



Larysa Kalinina
Inna Samoylyukevych

ENGLISH

6



Л.В. Калініна, І.В. Самойлюкевич

Англійська мова

**для спеціалізованих шкіл
з поглибленим вивченням англійської мови**

**Підручник для 6 класу
загальноосвітніх навчальних закладів**

Рекомендовано Міністерством освіти і науки України

Київ «ГЕНЕЗА» 2014

УДК 811.111(075.3)
ББК 81.2АНГЛ.922
К17

*Рекомендовано Міністерством освіти і науки України
(Наказ МОН України від 07.02.2014 № 123)*

Наукову експертизу проводив Центр наукових досліджень
та викладання іноземних мов НАН України.
Експерт *О.М. Ільченко*, доктор філологічних наук, професор, заступник
директора з наукової роботи.

Психолого-педагогічну експертизу проводив Інститут педагогіки
НАПН України.
Експерт *І.В. Алексеєнко*, молодший науковий співробітник лабораторії
навчання іноземних мов.

Незалежний експерт:
Едвард Беррі Гропп, волонтер Корпусу Миру США в Україні

Відповідальні за підготовку підручника:
Коваленко О.Я., головний спеціаліст департаменту загальної середньої
та дошкільної освіти МОН України;
Шопулко М.Н., методист вищої категорії відділу науково-методичного
забезпечення змісту освіти основної і старшої школи Інституту інноваційних
технологій і змісту освіти МОН України.

УМОВНІ ПОЗНАЧЕННЯ:



— Вправи на аудіювання, фонетичне опрацювання мовленнєвого матеріалу



— Письмові вправи



— Домашнє завдання

Калініна Л.В.

К17 Англійська мова для спеціаліз. шк. з поглибл.
вивч. англ. мови : підруч. для 6 кл. загальноосвіт.
навч. закл. / Л.В. Калініна, І.В. Самойлюкевич. – К. :
Генеза, 2014. – 232 с. : іл.

ISBN 978-966-11-0430-2.

УДК 811.111(075.3)
ББК 81.2АНГЛ.922

ISBN 978-966-11-0430-2

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Любий друже!

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

Робота над темою (підтемою) розпочинається з активізації раніше засвоєного лексико-граматичного матеріалу. Це рубрика “Conversation Warm-up”, у якій для тебе наведено приклад висловлювання.

Навчитися «розмовляти, як англієць» тобі допоможе рубрика “Pronunciation Warm-up”. У ній ти знайдеш багато веселих англійських віршів, наспівів, скоромовок, що сприятимуть удосконаленню твоєї вимови й інтонації.

У тебе з'являться нові друзі з різних країн Великої Британії, Канади, США, Австралії, з якими ти будеш спілкуватися англійською, пізнавати їхню культуру та порівнювати її з власною. Разом з ними ти мандруватимеш їхніми країнами, побачиш видатні місця, ознайомишся з різноманітними 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!



My Summer Diary

I. Conversation Warm-up

Look at the pictures below. What summer holidays did these children have? What plans did you have?



Example: *I planned to go to the seaside.*



II. Pronunciation Warm-up

Read and practise the sounds /e/, /æ/. Say how you feel about the end of summer.

SUMMER'S END CHANT

Is summer over?
Yes, it is.
Do you feel unhappy?
I'm full of regret.
Did you have a nice time?
I sure did.
Did you part with your friends?
How very sad!

III. Grammar Smart

Read and recall!

to plan – planned	to dream – dreamt
to want – wanted	to sing – sang
to play – played	to make – made
to visit – visited	to think – thought
to dance – danced	to bring – brought
to swim – swam	to take – taught

1. Let's play a grammar chain game.

Example: *Steven*: I swam in the river in summer.

Helen: I sang new songs in summer...

2. Complete the sentences.

Example: *I made many new friends last summer.* →

We were playing in the yard all day long.

1. ... in June.
2. ... in July.
3. ... in August.
4. ... last summer.
5. ... all day long.
6. ... the whole summer.

IV. Time to Listen and Read

1. Listen to / read in pairs and say what the children planned to do in summer.

SUMMER HOLIDAY PLANS

Paul: Hi, Lucy. Did you enjoy your summer holidays?

Lucy: A lot. I had the time of my life.

Paul: Did all your plans come true?

Lucy: Exactly. I planned to visit my relatives in Kyiv, and I did. Besides, I wanted to learn rollerskating and oh, it was great. How about you?

Paul: Nothing to boast of. As my parents worked all the summer, I had to stay in town. It was not that exciting, you know. But I rode my bike every day and read a lot. It made me feel better.

Lucy: I bet you read some new fantasy books. They are your favourite, aren't they?

Paul: Sure. I also planned to read a collection of Jack London's stories but, unfortunately, the school library closed for the summer break.

Lucy: Come, come! You can do it later. By the way, I've got a surprise for you – a souvenir from Kyiv. It's a photo I took in Khreschatyk.

Paul: How nice of you! Thanks a lot.

Lucy: My pleasure.

2. Read the sentences and match them to the characters – Lucy and Paul.



1. Did you enjoy your summer holidays?
2. As my parents worked all the summer, I had to stay in town.
3. I planned to visit my relatives in Kyiv, and I did it.
4. I've got a surprise for you – a souvenir from Kyiv.
5. I learned rollerskating. It was great.



3. In the text “Summer Holidays Plans” find the words for the following areas and make up sentences with them.

summer | holidays
|
|

plan |
|
|

Example : *Did you enjoy your summer holidays?*

V. Time to Communicate

a) In pairs, talk about your summer holiday plans. Say which of them came true. Follow the pattern.

Pattern:

A: Hi, Ann. Did you enjoy your summer holidays?

B: A lot. I had

A: Did all your plans ... ?

B: Exactly. I planned to Besides, How about you?

A: Nothing to boast of.

B: I bet

A: Unfortunately ... and

B: Come, come! You can By the way

A: How nice of you!

B: My pleasure

b) Act as Lucy and describe your stay in Kyiv. Use the pictures and the word list.



to take pictures;
every other day;

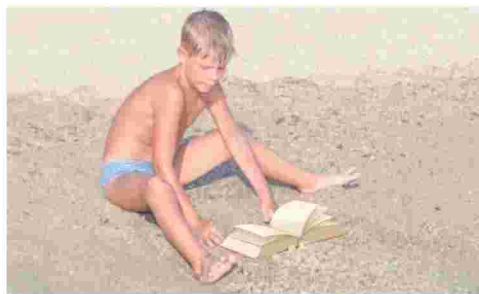


to buy a souvenir;
to be one's favourite.

c) Act as Paul and tell your classmates about your summer holidays.



to ride a bike;
to swim in the river;



to read a fantasy book;
unfortunately.



VI. Time to Write

At home: Write a short essay under the title “My Summer Holidays Plans”.

Go to Ex. 1, 2 of your Workbook

I'm a Sixth Former Now

I. Conversation Warm-up

Look at the pictures and say what children are talking about on their first day at school.



Example: *I think Boris and Artem are talking about sport, football, to be exact.*



II. Pronunciation Warm-up

Read and practise the rhythm. Say what you think about your studies in the sixth form.

THE SIXTH FORMER'S RAP

The sixth form is great, really great
New hopes and friends, new subjects and trends.
The sixth form is great, really great
New song to sing
New games to play
Much new to learn
Fun every day!

III. Grammar Smart

Read and recall: *there is/there are* and modal verbs.

1. Look at the photo and say what there is on the desk, what children must take to school.



Example: *There are copybooks on the table. We must take them to school.*

2. Play a grammar trio game.

We	can	study new subjects	in the sixth form
	may	meet new friends	
	must	work hard	
		take sport	
		go on excursions	
		join different clubs	
		learn many interesting things	

Example: *We can meet new friends in the sixth form.*

We must work hard.

We may take new sport.

3. In groups, say:

1. What clothes the sixth formers should/shouldn't wear at school.
2. How the school children should/shouldn't behave at school.

IV. Time to Listen and Read

1. Listen to / read what different children say about their studies in the sixth form. Whose ideas do you share?

Ann: I like to be a sixth former. It means I will learn more about different unknown things. There are new subjects in our new time table and there are also new teachers. I like to learn new things!

Boris: Last year the sport team of our class was a school champion. In summer my friends and I practised a lot in our school stadium. I hope we'll win all the football matches this year too.

Olha: During my summer holidays my granny taught me how to embroider. I've embroidered my blouse and a handkerchief. Now I want to learn how to knit. I have a little brother and I want to knit socks for him. Our teacher can teach me.

Helen: My friends say I'm a very sociable person and make friends easily. It's true. I like to meet new people. As a rule there are a few new pupils in our class every year. I think we'll make friends.

Andrew: This year I'm going to join our English-speaking club. I want to improve my English. I spent my summer in Artek and became acquainted with John Brown from Britain. I had difficulties in communicating with him. I felt ashamed when I couldn't understand him or answer his questions I must learn English better!

Bohdan: As I'm interested in computing this year I'm going to devote more time to it. I want to learn how to make my web-site, to search the Internet at our computer technology lessons. It's fun to find new e-pals and to communicate with them.



2. Answer the questions.

1. What does Ann want to do in the sixth form?
2. Who is going to learn to knit?
3. Why is Andrew going to join the English-speaking club?
4. Who is very sociable?
5. What does Bohdan want to learn at his computer technology lessons?
6. What does Boris plan to do in the sixth form?

3. Look at the pictures and reproduce these episodes from the texts.



IV. Time to Communicate

1. In pairs, discuss with your friends your plans for the 6-th form as in the pattern.

Pattern:

A: Hey ... , we are the sixth formers now. What ... ?

B: I'm glad to be a sixth former, because

A: Besides, this year ... and ... and what ... ?

B: As for me I'm going

A: That's great! I know you are interested in Are you going ... ?

B: Exactly. I think

A: And I ... and

B: I hope, we'll

2. Act as one of the children and speak about your plans for the sixth form. Use:

to become a sixth former;
to be going to do something;
to take part in something;

to join something;
to devote much time to something;
to enjoy something.

3. Speak about your future studies in the sixth form.



VI. Time to Write



Write about a new activity you are going to take part in being a sixth former.

Go to Ex. 3, 4 of your Workbook



Unit 1

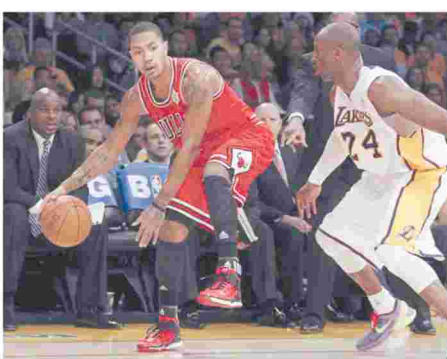
Unit One: Family Ties

1.1. Family Lifestyles

Word Bank	Phrase Bank	Communication Box
provider adventurous breathtaking memorable supportive	to be the heart of one's family to help somebody out to have something in common to be on the move to be digital natives to do the puzzles to differ from somebody/some-thing	To be exact... Rather than... Traditionally... From time to time... Luckily...

I. Conversation Warm-up

Look at the photos and say which countries from the box these families may live in. What do you know about their lifestyles?



Canada	Russia	the USA	Brazil
China	Ukraine	Italy	

Example: *I think this family lives in Canada. It's very cold there and the people wear warm clothes.*



II. Pronunciation Warm-up

Read and practise the sounds /æ/ and /k/. Answer the questions.

FAMILY CHANT

What is a family?

Who is a family?

A pair like Kanga and Roo is a family.

A calf and a cow that go moo is a family.

A dog and its puppies, a cat and its kittens.

All kinds of people can make up a family.

All kinds of creatures make up a family.

III. Grammar Smart

1. Look and recall.

Use the Present Indefinite if you want to speak about every day, repeated actions.



I **usually help** my dad in the garage.

My brother goes to the sport club **every day**.

We (they) all **do** the flat on Sunday as a rule.

My granny **often bakes** pies.

a) Play a grammar tennis game.

Example: A: I *usually do the shopping*.

B: She *usually does the shopping*.

Unit 1

b) Say the opposite using the words given.

Example: A: *My granny often cooks borsch.*
B: *My granny seldom cooks borsch.*

sometimes
never
seldom
from time to time

1. We usually go picnicking on Sunday.
2. My brothers play chess every day.
3. My dad often watches TV in the evening.
4. Our grandparents always work in the garden.
5. My cousins visit us every summer.
6. Our relatives usually write us e-mails.

2. Read and remember!

Use **tag questions** if you want to keep a conversation going.

Example: *Canadians who live in the North do (+) fishing even in winter, don't they (-)?*
They are not (-) afraid of colds, are (+) they?

a) Play a grammar chain game.

Example: A: *You like computer games, don't you?*
B: *Sure. You always play sport games, don't you?*

b) Ask your friend about his/her family's activities as in the example.

Example: *to spend much time together →*
Your family members spend much time together, don't they?

1. to go to the seaside every summer;
2. to have a family reunion;
3. to visit their relatives;
4. to take part in sport activities;
5. to keep their family traditions;
6. to help each other out.

IV. Word Smart

1. Study these words and word-combinations and speak about:

a) everyday lifestyle of your family.

- traditionally
- to be the heart of something
- to help somebody out
- to be digital natives

Example: *Traditionally, all members of my family get up early.*

b) your family's pastime at weekends.

- to be on the move
- to do the puzzles
- from time to time
- adventurous
- memorable
- breathtaking

Example: *On Sunday we have the most memorable time.*

2. Look at the photos and say what different family members enjoy doing.



Example: *I think granny is the heart of the family. She enjoys knitting. She often knits for all members of the family.*

Go to Ex. 5, 6 of your Workbook



At home: Ask your family members about their everyday activities and fill in the chart below.

My Family Activity Chart

Family Members	often	sometimes	never
Mum	does the shopping		

Unit 1

V. Time to Listen and Read

1. Listen to / read what children say about the lifestyles in their families and say what they have in common.



PART I

My name is Roy. I live with my family in the Arctic, in Quebec to be exact. We are Inuits, native Canadians and our lifestyle differs from the life of other Canadians.

Traditionally, all men in the family are hunters and fishermen. They are family providers while mothers often stay at home and look after us, children.

It's very cold, where I live, that's why we use animal skins in our clothing. When my dad and elder brothers go hunting for several days they take animal skins with them too, to make igloos, which keep them warm. Every boy in the Inuit family learns how to do it. Me too.

PART II

I'm Sam Davidson. The lifestyle of my family is quite unusual, because we are always on the move.

Some years ago my family bought an RV – a home on wheels and set to see the country. There are all conveniences of a modern home in an RV so our travelling is rather comfortable. As all my family members are so adventurous we saw many breathtaking views of the US like the Grand Canyon, the Niagara Falls. From time to time we stop at an RV-park for several months: the parents find jobs to provide for our travelling and we can continue our studies. Luckily, we have been on the road for more than three years and we are having the most memorable time. The spirit of adventure unites us all!



PART III

I'm Miyo and I live in the country of the rising sun – in Japan. My family is very well-organised. Though mum is a housewife she is busy every day – cooking meals, doing the house, going shopping and looking after my younger twin-brothers. She is the heart of our family.

I am also very busy. After my lessons like most Japanese children I attend extra-classes on science and work much with my computer to prepare for the national exams. All children in Japan are digital natives. Rather than studies, my younger brothers prefer to play computer games. When dad comes home in the evening he often brings magazines with puzzles, which we try to do, including the twins. A very useful pastime, isn't it? Parents help us out, if we can't do something.

Across Culture



Quebec – франкомовна провінція в Канаді.



igloo – житло, побудоване з блоків льоду для ночівлі.



RV (recreation vehicles) – будиночок на колесах для дальніх подорожей.



the Grand Canyon – величезний природний парк у штаті Арізона, США.



the Niagara Falls – Ніагарський водоспад на кордоні між США та Канадою.



Japan – Японія, східна країна, відома своїми давніми традиціями та інноваційними технологіями.

2. Answer the questions:

1. What are native Canadians called?
2. What are they busy with and why?
3. What does Sam Davidson like to do?
4. Why do the Davidsons stop from time to time?
5. Where does Miyo go after school?
6. What do all family members like to do in the evening?

Unit 1

3. Complete the sentences and add two more logically connected ones.

Example: *Roy lives in the North of Canada... → Roy lives in the North of Canada, in Quebec, to be exact. It's very cold there. They use animal skins for clothing.*

1. Traditionally all men in Inuits' families are...
2. When the Inuit men go hunting or fishing...
3. Sam Davidson's family...
4. All members of his family...
5. Miyo's family is well-organised...
6. Many children in Japan...

traditional – traditionally
lucky – luckily
extreme – extremely
equal – equally
see **Fist Aid Kit**,
Word-building 1, p. 212

VI. Time to Communicate

1. Act as one of the children and describe your family lifestyle.



to differ from something/someone;
to be on the move;
to be digital natives;

to use animal skins;
to be adventurous;
to help somebody out.

2. In pairs, discuss the lifestyles of your families. Use the pattern.

Pattern:

A: Hey ... what is the lifestyle ... ,

B: Oh, I think

A: Really? And how does it differ ... ?

B: Traditionally From time to time

A: I believe we have much in common because

B: Great! We also

A: It's extremely interesting, isn't it?

B: Sure. Many countries, many lifestyles, you know.

3. Speak about lifestyles typical of many Ukrainian families.



VII. Time to Listen

1. Listen and say what story was the most memorable for Christine.

2. Listen to the story again and mark the true statements.

1. Christine lived in Sweden with her mum and dad.
2. Her father played the piano well.
3. The family moved to France after Christine's mother's death.
4. The Daaë settled near the sea.
5. They liked to lie in the sun and build the sandcastles.
6. Mr Daaë told his daughter many wonderful stories about different countries.
7. Christine enjoyed listening to the story about Angel's blessing.
8. Angel of music blessed all the people who liked to sing.



VIII. Time to Write

Write a short essay about your family lifestyle. Follow the question plan.

1. How many members are there in your family?
2. How much time do your family members spend together?
3. What do your family members traditionally do on weekdays?
4. What do your family members like to do at weekends?
5. What is the favourite pastime of your family?
6. What do all members of your family have in common?

Go to Ex. 7, 8 of your Workbook

1.2. Your Real Self

Word Bank	Phrase Bank	Communication Box
creative cute intelligent neat stingy patient	to have a quick temper to be responsible for something to take something seriously to judge something by something to let somebody down to rely on somebody to be in one's books	There is something in what you say. That's it. I can't agree more. It can't be otherwise.

Unit 1

I. Conversation Warm-up

Look at the photos and say what you think about the characters of people in them.



Boris



Olha



Steve and Bob



Ann



Andrew

Example: *I think Boris is jolly and he likes to laugh.*



II. Pronunciation Warm-up

Listen and practise the rhythm. Say which of these character traits you have.

CHARACTER CHANT

- Are you kind or unkind?
- Lazy or hard-working?
- Are you friendly or unfriendly?
- Do you enjoy talking?
- They say I am serious.
- At times I'm cute.
- Very often I'm jolly.
- But I'm never rude.

III. Grammar Smart

1. Look and recall.

Use general questions for getting general information.



- Is your brother cute?
- Yes, he is. (No, he isn't).
- Does your brother like to read?
- Yes, he does. (No, he doesn't)



- Are your parents hard-working?
- Yes, they are (No, they aren't).
- Do they like to grow flowers?
- Yes, they do. (No, they don't).

a) Play a grammar chain game.

Example: A: *Are you hard-working?*
 B: *Yes, I'm. Are you jolly?*
 C: *No, I am not. Are you polite?*
 D: ...

b) In pairs, ask "Yes or No" questions about your family members and answer them.

Example: - *Is your granny kind?*
 - *Yes, she is.*

2. Read and remember.

Use yes/no questions to express surprise.

Begin with: ***Don't you like to play computer games?*** (Хіба тобі не подобається грати в комп'ютер?)

a) Play a grammar completion game.

Example: ... *talkative?* → *Aren't you talkative?*

b) Match the questions to the answers about the people in the picture and reproduce the mini-dialogues (p. 19).



Unit 1

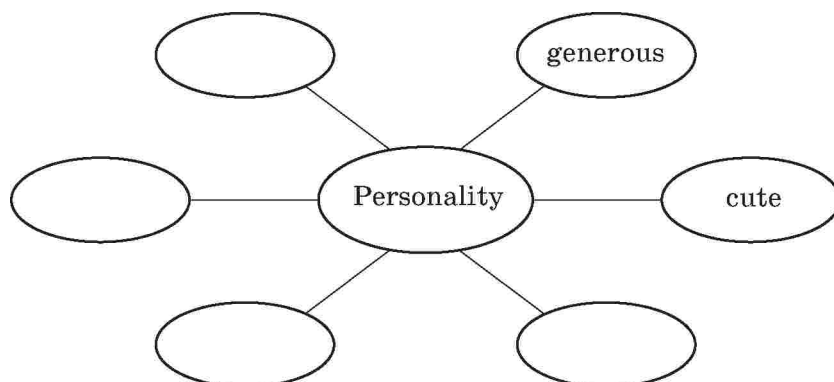
1. Aren't the children friendly?
2. Don't they like to draw?
3. Isn't the girl talented?
4. Doesn't she like autumn?
5. Aren't children creative?
6. Don't they like to come to their art-studio?

- a) She is. She has a gift for drawing.
- b) Sure. They help each other out.
- c) They do. They are good at drawing.
- d) Of course they do. They come there every Friday.
- e) Yes, they are. They create nice pictures.
- f) Yes, she does. It is her favourite season.

IV. Word Smart

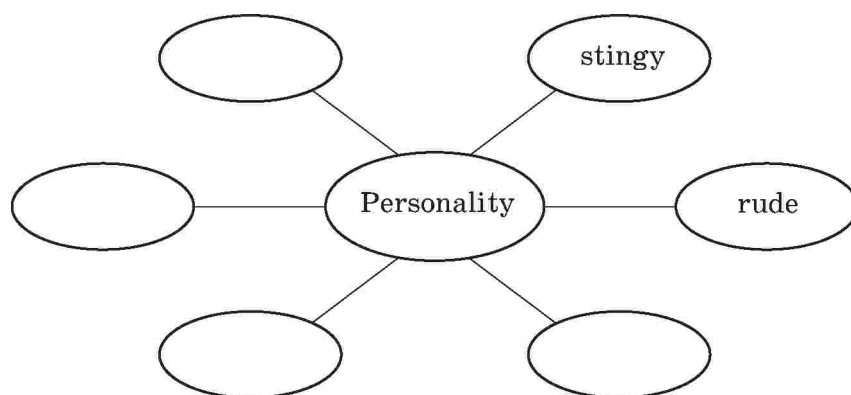
Study the words (p. 16) and speak about:

a) good qualities of a personality. Add more positive words.



Example: *A good person is kind and generous.*

b) Negative qualities of a personality and add more negative characteristics.



Example: *A stingy person doesn't like to share.*

c) Describe pluses and minuses of your personality. Begin with:

1. They say I am *a creative person*.
2. And really I can
3. From time to time I am
4. I can also be
5. But I never
6. I can
7. I can't
8. My friends say



At home: Describe a personality of your friend.

Go to Ex. 9, 10 of your Workbook

V. Time to Listen and Read

1. Listen to / read in pairs and say what conclusion the friends have come to.

WHAT MAKES A CHARACTER

Helen: I bet, Ann, white is your favourite colour.

Ann: So it is. And what does it mean, I wonder?

Helen: They say, colours may say much about your personality. For example, you are very neat, responsible and supportive.

Ann: And you, Helen, like clothes in black. What kind of personality are you?

Helen: A black colour speaks of an intelligent and a serious personality. Maybe, this is the reason why I'm always in my books.

Ann: There is something in what you say. You are so clever. But you can't judge a person only by their favourite colours.

Helen: Right. The proverb goes: "Handsome is that handsome does".

Ann: That's it. Your actions – good or bad – will say what you are, can I rely on you or will you let me down.

Helen: I can't agree more. We've been friends with you for many years and I know your real self.

Ann: Me too. And it can't be otherwise.

2. Say the opposite.

Example: *Ann is always silent.* →
Ann is always talkative.

1. My friend is very kind.
2. The boy is so stingy.
3. The child is impolite.
4. The girl is silly, sometimes.
5. My girl-cousin is very impatient.
6. Your action is wise.

stingy – generous
talkative – silent
clever – silly
See *First Aid Kit*,
Word meaning, p. 215

Unit 1

3. Look at different colours and say what personality's character they speak of.

Example: *I think a red colour speaks about a quick tempered personality.*



VI. Time to Communicate

1. Act as Ann or Helen and speak about your personality. Use:



to be responsible; to take something seriously;
not to let anyone down; to rely on somebody; to act well.

2. In pairs, discuss your personalities.

- A: I bet ... , ... colour is your favourite, isn't it?
B: So it is. What ... , I wonder?
A: They say For example, you
B: The world we live in! And you What kind of ... ?
A: ... speaks of ... and Maybe, this is the reason
B: There is something in what you say. You are ... and But don't You can't judge a person
A: Right. The proverb goes Your ... , tell us
B: I can't agree more.
A: Me too. And it

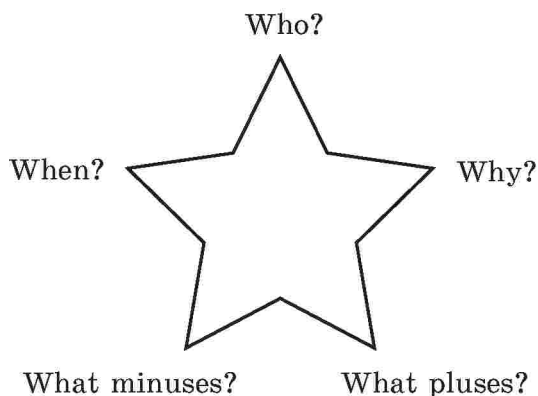
3. Speak about the personality of any member of your family.



VII. Time to Write

Describe a personality of a relative, who is special to you, using the "Star technique" (p. 22).





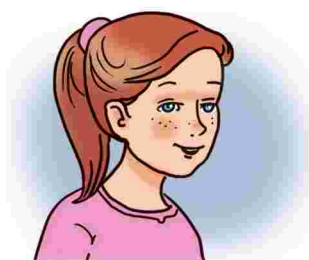
Go to Ex. 11, 12 of your Workbook

1.3. Appearances are Deceptive

Word Bank	Phrase Bank	Communication Box
an orphan liveliness braids expressive freckles	freckled face curly hair pointed chin to be full of spirit broad and full forehead clear, sweet voice	To my great surprise... Anyhow... In contrast with...

I. Conversation Warm-up

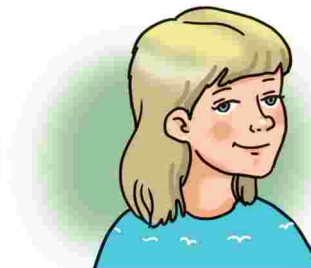
Look at the photos (p. 22–23) and say what makes appearances of these people attractive.



Oksana

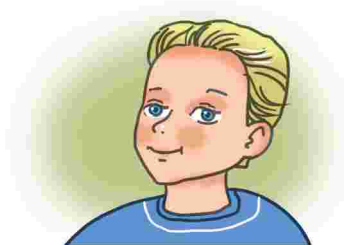


Bohdan



Ann

Unit 1



Taras



Helen

Example: *I think freckles make Oksana's face especially attractive.*



II. Pronunciation Warm-up

Read and practise the sounds /ɛə/, /əv/. Say whose appearance you like most.

APPEARANCE RHYME

Ann has got short lovely hair,
Bett has got expressive eyes,
Nelly's hair is lovely and fair,
Her appearance is very nice.
Ben has got a nice straight nose,
William's eyes are big and blue
Mum and dad adore them both.
And I like them, don't you?

III. Grammar Smart

1. Complete the sentences.

Example: *Ann has got ... → Ann has got lovely hair, hasn't she?*

1. My brother is ... , ... ?
2. He isn't ... , ... ?
3. ... , doesn't he?
4. ... , aren't they?
5. Nelly looks ... , ... ?
6. Val has got ... , ... ?

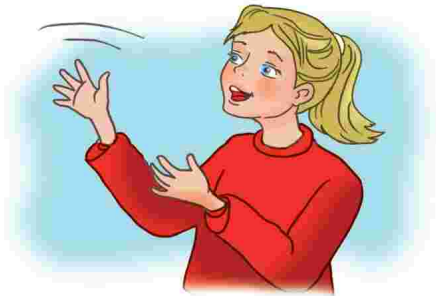
2. Turn these sentences into tag-questions.

Example: *Your friend looks pretty. →*

Your friend looks pretty, doesn't she?

1. Your sister/brother has got expressive eyes.
2. Ann's hair is curly and lovely.
3. Helen looks like her mother.
4. Both boys are tall and slender.
5. My friend has got a freckled face.
6. Oksana has a sweet smile.

2. Read the mini-dialogues about the children in the photos and add a tag or a surprise question to them.



What bright expressive eyes
Ann has!

- Yes, her eyes are full of spirit. Don't you like them?
- I do. They make her so pretty.



John looks so funny!

- His freckled face is nice and kind.
- ...
- ...



Steve is thin and tall.
He is pale today. ...

- ...
- ...



Helen has got long thick braids.
And I like her full lipped mouth.

- ...
- ...

IV. Word Smart

1. Look at the pictures and think of the words that can go with them.
Make up your sentences with them.

Example: *bright eyes* → *I have got bright eyes.*

Unit 1

nice

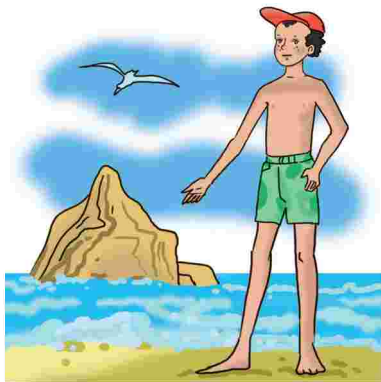


2. Read the description of a girl and fill in the right words from the box.

I like my best friend, she is so pretty! Ann has got big ... eyes, they are always full of ... and Her mouth is ... , and she has got a broad and full Her face is ... and it makes her even more pretty. I like Ann's hair, which she wears in They are long and thick. I don't know how she ... her hair every day.

expressive	pretty	spirit	liveliness	freckled
braids	forehead	combs	full-lipped	

3. Look at the picture and read its description. Spot the errors and correct them.



Example: *John doesn't wear warm clothes, because it is very hot.*

John lives in Australia, a very hot country, that is why he wears warm clothes. John is short and slender. His face is white so is the body. John has got a narrow forehead and straight black hair. The boy is smiling and waving to his friends on the beach. He has got big brown eyes and freckles. Many boys in Australia look like John, because they spend much time on the beach.



At home: Write in what way you look like your mother / father / sister / brother.

Example: *Like my mother, I have big brown eyes...*

BrE – *grey*
AmE – *gray*

Go to Ex. 13, 14 of your Workbook

V. Time to Listen and Read

1. Listen to / read the story and say why Matthew Cuthbert was surprised.

SURPRISE

... Mr. Cuthbert and his sister Marilla lived on a small Canadian farm. They needed a hand and decided to adopt an orphan boy, that's why Matthew Cuthbert arrived at the station to meet a child.

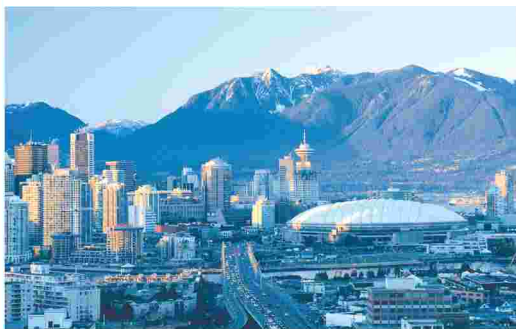
To his great surprise an orphan girl, a child of about eleven was standing in front of him. She was in a very short, very tight, very ugly dress of a yellowish-grey colour, a faded brown hat and beneath the hat, extending down her back were two braids of very thick curly red hair. Her face was small, white and thin, also much freckled; her mouth was very large and so were her eyes, which looked green in some moods, gray in others.

Her chin was very pointed and her big eyes were full of spirit, liveliness; her mouth was expressive; her forehead was broad and full.

"I suppose you are Mr. Matthew Cuthbert of Green Gables?" She said in a peculiarly clear, sweet voice. "I'm very glad to see you. I was beginning to be afraid you weren't coming for me". And she held out her thin brownish hand to him. Matthew had taken her little hand awkwardly in his; then and there he decided what to do. He couldn't tell this child with the bright eyes which made her especially lively that there had been a mistake. He would take her home. She couldn't be left at the station, anyhow, no matter what mistake had been made.

Adapted from "Ann of Green Gables" by Lucy Mand Montgomery

Across Culture



Canada – країна, на північ від США, друга в світі за територією.

To make somebody especially lively
See *First Aid Kit, Grammar*,
p. 212

yellow – yellowish
brown – brownish

See *First Aid Kit, Word-building*,
p. 214

Unit 1

2. Match the definitions to the words or phrases and reproduce the sentences with them from the story.

- | | |
|---|--|
| 1. an orphan
2. to adopt a child
3. a faded hat
4. a sweet voice
5. awkward
6. need a hand | a) the thing that lost colour and brightness;
b) help with something;
c) a child who has no parents;
d) to take somebody else's child into your home and legally become his/her parent;
e) making you feel embarrassed so that you are not sure what to do or to say;
f) very pleasant. |
|---|--|

Example: *Mr. Cuthbert and his sister Marilla decided to adopt an orphan boy.*

1. In the story find and reproduce the information about the girl's clothes (hair, face, eyes, mouth, voice). Say what impression she produced on Mr. Cuthbert. Do you share it?

VI. Time to Communicate

1. Act as Mr. Cuthbert and give a description of the orphan. Use:



braids of very thick red hair;
 freckled face;
 glowing eyes;
 to be full of spirit;
 pointed chin;
 full-lipped mouth.

2. In pairs talk about the appearance of your brother/sister, a boy or a girl-cousin as in the pattern.

Pattern:

A: I say ... , how does your ... look?

B: They say she/he is veryShe has got ... and

A: She/he is ... ,isn't she/he?

B: Sure. Besides her ... make(s) her especially pretty. And what about your ... ? Isn't she/he ...?

A: She/he sure is. Her/his ... too.

B: Has she/he got the same ... as you have?

A: We have much in common, but our appearances are In contrast with her/him ... and

B: The same with my

3. Describe any of your classmates and let others guess who you mean.



VII. Time to Write

Bring a photo of your close friend or relative and describe his/her appearance.

Go to Ex. 15, 16 of your Workbook

1.4. The Two of Us: My Friend and I

Word Bank	Phrase Bank	Communication Box
storyteller unite well-read hard-worker devoted	to get along with somebody to share interests to see a lot of each other to enjoy each other's company to sit around to feel alone to make friends with...	Thanks to somebody... At that... It's cool!

I. Conversation Warm-up

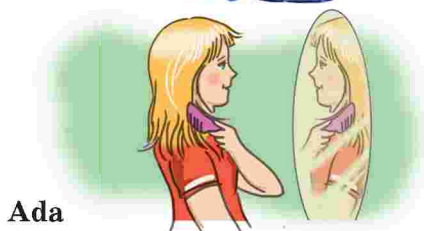
Look at the photos and choose someone you would like to be friends with. Say why.



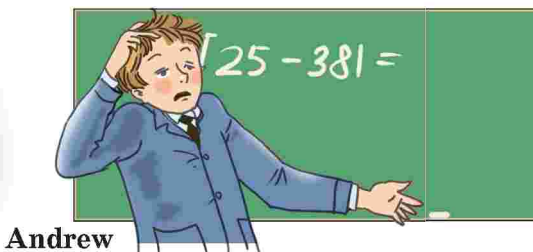
Alex



Sophia



Ada



Andrew

Example: *I would like to be friends with Alex because he loves football. I'm also a football fan.*

Unit 1



II. Pronunciation Warm-up

Read the chant and practise the rhythm. Say how much is true about your friend.

MY FRIEND CHANT

- Do you know Andrew?
 - Andrew who?
 - Andrew Voitenko.
- Of course, I do. He is an old friend of mine. And I like him a lot.
 - Do you share his interests?
 - Do you have much in common?
 - Do you just sit around?
- We certainly do. We are old friends. We are old, good friends.

III. Function Smart

Read and learn how to express devotion to your friend. Look at the pictures and fill in the mini-dialogues.



Harry Potter and his friends

- ... made new friends in the country of Oz.
- Wow! Isn't it remarkable?



Dorothy



Tom Sawyer and Huckleberry
Finn

- What do you think of ... ?
- I believe they enjoy each other's company.

- What do children like to do when they are together?
- They like It's so exciting!



IV. Word Smart

1. Look at the wordsearch puzzle and find six words characterizing a good friend. Make up sentences with these words.

a	b	s	u	p	p	o	r	t	i	v	e
c	c	c	f	g	h	i	e	j	k	l	m
h	a	r	d	w	o	r	k	i	n	g	m
o	w	v	u	t	s	r	i	q	p	o	n
n	x	y	z	a	v	b	n	a	b	c	d
e	e	f	g	h	i	j	d	k	l	m	n
s	r	w	e	l	l	r	e	a	d	o	q
t	h	e	l	p	f	u	l	w	x	y	z

Example: *My friend is very supportive.*

2. What will you say if:

Example: *You have the same interests. → We have much in common.*

1. You often see your friend.
2. You like to be with your friend.
3. You got to know a new friend.
4. Your friend can tell interesting stories.
5. Your friend works hard.
6. You met a new friend and liked him at once.

3. Say the same using new words and phrases.

Example: *I like to spend time with my friend. → I enjoy my friend's company.*

1. We both like sports.
2. I often meet my friend.
3. I am in good relations with my friend.
4. My friend reads a lot and knows much.
5. My friend always supports me.
6. My friend helps me when I need it.



At home: Speak about your newest friend covering the following points (p. 31).

Unit 1

1. Who your newest friend is.
2. Where you met.
3. Why you think he (she) is a good friend.
4. How often you get together.
5. What you do when you are together.
6. What you like most in your newest friend.

Go to Ex. 17, 18 of your Workbook

V. Time to Listen and Read

1. Listen to / read in pairs and say why the friends get along.

GETTING ALONG

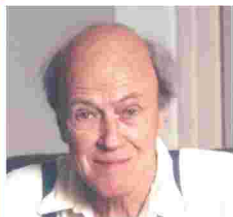
- Ann:* Hi, Steve, where are you hurrying?
- Steve:* I'm going to meet an old friend of mine. It's Alex Pavlenko from the seventh grade. You know him, don't you?
- Ann:* Of course, I do, he is a school chess champion and a top pupil in his class.
- Steve:* Right. We met at the chess club two years ago and have seen a lot of each other since then.
- Ann:* So, you share your interests, that's why you are good friends.
- Steve:* Not only chess unites us. Alex is well-read and a good storyteller. Thanks to him, I loved Tolkien and Dahl. We enjoy each other's company and can just sit around.
- Ann:* It's remarkable! You can never feel alone with such a friend.
- Steve:* That's true. We seem to have a lot in common: the things we like to do and the way we spend our free time. We are both hard workers and good mixers at that.
- Ann:* I can't help admiring your friendship and how you get along. A good friend is a joy forever, they say.
- Steve:* Can't agree more.

to tell stories – a storyteller
to work hard – a hard worker
to mix – a good mixer
See *First Aid Kit, Word
Meaning, p. 215*

Across Culture



J. R.R. Tolkien – відомий англійський письменник. Автор романів «Володар Перснів», «Хоббіт».



Roald Dahl – відомий британський дитячий письменник. Автор книг «Джеймс і Величезний Персик», «Чарлі і Шоколадна фабрика», «Матільда» та ін.

2. Complete the sentences with the correct words from the box.

1. Dan likes to eat much. He is such a *heavy eater*.
2. Jane reads much and she is the best ... of my class.
3. Martin has got many friends. He is such a
4. My twin brother Andrew spends much time at his lessons. He is a real
5. Vera likes to sleep. She is often late for classes. We call her a
6. Mike is not ready for the lesson again. He is a

storyteller
hard worker
lazybones
heavy eater
sleepy head
good mixer

VI. Time to Communicate

1. Act as Steve and describe your friend. Use:



to make friends with somebody;
to share interests;
to see a lot of each other;
to enjoy each other's company
to be well-read

2. In pairs, talk about your friends as in the pattern.

Pattern:

- A: Hi, ... , where are ... ?
B: I'm going to meet He is You ..., don't you?
A: Of course I do. Your friend is
B: Right. We met ... and since then We really
A: So you ... that's why you are such good friends.
B: Not only that. Thanks to We enjoy
A: It's remarkable! You can
B: That's true. We seem ... and
A: I can't help admiring A good friend
B: I can't agree more.

3. In the dialogue "Getting Along" (p. 31) find the information for the following chart.



Unit 1

Common Interests	Common Character Traits	Favourite Leisure Time

Say what facts from the chart are close to you.



VII. Time to Listen

1. Listen to three children talking about their friends and say why their friends are important to them.
2. Listen again and write the answer for each of the children. Who do you agree most: Taras, Jane or Andrew?



VIII. Time to Write

Read the list below and write which things you expect a good friend to do for you and which things you do for a friend. Explain your ideas.

1. Phone you every day.
2. Listen to your problems.
3. Keep your secret.
4. Remember you birthday.
5. Give you advice.
6. Share the books (CDs).
7. Invite for the concert (movies, museums, walks).
8. To talk about things that worry.

Go to Ex. 19, 20 of your Workbook

1.5. My Progress in English

I. Grammar Smart

Match the beginnings to the endings of the tag questions.

Beginnings	Endings
1. You get along with your friends,	a) is it?
2. Your family isn't big,	b) doesn't she?
3. Ann has got two thick braids,	c) don't you?
4. You can rely on your parents,	d) can't you?
5. Dan isn't stingy,	e) is he?
6. The child takes my words seriously,	f) hasn't he?
7. Your sister always helps you out,	g) doesn't he?
8. Many Americans are on the move,	h) aren't they?

Check if you can:

keep a conversation going.

(Yes / No)

II. Word Smart

Insert the prepositions.

1. My friends and I have much ... common.
2. Many Americans are ... the move.
3. Don't judge people ... their appearance.
4. I get along ... my friends.
5. My lifestyle differs ... yours.
6. I can always rely ... my family.
7. Thanks ... my mum, I became a top pupil.
8. In contrast ... you, I like computing.

Check if you can:

connect words in sentences correctly.

(Yes / No)

III. Function Smart

In the box find the expressions of devotion for the following situations.

1. Nelly has won a competition and now she is a school champion in tennis.
2. My elder brother is so brave! He saved a child when his house was in fire. He wasn't afraid.
3. My friend Ann is a talented singer. She sings in concerts and is a great success.
4. Our granny is good at baking. She is the best cook I know. Help yourself to her pie.
5. Look at Helen's new clothes. She looks nice in them.

- a) Wow! It's the tastiest pie I've ever had.
- b) It is so remarkable! He is the bravest person I know.
- c) She is admirable! Just admirable!
- d) I can't help admiring her voice!
- e) How nice! She is the best tennis player I know.

Check if you can:

express devotion.

(Yes / No)



Unit 1

IV. Time to Read

Read the story and choose the right answers to the questions.

HOORAY! HOORAY! SEA!

One day when Ally came from school, she found her family in a state of excitement. They were all laughing and shouting at once:

“Auntie Glad! Lottery! Holiday! Sea!”

“What?” Ally shouted back.

“Be quiet all of you”, cried Mum, her black eyes shining. “Auntie Glad has won two hundred and fifty pounds with her lottery ticket and she’s taking us all to the sea She has already booked a little summer cottage for a fortnight when Dad has a holiday”. <...>

It wasn’t a very long journey, and the railway station was not far from their cottage. While all the rest of the family were discussing the cottage, Val did not waste time on packing. All he wanted was to get to the sea. He quickly ran across the field, reached the sea and looked at it with delight.

That was what he wanted – water, light, air and space. He stood for a second breathing in the sea wind, then he threw off his shoes and socks and ran on, feeling the wet sand under his feet. The sea was calm. He went into it knee-deep, rolling up his trousers. He put his hand in the water and then licked his fingers to taste the salt. He was in the sea at last!

On his way back to the cottage, he met a smiling little man.

“Enjoyed the sea, son?” asked the man. He looked so good-natured and friendly that Val stopped to answer.

“It’s smashing”, he said.

“It’s a nice place”, said the little man. <...>

Soon the family got to know the place very well. The weather was fine and warm, and the children spent nearly all day in the sea. And in a few days everybody became quite brown...

Adapted from “*Magnolia Building*” by Elizabeth Stuckley

1. Who is taking all this family to the sea?
a) Ally; b) Val; c) Auntie Glad.
2. How much money did the aunt win?
a) 250; b) 350; c) 520.
3. How did the family get to the sea?
a) by bus; b) by train; c) by car.
4. What did Val want to see most of all?
a) the cottage; b) the sea; c) the wood.

5. Who did Val meet on the way to the cottage?
a) his mum; b) Auntie Glad; c) a stranger.
6. What was the weather like at that time?
a) sunny; b) wet; c) cold.

Check if you can:

read texts and understand the main idea.		
--	--	--

(Yes / No)

V. Time to Listen

Listen to the story “Sam’s Sleepover Party” and correct the errors .

1. Sam’s birthday was on the fifth of December.
2. Sam’s guests saw a video film she had bought.
3. The film was a space tragedy.
4. Sam liked the film because her favourite actress was starring in it.
5. Matt Moon met an American lady scientist.
6. Matt went for a spacewalk in the moon.

Check if you can:

listen to a story and spot the errors.		
--	--	--

(Yes / No)



VI. Time to Write

Design your page for the Family Ties Website. Write about your family ties.

Check if you can:

express your ideas about your family ties.		
--	--	--

(Yes / No)



Unit 2

Unit Two: On Your Hobby Horse

2.1. May Success Attend You!

Word Bank	Phrase Bank	Communication Box
to interview somebody to hit thrilling speed to take off to land	to take a walk in nature to do a lot of squash to keep fit to make a model to practise something at leisure to fly model aircraft to take somebody away from home	...that sort of thing. It depends. ... at least Actually, ... May success attend you. ...in the long run ...by any chance. The world we live in!

I. Conversation Warm-up.

Look and say what hobbies you do most and which you would like to try.



dancing



painting



drama

Example: *I do dancing and I would like to try drama.*



II. Pronunciation Warm-up.

Read the poem and practise the sounds /i/, /ɪ/. Say how you use your imagination.

IMAGINATION POEM

Just sit there, try and think
(you don't even have to blink).
Use your mind,
And oh!
A lot of things you will know,
When you use imagination

You'll enjoy each new creation,
Try it once, and you'll agree
The world can offer much to see.

III. Grammar Smart.

1. Look and recall.

a) Use different adjectives if you want to describe your hobbies.
To sound positive, add:

wonder – wonderful

fame – famous

love – lovely

add -able/-ing/-ive to the verbs:

Example: *to enjoy – enjoyable*

to relax – relaxing

to impress – impressive

b) To sound negative, add -less to the nouns:

Example: *use – useless*

fruit – fruitless

a) Play a grammar word-formation game. Use the nouns from the box below.

Example: *Ann: beauty*

Steve: beautiful

beauty	to enjoy	love	wonder
to excite	cheer	use	to interest
colour	to relax	danger	

b) Ask your friends:

1. What hobby is interesting to practise;
2. What she/he finds enjoyable;
3. What hobbies can be dangerous or useless;
4. Who has an impressive hobby.

2. Read and remember!

a) Use **as + adjective + as** if you want to say that two hobbies have the same quality.

Example: *Dancing is as exciting as drama.*

b) Use **not as + adjective + as** if you want to describe a difference.

Example: *Dancing isn't as exciting as drama.*

c) Use **not nearly as + adjective + as** if you want to stress a big difference.

Unit 2

Example: *Dancing isn't nearly as exciting as drama. (= Drama is much more exciting.)*

d) Use **almost as + adjective + as** if you want to stress a small difference.

Example: *Dancing is almost as exciting as drama.*

a) Play a grammar comparison game. Use the pictures and the adjectives.

Example: *Ann: Badminton or tennis?*

Steve: Badminton isn't as spectacular as tennis.



spectacular dangerous hard breathtaking enjoyable

b) Tell your friend about your hobbies as in the example.

Example: *I have two hobbies: collecting stamps and chess playing. Collecting stamps is as interesting as chess playing. But it isn't nearly as difficult as chess playing.*

IV. Word Smart.

1. Study the words (p. 40–41) and speak about:

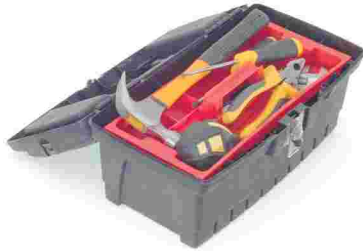
a) sports as a hobby;



football	cycling	volleyball	jogging	basketball
swimming	tennis	skating	badminton	skiing

Example: *Many people do sports as a hobby. I like to play football and go cycling.*

b) crafts as a hobby;



to make models, to knit, to embroider, to sew, to fix something

Example: *I have joined a DIY club where we make model kites, aeroplanes, helicopters ourselves.*

c) music as a hobby.



to listen to music
to play a musical instrument
to sing

the piano
the violin
the guitar

Unit 2

to join the choir
to go to / to perform at a concert

the clarinet
the flute

Example: *My hobby is music. I can play the piano and I often perform at concerts.*

2. Look at the photo and say what different family members enjoy doing at leisure.

Example: *I think the mother enjoys knitting at leisure.*



At home: Make a list of hobbies in your family and compare them using *(not) as ... as ...*.

Go to Ex. 21, 22 of your Workbook

V. Time to Listen and Read.

1. Listen to / read the talk between Lucy and Paul about their hobbies and say why they enjoy them a lot.

TALKING ABOUT HOBBIES

Paul and Lucy have just met near the leisure centre. They are going to participate in the local festival "On My Hobby Horse". A journalist is interviewing them about their hobbies for the children's magazine.

First, Lucy.

PART I

Journalist: Hi, Lucy, what sort of interests do you have? What do you do in your free time?

Lucy: Well, I love to take long walks in nature, and I do a lot of squash.

Journalist: What do you enjoy most about those activities?

Lucy: I love being out in the open, to enjoy the beauty of nature and listen to the country sound – birds twittering, frogs croaking, wind hitting my face, that sort of thing. It's so relaxing, you know. As for squash, it is a very fast game. I play it in an indoor court as a way of keeping fit. It gives such a thrilling sense of speed and energy. After a hard day at school, it helps me to become myself again.

Journalist: And how much time do you spend on your hobbies?

Lucy: It depends. I try to get at least one hour of walking every day and do squash twice a week.

Journalist: Oh, my! That's great. You must really keep fit.

Now, Paul.

PART II

Journalist: Hi, Paul. What activities do you practise at leisure?

Paul: I'm very much interested in flying model aircraft. I have joined a DIY club where we make model kites, aeroplanes, helicopters ourselves. It's a hobby which takes us away from home, especially at weekends when we go out of town to fly our models into the air. It is so exciting!

Journalist: And how long have you had this hobby?

Paul: Well, let me think... It all started with my first flight. It was about three years ago when my family and I were going to England by plane. We took off in Kyiv and landed in Birmingham three hours later. It was the wonder of wonders – seeing the world from above! Actually, that brought me to making models, in the long run.

Journalist: The world we live in! Have you, by any chance, invented a flying machine of your own?

Paul: Not yet, but I'm working on it.

Journalist: May success attend you!

Paul: Thank you.

BrE centre
AmE center
See **First Aid Kit**,
Word Spelling, p. 216

Across Culture: Great Britain



Birmingham – Бірмінгем, друге за розміром місто в Англії.

Unit 2

2. Answer the questions.

1. What do the children do in their free time?
2. Why do they enjoy their leisure activities?
3. How much time do they spend on their hobbies?
4. Who has a more exciting hobby?
5. Have you ever tried to practise any of the children's hobbies?

3. Complete the sentences about the children's hobbies and compare them to yours.

Example: *Lucy loves ... → Lucy loves being out in the open. Me too.*

1. Lucy tries to get
2. After a hard day at school,
3. Paul is very much interested in
4. It's a hobby which
5. Actually,

VI. Time to Communicate.

a) In pairs, talk about your hobbies, using the pattern:

Pattern:

A: Hi, ... , what sort of interests do you have? What ... in your free time?

B: Well, I have to ...and I do

A: What do you enjoy most about ...?

B: It's so ... , you know. It gives

A: And how long do you spend on ... ?

B: It depends. I try ... , at least.

A: Oh my, that's great! You must really

B: Sure. I

b) Act as Lucy and say what you do at leisure. Use the picture and the word list.



to do a lot of squash;
relaxing



to take long walks in nature;
out in the open

a) Act as Paul and tell the journalist about your hobby. Use the picture and the word list (p. 43–44).

DIY club;
model kite;



to fly;
to take somebody away from home.



VII. Time to Listen.

Listen to the story about Ally's hobby and say what she disliked about her new role and why.



VIII. Time to Write.

Write about your hobby. Begin with:

I have a head for...
I love ...
It is so ...
As for ..., it's a hobby which ...
It all started with ...
I have joined ...
Actually, ...
It gives such a ...
It helps me ...
I try to ...

Go to Ex. 23, 24 of your Workbook

2.2. Necessity or Obsession?

Word Bank	Phrase Bank	Communication Box
stickers packet to trade to exchange creative knitting sewing solution regularly	to complete the set to look through to fit together to be a part of one's life twice a week to feel good	...hours on end. I am proud to say... ...in a word.

I. Conversation Warm-up.

Look and say what hobbies you can describe with the following words.
Say why.

wonderful; lovely; fantastic;
exciting; impressive; relaxing.



Unit 2



II. Pronunciation Warm-up.

1. Read the poem and practise the sounds /ə/, /ʊ/.

THE OPTIMISTIC POEM

When I was five,
I looked at the sky.
When I was seven,
I dreamt about heaven.
When I was nine,
I wanted to fly.
When I grow up soon,
I'll design a spaceship
And fly to the moon.

2. Say if your hobbies are the same or different.

III. Grammar Smart.

1. Look and recall!

Regular adverbs	Irregular adverbs
slowly	fast
quickly	hard
carefully	high
interestingly	long
perfectly	near
wonderfully	late
surprisingly	early
actually	well

- a) Play a grammar word formation game. Use the nouns from the box below.

Example: *Ann: beautiful*
Steve: beautifully

beautiful	long	quick	wonderful
exciting	hard	useless	interesting
colourful	good	dangerous	

- b) Ask your friends:

1. What they can do fast;
2. What she/he does early in the morning;
3. How long it has taken them to learn to do something well;
4. If they can work hard and play hard.

2. Read and remember!

- 1) Use **more + adverb (+ than)** to compare two actions.
Example: *I can ride a bike more skillfully than my friend.*
- 2) Use **(the) most + adverb** to compare three or more actions.
Example: *Steve played best in today's football match.*
- 3) Do not use **more / the most** with irregular adverbs – just add **-er / -est**:

early – earlier – (the) earliest
fast – faster – (the) fastest
hard – harder – (the) hardest

Example: *Ann ran the fastest in the race.*

- 4) Use **(no) as + adverb + as** to compare two actions.
Example: *I can play the piano as fluently as my sister.*

Don't forget!

well – better – (the) best
badly – worst – (the) worst
far – farther / further – (the) farthest / furthest

a) Play a grammar tennis game.

Example: A: *Early.*
B: *Earlier.*
A: *(The) earliest.*
B: *Badly.*
A: ...

b) Look at the picture and say:

1. Who can jump the highest;
2. Who can run faster than the others;
3. Who can jump the farthest.

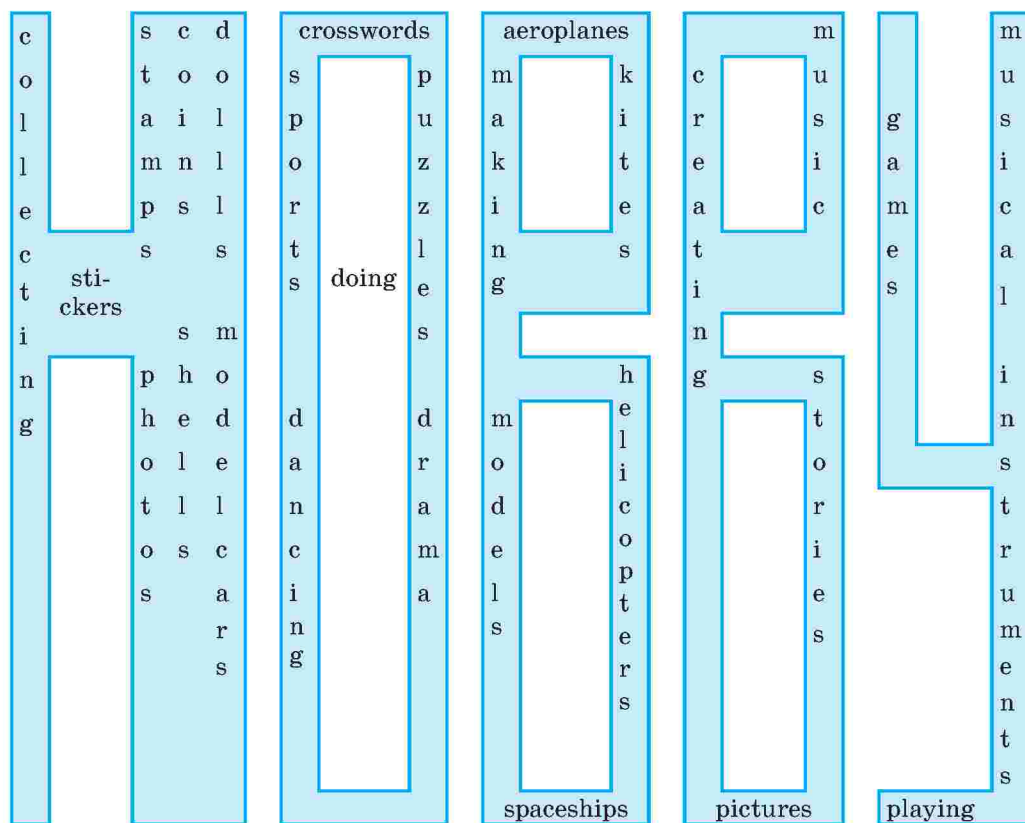


Example: *There are a lot of children in the playground. Some of them are jumping. The girl over there can jump the highest... .*



Unit 2

IV. Word Smart.



1) Study these words and say:

a) What you like to collect / to do / to make / to create / to play.

Example: *I like to collect shells. They remind me of my trips to the seaside.*

b) Which of the hobbies you can practise:

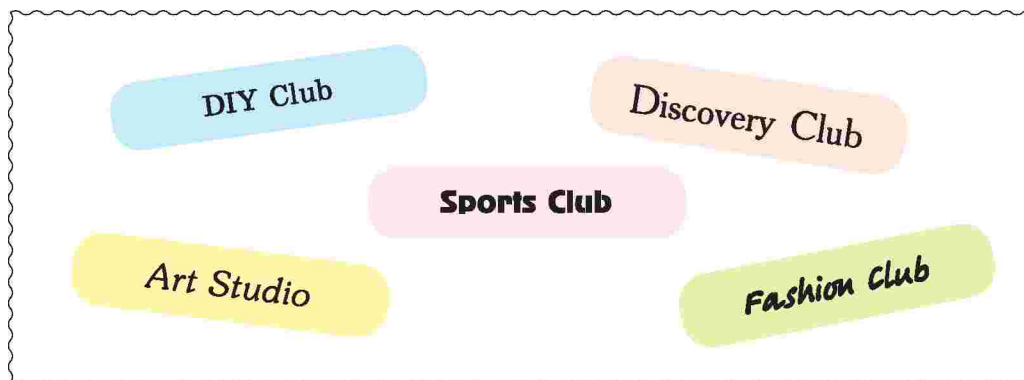
- at home
- out of doors.

Example: *I can listen to music at home. It's my hobby.*

2) Describe any activity which children can do in the clubs in the picture (p. 48) and let your friends guess. Cover these questions:

1. What is it like?
2. How can we practise it?
3. What do we need for that?

Example: *It is an intellectual activity. We can play this game with a friend. We need a board and sixteen pieces. (Answer: playing chess in the sports club.)*



At home: Think and decide what interesting activities you can recommend your family members to take up. Fill in the chart below.

The Potential Hobby Chart

Who?	What?	Why?
My brother	To take up tennis	He likes to play ball games

V. Time to Listen and Read.

1. Listen to / read the descriptions of three hobbies and say which of them you find exciting/useful/impressive.

HOBBIES

Simon: My hobby is collecting stickers. I have pictures of football players and pop stars. I buy packets of stickers and trade them with my friends. We exchange those we already have for the ones we need to complete the set. It is so exciting to get the whole set! I can look through my collection hours on end. Many of my classmates also collect things, such as shells, model cars, dolls, comics, books, stamps, coins or postcards. The only minus of collecting things is that it is an indoor hobby, you know. My mum says that I should spend more time outdoors.

Rachel: Many people like to do something creative, such as painting or drawing, playing music, knitting or sewing, DIY or cooking. They develop their living skills, in a word. My hobby is doing crossword puzzles. I know much about them. Crosswords, or crossword puzzles first appeared in the early 20th century. Today, many people regularly do crosswords, sometimes on the bus or train on their way to work. Most newspapers such as “Highlights” and magazines (let’s take “Stone Soup”

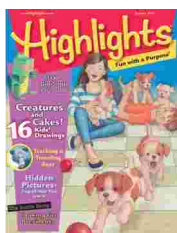


Unit 2

as an example”) have at least one crossword and there are often prizes for people who send in the correct solutions. I am proud to say that I have won such a prize from the children’s magazine.

Victoria: I have a lot of hobbies. I like to read, and I like to work on computers. But I absolutely love sports. Many of my friends have a sport as their hobby. They do football, basketball, volleyball and tennis. I prefer badminton. It has been a part of my life since childhood. I regularly go to a leisure centre. Twice a week we have practice for about an hour and we have games every Sunday. After a game of badminton I feel good. And I also have a lot of friends in the centre, so I enjoy being with them. It is, you know, a great time with great memories.

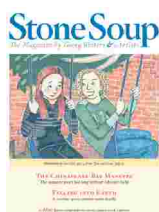
Across Culture



“Highlights” – популярний американський дитячий журнал, у якому друкуються кросворди.



Living skills – факультатив в американській школі, в якому дівчата і хлопчики навчаються готувати їжу, клеїти шпалери, шити одяг тощо.



“Stone Soup” – дитячий журнал, у якому друкуються дитячі твори.

2. Say what is not true in these sentences.

1. Collecting things is an outdoor hobby.
2. Crossword puzzles first appeared in the middle of the 20th century.
3. To solve a crossword, one asks a set of questions.
4. Few people have a sport as their hobby.
5. All the hobbies are expensive.
6. All the children practise their hobbies at home on their own.

3. Say what hobby has been a part of your life since childhood.

VI. Time to communicate.

1. Act as Simon / Rachel / Victoria and describe some pluses and minuses of your hobbies.



to collect stickers;
to trade something
with somebody;
to complete the set;
hours on end;
indoor hobby.

to have a sport as one's
hobby;
to go to a leisure centre
to have practice;
to feel good;
to enjoy being with
friends.

to do something creative;
to do crossword puzzles;
to answer a set of clues;
across and down;
to find the right answer.

2. Look at the notice board in the children's leisure centre and say what hobbies you can practise there. Are they a necessity or an obsession?



Unit 2

3. In pairs, talk about the hobbies which are a necessity or an obsession with you, as in the pattern below.

Pattern:

A. What is your hobby horse?

B. *I love drama.*

A. Is it a necessity or an obsession with you?

B. ...

A. What do you find useful about it?

B. ...

A. How long do you spend on it?

B. ...



VII. Time to Write

Write a letter to the editor of the magazine "Stone Soup" about a hobby which is a necessity/an obsession with you. Follow the format below.

Date: _____

To: _____

Subject: _____

Dear Editor,

Many people like to...

I have a lot of ...

The only minus of ...

Yours sincerely,
...

Go to Ex. 27, 28 of your Workbook

2.3. In Season and Out of Season

Word Bank	Phrase Bank	Communication Box
to daydream lovingly a saddle stubborn to gallop half-way to outgrow somebody	to ride a horse to milk a cow to grow into something to be the right size a love-hate relationship to love somebody dearly to make a (no) difference	However... Other times.

I. Conversation Warm-up.

Look at the pictures and say in what season children can enjoy these hobbies most and why.



sports
 modelling
 playing snowballs
 swimming

Example: *Children can enjoy skating in winter when there is much snow.*



Unit 2



II. Pronunciation Warm-up.

Read the poem and practise the sound /ʌ/. Say what else can be a game for everyone.

THE JUMPING ROPE POEM

Jumping rope is lots of fun;
It's a game for everyone.
Take a rope and let's begin:
You can turn and I run in.
Now I'll turn and you can jump.
Never mind and spin or bump.
I can jump like this all day;
I can jump and I can play.

III. Grammar Smart.

1. Look and recall.

Use the linking words ... **so** ... , ... **and** ... , ... **but** ... to combine two simple sentences into one complex sentence.

Example: *I am fond of volleyball **so** I often play it on the beach in summer.*

*I am fond of volleyball **and** I play it with my friends.*

*I am fond of volleyball **but** I can't play it in winter.*

a) Play a grammar completion game. Use **so** / **and** / **but**.

Example: *Ann: I have a lot of hobbies.*

*Steve: Ann has a lot of hobbies **and** she practises them at the leisure centre.*

*Oksana: Ann has a lot of hobbies **but** she absolutely loves sports.*

*Peter: Ann has a lot of hobbies **so** she has a great time with great memories.*

b) In groups, say as many sentences as you can about your hobbies:

- 1) When and where can you practise them?
- 2) When and where can't you practise them?

2. Read and remember!

Use the Present Continuous:

am / is / are + doing

1) If you want to talk about actions that are happening while you are speaking:

Example: *Look, Ann is riding a pony!*

2) if you want to talk about actions happening around the time of speaking:

Example: *I'm learning to play the guitar this year.*

3) if you want to talk about things that are changing:

Example: *More children are choosing computer games as a hobby these days.*

4) If you want to describe what is happening in the pictures and photos:

Example: *In this photo, the children are playing chess.*

Use the Past Continuous:

was / were + doing

1) if you want to talk about actions happening at or around a time in the past:

Example: *I was collecting stickers at that time so I needed to complete the set.*

2) if you want to talk about two actions happening at the same time:

Example: *While Nick was playing his basketball match, I was acting as a cheerleader.*

a) Play a grammar contrast game. Use the Present and Past Continuous.

Example: *Ann: I'm learning to play tennis this year.*

Steve: I was learning to play tennis from September to May last year. Now I'm learning to swim ...

b) Look around the classroom and say:

1. What some of your classmates are doing;

2. What they were doing a few minutes ago.

Example: *My deskmate is waving her hand. She was writing a few minutes ago.*

IV. Word Smart.

1. Miss Joy knows much about hobbies around the world. Now she answers our questions about hobbies American children can practise in different seasons and places.

Study the words (p. 55) and say:

1) What they can do on a farm;

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to ride



to feed

Example: *They can ride a horse on a farm.*

2) What they can do in town;



swimming pool



to rollerskate

Example: *They can bathe in the swimming pool.*

3) What they can do at home.



quilt



cookies

Example: *They can help their mothers to make a quilt.*

2. Complete Miss Joy's story and retell it to the children:

American children who live ... enjoy ... in the open. Some like to ... , other prefer In town kids can go ... or They also have ... at home. It's a real ... to ... a quilt with ... or to help ... to bake They ... all the year round.



At home: Write what hobbies you can practise in different seasons and places. Follow the plan below.

PLAN

In summer ...
In winter ...
... in town.
... at home.
... on a farm.

Go to Ex. 29, 30 of your Workbook

V. Time to Listen and Read.

1. Listen to / read the story about the hobby of an American girl and say:

- 1) why the girl wanted to go west;**
- 2) what problems she had with Smokey;**
- 3) what the great family fun was.**

HORSES – MY HOBBY

PART I

... Some of my earliest childhood memories are connected with horses. Growing up on a farm in North Central Missouri gave me the opportunity to be around horses much of the time. Horses were my favourite of all the farm animals. I daydreamed of leaving out west as a cowboy where I could ride around all day on my horse.

As a very young child, almost as soon as I could sit up, my father placed me on our old gentle grey horse and led her around the farm. As I got older he let me ride her alone while he was milking the cows. For me, it was just fun to ride any place she wanted to go.

I was so proud when a new foal was born and my father said that it could be mine. I lovingly watched it grow into a beautiful young horse. However, it was not a horse for riding. He was from working horse stock, so he grew up to be too large an animal for a little girl to ride.

PART II

About a year later my parents bought me Smokey, a Shetland pony. He was a beautiful little black pony with a white blaze down his face. He was the right size for a seven-year-old girl.

I had a love-hate relationship with Smokey. Most of the time I loved him dearly, but he was a Shetland pony and they are stubborn. A Shet-



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land can walk, trot or gallop along on their little legs with no problem until they decide to stop. When they stop, they stop and nothing and nobody can make them move. Most of the time I rode Smokey to school and we made it just fine. There were times, though, that he would get about half way up our lane and stop. I kicked and shouted: "Get up! Get up!" Sometimes I even carried a switch to beat him. Nothing I did made any difference so I shouted: "Daddy, Daddy, come help me!" My father, being a kind man, walked up the lane to where I was and "talked" until Smokey started moving again. Things were fine for the rest of the trip.

PART III

When I outgrew the little pony I was presented with a small horse and a saddle. Now I felt like a real cowgirl with a real horse and saddle. I spent many happy hours on his back: I was visiting my girlfriends a few houses away or just riding through the pastures on the farm.

Our family joined a local Saddle Club and participated in its weekend activities. Sometimes it was a weekend camping excursion, other times we went to a horse show, in which we rode in different events such as barrel races, flag races and other events. It was great family fun.

Adapted from Anna Lou Martin's *"Life is Never a Bowl of Cherries"*

to dream
to daydream
See First Aid Kit, Word
Meaning p. 215

Across Culture: The USA



Missouri – Міссурі, один з 50 штатів США.



cowboy (cowgirl) – ковбой, легендарна фігура в історії Америки.



barrel races – родео, у якому змагаються навколо барелів.



flag races – родео, у якому змагаються за прапор.

1. Say if it is true or false.

1. The girl knows much about horses.
2. She learned to ride when she was a very young child.
3. Smokey wasn't a horse for riding.
4. The Shetland pony always listened to the girl.
5. Anna felt like a real cowgirl when she was riding,
6. The girl took part in a horse show.

2. Say how the following characterizes the girl and her hobby.

Example: *The girl daydreamt of leaving out west as a cowgirl where she could ride around all day on her horse.*

to daydream of something;	to have a love-hate relationship with somebody;
to feel like a real cowgirl;	to spend many happy hours.

VI. Time to Communicate.

1. Look and tell Anna's story.



When I was seven I daydreamt of
 One summer my parents bought me
 It was
 I had a ... relationship.
 Most of the time
 But my Shetland was
 There were time
 So I
 My father always

2. In pairs, discuss the girl's hobby as in the pattern.

Pattern:

A: What do you think of ... ?

B: It's amazing! She was a very young child when

A: She felt like She spent many happy hours



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- B: No wonder she participated in
 A: I was moved to tears when I was reading about
 B: Me, too. I was especially impressed by
 A: Her father
 B: Right. It was great family fun.

3. Describe some of your earliest childhood memories connected with your hobby.



VII. Time to Write.

Write about something you have ever daydreamt of.

Go to Ex. 31, 32 of your Workbook

2.4. Let's Agree to Differ

Word Bank	Phrase Bank	Communication Box:
drama science fiction programme chat show fantasy film soap opera analytical programme	to see all the programmes running to be a couch potato (not) to drag smb away from the screen to be hypnotized by something to enjoy every bit of it	There's nothing like ... for I like to ... the best. In contrast to you, I I'm all for I differ. To each his own. Let's agree to differ. Tastes differ.

I. Conversation Warm-up.

Read what people say about TV as a leisure activity. Guess who said these words and why. Say who you agree with.

1. It's a passive activity. —————→	Mum
2. It stops kids doing their homework.	Dad
3. It has a great educational value.	Friend
4. It enriches knowledge.	Teacher
5. It ruins the eyes.	Doctor
6. Not all programmes are good.	TV presenter

Example: *My mum says it's a passive activity. She advises me to spend more time out in the open. But I like to watch children's programmes, especially cartoons.*



II. Pronunciation Warm-up.

Read the poem and practise the sounds /i:/ and /ɔ:/. Say how much it can be about you.

TV POEM

...In almost every house we've been,
We've watched kids gaping at the screen.
They loll and slop and lounge about,
And stare until their eyes pop out.
(Last week in someone's place we saw
a dozen eyeballs on the floor).
They sit and stare, and stare and sit
Until they're hypnotized by it.

III. Function Smart.

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

- a) - There's nothing like playing ... !
- Really? I prefer
- Okay, okay. Let's agree to differ.



Football



Hockey

- b) - I like to collect ... the best.
It's so informative.
- In contrast with you, I collect
- To each his own.



Stamps



Coins

- c) - I prefer ... to
- Tastes differ. I'm all for



Sewing



Knitting

- d) - I'm keen on And you?
- I differ. I'm interested in

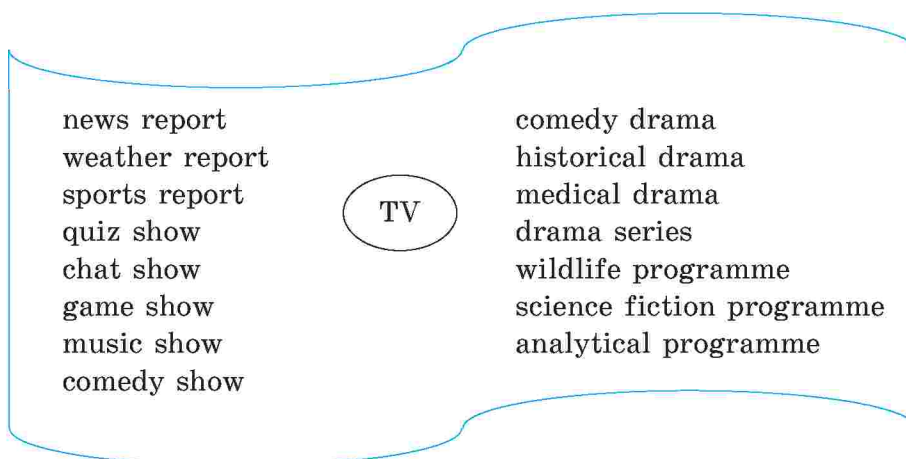


Doing puzzles



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IV. Word Smart



to see all the programmes running;
to be a couch potato;
(not) to drag somebody away from the screen;
to be hypnotized by something;
to enjoy every bit of it;
to be to somebody's taste.

1. Study these words and word-combinations and say:

a) what is your favourite:

- TV report;
- TV show;
- TV drama or programme.

b) what kind of TV viewer you are.

2. Say:

a) what your TV plans are for:

- tonight;
- tomorrow afternoon;
- Sunday morning.

BrE programme
AmE program

b) what you will watch on TV if:

- you have free time;
- you are in a good mood;
- the weather is bad.



At home: Ask your family members about their favourite TV programmes and compare their tastes with yours. Fill in the chart below.

Family Members	TV tastes	Same with your TV tastes?	Different from your TVtastes?
Dad	sports reports	Yes!	

Go to Ex. 33, 34 of your Workbook

V. Time to Listen and Read

1. Listen to / read the description of different TV programmes in a TV magazine and say which of them are to these people's tastes: *a five-year-old child; a sportsperson; a teenager; a housewife.*

WE CAN PLEASE EVERYONE!

Are you tired of switching from channel to channel? Looking for sometimes special? Wishing to see a programme to your taste? Then, here is what you need to know before you become a couch potato:

A soap opera is the most popular form of television programmes in the world today. It is a story about the lives of ordinary people who live in the same street or town. It is on TV three times or more each week. It comes in half-hour episodes. We call them soap operas (or soaps) because in the US they were first paid for by companies who made soap. Viewers are glued to the screen because they can feel real worries and hopes of real people. This week you get a chance to enjoy the BBC's *EastEnders*.

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An animated cartoon is a film made by photographing a series of pictures, clay models, etc. It can be short or long. It was Walt Disney who made the first long cartoon film – “Snow White and the Seven Dwarfs”. It’s a traditional children’s story about a beautiful princess and seven very small people who saved her life in a forest. You’ll be hypnotized by Dopey, Doc, Sneezy, Bashful, Sleepy, Grumpy and Happy on Saturday afternoon.

An American musical is a unique form of a TV music programme. It combines song, dance, comedy and drama. Among the most successful musicals ever written is CATS by Andrew Lloyd Webber. It has been seen by millions of people. Don’t miss your TV chance on Friday evening. We are sure that no daily routine will drag you away from the screen. We wish you to enjoy every bit of it.

A video workout is a series of fitness programmes on TV produced by stars, such as Jane Fonda and Cindy Crawford which you can watch and take part in at home. Do your parents complain about you being a couch potato? Then jump at the opportunity to spend time watching television usefully for your health. Do join us in the “fitness craze” every morning!

Across Culture: Great Britain, the USA



The BBC – одна з провідних радіо- і телевізійних організацій у Великій Британії.



EastEnders – популярний британський телесеріал про соціальні проблеми робітничого району Лондона.



Jane Fonda – американська акторка, авторка відеопрограм фізичних вправ.

1) Answer the questions.

1. What is special about a soap opera?
2. What was Walt Disney’s first long cartoon film?
3. What makes a good musical?
4. What TV programme is useful for your health?
5. What do you need to know NOT to become a couch potato?

2) Say what TV programme could make you think these thoughts.

I can watch it
hours on end!

It's just hyp-
notizing!

No daily routine
will drag me away
from the screen.

VI. Time to Communicate

a) Look at the pictures and describe the TV programmes in them.



b) In pairs, talk about your tastes in televiewing as in the pattern below.

Pattern:

A. Are you a regular televiewer?

B. *In fact, I am.*

A. Are you a couch potato?

B. ...

A. What TV programmes are to your taste?

B. ...

A. What do you think of ...?

B. ...

c) In small groups, talk about your hobbies and express differences in tastes. Use the structures:

1. There's nothing like ... for me.
2. I like to ... the best.
3. I prefer ... to
4. I'm also keen on
5. In contrast to ... , I'm all for



VII. Time to Listen

Listen to the joke about passionate TV viewers and say what the humour of the situation is.

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VIII. Time to Write

Comment on the proverb "One person's meat is another person's poison". Illustrate it with differences in tastes as to your friends' hobbies. Begin with:

They say ...

To me it means that ...

I agree / disagree with ... because

Let's take ... as an example.

So, as you see,

Go to Ex. 35, 36 of your Workbook

2.5. My Progress in English

I. Grammar Smart

Complete the story. Use *am/is/are/was/were*.

THE TALK OF TWO BROTHERS

- What ... (1) you doing, Jack?
- I'... (2) watching the news.
- And what ... (3) you watching half an hour ago?
- I ... (4) watching a TV quiz show. And maybe you want to know what I ... (5) going to do in another half-hour, Tom?
- Yes, Jack, what ... (6) you going to do?
- I ... (7) going to beat you if you don't stop asking me silly questions.

Check if you can:

use tense forms correctly.

(Yes / No)

II. Word Smart

Fill in the right word.

1. Badminton isn't as spectacular ... tennis.
2. Many people do sports as a
3. I like to ... stamps.
4. I am learning to ... the guitar this year.
5. My friend is a real couch
6. I hate ... operas.

Check if you can:

complete the sentences correctly.

(Yes / No)

III. Function Smart

Match the lines about hobbies to the lines expressing differences in tastes.

1. There's nothing like playing football.	a) I prefer to collect stamps.
2. I like to collect coins the best.	b) Tastes differ.
3. I prefer indoor hobbies to outdoor activities.	c) Basketball is as exciting as football.
4. Is your brother keen on music?	d) Okay, okay, let's agree to differ.
5. Why don't you take up tennis? I love it!	e) But I love playing outdoors.
6. What?! You mean collecting things is useless?	f) I don't think so. He is more interested in films.

Check if you can:

express the differences correctly.

(Yes / No)

IV. Time to Read

Read a letter from the English boy Phil. Choose the right answers to the questions.

Hooray! Summer has come. It means that my family and I will do travelling again. Travelling is a hobby with all of us in the family. My dad says that summer is no time for sitting in the rocking chair and doing nothing for days on end.

Last year my parents bought a new 24-foot travel trailer. It's our home on wheels. It has all the conveniences of a modern home. There's a bathroom, a bedroom, a small kitchen complete with oven, refrigerator, sink and cabinets, and a dining room. It's big enough to live in comfortably when on holiday.

It has been my cherished dream for a long time to be out in the wilderness for several weeks, away from civilization. With our motor home, we'll get to Sherwood Forest, famous in old stories as the place where Robin Hood's Merry Men lived and fought against the Sheriff of Nottingham. It used to be a very large forest, but only a small part of it still remains. It is preserved as a country park near Nottingham. I'm sure to feel like Robin Hood and have the time of my life.

1. What is Phil's hobby?

- a) driving; b) travelling; c) dreaming.

2. What did his parents buy last year?

- a) a new house; b) a rocking chair; c) a new trailer.

Unit 2

3. What do they NOT have in their home on wheels?
a) a bathroom; b) a garage; c) a kitchen.
4. What did the boy dream about?
a) to go away from civilization on holiday;
b) to stay at home on holiday;
c) to stay in a comfortable hotel on holiday.
5. What is NOT true about Robin Hood?
a) He lived in Sherwood Forest;
b) He was alone in the forest;
c) He fought against the Sheriff of Nottingham.
6. What is Sherwood Forest like these days?
a) a park;
b) a very large forest;
c) a residential area.

Check if you can:

read and understand simple texts		
----------------------------------	--	--

(Yes / No)

V. Time to Listen

Listen to Martha's story about her hobby and mark the true statements.

1. Martha's hobby is basketball.
2. She is tall enough to do well at basketball.
3. She is going to basketball camp.
4. She often supports her school team.
5. She wants to become a cheerleader.
6. The team spirit means a lot to Martha.

Check if you can:

listen to a piece of information and understand the details.		
--	--	--

(Yes / No)



VI. Time to Write

Write a letter to Martha / Phil about your hobby.

Check if you can:

express your ideas about hobbies in writing.		
--	--	--

(Yes / No)

Unit Three: School Life

3.1. School Routine

Word Bank	Phrase Bank	Communication Box
punctual well-planned to manage absent-minded routine assembly hall to crib	to work hard on something to waste time to do everything in time to plan ahead to do something in the last minute to make a mess of something to be late for something to sign up for something	Normally... Typical! Just typical... That won't do! Don't give up!

I. Conversation Warm-up

Look at the pictures and say what these places have to do with school routine.



computer class language lab assembly hall canteen gym

Example: *School children can have lessons on different subjects at the computer lab.*



II. Pronunciation Warm-up

Read and practise the sounds /w/ and /z:/. Say what you think about the pupil's time management.

Unit 3

TIME MANAGEMENT RHYME

I work hard on Geography,
I work hard on Algebra,
I work hard on History
What a hard-working person I am.
Dan wastes time at the lesson,
Dan wastes time after school,
Dan wastes time in the evening.
What a lazy bones he is.

III. Grammar Smart

1. Look and recall.

1) to ask for permission use **may**;



May I come in?



May I take your pen?

2) to ask about necessity use **must**;



Must I write this exercise again?



Must I run?

3) to ask about possibility use **can**.



Can you write it in English?



Can you help me?

a) Play a grammar chain game and ask your friend for the permission.

Example: A: *May I take your book?*

B: Yes, you may. *May I close the book?*

C: Yes, you may. *May I ... ?*

b) Complete the questions.

Example: *Must ...* → *Must I stay after classes?*

1. Can you ...?

4. Must you ...?

2. Must I ...?

5. May we ...?

3. May I ...?

6. Can Dan ...?

2. Look and remember!

1) To prohibit in a short answer use “No, you mustn’t”.

Example: – *May I go out?*

– No, you mustn’t.

2) To stress unnecessary of something in a short answer use “No, you needn’t”.

Example: – *Must I translate the text?*

– No, you needn’t.

a) Answer the questions.

1. May you leave the classroom during the lesson?
2. Must you go to school on Sunday?
3. Must your little sister/brother play all days?
4. May you be late for classes?
5. May you sing during the lesson?
6. Must your neighbour at the desk talk during the lesson?

b) Put the questions to the answers given.

Example: – *Must I translate the word?*

– No, you needn’t.

1. No, you mustn’t.
2. No, you needn’t.
3. No, they can’t.
4. No, he needn’t.
5. No, she mustn’t.
6. No, I mustn’t.

IV. Word Smart

1. Study these words and phrases and speak about:

a) well-planned school routine:

to work hard on something;
well-planned;
to plan ahead;
to sign up for.

to do everything in time;
punctual;
to manage;

Example: *I work hard on all the subjects.*

b) a badly-planned school routine:

to waste time;
to make a mess of something;
absent-minded.

to do something in the last minute;
to be late for something;

2. Paraphrase the sentences.

Example: – *I study in the sixth form.* → *I am a sixth former.*



Unit 3

1. Nick comes to school in time.
2. Ann plans her time beforehand.
3. Val joined a new sport society.
4. As a rule, we do a lot of things at school.
5. Children work much at the lessons.
6. My brother often forgets things.



At home: Describe your school routine and decide if it is well-planned. Give your reasons.

Go to Ex. 37, 38 of your Workbook

V. Time to Listen and Read

1. Listen to / read in pairs and say what piece of advice Ann gave to Steve and why.

TALKING ABOUT SCHOOL ROUTINE

- Steve:** Hey, Ann! How are you doing? I bet, you've done all the lessons. May I take your copybook?
- Ann:** No, you mustn't. You can't crib all the time. I was working hard on all the subjects the whole evening yesterday. I managed to do all my lessons orally and in writing.
- Steve:** How clever of you! You've always been a model girl, Ann.
- Ann:** Do you mean to say that you didn't do any lessons? They are not too difficult.
- Steve:** Frankly speaking, I did something in the last minute, but not half enough.
- Ann:** Typical, just typical! You always waste your time. What a lazy bones you are! Do everything in time.
- Steve:** It's easier said than done. My friend gave me a CD with a new film about Harry Potter. I couldn't help admiring it! And then I was watching the Simpsons on TV.
- Ann:** That won't do! We had only four lessons yesterday and you had enough time to get ready for the next school day. You are too lazy, Steve. You don't want to make a mess of your life, do you?
- Steven:** Of course not. I'll be punctual and plan my day ahead next time.
- Ann:** That's better! Try a little harder.
- Steven:** I'll try. I'll try.

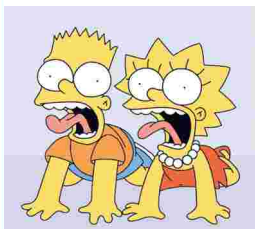
- half enough
- enough time
- too difficult
- too lazy

see **First Aid Kit:**
Grammar, p. 212

Across Culture



Harry Potter – головний герой роману англійської письменниці J. Rowling, за яким знято вісім фільмів.



The Simpsons – американська гумористична телевізійна програма про родину Сімпсонів.

2. Complete the sentences with *enough*, *too* and words from the list.

Example: *I'm too busy today.*

1. The book isn't ... for me.
2. Hurry up! You are slowly.
3. Steve hasn't to finish his test.
4. We have at every lesson.
5. Turn off the music, please. It is
6. My sister is a top pupil. She is

busy
time
loud
interesting
clever
going
work

3. Read the sentences and say who said them and why. Reproduce the situations from the text.

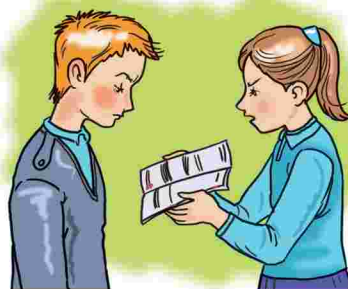
Example: *"Try a little harder".* → *Ann says it to Steve, because he is too lazy.*

1. It's easier said than done.
2. You can't crib all the time!
3. Typical, just typical!
4. I did something in the last minute, but not half enough.
5. I can't help admiring it!
6. That won't do.

VI. Time to Communicate

1. Act as Ann or Steve and describe your school routine. Use:

to work hard on something; to crib;
to do the lessons orally and in writing
to do something at the last minute;
to get ready for the lessons;
to make a mess of one's life.



Unit 3

2. In pairs, discuss your school routine using the pattern below.

Pattern:

- A: Hey, I bet, May I ... ?
B: No, you mustn't. You can't I managed ... and
A: How clever of you. You've been
B: Do you mean ... ? They are not too
A: Frankly speaking ... , but
B: Typical, just typical. You always Do ... ?
A: It's easier said
B: That won't do! We They
A: I'll try. And

3. Look at the pictures and choose those suitable for the description of your school routine. Say what exactly they represent.



VII. Time to Listen

1. Listen to the story and say how a method of logical decision helped Sam.

2. Listen to the story again and mark true statements.

1. There was a night dance class on Monday.
2. All the children wanted to take part in a dance class.
3. Sam was afraid to step on the boy's feet.
4. Sam asked her dad for help.
5. Her mother never danced when she was younger.
6. Sam's mother started to teach Sam to dance.



VIII. Time to Write

Write a letter to your international friend about your school routine and answer his/her questions.

1. When does your school start?
2. How many lessons do you have a day?
3. How do you do your lessons?
4. Have you got any problems with your lessons?
5. Who helps you to do your lessons if you don't know something?

Go to Ex. 39, 40 of your Workbook

3.2. I Have a Head for...

Word Bank	Phrase Bank	Communication Box
native speakers manuscript stimulate research to download report good-naturedly	to have a good head for... to have a good command of something to use something to advantage to be computer literate to broaden one's horizons to make magic to search the Internet	Somehow or other... Vice versa.

I. Conversation Warm-up

Look at the photos and guess what these children's favourite subjects may be.



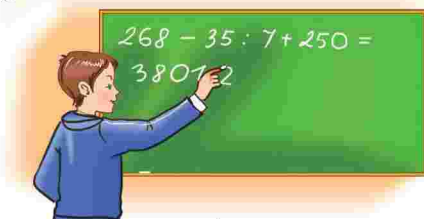
Boris



Olha



Alex



Andrew



Helen

Example: *I think Boris likes PT lessons. You can often see him in the gym.*

Unit 3



II. Pronunciation Warm-up

Read and practise the sounds /ŋ / and /ʌ/. Say how much it is about you.

THE NOTHING-DOINGS POEM

Meet the lazy Nothing-Doings,
All they do is stand around,
When it's time for doing nothing,
Nothing-Doings can be found.
When it's time for doing something,
You won't find a single one,
For the Nothing-Doings vanish
When there's work that must be done.

II. Grammar Smart

1. Look and recall!

Use the linking words *so*, *and*, *but* to combine two simple sentences into one.

Example: *I like literature so I often read books.*
I like literature and I often read books.
I like literature but I don't like history.

a) Play a grammar competition game using linking words.

Example: *I have a head for computers and can design a website.*

1. Ann wants to talk to native speakers
2. Val is computer literate
3. Art classes broaden my artistic horizons
4. Many pupils like Maths
5. My elder brother is fond of sports
6. Helen takes part in research.

b) Combine two simple sentences into one.

Example: *I adore Geography. I joined a geography club. →*
I adore Geography and I joined a geography club.

1. Paul is a member of our English-speaking club. I have a chance to talk to native speakers.
2. I like my PT lessons. I take part in sport competitions.
3. Ann likes history. I like Biology.
4. Bill has a head for computers. He knows much about them.
5. I spend much time at the computer lab. I use it to advantage.
6. Our history teacher asked me to write a report. I searched the Internet.

2. Time to Look and Remember!

1) Use **because** when you want to say why you like or dislike your school subjects.

Example: I like to research because it is very interesting.

2) Use **that's why** when you want to explain what you do for some reason.

Example: I need more information about Britain, that's why I search the Internet.

a) Look at the pictures and say why these children like or dislike to do the following things at their lessons.



Oksana



Paul



Olha



Alex



Ann

Example: Oksana likes to work with a dictionary because she wants to have a good command of English.

b) Say what you prefer to do for these reasons.

Example: You are a nature lover. → I am a nature lover that's why I adore Botany.

1. You are a sports person.
2. You are good at drawing.
3. You have a head for Maths.
4. You are fond of poetry.
5. You are computer literate.

IV. Word Smart

1. Say what you must do if:

Unit 3

Example: *You don't understand ancient manuscripts. →
If I don't understand ancient manuscripts, I must decipher them.*

1. You want to have more information about something.
2. You found the information in the Internet and want to have it.
3. You feel uneasy about your English.
4. You are an elementary computer user.
5. You know little about something.
6. You have a good head for Maths.

2. Match the verbs to the nouns and make up your own sentences with them.

1. to research	a) a club
2. to download	b) a problem
3. to decipher	c) the Internet
4. to join	d) the information
5. to search	e) a horizon
6. to broaden	f) a manuscript
7. to type	g) a message

Example: *I like to research the problems at my history lessons.*

3. Answer the questions.

1. What do you have a good head for?
2. About what do you feel uneasy?
3. What do you use to advantage?
4. What broadens your language horizons?
5. What club do you want to join?
6. When do you search the Internet?



At home: Write what you like or dislike to do at different lessons.

Go to Ex. 41, 42 of your Workbook

V. Time to Listen and Read

1. Listen to / read what sixth formers of different countries say about their favourite subjects and say who are you with.

My name is Sarah. It is the end of January in Australia and I am back to Sydney school. The term has just begun and I'm proud that I'm in the sixth grade.

In my timetable there are so many subjects: Australian history, Geography, Biology, ICT and two foreign languages. I adore foreign languages and I learn Spanish and French. I work hard on them both. I want to have a good command of both



languages, especially French, because my grandmother lives in France. I visited her last summer and had a chance to practise my French. Most of all I liked how my new French friends taught me to speak good French: they taught me what native speakers say in this or that situation, corrected my mistakes good naturedly. It was a really fantastic experience!

I am Phil and I'm also in the sixth grade. I study in Boston High School. Of all the school subjects I like ICT the best. I am not an elementary computer user. Vice versa, I'm computer literate and I know how to design a web page, to make computer programmes and to send e-mails.



Our ICT teacher taught us how to search the Internet and I found free websites where members can communicate with several people in a chat room by typing messages. Thus I became acquainted with many children from different countries: we exchange information, discuss problems and even help each other.

All of us use the social network to our advantage. For example, my new pal Jeremy is a Canadian. He is very good at Geography and he helped me to write a report about his country. I downloaded my task and he sent me the newest information. It's cool to learn from each other.



I'm Boghdan and as many Ukrainian school children I like to learn more about the history of my country. They say I have a head for it. Somehow or other, history is my favourite subject. Our teacher makes magic at our lessons: we work with historical maps and even decipher ancient manuscripts, see documentary films. All this broadens my historical horizons and stimulates me for independent research. I am trying to research the roots of our Cossackdom.

In summer our history club plans to go to Zaporizhzhya. Maybe I'll find support for my research. Who knows?

Across Culture



Sydney – найбільше місто в Австралії, важливий культурний і фінансовий центр країни.



Boston High School – середня школа в Бостоні, США.

Unit 3

2. Complete the sentences.

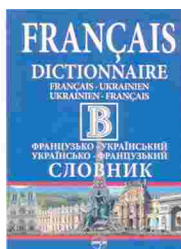
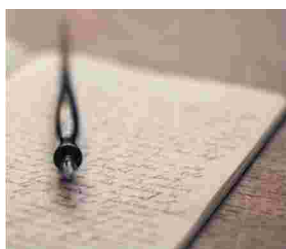
Example: *He lives in Britain, he is British.*

1. Sarah is from Australia, she is
2. My friend lives in Canada, he is
3. Bob and Roy came from America, they are
4. I live in Kyiv, I'm
5. Lora's motherland is France, she is
6. Miss Smith works in England, she is

Australia – Australian
France – French
Canada – Canadian
America – American
Ukraine – Ukrainian
England – English

See **First Aid Kit:**
Grammar, p. 212

3. Look at the pictures and say for what children these things are important and why.



Example: *I think Phil likes to work on computer. ICT lessons are his favourite.*

VI. Time to Communicate

1. Act as one of the children and speak about your favourite subject. Use:

to have a head for something;	to learn from each other;
to use something to advantage;	to broaden somebody's horizon;
to make magic at a lesson;	to stimulate for something.

2. In pairs, speak about your favourite subjects. Use the pattern.

Pattern:

A: I say What ... ?

B: As for me It

A: I see. And what do you usually ... ?

B: Our teacher We often Sometimes

A: It broadens ... and stimulates ... , doesn't it?

B: Sure. I like ... most of all. And what about you?

A: They say I have a head for I really adore

B: What helps you ... ?

A: I ... and

B: Great!

3. Look at the list of subjects (p. 80) and choose your favourite one. Speak about it.

Maths	History	ICT	Biology	PE
Foreign language	Arts	Literature	Ukrainian	



VII. Time to Write

Write about your most important/interesting/difficult subjects and explain why it is so.

Go to Ex. 43, 44 of your Workbook

3.3. A Creative Mind

Word Bank	Phrase Bank	Communication Box
mother-tongue fluently imitate transcribe gifted culture	to master a language to improve pronunciation to develop speaking skills to role-play a dialogue to be excited about something to enlarge one's vocabulary English-speaking countries	Firstly, ... Secondly, ...

I. Conversation Warm-up

Look at the photos and say what the mother-tongue of the children is. Which foreign language do you want to learn and why?

  Spain	  France	  China
  Germany	  Italy	  Poland

Unit 3

Example: *In Spain people speak Spanish. I also want to learn Spanish because I want to go to Spain to see the bull fight.*

Spain – Spanish (the Spanish language)
France – French (the French language)
China – Chinese (the Chinese language)

See *First Aid Kit, Grammar*, p. 212



II. Pronunciation Warm-up

Read and practise the sounds /w/ and /ð/. Say what foreign languages you learn at school.

LANGUAGE CHANT

- What is your mother tongue, Roy?
– It's English.
- What is your mother tongue, Hans?
– It's German.
- What foreign languages do you learn at school?
– French and Spanish, Chinese and Japanese.
– Oh, it's really very cool!

III. Grammar Smart

1. Complete the mini-dialogues, giving negative answers.

Example: A: *May I take your dictionary?*
B: *No, you mustn't. I need it myself.*

- A: May I work on the computer?
B: We have other things to do.
- A: Must I translate the sentence?
B: Ann has already done it.
- A: May I answer the question?
B: Read it first.
- A: Must I listen to the tape recorder?
B: We did it yesterday.
- A: May I switch on my computer?
B: Work with your neighbour.
- A: Must I water the flowers?
B: Ann has already done it.

2. Match the beginnings and the endings using a correct linking word (p. 82). Translate the sentences into Ukrainian.

1. I adore English...	a) ...I love animals.
2. Nick has a head for math...	b) ...I joined our English-speaking club.
3. I look after hamsters at our school zoo...	c) ...she often goes to the Botanic Gardens.
4. Val is a school champion...	d) ...it is his mother-tongue.
5. Nancy is a great nature lover...	e) ...he won the competition.
6. Jeremy speaks English well...	f) ...he is the best at this subject.

Example: *I adore English, that's why I joined our English-speaking club.* – *Я обожнюю англійську мову, тому я приєдналася(вся) до клубу англійської мови.*

3. Read the story and fill in *and, but, so, because, that's why*.

MY ENGLISH LESSON

I have been learning English for five years **and** I like it a lot. It's not that easy ... but I work hard. I want to improve my pronunciation ... I listen to different English texts every day. I speak English fluently ... I communicate with my friends at the lessons. We role-play the dialogues ... helps us to develop our speaking skills. Recently I've joined our English-speaking club I hope to learn more our about the English-speaking countries and their culture. Many pupils of our class joined it ... Mr. Black came from the USA and teaches English. I learn how to be creative.

IV. Word Smart

1. Find the explanation of the following words and phrases and make up your own sentences with them.

1. Mother-tongue	a) to have an ability to do something extremely well.
2. Gifted	b) an ability to do something well because you have learned and practised it.
3. Culture	c) the first and the main language that you learnt when you were a child.
4. Skill	d) the way of life, art, customs and traditions that are accepted by people in a particular country.
5. Pronunciation	e) the way in which a particular word is pronounced.
6. Vocabulary	d) all the words that someone knows and uses.

2. Look at the pictures and say what the children do at their English lessons.



Unit 3



computer lab



language lab

English Study

to listen to native speakers;
to imitate
to improve pronunciation.

to type texts;
to enlarge vocabulary;
to do tests.

to role-play dialogues;
to develop speaking skills;
to learn about the culture of English-speaking countries.

3. Say what you must do:

1. to master the English language;
2. to improve pronunciation;
3. to develop speaking skills;
4. to enlarge your vocabulary;
5. to learn more about the culture of English-speaking countries.



At home: Write what you like/dislike about your English lessons.

Go to Ex. 45, 46 of your Workbook

V. Time to Read

1. Read the story "Discovery Class" and answer the following questions.

1. What was in the letter?
2. What was special about the teacher?
3. What did the children discover in Discovery Class?

DISCOVERY CLASS

The letter came the week after Sam's birthday. It was from the school and addressed to her parents.

"Very interesting," said Sam's mother as she read it.

"What's very interesting?" asked Sam.

"It seems they have chosen you to take part in the new gifted program".

"Me?" said Sam.

She read the letter. It said that after careful testing, a small group of children had been selected to participate in a program for the gifted

called "Discover". These children would meet twice a week with a specially trained teacher Sarah Hoople.

Miss Hoople was a small, smiling person. She wore large round glasses. But what Sam noticed most was that she was excited about things. As she talked, her eyes sparkled and her hands moved.

"We only have an hour," she told them, "so let's get started."

They started with a puzzle called "Can You Find the Treasure?" which had to do with an old man hiding a diamond ring in a half-ruined house. They should use logic to find it. Everyone called out ideas.

After they found the treasure, they went on to a word game. Miss Hoople called it "Reinventing Language".

"Pretend you are a cave person," she said. "And you are tired of pointing to things. You want to communicate with people. So you step out of your cave and look around. Up in the sky is a large bright object. What would you call it?"

"Oog," said Marshall right away.

"Good," said Miss Hoople, writing it on the blackboard.

"Glee," said Katy.

"Excellent," said Miss Hoople. "Any more?"...

"That was fun," said Katy. "Can we do it again?" I like to be creative.

"Sure," said Miss Hoople. "Maybe next time we'll compile a cave dictionary."

That, thought Sam, would really be something.

Adapted from "*Dear Mom, You're Ruining My Life*"
by Jean Van Leenwen

to choose – choice
to discover – discovery
to excite – excitement
to puzzle – puzzle
to communicate – communication
to select – selection

See *First Aid Kit: Word-building*, p. 214

2. Fill in the right form of the word.

1. It was a really great *discovery*.
2. I like to do this
3. I like ... with my friends in English.
4. All the children read the story with ... !
5. The teachers ... Sam for the new programme.
6. Sam's parents were proud of the teachers'

to discover
to puzzle
to communicate
to excite
to select
to choose

Unit 3

VI. Time to Communicate

1. Imagine you are Sam. Tell your friends/parents about your Discovery Class. Begin with:

1. Miss Hoople is
2. She wears
3. She is so excited
4. We started with
5. Everyone called
6. After that
7. We invited
8. It was fun to
9. We call out ideas and
10. Maybe next time

2. In pairs, speak about your English lessons. Use the pattern.

Pattern:

A: I say ... , English is ... , isn't it?

B: Right. I like English, because

A: What do you do ... ?

B: Firstly, ... ,secondly,And what about you? ... ?

A: English is not ... ,but

B: What do you ... most of all?

A: As for me, It helps me

B: Agreed. And I advise you

A: Thank you for advice. I I

3. Describe the English lesson you liked most.



VIII. Time to Write

Write what you think of the statement "*The more foreign languages you know, the easier it is for you to study*". Begin with:

1. In my opinion
2. I believe
3. It seems to me
4. It's absolutely right
5. It's clear
6. To my mind

Go to Ex. 47, 48 of your Workbook

3.4. To Each his Own

Word Bank	Phrase Bank	Communication Box
sewing knitting embroidery choir aerobics to relax	at break time after-school activities to be all for something to devote time to something to play computer games online to enjoy oneself to one's heart's content	To each his own. I prefer ... to ... I am keen on ... I'm interested in ... I adore ...

I. Conversation Warm-up

Read the notices and choose an after-school activity for yourself. Say why.

Who? – Birdwatchers

When? – Tuesday, 2 pm

Where? – School garden

What? – Birdclub

Hello, computer fans!

The computer club is on Friday at lunchtime. Room 21.

Lucy Voitenko

Guitar and piano lessons!

Please come to the music room for dates and times.

Example: *I will choose guitar lessons because I'm keen on music.*



II. Pronunciation Warm-up

Read and practise the sounds /aʊ/, /aɪ/. Say what your favourite after-school activity is.

MY LEISURE ACTIVITY

I want to paint a picture now,
Watch our teacher show us how.
First the paper big and white,
Then the colours very bright.
Now take the brush and water, too,

Unit 3

This is what I like to do.
Take my picture home with me
To let my dad and mummy see.

III. Function Smart

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



- 1) – There's nothing like playing ...
– Really? I prefer ... to ...
– OK, OK. Let's agree to differ.



- 2) – I am keen on ... and you?
– I differ. I'm interested in ...
I've embroidered a shirt for my mum.



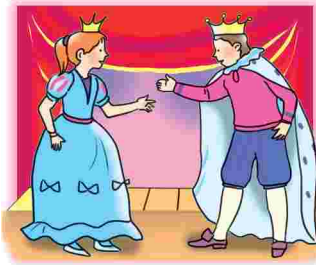
- 3) – I like to ... after classes.
– In contrast with you I adore ...
– To each his own.



- 4) – I'm so fond of ...
– Tastes differ. I'm all for ...
It develops my body and broadens my musical horizon.

IV. Word Smart

1. Look and say what after-school activities in the pictures (p. 88) the children prefer and why.



Paul and Mary



Oksana



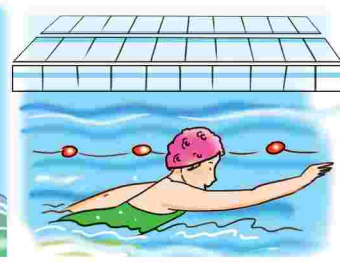
Tim and Alex



Jane and Alice



Andrew and Bohdan



Helen

sewing;
travelling;

swimming;
cooking;

drama;
sport

Example: *I think Paul and Mary like drama. They are talented children and have a head for it.*

2. Read what Oksana's English teacher Miss Joy says about after-school activities of English children and complete it with words and phrases from the box.

English schoolchildren have a lot of fun at **break time**. Sometimes they play ... or All of them like their The boys go to the sports-ground and play Girls prefer ... or Some schoolchildren spend their afternoons in the They watch It makes their life after school more

tennis at break time to play hide-and-seek after-school activities
sit around interesting swimming wood rugby birds

3. Answer the questions.

1. What after-school activities do you prefer?
2. How much time do you devote to your after-school activities?
3. Who of your friends share your interests?
4. How does your after-school activity differ from your friends'?
5. What after-school activities do most of Ukrainian children like?



At home: Describe your favourite after-school activity.

Go to Ex. 49, 50 of your Workbook

Unit 3

V. Time to Listen and Read

1. Listen to / read in pairs and say what after-school activities Lucy and Paul prefer.

TASTES DIFFER

- Lucy:* We are free at last! Classes are over. Now it's time to relax.
Paul: Agreed. We can enjoy ourselves to our hearts' content. What are your plans?
Lucy: Firstly, I'll do my lessons. Business before pleasure, you know.
Paul: That's right. And then, what about going to the swimming pool for a swim or playing an adventure game online?
Lucy: Not me. A new quiz show starts at 5 p.m. on Channel Four and I am going to watch it.
Paul: What kind of quiz show is it?
Lucy: It's a general knowledge quiz show "Mastermind". Every time it deals with different areas, you know. It is going to be about wonders of the world. I'm interested in it, you know.
Paul: I'll bet, you'll be glued to the screen.
Lucy: Right. I never miss a chance of seeing it. Unfortunately, I don't have much time for watching TV in the evening, because I have many other things to do like knitting or embroidering.
Paul: In contrast with you I prefer computers to TV. I'm keen on designing my own programme and I devote all my free time to it.
Lucy: To each his own.

Across Culture



Mastermind – популярне британське телевізійне шоу, в якому четверо учасників змагаються, відповідаючи на питання в галузі загальних знань.

2. Look at the pictures (p. 89–90) and say whose after-school activities they are connected with.





Example: *Paul likes to play adventure computer games online after classes.*

3. Say if you share Lucy's or Paul's ways of spending after-school activities. Give your reasons.

VI. Time to Communicate

1. Act as Lucy or Paul and describe your after-school activities.



to enjoy oneself to one's heart's content;

to devote much time to somebody

to be interested in something;

not to miss a chance;

to relax

2. In pairs, talk about your after-school activities. Use the pattern:

Pattern:

A: Classes are over. It's time

B: Agreed. We canWhat ... ?

A: Firstly,Business ... , you know.

B: That's right. And what ... ?

A: Not me. I am going

B: What kind of ... ?

A: It's ... and it is going to be

B: I'll bet

A: In contrast with you

B: To each his own.

3. Describe your favourite after-school activity.







Unit 3



VII. Time to Listen

1. Listen to four children talking about their after-school activities and say if their after school-activities are the same or different.

2. Listen to them again and fill in the chart for each of them.

Charlie, the USA	Alice, Britain	Julia, Italy	Rudg, India
			



VIII. Time to Write

Look at the set of pictures and write your story about the children's after-school activities. Give your story a title or present it to the class.



Go to Ex. 51, 52 of your Workbook

3.5. My Progress in English

I. Grammar Smart

Fill in the sentences with *that's why* or *because*.

1. I have a good command of English, ... I work hard on it.
2. Nick wants to play basketball ... he has joined our school basketball club.
3. I love animals ... I have many pets at home.
4. My friend is never late for classes ... he is punctual.
5. Ann has a nice voice ... she sings in our school choir.
6. We do everything in time ... we plan everything ahead.

Check if you can:

connect parts of the sentence.		
--------------------------------	--	--

(Yes / No)

II. Word Smart

Paraphrase the sentences.

1. Alex always forgets things.
2. Dan knows much about computers.
3. This is the place where we have our PE lessons in cold weather.
4. This is the place where we have our school meetings or concerts.
5. Helen is in the sixth form.
6. This is a big group of singing people.

Check if you can:

can express ideas in several ways.		
------------------------------------	--	--

(Yes / No)

III. Function Smart

Match the lines of the dialogues.

- | | |
|---|--|
| 1. There's nothing like singing for me. | a) In contrast with you I prefer computers to TV. |
| 2. Are you also keen on history? | b) As for me I prefer dancing to singing. |
| 3. I like to watch TV after classes. | c) Knitting is not for me. I prefer active rest, like swimming or running. |
| 4. I like English. | d) To each his own. |
| 5. I am interested in knitting. | e) No, I'm not fond of history, I like Geography. |
| 6. Julia likes Botany and I'm keen on Math. | f) And I like German. Tastes differ, you know. |

Unit 3

Check if you can:

express likes and dislikes.		
-----------------------------	--	--

(Yes / No)

IV. Time to Read

Read the story and correct the statements.

THE FUN THEY HAD

...It was May 17, 2157, when Tommy found a real book. It was a very old book. Margie's grandfather said that when he was a little boy, his grandfather told him that there was a time when the stories were printed on paper. It was awfully funny to read words that stood still instead of working on a screen.

"Gee", said Tommy, "What a waste! When you finish the book, you just throw it away, I guess. Our television screen must have had a million books on it and it's good for plenty more. I wouldn't throw it away".

"Same with me", said Margie. She was eleven and hadn't seen as many telebooks as Tommy had. He was thirteen.

She asked "What is the book about?"

"School."

Margie was scornful. "School?" "What's there to write about school? I hate school." Margie always hated school, but now she hated it more than ever. The mechanical teacher had been giving her test after test in geography. She had been doing worse and worse until her mother called for the County Inspector who took the teacher with him. Margie had hoped that he wouldn't know how to put the teacher together again. They had once taken Tommy's teacher for nearly a month because the history sector was out of order. But the inspector knew all right, and, after an hour or so, there it was again, large and black and ugly, with a big screen on which all the lessons were shown and the questions were asked. That wasn't so bad. The part Margie hated most was the slot where she had to put homework and test papers. She always had to write them in a punch code, her parents made her when she was six years old and the mechanical teacher calculated the mark in no time.

Adapted from "*The Fun They Had*" by I. Asimov

1. Tommy found a computer book in 2157.
2. Margie was thirteen.
3. Margie saw many telebooks.
4. Margie said she liked school.
5. Margie's teacher was the county inspector.
6. Most of all she hated to write her homework in spelling.

Check if you can:

read and understand simple texts.

(Yes / No)

V. Time to Listen

Listen to Bill's story and mark the true statements.

1. Tom and Bill have little in common.
2. Both are fond of watching TV.
3. The boys' friends call them couch potatoes.
4. Bill found the "couch potato" in the phrase dictionary and learned its meaning.
5. Televiewing is a favourite pastime of many American kids.
6. Finally, the brothers found themselves in cheerleading.

Check if you can:

listen to a story and understand its details.

(Yes / No)



VI. Time to Write

Write a letter to your international friend and describe your school life.

Check if you can:

express your ideas about your school life.

(Yes / No)



Unit 4

Unit Four: Travelling

4.1. Choosing a Route

Word Bank	Phrase Bank	Communication Box
to search stream options amusement park island see-saw destination	to do merry-go-round to go on the roller-coaster to put up a tent to make a fire to be a great “outdoors” to be a big fan of nature	Isn't it wonderful to! Makes no difference to me. As long as... Nothing of the kind. ... and what not. Let's wait and see.

I. Conversation Warm-up.

Look and say what route you would like to choose for your weekend trip. Why?



A weekend trip to
the Carpathians

Touring the Sofiyivka
park in Uman'

A walking trip

Example: *I would like to take a walking trip out of town, because I like nature.*



II. Pronunciation Warm-up.

Read and practise the sounds /r/ and /i/. Say what you can do to find your dream.

ROUTE SONG

Climb every mountain,
Search every stream,
Follow every rainbow
Till you find your dream.

III. Grammar Smart.

1) Look and recall!

1) Use the preposition **by** and **no article** to say how you can get to your destination: **to go by car / bus / plane / air / sea** , etc.

Example: *We can get there by car / bus / train / plane.*

2) Use the preposition **on** and **no article** to say that you can get somewhere by walking: **on foot**.

Example: – *Can I get there on foot?*

– *Sure. It's just a few minutes walking from here.*

a) Play a grammar trio game.

Play in trios. Take turns naming a place in your town / village. Your classmates will say how long it will take them to get there by transport or on foot.

Example: A: *The railway station.*

B: *It will take me twenty minutes to get to the railway station by bus.*

C: *It will take me an hour to get there on foot.*

b) Say where you normally go:

by car; by bus; by plane; by train; by bike; on foot.

2) Read and remember!

If you want to talk about travelling, use these common expressions with **no article** after a preposition:

- **to / from school**
- **from home**
- **to / in / from / out of town**
- **on holiday**

Example: *Does your family usually go away on holiday or do you stay in town?*

a) Play a grammar contrast game.

Example: A: *I always go to school on foot.*

B: *I always get home from school by tram.*

b) Look at the picture and say:

1. Where these people are going;



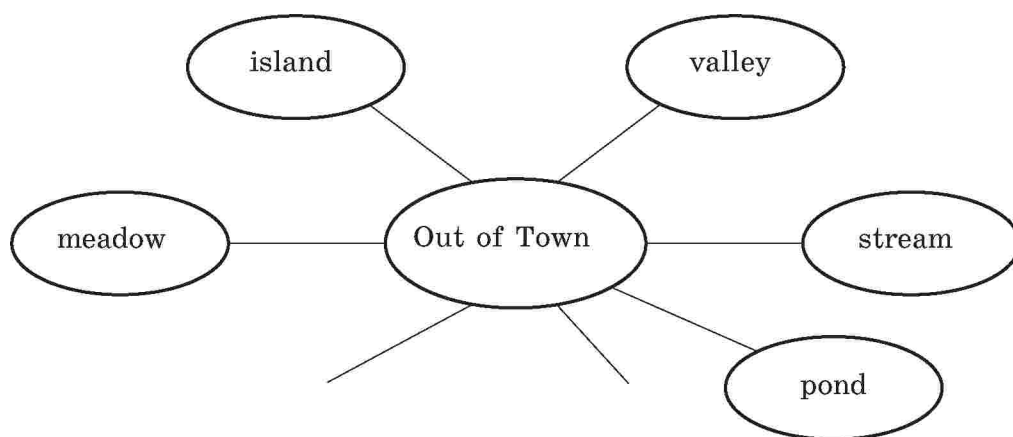
Unit 4

2. What transport some of them are using;
3. How long it may take them to get to their destination.



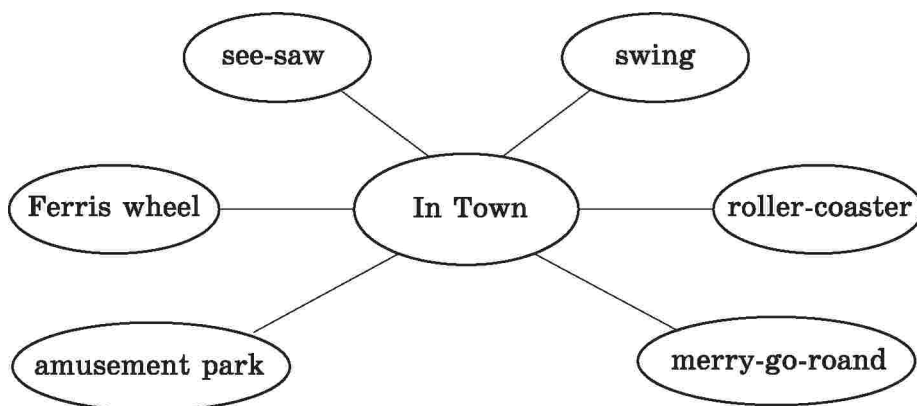
Example: *The man over there is riding a bicycle.*

VI. Word Smart.



to choose a route;
to pack a rucksack;
to make a fire;

to plan a trip;
to put up a tent;
to cook on fire.



to swing in the park;

to go on the roller-coaster;

to do merry-go-round;

to amuse oneself.

1) Study the words (p. 97–98) and say:

a) how you can amuse yourself in town;

Example: *I can swing in the park.*

b) what route you can choose for your weekend trip out of town;

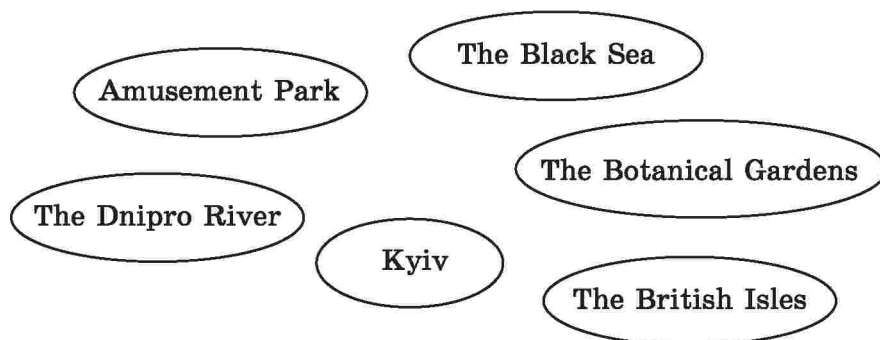
Example: *I can go to a valley.*

c) what you can do out of town.

Example: *I can put up a tent near a river.*

2) Describe any destination you like in the picture and let your friends guess. Cover these questions:

1. What does it look like?
2. How can we get there?
3. What can we do in that place?



Example: *It is long and deep. We can get there by car. We can take a boat trip there.*



At home: Think and decide on your route for a weekend trip. Write:

1) what your destination is;

Unit 4

- 2) how you can get there;
- 3) what you can do there.

Go to Ex. 53, 54 of your Workbook

V. Time to Listen and Read.

1. Listen to / read the conversation of two classmates and say what routes the children discussed.

CHOOSING A ROUTE

It's autumn. The classmates want to take a nice weekend trip. Paul and Lucy are planning a route for it.

Paul: Isn't it wonderful that we are all going on a trip on Saturday!

Lucy: Terrific! We'll have the time of our lives! Where shall we go?

Paul: Makes no difference to me as long as we get together.

Lucy: Nothing of the kind. We need to plan our route ahead.

Paul: What are the options?

Lucy: I think there are two of them: to stay in town or to go out of town.

Paul: Let's stay in town and go to an amusement park. I haven't been there for ages. We can swing, do merry-go-round, go on the roller-coaster or a Ferris wheel and what not.

Lucy: It's a pity to stay in town in such wonderful weather. We can't lose the chance to enjoy one of the last days of Indian summer. Why don't we go to a pond or a stream, put up a tent there, make a fire and cook fish soup on it? And besides, I am a great "outdoors"!

Paul: I am not a big fan of nature, you know, but there is something in what you say. These are the days to tempt anyone out. Let's talk to our classmates first, and then decide on the final route.

Lucy: Agreed. I bet they would like to go out of town.

Paul: Let's wait and see.

Across Culture: the USA



Roller-coaster – американські гірки, популярний атракціон у парках.



Ferris wheel – колесо огляду.

2. Answer the questions.

1. What are the classmates going to do on Saturday?
2. What options are the children discussing?
3. What pluses of staying in town does one of the friends mention?
4. What does the other friend like to do out of town?
5. How are they going to make a decision?

3. Complete the sentences about a weekend trip and compare them to your experience.

Example: *Isn't it wonderful that ... ! → Isn't it wonderful that we are all going on a trip on Saturday! I love weekend trips, too.*

1. We need to plan
2. Let's go to
3. We can ... and what not.
4. Why don't we go to ... ?
5. We can't lose the chance to
6. It's a pity to

VI. Time to Communicate.

a) Look at the pictures and describe the two options for choosing a route as if you are Lucy/Steve.



to go out of town;
to tempt anyone out;
to put up a tent;
to make a fire;
to be a big fan of nature.

to stay in town;
to go to an amusement park;
to swing;
to go on the roller-coaster;
not to lose the chance.

b) In pairs, talk about choosing a route as in the pattern below.

Pattern:

A: Isn't it wonderful to ... ?

B: Terrific! Where ... ?

Unit 4

A: Makes no difference to me.

B: We need to plan

A: What are the ... ?

B: I think

A: Let's

B: Agreed.

c) Speak about the Ukrainian weekend traditions.



VII. Time to Listen.

Listen to six people talking about their weekend trip and say who was happy with the chosen route.



VIII. Time to Write.

Draw the local map and describe the route of your latest weekend trip. Follow the format below.

ROUTE DESCRIPTION

... is located in

It is easy to reach by ... / on

It is just a few minutes walking from

You can find

Continue on the road

The route will be marked by

Go to Ex. 55, 56 of your Workbook

4.2. Ready, Set, Go!

Word Bank	Phrase Bank	Communication Box
wealth heaven cartoon show parade shooting booth wagon funfair lorry	to be popular with smb to take part in something at lunchtime to get in the way to criticize somebody	It's never! Tell you what!

I. Conversation Warm-up.

Look and say which of these things you usually take with you on a trip. Why?



Example: *I usually take a camera with me because I like to take pictures of my friends.*



II. Pronunciation Warm-up.

Read and practise the sounds /ʌ/ and /əv/. Say if you are as much fond of travelling as the author.

SONG TRAVEL

Wealth I ask not, hope nor love,
Nor a friend to know me;
All I ask is the heaven above
And the road below me.

R. L. Stevenson

II. Grammar Smart.

1. Look and recall.

Use ... *that's why* ... when you want to explain what you do for some reason.

Example: *I am such a stay-at-home, that's why I don't travel too often.*

a) Play a grammar reason game.

Example: A: *I love travelling.*

B: *That's why you have lots of impressions.*

b) In groups, say what kind of travel you prefer for these reasons:

- you are a nature lover;
- you are a good swimmer;
- you are fond of history;
- you are a sports person;
- you are good at taking pictures.

Unit 4

2. Read and remember!

1) Use names with *no article*:

- continents: North America;
- counties: Canada;
- states: Florida;
- towns: Orlando;
- streets: Fifth Avenue;
- parks: Disneyland.

2) Use names with *the*:

- some countries: *the* USA;
- rivers: *the* Mississippi;
- seas: *the* Mediterranean Sea;
- oceans: *the* Atlantic Ocean;
- mountain groups: *the* Rocky Mountains;
- island groups: *the* British Isles;
- hotels: *the* Ritz.

1) Play a grammar quiz game.

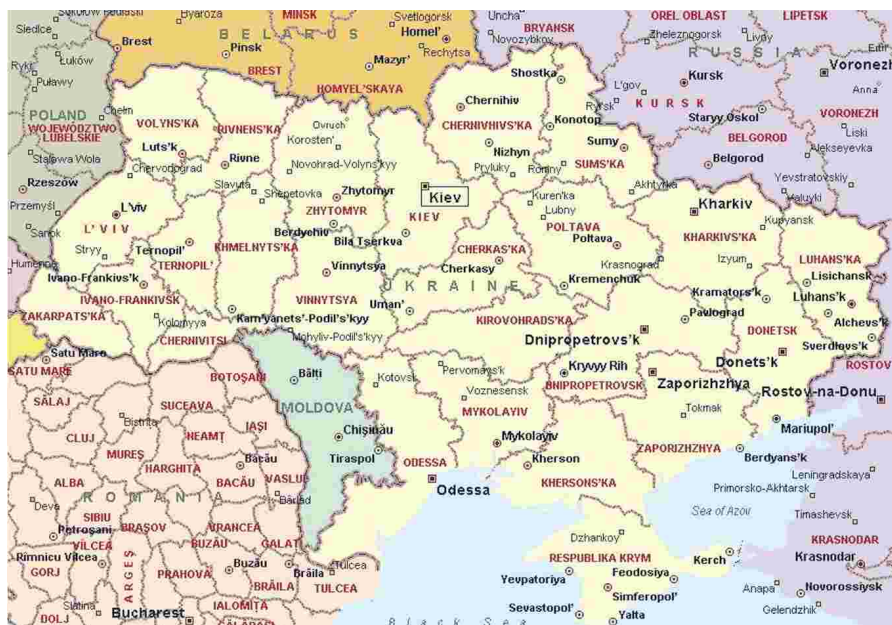
Example: A: *California.*

B: *It's a state. The Danube.*

C: *It's a river...*

1) Look at the map of Ukraine and say:

1. What waterways you can see;
2. What towns you have been to;
3. Where you would like to go.



II. Word Smart

Lucy's teacher of English, Miss Joy, had a weekend trip in an amusement park in the USA last month. Now she answers our questions about where American children can go on holiday.

1. Study these words and describe:

a) Where they can go;



Disneyland – великий парк з різними атракціонами поблизу міста Лос-Анджелес у штаті Каліфорнія.

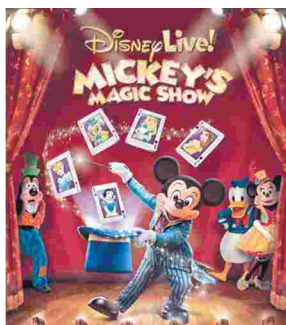


Disney World – великий парк поблизу міста Орlando у штаті Флорида, подібний до Діснейленду.

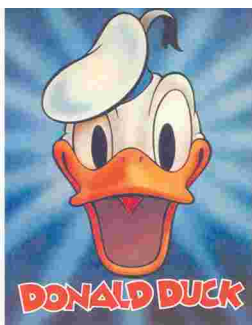
Unit 4

Example: *American children can go to Disneyland on holiday.*

b) What they can see:



Welcome
to Mickey Mouse
Show



Let's go for a
ride with Donald
Duck!



How about visiting Adventure
land and seeing the world
of Snow White and the Seven
Dwarfs?

Example: *They can see the Mickey Mouse Show.*

c) What they can do:

see-saw
McDonalds

Ferris wheel
cartoons

roller-coaster

Mickey Mouse parade
merry-go-round

Example: *They can go on a Ferris wheel.*

2. Complete Miss Joy's story:

American children often spend their weekends in are the most popular with children. In ... they can see ... , Besides, they can take part in ... or Many children prefer ... because There are also ... , that's why At lunch time parents and children all day long. It's fun to get together.

3. Work in groups and make a list of attractions in the pictures (p. 106). Say which of them appeal to you most.

Example: *Museums are full of history. That's why I often visit them.*



At home: Ask 3-5 questions about what your friends can do on holiday.
Begin with:

What?
When?
Where?
How?
Why?



Go to Ex. 57, 58 of your Workbook

V. Time to Listen and Read.

1. Listen to / read the story about the funfair and answer the following questions.

1. What happened in town one Saturday morning?
2. What attractions were there?
3. Where did Val's friends go?

AT THE FUNFAIR

"It's here!" cried George across the yard one fine Saturday morning.

"It's never!" shouted Val back. "Well, George, let's go over there at once. When did it come?"

"Probably last night. There wasn't anything yesterday."

For days the boys were waiting for the funfair that came every year to their town.

The great long wagons and the lorries that carried the roller-coaster, roundabout, merry-go-rounds and other attractions stood in a circle on the fair ground. All the boys from the nearest street were there. They were watching, running about, criticizing everybody and everything and getting in the way.

By the evening the whole place was full of noise and light. In every corner you could hear loud music, children's happy voices.

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The boys tried to choose the best way of spending their money. They could buy delicious hot dogs or candies. But it cost a lot of money to ride on the roundabout, and even more to shoot with a real gun at the shooting booths.

Ally met Brian on Friday evening, and to her surprise he said, "Are you going to the fair?"

"Is it here?" asked Ally.

"They're putting it up."

Ally's brother, Val, went to the fair every evening. He loved the fair and looked forward to it all the year round. He was full of excitement.

"Tell you what", said Val to his friends. "Let's all have a ride on the horses and we could try to change places while they were going round, see? That would be smashing."

Everything on the roundabout sparkled and shone and the boys forgot about everybody and everything...

Adapted from "*Magnolia Building*" by Elizabeth Stucley

BrE	sweets
AmE	candies

See *First Aid Kit*,
Word Meaning, p. 215

Across Culture: the USA



A hot dog – сендвіч із сосискою чи ковбасою; зазвичай містить овочі та соус (кетчуп або гірчиця).

2. Say what is not true in these sentences.

1. The circus came to town.
2. The children heard the news on Monday morning.
3. In the evening the place was quiet.
4. The children came there to buy hot dogs.
5. All the attractions were free of charge.
6. Val didn't go to the fair.

3. Say to what exciting events you look forward all the year round.

VI. Time to Communicate.

1. Act as Ally / Val and describe your impressions of the funfair.



to be full of noise and light;
to buy something;
to cost a lot of money;
to hear children's happy voices;
to choose the best way.

to look forward to something;
to be full of excitement;
to have a ride on something;
to change places;
to forget about everybody.



2. In pairs, talk about going somewhere together as in the pattern below.

Pattern:

A: Have you heard about

B: It's never! Are you going to ... ?

A: I'm full of ...

B: Me, too. I look forward to

A: Let's

B: We could

A: That would be smashing.

B: Come on, then!

3. Look and say where the children in the pictures want to go together.
What do you prefer?



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VIII. Time to Write.

Write about your impressions of going somewhere for fun in your diary.
Begin with:

Dear Diary,

For days I was waiting for ...

When the time came, ...

The whole place was full of ...

In every corner you could hear ...

I tried to choose the best way of ...

Everything looked ...

And I forgot about ...

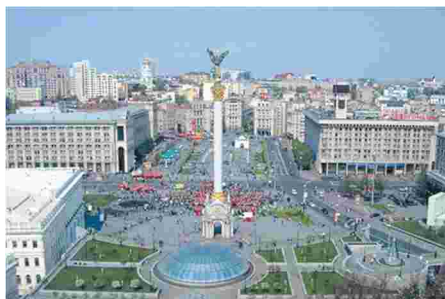
Go to Ex. 59, 60 of your Workbook

4.3. Welcome to Ukraine

Word-bank	Phrase-bank	Communication Box
to welcome somebody hearty display knick-knack woodwork hospitable handmade	at somebody's invitation in the best tradition to take care of something to set something up	Do you mean ...? First things first. Such as?

I. Conversation Warm-up.

Hooray! Our international friends are going to take a trip to Ukraine.
Look at the pictures and say where you would like to take them.



Khreshchatyk, Kyiv



Askania Nova



Odessa Port



Lviv, The Opera House

Example: *I would like to take my international guests to Kyiv. We'll be walking along Khreshchatyk the whole afternoon.*



II. Pronunciation Warm-up.

Read and practise the sounds /i/, /ɪ/ and /aɪ/. Say what kinds of travelling it suggests.

WELCOME POEM

Let's take a trip, just you and me,
Through the Carpathian Mountains and
The Black Sea.
I'll give you a ride across Ukraine,
You'll feel what it's like if you go by train.
You'll have a taste of Ukrainian dish
And stay with us as long as you wish.

III. Grammar Smart.

1. Look and recall.

Use articles with geographical names correctly when talking about travelling in Ukraine.

Name	No article	the
Continent	Europe	
Country	Ukraine	
Cities	Kyiv, Lviv	
Rivers		the Dnipro, the Danube
Seas		the Black Sea
Lakes	Lake Svytyaz	
Mountains		the Carpathian mountains
Peninsula		the Crimea

a) Play a grammar hide-and-seek game.

Unit 4

Lake Svytyaz	Black Sea
Dnipro	Sea of Azov
Eastern Europe	Lviv
Kyiv	Carpathians
Danube	Kharkiv
Crimean Mountains	Central Ukraine

In two teams, name as many places as you can with/without an article.

Example: *Team A (the): We'll be coming round the Carpathian Mountains.*

Team B (no article): We'll be coming to Kharkiv.

b) In groups, say as many sentences as you can about:

- travelling across Ukraine;
- visiting the capital city;
- sightseeing in your native place.

Example: *I'm going to travel a lot in the Crimea this year.*

2. Read and remember!

To talk about travelling, use these verbs correctly:

come / bring = movement towards the speaker or with the speaker;

Examples: *We'll be coming round the mountains.*

Dad is coming back from Moscow tomorrow. I know he is bringing a lot of presents.

go / take = movement away from the speaker;

Examples: *I'm going on a weekend trip. See you on Monday.*

I'm taking my dog with me.

live = be somewhere for long periods of time;

Example: *Nazar lived in Ukraine when he was a child. Then his family moved to Canada.*

stay = be somewhere for short periods of time;

Example: *Have you ever stayed in a hotel?*

keep = continue;

Example: *The travellers were tired but kept on walking.*

leave = go away from somewhere;

Example: *The train leaves at 12.40.*

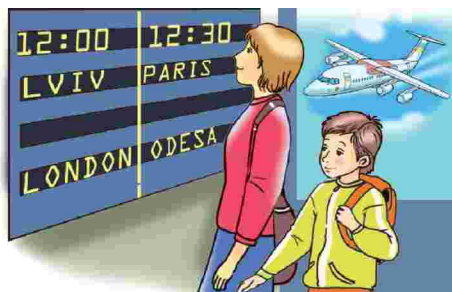
a) Play a grammar “coffeepot” game.

In pairs, ask questions about travelling using the word “coffeepot” instead of the verbs above. Your partner will guess the verb and answer your questions.

Example: A: *Where did you “coffeepot” when you went to Turkey?*

B: *Oh, you mean where I stayed? I stayed in a hotel.*

b) Look at the pictures (p. 112) and say what travel experience these children have.



Example: *The boy and his mother are at the airport. Their flight leaves at 10.30.*

IV. Word Smart.

1. Study these word-combinations and describe:

a) how you invite your guests;



- at somebody's invitation;
- to send / receive / accept / refuse an invitation;
- to look forward to;
- to plan carefully.

Example: *Our international friends visit us every summer at our invitation.*

b) how you welcome guests;



- to be / give a hearty welcome;
- to welcome somebody in the best Ukrainian traditions;
- to greet smb with bread and salt;
- to put on national Ukrainian costumes;
- to be hospitable.

Example: *It should be a hearty welcome in the best Ukrainian traditions.*

Unit 4

c) how you entertain your guests.



- to have a welcome party
- to cook some local dishes
- to take care of a cultural programme
- to set up a display of Ukrainian art
- to make a poster
- to bring small gifts

2. Describe any Ukrainian art object in the picture you like and let your friend guess. Cover these questions:



1. What does it look like?
2. What can we do with it?
3. Where do we keep it?

Example: *It's small and painted in different colours. You can give it as a present at Easter.*

3. Work in groups and make a list of Ukrainian traditions of hospitality.



At home: Describe an international party you have ever had at school or at home. Write what worked well at the party.

Go to Ex. 61, 62 of your Workbook

V. Time to Listen and Read.

1. Listen to / read the conversation “Welcoming International guests”. Say what information from the text can help you to welcome your international guests in Ukraine.

WELCOMING INTERNATIONAL GUESTS

- Steve:** Have you heard the news today?
- Ann:** Do you mean the news about Martha and Phil coming to Ukraine at our invitation?
- Steve:** Exactly. We must plan carefully how to welcome them.
- Ann:** Sure. It should be a hearty welcome in the best Ukrainian traditions. How are we going to greet them?
- Steve:** With bread and salt, of course. We can put on national Ukrainian costumes.
- Ann:** Good idea! Next, let's have a welcome party. I'll cook some local dishes and you'll take care of a cultural programme.
- Steve:** Such as?
- Ann:** Something like a short concert, with folk songs, folk dance and music. And please, don't forget to set up a display of Ukrainian art.
- Steve:** No problem. My classmates and I have plenty of vyshyvankas, vytynankas, pysankas and woodwork. Beside, we'll make a poster about famous Ukrainians.
- Ann:** Splendid. What about bringing small gifts? We are hospitable, aren't we?
- Steve:** What do you think of handmade knick-knacks as presents?
- Ann:** They would do, I guess.

BrE gift
AmE present

See *First Aid Kit*,
Word Meaning, p. 215

Across Culture: Ukraine



vyshyvanka – ВИШИВАНКА.



vytynanka – ВИТИНАНКА.

Unit 4



pysanka – писанка.

2. Say if it is true or false.

1. The children invited their international guests to come to Ukraine.
2. The children know much about Ukrainian traditions.
3. Ann is going to set up a display of Ukrainian art.
4. Steve likes the idea of organizing a cultural programme.
5. He is going to do everything by himself.
6. Ann remembers about presents.

3. Say how the following illustrates Ukrainian hospitality.

Example: *The children are going to give a hearty welcome, in the best Ukrainian traditions of hospitality.*

- to give a hearty welcome;
- to greet with bread and salt;
- to have a welcome party;
- to cook local dishes;
- to bring small gifts.

VI. Time to Communicate.

a) In pairs, talk about welcoming international guests as in the pattern.

Pattern:

A: Have you heard ... ?

B: Do you mean ... ?

A: Exactly. We must

B: Sure. It should be How are we going to

A: With We also can

B: Good idea. Next

A: Such as?

B: Something like

A: No problem.

B: Splendid.

b) Act as Ann/Steve and describe her/his part of the job for the welcome party.

- a hearty welcome
- in the best Ukrainian traditions
- national Ukrainian costume
- local dishes

c) Describe your most memorable experience of welcoming guests at home / at school.





VII. Time to Write.

Make a list of things you can do to welcome international guests. Follow the format below.

Things to do	
• To plan ...	• To set up ...
• To put on ...	• To make ...
• To take care of ...	• To choose ...
• To have ...	

Go to Ex. 63, 64 of your Workbook

4.4. “Step out of your cave and look around”

Word Bank	Phrase Bank	Communication Box: how to express admiration
sea-dog pile jersey seasick	to have something round the corner to get drowned to wake from one's sleep round-the-world trip to fall overboard to do smth in time	What do you think of ... ? Do you know ... ? He is the most I know. Wow! Isn't it remarkable! I can't help admiring How admirable!

I. Conversation Warm-up:

Read and say what characteristics of travellers you admire most of all.

courage	curiosity	persistence
friendliness	strength	intelligence

Example: *I admire courage most of all. Captain Cook was the most courageous person I know.*



II. Pronunciation Warm-up:

Read and practise the sound /w/. Say what great explorers you know.

DISCOVERY LIMERICK

Do you know Professor Twist?
He is a well-known scientist.
One day he went to explore the world
and discovered a place
which he admired and called,
“Wonderful, wonderful Wow-land!”

Unit 4

III. Function Smart.

Read and learn how to express admiration for great explorers. Look at the pictures and fill in the mini-dialogues.



Captain Cook

- a) – Do you know ... ?
– Yes, of course I do. He is the most famous explorer I know.



Australia

- b) – James Cook discovered
– Wow! Isn't it remarkable!



Christopher Columbus

- c) – What do you think of ... ?
– I can't help admiring his great discovery.



the Pacific Ocean

- d) – Captain Cook made three journeys by sea to
– How admirable!

IV. Word Smart

1. Miss Joy knows much about the round-the-world travel. In pairs, ask and answer the questions. Use the pictures below.



the Union Jack

a) Where was James Cook from?



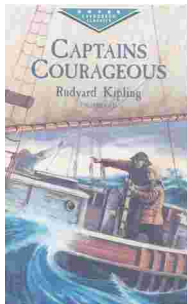
an earring

b) What can the seaman who has travelled round-the-world wear?



sea-wolf

c) What do people call an experienced traveller?



Rudyard Kipling
"Captains Courageous"

d) What English writer wrote about sea travel?

Unit 4

2. Complete Miss Joy's Story and retell it to a friend.

MISS JOY'S STORY

We, the English, live on the islands and always have ... round the corner. We have a lot of famous One of them is He was a real In his crew there were several who wore ... because You can read about ... in the book "Captains Courageous" by This ... is popular with English children.



At home: Describe your attitude to travellers.

Go to Ex. 65, 66 of your Workbook

V. Time to read.

1. Read the sea story and answer the following questions.

- What happened to the boy at sea?
- Who saved him?
- What did the man look like?

THE SEA STORY

The sound of the waves woke Harvey from his sleep. Slowly he opened his eyes and remembered that he was Harvey Cheyne who nearly got drowned in the ocean.

The sea was still running round him, but now he lay on a pile of fish, looking at the broad back of a seaman dressed in a blue jersey. The boy tried to say something to him, and the man turned his head. In his ears he had little gold earrings. Harvey understood that the sailor had made several round-the-world trips.

"Aha! You feel better now", he said. "It was lucky that I caught you. How did you manage to fall overboard?"

"I was sick", said Harvey, "seasick, and I was very weak".

"I saw your ship just in time and then I saw you – you were falling down into the sea. Happily, I caught you like a big fish. So you are safe now."

"Where am I?" asked Harvey.

"You are with me in my fishing boat, my name is Manuel, and I am from the schooner "We're Here" of Gloucester, but we haven't returned to it yet."

Adapted from "Captain Courageous" by R. Kipling

near – nearly
hard – hardly

See *First Aid Kit*,
Word-building, p. 214

Across Culture: Great Britain



Gloucester – Глостер, місто на південному заході Англії.

2. Fill in *nearly* or *near*.

1. Harvey ... got drowned in the ocean.
2. They live ... London.
3. It took ... two hours to get there.
4. She told the children not to go ... the canal.
5. Michelle is ... twelve.

3. Look at the pictures and say what did not happen at the sea.



VI. Time to Communicate.

1. Look and tell the boy's story.

1. Once I was travelling
2. Unfortunately, I felt
3. I was standing
4. The sea was
5. Suddenly I fell

Unit 4

6. When I opened my eyes,
7. The seaman had
8. He explained to me that

2. In pairs, discuss the boy's travelling experience as in the pattern.

Pattern:

- A: Do you know ... ?
B: Yes, of course I do.
A: Wow! Isn't it remarkable!
B: What do you think of ?
A: I can't help admiring his
B: ... made a journey by sea with
A: How admirable!

3. Describe your most remarkable travel.



VII. Time to Listen

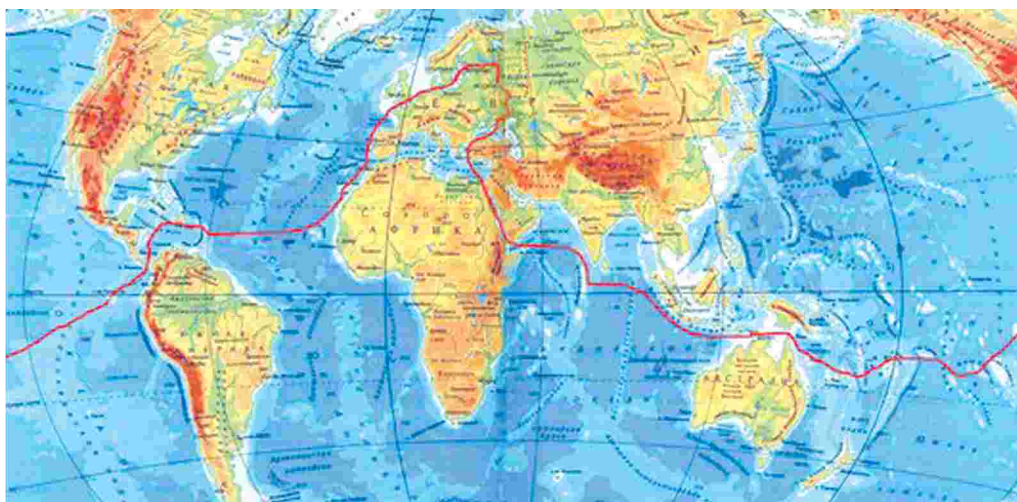
Listen to the story "On a Boat Trip" and answer the following questions.

1. Where did the friends travel?
2. What did they decide to do?
3. Why was the boat trip unforgettable?



VIII. Time to Write

Plan a round-the-world trip of your choice. Use the format (p. 122).



A ROUND-THE-WORLD TRIP

How to do it? _____
 How long you need? _____
 When to go? _____
 Where to go? _____

Go to Ex. 67, 68 of your Workbook

4.5. My Progress in English

I. Grammar Smart

Complete the story. Use *the* or *no article*.

James Cook explored ... (1) seaways and coasts of ... (2) Canada, conducted scientific expeditions from ... (3) Antarctic to ... (4) Arctic, and travelled from ... (5) coasts of ... (6) North America to ... (7) Australia and ... 8) New Zealand.

He made three journeys by ... (9) sea to ... (10) Pacific ocean and became the first European to arrive at ... (11) east coast of ... (12) Australia. His ship – the “Endeavour” – first found ... (13) New Zealand and then crossed ... (14) Tasman sea to reach ... (15) smallest continent in 1770.

Check if you can:

use tense forms correctly.

(Yes / No)

II. Word Smart

Fill in the right word.

- Let's go ... the roller-coaster.
- We can put ... a tent near a river.
- We are all going ... a trip on Saturday.
- I prefer to stay ... town.
- Martha and Phil coming to Ukraine ... our invitation.
- We can put ... national Ukrainian costumes.

Check if you can:

complete the sentences correctly.

(Yes / No)

Unit 4

III. Function Smart

Match the lines about travellers to the lines expressing attitudes to them.

1. Do you know any great travellers?	a) Wow!
2. What do you think of a round-the-world trip?	b) How admirable!
3. James Cook discovered Australia.	c) Yes, of course, I do.
4. Christopher Columbus is the most famous explorer I know.	d) And he will. He is so courageous!
5. Captain Cook made three journeys by sea to the Pacific.	e) I can't help admiring his great discovery.
6. Isn't it remarkable that your brother wants to become a sea-man?	f) No wonder – he discovered America.

Check if you can:

express admiration for travellers.

(Yes / No)

IV. Time to Read

Read a letter of the English boy Phil. Choose the right answers to the questions.

I am especially proud of a national hero of Britain, Robert Scott, who made risky journeys to Antarctica at the beginning of the 20th century. His dream was to be the first person at the South Pole and he reached it in 1910, but when he arrived there, he found a tent and the Norwegian flag. It meant that he lost the race against Roald Amundsen, a Norwegian explorer. They were competing on the way to the Pole. Amundsen and Scott were very different from each other and made very different plans. Amundsen took sleds and dog teams as the great Arctic explorers did. Scott took ponies and a few dogs. He also had bad luck with the weather – days of blizzards and strong winds. Robert kept a diary in which he described his hard journey. The most tragic thing happened on the return journey to his ship – he died of extreme cold and hunger.

But the name of Robert Scott as a great explorer of Antarctica lives on in my heart. I can't help admiring his courage and will power.

1. When did Robert Scott travel?

a) to the Arctic; b) to the Antarctic; c) to the Pacific.

2. What did he reach in 1910?
 - a) the equator; b) the North Pole; c) the South Pole.
3. What did he see when he got there?
 - a) the British flag; b) a tent; c) nothing.
4. What country was his competitor from?
 - a) Norway; b) Holland; c) Denmark.
5. What is not true about Robert Scott?
 - a) He wasn't the first person at the South Pole;
 - b) He won the race;
 - c) He lost the race.
6. What made his journey especially hard?
 - a) the weather; b) the dog teams; c) the equipment.

Check if you can:

read and understand simple texts.		
-----------------------------------	--	--

(Yes / No)

V. Time to Listen

Listen to Martha's story about a famous American explorer and mark the true statements.

1. Jack London was an experienced sea traveller.
2. He travelled to the Antarctic.
3. He wrote stories about his adventures.
4. Some of his stories are about Alaska.
5. Jack London brought back a lot of gold.
6. Martha can't help admiring him.

Check if you can:

listen to a piece of information and understand the details.		
--	--	--

(Yes / No)



VI. Time to Write

Write a detailed response to the advice "Step out of your cave and look around".

Check if you can:

express your ideas about travelling in writing.		
---	--	--

(Yes / No)

Unit 5

Unit Five: Are you Good at Shopping?

5.1. Planning a Shopping Trip

Word Bank	Phrase Bank	Communication Box
shopper to please florist's admirer shopping centre shopping trip shopping bag shopping list shopping cart	on sale to be much of a shopper to be on the safe side to have a great selection to be dazzled to have no idea to pop into	By the way, ... Thus, ... You never know..

I. Conversation Warm-up

Look and say what friends are planning to buy. Guess why.



Example: *I think Ann plans to buy a new hand bag because she wants to be stylish.*



II. Pronunciation Warm-up

Read a shopping trip chant and practise the sounds /w/ and /əv/. Say who usually wishes you a nice shopping trip and if it is the same.

A SHOPPING TRIP CHANT

- Have a nice shopping trip!
- Don't worry, I will.
- Have a nice shopping trip!
- Don't worry, I will.
- Don't forget to buy some bread.
- Don't worry, I won't.
- Don't buy grey, brown or white
- All right, all right.

III. Grammar Smart

1. Look and recall!

1) Use **have to** or **must** to express necessity.

Example: *There is no bread in the house, so we have to buy some. or You really must talk to a shop assistant.*

2) Use **must** to express strong orders.

Example: *You must eat more, you are so thin!*

a) play a completion grammar game.

Example: *You really must stop buying sweets.*

- | | |
|---------------------------------|-----------------------------------|
| 1. You must understand | 4. I have to buy |
| 2. Ann has to go shopping | 5. You will have to |
| 3. We must | 6. All school children must |

b) Look at the signs in the shop and say what you must (mustn't), have to (don't have to) do. Use the verbs suggested.



Example: *You mustn't take biscuits with hand. Use plastic gloves, please.*

take	pay	leave	park	go
------	-----	-------	------	----

Unit 5

2. Look and Remember!

Use **should** to say about something that is advisable.

Example: You **should** buy a green hat to match your coat.

Use **had better, you'd better** for urgent advice when you believe that something bad will happen, if the person doesn't follow your advice.

Example: You'd **better** buy it or someone else will do it.

Remember!

Use **should** in questions when you are wondering what to do.

Example: **Should** I try this hat or that one?

a) Play a guessing game putting questions to people who don't know what to do.

Example: *What to buy at the market?* → *Should I buy apples at the market?*

1. Where to buy bread.
2. Where to pay for your products.
3. Whether to take a shopping bag.
4. What to buy at the fruit shop.
5. What gift to buy for your friend's birthday.
6. Whether to go shopping alone or with your mum.

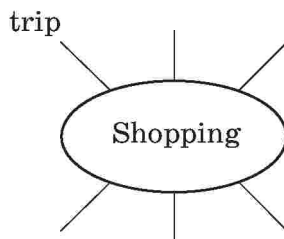
b) Fill in **should** or **you'd better**.

Example: *I think you'd better leave now or you'll be late.*

1. I don't think you ... buy this dress, it's too short for you.
2. In my opinion you ... buy a book instead of a CD.
3. Ann ... buy a blouse in green, it is so becoming her.
4. You ... tell a shop assistant that you are looking for a new pair of shoes.
5. Steven ... talk to his mom before going to the shop.
6. We all think you ... try this suit on.

IV. Word Smart

1. Fill in the word rose for the following content area and make up your sentences with them.



Example: *My mum does the shopping trip once a week.*

2. Answer the questions

1. How often do you do the shopping?
2. Where do you like to do it?
3. Who is much of a shopper in your family?
4. Why do many people write a shopping list?
5. When are you dazzled at the shop?
6. What shop do you pop into more often and why?

3. Read what Lucy says about her shopping in England and fill in the right words and phrases. Say if you have the same in Ukraine.

SHOPPING IN BRITAIN

I love shopping *trips* with my elder sister, because she teaches me how and where I can buy the right things. In the centre of most towns and villages in Britain there is a street with lots of different This street is usually called the ... and it is very convenient to do the shopping there. My sister likes "Marks and Spencer chain-stories" which sell She says they have a reputation for good quality and besides if you buy something you don't like you can take it ... and get your ... back. I dislike such shops, because there are crowds of ... and I get tired very quickly. When my sister is busy, I ... at a small shop on a corner. We call them corner shops. They are open until late in the evening and sell freshly baked They are so delicious.

shops	trips	back	High Street	money
clothes and food		shoppers	do the shopping	cakes



At home: Describe your shopping trip.

Go to Ex. 69, 70 of your Workbook

V. Time to Listen and Read

1. Listen to / read the dialogue and say what the children plan to buy.

A HELPING HAND

Helen: I say, Ann, you look smart in this dress. Is it new?

Ann: Exactly. Mum and I bought it on sale three days ago.

Steven: I haven't done the shopping for ages. I'm not much of a shopper, you know. You, girls, are so fond of shopping!

Ann: That's true. But it's not that easy even for us.

Steve: Agreed. Mum says I should plan a shopping trip ahead and write a shopping list, to be on the safe side.

Ann: That's OK if you do the food shopping. You never know what you can like at the department store.

Steve: By the way, Ann, are you very busy at the moment?

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Ann: Not very much, but why?

Steve: There is a new music shop round the corner and it has a great selection of CDs. I saw some musicals there and was so dazzled. You know much about music. Can you give me a hand?

Ann: Sure. I had no idea that you are an admirer of musicals.

Steve: Not me. I'd like to please my granny, a music teacher. She is interested in Lloyd Webber's musical.

Ann: Great! And on the way to the music shop let's pop into the florist's. I'd like to buy a new flower pot for our Botanic class.

Steve: So, we've planned our shopping trip, haven't we?

- to do the shopping – to go shopping
- to shop – a shopper
- to admire – an admirer
- to teach – a teacher
- to compose – a composer

See *First Aid Kit, Word-building*, p.213

Across Culture: Britain



Andrew Lloyd Webber – відомий англійський композитор. Автор мюзиклів “The Cats”, “The Phantom of the Opera” та ін.

2. Complete the sentences with the right form of the word.

Example:

1. Dan is not much of a **shopper**.
2. Andrew Lloyd Webber is a great British
3. Steve's granny is a music
4. Steve's granny is a great ... of musicals.
5. Ann knows much about this
6. The girls are good

to shop
to compose
to teach
to admire
to write
to dance

3. Say who said the following phrases. Explain why.

Example: *You look smart in this dress.* →

It is Steve. He wanted to compliment Ann, because he liked her new dress.

1. I haven't done shopping for ages!
2. Are you very busy at the moment?
3. Sure. I had no idea that you are an admirer of musicals.
4. Not very much, but why?

5. That's true, but it's not that easy even for us!
6. Not me. I like to please my granny, a music teacher.

VI. Time to Communicate

1. Act as Ann or Steve and describe the way they plan their shopping. Use:



- to plan a shopping trip ahead;
- to write a shopping list;
- to be on the safe side;
- to have a great selection of...;
- to be dazzled;
- to pop into the something.

2. In pairs, talk with your friend about your planning a shopping trip. Use the pattern.

Pattern:

A: I say ... , you look Is ... ?

B: Exactly. ... on sale.

A: I am not much You, girls

B: That's true. But You never know

A: My mum says ... and

B: That's OK if

A: By the way,

B: Not very much, but... ?

A: There is ... and Can you ... ?

B: Sure. I had no idea But

3. Describe the way you plan your shopping trips.



VII. Time to Listen

1. Listen to the story "My Shopping Experience in the USA" and say what surprised Oksana.

2. Listen to / read the story again and choose the correct ending to the sentences.

1. Last summer my granny and I visited
 - a) my granny's daughter;

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- b) my granny's brother;
 - c) my granny's son.
2. I've got the impression that everything in the USA is so
 - a) small;
 - b) interesting;
 - c) big.
 3. Uncle Paul does the shopping
 - a) once a week;
 - b) once a month;
 - c) once per three weeks.
 4. They went to the supermarket
 - a) on foot;
 - b) by car;
 - c) by bus.
 5. Americans usually buy products
 - a) in small portions;
 - b) in big portions;
 - c) in bunches.
 6. We ended up our shopping trip
 - a) buying less than we had planned;
 - b) buying more than we had planned;
 - c) buying nothing of what we had planned.



VIII. Time to Write

In writing, compare American and English ways of shopping with those in Ukraine.

Go to Ex. 71, 72 of your Workbook

5.2. Shopping for Food

Word Bank	Phrase Bank	Communication Box
grocer's green grocer's dairy butcher's baker's confectionery cashier to tempt	to stand in a line to be displayed on the counters (stands) to pay at the cashdesk to be low (high)-priced to get lost market place	It is common...

I. Conversation Warm-up

Look and say what products your mother usually asks you to buy at the supermarket.



Example: *My mum usually asks me to buy some milk.*



II. Pronunciation Warm-up

Read and practise the sounds /ʌ/, /ɪ/. Say if food shopping is fun for you.

SUPERMARKET DIALOGUE

- What have you bought at the supermarket?
- I've bought tea at the grocer's and meat at the butcher's.
I've bought buns at the baker's and grapes at the greengrocer's.
I'm waiting for my mom. Food shopping is fun.

III. Grammar Smart

1. Look and Recall!

Use **can/could/will/would** to ask someone to do something for you.

Examples: *Can/will you buy a chocolate for me?*

Can you give me a sweet?

Will you buy biscuits for me?

Could you...?

a) Ask your friend questions for the following answers (p. 133). Play a grammar chain game.

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Example: – *Could you go shopping with me, please?*
– *Yes, certainly.*

1. Yes, I'd be glad to.
2. Of course, I will.
3. I'm sorry, but I can't.
4. With pleasure.
5. Willingly.
6. Sure I will do that.

2. Look and remember!

1) Use ***Would you like....?/Shall I...*** to make an offer.

Example: ***Would you like to shop with me?***

Shall I carry your shopping bag?

2) Use ***a hundred and forty five*** (145), ***a thousand*** (1000) if you want to speak about prices.

– *How much do all these products cost?*

– *A hundred and fifty five hryvnias.*

Remember!

Hundred, thousand and million have no -s after a number.

Example: *The shop is six hundred miles away from here.*

a) Play a grammar tennis game.

Example: A: 217

B: *two hundred and seventeen*

b) Look at the pictures and say what offers the children are making.

Example: *Would you like an apple?*



IV. Word Smart

1. a) Read the words and say what you can buy at different departments.

Example: *At the grocer's we can buy sugar, salt, tea, macaroni and things like that.*

to do the window shopping;
to look at the counters;

to stand in a line;
to pay at the cash desk.

at the greengrocer's	<ul style="list-style-type: none"> a bunch of bananas/grapes; a head of cabbage.
at the dairy	<ul style="list-style-type: none"> a carton of milk/sour cream; a container of yoghurt/cottage cheese.
at the baker's	<ul style="list-style-type: none"> a loaf of bread; a long loaf/rolls/buns.
at the confectionery	<ul style="list-style-type: none"> a bag of cookies; a box of sweets; a bar of chocolate.
at the butcher's	<ul style="list-style-type: none"> a kilo of meat/poultry; a can of meat.
at the grocer's	<ul style="list-style-type: none"> a package of sugar/tea/salt; a kilo of macaroni/rice/buckwheat; a bag of flour.

b) Look at the picture and say what the people are doing at the supermarket.

Example: *The boy is reading a price tag.*



2. Describe the product you like most and let your friend guess. Cover such questions:

1. How does it taste?
2. When can we eat it?

Unit 5

3. Where can we buy it?

Example: *It is sour. We have it with tea for dessert. We can buy it at the greengrocer's. (lemon)*

3. Work in groups and make a list of products to buy if you want to cook:

1. Ukrainian borsch;
2. Meat salad;
3. Cabbage rolls;
4. Apple pie.

Say what departments you must go to.



At home: Make a shopping list for your mum's next trip to the supermarket. Use the format below.

Things To Buy

Food: _____ Department: _____

Go to Ex. 73, 74 of your Workbook

V. Time to Listen and Read!

1. Listen to / read about shopping in Canada and say where Canadians do the shopping and why.

FOOD SHOPPING IN CANADA

People love to shop. There are two kinds of shopping in the Canadian lifestyle: food shopping and non-food shopping. Canadians prefer non-food shopping to food shopping but have to do both.

Most Canadians shop for food twice a month. These are large shopping trips. It is common to buy a lot of products at a time: packages of sugar, rice, cans of meat or fish, bags of cookies, boxes of sweets and the like. They want to buy milk, butter, bread, fruits and vegetables fresh. Canadians visit the grocer's, the greengrocer's, the dairy, the baker's once a week.

Children like to shop at the confectionery. They usually buy maple syrup which they like to eat with pancakes or bread. Sometimes they buy a butter tart or chocolates if they have enough pocket money.

Don't get lost at the supermarket. Take a shopping cart, look around and read the names of the departments. Then choose the products, put them into the shopping cart and go to the cash-desk. Show your buys to the cashier and pay for them.

For some Canadians many products are high priced that's why they do the shopping at the market place. They believe the quality of products

is higher there and the prices are lower. Besides, you shouldn't stand in a line. There is a special market day in every town and village. The products are displayed on the market stands and you can choose whatever you like. Fruit vendors would come up to everyone saying: "Would you like the freshest apples in Canada? Shall I offer you the sweetest pears?" It's enough to tempt you, isn't it?

Across Culture: Canada



Maple Syrup /'meɪpl 'saɪrəp/ – кленовий сироп, популярний у Канаді.



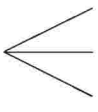
Butter tart /'bʌtə tɑ:t/ – особливий вид тістечка канадського походження.



A fruit vendor /fru:t 'vendə/ – продавець, який торгує фруктами з візка або з корзини.



A market stand /'mɑ:kɪt stænd/ – торговельний прилавок.

at  the baker's
the butcher's
the grocer's

See *First Aid Kit, Grammar, p. 213*

Unit 5

2. Look and say at what department you can buy these products.



Example: *We can buy sugar at the grocer's.*

3. Say how the following phrases can describe food shopping in Canada.

Example: *Many Canadians shop for food twice a month.*

twice a month;	at a time;	once a week;
maple syrup;	high-priced;	market day;
		fruit vendor.

VII. Time to Communicate

1. Act as a Canadian and describe your shopping style. Use:



to be displayed on the counters (desks);
to be high-priced;
to get lost;

to pay at the cashdesk;
to stand in a line;
to tempt

2. In pairs, talk about the way you do the food shopping. Use the pattern.

Pattern:

A: Hey, ... , how often ... ?

B: As for me

A: Is it common ... ? What department ... ?

B: Sometimes ... at the baker's and ... at the dairy. And what about you?

A: As a rule, The products are ... and

B: Do you like ... ?

A: Not at all, but

B: ... on a Market Day. All the products ... and

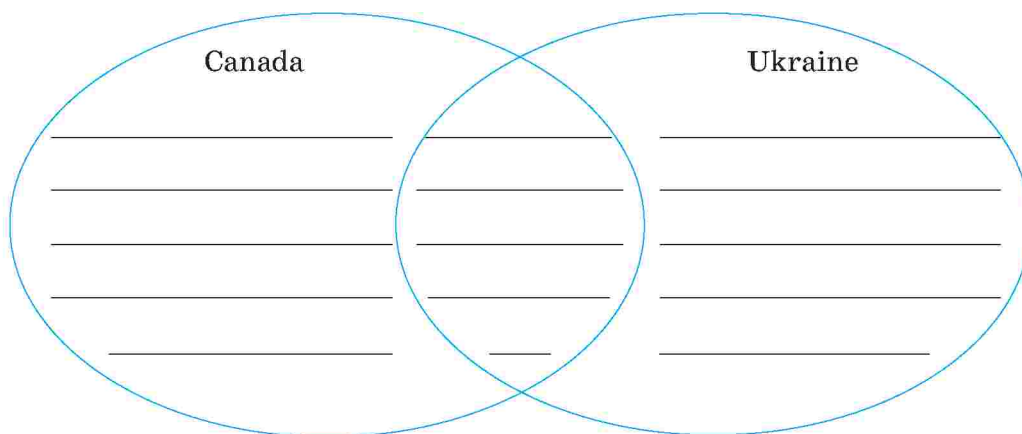
A: To each his own.

3. Describe your supermarket and how you do the shopping there.



VIII. Time to Write.

Compare food shopping in Ukraine and in Canada. Use the Venn Diagramm.



Go to Ex. 75, 76 of your Workbook

5.3. Non-food Shopping

Word Bank	Phrase Bank	Communication Box
stationer's ready-made clothes footwear perfumery leather goods detergents casual clothes household goods	to be aware of something to lose count of some- thing to remove price tags to run out of something to get a discount to carry somebody away to be neither loose nor tight on somebody	It's a real bargain. It's just the thing!

Unit 5

I. Conversation Warm-up

Look at the pictures and say which store you visit more often and why.



stationery



ready-made clothes



footwear



perfume shop



leather goods



florist's

Example: *As for me, I go to the stationery very often, because I buy new pens or pencils, copy-books or pads.*



II. Pronunciation Warm-up

Read and practise the sounds /æ/, /ɒ/. Answer the questions of the dialogue.

SHOPPING DIALOGUE

- What have you got in your shopping bag?
 - A pair of trainers,
 - A nice brown cap,
 - A T-shirt,
 - Sport trousers,
 - Two woolen socks,
 - A red-and-white football
 - In a wooden box.
- Have you been to the department store?
- No, I have to be at the match at four.

III. Grammar Smart

1. Play a grammar tennis game asking for request, offering or just doubting.

Example: A: *Would you like new shoes?*
 B: *Oh, I'd love to.*

2. Complete the dialogues under the pictures.



Example:

– Should I buy a green blouse or a red one?
– I advise you to buy this one. It is just your style!

– Would you like... ?
– Not really... .

– Shall I ...?
– Sure.

– You'd better... .
– Oh, thank you



– Should I ... or ... ?
– I think

– Would you like ... ?
– Exactly. I

Unit 5

3. Look at the pictures and say what you should/must or had better do.



Example: *You should buy clothes on sale. They are much cheaper.*

IV. Word Smart

1. Match the definition to the names of the shops and make up your sentences with them.

1. leather goods	a) a shop that sales ready-made clothes;
2. ready-made clothes	b) a place where you can buy things made of leather;
3. perfume shop	c) a shop that sells paper copybooks, pens etc;
4. stationer's	d) a shop where perfumes are sold;
5. footwear	e) the shop which sells things for household chores like: soap, washing powder, toilet paper;
6. household goods	f) a shop where you can buy shoes, boots etc.

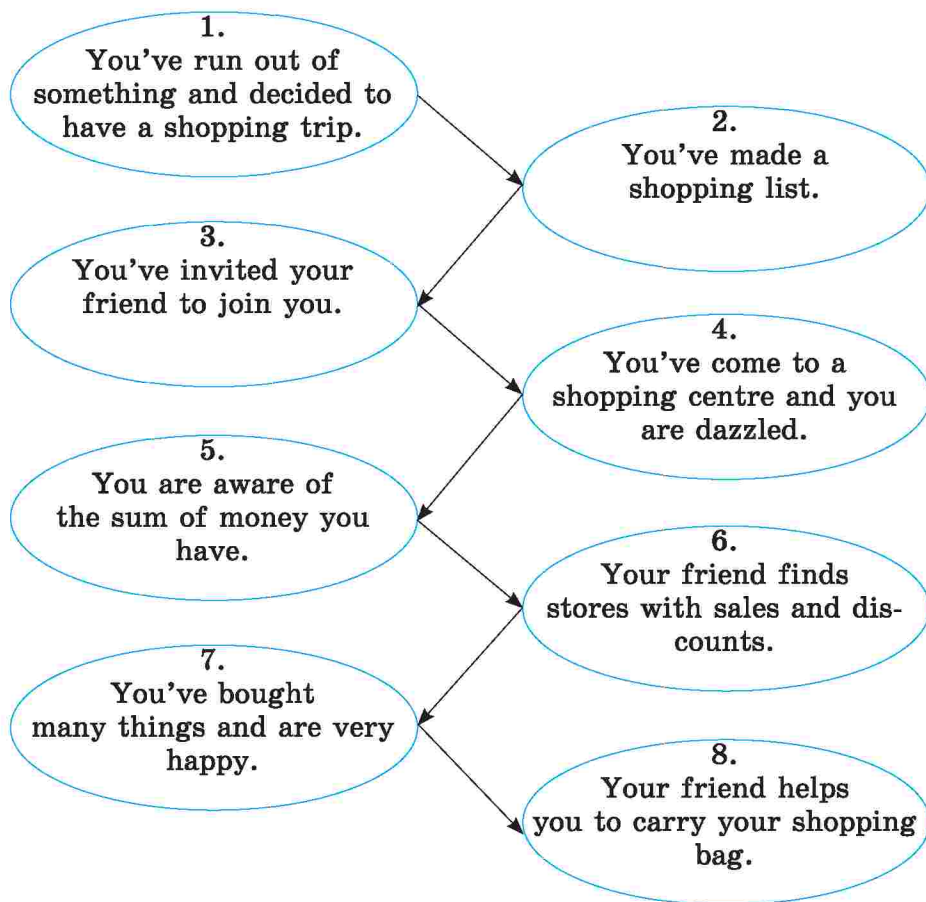
Example: *My mother buys detergents at the household goods.*

2. Look at the pictures and say where you can buy the following things.



Example: *We can buy clothes at the ready-made clothes department.*

3. Follow the chart and describe your non-food shopping. Add more ideas to every step.



At home: Write what you like or dislike about non-food shopping. Consider the following points:

- Planning a shopping trip.
- Trying things on.
- Making choices.
- Sales.
- Discount.
- Spending much time.
- Spending much money.

Go to Ex. 77, 78 of your Workbook

Unit 5

V. Time to Listen and Read

1. Listen to / read a part of the story “Sweet Liar” and say if Samantha was an experienced shopper.

SWEET LIAR

...Samantha lived in New York with her guardian Mike. Today they were walking to Fifth Avenue – Mike was taking her shopping. They hurried past store after store with beautiful clothes in the windows. They were wonderful and stylish: blouses made of silk, sweaters and jackets made of wool and leather, cotton skirts and trousers. She was carried away by their beauty.

The more she saw them, the worse she felt: she was aware of her awful clothes. She was dazzled at what she saw.

Soon they met Mike’s cousin Vicky and he asked her to buy a lot of clothes for Samantha as she knew much about clothes for girls.

About half an hour later Samantha was awfully tired. When she was a child, she had often gone on shopping tours with her mum and they had a lot of fun. However, even when she had been with her mother, she didn’t have such a good time as she had on this day.

At first she chose a few dresses and tried them on in the fitting room. When she looked at herself in the mirror, she found she looked boring. When Vicky offered her help, Samantha agreed willingly. She put on a perfect-fitting suit offered by Vicky and she didn’t recognize herself. It was just the thing! Neither loose nor tight on her. The more she looked at herself the more she liked her new clothes.

Samantha bought many, many items. She lost count of all the shoes, dresses and casual clothes.

“All this costs too much”, she said. But Vicky removed price tags...

Adapted from “*Sweet Liar*” by Jude Deveraux

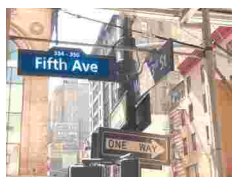
The more ... the more
The more ... the worse

See *First Aid Kit, Grammar*, p. 213

Across Culture



New York City – найбільше місто США, головний бізнес-центр країни.



Fifth Avenue – вулиця в Нью-Йорку, відома своїми дорогими магазинами.

2. Read the sentences and say the same. Use *the more...*

Example: *Read much and then you know more. → The more you read the more you know.*

1. Have many sport activities, then you'll feel better. →

The more ... the better

2. Eat many fruits and vegetables, then you'll be healthy. →

The more ... the healthier

3. Write more and then you'll make few mistakes. →

The more ... the fewer

4. Read more every day and you can finish the book soon. →

The more ... the sooner

5. Play more and soon you'll become a champion. →

The more ... the sooner

6. Listen to the native speakers more and then you'll have a good pronunciation. → The more ... the better

3. Agree or disagree with what is said about Samantha's feelings on her shopping trip. Explain the reasons.

Example: – *Samantha was afraid to do the shopping.*

– *Agreed. The girl was in New York for the first time and was afraid.*

1. Samantha felt ashamed.

2. Samantha was shy.

3. Samantha was terrified.

4. Samantha was happy.

5. Samantha felt sorry.

VI. Time to Communicate

1. Act as Samantha and describe your shopping trip to the department store. Use:



- to be aware of something;
- to be dazzled;
- to try something on;
- to offer help;
- to remove tags;
- to lose count of something.

2. In pairs, talk about your non-food shopping as in the pattern.

Pattern:

A: I say ... I've run out of What about ... ?

B: With pleasure. I'm so fond

A: Great! What store ... ?

B: Firstly, let's go ... and There is a sale and

A: And where can we ... ?

Unit 5

B: Is it at There is always a big selection I went there last Sunday and

A: Should I ... or ... ?

B: I think you'd better ... on the safe side.

A: Thank you ... , you know much about

B: My pleasure.

3. Describe your most memorable non-food shopping trip.



VII. Time to Write

Write about your non-shopping before Christmas. Follow the plan.

PLAN

1. Do you plan your shopping trip ahead?
2. What shops do you usually go to?
3. With whom do you usually do the shopping?
4. How long does it take you to do the shopping?
5. What do you feel doing the shopping?

Go to Ex. 79, 80 of your Workbook

5.4. Choosing a Present

Word Bank	Phrase Bank	Communication Box
souvenir gift handmade keepsake	to be hard to please to present somebody with something to be a good choice to be a pleasant surprise to look for something to enjoy every minute of something	What if we buy... Why don't we buy... Settled then.

I. Conversation Warm-up

Look at pictures and say which of these things you would like (or wouldn't like) to get as a present. Why?



Example: *As for me I would like to get a book because I'm fond of reading.*



II. Pronunciation Warm-up





Read and practise the sounds /ɒ/ and /ɔ:/. Say where you usually buy gifts for your friends.

CHOOSING-A-PRESENT CHANT

- I'm going to the department store
 - What for?
- I'm going to the gift shop.
 - Stop! Stop!
- Are you looking for presents?
- Will you buy any gifts?
 - I'll buy one for you.
 - Then I'll give you a lift.

III. Grammar Smart

Read and learn how to offer and choose a present. Look at the pictures and fill in the mini-dialogues.

 a CD book	a) - ... is fond of music. Do you think it's a good idea to present ... with a... ? - Sure.
 a book	b) - ... can't live without reading. What if we buy a ... ? - I think it will be a good choice.
 a soft toy	c) - ... has invited me for her/his birthday. - Wonderful! I think this ... will be a pleasant surprise.
 a poster	d) - Why don't we buy a... for ... of her favourite tennis player? - Great! She/he is so fond of tennis.

IV. Word Smart

1. Answer the questions.

1. Is your friend hard to please?
2. How long are you looking for a present?
3. To what shops do you go to buy a present?

Unit 5

4. What handmade presents can you present your friends with?
5. What present do you find original?
6. Do you give the same presents to boys and girls?

2. Read the list below and say what you think about when you choose a present for a friend and why.

- My friend's needs.
- My friend's age.
- My friend's likes/dislikes.
- The originality of the present.
- The price of the present.
- If it is a boy or a girl.

Example: *First of all I think about my friend's likes, because I want to please him/her.*



At Home. Think and decide what birthday presents your family members would like to get. Fill in the chart below.

Who?	What?	How much?	Can you afford it?
Sister	flowers	10 hryvnyas	Yes!

Go to Ex. 81, 82 of your Workbook

V. Time to Listen and Read

1. Listen to / read in pairs and say what choice the children have made.

UNFORGETTABLE PRESENTS

Ann: Hey, Steve, tomorrow is Helen's birthday. Have you decided what to present her with?

Steve: Not yet. I saw a new CD at a music shop. Do you think it's a good choice?

Ann: Oh, I am not sure she would like it. She is not a great admirer of music. Let's look for something else.

Steve: Why don't we buy a poster or a photograph with her favourite British actor Daniel Redcliffe?

Ann: Yes, but don't forget she has already got at least five posters with him in her room!

Steve: I see. What if we buy a box of chocolate? I know she has a sweet tooth.

Ann: That would be great! But she is always on a diet.

Steve: That's true. You are so hard to please and what about...?
Ann: Stop it, Steve. Look at this soft toy-dog. I think it will be a pleasant surprise and a nice keepsake.
Steve: I hope so and I will also present her with flowers.
Ann: Settled then.

to present – a present
 to photograph – a photograph
 to answer – an answer

See *First Aid Kit, Grammar, p. 213*

Across Culture



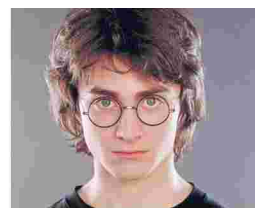
Daniel Redcliffe – британський актор, який зіграв головну роль у фільмі «Гаррі Поттер».

2. Fill in the right form of the word.

Example: *Let's choose a nice present (to present) for Ann.*

1. I like your	to photograph
2. Our teacher liked my	to answer
3. The policemen gave an ... to stop.	to order
4. Thank you for the ... you've made for me.	to comfort
5. Why don't we go for a ... ?	to walk
6. She told me about her	to support

3. Look at the pictures and say which presents children didn't choose and why.



Example: *Children didn't choose a box of chocolate, because Helen is always on a diet.*

Unit 5

VI. Time to Communicate

1. Act as Ann or Steve and describe the way you were choosing a present for your friend. Use:



- to present somebody with something;
- to be a good choice;
- to be interested in;
- to look for something else;
- to be a pleasant surprise.

2. In pairs, talk about the way you choose a present for your friend. Use the pattern.

Pattern:

A: Hey Tomorrow is Have you decided ... ?

B: Not yet. I saw Don't you think ... ?

A: Oh, I'm not sure She/he isn't a great admirer Let's look for... .

B: Why don't we buy ... or ... ?

A: Yes, but don't forget

B: I see. What if we buy ... ? I know

A: That would be great. But

B: You are so hard

A: Oh ... , look It'll be a pleasant surprise.

B: Settled then.

3. Describe the present that may be a pleasant surprise for your friend and why.



VII. Time to Listen

1. Listen to Paul's talk with a shop assistant and say what book he has chosen for his friend.

2. Listen again and correct mistakes in the statements.

1. Paul is looking for a book.
2. The boy is interested in Geography.
3. He is looking for a present for his boy-friend.
4. Helen adores books about animals.
5. The friends have read all the books about Alice in Wonderful.
6. Paul has chosen a nice poster in the long run.



VIII. Time to Write

Look at the pictures and write your story on them. Give your story a title and present it to the class.



Go to Ex. 83, 84 of your Workbook

5.5. My Progress in English

I. Grammar Smart

Complete the conversation. Use *should*, *have to*, *would you*, *should I*, *you'd better*.

- Excuse me, I need a new sweater for my brother. ... you show me this one?
- Sure. But it is very small. How old is your brother?
- 15.
- Then you ... buy these ones: in green or in blue. ... have a look at them?
- Oh, I'm dazzled. ... buy this one or that one? ... ask your brother to try it on or it may be tight or loose on him.
- OK. ... we do it right now?
- Certainly. This is the fitting room.

Check if you can:

express offer, request or what is advisable.

(Yes / No)

Unit 5

II. Word Smart

Fill in the right word.

1. You can buy flowers at the
2. Paper, pencils and pens are sold at the
3. Buy butter and milk at the
4. I've bought a nice pair of shoes at the
5. There is a great selection of shirts and dresses at the... .
6. Buy meat at the

Check if you can:

complete the sentences correctly.		
-----------------------------------	--	--

(Yes / No)

III. Function Smart

Match the lines of offering to buy a present to the lines of agreement/disagreement.

1. Ann adores tennis. Do you think it's a good idea to present her with a new tennis ball.	a) A new computer game will be a good choice.
2. Boris is interested in computing.	b) I think it will be a pleasant surprise. Toys are always to many girls' liking.
3. Why don't we buy nice flowers for Alice?	c) I don't think so. She has dozens of balls at home.
4. I'd like to buy a teddy bear for Olha.	d) What if we buy a CD with New Orlean jazz?
5. Steve can't live without jazz.	e) I don't think they will like them. Some girls don't eat sweets.
6. Let's present the girls with lots of chocolate.	f) Agreed. All the girls like flowers.

Check if you can:

offer a present to buy.		
-------------------------	--	--

(Yes / No)

IV. Time to Read

Read and choose the right answers to the questions.

Dear Oksana,

Yesterday my sister and I celebrated our birthdays. You are surprised, aren't you? We are not twins but were born on the same day, only Alice was 8 years earlier. It has become a good family tradition to celebrate two birthdays at a time.

This year Alice was 21, and it is very important for her. Our granny says it symbolizes becoming an adult. It's an old British tradition and in my family we try to keep them all.

I was also presented with many wonderful things, like an e-book and Justin Bieber's latest CD. Have you ever heard them? Oh, he is great! I've seen his concert and liked his music a lot. His songs are really fantastic!

But most of all I liked the embroidered blouse that you had sent me! It's amazing how you can embroider so well! I was wearing it at a party and all my guests couldn't help admiring the blouse and of course me in it! I told them about Ukrainian traditions of embroidering. Some girls felt even jealous!

I really enjoyed my birthday. Mum and Dad and my granny gave me money, because I'm saving it for my trip to Ukraine. Maybe you'll teach me how to embroider and I will make one for my sister?

I hope you are doing fine. Thanks again for your lovely present.

Lots of Love,
Nancy

1. How old is Nancy?
a) 21; b) 13; c) 8.
2. Why was her sister's birthday very important?
a) because she became an adult;
b) because she entered the university;
c) because she got married.
3. What was Nancy presented with?
a) an e-book and a CD;
b) a music album and a book;
c) an album and an e-book.
4. What music did the girl enjoy?
a) rock music;
b) jazz music;
c) pop music.
5. What birthday present did her Ukrainian friend send her?
a) an embroidered towel;
b) a CD with Ukrainian music;
c) an embroidered blouse.
6. What for does Nancy save money?
a) for her trip to Ukraine;
b) for buying a blouse for her mom;
c) for a new music album.

Unit 5

Check if you can:

read and understand simple texts.		
-----------------------------------	--	--

(Yes / No)

V. Time to Listen

Listen to the story about American way of shopping and mark the true statements.

1. Americans buy food every week.
2. They buy a lot of food at a time.
3. Most Americans like food with a long shelf life.
4. The supermarkets in the USA sell only food.
5. Americans spend much time in the shopping malls.
6. Children, especially teenagers, dislike shopping.

Check if you can:

listen to a piece of information and understand the details.		
--	--	--

(Yes / No)



VI. Time to Write

Write a story under such a title "Once I went shopping ..."

Check if you can:

express your ideas about shopping in writing.		
---	--	--

(Yes / No)

Unit Six: Help Yourself to ...

6.1. What's for Dinner?

Word Bank	Phrase Bank	Communication Box
to chew steak to smell cabbage rolls mixed salad appetizers rare	to be hungry as a hunter to taste like nothing else on earth to have a three-course dinner to be full of vitamins to be low in calories to have a sweet tooth to be stuffed with something	Frankly, ... I bet, ... For dessert, at last! It's time for... Alternatively, ...

I. Conversational Warm-up.

Look and say what dishes are popular in your country. When do you have them?



borsch



varenyky



pampushki



lobster



pizza

Example: *Borsch is popular in Ukraine. I often have it for dinner.*



II. Pronunciation Warm-up.

Read and practise the sounds /aɪ/ and /t/. Answer the questions of the chant.

Unit 6



DINNER CHANT

– What's for dinner?
What's for dinner?
What's for dinner tonight?
– I'm making your favourite.
Do you want a bite?
– Thank you, I do.
– Does it taste all right?
– I'm chewing, and chewing,
And chewing, and chewing.
– Don't you like your steak?
Don't you love your grandma?
– I love you, grandma,
But the steak is rare.

III. Grammar Smart.

1. Look and recall!

Use **yes/no** questions to get a short answer. Begin with: **Do you ...?**
Are you ...? etc.

Example: – *Do you like tea?*
– *Yes, I do. / No, I don't.*

Use **yes/no** questions to express surprise. Begin with: **Don't you ...?**
Aren't you ...? etc.

Example: *Don't you like your steak? (Хіба тобі не подобається бифштекс?)*

a) Let's play a grammar chain game.

Example: *Ann: Do you like pizza?*
Steve: You like pizza, don't you?
Helen: Don't you like pizza?

b) Ask your friend if she / he likes:

- | | | |
|-----------|-------------|-------------|
| • cheese | • varenyky | • steak |
| • sausage | • hamburger | • ice cream |
| • borsch | • Coca-Cola | |

2. Read and remember!

Use **a lot of** with countable and uncountable nouns to talk about a large amount of food in positive and negative sentences:

Example: *We haven't got a lot of potatoes left. (countable)*

We've got a lot of orange juice. (uncountable)

Use **a little** with uncountable nouns to talk about a small amount of food:

Example: *Add a little butter to the porridge.*

a) Play a grammar chain game.

Example: A: *We haven't got a lot of cheese.*

B: *True. We have got a little cheese.*

b) Tell your friend about the amount of food you have got / haven't got at home as in the example.

Example: *We have got a lot of apples at home.*

We haven't got a lot of bread left.

We have got a little ice cream left.

VI. Word Smart.

1. Study these words and word-combinations and speak about:

a) the eating habits in your family.

to have a three-course dinner;	to be good at something
to be full of something;	to be low in something; for dessert.

Example: *Traditionally, we have a three-course dinner.*

b) your mum's cooking style.

varenyks;	to be stuffed with something;	meat dumplings;
cabbage rolls;	mixed salad;	appetizer.

Example: *My mum often cooks meat dumplings for dinner.*

3. Look at the photos and say what different family members enjoy having for dessert.

Example: *I think the mother enjoys a cup of coffee for dessert.*



At home: Describe yesterday's dinner menu with your family.

Go to Ex. 85, 86 of your Workbook

Unit 6

V. Time to Listen and Read

1. Listen to / read the description of the typical dinner menu in Lucy's home and say if it is different from yours. Use the text below.

DINNER WITH LUCY'S FAMILY

Classes are over at last! It's time for dinner. Frankly, I'm hungry as a hunter. I can smell mum's tasty borsch even from a distance. Do you happen to know that my mum is the world's best cook?! She is especially good at cooking Ukrainian dishes, such as: varenyks, halushkas, cabbage rolls, pancakes and what not. Her mixed salad tastes like nothing else on Earth.

I bet, we'll have a three-course dinner today. As usual, it will start with appetizers, like cucumber or cabbage salad, ham or sausage, cheese or smoked fish. I'll certainly choose vegetables – they are full of vitamins and low in calories. For the first course it will be my mum's specialty – Ukrainian borsch with pampushky, naturally, mum serves them with garlic. The main course often consists of chops and mashed potatoes for garnish. Alternatively, we may have varenyki stuffed with cottage cheese. For dessert, I prefer a piece of apple pie and a glass of compote or just a cup of tea. As I have a sweet tooth, sometimes I have my favourite chocolate ice cream, to finish with.

Here I am at home. What's for dinner, mum?...

Across Cultures: Ukraine

Cabbage rolls /kæbɪdʒ 'rəʊlz/ – голубці

Mixed salad /mɪkst sæləd/ – вінегрет

Specialty /speʃiəlti/ – фірмова страва

2. Answer the questions.

1. What did Lucy's mother cook for the first course?
2. Why does Lucy prefer vegetables, to begin with?
3. What do they usually have for the main course?
4. Who has a sweet tooth in Lucy's family?
5. Lucy's mother is good at cooking traditional Ukrainian dishes, isn't she?

3. Complete the sentences about Lucy's family dinner and compare it to yours.

Example: *Lucy has → Lucy has a three-course dinner. Me too.*

1. Lucy's dinner starts with
2. Lucy chooses

3. For the first course
4. The main course often consists of
5. Alternatively,
6. For dessert,

VI. Time to Communicate:

1. Act as Lucy and describe your dinner. Use the text "Dinner with Lucy's Family".



- appetizers;
- to taste like something;
- to serve with garlic;
- for garnish;
- to finish with.

2. In pairs, discuss the dinner menu in your families.

- A: It's dinner time. Are you hungry?
 B:
 A: You usually have a three-course dinner, don't you?
 B:
 A: I bet, you start with appetizers.
 B:
 A: Don't you have a sweet tooth?
 B:

3. Speak about a traditional Ukrainian dinner.



VII. Time to Listen.

Listen to the joke about a good cook and say why she refused the new job.



VIII. Time to Write.

Write your favourite dinner menu. Follow the format below (p. 159).

Unit 6

DINNER MENU



APPETIZERS



MAIN COURSE



FIRST COURSE



DESSERT

Go to Ex. 87, 88 of your Workbook

6.2. I'm a foodie, and you?

Word Bank	Phrase Bank	Communication Box
saucepan frying pan food processor oven to slice to boil to stew to try to mix	to sit down to table to taste delicious to be a real foodie (gourmet) to know much about something to take cooking lessons from somebody	Help yourself to... Poor guess! It's me who... No doubt about it. It's all Greek to me. Now that you mention it, ...

I. Conversational Warm-up.

Look and say what equipment you have in your kitchen. How can you use it?



Food processor



Microwave



Saucepan

Frying pan

Example: *We have a food processor in our kitchen. We can use it for cutting vegetables.*



II. Pronunciation Warm-up:

Read the Foodie's Rap and practise the rhythm. Say in what way your mother lays the table for you.

FOODIE'S RAP

A knife, a fork, a bottle and a cork,
A saucepan, a cup, a plate and a mug,
A spoon, a glass, a napkin and a vase –
That's the way mum lays the table for us.

III. Grammar Smart

1. Look and recall!

The Present Perfect Tense

1) Use the adverb *ever* with the Present Perfect Tense to ask about your friend's cooking experience.

Example: *Have you ever made biscuits?*

2) Use the adverbs *sure/never* with the Present Perfect Tense to talk about your cooking experience.

Example: *I've sure made biscuits. I have never cooked borshch.*

a) Play a grammar question-and-answer game.

Example: A: *Have you ever fixed breakfast yourself?*

B: *I sure have. Have you ever fried meat?*

C: *No, I've never fried meat but ...*

b) In groups, say as many sentences as you can about your cooking experience. Share what dishes you have ever cooked and what kitchen tricks you have ever tried.

Example: *I have taken cooking lessons from my mum. I have tried to cook cabbage soup.*

2. Read and remember!

a) Use the Present Perfect Tense to talk about single or repeated cooking experiences in the past when the date on the action isn't important. Time expressions: *before, ever, already, just and yet.*

Example: *Kate has just baked biscuits.*

b) Use the Past Simple to talk about single or repeated cooking experiences that happened at a definite time in the past. Time expressions: *yesterday, last week, in 2012, etc.*

Example: *I made a delicious salad yesterday.*

c) Use the Past Simple to talk about the succession of kitchen tricks in the past. Time expressions: *first, then, after that.*

Example: *First I chopped the butter and mixed it with the flour and eggs, then I minced it in the food processor. After that I put the biscuits into the oven.*

Unit 6

a) Play a grammar tennis game.

Example: A: *already.*

B: *I have already tried to cook pasta.*

b) Look at the picture and say:

1. What the children have just cooked;
2. When they did it;
3. What kitchen tricks they did first, then and after that.



Example: *It's Mother's Day. The children have just cooked pancakes for their mother...*

IV. Word Smart.

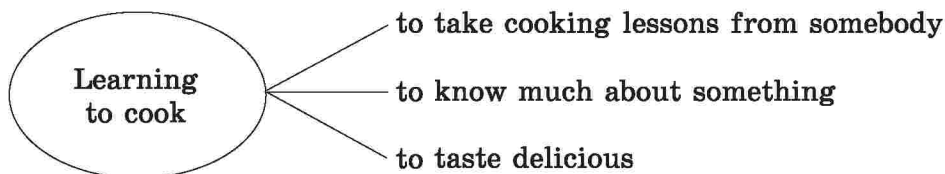
1. Study these words and describe:

a) things you can do in the kitchen.

Example: *I can slice bread with a knife.*

Kitchen nouns	Kitchen verbs
a knife	to cut to chop to slice
a saucepan	to boil to stew
a frying pan	to fry
a food processor	to mince to grate to mix
An oven / microwave	to bake to roast to grill

b) your cooking lessons:



2. Describe any kitchen object in the picture you can use best and let your friend guess. Cover these questions:

1. What does it look like?
2. What can we do with it?
3. Where do we keep it?



Example: *It is round. We can use it for frying meat. We can keep it in the cupboard.*

(A frying pan)

3. Work in groups and make a list of kitchen objects to have if you want to make breakfast/ dinner/supper. Say what dishes you would like to cook.



At home: Describe your kitchen. Write:

- What kitchen utensils you have;
- What you can do with them;
- What cooking skills you can practise there.

Go to Ex. 89, 90 of your Workbook

V. Time to Listen and Read.

1. Listen to / read in pairs. Say who is a *foodie*.

TALKING IN THE KITCHEN

It's a Saturday afternoon. Paul is at Kate's. The children are in the kitchen, they are going to have tea.

Unit 6

- Kate:** Tea is ready, Paul. Please sit down to table and help yourself to my favourite biscuits.
- Paul:** Wow, they taste delicious. Your mum has baked them, hasn't she?
- Kate:** Poor guess! It's me who baked them. It was my first try.
- Paul:** And a very successful one at that. Did you fry them in the frying pan?
- Kate:** Of course, not. I made them in the oven. First I chopped the butter and mixed it with the flour and eggs, then I minced it in the food processor. After that I put the biscuits into the oven and fifteen minutes later they were ready for us.
- Paul:** One day you're going to be the world's best cook, no doubt about it. The biscuits look and smell nice, too. You're a real foodie.
- Kate:** Thank you for the compliment. I'm glad you like the biscuits. Can you cook?
- Paul:** I've never been interested in cooking or food. My mum knows much about it. Her kitchen is very modern, too. There are all kinds of kitchen equipment, such as a microwave, a coffee-maker, a food processor, a mixer and what not. She knows a lot of kitchen tricks: chopping and slicing, stewing and frying, but it's all Greek to me.
- Kate:** I think you should take cooking lesson from her. It will do you good.
- Paul:** Now that you mention it, I think I'll try.

Across Cultures: Great Britain

A foodie – той, хто цікавиться приготуванням їжі.

2. Say if it is true or false.

1. Kate knows much about baking.
2. Kate can't use the oven.
3. Paul compliments Kate about cooking.
4. Paul's kitchen is well-equipped.
5. Cooking is all Greek to Paul's mother.
6. Kate is going to take cooking lessons from Paul's mother.

3. Say how the following characterizes food traditions in Kate's and Paul's families.

Example: *Kate is very much interested in cooking. She has learnt how to bake biscuits.*

to be interested in cooking;
to be the world's best cook;

to know a lot of kitchen tricks;
to have a modern kitchen.

VI. Time to Communicate:

1) Act as Kate / Paul and describe your cooking experience.



to bake biscuits; first try; to be a real foodie;
to know much about something; to be all Greek to somebody;
to do somebody good.

2) In pairs, discuss your cooking experience as in the pattern.

Pattern:

A: ... is ready. Sit down to Help yourself to

B: Wow, ... taste(s)

A: Poor guess! It's ... who

B: ... at that. Did you ... ?

A: Of course not. First ... then After that ... !

B: One day you're going to be You're a real

A: Thank you for I glad you

B: I think I should From you. It'll do

3) Describe your kitchen and the kitchen tricks you know.



VII. Time to Write.

Write a description of a dish you have ever helped your mother to cook.

Begin with:

Please, help yourself to

I have helped my mum to

My mum

First I

Then

After that

One day I am going to

Go to Ex. 91, 92 of your Workbook

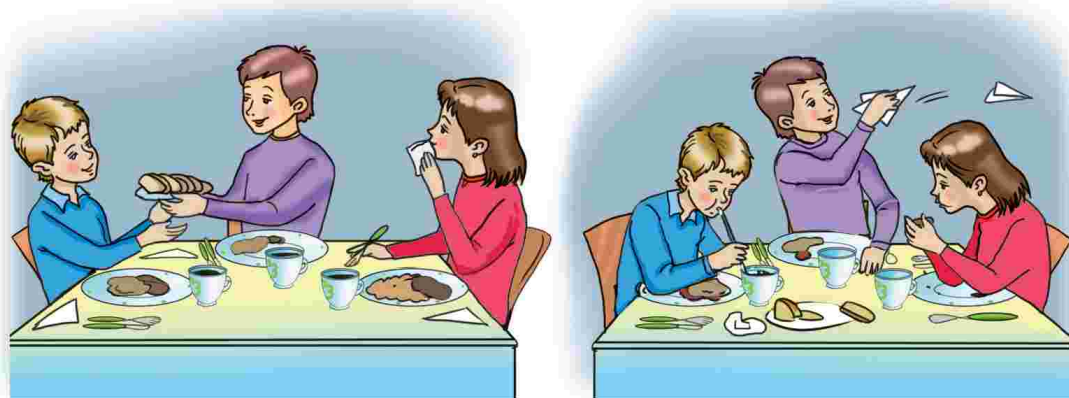
Unit 6

6.3. Mind your Manners

Word Bank	Phrase Bank	Communication Box
napkin pocket to behave serviette table mat table coaster etiquette	to pay attention to something to beg somebody's pardon to eat up	I'm afraid, ...

I. Conversation Warm-up.

Look at the pictures and say what table manners the children have.



Example: *The children shouldn't talk at dinner table.*

II. Pronunciation warm-up.

Listen and practise the sounds /ɔ:/ and /eɪ/. Say what table manners you have.

TABLE MANNERS CHANT

While eating, don't talk,
 Use correctly knife-and-fork.
 Don't fidget on your place.
 Never let food stay on your face.
 Try to learn how to behave,
 And then at table you'll be safe.

III. Grammar smart.

1. Look and recall!

- 1) Use **either ... or ...** as linking words to show your choice.
 Example: *We can have lunch **either** here **or** at the café.*
- 2) Use **either** as a pronoun to name one of two things.
 Example: *There's tea or coffee – you can have **either**.*
- 3) Use **either** as an adverb in negative sentences to mean “also”.
 Example: *I don't like ice cream **either**. (Я тоже не люблю морозиво)*

a) Play a grammar choice game.

Example: A: *We can have either tea or coffee.*
 B: *I don't like coffee.*
 C: *I don't like coffee either. So let's have tea.*

b) In groups, say as many sentences as you can:

- to show your choice in food;
- to name one of two things at dinner table;
- to explain what you don't do at dinner either.

Example: *I'd like either an apple or an orange.*

c) what you don't do at dinner table either.

Example: *I'd like either an apple or an orange.*

2. Read and remember!

Use **too** and **enough** to talk about table manners.

Examples:

Not too + adjective: *The baby is **not too big** to sit at the dinner table.*

Too + adjective: *The girl is **too big** not to mind her manners.*

Adjective + enough: *You are **big enough** to mind your table manners.*

Not + adjective + enough: *Your table manners are **not good enough**.*

Enough + noun: *There is **enough place** for everyone at the dinner table.*

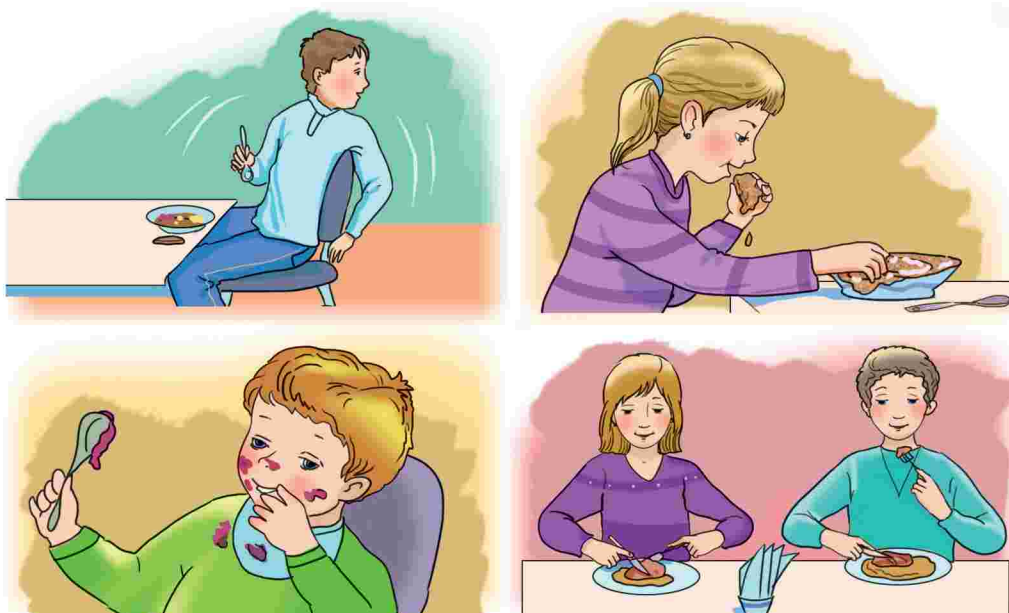
Not enough + noun: *There **isn't enough place** for everyone at the dinner table.*

a) Play a grammar opposition game.

Example: A: *I'm **big enough** to try to cook myself.*
 B: *No, you are not. You are **too young** to do that.*

Unit 6

b) Look at the pictures and say if everything is OK with these children's table manners.



Example: *The boy is too active to sit at the dinner table.*

IV. Word Smart.

1) Miss Joy knows much about table manners around the world. Now she answers our questions about how English children behave at dinner table.

a) What do they eat with?



spoon, knife, fork

b) How do they protect a table top from food or drink?



A table coaster



A table mat

c) How do they protect their clothes from food or drink?



2) Complete Miss Joy's story and retell it to your friend.

MISS JOY'S STORY

We, the English, pay much attention to We teach our children how to ... at dinner table. There are special rules about eating First of all, we put ... and ... on the table for dinner to protect We place ... to right of a plate and ... to the its left. Of course, we use ... to protect our clothes. If you follow these ... nobody will say that your table manners are

3) Work in groups and make a list of *do's* and *don'ts* at the dinner table.

Do's	Don'ts
Use a knife and a fork.	Don't talk while eating.



At home: Write what you like and / or dislike about table manners.

Go to Ex. 93, 94 of your Workbook

Unit 6

V. Time to Read

1) Read and name three things that made the school dinner special.

A SCHOOL DINNER ON A SNOWY DAY

PART I

It snowed steadily through the night and I woke next morning to see the white world outside. The school garden, the playground, the neighbouring fields, and the distant downs were in deep snow. As 'snow days' were unheard of in those times, I had to struggle my way to school.

There were only eighteen children in school that day and because of that there was a real family feeling in the air. When dinner time came, it turned out that the snow was too deep to let the dinner van to arrive in time.

So the teacher broke the news to the children and said we were all staying at school for dinner. She asked Mr. Willet, the janitor, to go to the shop and get some bread, tins of stewed steak, apples and – toffees! It seemed a good mixed diet, not exactly full of vitamins but nourishing and quickly prepared... .

PART II

Dinner was a huge success. The children had brought one of the long tables from the infants' room and set it by the stove, while the teacher opened tins of steak and cut bread over in the staff room. Little Jimmy wanted to help, so he wandered round the staff room inspecting the kitchen equipment.

"And what's this, miss?"

"That's for mashing potatoes."

"My mum uses a fork. What's this?"

"A tea-strainer."

"What for?"

"To catch the tea leaves. Pass the salt, please. And the pepper, dear."

"What do you want to catch tea leaves for?"

"Because I don't like them in my teacup."

"What do you do with them when you've caught them?"

"Throw them away."

"Well, why catch them if you throw them out after?"

The teacher took the tea-strainer to the sink and showed Jimmy with water and bits of bread crumbs how it worked. The demonstration was successful, and when the teacher presented him with an old tea-strainer, to keep the tea leaves out of his own cup at home, he was delighted.

We had dinner with great good-humour and without any table manners...

Adapted from Miss Reed "*Village School*"

to wander
to wonder

See *First Aid Kit, Word Spelling*, p. 216

Across Culture: The USA / Great Britain



Miss Read, or Dora Jessie Saint (17 April 1913 – 7 April 2012), – an English novelist, a schoolmistress by profession.



Snow Day – день, коли відмінюються уроки в школі через сильні снігопади.

2) Answer the questions.

1. Why did the children have an improvised dinner at school?
2. What did they have for dinner?
3. Who fixed dinner for the children?
4. What kitchen objects were of help?
5. Were table manners easy enough to follow?

3) Say what characters of the story have these thought.

What's this?

What shall I do?

Hooray! No table manners!

VI. Time to Communicate.

1) Act as Jimmy / the teacher and tell your parts of the story.



to assist; to inspect the kitchen equipment; a good mixed diet;
to be a huge success; no table manners.

Unit 6

2) In pairs, talk about your table manners as in the pattern.

- A: I think it is very important to
 B: Please tell me what I should
 A: Firstly, remember to ... and Besides,
 B: And what about ... ?
 A: You'll be safe if Never
 B: Should I ... or ... ?
 A: I think you'd better ... on the safe side.
 B: Thank you ... , you know how to
 A: Mind
 B: Don't worry, I will.

3. Describe your most memorable school dinner.



VII. Time to Write

Write a list of table manners for your school canteen. Use the ideas below.



Example: *Please don't play in the school canteen.*

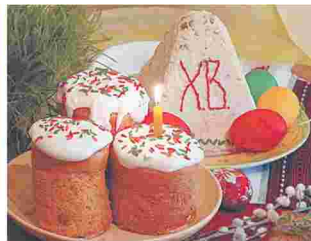
Go to Ex. 95, 96 of your Workbook

6.4. Holiday Foods

Word Bank	Phrase Bank	Communication Box
sponge cake custard bland bitter sour appetizing	to make a cake to count on somebody to do somebody a favour	What does ... taste? What does ... smell? Help yourself to ... May I treat you to ... ? Yummy! It tastes delicious. It smells good.

I. Conversation Warm-up.

Look at the pictures and say what holiday a Ukrainian family is going to celebrate. Why?



Example: *They are going to celebrate Christmas because there are twelve dishes on the table.*



II. Pronunciation Warm-up.

Listen and practise the sound /eɪ/. Say how you mark birthdays in your family.





BIRTHDAY TALK

- Do you have a sister?
- Her name is May. Today is her birthday.
- Are you making a cake?
- I'm making a big one with lots of fruits.
- It will be delicious. Isn't it good?

III. Function Smart.

Read and learn how to talk about tastes and smells of food.

Unit 6

 <p>Pudding</p>	<p>a)</p> <ul style="list-style-type: none"> – What does ... taste? – Yummy! It tastes delicious and sweet.
 <p>Fried chicken</p>	<p>b)</p> <ul style="list-style-type: none"> – What does ... smell? – It smells appetizing!
 <p>Pineapple</p>	<p>c)</p> <ul style="list-style-type: none"> – Help yourself to Do you like it? – Oh, it smells good but it tastes bland.
 <p>Grapes</p>	<p>d)</p> <ul style="list-style-type: none"> – May I treat you to ... ? – Thank you. How nice they smell!

IV. Word Smart

1) In groups, talk about what your favourite food smells and tastes.
Begin with:

If you ask me, I like
... is my favourite dish.
It smells
Besides, it tastes
At the sight of it I

2) In pairs, discuss your food choices as in the pattern.

- How do you like chips with ... and ... ? You can take either.
- They taste ... for me. I prefer
- And I like Lucy's apple pies. They smell ... and taste
- Agreed. Lucy is



At home: Describe tastes in food in your family.

Go to Ex. 97, 98 of your Workbook

V. Time to Listen and Read

1) Listen to / read in pairs and say if Ann can count on her friend.

TALKING ABOUT A BIRTHDAY PARTY

- Ann:** Hi, Steve, Ann is speaking. Tomorrow is Helen's birthday. Has she invited you to her birthday party?
- Steve:** As a matter of fact, she has. Why do you ask?
- Ann:** I'm coming to her birthday party, too, and I need your help.
- Steve:** You can count on me. What can I do for you?
- Ann:** I'm making a birthday cake for Helen. It's her favourite sponge cake, with custard and a lot of fruits.
- Steve:** Wow! I bet, it will taste absolutely delicious!
- Ann:** I hope so. At least it smells appetizing.
- Steve:** I can't wait to try it!
- Ann:** Wait, wait, Steve. I'm calling to ask if you could do me a favour and come to my place tomorrow before the party and ...
- Steve:** Let me guess – and help you to carry the cake to Helen's, right?
- Ann:** Exactly.
- Steve:** Don't worry, I will.
- Ann:** Thanks a lot. See you soon.

favour – favourite

See *First Aid Kit*,
Word-building, p. 214

Across Culture: Great Britain



Custard – заварний крем, традиційний англійський десерт.

2) Fill in *favour* or *favourite*.

1. Could you do me a ... ?
2. It's Helen's ... sponge cake.
3. Can I ask you a ... ?
4. Can we have strawberries? They are my
5. What's your ... colour?

Unit 6

3) Look at the pictures and say what the children did not talk about.



VI. Time to Communicate.

1) Act as Ann or Steve and describe the preparations for your friend's birthday party.



- to invite to a party;
- to ask for help;
- to count on somebody;
- to do somebody a favour;
- to carry something to somebody's place.

2) In pairs, complete the dialogue between two friends at a birthday party.

A: Help yourself to some lemon cake.

B: ...

A: What does it smell?

B: ...

A: What does it taste?

B: ...

A: Bon appetite!

3) In pairs, read the birthday party menu and discuss your tastes.

BIRTHDAY PARTY MENU

1. fruit salad
2. apple pies
3. pizza
4. chips with bacon
5. chocolates
6. Coca-Cola



VII. Time to Listen

- 1) Listen to the joke and say what the boy is suffering from.
- 2) Listen again and role-play the joke.



VIII. Time to Write

Look at the picture and write a thank-you note after your friend's birthday party. Use the format below.

Dear

Thank you so much for The party was tasted like
Your mum is the world's

Yours,
... .

Go to Ex. 99, 100 of your Workbook

6.5. My Progress in English

I. Grammar Smart

Complete the story. Use *is, have sold, tastes, go, doesn't smell, goes, was*

My favourite dish ... 1) the hamburger. To me, it ... 2) like nothing else on earth. You will be surprised to know that it ... 3) of ham, though. The truth is that there is no ham in the hamburger, there is ham only in its name. The hamburger got its name from the German town of Hamburg, which ... 4) famous for its steaks. German immigrants to the United States treated their new friends to the "hamburger steak". The story ... 5) that in 1904 hamburger steaks were served on buns for the first time. This became the usual way of eating hamburgers – they tasted so good!

Little by little, the hamburger became the most popular American food. All fast-food restaurants, such as McDonald's and Burger King, ... 6) millions of hamburgers this year.

My friends and I often ... 7) to birthday parties there. A good hamburger is a real treat.

Check if you can:

use tense forms correctly.

(Yes / No)



Unit 6

II. Word Smart

Fill in the right word.

1. Fruit salad is full of
2. We'll have a three-course ... today.
3. My mum knows a lot of kitchen
4. The pudding tastes
5. Mind your table
6. You're a real

Check if you can:

complete the sentences correctly.		
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(Yes / No)

III. Function Smart

Match the lines of offering food to the lines about its taste / smell.

1. Help yourself to some biscuits.	a) Wow! It tastes like nothing else on earth!
2. This is my favourite sponge cake.	b) With pleasure. I love peaches and apricots.
3. How do you like this apple pie?	c) They smell delicious!
4. May I treat you to some grapes?	d) No, thanks. I'm not a fruit person.
5. Would you like some peaches?	e) It smells good, but the apples taste a bit sour.
6. Let's have a cabbage salad to begin with.	f) Agreed. Vegetables are full of vitamins.

Check if you can:

express your tastes in food.		
------------------------------	--	--

(Yes / No)

IV. Time to Read

Read a letter of the English boy Phil. Choose the right answers to the questions.

It's lunch time – time to have a sandwich, which is popular as a light midday meal in England. Sandwiches are two or more slices of bread and butter with meat, cheese, tomato or other products between. The best thing about a sandwich to me is that I can eat it with my hands. It means no knife, no fork, no table manners. Fantastic, isn't it?

I usually buy sandwiches from sandwich bars which sell a lot of different sandwiches – even those in American style. For example, dogwood sandwiches – very large ones filled with a variety of meat, cheese and the like. You have noticed that I'm a sandwich person. Even more so, because my granny was born in the town of Sandwich (it's on the south coast of Kent). She says that the first sandwich appeared right there about 300 years ago. It was invented by the 4th Earl of Sandwich, Henry Sandwich, as a quick and easy meal while card playing.

May I treat you to a sandwich, too?

1. When do English people have lunch?
 - a) in the morning;
 - b) early in the afternoon;
 - c) late in the afternoon.
2. What do many English people have for lunch?
 - a) porridge;
 - b) bacon and eggs;
 - c) a sandwich.
3. What is a sandwich?
 - a) a slice of buttered bread;
 - b) two slices of bread;
 - c) two or more slices of bread with some products between.
4. How should you eat a sandwich?
 - a) with your hands;
 - b) with a knife and a fork;
 - c) with table manners.
5. What is not true about dogwood sandwiches?
 - a) They are very large;
 - b) They are filled with meat or cheese;
 - c) They are in British style.
6. When did first sandwiches appear?
 - a) in the 20th century;
 - b) in the 19th century;
 - c) in the 17th–18th centuries.

Check if you can:

read and understand simple texts.		
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(Yes / No)

Unit 6

V. Time to Listen

Listen to the story about an American boy's tastes in food and mark the true statements.

1. Brendon knows much about food.
2. Brendon has a sweet tooth.
3. The boy can cook international dishes.
4. Brendon takes his cousin out to eat.
5. The boy's grandpa can cook very well.
6. Brendon's hamburgers taste fantastic.

Check if you can:

listen to a piece of information and understand the details.		
--	--	--

(Yes / No)



VI. Time to Write

Write a detailed answer to the question "I'm a foodie, and you?"

Check if you can:

express your ideas about cooking in writing.		
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(Yes / No)

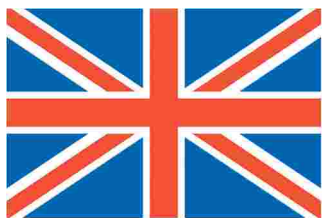
Unit Seven: Welcome to the English-speaking World

7.1. So Many Countries So Many Cultures

Word Bank	Phrase Bank	Communication Box
straight A's beforehand abroad score rare observe excursion	to be a lifelong dream not (to behave) like a bull in a China shop to feel at home cultural do's and don't's to have a mind trip to... to come true	Don't you know? Now I see. I'd very much love to! Meanwhile,... You'd better (do). It's not half enough.

I. Conversation Warm-up

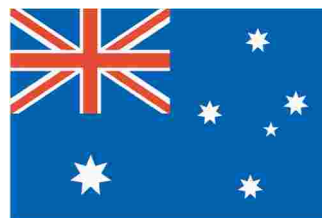
Look at the flags and say which of the English-speaking countries you would like to visit and why.



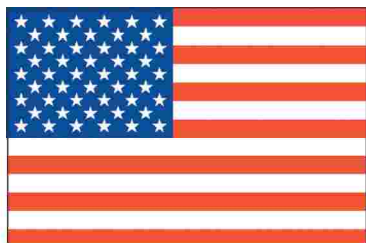
Great Britain



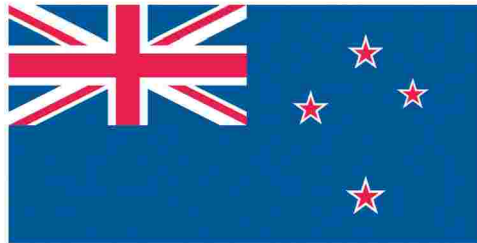
Canada



Australia



the USA



New Zealand

Example: *I'd like to visit Great Britain because I want to see Queen Elizabeth the Second.*

Unit 7



II. Pronunciation Warm-up

Read and practise the sounds /eɪ/, /v/. Say in what countries you have international friends.

WE ARE ONE WORLD

Phil lives in England,
Martha lives in the USA,
But both like to go museums
And have huge sightseeing plans for May.

Barbara is from Poland,
Lucy is from Ukraine.
But both can create poems,
Do puzzles and play games.

Children live all over,
The world's a giant ball.
But far and near, it's very clear
We're one world after all.

III. Grammar Smart

1. Look and recall.

Use *Wh-questions* – *what, where, when, why* if you want to get more information.

Example: *Where does Lucy live?*

a) Play a grammar chain game. Ask and answer questions about

Example: A: *What is the capital of Great Britain?*

B: *It is London. What river is London situated on (located on)?*

C: *It is situated on (located on) the Thames.*

Great Britain
Canada
Australia
New Zealand
the USA

b) Look at the pictures and put questions to the answers given (p. 182).



Example:

- | | | | |
|--|-------------------|--------------------------------|--|
| - Where do Englishmen buy fresh baked bread? | - ... ? | - ... ? | - ... ? |
| - At the corner shops, I think. | - It is porridge. | - Kangaroo lives in Australia. | - Teenagers of the USA like to spend time in the mall. |



- | | | |
|---------------------------------------|--------------------|--------------------------------------|
| - ... ? | - ... ? | - ... ? |
| - Canadian boys enjoy playing hockey. | - It's McDonald's. | - It's a favourite sport in Britain. |

2. Read and Remember!

1) Use *So do I/So am I/So can I/* when you want to say the same about yourself in reaction to your friend's statement.

Example: 1. - *I want to see London.*

- *So do I.*

2. - *I am interested in London's history.*

- *So am I.*

3. - *I can go sightseeing on foot.*

- *So can I.*

2) Use *Neither do I/Neither am I/Neither can I/* when you want to say the same about yourself in reaction to your friend's negative statement.

Example: 1. - *I don't have time to see everything in London.*

- *Neither do I.*

2. - *I am not ready for a boat trip along the Thames yet.*

- *Neither am I.*

3. - *I can't take pictures in the British Museum.*

- *Neither can I.*

a) Let's play a grammar tennis game.

A: I know something about Great Britain.

B: So do I. But I don't know much about New Zealand.

A: Neither do I.

Unit 7

b) In pairs, match the statements to the responses.

Statements	Responses
1. I have learned about animal life in Australia.	a) Neither do I.
2. I don't know much about Maori people.	b) So am I.
3. I can go to London in summer.	c) Neither have I.
4. Phil doesn't play hockey as his Canadian friend Jeremy.	d) So have I.
5. I'm good at English traditions.	f) So can I.
6. My English friend Lucy hasn't visited the USA yet.	g) Neither do I.

IV. Word Smart

1. In groups, read the fact files about some English-speaking countries and present them to the class.



- Area: 229, 850 km²;
- Population: 62,300,000;
- 4 parts: England, Scotland, Wales, Northern Ireland;
- Queen Elizabeth II;
- Rivers: The Thames, the Severn;
- The highest mountain peaks: Snowdon, Ben Nevis;
- Capital: London.



- Area: 9, 631, 419 km²;
- Population: 295,734,134;
- 50 states;
- Rivers and Lakes: the Mississippi, the Missouri, the Great Lakes;
- Mountains: the Rocky Mountains;
- Natives: Indians;
- Capital: Washington.



- Area: 9,984,679 km²;
- Population: 29,500,000;
- Queen Elizabeth II
- Natives: Innuits, Indians;
- Rivers and Lakes: the Niagara, Great Lakes, St. Lawrence river;
- Capital: Ottawa



- A country and a continent;
- Area: 7,700,000 km²;
- Population: 20 mln;
- Queen Elizabeth II;
- Rivers: the Darling, the Murray;
- Natives: Aborigines
- Capital: Canberra.



- 2 islands: North island, South island;
- Area: 268,000 km²;
- Population: 3,600,000;
- Queen Elizabeth II;
- Mountains: the Southern Alps;
- Natives: Maori people;
- Capital: Wellington.

2. Answer the questions:

1. What is your lifelong dream?
2. What must a traveller to English-speaking countries know not to behave like a bull in a china shop?
3. What cultural do's and don'ts do you know?
4. What excursions do you like to have in an English-speaking country?
5. What must a traveller know to feel at home in any English-speaking country?
6. How must you plan a trip abroad?

Unit 7



At home: Write what countries you would like to visit and why.

Go to Ex. 101, 102 of your Workbook

V. Time to Listen and Read

1. Listen to / read in pairs. Say what information can help you to feel at home in the English-speaking countries.

TO KNOW A LANGUAGE IS TO KNOW ITS CULTURE

PART I

Steve: Gee! Look at my English test scores – they're straight A's.

Ann: What do you mean? I can see elevens and even a twelve in your paper.

Steve: Don't you know? In America they use letter grades. A stands for an eleven or twelve and F means 'fails'. So, as language learners, we can speak as American kids do.

Ann: I see. Congratulations. Now you can travel in the English-speaking world easily.

Steve: I'd very much love to. Touring London, Washington D.C., Ottawa, Canberra is my lifelong dream.

Ann: One day it will come true, I'm sure. Meanwhile, you shouldn't waste time. You'd better get ready for the trip beforehand. To know a language is to know its culture, as our English teacher says.

PART II

Steve: I have already learnt a lot about great inventors and inventions, music and TV culture, places to visit and popular hobbies in some English-speaking countries.

Ann: Good of you, but it's not half enough. There is much more to learn about the English-speaking world: writers and books, actors and films, singers and songs, art and artists.

Steve: I know, I know. There are also important cultural do's and don'ts to understand, not to behave like a bull in a china shop abroad.

Ann: Exactly. What do you think of having a mind trip to the English-speaking world first?

Steve: That's a good idea. It will help us to feel at home in an English-speaking country when an opportunity presents itself. I have already learnt something about popular meals and school life in some English-speaking countries, the way they do the shopping and spend their weekends.

Ann: As I'm a great admirer of animals and rare plants, I'd like to go to Australia and look at the platypus and rat kangaroos.

Steve: It'll be great!

culture – cultural
history – historical
education – educational

See *First Aid Kit*,
Word-building, p. 214

Across Culture



Platypus – качкодзьоб, водоплавний ссавець, який мешкає в Австралії.



Rat Kangaroo – маленькі кенгуру.



Koala – маленький ведмідь, який живе на евкаліптових деревах, їсть до 1 кг листя і спить до 15 годин щоденно.

2. Fill in the right form of the word.

1. What are the *cultural* do's of Great Britain?
2. I know little about this ... area.
3. Testing is a big ... problem.
4. Bristol is a big ... city.
5. It is a well-known ... event.
6. I adore this ... programme.

culture
agriculture
education
industry
history
music

3. Fill in the grid below with the information about Steve and Ann.

Steve	Ann
Example: <i>has grades "A" in English.</i>	

Unit 7

VI. Time to Communicate

1. Act as one of the children and speak about your lifelong dream. Use:



- to be a lifelong dream;
- cultural do's and don'ts;
- to feel at home;
- not to behave like a bull in a china shop;
- to have a mind trip;
- to come true.

2. In pairs, talk about your mind trip to any English-speaking country as in the pattern.

Pattern:

A: Gee! Look at

B: What do you mean? I can see

A: Don't you know? In So, as language learners, we can

B: Now I see. Congratulations! Now you can ... easily.

A: I'd very much love to. ... is my life-time dream.

B: One day ... , I'm sure. You'd better

A: I have already

B: Good of you, but it's not half enough. There is much more to

A: I know, I know. It will help



VII. Time to Listen

1. Listen to Sarah's story about spring in Australia and say if it comes at the same time as in Ukraine.

2. Listen to the story again and mark the true and false statements.

1. Many Australians spend Christmas on the beach.
2. Summer also starts in June in Australia.
3. Sarah enjoys spring, because she can be out of doors in any spring month.
4. Sarah feels as if in the country of Oz in the mountains.
5. Central desert is especially beautiful in autumn in Australia.
6. November is a spring month in Australia.

VIII. Time to Write

Plan a trip to any English-speaking country. Use the plan:

- country;
- place to see;
- cultural do's and don'ts.

Go to Ex. 103, 104 of your Workbook

7.2. Discovering English-speaking Countries

Word Bank	Phrase Bank	Communication Box
to cross to reach children crew voyage inhabitant province percentage battle countrymen	to make an unforgettable impression on somebody to make a journey the rest of one's life point of view to conduct an expedition to make a map to claim something for somebody to achieve balance	It'll be interesting for you to know. Far not everybody... There is evidence... Historically,

I. Conversation Warm-up

Look at the photos and say what these people have to do with English-speaking countries.



Queen Elizabeth II



Barak Obama



Peter Jackson



David Beckham



Canadian hockey team

Example: *I think Queen Elizabeth II is the head of the United Kingdom of Great Britain and Northern Ireland.*



II. Pronunciation Warm-up

Read the poems (p. 189) and practise the rhythm. Say what unites these great people.

Unit 7

POEM

Let's remember Columbus
In fourteen hundred and ninety-two
Columbus sailed the ocean blue...
Let's sing together this old song
About the voyage that took him long;
About the sailors, those strong brave
men.
Let's sing and remember them all
again!

CAPTAIN COURAGEOUS

Nelson Brooke knows much
about Cook.
What does he know?
Look for yourself.
Captain Courageous,
brave sailor at that.
He discovered New Zealand
and in nine months Australia.
The greatest explorer, in fact.

III. Grammar Smart

1. Look and recall.

1) Use **the** when you want to speak about

- Seas, oceans and rivers

Example: *The Mississippi river is the longest river in the USA.*

2) Do not use **the** or **a(an)** when you want to speak about towns.

Example: *London is the capital of Great Britain.*

a) Play a grammar completion game.

1. The biggest river in Ukraine is **the Dnieper**.
2. The capital of Britain is
3. The capital of the USA is
4. The longest river in the USA is
5. Ukraine is washed by
6. The Crimea is in

b) Label the pictures. Use **the** where necessary.



Thames, Ottawa, Wellington, Atlantic ocean, Sea of Azov.

2. Look and remember!

1) Use **the** when you want to speak about:

- the parts of the world – **the** South, **the** North, **the** West, **the** East

Example: *Ukraine is in the West.*

- the names of the ships

Example: *James Cook had his sea voyage on board the Endeavour.*

2) Do not use **a/an, the** when you want to speak about:

- continents

Example: *Columbus swam to Asia.*

- proper names

Example: *James Cook is a great explorer.*

- the names of the countries

Example: *Canada is the north of America.*

- names of the seasons

Example: *Spring is a wonderful season.*

a) Play a funny questions game. Use the words from the box below.

Example: A: *Does the crocodile live in the North?*

B: *No, he doesn't. He lives in the South.*

white bear
aborigines

koala bear
Canadians

Indians
crocodile

kangaroo
Inuits

b) Say where your town is:

- part of the world
- continent
- country
- river/sea

IV. Word Smart

a) Match the verbs to the nouns and make up sentences with them.

1. to cross
2. to reach
3. to explore
4. to discover
5. to make
6. to find
7. to conduct

- a) the land
- b) the way
- c) the sea
- d) the country
- e) a trip
- f) the coast
- g) the expedition

Example: *Ch. Columbus crossed the sea three times.*

b) Read words and word combinations from the box (p. 191) and say:

1. who takes part in discoveries;
2. what explorers do on a sea voyage.

Unit 7

to find the way to
to sail (sailor)
to conduct an expedition
to claim something for somebody
to draw maps
to explore unknown lands

captain
explorer
a sea voyage
seamen
crew

Example: *I believe courageous seamen take part in discoveries. They conduct sea expeditions.*

c) Look at the pictures and select information about each great explorer from the sentences below.

Robert Scott,
Great Britain



Konald Amundsen,
Norway



Information Box
He is a national hero.

Information Box
He is a great Arctic explorer.

- *He is a national hero of Britain.*
- *He is a great Arctic explorer from Norway.*
- *He made a risky journey to Antarctica.*
- *He took sleds and dog teams.*
- *He took ponies and a few dogs only.*
- *He kept a diary in which he described his hard journey.*
- *He wanted to be the first person at the South Pole.*

- He put up a tent and a flag near it and claimed it for Norway.
- He lost the race against another great explorer.
- He died of extreme cold and hunger on the way in the ship.
- People admire his bravery and will power.
- He beat another great explorer in the race to the South Pole.
- His countrymen can't help admiring his wisdom and courage.



At home: Find the information about an explorer who discovered any country.

Go to Ex. 105, 106 of your Workbook

V. Time to Listen and Read

1. Listen to / read what children from different English-speaking countries say about the discoveries of their countries and say how the countrymen honour them.



Today is October 12, an American public holiday. On this day we honour Christopher Columbus, the Italian sailor and explorer who was the first European to discover America in 1492.

It'll be interesting for you to know that this great man didn't know that he discovered America. He was trying to find a new way to Asia, so he sailed to the west from Spain. Even when he crossed the Atlantic, he thought it was the coast of Asia. He continued to believe that for the rest of his life Columbus made three more journeys to America. But some scientists believe that the first discovery of our country by Europeans was about 500 years earlier. So many scientists, so many points of view!

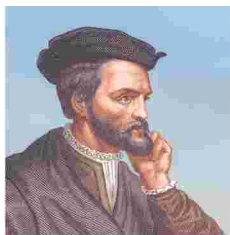
Do you know that one great man discovered two countries – New Zealand and Australia? It is the pride of the British nation – James Cook. He discovered New Zealand and in nine months Australia. He made three journeys by sea to the Pacific ocean and became the first European to arrive at the east coast of Australia. His ship – the “Endeavour” first found New Zealand and then crossed the Tasman sea to reach the smallest continent in 1770.



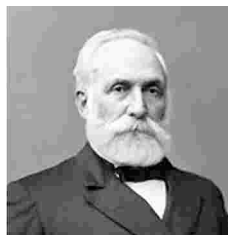
The beauty of its nature and childlike natives – aborigines – made an unforgettable impression on him. He called that land “Botany Bay”. It took his crew more than six months to do a very difficult job – to draw maps of the coasts of Australia and New Zealand. That peacefully changed the map of the world.

Unit 7

Jacques
Cartier



Arthur
Mackenzie



Canadians admire their nation's history. We know about original inhabitants of the country – Indians and Inuits, but I'd like to say a few words about European exploration. Far not everybody knows that the first European visitors to Canada were the Vikings from Iceland and Greenland. There is evidence that they settled in Canada around AD 1000 but nobody knows how long they stayed and what happened to them. The French explorer Jacques Cartier came to Canada in 1534 and claimed it for France. There were about 60 000 French settlers and it formed a good percentage of today's French Canadians. But the British army also struggled for power in Canada and after many battles the balance was achieved. Sir Arthur Mackenzie founded British Columbia while Quebec and its territories remained French. As you see, the two languages – French and English – appeared historically.

Across Culture



Aborigines /æbə'ridʒənz/ – корінні мешканці Австралії.



New Zealand /nju:'zi:lənd/ – Нова Зеландія – країна, розташована на островах поблизу Австралії.



Anno Domini (AD) – до нашої ери (певна кількість років до народження Ісуса Христа).



Iceland – Ісландія, острівна країна в Атлантичному океані, відома своїми вулканами і гейзерами.



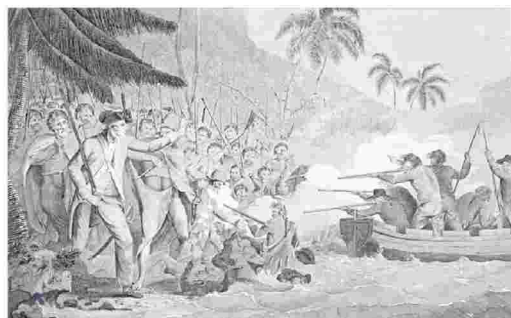
Greenland – великий острів в Атлантичному океані.

2. Fill in the right form of the word.

1. Ronald Amundsen is the *pride* of Norway.
2. Robert Scott died of cold and
3. Captain Cook is a ... sailor.
4. I can't help admiring the great men's
5. Americans are very ... of Columbus.

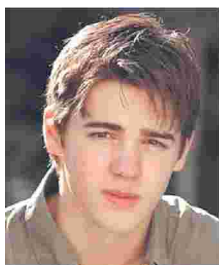
proud
hungry
bravery
wise
pride

3. Look at the pictures and reproduce the episodes where their explorations are described.



VI. Time to Communicate

1. Act as one of your international friends and speak about the discovery of your country. Use:



Jeremy (Canada)



Phil (USA)



Sarah (Britain)

- to make a journey;
- to conduct an expedition;

Unit 7

- to make a map;
- to claim something for somebody;
- to explore unknown lands;
- to be the national pride of the country.

2. In pairs, discuss the discovery of English-speaking countries. Use the pattern.

Pattern:

A: I say ... , what holiday do Americans celebrate on ... ?

B: As far as I know, it is ... you know. Columbus

A: That's true, but there is evidence that

B: Exactly. Every country is proud of its Take Captain Cook who ... and

A: Far not everybody knows, that

B: But unfortunately... .

A: You are right. But his countrymen ... and

B: All ... are national heroes.

3. Imagine you are a historian. Speak about the discovery of any English-speaking country.



VIII. Time to Write

Write a list of questions for more information you'd like to ask your international friends about the history of their countries.

Go to Ex. 107, 108 of your Workbook

7.3. Seasons and Weather of the English-speaking Countries

Word Bank	Phrase Bank	Communication Box
desert blossom splendid spot wreath brook well	a bouquet of flowers maple tree to be thrilling to make a real sensation to be sorry for somebody to miss somebody/some-thing to stare at something	It occurred to me... At last...

I. Conversation Warm-up

1. Look at the photos and guess in what country you can find these wonders of nature.



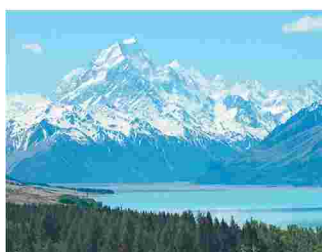
Niagara Falls



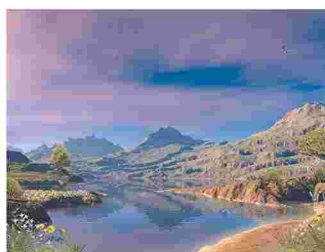
desert



tundra



Mount Cook in the
Southern Alps



The Great Lakes



The Great Barrier
Reef

Example: *We can see the Niagara Falls in the USA and in Canada.*



II. Pronunciation Warm-up

Read the rhymes and practise the sentence stress. Say what message these rhymes convey.

Autumn Weather Rhyme	Route Song
It was windy when they started, It was quiet when they walked, It was sunny when they settled. It was raining when they left.	Climb every mountain, Search every stream, Follow every rainbow Till you find your dream.

III. Grammar Smart

1. Read the sentence and ask three wh-questions.

Example: *I can see a blossoming orchard.* →

1. *What can you see?*
2. *Where can you see blossoming orchard?*
3. *Who can see a blossoming orchard?*

1. Taras has taken many pictures in Canada.
2. We visited our International friends.

Unit 7

3. I enjoy travelling.
4. Olgha made a tour of Britain last summer.
5. Boghdan is in New Zealand now.
6. My family will go to the USA next year.

2. In pairs, make up a mini-dialogue round its middle part.

Example: – *I know for sure that there is much snow in Canada.*
 – *So do I.*
 – *Then Jeremy can go sledging very often.*

1. – ... – Neither can I. – ...	4. ... – So have I. – ...
2. – ... – So can I. – ...	5. ... – Neither have I. – ...
3. – ... – Neither do I. ...	6. – ... – So am I. – ...

3. Look at the pictures and fill in *the, a*, if necessary, and add two logically connected sentences.



Example:

*It isn't warm in winter.
 But there is much snow.
 Boys like to play hockey
 and ski in Canada.*

You can ...
 Chernomorets in ...
 Black Sea.

It is very hot
 in ... summer in ...
 Australia.



... London is situated
 on ... Thames.



... New Zealand and ...
 Australia were discovered
 by ... James Cook.

IV. Word Smart

1. Match the adjectives to the nouns and make up sentences with them.

1. changeable	a) spot
2. splendid	b) weather
3. beautiful	c) bouquets
4. picturesque	d) brook
5. lively	e) place
6. romantic	f) time

Example: *The weather is so changeable in spring.*

2. Read the description of seasons and guess what country it is about.
Fill in correct names of months and seasons.

Seasons in this country are different from seasons in Ukraine. ... months are September, October and November. Winter months are December, January and February. ...comes in March and lasts till May ... months are June, July and August. Children in this country have their summer holidays in They celebrate Christmas on 25 December, but, surprisingly, it is the middle of They celebrate another great holiday – New Year in this season, too.

Many people come to this country on its winter months to have their rest from

autumn spring winter summer December summer

3. Look at the pictures and say what season is especially thrilling in Canada, Australia, Britain, New Zealand. Say why you think so (p. 199):



Canada



Australia



The USA



New Zealand

Unit 7

Example: *I think winter in Canada is especially thrilling. The Canadian hockey team is one of the best in the world. They can make a real sensation.*



At home: Write a description of any season in Australia and say why you've chosen it.

Go to Ex. 109, 110 of your Workbook

V. Time to Read

Read the story about the Canadian orphan girl, Anne Shirley, who comes to live with the Cuthberts, Marilla and Mathew, on their farm. She helps them with the farm work at Green Gables and goes to school. Name three symbols of Canadian spring.

CANADIAN SPRING

PART I

Spring had come once more to Green Gables – the beautiful, changeable Canadian spring, with sweet, fresh, chilly days and with pink sunsets. The maple leaves were about to appear. The Mayflowers were blossoming, pink and white stars of sweetness under their brown leaves. All the school girls and boys were gathering them one afternoon.

“I’m so sorry for people who live in lands where there are no Mayflowers” said Anne. “Diana says perhaps they have something better, but there couldn’t be anything better than Mayflowers, could there, Marilla? And Diana says if they don’t know what they are like they don’t miss them. But I think that is the saddest thing of all. I think it would be tragic, Marilla, not to know what Mayflowers are like and not to miss them. Do you know what I think Mayflowers are, Marilla? I think they must be the souls of the flowers that died last summer. But we had a splendid time, Marilla. We had our lunch by an old well – such a romantic spot. Mr. Philip gave us the Mayflowers he found. We made wreaths of his Mayflowers and put them on our hats; and when the time came to go home, we marched with our beautiful bouquets and wreaths, singing “My Home on the Hill”. Oh, it was so thrilling, Marilla. Everybody we met on the road stopped and stared after us. We made a real sensation”.

PART II

...After the Mayflowers came the violets and the fields were full of them. Anne walked through them on her way to school with admiring eyes as if she stepped on the ground. She was trying to think of a name for a new island Diana and she had discovered up the brook. “It’s the most picturesque place, Marilla. There are two maple trees on it and the

brook flows right around it. At last it occurred to me that it would be splendid to call it Victoria Island because we found it on the Queen's birthday".

Adapted from Lucy Maud Montgomery's "Anne of Green Gables"

Across Culture



mayflowers – перші весняні квіти.



Queen Victoria – британська королева, яка правила країною довше за всіх королів і королев, 64 роки (1819–1901), і зробила Британію сильною і квітучою.

2. Read out of the text the sentences which characterize:

- spring days;
- mayflowers;
- old well;
- the brook.

Say how they help to describe the girl's feelings.

3. Look at the picture and say why the girl couldn't help admiring this place and how she decided to call it. Why? Use:



- a field with violets;
- to look at something with admiring eyes;
- to step on the ground;
- to be the most picturesque place;
- a lively spring brook.

Unit 7

VI. Time to Communicate

1. Act as Anne and give a description of Canadian spring. Begin with:



- Spring has come and
- One day all the schoolgirls and boys
- I couldn't help admiring
- I think mayflowers are
- We had our lunch
- Then we made
- It was so thrilling
- We made a real sensation
-

2. In pairs, discuss the beauty of spring in Canada and Ukraine. Use the pattern.

Pattern:

A: I say ... , spring has come and

B: True, true. It is ... and

A: I think there can't be anything better than

B: Agreed. And I can't help admiring

A: Do you think spring in Ukraine ... ?

B: Sure. It is so thrilling and besides ... makes a real sensation.

A: As for me I miss And I'm so sorry

B: Me, too. What about ... ? We can ... and

A: Splendid! I' sure we'll ... and



VII. Time to Write

Take a photo (picture) of your favourite season and describe its beauty the way you feel it.

Go to Ex. 111, 112 of your Workbook

7.4. Get on Track

Word Bank	Phrase Bank	Communication Box
televiewers to examine oriental marble ingenious unique	not to lose one's chance to be dead sure about something to leave somebody indifferent to be closely connected to have the time of one's life to be popular with somebody	Oh, my! As far as I can judge...

I. Conversation Warm-up

Read and say what the capital cities of the following countries are:

Country	Capital City
1. Spain	a) Paris
2. Germany	b) Madrid
3. Great Britain	c) London
4. Ukraine	d) Washington, DC
5. the USA	e) Canberra
6. Australia	f) Berlin
7. Canada	g) Ottawa
8. France	h) Kyiv

Example: *Madrid is the capital city of Spain.*



II. Pronunciation Warm-up

Read the poem and practise the sounds /æ/ and /ɔ:/. Say what capital city you are going to explore.

GET-ON-TRACK POEM

Summer's here,
 Let's get on track
 And take heavy rucktracks on our backs.
 There's lot of time to set and explore
 And learn about countries more and more.
 We'll visit the capitals, cities and towns.
 And take lots of pictures of the Queen and the crown.
 There's time for every kind of surprise.
 Are you ready for summer travel, guys?¹

¹ неформальне звернення до друзів обох статей

Unit 7

III. Function Smart

1. Read and learn how to share information. Look at the pictures and fill in the mini-dialogues.



the White House

- Do you happen to know about ... ?
- Oh, that's pretty interesting.



the London Eye

- They say ... can take your breath away.
- So I have heard.



Lake Griffin

- It's an open secret that ... is the greatest attraction in Canberra.
- There is every reason for that.



Tulip parade

- It's a well-known fact that a ... in Ottawa is amazing!
- Really?

IV. Word Smart

1. Read what guides tell tourists during their excursions in the capital cities and match them to the photos (p. 204–205). Say which of them you want to see and why.

Let's stop at this picturesque place. It's Griffin lake – a favourite place of those who live in Canberra. It's good for canoeing and boating. You can also cruise round Lake Griffin on any weekday. The lake is extremely popular with kids. They have the time of their lives, swimming and sunbathing. Can such a rest leave anybody indifferent?

You are lucky to come to Canada in winter. I guess you adore sports and I'm dead sure skiing is your favourite one. So we won't lose a chance and visit the Canadian ski museum. It's a unique museum and it is worth seeing. I'm sure you'll learn much interesting there. Let's go then!

Ladies and gentlemen! Do you see that high, pencil-like obelisk of white marble over there? It is the Washington Monument, one of the tallest structures in the world, 555-feet tall, to be exact. You can get to the observation platform on its top by an elevator in 70 seconds, or by a stairway of 898 steps. Visitors can see the entire District of Columbia from its windows. If you happen to come there in spring you'll see a picturesque cherry-tree festival. It's really fantastic.

This ancient building is the genius unique creation of sir Christopher Wren. It is St. Paul's Cathedral. You can climb up inside St. Paul's dome and look down or visit the famous gallery that goes all the way round the inside of the dome. Don't be surprised if people close the wall on the other side of the gallery – 32 meters away – can hear you talk. No wonder, it is called the Whispering Gallery, as even the quietest whisper can be heard clearly by everyone – no secrets here.



Lake Griffin



the Washington monument



St. Paul's Cathedral

Unit 7



the Canadian ski museum

Example: *As for me, I'd like to see the Canadian ski museum, because I'm fond of skiing.*

2. Think of the words that can go with the words *unique* and *picturesque*. Make up your own sentences with them.

Example: *A picturesque place → Lake Griffin is a picturesque place*

3. Complete the sentences.

1. ... can't leave anybody indifferent.
2. As far as I can judge
3. Many places of interest are closely connected with
4. We can have the time of our lives if
5. ... is a popular place in
6. I'm dead sure



At home: Find the information about the capital city you'd like to visit. Explain your choice.

Go to Ex. 113, 114 of your Workbook

V. Time to Read.

Read in pairs. Say what the children know or don't know about London.

LONDON QUIZ

PART I

Paul: I say, Lucy, have you heard the news about "London Quiz"?

Lucy: No. What about "London Quiz"?

Paul: Haven't you heard? Everyone knows about it!

Lucy: Not me. Nobody tells me anything.

Paul: Then listen to me. London Quiz is a new quiz show on our local television. Televiewers have to answer twenty questions about London. The winner will get a chance to travel to London this summer.

Lucy: Oh, my! You shouldn't lose your chance. You are Mr. Know-It-All about London, as far as I can judge.

Paul: Do you really think so?

Lucy: Of course I do. I mean it, I really mean it. Let me examine you.

Paul: Go ahead.

PART II

- Lucy:* My first question is about Big Ben: what is it?
Paul: Big Ben is the name of the clock bell, which rings every hour. It is in the clock tower, in St. Stephen's Tower, to be exact. I'm dead sure about it.
Lucy: So am I. So you have won the first score. Now, where can you find the statue of Peter Pan playing his pipe to the fairies?
Paul: In Kensington Gardens, of course. He's also playing to the squirrels, birds and mice around him. I have just read a book by J.M. Barrie about Peter Pan who lives in a magic place called "Never Never Land".
Lucy: So have I. He is the one who never grows up, isn't he?
Paul: That's right, that's him. When I'm in London, I'll certainly visit Kensington Gardens which is on the left bank of the river Thames, and then I'll go to the right bank to have the view of a lifetime over London and the surrounding countryside. Guess where from.
Lucy: No idea. What do you mean?
Paul: It's the London Eye, the largest observation wheel in the world. From the top, you can see 36 Thames bridges!
Lucy: Unfortunately, I don't know that much about London.
Paul: Frankly speaking, neither do I. Let's do some Internet search together.
Lucy: Agreed.

Across Culture: Great Britain



Big Ben /big ben/ – величезний дзвін, розташований в одній з веж Вестмінстерського палацу (The Houses of Parliament).



Kensington Gardens /'kenzɪŋtæn 'gɑ:dnz/ – парк Кензінгтон, розташований на південному заході Лондона неподалік від Гайд-парку.



the Thames /temz/ – одна з найбільших річок у Великій Британії, яка тече через центр Лондона. Її береги з'єднують, зокрема, такі мости, як London Bridge, Tower Bridge and Westminster Bridge.

Unit 7

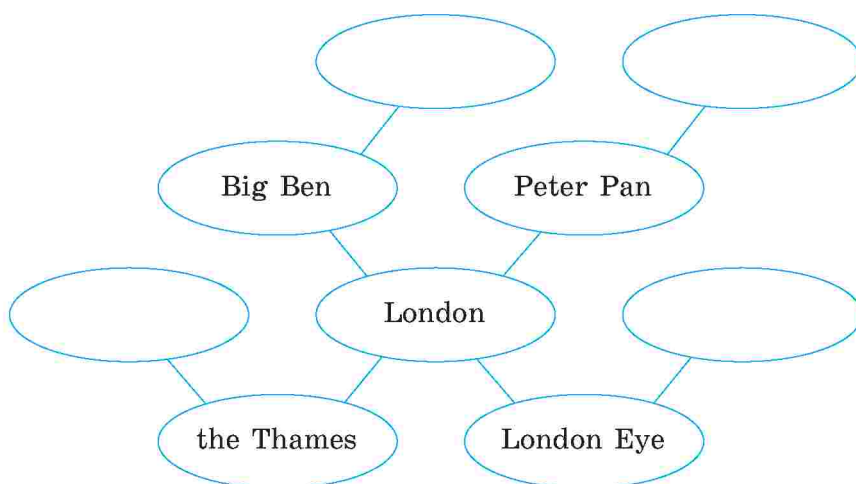


J.M. Barrie – шотландський письменник, автор казки «Пітер Пен».

1. Answer the questions.

1. What is “London Quiz”?
2. Who wants to take part in a “London Quiz” and why?
3. Who is Mr. Know-It-All about London?
4. When did Paul get the first score in Lucy’s examination?
5. Who lives in “Neverland” ?
6. How many Thames bridges are there in London?

2. Read and fill on the web-diagram and say what Paul knows about London.



VI. Time to Communicate

1. Act as Lucy and say how you examined Paul in London Quiz? Use:



- to know much about something;
- to be Mr. Know-It-All;
- to get a chance to do something;
- to win the first score;
- to have the view of a lifetime;
- to do the Internet search.

2. In pairs, talk with your friend about what you know or don't know about London as in the pattern.

Pattern:

A: As far as I can judge, you are

B: Do you really ... ?

A: I mean it Let me

B: Go ahead.

A: My first question is

B: I'm dead sure about it.

A: So am I. Now, ... ?

B: I have just read

A: So have I.

B: Let's do

3. Be a guide of the capital city London and tell the tourists about it.

VII. Time to Listen

1. Listen to the talk about the capital city of the USA and say how its sights are connected with American history.

2. Listen again and correct the mistakes in the statements below.

1. There are many apple trees near the Jefferson Memorial.
2. There are 56 columns in the Lincoln memorial.
3. All American presidents except Lincoln, lived in the White House.
4. The White House consists of 321 rooms.
5. The White House is situated in Fifth Avenue.
6. There is a famous Cherry Blossom Festival in Washington in summer.



VIII. Time to Write

Plan a tour for your international friend around the capital cities.

Go to Ex. 115, 116 of your Workbook

7.5. My Progress in English

I. Grammar Smart

Fill in the article *a/an*, *the* or *no article* in the sentences below.

1. We live in ... Europe, in ... Ukraine, to be exact.
2. We have some relatives in ... Canada and ... USA.
3. ... James Cook is a national hero of ... Britain.
4. In ... spring, the fruit trees break into blossom in ... Washington, DC.

Unit 7

5. There is a monument to ... Lincoln in Washington, DC.
6. ... Canberra is the capital city of ... Australia.

Check if you can:

write the sentences correctly.		
--------------------------------	--	--

(Yes / No)

II. Word Smart

Insert the prepositions

1. Tourists were staring ... a marble stone structure.
2. Canberra produced an unforgettable impression ... me.
3. James Cook claimed a new land ... Britain.
4. I felt ... home in Hyde Park.
5. We'd like to have a mind trip ... New Zealand.
6. Travelling in Australia we had the time ... our lives.

Check if you can:

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

(Yes / No)

III. Function Smart

Match the lines of the dialogues.

- | | |
|--|--|
| <ol style="list-style-type: none">1. Do you happen to know about the unique ski museum?2. It's an open secret that many sights in Washington are connected with the life of the presidents.3. It's a well-known fact that you can enjoy the whole panorama of town from its top.4. They say New Zealand's flora can take your breath away.5. Australians celebrate Christmas on the beach when it is very hot. | <ol style="list-style-type: none">a) So I have heard. I've read about the Lincoln monument, and want to know more about the White House.b) Agreed. I can't help admiring tulip-trees and magnolia trees.c) I do. This museum is in Canada. It's pretty interesting.d) There's every reason for it, because the London Eye is the largest Ferris wheel in the world.e) You don't say so! Christmas on the beach? Never heard of it! |
|--|--|

Check if you can:

share information.		
--------------------	--	--

(Yes / No)

IV. Time to Read

Read a part of a traveller's diary and choose the right answers to the questions.

15 May, Ottawa

"I'm in the middle,
I'm between..."

I mean, I'm in the middle of sightseeing in Ontario, Canada's second largest province. As it borders on four of the five Great Lakes. It's only natural that I have visited the spectacular Niagara Falls, a true magnet for tourists. I found out that this famous waterfall actually consists of two parts – The American Falls and the Horseshoe Falls, and they are separated by Goat Island. Both the US and Canada have cities called Niagara Falls, and they are joined by Rainbow Bridge. It was such a picturesque view that it really took my breath away.

Now I'm on my way to Ottawa, Canada's capital city which is also in Ontario. By the way, across the Ottawa River is its twin city, Hull, in the province of Quebec. I'm looking forward to seeing the Parliament Buildings. "Prince of Wales (Edward VII) laid the first stone of the Center Block in the 19th century, then the East and West blocks were added. The Center Block includes the House of Commons, the Senate Chamber, the Peace Tower and offices of Members of Parliament", my guide book says.

I think I can already see the Peace Tower at a distance. It rises above the Parliament Buildings. It has an observation area, from which I'll enjoy the most marvellous view of the whole city. The only pity is that it isn't July or August now, because in those summer months the Guard performs a daily changing-the-guard ceremony in front of the Peace Tower. But never mind. There is more than enough to see in Ottawa as it is...

1. What is the second largest province in Canada?
a) Quebec; b) Ontario; c) Vancouver.
2. Where can you see the Niagara Falls?
a) in the USA and in Canada;
b) in Canada and Brazil;
c) in the USA and Mexico.
3. What river is the capital of Canada situated on?
a) the Niagara Falls.
b) the Ottawa river.
c) the St. Laurence river.
4. What did a tourist want to see in Ottawa?
a) the Niagara Falls;
b) Rainbow Bridge;
c) the Parliament Buildings.

5. Where from can tourists see the whole city – Ottawa?
 - a) the Peace Tower;
 - b) the Senate Chamber;
 - c) the House of Commons.
6. When can the tourists see the guard ceremony near the Peace Tower?
 - a) in winter;
 - b) in spring;
 - c) in summer.

Check if you can:

read texts and understand the main idea.		
--	--	--

(Yes / No)

V. Time to Listen

Listen to Martha's story about her trip to Australia and mark the true statements.

1. Canberra was Martha's first destination in Australia.
2. She is interested in architecture.
3. The girl is not planning to visit any parks there.
4. She knows much about Australian animals.
5. Martha will take a lot of photos in Australia.
6. She will share her impressions with her friends.

Check if you can:

listen to a piece of information and understand the details.		
--	--	--

(Yes / No)



VI. Time to Write

Plan a trip round the English-speaking world and write what country (countries) you would like to visit in spring / summer / autumn / winter. Give your reasons.

Check if you can:

express your impressions of the English-speaking world.		
---	--	--

(Yes / No)

FIRST AID KIT

GRAMMAR

UNIT ONE

1. Утворення прислівників.

Щоб сказати, як ти можеш щось зробити, уживай прислівник, який утворюється додаванням суфікса *-ly* до прикметника.

quick – quickly

traditional – traditionally

extreme – extremely

equal – equally

2. Граматичні конструкції з дієсловом *to make*.

- Щоб сказати, що хтось примушує когось робити щось, уживай граматичну конструкцію *to make somebody do something*.

Example: Mum *made me do* the room. (Мама примусила мене прибирати кімнату.)

- Щоб сказати, що допомагає виглядати особливо, уживай граматичну конструкцію *to make somebody especially lively*.

Example: Her glowing eyes *made her especially lively*. (Завдяки своїм сяючим очам вона виглядала надзвичайно жвавою.)

UNIT THREE

3. Слово *enough* (достатнє за кількістю), як правило, ставиться перед/після прикметникового прислівника або іменника.

Example: Not half *enough*.

Enough time.

Слово *too* у значенні «забагато» зазвичай ставиться перед прикметниками, після яких немає іменника або прислівника.

Example: You are *too* lazy.

They are not *too* different.

4. Щоб сказати, хто ця людина за національністю, використовуй прикметники, утворені від назви країни. Більшість прислівників утворюється від назви країни.

Canada – Canadian

America – American

Ukraine – Ukrainian

Пам'ятай назви інших національностей:

France – French

England – English

Germany – German

5. Щоб сказати, якою мовою хтось розмовляє, утвори́й прислівник від назви країни.

China – Chinese
France – French
Italy – Italian
Poland – Polish

Пам'ятай!

Якщо ти додаєш до назви іноземної мови слово *language*, не забудь додати артикль *the* перед назвою іноземної мови.

the English language
the Spanish language

UNIT FIVE

6. Щоб сказати, що ти робиш, можна використовувати два вирази.

Пам'ятай!

to go shopping – вживається без артикля

to do the shopping – використовується артикль *the*

Example: I *go shopping*.

I *do the shopping*.

7. Щоб сказати, у якому відділі ти купуєш продукти в супермаркеті, уживай прийменник *at* та артикль *the* перед назвою відділу.

Example: *At the confectionary*.

At the dairy.

Пам'ятай!

Деякі назви відділів мають апостроф.

At the butcher's

At the baker's

8. Щоб дати пораду, використовуй вирази:

the more ... the more

the more ... the better

the more ... he sooner etc

Example: *The more you practise your English, the better you speak.*

9. Деякі іменники мають однакову форму з дієсловом, від якого вони утворені.

to photograph – a photograph

to answer – an answer

to order – an order

Пам'ятай!

to present /prɪ'zent/, але /'prez(ə)nt/

WORD-BUILDING

UNIT ONE

- Якщо ти хочеш акцентувати увагу на відтінках кольорів, додавай до прикметників суфікс **-ish**.

Example:

yellow – **yellowish**
brown – **brownish**

UNIT THREE

- Пам'ятай, що деякі іменники утворюються від дієслів.
to discover – **discovery**
to puzzle – **puzzle**
to select – **selection**

UNIT FOUR

Пам'ятай!

Від деяких прикметників можна утворити два прислівники, але з різним значенням.

hard (*adj.*) – hard (*adv.*) важко, hardly (*adv.*) майже ні
near (*adj.*) – near (*adv.*) поблизу, nearly (*adv.*) майже

UNIT FIVE

- Пам'ятай, що деякі іменники утворюються від дієслів додаванням суфікса **-er**.
to teach – a **teacher**
to shop – a **shopper**
to admire – an **admirer**
to compose – a **composer**

UNIT SIX

- Пам'ятай, що деякі прикметники утворюють іменники додаванням суфікса **-ite**.
favour – **favourite**

UNIT SEVEN

- Пам'ятай, що деякі прикметники утворюють іменники додаванням суфікса **-al**.
culture – **cultural**
education – **educational**
history – **historical**
industry – **industrial**
agriculture – **agricultural**

- Пам'ятай, що деякі іменники дуже відрізняються від прикметників.
proud – pride
wise – wisdom
brave – bravery
hungry – hunger

WORD MEANING

UNIT ONE

- Пам'ятай, що деякі іменники утворюються від словосполучень або дієслів.
to tell – a storyteller
to work hard – a hard worker
to mix – a mixer
- Якщо ти хочеш назвати протилежні риси характеру, вживай прикметник з протилежним значенням (антонім).
talkative – silent
stingy – general
clever – silly

UNIT TWO

- Пам'ятай, що схожі за формою слова мають схожі або різні значення.
to dream – бачити сни; мріяти
to daydream – мріяти

UNIT FOUR

- Пам'ятай, що деякі значення передаються різними словами в британському і американському варіантах англійської мови.
Цукерки = BrE *sweets* = AmE *candies*
- Пам'ятай, що деякі слова мають майже однакові значення, тому вони є синонімами.
gift – подарунок; талант
present – подарунок

WORD SPELLING

UNIT TWO

- Пам'ятай, що деякі слова пишуться дещо по-різному в британському і американському варіантах англійської мови.

BrE	AmE
centre	center

UNIT SIX

- Пам'ятай, що деякі слова можуть мати схожу графічну форму, але різне значення.
 - to wonder – дивуватись
 - to wander – блукати

Vocabulary

A

abroad *adv* /ə'brɔ:d/ за кордоном
absentminded *adj* /,æbs(ə)nt'maɪndɪd/ розсіяний
achieve *v* /ə'tʃi:v/ досягати
across *adv* /ə'krɒs/ через
action *n* /'ækʃ(ə)n/ дія
add *v* /æd/ додавати
admire *v* /əd'maɪə/ захоплюватися
adopt *v* /ə'dɒpt/ всиновлювати
adore *v* /ə'dɔ:/ обожнювати
adult *adj* /'ædʌlt/ дорослий
advantage *n* /əd'vɑ:ntɪdʒ/ перевага
adventurous *adj* /əd'ventʃ(ə)rəs/ той, хто любить пригоди
advice *n* /əd'vaɪs/ порада
again *adv* /ə'geɪn/ знову
agree *v* /ə'ɡri:/ погоджуватися
agriculture *n* /'æɡrɪkʌltʃə/ сільське господарство
air *n* /eə/ повітря
aircraft model *n* /'eəkrɑ:ft məʊdl/ модель літака
amuse *v* /ə'mju:z/ розважатися
analytical *adj* /,æn(ə)'lɪtɪk(ə)l/ аналітичний
ancient *adj* /'eɪn(t)j(ə)nt/ давній
angel *n* /'eɪnʃ(ə)l/ янгол
appearance *n* /ə'pɪər(ə)n(t)s/ зовнішність
appetizers *n* /'æpɪtaɪzə/ холодні закуски
apricot *n* /'eɪprɪkət/ абрикос
area *n* /'eəriə/ сфера, область
arrive *v* /ə'raɪv/ приїжджати
art *n* /ɑ:t/ мистецтво
artistic *adj* /ɑ:'tɪstɪk/ артистичний, художній
assembly hall *n* /ə'sembli hɔ:l/ актова зала
assist *v* /ə'sɪst/ допомагати
astronaut *n* /'æstrənɔ:t/ астронавт

attend *v* /ə'tend/ відвідувати
attractive *adj* /ə'træktɪv/ привабливий
author *n* /'ɔ:θə/ автор
awful *adj* /'ɔ:f(ə)l/ жахливий
awkward *adj* /'ɔ:kwəd/ незграбний

B

bake *v* /beɪk/ пекти
baker's *n* /'beɪkəz/ булочна
bar of chocolate *n* /bɑ: əv 'tʃɒklɪt/ плитка шоколаду
barrel *n* /'bærəl/ бочка
battle *n* /'bætl/ битва
be dazzled *v* /bɪ'dæzld/ бути завороженим
be on the safe side про всяк випадок
beach *n* /bi:tʃ/ пляж
become acquainted *v* /bɪ'kʌm ə'kweɪntɪd/ познайомитися
beforehand *adv* /bɪ'fɔ:hænd/ заздалегідь
bet *v* /bet/ битися об заклад
birthday *n* /'bɜ:θdeɪ/ день народження
bitter *adj* /'bɪtə/ гіркий
blessing *n* /'blesɪŋ/ благословення
blossom *v* /'blɒsəm/ квітнути
boil *v* /bɔɪl/ кипіти
book *n, v* /bu:k/ книжка; замовляти
booth *n* /bu:θ/ кабіна
Botany *n* /'bɒtəni/ ботаніка
bouquet of flowers /bəv'keɪ əv 'flaʊəz/ букет квітів
braids *n* /breɪdz/ коси
brave *adj* /breɪv/ хоробрий
breathe *v* /bri:ð/ дихати
breathtaking *adj* /'breθ'teɪkɪŋ/ захоплюючий
broad *adj* /brɔ:d/ широкий

broaden *v* /'brɔ:dn/ розширювати
bull *n* /bʊl/ бик
bullfight *n* /'bʊlfait/ бій биків
bun *n* /bʌn/ булочка
bunch *n* /bʌntʃ/ гілка
bus *n* /bʌs/ автобус
butcher's *n* /'bʊtʃəz/ м'ясний відділ

С

cabbage *n* /'kæbɪdʒ/ капуста
cabbage rolls *n* /'kæbɪdʒ ɡəʊlz/ голубці
calculate *v* /'kælkjuleɪt/ підраховувати
calm *adj* /kɑ:m/ спокійний
camera *n* /'kæm(ə)ɡə/ фотоапарат
can *n* /kæn/ металева баночка
candy *n* /'kendi/ цукерка-льодяник
cart *n* /kɑ:t/ візок
carton *n* /'kɑ:tn/ пакет
cartoon *n* /kə'tu:n/ мультик
cashdesk *n* /kæʃ desk/ каса
casual clothes /'kæʒʊəl kləʊz/ простий одяг
catching *adj* /'kætʃɪŋ/ захоплюючий
cave *n* /keɪv/ печера
certainly *adv* /'sɜ:tnli/ звичайно
chance *n* /tʃæns/ шанс
by chance *adv* випадково
change *v* /tʃeɪndʒ/ змінювати
changeable *adj* /'tʃeɪndʒəb(ə)l/ мінливий
channel *n* /'tʃænl/ канал
character traits /'kærɪktə 'treɪts/ риси характеру
characteristics *n* /'kærɪktə'rɪstɪks/ характеристика
cheap *adj* /tʃi:p/ дешевий
cheer *v* /tʃiə/ підбадьорювати
cheese *n* /tʃi:z/ сир
chess *n* /tʃes/ шахи
chew *v* /tʃu:/ жувати

childhood *n* /'tʃaɪldhʊd/ дитинство
chin *n* /tʃɪn/ підборіддя
chocolate *n* /'tʃɒklɪt/ шоколад
choir *n* /'kwaɪə/ хор
chop *v, n* /tʃɒp/ рубати, відбивати; відбивна
circle *n* /'sɜ:k(ə)l/ коло
clarinet *n* /klæ'rɪnet/ кларнет
clay *n* /kleɪ/ глина
climb *v* /klaɪm/ забиратися
clue *n* /klu:/ ключ, нитка
coach *v, n* /kəʊtʃ/ тренувати; тренер
coast *n* /kəʊst/ узбережжя
coat of arms *n* /kəʊt əv ɑ:mz/ герб
coin *n* /kɔɪn/ монета
collect *v* /kə'lekt/ збирати
comb *v, n* /kəʊm/ розчісуватися; гребінець
compete *v* /kəm'pɪt/ закінчити
compile *v* /kəm'paɪl/ складати
computer literate *adj* комп'ютерно грамотний
confectionery *n* /kən'fekʃən(ə)rɪ/ кондитерський відділ
confuse *v* /kən'fju:z/ бентежити
congratulation *n* /kəŋɡrætju'leɪʃ(ə)n/ вітання
content *n* /'kɒntent/ зміст
conveniences *n* /kən'vɪniənsɪz/ зручності
corner *n* /'kɔ:nə/ куток
correct *v* /kə'rekt/ виправляти
cost *v* /kɒst/ коштувати
cottage *n* /'kɒtɪdʒ/ літній будинок
counter *n* /'kaʊntə/ прилавок
countryman *n* /kʌntrɪmən/ співвітчизник
courage *n* /'kʌrɪdʒ/ відвага, сміливість
cover *v* /'kʌvə/ вкривати
cow *n* /kaʊ/ корова
creative *adj* /kri'eɪtɪv/ креативний
creature *n* /'kri:tʃə/ істота
crew *n* /kru:/ суднова команда

crib *v, n* /kɹɪb/ списувати; шпаргалка
croak *v, n* /krəʊk/ каркати, квакати; каркання, квакання
crowd *n* /kraʊd/ натовп
crown *n* /kraʊn/ корона
cucumber *n* /'kju:kʌmbə/ огірок
culture *n* /'kʌltʃə/ культура
cupboard *n* /'kʌpbəd/ сервант
curiosity *n* /kjʊ(ə)ɪəsɪti/ допитливість
curly *adj* /'kɜ:li/ кучерявий
custard *n* /'kʌstəd/ підлива
custom *n* /'kʌstəm/ звичай
cute *adj* /kju:t/ милий
cycling *n* /'saɪkɪŋ/ їзда на велосипеді
come to a conclusion дійти висновку

D

daily routine /'deɪli ru:'ti:n/ режим дня
dairy *adj* /'deəri/ молочний
dangerous *adj* /'deɪndʒərəs/ небезпечний
daughter *n* /'dɔ:tə/ донька
daydream *v* /'deɪdrɪ:m/ мріяти
deceptive *adj* /dɪ'septɪv/ оманливий
decipher *v* /dɪ'saɪfə/ розшифровувати
deep *v* /di:p/ глибокий
delicious *adj* /dɪ'lɪʃəs/ смачний
delight *n* /dɪ'lait/ насолода
department *n* /dɪ'pɑ:t'mənt/ відділ
depend *v* /dɪ'pend/ залежати
desert *n* /'dezət/ пустеля
deskmate *n* /desk'meɪt/ сусід по парті
dessert *n* /dɪ'zɜ:t/ десерт
destination *n* /destɪ'neɪʃ(ə)n/ місце призначення
detergents *n* /dɪ'tɜ:ʃ(ə)nts/ миючі засоби
devote *v* /dɪ'veʊt/ присвячувати
diamond *n* /'daɪəmənd/ діамант

diary *n* /'daɪəri/ щоденник
dictionary *n* /'dɪkʃ(ə)n(ə)ri/ словник
difficult *adj* /'dɪfɪk(ə)lt/ складний
discount *n* /'dɪskaʊnt/ знижка
discover *v* /dɪs'kʌvə/ винайти
dish *n* /dɪʃ/ страва
documentary *adj* /dɒkju'ment(ə)ri/ документальний
dome *n* /dəʊm/ купол
download *v* /'daʊn'ləʊd/ скачати
dream *v, n* /dri:m/ мріяти; мрія
dwarf *n* /dwɔ:f/ гном

E

each *adj* /i:tʃ/ кожен
earring *n* /'ɛərɪŋ/ сережка
earth *n* /z:θ/ земля
editor *n* /'edɪtə/ редактор газети, журналу
education *n* /edju'keɪʃ(ə)n/ освіта
educational *adj* /edju'keɪʃ(ə)nəl/ освітній
elevator *n* /'elɪveɪtə/ ліфт
embroider *v* /ɪm'brɔɪdə/ вишивати
end *v, n* /end/ закінчувати; кінець
endless *adj* /'endlɪs/ нескінченний
energy *n* /'enəɜ:ʒi/ енергія
enjoy *v* /ɪn'ʃɔɪ/ насолоджуватися
enlarge *v* /ɪn'lɑ:ʃ/ збільшувати
enough *adv* /ɪ'nʌf/ досить
enrich *v* /ɪn'ri:tʃ/ збагачувати
equal *adj* /'i:kwəl/ рівний
equipment *n* /'ɪkwɪpmənt/ обладнання
especially *adv* /ɪ'speʃ(ə)li/ особливо
essay *n* /'eseɪ/ есе
etiquette *n* /'etɪkət/ етикет
eucalyptus *n* /ju:kə'lɪptəs/ евкаліпт
even *adv* /'i:v(ə)n/ навіть
event *n* /ɪ'vent/ подія
evidence *n* /'eɪvɪd(ə)ns/ вірогідність
exact *adj* /ɪg'zækt/ точний
excellent *adj* /'eks(ə)lənt/ відмінний

expedition *n* /eksprɪdʃ(ə)n/ експедиція
experience *n* /ɪk'spɪ(ə)rɪəns/ досвід
explain *v* /ɪk'spleɪn/ пояснювати
explorer *n* /ɪk'splɔːrə/ дослідник
expressive *adj* /ɪk'spresɪv/ виразний
extra classes *n* /'ekstrə kla:sɪz/ позаурочні заняття
extremely *adv* /ɪk'stri:mli/ надзвичайно

F

faded *adj* /'feɪdɪd/ зів'ялий
fair *adj* /feə/ русявий (про волосся)
fair *adj* /feə/ справедливий
family ties /'fæm(ə)li taɪz/ сімейні зв'язки
fan *n* /fæn/ фан, вболівальник
fashion *n* /'fæʃ(ə)n/ мода
fast *adj* /fɑːst/ швидкий
favourite *adj* /'feɪv(ə)rɪt/ улюблений
feed *v* /fiːd/ годувати
feel lonely /fiːl 'ləʊnli/ почуватися самотнім
feel ashamed /fiːl ə'ʃeɪmd/ стида-тися
fiction film /'fɪkʃ(ə)n fɪlm/ худож-ний фільм
fidget *v* /'fɪdʒɪt/ соватися на стільці
field *n* /fiːld/ поле
finger *n* /'fɪŋɡə/ палець
fire *n* /'faɪə/ вогонь
fitting room /'fɪtɪŋ ru:m/ примі-рочна
flight *n* /flaɪt/ політ
flour *n* /'flaʊə/ борошно
fluent *adj* /fluːənt/ швидкий
flute *n* /fluːt/ флейта
foal *n* /fəʊl/ жеребець
fog *n* /fɒɡ/ густий туман
folk *adj* /fəʊk/ народний

food processor *n* /'fuːd 'prəʊsesə/ кухонний комбайн
forehead *n* /'fɒrɪd, 'fɔːhed/ чоло
fork *n* /fɔːk/ виделка
fortnight *n* /'fɔːtnaɪt/ два тижні (14 днів)
freckles *n* /'frek(ə)l/ веснянки
friendly *adj* /'frendli/ дружній
fry *v* /fraɪ/ смажити
frying pan *n* /'fraɪŋ pen/ сковорідка
funfair *n* /'fʌnfeə/ ярмарок
funny *adj* /'fʌni/ смішний

G

gallop *v* /'gæləp/ галопувати
game *n* /geɪm/ гра
garlic *n* /'gɑːlɪk/ часник
garnish *n* /'gɑːnɪʃ/ гарнір
general *adj* /'dʒen(ə)rəl/ загальний
generous *adj* /'dʒen(ə)rəs/ щедрий
gentle *adj* /'dʒentl/ м'який, доб-рий, лагідний
geography *n* /'dʒɪɡrəfi/ географія
get along with /get əlɒŋ wɪð/ уживатися з кимось
get drowned *v* /get draʊnd/ втопи-тися
gift *n* /ɡɪft/ дарунок
gifted *adj* /'ɡɪftɪd/ обдарований
glowing *adj* /ɡləʊɪŋ/ сяючий
glue *n* /ɡluː/ клей
gold *n* /ɡəʊld/ золото
Good Fairy /ɡuːd 'fe(ə)ri/ Добра Фея
good-natured *adj* /ɡuːd 'neɪtʃəd/ добродушний
grade *n* /ɡreɪd/ клас
grapes *n* /ɡreɪps/ виноград
grate *v* /ɡreɪt/ терти на тертці
green grocer's *n* /'ɡriːn 'ɡrəʊsəz/ овочевий магазин
greet *v* /ɡriːt/ вітати
grocer's *n* /'ɡrəʊsəz/ бакалія
guardian *n* /'ɡɑːdɪən/ опікун
guess *v, n* /ɡes/ здогадуватися; здогадка

guest *n* /gest/ гість
guitar *n* /gi'tɑ:/ гітара
gun *n* /gʌn/ пістолет
gym *n* /dʒɪm/ спортивний зал

Н

habit *n* /'hæbit/ звичка
halfway /'hɑ:fweɪ/ на половині шляху
hamster *n* /'hæmstə/ хом'як
handmade *adj* /,hænd(ɪ)məɪd/ ручної роботи
handsome *adj* /'hæns(ə)m/ привабливий
hard working *adj* /'hɑ:d 'wɜ:kɪŋ/ працьовитий
hate *v* /heit/ ненавидіти
have in common /hæv ɪn 'kɒmən/ мати спільне
health *n* /helθ/ здоров'я
heartly *adj* /'hɑ:ti/ сердечний
heaven *n* /'hev(ə)n/ рай
hectic *adj* /'hektɪk/ напружений, бурхливий
helicopter *n* /'helɪkɒptə/ гелікоптер
hide *v* /haɪd/ ховатися
hide-and-seek *n* /,haɪd(ə)n(ɪ)'si:k/ схованки (гра)
high *adj* /haɪ/ високий
hit *v, n* /hɪt/ вдаряти, бити; удар
honour *v* /'hɒnə/ поважати
hope *v, n* /həʊp/ сподіватися; сподівання
horizon *n* /hə'reɪz(ə)n/ горизонт
horror *n* /'hɒrə/ жах
hospital *n* /'hɒspɪt(ə)l/ лікарня
hospitality *n* /,hɒspɪ'tæləti/ гостинність
hotel *n* /(h)ə(u)'tel/ готель
household goods /'haʊshəʊld gu:dz/ господарські товари
housewife *n* /'haʊswaɪf/ домогосподарка
however /haʊ'evə/ однак
huge *n adj* /hju:ʒ/ величезний
hunger /'hʌŋɡə/ голод

hunter *n* /'hʌntə/ мисливець
hurry *v* /'hʌrɪ/ поспішати

I

ice cream *n* /aɪs'kri:m/ морозиво
imagine *v* /ɪ'mædʒɪn/ уявляти
imitate *v* /ɪ'mɪteɪt/ імітувати
immediately *adv* /ɪ'mi:diətli/ негайно
important *adj* /ɪm'pɔ:t(ə)nt/ важливий
impression *n* /ɪm'preʃ(ə)n/ враження
improve *v* /ɪm'pru:v/ покращувати
include *v* /ɪn'klu:d/ включати, складати
indoor court /ɪn'dɔ: kɔ:t/ критий корт
industry *n* /'ɪndəstri/ промисловість
inhabitant *n* /ɪn'hæbɪt(ə)nt/ житель
insects *n* /ɪnsekt/ комах
instead /ɪn'sted/ замість
intelligent *adj* /ɪn'telɪdʒ(ə)nt/ розумний
interview *n, v* /ɪntə'vju:/ інтерв'ю; брати інтерв'ю
invent *v* /ɪn'vent/ винаходити
invite *v* /ɪn'vaɪt/ запрошувати
island *n* /'aɪlənd/ острів

J

jersey *n* /'dʒɜ:zi/ морська куртка
jogging *n* /'dʒɒŋɪŋ/ біг підтюпцем
join *v* /dʒɔɪn/ приєднуватися
joke *n* /dʒəʊk/ жарт
jolly *adj* /'dʒɒli/ веселий
journalist *n* /'dʒɜ:n(ə)lɪst/ журналіст
journey *n* /'dʒɜ:ni/ подорож
joy *n* /dʒɔɪ/ радість
judge *v, n* /'dʒʌdʒ/ судити; суддя
jump *v, n* /dʒʌmp/ стрибати; стрибок

К

keep fit /'kɪp 'fɪt/ бути у формі
keepsake *n* /'kɪpseɪk/ сувенір на згадку
kick *v* /kɪk/ бити, вдаряти
kiss *v, n* /kɪs/ цілувати; поцілунок
kite *n* /kaɪt/ повітряний змій
knee deep /'kni: dɪp/ по коліно
knick knack *n* /'nɪk næk/ дрібничка
knife *n* /naɪf/ ніж
knit *v* /nɪt/ в'язати
knowledge *n* /'nɒlɪdʒ/ знання

L

land *v, n* /lənd/ приземлятися; земля
landmark *n* /'ləndmɑ:k/ віха
laugh *v* /lɑ:f/ сміятися
lazy *adj* /'leɪzi/ лінивий
lazybones *n* /leɪzɪbəʊnz/ ледар
leather *n, adj* /'ledə/ шкіра; шкіряний
leisure *n* /'leɪzə/ вільний час, дозвілля
let somebody down /let 'sʌmbədi daʊn/ підводити когось
lick *v* /lɪk/ лизати
lifelong dream /'laɪflɒŋ 'drim/ мрія всього життя
lifestyle *n* /'laɪfstɑɪl/ стиль життя
light *n* /laɪt/ світло
line *n* /laɪn/ черга
lips *n* /lɪps/ вуста
listen *v* /'lɪs(ə)n/ слухати
literate *adj* /'lɪt(ə)rɪt/ грамотний
loaf *n* /ləʊf/ булка
local *adj* /'ləʊk(ə)l/ місцевий
logical *adj* /'lɒdʒɪk(ə)l/ логічний
look through /lʊk θru:/ переглядати
loose *adj* /lu:z/ широкий
lorry *n* /lɒri/ вантажівка
loud *adj* /laʊd/ гучний
love dearly /lʌv 'diəli/ ніжно кохати
luckily *adv* /'lʌkɪli/ на щастя

М

magazine *n* /,mæɡə'zi:n/ журнал
magic *adj* /'mædʒɪk/ магічний
make a mess of sth /meɪk ə mes əv 'sʌmθɪŋ/ провалити щось
manage *v* /'mænɪdʒ/ прихитритися
manuscript *n* /'mænʃəskrɪpt/ манускрипт, рукопис
maple syrup /'meɪpl 'sɪrəp/ кленовий сироп
marble *adj, n* /'mɑ:bl/ мармуровий; мармур
mashed potatoes /'mæʃt pə'tetəʊz/ картопляне пюре
master *v* /'mɑ:stə/ оволодіти
meadow *n* /'medəʊ/ луг
mean *v* /mi:n/ мати на увазі
meat *n* /mi:t/ м'ясо
memorable *adj* /'mem(ə)rəb(ə)l/ пам'ятний
memory *n* /'mem(ə)ri/ пам'ять
merry-go-round *n* /'merɪ ɡəʊ ,raʊnd/ карусель
message *n* /'mesɪdʒ/ повідомлення
microwave oven /'maɪkrəweɪv 'ʌv(ə)n/ мікрохвильова піч
mince *v* /mɪns/ молоти
mirror *n* /'mɪrə/ дзеркало
miss *v* /mɪs/ пропускати, скучити
mix *v* /mɪks/ перемішувати, збивати
moon *n* /mu:n/ місяць
mother tongue /'mʌðərtʌŋ/ рідна мова
mouth *n* /maʊθ/ рот
movement *n* /'mu:vmənt/ рух
movie *n* /'mu:vi/ кіно, фільм
music band /'mju:zɪk/bænd/ музичний гурт

N

napkin *n* /'næpkɪn/ серветка
narrow *adj* /'nærəʊ/ вузький
native *adj* /'neɪtɪv/ рідний
native speakers /'neɪtɪv 'spɪ:kəz/ носії мови

nature *n* /'neɪtʃə/ природа
nearly *adv* /'niəli/ майже
neat *adj* /ni:t/ охайний
necessity *n* /nə'sesɪti/ необхідність
need *v, n* /ni:d/ потребувати; потреба
negative *adj* /'negətɪv/ негативний
neighbour *n* /'neɪbə/ сусід
network *n* /'netwɜ:k/ сітка
news *n* /'nju:z/ новини
newspaper *n* /'nju:spetə/ газета
noise *n* /'nɔɪz/ шум
nourishing *adj* /'naʊrɪʃɪŋ/ поживний
number *v, n* /'nʌmbə/ нумерувати; номер
nut *n* /nʌt/ горіх

O

object *n* /'ɒbdʒəkt/ предмет
observe *v* /əb'zɜ:v/ спостерігати
obsession *n* /əb'seɪʃ(ə)n/ настирлива ідея
ocean *n* /'eɪʃ(ə)n/ океан
offer *v* /'ɒfə/ пропонувати
only /'əʊnli/ лише
opinion *n* /ə'pɪnjən/ думка
opportunity *n* /'ɒpə'tju:nɪti/ можливість
opposite *adj* /'ɒpəzɪt/ протилежний
option *n* /'ɒpʃ(ə)n/ вибір, альтернатива
orally *adv* /'ɔ:əli/ усно
orchestra *n* /'ɔ:kɪstrə/ оркестр
ordinary *adj* /'ɔ:d(ə)nri/ звичайний
oriental *adj* /'ɔ:ɪəntəl/ східний
orphan *n* /'ɔ:f(ə)n/ сирота
ostrich *n* /'ɒstrɪtʃ/ страус
otherwise *adv* /'ʌðəwaɪz/ в іншому випадку
out in the open /'əʊt ɪn ðə 'eʊrən/ на свіжому повітрі
out of order /'əʊt əv ɔ:də/ несправний
outgrow *v* /aʊt'grəʊ/ перерости, вирости з
oven *n* /'ʌvən/ духовка

P

pack *v* /pæk/ пакувати речі
pale *adj* /peɪl/ блідий
pancakes *n* /'pænkeɪks/ млинці
pantomime *n* /'pæntəmaɪm/ пантоміма
participate *v* /pɑ:'tɪsɪpeɪt/ брати участь
pastime *n* /'pɑ:staim/ проведення часу
patient *adj* /'peɪʃ(ə)nt/ терплячий
peach *n* /'pi:tʃ/ персик
peculiar *adj* /'pi:kju:liə/ особливий, своєрідний
percentage *n* /'pɜ:sentɪdʒ/ відсоток
perfumery *adj* /'pɜ:fju:m(ə)n/ парфумерний відділ
persistence *n* /'pɜ:sɪst(ə)n(t)s/ наполегливість
personality *n* /'pɜ:sə'nælɪti/ особистість
phone *v, n* /fəʊn/ телефонувати; телефон
picturesque *adj* /'pɪktʃ(ə)'resk/ мальовничий
pie *n* /paɪ/ пиріг
pile *n* /paɪl/ купа, велика кількість
pink *adj* /pɪnk/ рожевий
pity *v* /'pɪti/ жаліти
pizza *n* /'pɪtsə/ піца
platypus *n* /'plætɪpəs/ качконіс
playground *n* /'pleɪgraʊnd/ дитячий майданчик
pocket *n* /'pɒkɪt/ кишеня
poetry *n* /'pəʊtri/ поезія
polite *adj* /pə'laɪt/ ввічливий
pond *n* /pɒnd/ ставок
popular *adj* /'pɒpjulə/ популярний
postcards *n* /'pəʊstka:dz/ поштові листівки
poster *n* /'pəʊstə/ плакат
poultry *n* /'pəʊltri/ м'ясо птиці
prefer *v* /'prɪfə:/ надавати перевагу
prepare *v* /prɪ'preə/ готувати

pretty *adj* /'prɪti/ гарненький
price *n* /praɪs/ ціна
price tag /praɪs tæg/ цінник
principal part /'prɪnsɪp(ə)l pɑ:t/ головна роль
printed *adj* /'prɪntɪd/ друкований
pronunciation *n* /prəˈnʌnsɪeɪʃ(ə)n/ вимова
proverb *n* /'prɒvɜ:b/ приказка
provider *n* /prəˈvaɪdə/ постачальник
province *n* /'prɒvɪn(t)s/ область
punch code /ˈpʌntʃ kəʊd/ пароль
punctual *adj* /ˈpʌkɪtʃuəl/ пунктуальний
puppy *n* /'pʌpi/ цуценя
purse *n* /pɜ:s/ гаманець

Q

quality *n* /'kwɒlɪti/ якість
question *n* /'kwɛstʃ(ə)n/ питання
quick-tempered *adj* /'kwɪk ˈtempəd/ запальний, дратівливий
quiet *adj* /'kwaɪət/ спокійний
quilt *n* /'kwɪlt/ клаптикова ковдра
quiz show /kwɪz ʃəʊ/ ігрова програма, вікторина

R

race *n* /reɪs/ гонка, змагання
railway *adj* /'reɪlweɪ/ залізничний
rainbow *n* /'reɪnbəʊ/ райдуга
rare *adj* /reə/ рідкий
raw *adj* /rɔ:/ сирий
reach *v* /ri:tʃ/ досягати
reason *n* /'ri:z(ə)n/ причина
recently *adv* /'ri:s(ə)ntli/ нещодавно
refuse *v* /rɪ'fju:z/ відмовлятися
regularly *adv* /'regjʊləli/ регулярно
relax *v* /rɪ'læks/ відпочивати
rely on /rɪ'laɪ ɒn/ спиратися на... , розраховувати
remarkable *adj* /rɪ'mɑ:kəbl/ визначний
remember *v* /rɪ'membə/ пам'ятати
remove *v* /rɪ'mu:v/ убирати

rent *v* /rent/ брати напрокат
report *n* /rɪ'pɔ:t/ доповідь
request *n* /rɪ'kwest/ прохання
research *v, n* /rɪ'sɜ:tʃ/ досліджувати; дослідження
responsible *adj* /rɪ'spɒnsəb(ə)l/ відповідальний
rhythm *n* /'rɪðm/ ритм
rice *n* /raɪs/ рис
ring *n* /rɪŋ/ обручка
road *n* /rəʊd/ дорога
rocking chair /'rɒkɪŋ tʃeə/ крісло-гойдалка
roleplay *v* /'rəʊlpleɪ/ розігрувати
roll *n* /rəʊl/ бублик
root *n* /ru:t/ корінь
rope *n* /rəʊp/ мотузка
round *adj* /raʊnd/ круглий
route *n* /ru:t/ маршрут
rude *adj* /ru:d/ грубий
ruin *v* /ruɪn/ руйнувати
rule *n* /ru:l/ правило

S

saddle *n* /'sædl/ сідло
sailor *n* /'seɪlə/ моряк
sale *n* /seɪl/ розпродаж
salt *n* /sɔ:lt/ сіль
sand *n* /sænd/ пісок
sand castle *n* /'sændkɑ:sl/ пісочний замок
saucepan *n* /'sɔ:spæn/ блюдце
sausage *n* /'sɒsɪdʒ/ ковбаса
schedule *n* /'ʃedju:l/ розклад
schooner *n* /'sku:nə/ шхуна
science *n* /'saɪəns/ наука
scissors *n* /'sɪzəz/ ножиці
scornful *adj* /'skɔ:nf(ə)l/ презирливий, зневажливий
screen *n* /skri:n/ екран
search *v* /sɜ:tʃ/ шукати
seasick *n* /'si:sɪk/ морська хвороба
seesaw *n* /'si:sə/ гойдалка
seldom *adv* /'seldəm/ рідко
serious *adj* /'sɪ(ə)riəs/ серйозний

serviette *n* /sɜːvi'et/ серветка
several /'sev(ə)rəl/ декілька
sew *v* /səʊ/ шити
share *v* /ʃeə/ ділитися
shell *n* /ʃel/ мушля
shine *v* /ʃaɪn/ сяяти
shoot *v* /ʃu:t/ стріляти
shop assistant *n* /ʃɒp ə'sist(ə)nt/ продавець
shoulder *n* /'ʃəʊldə/ плече
shout *v* /ʃaʊt/ кричати
shy *adj* /ʃaɪ/ сором'язливий
sigh *v, n* /saɪ/ зітхати; подих
sights *n* /saɪts/ визначні місця
sign *v* /saɪn/ підписувати
silk *n* /sɪlk/ шовк
silly *adj* /'sɪli/ дурний
silver *n, adj* /'sɪlvə/ срібло; срібний
size *n* /saɪz/ розмір
skill *n* /skɪl/ вміння
skin *n* /skɪn/ шкіра
sledge *n* /sleɪdʒ/ санки
slender *adj* /'slendə/ стрункий
slice *v* /slaɪs/ різати скибочками
slow *adj* /sləʊ/ повільний
smell *v, n* /smel/ пахнути; запах
soap *n* /səʊp/ мило
soap opera /səʊp 'ɒp(ə)rə/ мильна опера
socks *n* /sɒks/ шкарпетки
solution *n* /sə'ljuːʃ(ə)n/ рішення
solve problems /sɒlv p'rɒbləms/ вирішувати проблеми
sound *n* /saʊnd/ звук
sour *adj* /saʊə/ кислий
souvenir *n* /su'veniə/ сувенір
space *n* /speɪs/ простір, космос
speed *n* /spiːd/ швидкість
spirit *n* /'spɪrɪt/ душа
sponge cake /'spʌndʒ keɪk/ бісквіт
spoon *n* /spuːn/ ложка
sportground *n* /'spɔːtgraʊnd/ спортивний майданчик
spot *n* /spɒt/ містечко
squash *n* /skwɒʃ/ сквош, ракетбол

staff room /stɑːfruːm/ учительська
stage *n* /steɪdʒ/ сцена
stamp *n* /stæmp/ марка
star *n* /stɑː/ зірка
stare *v* /steə/ пильно дивитися
statement *n* /'steɪtmənt/ ствердження
station *n* /steɪʃ(ə)n/ станція, вокзал
stationer's /'steɪʃ(ə)nəz/ канцелярські товари
steak *n* /steɪk/ біфштекс
stew *v* /stjuː/ тушкувати
stickers *n* /'stɪkəz/ наклейки
stingy *adj* /'stɪndʒi/ скупий
storyteller *n* /'stɔːri'telə/ розповідач
stove *n* /stəʊv/ кухонна плита
straight *adj* /streɪt/ прямий
stranger *n* /'streɪndʒə/ незнайомець
strawberries *n* /'strɔːb(ə)rɪz/ полуниця
stream *n* /striːm/ струмочок
strength *n* /streŋθ/ сила
stubborn *adj* /'stʌbən/ впертий
stupid *adj* /'stjuːpɪd/ дурний, нерозумний
stylish *adj* /'stɑɪlɪʃ/ стильний
subject *n* /'sʌbdʒɪkt/ предмет
success *n* /sək'ses/ успіх
suddenly *adv* /'sʌd(ə)nli/ неочікувано
suitable *adj* /'s(j)u:təb(ə)l/ підходящий
supportive *adj* /sə'pɔːtɪv/ підтримуючий
sweet *adj* /swiːt/ солодкий
swimming pool /'swɪmɪŋ puːl/ басейн
switch on/off /swɪtʃ ɒn/ɒf/ вмикати/вимикати
score *n* /skɔː/ рахунок

Т

take off /teɪk ɒf/ злітати
talkative *adj* /'tɔːkətɪv/ балакучий, говіркий

tall *adj* /tɔ:l/ високий
taperecorder *n* /'teɪpɪˌkɔːdə/ магнітофон
taste *v, n* /teɪst/ смакувати; смак
team *n* /ti:m/ команда
temp out /temp əʊt/ виманювати
temperate *adj* /'temp(ə)rət/ помірний
tent *n* /tent/ палатка
term *n* /'tɜ:m/ семестр
thick *adj* /θɪk/ товстий
thin *adj* /θɪn/ тонкий
thrilling *adj* /'θrɪlɪŋ/ захоплюючий
tight *adj* /taɪt/ вузький
top pupil /tɒp 'pju:p(ə)l/ кращий учень
trade *v, n* /treɪd/ торгувати; торгівля
traditionally *adv* /'trædɪə(ə)nəli/ традиційно
train *n* /treɪn/ поїзд
trainers *n* /'treɪnəz/ кросівки
transcribe *v* /'træn'skraɪb/ транскрибувати
treasure *n* /'treʒə/ клад
trip *n* /trɪp/ поїздка
trousers *n* /'traʊzəz/ штани
true *adj* /tru:/ правдивий
try *v, n* /traɪ/ намагатися; спроба
trot *v* /trɒt/ вигулювати коня
twice /twɑɪs/ двічі
twins *n* /twinz/ близнюки
twitter *v, n* /'twɪtə/ щебетати; щебетання

U

ugly *adj* /ʌɡli/ жахливий
umbrella *n* /'ʌmbrelə/ парасолька
understand *v* /'ʌndə'stænd/ розуміти
unforgettable *adj* /ʌnfə'getəbl/ незабутній
unfortunately *adv* /ʌn'fɔːtʃənətli/ на жаль
unique *adj* /ju:'nɪk/ унікальний

unite *v* /juːnaɪt/ об'єднувати
useful *adj* /'juːsf(ə)l/ корисний
user *n* /'juːzə/ користувач

V

valley *n* /'væli/ долина
value *n* /'vælju:/ цінність
van *n* /væn/ фургончик
vase *n* /veɪz/ ваза
verb *n* /vɜ:b/ дієслово
view *n* /vju:/ вид
village *n* /'vɪlɪdʒ/ село
violets *n* /'vaɪələts/ фіалки
violin *n* /'vaɪə'lɪn/ скрипка
vocabulary *n* /və'kæbjələri/ словник
voice *n* /vɔɪs/ голос
volume *n* /'vɒlju:m/ звук
voyage *n* /'vɒɪdʒ/ подорож

W

wait *v* /weɪt/ чекати
walk *v, n* /wɔːk/ прогулюватися; прогулянка
wand *n* /wɒnd/ чарівна паличка
washing powder /'wɒʃɪŋ 'paʊdə/ пральний порошок
waste *v* /weɪst/ витрачати
waterfall *n* /'wɔːtəfɔːl/ водоспад
waterway /'wɔːtəweɪ/ водний шлях
wave *n* /weɪv/ хвиля
wealth *n* /welθ/ багатство
wear *v* /weə/ носити
webpage /'webpeɪdʒ/ веб-сторінка
week *n* /wɪk/ тиждень
weightlessness *n* /'weɪtlɪsnɪs/ невагомість
welcome *v* /'welkəm/ вітати
well /wel/ криниця
well-planned /'wel'plænd/ добре спланований
well-read *adj* /'wel'red/ начитаний
west *n* /west/ захід
wet *adj* /wet/ вологий
wheel *n* /wi:l/ колесо

which *pron* /wɪtʃ/ котрий
whisper *v, n* /wɪspə/ шепотіти;
 шепіт
will *n* /wɪl/ воля
willingly *adv* /ˈwɪlɪŋli/ добровільно
win *v* /wɪn/ вигравати
wind *n* /waɪnd/ вітер
wise *adj* /waɪz/ мудрий
wish *v, n* /wɪʃ/ бажати; бажання
wonderful *adj* /wəndəf(ə)l/ прекрас-
 ний, чудовий
wood *n* /wuːd/ ліс
wooden *adj* /wudn/ дерев'яний
woodwork /wudwɜːk/ робота по
 дереву

woolen *adj* /wʊl(ə)n/ вовняний
word *n* /wɜːd/ слово
world *n* /wɜːld/ світ
worry *v* /ˈwʌri/ хвилюватися
wreath *n* /rɪːθ/ вінок

Y

year *n* /jɪə(r)/ рік
yesterday /ˈjestədeɪ/ вчора

Z

zenith *n* /ˈzeniθ/ зеніт
zone *n* /ˈzəʊn/ зона

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Навчальне видання

КАЛІНІНА Лариса Вадимівна
САМОЙЛЮКЕВИЧ Інна Володимирівна

АНГЛІЙСЬКА МОВА

для спеціалізованих шкіл
з поглибленим вивченням англійської мови

Підручник для 6 класу
загальноосвітніх навчальних закладів

Рекомендовано Міністерством освіти і науки України

Головний редактор *Н. Заблоцька*. Редактор *І. Лук'янчук*.
Обкладинка *Т. Куц*. Художній редактор *О. Мамаєва*.
Технічний редактор *Ц. Федосіхіна*.
Комп'ютерна верстка *Ю. Лебедєва*.

Формат 70×100/16.
Ум. друк. арк. 18,792. Обл.-вид. арк. 17,87.
Тираж 1023 пр. Вид. № 1468.
Зам. № .

Видавництво «Генеза», вул. Тимошенка, 2-л, м. Київ, 04212.
Свідоцтво суб'єкта видавничої справи серія ДК № 3966 від 01.02.2011.

Віддруковано з готових позитивів у
ТОВ «ПЕТ», вул. Ольмінського, 17, м. Харків, 61024.
Свідоцтво суб'єкта видавничої справи серія ДК № 4526 від 18.04.2013.