Read

1. Read about Mike's first impressions of Britain and say what sounds interesting to you.

FIRST IMPRESSIONS

Dear Diary:

So I'm in Britain! It is so exciting! No more passport control or baggage reclaim. Steve and his father met me at the airport and we took an express train to Victoria Station. As I arrived on Sunday afternoon, Steve's family gave me a very warm welcome party. We were talking the whole afternoon. His parents and his elder sister Joanne are such nice and hospitable people. We had a truly English Sunday dinner, or the Sunday roast, as they call it. They served roasted meat, mashed potato, with Yorkshire pudding and vegetables. It was absolutely delicious!

After dinner Steve and Joanne took me for an evening walk about the city centre. Trafalgar Square made a great impression on me. At last I saw Admiral Nelson's statue with my own eyes and climbed the bronze lions. How ridiculous it was to see that all shops and supermarkets were closed when we were strolling along Oxford Street. Joanne says it is a custom here: everyone seems to enjoy their lives.

On Monday morning I saw a red double-decker for the first time. I didn't know all taxis were black in London. In the afternoon Steve and I are going to see Buckingham Palace, St Paul's Cathedral and Hyde Park. I hope we'll have a lot of fun.

So
Such

First Aid Kit:
Grammar in Use 6, p. 235

Across Cultures: Great Britain

Trafalgar Square – центральна площа Лондона

Oxford Street – одна з центральних вулиць Лондона, відома своїми магазинами

Buckingham Palace – королівська резиденція у Лондоні

St Paul's Cathedral – собор Святого Павла у центрі Лондона

Hyde Park – відомий парк у центрі Лондона

red doubledecker – червоний двохповерховий автобус, типовий для Лондона

Yorkshire pudding – Йоркширський пудинг, виріб з тіста, який подається до запеченого м'яса

2. Choose the right word.

Example: *The first day I felt ... (so, such) excited.* →
The first day I felt so excited.

1. Steve's parents are ... nice people.
2. Joanne is ... hospitable.
3. Trafalgar Square made ... a great impression on me!
4. The Sunday roast was ... delicious!
5. It is ... a ridiculous custom.



3. In the text, find the information about:

- nature in Britain;
- British traditions;
- city life;
- places of interest.

VI. Time to Communicate

1. Act as Mike and describe your first day in Britain.

to arrive on Sunday afternoon
 to give a welcome party
 to make a great impression on smb
 to see sth with one's own eyes
 to have a lot of fun



2. Act as Joanne and describe Mike's visit to her family.

to have a Sunday dinner
 to serve the Sunday roast
 to take smb for an evening walk
 to stroll along Oxford Street
 to be a custom



3. In trios, role-play a conversation between Steve, Mike and Joanne which they had during their evening walk. Follow the pattern.

P a t t e r n:

Steve: So, Mike, what are your first impressions?

Mike: ...

Joanne: Look! It's Admiral Nelson's statue.

Mike: ...

Steve: Come on! Let's climb one of them.

Mike: ...

Joanne: How about a stroll along Oxford Street?

Mike: ...

Steve: No, they are all closed on Sunday evening.

Mike: ...

Joanne: It's a custom here: everyone seems to enjoy their lives.

Mike: ...

VII. Time to Write

Write a diary entry about the beginning of your mind trip to Britain.

Go to Ex. 128–130 of your Workbook

7:3. Going places**Word Bank**

trick
 track
 rough
 to wander
 to weigh
 to roll
 high-tech
 environment

Phrase Bank

dinosaur-like monster
 to look for sth
 (not) to miss the
 opportunity to do sth
 to have a unique chance
 to do sth
 bird watcher
 train ride
 to be worth sth

Communication Box

Anyway, ...
 What a pleasant
 surprise!
 By the way, ...
 I guess so.
 My pleasure.

I. Conversation Warm-up

Steve prepared for us two lists of places to see in Britain. Read and choose one. Say why.

Places to go:

- A national park
- A palace
- A museum

Places to go:

- A castle
- A mountain
- A lake

III. Pronunciation Warm-up

Listen to/read the trip song and practise the sounds /t/ and /r/. Say if you are ready for adventure.

THE TRIP SONG

If you're ready for adventure,
 take a trip,
 If you're ready for adventure,
 take a trip,
 If you're ready for adventure,
 check
 Your baggage and your ticket,
 If you're ready for adventure,
 take a trip.

III. Grammar Smart

1. Look and recall.

VERB 1	VERB 2	VERB 3
be	was / were	been
buy	bought	bought
find	found	found
get	got	got
have	had	had
leave	left	left
say	said	said
see	saw	seen
take	took	taken
throw	threw	thrown
wear	wore	worn

2. Play a grammar tennis game.

Example: A: *thrown (Verb 3).*

B: *threw (Verb 2).*

A: *throw (Verb 1).*

B: *said*

3. Read and remember.

Для того, щоб правильно сказати, що відбулося тільки-що (сьогодні, нещодавно, на цьому тижні, у цьому році), вживай the Present Perfect Tense:

I You We They	have	just already	bought souvenirs.	this week. today. this morning.
She He It	has	...	bought souvenirs	

Пам'ятай, що слід вживати:

- такі позначення часу:

already/just/this week/today/this afternoon/recently/yet.

Example: *I have visited Kyiv recently.*

- ***yet*** у питальних і заперечувальних реченнях:

Example: – *Have you seen Loch Ness yet?*

– *No, I haven't been there yet.*

Unit 7

a) Fill in *have* or *has*.

Example: *Guess what ... happened to me recently.* →

Guess what has happened to me recently.

1. I ... just taken pictures of the Highland Games.
2. The guide ... taken us to the top of Mount Snowdon this morning.
3. We ... already seen an eagle in the Highlands.
4. Steve ... n't been to Ukraine yet.
5. Joanne and her friend ... n't travelled anywhere this month yet.

b) Ask questions to these answers.

Example: – *Have you visited Wales yet?*

– *No, I haven't been to Wales yet.*

1. – ...
– Yes, I have done it this week.
2. – ...
– No, I'm just going to do it.
3. – ...
– Yes, of course I have.
4. – ...
– Sure he has.
5. – ...
– No, she hasn't, but she is planning to.

IV. Word Smart

1. Read the introduction to Mike's travelogue and say what he has already seen and done in Britain.

MY TRAVELOGUE: INTRODUCTION

My first impressions of Britain are divided into three parts. History, high-tech and great environment best describe the country. The most shocking thing is history which you can see everywhere: hard grey-stone cathedrals and castles, centuries old, with fast trains and busy highways, automatic doors and loads of fast escalators just round the corner. Then the environment here is quiet and clean. The first night I felt so scared – it was so silent outside. I found many small animals – squirrels, hedgehogs, and rabbits. All these prove the good surroundings.

2. Group the words from the box according to three content areas.

History

High-Tech

Environment

squirrel

castle

palace

gallery

deer

fast escalator

bird

valley

eagle

cathedral

rabbit

lake

mountain

museum

hedgehog

fast train

busy highway

automatic doors

3. Complete Mike's travelogue entry.

... made a great impression on me. I have seen many ... They are so Steve showed me some I think they are absolutely I'm also going to I don't want to miss the opportunity to



At Home:

Take photos of a historical monument, a high-tech construction and a place of natural beauty where you live and describe them as if you are a tourist.

Go to Ex. 131–132 of your Workbook

V. Time to Read

1. Read the five parts of Mike's travelogue and match them to the route items on the map.

The Lake District. The Highlands. Loch Ness. Mount Snowdon. Lough Neagh.

___ We have tried to discover its mystery this afternoon! They say there is a large dinosaur-like 'monster' living in the lake. People have been looking for it for over 100 years. Believe it or not, some visitors sort of saw it and even took pictures of the monster. We were not that lucky. Our guide said that the huge size and depth of the lake gives the monster many places to hide. Who knows if it is just a tourist business trick or not. Anyway, I have bought souvenirs of Nessy at the museum shop to remember it by.

Unit 7

_____ On the last day of our trip, Steve said we shouldn't miss the opportunity to see the largest freshwater lake in the country. It is 30 km to the west of Belfast from where we were flying back to London later in the afternoon. An old Irish story tells how the lake appeared. Ireland's legendary giant Finn McCool took up the portion of the land and tossed it at a Scottish rival. When we got to the lake, it was extremely rough as there was a strong wind. Yet we saw many bird watchers from different parts of the country and a lot of birds round the lake.

_____ We left on Tuesday morning from London to Windermere. The train ride was a long one but it was worth it. This area is one of the most beautiful corners of England, a combination of the highest mountain peaks, deepest valleys and longest lakes in the country. No wonder, the famous English poet William Wordsworth, who was born and spent most of his life there, wrote these lines about it:

*I wandered lonely as a cloud
That floats on high o'er vales and hills ...*

_____ Climbing up this mountain isn't as easy as climbing the bronze lions in Trafalgar Square, I must admit. In the guidebook I found out that it is 1,085 metres high. Steve advised me to take the easiest route to the top – the 8 km track. It turned out to be the hardest mountain walk I have ever taken. It took us about four hours to get to the top and – what a pleasant surprise! – there was a café at the top. We got a mug of soup there as it was cold. We were feeling tired and decided to get the train back down.

_____ Today “my heart's in the ...” as Robert Burns famously put it. It is rather wild and I have already seen an eagle and a deer with my own eyes. We also had a short stay in Inverness, the capital of this area, and had a unique chance to watch a traditional Scottish game – ‘tossing the caber’. The caber is the trunk of a fir tree which weighs about 100 kilos. One of the men threw it so that it rolled completely in the air. It was fantastic! By the way, all the men wore kilts.

to wander
to wonder

See First Aid Kit:
Word meaning 3, p. 239

Across Cultures: Great Britain



Windermere – найбільше природне озеро в Англії

Inverness – місто-порт у Шотландії

Belfast – столиця Північної Ірландії

Robert Burns – відомий шотландський поет

2. Fill in *wonder* or *wander*.

Example: *I don't ... you're tired.* →

I don't wonder you're tired.

1. "I ... ed lonely as a cloud."
2. What are they going to do now, I ...?
3. He was just ... ing the streets of London.
4. I'll ... around the lake, OK?
5. I ... if I will be lucky to see Nessy with my own eyes.

3. Read the sentences about:

- real things;
- imaginary things.

Say which of them have made a great impression on you.

VI. Time to Communicate

1. Act as Steve and describe your route.



train ride
to try to discover sth
to climb up a mountain
to take the easiest route
to fly back

2. Act as Mike and describe your impressions of the trip.



to be worth sth
to take pictures
to get to the top
to watch a game
to see birdwatchers

3. In pairs, role-play a conversation between Steve and Mike on their way back to London. Follow the pattern.

Steve: So, Mike, What do you think?

Mike: It was fantastic!

Steve: And how did you like ...?

Mike: Believe it or not,

Steve: I'm glad we didn't miss the opportunity to

Mike: I especially enjoyed

Steve: Wasn't I right to advise you to ...?

Mike: Exactly. What a surprise it was to find

Steve: We really had a unique chance to

Mike: I guess so. Thank you ever so much for ...!

Steve: My pleasure.

VII. Time to Write

Write a checklist of things to try on a trip around Britain. Follow the format.

CHECKLIST

Do you think you have made the most of your trip around Britain? To make sure, please, check if you have been there and done that.

- Have you taken a train to the Lake District?

Go to Ex. 133–135 of your Workbook

7:4. A matter of tradition

Word Bank

hammer
handle
to sweep
attitude

Phrase Bank

to have the time of one's life
to burst with impressions
to see a bit of sth
to show respect for sth
to do a project on sth
to find sth unique
to live far into ...

Communication Box

Speaking of ... , ...
I can't help
admiring ...

I. Conversation Warm-up

Look and say what British traditions these people keep.

The Sunday roast



Tossing the caber



Male-voice choir



Irish dance

Example: This English family keeps the tradition of the Sunday roast

II. Pronunciation Warm-up

Listen to/read the tradition rhyme and practise the sounds /ʌ/ and /aɪ/. Say what British tradition you respect most.

THE TRADITION RHYME

In every culture under the sun,
There is a tradition, or there is none.
If there is one, try and find it.
If there is none, never mind it.

III. Function Smart

Read and learn to show respect for tradition. Look at the pictures and fill in the mini-dialogues.

1.

- What is your attitude to the British tradition of keeping ... clean?
- I can't help admiring it.



the environment

2.

- What do you think of ...?
- I find it absolutely unique.



wearing a kilt

3.

- What is going to happen to the tradition of ...?
- I believe it will live far into the 21st century.



The Eisteddfod

4.

- They say ... is perhaps the most favourite tradition in Britain.
- It certainly is. It adds up to the enjoyment.



Christmas dinner

IV. Word Smart

1. Look at the pictures and say why visitors to Wales show respect for the tradition of the Eisteddfod.



- to take part in the festival
- to sing in Welsh
- to compete in music / literature / arts

Example: Visitors to Wales show respect for this tradition because there are many talented participants.

2. Read the tradition rhyme and illustrate some of its lines.

THE TRADITION RHYME

What is tradition?
Tradition is a guide to
What we see in England,
What we watch in Wales,
What we hear in Scottish
and Irish tales.

Unit 7

Example: *Tradition is really a guide because it shows how people live.*

3. Read the information about a traditional English entertainment and complete the dialogue.



The Punch and Judy show is a popular seaside tradition in England. Mr Punch is perhaps the most famous puppet character of all time. Legend has it that a travelling showman from Italy brought Punch to Britain in the 17th century. You can see the show everywhere: on the beach, in the street, on stage.

DIALOGUE

Mike: What's that ... over there, I wonder?

Joanne: It's ... Legend has it that

Mike: I must ... with my own eyes!

Joanne: It's certainly worth it.



At Home:

Make a list of British traditions from Unit Four and compare them to Ukrainian ones. Fill in the tradition chart.

Go to Ex. 136–137 of your Workbook

British traditions	Ukrainian traditions

V. Time to Read

1. Read in pairs and say for what British traditions Steve shows respect.

TALKING ABOUT BRITISH TRADITIONS

Ann: Hi, Mike, welcome back! How was your trip?

Mike: I had the time of my life! I'm bursting with impressions.

Ann: Do tell me all about it! Where did you do? What did you see?

Mike: I saw a bit of everything – British history, British nature, and British culture, of course.

Ann: Speaking of culture, we are doing a project on British traditions in our English class this week. And my task is to find out about Scottish traditions. Are you familiar with any of them, by the way?

Mike: Certainly. When I had a short stay in the Highlands, Bruce advised me not to miss the opportunity to see the Highland Games. We watched a traditional Scottish game 'throwing the hammer'.

Ann: Wow! How interesting! What are the rules?

Mike: The hammer had a long handle and weighed ten kilos. The sportsman couldn't run; he stood still and swept it round his head several times before he threw it as far as he could.

Ann: It was fantastic, wasn't it?

Mike: And believe it or not, all the men wore kilts as a part of the traditional Scottish costume.

Ann: What do you think of this tradition?

Mike: I can't help admiring it.

hand
handle

See First Aid Kit:
Word meaning 3, p. 239

Across Cultures: Great Britain

The Highland Games – традиційні спортивні змагання у Шотландії

2. Fill in hand or handle.

Example: *The hammer has a long* →

The hammer has a long handle.

1. If you know the answer, raise your ... , please.
2. He turned the ... and went in.
3. Please give me a helping
4. Put your right ... in.
5. It is a wooden

3. Read out the sentences about:

- interest in traditions;
- respect for traditions.

Compare your attitude to British traditions with those of Ann and Mike.

VI. Time to Communicate

1. Act as Mike and describe your experience of British traditions.

to see a bit of sth
 to be familiar with sth
 to burst with impressions
 to wear a kilt
 ... can't help admiring ...



2. Act as Ann and describe your project on British traditions.

to do a project on sth
 to find out about sth
 to be interested in sth
 to show respect for sth
 to find sth absolutely unique



3. In pairs, talk about British traditions as in the pattern.

P a t t e r n:

A: I say, ... , have you heard the news? We are going to do a project in our

B: Wow! That's ...! What is it going to ... , I wonder?

A: About ... My task is ... Are you familiar with ...?

B: Certainly. When I

A: It was ... , wasn't it?

B: Believe it or not,

A: What do you think of ...?

B: I find it

VII. Time to Listen

Listen to six children talking about British traditions and say if they all show respect for traditions.

VIII. Time to Write

Write a description of your favourite tradition and show respect for it. Begin with:



- Traditions are at the heart of ...
- They help us to ...
- My favourite tradition is ...
- I am very well familiar with ...
- I can't help admiring ...
- Believe it or not, ...
- I think this tradition will ...

Go to Ex. 138–140 of your Workbook

7:5. My progress in English

I. Grammar Smart

Fill in *can*, *may* or *must*.

1. I ... make a packing list myself.
2. I ... do a lot of things before I go.
3. I ... give you advice on packing.
4. ... I visit your class?
5. You ... plan your route carefully.

Check if you:

can use modal verbs.		
----------------------	--	--

(Yes/No)

II. Word Smart

Write the words or word-combinations for these definitions.

1. Someone who has travelled a lot.
2. Something you need to write for better packing.
3. Something you must have with you for control at the airport.
4. Something you can get information about your route from.
5. Someone who watches birds as a hobby.

Check if you:

know travel words.		
--------------------	--	--

(Yes/No)

III. Function Smart

Match the beginnings and the endings.

Beginnings	Endings
<ol style="list-style-type: none"> 1. I can't help 2. I find it 3. It will live 4. It add up 5. This tradition is at 	<ol style="list-style-type: none"> a) far into the future. b) admiring it. c) the heart of modern life. d) absolutely unique. e) to the enjoyment.

Check if you:

can express your likes.		
-------------------------	--	--

(Yes/No)

IV. Time to Read

Read the story “Olympic Trips to Britain” and answer the questions with “Yes” or “No”.

**OLYMPIC TRIPS TO BRITAIN**

Visitors to Britain tend to come back. So do the Olympics. London is so far the only city which has hosted Olympic Games three times in history.

It was host for the first time in 1908. 2008 athletes competed in 22 sports. They came from 22 countries. These games were the first to include winter events, such as figure skating.

The Olympics returned to London in 1948, bringing together 59 nations with 4,104 athletes. Because of their roles of aggressors in World War Two, Germany and Japan were not invited to participate. Those Olympics were the first to be broadcast into home on television.

The 2012 Olympics, or London 2012, had over 10,000 participants from 204 countries which competed in 26 sports. During the Games, the American swimmer, Michael Phelps, became the most decorated Olympic athlete of all time, winning his 22nd medal. The Games became the first at which every sport had women athletes. Bravo, Britain!

QUESTIONS

1. Has London hosted Olympic Games more than once?

2. Did athletes compete in ice hockey in 1908?
3. Did Olympics return to London during World War Two?
4. Did German athletes participate in the second Olympiad in London?
5. Did people watch all the three London Olympiads on television?
6. Did men and women compete in every sport?

Check if you:

can read and understand a short story about Britain.		
--	--	--

(Yes/No)

V. Time to Listen

Listen to Mike's oral letter from Britain and mark the statements True or False

1. Britain is an exception to the rule. ...
2. All parts of Britain have the same traditions in sport. ...
3. Mike is familiar with different traditions. ...
4. The English invented cricket. ...
5. Male voice choirs are popular everywhere. ...
6. There are many Irish legends. ...

Check if you:

can listen to a short story and understand the details.		
---	--	--

(Yes/No)

VI. Time to Write

Plan your route for a trip to Britain and describe it.

Check if you:

can write about a description of your route.		
--	--	--

(Yes/No)

Go to your WB, Cross-cultural Workshop 7

ЛЕКСИКО-ГРАМАТИЧНИЙ КОМЕНТАР

FIRST AID KIT A. GRAMMAR IN USE

1. Присвійний відмінок іменників 's

Для того, щоб сказати, чий це родич або друг, додай 's до іменника.

mother's family – сім'я матері

granny's birthday – День народження бабусі

2. Іменники в однині або у множині

Пам'ятай, що деякі іменники вживаються тільки:

в однині:

hair – волосся

beauty – краса

cotton – бавовна

wool – вовна

silk – шовк

leather – шкіра

Example: *My doll's hair is curly.*

у множині

spectacles – окуляри tights – колготки

shorts – шорти clothes – одяг


trousers – штани pants – штани

Example: *My friend wears spectacles.*

3. Ступені порівняння прикметників:

Деякі прикметники, які потрібні тобі для опису зовнішності, є винятками.

- old BrE old – elder – (the) eldest
AmE old – older – (the) oldest

- BrE old  elder – the eldest
older – the oldest

- AmE old – older – the oldest

Пам'ятай, що у Британії вживають:

a) older, the oldest для порівняння віку дітей у сім'ї:

Example: *Joanne is Brice's elder sister.*



b) older, the oldest для порівняння членів родини різних поколінь.

Example: *Mr Collins is the oldest member of the family.*

У Сполучених Штатах вживають older, the oldest в обох випадках.

Example: *Martha is John's elder sister.*

Для того, щоб правильно сказати, на скільки років одна людина старша за іншу, вживай тільки прикметник older.

Example: *Mike is nine years older than Rosy.*

4. Граматичні вирази згоди

Для того, щоб правильно сказати, що ти робиш те ж саме, що і твій співрозмовник, вживай too у стверджувальному реченні:

A: *I like the idea.*

B: *I like the idea, too.*

Для того, щоб правильно сказати, що ти не робиш те ж саме, що і твій співрозмовник, вживай either, у запереченні:

A: *I don't like the idea.*

B: *I don't like the idea either.*

5. Прийменники місця

- Пам'ятай, що якщо ти хочеш сказати де саме, зліва чи справа знаходиться щось, вживай такі прийменники:

on the left → on the right

Example: *The table is on the left.*

- Якщо ти хочеш підкреслити те, що знаходиться зліва, вживай такі прийменники:

to the left of sth → to the right of sth

Example: *A knife is to the right of the plate.*

- Якщо ти хочеш сказати, що знаходиться посередині чогось, вживай такі прийменники:

in the middle of sth

Example: *There is a breakfast in the middle of the table.*

6. Для того, щоб правильно поєднати слова в окличних реченнях, вживай:

a) so з прикметниками:

Example: *Bruce is so hospitable! (Брюс такий гостинний!)*

- b) **such** з іменниками, перед якими можуть бути і прикметники:
E x a m p l e: *We had **such** a nice time! (Ми так гарно провели час!)*

FIRST AID KIT

B. WORD BUILDING

1. Утворення прикметників з протилежним значенням

Якщо ти хочеш назвати протилежні риси характеру, вживай:

polite – impolite
well-organized – badly-organized
reasonable – unreasonable
friendly – unfriendly
reliable – unreliable
well-bred – ill-bred

2. Утворення іменників

Пам'ятай, що деякі іменники утворюються від дієслів:

- a) без змін у правопису

E x a m p l e: *to walk – a walk*
to swim – a swim
to sleep – a sleep
to compliment – a compliment

- b) зі змінами у правопису

E x a m p l e: *to advise – advice*
to practise – practice.

- c) з додаванням суфіксів:

-er: shop – shopper

- d) із змінами в основі слова:

to choose – choice

3. Утворення прислівників

- a) Для того, щоб утворити більшість прислівників, додавай -ly до прикметників.

quick – quickly
lucky – luckily
happy – happily
mysterious – mysteriously

- b) Пам'ятай, що кінцеву літеру *-y* прикметника слід при утворенні прислівника змінити на *-i*: *happy – happily*
- c) Деякі прикметники та прислівники мають однакову словарну форму:

Прикметники	Прислівники
hard	hard
fast	fast
early	early

Example: *It is a hard (прикметник) job.*
He worked very hard (прислівник).

4. Утворення прикметників

Для того, щоб утворити деякі прикметники, додай до іменника або основи слова такі суфікси:

- a) *-y*: salt – **salty** milk – **milky**
 sugar – **sugary** taste – **tasty**

Example: *The soup is too salty.*

- b) *-ful*: beauty – **beautiful**
 use – **useful**

Example: *What a beautiful place!*

- c) *-al*: continent – **continental**
 nation – **national**

Example: *The climate is continental.*

- d) *-ish*: style – **stylish**

Example: *You look stylish in your new dress.*

- e) *-ous*: population – **populous**
 fame – **famous**

Example: *England is the most populous part of Britain.*

- f) *-able*: comfort – **comfortable**
 hospitality – **hospitable**

Example: *Steve's family are such hospitable people.*

5. Скорочення словосполучень

Для того, щоб у скороченій формі назвати деякі шкільні предмети та терміни, вживають їх перші літери.

Example: **PE** – *physical education* (фізичне виховання)
EFL – *English as a Foreign Language* (англійська як іноземна мова)
ESL – *English as a second language* (англійська як друга мова)
IT – *Information Technology* (інформаційні технології)
ICT – *Information Communication Technology* (інформаційно-комунікаційні технології).

FIRST AID KIT C. WORD MEANING

1. Різні англійські слова відповідають значенню одного українського слова – «їжа»:

a) **food** /fud/ – їжа (the products we eat)

Example: *I have hot **food** for breakfast.*

meal /mi:l/ – їжа (the time for eating)

Example: *My morning **meal** was very tasty.*

b) **kitchen** /'kɪtʃən/ – кухня (a room where we cook food)

Example: *I cook meals in the **kitchen**.*

cuisine /kwɪ'zɪn/ – кухня (a particular style of cooking)

Example: *I like Ukrainian **cuisine**.*

c) **orchard** /ɔ: tʃəd/ – сад (a place where people grow fruit trees)

Example: *I adore her cherry **orchard**.*

garden /'gɑ:dn/ – сад (a place near a house where there is grass, flowers and vegetable growing).

Example: *Alice brought some flowers from her **garden**.*

d) **wood** /wu:d/ – лісок

Example: *Let's have a walk in the **woods**.*

forest /'forəst/ – великий ліс

Example: *Don't get lost in this thick **forest**.*

e) **costume** /'kɒstjəm/ – національний або жіночий костюм

Example: *A kilt is the most important part of the Scottish national **costume**.*

suit /su:t/ – чоловічий костюм

Example: *He looks elegant in his new **suit**.*

2. Пам'ятай, що для опису їжі в американському і британському варіантах англійської мови можуть вживатися різні слова:

AmE appetizer
BrE starter

> холодні закуски

3. Деякі англійські слова є схожими за звучанням, але різними за значенням та правописом.

Example: a) **stuff** = **things** (речі)
staff /stɑ:f/ = **workers** (робітники)
b) **to wander** /'wɒndə/ = **to walk** (бродити)
to wonder = **to feel surprised** (здивуватися)
c) **hand** /'hænd/ – рука
handle /'hændl/ – ручка, рукоятка

FIRST AID KIT D. SPELLING

1. Пам'ятай, що при утворенні форми дієслова з *-ing*, деякі слова пишуться особливо:

з подвоєнням приголосної:

- a) put – **putting**
get – **getting**
- b) без літери *-e*:
make – **making**
take – **taking**
have – **having**

2. Пам'ятай, що деякі слова мають дещо різний правопис у британському та американському варіантах англійської мови.

Example: BrE *travel – travelled – traveler – travelling*
marvel – marvelled – marvellous
AmE *travel – traveled – traveler – travelling*
marvel – marveled – marvelous

Irregular verbs

be	was, were	been	being
become	became	become	becoming
begin	began	begun	beginning
blow	blew	blown	blowing
break	broke	broken	breaking
build	built	built	building
buy	bought	bought	buying
catch	caught	caught	catching
choose	chose	chosen	choosing
come	came	come	coming
do	did	done	doing
dream	dreamt	dreamt	dreaming
eat	ate	eaten	eating
fall	fell	fallen	falling
feel	felt	felt	feeling
fight	fought	fought	fighting
fly	flew	flown	flying
forget	forgot	forgotten	forgetting
freeze	froze	frozen	freezing
get	got	got	getting
have	had	had	having
hear	heard	heard	hearing
know	knew	known	knowing
lay	laid	laid	laying
lie	lay	lain	lying
make	made	made	making
mean	meant	meant	meaning



pay	paid	paid	paying
ride	rode	ridden	riding
rise	rose	risen	rising
see	saw	seen	seeing
show	showed	shown	showing
sleep	slept	slept	sleeping
stand	stood	stood	standing
swim	swam	swum	swimming
take	took	taken	taking
wake	woke	woken	waking

Glossary

A

...and what not! ...і все, що завгодно!

activity /æk'tɪvəti/ діяльність; активність, енергія

actually /æk'tʃuəli/ у дійсності, насправді

admirer /əd'maɪərə/ той, хто захоплюється чим-небудь

adore /ə'dɔ:/ обожнювати

adventure /əd'ventʃə/ пригода

advice /əd'vaɪs/ порада

advise /əd'vaɪz/ радити

agreed /ə'gri:d/ домовимося

air /eə/ повітря

alarm clock /ə'lɑ:mklɒk/ будильник

album /'ælbəm/ альбом

all the rage предмет захоплення, писк моди

always /'ɔ:lweɪz/ завжди

ancient /'eɪnʃənt/ стародавній

appear /ə'pɪə/ з'являтися

appearance /ə'pɪərəns/ зовнішність

appetizer /'æpɪtaɪzə/ закуска

appreciate /ə'prɪʃɪət/ цінувати

arrival /ə'raɪvl/ прибуття

artist /ɑ:tɪst/ художник

art lesson /ɑ:t lest/ урок малювання

as brown as a nut бути темним, як горіх (загоріти)

as clear as a bell ясний

ask for advice питати поради

assembly hall /ə'sembli hɔ:l/ актовий зал

at the click of the mouse
натискуванням кнопки «миші»

at the seaside біля моря

attention /ə'tenʃn/ увага

aunt /ɑ:nt/ тітка

B

back /bæk/ спина

bad cold /bæd kəʊld/ сильна застуда

badge /bædʒ/ значок, емблема

bake /beɪk/ пекти, випікати

baker's /'beɪkəz/ хлібний відділ магазину

bald /bɔ:ld/ лисий

ballet /'bæleɪ/ балет

bath /bɑ:θ/ ванна

bathe /beɪð/ купатися (у морі, річці)

be covered with бути вкритим

be good at добре уміти

be interested in something
цікавитися чим-небудь

beach /bi:tʃ/ пляж

bean /bi:n/ біб; квасоля

beard /bɪəd/ борода

beasty weather /'bi:sti 'weðə/
огидна (брудна погода)

beauty /'bjʊ:ti/ краса

become oneself again знов стати самим собою, таким як і був

behave /bə'heɪv/ поводитися

behind /bə'hænd/ ззаду, позаду

belong (to) /bə'lɒŋ/ належати кому-небудь

below zero /bi'ləʊ/ нижче нуля
belt /belt/ ремінь
begin with... /bi'ɡɪn wiθ/ по-
 чати з...
birthday party /'bɜːðdeɪ 'pɑːti/
 вечірка з нагоди дня на-
 родження
blizzard /'blɪzɑːd/ завірюха
block /blɒk/ перепиняти, пере-
 шкоджувати, блокувати
bloom /bluːm/ розквітати (про
 квіти)
blow /bləʊ/ бути
boast of something /bəʊst/
 хвастатися чим-небудь
bookcase /'bʊkkeɪs/ книжкова
 шафа
border /'bɔːdə/ кордон
borrow /'bɒrəʊ/ позичати
bowl /bəʊl/ ваза (для фруктів)
branch /'brɑːntʃ/ гілка
break into blossom /breɪk ɪntə
 blɒsəm/ розквітати (про
 дерева)
brightly coloured /'braɪtli 'kɒləd/
 яскраво забарвлений
bud /bʌd/ набухати (про
 бруньки)
building /'bɪldɪŋ/ будинок
bun /bʌn/ маленька солодка
 булочка
bunch /bʌntʃ/ пучок
busy /'bɪzi/ зайнятий
butcher's /'bʊtʃəz/ м'ясний
 відділ
buy /baɪ/ купувати
by the way... до речі...
Bye for now! Бувай!

С

cafeteria /kæfə'tiəriə/ кафетерій

calm /kɑːm/ спокійний
camera /'kæməɹə/ фото- чи
 відеокамера
can /kæn/ бляшанка
Can I come along? Чи можу
 я піти з вами?
canteen /kən'tiːn/ їдальня, бу-
 фет
card /kɑːd/ картка
careful /'keəfl/ обережний
carnival /'kɑːnɪvl/ карнавал
carpet /'kɑːpɪt/ килим
carton /'kɑːtn/ картонна
 упаковка
cash desk /'kæʃdesk/ каса (у ма-
 газині)
cashier /'kæʃiə/ касир
cassette player /kə'set pleɪə/
 касетний плеєр
castle /kɑːsl/ замок
catch a cold /kætʃ ə kəʊld/ за-
 студитися
cathedral /kə'θɪdrəl/ собор
**CD-ROM Compact Disk Read-
 Only Memory** компакт-
 диск
celebrate /'seləbreɪt/ святкувати
cereal /'siəriəl/ круп'яна їжа
 на сніданок (круп'яні
 пластівці)
certainly /'sɜːtnli/ звичайно
chance /tʃæns/ можливість
change /tʃeɪndʒ/ змінювати
changeable /'tʃeɪndʒəbl/ мінли-
 вий
cheap /tʃiːp/ дешевий
cheat /tʃiːt/ обманювати
check /tʃek/ перевіряти
cheeks /tʃiːks/ щоки
cheese /tʃiːz/ сир
cherry /tʃeri/ вишня

chicken /tʃɪkn/ курка
choice /tʃɔɪs/ вибір
chops /tʃɒps/ щелепи, щоки;
рот, паща
Christmas /ˈkrɪsməs/ Різдво
classmate /ˈklaːsmeɪt/ одно-
класник
clever /ˈklevə/ розумний
climb the mountains /klaɪm/
підніматися на гори
cloud /klaʊd/ хмара
coach /kəʊtʃ/ тренер
cocoa /ˈkəʊkəʊ/ какао
collect /kəˈlekt/ збирати
collection /kəˈleɪʃn/ колекція
column /ˈkɒləm/ колонка
come to an end закінчуватися
communicate /kəˈmjuːnɪkeɪt/
спілкуватися
**compare something with
something** порівнювати
щось із чимось
competition /kəmpeˈtɪʃn/ зма-
гання
complete /kæmpˈliːt/ завершу-
вати
computer lab /kəmˈpjʊːtə læb/
комп'ютерна лабораторія
computer literate /kəmˈpjʊːtə
ˈlɪtərət/ той, хто знає ком-
п'ютерну грамоту
computer programmer
/kəmˈpjʊːtə ˈprəʊɡrɑːmə/ про-
граміст
computer room /kəmˈpjʊːtə
ru:m/ комп'ютерний клас
computer skill комп'ютерні
навички
computer user користувач
комп'ютером

confectionery /kənˈfekʃənəri/
кондитерська
congratulations /kənˈgrætjuːleɪʃn/
поздоровлення
connect something /kəˈnekt/
з'єднувати що-небудь
consist of /kənˈsɪst əv/ склада-
тися з
consult a doctor /kənˈsʌlt ə
ˈdɒktə/ проконсультуватися
з лікарем
container /kənˈteɪnə/ пластикова
упаковка
cook /kʊk/ кухар, готувати
cotton /kɒtn/ бавовна
cough /kɔːf/ кашель
couldn't be better краще й
бути не могло
counter /ˈkaʊntə/ прилавок
cousin /ˈkʌzn/ двоюрідний
брат, двоюрідна сестра
creative /kriˈeɪtɪv/ творчий
cricket /ˈkrɪkɪt/ крикет (анг-
лійська спортивна гра)
cucumber /ˈkjuːkʌmbə/ огірок
cupboard /ˈkʌbəd/ буфет
(меблі)
cure /kjʊə/ виліковувати
curling /ˈkɜːlɪŋ/ керлінг (ка-
надська спортивна гра)
curly /ˈkɜːli/ хвилястий; зі-
гнутий
customer /ˈkʌstəmə/ замовник
cutlet /ˈkʌtlət/ відбивна кот-
лета

D

dairy products /ˈdeəri prɒdʌkts/
молочні продукти
dangerous /ˈdæŋɡərəs/ небез-
печний

daughter /'dɔ:tə/ донька
decision /dɪ'si:ʒn/ рішення
decorate /'dekəreɪt/ прикрашати
definitely /'defɪnətli/ напевно
definition /,defɪ'nɪʃn/ визначення
degree /dɪ'ɡri:/ градус
dentist /'dentɪst/ зубний лікар
department store /dɪ'pɑ:tmənt stɔ:/ універмаг
desert /'dezət/ пустеля
dessert /dɪ'zɜ:t/ десерт
detective story /dɪ'tektɪv stɔri/ детективна історія
dialogue /'daɪələʒ/ діалог
dictionary /'dɪkʃənəri/ словник
direction /də'rekʃn/ напрямок
discuss /dɪs'kʌs/ обговорювати
display /dɪs'pleɪ/ показ, дисплей
do morning exercises робити ранкову зарядку
do one's best намагатися щосили
do sums розв'язувати задачі
do the room прибирати кімнату
Do you mean...? Ти маєш на увазі...?
Don't worry. Не переживай.
Don't forget to...! Не забудь...!
downstairs /'daʊnstɛər/ вниз по сходах
dream /dri:m/ мріяти
dress code /dres kɔd/ правила одягання (на роботу, до школи тощо)
dressmaker /'dresmeɪkə/ модельєр
dry /draɪ/ сухий
duty /'dju:ti/ обов'язок

Е

each /i:tʃ/ кожен
eagerly /'i:gəli/ охоче
early riser /'z:li 'raɪzə/ той, хто рано встає
Easter /'i:stə/ Великдень
eat out /'i:t aʊt/ харчування поза домом
e-mail message /'i:meɪl 'mesədʒ/ повідомлення по електронній пошті
embroidery /ɪm'brɔɪdəri/ вишивання
empty /'empti/ пустий
enjoy /'ɪn'dʒɔɪ/ насолоджуватися
enjoy every minute of smth /'ɪn'dʒɔɪ/ насолоджуватися кожною хвилиною
enough /ɪ'nʌf/ достатньо
e-pal /'i: pæl/ друг по електронному листуванню
eucalyptus tree /'ju:kəlɪptəs tri:/ евкаліпт
exactly /ɪg'zæktli/ точно; саме
exciting /ɪk'saɪtɪŋ/ захоплюючий
exhibition /,eksɪ'bɪʃn/ виставка
exotic /ɪg'zɒtɪk/ екзотичний
expensive /ɪk'spensɪv/ дорогий
experience /ɪk'spɪəriəns/ досвід (життєвий)
explain /ɪk'spleɪn/ пояснювати
express admiration /ɪk'spres ædmɪ'reɪʃn/ виражати захоплення

Ф

fact /fækt/ факт, подія
fade /feɪd/ в'янути
fairy tale /fɛəri teɪl/ казка

famous /feiməs/ знаменитий
fantastic /fæn'tæstɪk/ фантастичний
far /fɑː/ далекий
farm /fɑːm/ ферма
farmer /fɑːmə/ фермер
fashion /'fæʃn/ мода
fast /fɑːst/ швидкий
fauna /'fɔːnə/ фауна
favourite /'feɪvərɪt/ улюблений
feel tired and sleepy відчувати себе втомленим і сонним
festive /'festɪv/ святковий
fight with snowballs обстрілювати сніжками
figure /'fɪɡə/ цифра; фігура
first aid /fɜːst eɪd/ перша допомога; швидка допомога
floppy disk /'flɒpi disk/ дискета
flora /'flɒrə/ флора
flour /flaʊə/ борошно
flowerbed /'flaʊəbed/ клумба
fly away /flaɪ ə'weɪ/ відлітати
fog /fɒɡ/ туман
folk medicine /fɔːk 'medsɪn/ народна медицина
food /fuːd/ їжа, продукти
for a change для різноманітності
for dessert на десерт
for garnish на гарнір
for the first course як перша страва
for the main course як основна страва
forever /fə'revə/ назавжди
formulate /'fɔːmjuleɪt/ формулювати, складати
freedom /friːdm/ свобода
freeze /friːz/ замерзати
fresh /frefʃ/ свіжий

frost /frɒst/ мороз
frostbite /'frɒstbaɪt/ обмороження
frosty /'frɒsti/ морозний, холодний
funny /'flʌni/ кумедний

G

gallery /'gæləri/ галерея
garage /'gærədʒ/ гараж
gather mushrooms /'gæðə 'mʌʃrʌmz/ збирати гриби
gazebo /'gæziːbəʊ/ альтанка
Gee, you look great! Оце так, ти маєш чудовий вигляд!
generous /'dʒenərəs/ щедрий
get lost загубитися
get ready for готуватися (робити що-небудь)
golden /'gəʊldn/ золотистий
Good of you! Як мило з вашого боку!
good-looking /'gʊd'luːkɪŋ/ приємної зовнішності
goose /guːz/ гусак, гуска
greengrocer's /grɪn 'grəʊsəz/ овочевий відділ
greet /griːt/ привітатися
grey-haired /'greɪ 'heəd/ сивий
grocer's /'grəʊsəz/ бакалійний відділ
ground /graʊnd/ земля
guess /ges/ здогадатися
guest /gest/ гість
guide /gaɪd/ екскурсовод
gym /dʒɪm/ спортзал

H

hail /heɪl/ град
hall /hɔːl/ зал
Halloween /'hæləʊ'ɪn/ Хеллоуїн

handsome /'hænsəm/ красивий
hard-working /'hɑ:d 'wɜ:kɪŋ/
старанний, працелюбний
harvest /'hɑ:vest/ урожай
harvest /'hɑ:vest/ збирати
врожай
have a day out in the open
провести день поза домом
Have a nice day! Доброго вам
дня!
have a rest from smth від-
почивати від чого-небудь
have a sweet tooth бути ла-
сункою
Have fun! Бажаю вам при-
ємно провести час!
have a good head for smth
добре справлятися із чи-
мось
have a sense of humour мати
почуття гумору
health care /'helθ 'keə/ охоро-
на здоров'я
healthy /'helθi/ здоровий
heavy /'hevi/ важкий
help about the house допома-
гати вдома
helpful /'helpfəl/ корисний,
готовий допомогти

I

I bet... Б'ємося об заклад...
I can't afford... Я не можу
собі дозволити...; Я не
маю змоги...
I can't wait to see it. Я не
можу дочекатися, що б це
побачити.
I hope to hear from you soon.
Сподіваюся скоро отрима-
ти від вас звістку.

I know what you mean. Я
знаю, що ти маєш на увазі.
I see... Зрозуміло...
I wonder... Цікаво...
ice /aɪs/ лід
icicle /'aɪsɪkl/ бурулька
I'd like... Я хотів би...
I'd love to... Я б з задово-
ленням...
ideal /aɪ'diəl/ ідеальний
I'm bursting with news. У
мене багато новин.
I'm staying with... Я в гостях
у...
I'm with you on that... Я з
вами у цьому згоден...
impression /ɪmp'reʃn/ враження
in the open на природі
independent /ɪndə'pendnt/ не-
залежний
Indian summer /'ɪndjən 'sʌmə/
бабине літо
indoors /ɪn'dɔ:z/ у приміщенні
information /ɪnfə'meɪʃn/ інфор-
мація
intelligent /ɪn'telɪgənt/ розум-
ний, кмітливий
interview /'ɪntevju:/ інтерв'ю;
співбесіда
invitation /,ɪnvɪ'teɪʃn/ запро-
шення
Isn't it splendid! Хіба не чу-
дово?
It means... Це означає...
It sounds like a lot of fun!
Звучить утішно!
It took me... У мене це за-
йняло...
It's been a long time... Ми-
нуло багато часу...
It's a pity. Шкода.

It's better to be safe than sorry. Береженого і Бог береже.

It's common for... Це звичайно для...

Ж

jacket /'dʒækɪt/ куртка, жакет

jar /dʒɑː/ банка

jealous /'dʒeləs/ заздрісний

jeans /'dʒiːns/ джинси

jog /dʒɒg/ пробіжка

joke /'dʒəʊk/ жарт

journalist /'dʒɜːnəlɪst/ журналіст

jungle /'dʒʌŋɡl/ джунглі

Just wait... Стривайте...

К

kerchief /'kɜːtʃɪf/ хустка

key /kiː/ ключ

keyboard /'kiːbɔːd/ клавіатура

knit /nɪt/ в'язати

know much about smth знати багато про що-небудь

Л

landscape /'lændskeɪp/ пейзаж

last /lɑːst/ продовжуватися, тривати

late /leɪt/ пізно

lawn /lɔːn/ газон, галявина

lawyer /'lɔːjə/ юрист, адвокат

lay the table /leɪ ðə 'teɪbl/ накривати на стіл

lazybones /'leɪzɪbəʊnz/ ледар

leather /'leðə/ шкіра

leisure /'leɪzə/ дозвілля

library /'laɪbrəri/ бібліотека

lie in the sun /leɪ ɪn ðə sʌn/ загоряти

light /laɪt/ легкий

lightning /'laɪtnɪŋ/ блискавка

listen to muzic /'lɪsn tə 'mjuːzɪk/ слухати музику

literate /'lɪtərət/ грамотний

loads of snow /ləʊdz əv snəʊ/ купи снігу

loaf of bread /ləʊf əv bred/ буханка хліба

look for smb /lʊk fɔː/ шукати кого-небудь

Look here! Послухай!

look like smb /lʊk laɪk/ бути схожим на кого-небудь

look/feel unwell мати нездоровий вигляд, почуватися нездоровим

Luckily... На щастя...

lucky /'lʌki/ удачливий

luggage /'lʌɡɪdʒ/ багаж

М

make a great impression on smb справити велике враження на когось

make nests гніздитися

make smb happy робити когось щасливим

manager /'mænədʒə/ менеджер

maple /'mɑːpl/ клен

market place /'mɑːkɪt pleɪs/ ринок

mashed potatoes /'mæʃt rə'teɪtəʊz/ картопляне пюре

match /'mætʃ/ пасувати

meal /miːl/ їжа

meat /miːt/ м'ясо

meat dumplings пельмені

medium /'miːdiəm/ середнього розміру

melt /melt/ танути

memorable /'memərəbl/ пам'ятний
memories /'meməriz/ спогади
menu card /'menju: kɑ:d/ меню
message /'mesədʒ/ посилання
mild /maɪld/ помірний
miss smb badly /mɪs 'bædli/ сильно за кимось скувати
missing /'mɪsɪŋ/ пропущений
mist /mɪst/ туман (з моря)
mitten /'mɪtn/ рукавиця
modern /'mɔ:dn/ сучасний
monitor /'mɒnɪtə/ монітор
moustache /mə'sta:ʃ/ вуса

N

native place /'neɪtɪv pleɪs/ рідний край
near here /nɪə hɪə/ поруч
need /ni:d/ потребувати
neighbor /'neɪbə/ сусід
nephew /'nevju:/ небіж
niece /'ni:s/ небога
No wonder... Не дивно...
noisy /'nɔɪzi/ шумний
Not only that. Не тільки це.
notice /'nəʊtɪs/ об'ява
number /'nʌmbə/ помер, цифра
nurse /nɜ:s/ медсестра; няня
nut /nʌt/ горіх

O

oil /ɔɪl/ олія
on arrival /ən ə'raɪvl/ після прибуття
on one's mother's / father's side з боку батька / з боку матері
on sale /ən seɪl/ у продажу
on smb's left/right ліворуч / праворуч від кого-небудь

on smb's plus side з позитивного боку
once a week один раз на тиждень
online підключений (до мережі Інтернет)
opposite /'ɒpəzɪt/ навпроти
organized /'ɔ:gənəɪzd/ організований
out of order /'aʊt əv 'ɔ:də/ у неробочому стані
out of town знаходиться у передмісті
outdoors, out of doors на вулиці

P

pack /ræk/ пакувати
pack a schoolbag / a tourist bag збирати шкільний портфель / рюкзак
package /'rækɪdʒ/ пакет
palace /'pæləs/ палац
pants /'rænts/ штани
park a car /pɑ:k/ припаркувати машину
parrot /'pærət/ папуга
party dress /'pɑ:ti dres/ вихідна сукня
passage /'pæsədʒ/ уривок
pastime /'pɑ:staim/ хобі, улюблене заняття
patient /'reɪfnt/ хворий
pay /peɪ/ платити
peach /pi:tʃ/ персик
pen pal /pen pæl/ друг по листуванню
perfect /'pɜ:fɪkt/ ідеальний, абсолютний; чудовий
performance /pə'fɔ:məns/ вистава

perhaps /pə'hæps/ можливо
personal computer /'pɜːsənl
kəm'pjʊ:tə/ персональний
комп'ютер
pet /pet/ тварина, домашній
любленець
photographer /'fəʊtəgrəfə/ фо-
тограф
phrasebook /'freɪzbʊk/ розмов-
ник
pie /paɪ/ пиріг
pill /pɪl/ пігулка
place of interest визначна
пам'ятка
plant /plɑːnt/ вазон, рослина

Q

quiz /kwɪz/ вікторина

R

rainbow /'reɪnbəʊ/ веселка
raincoat /'reɪnkəʊt/ плащ
rainforest /'reɪnfɒrɛst/ тропіч-
ний ліс
rare /reə/ рідкий
recently /'riːsntli/ нещодавно
record store /'rekəd stɔː/ му-
зичний магазин
recycle /rɪ'saɪkl/ переробляти
(відходи)
relatives /'relətɪvz/ родичі
relax /rɪ'læks/ розслабляти,
відпочивати
reliable /rɪ'laɪəbl/ надійний
respond /rɪ'spɒnd/ реагувати
responsible /rɪ'spɒnsɪbl/ відпо-
відальний
resume one's classes /rɪ'zjuːm/
поновлювати заняття
rhythmic /'rɪðmɪk/ ритмічний
rice /raɪs/ рис

rise /raɪz/ підніматися (про
температуру)
road /rəʊd/ дорога
role-play /'rəʊlpleɪ/ розігрува-
ти по ролях
roll /rəʊl/ кругла булка
roof /ruːf/ дах
rug /rʌɡ/ килимок
runny nose /'rʌni nəʊz/ нежить

S

Same with me. Я так само.
sandal shoes /'sændl ʃuːz/ сан-
далі
sandwich /'sændwɪtʃ/ бутерброд
sausage /'sɔːsɪdʒ/ ковбаса
save /seɪv/ рятувати
scarf /skɑːf/ шарф
schedule /'ʃedjuːl/ розклад
screen /skriːn/ екран
see much of smb часто ба-
читися із кимось
see smth with one's own eyes
побачити кого-небудь на
власні очі
See you! Побачимось!
seldom /'seldəm/ рідко
serve the food /sɜːv ðə fuːd/
подавати їжу до столу
severe /sɪ'viə/ сильний, лютий
(про мороз)
share /ʃeə/ ділитися
shiny /'ʃaɪni/ ясний, блиску-
чий
shop for food /ʃɒp/ вибрати
їжу в магазині чи на ринку
shop-assistant /ʃɒp ə'sɪstənt/
продавець
shopping cart /ʃɒpɪŋ kɑːt/
візок для покупок
shorts /ʃɔːts/ шорти

show smb around показати кому-небудь місцевість (околиці)
shower /ʃaʊə/ душ
sick /sɪk/ хворий
silly /'sɪli/ дурний
skate /skeɪt/ кататися на ковзанах
skating rink /'skeɪtɪŋ rɪŋk/ каток
ski /ski:/ ходити на лижах
skirt /skɜ:t/ спідниця
skyscraper /'skaɪskreɪpə/ хмарочос
sledge /sledʒ/ кататися на санках
sleepy /'sli:pi/ сонний
sleepy head сплюха, засоня
slender /'slendə/ тонкий, стрункий
slippers /'slɪpəz/ кімнатні туфлі, тапочки
slippery /'slɪpəri/ слизький
Small wonder! Не дивно!
smart /smɑ:t/ кмітливий, розумний
snowdrift /'snəʊdrɪft/ замет
snowdrop /'snəʊdrɒp/ пролісок
snowfall /'snəʊfɔ:l/ снігопад
snowflake /'snəʊfleɪk/ сніжинка
snowman /'snəʊmæn/ снігова баба
snowstorm /'snəʊstɔ:m/ снігова буря, завірюха
snowy /snəʊi/ вкритий снігом, сніговий
sociable /'səʊʃəbl/ товариський
socialize with... /'səʊʃəlaɪz wɪð/ спілкуватися з...
stage /steɪʒ/ сцена

stand /stænd/ лоток для вуличної торгівлі
stand in a line стати в чергу
station /'steɪʃn/ вокзал, станція
steak /steɪk/ біфштекс
step by step крок за кроком
swimming pool /'swɪmɪŋ pu:l/ басейн
switch smth on /'swɪtʃ/ включити що-небудь
symptom /'sɪmptəm/ симптом

T

table /'teɪbl/ стіл
take part in /teɪk pɑ:t/ брати участь у
take pictures /teɪk 'pɪktʃəz/ фотографувати
take a trip to /teɪk ə trɪp/ відправитися у подорож у
tall /tɔ:l/ високий
taste smth /teɪst/ пробувати що-небудь
Tastes differ. Про смаки не сперечаються.
tasty /'teɪsti/ смачний
taxi /'tæksi/ таксі
team /ti:m/ команда
teddy bear /'tedi beə/ плюшевий ведмедик
temperature /'tempərətʃə/ температура
terrific /tə'rɪfɪk/ відмінний, розкішний
to walk barefoot /wɔ:k 'beəfʊt/ ходити босоніж
toboggan /tə'bɒɡən/ кататися на санях з гори
tooth /tu:θ/ зуб
toothache /'tu:θpeɪst/ зубний біль

tour /tʊə/ турне, подорож
tourist /'tʊərɪst/ турист
tracksuit /'træksju:t/ спортив-
ний костюм
trainers /'treɪnəz/ кросівки
travel /'trævl/ подорож
treatment /'tri:tment/ лікуван-
ня
trip /trɪp/ поїздка, прогулянка
True, true. Вірно, вірно.
try on /traɪ ɒn/ приміряти
(одяг)
T-shirt /'ti:ʃz:t/ футболка
turning /'tɜ:nɪŋ/ поворот
twice /'twɑ:ɪs/ два рази
type /taɪp/ друкувати на ма-
шинці
typical /'tɪpɪkəl/ типовий

U

umbrella /ʌm'brelə/ парасоль-
ка
uncle /'ʌŋkl/ дядько
underline /'ʌndəlaɪn/ підкрес-
лити
unforgettable /ʌnfə'getəbl/ не-
забутній
unfortunately /ʌn'fɔ:tʃənətli/ на
жаль
uniform /'ju:nɪfɔ:m/ уніформа,
спецодяг
unpleasantly /ʌnp'læzəntli/ не-
приємно
upstairs /ʌp'steəz/ вверх по
сходах

V

vegetable salad /'vegətəbl
'sæləd/ овочевий салат
verandah /və'rændə/ веранда
vest /vest/ жилет

visitor /'vɪzɪtə/ відвідувач,
гість
voyage /'vɔɪdʒ/ морська подо-
рож

W

wake up /'weɪk ʌp/ прокида-
тися
wardrobe /'wɔ:drəʊb/ шафа
для одягу
way /weɪ/ шлях, дорога
weather report /'weðə rɪ'pɔ:t/
прогноз погоди
weatherman /'weðəmən/ ме-
теоролог (ведучий прогно-
зу погоди на телебаченні)
weekend /'wi:kend/ вихідні
дні (у кінці тижня)
well-bred /'wel 'bred/ вихова-
ний
well-read /'wel 'red/ начитаний
well-shaped /'wel 'ʃeɪpt/ пра-
вильної форми
wet /wet/ мокрий, вологий
whale /weɪl/ кит
What about...? Як щодо...?
What does he/she look like?
Який він/вона має вигляд?
**What's the weather over
there?** Яка там погода?
**What's the matter with
you, dear?** Що з тобою,
дорогий?
Where have you been? Де ти
був?
windy /'wɪndi/ вітряний
wise /waɪz/ мудрий
wood /wʊd/ ліс
woolen /'wʊdn/ вовняний
work at the court /wɜ:k æt ðə
kɔ:t/ працювати в суді

work full time працювати
повний робочий день
work wonders творити чудеса
wrinkled /rɪŋkld/ зморщений,
м'ятий

Y

yacht /jɒt/ яхта
yard /jɑ:d/ двір

You can't do without... Ти не
зможеш обійтися без...
young at heart /jʌŋ ət hɑ:t/
бути молодим душею
You are kidding! Жартуєш!

Z

zoo /zu:/ зоопарк

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