

Introduction

1 Work in pairs. Look at the pictures and talk with your friends about the new school year.

Example:

A: *Our school looks wonderful. Who can help me find all the classrooms in it?* B: *Don't worry! There is always someone to help you.*



1. Will I get on well with my classmates?

2. I will try to be positive.

2 Read a newspaper article and say what can help you feel comfortable during your first school days.

1. The same feelings

At the beginning of school almost everybody tries to *look cool* and calm. Each back-to-school student is wondering what will happen during the new school year. Most children feel a little shy.

But it won't take long for you to feel at home at school.

2. Everybody is special

You know that you are special to your parents, friends and family. You will meet other children at school, who are special to their parents, friends and families, too. You will have to learn to share attention of the teachers with others.

3. Learn to be a good friend

We learn to read, write and do the sums at school. We also learn to get on well with others. Try to be a good friend for everyone.

4. Be flexible

If something goes wrong with you, don't let it **ruin** your day. When something at home really upsets¹ you, talk to your parents or a teacher at school about it.

5. Be positive

Try to be a positive thinker and talker. Look at the bright side of things.

(by Betty Debnam)

- 3 a) Listen and read the poem.
- b) Say what things can make you feel good.

Feeling Your Way Through Every Day!

(by Betty Debnam)

Feelings are as natural as can be,
Feelings are inside you and me,
Feelings are simply grand,
Feelings let us know how we stand.
It is the most important fact:
How we feel is how we act.
Here's another part of the deal:
How we act decides how we feel.
Remember this whatever you do,
How you feel is mostly up to you.

- 4 a) Speak in class. Recite your favourite English poem.
- b) Work in groups. Talk with your friends.

Which poem did you like the most? What is it about? What have you learnt from it?

5 Jugf Write a list of advice from the text in Ex. 2 you like the most.

To upset - засмучувати.



Introduction

1 a) Look at the pictures. Talk about joys of going back to school.

Example:



When I come back to school, I make new friends and see my old ones. This is wonderful.

b) Work in groups of four. Write a list of things you enjoy about school for each letter of the alphabet.

2 Read the words and say what you like/don't like about school.

Example:

I like to get excellent marks, but I don't like it, when my teacher asks difficult questions.

Back-to-School Fun

Art					
Birthdays	Computers	Discoveries	Experiments	Field Trips	Games
Holidays	Information	Jokes	Kindness	Lunch	Music
New Books	Old Friends	Physical Education	Questions	Races	Stickers
Teachers	Understanding	Vacations	Words	excellent Marks	"Yahoo" Website
					Zero Bad Days

Lesson 2. Back to School

3 Read and complete the sentences with some words from Ex. 2.

1. Have you read anything about new scientific d _____ works.
2. "Y _____" is a good website for your project _____ works.
3. Philosophy books are beyond u _____ of ten-year olds.
4. P _____ E _____ is a class at school in which you do physical exercises and play sports.
5. Can you give me some i _____ about foreign language classes?
6. Is it really necessary to have v _____ during the school year?

4 a) Look and find the hidden words: *trips, games, activities, kindness, computers, challenges, sports, discoveries, experiments, holidays, jokes, music, celebrations, words.*

C	E	L	E	B	R	A	T	I	O	N	S	A	J	H
B	K	X	C	T	R	I	P	S	G	A	M	E	S	O
c	H	A	L	L	E	N	G	E	S	A	c	L	S	L
K	I	N	D	N	E	S	S	D	M	Z	R	B	P	I
E	C	I	S	и	M	N	S	E	к	O	J	T	O	D
F	O	S	E	I	R	E	V	O	c	S	I	D	R	A
G	Q	D	G	S	R	E	т	и	р	м	o	C	T	Y
E	X	P	E	R	I	M	E	N	т	S	I	V	S	S
W	O	R	D	S	S	E	I	T	I	V	I	T	c	A

b) Work in pairs. Talk with your friend about these school things.

Example:

A: *What do you like about school and studying?*

B: *I like discoveries and experiments. And what do you like?*

A: *As for me, I like holidays and celebrations best of all.*

B: *Lucky you!*

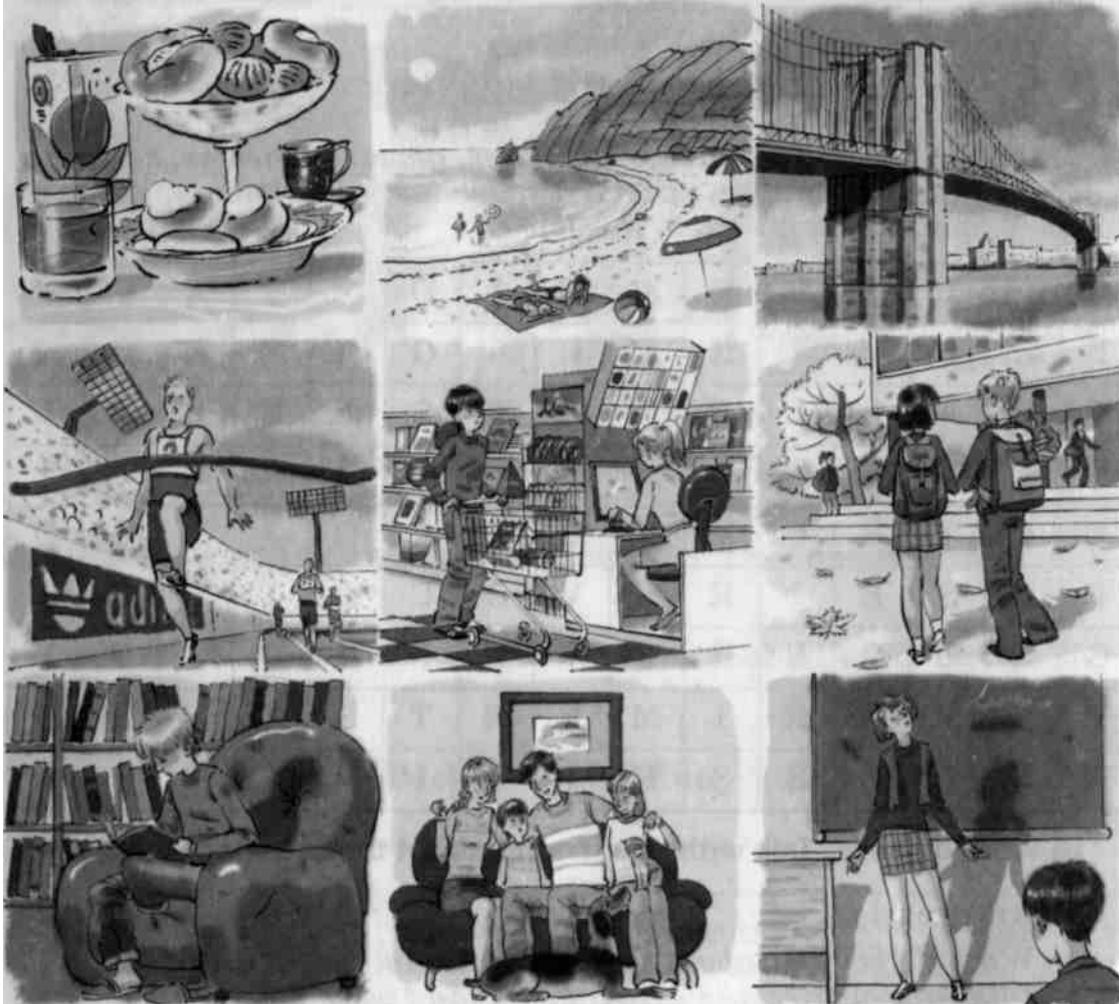
5. Write sentences about your school life. Use the words from Ex. 2 and Ex. 4.

8 Introduction

1 Work in pairs. Match the titles of the units in your textbook with the pictures.

Introduction

1. Summer Holidays
2. Family and Friends
3. Food and Drinks
4. Books Are Our Friends
5. Sports and Games
6. Shopping
7. School Life
8. Travelling to the USA



2 Work in pairs. Take turns to ask and answer about the pictures to Ex. 1.

Example:

A: *What topics are we going to learn this year?*

B: *This year we are going to learn about the USA.*

3 Work in small groups. Talk with your friends about the class activities.



Examples:

1) A: *Which classroom activities are you good at?* B: *I'm quite good at singing English songs.*

2) A: *What do you enjoy doing at the English lessons?*

B: *I enjoy playing classroom games and doing project works.*

3) A: *Can you understand English easily?*

B: *Yes, I can, but only if people speak slowly.*

4 Work in pairs. Answer the questions. Then ask your friend. Add information in the table.

Example:

A: *What kinds of tests do you like more?*

B: *I like multiple choice tests more. You can guess the correct answer. What about you?*

A: *I prefer essays. I don't like multiple choice tests. They are often tricky, and I can't show what I really know.*

What kind of tests do you like more?	You	Your friend
--------------------------------------	-----	-------------

- essays
- multiple choice tests
- take-home tests
- reading tests
- listening tests
- writing tests
- speaking tests

5. Write down your answers to the questions.

1. Do you only study because of tests? Why or why not?
2. Why are tests good? Why aren't they good?
3. Is it good to cheat during tests? Why do students cheat during tests?

Introduction

1 Work in pairs. Talk with your friend about your first school days. Use the questions.

1. What school do you study at?
2. Do you have many friends there?
3. When did you first come to this school?
4. How did you feel yourself during your first school days?
5. Did you have to change schools in your school life? Why?
6. Who can help you feel yourself comfortable in a new school?

2 Listen, read and say who you think followed Bob and Kerrie to school.

The First Day at School

Part1

"I'm kind of nervous today, because we are going to a new school," Bob told Kerrie as they walked to school.

"Look, everyone is looking at me," Kerrie looked around.

"They aren't looking at you. Look behind you."

Bob looked back.

"Oh, no," he said. "Rob, you can't come to school! What am I going to do? There's no time to take Rob back home."

"We can hide Rob somewhere. Let me think... We can hide it in the closet," Kerrie suggested.

Kerrie and Bob went into the building through the back door, so that nobody would see them. They put a rag over Rob and hid it in the back of the closet.

School started soon. Bob liked his teacher, Mrs Bell, and his new classmates. Everything was fine until Mrs Bell spilled some paint on the floor. So she asked a boy named Bill to go to the closet and get the mop.

Bob felt sick.

3 Read and choose the correct item to complete the sentences.

1. Bob was _____ when he walked to a new school.
a) happy b) nervous c) surprised
2. Everybody was looking at Bob, because _____ .
a) Kerrie was following him b) a dog was running after him c) Rob was following him
3. Bob and Kerrie decided _____ .
a) to hide Rob in the closet b) to take Rob home c) to tell the teacher about Rob

4. Everything was fine until Mrs Bell _____
a) looked in the closet b) spilled some water on the floor c) spilled some paint on the floor

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

1. Why was Bob nervous that day?
2. Why were people looking at Bob?
3. Did Bob and Kerrie have time to take Rob back home or not?
4. What did Kerrie suggest doing?
5. How did Kerrie and Bob get into the building?
6. Where did the children hide Rob?
7. Did Bob like his new teacher and the classmates?
8. What happened during the lesson?

b) Speak in class. Look at the picture. Describe Bob and Kerrie. What are they wearing? What are they carrying to school? What things do you think they have taken with them?



Conversation Lab

5 Read and act out the situations.

1. You are a new pupil at school. Tell your parents about your feelings on the first school day. Talk about the things that can help you to make new friends.

2. There is a new pupil in your class. Tell him/her about the school you study at, the teachers at that school, school subjects and the things you need for the lessons.

6 Write ten questions you would like to ask your new classmate during the first school days.

Introduction

1 Work in pairs. Look at the pictures and talk with your friend. Discuss if you use/don't use these things at school.

Example:

A: / use a calculator when I do the sums.

B: I don't take toys to school. I mustn't play at the lessons.



2 Read the second part of the story and say how Rob helped Bob to feel comfortable in a new school.

The First Day at School Part 2

Soon Bill came back into the room. He was pushing Rob.

"Look what I found!" he said, looking surprised. Bob wanted to hide.

"Mrs Bell, do you know anything about this?" asked Bill. Mrs Bell looked at the robot first and then at the children in the classroom.

Bob turned red, slowly raised his hand and said, "It's mine. It followed me to school today, so I hid it in the closet."

"Do you have your own robot?" Mrs Bell asked, sounding pleased. "Tell us about your friend, please."

Bob told the class that Rob was a robot. He showed them some of the special things Rob could do. The children listened to him with great interest while Bob spoke.

On the way home from school Bob said to Rob, "Thanks to you, all the kids in school know me already. But from now on, you stay home and try to keep out of trouble while I go to school."

Lesson 5. School Things

3 Read and choose the correct answers to the questions below.

Add more information.

1. What was Bill doing when he came into the room?
 - a) He was crying.
 - b) He was carrying a mop.
 - c) He was pushing Rob.
2. How did Bob react when he saw Rob?
 - a) He was surprised.
 - b) He wanted to hide.
 - c) He was happy.
3. What did Mrs Bell do when she saw a robot?
 - a) She looked at the robot first and then at the children.
 - b) She asked Bob and Rob to leave the classroom.
 - c) She was scared.
4. Who asked Bob to tell the class about his friend?
 - a) His new classmates.
 - b) Mrs Bell.
 - c) Bill.
5. What did Bob show his classmates?
 - a) What he could do with his robot.
 - b) What Rob could do.
 - c) How Rob could speak.
6. Why did Bob thank Rob?
 - a) Because he helped him to make friends with his classmates.
 - b) Because he helped him to clean up the classroom.
 - c) Because he helped him to do the sums.

4 a) Play a game. Work in two teams. Choose a leader. The leader thinks of a classroom object. The teams take turns to ask questions and try to guess what the object is. Each team can ask five questions.

Example:

Team A, SI: *Do you usually write with it?* Leader: *No, I don't.*

Team B, SI: *Do you clean your classroom with it?* Leader: ...

b) Speak in class. Add more information about the object you have guessed.

5 деэЩг Write what you think Rob could do. Start like this:

Rob could ...

Introduction

"1 a) Read and match the sentences with the correct tense form.

1. I will help you to check the sports equipment tomorrow. a) Present Simple

2. The school psychologist was talking to me, into the classroom. b) Present Continuous when my mother came

3. Do you work on your computer every c) Past Simple day?

4. Our Music teacher has already planned d) Past Continuous her work for this

semester.

5. My mother is a teacher. She is planning e) Future Simple her lessons now.

6. Last summer the workers made our school be. f) Present Perfect a clean and healthy place to

b) Write down your sentences about school life. Use the different tense forms of the verbs.

2 Write down questions and short answers to the following sentences.

Example:

They went to the cinema two days ago.

- *Did they go to the cinema two days ago?*

- *Yes, they did./No, they didn't.*

1. I am looking through a very interesting magazine now.

2. We do not usually go to school in summer.

3. You will look for your textbook tomorrow.

4. He visited the Crimea last summer.

5. This woman was keeping to a diet from May till July last year.

6. He has already spent much money today.

7. My friend will go in for swimming next month.

8. Sam doesn't go shopping every day.

3 a) Listen to these opinions.

Anon: Tests are important.

Dan: Some pupils are always nervous before the tests.

Alex: Some smart pupils do badly on tests.

b) Work in pairs. Take turns to speak. Student A reads an opinion. Student B responds and adds information.

Lesson 6. Grammar Revision

Example:

A: *Tests are important.*

B: *That's not always true. Sometimes they don't check what the students know.*

Students often cheat during the tests.

A: *Oh, no! Tests help you understand what you have learnt and what you have to work at!*

Responses

That's true.

That's not always true.

4 a) Look and find the names of the "school words" in the wordsearch square.

T	H	V	I	C	E	P	R	I	N	C	I	P	A	L
w	N	E	R	E	T	S	A	M	D	A	E	H	X	Z
M	U	S	I	C	N	E	D	p	W	F	M	P	s	C
w	R	K	O	O	B	G	R	A	O	S	A	R	E	C
R	S	c	H	A	A	L	I	B	R	A	R	I	A	N
D	E	s	K	C	G	J	V	N	K	K	L	A	H	C
B	M	A	T	H	S	I	E	T	E	A	C	H	E	R
G	A	R	D	E	N	E	R	H	R	E	A	S	O	N
Q	U	E	N	G	L	I	S	H	P	A	R	T	I	S

b) Speak in class. Talk about the people who work at school.

5 jti&§ a) Open the brackets. Put the verbs into the Present Simple, the Present Continuous, the Past Simple or the Future Simple.

- Why they (to laugh) at that picture yesterday?
- I (to look) for my slippers now.
- Paul (to be) in Rome two years ago.
- Which of you usually (to take) pictures at the theatre?
- Why you (not, to play) snowballs now?
- Tom (to write) a letter to his granny from 5 till 6 yesterday.
- Alice (to put) on her blue blouse yesterday?
- We (to run) a race next week.
- The children (to listen) to the music at the Children's Theatre now.
- Why your friends (not, to stay) with us the day after tomorrow?
- They (not, to visit) this exhibition yet.
- The children (to watch) a film, when their mother (to come) home yesterday.

b) Bring some holiday photos for your next English lesson and be ready to describe them.

16 Unit 1. Summer Holidays

1 a) Listen and read a poem.

Holidays,
Fantastic and **fabulous**¹,
Come, entertain and go,
Make children happy
Vacations.

b) Speak in class. Look at the pictures and say why summer holidays are wonderful.



2 Read and say what you can do in summer.

Summer Holidays

Schoolchildren have their holidays in June, July and August. Summer holidays are excellent and great fun, because the weather is usually fine and sunny. It is seldom rainy and windy. The sun usually shines brightly. It is warm, even hot. When the weather is shiny, children can be outdoors all day long. They can go to the seaside or to the mountains. They can spend time with their friends in the forest, in the park or at the river or lake. Boys and girls can go swimming or boating, play football, tennis or badminton. They can also ride a bike or a scooter. If the weather is rainy and nasty, they can stay at home and read books, watch TV, do homework or needlework, play the piano or make models of ships, kites or planes. The boys enjoy listening to music, rollerskating and skateboarding. The girls enjoy playing musical instruments and drawing pictures.

fabulous - дивовижний.

Lesson 1. Holidays Are Fantastic

3 Read and complete the sentences.

1. Schoolchildren have their holidays in _____.
2. Summer holidays are excellent and great fun, because _____.
3. When the weather is shiny, children can _____.
4. When the weather is rainy and nasty, children can _____.
5. The girls enjoy _____ in summer.
6. The boys enjoy _____ in summer.

4 Work in pairs. Choose the role card. Roleplay the situation "Looking at Holiday Photographs".

Role Card A. You took some photos when you were on holidays last summer. You are going to show them to student B. Talk to him/her about the photographs and about your holidays. Before you start, think about:

the photographs:

- where you took the photo- there;
- the name of the building or place;
- who the people are.

the holiday:

- where you went; graphs;
- how long you stayed
- who you went there with;
- what you did there.

Role Card B. Student A is going to show you some photographs he/she took while on holidays last summer. Try to ask lots of questions about them, as well as questions about the holidays itself.

Here are some questions you can ask about:

the photographs:

Where did you take this photograph? What's that building there? Who are these people? Do you know them?

the holiday:

How long did you stay in ...? Was it nice there? Who did you go there with? Where did you stay? What did you do?

■ Write where you went and what you did last summer.



Unit 1. Summer Holidays

1 a) Work in pairs. Take turns to ask and answer the questions about summer holidays.

1. What holidays do you like more: autumn, winter, spring or summer? Why?
2. How long do you think school holidays should be?
3. Do you prefer one long holiday or several short ones?
4. What do you usually do on holidays?
5. Do you like to have a rest at home or visit new places when you are on holidays?
6. Do you like to be alone or to spend time with friends and relatives?
7. What do you usually do with your friends?

b) Speak in class. Tell your classmates what you have learnt about your friend.

2 Read and say what Ann thinks about school holidays.

Dear Mary,

How are you? The new school year has already started. I have to go back to my textbooks and homeworks. It's really great to have such long summer holidays. Schoolchildren are very tired at the end of the year.

*There are some things that I don't like about school holidays. Firstly, I usually miss my schoolfriends and teachers. **Secondly**, my parents' vacations are not as long as school holidays and we can't spend all the three months together. **Thirdly**, my mum always makes me read a lot in summer.*

*However, all school holidays are exciting. **To start with**, you can keep late hours, watch lots of TV programmes and play outdoors with your friends. Also, you can visit new places and meet new faces. **Finally**, you can have touring holidays in ancient cities you have dreamt about for so long. These cities are the famous places, where you can touch history at every step and learn more about the life of people.*

This summer I visited Greece. I have seen the Parthenon at last. I have heard so many great stories, that it will take me many hours to tell them to you. Come and see me one day. I'll show you my holiday photos and a video film.

Where did you go last summer? What places have you been to? Write to me soon.

Yours,

Ann.

Lesson 2. Summer Holidays Are Exciting

3 Read and complete the sentences.

1. The new school year has already started, and Ann has t(
2. It's really great to have school holidays, because _____
3. There are some things that Ann doesn't like about school holi days. They are _____ .
4. The things that Ann likes about school holidays are _____
5. This summer Ann has visited _____
6. She promises Mary to _____

Conversation Lab

4 Read and act out the situations.

1. You are planning to go camping for three days. You can't take too many things. Talk about the things you are/are not going to take with you and explain why.

W o r d b a n k: *A watch, a laptop, a flashlight, batteries, a box of matches, a book to read, a mobile phone, a fishing-rod, a walkman, sunglasses, a can of tuna fish, a map, a sleeping bag, a box of sweets, a pillow, an evening dress, a television, a camera.*

2. You had wonderful time last summer. Tell your friends where you went, what you did there, what places you visited, who you went there with and what the weather was like.

5. Read the word combinations and write true sentences about yourself now and about yourself now and a few weeks ago.

Example:

I go to school five days a week now, but I enjoyed my summer holidays a few weeks ago.

No	A Few Weeks Ago
to go to school	to enjoy summer holidays
to meet classmates every day	to miss classmates
to get up early in the morning	to keep late hours
to have a lot of classes	to play outdoors with friends
to work hard	to spend a lot of time on the beach

20 Unit 1. Summer Holidays

1 Work in pairs. Take turns to ask and answer how the children spent their last summer holidays.

to learn a lot

to enjoy the holidays

to travel around Ukraine

to travel by train and car

to stay at a large hotel

to have all modern conveniences

to visit museums and art galleries

to look after the animals

to feed the animals

to help about the house

to work in the garden

to go to the country

to live in a small cottage

to help granny on the farm



2 Read and say what project Dan made last summer.

Summer Days

"Tom, you'll never gue? what I was doing last summer!" Dan shouted excitedly into the phone.

"Hey, slow down, Dan. Tell me what you're talking about," Tom said.

"I started a new project with my uncle Dave."

"What kind of work were you doing?" Tom asked.

"We were working at the story about our summer rest. I used my camera to tell a story, instead of using a computer to type words," explained Dan. "I wanted to do a complete photo essay."

"I know what you mean," Tom said. "With a series of pictures you wanted to tell a story. Have you finished your project already?"

"We have already taken lots of pictures, but we are still working at our essay. There is a beginning, middle and end of our picture story. Some photos as its opener. We have also made others to our main theme and, finally, we'll use some to finish up with," Dan explained.

"It sounds great, Dan. I guess you both were too busy last summer. As the result, you have lots of stories to tell, when we go back to school. I can hardly wait to hear and see them all."

"Come and see me one day," Dan said.

"With pleasure."

3 Agree or disagree.

1. Dan started a new project with his father.

2. Dan wanted to tell a story in photos.

3. Dan has already taken all the pictures he needed for his project.

4. Dan hasn't finished his project yet.

5. There is a beginning, middle and end of Dan's picture story.

6. Dan promises Tom to bring his photo essay to school.

Lesson 3. Summer Days

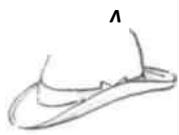
4. Work in small groups. Read the instruction. Then discuss the statements. Present your idea according to the colour of your "thinking hat".

"The Six Thinking Hats"

(after Edward de Bono)

Example:

You can have a good rest in a big city.



neutral
and objective
serious
and careful

You can have a good rest everywhere if you plan it well.

The nature is not as beautiful in the city as it is in the country or at the seaside, and the air is not clean as well.



feelings,
emotions
and
intuition

I don't think so. There are too many people in big cities. It is very noisy there, and you can easily get tired.



sunny,
positive and
optimistic

It is a good place to visit, if you are interested in history. There are many places of interest there, and you can go sightseeing.

creativity
and new ideas

There is always something new to learn, if you are on a visit to a place you have never been before. You can meet a lot of people and find new friends.



focus,
control and
monitoring¹

You must plan your rest carefully. Sometimes it's good to go to the country, sometimes it's better to visit a big city.

1. It is good to have a rest with your parents.
2. Summer holidays in the country are wonderful.
5. Write what you think about having a rest in a big city and in the country. Where would you like to go on holidays?

Monitoring - *тум*: партнерське керівництво.

Unit 1. Summer Holidays

1 a) Read the words below and match them with the pictures.



rainy and windy, fine and sunny, cold and nasty, frosty and snowy, cool and cloudy

b) Speak in class. Talk about the weather in different seasons.

Example:

The weather is usually hot or warm in summer.

2 Read and say if Ann liked rainy weather.

A Day at the Zoo

Parti

It was raining heavily when Ann got home. Her clothes were wet, and the girl was cold. Ann pulled the house key from her **pocket**, but she couldn't open the door easily. As she **pushed it open**, she heard the phone ringing. She ran to the kitchen quickly and picked up the phone.

"Great weather, huh?" she heard Jane ask.

"Are you joking? I got wet through and I'm cold!"

"Did I call at a bad time?"

"It **depends on** what you call bad," Ann answered, **shivering**. She looked down and noticed that her sneakers **squirted**¹ water every time she **wiggled**² her toes. "What's up, Jane?"

"How does an afternoon at the zoo sound to you?"

"At the moment it doesn't sound great," Ann laughed, "but what did you have in mind?"

"I want to photograph several zoo animals. Will you join me? I'm going there on Saturday."

"As long as the weather **improves**, I don't see why not," Ann answered.

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

1. What was the weather like when Ann got home?

2. Why did Ann struggle to unlock the door?

To squirt - *тут*: хлюпати. ²To wiggle - ворушити.

3. Did Ann answer the telephone?
4. Where did Jane invite Ann to go?
- 4 a) Speak in class. Look at the pictures and describe the weather.



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

Example:

A: *Have you ever walked in the rain?*

B: *Yes, I have. I like to walk in the rain in summer. I think it's fun.*

A: *Do you really think so? I usually stay indoors, when it rains.*

	You	Your
Have you ever walked in the rain? What do you like about rain? What don't you like about rain? Do you remember a time when you played sports, had a walking tour in the rain, etc?		

c) Speak in class. Tell your friends what you can do during sunny (rainy, snowy, etc.) days.

5. Put the verbs in brackets into the correct tense form. Use Past Simple or Past Continuous.

1. The day _____ (to be) rainy yesterday. It _____ (to be) nasty and cold. Nina _____ (to stay) at home. She _____ (to knit) socks for winter, when her friend _____ (to phone) her. They _____ (to talk) from 4 till 5 o'clock yesterday.
2. Jim and his friends _____ (to go) hiking last Sunday. The weather _____ (to be) warm and sunny in the morning, when they _____ (to leave) their houses. But when they _____ (to put up) a tent, the dark clouds appeared in the sky.
3. The sun _____ (to shine) brightly, when I _____ (to go) out. I _____ (to decide) to walk to school. When I _____ (to pass by) the stadium, I _____ (to meet) Jack.

Unit 1. Summer Holidays

a) Work in pairs. Try to complete the sentences.

1. More than 4,500 years ago there were zoos in

- a) Egypt b) Greece c) Ukraine

The first zoos were built for _____ .

- a) children b) kings and queens c) grown-ups

Today the largest zoo in the world is in _____

- a) San Diego b) Berlin c) Bangkok

4. Most zoos today keep animals in _____ .

- a) boxes b) cages c) open space grounds

b) Listen and check your answers¹.

c) Work in small groups. Take turns saying the facts. Then close the books. How many facts do you remember?

2 a) Listen and read.

A Day at the Zoo

Part 2

On Saturday the bright sun greeted the girls. Then off they went to the city zoo.

While Ann was looking at the elephants, Jane was taking photographs.

"Hey, Jane," Ann said, "is that your new camera? I haven't seen it before."

"This is my mother's camera," Jane said, "I usually use it when I'm taking photographs for my photo album."

Ann and Jane continued walking. Ann gazed at the giraffes and said, "I've never been to the zoo in winter. I don't think such animals as giraffes, monkeys and lions like it."

"You're right. That's why summer is the best time to come here," Jane said. "It's one o'clock already. Let's finish up at the monkeys' cage. I think I've got most of the shots I need, and besides, we have to be at home for dinner."

"That was a wonderful way to relax," Ann said as she and Jane were going home. "I think your photos will be fantastic."

b) Order the sentences according to the text.

___ . This is my mother's camera.

___ . That was a wonderful way to relax.

___ . I've never been to the zoo in winter.

___ . Let's finish up at the monkeys' cage.

^xSee Tapescript on p. 182.

Lesson 5. A Day at the Zoo

____. On Saturday the bright sun greeted the girls.

____. While Ann was looking at the elephants, Jane was taking photographs.

3 a) Work in groups. Do a survey and fill in the table.

Example:

A: *Do you like to visit zoos?*

B: *Yes, I do. My favourite zoo is in Kyiv. I have been there twice this year. I like to watch bears and monkeys.*

	You	Your friend
Do you like to visit zoos? Where is your favourite zoo situated? How often do you go there? What animals do you like to watch there? Have you (your relatives or friends) got a pet at home? What is the pet's name? Where does it live? How do you (they) take care of your		

b) Speak in class. Tell your classmates what you have learnt.

4 Have a class discussion. Talk about zoos and animals that live there.

Example:

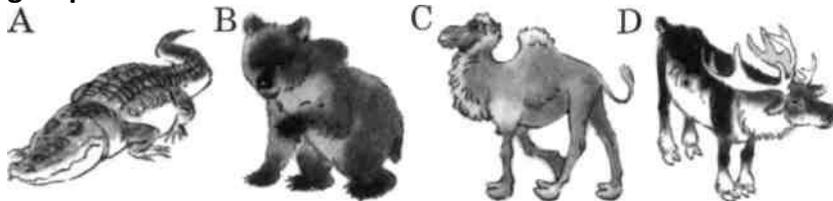
A: *Zoos are great places to visit.*

B: *I think so, too. You can see animals from all over the world and learn a lot about them.*

C: *I don't think so. I am sure that zoos are terrible. I don't like to watch animals that live in cages. Safari parks are better than zoos. Animals live in open space grounds there.*

5 Play a class game. Name one animal for each letter of the alphabet.

The group with the most animals wins.



6 Write 15 sentences about your last visit to the zoo.

Unit 1. Summer Holidays

1 a) Look at the pictures. Listen and repeat the words. Make sentences with them.



to catch a fishing-rod to dig worms to throw the to pull the a fish fishing-rod fish on

b) Work in pairs. Talk with your friend. Use the questions.

1. Have you ever been on a fishing trip?
2. Who did you go there with?
3. What do you think is more important to catch a lot of fish: a good weather, a good fishing-rod, a good place or a good luck?

2 a) Listen, read and say what helped Dan to catch a lot of fish that day.

The Fishing Trip

"Dad, can Tom and Alex go fishing with us?" Dan asked.

"All right," Dan's dad answered. "Just try not to get in a trouble and be quiet for a few hours."

When they got to the bridge, the boys went to one side of the river. Dan's father, Mr Petrenko, and uncle Taras sat on the other side.

All fishermen threw the fishing-rods into the water. A few seconds later the funny whistling noise started, and Tom cried, "You've caught a fish, Dan. Pull it on!"

He helped his friend pull in the fish. Dan threw the line back into the river. The funny whistling noise started again. Soon Dan, Tom and Alex all had fish pulling on their lines.

"Hey!" Dan said excitedly, "we know how to call the fish."

"Dan, I'm sure there is just more fish on your side of the bridge," his dad said.

"Can we trade sides¹ to see?" Dan asked. Dan, Tom and Alex traded places with Mr Petrenko. Uncle Taras stayed on the side with Dan just in case he was right.

To trade sides - мінятися місцями.

Lesson 6. The Fishing Trip

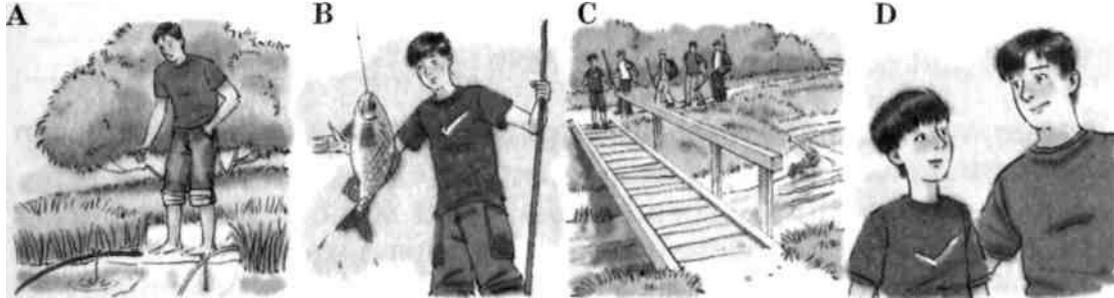
As soon as they had their hooks in the water, Dan began to make the noise and cried, "I've got one!"

Mr Petrenko kept looking back at all the fish the others were catching. He still hadn't caught one fish. Finally, he took his fishing-rod and moved next to Dan. The boy looked at his father and smiled.

"This is pretty good luck, isn't it?" Dan said. His father smiled and said, "Firsts catch the luck."

b) Work in pairs. Ask your friend questions about the text.

3 a) Look at the pictures and put them in the correct order, b) Use the pictures to tell a story.



4 Put the verbs in brackets into the correct tense form to complete the sentences.

1. Last year they _____ (to give) Maksym a new fishing-rod as a birthday present.
2. Look! Alex _____ (to pull on) the line with a fish now.
3. How many fish _____ you (to catch) today?
4. Dan's dad _____ (to prepare) the fishing-rods while the boys _____ (to dig up) worms.
5. You _____ (to go) on a fishing trip next Sunday?

5. Write a short story "The Day We Went Fishing". Start like this:

One day _____ and I went fishing. The weather was

_____. My _____ . I _____ .

We left the house at _____ . Soon we came _____ .

Unit 1. Summer Holidays

1 Listen to two people talking about life in the city and life in the country¹. Then write words they use to talk about the city and the words they use to talk about the country.



Words that describe life in the country:

Words that describe life in the city: _____

2 Listen, read and say what the boys think about summer holidays in the country.

Alex: Where did you spend most of your summer holidays? Bill: In the countryside. I lived there when I was a little boy. Now I usually spend a month or two in my native village in summer.

Alex: What is good about life in the countryside? There are no attractions and there are very few people there. Bill: Life in the country is healthier than life in the city. The air is much cleaner and fresher there. There are not many people there, but people know each other well and they are very friendly. I have got many relatives in the village. I like to help my grandparents in the garden and on a farm. Besides my friends always come there on holidays.

Alex: I have always lived in a big city. I like to visit museums and exhibitions. But I think it's so hot here in summer. I adore going to the seaside with my parents.

Bill: Summer holidays at the seaside are wonderful. You can swim a lot. You can also **dive with an aqualung**. Have you ever tried to do this?

Alex: Oh, no. My mother thinks, that it is very dangerous. She didn't let me do this last summer, but I hope I will have a chance next year.

Bill: You have a nice dream for the whole year. New school year has just started.

Lesson 7. In the Countryside

3 Read and mark the statements true (T) or false (F). Change the false statements into the true ones.

- ___ 1. Bill has spent most of his summer holidays in the city.
- ___ 2. Bill lived in the countryside when he was a little boy.
- ___ 3. Alex thinks that it is good to live in the country.
- ___ 4. Bill misses his friends in summer.
- ___ 5. Alex enjoys playing games and going to the seaside in summer.

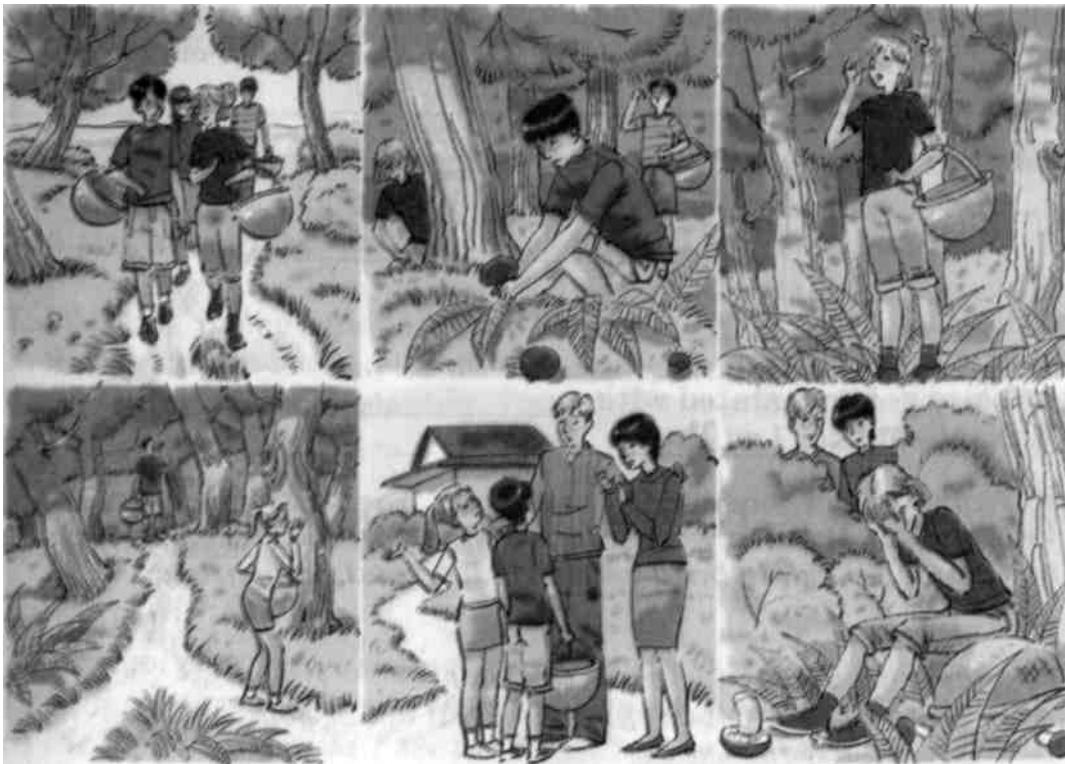
mer.

___ 6. Bill has never tried to dive with an aqualung.

4 Speak in class. Talk about summer holidays in the country. Use the word combinations: *to breathe in fresh air, to drink fresh milk, to eat tasty fruit and vegetables, to help grandparents in the garden, to mow the lawn, to feed the chicks and goslings, to take care of animals, to make a fire in the evening, etc.*

5 Look at the pictures and write what happened to the children in the forest one day. Use Past Simple and Past Continuous Tenses. Start like this:

Iryna and Semen were in the country last summer. One day they went to the forest to gather berries and mushrooms. ...



Unit 1. Summer Holidays

1 Read Dan's letter and say where he spent his summer holidays and what he did there.

Dear Steve,

The school year has just started, and I'm busy all the time. I don't have much time now, but in the evening I like to sit in the armchair and watch my holiday photos. What great time it was!

Last summer I went to the seaside with my parents. We stayed at the hotel. It was just right on the beach, and we could see the sea out of the windows. The service in the hotel was excellent.

I could swim in the sea, sunbathe on the beach and take pictures with a camera. The weather was wonderful. It wasn't very hot, but it was warm, not windy and nice. In the morning I usually ran to the sea and enjoyed swimming and diving. I could see the dolphins in the morning. I could watch sea fish and the crabs and pick up shells. I often brought some bread and fed the sea gulls. Have you ever tried to surf the waves? This is fantastic!

I also got acquainted with new friends and we spent much time together. I liked my time at the seaside, but soon I started missing my home city.

Next summer I will go to the Crimea. I think it will be wonderful. I am sure I will have a nice rest there.

Where did you spend your holidays? Write to me soon.

Yours,

Dan.

2 Read and complete the sentences.

1. Last summer I went to the _____ with my _____.
2. Our hotel was just right _____, and we could see the sea.
3. The weather was _____.
4. I also got acquainted with _____.
5. Next summer I will _____.

a) **Work in pairs. Answer the questions. Then ask your partner. Add information. Use the words: to swim, to surf the waves, to sit in the sun, to water-ski, to build castles in the sand, to fish, etc.**

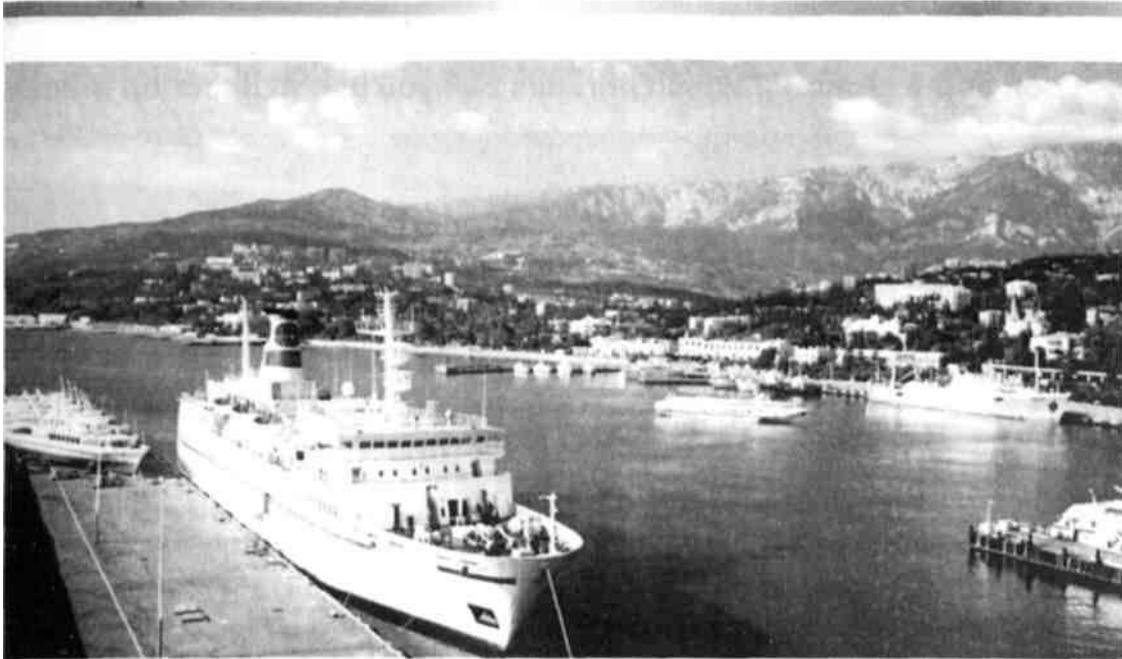
Example:

A: What do you like to do on the beach?

B: I like to swim or sit in the sun. What about you?

A: I love to surf the waves.

Lesson 8. In the Crimea



b) Talk about a beach you know. What colour is the sand? What colour is the water? Is the sand fine or coarse? Are there seashells? Are there any trees there? What do you like about this beach? Are there things you don't like about it?

4 Work in groups. Take turns. Read an opinion. Each student responds and adds information.

Example:

A: *Walking in the sand is a good exercise.*

B: *Really? I don't think so. I like to exercise at the gym.*

C: *I think both are good ways to exercise.*

1. *Walking in the sand is a good exercise.*

2. *Swimming in the sea is better than swimming in the pool.*

3. *Looking at fish is relaxing.*

5 Write down ten questions to the text of Ex. 1. Use different types of questions.

Example:

The school year has just started. - Has the school year just started? I could see the dolphins in the morning. - What animals could I see in the morning? Could I see the dolphins or sharks in the morning?

Unit 1. Summer Holidays

1 Look at the pictures. Which phrases can you use to describe them?



crowded/narrow streets historic places a busy town centre traditional local shops

2 Read the text. Find the adjectives in the text to describe the nouns from the table.

Streets	Buildings	Museums	Shops	People
<i>busy</i>				

Holidays in Yalta

When summer comes, people head off for a break away from Kyiv. Some of them come *up* with the idea of exploring the Crimea. It is a perfect holiday destination. Children and adult have fabulous time there. The children can go swimming, sunbathe, play beach games, build sandcastles and collect shells and stones. The adults can devote their time to the secrets of diving with an aqualung.

Yalta is one of the most popular places in the Crimea. It is in the south of Ukraine, near the Black Sea. Yalta has a busy town centre and the streets are often crowded. There are many historic buildings, and there are lots of interesting shops and wonderful museums there. There are also traditional shops that sell beautiful Ukrainian arts. Pr bly, the best thing about Yalta is friendly local people. You can get acquainted with them and make good friends. In Yalta you can have a nice rest and xplore the history of Ukraine. If you go there once, you will love it for all your life. All ti all, it's a great place to visit.

Lesson 9. Holidays in Yalta

3 a) Match the adjectives with their opposites.

Example: *historic - modern*

historic, old, boring, crowded, cheap, delicious, friendly, interesting, empty, expensive, new, quiet, modern, disgusting, unfriendly, noisy

b) Speak in class. Describe the buildings, streets, places of interest, shops and people where you live. Use the words from Ex. 3a to help you.

4 Work in pairs. Read, complete and act out the dialogue. Use the Past Simple negatives and questions.

O 1 h a: _____ (you, to have) a nice weekend in Yalta?

B o h d a n: Yes, thanks. It was good. We looked round a museum and watched a show. We _____ (not, to try) to do too much.

O 1 h a: Which museum _____ (you, to go) to?

B o h d a n: _____. I _____ (to get to know much) there.

O 1 h a: It's fascinating, isn't it? And what show _____ (you, to watch)?

B o h d a n: Oh, a musical about monsters. I forgot how it's called.

I _____ (not, to like) it.

O 1 h a: Where _____ (you, to stay)?

B o h d a n: At the hotel. The rooms were very comfortable there.

O 1 h a: And _____ (Susan, to enjoy) the weekend?

B o h d a n: Yes, she did. She did some shopping, too, but I even _____ (not, to want) to look at shops.

5. a) Write about your town/city. Use the plan to help you.

1. Describe where it is: in the mountains/next to the sea/near any other towns.
2. Describe the buildings and the streets, including any famous or important buildings.
3. Describe the museums and shops.
4. Write about the people.
5. Write why it is a good place to visit.

b) Check your description. Make sure that grammar, spelling and punctuation are correct.

3 A. Hecbit

1 Read the sentences. Make these sentences negative and write them down.

1. We went fishing last Saturday.
2. Borys was making the models of planes from 4 till 5 o'clock yesterday.
3. My parents have already taken lots of pictures in the Crimea.
4. I have already visited the zoo this year.
5. Look! My father is throwing the fishing-rod now.
6. They usually help their granny about the house.
7. My friends will go to the rest camp next summer.
8. Peter has got an idea about the new interesting summer project.
9. The girls are talking over the telephone now.

2 Open the brackets. Put the verbs into the Present Simple, the Present Continuous, the Past Simple or the Future Simple Tenses.

1. a) With whom they usually (to go) for a walk in the forest?
b) With whom they (to go) for a walk in the forest now?
c) With whom they (to go) for a walk in the forest the day before yesterday?
d) With whom they (to go) for a walk in the forest tomorrow afternoon?
2. a) What language Borys (to learn) every day?
b) What language Borys (to learn) now?
c) What language Borys (to learn) last year?
d) What language Borys (to learn) next year?
3. a) Who (to look) for clothes every morning?
b) Who (to look) for clothes now?
c) Who (to look) for clothes yesterday morning?
d) Who (to look) for clothes tomorrow evening?
4. a) Your sister (to make) her bed every morning?
b) Your sister (to make) her bed now?
c) Your sister (to make) her bed an hour ago?
d) Your sister (to make) her bed in five minutes?

3 Use the Past Simple Tense of the verbs in brackets.

Once upon a time there was a little boy _____ (to call)
Mark. He _____ (to live) by the sea. Mark
_____ (be) deaf. He (not, can) ___ hear any
thing. He (not, to have) ___ any friends. He _____
(to be) sad, because nobody _____ (to talk) to him.

Unit 2. Family and Friends

1 Work in pairs. Talk with your friend.

1. How many people are there in your family?
2. Would you like to have a larger or a smaller family? Why? Why not?
3. Have you got any brothers or sisters?
4. How do you get on with them?
5. What traditions have you got in your family?

2 Listen, read and match the photos with the stories. Say which family

looks like yours.

Different Families, Different Lives



1. Margaret Hawk is 12 years old. She is an Indian. She lives in Montana, the USA. She has got a large family. Margaret gets **on well with** all her sisters and brothers.

"My mum and dad are very busy during the day. That's why I have to take care of my younger sisters and brothers. We are never bored. My grandparents, who are my father's parents, live next door to us. My sisters, brothers and I often eat our meals with them. We usually come to their house after school.

My grandfather used to hunt buffaloes when he was young. He was a very skillful hunter. Now he has got lots of stories to tell. My parents and we can get good advice from him. We respect our grandparents."

2. John Clark, 11, lives with his parents and elder sister in New Zealand. His family is small, but the extended family is important in his life.

"My parents were born in Helena, but our family originally came from Bozeman, which is a beautiful town in the Rocky Mountains. We go there once a year to stay with our relatives. I love going there and playing with my cousins. My aunt and uncle live near us, and I spend a lot of time with them. My sister, who is much older

than me, still lives at home. She is a student. She is going to be a computer programmer. I love being a part of my family."

3. Olha Sovenko is 12 years old. She lives in Mykolayiv, Kherson region, Ukraine.

"My parents live in Mykolayiv. I've got a brother, who is 16 years old. He is a student. He is fond of sports. When I was a little girl, my grandmother offered to look after me. It's a Ukrainian tradition for grandparents to bring up their grandchildren. So I lived with two of my cousins in our grandma's house by the sea, and many of the people in the village are my relatives. I saw my brother when he came to our granny on holidays. I often missed my close family then, but I'm happy with my life now, when we are together."

3 Agree or disagree with the sentences. Correct the false ones.

Example:

Margaret Hawk lives in the USA. True.

1. Margaret Hawk is the youngest in the family.
2. Everybody respects grandparents in Margaret's family.
3. John's family originally came from Bozeman, a beautiful town in the Rocky Mountains.
4. John spends much time with his grandparents.
5. It's a Ukrainian tradition for grandparents to bring up their grandchildren.

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

1. What kind of family does Margaret live in?
2. How often do Margaret and her sisters and brothers visit their grandparents?
3. How often do John and his family visit their relatives in the USA?
4. Why does John spend much time with his aunt and uncle?
5. Where did Olha spend her childhood?
6. Why is Olha happier with her life now?

b) Work in pairs. Ask each other questions about your families.

5 a) Write 15 sentences about your family. Use Ex. 1 as an example.

b) Write a list of questions to interview your friend about his/her family.

38 Unit 2. Family and Friends

1 a) Read and complete the sentences.

1. A friendly family is the family where _____.
2. There are many ways to please your parents. You can _____.
3. I usually help my parents willingly. I _____ every day. I _____ once (twice, three times, etc.) a week.
4. My grandmother and grandfather like it, when _____.

b) Work in pairs. Share your sentences with your friend. Discuss them.

2 Listen, read and say what makes a friendly family.

A Family Is a Little World Created by Love

A family is a little world. It has its own territory which is a house or a flat. It has its own population. These are the family members. They speak their own language. If people are kind to each other, they have good relationships, and the family is friendly. All the families have their own rules. The most important rule is to respect each other. Family members must share their household chores, then they will have more free time to spend together.

Our aunts, uncles, nieces, nephews and cousins are our relatives. We meet at the weekends and for holiday celebrations. This helps us to keep the family traditions with great honour. We love each other and never argue. We help and support each other. This helps our family to be a unit, a little world created by love.

Everyone in our family is unique. We look alike in appearance, but we are different in our characters, hobbies and interests.



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

1. When is the family friendly?
2. What is the most important rule in the family?
3. Why do family members have to share their household chores?
4. How often do the relatives meet?
5. Why is it important to keep family traditions?

4 Read and choose the correct item to complete the sentences.

1. Children must _____ their parents and grandparents.

- a) to respect b) respected c) respect

2. My mother usually _____ all my projects.

- a) support b) supported c) supports

3. The Smiths often _____ at the weekends.

- a) met b) meet c) meets

Look! They

the New Year Tree. They are going

to have a party.

- a) were decorating b) are decorating c) decorate

_____ you _____ your family traditions with great honour?

- a) Do ... keep b) Have ... kept c) Did ... keep

6.

a) argues Clark never _____ with his c) is arguing sister.

b) argue

Look at the pictures and say what the children have done this week to help their parents and grandparents.



6 Write a letter to your friend. Tell him/her about the things you have done this month.

Use the prompts:

Dear

I'm sorry I haven't written to you for about a month. I have been very busy these days. Firstly, _____ . Secondly, _____ . Thirdly, _____ .

I hope you are well. Have you been busy, too? Write to me soon.

Sincerely yours,

Unit 2. Family and Friends

a) Listen and read a poem.

Family Friendly and kind Helps, respects and supports A little world created by love Unit.

b) Say why you think a family is a unit.

2 a) Read and discover how to make a family tree.

A Family Tree

"How many of you have ever tried to learn more about your family members?" Mrs Tyler asked her class one day.

Several students raised their hands, and Tom said, "Mrs Tyler, I've always wanted to know more about my family's history. The thing is that I've never known how to find out."

"I'm glad you brought that up, Tom," Mrs Tyler replied.

"Where did you begin?" Tom asked.

"Firstly, I talked with my parents and grandparents. Secondly, my aunts and uncles helped, too. They had some interesting photographs. Thirdly, I tried to find some old letters and diaries."

"What did you do after that?" Betsy asked.

"I used my notes to make a chart. I started with my birthplace and birthdate. Then I drew connecting lines to my parents, then my grandparents and so on. I wrote their birthplaces and dates of birth."

"On Monday I'll bring in my own family tree, so you can see the finished product," Mrs Tyler said.

"That will be great!" the children said.

b) Read the text and order the sentences.

_____. Talk with your relatives who saved some interesting photographs.

_____. Try to find old letters and diaries.

_____. Talk to your parents and grandparents.

_____. Use your notes to make a chart.

_____. Write your birthplace and birthdate.

3 Look at the picture of a family tree and talk about Mrs Tyler's relatives. Use the prompts:

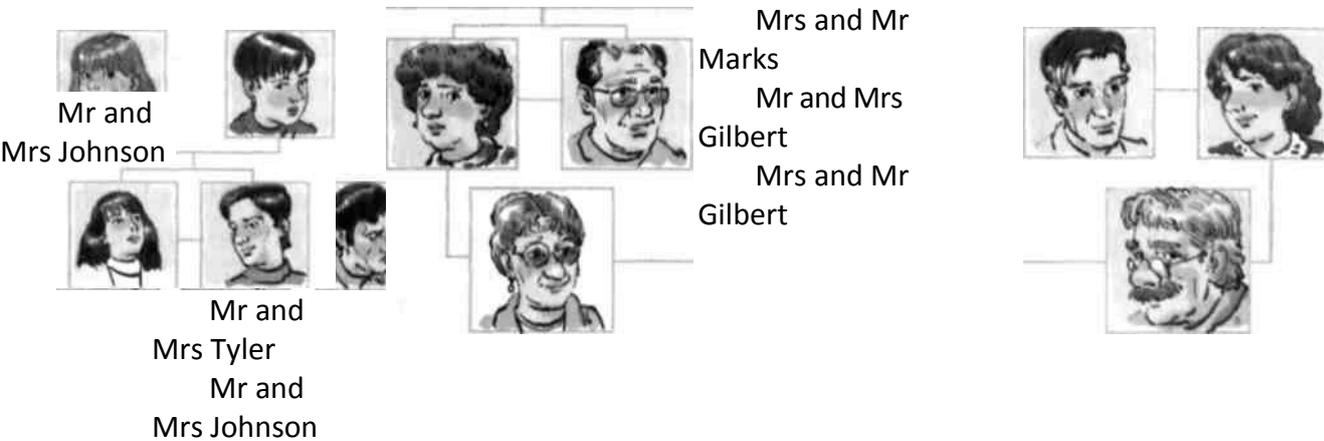
1. _____ are Mrs Tyler's parents.

2. _____ are Mrs Tyler's grandparents.

3. _____ aunt and uncle.

Lesson 3. A Family Tree

4. cousins.
5. a sister and a brother.
6. nieces and nephew.
7. wife.
8. husband.



Conversation Lab

Read and act out the situations.

1. You are at the International Summer Camp. There are many children from different countries there. They can speak English. Your friend doesn't know English well. You want to introduce him/her to other children. Talk about his/her family, his/her interests and hobbies.



5 m^r Project Work.

- a) Talk with your relatives and find the family photos, letters, diaries, etc. Draw your family tree.
- b) Gallery Walk. Tell your classmates about your family story and the things that have helped you to gather the information.

Unit 2. Family and Friends

a) Work in two groups. Read the stories. Find and write down the words and word combinations the authors use to describe a father and a mother.

My Father

(after Roald Dahl)



My father is the most wonderful and exciting father any boy ever had. Here is a picture of him.

You may think that he is a strict and serious man. He isn't. He is actually full of fun. What makes him look so serious is the fact that he never smiles with his mouth. He does it with all his eyes. He has bright blue eyes and when he thinks of something funny, you can see a golden light dancing in the middle of each eye.

My father is an excellent storyteller. He promises to make up a bedtime story for me every time I ask him. He always keeps his promise.

My Mother



Mum, mother, mummy - by any name she is the very centre of our world, our tiny universe, when we are young. She is the source of wisdom, love and comfort. She is the guardian angel of the family.

I know her by the steps in the corridor, when she passes my room. I know her by the soft touch, when she hugs me. I know her by her song in the kitchen, when she is cooking my favourite apple pie. My mum teaches me to understand people and to love the world around me. She teaches me to live.

b) Speak in class. Talk about your father and mother. Use the vocabulary from the texts.

Work in pairs. Think of the qualities that make a good parent (student A) and a good child (student B). Compare your lists. Decide which of these qualities are more important and less important. Explain why.

1. A good parent is someone who:
 - thinks about the child;
 - talks to the child;
 -
2. A good child (son or daughter) is someone who:
 - respects his/her parents;
 - helps about the house;

Lesson 4. My Parents

3 Project Work "Making a Family Quilt", a) Read the instruction and do the project.

A family quilt shows interesting facts about your family through pictures. You don't need to know how to sew to make your family quilt. All you need to do is to draw or make paper cutouts.



Here is what you need: several squares of paper, a large sheet of cardboard, glue, markers, crayons, coloured paper, scissors. **Here is what to do:**

1. Make a list of family facts or events you would like to tell about in your quilt.
2. Each square on your quilt will be a picture of somebody or something important to you and your family.

Does your sister play the piano? Draw a picture of her surrounded by musical notes. Have you got an aquarium? Paste fish in one of the squares. Did you go on holidays last year? Draw a picture about that, too.

3. Glue the squares onto the cardboard. Write short stories about them. Enjoy your work!

b) Gallery Walk. Speak in class. Tell your classmates about the most interesting events on your quilt.

Unit 2. Family and Friends

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



Example:

A: *How many sisters and brothers do you have?*

B: *I have one elder sister and two younger brothers. What about you?*

A: *I am the only child in the family. I don't have any sisters and brothers.*

	You	Your Friend
How many sisters and brothers do you have? Is it better to be the eldest, youngest or the middle child? Why?		

2 Read Misha's essay about his sister Maria and say if he likes his sister or not.

My Sister Maria

There are some things that I don't like about my sister Maria. First of all, she spends much time in the bathroom in the morning before school, when everybody is hurrying. When I finally get there, the floor is always wet! Secondly, she speaks for hours on the telephone, and I can't talk with my friends. Thirdly, she always chooses a TV programme to watch, and I often miss my favourite cartoons and films. Besides all, she wears awful clothes.

However, there are some things that I like about Maria. To start with, she supports my favourite football team "Dynamo". Also she knows lots of interesting stories, and I never feel bored with her.

Finally, when my mum and dad get angry with her, they don't pay attention to me.

Lesson 5. My Sisters and Brothers

3 Answer the questions.

1. Who spends much time in the bathroom in the morning?
2. Does Misha or Masha speak on the phone for hours?
3. Who chooses a TV programme to watch?
4. Who supports "Dynamo" football team?
5. Who knows lots of interesting stories?

Writing Lab: a Composition

We use sequencing expressions to give a list of points in a composition.

First of all

To start with

Secondly

the second point

Thirdly

the third point

Finally

at the end of the composition

4 Work in groups. Look through the profile of Misha's sister in Ex. 2 again. Use the notes to write Maria's sentences about Misha. Start like this:

There are some things that I don't like about my brother Misha. First of all, he always shouts behind the bathroom door, when I am taking a shower in the morning. Secondly, ...

1. Always shouts behind the bathroom door.
2. A good pupil.
3. Wants to watch another TV programme.
4. Listens to loud music.
5. Helps with homework.
6. Always watches football matches with me.

5 Write a composition about of your brother or sister, or a friend. Use the writing guide to help you.

My name is _____. There are some things, that I don't like about _____. First of all, _____. Secondly, _____.

Thirdly, _____.

However, there are some things, that I like about _____.

To start with _____. Also, _____. Finally,

► **Unit 2. Family and Friends**

1 Work in groups. Take turns to read an opinion, respond and add information.

Example:

Large families have both advantages and disadvantages.

A: I think so, too. On the one hand, brothers and sisters can help each other. On the other hand, they often argue with each other. B: I don't think you are right. Large families are usually very friendly. The members of the family respect and support each other.

1. If the children have no sisters or brothers, they are lonely in the family.
2. Parents usually expect more of their eldest child.
3. It is very good to be the youngest in the family.

2 Read the text and say whether it gives a clear description of aunt

Lyudmyla.

Aunt Lyudmyla



K a t e: Of all our relatives, I like my aunt Lyudmyla the best. She is my mother's eldest sister. She has thick, straight brown hair and dark brown eyes. She has a kind face, and when you meet her, the first thing you notice is her smile. Aunt Lyudmyla is the sort of person you can always go to, if you have a problem.

She likes reading, gardening and she often goes for long walks. She is a very active person. She is always doing something - cleaning, cooking or sewing. She is extremely kind-hearted, but she doesn't like it, when people do not agree with her.

I would like to be like my aunt, when I am her age.

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

1. Who of her relatives does Kate like the best?
2. What does Kate's aunt look like?
3. What does the girl like the most about her aunt?
4. Is Kate's aunt an active person? How do you know this?
5. What kind of a person is the woman?
6. Why do you think Kate would like to be like her aunt, when she is her age?

Lesson 6. My Aunts and Uncles

b) Speak in class. Talk about your aunt or uncle. Use the words in the tables to help you.

Face

My aunt My uncle	has got a (an)	happy sad oval round	face.
---------------------	----------------	-------------------------	-------

Character

My aunt My uncle My mother's sister My father's brother	is is not	kind-hearted, polite, intelligent, brilliant smart, energetic, charming, patient,	but he/she is ...
--	------------------	---	-------------------

Likes and Dislikes

Hobby	Sport	Food	Pets
gardening	running	grapes	dogs
sewing	football	strawberries	cats
knitting	jogging	kiwi fruit	fish
fishing	basketball	pineapples	birds

4 a) Write five sentences about your relatives.

Example:

I don't like it, when my sister sings in the room.

My mother and her sister talk on the phone every other day.

b) Work in pairs. Your friend must respond to each sentence with another sentence.

Write a description of your aunt or uncle. Use Ex. 2 as a model. Describe the following: a face, a character, likes and dislikes. Present your opinion about this person.

Unit 2. Family and Friends

1 a) Listen to the opinion. Then listen to the responses. Say who you agree with. Present your own opinion.

Example:

A: Relatives are more important than friends.

B: / think so, too. A family always comes first. A family has to stay together and family members must support each other. They are your closest people in the world.

C: / don't think so. You can choose your friends, but you can't choose your family.

1. It's good to be the only child in the family.
 2. You can't love all the family members, because people have different characters.
 3. Brothers and sisters must always help and support each other.
- b) Work in pairs. Agree or disagree with the statements. Explain your point of view.
- 2 Read and guess what happened to Fluffy, the Rabbit.

A Rabbit-Sitter

Part 1

Ann set the rabbit cage in her room. "I'm glad Dan asked me to watch Fluffy, while he is at camp," Ann said to her mother.

"You have to take care of it. Don't forget to feed it and clean its cage," mother said.

"I won't forget to play with it either. I will be a wonderful rabbit-sitter," Ann added.

In a moment Ann heard a nice "meow-meow". That was her pet, a cat called Pussy. Pussy came into the room and got closer to the cage. The rabbit backed up into a corner.

"Get away, Pussy. You are scaring Fluffy!" shouted Ann.

Pussy ran to the door and left the room.

Ann played with Fluffy all morning. She locked the rabbit in the cage when she went to eat her lunch. When she came back, the cage was empty. Ann was worried, as she searched all over the house for the missing rabbit. She could not find Fluffy anywhere.

3 Read and complete the sentences.

1. Dan had a _____.
2. Ann had a _____.

Lesson 7. My Relatives

3. Ann looked after Dan's pet, because _____.

4. Pussy _____ and _____.

5. Ann was worried, because _____.

4 a) Work in pairs. Take turns to ask and answer the questions. Add information.

b) Speak in class. Tell your classmates about your friend's relatives.

Example:

A: How many relatives have you got?

B: / have got two aunts and three uncles. They live in different parts of Ukraine. Two uncles live in Kyiv, the capital of Ukraine. One uncle lives in Zaporizhzhia. My two aunts live in Lviv.

	You	Your Friend
<p>How many relatives have you got? How often do you meet them? How old is your eldest aunt (uncle, cousin, etc.)?</p> <p>How old is your youngest aunt (uncle, cousin, etc.)?</p> <p>What are your family traditions? Does your family keep them with great honour? Who is a special relative for you? Why?</p>		

5 jBS&k Read, complete and write down the sentences. Use the words: *energetic, polite, hard-working, charming, patient, kind-hearted, brilliant, smart, talented.*

1. My cousin is very _____. He always says "please" and "thank you".
 2. Our neighbour's son is very _____. He gets only excellent marks at school.
 3. Their children are very _____. They can sing beautifully.
 4. They are a(n) _____ family. They play sport every weekend.
 5. Miss Alison is a(n) _____ and _____ teacher. She never shouts at her pupils.
 6. My aunt is a(n) _____ lady. Everybody likes her immediately.
 7. My granny is very _____. She always does something about the house.
 8. Clark is a(n) _____ student. He reads books all days and nights.
- 4 A. Hecbir

50f Unit 2. Family and Friends

1 a) Look at the pictures and say what animals people keep at home as pets.

Example:

People keep hamsters as their pets.



b) Work in pairs. Talk with your friend. Discuss the questions.

1. Have you (your relatives) got a pet? What is it?
2. When did you (they) get it?
3. What do you (they) have to do to look after your (their) pet?
4. Do you remember any interesting stories, which happened to your (their) pet?

2 Read the second part of the story and say what Ann's favourite pet is.

A Rabbit-Sitter

Part 2

Ann rushed back to her room.

"Pussy, did you let that rabbit out of the cage?" she asked. "Why would you do such a thing? Were you trying to play with Fluffy or were you **jealous**, because I was playing with her instead of with you?"

Pussy **turned around** and faced the wall. Ann thought, "This cat has eaten a rabbit up. What should I tell Dan, when he comes back home from the camp?" She couldn't help crying. "Where is it, Pussy? That rabbit will never take your place. I like her, but I love you. You're my favourite pet, remember? Now show me what you have done with Fluffy."

Ann's mother heard her crying and came into the room. Fluffy was safely asleep in her hands.

"Let's get the rabbit back into the cage. I thought that Pussy had eaten it up," Ann smiled. Then she patted Pussy on its back.

3 Agree or disagree. Correct the wrong statements.

1. Ann came slowly into the room.
2. Ann asked Pussy a lot of questions.

Lesson 8. My Pets

3. Pussy turned around and faced the wall, when Ann was talking to him.
4. Ann couldn't help crying, because she loved Fluffy so much.
5. The cat has eaten a rabbit up.
6. Pussy is Ann's favourite pet.

4 a) Work in pairs. Take turns to ask and answer the questions in the questionnaire.

CHOOSING A PET

1. Do you live in a house or in a flat?
2. Where can you keep your pet?
3. Do your parents and your brothers or sisters like pets?
4. Who can feed the pet? Do you have time to do this every day?
5. Is there a room in your house for a cage? Where is it?
6. Do you have time to play with your pet?
7. Does it need lots of exercise?
8. Where can you walk your pet?

b) Speak in class. Talk about your friend's answers. Give your opinion.

Example:

7" don't think you can buy a dog. On the one hand, your house is very small. On the other hand, you are always busy with your lessons. Buy a fish. It doesn't take you much time to take care of it.

m Write the correct tense form of the verbs in brackets.

- 1.- Where _____ (to be) Steve at that time yesterday? - He _____ (to look) at the photos we brought from Great Britain.
- 2.Sandra _____ (to be) very generous. She always _____ (to bring) me presents, when she _____ (to travel) to other countries.
- 3.Why _____ (to be) the dog so quiet today? He always _____ (to bark), when it _____ (to see) the postal worker.
- 4.Look, Jane! I _____ already _____ (to buy) some new CDs. _____ you _____ (to want) to listen to them?
5. - Hi, Brian! Can I speak to Laura, please? - Sorry, she _____ (to have) a shower now.
6. _____ you _____ (to watch) that programme together yesterday?

Unit 2. Family and Friends

a) Work in pairs. Look at the notes. Talk about what Ann has already done/hasn't done yet.

b) Speak in class. Which of these things do you usually/often/never do about the house?

Which of these things do you like/don't like doing?

Examples:

1) A: *Has Ann taken the rubbish out of the house?*

B: *Yes, she has. Has she taken the dog out for a walk?*

A: *No, she hasn't.*

2) *I like to tidy up my room. I usually vacuum the carpets. I never take out the rubbish. I don't like doing it.*

2 a) Read and say how the children shared their household chores.

Saturday Chores

"I'm glad it's Saturday," Dan said to Ann as he sat at the table. "I am going to work on these walkie-talkies. Now I can take them apart and put them together again."

"No, you can't," Ann replied. "It's your turn to wash the dishes and vacuum the floor. Mum wants to have it done before she gets home from the office."

"Maybe you can help me," Dan said. "We can do everything in fifteen minutes if we work together."

He showed Ann how to use the new vacuum cleaner and went into the kitchen to wash the dishes. He felt lucky to have his cousin sister helping him.

Then Dan heard a loud noise coming from the living room. He rushed in just in time to see Ann sweeping the table. Dan saw that his walkie-talkies were still on the table, but he didn't see the tiny screws.

Dan took the bag full of dirt out of the vacuum cleaner. He took it outside. Dan dumped the dirt on a newspaper. Then he felt through it with his fingers until he found each tiny screw.

b) Complete the following sentences.

1. Dan was going to
2. Ann said that mum wanted the children

Lesson 9. On Saturdays

3. "We can do everything in fifteen minutes if Dan said.
4. Dan showed Ann how _____.
5. Dan rushed in just in time to see _____.
6. Dan felt _____ until _____.

3 Listen and read the poem. Say what the children do when they visit their grandfather at the weekends.

Visiting Grandpa

Grandpa lives not far away. There are two ways we can go -One way's through the village, But the best way that I know Is down along the riverbank, Where we can run and shout, And look for silver fishes, As they swim and dart about.

Or walk across the footbridge Where the river's flowing wide, And wait to see whose stick boat First floats out the other side. Grandpa says he doesn't mind Whichever way we come. He's always glad to see us, And visiting is FUN.

Conversation Lab

Read and act out the situations.

1. You are talking with your friends. They want to know about the ways you spend your weekends and holidays in the country. Tell them what you do there. Talk about your weekend chores.
2. You want to know about your friend's grandparents. Ask questions to get information you are interested in.

5 Open the brackets. Put the verbs into the Present Simple, the Present Continuous, the Past Simple or the Future Simple.

1. Julia (to sew) a button to her blouse now.
2. Betty and Sandra _____ (to visit) their relatives in London next summer.
3. ___you___ (to know) how to vacuum the carpet?
4. Can you _____ (to take apart) a walkie-talkie and _____ (to put) it together again?
5. They (to be) tired yesterday. They _____ (to help) their parents a lot.
6. The girls _____ (to sweep) the floor two days ago.

4 Unit 2. Family and Friends

1 a) Read and answer the question "Why couldn't Ben find his things?", b) Say what Ben had done before his mother came back home.

It was the first day of school holidays. Ben was getting dressed in his room.

"I can't find my socks," said Ben.

Ben looked carefully through a heap of clothes. He found shorts, a shirt, two sweaters, a pair of trousers, and... there were his socks at the bottom.

"Where are my shoes? I know, it's Charlie's work again. Charlie, Charlie! Where are my shoes? Did you play with them yesterday?" the boy shouted.

A little puppy ran to the bedroom and looked at Ben in surprise.



Ben looked by the bookcase, on the shoe rack and behind the door. Then Ben looked under his bed. And... there was his shoe at the back.

"Time to tidy up, I think," Ben said to himself and started cleaning his room. He **had picked up** his puzzles, **had sorted** the games and **had put** his clean clothes in the wardrobe, and even **had washed** his socks **before** his mum came back home.

"You have made a good start to the holidays," said mum and hugged her son.

Ben looked around his clean and tidy room. "Yes," he said, "I HAVE!"

2 Read and choose the correct item to complete the sentences.

1. It was *the first/the last day* of school holidays.
2. Ben couldn't find his *toys/socks*.

Lessons 10-11. Household Chores

3. Ben's sister *helped/didn't help* him to find his things.
4. Ben found his socks *in the heap of clothes/under his bed*.
5. Ben found the left shoe *by the bookcase/in the kitchen*.
6. Ben *found/didn't* find his right shoe under the table.
7. He had picked up his puzzles, had sorted the games and had put his clean clothes in the wardrobe, and even had washed his socks *before/after* his mum came back home.

Grammar Lab: the Past Perfect Tense



We use the **Past Perfect Tense** when we talk about two different events at two different times in the past; one event ends before the second event happens: *When mum came back home, the room wasn't in a mess. Ben had cleaned it. Ben had cleaned his room before his mother came back home.*

3 Look, read and say which action took place first in the past and which action took place second.

Example:

I had done my homework, when my parents came home.

I did my homework.

. 2^o _____ *My parents came back home.*

1. I brought a newspaper to my father, but he didn't want it. He had read it during his lunch hour.

_____ . I brought a newspaper to my father.

_____ . My father read a newspaper.

2. I arrived at school on time, but I wasn't happy. I had left my homework at home.

_____ . I arrived at school.

_____ . I left my homework at home.

4 Write which work about the house you had done before your parents came back home yesterday.

1 Look at the pictures. Say what is happening in each one.



2 a) Read the text and put the missing sentences (A-D) in the correct spaces (1-4).

Birthday Banana Bread

"Today is dad's birthday, Ann," Dan said. "Let's make some of his favourite banana bread and surprise him."

Dan got out a cookbook. "I'll read the recipe, and you follow it. Get out a bowl and a spoon, while I turn on the oven. First, mash the bananas in a bowl."

1 _____. Then she threw the bananas into a bowl and was about to mash them with the hands.

2 _____. Then Dan read,

"Add the eggs." Ann cracked the eggs open and added them to the mashed bananas. "Now stir that up," Dan told Ann. "Last, add flour, milk and sugar." 3 . Ann obeyed, while Dan read the rest of the directions to himself.

"I'll put this in the oven," Dan said as he picked up the pan.

4 _____. Just then mother came into the room.

"What has happened in here?" she asked. Dan answered, "Ann and I made banana bread for dad's birthday. It was a lot of work, but I think he will be surprised."

"If you want it to be a good surprise for dad," the mother laughed, "you need to clean the kitchen up!"

A. Then he scooped out the cup and wiped the thick batter off.

B. "Stop!" Dan shouted. "Mash them with the spoon."

C Ann peeled bananas first.

D. "Mix everything together. Then pour the batter into the bread pan."

b) Listen to the text and check your answers¹.

*See Tapescript on p. 182.

Lesson 12. Reading for Pleasure

3 Match the words with the correct definitions.

- | | |
|----------------|--|
| 1) to cook | a) to combine one thing with another |
| 2) to peel | b) to move or lift something with a quick movement |
| 3) to stir | c) to prepare food |
| 4) to mix | d) to move a spoon round and round in a liquid |
| 5) to scoop up | e) to beat something into a mash |
| 6) to mash | f) to take the skin off fruit and vegetables |

4 Read and choose the correct item to complete the sentences.

1. _____ Let's make some of his favourite and surprise him.

- a) sweet bread
- b) banana bread
- c) chocolate cookies
- d) ice-cream cones

2. Get out _____ , while I turn on the oven.

- a) a bowl and a spoon
- b) a pan
- c) a bowl and a pan
- d) milk and sugar

3. First, _____ the bananas in a bowl.

- a) peel
- b) mix
- c) mash
- d) stir

4. "You need to clean the kitchen up!" _____ said.

- a) Ann
- b) Dan
- c) Dan's father
- d) the mother

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

1. Why did the children decide to cook banana bread?
2. Where did they take the recipe?
3. Who read the cookbook? Who did the actions?
4. The children wanted to surprise their father, didn't they?
5. Which ingredients did they need for banana bread?
6. What did Dan's mother say when she came into the kitchen?

b) Write down your answers.

Unit 2. Family and Friends

1 Work in pairs. Read and order the sentences to make a dialogue. Act it out.

- ___ . - OK. My father is a businessman. He works for a TV company.
 ___ . - Are you the only child in the family?
 ___ . - Yes, we do. We always help each other and never argue.
 1 . - I say, Mark! I know nothing about your family. Tell me about your parents, please.
 ___ . - No, I'm not. I have got an elder brother.
 ___ . - Really? And what about your mother?
 ___ . - He is seven years older than I am. So he is nearly 19.
 ___ . - My mother is a cook. She works in a restaurant.
 ___ . - Do you get on well with him?
 ___ . - How old is he?

2 Put the verbs in brackets in the Past Perfect Tense.

- We came too late to the shop. The shop-keeper (to close, already) _____ the shop.
- Jack wanted to introduce his sister cousin to me, but it wasn't necessary. I (to meet, already) _____ her before.
- I didn't go to the museum with my friends yesterday. I (to be, already) _____ there with my parents before.
- He was very tired when he got to the top of the mountain. He (to walk, already) _____ a long distance.
- My mum was angry, when I saw her. She (to talk, already) _____ with my teacher.

Grammar Lab

Read and Compare

Old - older (старший за віком) - the oldest (найстарший за віком) Old - elder (старший за народженням у родині) - the eldest (найстарший у родині)	
1. Mary is two years older than Jim./Mary is older than Jim by two years. 2. My granddad is the oldest member of the family.	1. There are three children in our family. My elder brother is Tom. My elder sister is Kate. Steve is the eldest child.
My elder sister is three years older than me. Maria is the eldest daughter. (Вона раніше всіх народилася.) Helen is the oldest child. (їй найбільше років.)	

3 Choose the correct item to complete the sentences.

- Ann's *older/elder* sister lived in Great Britain last year.
- Whose grandmother is *older/elder* – yours or Ivan's?

Lessons 13-14. Grammar Revision

3. Victoria is the *oldest/eldest* student in our class.
 4. Is Peter your *older/elder* or your younger brother?
 5. My uncle is the *oldest/eldest* member of the family.
 6. My cousin is two years *older/elder* than me.
 7. The building of our school is *older/elder* than all the others buildings in our town.
 8. Do you know that their *older/elder* son is a singer?
- 4 Put the verbs in brackets into the correct tense form Past Simple or

Past Continuous.

1. I _____ (to eat) lunch with my brother when I suddenly _____ (to remember) my promise to phone my cousin. I _____ (to stand up) and _____ (to go) to the living room. I _____ (to dial) a number, when the doorbell _____ (to ring). I _____ (to open) the door and _____ (to see) my cousin.
2. While my cousin and I _____ (to have) meals at McDonald's yesterday, we _____ (to see) a friend of mine. I _____ (to introduce) him to my cousin.
3. When I _____ (to hear) a knock at the door last night, I _____ (to walk) to the door and _____ (to open) it. When I _____ (to open) the door I _____ (to see) my sister. I _____ (to greet) her and _____ (to ask) her to come in.
4. My cousin and I _____ (to watch) a film on TV last night, when my parents _____ (to come) in. They _____ (to watch) the end of the film with us.

5 Work in groups. Talk about different kinds of people. Use the words in the table. Start like this:

All people are very different in their character. It's good to make friends with those who are sociable, cheerful and caring. It's not very pleasant to talk to moody and gloomy people....

Positive Qualities	Negative Qualities
sociable	moody
cheerful	greedy
patient	gloomy
caring	strict
having a good sense of humour	curious
intelligent	lazy

6. Write a short story about a special relative in your family. Who is it? Why is this person special for you?

60 Unit 3. Food and Drinks

1 Work in pairs. Talk about the pictures. Decide on a healthy diet for yourself.

Example:

A: *What food (products) do you like to eat?*

B: *I like to eat tasty things, of course, but I know that our diet must contain all the things we need, such as vitamins and minerals.*

That's why I try to keep to a healthy diet. I eat fruit, vegetables and dairy products every day.

A: *Different kinds of food help our body to keep fit and to be strong and healthy.*



2 Read the text and say why it is important to eat different kinds of food.

Eat the Right Food

People cannot live without food. Animals, fish, birds and plants cannot live without food either.

There are different kinds of food. Some kinds of food like bread, sugar, meat, butter, cheese, rice make you strong and give you energy. Meat, fish and milk help you to grow. Vegetables, eggs, **cornflakes** make your **bones** and teeth strong. You must eat vegetables and fruit, because they have got a lot of vitamins. Vitamins are **important** for your eyes, skin, bones, hair and for other parts of your body. There are thirteen types of vitamins (A, B, C and so on).

Eat the right food! Remember the proverb, "Good health is above **wealth**."

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

1. What kind of food do you eat?
2. What food makes you strong and gives you energy?

Lessons 1-2. Eat the Right Food

3. What food helps you to grow?
4. What food makes your bones and teeth strong?
5. Why must you eat vegetables and fruit?
6. Why are vitamins very important for you?
7. Do you eat the right food?
8. What food do you like to eat? What food don't you like?
9. What food do you think is good for you?
10. What food do you think is bad for you?

4 Read and complete the sentences. Use the words: *spicy, sweet, sour, salty, bitter*.

1. If you add a _____ to your tea, it makes it taste _____.
2. Jane added some _____ to the dish to make it _____.
3. This _____ tastes too _____ . You have put too much sugar in it.
4. This _____ tastes _____ . Pass me the sugar, please.
5. This _____ is too _____ ! I can't eat it.

Grammar Lab: Verbs Related to Senses + Adjectives

Verbs related to senses are: *to feel, to hear, to smell, to look, to see, to taste, to sound.*

They are followed by adjectives, not adverbs:

This cake smells delicious. This coffee tastes bitter.

5 Read, complete and write down the sentences. Choose the correct item from the words in brackets.

1. I was _____ tired. The porridge tastes _____ . (awful/d awfully)
 2. She cried _____. This coffee tastes _____. (*bitter, bitterly*)
 3. Those flowers look _____. She sings _____. (*beautifully*)
 4. This dish tastes _____ with sour cream. That was _____ creamy soup, (*delicious, deliciously*¹).
 5. Your tape recorder sounds _____. The boy coughs _____. (*wonderful, wonderfully*)
- deliciously - надзвичайно смачно.

Unit 3. Food and Drinks

1 Listen and read the poem. What does the boy have for breakfast?

Breakfast Time

(by Georgie Adams)

The juice in the mixer goes *whee-whee-whir*. The cereal in my bowl goes *crickle-crackle-snap!* The milk from the jug goes *splish-sploosh-splash!* The bacon in the pan goes *sizzle-fizzle-splat!* The bell on the stove goes *ping-ting-a-ping*. The coffee in the pot goes *puff-podle-pop!* My teeth on the **toast** go *crunch-crunch-crunch*. And daddy in the car goes *peep-beep-parp!* "It's time to go to school!"



2 Read and say what meals you usually have during the day.

Meals

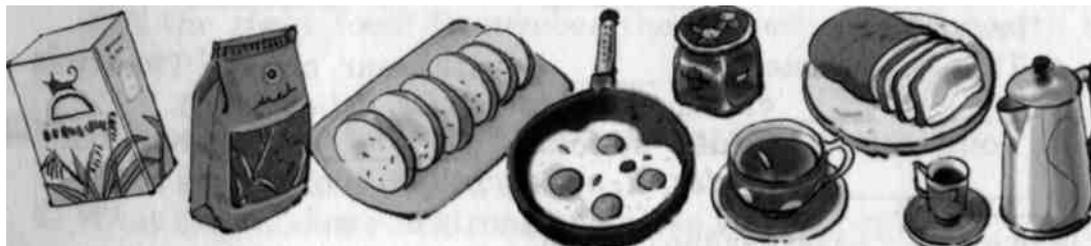
People have got four meals a day: breakfast, lunch, dinner and supper. Breakfast time is between seven and nine o'clock. Lunch time is between eleven and twelve o'clock. Dinner time is between two or four o'clock and supper time is between seven and eight o'clock.

Some people like light breakfast, the others **prefer** to eat big breakfast. They usually eat bread and butter, curds, porridge, eggs, cheese or sausage sandwiches for breakfast. They drink tea, coffee, milk, juice or cocoa. English people drink tea with milk. Russian tea is tea with lemon in it.

Dinner is the biggest meal of the day. People usually eat a plate of soup, meat or fish and potatoes or spaghetti for dinner. They have a cup of tea with sweets or cookies or a glass of juice. In summer everybody likes to eat berries, fruit or ice-cream for a dessert.

People have sausages, a **pudding** or **pancakes** and a glass of milk for supper.

If a person eats well, we say, "He is a good eater." If a person doesn't eat well we say, "He is a poor eater."



Lessons 3-4. It's Breakfast Time

3 Work in pairs. Talk with your friend. Discuss the questions.

1. How many meals a day have you got?
2. What is breakfast (lunch, dinner, supper) time in Ukraine?
3. What do you usually have for breakfast (dinner, supper)?
4. What are your favourite dishes?
5. What are your favourite drinks?
6. What are Ukrainian popular dishes?
7. What do you like to drink after breakfast and after dinner?
8. Are you a good or a poor eater?

4 a) Work in pairs. Take turns to ask and answer the questions. Add information.

Example:

A: Do you usually eat a big breakfast?

B: No, I don't. I usually have a sandwich and a cup of tea. What about you?

A: / usually have a big breakfast. I have a bowl of cereal, eggs and a toast.

	You	Your Friend
Do you eat a big breakfast?		
Do you cook breakfast by yourself?		
When do you eat your breakfast?		
What do you drink in the morning: tea or coffee?		
Do you like to eat fast food in the morning?		
Do you eat rice or potato in the morning?		

b) Speak in class. Tell the class about your friend.

Example:

I've learned that Kyrylo eats a big breakfast. He usually has bacon and eggs, toasts with jam and a cup of green tea for breakfast. Kyrylo has breakfast at 7.30. He doesn't eat rice in the morning. Sometimes he eats mashed potato.

5 Project Work "Traditional Ukrainian Food".

a) Work in groups. A group of foreign students is coming to your school. Make a poster "Traditional Ukrainian Food" for a poster display. Draw or glue pictures.

b) Gallery Walk. Put all the posters on the wall. Discuss them with your classmates.

6 Write short stories about your favourite meals.

Unit 3. Food and Drinks

1 Work in groups. Take turns to read an opinion and give your response.

Add information.

Example:

A: *Breakfast is the most important meal of the day.*

B: *I don't think so. I don't eat big breakfast.*

C: *What do you usually have for breakfast?*

B: *I usually have a sandwich and a glass of juice.*

1. Breakfast is the most important meal of the day.
2. It's important to have hot soup for dinner.
3. You can eat as many sweets as you want.

2 a) Read the text and find the sentences which describe the process of cooking biscuits.

A Day with Grandpa (by Mildred Pitts Walter)



At noon Justin and his grandpa came up to a small, well-built shed. There was a stream nearby.

"We'll have our lunch here," he said. Grandpa took black iron pots, other cooking utensils and a table from the shed. Now Justin understood why grandpa had brought uncooked food. They were going to cook outside.

First, they collected wood, sticks and dry grass. Soon they had a hot fire. Grandpa carefully washed his hands. After that he began to cook their lunch.

Grandpa put raisins into a pot with a little water and placed them over the fire. Justin was surprised when grandpa put flour in a separate pan. Grandpa made a hole right in the middle of the flour. In that hole he placed some shortening. Then he added water. He mixed the flour, water and shortening.

Soon smooth circles of biscuits sat in an iron skillet. In a few minutes the smell was so delicious, that Justin could hardly wait.

Unit 3. Food and Drinks

Listening Lab

1 Listen to the conversation. Name the things that Ann put into the cake. Act it out.



Jane: This cake tastes delicious, Ann.

Ann: Thanks. I was trying to do my best. Besides it's easy to make.

Jane: What is in it?

Ann: There's flour, of course. And sugar, cocoa and baking soda.

Jane: Did you put any eggs?

Ann: No, there aren't any eggs. There's a little salt, water and vegetable oil.

Jane: Is that it?

Ann: I think so. No... I forgot. There is vinegar and vanilla. That's all.

Jane: Thanks. I'll try to cook it by myself.

2 Read the joke and explain the sense of it.

Once a small girl's father came home to have lunch. "Hi, dear!" the father greeted his eight-year old daughter. "Where is our mama? Will you go and ask her to give me something to eat?" he asked the girl.

"Mum is not in. She will be back in an hour or so. She has gone shopping."

"Oh, that's a pity! I have only a few minutes to spare."

"Would you like me to boil you an *egg*¹?" the girl asked.

"That will be wonderful. Try to make it soft, please." And the father smiled happily.

Ten minutes passed, then twenty minutes passed, but the girl didn't bring his lunch. The father went to the kitchen to see what had happened.

The girl saw him and said, "I'm sorry, but the egg is not yet ready. You asked me to boil the *egg* soft, but it is still as hard as ever, though I have boiled it for twenty minutes."

Lessons 7-8. What Do You Like to Eat?

3 Work in pairs. Take turns to do the task. Find the verbs in the joke (Ex. 2) and say what tense form these verbs are.

Example:

A: *Came.*

B: *Past Simple Tense of the irregular verb "to come"*

Read and say the chants.

*Greet
ed.*



If all the world was ice-cream, If all the seas were mustard, If all the skies were apple pies, There wouldn't be any custard.

I saw a ghost

Sitting on a post,

Eating jam and hot buttered toast.

5 JjESf Look at the picture, read and complete the story. Write what the people are doing at the moment.

Making Tamales



This is the scene from my parents' kitchen. We
cook) our traditional dish. Everybody _____ (to make) to
tamales. My grandfather _____ (to wear) blue overalls and
a blue shirt. I'm right next to him with my sister Margie. We
_____ (to help) to soak the dried leaves from the corn. My
mother _____ (to spread) the cornmeal dough on the
leaves, and my aunt and uncle _____ (to spread) meat on
the dough. My grandmother _____ (to line up) the rolled
and folded tamales ready for cooking. In some families just the
women _____ (to make) tamales, but in our family everybody
_____ (to help).

68 Unit 3. Food and Drinks

1 a) Work in pairs. Take turns to ask and answer the questions. Add information.

Example:

A: *Do you eat a lot of sweets?*

B: *Yes, I do. I think I have "sweet teeth". I love to eat all sorts of sweet things - sweets, ice-cream, cakes and biscuits. What about you?*

A: *I don't like sweets. I really don't like desserts.*

	You	Your Friend
Do you eat a lot of sweets? How often do you eat dessert? What is your favourite dessert? Do you put much sugar in your tea and coffee? Do you like cakes and biscuits?		

b) Speak in class. Talk about your friend.

Example:

Oles has got "sweet teeth". He eats desserts every day. He buys icecream very often and he puts much sugar in his tea.

2 Read and say if Matthew learnt to use chopsticks.

A Chinese Dinner

(by Lencey Namioka)

When we eat dinner, we normally **help** ourselves **to food** from the platters in the middle of the table. But since Matthew was my guest, I acted as a host and served him with food.

After a while I noticed that he wasn't eating much. He spent most of the time staring¹ at the chopsticks in my right hand.

"What's wrong?" I asked.

"I've never used chopsticks before," he answered.

"Why don't you give him a fork, Yingtao?" suggested mother.

"No, please," Matthew said quickly. "I really want to learn how to use chopsticks."

So I taught him. Matthew learnt fast and by the end of the meal he was using chopsticks pretty well.

"Hey, this is a good finger exercise!" he joked.

To stare - уважно придивлятися.

Lesson 9. Enjoy Your Meal!

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

1. Do you often visit your friends?
2. Have you ever eaten Chinese food?
3. What did you eat it with: a fork or chopsticks?
4. Was it easy or difficult for Matthew to eat dinner with chopsticks?
5. Who taught him to do it?
6. Was Matthew a good student? Why?

4 Listen, read and say the chant.

You Need a Cow!

How does fresh milk reach your shake? The frothy, creamy kind you make? You ask how? - You need a cow! How does butter reach your bread? The slithery, slippery stuff you spread? You ask how? - You need a cow! How does your cheese reach your plate? The yummy, yellow kind you grate? You ask how? - You need a cow! How does ice-cream reach your spoon? The kind you cannot eat too soon? You ask how? - You need a cow!

5 Read the e-mail letter below and write down Sue's answer on it.

Dear Sue,

I'm just writing to thank you for inviting me to the picnic next Sunday. I think we'll have a fantastic time together. It will be wonderful to spend time with you and get to know some of your classmates. Will you write me the details about food, please? What kind of food do I need to take with me? Thanks again and hope to see you soon.

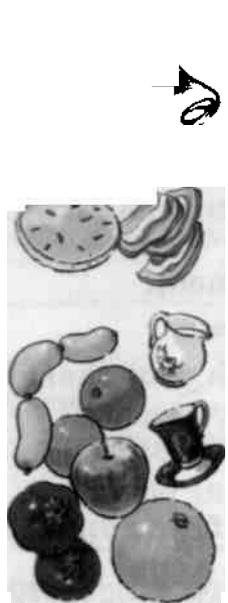
Yours, Ann.

Unit 3. Food and Drinks

Listening Lab: In a Cafe

1 a) Look at the menu. Listen to the conversation¹. Mark the food and drinks that the people order.

Pancakes	
Three pancakes	___ 5.00
Pancakes	
with meat	..... 7.00
Pancakes	
with cheese	..... 6.00
Eggs, Omelets and Side	
Orders	
Two eggs	..... 1.60
Three-egg	
omelet	..... 4.20
Bacon	..... 2.50
Sausage	..... 2.00



Beverages	
Green Tea	..... 1.20
Black Tea	..... 1.00
Coffee	..... 2.00
Milk	..... 1.00
Juices	
Apple	..... 1.50
Grapefruit	..... 1.50
Orange	..... 2.00
Tomato	..... 1.20

b) Work in pairs. Act out the situation "In a Cafe". Use the menu above. Pupil A is a customer. Pupil B is a waiter.

Example:

Waiter: *Good morning! Can I help you?* Customer: *Yes, thank you. I'd like ...*

2 Read and say why "a sandwich" is called so.

The Earl of Sandwich was an Englishman. He lived in the eighteenth century. He was fond of playing cards so much that people knew him to be the greatest player in London. He played cards during the day and even didn't stop his games at night. He remained at the table for twenty-four hours a day and even didn't stop for meals. His servant usually brought him some slices of meat and bread. So he was able to continue playing while eating.

It happened that the Earl of Sandwich put the meat between the bread and in this way invented a new dish. People began to call it "a sandwich" after this man.

3 Say if you agree or disagree with the sentences.

1. The Earl of Sandwich was a Frenchman.

*See Tapescript on p. 183.

Lesson 10. In a Cafe

2. He was fond of playing cards.
3. People knew him to be the greatest sportsman in London.
4. The Earl of Sandwich could play cards for twenty-four hours a day.
5. The famous player stopped playing only for meals.
6. People called a new dish after the Earl of Sandwich.

4 Read, complete and act out the dialogue "In the Cafe".

Ann: Hello, Jane! It's so nice to see you. Sorry, I'm late! Have you decided on the menu?

Jane: _____

Ann: Well, I think I'm going to have fruit first.

Jane: _____

Ann: OK, oranges and grapefruit. What are you going to have after that? How about pancakes with meat?

Jane: _____

Ann: Mmm. That sounds good. Oh, here is the waitress. Waitress: What would you like to order?

Jane: _____

Ann: And can I have a two-egg omelet with mushrooms?

Waitress: Sorry, there is no mushroom omelet in the menu today.

Ann: A cheese omelet then, please. What are you going to have afterwards?

Jane: _____

Ann: I like it. I'm going to have that, too. Would you like to drink cola or juice?

Jane: _____

Ann: Can I have a cup of green tea, please? Thank you.

Put the verbs in brackets into the correct tense form.

_____ (to have) "sweet teeth" when I _____ (to be) young.

1. I _____ (to cook) pancakes, when the telephone _____ (to go shopping) and then she

2. Mum _____ (to ring).

3. _____ First, she cook) breakfast.

4. _____ - What you _____ (to eat) now? - A mushroom omelet. It's delicious.

5. _____ They (to have) a party on Saturday. They buy) lots of food.



72 Unit 3. Food and Drinks

1 Work in pairs. Talk with your friend about his/her household chores.

1. What do we have to do about the house?
2. Are there any "women's work" or "men's work" about the house?
3. How do the boys (the girls) help their parents about the house?
4. Are there any kinds of work you don't like doing?
5. What do you like doing about the house?
6. Do you always do what your parents ask you to do?

2 Read and say why Justin felt guilty.

A Day with Grandpa
(by Mildred Pitts Walter)

The smell of coffee and home-smoked ham woke Justin. His grandpa was cooking breakfast downstairs. Justin jumped out of a bed and quickly put on his clothes.

Grandpa had hot pancakes, apple jelly and ham all ready for the table.

"They taste delicious, aren't they?" grandpa asked.

"Of course, they are," Justin answered.

After breakfast, grandpa cleared the table, preparing to wash the dishes. "Would you rather wash or dry?" he asked Justin.

"Neither," Justin replied.

Grandpa said nothing. He slowly removed the dishes from the table. After that he washed each dish and rinsed it with care, too.

After washing the dishes, grandpa swept the floor and then went upstairs.

Justin stood around downstairs. He had a strange feeling of guilt and wished he had helped with the dishes.

3 a) Read and complete the sentences with the correct words from the text (Ex. 2).

1. The _____ from the kitchen filled the room.
2. A _____ is a flat round cake made with flour, eggs and milk, fried on both sides.
3. My mother _____ the dishes from the table to wash them up.
4. Peanut butter and sandwiches _____ delicious.
5. "_____" means to wash something with clean water.

b) Find the hidden words in the square: *apple, tasty, pancake, dish, reply, water, ham, rinse, smell, guilt, jelly, dry, table.*

Lessons 11-12. Reading for Pleasure

R	O	E	R	I	N	S	E	V	H	Y
E	T	M	O	B	O	M	E	P	A	D
P	A	N	C	A	K	E	L	K	M	R
L	B	E	A	I	J	L	D	s	Q	Y
Y	L	I	Q	H	E	L	D	I	s	H
S	E	G	U	I	L	T	M	N	s	W
C	A	A	P	P	L	E	J	K	z	H
A	T	A	S	T	Y	W	A	T	E	R

4 Work in pairs. Look at the pictures. Disagree with your friend. Talk with him/her as in the example.

Example:

A: *These vegetables taste delicious!* B: *Oh, no! They taste awful!*



delicious, beautiful, difficult, scary, rough, friendly, soft, ugly, awful, easy

5 Write a short letter to thank your friend for the wonderful dinner party you attended at his/her place last weekend. Use the word lists below and the questions to help you.

1. When did you go to a dinner party?
2. Who invited you there? What was the occasion?
3. Which were the dishes you enjoyed the most?
4. What was the party like?

Food: tasty, delicious, well-cooked, etc.

Atmosphere at the party: friendly, relaxing, great music, lots of games

Unit 3. Food and Drinks

Ann went shopping yesterday and bought some food. Read and complete the sentences. Use **some** or **anywhere** necessary.

Example:

(+ grapes) *She bought some grapes, because she likes grapes very much.*

(- cheese) _____

(+ mushrooms) _____

(- carrots) _____

(+ rice) _____

(- cornflakes) _____

6. (+oil) _____

Read and complete the text with the correct tense forms of the verbs in brackets.

Justin (not, to mind) that his clothes (to have) a great time, though dirty and wrinkled. He _____ (to get) hungry. When they he _____ (to work) hard and _____ (to stop) for lunch, grandpa _____ (to make) biscuits. At first, Justin _____ (to build) a fire and _____ (to tease) grandpa about putting raisins in the dough, but after tasting them, he _____ (to decide) they _____ (to be) the best biscuits ever. And this day with grandpa _____ (to be) the best day ever, too.

3 Read the text. Write a similar story. Describe two of your favourite desserts.

Today's Desserts

You will love the icecream and pudding. In some ways they are the same, but in other ways they are different. They are the same, because both are chocolate. Also, both are very sweet and creamy.



These two desserts are different in some ways. The ice-cream is frozen

and can melt, while the pudding is just cold and won't melt. Also, the ice-cream is rich, although the pudding is richer. You'll love whichever one you choose!



Lesson 13. Grammar Revision

4 Listen and read the poem.

Greedy Mabel

(by Georgie Adams)

Greedy Mabel
At the table
Ate as much as she was able.
Pies and pastries
Cold and hot.
Greedy Mabel
Ate a lot.
Chili, chicken,
Fish in batter...
Wider Mabel grew
And fatter.
Till at last her mother said,
"Mabel, it is
Time for bed."

5. Project Work "The Family Cookbook".

a) Work in groups. Think of your favourite recipes. Write the list c ingredients and describe the process of cooking. Decorate yoi cookbook with photos or art that help understand the information.



b) Present your cookbook during the "Family Feast". Show your cookbook and share a story about your favourite recipe.

76 Unit 4. Books Are Our Friends

1 a) Listen and repeat the new words.



historic novels, science fiction, comic stories, stories about animals, poems about nature, adventure stories, fairy tales, fables, legends and myths, books on history, an encyclopedia

b) Work in pairs. Take turns to make sentences with the new words. Use the prompts: *I am fond of ...ing. I am interested in ...ing.*

Example:

A: *I am fond of reading historic novels. And what about you?*

B: *I am interested in reading comic books.*

2 Listen and read.

Books Are Our Friends

All over the world people love reading. It is not surprising, because when you are reading a story or a fairy tale, you always become a part of adventure. You can visit a far away country, travel into space, learn the secrets of underwater life. You are not lonely. You can travel into the past with the main characters of historic novels. You can become a witness of great inventions with the heroes of science fiction stories. You can also have fun with people who live in comic books.

There is always a secret message in stories you read. That's why when you read a book, try to understand what the author wants to tell you.

Books are our friends. They are "the treasure house of information", as the saying goes. Modern and classical authors tell you a great number of amazing facts about the surrounding world. They teach you how to get on with your friends. That's why every time you have a question - read a book, and it will help you solve the problem you have faced with.

Lesson 1. The World of Books

3 Read and complete the sentences.

1. All over the world _____ .
2. When you are reading a story or a fairy tale, _____ .
3. You can _____ , _____ , _____ and _____ .
4. There is always _____ .
5. You must try to understand _____ .
6. Books can help you to solve _____ .

4 a) Work in pairs. Take turns to ask and answer the questions. Add more information.

Example:

A: *Do you read a lot?*

B: *Yes, I do. I love reading. I am interested in reading science fiction. My favourite book is "Harry Potter and the Sorcerer's Stone"*

	You	Your Friend
Do you read a lot? What is your favourite book? What do you like to read more: • books? • newspapers? • magazines? What kind of books do you like to read: • historic novels? • comic books? • science fiction? • other? Where do you take books to read: • buy the books at the bookstore? • take the books from the library? • from your friends? • other?		

b) Speak in class. Tell your classmates about your friend.

Example:

My friend doesn't read newspapers, but he likes to read magazines. He usually buys them at the bookstore.

5 JmSt Write down your answers to the questions of Ex. 4a.

Unit 4. Books Are Our Friends

1 a) Listen and read a poem.

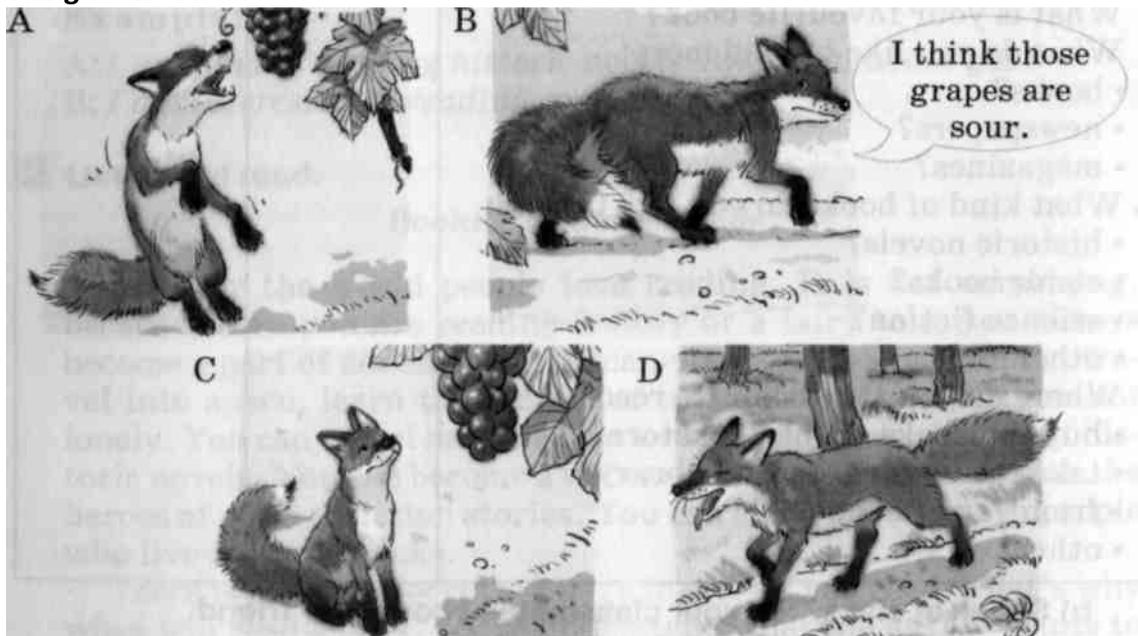
A Quiet Corner

There's a quiet corner in our classroom,
Where I can take a book from the shelf
And travel to the places
I have never been before
Or think about the world around me
And dream about the future...

b) Speak in class. Say why it is good to have a Reader's Corner in the classroom. Do you have any in your classroom? What kind of books do your classmates like to read?

Listening Lab

2 a) Listen to the Aesop's fable "The Fox and the Grapes"¹. Look at the pictures and order them according to the fable.



b) Listen to the fable again and answer the questions.

1. Where was the Fox walking one day?
2. What did he see on a branch of a tree?
3. Could he reach the grapes?
4. What did the Fox say in the end?

See Tapescript on p. 183.

Lesson 2. Fables Teach Us a Lot

3 Work in pairs. Talk about the fables you have read. What do they teach you?

Example:

I have read the fable "The Grasshopper and the Ant". It teaches us to be hard-working and to think about the future.

Famous fables: "The Grasshopper and the Ant", "The Wolf and the Sheep", "The Monkey and Her Glasses", "The Boy Who Cried "Wolves!", etc.

4 Look at the pictures, take turns to say how you usually choose a book to read.

Example:

When I want to choose a book to read, I usually ask my friend for advice.



5 Jggi*! Write down your answers to the following questions.

1. Does reading play an important role in our life?
2. How much time do you spend on reading books?
3. Do you read for pleasure or for information, or for both?
4. Which books do you read in your spare time?
5. Which books do you take on trips, for study or discussion?
6. How do you choose a book to read? Who usually helps you to make a choice?
7. What are your favourite books and why?

80 Unit 4. Books Are Our Friends

1 Do a class survey. Interview four students and report the results to the class. Use the questions.

Example:

Natalia reads for school. Last month she read three books. They were all history books.

1. Do you read for school or for fun?
2. How many books did you read last month?
3. What kind of books did you read?

2 a) Read and say what you think the best kind of book is.

The Children Take a Book at the Library

Part I

(by E. Eager)

"The best kind of book," said Barnaby, "is a magic book."

"Of course," said John.

The children were at the library. There were five of them in front of the bookshelves, Barnaby and Abbie, and their little sister Fredericka. And their friends John and Susan.

"The best kind of magic book," said Barnaby, "is a book about real people like us. And then, suddenly, something happens - and it's magic."

"Like when you find a coin," said Susan, "and you think that it's a nickel. And then you see that it isn't a nickel, it's a magic talisman."

"The best kind of magic book," said Barnaby again, "is a book, where the magic has rules. And you must learn those rules. And if you remember the rules, you can make the magic work for you. But sometimes you forget them, and then the magic works against you."

Everybody began to talk at the same time.



Lesson 3. Library Rules

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

1. Where did the children go one day?
2. What kind of books were they talking about?
3. Have you read any books about real people?
4. What did they teach you?
5. Do you always discuss the book you have just read with your friends?

3 Read and talk about the library rules. Do you always follow them?

. Library Rules

/7. &c-blz. hooks /к. Н**о**

*Z. bjtf Hu, hooks o/t**, лyЛ+ЧoI*).*

3. list, hook ~AfkS.

*¥. VoJf m*U, sffSUfibA* OН, H<JL »*Af|W*

' S.VoJ+^^tii's&t.*

h.VoJf-hAf^ii/^u. -fc 'Ook.i'boio'mjčapichbfis /н, hooks.

H.VoJf lose hooks.

Conversation Lab

Read and act out the situations.

1. A new pupil has come to your school. Tell him/her where the school library is. Talk about the library rules.
2. Say what wrong things the children sometimes do when they read a book, and what their elder brothers and sisters tell them not to do. Use the table to help you.

My elder brother	My elder sister	My teacher	My parents	tel	Is tell	me	the little children	the pupils	their sons and daughters	no	to make drawing ...	to read at the dinner table ...	to cut out ...	to tear the pages ...
------------------	-----------------	------------	------------	-----	---------	----	---------------------	------------	--------------------------	----	---------------------	---------------------------------	----------------	-----------------------

5 Write down five sentences. Use the table in Ex. 4.

82 Unit 4. Books Are Our Friends

1 Work in pairs. Talk about the literary characters in the pictures. Use the words: *brave, funny, courageous, kind-hearted, noble, careful, careless, smart, clever, helpful, selfish, beautiful, thoughtful of others, naughty, curious, terrible, lively, to be full of ideas, sad, bright, lazy.*



Tom Sawyer



Pinocchio

Example:

Tom Sawyer was very naughty, but he was also brave and thoughtful of others. Tom was a lively boy and he was always full of ideas. He was never sad and lonely.

2 Read the story and say what kind of book Susan has chosen for herself to read.

The Children Take a Book at the Library

Part 2

(by E. Eager)

During the conversation each of the children took several books from the shelves.

Miss Downs, the librarian, said, "Are you ready to go, children? **Line up** now and let me **stamp** the books."

The children lined up at the desk. The librarian began to stamp the date in their books. Then Susan looked back and saw a book at one end of the bottom shelf.

It was a thick red book, not very big and quite old. Susan could not read the name of the book. Why she took the book from the shelf she could not say. She put it on a pile of books in her arms and took her place at the end of the **line**.

When Miss Downs saw the red book, she said, "That's a seven-day book." Susan was surprised. "How strange," she thought, "the books, which you must **return** in seven days are always the newest ones. And nobody calls this book new."

The librarian stamped the red book. A minute later Susan and the other four children went out of the library.

84 Unit 4. Books Are Our Friends

1 Work in groups of four. Discuss where you can find books you need. You can use the sample to help you.

Dan: Oleh, where do you usually take your books?

Oleh: I usually buy them at the bookstore. I love those stores. You can spend hours there. I enjoy looking at the books' covers and titles.

Dan: And what about you, Alice? Where do you get your books?

Alice: I borrow them from the library. Our school librarian can always help you find the book you are looking for.

Dan: That's a good advice. I think I'll drop to our school library the other days. And what about you, Oles? Where do you get your books?

Oles: I borrow them.

Dan: From the library?

Oles: No, from my friend. He has got a good collection of science fiction and comic books. There are many encyclopedias in his home library, too. You can find lots of interesting information there.

2 Read Ann's letter to Susan. What does she write her friend about?

Dear Susan,

How are you? This year we have a very nice programme in literature. We have learnt about myths and legends. My classmates and I have read lots of fairy tales and fables. I have decided to join our Literary / and Drama Club. At the moment we are working at the new play. Its title is "The Wonderful Wizard of Oz". I am going to play the part of Dorothy in it. Have you read this book by Frank Baum? The main characters are Dorothy with her puppy Toto and Dorothy's friends - the Scarecrow, the Tin Woodman and the Cowardly Lion. The whole story \ deals with their adventures in the Emerald City. This is where the Great Oz lives, the great and powerful wizard. But after all he appeared to be just a common man with all his fears and weaknesses . I recommend this book to you. It teaches us to be friendly and kind-hearted. I think you will like it very much.

Write to me soon. Tell me about the book you have just read.

Yours, Ann.

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

1. What book did Ann read last week?
2. What was it about?
3. Did she like it or not?
4. Why does Ann recommend this book to her friend?

4 a) Look at the list of book titles and say who their authors are and when they wrote those books.

Example:

Lewis Carroll wrote his book "Alice in Wonderland" in 1865.

"Alice in Wonderland", Lewis Carroll, 1865

"The Adventures of Tom Sawyer and Huckleberry Finn", Mark Twain, 1876

"The Jungle Book", Rudyard Kipling, 1894

"Winnie-the-Pooh", A.A. Milne, 1926

"Mary Poppins", Pamela Travers, 1934

"Harry Potter and the Sorcerer's Stone", J. Rowling, 2001

b) Work in pairs. Talk with your friend as in the example.

Example:

A: Who wrote the novel "Alice in Wonderland"?

B: Lewis Carroll did.

A: When did he write it?

B: In 1865.

A: Have you already read this book?

B: Yes, I have. It's really interesting.

5 Work in groups. Tell your friends about the book you have just read. Use the prompts to help you.

Reading and Speaking About the Book

I have read the book under the title ...

This book is about...

It deals with ...

The main characters are ...

I think that ...

I think so, because ...

That's why ...

I agree with ...

I don't agree with ...

I recommend ...



6 Write a letter to your pen-friend about the book you have ju read. Use the prompts of Ex. 5 to help you.

1 a) Listen and read the poems.

Fairyland, Fairyland, You can always have it in your hand.
If you take a book to read, You'll find a faithful friend, indeed.
The world of books is wonderful,
The world of books is rich,
It can take your thoughts away
To the places you can't reach,
It can make your dreams come true
Or make magic real for you.

b) Speak in class. Say what kind of books you like to read.

2 Read and match the descriptions (1-3) with the pictures (A-C). Which books are these characters from?



1. He lived in the jungle. He made good friends with animals. He was honest, brave, kind-hearted and thoughtful of others. He was curious about the world around him.
2. He was very smart and intelligent. He learnt to become a wizard. He fought against evil and got victory. He was always careful and noticed everything that was happening around him. He got on well with all his friends. He was honest, curious, lively and cheerful.
3. She was kind and modest. She was very hard-working. She spent days and nights doing things for her stepsisters and stepmother. She often felt unhappy.

Lesson 7. My favourite unaracier

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

Example:

A: *What kind of books do you like to read?*

B: *I like to read fairy tales and fables.*

K. *What is your favourite fairy tale?*

B: *"The Ugly Duckling". It is about the ugly duckling, who turns into a beautiful swan later. At first all the birds didn't like it. Later they couldn't believe their eyes.*

4 Speak in class. Tell your classmates about your favourite literary character. Use the prompts:

	You	Your
What kind of books do you like to read? What is your favourite: • book? • fairy tale? • fable? • novel? What is your favourite literary character? What story is this character from? Why would you recommend this story to your friend? Do you like to write your own stories?		

5 Write a story about your favourite literary character. Use Ex. 4 for help.

My favourite book is _____ by _____ .

The main character of the book is _____ .

He/She is _____ .

He/She always _____ .

He/She never _____ .

The book teaches me _____ .

| M J n i t 4. Books Are Our Friends

4 Read the statements below and tick them T (True) or F (False). Explain why you think so.

Example:

/ don't think that all stories must have a happy ending. Literary stories must be true to life.

Sometimes life stories are sad.

- _____ . 1. All stories must have a happy ending.
- _____ . 2. People don't like ghost stories, because they are scary.
- _____ . 3. Many facts in historic novels aren't true to life.
- _____ . 4. It's better to watch a film than to read a book.
- _____ . 5. Any person can write a story or a poem.

2 Work in pairs. Look at the pictures. Say what is happening in each one. How do you think the story ends?



Writing Lab: Writing a Story

3 Read the instructions and write your own story.

- a) Think of ideas for a story.
- b) You can use the questions to help you.

- 1. When did the story happen?
- 2. Where was the main character?

Lesson 8. A Happy Ending?

3. What did the person see or hear?
4. How did he/she feel about the event?
5. What did he/she do?
6. Who did he/she tell about it?
7. Did people believe him/her or not?

c) Decide who is going to tell the story: the main character, his/her friend, the other character or the author.

d) Make a list of the important events.

e) Make a plan for your story. Take notes.

f) Use the notes to write the story in the Past Simple Tense. Use the linking expressions: *one day, suddenly, then, the next day, when, in the end, but, and.*

4 Work in groups. Speak in class. Tell your stories to your classmates. When you listen to the stories you can ask questions.

5 Read, complete and act out the dialogue.

A: Hi, John! How are you doing?

B: _____

A: Have you read any interesting books lately?

B: _____

A: That's interesting. Tell me more about it.

B: _____

A: When did this happen?

B: _____

A: Where exactly did this happen?

B: _____

A: That's amazing! Do people know why this happened?

B: _____

A: What a good story! Thanks. I think I'll read it with pleasure.

6 &&k Write down questions to the sentences below.

1. Books play a very important role in our life.
2. Tom doesn't like to read ghost stories, because they are scary.
3. Mary Poppins is Ann's favourite literary character.
4. A.A. Milne wrote the novel "Winnie-the-Pooh" in 1926.
5. Pinocchio was walking along the road, when he met the Cat and the Fox.

Unit 4. Books Are Our Friends

1 Work in pairs. Talk about the books you have read. Use the words in the table.

Example:

A: I like reading fantasy. I have read a very interesting book recently. It is "The Dark Beginning" by Phillip Pullman. The plot of the novel is exciting and moving. Sometimes it is scary.

B: As for me, I am fond of reading adventure novels. Recently I have read "Gulliver's Travels" by Jonathan Swift. I think it is enjoyable, but

Talking About the Books

You Like Reading	interesting, funny, amusing, exciting, -life, easy to read, enjoyable, well-written, fantastic, fabulous, powerful, fast-moving, original
You Don't Like Reading	boring, badly-written, heavy-going, sad, slow-moving, unoriginal, scary

2 Read the story and say where Jim found the lock that fitted the key.

Buried Treasure

Part 1



Jim lived in a big old house. It was a wonderful house with a big yard to play in, but Jim was not a happy child, because he was lonely. He had a lot of friends at school, but he lived far from his school, and his friends seldom came to visit him.

One day Jim was hunting about in the yard with a stick, when suddenly he found an old key. Jim carried the key indoors, cleaned it and polished it. Then he tried to find the lock that it fitted.

"Perhaps, the key fits something in the attic," he thought. The «room» lit under a few dustsheets, opened some

Lesson 9. Reading for Pleasure

old boxes and looked at the shelves. There he caught sight of a large book. It was one of those books fitted with a lock. Jim lifted down the book and put it on the floor. He turned the key and the lock sprang open¹. Jim slowly opened the book and turned the pages.

(From "A Year Full of Stories")

3 Read the statements and correct them according to the text of Ex. 2.

1. Jim lived in a small old house.
2. Jim was really a happy child.
3. He didn't have plenty of friends at school.
4. Jim's friends often came to visit him.
5. Jim found a new shiny key.
6. "Perhaps, the key fits something in the house," he thought.
7. The boy caught sight of a large book in one of the boxes.
8. Jim quickly opened the book and turned the pages.

4 Read and act out the dialogue.

A Book to Read

Ann: Kim!

Kim: Yes?

Ann: Can you help me?

Kim: With great pleasure. What can I do for you?

Ann: I am going to the local library now. I want to borrow a book to read during my holidays. Can you think of any good book?

Kim: What kind of books do you like to read?

Ann: I enjoy reading fantasy and detective stories.

Kim: Have you read anything by Katherine Wilmont?

Ann: No, I haven't.

Kim: Then ask the librarian to give you anything by this author.

There is a nice set of stories under the title "About Dasha and Her Friends." They are quite entertaining.

Ann: Thanks for your advice.

Kim: Not at all. I hope I'll enjoy reading this book.

5 Write down different types of questions to the following sentences to get more information.

1. There are many books in our school library. I am fond of reading detective stories.
To spring open - відчиняти(ся).

1 Read and complete. Fill in the correct article *a, an, the* where it is necessary or zero article.

1. Have you read " _____ Adventures of _____ Tom Sawyer" by _____ Mark Twain.
2. Will you put _____ book on _____ table?
3. This book is full of _____ ghost stories.
4. There is always _____ secret message in stories you read.
5. You can find the facts you need in _____ encyclopedia.
6. Alice is _____ main character in _____ book by _____ Lewis Carroll.
7. I want to buy _____ book. I am going to _____ bookstore.

2 a) Read and complete the story with the correct forms of the verbs in brackets.

b) Say what helped Jim not to feel lonely.

Buried Treasure

Part 2

There _____ (to be) tiny writing on the pages and there _____ (to be) no pictures at all. Suddenly Jim _____ (to hear) a voice coming from the book! "You _____ (to unlock) my secrets," it said.

"Step into my pages if you are looking for adventure."

Jim _____ (to be) curious. As he _____ (to put) his foot on the pages he _____ (to find) himself on the deck of a pirate ship. The boy _____ (to turn) one page after another. He _____ (to visit) the far away countries, he _____ (to be) on a desert island, _____ (to fight) with the pirates and _____ (to find) pearls and jewelry underwater.

Jim _____ (to look) at the book cover. "The Pirates and the Stolen Treasure" it _____ (to say) at the top of the page. Jim _____ (to read) the page and _____ (to find) he was reading exactly the adventure he had been in. He _____ (to turn) excitedly to the contents page at the front of the book and _____ (to read) the **chapter** titles.

After that Jim _____ (to have) many, many more adventures. He _____ (to make) lots of friends in the stories and _____ (to be) never lonely again.

(From "A Year Full of Stories")

3 a) Write down ten questions to the story of Ex. 2.

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

Example:

A: *Were there any pictures in the book?*

B: *No, there weren't. There weren't any pictures in it, and the writings on the pages were tiny.*

Read and complete the sentences with the correct items.

1. Where is the book, which I _____ ?
a) am reading b) was reading c) read
2. She _____ like the story she read last week.
a) didn't b) doesn't c) don't
3. Mary _____ this novel twice.
a) reads b) read c) has read
4. Mike _____ already _____ at the library this week.
a) was b) have ... been c) has ... been
5. The children usually _____ books at the local library
a) borrow b) were borrowing c) borrowed
6. The librarian _____ the children about the new books
a) is telling b) tell c) tells

Project Work "A Modern Fairy Tale", a) Work in groups:

1. Make a list of characters in your modern fairy tale. Think of important things and events to write about.
2. Make a plan for your fairy tale. Make sure you divide it into sections.
3. Write your story, decorate it with pictures.

b) Prepare a book display in your classroom. Tell your class your fairy tale. Which story is the best one? Why?

6 Write down short answers to the questions below.

Example:

- Are you going to the library now? - Yes, I am.

1. - Did you read an adventure story yesterday? - _____
2. - Can you borrow me your encyclopedia? - _____
3. - Do you read English books in original? - _____
4. - Have you read any books in German yet? - _____
5. - Are you fond of reading comic stories? - _____

6. - Was your brother drawing pictures to a fairy tale at the yesterday? - _____
7. - May I keep this detective story for a week? - _____
8. - Were there any drawings in that book? - _____
9. - Is she writing a composition about her favourite character now? - _____
10. - Does Sam usually buy magazines at the bookstore? - _____

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

Example:

A: *Do you play any sports?*

B: *No, I don't. I have no free time. What about you?*

A: *Yes, I do. I play football. It's my favourite sport. I also like watching football matches on TV. My favourite football team is "Real Madrid".*

	You	Your Friend
Do you play any sports? Do you like quiet or noisy games? How often do you play games? Do you watch sports on TV? What sports do you like to watch? Do you like to watch the Olympic Games? Who is your favourite sportsman?		

b) Speak in class. Talk about your friend.

Example:

I have found out that Ivan plays football. He likes watching football matches on TV. His favourite football team is "Real Madrid".

2 Read and say why it is important to go in for sport.

Sport in Our Life

People all over the world are fond of sports and games. Sport and physical exercises help us to keep fit and healthy. There are summer and winter kinds of sports. The most popular winter sports are skating, skiing and tobogganing. Some people greatly enjoy figure skating and ski-jumping. It's so nice to go to the skating-rink or to the forest on a frosty sunny day!

The most popular summer sports are swimming, cycling, boating and yachting. It's so wonderful to breathe in the fresh air and enjoy watching nature!

Children all over the world like to play indoor and outdoor games. Athletics, aerobics, gymnastics enjoy their great popularity among the girls. Many of them attend sports clubs and train in the gym. The boys go in for boxing, wrestling, football, tennis, basketball and track and field events.

Everyone must do all he or she can to be healthy and to develop a strong character. "A sound mind in a sound body," the old Latin proverb says.

3 Read and complete the sentences.

1. People all over the world are fond of _____
 2. Sport and physical exercises help us _____
 3. The most popular winter sports are _____
 4. The most popular summer sports are _____
 5. Children all over the world like to play _____ games.
 6. _____ enjoy their great popularity among the gir
 7. The boys go in for _____
 8. Everyone must do all he or she can _____
- 4 Look at the pictures and say what kinds of sport the sportsmen go for.

Example:

Mr. Johnson goes in for swimming.



5 a) Read, complete and write down the sentences. Use t adverbs: *slowly, well, hard, quickly, carefully, loudly.*

1. Paul rides his bike very _____. One day he'll have an accident.
2. You have to train _____ if you want to win the competition.
3. Rita plays tennis _____. One day she'll be a champion.
4. The children were talking _____. The coach asked them to be quiet.
5. Bill was very tired after his training and he walked hoi
6. You have made a lot of mistakes. You must listen to me _____.

b) Make your own sentences with the adverbs in the list.

96 Sports Clubs.

1 Work in groups. Discuss the statements. Read an opinion, respond and add information.

Example:

A: *Sports are important for teenagers.*

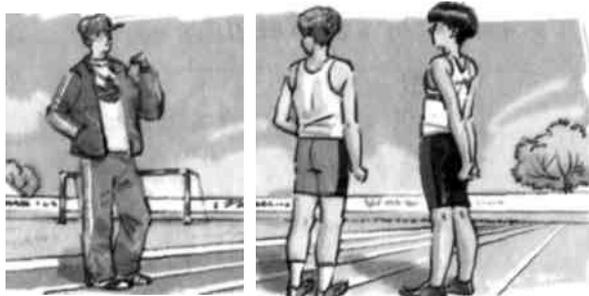
B: *Tastes differ. Some teenagers like going in for sport, the others like playing the musical instrument.*

C: *Sport is good for everybody. It makes us strong and healthy.*

1. Sports are important for teenagers.
2. Every person can become a famous sportsman.
3. Every kind of sport is dangerous.

2 Read and say why Tom should train a lot.

Practice Makes Perfect



After school, Tom changed into his tracksuit and running shoes. Then he and Dan met their teammates by the outdoor track. The boys started warming up. Coach Thompson clapped his hands and asked the boys to come to attention. "We've been over this before, but practice makes perfect. We lost our last contest, because we made some careless mistakes. A new competition is coming soon. I want you to win it. You are in a good form, but let's remember how important the technique is."

"Runners, to your marks," called the starter. Tom came up to the starting line. He was preparing for his one-hundred-metre run. He tucked his left foot behind him and knelt on the track.

At the words "Get-Set", Tom raised himself up and waited for the "Go" command. Hearing that, he broke away and raced down the track.

"Do it again, my dear," shouted the coach as Tom finished his first one-hundred-metre run. "This time, remember to keep low and watch your form," coach Thompson added.

"I'll try to do my best."

"I'll take care of it," the coach assured him. "Good luck!"

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

1. What kind of sports did Tom go in for?
2. What did the boys start doing first when they came to the track?
3. What did the coach say to the boys?
4. Did Tom train hard?
5. How do you understand the words "practice makes perfect"?

b) Use the word combinations from the text to make your own sentences. Put the verbs in the different tense forms.

to change into, to start warming up, to win a competition, to lose a contest, to come up to a starting line, to tuck a left foot, to kneel on the track, to wait for a command, to do one's best

4 Look at the pictures and say what sports clubs children can attend in their school.



5 Read, complete and write-down the text. Put the verbs in brackets into the correct tense form.

Tom and his schoolmates (to play) a match against a team from another school. They usually (to play) football, but today they (to play) basketball. Tom (to like) playing basketball very much. He (to play) this game since he was six. Tom's team usually (to wear) white T-shirts, but today they (to wear) yellow T-shirts. Other children from their school (to watch) the match. They want (to support) their favourite school team. Tom's team usually (to win) their matches, because they (to train) a lot. They (to win) three Final Cups in the previous three years. They (to win) today, too.

98 We Like Sport.

1 Listen to the boys talking about sports¹. Mark the sentences T (true) and F (false).

___ . Steve goes in for tennis.

___ . Steve joined the sports club last year.

___ . Steve trains three days a week.

___ . Dan is very busy. He can attend the sports club only at the weekends.

___ . Steve invites Dan for a contest in March.

___ . Dan can go to watch the contest.

Learning Strategies: E-mail Messages

E-mail Messages

- are short messages sent from one person to another over the Internet
- have a specific purpose: to **provide** information, share ideas with others or entertain
- get information to one person quickly or to many people at the same time

2 a) Read Margaret's e-mail letter to Graham and say what she reminds him about.

Dear Graham,

Mum asked me to remind you about the Town Meeting at school tonight.

We need you to attend it. They are going to discuss the question of a new football field. We want all the fans of our town team to come for the meeting.

Then you can sit and relax when you come to their games.

Please, come to the meeting tonight, at 6 p.m.

Love,

Margaret.

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

*See Tapescript on p. 183.

1. Why do the children need to attend the meeting at school?
2. When does the meeting start?
3. Who must be present at the meeting?

3 Read the instruction (Ex. 2) and write down your e-mail letter.

4 Read, complete and act out the dialogue.

Alex: Hello, Steve? How are you?

Steve: _____

Alex: I'm very tired. Today is my sports day. I go swimming in the morning and then play tennis in the afternoon.

Steve: _____.

Alex: Oh, really? I like sports a lot, too. My favourite sport is football. Do you train at the Sports Centre?

Steve: _____.

Alex: Yes, I do. The facilities and all sports equipment are wonderful there. Do you train in the school gym?

Steve: _____.

Alex: Are you in the school basketball team? Steve:

Alex: I like watching basketball on TV. Do you like watching sports on TV?

Steve: _____.

Alex: There are some interesting sports programmes on TV tonight! Enjoy watching them. Bye!

Steve: -----

5 Read and complete the sentences. Fill in the necessary modal verbs in the questions. Match questions and answers.

1. When ... you ski?	a) I could go skiing in the mountains last year.
2. Why ... not you ski two years ago?	b) I will be able to go to the mountains with my friends next year.
3. When ... you go skiing in the mountains?	c) I could ski when I was 7.
4. When ... you ... go skiing in the mountains with your friends?	d) I cannot say that I am a good skier.
5. What ... you say about yourself as a skier?	e) Two years ago I couldn't ski, because I lived in warm countries.

100 Sports Stories.

1 Look at Shannon's notes. Make sentences as in the example.

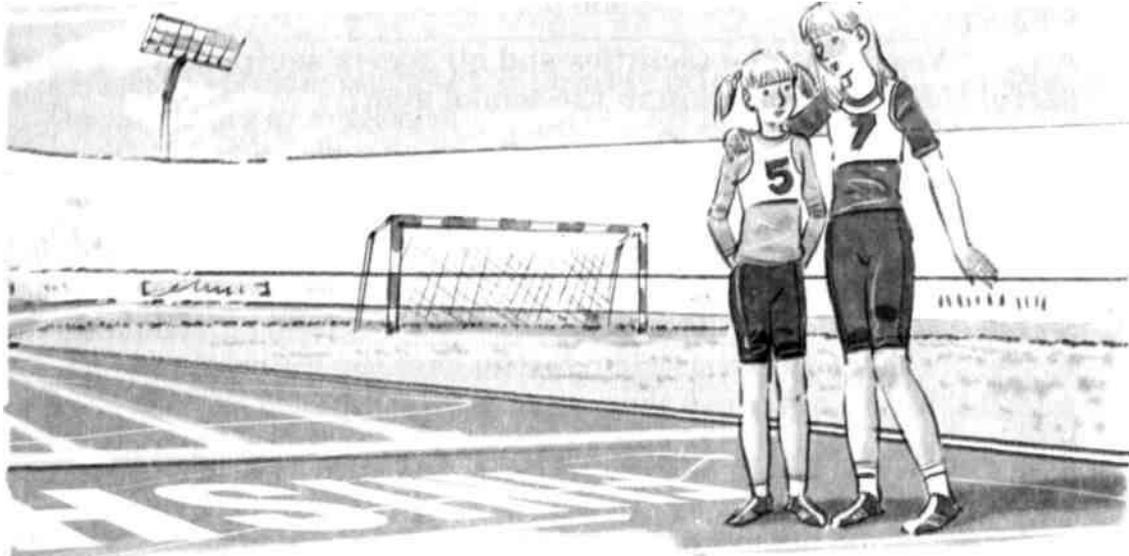
Example:

Shannon goes jogging every morning.

to go jogging	every morning
to play tennis	three times a week
to go skiing	once a month in winter
to do gymnastics	twice a week
to go swimming	every weekend in summer

2 Read and say what helped the girl win a race.

The Big Race



"Come on. You can do it. You're fast!" said my sister Lizzy. Those encouraging words convinced me to sign up for my first race. It was a charity event held at our school.

The next morning I stood trembling at the starting line. There were hundreds of nervous runners at the stadium. Everybody wanted to win. We all wore jumbo numbers on our shirts. Everyone was ready. Bang! The starter's pistol went off, and we thundered down the street.

When I reached the halfway point, I noticed that there were only a few other runners around me. Then I saw Lizzy. She screamed excitedly, "You are going to win the race!" I began to run faster. I crossed the finish line. I won!

My first-place medal is one of my special treasures.

3 a) Read and match the parts of phrases.

b) Work in pairs. Take turns to make sentences with the phrases you have made. Use different tense forms of the verbs.

- | | |
|---------------|-------------------------|
| 1) to sign up | |
| 2) to hold | a) a charity event |
| 3) to stand | b) at the starting line |
| 4) to thunder | c) for a race |
| 5) to reach | d) excitedly |
| 6) to scream | e) down the street |
| | f) a halfway point |

Grammar Lab: Modal Verbs

Present	Past
Can = to be able to <i>do</i> something	Could = was, were able to do something
Must/Have to	Had to

4 Work in pairs. Read, complete and act out the dialogues.

1. –
- I'll be able to skate with Ben after lunch.
- 2.-
- Oh, yes. I am sure Ann can jump very well.
- 3.-
- They couldn't win that game, because they didn't train well.
- 4.-
- We had to wait for our turn for two hours.

5 Read and complete the sentences. Fill in the modal verbs in the correct tense form. There are positive and negative sentences.

1. ___ I take part in the contest tomorrow?
2. I ___ swim a year ago, but now I ___.
3. Peter wasn't well last week, so he ___ stay at home.
4. Their son ___ walk when he was one year old.
5. You ___ train hard if you want to win the competition.
6. I have broken a leg and ___ miss my trainings.
7. They ___ go to the basketball competition yesterday.
8. - ___ your brother play chess? - No, he ___.
9. Sue ___ practice a lot. She hasn't attended the sports club during the last week.

6 Write your own sports story. Use Ex. 2 as an example.

102 Do You Go in for Sport?

1 Work in pairs. Talk with your friend about summer and winter kinds of sport. Use the questions below to help you.

1. What kinds of summer (winter) sport do you know?
2. What summer (winter) kinds of sport do you enjoy?
3. What games do children like to play?
4. What is your favourite game?
5. Do you like to play games or do you like to watch them?
6. Why is sport so popular with children and grown-ups?

2 Look at the pictures. Say what sport the children go in for.

Example:

Andriy goes in for boxing. He attends the Sports Centre. He trains in the gym three times a week.



Andriy
boxing
the Sports Centre
3 times a week

Maryna
swimming
a swimming pool
twice a week

Oleksandr
to do karate
the Sports Club
twice a week

Yana
to play badminton
a school gym
once a week

3 Read and act out the dialogue.

A: Have you ever played tennis in your life?

B: Yes, I have. I played tennis last summer.

A: Did you like it?

B: It was OK, but I didn't enjoy the weather very much! It was too hot!

A: Do you attend the tennis club now?

B: No, I don't, but I am going to join it.

4 Work in groups of four. Write a list of kinds of sport on a sheet of paper. One person thinks of a sport and the others have to guess which sport it is.

Example:

B: *Is it a team game?* A: *No, it isn't.* C: *Do you use a ball?* A: *No, I don't.*

D: Do you compete with the others?

A: Yes, I do.

B: Is it a water sport?

A: Yes, it is.

C: Is it yachting?

A: Yes, it is. It is yachting.

5 Speak in class. Use the table below to give advice to your class mates.

Example:

If you want to play football well, you should do exercises to stretch your legs.

Advice	Why?
<i>football: do exercises</i>	stretch legs
<i>tennis: do exercises</i>	relax arms
<i>have good sports results: eat healthy food</i>	give you energy
<i>running: wear comfortable shoes</i>	not to injure your feet

Conversation Lab

6 Read and act out the situations.

1. Say what sport (game) you enjoy most, why you are fond of it, which season is good for it, what kinds of games you can't play yet, but would like to learn.

2. Your friend took part in a school basketball competition yesterday. The team won the game. Ask your friend questions to know how long they trained to become the winners, where their trainings held and who their coach was.

7 Write ten sentences about your favourite kind of sport.

Example:

I think running is a wonderful sport. We can run all the year round. We can run everywhere: in a yard, in a park, in a sports ground or at the stadium. We can go jogging in the morning and in the evening. Running makes us strong and healthy. When we run, we feel fresh and ready for work after half an hour in the open air. Running is a good exercise for everyone. It is popular with people of different ages. I started running two years ago. Now I train with my father every morning. It's fun!

104 The Olympic Games

Listening Lab

1 Listen to these facts about the Olympic Games¹. Complete the sentences with the correct numbers.

1. The first modern Olympic Games took place in Athens, Greece,

1896. There were _____ (17,000/70,000) people in the stadium.

2. The Olympic Games take place every four years, but there were no Games in _____ (1916/1960) and _____ (1914/1944), because of the war.

3. The first Winter Olympics were in 1924 in France. In

_____ (1918/1980), the _____ (13th/30th) Winter

Olympic Games took place in the USA.

2 Read the text and say what kinds of sport were popular among the ancient Greeks.

The Olympic Games

Part 1

The Olympic Games have a very long history. They began more than two thousand years ago in Greece. The Greeks were very fond of music, plays and all kinds of physical exercises. The famous Games at Olympia took place every four years. All the cities in Greece sent their best athletes to take part in them. The strongest athletes competed in running, jumping, wrestling, throwing the discus and boxing. There were also chariot races. The Games were very popular, and thousands of Greek came to watch them. It was a tradition to stop wars for the time of the Olympic Games, and people lived in peace.

The competitions lasted for five days. The winners in each kind of sport got an olive wreath which was the highest honour. When the champions came back home, the people greeted them with flowers. The people often put statues of their champions in the city squares, because they brought glory to their native city.

3 Read and complete the sentences. Choose the correct item.

1. The Olympic Games began more than _____ .

a) 2000 years ago b) 1000 years ago c) 200 years ago

2. They began in _____ .

a) Great Britain b) Greece c) Rome

¹See Tapescript on p. 184.

106 The Olympic Games.

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

1. Where did the Olympic Games begin?
2. When did the Olympic Games begin?
3. What kinds of sport were popular among the ancient Greeks?
4. Were the competitions in Olympia friendly?
5. How many days did the ancient Olympic Games last?
6. How did the Greek honour the champions?

2 Read and say what you have learnt about modern Olympic Games.

The Olympic Games

Part 2

For a long time, from 394 till 1896, there were no Olympic Games. Since 1896 the best athletes of the world have met again every four years, as it was in Greece many, many years ago.

The capitals of many countries have been Olympic cities -Athens, Paris, London, Berlin, Helsinki, Rome, Tokyo, Mexico, Moscow and others.

There are Summer and Winter Olympic Games now. The best sportsmen compete in more than 30 different kinds of sport in modern Olympic Games. The Games have a lot of symbols. The five Olympic rings are the symbol of the unity of five continents. They are of five colours - red, yellow, blue, green and black - on a white field of the Olympic Flag.

In 2004 Athens became the city which hosted the Olympic Games again. The Olympic Games in Greece turned into a bright, beautiful and exciting festival of sports. Hundreds of sports grounds, stadiums, swimming pools were ready to meet the best athletes of the world.



3 a) Work in pairs. Take turns to ask and answer the questions below.

1. When did the modern Olympic Games start?
2. Which kinds of the Olympic Games do we have nowadays?
3. Which kinds of sport do the modern sportsmen compete in?

4. What do you know about the symbols of the Olympic Games?
5. Which cities were the Olympic capitals?
6. Which city hosted the Olympic Games in 2004?

b) Speak in class. Tell your classmates what you know about the Olympic Games.

4 Listen, read and act out a dialogue.

Dan: Miss Alison, can you explain me the difference between the words "sport" and "game"? I'm not certain how to use them.

Miss Alison: What is the difficulty, Dan?

Dan: Well, football and tennis are games. Swimming and boating are not games. Am I right?

Miss Alison: Yes, you are.

Dan: They have running and jumping and all sorts of things at the Olympic Games. But running and jumping are not games.

Miss Alison: There are many things at the Olympic Games that are not games. They are athletic events. Let's take the word "game" first. When we use the word "game", we think of some kind of sport in which there are two sides or teams. We talk about football as game, because there are two teams which compete with each other.

Dan: And what about the word "sport"?

Miss Alison: "Sport" is a general word for games and activities which involve physical effort. Football, basketball, tennis all kinds of sport or games.

Dan: Thank you, Miss Alison.

Miss Alison: You are welcome.

5 Look at the table and write where and when the Olympic Games were held.

Example:

The first Olympic Games were held in Athens, Greece, in 1896.

Year	Games	Host City	Country
1896	I	Athens	Greece
1908	IV	London	Great Britain
1932	X	Los Angeles	the USA
2000	XXVII	Sydney	Australia
2004	XXVIII	Athens	Greece

108 Reading for Pleasure

1 Work in pairs. Discuss the statements. Add information.

Example:

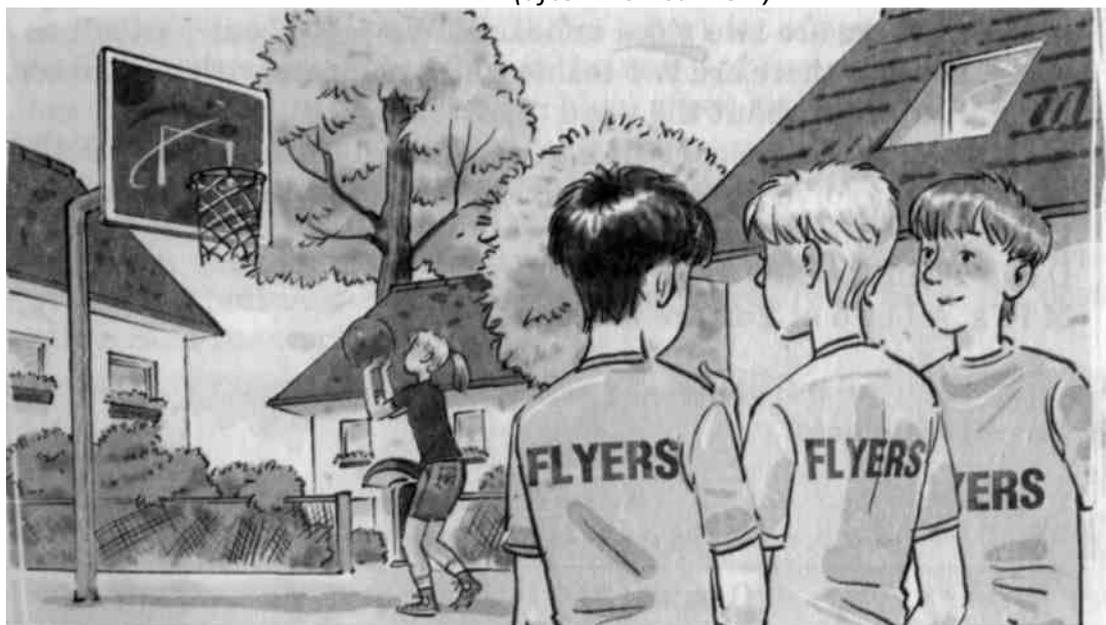
A: I think it's hard to become a famous sportsman. You have to train a lot. You must spend many hours a day in the gym or at the stadium. You must also develop a very strong character. B: To my mind, it's very important to have a good coach, too. Technique is very important, if you want to win a competition. A: I agree with you completely. "Practice makes perfect," as a Latin saying goes.

1. It's hard to become a famous sportsman.
2. It's better to watch sport than to go in for it.
3. Sport helps people to make good friends.

2 Listen and read the text. Say why Melanie has become the basketball team member.

Backyard Basketball Superstar

(after Monica Klein)



Jeremy was the captain of the basketball team, the Flyers. This season they needed one more player for their team.

Jeremy's younger sister, Melanie, trained a lot for the tryout¹. In an hour Jeremy and Melanie were at home.

¹Tryout - відбір гравців.

"I know Melanie, you are tired. I'll clean your room," said Jeremy.

"Will you?" said Melanie.

"Sure. And since you are so tired, you won't try out for the Flyers tomorrow."

"Don't worry, Jeremy," said Melanie. "You'll be **proud** of me I'll play the best tryouts."

The next morning everyone met in Jeremy's yard. Many boy; and girls tried out to shoot the ball in the basket.

All the team members decided that Melanie was the best.

Melanie smiled. She threw the ball into the basket. **Swish thump**

"We all voted for the same person who can run fast, jump high and really throw a basketball.

Welcome to the Flyers, Melanie!"

3 Agree or disagree with the statements below.

1. Jeremy had a younger brother.
2. Melanie wanted to join the basketball team.
3. Jeremy wanted his sister to be a member of his team.
4. Melanie was tired after the training and asked Jeremy to clean her room.
5. Jeremy's sister was the worst player at the tryout.
6. Jeremy welcomed Melanie in his team.

4 a) Work alone. Write questions to the sentences. Start them with the words in brackets.

Example:

They like athletics. (What ... ?). - What kind of sport do they like?

1. Their team won three matches last season. (How many ... ?)
2. They have gone to the football match. (Where ... ?)
3. She is playing tennis now. (What... ?)
4. He played hockey very badly last year. (How ... ?)
5. He was training in the gym, when I saw him. (What... ?)

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

5 Write about the role of sport in your life. Use the questions help you.

1. Do you go in for sport?
2. Do you attend any sports clubs? Where do you train?
3. Have you won any contests or competitions?
4. What are your plans for future?

110 Grammar Revision

1 Work in pairs. Ask your friend:

- what his/her favourite sport is;
- what sport he/she is good at;
- what sport he/she would like to be good at;
- where he/she usually plays sports;
- if he/she likes to watch sports on TV or at the stadium;
- what his/her favourite sportsman is.

Grammar Lab

To enjoy doing something:

Dan spends a month at the camp every summer. He enjoys playing football with his friends there.

2 Read and say what the children enjoy doing in these situations.

1. The school playground is always full of boys and girls. What do they enjoy doing there?
2. We have got a new stadium in our town. What will the children enjoy doing there?
3. There is a skating-rink in the Sports Centre. What do the girls enjoy doing there?
4. Your father is going to attend a football match. What is he going to enjoy doing there?

3 Work in pairs. Take turns to ask and answer the questions to the sentence to get more information. Talk about school/city competitions and the Olympic Games.

People compete against each other in many different sports and skills to win competitions and contests.

4 Write down the words from the list into four categories.

hockey, tennis, basketball, golf, boating, horse riding, swimming, table tennis, football, skateboarding, athletics, surfing, cycling, volleyball, karate, skating, skiing, yachting, parachuting, windsurfing, running, wrestling

Water Sports	Adventure Sports	Ball Games	Other Individual Sports

5 Play a mime game.

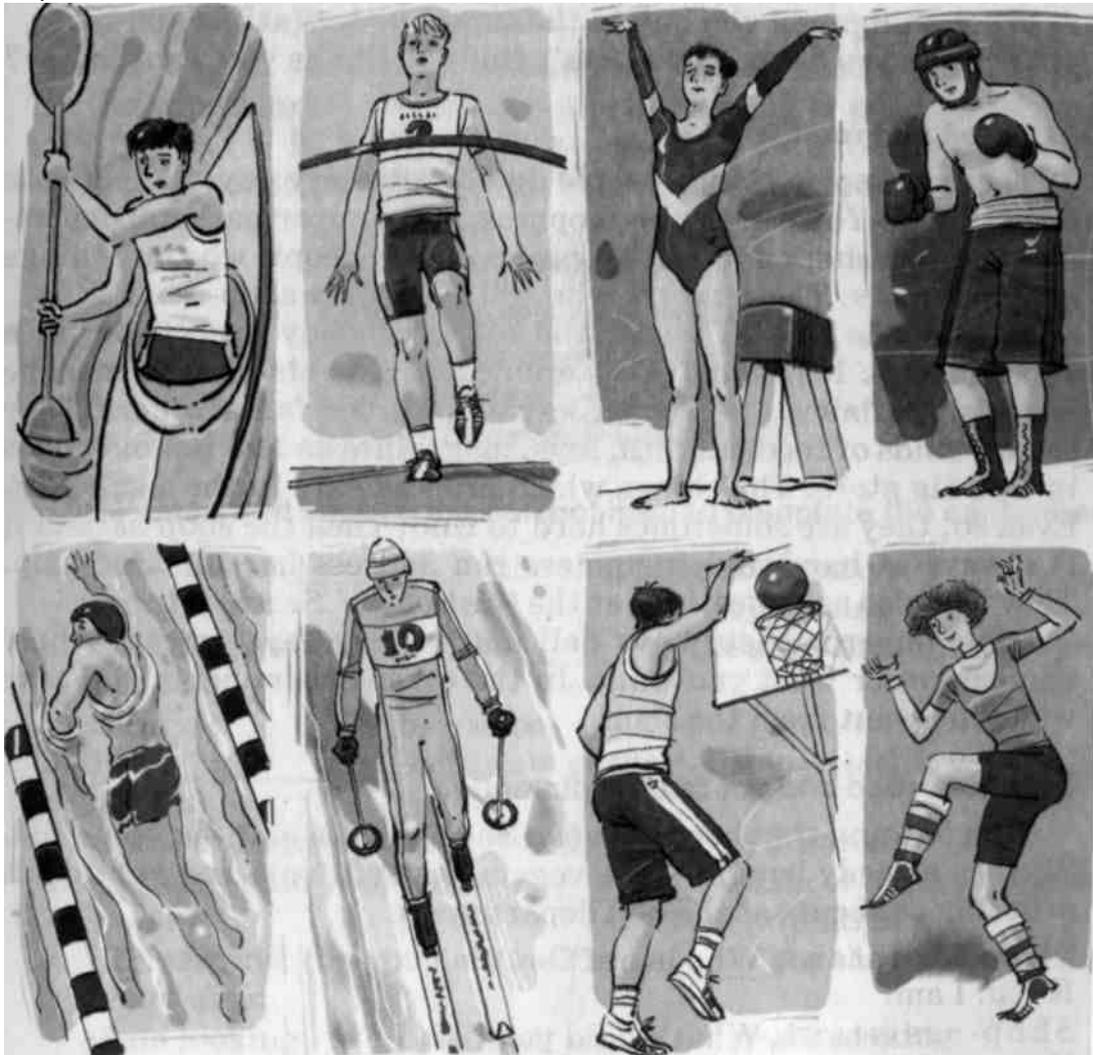
Pupil A mimes one of the sports in the pictures below. The other pupils must guess and say what kinds of sport he/she goes in for. Ask pupil A a question to get more information. Pupil A answers the question.

Example:

Pupil A mimes boating.

One of the pupils: *You go in for boating. How often do you train?*

Pupil A: *I train three times a week.*



6 Write down six questions to find out everything about your friend's favourite kind of sport.

112 At the Supermarket.

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

1. Where does your family buy most of the food?
2. What things can you buy in the supermarket (at the market)?
3. 4. What do you do when you can't find the things you want to buy?

2 a) Listen and read.

There are some things people do almost every day. Shopping is one of them. You can do the shopping in the supermarkets, department stores, shops and market places. Those people who buy things are customers. Those people who sell things are shop-assistants.

People who live in towns and cities can buy everything in a supermarket. It has many different departments or sections: the baker's, the dairy, the greengrocer's, the grocer's and others. They sell all kinds of food, clothes, toys, magazines and household goods in this big store. The things which are alike are in the same area. Even so, they are sometimes hard to find. Then the shop-assistant is always at hand and customers can address her/him for help. They can also ask questions at the Customers' Service Area.

Some supermarkets have deli and bakery departments where you can order what you want. In the other departments you take what you want from the shelf.

b) Listen, read and act out the dialogue.

Kim is doing the shopping now. She has got a long shopping list. She has already bought some vegetables and fruit and now she is ordering cold cuts at the deli department.

Shop-assistant: Who is next?

K i m: I am.

Shop-assistant: What would you like?

Kim: I'd like a kilo of ham and half a kilo of cheese.

Shop-assistant: Anything else?

K i m: No, that's all, thanks.

In the Shopping Mall

1 Read and say why Steve and Molly look in different shops.

Steve and Molly are in the **shopping mall**. They are looking for their mother. They know she is here, but where is she? They look in the post office. She is not there. They cross the road and look in the shops. They look in the bakery, the butcher's, the dairy and the greengrocer's. They go past the **fishmonger's** to the record shop. They don't see her anywhere. A woman is standing at the **chemist's**. **No**, it isn't Mrs Parker. A police officer is standing at the **newsagent's**.

"Let's ask him about our mama," Molly starts to cry.

"Don't cry Molly. I know where our mum is. Let's look at the **hairstylist's**."

The children go to the crossing by the supermarket. The traffic lights change to red, the cars stop, and they go **across** the road. Is that mum in the telephone box on the corner? No, it's a man!

Then Molly says, "Look! There's our mama! She is at the cafe looking for us!"

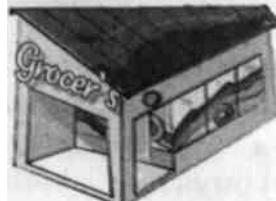
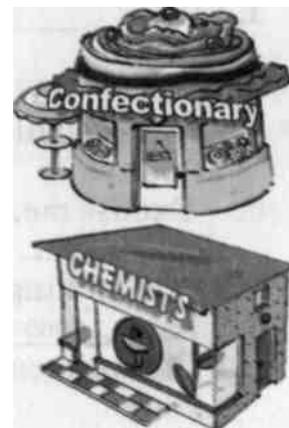
2 Read and match the names of the shops with their definitions.

- 1) the butcher's a) the place where you can buy vegetables and fruit
- 2) the fishmonger's ^) the place where you can buy milk and cottage cheese
- 3) the greengrocer's c) the place where you can buy meat
- 4) the dairy d) the place where you can buy postcards and , , newspapers
- e) the place where you can buy fish and seafood 6) the newsagent's f) the place where you can buy bread and rolls

3 Look and say what food you can buy in these shops.

Example:

/ can buy a loaf of bread at the bakery.



4 Listen and read.

The Last Gingerbread Man

When I was passing the baker's shop,
I saw something that made me stop.
A gingerbread man, all by himself
Flat on its back, on the window shelf.
He was gingery brown from his head to his toes,
With two raisin eyes and a nut for a nose.
And something about him seemed to say,
"Please, will you buy me and take me away?"
So I bought the very last gingerbread man...
Now I'm eating him up as fast as I can!

5 a) Role Play "A Problem of the Day".

You are in London. Your host family gave you some lunch money. You have **10.00** pounds (£) to buy the food in the school canteen. You have to choose at least one food item from each category.

FRUIT/VEGETABLES

Apple£ 0.50
Orange.....£ **1.00**
Banana£ 1.00

SANDWICHES

Sausage sandwich ... £ 1.25
Vegetable sandwich . . £ 0.70
Chicken sandwich ... £ 1.50

DRINKS

Milk£ 0.60 /cup
Juice.....£ 1.50
Tea.....£ 0.20

SNACKS

Biscuit£ 0.40
Chips£1.20
Sweet£ 0.25

What will you choose to eat from this list? Why?

Example:

I will buy an orange and a banana, because there are a lot of vitamins in fruits. Besides I like these fruits very much. They are tasty.

b) Write what you usually buy for lunch/dinner, where and why you usually buy these things.

116 At the Department Store.

1 a) Listen, read and say why it is good to do the shopping in a department store.



Department stores are large stores which are popular both with the local residents and tourists. Wherever people travel they usually buy something as a present for themselves or their relatives. Shopping becomes a part of their trip and later a part of their memories.

There are usually two or three levels in a department store. There are many different departments on each level. That's why it is good for the customers to read the store directory which is usually on the ground level. Then they will know the names of each department and what level it is on.

They sell many different things in the department store such as clothing, shoes, household goods, furniture and other goods. Customers can buy all the things they need such as accessories, bedspreads, dresses for ladies and children, men's wear, presents for their friends and even jewelry. There is also a cafeteria in the department store. It is usually on the ground level. If you are not in a hurry, you can have a cup of coffee there and then start shopping again. The department store usually works from 10 a.m. to 9 p.m.

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

1. Why are the department stores popular with tourists?
2. How many levels are there in a department store?
3. What can help you to know where to find the things you are looking for?
4. What can you buy at the department store?
5. When does a department store usually work?

2 Look at the store directory and say what floor the different departments are on.

STORE DIRECTORY			
Accessories	1 st Level	Hats	1 st
Bedspreads	3 rd Level	Jewelry	1 st
Cafeteria	3 rd Level	Men's and boys' wear	2 nd
Dresses (ladies + junior)	2 nd Level	Restrooms	3 rd
Presents	4 th Level	Shirts, slacks, suits	4 th
		Watch repair	1 st

3 Work in pairs. Act out the dialogue as in the example. Use the table in Ex. 2.

Examples:

1) A: Excuse me, where are the dresses?

B: Do you want junior or ladies' dresses?

A: It's for me. I am looking for the junior dresses department.

B: The section is on the second level.

A: Thank you.

2) A: Excuse me, where can I buy a good pair of jeans?

B: On the second level. Go upstairs, the section is to your right.

A: Thank you very much.

B: You are welcome. Enjoy shopping in our department store.

4 Listen, read and play.

Shoe Shopping

Shopping for shoes, Which shall I choose? The left shoe's all right, But the right one's too tight. This pair's a good fit. They don't pinch a bit. I wriggle my toes And tie up the bows.

I walk around the shop Once more and stop. These red shoes look neat. Just right for my feet. My mum waits to pay. We take them away, New shoes in a box With a new pair of socks.

5 J&J Write a short story about shopping in a department store you have visited lately.

118 What's the Name of the Shop?

1 a) Listen, read and act out the dialogues.



1. Jane is not sure that the department store is open or not, so she is calling there to find out.

O p e r a t o r : Macy's, may I help you?

Jane: Yes, please. How late are you open tonight?

O p e r a t o r : Until 9:00 p.m.

Jane: Thank you very much.

2. At the shoe shop.

Ann: I'd like a pair of shoes, please.

S h o p - a s s i s t a n t : What fashion would you like?

Ann: Low shoes for everyday wear.

S h o p - a s s i s t a n t : What colour would you like?

Ann: Black.

S h o p - a s s i s t a n t : What size do you wear?

Ann: Four. Can I try them on?

S h o p - a s s i s t a n t : Of course.

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

1. What does Jane want to do tonight?
2. What store does she want to go to?
3. Why is she calling to the department store?
4. Where is Ann?
5. What does she want to buy?
6. What size of shoes does she wear?

2 Work in pairs. Complete the conversation and act it out.

Jane: Hi, Ann! You look wonderful today! Where _____ you _____ (to buy) your new T-shirt and this pair of jeans?

A n n: In Colin's boutique.

Jane: Where _____ (to be) it?

A n n: Oh, dear. I know where it is, but I don't _____ (to remember) the address. It is not far from Theatralna Metro Station. You _____ (to go) straight ahead along Bohdan Khmelnytsky Street, and it's on the right. You _____ (not, to have to) go far.

Jane: Thank you. I think I'll find it. How much _____ (to be) the things you bought?

A n n: I don't remember the exact price of the T-shirt, but the jeans ____ (to be) 120 hrn. The style is more important for me than price. And the price is quite important for my mum. She usually _____ (to pay) for the purchase.

J a n e: I like both the style and the price. I'll ask my mum to visit the boutique this afternoon.

Conversation Lab: a Discussion

3 Work in groups. Discuss what is very/quite/not so/not at all important to know when you buy something. Use the ideas and the phrases from the box.

Example:

To my mind, the price is not so important when you want to buy good clothes to wear.

1. Price.

Expressing Your Opinion

2. Colour.

I think...

3. Comfort.

To my mind...

4. Name of the designer.

In my opinion...

5. Size.

6. Quality.

7 ...

You are on holiday in another city or country. Write a letter to your parents. Tell them what things you have already bought, ask them if they want you to buy anything else. Describe the details. The questions can help you.

1. What did you buy?

2. Where did you buy this thing?

3. Why did you buy it?

4. Do you like it? Why? Etc.

120 Money, Money, Money...

a) **Work in groups. Read the text and find the names of money notes and coins of different countries in it.**

b) **Speak in class. Share the information you have read with your classmates.**

1. In Ukraine people use hryvnias (hrn) and **kopiykas** (kop). The coins are 1 kopiyka, 2 kopiykas, 5 kopiykas, 10 kopiykas, 25 kopiykas and 50 kopiykas. There are also the hryvnia, the two hryvnia and the 5 hryvnia coins. All the coins are round. Ukrainians use 1, 2, 5, 10, 20, 50, 100 and 200-hryvnia bank notes. Every coin has an emblem and every banknote has a portrait of a famous Ukrainian person on it.



2. In Great Britain people use pounds (£) and pence (p). The coins are 1 penny, 2 pence, 5 pence, 10 pence, 20 pence and 50 pence. There are also the one pound coin and the two pound coin. The coins are round. But two coins have got seven sides. The little coin with seven sides is the 20 pence coin and the big one with seven sides is the 50 pence coin. There is a portrait of the British Queen on every coin. There are 5, 10, 20, and 50-pounds notes.

3. In the USA people use dollars (\$) and cents (c). American coins are sometimes called change. Each coin has its name. A one cent coin is called a penny. A 5 cents coin is called a nickel. A 10 cents coin is called a dime. A 25 cents coin is a quarter. There are 1, 2, 5, 10, 20, 50 and 100-dollar banknotes in the USA. You can see a portrait of an American president on one side and a picture of a famous building on the other.

i Look at the pictures. Act out the dialogues as in the example.

Example:

A: *How much is this notebook, please?*

B: *2 pounds. How many would you like?*

A: *I'll take three, please.*

B: *How would you like to pay?*

A: *In cash. Here you are.*

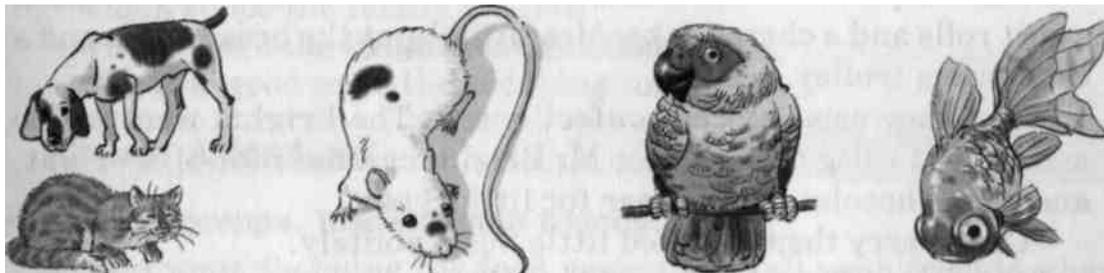
B: *Thank you. Here's your receipt and your change.*



3 a) Look and say what animals children can have at home as pets.

Example:

Children usually have cats as pets. Mr Parker and Molly are in the pet shop.



b) Work in pairs. Complete and act out the dialogue.

Shop-assistant: Good afternoon! _____?

Mr Parker: Yes, please. I'm looking for a pet for my daughter.

Shop-assistant: What kind of pet would she like? Something usual or _____?

Mr Parker: I'm not quite sure. I know she wants to have a snake or a crocodile, but she is not going to have one.

Shop-assistant: How about a _____ or a _____?

Mr Parker: Hmm. They are not as friendly as dogs, _____?

Shop-assistant: No. But they are very clean and they eat less.

What about a bird, a _____ or a _____, for example?

Mr Parker: Which one would you recommend?

Shop-assistant: Well, you can't teach a _____ to speak.

Mr Parker: But _____ speak too much and too loudly. I would like to have something quiet at home.

Shop-assistant: A quiet pet? How about a goldfish or a _____? They are the quietest pets I know.

4 Write where you went shopping yesterday, what you bought and how much it cost.

122 Susie Goes Shopping.

1 Listen, read and say which kinds of shop the family visited last Sunday.

Susie Goes Shopping

Mr, Mrs Bright and their little daughter Susie went shopping last Sunday.

First they went to the greengrocer's and bought some potatoes, onions, tomatoes, cucumbers, a bunch of bananas and three large oranges. Mr Bright put the vegetables and fruits in a big **basket**.

Next they went to the bakery to buy two loaves of wheat bread, sweet rolls and a cherry cake. Mrs Bright put the bread, rolls and a cake into a **trolley**.

Then they came to the confectionary. The Brights went inside and bought a bag of jellies for Mr Bright, caramels for Mrs Bright, and a big chocolate teddy bear for little Susie.

"Can I carry them?" asked little Susie politely.

"Yes, please!" said Mr and Mrs Bright.

So little Susie put the jellies, caramels and the big chocolate teddy bear in her tiny paper bag and carried them all the way home.

"Good thing you went shopping with us," said Mr and Mrs Bright. "You helped us a lot, Little Susie!" said Mrs Bright and hugged her daughter.



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

1. What did the Brights do last Sunday?
2. Where did they go first? What did they buy there?
3. Did the Brights go to the bakery or to the butcher's?
4. Did Susie want to carry the things or not?
5. What made Susie happy?

3 Read and say:

- who went shopping last Sunday;
- who had a big basket;
- what Susie had in her hands;
- which shops the family visited;
- what things the Brights bought that day;
- why it is good to do the shopping together.

Conversation Lab

4 Work in groups. Talk with your friends.

1. You went shopping for food yesterday. Tell your friends where you did the shopping, what you bought there and how much you paid.

2. You meet your classmate at the market. She/He has bought many things. Ask him/her what things he/she has bought, how much everything cost, and what he/she is going to cook.

Write a note to your parents as in the example. Use the prompts in the box.

Example: _____

Dear Mum and Dad,

Everything is OK at school. I have already had my dinner. I'm going to Maksym's place for an hour. We want to decide on a birthday present for Kate together. Please, leave me some money on the table. I'm going to go shopping after I come back. Thank you very much.

Taras_

you are going to the library - say when you come back explain that you want to buy a present - your friend has got a birthday party

ask your parents to leave you some money on the table - you will go shopping

124 Buying New Things

1 a) Write down anything you don't know about shopping. You may want to think about places to do the shopping, things to buy, reasons to buy, etc. Write down questions starting with:

Why ... ? When ... ? Where ... ? Who ... ? What... ? How ... ?

b) Work in pairs. Discuss your questions with your friend. Can you answer them?

c) Write down four sentences about buying new things, two negative ones and two positive ones. Present your point of view. Start like this:

People (customers) should ... Customers shouldn't...

2 a) Read the first and the last two sentences from the text by Margaret Hill "How Much Does It Cost?" What do you think the text is going to be about?

First sentence: I remember a day when I was about your age. I was walking along the shopping mall when I saw a fancy Levi's jacket in a store window.

Last sentence: I have learnt that looking at price tags is a good idea when it comes to actions also.

b) Read the other sentences. Tick the sentences which you think are a part of the text. Cross (X) the sentences which you think come from another text. (The sentences from the text are in the correct order.)

1. As I was going to ride in the girl's rodeo competition, I thought I couldn't live without those clothes.

2. As I was going to ride in the girl's rodeo competition, I thought I really needed those jacket and jeans. I asked the shop-assistant about the price.

3. I went into the store, found the clothes in my size and wanted to buy them. I didn't ask the shop-assistant how much they cost.

4. I went into the store, found the clothes in my size and the colour I liked.

5. I was surprised, when the shop-assistant told me the price.

6. I was surprised, when the shop-assistant told me they didn't have the thing I wanted to buy.

7. I liked the thing they offered me as I didn't have to pay all the money I had saved practically forever.

8. There went all the money I had saved practically forever.

9. I had to go home and ask my mum for more money to pay for the clothes I wanted to buy.

___ 10. "Was it worth so much? No, it wasn't. I thought during the following months, when I had to do without several things I needed or wanted."

___ 11. "Was it worth so much? Of course it was. I thought after I had won the competition and got the first prize!"

___ 12. "From that experience I learned to ask, "What does it cost?" before buying."

3 Work in pairs or small groups. Read the text you get. Does it make sense? Share your ideas¹.

4 Read, complete and act out the dialogue.

Ann: Hello, Kim! How are you?

Kim: _____ .

Ann: I'm fine. I went shopping yesterday morning with Jane and my mum.

Kim: _____ .

Ann: Well, first I went to the clothes department and I bought a new blouse.

Kim: _____ ?

Ann: Yes, I do. Then we went to a music shop. Jane wanted to look at the CDs. She likes listening to music. Do you like music?

Kim: _____ .

Ann: After that, we went to the market. They sell nice clothes there. Do you often go to the market?

Kim: _____ .

Ann: I bought a pair of jeans and a sweater there. Then we bought small presents for my dad and Dan.

Kim: _____ ?

Ann: Yes, they did. We have spent much money on clothes. Now I am going to save my money. Do you save any money?

Kim: _____ .

5 Write ten sentences about your shopping habits for clothes. Tell a reader where you buy clothes and what is important for you to know when you decide on a thing.

*The answers are on p. 184.

Grammar Revision

1 a) Work in pairs. Talk about Ukrainian, British and American money.

Example:

There are one hundred kopykasy in one hryvnia. There are four quarters in a dollar.

b) Work in pairs. Ask each other questions as in the example.

Example:

How many nickels are there in a dollar? How many pennies are there in a pound?

2 Write as many questions to the sentence as you can to get more information.

There are many shops in our city.

3 Work in pairs. Play a game "Buying Food and Getting Change". Take turns to play the role of the shopper.

You have 20.00 dollars. Go shopping. Look at the pictures and say what you can buy, at what price and how much change you get.



4 Listen and sing a song. Find the names of American money in the verses.

Oh, Everything Is Higher
My mother gave me a penny
To buy some candy.
I didn't buy a candy,
It cost a dollar.
A do, do, do, dollar,
It cost a dollar.

R e f r a i n : Oh, everything is higher,
It goes outrageous. Oh, everything is higher, Except my daddy's wages.

Mother gave me a nickel

To buy a pickle.

I didn't buy a pickle,

It cost a dollar.

A do, do, do, dollar,

It cost a dollar.

R e f r a i n .

Mother gave me a quarter To buy some water. I didn't buy water,

It cost a dollar.

A do, do, do, dollar,

It cost a dollar.

R e f r a i n .

5 Put the verbs in brackets into the correct tense form.

Maria__(to go) shopping with her mother last Saturday. They__(to want) to buy some presents for the coming holiday.

At first the girl and her mum__(to buy) a nice tie for the father, then they (to look) at the toys for Maria classmates. The girl__(to see) many toys for boys and girls: nice dolls, construction sets, jigsaw puzzles and interesting table games. Then they__(to visit) the ladies' and junior dresses section. While Maria's mother__(to try on) a new skirt, the girl__(to go) to look at the other departments. There__(to be) so many beautiful things everywhere. Maria even__(not, to notice) how she__(to get) lost. She__(to understand) this, when she__(not, can) find her mother. The girl__(not, to cry). She__(to ask) the shop-assistant to help her find the ladies' dresses department and soon her mum__(to have) nothing to worry about.

128 My School

1 Work in pairs. Talk with your friend about the school you study at. Add information in the table.

Example:

A: *What kind of school do you study at?*

B: *I study at a secondary school. I am in the sixth form. My school is the best school in our town.*

	You	Your Friend
What kind of school are you studying at: <ul style="list-style-type: none">• a secondary school?• a specialized language school?• a specialized Maths school?• a gymnasium?• a lyceum?• other? What is your school like? How many floors are there in your school? What are the classrooms in your school like?		

2 Read the text and say what Anna thinks of her new school.

Anna's New School

(by Jean Little)

When Anna came to the school for the first time, the desk caught her attention. She had never seen one like it before. It had hinges on the sides and you could tip it up so that your book was close to you. Anna looked around. The desk was not the only thing that was different. The pencil on the teacher's desk was bigger around than her thumb. The blackboard wasn't black at all - it was green; and the chalk was fat, too and yellow instead of white.

Even the children were different. Most of them were older than Anna.

The desks were not in straight rows nailed to the floor. They were pushed¹ in separate groups. Miss Williams put Anna in one right beside her own desk near the front.

"You can sit next to Benjamin," she said.

*Were pushed - *тут*: були розставлені.



3 Read the text again and complete the table that shows the contrast between Anna's new school and her old school.

Items	New School	Old School
Desks	<i>in groups, hinges</i>	
Pencils		<i>smaller around than Anna's thumb</i>
Blackboard		
Chalk		
Children		

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

1. Is it good to be a pupil?
2. What new things do you learn every day?
3. Do you have many friends at school?
4. Do you get on well with everybody in your class?
5. What do you usually do at school?
6. What are your favourite school subjects?
7. What things do you need at school?

Write down your answers to the questions of Ex. 4.

130 My School Subjects

1 a) Look at the pictures. Say what school lessons the children are at and what they are doing at the moment.

Example:

Picture A: The children are having the Maths lesson. They are listening to their classmate. He is answering the teacher's question.



b) Work in pairs. Take turns to talk about your school subjects. Use these verbs and word combinations: *to write, to read, to count, to do the sums, to solve the problems, to do an experiment, to discuss a story, to sing a song, to learn about the plants and animals, to play games, to listen to a dialogue, to do exercises, to do a project, etc.*

Example:

At the English lessons we usually speak English, read and discuss the texts. We always play interesting grammar games.

2 Work in pairs. Talk about the school subjects. Use the questions to help you.

1. What is your favourite subject?
2. What do you do at the lessons of ... ?
3. What is easy/difficult for you about learning ... ?

3 Work in pairs. Read, complete and act out the dialogue.

Ann: Hi! It was great today. We had History. It's my favourite subject. What subject do you like best?

You: _____

Ann: What was the most interesting lesson this week?

You: _____

Ann: Oh, really. Well, we learnt about the wonders of the world. Our teacher told us how they made buildings thousands of years ago. What did you do at your lesson?

You: _____

Ann: We also watched the video about Stonehenge. It's a very old site with big stones in England. Do you watch videos at your lessons?

You: _____

Ann: I have decided to prepare a report about Stonehenge for the next lesson. I'm going to read some more information about it. What are you going to do?

You: _____

Ann: Oh, that sounds good to you. Enjoy your work! Bye! You:

Learning Strategies: Speaking

When speaking to inform , speakers should	<ul style="list-style-type: none">• clearly state the subject.• present information in logical order.
When speaking to persuade , speakers should	<ul style="list-style-type: none">• state an opinion.• support it with facts.• tell the listener what action to take.
When speaking to entertain , speakers should	<ul style="list-style-type: none">• include descriptive details.• include a beginning, middle and end.

4 Work in groups. Speak in class. Use the learning strategies above. Group A. Tell your classmates how to make your homework properly. Group B. Persuade your listeners that homework is very important. Group C. Tell your listeners a story from your school life.

Example:

Group A: It's very important to do your homework properly. Listen to your teacher at the lesson attentively. Take notes. Look through your notes at home. Work with your textbook carefully.

Write the instructions "How to Work at Home" for your class mates. Use Ex. 4 as a model.

132 At the English Lesson

1 Listen and read the poem.

Everybody Has a Hobby

Everybody has a hobby,
And we've got a common one,
English does attract us
More than stamps or actors,
And it is great fun!

Learning Strategies: Retelling a Story

Speakers Should	Listeners Should
<ul style="list-style-type: none">• review the story before retelling• speak clearly• use their voice to show their feelings	<ul style="list-style-type: none">• listen carefully• give the speaker their full attention• wait until the speaker has finished to ask questions

- Read the story and take notes.
- Use your notes to retell the story.

Our Best English Teacher

If you want to find the best English teacher, you should come to our school. Miss White will meet you there with a kind smile and warm words. She will tell you the best story in the world, and it is always with a happy ending. All of us love and respect her very much.

One day Miss White gave us an interesting task. We had to find the best friend for Tom. All of us wanted to be a good friend for him. So we told her our own stories.

"Once we came to a narrow path with a big rock in the middle of it. We couldn't go across it. I helped my little friend to push it out off the way."

Miss White was pleased. "It's not bad to have a strong and helpful friend," she said.

"Once it was cold and slippery. My little friend wanted to cross the road. The lights changed quickly. He began to hurry and fell down. I helped him to rise."

Miss White smiled. "You are careful and helpful, too. It's great!"

"My little friend was lost in a supermarket. He was very upset. I helped him to find his mother."

Miss White was very glad and said, "That's the best thing you could tell me. You have a great heart. My dear children, all of you

are good friends for Tom. I shan't worry about him and you. Than! you."

The teacher's words were the best marks for us. We thankee Miss White for the wonderful lesson.



3 Work in pairs. Take turns to talk about your favourite school subjects and your teacher. Use the words: *attentive, kind-hearted, honest, intelligent, fun-loving, wise, caring, sociable, easy-going, nice, competent.*

Example:

My favourite school subject is English. My teacher is Olenc Vasylivna. She is understanding and protective. She can always comfort you when you are sad. She knows a lot of interesting facts about English-speaking countries. She tells us about the way people live there and about their culture. Olena Vasylivna is very caring. She thinks of every pupil in our class and tries to make learning English exciting. We sing English songs, play grammar games and learn to speak and write English correctly.

Conversation Lab

4 Speak in class. Tell your teacher what happened during your last English lesson. Use Past Simple and Past Continuous Tenses.

Example:

It was Tuesday. English was our first lesson on the timetable. We learnt new facts about Great Britain. The teacher was telling us about London, when the door opened. It was Peter. He was late to school.

5 Write as many questions as you can to get more information.

We have four English lessons a week.

135 Get Ready for Your Trip!

Look at the pictures. Read and say which problems are for you when you are visiting a new city. What advice can you give to these children?



K~>

'mε~-

I have always travelled with my parents. So I didn't have to worry about a number of things, such as I like to travel a lot. When I am transport, choosing a place to visit, and understanding the on holidays I try to visit the place I language. What should I do if I don't know a plan my trip have never been before. What carefully? particular word in English? should I do to



When you are on holidays, time always Travelling always means flies so quickly! What should I do to get the adventures and new experience. most of my trip? What should I do if I get lost in a new city?

2 Listen and read the dialogue. Say what things about a trip to London the sisters have already discussed.

Places to visit	Things to take	Means of transport	Language

M a r i a : Hi, Olena! Are you still busy packing your suitcase? It looks too heavy. You shouldn't take so much clothes with you. You feel worried, don't you?

Olena: It's not because of my luggage. This is the first time I'm travelling with my teacher and my classmates. I can't speak English fluently. What if I don't know a particular word in English? How will people understand me?

M a r i a : You should definitely work harder at your English. But you will practise it during your trip. Try to use the words you know. Your gestures will also help. Besides, there will always be someone in your group to help you.

O l e n a: Our teacher has planned the trip very well. I'm looking forward to visiting all the places I have read so much about! The Houses of Parliament, Westminster Abbey, Buckingham Palace.,
M a r i a: London will open all its secrets to you. How are you going to travel around in London?

O l e n a: I think we will have a sightseeing tour by double-decker. This kind of buses has become the symbol of London. It will be wonderful to have a boat trip along the Thames River, too. I love adventures. The whole trip sounds to be great fun!
M a r i a: I hope you will enjoy every minute of it!

3 Agree or disagree with the statements below.

1. Maria is going to travel to London.
2. Olena is going to travel to London.
3. Olena should work harder at her English.
4. Maria should ask her teacher for help if she doesn't know a particular word in English.
5. Olena wants to travel by double-decker and by boat.

Grammar Lab: Using *should*

Should means "This is a good idea. This is a good advice."

We use the simple form of a verb after **should**: *You **should** take warm clothes with you.*

Negative: **should not = shouldn't**:

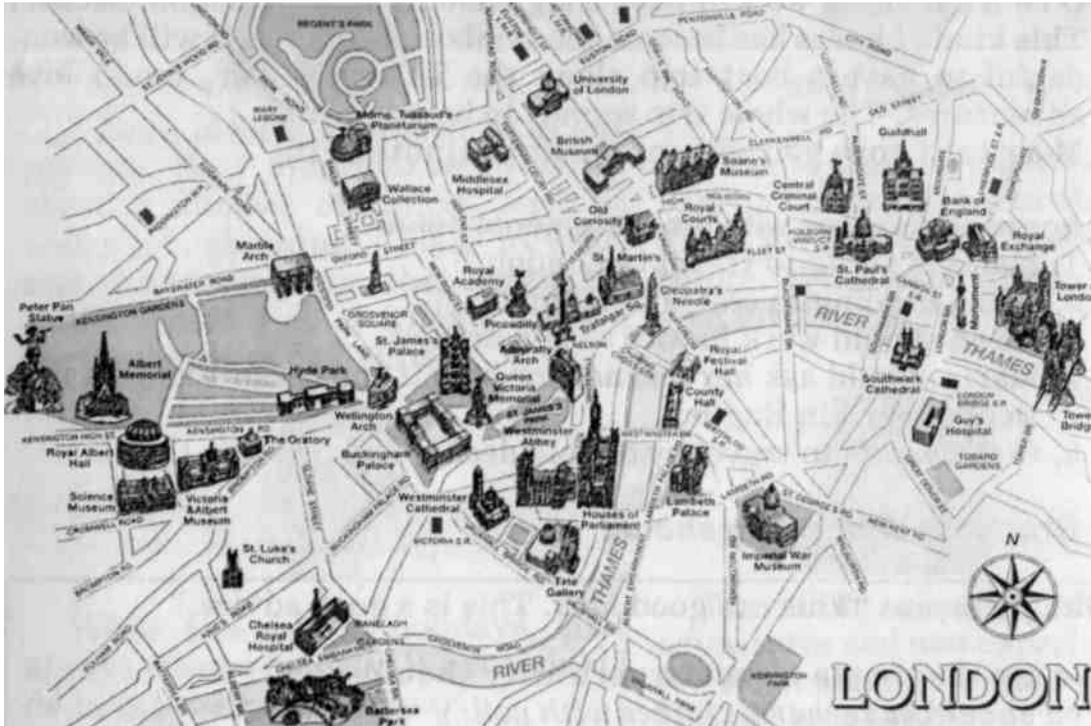
*You **shouldn't** take much luggage with you. The trip is not long.*

4 Complete the sentences with *should* or *shouldn't*. Write them down.

1. Your plane leaves at 10.00. You _____ (to get) to the airport by 8.00.
2. When you go to London, you _____ (to visit) Westminster Cathedral.
3. You _____ (to waste) your money on things you don't need.
4. If you travel by the London underground, you _____ (to remember) to press the button on the door to open it.
5. You _____ (to walk) alone in a new city. You can easily get lost.
6. You _____ (to keep) an eye on your personal belongings. Someone can steal them.

We Are in London

1 a) Work on your own. Listen, read and find the places on the map: *the River Thames, the Tower of London, Tower Bridge, St. Paul's Cathedral, the Houses of Parliament, Westminster Abbey, Buckingham Palace, the British Museum, Trafalgar Square*. Write notes about the places to visit.



b) Work in groups. Play a game. A leader says two or three sentences about one of the places on the map. The others must guess what place it is.

Example:

A l e a d e r : *This is a bridge across the Thames River. It is behind the Houses of Parliament.*

2 Work in pairs. Talk with your friend about the places you would like to visit in London.

Example:

A: *I think London is a fantastic city. Those who are fond of history can visit the Tower of London and Madame Tussaud's Museum. Those who are interested in art can go to the National Gallery or to the Tate Gallery. As for me, I would like to have a ride on the London Eye.* B: *London is the city where ancient and modern live side by side. I would like to have a boat tour along the Thames River. It is exciting!...*

3 Listen, read and say what places of historic interest you can visit the City of London.

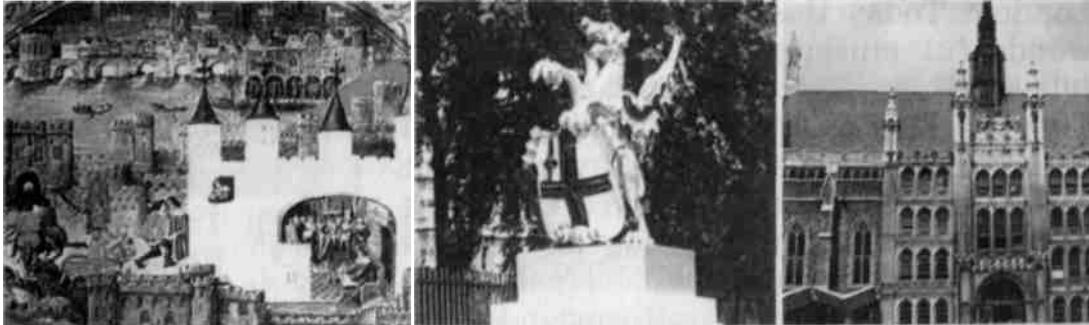
This is London

London, the capital of the UK, is one of the greatest cities in the world. It is at least two thousand years old. Modern London is great metropolis. Its area is about 610 square miles. More than 8 million people live there.

The heart of London is the City. It is only one square mile, but it is the place that we must look for the origins of London we know today. You can find the famous historic landmarks such as the Tower of London, Tower Bridge and St. Paul's Cathedral in this part of the capital.

The City is the world's financial and commercial centre. Visitors can watch the Stock Exchange, the great financial institution, action from a gallery overlooking the "floor of the house". The Bank of England and the Royal Exchange are also situated in the City. The Guildhall is the seat of City government and the Mansion House is the official residence of the Lord Mayor of London.

The Barbican is the area in the northern part of the City. It has multi-storey blocks of offices and some of the highest blocks flats in Europe, as well as shops, restaurants, an Arts Centre and a new Museum of London.



4 Work in pairs. Take turns to ask and answer the questions about the text in Ex. 3.

1. What part is the heart of London?
2. What famous historic landmarks are situated in this part of this part of the capital?
3. Why is the City important?
4. Where does the Lord Mayor of London live?
5. ...

5 **Jgiir** Write a short text to comment Dr Samuel Johnson's statement "When a man is tired of London he is tired of life...".

We Learn about London

1 Work in pairs. Look at the photos. Take turns to ask and answer questions about them.

Example:

A: *Where is Nelson's Column?*

B: *It is in London. You can see it in the middle of Trafalgar Square.*



Trafalgar Square

Buckingham Palace

St. Paul's Cathedral

2 a) Listen and read.

The Tower of London

The Tower of London is like a mirror of many important events in the English history. It served as a palace, a fortress and a prison. Many kings lived in the Tower of London. Today the Tower of London is a wonderful museum. Black ravens meet tourists there. According to the legend the Tower of London and the kingdom will fall without ravens in it. The Raven Master takes care of them. He gives the black ravens meat in the morning and in the evening. You can also see "Beefeaters" in their traditional Tudor uniforms in the Tower of London. They are the guards and the guides. They are always ready to tell the visitors a lot of interesting things about the Tower of London.

b) Read and order the sentences according to the text above.

___ . You can also see "Beefeaters" in their traditional Tudor uniforms.

Many kings lived in the Tower of London.

The Tower of London is like a mirror of many important events.

___ . The Raven Master takes care of the black ravens.

___ . Today the Tower of London is a wonderful museum.

3 Work in pairs. Ask and answer the questions to the missing parts of the sentences.

1. _____ are the guards and the guides of the Tower of London
2. _____ gives the black ravens meat in the morning and in the evening.
3. According to the legend _____ will fall without ravens in it
4. Today the Tower of London is a wonderful _____ .
5. _____ lived in the Tower of London.

4 Read and act out the dialogue.

A: Aha! Here you are at last, Borys! Where is Taras?

B: I don't know. We decided to stop and have a rest, that's all

Taras was with me and then he disappeared. Have you seen him?

A: No, I haven't. He always gets lost on our school trips. Will he ever find us?

B: Of course, he will. Look! I can see him. He is going the wrong way. Hey! Taras!

A: He has heard us at last. He is coming now. Let's have our lunch!

B: That's a good idea. Everybody is hungry.

5 Work in pairs. Ask questions to get more information to the sentence

below.

They have already visited London this year.

6 Read, complete and write down Ann's letter to Jane. Put the words in brackets into the Past Simple Tense.

Dear Jane,

I'll always remember our educational visit to London. It _____ (to be) fantastic! I _____ (to go) on an excursion to the magnificent St. Paul's Cathedral. I _____ (to see) it with my own eyes! I _____ (to visit) the Whispering Gallery there. I (can) hear everything on the opposite side, which _____ (to be) 100 feet away. It (to be) great! I (to go) to Madame Tussaud's Waxworks Museum. I _____ (to find) the famous pirate of the past, Francis Drake, there. I _____ (to see) Madame Tussaud's portrait. She _____ (to make) it before her death. Sometimes I _____ (to feel) uncomfortable in the company of wax models. I also _____ (to enjoy) visiting Sherlock Holmes Museum. I (to see) his famous violin and his collection of pipes. Write to me soon. Tell me if you liked your visit to Kyiv last summer.

Yours, Ann.

Places to Visit

1 Work in pairs. Work out five questions to ask about London, the capital of Great Britain. Use the words and word-combinations: *to be situated on, people, an attraction, a place to visit, a famous land mark, a sightseeing tour, means of transport, to stay at, etc.*

Example:

1. *What river is London situated on?*
2. *How many people ... ?*
3. ...

2 Listen, read and say what sights London is famous for.

Places to Visit

London is full of historical landmarks and exciting attractions.

People who visit London for the first time usually start their trip from Trafalgar Square. It's famous for its Nelson's Column, a statue to Lord Admiral Nelson who defeated the French at the Battle of Trafalgar in 1805.

If you go down Whitehall from Trafalgar Square, you'll get to Parliament Square. The Houses of Parliament or Westminster Palace is on your left. This wonderful building is the seat of the British Parliament. The Clock Tower of the Houses of Parliament is famous for its big hour bell, known as Big Ben. It is one of the most famous clocks in the world. The bell weighs about 14 tons.

Westminster Abbey is a royal church. It is situated opposite the Houses of Parliament. The church is more than 900 years old. You can see the tombs of many British kings, queens and other famous people there.

The other place connected with the Royal Family is Buckingham Palace. It is the official residence of the Queen. When the flag is flying on the top, the Queen is at home. The palace is like a small town with a police station, two post offices, a hospital, two sports clubs, a cinema and a swimming pool. There are 600 rooms and three miles of red carpet. About 700 people work in the palace.

St. Paul's Cathedral, the greatest of all English churches, dates back to the 17th century. It took the architect Sir Christopher Wren 35 years to build this magnificent building with many columns. The cathedral is also famous for its Whispering Gallery.

London is the city where ancient and modern live side by side. All in all, it's a great place to visit.

3 Read the titles of the paragraphs and order them according to the text of Ex.2

___ . The Houses of Parliament and Big Ben

___ . St. Paul's Cathedral

- 1 . Trafalgar Square
- _____ . Buckingham Palace
- _____ . Parliament Square
- _____ . Westminster Abbey

Grammar Lab: Comparisons with *as... as/not as ...as*

When we want to say that two people or things are the same, we use **as ... as**. In negations we use **not as ... as**.

4 Work in pairs. Look at the photos and talk about them.



Oxford Street



Piccadilly Circus

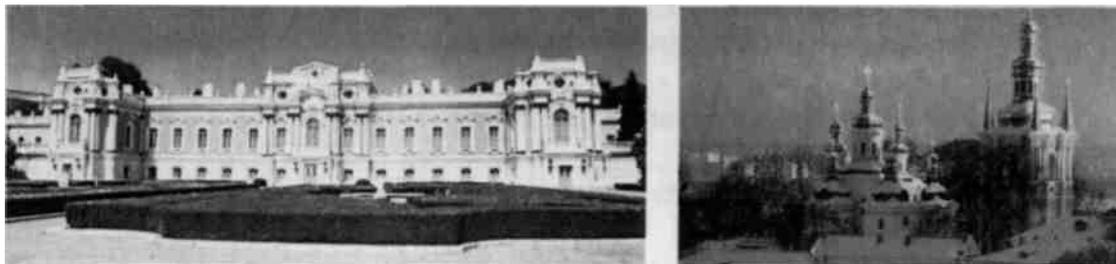
5 Write the sentences as in the example. Use *as ... as* or *not as ... as*.

Example:

Westminster Palace is beautiful. Buckingham Palace is beautiful too. - Westminster Palace is as beautiful as Buckingham Palace

1. Westminster Palace is beautiful. Buckingham Palace is beautiful, too.
2. St. Paul's Cathedral is old. Westminster Abbey is older than Paul's Cathedral.
3. Trafalgar Square is famous. Parliament Square is famous, too.
4. Oxford is beautiful. London is more beautiful.
5. Whitehall is crowded. Oxford Street is more crowded.
6. London is a busy city. Kyiv is busy, too.

142 A School Visit to Kyiv



1 Work in groups. Read the texts. Then take turns to ask and answer the questions below.

Mariyinsky Palace

Kyiv-Pecherska Lavra

G r o u p A. Mariyinsky Palace is situated in an old part of the city on the top of a hill. It is a beautiful blue and **cream** coloured building. Mariya Oleksandrivna, the wife of the Tsar Oleksandr II, gave money to build a big park near the palace. That is why people called this park and the palace "Mariyinsky". The park is one of the favourite places among the Kyivites. The green alleys with old chestnut trees give peace and quiet to all of them. The children are happy here with their bikes, balls and mini-cars. The elderly people sit on the benches and remember their younger years. The teenagers chat about their friends and school life.

1. Where is Mariyinsky Palace situated?
2. What place is one of the favourite places among the Kyivites?
3. Why are the children happy in the park?
4. What do the elderly people do in the park?
5. What do teenagers do in the park?

G r o u p B. Kyiv-Pecherska Lavra is situated on the green hills above the Dnipro. In the **9th century** a **monk** Anthony **dug** a small **cave** there. Later other monks came to that place to live and pray. They had only bread and water to eat.

Many **talented** and famous people lived in Kyiv-Pecherska Lavra. They wrote about their lives in the caves. Some of the monks were great artists. They painted beautiful **icons** and magnificent pictures. Some of the monks were doctors and helped people.

Today Kyiv-Pecherska Lavra is both a **monastery** and a tourist sight. Monks live, study, work and pray here.

1. Where is Kyiv-Pecherska Lavra situated?
2. Who dug a small cave in the 9th century there?
3. What did monks do there?

4. What did the monks paint in the monastery?
5. What is Kyiv-Pecherska Lavra today?

2 Read and act out the telephone conversation.

Andrew: Hello. This is Andrew. May I speak to Ann, please?

Jane: I am sorry, Andrew. She is out. Would you like to leave a message for her?

Andrew: Yes, please. Tell her that we are going to meet her at Khreshchatyk Underground Station.

Jane: OK, Andrew, I'll tell her.

Andrew: Thank you. Goodbye!

3 Speak in class. Tell your classmates what places in Kyiv you would like to visit. Start like this:

Kyiv is the capital of Ukraine. It is one of the most beautiful cities in the world. It is situated on the picturesque banks of the Dnipro River.

4 Read the advertisements and choose the place to visit. Explain your choice.

5 Put the verbs in brackets in the correct tense form and write down the sentences.

1. Many talented architects _____ (to work) for 10 years to create St. Volodymyr Cathedral.

2. The children _____ (to look) at a great collection of tropical and sub-tropical plants now. They often _____ (to come) the Natural History Museum in Kyiv.

3. Yesterday two teams _____ (to take part) in a football match from 7 till 9 at the stadium "Dynamo". The famous team "Dynamo" _____ (to win) that game.

144 My Classmates

Listen and read.

It's Good to Have a Friend

(by Lencey Namioka)

From that day Matthew was my best friend. I didn't have to stand by myself during the breaks anymore, and we helped each other a lot in school.

I was able to help Matthew with his Maths homeworks, and Matthew helped me with spelling. I had a lot of troubles, because English just didn't sound the way it looked. So Matthew drilled me on tough words like "cough", "enough" and "dough". I always thanked my friend for his help.

"The way to have a friend is to be one," our teacher taught us. We always tried to follow this rule.

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

1. What subject did Yang help Matthew with?
2. What subject did Matthew help Yang with?
3. What rule about friendship did the boys follow?

3 Work in pairs. Look at the pictures. Take turns to talk about these schoolchildren. Use the words and word combinations from the list:

active, lively, noisy, naughty, lazy, hard-working, bright, polite, friendly, rude, tidy, untidy, clean, dirty, attentive, quiet

to keep things tidy and clean, to keep school (library) rules, (not) to forget something, always remember to do his/her homework, (not) to make much noise, (not) to work hard, to upset smb./smth., (not) to spoil books, (not) to break things, to keep one's things in the right (wrong) place, to do right (wrong) things, to be ready to do every kind of work



Writing Lab: Thank-You Letters

You send this kind of letters to thank someone for an invitation and to accept the invitation. When you write thank-you letters, follow the rules:

- include a heading with your address and today's date;
- include a salutation¹ with the person's name;
- end with a closing that includes your signature;
- prepare an envelope (write down address correctly, stamp the envelope).

4 Work in groups. Make a list of the events you need to write a thank-you letter to your friends. Discuss the main parts of the letter.

5 Read a thank-you letter and say what Karl thanks Tony for.

*802 Apple Drive Denver, Colorado 72801 March 18,2007 Dear Tony,
Thank you for inviting me for your birthday party on March 30th. I'm especially excited about dressing in costume. I can hardly wait for the big event. Thanks again for including me!
Your friend,
Karl.*

*Karl Brown
802 Apple Drive
Denver, CO 72801*

*Tony Clark
2026 N. Caraway Rd.
Denver, CO 72401*

6. Write a thank-you letter to one of your classmates. Use Ex. 2 as an example.

Salutation - привітання.

146 Our Many Intelligences

1 a) Work alone. Think about yourself. Which intelligences are you strongest in?

You can be ...

<p>Word Strong Do you like to read, write and talk? Do you find word games fun?</p>	<p>Space Strong Do you like to build, draw and design? Can you read maps?</p>	<p>Music Strong Do you understand and appreciate music? Can you make music by yourself?</p>	<p>Self-Strong Can you act on your own? Do you enjoy your own company?</p>
<p>Maths Strong Do you like to figure out answers to problems and puzzles? Are you good with numbers?</p>	<p>Body Strong Are you good at sports and dance? Are you well coordinated?</p>	<p>People Strong Are you sensitive to other people's needs and moods? Do you get along with others? Are you a team player or a leader?</p>	<p>Nature Strong Are you interested in plants, animals, clouds, rocks and other natural things?</p>

b) Work in pairs. Ask your friend questions and decide which kind of mind he/she has got.

2 Read and say how people are different.

Kinds of Minds

Howard Gardner is an expert on how children learn. He is famous for his ideas about our many intelligences or kinds of minds. He is a professor of education and psychology at Harvard University and a professor of neurology at Boston University.

Look around you. We all look different from one another. And this makes life interesting.

We also have different kinds of minds. Some children are very good at languages - they can talk and write easily, and **create poetry**. Some are very good at finding their way around and reading maps. Some of us are **artistic** - we love to create songs, make paintings and make up dances. Others are scientists or inventors - they like to solve problems or do experiments. And some of us are especially good at understanding and **influencing** other people.

This is the theory of multiple "intelligences". Each of us has many different intelligences, but we differ from one another in: which intelligences we favour.

(by Betty Debnam)

3 Read the text and choose the correct item to complete the sentences.

1. People are _____.
 - a) the same
 - b) different in many ways
 - c) different in languages
2. Some children are very good at _____-they can talk and write easily, and create poetry.
 - a) drawing
 - b) languages
 - c) understanding the others
3. Artistic people like _____ .
 - a) to create songs, make paintings and make up dances
 - b) to speak foreign languages
 - c) to travel
4. Those people who like to solve problems or do experiments are _____.
 - a) writers
 - b) scientists or inventors
 - c) famous dancers

4 Look and say which kinds of minds people of these professions must have to become successful.



5 Write about the strengths you think you have and about the ones that you need to improve. Which profession do you think good for you?

148 You Can Make a Difference

1 a) Look at the pictures and say what the children are doing now.

Example:



The children are working in the school garden now.

b) Work in pairs. Tell your friend how you help the others.

Example:

My next door neighbour is an old woman. Her children live far away in the city. I usually give Tetiana Petrivna a visit. I often do the shopping for her. Sometimes I help her about the house.

2 Listen and read. Say why it is good to help the others.

Learning by Serving

Schoolchildren in many schools in the USA are learning how to help those in need. They want to be good citizens. They take part in service projects and **find out** how to care for the world. They learn how to be **responsible** and find out for themselves how they can make a **difference** - not only during the school year, but for the rest of their life.

Schoolchildren do their projects with the help of their teachers. They practise many school subjects while helping others.

This special way of doing things is called "service learning". Children who help the others also help themselves. They develop such character traits as cooperation, responsibility and caring.

(by Betty Debnam)

3 Read the text and complete the sentences.

1. Schoolchildren in many schools in the USA want to be _____.
2. They take part in _____.
3. They learn how to be _____ and find out about _____.
4. Schoolchildren do their projects _____.

5. They practise _____ .
6. This special way of doing things is called _____ .
- 4 Read, complete and act out the dialogue.
- A: Hi, Liza!
- B: Hello, Volodia!
- A: Would you like to join our group for a project?
- B: With pleasure. What are you going to do?
- A: We have decided to _____ .
- B: That's a nice idea. I am fond of _____ . So I can _____ .
- A: Then let's meet at our school tomorrow at _____ .
- Ė: OK, I'll come.

5 Project Work. Work in groups. Read a school guide to service and set up your service project.

A School Guide to Service

1. Get Ready

Look around your neighbourhood to see where you can help. Write a list of things you can do.

2. Get Set

Organize service groups. Select a project. Share your roles. Everyone decides what part of the project he/she will do. Your teacher will design lesson plans based on the project.

3. Go!

THE SCHOOL SERVICE AWARD TO

Do your service project. Practise news skills. Some projects can be a one-time effort. Others can last for years.

4. Evaluate

Keep journals and talk about what you are doing and have done. Answer the questions:
 What difference did I make? What else can I do?

Thanks for caring!

5. Give Pats on the Backs

Recognize those who have helped, maybe with a certificate or special badge.
 Write a list of ideas for a service project.

1 Work in pairs. Take turns to ask and answer the questions about using computers. Add information in the table.

Example:

A: *Do you often use a computer?*

B: *Yes, I do. I surf the Internet to find the information I need for school reports. I also write e-mail messages to my friends almost every day. And what about you?*

A: *I don't use a computer very often. I don't have one at home and I think I don't need it.*

B: *You are joking, of course. Come and see me one day. I'll show you how to play computer games. They are fantastic!*

	You	Your Friend
Do you use a computer? What do you use it for: <ul style="list-style-type: none"> • to write e-mail messages? • to write school reports? • to play games? • to meet people? What is the reason you like computers? What is one reason you don't like computers?		

2 a) Listen and read the poem.

b) Write what this person did yesterday.

All In a Day

What can you do in a day?

Wake in the morning,

Wash and dress.

Eat your breakfast - make a mess.

Paint your face,

Dance and sing,

Fish in the pond with a stick and string.

Feed the ducks,

Go for a walk,

Draw a picture with a piece of chalk.

Scrub your hands,

Have some lunch,

Watch TV after your munch.

Read a book,
Hop into bed...
Dream all night, you sleepyhead!

(by Georgie Adam)

c) Speak in class. Look at the pictures and talk about your working day



3 Write down negative sentences and questions to these sentences.

1. Steve enjoys his work in a service group.
2. They were working at their project from January till May next year.
3. Pete and Tamara have already decided to help their neighbour
4. We will learn new school subjects next year.

4 Read, complete and write down the sentences. Put the verbs brackets into the correct tense form.

1. The pupils _____ (to write) a test, when the bell _____ (to ring).
2. He _____ (to work) at his report now.
3. Our teacher usually _____ (to take) us for educational trip:
4. We _____ (not, to learn) Biology last year.
5. Ann and Dan _____ already _____ (to do) their homework.
6. What new school subjects _____ we _____ (to learn) next year?

5 Write a composition "Why I Go to School".

152 Travelling to the USA

Get Ready for Your Trip

1 Work in pairs. Read and find the objects in the picture.

1. An airport - аеропорт.
2. A **departure lounge** - зал відправлення.
3. A **passport control** - паспортний контроль.
4. A **check-in desk** - відділ реєстрації багажу.
5. The **information desk** - довідкове бюро.
6. The **Customs** - митниця.
7. The **Customs Officer** - митник.
8. A **passenger** - пасажир.



2 Read the text and find the "airport" words in it.

The Parkers Are at the Airport

The Parkers are going to make a trip to the USA. They have decided to travel by plane. They bought their tickets two months ago. They have already packed their luggage.

Now the Parkers are at the international airport. They have checked the information on the **departure monitor**. Now they are going to the customs area to check-in their luggage. Mrs Parker has got a **carry-on bag** and a handbag in her hands. Molly is carrying her favourite toy. She has never been at the airport before and she asks a lot of questions. Mr Parker tells his children about all the things they see at the airport. Mrs Parker worries as usual. They have to be in a hurry. They must get their **boarding pass** in time.

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

1. Where are the Parkers going to travel?
2. Has Mr Parker arranged the trip well?
3. How do they travel to the USA?
4. Where are the Parkers now?
5. Why does Molly ask her parents many questions?
6. Why does Mrs Parker worry?

Conversation Lab

Read and act out the situation.

Example:

A: I have written a list of things we need to take for our trip: _____

B: Let me have a look. OK, I think we don't have to take so much, clothes. I have listened to the weather report, they say it's going to be warm enough.

A: I wonder, if we must take _____ .

B: I think we need some. And don't forget to take a camera with you

A: I have already packed it. Do you know where our _____ is?

B: I think it is in the wardrobe.

1. You are going for a two-week tour. You are travelling on board a plane. Talk with your friend and discuss all the items you must take on the trip.

Read, complete and write down the sentences. Use the word: *suitcases, air hostess, queue, plane, taxi, go up, exciting, check-in seats, fantastic, passengers, cart, airport, busy, small, below.*

We went to the _____ by _____. When we arrived there, we put our _____ on a _____ and _____ went into the airport. The airport was very _____. There was a long _____ of _____ at the _____ desk. When we got on the _____, an _____ said "hello" to us and pointed

to our _____. When the plane started to _____ onto the ground, it was _____ . Molly looked out of the window.

Everything _____ was very, very _____ - the fields, the roads, the buildings and the people. It was very _____ !

154 Discover the USA

1 a) Listen and repeat.

America the Beautiful

beautiful for spacious skies,
For amber waves of grain,
or purple mountain majesties
Above the fruited plain!
America! America!
God shed His grace on thee
And crown thy good with brotherhood
From sea to shining sea!

(by Katharine Lee Bates)

b) Read the poem and find the words the author uses to describe America.

Example:

Beautiful, spacious skies, ...

c) Speak in class. Look at the pictures and say what America is famous for.

Example:

America is famous for its natural treasures.



2 Listen and read.

Discover the USA

There are 50 states in the United States of America. One city in each state is the state capital. The capital city is the place, where the state's leaders meet and work.

Each state is special. But all the states share many things. They are all parts of the same country. They work together in many ways. The country has several names, longer and shorter ones. These names are the United States, the US, the USA and America.

The country has a capital city, too. It is the city of Washington, D.C. The country's leaders meet and work there. Washington, D.C. is the only community in the whole country that is not located in a

state. It is between the states of Maryland and Virginia, but it is not part of either state. The capital of the United States belongs to the whole country. It belongs to the people of every state.

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

1. How many capital cities are there in the USA? Why?
2. What city is called the capital city?
3. How do people call the country for short?
4. What is the capital of the USA?
5. Where is the capital city situated?
6. How do you understand the sentence "The capital of the United States belongs to the whole country"?

4 a) Work in pairs. Look at the map of the USA on p. 180. Choose a state. Where is it? Take turns to ask and answer questions to guess what state it is.

Example:

Pupil A: *My state is in the north of the country. It is between Idaho and North Dakota.*

Pupil B: *Is it Wyoming?*

Pupil A: *No, it isn't.*

Pupil B: *Is it Montana?*

Pupil A: *Yes, it is.*

b) Work in pairs. Choose a name of the state. Ask your friend to spell it

Example:

A: *California.*

B: *CALIFORNIA.*

5 Read, complete and write down the sentences. Use the words: Washington, D.C., belongs, community, work, fifty, states country leaders, capital.

1. There are _____ states in the USA.
2. All the states _____ together in many ways.
3. The national capital of the USA is _____.
4. Washington, D.C. _____ to the whole country.
5. The capital city is the place where _____ meet and work
6. Washington, D.C. is the only _____ in the whole country that is not located in a state.
7. Washington, D.C. is between the _____ of Maryland and Virginia
8. Every state in the USA has its own _____ city.

156 A Visit to Washington, D.C.

1 Listen and repeat.

Washington, D.C. - м. Вашингтон, столиця США

The Potomac River - р. Потомак

The Capitol - Капітолій (головна будівля у м. Вашингтоні)

The Statue of Freedom - Статуя Свободи

The Washington Monument - пам'ятник Джорджу Вашингтону

The White House - Білий Дім

The Lincoln Memorial - меморіал Авраама Лінкольна

2 Read the text and say what these numbers refer to: 161, 200, one million, 540.

A Visit to Washington, D.C.

Mr and Mrs Parker, Steve and Molly went to Washington, D.C. , and took a bus tour of the city.

Washington, D.C. is a capital city of the USA. It is situated **along** the Potomac River. It is not a very large city, a little under a million people live here. Many of them work for the United States **government**. The capital city is a little more than 200 years old. The city got its name from George Washington, the first President of the United States.

The main building is the Capitol. It took **161** years to build it! It is well-known for its **rotunda**, or a round room. This round room has a large dome. The Statue of Freedom stands on top of the dome. The Capitol has five hundred forty rooms. Many of the rooms contain lovely paintings and sculptures.

There is also the White House, the Lincoln Memorial and other places of interest in the capital. You can see a **panoramic** view of the whole city from the top of the Washington Monument.

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

1. What is the capital city of the USA?
2. Where is it situated?
3. What have you learnt about the Capitol?
4. What are the other sites of the city?
5. Where can you see a panoramic view of the whole city from?

4 Work in pairs. Take turns to talk about the photos.

Example:

A: *A lot of people visit the Capitol to enjoy its beauty. What places of interest would you like to visit?*

B: / would like to visit the Washington Monument. And what about you?

The White House

The Lincoln Memorial



The Capitol

The Washington Monument



5 Work in teams. Play a guessing game. Say one, two or three sentences about the historic sights of the American capital. The others must guess what place it is.

Example:

Speaker: *This is the Memorial to one of the American Presidents.*

Pupil A: *The Lincoln Memorial.*

6 If you are planning a four-day tour in Washington, D.C. Write which places you are going to visit.

Example:

On Monday I am going to visit the Washington Memorial. I want to get the panoramic view of the capital.

158 The White House Tour
Unit 8. Travelling to the USA

1 Work in pairs. Read and match.

- | | |
|----------------------------|--|
| 1. Washington, D.C. | a) It is the main building in the USA. |
| 2. The Capitol | b) It is on the top of the Capitol, |
| 3. The White House | c) He is the Head of the government. |
| 4. The Washington Monument | d) It is the national capital. |
| 5. The Lincoln Memorial | e) The President's family lives there. |
| 6. The President | f) You can see the whole city from its top. |
| 7. The Statue of Freedom | g) The Memorial to one of the American presidents. |

2 Read the story. Say why you would like to tour the White House.

The White House Tour



On the second day of their holidays in Washington, D.C, Steve and his family toured the White House, the home of the President of the United States.

The White House is made of sandstone. It is painted white to make it look like marble. Most pictures show the building from the north side, where it seems to be a two-storey structure. The White House, however, really has four storeys.

The most famous room is the East Room. Important people from all over the world have been in this room. But the visitors have never used it for entertaining.

The President and the President's family spend most of their time in private rooms on the third floor.

There are offices, a sitting room, a library and a living space on the third floor, too.

The building has changed much over the years. A dentist's office, a doctor's office, a swimming pool, a gym and even a movie theatre have been added lately.

Lesson 4. The White House Tour

3 Agree or disagree. Correct the wrong statements.

1. The Parkers visited the White House on their first day of the visit.
2. The White House is made of marble.
3. The White House has two storeys.
4. Important people from all over the world have been in the East Room.
5. Visitors used the East Room for entertaining.
6. The President's family spends most of their time in private rooms on the third floor.
7. There is a sitting room, a library and a living space there, but there are no offices there.
8. The building hasn't changed its structure much over the years.

4 Work in pairs. Take turns to ask and answer the questions about the photos. Use the prepositions: *in the middle of, in front of, behind, on the left of, on the right of.*

Example:

- *What is there in Lincoln's Bedroom?*

- *There is a table and a sofa in it. The table is in the middle of the room. The sofa is in front of the window.*



**The Main Entrance
Room**



Lincoln's Bedroom



**The State Dining
Room**

5 Write the letter again. Put capital letters in the correct places.

dear ann and dan,

today is monday the fourth of July, i am in Washington, d.c, the

capital of the united states of america. i am near the white house. Y there are thousands of
americans here today, because it is inde-\ pence day. the people are waiting for the president.

yours,

steve and molly.

160 U n i t 8 Travelling to the USA Museums in Washington, D.C.

1 a) Look at the pictures and say what things people learn when they visit museums and art galleries.

Example:

When you visit the museums, you can learn more about the country's history.



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

1. How often do you go to the museums?
2. Which museums have you been to?
3. Who did you go there with?
4. What did you like the most?

2 Read and say which museums you would like to visit in Washington, D.C.

Washington, D.C. is the home of the Smithsonian Institution, one of the largest museums in the world. It includes 12 separate museums, a zoo and many centres for scientific **research**. **Admission** to all Smithsonian museums is free to the **public**. They **include** among others: the National Gallery of Art, the Natural History Museum, the Air and Space Museum and the American History Museum.

Most of these museums are located along the "Mall", a long grassy field which runs from the Capitol to the Washington Monument.

There are hundreds of monuments in Washington, D.C. Some of the most famous include: the Washington Monument, the Jefferson Memorial, the Lincoln Memorial and the Vietnam War Memorial. There is also the monument to Taras Shevchenko there.

Washington, D.C. is also home to more than 900 libraries. The Library of Congress is one of the most famous libraries in the world. It contains 2 copies of all materials published in the US.

Lesson 5. Museums in Washington, D.C.

3 Read the words and order them according to the text. Say what you have learnt about these places.

- ___ . Libraries
- ___ . Monuments
- ___ . Museums
- . A Zoo

4 Look at the photos and say which museums Steve and Molly visited last summer.

Example:

Steve and Molly visited the Air and Space Museum. They saw the aircrafts, space rockets and space laboratory there.



You want to make a tour around Washington, D.C. Write a letter to the tourist agency to get more information about the places you would like to visit. Start like this:

Dear Sir or Madam,

Please, can you send me more information about _____

Thank you.

*Best wishes,
(Your name).*

и нир в. travelling to the USA

Listening Lab

1. Listen to Steve and Tom talking about the TV programmes they are going to watch in the next few days. Complete the dialogue with the correct questions.

1. Are there any feature films on?
2. Have you read this novel?
3. Do you like watching them?
4. Do you like programmes about animals?
5. Are you interested in history, too?
6. What's on Saturday?
7. Will you watch it with me?

Steve: Look, Tom, what's on Friday. _____ ?

It's in the afternoon. Let's watch that together.

Tom: OK. That sounds much fun. _____ ?

Steve: Yes, there are. There is "The Last of the Mohicans" at 6 p.m. _____ ?

Tom: Oh, yes. It is about one of the Indian tribes. _____ ?

Steve: Of course. I like reading books and I am fond of watching historical films. You can learn a lot from them, you know.

Tom: There are Walt Disney cartoons in the morning.

Steve: I am not interested in cartoons. My sister Molly likes watching them a lot.

Tom: Now Sunday... There is my favourite "Adventure Club".

This time it's going to be about Native Americans. Great! _____ ?

Steve: With pleasure.

a) Listen and read the text.

b) Speak in class. Talk about the Indians. Use the words: *first, tribes, language, beliefs and customs, culture, the way of life.*

Indians Were the First Americans

The first people in North America were the people we now usually call American Indians or Native Americans. A native is a person who was born in a place. The Native Americans were the first people on the continent. They came to the **continent through a** bridge between Siberia and Alaska.

There are many different groups of Indian people. Indian people lived in **tribes**. Each tribe once spoke a different language. The different Indian groups were different in other ways, too. They had different **beliefs** and customs. They had different ways of meeting

Lesson 6. Native Americans

their basic needs. Indian groups had different cultures. All people have a culture. The food we eat and the clothing we wear are part of our culture. The language and the things people believe in are part of their culture, too.



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

1. Who were the first people in North America?
2. What person is called a native?
3. Are there many groups of Indian people?
4. What was their way of life?
5. How did Indians meet their basic needs?

Conversation Lab

4 Read and act out the situations.

1. You are at the History lesson. Tell your classmates what you know about the native people of America. Ask your teacher questions to get more information.
2. You are going to write a report about the first Americans. Talk with the librarian and ask her/him to help you find the books you need.

5 Put the words in the correct order to make sentences. Write them down.

1. part / and / culture / clothing / The / we / the / we / are / food / wear / of / our / eat / .
2. I / read / have / many / about / stories / Americans / Native / .
3. were / first / the / Who / of / people / America / ?
4. anything / Do / know / you / way / the / of / life / about / Indian / the / ?
5. needs / meeting / Indian / ways / tribes / different / of / their A basic / Different / had / .

Unit 8. Travelling to the USA

1 Look at the picture and describe what the people are doing.



2 a) Read and act out the dialogue.

Tom: What history project are you going to work on, David?

David: I would like to write about the sign language of the Plains Indians. They lived in tribes. Each tribe had its own language. But when the tribes had to settle differences and make trade agreements, they used hand signals. I think I'll write about them. How about you?

Tom: I want to do a general study of Indians. David: Do you mean "Native Americans"?

Tom: Yes, I do. When Christopher Columbus came to the New World, he called the people he met there Indians, because he thought he was in India. He was wrong about that, of course. Native Americans originally came from Asia. Do you know how they got here, David?

David: I've read that over twenty thousand years ago there was a land bridge between Siberia and Alaska. That's how first people came here. They were **following** the animals they hunted. Tom: That's right.

b) Take turns to ask and answer the questions.

1. What history project is Tom going to work on?
2. What history project is David going to work on?
3. What did Tom tell David about Native Americans?
4. How did the first people come to America?

Lesson 7. A History Project

3 Look and say what Indians are wearing and what their clothes are made of.

Example:

The Indian man is wearing trousers and a T-shirt. Children's clothes are made of leather. Indian children dress much alike their parents. Their clothes are made of softened animal skins. Indians decorate their clothes with feathers, shells and painted designs or beadworks. Both men and women like to decorate themselves and their children. They wear feathers, paint their faces and arms and have necklaces of shells, animal teeth and bones.



Conversation Lab

4. Read and act out the situations.

1. You are in the International Camp. One of your new friends is an American Indian. Ask him questions about his family and family traditions.
2. You have just watched the TV programme about Native Americans. Tell your parents what you have learnt from it.

5. Write down negative sentences.

1. Peter is interested in reading history books.
2. We were watching a film "The Last of the Mohicans" from 6 p. m. till 7.30 p.m. yesterday.
3. They have been to the USA.
4. The Greens will have a city bus tour next week.
5. The children usually ask the guide many questions during the excursion.
6. They learnt a lot about customs and beliefs of Native American^ at the last History lesson.

1 Match the words below with the pictures (A - H). Use the dictionary to help you.



a tepee, a horse, a buffalo, jewelry, a fire, a leather bucket, toys, a creek

2 a) Listen and read the text.

b) Find the sentences that describe the Indian lifestyle and read them aloud.

The Indian groups met all their basic needs from the land around them. The tribes built houses from the materials they found in their area. They ate the plants and animals that lived in the area. The customs of Indian tribes were not the same from one part of America to another.

Indian families cooked their meals over the fire. Indian children gathered wood for the fire. Families sat around the fire when they ate meals. They ate with their fingers or used a spoon made of an animal horn. Their cups were made of wood. Children brought water from nearby creeks or rivers, carrying it in a leather bucket. Indians ate fruits and plants that grew wild on the plains. They dried some of them to store for winter.

Indians of the plains liked games, especially foot races, and the sport of Lacrosse - a kind of hockey game played by many men at the same time. Children enjoyed toys made by their mothers and fathers. They kept their toys inside the tepee.

Lesson 8. Old Ways and New

3 a) Write two true and two false sentences about the Indians. Use these verbs in the Past Simple Tense.

Example:

The Indian groups didn't meet all their basic needs from the land around them.

The Indians ate the plants and animals that lived in the area.

to meet, to eat, to find, to cook, to gather, to sit, to bring, to carry, to grow, to dry, to play, to keep, to enjoy

b) Work in pairs. Pupil A reads his/her sentence. Pupil B says, if it is true or false.

Example:

A: *The Indian groups didn't meet all their basic needs from the land around them.*

B: *False! The Indian groups met all their basic needs from the land around them.*

5 Play a team game. Make sentences using words from your "word bank" below. You can use words more than once. Take turns to say a sentence. The team with the most correct sentences is the winner!

The teacher is the referee!

Team A	Team B
animals/area/culture/ needs/meals/from/toys/ with/mother/cup/ nearby/inside/ buffalo/cook/bring	plants/tribes/language/ land/games/ around/ fire/some/horn/ bucket/carry/make/ tepee/spoon/leather

Read, complete and write down the text. Use the correct form of these verbs: to change, to have (2), to learn (2), to be, to help, to study

Old Ways and New Today the life of Indians is a mix of old ways and new. Their traditional artcrafts are still important in the community, but the ways of making things _____ . The Indians now _____ motor boats and other new tools which _____ them catch fish. They _____ cars to get to the place they need. In school, Indian children _____ the same subjects as other children in the United States. They also _____ about the culture of their tribe. For example, they _____ about woodcarving or making jewelry.

168 Unit 8. Travelling to the USA

1 a) Look at the photos. Describe the houses you see.

b) Write three questions you would like to find the answers from the text below.



2 a) Read in groups. Complete the table. Share your notes with the other group.

b) Speak in class. Use your notes to tell your classmates what you have learnt from the text.

A kind of house	
Building material	
Size	
Decorations	
Things inside	

The Blackfeet Indians once lived on the Great Plains of Western America. Each family lived in a tepee (or tipi). "Tepee" is an Indian word that means "place where one lives". A tepee was made of tall poles tied together at the top. The Indians pressed the bottom ends into the ground. Tepee walls were 12 or more buffalo skins. Indian women sewed them together. They used bird and animal bones for needles and twisted grass for thread.

Indians tied a cloth to the poles inside the tepee. It covered the lower half of it and kept the tepee warm and dry. The women painted the cloth in bright colours. Indian families slept on buffalo robes or deer skin. Their pillows were made of deer skin, too.

Plain Indians stored musical instruments inside the tepee. They played their instruments before a buffalo hunt.

Lesson 9. Indian Houses

3 Read, complete and act out the dialogue.

A: _____ !

B: _____ ! Nice to see you! I haven't seen you for ages!

A: Where did you go to this summer?

B: I _____ to the USA.

A: Really? Did you like the places you visited?

B: Yes, I _____. America is famous for its _____ .

A: Did you visit the national capital, _____ ?

B: Yes, I _____. I spent a week there. I visited _____ . I also visited the Blackfeet Indian Reservation.

A: That is wonderful. Did you take any photos?

B: Yes, I _____. Come and see me one day.

A: With pleasure.

4 Put the words in brackets into the correct tense form.

1. We _____ (to pass) the Washington Monument now.

2. What _____ (to be) there in the Main Entrance Hall?

3. We _____ (to have) a walking city tour when the rain _____ (to start).

4. _____ you ever _____ (to visit) the White House?

5. Where _____ the President _____ (to live)?

6. How many states _____ (to be) there in the USA?

7. Steve and Molly _____ (to have) a nice rest in Washington

D.C. last summer.

5 Read and complete the story with the correct tense forms of the verbs in brackets. Write it down into your exercise-book.

On rainy or cold days, children ___(to go) to school inside the tepee. They ___(to sit) around the fire. Older tribal members ___(to teach) them about Indian customs, religion and the legends of their tribe. When Indian families ___(to move to a new camp, they ___(to take) their homes along with them. The women ___(to wrap) the buffalo hides around the tepee poles. They (to tie) them on a long wooden frame. A dog or a horse ___(to pull) them to a new campsite. When the family ___(to come) there, the women ___(to put up) the tepee in less than fifteen minutes. And, once again, each Indian family ___(to be) comfortable at home inside tepee.

170 Unit 8. Travelling to the USA

1 a) Work in pairs. Discuss the questions.

1. Have you ever visited a national park?
2. Are there any parks in the place where you live?
3. Why are they so special?
4. What can you do and see there?
5. Do you think we should protect natural places? Why?

b) Listen to Laura Gournic talking to Jean Morris about reasons for protecting nature¹. How many of these reasons does she mention?

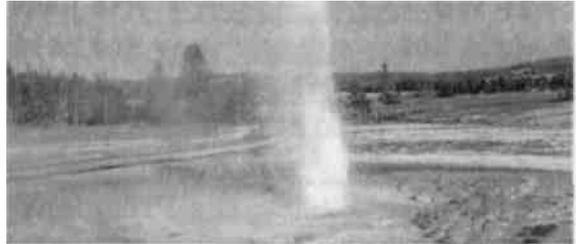
a beautiful view, an unusual place, the home of wild animals, the home of rare plants, the home of certain groups of people, an isolated place, a dangerous place

2 a) Work in two groups. Read the text and take notes.

b) Use your notes and tell your friends what you have learnt from the article.



Yellowstone National Park



Old Faithful Geyser

Yellowstone, the First National Park

Yellowstone National Park is the first and the most famous national park in the USA. It is situated high in the Rocky Mountains. Yellowstone has many kinds of unusual scenery. Millions of people visit the park every year. The valley of the Yellowstone River has beautifully coloured rocks and three large **waterfalls**. If you come to the park in the early morning or evening, you can sometimes see a moose or a buffalo eating grass along the shores of Lake Yellowstone. The high mountains around Yellowstone are covered with evergreen forests. Great grizzly bears live there.

Yellowstone National Park has many areas with **hot** springs and geysers or hot water fountains. Old Faithful Geyser is one of the most famous among them. Every seventy minutes Old Faithful

See Tapescript on p. 184.

sends hot water about 150 feet high into the air. When you visit Yellowstone, you can ride a horse or hike along one of the many paths or trails. You can take a boat trip down the fast Snake River or spend a quiet summer day fishing by a river or a blue mountain lake. In winter Yellowstone Park is covered with heavy snow, but visitors still come to ski and skate.

3 Work in pairs. Take turns to ask and answer about the national park you have read about. Write a list of questions you want to ask. Use the prompts:

Where is the ... situated? What is it famous for? What wild animal lives in the park? How do visitors spend their free time there?

4 Look at the photos and describe Yellowstone National Park in different seasons.



5 Read the park rules and write what you *must* or *mustn't* do the park.

Example:

I must always stay on boardwalks and trails. I mustn't feed the wildlife.

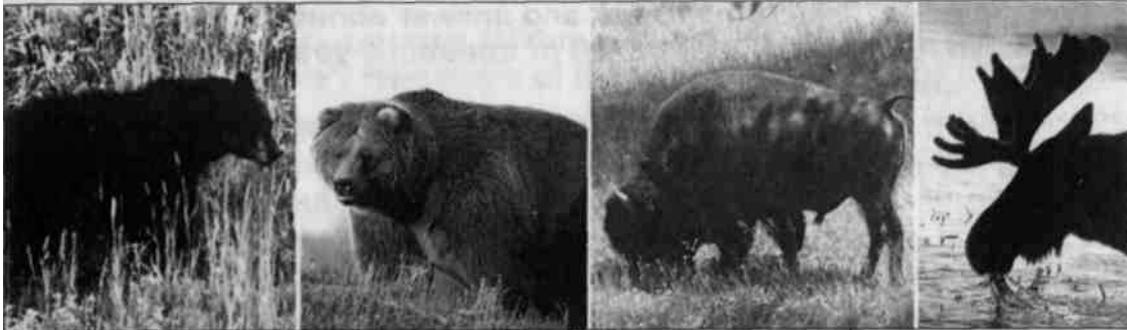
1. Stay on boardwalks and trails.
2. Don't feed the wildlife.
3. Always stay at least 100 yards (91 m) from bears and at least 25 yards (23 m) away from other wildlife.
4. Don't throw anything into hot springs and mud pots.
5. Don't pick wildflowers.
6. Place all trash in garbage cans, use your plastic and glass bottles again.

172 Unit 8. Travelling to the USA

1 Work in pairs. Look at the pictures and talk with your friend about the animals in Glacier National Park. Start your questions like this: *How tall... ? How heavy... ? How long ... ? How fast... ? How big... ?*

Example:

A: *How tall is the black bear?* B: *It is 3 feet tall.*



3 feet (0,9 m)	3 1/2 feet (1 m)	2,000 pounds	more than 7 feet
210-315 pounds	216-717 pounds	30 miles (48.270	1,000 pounds
(95-143 kg)	(98-325 kg)	km) per hour	45 miles per hour
15-20 years	15-20 years	12-15 years	20 years

2 Read and say why you would like to visit Glacier National Park.

Glacier National Park

Glacier is a special place. The mountains, forests, lakes and grasslands provide home for many different animals. Grizzly bears, wolves, moose, deer, mice and squirrels are just a few of the animals that live there. It is also a place where, every summer, thousands of visitors come to see the mountains, take pictures and hike trails.

There is also a special programme for children there. They can become a Glacier National Park Junior Ranger. It is really pretty easy. Children of 6 - 12 year old have to do the activities in the special newspaper. They can get their parents, older brothers and sisters or another **adult** to help them if they want. They can also ask a Park Ranger for help if they get stuck on any of the activities. Then children **return** the newspaper to the Visitor Information Centre, give the Junior Ranger Pledge and get there a Glacier Park Junior Ranger badge. Children usually have fun learning about Glacier National Park.

National Park	Place	Animals that live there	Activities for visitors

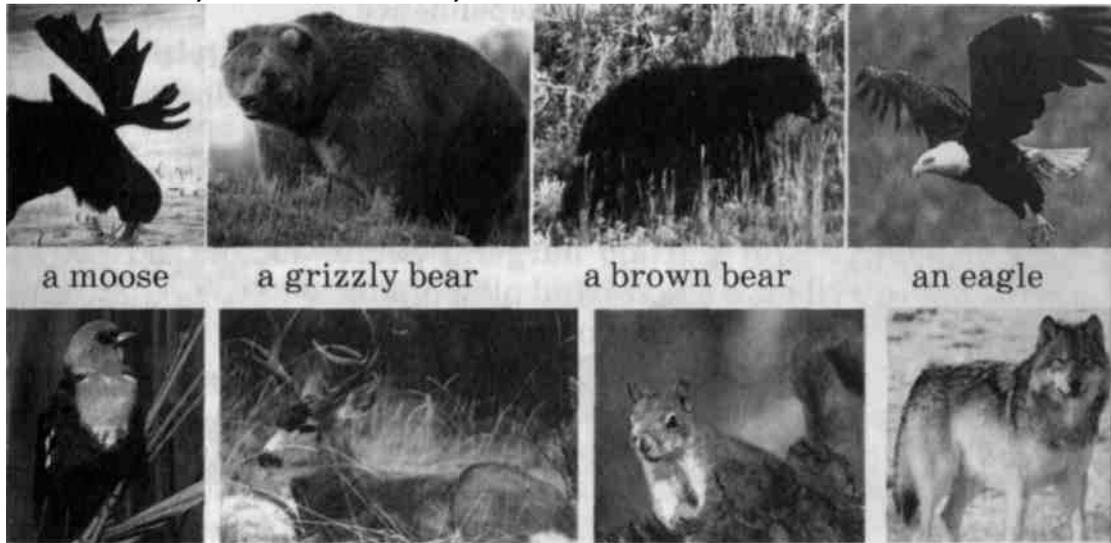
Lessons 12-13. Glacier National Park

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

1. What are the main parts of Glacier National Park?
 2. What animals can you see in this park?
 3. What can children do in the park?
 4. How can children become a Glacier National Park Junio Ranger?
 5. Who can help the children to answer all the questions in the list'
- 4 Look at the pictures and say which animals and birds live in the national parks of the USA.

Example:

There are many animals in They are ...



a moose

a grizzly bear

a brown bear

an eagle

a
blackbird
an
elk

a
deer

a
squirrel

a
wo



a
pronghorn

a
fox

a
ram

a) Project Work. You are an official of a tourist centre. Make poster of one of the national parks. Draw pictures and write sho information about the place, b) Gallery Walk. Present your posters to your classmates.

1 a) Work in pairs. Write a list of traditional festivals people celebrate during the year.
b) Work in groups. Write what you don't know about holidays in the USA. Start your questions with:
When... ?How... ?What... ?Why... ? Where... ?Etc.

2 a) Read in groups. Take notes.

b) Speak in class.

Group A. Use your notes and share the information you have already read with the other group.

Group B. Ask questions to get more information from your classmates and your teacher.

The Day of Independence

Americans celebrate the Day of Independence on July 4th. People celebrate this holiday with **parade**, shows, games, sports, guns, bells, bonfires and firework displays.

Every July 4th, Americans have a holiday from work. Communities have day-long picnics with favourite food like hot dogs, hamburgers or buffalo burgers, potato salads and **baked beans**. There is always a **jazz band** playing lively music. The afternoon activities would not be complete without a friendly baseball game and a pie-eating or watermelon-eating contests. There is also a traditional rodeo contest in some parts of the USA.

People usually do a lot of shopping a few weeks before the holiday. They buy presents for their relatives and decorations for their houses. On the day of the holiday many of the Americans wear clothes in the colours of their flag: red, white and blue.

In the evening people in towns and cities gather to watch the fireworks display. Wherever Americans are around the globe, they will get together for a traditional 4th of July celebration!

3 Read the statements and mark them T (true) or F (false).

_____ . People have picnics.

_____ . People perform their traditional dances.

_____ . People watch the rodeo competition everywhere in the USA.

_____ . People eat their traditional food.

_____ . People meet their relatives.

_____ . People who live in capital cities watch the firework display.

_____ . People wear clothes in the colours of their flag: red, white and blue.

Lessons 14-15. Holidays in the USA

People remember about their nation's history.

People have parties at home.

4 Look at the photos and describe them. Add more information can.



5 a) Read and match the information with the pictures.

b) Work in pairs. Describe one of the American national symbols. Your friend must guess what symbol you are talking about.



1. It is the official symbol of the USA. You can see this bird in many national parks.
2. You can see it on the Presidential Flag and on some coins. This symbol represents an eagle with wings outspread. It holds a bundle of rods in the left claw and an olive twig in the right claw.
3. This is a living symbol of America. It stands for the past, present and the future of the country. The stripes remind us the 13 original colonies. The stars stand for the 50 states bound together as one country.

6 You got a letter from your pen-friend, in which he/she tells you that he/she had visited the celebrations of one of the American holidays. Write him/her a letter and ask him/her questions to tell you more about them.

176 Unit 8, Travelling to the USA

1 Read and act out the play.

A Needle Fights for Freedom

(after Esther MacLellan and Catherine V. Schroll)



CHARACTERS:

Mistress Betsy Ross
General Washington
Mr Robert Morris
Colonel Jones

Peggy
Anne
Elizabeth
Constance

Time: June, 1776

Setting: Betsy Ross's home in Philadelphia. Girls sit in a circle.

They are sewing. Somebody knocked at the door.

Constance: Shall I answer the door?

Anne: Why not? Mistress Ross is busy in the kitchen. (*Constance goes to the door. General Washington, Robert Morris and Colonel Jones come in.*)

Washington: Is this the home of Mistress Betsy Ross?

Peggy: Yes, sir.

Constance: Anne! Anne! That's General Washington!

Anne: You must be wrong, Constance.

Constance: Indeed I am not! (*To Washington.*) Oh, sir, you are General Washington, aren't you?

Washington: (*Bowing.*) I am indeed. (*Other men sit.*)

Peggy: But what are you doing here, sir? I thought you were busy.

Washington: (*Smiling.*) I am busy. Not all the time, my dear.

Mr Morris: Where is Mistress Ross?

Constance: I'll get her, sir. (*Leaves.*)

Mr Morris: (*To Washington.*) Are you sure that Mistress Ross will be able to do what we want?

Lesson 16. Reading for Pleasure

Washington: I've heard that she is a fine needlewoman. Elizabeth: Yes, sir. She is. Mistress Ross sews better than anyone else in Philadelphia.

Colonel Jones: Then she is the lady we want to meet. *(Betsy Ross comes in. Constance follows her.)*

Betsy Ross: *(Curtsying.)* General Washington! What a wonderful surprise, sir. What can I do for you?

Washington: Mistress Ross, this is Mr Robert Morris and Colonel Jones.

Mr Morris: *(Bowling.)* A pleasure, Mistress Ross. Colonel Jones: *(Bowling.)* A pleasure.

Washington: We have come to ask you to do something important for your country.

Colonel Jones: Mistress Ross, our country needs a flag. The colonies must have a flag of their own.

Washington: We need one flag for everybody. Then people will know that they are a part of a new country. Betsy Ross: I shall do my best, General Washington. Washington: I am sure of it. These are our plans. *(Takes paper from his pocket.)* What do you think of this?

Betsy Ross: It's beautiful, General Washington. I like the thirteen stripes and the thirteen stars.

Mr Morris: Yes, a stripe and a star for each of the thirteen colonies.

Washington: Would it be hard to make?

Betsy Ross: Not at all, sir. Let's have a five-pointed star for our new country. *(Pretends to cut and hold up a star.)* How do you like the star, General Washington?

Washington: *(Rising.)* Very much. Mistress Ross, we will leave a plan with you.

Betsy Ross: I'll start at once. Our country needs a flag. Washington: It does, indeed. Goodbye, Mistress Ross. *(To the girls.)* Goodbye, my dears. If you learn to sew as well as your good teacher, your needles may help our country, too. Betsy Ross: *(Curtsying.)* Goodbye, sir. *(The three men leave.)* Constance: I say that the needle that makes a flag is a needle that fights for freedom! I am very proud of my teacher. Betsy Ross: Thank you, Constance. Sewing class is over, girls. This very minute I must start to make our first American flag.

12 A. Hecbir

78 U n i t e . Travelling to the USA

1 Fill in the correct article where it is necessary.

1. _____ Yellowstone National Park is famous for its picturesque landscapes.
2. There are many _____ squirrels in _____ streets of _____ Washington, D.C.
3. Admission to _____ Smithsonian museums is free.
4. Washington, D.C. is situated on _____ banks of _____ Potomac River.
5. There are fifty states in _____ United States of America.
6. We have learnt a lot during our excursion to _____ American History Museum.

2 a) Read the text and write questions to the words in bold.

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

c) Speak in class. Tell your classmates what you know about the Indians.

The cultures of all the Indian tribes in the same area were very much alike. The Indian tribe got wood to build their homes **from the trees in the forest**. These were large buildings, where **several** families lived. They made wooden bowls and spoons **for eating**, wooden boxes for storing things and large wooden canoes **for transportation**. They even made **clothing** from the bark of the trees!

Some Indian lands are very rainy. **People** used rain hats and capes made of bark to stay dry.

Indians also found food **in the forests**. They found **many kinds of berries**. They trapped some forest **animals** to eat, too. Most of the Indian's food came from the water. They gathered clams on the beaches and they caught **fish**.

Some Indians also hunted whales. This was dangerous work, but the whale hunters had great skills. They were important people in the Indian village.

3 Look at the pictures and write three sentences to each of them.

Use Past Simple, Past Continuous and Past Perfect Tense.



Lesson 17. Grammar Revision

4 Read and complete the sentences with the correct tense form of the verbs in brackets.

The Town of Hampton

The town of Hampton is a centre for fishing. One day Sarah _____ (to meet) Kingston Winget there. He is in charge of the local history museum. Mr Winget _____ (to offer) to show Sara around. He _____ (to tell) Sarah that the houses she saw _____ (to be) made of young trees and reeds woven together. He also _____ (to show) her a garden. "Now we _____ (to grow) the same kinds of food the Indians _____ (to grow) many years ago," said M Winget.

Inside the museum Sarah _____ (to learn) that Hampton is one of the oldest cities in the United States. English settlers _____ (to begin) the city in 1610. "The English _____ (to force) the Indians to leave," said Mr Winget. "Then they _____ (to build) their town in the place the Indians _____ (to live)." Sarah _____ (to see) many old drawings and maps that _____ (to show) what Hampton looked like long ago. She also _____ (to see) things that people made long ago. The museum _____ (to have) dishes, teapots, glasses and other things used by the early people in Hampton.

5 Project Work "Your Own Community."

a) Read the task and make a poster about the place where you live. Write a short report.

Indian children learn many interesting things about their community. You can learn about your community, too. Look at the list of things Indian children usually want to know. What question about your community would you like to add to the list?

1. Where is your city/town/village situated?
2. Tell three ways you can use to learn about your community.
3. Name two kinds of work people in your city/town/village do.
4. Tell two things you can learn at the local (school) museum.

b) Gallery Walk. Put all your posters in the classroom. Share your ideas with your classmates.

Unit 1, Lesson 5, Ex. 1

1. More than 4,500 years ago there were zoos in Egypt.
2. The first zoos were built for kings and queens.
3. Today the largest zoo in the world is in Berlin, Germany.
4. Most zoos today keep animals in open space grounds.

Unit 1, Lesson 7, Ex. 1

Woman: Do you live here, in the city? Man: Yes, I do. I'll never leave it. Woman: Really? Why?

Man: Life is interesting here. There are lots of things to do and you are never bored.

Woman: I lived in the big city two years ago, but my family moved to the country and we are happy now. It's great in the country.

Man: Is it?

Woman: Sure. You can go hiking and fishing. You can see beautiful flowers, green trees and listen to the birds' singing in the country. In the city I saw only tall buildings and hundreds of people everywhere.

Man: As for me, I enjoy meeting lots of people. You can have many friends.

Woman: People are fine, but there are also hundreds of cars, buses, much noise and pollution. Man: At least life is not boring.

Unit 2, Lesson 12, Ex. 1

"Today is dad's birthday, Ann," Dan said. "Let's make some of his favourite banana bread and surprise him."

Dan got out a cookbook. "I'll read the recipe, and you follow it. Get out a bowl and spoon, while I turn on the oven. First, mash the bananas in a bowl."

Ann peeled bananas first. Then she threw the bananas into a bowl and was about to mash them with the hands. "Stop!" Dan shouted. "Mash them with the spoon." Then Dan read, "Add the eggs." Ann cracked the eggs open and added them to the mashed bananas. "Now stir that up," Dan told Ann. "Last, add flour, milk and sugar." "Mix everything together. Then pour the batter into the bread pan." Ann obeyed, while Dan read the rest of the directions to himself.

"I'll put this in the oven," Dan said as he picked up the pan. Then he scooped out the cup and wiped the thick batter off. Just then mother came into the room.

"What has happened in here?" she asked. Dan answered, "Ann and I made banana bread for dad's birthday. It was a lot of work, but I think he will be surprised."

"If you want it to be a good surprise for dad," the mother laughed, "you need to clean the kitchen up!"

Unit 3, Lesson 10, Ex. 1

W a i t e r : Good morning, are you ready to order?

Man: Good morning! Well... I think I'll have the pancakes with meat and a cup of strong coffee.

W a i t e r : OK, sir. And what about you, madam?

W o m a n : I'd like a two-egg omelet and a sausage.

W a i t e r : How do you want the omelet: mushroom or cheese?

W o m a n : Mushroom omelet, please.

W a i t e r : Would you like something to drink?

W o m a n : I'd like a glass of tomato juice and tea. Do you have green tea?

W a i t e r : Yes, we do.

Woman: Great. Iced green tea, then, please.

W a i t e r : Anything more for you, sir?

Man: No, thank you.

W a i t e r : Your order will be ready soon.

Unit 4, Lesson 2, Ex. 2

It was a hot summer day. The Fox was walking in the forest when suddenly he saw a bunch of wild grapes. The grapes were on the branch of the tree. They were ripe. The Fox wanted to eat the grapes, but they were too high.

The Fox tried to reach the grapes. He jumped and jumped, but couldn't reach them. Finally, he stopped and said, "I think those grapes are sour. I won't like them." And the Fox walked away with his nose in the air.

Unit 5, Lesson 3, Ex. 1

Dan: Hi, Steve! I haven't seen you for ages! How are you getting on?

S t e v e : I'm quite well, thank you. Sports trainings keep me as busy as a bee. I have to train a lot as I want to become a famous sportsman.

Dan: Do you go in for tennis?

S t e v e : No, I don't. I go in for basketball. I joined the basketball club last year. Do you want to join me? Dan: How often do you train?

S t e v e : Four days a week: on Mondays, Wednesdays, Thursdays and Saturdays.

Dan: Oh, no! I am afraid I'll be able to attend the sports club only at weekends.

S t e v e : Then, it is a good idea to go to the swimming pool. Swimming is a good exercise. D a n: I like your advice.

S t e v e: I say, Dan, would you like to watch our city basketball contest in June? Dan: With great pleasure. I'll have enough free time on holidays!

Unit 5, Lesson 6, Ex. 1

1. The first modern Olympic Games took place in Athens, Greece, 1896. There were 70,000 people in the stadium.

2. The Olympic Games take place every four years, but there were no Games in 1916 and 1944 because of the war.

3. The first Winter Olympics were in 1924 in France. In 1980, the 13th Winter Olympic Games took place in the USA.

Unit 6, Lessons 11-12, Ex. 2b

1. As I was going to ride in the girl's rodeo competition, I thought I couldn't live without those clothes.

3.1 went into the store, found the clothes in my size and wanted to buy them. I didn't ask the shop-assistant how much they cost. 5.1 was surprised, when the shop-assistant told me the price. 8. There went all the money I had saved practically forever. 9.1 had to *go* home and ask my mum for more money to pay for the clothes I wanted to buy.

10. "Was it worth so much? No, it wasn't. I thought during the following months, when I had to do without several things I needed or wanted."

12. "From that experience I learned to ask, "What does it cost?" before buying."

Unit 8, Lessons 10-11, Ex. 1b

Our world is full of wonders. People always admire the beauty of landscapes in their countries and all over the world. We can go

walking in the mountains and have a nice rest at the seaside, v can enjoy our free time in the forest, breathe in fresh air and hi off the straight sun rays in the shadow of the green trees on a h summer day. Nature is beautiful in all the four seasons of the yer Many people like visiting national parks and forests. The places are the homes of wild animals and birds and the places whe rare plants grow. That's why bird-watching and wild animj watching have become popular hobbies with tourists nowadays You can see many Americans taking pictures of a moose or a beav in Yellowstone National Park. But this place can become a dan^ rous place for animals to live, if people don't protect nature. Thai why it's a wonderful idea to have a Junior Ranger Programme f children. It gives the young visitors a chance to learn more abo the wildlife and teaches them to think of the surrounding world

