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Заснована 2003 року

О. О. Зінченко

Я, МОЯ СІМ'Я І ДРУЗІ

Дидактичні матеріали

**2-12
КЛАСИ**

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CONTENT

GRADE 1–2

Lesson 1.	Saying “Hello”	4
Lesson 2.	Meet the family	12
Lesson 3.	Numbers	16
Lesson 4.	Parts of the body	21
Lesson 5.	Toys.....	27
Lesson 6.	At the zoo.....	35

GRADE 3

Lesson 1.	Appearance.....	40
Lesson 2.	Hobbies	45
Lesson 3.	Seasons. Weather	51
Lesson 4.	My home	56
Lesson 5.	Clothes	60
Lesson 6.	My day	64

GRADE 4

Lesson 1.	The city. Transportation	68
Lesson 2.	Food and drinks	72
Lesson 3.	My flat	75
Lesson 4.	My favourite book characters	78

GRADE 5

Lesson 1.	My personality	83
Lesson 2.	Holidays	86
Lesson 3.	My free time	90
Lesson 4.	Planning my day	95

GRADE 6–7

Lesson 1.	Appearance and character	99
Lesson 2.	Have a rest	102
Lesson 3.	Food and eating out	110
Lesson 4.	Travelling	113
Lesson 5.	Sport	117

GRADE 8–9

Lesson 1.	My lifestyle	120
Lesson 2.	Having a rest	126
Lesson 3.	Sport	129
Lesson 4.	Mass Media	132

GRADE 10–12

Lesson 1.	My lifestyle	136
Lesson 2.	Technical progress	141

Grade 1–2

LESSON 1

SAYING “HELLO”

Уявіть собі, що ми відправляємось до країни, де люди спілкуються тільки англійською. Ця країна зветься Englishland. Ми сідаємо в дивовижний літак and...



Little plane, little plane,
Where do you fly
So quick and so high
In the blue, blue sky?

Під час польоту, ми розважаємось:

- 1) *Telephone*
Hullo! Hullo!
And how are you today?
Hullo! Hullo!
I'm feeling fine today.
Come out! Come out!
Come out with me to play.
All right! All right!
I'll be there right away.
- 2) *It's Fun*
It's fun to be this,
It's fun to be that,
To leap like a lamb,
To climb like a cat;
To swim like a fish,
To hop like a frog,
To trot like a horse,
To jump like a dog.

3) *London Bridge*

London Bridge is falling down,
 Falling down, falling down
 London Bridge is falling down,
 My fair lady, oh!
 Fix it up with bricks and stones,
 Bricks and stones bricks and stones
 Fix it up with bricks and stones,
 Shut the gates and hold her tight,
 Hold her tight, hold her tight.
 Shut the gates and hold her tight,
 My fair lady, oh!

4) *The Train*

Puff-puff, puff-puff, on we go,
 When we hear the whistle blow.
 Refrain: OO-OO-OO-OO-OO-OO-OO
 OO-OO-OO-OO-OO-OO-OO
 Puff-puff, puff-puff, puff-puff-puff,
 Riding till we've had enough.
 Tickets, tickets now we show,
 Mary Joe.
 R e f r a i n .
 Here's the station, now we stop,
 Lots of people come to shop.
 R e f r a i n .
 Once again the whistle blow,
 oo-oo-OO-!O-oo.oo-oo-oo-oo

5) *We Dance on Sunday*

We dance on Sunday,
 We work on Monday,
 We read on Tuesday,
 We write on Wednesday,
 We count on Thursday,
 We speak on Friday,
 And we play on Saturday.

6) *Sunday and Monday*

“On Sunday I play,
 On Monday I read.
 What a nice day
 Is Sunday!” says Pete.

7) *Stop! Look! Listen!*

Stop! Look! Listen!
 Before you cross the street.
 Use your eyes, use your ears,
 And then use your feet.

- 8) *Hands Up*
Hands up,
Hands down,
Hands on hips,
Sit down.
Stand up,
Hands to the sides
Bend left,
Bend right.
Hands on hips,
One, two, three, hop,
One, two, three, stop.
Stand still!
- 9) *I Like to Run*
I like to run
Out in the sun.
It's much a fun
To run, to run.
- 10) *Rain, Rain...*
Rain. Rain;
Go away;
Come again,
Another day:
Mary and I
Like to play.
Rain, rain,
Go away,
Come on Mother's
Washing-day:
Mary and I
Want to play.
- 11) *If You are Happy*
If you are happy and you know it
Clap your hands
If you are happy and you know it
Clap your hands
If you are happy and you know it
And you really want to show it
If you are happy and you know it
Clap your hands.
Stamp your feet.
Snap your fingers.
Click your tongue.
Nod your head.
Say OK.
Do all SIX.

12) *Clap, Clap!*

Clap, clap, clap your hands

Clap your hands together.

Clap, clap, clap your hands

Clap your hands together.

Stamp, stamp, stamp your feet,

Stamp your feet together.

Stamp, stamp, stamp your feet,

Stamp your feet together.

Spin, spin, and spin around,

Spin around together.

Spin, spin, and spin around,

Spin around together.

Sing, sing, sing a song,

Sing a song together.

Sing, sing, sing a song,

Sing a song together.

Dance, dance, dance a dance,

Dance a dance together.

Dance, dance, dance a dance,

Dance a dance together.

Wash, wash, wash your face,

Wash your face together.

Wash, wash, wash your face,

Wash your face together.

March, march, march to bed,

March to bed together.

March, march, march to bed,

March to bed together.

13) *The More We Get Together*

The more we get together, together, together

The more we get together, the happier are we!

For your friends are my friends, and my friends are your friends,

The more we get together, the happier are we!

14) *Sing High, Sing Low*

Sing high, sing low

Everybody sing!

Tra-la-la, tra-la-la,

A song is everything.

Tra-la-la, tra-la-la,

A song is everything

Sing up, sing down,

Everybody sing!

Tra-la-la, tra-la-la,

A song is everything

Tra-la-la, tra-la-la,

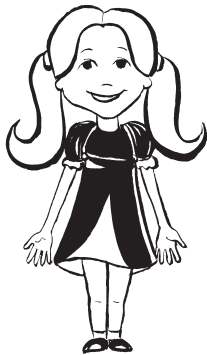
A song is everything.

А в Englishland нас зустрічає Alice та її друзі. Давайте з ними привітаємось і познайомимся. Але пам'ятайте, що в цій країні люди розмовляють лише англійською.

1. Meeting people.



Hello!
I am Tom.



Hello!
I am Alice.



Hello!
I am Pal.



Hello!
I am Zuck.



Hello!
I am Jack.

Tips for teachers:

- 1) You can use toys for this exercise.
- 2) You can act out the scene, where pupils will be friends from Englishland.
- 3) Other pupils can be reporters from some newspapers or magazines.

2. Making a card.

Draw yourself

I am __

3. Write the names:



Hello! I am __
What is your name?



Hello! I am __
What is your name?





Hello! I am ____
What is your name?

Hello! I am ____
What is your name?

4. Fill in the gaps:

- Hello!
- Hello! What is your name?
- My name is ____ . And what is your name?
- My name is ____ .
- Hello!
- ____ ! What is your ____ ?
- My name is ____ . And what is your ____ ?
- My name is ____ .
- ____ !
- ____ ! What is ____ ?
- My name is ____ . And what is ____ ?
- My name is ____ .

5. Rewrite the dialogue in a short form.

My name is Alice.
My name's Alice.

- Hello!
- Hello!
- What is your name?
- My name is Frank. What is your name?
- My name is Sue.

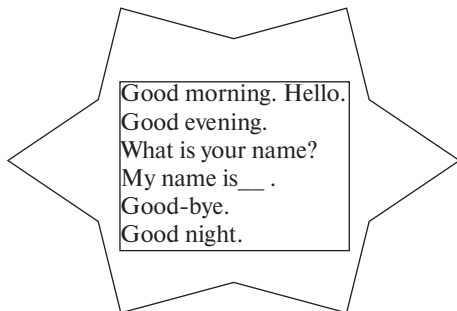
6. Learn the poem:

What is your name?
What is your name?
Now tell me, please
What is your name?
My name is Alice.
My name is Alice.
My name is Alice.
That is my name.

7. Remember:

Good morning. Доброго ранку.
 Good afternoon. Добрий день.
 Good evening. Добрий вечір.
 Good night. На добраніч.
 Good-bye. Прощайвай.

Use the sentences to make dialogues:



Sue



Jack

Dialogue 1:

It is morning.

Dialogue 2:

It is late in the evening.

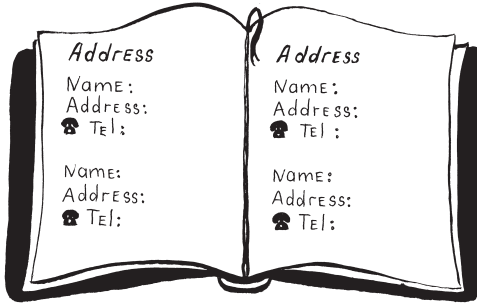
8. Learn the song.

Good morning, good morning
 How are you? How are you?
 I am fine, thank you.

Good afternoon, good afternoon
 How are you? How are you?
 I am fine, thank you.

Good evening, good evening
 How are you? How are you?
 I am fine, good-bye.
 Good-bye, good-bye.

- 9. Ask your friends and put down the information.
What's your address?
What's your telephone number?



- 10. Game "A present for your friend".
You need:
a piece of paper;
an envelope;
a pencil.



Stage 1: Draw a picture to your friend.



Stage 2: Put the picture in an envelope.



Stage 3: Write your friend's name and address on the envelope.



Stage 4: Give the letter to your friend.

LESSON 2

MEET THE FAMILY

А зараз Alice знайомить нас зі своєю родиною.



Grandfather, grandmother, mother, father, uncle, aunt, sister, brother

parents	granny
mother	grandparents
father	Grandfather
Grandmother	grandpa

1. Finish the sentences:

Who's this? It's my m ___ .

Who's this? It's my f ___ .

Who's this? It's my g ___ .

Who's this? It's my g ___ .

Who's this? It's my s ___ .

Who's this? It's my b ___ .



2. Find the names:

ANNAKATEPAULJOHNJULIEBOBMARYTOM

- 1) Anna.
- 2) ___ .
- 3) ___ .
- 4) ___ .
- 5) ___ .
- 6) ___ .
- 7) ___ .
- 8) ___ .

3. Listen to the story about Alice's family and fill in the gaps.

What is your mother's (father's, sister's, brother's) name?

Her name is Mary.

His name is Tom.

- 1) It's my mother. Her name is ___ .
- 2) My father's name is ___ .
- 3) My brother's name is ___ .
- 4) It's my granny. Her name is ___ .
- 5) It's my grandpa. His name is ___ .

For teachers:

This is my family. It's my mother. Her name is Kate. My father's name is Paul. My brother's name is John. My granny's name is Anna. It's my grandpa. His name is Bob.

4. Show a picture of your family and say their names.

Example: This is my mother. Her name is Kate.

5. Interview your partner about his / her family.

What is your mother's name?
 father's
 sister's
 brother's

6. Make a dialogue, using the words:

Brother father mother sister aunt what name his her

7. Look at the picture of Alice's family. Match the words. Fill in the gaps.

Mother tall;
 Father short;
 Brother fat;
 Sister thin;
 Granny young;
 Grandpa old.

- 1) This is my mother. She is ___ .
- 2) This is my father. He is ___ .
- 3) This is my granny. She is ___ .

- 4) This is my grandpa. He is ___ .
- 5) This is my brother. He is ___ .
- 6) This is my sister. She is ___ .

8. Draw a picture of your family, make a story about it.

My family

This is my family. My mother's name is ___ . She is ___ .

9. Learn the poems.

1) *I'm Six Years Old*

I'm six years old,
And oh so big,
I can reach up this high;
When you were only six years old,
Were you as tall as I?

2) *Dear Mummy, Dear Daddy*

Dear Mummy, Dear Daddy
Dear Mommy, Dear Daddy
I love you.
Dear Mommy, Dear Daddy,
Do you love me too?

3) *Helping Mother*

Help your mother lay the table
With a knife and fork and spoon;
Help your mother lay the table
In the afternoon.
Help your mother clear the table,
Take the knife and fork and spoon:
Help your mother clear the table
Morning, night and noon.

4) *Mother's Day*

I like the way you look,
I like the way you cook:
Now what I really want to say is:
"Happy Mother's Day!"

5) *The Family*

I have a mother,
I have a father,
I have a brother tall,
I have a sister,
I have a baby,
Oh, how I love them all.

6) *A Family*

Father Duck goes for a swim,
And Mother Duck comes out with him.
And behind them, clean and trim,

Seven little ducklings swim,
Seven little yellow balls.
“Quack, quack, quack”, the mother calls.
What a pretty sight they make,
Swimming on the sunny lake!

7) *Good night*

Good night, Father.
Good night, Mother.
Kiss your little son!
Good night, Sister.
Good night, Brother.
Good night, everyone!

8) *Too Early for Mother*

Tip, tip, toe, here we go;
Tip, tip, toe, quiet, slow:
Tip, tip, toe, across the floor;
Tip, tip, toe, by Mother’s door.

9) *All about Me*

Ten little fingers,
Ten little toes;
Two little ears
And one little nose;
Two little blue eyes
That shine so nice
And always so bright;
One little mouth
To kiss Mum Good night.

10) *My Dear Mummy*

My dear, dear Mummy,
I love you very much.
I want you to be happy
On the eighth of March.
Be happy, be happy
On the eighth of March.
Be happy, be happy
On the eighth of March.
My dear, dear Mummy,
Let me kiss your face.
I want you to be happy
Today and always.
Be happy, be happy
On the eighth of March.
Be happy, be happy
On the eighth of March.

LESSON 3

NUMBERS

А сьогодні Alice учить своїх друзів рахувати. Let's count.
12 3 4 5 6 7 8 9 10.

1. Say the chant:

One two three, one two three
Four five six, four five six
Seven eight, seven eight
Nine ten, nine ten.

2. Match the number with the word.

1	2	3	4	5	6	7	8	9	10
Two	nine	seven	one	three	six	ten	four	five	eight

3. How many numbers can you find?

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

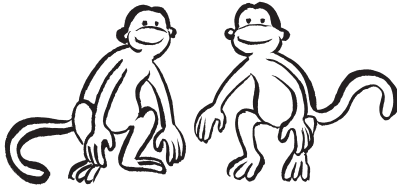
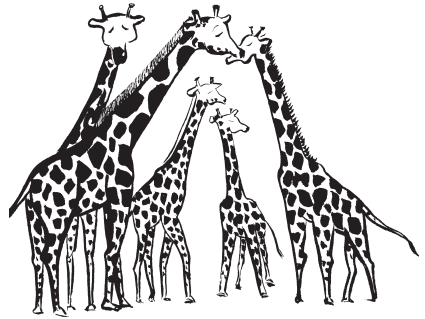
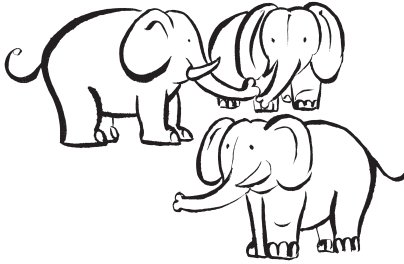
4. Listen and fill in the gaps:

- ___ cats;
- ___ dog;
- ___ rabbits;
- ___ birds;
- ___ cows;
- ___ mice.

For teachers: five cats, one dog, four rabbits, even birds, three cows, ten mice.

5. Look at the pictures and answer the questions.

- 1) How many elephants? ___ .
- 2) How many giraffes? ___ .
- 3) How many monkeys? ___ .
- 4) How many tigers? ___ .
- 5) How many mice? ___ .



6. How old are they?



- 1) Alice is ___.
- 2) Jack is ___.
- 3) Tom is ___.
- 4) Pal is ___.
- 5) Zuck is ___.

7. Read the dialogue and finish the stories about the children.

- Hello!
- Hello! How are you?
- Fine, thanks. And you?
- OK. What is your name?

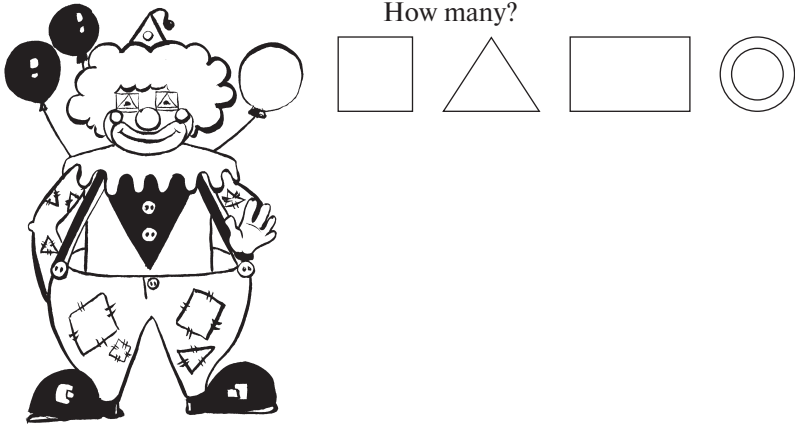
- My name is Paul. And what is your name?
 — My name is Kate. How old are you?
 — I am six. And how old are you?
 — I am seven.

This is a girl. Her name is __. She is __ years old.

This is a boy. His __. He __.

I am a __. My name is __. I am __.

8. Look at the numbers. Now close the book. How many can you remember?
 10, 5, 4, 8, 3, 1, 9
9. Look at the clown. Count the shapes.

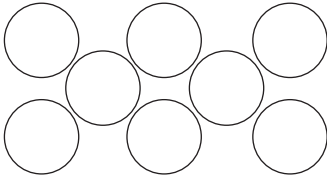
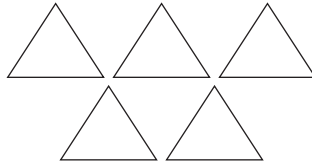
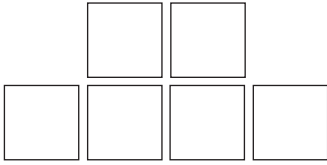


10. Look at the picture and interview your partner.



Example: — How many balls can you see?
 I can see six balls.

11. Describe the picture.



- 1) How many squares are there? There are six squares.
- 2) ___.
- 3) ___.
- 4) ___.
- 5) ___.

12. Look at the picture. What animals can you see? Count them.



tigers	two		

13. Say the chant.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

One two three (*clap*)

Four five six (*clap*)

Seven eight nine (*clap*)

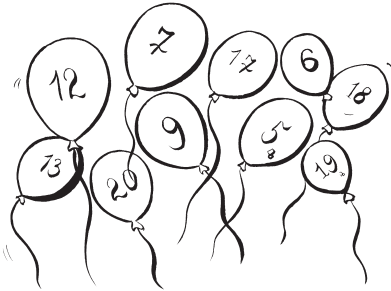
Ten eleven twelve (*clap*)

Thirteen fourteen fifteen (*clap*)

Sixteen seventeen eighteen (*clap*)

Nineteen twenty (*clap*).

14. Match the balloons with the numbers.



15. Learn the poems:

- 1) I'm Six Years Old
 I'm six years old,
 And oh so big,
 I can reach up this high;
 When you were only six years old,
 Were you as tall as I?
- 2) One, one, one, little dog, run.
 Two, two, two, cat sees you.
 Three, three, three, birds in a tree.
 Four, four, four, rats on the floor.
 Five, five, five, plane in the sky
 Six, six, six, two short sticks.
 Seven, seven, seven, here is the raven.
 Eight, eight, eight, hen in the plate.
 Nine, nine, nine, apple is very fine.
 Ten, ten, ten, catch me if you can.
- 3) All about Me
 Ten little fingers,
 Ten little toes;
 Two little ears
 And one little nose;
 Two little blue eyes
 That shine so nice

And always so bright;
 One little mouth
 To kiss Mum Good night.

4) A Fish Story

One, two, three, four, five
 I caught a fish alive
 Six, seven, eight, nine, ten!
 I let it go again.

Why did I let it go
 Because it bit my finger so
 Which finger did it bite?
 The little one on the right.

LESSON 4

PARTS OF THE BODY

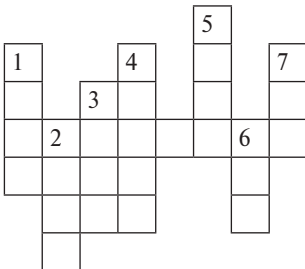
А сьогодні разом з Alice та її друзями ми будемо вивчати частини тіла.

1. Match the words with the parts of the body.

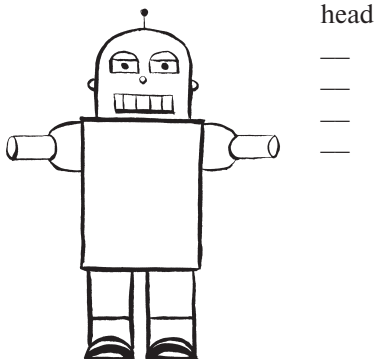


Head
 shoulders
 hair
 neck
 arms
 legs
 body
 fingers
 toes
 eyes
 ears
 nose
 mouth

2. Do the crossword.



3. Put down robot's parts of the body.



4. Remember:

An eye — eyes;
A leg — legs;
An ear — ears;
A toe — toes;
A tooth — teeth;
An arm — arms;
A hand — hands;
A foot — feet;
Right — правий;
Left — лівий.

5. Draw a monster and describe it.
It has got a big head. It has got ___ .

6. Pair work. Pupils describe each other a person and draw him.

Pupil A

It is a boy. He is tall and thin. He has got a big round head and short hair. He has got a big nose, big eyes but very small eyes. His neck is short.

Pupil B

It is a girl. She is short and thin. She has got a small oval face and long curly hair. She has got a small nose, a small mouth and big eyes. Her neck is long.

7. Make monsters.

Children can make up their own monsters, using combinations of big and small facial features. This can be also done as a picture dictation, with children dictating a monster for their partner to draw.

8. Now Alice will tell you a fairy-tale. Your task is to draw it like a cartoon.

Alice: Once I have found a magic wand and played with it.

Picture 1: I want to have red hair, green eyes and a big mouth. (Waves wand)
Abracadabra!

P i c t u r e 2: I want to have fair hair, blue eyes and a small nose. (Waves the wand) Abracadabra!

P i c t u r e 3: I want to have brown hair, brown eyes and big ears. (Waves wand) Abracadabra!

P i c t u r e 4: I want to have black hair, green eyes and a big nose. (Waves wand) Abracadabra!

P i c t u r e 5: I want to have grey hair, blue eyes and a small nose. (Waves wand) Abracadabra!

9. Make every pupil play this, imagining themselves to be magicians.

Call five pupils in front of the class to act out a version of the story dialogue. Hand the first pupil a magic wand. He / she describes themselves using *I've got*, then waves the magic wand, says Abracadabra! and passes it to next child who then describes themselves.

10. Guessing game. Show pupils a picture of Alice and her friends. Point to the characters and revise names: Alice, Tom, Pal, Zuck, Jack. Pretending to be Alice say *I've got short hair, big eyes* ___. Children have to guess who you are. Then nominate individual children to pretend to be a character and describe themselves to the class. This can be done in pairs.

11. A mime game

Call out combinations of big / small facial features (ex. A big nose). Children mime an exaggerating version of the feature. Invite individuals to come out to the front of the class and call out features for the rest of the class to mime.

12. Finish the drawing and answer Yes / No questions.

Point to the half face and elicit facial features (big eyes, small mouth...). Children then draw in the other half of the face. Set a time limit for this. When they have completed their pictures, they listen to the four sentences describing the face and answer Yes / No. They have to circle the answer.



Yes or No?

- 1) Yes. No.
- 2) Yes. No.
- 3) Yes. No.
- 4) Yes. No.

For teachers:

- 1) I've got fair hair. I've got big eyes.
- 2) I've got a small nose.
- 3) I've got a small mouth.

13. Jigsaw faces

For this activity you will need magazine pictures of faces cut into half. Distribute the pictures one half for each pupil. Children have to circulate in class and find the pupil who has the other half of the picture by describing their picture using

I've got. Alternatively, pupils come to the front of the class, describe their half and the person in the class with the matching half comes up to the front as they hear their Picture being described.

14. Ask pupils to bring their favourite toys and describe it.

Example: This is my doll. Her name is Mary. She is nice. Her hair is long. It is blond. Her eyes are large. Her eyes are blue. She has got a small nose and a small red mouth.

15. Use your toys to make a dialogue.

What colour is his / her hair?

Is his / her hair long or short?

What colour are his / her eyes?

Is his / her nose big or small?

Is his / her mouth big or small?

16. A class photo album

Take a large sheet of paper and write *My Class* at the top. Each child can stick his / her photo on to it to make an album. In larger classes, stick the paper at the front of the class and invite individual children or small groups to take it in turns to come and stick their photo on to it. Encourage children to describe themselves as they stick their photo on to it.

17. Guessing game

Pretend to be a child in the class without saying his or her name and describe yourself as that child *I've got blue eyes* __ . *Who am I?* Children guess. Individual pupils then take it in turns to describe another child in the class.

18. Learn the poems:

- 1) I've got eyes on my face
I've got eyes on my face
I've got eyes on my face
Open and close my eyes.
I've got a nose on my face
I've got a nose on my face
I've got a nose on my face
Sniff, sniff, sniff with my nose
I've got a mouth on my face
I've got a mouth on my face
I've got a mouth on my face
Talk, talk, talk with my mouth.
I've got hair on my head
I've got hair on my head
I've got hair on my head
Brush, brush, brush my hair.
I've got ears on my head
I've got ears on my head
I've got ears on my head
Wiggle, wiggle my ears.

- 2) How many fingers do you have?
Five on my right hand,
Five on my left hand.
How many fingers do I have?
How many toes do I have?
Five on my right foot,
Five on my left foot.
How many toes do I have?
- 3) *All about me*
Ten little fingers
Ten little toes
Two little ears
And one little nose.
Two little eyes
That shine so bright
One little mouth
To kiss Mummy “Good night”
- 4) *Hands Up*
Hands up,
Hands down,
Hands on hips,
Sit down.
Stand up,
Hands to the sides
Bend left,
Bend right.
Hands on hips,
One, two, three, hop,
One, two, three, stop.
Stand still!
- 5) *Up and Down*
Bend your head
Bend your knees,
Grow as tall
As New Year trees.
On your knees
Slowly fall,
Curl yourself
Into a ball.
Raise your head,
Jump up high,
Wave your hand
And say Good-bye.
- 6) *Clap, Clap!*
Clap, clap, clap your hands
Clap your hands together.
Clap, chip, clap your hands
Clap your hands together.

Stamp, stamp, stamp your feet,
 Stamp your feet together.
 Stamp, stamp, stamp your feet,
 Stamp your feet together.
 Spin, spin, spin around,
 Spin around together.
 Spin, spin, spin around,
 Spin around together.
 Sing, sing, sing a song,
 Sing a song together. Sing, sing, sing a song,
 Sing a song together.
 Dance, dance, dance a dance,
 Dance a dance together.
 Dance, dance, dance a dance,
 Dance a dance together.
 Wash, wash, wash your face,
 Wash your face together.
 Wash, wash, wash your face,
 Wash your face together.
 March, march, march to bed,
 March to bed together.
 March, march, march to bed,
 March to bed together.

7) *Head and shoulders*

Head and shoulders.
 Knees and toes
 Knees and toes,
 Head and shoulders,
 Knees and toes,
 And eyes and ears
 And mouth and nose,
 Head and shoulders
 Knees and toes.

8) *My eyes can see*

My ears can hear
 My nose can smell
 My mouth can talk.
 My head can nod,
 My hands can hold,
 My legs can walk,
 And walk, and walk.

9) *Polka*

Make your right foot tap-tap-tap
 Make your left foot tap-tap-tap
 Turn around 1-2-3
 It is easy, you can see.

10) *The Hockey-Pockey*

You put your right hand in, you put your left hand out,
 You put your right hand in and you shake it all about.
 You do the hockey-pockey and you turn yourself around,
 That's what it's all about!

- Put your left hand in ___ .
- Right foot in ___ .
- Left foot in ___ .
- Right shoulder in ___ .
- Left shoulder in ___ .
- Right hip in ___ .
- Left hip in ___ .
- Head in ___ .
- Whole self in ___ .

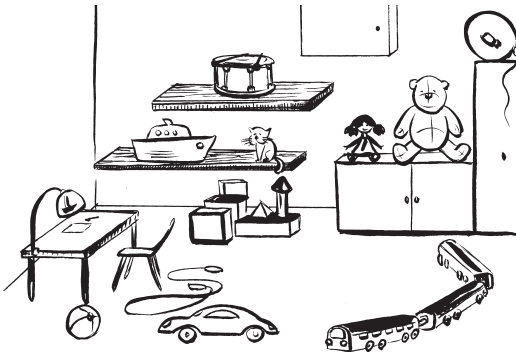
11) *I wiggle my fingers*

I wiggle my fingers,
 I wiggle my toes,
 I wiggle my shoulders,
 I wiggle my nose.
 Now no more wiggles are left in me,
 I will be still as still can be.

LESSON 5

TOYS

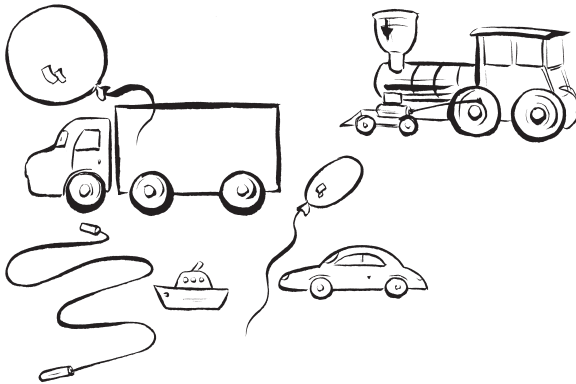
Alice: Do you want to see my toys? I've got many of them. Do you like to play? I invite you to my room. Let's go!



1. Guess a toy.

- | | |
|------------------|--------------|
| • l a l b; | • i p h s; |
| • r c a; | • t e k i; |
| • o b a o l n l; | • i n t a r; |

2. Match the words with the drawings.



A big car;
a long train;
a round balloon;
a long skipping-
rope.

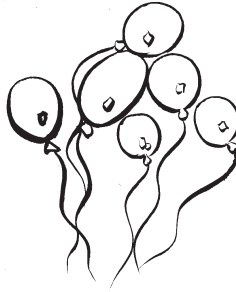
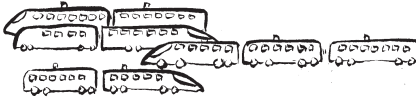
3. Draw a picture of your favourite toy and finish the sentence:
My favourite toy is a ___.
4. Make sentences about the pictures.



Example:
This is a car.
These are cars.

5. Draw a toy shop. Describe the toys to your partner.
Example:
This is a balloon.
These are flags.
6. Pair work. Look at the toys in the shop and answer the questions:
Is it a car (a doll, a flag, a kite___)?
Yes it is. No, it isn't.
7. Use the picture to answer the question:
What's this?
It's a ___

8. Looking at the picture say what toys you have.
I have got a ___
9. Looking at the picture say what toys your friend has.
He has got a ___
She has got a ___
10. Fill in the missing words.



Tom has got four ___ .
Ann has got two ___ .
Mike has got six ___ .
Bob has got ten ___ .

11. Ask your friend if he has got these toys.
— Have you got a ___?
— Yes, I have.
— Have you got a ___?
— No, I haven't.

12. Ask what toys your friend has.
— What toys have you got?
— I have got a ___ and a ___ .

13. Read the text and fill in the gaps.

I like to play with my friends. They have got many toys. Tom has got a red bike and many balloons. Kate has got a long skipping-rope, a big ball and a kite. Mary has got a pretty doll and a drum.

- 1) Tom has got a red ___ and many ___ .
- 2) Kate has got a long ___, a big ___ and a ___ .
- 3) Mary has got ___ and a ___ .

14. Read the dialogue, act it, changing the underlined words.

Bill: Hello, Ted.

Ted: Hello, Bill. How are you?

Bill: Fine, thank you. Let's play!

Ted: Ok. What toys have you got?

Bill: I've got many toys: balls and balloons, a bike and a kite, cars and trains, a skipping-rope and a drum. What toys do you like to play with?

Te d: I don't want to play with toys. Let's run or jump, or play leap-frog.

Bi ll: I don't want to run or jump. Let's play tag or hide-and-peek.

Te d: Ok, let's play tag then.

Bi ll: Ok.

To y s: a ball, a doll, a car, a train, a ship, a skipping-rope, a balloon, a drum, a kite, a teddy-bear, building-blocks, a bike.

G a m e s: swim, draw, read, ride a bike, ride a horse, climb a tree, skip

15. Distribute the toys among your pupils, encourage them to change the toys, saying *Give me the __, please*.

15. Make pupils suggest their toys, saying *Take the __, please*.

17. Make sentences.

Give me	this	red balls.
Take	that	kite.
	those	blue balloons.
	these	yellow dolls.

18. A magic bag

There are many interesting toys in your bag. Pupils say what toys they like and they want to play with and ask this toy. You suggest them to take this toy.

19. Read the dialogue, act a similar one. Use toys.

Bo b: Lilly, give me that doll, please.

Li ll y: Here it is.

Bo b: Thank you very much.

Li ll y: Not at all. And you give me those balls, please.

Bo b: Here they are.

Li ll y: Thanks.

Bo b: Not at all.

20. Make a story of your toy. The questions will help you.

- What toy have you got?
- What colour is it?
- Is it big or little?
- Is it nice?
- Is it funny?
- Where is it?
- Do you like to play with it?

21. A game "Peddler".

Children, all together: Peddler, Peddler!

Come this way.

Tell us what you have today.

Pu pi l: Have you got a __?

Peddler: Yes, I have. Here you are.

Pupil: Thank you.

Peddler: Not at all.

22. A game "Hide and seek a toy".

One pupil hides a toy. Ask him questions and guess where is it?

Is it big?

Is it small?

What colour is it?

Is it a ___?

Is it in the box?

23. Learn the poems.

1) *My pretty doll*

My pretty doll
Is very small
I love my pretty
Little doll.

2) *I have*

I have a car
I have a drum
I have a nice big ball
I have a kite
I have a doll
How I like them all.

3) *I see a car*

I see a ball
I see a star
I see a doll.

I like the car
I like the ball
I like the star
I like the doll.

4) *My ball*

It is blue
And green and red
It bounces higher
Than my head
It does not want
To stop at all
What is it?
It is my ... ball.

5) *I See Green*

I see green
I see yellow
I see that funny fellow.

- I see white
I see black
I see this and that and that.
I see pink
I see brown
I stand up
And I sit down.
I see red
I see blue
I see you and you and you.
- 6) *The More We Get Together*
The more we get together, together, together
The more we get together, the happier are we!
For your friends are my friends, and my friends are your friends,
The more we get together, the happier are we!
- 7) *Sing High, Sing Low*
Sing high, sing low
Everybody sing!
Tra-la-la, tra-la-la,
A song is everything.
Tra-la-la, tra-la-la,
A song is everything
Sing up, sing down,
Everybody sing!
Tra-la-la, tra-la-la,
A song is everything
Tra-la-la, tra-la-la,
A song is everything.
- 8) *A Fish Story*
One, two, three, four, five
I caught a fish alive
Six, seven, eight, nine, ten!
I let it go again.
Why did I let it go
Because it bit my finger so
Which finger did it bite?
The little one on the right.
- 9) *Tirra-Lirra-Lirra*
Tirra-lirra-lirra, spring is here,
All the birds are singing loud and clear,
We would like to join them with our song,
Tirra-lirra-lirra, all day long.
- 10) *I like to read*
I like to read, I like to play,
I like to study every day.
I like to jump, I like to run,

- I like to play.
It's fun.
- 11) *My teddy-bear*
My Teddy's fur is soft and brown,
His legs are short and fat;
He walks with me all round the town
And never wears a hat.
My Teddy keeps me warm in bed,
I like his furry toes;
I like his darling little head,
His pretty little nose.
- 12) *Tick-tock*
"Tick-tock, tick-tock",
Merrily sings the duck
I hear it singing through the day
"It's time for work and time for play".
"Tick-lock, tick-tock",
Merrily sings the clock .
- 13) *It's Fun*
It's fun to be this,
It's fun to be that,
To leap like a lamb,
To climb like a cat;
To swim like a fish,
To hop like a frog,
To trot like a horse,
To jump like a dog:
- 14) *The Bird-House*
Little bird, little bird,
Look at me,
I have a bird-house.
Oh, come and see!
Little boy, little boy
Under the tree,
I like tins house,
Give it to me.
- 15) *White sheep, white sheep*
On a blue hill,
When the wind stops
You all stand still.
You walk far away
When the winds blow.
White sheep, white sheep,
Where do you go?
- 16) *Nick and Andy*
Nick and Andy,
Sugar and candy,
I say stoop!

- Nick and Andy,
Sugar and candy
I say stand up!
Nick and Andy,
Sugar and candy,
I say run out!
- 17) *Butterfly*
Butterfly, butterfly
Where do you fly,
So quick and so high
In the blue, blue sky?
- 18) *The cat and the mouse*
C a t: Little Mouse, Little Mouse,
Where is your house?
M o u s e: Little Cat, little Cat,
I have no flat.
I am a poor mouse,
I have no house.
C a t: Little Mouse, little Mouse.
Come into my house.
M o u s e: Little Cat, little Cat,
I cannot do that,
You want to eat me.
I am a mouse
You are a cat;
One, two, three,
You catch me.
- 19) *I Like to Run*
I like to run
Out in the sun.
It's much a fun
To run, to run
- 20) *Why Do You Cry Willie?*
Why do you cry, Willie,
Why do you cry?
Why, Willie? Why, Willie?
Why, Willie? Why?
- 21) *Rain, Rain...*
Rain, rain,
Go away;
Come again,
Another day:
Mary and I
Like to play.
Rain, Rain,
Go away,
Come on Mother's

Washing-day:

Mary and I

Want to play.

22) *Yellow, red*

Yellow, red, green and brown.

See the little leaves come down.

Dancing, dancing in the breeze,

Falling, falling from the trees.

23) *I Have a Car*

I have a car, I have a drum.

I have a nice big ball.

I have a cat, I have a doll,

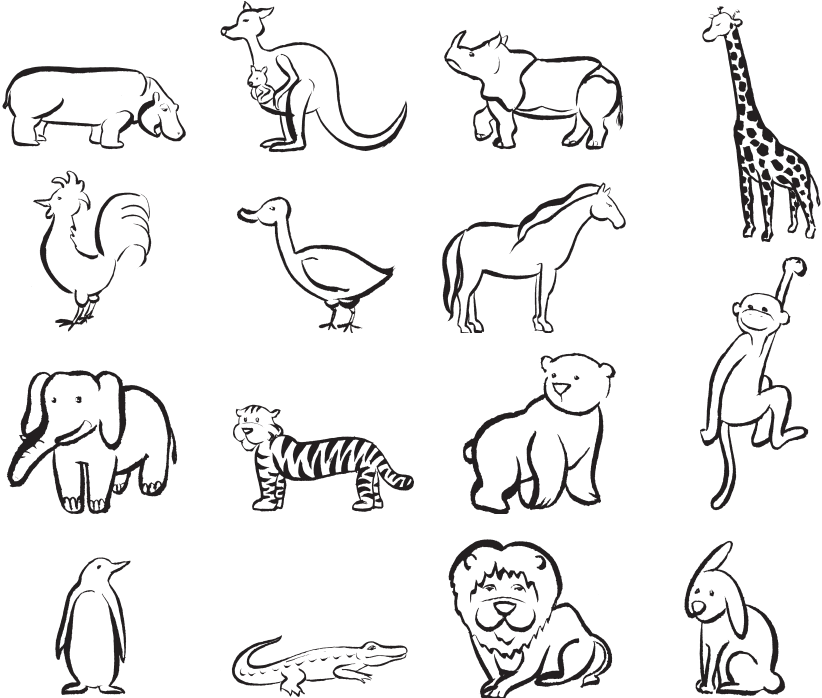
How I like them all!

LESSON 6

AT THE ZOO

A l i c e: In our city we have a wonderful zoo. There are so many animals there. The weather is fine today, let's go and look at the animals.

1. Match the words with the pictures.



Lion, tiger, elephant, crocodile, kangaroo, giraffe, hippo, panda, bear, monkey, seal, penguin, rhino.

2. Make a chainword. The last letter of every word is the first one of the following.
C_____e_____t_____r_____

3. Make questions and short answers to the pictures of exercise 1.

Is it a monkey?

Yes, it is.

4. Choose wild and domestic animals. Make sentences about them.

	Wild animals	Domestic animals
1)		
2)		
3)		
4)		
5)		

A pig, a rabbit, a lion, a cow, a kangaroo, a rooster, a zebra, a horse, a dog, a duck.

Example: The donkey is a domestic animal.

5. Looking at the pictures of these animals, describe them. Use the following words: nice, small, big, domestic, pink, red, brown, grey, white, black.

A pig, a rabbit, a lion, a cow, a kangaroo, a rooster, a zebra, a horse, a dog, a duck.

6. A game “Have you got ___?”

Take a bag and hide a toy animal their. Pupils have to guess what is it.

Have you got a lion?

Yes, I have. (No, I haven't.)

7. A game “At the Zoo”

Every pupil must show an animal and tell about himself. Choose any pupil and make him tell about others.

Hello.

I am an elephant.

I am big and grey.

I can run very fast.

Look!

This is an elephant.

It is big and grey.

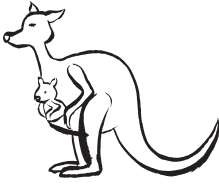
It can run very fast.

8. What do you think? What can animals do?

Penguin, panda, kangaroo, crocodile, monkey, tiger, elephant, pelican.

Fly	Swim	Jump	Climb Trees

9. Read the text and fill in the gaps:



Kangaroos live in __ .
 They are __ and __ .
 They have got very __ legs.
 They can jump very __ .
 Kangaroos have got __ .
 They carry their __ there.

Australia, brown, high, big, strong, bags, babies.

10. Listen to the text about animals and fill in the gaps.

Animal	Size	Colour
elephant	big	grey
monkey		black or
tiger	big	
crocodile		
penguin	small	
panda		black and

For teachers: Elephants are the biggest animals. They are grey and have no hair. They are from Africa. Monkeys are much smaller than elephants. They can be brown or black. Tigers also live in Africa. They are big and very strong. They are orange and black. Crocodiles are very long and green. They live in the water and can swim very well. Penguins live in the Arctic. They are small and black and white. Pandas are also black and white. And they are rather big.

11. Draw your favourite animal and describe it. Use the plan.

My favourite animal

- 1) Name.
- 2) Size.
- 3) Colour.
- 4) Where does it live?
- 5) What can it do?

12. Guess the animal. Match the words with the descriptions:

- | | |
|-------------|--|
| a panda | This is a bird. It can swim but it can't fly or climb trees. |
| a monkey | This animal has got four legs. It can't climb trees. |
| a crocodile | This is a long, green animal. |
| a penguin | This animal is black and white. It can climb trees. |
| a tiger | This is a white or brown bird. |
| a pelican | This is a small, brown animal. It's got two arms and two legs. |

13. A game “What animal is it?” Draw an animal but don't show it to your partner. Ask each other questions to guess what is it.

Is it big (*small*)?

Is it brown (*white, green, white*)?

Does it live in Africa?

Does it eat meat?

Can it swim (*run, jump, climb trees*)?

Is it a ___?

14. Guess what animal it is.

P u p i l 1: It is the biggest animal.

It is grey.

It's got four legs and a trunk.

It eats grass.

It lives in Africa.

P u p i l 2: It is an elephant.

15. Quiz. Say true or false. Correct the sentences.

1) Elephants are wild animals.

2) Tigers eat meat.

3) Kangaroos can swim very well.

4) Penguins can fly.

5) Giraffes have got short necks.

6) Monkeys can climb trees.

7) Rhinos are big, grey animals.

8) Pelicans are small birds.

9) Cows are domestic animals.

10) Seals haven't got legs.

16. Read the dialogue. Act it out, changing the animals.

P u p i l 1: Hello, Ann.

P u p i l 2: Hi, Tom.

P u p i l 1: Let's play Zoo.

P u p i l 2: OK.

P u p i l 1: What do you want to be?

P u p i l 2: I want to be an elephant.

P u p i l 1: A white elephant?

P u p i l 2: No, I want to be a big, grey elephant. I like elephants, they are very

nice.

And what do you want to be?

P u p i l 1: I want to be a monkey. I like to jump and to run.

P u p i l 2: OK. Then jump like a monkey. Oh, you are a funny little monkey.

P u p i l 1: And you, elephant, run! Oh, you are a nice big elephant.

P u p i l 2: It's fun to be a monkey!

P u p i l 1: It's fun to be an elephant!

P u p i l 2: It's fun to play zoo.

17. Learn the poems:

- 1) Little frog, little frog,
Hop, hop, hop!
Little frog, little frog,
Stop, stop, stop!
- 2) Little mouse, little mouse,
Run, run to your house
One, two, three, four,
Shut the window, shut the door.
- 3) An elephant goes like this and that
He is very big and very fat.
He has no fingers, he has no toes,
But goodness gracious, what a nose!
- 4) *Harry's dog*
Harry has a little dog
Such a funny fellow.
But his dog is made of wood
Painted white and yellow.
- 5) Some fish are glad,
Some fish are sad
And some are very, very bad,
Why are they sad and glad and bad?
I do not know.
Go ask your dad!
- 6) “Good morning, pretty Pussy,
Come tell me, how are you?”
“Oh, thank you, little Master,
I am very well, meow, meow, meow”.
- 7) *My dog*
A dog can't talk
But he can bark
When I take my dog to the park
I throw him a stick
And he runs a race.
Then he comes back
And licks my face.
- 8) *The cow*
The friendly cow all red and white,
I love with all my heart;
She gives me cream with all her might,
To eat with apple tart.

Grade 3

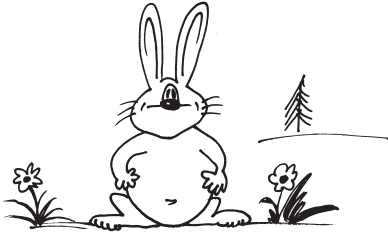
LESSON 1

APPEARANCE

1. Let's get acquainted. Choose the right answers.



- a) How do you do?
b) And my name is __ . Hello!
2. Divide the roles. Act out the dialogue.
3. Match the words:
Long, oval, middle-sized, brown, tall, short, blue, green, blond, round, dark, grey.
height: __
hair: __
face: __
eyes: __
4. Say the nouns that can be used with these adjectives:
Middle-sized __
Short __
Blond __
Straight __
Oval __
Fat __
Medium __
Curly __
Pointed __
5. Read the text, find antonyms to the words:
Boring — __
Long — __
Thin — __
Small — __
Oval — __
Big — __
White — __



This is a rabbit. His name is Bunny.
 He is short but very fat.
 Because he likes to eat.
 He's got long ears, big round eyes
 and a little black nose.
 Bunny is very funny.
 He runs, jumps and plays all day
 long.

6. Draw four pictures to the descriptions.
- 1) She is tall and thin. She's got an oval face with big eyes and thin lips. She is blond. Her hair is long and curly.
 - 2) She is tall and thin. She's got a round face. Her eyes are big. She's got a small pointed nose. She's got long curly hair.
 - 3) He is tall and very fat. He's got a round face. His hair is dark. He's got big eyes and thin lips.
 - 4) He is short and thin. His face is round. He's got short dark hair, big eyes and thin lips.
7. Imagine that you've lost your dog. Draw a picture of it and write a description.

LOST

This is my dog. His name is ____
 He is ____ . He's got ____ .

8. Look at the picture. Describe the family, using the words:



Mother, father, son, daughter, oval,
 round, long, short, fat, thin, curly,
 straight, tall, short, middle-sized.

9. Match the professions with the pictures:



A teacher, a doctor, a hairdresser, a worker, a driver, an engineer, a nurse.

10. Give the words to the following definitions:

- ___ teaches children
- ___ cures people
- ___ builds houses
- ___ cuts hair
- ___ drives a car
- ___ helps doctors

11. Group work. Work in groups of four. Interview your partners:

What's your mother's profession?

What's your father's profession?

Name	Mother's profession	Father's profession

12. Tell the class about your group.

Example: Ann's mother is a teacher. She teaches pupils.

Ann's father is a doctor. He cures people.

13. Draw the flags of the following countries.

Russia, Ukraine, Great Britain, USA, Germany, France.

Remember!

Ukraine — Ukrainian Russia — Russian Great Britain — British USA — American Germany — German France — French

14. Finish the sentences:

- 1) My friend Lena is from Moscow. She is ___ .
- 2) My mum was born in Berlin. She is ___ .
- 3) I am ___ .
- 4) I have a new pen friend from New York. He is ___ .
- 5) Mary is from Paris. She is ___ .

15. Answer the girl's questions:

- Hello! My name is Lisa. What is your name?
- I am ten. How old are you?
- I am Russian. What's your nationality?
- I am from Moscow. Where are you from?
- I am in the third form. What form are you in?

16. Speak about yourself using the plan:

- Name
- Age
- Nationality
- Native city
- Occupation

17. Use the plan to speak about your mother, father, sister, and brother.**18. Listen to the text. Write True or False.**

Hello! My name is Helen Smith. I live in the USA. I am ten years old, so I am a pupil. My family isn't big. My mother's name is Kate. She is 35. My father is also 35. His name is Mike. They are doctors.

- 1) Helen is 11 years old.
- 2) Her family is big.
- 3) Helen's mother is 35.
- 4) Kate is a doctor.
- 5) Mike is 40.
- 6) He is a doctor, too.

19. Choose questions and answers to make a dialogue.

Good morning!

What's your nationality?

How old are you?

Where do you live?

I live in Kyiv.
 I am Ukrainian.
 I am 12.
 Good morning!

20. Interview your partner to fill in the form.

Name:
 Surname:
 Age:
 Nationality:
 Address:
 Tel. number:

21. Read the letter and answer the questions:

Oleg Kravchenko
 31 Sumskaya Street
 Kharkiv

Dear Oleg!

My name is Tom. I am from London, Great Britain. I am 9 years old, so I go to school. I am tall and thin, my hair is fair. I've got big blue eyes and a small nose. I am sociable and friendly. I like to read and play basketball. What about you? What kind of person are you?

Bye.
 Tom.
 May, 21

- 1) Who is the postcard from?
- 2) Who is it to?
- 3) What is Tom's nationality?
- 4) Describe Tom.
- 5) Do you think that Tom has got many friends? Why?

22. Write an answer to this letter.

23. Game "Introductions"

The class is divided into two teams. Children from the first team are Ukrainians. Children from the second team are British. Their task is to get acquainted. The winner is the team who'll ask more questions.

24. Imagine that you have to give something to your friend, but you can't do it.

Ask your brother to do it for you:

- Your brother asks you to describe your friend, asking about his.
 - Name.
 - Age.
 - Height.
 - Colour of her eyes.
 - Colour of her hair.
- Describe your brother to your friend, answering her questions.

25. What is it?

- 1) What has no head, no legs, and still has a tongue?
- 2) There are six of us in every family, but only four in a town.
- 3) What do cats have that no other animals have?

Answers:

- 1) a shoe;
- 2) letters;
- 3) a kitten.

LESSON 2

HOBBIES

1. What nouns are used with these verbs?

To play.

To collect.

To like.

Classical music, stamps, coins, the piano, postcards, badges, labels, the violin, folk music, the guitar, old books, records, pop music, football, basketball.

2. Make sentences about likes and dislikes in your family.

Example: I play football and volleyball.

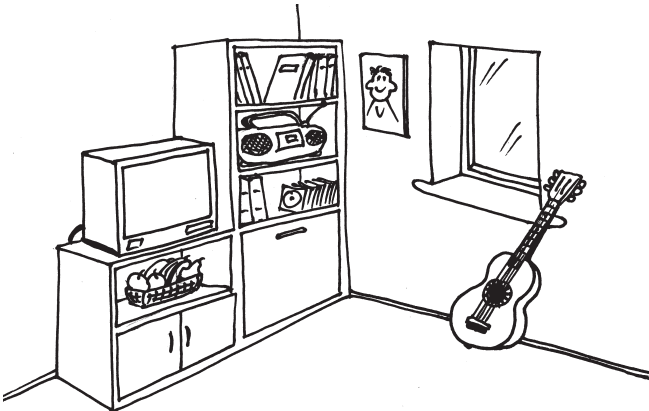
I collect coins and badges.

My mother likes classical music.

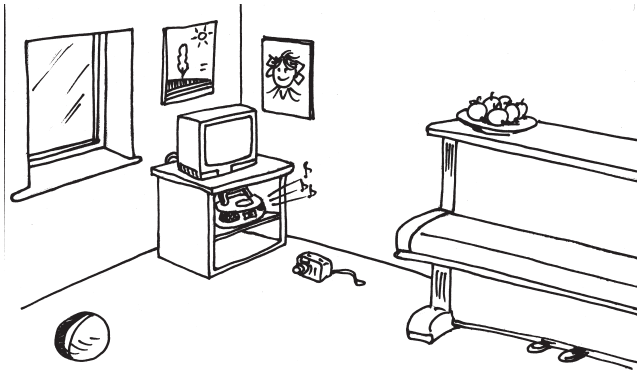
My dad plays the guitar.

3. What does Boris like to do?

Look at the picture of the boy's room. Guess what he likes to do. Use the verbs: to play, to listen to, to take, to eat, to watch, to paint, to read.



4. This is Kate's room. Compare it with the boy's room. Use the verbs: to watch, to play, to read, to listen to, to paint.



5. Group work. Interview your partners, fill in the table. Speak about the results.

Name	Collect stamps	Play the piano	Play football	Listen to pop music

Example: — Ann, do you collect stamps?

— Yes, I do.

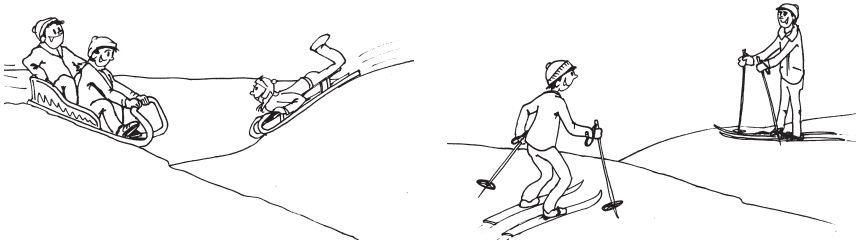
Ann collects stamps, but she doesn't ___ .

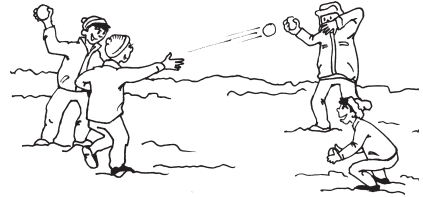
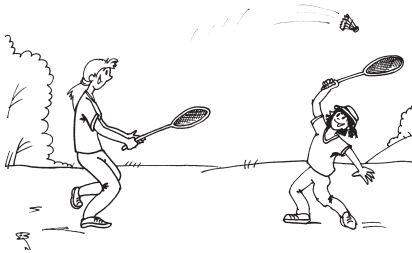
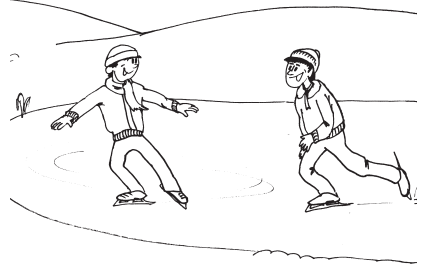
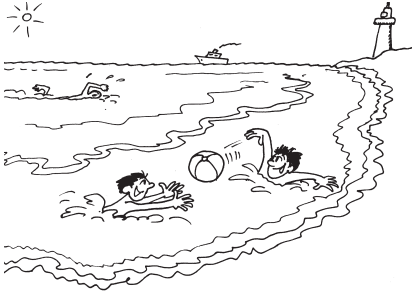
6. Answer the questions about children.

Name	Watches TV	Reads books	Plays the violin	Collects badges
Mike	+	+	+	+
Jane				
You				

- 1) Does Mike watch TV?
- 2) ___ .
- 3) ___ .
- 4) ___ .

7. The children can play these games and they like them. Say about it.





Sledge, ski, badminton, skate, swim, play snowballs

Example: The children can play volleyball. They like to play volleyball.

8. Speak about yourself:

What games do you like?

What games can you play?

Example: I like volleyball and tennis. I can't play football.

9. Pair work. Discuss games with your partner.

Example: — Can you play ___?

— Yes, I can. (No, I can't)

— Do you like to play ___?

— Yes, I do. (No, I don't.)

10. Guessing game

- Think of what you like to do in winter. Let your friends guess it.

Example: Do you like to skate?

- What does your friend like to do in winter? Let your friends guess it.

Example: Does your friend like to ski?

11. Game. Comment on the actions.

One of the players imitate the actions of swimming, skating, running, watching

TV. The rest of the players guess the action and say for example: You are skating.

12. Say true or false. Correct the sentences:

1) We can swim in the river in winter.

2) I can play with snowballs in autumn.

- 3) The children can play hockey in winter.
- 4) We can skate in April.
- 5) We can ski in January.
- 6) The boys can play football in winter.
- 7) We can go sledding in June.

13. Read the dialogues, dramatize them, make similar dialogues.

To m: Hi, Jane! Where are you going?

J a n e: Hi, Tom! I am going to the park. I want to ski there. Come with me.

To m: With great pleasure! It will be fun.

A n n: Hi, Jack!

J a c k: Hi, Ann! I am very glad to see you.

A n n: It's a beautiful day.

J a c k: Yes, isn't it?

T e d: Mike, do you like to swim?

M i k e: Oh, very much.

T e d: Let's go to the swimming pool, then.

M i k e: Thanks. With great pleasure.

B o b: Hi, Bill!

B i l l: Hi!

B o b: Can you play basketball?

B i l l: Yes, I can.

B o b: Do you want to play with us?

B i l l: I'd love to.

14. Read the story and say why did children have a lot of fun?

It was the first day of our winter holidays. The weather was nice. It was snowing, the trees were white with snow. My friend and I went for a walk to the park. There was a lot of snow. My friend Mike said, "Let's make a snowman". "Oh, that's a good idea", I said. We made three big snowballs. The first snowball was very big. The second was smaller than the first one. The third was the smallest. The smallest snowball was the "head". Then we took three sticks: one stick was the "mouth", two small sticks were the eyes. I had an idea, "We can make the nose of a big carrot". We ran home, took a big carrot and a pot. We put the pot on the snowman's head and made the nose out of the carrot. The snowman was ready. It was so funny. We were happy, we had a lot of fun.

Answer the questions:

- 1) Where did Mike and his friends go for a walk?
- 2) What idea did Nick have?
- 3) How many snowballs did they make?
- 4) What did they make the eyes and the mouth out of?
- 5) What did they make the nose of?
- 6) Give the title to the story.

15. Discuss sport games with your friend. Write sentences about him / her.

Can you ___ ?

Do you like ___ ?

Mike can ___. He likes ___ .

16. Do the chainword. All words are from the topic “Sport”.

						j	
f							
		r					
					b		
s			v				

17. Suggest your friend playing with you:

— Let’s play football.

— With great pleasure.

18. Game “Boaster”. Imagine that you are a hair who likes to boast very much. Every hair says what sport game he can play, next hair repeats the sentence adding something new. The winner is the hair who says the longest sentence without mistakes.

19. Read the dialogue. Write similar dialogue and draw your characters.

B i l l: Can you play hockey?

F r a n k: Yes, I can.

B i l l: Do you like to play hockey?

F r a n k: No, I don’t.

B i l l: What games do you like to play?

F r a n k: I like to play football and volleyball.

B i l l: What games can you play well?

20. Do the crossword. All words are from the topic “Sport”.

				r			
				j			
				s			
			t				
			h				
		f					
	b						
v							
b							

21. What games can we play in these places:

- a sports ground
- a swimming-pool
- a stadium
- a park

Make sentences.

Example: We can swim in the swimming-pool.

22. Read the letter and say what Bob's hobby is?

Hello, Denis!

Thanks for your letter. You want to know if I go into sports. Yes, I do. I like to play football. I go to the stadium to play football. I can play it well.

We've got a nice sports ground at our school. And my friends and I like to play basketball there.

With my family I go to the swimming-pool twice a week. I can swim rather well.

What sports do you like? What sport games can you play? Do you go to the stadium or to the swimming-pool? Do you have a sports ground at your school?

Bye,
Bob.

23. Write an answer to Bob's letter.

24. Learn the poem:

My Dog

I've got a dog.

Her name is Pat.

She can do this,

She can do that.

Look at my dog!

Tricks she can do.

I love my dog.

She loves me, too.

25. Read the dialogue and say: What do children in Ukraine and Great Britain like?

Te d: Hello, Vova!

Vo v a: Hello!

Te d: Let's talk about sports today.

Vo v a: It's O. K. with me.

Te d: Do boys and girls in Russia like to play sport games?

Vo v a: Yes, they like to play sport games very much.

Te d: What sport games do boys like to play?

Vo v a: Oh, football, volleyball, basketball, tennis, hockey.

Te d: And what about girls? Do they play football and hockey, too?

Vo v a: I don't think they do.

Te d: And in Great Britain they do. I know that in Russia girls like to play snowballs, skate, ski and sledge. Is that so?

Vo v a: Yes, but boys like to play these games, too. And what about you? What sport games can you play well?

Te d: I think I can play volleyball and tennis well. We've got a very nice sports ground at our school. And all the boys and girls love to go to our sports ground. What sports do you like?

Vo v a: I like to swim. I think I can swim well. I go to the swimming pool with my father and brother.

Te d: Oh, you've got a brother! What's his name? How old is he?

Vo v a: His name is Vasya. He is four but he can swim very well.

Te d: Can he?

Vo v a: Yes, he can. And he loves it!

Te d: I see. Do you want to be a sportsman?

Vo v a: Yes, I do.

Te d: And so do I. Now it's time to go.

Good-bye, Vova.

Vo v a: Bye, Ted.

26. Group work. Divide the class onto two groups. Who can do it first.

Find someone who can ride a horse. Find a boy who can dance. Find a girl who can play football. Find someone who can play tennis. Find a girl who can skate. Find someone who can ski. Find a boy who can ski.	NAME
--	------

27. Let's smile!

- 1) Can you touch your head with your foot?
- 2) Can you sing an English song?
- 3) Can you stand on one leg and touch the floor?
- 4) Can you name twelve fruits and vegetables in English?
- 5) Can you name all the children in your class?
- 6) Can you count to a hundred in English?

LESSON 3

SEASONS. WEATHER

1. Group work. Look at the calendar and answer the questions.

- 1) How many months are there in a year?
- 2) How many days are there in a month?
- 3) How many weeks are there in a month?
- 4) How many days are there in a week?
- 5) Which month is the first (the second, ...)?
- 6) How many seasons are there in a year?

2. Say true or false.
 - There eleven months in a year.
 - There are thirty days in February.
 - The winter months are: November, December, and January.
 - The summer months are: June, July, and August.
 - We go to school in July.
 - School begins in September.
3. Game “Twelve months”
12 pupils come to the blackboard. Each one is given the name of this or that month. The leader is to line them up in the proper order.
Example: January, February, __ .
4. Say the date:
1.04;
5.10;
13.01;
15.12;
11.07;
4.09;
16.06;
30.10;
Example: 4.05 — It is the fourth of May.
5. Put down the dates in numbers:
the first of January;
the twenty-second of February;
the fifth of July;
the thirteenth of May;
the sixth of November;
the fourteenth of February.
6. Read the text and answer the questions.
 - 1) How many months are there in a year?
 - 2) What are they?
 - 3) When do children have their vacations?

School and School Holidays

There are twelve months in a year: January, February, March, April, May, June, July, August, September, October, November, December. There are three months in a season.

Winter begins in December and it is over in February.

March, April and May are spring months. When spring is over, summer comes. June, July and August are summer months. When summer is over, autumn comes. September, October and November are autumn months.

When autumn is over, winter comes. December, January and February are winter months.

The first school vacation is in autumn. Schoolchildren have their autumn vacation in November.

Winter vacation begins on the twenty-ninth of December and it is over on the tenth of January.

Spring vacation is in March. Children have their summer vacation in June, July and August:

When summer vacation is over, children go to school. The school year begins on the first of September.

7. Guess the words:

- 1) There are __ weeks in a month.
- 2) There are four __ in a year.
- 3) School starts in __ .
- 4) It is snowy and cold in __ .
- 5) The hottest season is __ .
- 6) The second spring month is __ .
- 7) First leaves appear in __ .
- 8) The last spring month is __ .

8. Learn the poem:

Spring is green,
 Summer is bright,
 Autumn is yellow,
 Winter is white.

9. What is the weather like? Find the picture with the description.

- 1) It's rainy and damp.
- 2) It's sunny and warm.
- 3) It's snowy and cold.
- 4) It's windy and cool.

10. Use the words to describe the weather in different seasons:

Warm, hot, cold, cool, slippery, sunny, windy, foggy, cloudy, snowy, rainy, damp.

It is __ in winter.
 It is __ in summer.
 It is __ in autumn.
 It is __ in spring.

11. Match sentences to make short dialogues:

It's warm today.	Let's stay at home.
It's cold and rainy today.	Let's go to the Zoo.
It's slippery. Watch out!	That's no excuse!
It's cold outside.	Thank you. Don't worry!

12. Group work. Giving advice

The first group says about the weather, the second gives an advice.

13. Read the poems and fill in the missing word.

- purple
- black
- blue
- yellow
- green
- gold

- 1) ___ is the grass
And the leaves of trees.
___ is the smell
Of a country breeze.
- 2) ___ is the colour of the sky
Without a cloud,
Cool, distant, beautiful
And proud.
- 3) ___ is the night,
When there isn't a star
And you can't tell by looking
Where you are.
- 4) ___ is a metal,
___ is a ring,
___ is a very
Beautiful thing.
- 5) ___'s mimosa
And I guess
___ is the colour of
Happiness.
- 6) Time is ___
just before night,
When most people
Turn on the light.
But if you don't,
It's a beautiful sight.

Answers:

- 1) green;
- 2) blue;
- 3) black;
- 4) gold;
- 5) yellow;
- 6) purple.

14. Guess what season it is and what months there are in it.

- 1) It is cold. Snow is everywhere: in the streets, on the houses, in the trees. The trees are white with snow. Some animals sleep and some change their colour.

- 2) It is warm, but not hot. Snow melts, there's a lot of water in the streets. The trees are in blossom, first flowers appear.
- 3) It is hot. The trees are green. There are a lot of flowers. The birds sing songs. It is fun to be outdoors. We can swim, play different games.
- 4) It is cool or even cold. It is cloudy and windy. Everything is yellow. School begins.

15. Learn the poems:

- 1) The snow is falling,
The wind is blowing,
The ground is white
All day and all night,
The ground is white
All day and all night.
- 2) *The rain*
Rain, rain, no game,
Rain, rain, go away,
Come again another day
Tom and Mary want to play.
- 3) *Autumn*
Yellow, red, green and brown
See the little leaves come down
Dancing, dancing in the breeze
Falling, falling from the trees.
- 4) Summer is over,
September comes.
October and November
Are also autumn months.
September is the month
When school begins.
It's time to work,
The school bell sings.
Holidays are over,
No more fun
Holidays are over,
School has begun.
- 5) In the spring,
In the spring,
Sweet and fresh is everything.
Winter winds are no blowing,
In the fields all is growing,
In the spring,
In the spring,
Sweet and fresh is everything.
- 6) It's winter, it's winter,
Let us skate and ski!
It's winter, it's winter
It's great fun for me!

7) *Clouds*

White sheep, white sheep
 On a blue hill,
 When the wind stops
 You all stand still.
 You walk far away
 When the winds blow.
 White sheep, white sheep,
 Where do you go?

16. Make up a story about spring (summer) in a chain.

The teacher says to the first player a sentence, “It is spring”. The first player repeats this sentence and adds another sentence, “It is spring. The sky is blue”. The winner is the one who says the last sentence.

17. Imagine that you are writing a letter to a boy (or a girl) who lives in India. What would you write about winter.

18. Learn the proverb.

Everything is good in its season.

19. Read the story and give a title to it.

It was a cold winter day. Steve and Lucy were at home. Lucy looked out of the window and saw a little bird. She said to Steve, “Oh, look, Steve! There is a little bird in a tree. I think the bird is cold and wants to eat”.

“Let’s give it some bread and apples”, said Steve.

“That’s a good idea. Birds like fruit”.

The children gave the bird some fruit and an apple.

The bird ate the bread and the apple and said, “Cheep! Cheep! Cheep!”

The bird said, “Thank you very much, Lucy and Steve!”

Answer the questions:

- 1) Was it winter or summer?
- 2) Where were the children?
- 3) Did they see a bird in a tree?
- 4) What did they give to the bird?
- 5) Do you help birds in winter?
- 6) What do you give the birds to eat?

LESSON 4

MY HOME

1. Draw picture of a house. Sign different parts of it. Use the words:
 a cellar, an attic, a garden, a roof, a door, a bell, steps, a window, a chimney

2. Make words from the letters:
 c i t t a;
 o o d r;
 f o r o;
 d r g a n e;
 l b l e;
3. Answer the questions and draw your home.
 1) Do you live in a house or in a flat?
 2) What colour is it?
 3) Is your home big or small?
 4) Have you got a garden or a balcony?
4. Group work. Interview your partners about their homes, fill in the table.

Name	House or flat	Garden	Balcony	Number of rooms

Do you live in a house or in a flat?

Do you have a garden?

Do you have a balcony?

How many rooms do you have?

5. Write descriptions of your friends' homes.
Example: Ann lives in a house. She has got a garden, two balconies and four rooms.
6. Read the text about Bill's house. Draw a plan of it.
 Bill lives in a house. It has got two floors. Upstairs there are three bedrooms and a bathroom. The biggest bedroom is Bill parents'. Bill's bedroom is next to the bathroom. Between Bill's bedroom and parents' bedroom there is Susan's bedroom.
 The biggest room downstairs is the living-room. The dining-room is next to the living-room and the kitchen is next to the dining-room.
7. Measure rooms in your house and fill in the table.

	Bathroom	Hedroom	Living-room	Kitchen
How long is your ___				
How wide is your ___				

8. Draw a plan of your house or flat and describe it, like in exercise 6.
9. Find the picture of two rooms. Describe them, using the plan.
 1) Size (*small, large*)
 2) Colour (*white, brown*)
 3) Condition (*light, dark*)
 4) Temperature (*cold, warm*)

10. Describe your room according to the plan.
11. Pair work. One pupil thinks of a room where he left his dog. Another pupil has to guess where he is, asking different questions.
 Is ___ ?
 Isn't ___ ?
 ___ or ___ ?
 ___, isn't he?
 Where ___ ?
12. Divide the furniture among the rooms: a sofa, a bed, an armchair, a table, a sink, a table, a fridge, a cooker, a stool, a wardrobe, a cupboard, a shelf, a TV, a bookcase.

Bathroom	Bedroom	Living-room	Kitchen

13. Read the text and draw the furniture in the room.
 There's a sofa by the wall and an armchair by the sofa. Next to the armchair there's a small table. There's a lamp on the table. There's a rug on the floor next to the sofa and there are two pictures on the wall. There's a bin between the TV and the door and a plant in the corner next to the door.
14. Draw a plan of the furniture in your room and write a similar description.
15. Game "Hide and seek"
 Pupils hide something in the classroom. One pupil has to find it. He asks questions to the pupils.
Example: Is it on the table?
 No, it isn't.
 Yes, it is.
16. A game: "Furnish your room"
 Two pupils play. The teacher gives furniture to both pupils. They furnish their rooms how they like, hiding from each other. Then they ask each other questions, trying to guess where is the furniture.
 a bookcase in the middle of
 a desk to the right of
 a chair to the left of
 a sofa opposite
 an armchair near
 a carpet next to
 a wardrobe between
Example: — Is the chair in the middle of the room?
 — No, it isn't.

17. Read to the dialogue and dramatize it. Change some details.

To m: Hello, Suzy! How are you? I am glad to see you.

S u z y: Hello, Tom. I am fine, thanks. I am glad to see you, too.

To m: You have a new flat. Where do you live now?

S u z y: Yes, we have. I like it very much. We live on Park Street now.

To m: How many rooms are there in your flat?

S u z y: We have three rooms.

To m: How nice it is.

18. Read the story and answer the question “Who lives in this house?”

There is a small house in the forest. There are two rooms in the house: a kitchen and a bedroom. This is the kitchen. There is a table in the kitchen. There are three chairs at the table. There are three cups on the table. There are two big cups and one little blue cup. This is the bedroom. There are three beds in the bedroom: two big beds and one small bed. A little girl is sleeping in the small bed. Her name is Masha.

Find the right answer.

1) How many bears live in the house?

- One
- five
- three

2) How many rooms are there in the house?

- Three
- one
- two

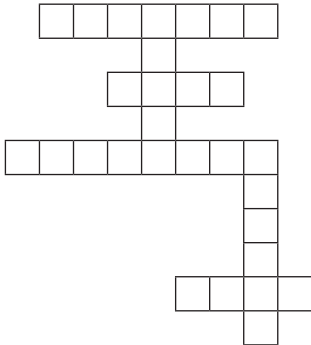
3) What colour is the small cup?

- Red
- yellow
- blue

Where is the girl sleeping?

- a) In the big bed;
- b) in the small bed;
- c) in the armchair.

19. Do the crossword.



Down:

- 1) стілець;
- 2) дзеркало.

Across:

- 1) кухня;
- 2) лампа;
- 3) ванна кімната;
- 4) двері.

20. Dramatize the poem.

The Cat and The Mouse

C a t: Little Mouse, little Mouse.

Where is your house?

M o u s e: Little Cat, little Cat.

I have no flat

I am a poor Mouse,

I have no house.

C a t: Come little Mouse

Come, stay with me.

I'll give you bread.

And cheese for tea.

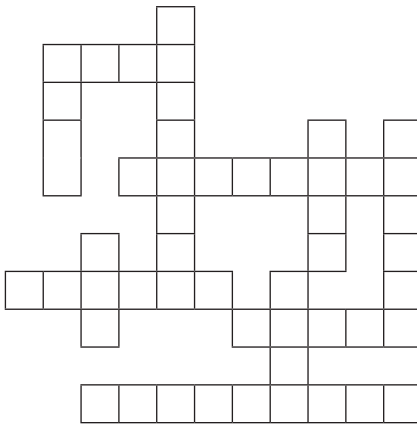
M o u s e: No, little Cat.

I can't come and stay.

My dear mother

Does not let me play.

21. Do the crossword.



- sofa;
- armchair;
- toilet;
- sink;
- telephone;
- rug;
- fridge;
- table;
- lamp;
- bath;
- wardrobe;
- bin.

LESSON 5**CLOTHES**

1. Look at your partner and say what clothes has he / she got.
2. Say the words in English:
 - 1) пальто;
 - 2) сукня;
 - 3) шарф;
 - 4) шорти;
 - 5) штани;
 - 6) взуття.

3. Match clothes with different seasons. What do people wear:
 in summer?
 in autumn?
 in winter?
 in spring?

A dress, a shirt, a skirt, trousers, a jacket, a hat, a coat, jeans, a blouse, boots, a raincoat, socks, a fur-coat, a cap, a warm hat, a scarf, gloves, mittens, a T-shirt.

4. Ann is going to the seaside. Look at the list. Say what she needs.
- | | |
|------------------|-------------------|
| a dress | jeans |
| a T-shirt | a sweater |
| a skirt | a swimming-suit |
| a blouse | a pair of shoes |
| 2 pairs of socks | a pair of sandals |
| a cap | |

Example: There is no blouse in the suitcase.

5. Read the phrases. Practice them, changing some details.

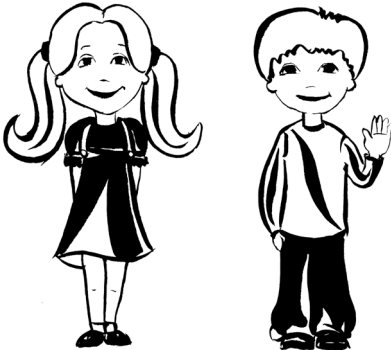
Remember!

Take off — зняти (одяг)

put on — одягти

- Hello! Come in, please. Take off your coat!
 - Please put on your cap and scarf!
6. Your friend has come to see you. Greet him and ask him to take off his coat.
Example: —Hi, Mike. How are you?
 — I am fine, thanks. And you?
 — I am very well, too. Come in, please. Take off your coat.
7. Imagine your little brother or sister is going for a walk. Ask him / her to put on a hat (a coat, shoes, __)
Example: Mary, please put on your scarf.
8. Look at the picture, say what they are wearing.

Example: He is wearing shoes.
 She is wearing a dress.



9. Say what you are wearing today.

Example: I am wearing a jacket today.

10. Game “Who is it?”

One pupil is a leader. He chooses one child and describes his clothes. Other pupils have to guess.

Example: This person is wearing a dark sweater, green trousers and black shoes.

11. A guessing game

Imagine your mother has come from the shop where they sell clothes. Guess she has got in her bag.

Example: Do you have a dress?

Yes, I do. (No, I don't)

12. Learn the poem.

Shoes and boots,
Boots and shoes
Come and buy
The size you use.
Try them on
Before you choose
Shoes and boots
Boots and shoes.

13. A game “Buying and selling”

The teacher chooses a shop-assistant and brings pictures of different clothes. The task is to buy as many things as possible.

Example: — I want to buy a / some __, please. Have you got a / any __, please.

— Certainly, we have. Here you are. (No, I am sorry. We, haven't.)

14. A game “What is it?”

The teacher shows ten pictures to the pupils. Then take them away. Every pupil takes a card (looking at the opposite site of the card). The pupil guesses what it is.

Example: — Guess what I have got!

— You've got a coat.

— No, I haven't. (Yes, I have.)

15. A game “Who has it?”

Two teams face each other. The teacher give a picture to every team. Every team hides the picture, passing it from one pupil to another. When the teacher says “Stop!”, the picture is in someone's hands. The teams have to guess who has it.

Te a m A: Ann has got the dress.

Te a m B: No, she hasn't.

16. Pair work. Dramatize the situation “At the shop”.

You are going to buy one of the following:

a suit, a dress, a shirt, a skirt, a jacket.

A

Can I help you?
 What can I do for you?
 Any particular colour?
 And what size?
 Do you like this?
 It suits you very well.

B

May I have ___
 Yes, can I have ___
 I want ___
 I am looking for
 I'd like something in ___
 Yes, that does look good.
 How much is it?
 May I try it on?

17. A game "Say something pleasant"

Every pupil pays a compliment to any pupil in the class. And then one by one.

Example: Ann, what a nice dress you are wearing!

18. Draw a person, colour his / her clothes. Describe the person, saying what he / she is wearing.

19. Imagine you are at friend's birthday party. Say what you are wearing.

20. Listen to the dialogue and say true or false:

- Look! Look, a wedding.
- Where?
- Look over there!
- Oh, yes!

— Look at the woman. She's wearing a white dress. And she's got some flowers.

— Look at the man. He's wearing grey trousers and a grey jacket. And he's wearing a grey hat.

— And look at the little girl. She's wearing a pink dress and blue shoes. And look, she's got some pink and blue flowers.

— And look at the little boy. He's wearing blue trousers and a blue hat.

True or False

- 1) The children saw a wedding.
- 2) The woman was in a pink dress.
- 3) The man wore grey trousers and a black jacket.
- 4) All people had flowers.
- 5) The little girl had a pink dress and blue shoes
- 6) Her flowers were pink and blue.
- 7) The little boy was wearing blue trousers and a blue hat.

21. Group work

Divide the class into two teams, A and B. Give a pupil from team B a task to draw a boy with shorts and a T-shirt on the board. Team A begins to count to 20. If the pupil from team B finishes the drawing before Team A have counted up to 20 he or she wins a point. Now give a task to a pupil from Team A.

22. Instruction game. The teacher plays an instruction game using different clothes that children are wearing in the class. Children wearing a red T-shirt, stand up. Children wearing blue jeans, touch your head.

23. For this activity you'll need two equal sets of clothes picture vocabulary cards. Mark one set of clothes cards with crosses on the back of them. Shuffle and distribute the cards giving two cards to each pupil. Pupils who have cards with crosses on the back make negative sentences to match the card, e.g. I haven't got a dress. One pupil who has a dress card with a tick on the back gives the card to that pupil to make a pair. Continue until all the pairs are matched up.

24. A project on uniforms

Ask children what different people wear for different jobs. Get children to find pictures of different uniforms in old magazines, to cut these out and to make a poster with labels for the different clothes.

LESSON 6

MY DAY**1. Learn the poem:***The Clock*

Tick, tock, tick, tock
Merrily sings the clock:
It's time for work.
It's time for play.
Tick, tock, tick, tock
Merrily sings the clock.

2. Read the dialogue, read and dramatize it. Make up your own.

L u c y: Hello, Jack!
J a c k: Hi, Lucy!
L u c y: What time is it?
J a c k: It's half past six.
L u c y: Oh, I am late. Excuse me, please.
J a c k: That's all right. Good-bye.
L u c y: See you.

3. The teacher gives instructions and the pupils mime them.

get up;
clean my teeth;

wash my hands;
brush my hair;
have breakfast;
go to school.

4. Sing the song and mime it:

This is the way I get up
I get up, I get up
This is the way I get up
On a Monday morning.

This is the way I clean my teeth
I clean my teeth, I clean my teeth
This is the way I clean my teeth
On a Monday morning.

This is the way I wash my face
I wash my face, I wash my face
This is the way I wash my face
On a Monday morning.

This is the way I brush my hair
I brush my hair, I brush my hair
This is the way I brush my hair
On a Monday morning.

This is the way I have breakfast
I have breakfast, I have breakfast
This is the way I have breakfast
On a Monday morning.

This is the way I go to school
I go to school, I go to school
This is the way I go to school
On a Monday morning.

5. Find picture of a boy's day. You will listen to Joe talking about his morning.
Put the Pictures in the correct order.

Joe: This is what I do every morning. Every morning I get up, wash my face and clean my teeth. Then I brush my hair, I have my breakfast and go to school.
What do I do?

6. Interview your partner about his / her morning.

- 1) When do you usually get up?
- 2) When does your mother (father) get up?
- 3) Do you do morning exercises?
- 4) Do you go to the bathroom then?
- 5) Do you wash your face and hands?
- 6) What do you put on when you go to school?
- 7) What do you have for breakfast?

Tell about your partner to the class.

7. Say what Joe does after school.
to come home;
to go for a walk (with the dog);
to do homework;
to help mother;
to go to bed.
8. Choose what you do after school, make sentences.

activities	Yes / No
To go for a walk	
To do homework	
To watch TV	
To help mother	
To read books	
To play computer games	

After school I __ .

9. How often you do these things. Fill in the tables:

1) wash dishes

	you	mum	dad
Sometimes			
Always			
Never			

2) clean the windows

	you	mum	dad
Sometimes			
Always			
Never			

3) wash the clothes

	you	mum	dad
Sometimes			
Always			
Never			

4) clean the house

	you	mum	dad
Sometimes			
Always			
Never			

Tell the class your results.

10. Ask your friend:

	sometimes	never	always
Wash-up			
Clean the house			
Wash the dishes			
Play computer			
Watch TV			

- Ann, how often do you wash-up?
- Sometimes.

11. Tell the class about your friend.

12. Do you observe etiquette? Tell how you behave in these situations.

- to help mother carry heavy things, always
- to hold the door open for any person following me, usually
- to interrupt grown-ups, never
- to keep off the grass, always

13. Read the text and find out what the girl wants to say to her father.

My Busy Dad

We are a family of three: Father, Mother and I. My father is always very busy. He does not have time to play with me. When I ask him to play with me he usually says “I am sorry, I can’t. I am very busy” or “Ask your mother to play with you” or “Go and play with your friends”.

On Sunday we got up at nine o’clock. We had breakfast. Then I played with my doll. I read a book and watched TV. It was half past nine in the evening. It was time to go to bed. I opened my father’s room and said, “Excuse me, Dad”. “Close the door. Can’t you see, I am busy. Go and play with your doll”. “Oh, dad, I wanted to say Good night to you”. “Can’t you say it to me in the morning? I am busy now”, said my daddy.

14. Say what your family do in the evening.

In the evening my mother __

My father usually __

I __.

15. Say what Jo usually does every day.

16. Use the pictures of Joe to tell about your day.

17. You had a very good time on Sunday. Let your friend guess what you did.

Example: Did you go to the park?

Grade 4

LESSON 1

THE CITY. TRANSPORTATION

1. Match the words with the definitions:

a city it is surrounded by water;
a town the houses are small there, people usually work on fields,
 grow fruits and vegetables;
an island it is very big, there are theatres, cinemas, universities there;
a village there are many houses there but they are not big, there are
 some shops and places of interest;

2. Fill in the table. What can you see in the city and in the town?

City	Town

3. Answer the questions. Put information in the questionnaire.

The place I live in

- | | |
|--|--|
| 1) What country do you live in?
2) Do you live on an island?
3) Where do you live?
4) Is your town in the north, south, east or west?
5) Is your town big or small?
6) Is your town near the city?
7) Is your town near the mountains?
8) Is there a river in your town?
9) What the river called? | |
|--|--|

4. Say where you would like to live? Why?

I would like to live in Africa, because it is always warm there.

5. Remember!

North

West

East

South

Group work. You have three minutes to write what cities of Ukraine are there:

in the north?

in the south?

in the west?

in the east?

6. Imagine that you are in the summer camp. You have many new friends. You ask on friend:
- what town / city he / she lives in;
 - what street he / she lives on;
 - is it in the north, south, west, east of the town / city;
 - what is there in the town / city.

Make a dialogue.

7. Remember!
- to go by car, bus, tram, trolley-bus;
to go by metro;
to go on foot.

Say how you get to school and how you would like to get there.

Example: I go to school by bus, but I would like to go by metro.

8. Read the story and guess if Ann lives in the town or in the city. Why do you think so?

Ann has got a big family. She is a pupil. She goes to school on foot. Her brother works in a plant. He goes to his work by bus. Her father is a businessman. He goes to his office by car. Her mother is a doctor. She goes to her office by metro.

9. Do the crossword.

- 1) _____ .
- 2) _____ .
- 3) _____ .
- 4) _____ .
- 5) _____ .

- 1) People pray in this building.
- 2) This building has many collections from different countries.
- 3) You can find books here.
- 4) There are blackboards in this building.
- 5) There are many people dressed in white in this building.

10. Make a list of the buildings in your town. Write the names and addresses of the buildings if you can.

Buildings	Names and addresses

11. Asking about the location of the buildings. Every team draws five buildings. One team asks questions, trying to guess the names of the buildings of the other team.

Example: Is there a library in the street?

12. My street plan

Draw a plan of the streets and buildings near your house. Label your picture.

13. Which map?

Car Park;
Library;
Supermarket;
Cafe;
Toy Shop;
Theatre;
Church;
King Street;
Queen Street.

Park;
Library;
Supermarket;
Church;
Toy Shop;
Theatre;
Cafe;
King Street;
Queen Street.

The car park is on the King Street. The café is opposite the supermarket. The theatre is between the toy shop and the church. The library is on the King Street.

13. A snowball game. The topic is “The city”.

Say a sentence, let your friend repeat it, but he / she adds his / her own sentence, the third pupil is to repeat two previous sentences and to add a new one.

Example: — This is a street.

— This is a street. There are many cars in the street.

— This is a street. There are many cars in the street. There is a big shop in this street.

14. A guessing game “Where were you yesterday?”

One of the pupils thinks where he was yesterday. The rest of the pupils guess where he was.

Example: Were you in the park yesterday?

Yes, I was.

15. Where do you buy these things?

Socks, sweets, chocolate, sausages, trousers, apple, fish, magazine, rabbit, skirt, table, carrot, pencil, chewing gum, shoes, hat, cauliflower, soap, bird, badge, dress, beans, pen, potato, cards, orange, coat, crisps, pies, bed.

chemist	sweet shop	pet shop	fruit and vegetable shop	newsagent
clothes shop		furniture shop		butcher

16. Learn the poem:

The streets go up
The streets go down
And in and out
About the town.
In the streets
The buses run,
Two by two,
Or one by one.

17. Design a sign.

- 1) Draw a shape on a piece of paper or a card.
- 2) Draw a picture on your sign.
- 3) Colour your sign and write a meaning.

Example: No chewing gum in school!

18. Tick things which are dangerous for you.

- 1) Playing football in the park.
- 2) Walking on the pavement.
- 3) Riding a bike with no hands.
- 4) Playing football in the street.
- 5) Walking on the road.
- 6) Going shopping.

19. Read the story and say: Why Minny liked a big city?

Once upon a time there lived two mice. One mouse lived in a big city. Her name was Minny. Her friend lived in a village. Her name was Maggy. One day Maggy visited her friend Minny. She went to the city by train. She saw big beautiful houses, many shops. There were a lot of buses, cars and trolley-buses in the streets. Minny lived on Fruit Street. Maggy went there by bus. Minny was glad to see her friend. “Do you like to live in the city?” Maggy asked Minny. Minny said, “Of course, I do. It is nice to live in the city. There is a lot of food in the shops. I can eat corn and cheese every day. But there is a big black cat in the house where I live. He can kill me when I come to the kitchen”. Then Maggy had an idea “Let’s buy a TV-set for the cat. He likes to watch TV”. Minny liked the idea. They went to a shop and bought a new TV-set. Now there is a TV-set in the kitchen. Every day the cat sits down to watch TV and the mice come to the kitchen to eat corn and cheese.

20. Answer the questions:

- 1) Where did the mice live?
- 2) Who visited Minny in the city?
- 3) Did she go to the city by bus or by train?
- 4) What did she see in the city?
- 5) What street did Minny live on?
- 6) Did Minny like to live in the city?
- 7) Who lived in her house?

- 8) What idea did Maggy have?
- 9) What did they buy in the shop?
- 10) What can the mice do every day now?
- 11) What does the cat do every day now?

21. Project “My native city”

Stick a postcard of your city and write a description of it.

22. Find a Ukrainian equivalent to the proverb:

East or West, home is best.

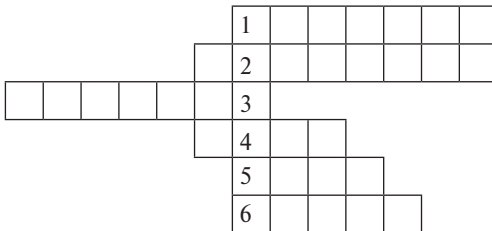
23. Let's play. Every pupil wants to invite the teacher somewhere. He describes this place, says what interesting places it has. The winner is a pupil who can convince the teacher to go to his place.

Example: Let's go to the zoo. There are many wild animals there.

LESSON 2

FOOD AND DRINKS

1. Fill in the crossword and draw a magic word:



- 1) печиво;
- 2) ковбаса;
- 3) курча;
- 4) торт;
- 5) горіх;
- 6) яблуко.

2. Match the words:

- | | |
|-------------|---------|
| a bottle of | tea; |
| a glass of | meat; |
| a cup of | milk; |
| a loaf of | sugar; |
| a slice of | bread; |
| a packet of | cheese; |
| a jar of | Coke; |
| a can of | jam; |
| a piece of | water; |
| a bowl of | bread; |
| a carton of | sugar; |
| a kilo of | tea. |

3. Circle the word which is different:

- 1) a carrot a cabbage a cauliflower a banana;
 2) an apple a potato a tomato a strawberry;
 3) a potato lemonade a carrot an onion;
 4) an orange a cabbage beans a cauliflower.

4. Say what it is:

- 1) A long green vegetable.
 2) This is a fruit and a colour.
 3) A big brown vegetable.
 4) A long yellow fruit.
 5) A big or small red fruit.

5. Interview your friends.

	Favourite food	Favourite vegetable	Favourite fruit	Favourite drink
Ann	pizza			
Peter				

— Ann, what is your favourite food?

— Pizza.

6. Imagine that you have 20 grivnas. What would you choose? Why?

The cafe	
Vanilla ice-cream	7
Chocolate ice-cream	7
Milk shake	10
Lemonade	5
Coca-Cola	5
Chicken pizza	10
Hamburger	8
Salad	5
Chicken	15
Fish	15

7. Write about your breakfast, dinner, supper.

For breakfast I prefer ___ .

8. Change and dramatize the dialogue.

— Ann, breakfast is ready. Hurry up, please!

— Well, mom, I am here.

— What do you want to eat?

— I want a cup of tea and some cheese.

— Do you want some milk?

— Yes, please.

— All right, sit down and eat.

— Thank you, mom.

9. A guessing game. Guess what your friend had for breakfast.

Example: Did you have an egg for breakfast?

Yes, I did.

10. A snowball game. The players are all around the table. The teacher stands or sits in front of them. The teacher says to the first player to tell a word. The player says, for example a word “egg”. The next player repeats this word and adds another word to the word of the preceding player.

- egg
- egg, cheese
- egg, cheese, sugar

11. Finish the sentences with the words:

a knife;

a fork;

a spoon.

- 1) We eat soup with ___ .
- 2) We eat fish with ___ .
- 3) We eat scrambled eggs with ___ .
- 4) We eat meat with ___ .
- 5) We cut cakes with ___ .

12. Say what vegetables you will choose to make a salad you like:

- potatoes
- radish
- tomatoes
- cucumber
- cabbage
- onions
- beans

13. Write a recipe of your favourite meal.

You need: ___ .

How to prepare: ___ .

14. Read the tale and dramatize it.

The Mouse and Its Tail

A cat caught a mouse and bit off his tail.

M o u s e: Please give me my tail.

C a t: First go to the cow and get me some milk. Bring me the milk and I shall give you your tail.

The mouse went to the cow.

M o u s e: Please give me some milk.

C o w: Go to the farmer and get me some grass, and I shall give you some milk.

The mouse went to the farmer.

M o u s e: Please give me some grass.

F a r m e r: Go to the butcher and get me some meat, and I shall give you some grass.

The mouse went to the butcher.

M o u s e: Please give me some meat.

B u t c h e r: Go to the kitchen and get me a big knife. Then I shall give you some meat.

15. Learn the poem:

Wash the dishes, wipe the dishes,
Ring the bell for tea;
Three good wishes, three good kisses
I will give to thee.

16. Imagine you are in the shop “Fruits and Vegetables”. You are buying fruits. Change and dramatize the dialogue.

— Hello, what can I do for you?

— Good afternoon, I would like to buy some fruits.

— What fruits do you want to buy?

We have apples, pears and grapes today.

— I'd like to have two kilos of apples, one kilo of pears and one kilo of grapes.

— Here you are!

— How much is it?

— 20 grivnas.

— Thank you very much.

— Good-bye.

LESSON 3

MY FLAT

1. Sign the pictures:

2. Say why we need these things:

- a bed
- a fridge
- a wardrobe
- a telephone
- a sofa
- a computer

Example: We need a bed to sleep and to have a rest.

3. Project. Plan an ideal bedroom. Draw a picture of a room you'd like to have. Describe it.

4. Pair work. Ask your friend about his / her room and draw it.

— Do you have a bed in your room?

— Where is it?

5. Describe your classroom, using

There is ___ .

There are ___ .

6. Read a description of a room. Draw it.

The room is not big. The bed is under the window and there is a chair next to the bed. There is a picture on a green wall and a bookcase by the green wall. The wardrobe is between the door and the bed. There is a blue rug on the floor and a bin next to the bookcase. There is a small red lamp on the bookcase.

7. Imagine that your friend has got a doll house. There are three rooms in the house. You are interested to know what there is in the rooms of the house. Fill in the table.

A living-room		
a sofa		
2 chairs		

What rooms are there in the house?

Is there a ___?

Are there many ___?

How many ___ are there in the room?

8. Imagine you have got a new apartment. Describe it. Use the plan:

- is your apartment big or small?
- how many rooms are there?
- is there a bedroom?
- what is there in the bedroom?

9. Fulfill the commands:

Go to the window!

Open the door!

Touch the floor!

Put a ball on the floor!

10. Imagine you are showing your classroom to a new pupil.

There is a ___ .

There are ___ .

11. Say the Ukrainian equivalent to the proverb. Explain its meaning.

The right thing in the right place.

12. Read the text and say “Why was the flower magic?”

The Magic Geranium

Mrs. Smith lived in an old house. The furniture was old. The paint on the walls was dirty and the curtains were old and dirty. One day a friend gave Mrs. Smith a beautiful rose geranium. The friend said, “This is a magic geranium. Put it on your table. It will make your house over”. Mrs. Smith said, “Oh! Magic geranium!”

And she put the flower on her table. The geranium looked very nice. Mrs. Smith said, "Hm, that geranium makes the table look older than ever, I'll buy some green paint and paint the table". She bought some bright green paint and a paintbrush. She put on her oldest dress. She painted the table. The green table looked bright and beautiful with the rose geranium on it. Mrs. Smith said, "Hm, that green table makes the chairs look older than ever. I'll buy some rose-coloured paint and paint the chairs". She bought some rose-coloured paint to match rose geranium, and painted the chairs. The chairs looked very nice with the green table and the rose geranium. Then Mrs. Smith said, "Hm, the green table and the rose-coloured chairs make my walls look too old! I'll buy some cream-coloured paint and paint the walls". She bought some cream-coloured paint. She painted the walls. The walls looked so nice with the rose-coloured chairs and green table and rose geranium" Mrs. Smith said as she looked around, "I'll paint some rose and green flowers on my cream-coloured wall match my rose geranium". She painted some rose and green flowers on her cream-coloured walls. The flowers looked so pretty that Mrs. Smith thought, "I'll paint some green and white flowers on my rose-coloured chairs". She painted some green and white flowers on her rose-coloured chairs. Mrs. Smith looked at the flowers on her cream-coloured walls and at the flowers on her rose-coloured chairs and at the green table and rose geranium and thought, "I will buy some new window curtains to match this nice room". She washed the windows. She bought some white curtains. She hung them at the windows. Mrs. Smith felt very pleased. She said, "Now I shall make a good dinner!" Mrs. Smith put the best dishes on the table. She put the best knives and forks and spoons and the best red glasses. Mrs. Smith cooked a good dinner. Then she looked down at herself. She said, "I must put on a clean dress". She put on a clean dress. Then she called her family to dinner. She said to Mr. Smith, "You must put on your coat and tie, so you will look as nice as our new house". She said to her little boy, Jimmy, "You must wash your hands and put on a clean shirt, so you will look as nice as our new house". She said to her little girl, Sally, "You must put on a clean dress, so you will look as nice as our new house". Then they all sat down on the rose-coloured chairs at the green table with the rose geranium on it, in the room with the cream-coloured walls and the white curtains. They ate their dinner on the best dishes, with the best knives and forks. Then Mr. Smith said, "My dear that was the best dinner I've had in my life! And our house looks very nice. May I ask what was the cause of it?" Mrs. Smith looked at Mr. Smith. She looked at the rose geranium on the table. Then she smiled and said, "It is all because of this beautiful magic rose geranium".

13. Choose and read the correct ending to each sentence.

- 1) Mrs. Smith said:
 - a) "That green table makes the chairs look more beautiful than ever".
 - b) "That green table makes the chairs look nicer than ever".
 - c) "That green table makes the chairs look older than ever".
- 2) She bought some cream-coloured paint and:

- a) painted the chairs;
- b) painted the walls;
- c) painted the windows.
- 8) Mrs. Smith cooked a good dinner.
 - a) Then she went for a walk.
 - b) Then she sat down to read a book.
 - c) Then she called her family to dinner.
- 4) She said to her little girl, Sally:
 - a) “You must put on a clean dress”.
 - b) “You must wash your hands”.
 - c) “You must cook a good dinner”.
- 5) Then they all sat down on:
 - a) nice soft armchairs;
 - b) a green-coloured sofa;
 - c) the rose-coloured chairs at the green table with the rose geranium on it, in the room with the cream-coloured walls and the white curtains.
- 6) Mrs. Smith smiled and said, “It is all because of:
 - a) this wonderful flower”.
 - b) this beautiful magic rose geranium”.
 - c) this pretty red rose”.

14. Answer the questions:

- 1) Have you got flowers in your house?
- 2) Do they make your rooms look nice?
- 3) Where do you keep the flowers?
- 4) Who takes care of the flowers in your house?
- 5) Do you often water them?

LESSON 4

MY FAVOURITE BOOK CHARACTERS

- 1. Interview your partner:
 - 1) Are you fond of reading?
 - 2) What kind of books do you like to read?
 - 3) Who is fond of reading fairy-tales and fables?
 - 4) Do you like to read stories about animals?
 - 5) What book would you like to read?
- 2. Read extracts from the famous fairy-tales, match them with the titles:
 - 1) My house is of grass
And there I shall hide.
If the big wolf comes,
I'll be safe inside.

- 2) Once upon a time there was a little girl who lived in a village near a big wood. The girl had a grandmother who lived in a little house on the other side of the wood. Her grandmother made the girl a nice red cloak with a red hood.
 - 3) The girl called to her dog. The dog took hold of the little girl and pulled the girl, and the girl pulled the woman and the woman pulled the old man...
 - 4) Then behind some tall trees she saw a house. "Whose house is that?" she thought. She went to the door and opened it. "Who lives here?" asked the girl. There was no answer. She went in.
 - 5) Once upon a time there was a nice girl who lived with her father and step-mother. The stepmother had two daughters who were ugly and unkind.
 - a) Cinderella;
 - b) Three Bears;
 - c) Three Little Pigs;
 - d) Red Riding Hood;
 - e) Turnip.
3. Use the adjectives to describe the famous characters: kind, hard-working, lazy, ugly, fat, beautiful, brave, strong, weak, clever, handsome, stupid.
- 1) Superman;
 - 2) Harry Potter;
 - 3) Winnie-the-Pooh;
 - 4) Cinderella;
 - 5) Robin Hood.
- Add your adjectives.
4. Use the plan to describe your favourite character:
- appearance
 - character
 - likes and dislikes
- Add a picture.
5. Read English poems and answer the question: "Why are they so famous among the children?"

The House That Jack Built

This is the house that Jack built.
 This is the malt
 That lay in the house that Jack built.
 This is the rat
 That ate the malt
 That lay in the house that Jack built.
 This is the cat,
 That killed the rat,
 That ate the malt
 That lay in the house that Jack built.
 This is the dog,
 That worried the cat,

That killed the rat,
That ate the malt
That lay in the house that Jack built.
This is the cow with the crumpled horn,
That tossed the dog,
That worried the cat,
That killed the rat,
That ate the malt
That lay in the house that Jack built.
This is the maiden all forlorn,
That milked the cow with the crumpled horn,
That tossed the dog,
That worried the cat,
That killed the rat,
That ate the malt
That lay in the house that Jack built.
This is the man all tattered and torn,
That kissed the maiden all forlorn,
That milked the cow with the crumpled horn,
That tossed the dog,
That worried the cat,
That killed the rat,
That ate the malt
That lay in the house that Jack built.
This is the priest all shaven and shorn,
That married the man all tattered and torn,
That kissed the maiden all forlorn,
That milked the cow with the crumpled horn,
That tossed the dog,
That worried the cat,
That killed the rat,
That ate the malt
That lay in the house that Jack built.
This is the cock that crowed in the morn,
That waked the priest all shaven and shorn,
That married the man all tattered and torn,
That kissed the maiden all forlorn,
That milked the cow with the crumpled horn,
That tossed the dog,
That worried the cat,
That killed the rat,
That ate the malt
That lay in the house that Jack built.

Robin the Bobbin

Robin the Bobbin,
the big-bellied Ben,
He ate more meat than fourscore men;

He ate a cow,
 he ate a calf,
 He ate a butcher
 and a half,
 He ate a church, he ate a steeple,
 He ate a priest
 and all the people!
 A cow and a calf,
 An ox and a half,
 A church and a steeple,
 And all good people,
 And yet he complained
 that his stomach wasn't full.
 Humpty-Dumpty
 Humpty-Dumpty sat on a wall,
 Humpty-Dumpty had a great fall:
 All the King's horses and all the King's men
 Couldn't put Humpty together again.

6. Read the text and answer: "Did you like the frog? Why?"

Wee Frog and the king

Wee Frog and his wife were playing happily in a pond when they heard the sound of bells. "It's a king's carriage!" cried Mrs. Frog. "I want to see the king". And she hopped to see the king.

The king looked very grand. His horses ran as quickly as the wind. They did not see Mrs. Frog and one of the horses hurt her. Poor Mrs. Frog was crying bitterly. Wee Frog was very angry with the king. "Don't cry, darling", he said to his wife. "I will teach the king to be more mindful of small creatures". He went off on his tiny cart to teach the king a lesson. On the way he met Wee Ant. "Where are you going, Wee Frog?" asked Wee Ant.

"To the king's palace", answered Wee Frog. "May I go with you?" asked Wee Ant.

"Hop on to my cart", said Wee Frog.

They were passing along the street when Miss Pussy looked out of the window.

"Wee Frog, where are you going?" "To the king's palace".

"May I go with you?" asked Miss Pussy. "Hop on to my cart", said Wee Frog. By and by they came to a cool and beautiful river. Big River loved the little frog. "Where are you going?" asked Big River. "To the king's palace". "May I go with you?" "You are welcome", said Wee Frog. At last Wee Frog reached the king's palace. The king was surprised to see a little frog in the corner of his room. "A little frog is so small that the rats will eat him up", said to himself. He called his servants and said, "Throw this frog to the rats". So Wee Frog was put into a trap where there were seven hungry rats. He was afraid. Then he suddenly remembered his friends. So he called out, "Miss Pussy, Miss Pussy, help me if you can". Miss Pussy heard him and in a moment she came to save Wee Frog. She opened the trap

and killed the rats. The next morning a servant came to throw the frog away. “The rats have killed him”, he thought. But when he opened the trap there was the frog there, and all the rats were dead! The king was puzzled. “Put the frog in with the elephants!” he ordered. The next day, poor Wee Frog was locked up with three huge elephants. “Now I must die!” he thought. Then he remembered his friends and called out, “Wee Ant, Wee Ant, help me if you can!” Wee Ant heard him, and quietly climbed up into the elephant’s trunk and the elephant died. Two other elephants were frightened and did not even come to Wee Frog. When the frog was brought alive to the king, he thought very hard of ways to get rid of the frog. “Frog can’t run away from horses,” he thought, “and horses will trample him over”. So this time Wee Frog was put ill with the horses. But he had a clever idea. His friend Big River could save him! “Big River, help me if you can!” he called out. Big River came down swiftly and the horses were washed away.

There was nothing the king could do. The little frog was far too clever for him. “Perhaps it is better to make friends with him”, he thought. “I must be more mindful of small creatures”.

So Wee Frog taught the king a lesson! He and the king became good friends and often talked together in the king’s beautiful garden.

Say True or False.

- 1) The frogs didn’t want to see the king.
- 2) Mr. Frog went to the king.
- 3) He met some friends on his way.
- 4) The king didn’t see the frog.
- 5) Friends helped the little frog.
- 6) Mr. Frog and the king became friends.

Answer the questions:

- 1) What happened to Mrs. Frog one day?
- 2) Why did Mr. Frog want to see the king?
- 3) What animals did he meet on his way?
- 4) How did they get to the palace?
- 5) How did the king meet the frog?
- 6) Why did the king and the frog become friends?

Discuss in groups:

Why did the frog teach the king a lesson?

Grade 5

LESSON 1

MY PERSONALITY

1. Match the words with definitions:

Brave	doesn't want to work, prefers to play;
Strong	misbehaves;
Honest	severe;
Clever	smart;
Naughty	isn't afraid of anything;
Lazy	works hard;
hard-working	always says the truth;
strict	has physical strength.
2. From the list choose adjectives which can characterize you. Prove your choice.
 - a true friend
 - full of ideas
 - naughty
 - boaster
 - smart
 - kind
 - brave
 - honest
3. Match the descriptions with famous characters.
 - 1) Superman;
 - 2) Mary Poppins;
 - 3) Cinderella;
 - 4) Tom and Jerry;
 - a) things magic, can make children happy;
 - b) beautiful and clever, tidy and clean, kind and hard-working, ready to help other people;
 - c) handsome and brave, fond of adventures, kind and honest, ready to help weak people;
 - d) lazy and naughty, want to play all day long, funny and silly, make children laugh.
4. On a piece of paper write a description of someone from your group. Read the descriptions and guess.
5. Write a description of your favourite book or cartoon character. Explain why you like him / her.

6. Make a story about your friend. Use the plan:
- 1) What his / her name is;
 - 2) how old he / she is;
 - 3) what his / her personality is;
 - 4) what he / she is fond of;
 - 5) what his / her hobbies are;
 - 6) how you spend time together;
 - 7) what you like in him / her.
7. Is that good? Say what you think of them.
- 1) Mike doesn't do what he promises.
 - 2) Ann always helps her parents.
 - 3) Tom doesn't do his homework.
 - 4) Mary laughs at her friends.
 - 5) Jack likes to boast.
 - 6) Julia takes care of her little sister.
8. Project. Designing a perfect spy. Work in groups. Draw a picture of a spy and describe him according to the plan:
- appearance
 - clothes
 - character
 - equipment
9. Read the poem. Characterize the boy. Do you agree with him?
- Silly to Fuss*
 Why must I wash behind my ears?
 That's what I want to know.
 Why can't I just wash hands and face,
 Places that really show.
 Who's going to look behind my ears?
 It seems so silly to fuss.
 Besides, I think it's waste of soap,
 Oh, well, all right! I must!
10. Use the words to talk about your feelings:
 Happy, fine, bad, healthy, tired, well.
- 1) when you are ill;
 - 2) when you eat a lot of fruits and vegetables;
 - 3) when you play football;
 - 4) when you have birthday;
 - 5) when you swim in the sea;
 - 6) after a nice, long walk to the woods, or to the fields;
 - 7) when mom cooks a tasty cake.
11. Read the joke and say: "Is the boy kind?"
- M o t h e r: And now, my little man, we have two pieces of cake on the plate—a large piece and a small one. Which one will you give your brother?
- A b o y: Do you mean my big brother or my little one?

12. Read the poem and say what other polite words do you know and when you use them.

Four Little Words

There are four little words
That can help you a lot
When you hurt your friend
On purpose or not.
So say these words,
Don't walk too long!
If you've hurt your friend
Say, "I'm sorry. I'm wrong".

13. Read the proverbs. Explain them:

- If you run after two hares you won't catch any
- Better to do well than to say well
- First catch your hare then cook it

14. Read the fable and say if such situations often happen in life.

The Boy and the Wolf

(After Aesop)

Once there was a boy who lived on a farm. Every day he went with his father's sheep to a hill not far away. He was always alone and he did not like it.

One day he said to himself, "I will cry, 'Wolf! Wolf'. Then everybody will think that a wolf is coming to eat my sheep. People will run to help me. It will be fun when they find out there is no wolf".

So the boy cried, "Wolf! Wolf!" and everyone ran to help him.

When they came, he did not thank them. He said, "There is no wolf. It was a joke. You can all go back home".

The boy did this three times. Each time when the people came, he told them that there was no wolf.

Then one day a wolf came.

"Help! Help! The wolf is here!" the boy cried. But everyone said, "There is no wolf. It's only a joke, he is calling us for fun. This time we will not go".

So they did not go and the wolf killed all the sheep.

Moral: If you tell lies, no one will believe you when you tell the truth.

15. Answer the questions:

- 1) Did the boy like his work?
- 2) Why did he call the people? Did he want to have some fun?
- 3) Were the people from the farm kind? Were they ready to help the boy?
- 4) Did the wolf come?
- 5) Why did the people not go to help the boy that time?

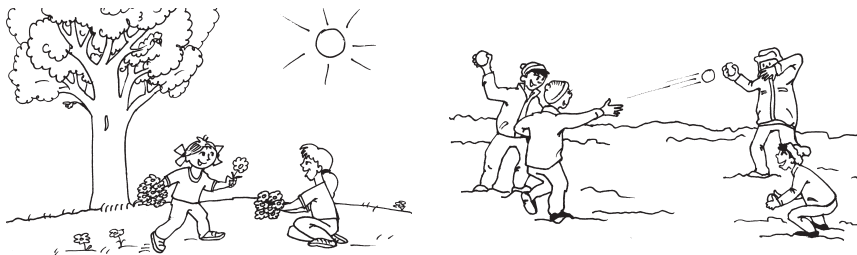
16. Say what you think of the boy and of the people from the farm.

LESSON 2

HOLIDAYS

1. Look at the pictures. Use the words to describe these seasons:

Cloudy, sunny, windy, about 20 degrees below zero, about 30 degrees above zero, hot, warm, cold, slippery, snowy, everything is green, snowflakes.



2. Answer the questions:

- 1) When do you begin to plan your holidays (summer, winter)?
- 2) Do you usually go to the village, to camp, to the seaside, to another city, abroad?
- 3) Is summer a beautiful season? Why?
- 4) Is the weather fine in winter?
- 5) How would you like to spend your holidays?

3. Look at the pictures and say:

- where children like to spend their holidays
- what it is fun to do there
- what kind of weather you like in summer and why

4. Pair work. Speak with your friend about summer.

Example: — Were you in the country this summer?

— Yes, I was.

— Did you often go to the forest?

— Yes, I did.

5. Group work.

Where do you usually spend your summer holidays? Interview your partner.

	At the seaside	In the country	At camp	Abroad
Mike				
Ann				

— Mike, do you usually spend your summer holidays at the seaside?

— Yes, I do. / No, I don't.

6. Tell the class about your group.

Example: Mike and Ann prefer to spend their summer holidays at the seaside.

7. Make sentences about yourself.

- 1) It's fun to ___ .
- 2) It's interesting to ___ .
- 3) It's wonderful to ___ .
- 4) It's nice to ___ .

Example: It's fun to climb mountains.

It's interesting to play on the yellow sand.

8. Why do you enjoy it? Make sentences.

sunny days

walks to the wood

I enjoy

talks with friends

because ___ .

camp

games at the seaside

9. Read the poem, answer the question: How can children spend their summer holidays?

Summer

Wake up! Wake up! For summer's here;

Let's run and jump and play,

There's lot of time to fish and swim

And frolic in the hay.'

We'll picnic on the sandy beach

And row across the lakes.

There's time for every kind of game

On the longest summer days.

10. Make a literary translation of the poem.

11. Camping out.



Look at the picture and answer the questions:

- 1) Where has the class gone to camp out?
- 2) What is the weather like?
- 3) What month is it? Why do you think so?
- 4) What are the children doing?
- 5) What are the grown-ups doing?

Describe the place. Make up a story.

12. Group work. Planning a picnic. Divide the roles, plan your picnic. Make a story of your picnic.

- we'll go to ___
- we'll take ___
- we'll play ___

13. Ask questions to get information about your friends' picnic:

- Where are you going to spend your holidays?

- How long are you going to stay there?
- What are you going to take with you?

14. Use the plan to speak about your summer holidays:

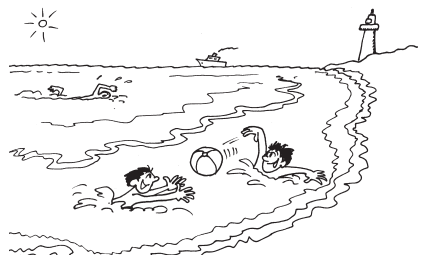
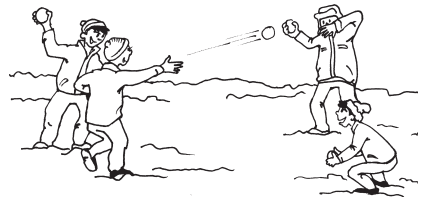
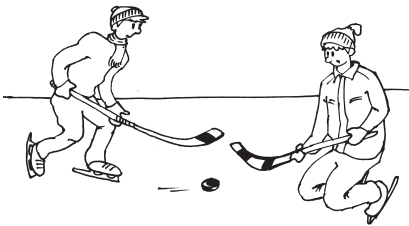
- where you spent your summer holidays. Describe the place.
- what the weather was like
- where you went for a walk, where you swam, what you did in the woods, near the river, at the seaside, in the fields, in the mountains
- what you did in the morning, in the afternoon, in the evening
- what games you played
- what you enjoyed, what it was fun to do

15. Group work. Project “How can animals survive in winter”

Discuss in groups the following questions, use maps and encyclopedias.

- 1) In what part of the world winter is a hard time for birds and animals?
- 2) Why winter is a hard time for them?
- 3) Where do animals keep their stores of food in winter?
- 4) What do grown-ups and children do to take care of birds and animals during the hard winter time?

16. Look at the pictures and say what children are doing.



- 1) ___.
- 2) ___.
- 3) ___.
- 4) ___.

17. Pair work. Interview your partner about his / her winter holidays.

Example: — Do you often ski in winter?

— Yes, I do. It's fun to ski down the snowy hills.

18. Group work. Every group is a tourist company. Your task is to persuade your teacher to go to:

- Paris
- the seaside
- the North
- India

on her winter holidays. Speak about the advantages of this trip.

19. Choose the right answer. Prove your choice.

The best way to rest for me is to:

- travel
- watch TV and do nothing
- help parents
- your variant

20. Pair work. Read the dialogue. Make your own dialogue. Speak with your friend about holiday plans.

— What are you going to do on holidays, Mike?

— I'd like to go to the puppet theatre. It's always interesting there.

— That's fine. And I'll go to the circus. I like it very much.

— I am glad we'll have a lot of time for fun. Are you going to ski?

— Of course, I am. If the weather is not too cold, I'll go out and ski every day.

21. Use the plan to speak about your winter holidays:

- where you were
- what you saw
- what you enjoyed
- how much time you spent outdoors

22. Describe one of the most interesting days in your winter holidays.

23. Read the text and say "What can be interesting in the country?"

A Walk in the Country

It was summer and Nelly went to the country. She stayed with her grandfather and grandmother. At she did not like to live in the country. One day she said to her grandfather, "It is not interesting here. I want to go back to town".

"All right", said her grandfather. "Let us go for a walk after dinner and then you can go back to town".

After dinner they went for a walk. On their way they saw a little bird on the ground. It could not fly. "I want to catch it", said Nelly. "It can't fly. It can only walk on ground".

She ran after the bird but it flew away. "The bird is better now", said Nelly.

"No, no, my child", said her grandfather. "When a bird sees anybody near its nest; it pretends that it can't fly. It doesn't want to lose its babies. Isn't it very clever?"

"Look, Grandpa", said Nelly. "A spider is making a web!"

“That means fine weather”, said her grandfather.

“When a spider doesn’t make a web, it means that it will rain soon”.

“How interesting that is!” said Nelly.

They came to a river.

“Oh, there is nothing interesting here”, said Nelly. “Let us rest here a little and then go home”, said her grandfather.

They sat down near the river. Nelly looked into the water and said, “Grandpa, look at that little red and green fish! What is it doing?”

“It is making the floor of its house”, said her grandfather. “And now, Nelly, look at that other little fish. It is making the walls with pieces of grass. But you must go back to town now. Let us go home”.

“It is so interesting here”, says Nelly. “I don’t want to go back to town. I want to stay here in the country. Now I know that there are many interesting things to see and learn in the country”.

24. Say true or false.

- 1) Nelly liked the country when she came there.
- 2) After dinner Nelly went for a walk with her grandmother.
- 3) On the way they found a little hedgehog.
- 4) They saw a spider making a nest.
- 5) There was a pretty lake.
- 6) The girl liked to watch the fish.
- 7) The girl didn’t want to go back to town.

25. Answer the questions:

- 1) What was interesting in the country?
- 2) How did grandparents help Nelly to see the beauty of the country?
- 3) What animals can you see in the country?
- 4) Do you like to go to the country?
- 5) Would you like to live there? Why?

26. Make a story: “My first visit to the country”.

LESSON 3

MY FREE TIME

1. Tick things you prefer doing in your free time. Explain why.
 - going to the cinema
 - reading books or magazines
 - going for a walk with friends
 - watching TV
 - helping parents about the house
 - playing outdoor games

2. Does your free time depend on the season? Fill in the table. What can you do in different seasons?

Summer	Autumn	Winter	Spring
Playing football			

3. Finish the sentences:

- 1) If the weather is warm and sunny, I ___ .
- 2) If I have winter holidays, I ___ .
- 3) If I am alone at home, I ___ .
- 4) If I feel tired, I ___ .
- 5) If I have a lot of work, I ___ .
- 6) If the weather is awful, I ___ .

4. Pair work. Is it fun to walk in the park? Ask your friend:

- when he was in the park
- what season it was
- where the park was
- what the park looked like
- who he went there with
- what he watched in the park
- what he enjoyed there

5. Tell everybody about one of your walks in the park. Use the plan:

- Where do you like to go for a walk?
- What do you find there to watch?
- What is it fun to watch in summer, autumn, winter and spring?
- How can you learn many new and interesting things from nature?
- How do you take care of nature? What can you do to keep it beautiful?
- What mustn't you do?

6. Answer the questions:

- 1) Do you have a friend?
- 2) Do you spend much time with your friend?
- 3) What do you like to do together?

7. Discuss in groups the proverb. Do you agree with it?

A friend in need is a friend indeed.

8. Remember!

to be going to

Example: I am going to write a letter to my pen friend.

Say what you are going to do:

- after school
- on Saturday
- on Sunday
- on holidays

9. Ask your friend about his / her plans. Make a dialogue.

Example: — Are you going to travel with your parents in summer?

— No, I am going to travel with my grandparents.

— What are you going to do after school?

— I am going to do my homework. And what are you going to do?

— I am going to watch TV.

10. Group work. Interview every member of your group. Fill in the table. Tell the class about your group.

How he / she helps his / her parents	Where he / she likes to play	What kind of books he / she enjoys	What he / she is fond of

11. Make up sentences:

When the weather is hot it's fun to play quiet games.
to watch TV.

When it's raining it's interesting to play badminton.
to stay at home.

When the weather is cold it's nice to play hide-and-seek.
When you are alone at home to play computer games.

12. Tell the class what you think it's interesting to do when

- you are alone at home
- you are with your friends

13. Group work. You are going to the camp. Make a list of games you'll play when:

- a) the weather is cold;
- b) the weather is hot.

14. Speak about one of the rainy days. Use the plan:

- 1) where you were;
- 2) what you did;
- 3) what it was fun to do;
- 4) why it was interesting to do it.

15. Speak about one of your summer (winter) days when the weather was fine. Use the plan:

- 1) where you were;
- 2) what you did all day;
- 3) what it was fun to do;
- 4) why it was fun to do it.

16. Change the dialogue to make your own:

— I hate rainy days. There is nothing to do.

— Why not watching TV? There is a cartoon on.

— am tired of that. I'd like to go outdoors. It's a pity we can't.

- Let's draw pictures of books we like.
- Good idea!

17. Answer the questions:

- 1) Do you like to read?
- 2) What kind of books do you like to read?
- 3) What do you like to read about?
- 4) Have you read any books by foreign writers?
- 5) What English and American writers do you know?
- 6) What can different kinds of books teach us?

18. Read the poem and answer the question:

- 1) Why doesn't Bobby look at games and toys?
- 2) What games does the boy play?

Better than toys

Why doesn't Bobby come and play? He sits upon his chair all day.
At games and toys he doesn't look. But turns the pages of a book.
For cars and balls he doesn't care. And quite forgets his Teddy-Bear.
And when we cry, "Oh, come and play!" He only answers, "Go away!"

19. Discuss. Can a book be better than toys?

20. Interview your partner about his / her favourite book, character?

- What is your favourite book?
- Alice in Wonderland by Lewis Carroll.
- What is the book about?
- It's about a girl and her adventures in a wonderful and unusual land.
- Oh, I would like to read this book, too.
- I am sure you'll enjoy it.

21. Make a story about your free time. Use the questions:

- 1) Do you have a lot of free time during school year?
- 2) When do you have your free time?
- 3) What do you do if you have some free time after school?
- 4) What do you do on weekends?

22. Read the story and say what kind of story it is? Prove your answer.

The Robbers

Once there was a poor Donkey. He was very old, and could not work as hard as before. One day his master said to his wife, "Our Donkey is very old. We must kill him very soon".

The Donkey heard this. and said, "I'll run away". So he jumped over the fence and went along the road till he met a Dog.

"Where are you going, Mr. Dog?" asked the Donkey.

"I am running away", said the Dog. "My master and my mistress say that I am too old to work, and that they will kill me. I don't want to stay there".

"Right! Right!" said the Donkey. "Come along with me. You and I must go to the town, and we shall play in the streets. You can play the flute, and I can beat the drum".

So the Donkey and the Dog went on together. By and by they met a Cat. "Where are you going?" "I am running away", said the Cat. "My master and my mistress say that I am too old to catch mice, and that they will kill me. I don't want to stay there".

"Come with us", said the Donkey. "We are going to the town to play in the streets. I shall beat the drum, the Dog will play the flute and you can sing".

"Very well!" said the Cat.

So they all walked on. Soon the three came to a farm. They saw a cock on the fence. He was very sad.

"What's the matter with you?" asked the Donkey. "Why are you so sad?"

"My master and my mistress say", answered the Cock, "that I must go into the soup pot. So I am very sad".

"Come with us!" said the Donkey. "We are going to the town to play in the streets. You can sing beautifully. Come along with us".

"All right, I will come", said the Cock.

So they went all together. It was now quite dark, and the four began to look for a place to spend the night.

"Let's sleep under this tree", said the Donkey.

The Donkey and the Dog lay down on the ground. The Cat climbed into the tree, and the Cock flew up to the top. "I see light", cried the Cock from the top of the tree. "There is a house not far away".

"Let's ask the people for supper", said the Donkey.

"I want a bone", said the Dog.

"I want a mouse", said the Cat.

"I want some wheat", said the Cock.

They went at once to the place where they saw the light. At last they reached the house. The Donkey was the tallest of all, so he looked in through the window.

"What do you see?" asked the others.

"I see a table with supper on it, and four robbers. They are eating and drinking".

"Come down", said the Dog, "and we'll think of a way to get that supper".

And this is what they did. The Donkey stood on his hind legs, and placed his fore feet on the windowsill. The Dog climbed up and stood on the Donkey's back. The Cat stood on the Dog's back. And the Cock flew up, and stood on the Cat's back. Then all together they began to make their loudest music.

They made such a noise that the robbers were afraid. They left their supper, and ran away.

Then the four friends sat down, and ate the supper. After supper the Donkey lay down in the yard, the Dog fell asleep behind the door, the Cat lay down by the fire, and the Cock flew up on the roof. They were all so tired that they soon fell fast asleep.

About midnight the robbers saw that there was no light in the house and that all was still. So one of them ran back to the house. He went to the fire, and the Cat flew at him, and scratched him with her long claws.

He was so afraid that he ran back to the door. As he passed by, the Dog bit him in the leg. As he ran through the yard, the Donkey kicked him so hard that he fell

down on the road. And the Cock cried as loud as he could, “Cock-a-doodle-doo!”

The robber ran back to his friends.

“There was an old witch in the house, she was sitting by the fire”, he said. “She scratched me with her claws”. (That was the Cat.)

“Behind the door there was a man. He had a long sharp knife, and stabbed me in the leg”. (That was the Dog.)

“In the yard there was a very big man who kicked me out into the road”. (That was the Donkey.)

“And then there was somebody else who was crying, “Let me kick him, too!” (That was the Cock.)

So the robbers went away as fast as they could, for they were very much afraid.

And the four friends stayed in the house in the woods and lived there.

23. Answer the questions:

- 1) Why did the donkey run away?
- 2) What musical instrument could the dog play?
- 3) What animals were in the group?
- 4) Where did they decide to spend a night?
- 5) What did they see in the house?
- 6) Why did the robbers run away?
- 7) What happened at night?

24. Retell the story in the name of the robbers.

LESSON 4

PLANNING MY DAY

1. Fill in the gaps with the words:

wake up;

get up;

wash face;

have a shower;

do homework;

clean the house;

have dinner;

go to the park.

- 1) It was the first day of my summer holidays. I decided to do nothing this day. Suddenly I saw my mom’s note “Don’t forget to ___ ___”.
- 2) This morning I ___ ___ rather early but didn’t ___ ___ till 10 o’clock.
- 3) When I come from school at 2 p.m. I usually ___ .
- 4) I’ve got a dog. Every evening we ___ ___ .
- 5) My winter holidays began and I didn’t have to ___ ___ .

2. Interview your partner. Make a dialogue.
 - When do you usually get up?
 - What do you do after that?
 - How many lessons do you have every day?
 - What do you usually do after lessons?
 - Do you have time to play?
 - How do you spend time with your parents?
3. Group work. Discuss in your groups.
 - 1) Does a good plan help people to do many things.
 - 2) List advantages and disadvantages of planning your day.
4. Compare the plans of two boys and answer the questions:
 - 1) Who watched TV more?
 - 2) Who was outdoors longer?
 - 3) Who spent much time with parents?
 - 4) Who helped parents more?

Sunday plans

Dan's Plan

- 8.30–9.00 — Getting up, washing, morning exercises.
- 9.00–9.30 — Breakfast.
- 9.30–9.45 — Washing breakfast things.
- 9.45–10.00 — Getting ready for a walk.
- 10.00–11.30 — Playing outdoor games in the park.
- 11.30–13.00 — Playing in the yard.
- 13.00–13.45 — Dinner.
- 13.45–14.00 — Washing dinner things.
- 14.00–15.00 — Reading.
- 15.00–16.30 — Watching TV.
- 16.30–18.00 — Playing outdoors.
- 18.00–19.00 — Games and fun in the house.
- 19.00–19.30 — Supper.
- 19.30–19.45 — Washing supper things.
- 19.45–21.00 — Talking to parents, reading, drawing.
- 21.00 — Going to bed.

Andy's Plan

- 9.00–9.30 — Getting up, washing, morning exercises.
- 9.30–11.00 — Breakfast. Watching TV.
- 11.00–12.00 — Playing outdoors.
- 12.00–13.00 — Playing games in the house.
- 13.00–13.45 — Dinner.
- 13.45–14.00 — Washing dinner things.
- 14.00–15.00 — Playing games in the house; table–hockey, chess.
- 15.00–16.30 — Watching TV.

16.30–18.00 — Reading. Games and fun in the house.

18.00–19.00 — Watching TV.

19.00–19.30 — Supper.

19.30–21.30 — Watching TV.

22.00 — Going to bed.

5. Whose plan is better? Prove it.
6. Make a plan for the next Sunday.
7. Group work. Make an ideal plan for a working day. Prove that your plan is the best.
8. Past Continuous:
I was playing football when my parents came.
Was he playing football at 4 o'clock?
Why didn't the children watch their favourite cartoon? Make up sentences.

The children didn't watch	they were playing badminton;
their favourite cartoon	they were talking;
because	they were playing hide-and-seek;
	they were planting flowers in the yard;
	they were riding bikes.

9. Pair work. Ask your friend what he / she was doing in the evening when somebody came. Ask questions till you guess what he / she was doing.

Example: — Were you watching TV when mother came?

— No, I wasn't.

— Were you eating ice-cream when your mother came?

— Yes, I was.

10. Finish the sentences.

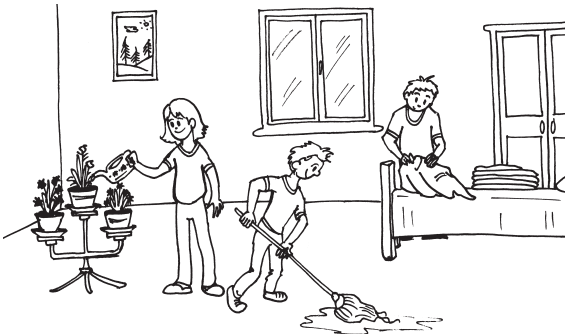
1) When the teacher came into the classroom, the children were ___ ,

2) At 8 o'clock last evening my parents were ___ .

3) When my friend came yesterday, I was ___ .

4) When I came to the yard in the evening, my friends were ___ .

11. Look at the picture and say: "What are the children doing?"



12. Group work. Ask friends what they usually do about the house. Fill in the table.

	Clean the room	Wash dishes	Cook	Walk the dog
Ann				
Peter				

Example: — Ann, do you usually clean your room?

— Yes, I do.

13. According to exercise 12, say how children can help their parents. Do they usually do it?

14. Speak about your everyday duties at home.

15. Read the poem and answer the questions:

- 1) Is it the right way to make tea?
- 2) Can you make tea yourself?

16. Write a recipe of what you can prepare.

You need: ___ .

How to make: ___ .

17. Read the poem and answer the questions:

- 1) Has the father done everything well?
- 2) How did mother react?

When Mummy is away

I'd like to tell you all about
 A very stormy day,
 When Daddy stayed at home with me
 While Mummy went away.
 He made the beds and swept the floor,
 And did the washing up.
 (And do you know, he broke a plate,
 Two saucers I and a cup.)
 Then, when he bathed me, after tea,
 He taught me how to swim.
 (And there were puddles I on the floor,
 And drips all over him!)
 Then Mummy came home just in time
 To see me getting down.
 "Next time I'll stay at home", she said,
 "While Daddy goes to town".

18. Do you help your parents about the house? What are your duties? Can you do them well?

19. Write a short essay on one of these topics.

- 1) Children must do their duties well at home.
- 2) Children can do a lot to help their parents at home.
- 3) When children do their duties well everybody in the family is happy and all have more time for games and fun.

Grade 6–7

LESSON 1

APPEARANCE AND CHARACTER

1. Name the different parts of the body.
2. Describe the man at the photo using as many adjectives as possible:
young;
short;
thin;
curly;
happy;
tall;
straight;
sad.
3. Read and say which of these boys and girls you would like to have for a friend. Explain your answer.
 - 1) Helen is quiet and kind, never boasts. she is often very idle, doesn't always finish the work she has to do.
 - 2) Jane is clever and full of ideas, always attentive to people, honest and industrious, likes a good joke, plays basketball well.
 - 3) Tom is always ready to help, very honest, quiet, never boasts, is very kind.
 - 4) Fred is lively, likes to play different games, is good at sports. He boasts very often about his victories in races, is very proud of himself.
 - 5) Mike is clever, hard-working, always busy at his lessons, serious, doesn't like to play noisy games. He doesn't go in for any kind of sport, speaks rudely sometimes to his parents and classmates.
4. Use the adjectives from the previous exercise to speak about your friend.
5. Say what kind of people it's good to:
 - go camping with
 - travel with
 - be in the same team with
 - study withExplain your answers.
6. Work with the partner. Describe someone in the class. Talk about what:
 - he / she looks like
 - he / she is wearing
 - he / she is doing now
7. Group work. Fill in the table. In which stories you've read about kind, noble, clever, industrious, boastful, brave, naughty people. How they showed that they were like that.

Story	Character	Description
1) Pinocchio	Pinocchio	naughty

8. What kind of person should be a doctor (an engineer, a bus driver, a teacher, a sailor, a cosmonaut, an explorer)?

Attentive, brave, friendly, industrious, honest, kind-hearted, faithful, cowardly, courageous, boastful, lazy, cheerful, heartless, selfish, curious, thoughtful of others.

9. Complete the sentences. Use the words:

Naughty, boastful, honest, industrious, brave, idle, daring, attentive.

1) Mike is a very good pupil because he is __ and never __ .

2) He will never take anything that doesn't belong to him, He is very __ .

3) Only __ and __ can become Arctic explorers.

4) Ann remembers everything she hears. She is always very __ .

5) My little sister is always very __ and I don't know what she wants.

6) Do you think it's good to be __ and talk too much about how clever you are?

10. Read an idiom. Make a dialogue with it.

snake in the grass — a person who can't be trusted, one who betrays

Example: — Where did you hear that?

— From Ted.

— From Ted? He's a snake in the grass.

11. Read the jokes. Characterize people in them.

“Daddy, can you write your name with your eyes closed?”

“Of course I can, my son”.

“Well then, will you sign my school report?”

M o t h e r: What are you doing, Dick?

D i c k: I'm reading a very interesting book.

M o t h e r: Well, but what about your lessons? It's already late.

D i c k: But don't you know, Ma, that it's never too late to learn?

Nick showed his daybook to his grandfather.

“When I was at school, I always had a “five” in history and you have a “four”, said the grandfather.

“You see, Grandfather, when you were at school, history was shorter”, was the answer.

F a t h e r: Well, Bobby, I've talked to your teacher today. He doesn't like your work at home and in class. Now I want to ask you a question. Who is the laziest person in your class?

B o b b y: I don't know, Father.

F a t h e r (*angrily*): Oh, yes, you do. Think! When all the boys and girls are reading or writing, who sits in the class and only watches how other people work?

B o b b y (*happily*): It's our teacher, Father.

One day a father whose son was a bad pupil said:

“You know, Tom, when Lincoln was your age, he was the best pupil in his class”.

“Yes, Dad”, Tom answered, “I know that. But when he was your age, he was the President of the United States”.

12. Answer the questions.

- 1) Do you know anything about Robin Hood?
 - Who was he?
 - Where did he live?
 - When did he live?
- 2) Read the story and say if you would like to possess his qualities.

Robin Hood

Robin Hood is a legendary hero who lived in Sherwood Forest, in Nottingham, with his band of followers. Stories about him and his adventures began to appear in the fourteenth century, but the facts behind the legend are uncertain. One writer thinks Robin was born in 1160, at a time when there were many robbers living in the woods, stealing from the rich but only killing in self-defense.

Everyone knows that Robin Hood robbed the rich to give to the poor. He chose to be an outlaw, that is, someone who lives “outside the law”, but he had his own ideas of right and wrong. He fought against injustice, and tried to give ordinary people a share of the riches owned by people in authority and the Church. He had many qualities — he was a great sportsman, a brave fighter, and was very good with his bow and arrow.

He dressed in green, lived in the forest with his wife, Maid Marion, and his men, among them Friar Tuck, Allan-a-Dale, Will Scarlet, and Little John. For food, they killed the King’s deer, and many days were spent eating, drinking, and playing games. He robbed the rich by capturing them as they travelled through the forest and inviting them to eat with him. During the supper, someone looked in their bags to see how much money they had. When it was finished, Robin asked them to pay for the meal, and of course, he knew how much to ask for!

His main enemy was the Sheriff of Nottingham, who was always trying to capture Robin but never managed to do it. Some stories say that he killed Robin by poisoning him. In his dying moments, he shot a final arrow from his famous bow, and asked Little John to bury him where the arrow landed.

- 3) Answer the questions:
 - Where did he live?
 - When did he live?
 - Who was he?
 - What kind of person was he?
 - Did he have a family?
 - What occupation did he have?

13. Make a story about an athlete or a team (an actor, a president, ...) you once admired or still admire. Say why.

14. Make a conversation between one of the athletes and a newspaperman. Find out information:
- his / her age
 - hobbies
 - family
 - why he chose this occupation
15. Read the proverbs and explain how you understand them:
- 1) Deeds, not words.
 - 2) A good deed is never lost.
 - 3) If you run after two hares, you will not catch any.
 - 4) If the sky falls, we shall catch larks.
16. Write a composition “Be Noble in Every Thought and in Every Deed!”
17. Learn the poem.

On choices

I can overcome my fears

I can buy for the hungry

I can help stop pollution

I can give to the poor

I can be what I want

I can use my head

I can give advice

I can receive

I can behave

I can listen

I can think

I can teach

I can know

I can give

I can feel

I can see

I can.

Kendra Batch, age 12

LESSON 2

HAVE A REST

1. Do you have any of these hobbies? Find three you would most like to do and three you would least like to do.
- windsurfing
 - watching TV
 - stamp collecting
 - bird watching
 - walking
 - playing the flute

- painting
 - bungee jumping
 - drama
 - collecting autographs
 - dancing
 - jogging
2. Which of the hobbies you would describe as following:
 - 1) relaxing;
 - 2) exciting;
 - 3) dangerous;
 - 4) good for your health;
 - 5) a waste of time?
 3. Discuss these questions with the partner:
 - 1) Do you have a hobby?
 - 2) Why do you think it's good / bad to have a hobby?
 - 3) Some people have strange hobbies which make us ask "Why do you do it?" Do you know anybody who has a strange hobby?
 4. Interview your partner about his / her hobby. Fill in the table.

Hobby	
Why do they do it?	
How long does it take?	
Where do they do it?	
When do they do it?	
What equipment do they need?	
Is it expensive?	
What is their ambition?	

5. Test "A hobby for you".
 - 1) Which of these is true for you?
 - a) I enjoy being alone;
 - b) I hate being alone;
 - c) I like being alone sometimes;
 - d) I don't mind being alone.
 - 2) If you have a day off where do you prefer to spend it?
 - a) At an art gallery;
 - b) in the country;
 - c) by the sea or at a lake;
 - d) at home.
 - 3) Do you enjoy watching sport on TV?
 - a) Yes, very much;
 - b) yes, sometimes;
 - c) no, I hate it;
 - d) only if there is nothing else to watch.

- 4) What sort of things frighten you?
 - a) Nothing,
 - b) anything from a spider to a horror film,
 - c) only very dangerous situations,
 - d) situations where you feel you are not in control.
 - 5) Which of these adjectives best describe your personality?
 - a) Tidy and careful;
 - b) adventurous;
 - c) artistic;
 - d) energetic and lively.
 - 6) Are you a person who:
 - a) Throws absolutely everything away;
 - b) never throws anything away;
 - c) sometimes keeps things like souvenirs but never knows where they are;
 - d) just keeps things which are important to you and knows exactly where they are?
- 1) a1; b4; c2; d3.
 - 2) a2; b3; c4; d1.
 - 3) a4; b3; c1; d2.
 - 4) a4; b1; c3; d2.
 - 5) a1; b4; c2; d3.
 - 6) a4; b2; c3; d1.

If you scored 6–10

You are a very organized person. As you are quiet and thoughtful you like to be alone and spend time on your own. Your hobbies are reading, collecting stamps, listening to classical music, chess.

If you scored 11–17

You are more active and like quiet places and occasional walks in the country. You like to spend time with your friends, but sometimes prefer to be alone. Your hobbies are going to the cinema or theatre, playing any musical instrument, dancing.

If you scored 8–24

You are a very active and outgoing person. You like to spend time outdoors with your friends. You like excitement. Your hobbies are rock climbing, windsurfing, canoeing, bungee jumping.

6. Match the proverbs with the Russian equivalents:
 - 1) What is done cannot be undone.
 - 2) Lost time is never found again.
 - 3) A tree is known by its fruit.
 - 4) Rome was not built in a day.
 - 5) Don't count your chicken before they are hatched.
 - 6) Never try a fish till it is caught.
 - 7) A liar is not believed when he speaks the truth.

- Дерево познается по плоду.
- Что сделано, того не воротишь.
- Потерянного времени не воротишь.
- Не сразу Москва строилась.
- Кто раз соврет, тому в другой раз не поверят.
- Цыплят по осени считают.
- Не дели шкуру не убитого медведя.

7. Explain the proverbs. Make short stories with them.

8. Use the plan to talk about collections:

- What things are collected by people?
- Why do people collect these things?
- What can different collections teach us?
- What do you collect? What else would you like to have?

9. Discuss sport and games in groups.

10. Make up sentences:

Hide-and-seek Hopscotch Snowballs Football Volleyball Basketball Hockey tennis	is played are played	at PE lesson in winter in summer all the year round indoors outdoors in the yard on a football ground in the playground
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- 1) Say when and where these games are played.
- 2) Say what games are played during the Olympic Games.

11. Discuss these questions:

- Is it always a pleasure to go to the theatre?
- What kind of plays do you like more? (Modern, historical, musical, serious, amusing, magic)
- Are there special theatres for children in your city? What kinds of plays do they usually stage?
- Why are such theatres popular with children?
- Theatre makes you think, doesn't it? In what way?

12. Imagine that your class is planning to perform a play. Invite your friend to come and see it. Make a dialogue. Discuss:

- 1) where, on what day and what hour the performance will take place;
- 2) which of your classmates will take part in it;
- 3) whether there will be programmes for the guests;
- 4) what you have done for the performance.

13. Read the dialogue. Use it to make your own.

— Are you doing anything today, Mike?

— Nothing special. Why?

— What about going to the cinema with Mary, Ann and me? We are going to see a new film which is on this week. It's a historical film. I am sure it'll be interesting.

— Good. I'd like to go with you. You know, I like historical films better than any other kind. When do we start?

— We'll meet you in half an hour near the cinema.

— All right, I'll be there.

14. Read the interview with Edward and Ruth and answer the question:

How does TV influence teenagers?

1) Do you watch a lot of television?

No. Not a lot of regular TV but I watch a lot of films on video.

How many hours do you watch in a week?

It's hard to say because it varies. The most I usually watch in a week is about three hours.

What do you watch?

Sport at the weekends.

Anything else?

Some American comedies such as *The Cosby Show* or *Friends* and *E.R.*

How would you react if your parents said, "We've decided to sell the TV"?

I'd be shocked I might be a bit angry at first but I think I'd get used to it. The only thing I'd miss would be watching sports programmes and watching videos.

Do you think it's bad to watch TV?

Sort of. Some TV is good but most of it's rubbish and in bad taste. If people watched less TV, they would do more interesting things. There are lots of things I prefer doing than watching television, such as going to friends' houses or doing sport.

But a lot of people think that watching television is very relaxing.

It's relaxing sometimes but there are better things to do than watch television all the time. I've got friends who often say that they don't want to do something because there's something on the television that they want to see. Television rules their lives. It's really stupid.

Why do you think it's really stupid?

Because there are lots of things that they could do apart from watch TV. Some of my friends are totally obsessed by unrealistic soap operas. I hate people who talk about soap operas all the time, it's so boring. They always ask each other what is going to happen. Most of the stories are totally predictable.

So, you don't watch soap operas?

No, they're too time-consuming.

Do you think some TV is educational?

Yes, there are some good wildlife documentaries but they are hardly ever on.

Would the world be a better place without TV?

I don't know but it annoys me when I go to some people's houses and the television is on all the time. People get addicted to it. They just turn on the TV and watch it all night. Some people in my family don't even look up from the TV when someone else comes in the room. Watching too much television can't be good for you.

2) Do you watch a lot of television?

It depends what you call a lot. I think I probably watch a bit more than average.

How many hours do you watch in a week?

It depends. Last week I think I watched about twenty hours because I didn't go out much and there were a lot of good programmes.

What do you usually watch?

Soap operas mostly. Also, programmes where people in the audience take part such as Confessions when someone has a confession or Blind Date when someone asks people behind a screen questions and he or she picks the best one and goes on a date with him or her.

Anything else?

Yes, comedies, documentaries, drama, films and game shows.

How would you react if your parents said, "We've decided to sell the TV"?

I'd think they must be joking!

Do you think it's bad to watch TV?

No. Not at all.

Why not?

Because a lot of TV programmes are very good. If you enjoy watching them, what's the problem?

A lot of people believe that a great deal of TV programmes are absolute rubbish.

People just say that because they want to sound intellectual. There are loads of educational programmes and you can often see things on TV that you can't see in real life such as concerts or special events.

Some people think it's bad to just sit and stare at a television screen. Do you agree?

It can be bad sometimes but if you are enjoying the programme, you are happy. Anyway, I was watching my boyfriend and his friends playing computer games a few weeks ago. It was so boring. I'd prefer to stare at a television screen than a computer screen.

So, you think that most TV programmes are very good?

Yes, I do actually. You can learn a lot from the TV such as information about AIDS and other problems. I'm sure I've learnt things from television. I watch the soaps (soap operas) for fun and because they are good fun to watch when I come home from school.

15. Make your dialogue. Use the questions from the interview.
16. Read the story about Steven Spielberg and make a role-play. Choose one person from your group. He'll be Steven Spielberg. Other pupils ask questions about his life and work.

The Steven Spielberg Story

He is the cinema's great enchanter.

His films have enthralled the young and the old across the globe.

Yet many in Hollywood dislike the man.

They say he is a child who never grew up. They fear his influence and, despite his boxoffice successes, they made him sweat for 25 years before giving him an Oscar.

Steven's mother Leah Posner Spielberg gave birth to him at the Jewish Hospital in Cincinnati, Ohio, on December 18, 1946.

Leah, now 76 and the energetic owner of a kosher restaurant, was a trained pianist. His father Arnold worked as an airforce radio operator in the war and then in the embryonic computer industry. The couple shared Jewish immigrant roots — Leah's parents were Polish and Austrian and many of Arnold's relatives died in the Holocaust — but they were far from well matched.

Sometimes Arnold would leave for the office at 7 am and fail to come home until 10 pm. Leah, meanwhile, channelled her musical talent into organising chamber concerts in her living room with a circle of female friends. "I missed my father to the point of resenting him", says Spielberg. As a youngster he thought Arnold inflexible and a workaholic, but he shared his father's enthusiasms for science fiction and the wondrous potential of new technology.

When the simmering conflict between Arnold and Leah boiled over into arguments, Steven would retreat into his bedroom or huddle with the younger sisters, Anne, Sue and Nancy, and listen as his parents' marriage fell apart. They eventually divorced in 1965.

Steven knew from an early age the defensive value of ignoring unpleasant reality. As a boy he was short, thin, beaky and juged. He wore the expression of an inquisitive bird.

But the best escape he found from the tensions of home and his own physical awkwardness (he was always the last kid to be picked for school games teams) was television. TV was both his educational medium — his domestic version of film school — and his security blanket. Watching it he could forget the rows and let his mind wander wherever it wanted to go.

Leah and Arnold tried to impose limits on his viewing.

They banned horror films and when they went out they covered the set with a blanket, which they booby trapped with hairs to check if he was watching on the sly. He learned to note the position of the hairs and replace them.

Their son was even fascinated by TV when no programmes were being transmitted. He would press his face to the tube and watch the hissing "snow" and ghosts of faraway stations drift in and out of range.

In 1953 the Spielbergs moved to Scottsdale, Arizona, where Steven was to spend his teenage years.

He enrolled at Arcadia High School, but devoted more energy to forging alliances in the playground than to his classwork. The details of his academic record are something he prefers not to discuss.

The Spielberg household set a premium on hobbies.

Steven was encouraged to join the Scouts, keep parrots, play the clarinet and, most important, be creative with his father's home movie camera.

Almost from the start he enjoyed the alternative realities depicted in fantasy films and, especially, the effects that could be achieved with make-up and model work. His sisters became victims of his exercises in imagination. One of his favourite special effects was building his face into a horror mask with papier mache made from wet green toilet paper.

It was in 1962 that his resolve to be a director was kicked into high gear when he was smitten by David Lean's epic *Lawrence of Arabia*. Single-minded as ever, Spielberg set out to make his first feature, a science fiction adventure called *Firelight*. He wrote the first draft in a night: a story of scientists who provoked an alien invasion.

Every weekend for a year, he worked on the film with anyone he could bully or cajole into helping. No girls, no football games, no summer jobs diverted him. His enthusiasm and persistence were infectious.

The result, though Spielberg later described it as "one of the five worst films ever made", was good enough to screen for an audience, he persuaded his father, who had invested \$300 in the project, to hire a local cinema. The Spielbergs filled the hall and Arnold pocketed a \$100 profit.

Spielberg's entry into cinema was also his exit from childhood and Arizona.

The moment the 1963 summer vacation began, he begged his father to let him stay with an uncle who lived in Los Angeles. From here, he planned to explore the magical centre of all his dreams, Hollywood.

He stepped off a tour bus and onto the hallowed ground of Universal Studios with the awe of a zealot entering Jerusalem.

He found his way to the rooms, where editor Tony Martinelli was working. "Could you take a look at my movies?" Steven dared to ask. "Sure kid, bring them in". Dazzled, he presented *Firelight* and won cautious appreciation.

Almost every day for the rest of the summer he dressed, up in his only suit and, carrying an empty briefcase, drove to Universal in his uncle's car. Security was lax and he was waved through without challenge.

In 1964, the decision about his immediate future was made for him. He received a notice from the Government telling him that, as he lacked a student exemption, he had been graded as cannon fodder for Vietnam.

College seemed the only way to avoid the war. The prestigious University of Southern California film school turned him down and the family chose academically indifferent California State College at Long Beach.

Spielberg probably spent more time at Universal than he did at Long Beach.

There, he formed invaluable friendships destined to be major Hollywood players.

In the summer of 1967, impatient to work, in a breathtaking act of cheek, he simply moved himself into one of the vacant offices in the back lot at Universal.

Spielberg is vague about exactly how long he squatted at Universal as a fake executive: maybe it was three months, maybe it was six. Tired of the subterfuge, he eventually went back to college at Long Beach — and made a 24-minute short film called Amblin' about a young couple who meet in the Mojave Desert and hitch-hike to the California coast. He described the result as “a Pepsi commercial”. But the “commercial” was good enough to catch the eye of a Universal executive named Sidney Sheinberg.

He was offered a seven-year “death pact”, which would mean he sold every working minute to Universal to use as they wished. Only the desperate or the desperately ambitious would have agreed. Spielberg signed. He was 22 and on his way up. He never did finish college.

Soon Universal realized what a gem it had in Spielberg. The studio signed him to make a feature called Sugarland Express, a bittersweet caper.

Shooting began a month after Spielberg's 25th birthday and his absorption in the project was total. “When I'm making a movie? I become celibate”, he said. “I get into the routine of making love to my movie”.

The movie bombed when it was released. But in May 1973, just as shooting on Sugarland ended, his reputation as a hot young talent was intact. That was the month the Hollywood producer Richard Zanuck was offered a typescript that would make Spielberg's career. It took Zanuck one night's reading to decide that the rights to Peter Benchley's novel Jaws were worth \$175,000. The shark thus snapped up, Spielberg saw the manuscript on Zanuck's desk, took it home and knew within hours that he had to direct.

Jaws proved Spielberg's near miraculous understanding of what the public wants. It was also the first sign that he would one day become one of the most formidable players in the world of cinema.

LESSON 3

FOOD AND EATING OUT

1. Put the words into these categories:

Fruit:

Meat:

Poultry:

Fish:

Seafood:

Soft drinks:

Alcoholic drinks:

Desserts:

Coke, salmon, roast chicken, orange, hamburger, apple, ice-cream, prawn, orange juice, wine, cheesecake, chocolate pudding, strawberry milkshake, kebab, crab, pear, plaice, beer, apple pie.

2. Use the verbs to describe the food. Make short dialogues.
to taste to look to smell
— Mummy, what’s for dinner?
— Roast chicken.
— It smells good!
3. What do you think you can eat in the:
 - café?
 - restaurant?
 - pizzeria?
 - starburger?
 - pub?
4. Which of these places would you prefer to go? Why? Discuss in groups.
5. Read the text and decide which of “the eating places” would suit the man. Say why.

I only eat out on special occasions, birthdays, for example. I don’t really like going to restaurants. It takes too long. I get bored. I usually go to restaurants with my family, mainly to traditional restaurants or pubs. I like pubs with gardens best — where you can sit outside. My favourite food is hamburger with chips and ice-cream, plain food, nothing fancy. I hate spicy food.

6. Make a similar story about yourself.
7. Group work. Make a list of all local restaurants, cafes, snack bars and eating places you know. Which would you recommend to:
 - celebrate your birthday?
 - have a romantic dinner?
 - have a snack?
 - spend time with friends?
7. Complete the questionnaire.

Name:

Surname:

Age:

- 1) Do you ever eat in cafes or restaurants?
 - Sometimes
 - often
 - never
- 2) What type of place do you usually go to?
 - Pizzeria
 - café
 - restaurant
 - burger bar
 - other
- 3) Who do you usually go with and when?
- 4) Where do you like eating out? Why?

- 5) What type of food do you like most?
6) What type of food do you like least?
8. Group work. Write a menu for your:
- pizzeria
 - Chinese restaurant
 - café
9. Give your menu to the other group. What would you choose and why?
10. Use the expressions and your menus to make a dialogue.
- Can I help you?
What would you like?
What can you recommend?
What's in the ___?
I'd like ___ please.
Can I have ___ please.
Would you like some dessert?
How about ___?
Oh yes, let's have another look at the menu.
Yes, what a good idea.
11. Do you like tea? When do you drink it?
12. Read the story and say where tea came from.

Tea leaves

Many years ago tea was unknown in European countries. Many people didn't even know the word tea, though drinking tea was very popular in the East.

Once a young sailor came back from India. He was the only son of an old woman and every time he returned to Great Britain from a far-away country he brought his mother a gift. Of course, he tried to bring her something unusual, that she could show to her friends.

This time he brought her a box of tea. The old woman didn't know anything about tea, but she liked the smell, and invited all her friends to come and try it.

When her guests arrived, she invited them to the dining table. The old woman treated them to cakes and fruit and tealeaves.

When the sailor entered the room and saw a big plate filled with the tea leaves, he understood everything. He smiled when he saw his mother's friends eating tea leaves with butter and salt. They pretended they liked it, but it was clear they didn't enjoy eating the leaves.

"Where is the tea, Mother?" the sailor asked. His mother pointed to the plate in the middle of the table. "No, this is only the leaves of the tea", the sailor said. "Where is the water?"

"The water!" his mother said. "I threw the water away, of course".

Answer the questions:

- 1) Where did the young sailor come from?
- 2) What present did he bring?

- 3) Did the women like tea?
- 4) What did the guests eat?
- 5) What was wrong with the tea?

13. Read the jokes and dramatize them.

A u n t: Here's a nice piece of bread and butter.

D a n: Thank you, auntie.

A u n t: That's good, Dan. I like polite children very much. I like to hear little boys say "thank you".

D a n: If you want to hear me say it again, put some jam on that piece of bread.

"What have you brought, waiter? Is it tea or coffee?"

"Can't you taste it, sir?"

"No, I can't".

"Then isn't it the same to you?"

It was dinner time. A man entered a restaurant and sat down at a table. He asked for the menu and said to the waiter:

"Here is a sixpence tip for you, tell me what you can recommend me".

The waiter leaned over and whispered: "I'll recommend you to go to another restaurant".

H u s b a n d (*angrily*): What! No supper ready? This is the limit.

I'm going to a restaurant.

W i f e: Wait just five minutes.

H u s b a n d (*calming down*): Will it be ready then?

W i f e: No, but then I'll go with you.

14. Make a story about our traditional food.

LESSON 4

TRAVELLING

1. Choose a card with a question. Discuss in your groups. Tell the class.

1) People like to travel a lot, don't they? What places do they go to?

2) What people see when they travel?

3) When people travel they learn a lot about the geography and history of other places, don't they? Prove it.

4) In what other way but travelling can you learn a lot of interesting things about other places and countries?

5) Is every travelling very exciting?

Give a literary translation of the poem.

To whatever part of the world you went,
By wheel, or sail, or wing, or track,
You'll have exciting things to tell
Now that you are safely back.

3. Discuss what dangers people can meet with when they are:
 - travelling
 - hunting
 - exploring new lands
 - fishing in the sea
 - skating on the ice of a lake
4. Write 10 rules for people who are travelling to be safe. Work in groups.

1st group — for people who are hunting

2nd group — for people who are fishing

3rd group — for people who are climbing mountains

4th group — for people who are camping in the wood
5. Imagine that one of your friends came back from a journey. Ask him / her:
 - what kind of journey it was
 - how long it lasted
 - what he / she saw there
 - what excursions he / she went on
 - what he / she was delighted with
6. Look at the names below. Can you sort them into these groups:
 - Continents
 - Oceans
 - Capital cities
 - Rivers
 - Mountains

The Pacific Ocean, Athens, Africa, the Atlantic Ocean, Everest, the Danube, the Seine, Mont Blanc, Madrid, Asia

7. Project. Group work. Choose a country, find information about it, pictures. Make a project. Draw a map.

Geography:

Currency:

Flag:

Culture:

National holidays:

8. Read the story about Lake Baikal and say why it is so famous.

Lake Baikal

Lake Baikal is situated in the south of the East Siberia. The length of the lake is 636 km; the biggest width is 81 km in the central part. Baikal is situated at

a height of 455 meters above sea level. The length of the coastline is about 1850 km. More than half of the coastline is under the protection.

336 permanent rivers and streams flow into Baikal. River Selenga brings half of the water. The only river that flows out of Baikal is Angara. Baikal is the deepest lake in the world. The biggest island is Olhon. The lake is about 20–25 million years old.

Water of Baikal

The water of the lake is splendid and unique. It is extremely clear, pure and filled with oxygen. The volume of the lake is about 23000 cubic meters, that is 20% of the world's and 90% of the Russian's fresh water supply. Every year the ecosystem of Baikal makes about 60 cubic meters of the clear, filled with oxygen water.

The climate of the East Siberia is continental. The amount of hours of the sunlight on the territory of the island Olhon is 2277.

An average annual temperature of the water surface is +4 °C. In summer on the coast the temperature reaches +16–17 °C, in the shallow bays +22–23 °C.

Wind and waves

It is almost always windy there. More than 30 names of the local winds are known.

Wildlife of Baikal

There are more than 2600 species of animals and 1000 kinds of plants in Baikal. The lake is famous for its fish (omul, white-fish, umber, sturgeon).

There are about 2000 kinds of plants on the coast of Baikal. About 200 kinds of birds have their nests on the coast. A unique, typically sea mammal, seal, can be met in Baikal. Nowadays there are thousands of them in the lake. In summer they can be often seen in the central and northern parts of the lake.

9. Speak about it, using the plan:

- Location:
- Characteristics:
- Flora and fauna:

10. Use the expressions to describe your feelings during a journey you've made:

Splendid, a waste of time, real life, discover, excitement, to be bored, to be full of adventures, to pass by, at great speed, a wonderful sight, to go sightseeing.

To travel by:

- train
- car
- plane
- bike
- bus
- ship

11. Imagine you are talking to a person from another part of your country. Ask him / her:

- where his / her region is situated
- whether it is beautiful there
- what interesting places people visit there
- how people can get there

12. Read the poem. Name different kinds of maps.

Maps

High adventure
 And bright dream
 Maps are mightier
 Than they seem:
 Ships that follow
 Leaning stars
 Red and gold of
 Strange bazaars
 Ice floes hid
 Beyond all knowing-
 Planes that ride where
 Winds are blowing!
 Trains maps, maps of
 Wind and weather,
 Road maps — taken
 Altogether
 Maps are really
 Magic wands
 For home-staying
 Vagabonds!

Dorothy Brown Thompson

13. Read the jokes and dramatize them.

“How did your father know we went out in the car yesterday?”

“Quite simple. Remember that stout gentleman we ran into?

That was Father”.

A traveller whose name was Mr. Brown was a very light sleeper. One night he stopped at a small hotel and after some time he fell into a sound sleep. Suddenly he heard a loud knock at the door and nervously sat up in bed.

“What’s the matter?” he asked.

“Package downstairs for you, sir”, said the boy servant.

“Well, let it stay there. It can wait till morning”.

The boy went away and for a very long time the traveller could not fall asleep. When at last he fell asleep, he heard a knock again.

“It’s not for you, that package, Mr. Brown”, said the boy this time.

C o n d u c t o r: Do you mind, sir, if I put your bag out of the way? People who come in are falling over it

P a s s e n g e r: You leave it where it is. If nobody falls over it, I’ll forget it’s there.

Two men met at a hotel in Brighton.

F i r s t v i s i t o r: I seem to recognize you, but I can’t quite remember where I saw you before.

S e c o n d v i s i t o r: Under your car, when you ran me over last Sunday.

14. Read the story and explain the title of it.

A sad story

Three men came to New York for a holiday. They came to a very large hotel and took a room there. Their room was on the forty-fifth floor. In the evening the young man went to the cinema. When the film was over, they went to a restaurant and had supper there. They came back to the hotel very late.

“I am very sorry”, said the clerk of the hotel, “but our lifts do not work at night. If you don’t want to walk up in your room, you can sleep in the hall”.

“No, no”, said one of the three men, “no, thank you. We shall walk to our room”. Then he said to his friends, “I think I know how to make it easy for us to walk up to the forty-fifth floor. On our way to the room I’ll tell you some jokes, then you, Peter, will tell us some interesting stories”.

So they began to walk up to their room. At last they came to the thirty-fourth floor. They were very tired by that time, and they decided to have a rest. “Well”, said Tom, “now it is your turn, Peter. Tell us a story with a sad end”.

“I’ll tell you a story”, said Peter. “It will not be long, but it will be sad enough. Listen. We have left the key to our room in the hall downstairs”.

15. Have you ever had a funny or sad accident during your trips. Tell about them.

LESSON 5

SPORT

1. Divide sport activities into summer activities and winter activities:

Summer	Winter

Hockey, basketball, volleyball, table tennis, football, table tennis, football, canoeing, mountain climbing, figure skating, athletics, swimming.

2. Have you ever done any of these activities?

- canoeing
- hiking
- camping
- abseiling
- bird watching
- rock climbing

Which would you like to do and why?

Which would you not enjoy? Why not?

Put the adjectives in order of preference. Compare with your partner.

3. Project. Group work

Compare games played in Ukraine, Great Britain and the USA.

4. Speak about sport:
- you enjoy most
 - why you are fond of it
 - which season is good for it
 - what kinds of games you can't play but would like to learn
5. Read the dialogue and say what kind of player was Mike and why?
- Why are you so late for dinner, Mike? School was over long ago.
— We stayed to play basketball after school. It was such fun.
— Was it? Did you play outside?
— Yes, of course. It's warm outside.
— What kind of basketball player are you? Are you good at it?
— Not very. I can't throw a ball into a basket all the time. It's a pity, of course.
— That takes a lot of practice. The more you play, the better you become. Practice makes perfect.
6. Make up your own dialogues about a game you once played after school.
7. Read the poem and answer the questions:
- 1) What are the children going to do outdoors?
 - 2) Whom do children invite to join them?

Come Out to Play

Girls and boys, come out to play,
The moon is shining bright as day;
Leave your supper, and leave your sleep,
And come with your playfellows into the street.
Come with a whoop, and come with a call,
Come with a good will or come not at all.
Come, let us dance on the open green,
And she who holds longest shall be our queen.

8. Pair work. Interview your partner about:
- what his / her favourite sports are
 - why he / she likes them
 - what sport he / she is good at
 - where he / she usually plays sports
9. What's this?
- 1) This young foal
Looks nice and gay
He eats
Neither oats nor hay,
Firmly grip
The handle-bar,
If you want
To travel far. (*A bike*)
 - 2) It runs and runs,
But it'll never run out.

- It flows
Who knows
What I am talking about? (*A river*)
- 3) Put four tires
On her heels.
Which are round
For they are wheels,
Give her
Some petrol to drink:
It's a treat for her,
I think. (*A motor-car*)

10. Our experience

Write on a piece of paper your best and you worst experience. Stick it to the board.

The best experience	The worst experience
1) My best experience is playing basketball when I score baskets. I hope I will grow tall enough to become a brilliant basketball player	1) I was playing football with my brother. He kicked a stone into the air with his foot. It hit me in the head. It hurt a lot and I had to go to hospital. I wasn't angry because he didn't do it on purpose

11. Ice-speedway teams always wear different colours so that spectators can distinguish between them. Using the following eight facts about the best four teams, can you fill in the result table below?

The High-Speed Ice-Speedway Puzzle

Ice-Speedway teams always wear different colours so that spectators can distinguish between them. Using the following eight facts about the best four teams, can you fill in the result table below?

- 1) The colours of the four teams were blue, green, purple and red.
- 2) Team A was not as fast as team D.
- 3) Team C did not wear purple.
- 4) Neither team A nor team B wore red.
- 5) Team B was not as fast as team C.
- 6) The Team that came third wore green.
- 7) Team D was not as fast as team B.
- 8) The Team that finished last wore blue.

Position	Team	Colour
1st		
2nd		
3rd		
4th		

Grade 8–9

LESSON 1

MY LIFESTYLE

1. Read the text and answer the question “Why does the author like Aunt Emily more than other relatives?”

My Aunt

Of all my relatives, I like my Aunt Emily the best. She is my mother’s younger sister. She is in her late fifties, but she is quite young in character. 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. I think she is still rather beautiful. Aunt Emily is the sort of person you can always go to if you have a problem.

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

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

2. Describe Emily’s:
 - face
 - character
 - likes and dislikes
3. Give a similar description of your favourite relative.
4. Pair work. Imagine you have a new pupil in your class. You know nothing about him / her. Ask questions about him / her and about his / her lifestyle.
5. How well do we know each other? Interview your classmates to fill in the table:
 - 1) has got an elder sister;
 - 2) can play the piano;
 - 3) sings well;
 - 4) has been abroad;
 - 5) went to the theatre this month;
 - 6) is very kind and attentive;
 - 7) has got many friends;
 - 8) likes pizza;
 - 9) is good at sports;
 - 10) would like to be famous.
6. Guessing game. Give your classmates a clear description of a famous cartoon or film character. Their task is to guess this character.

7. What kind of person are you? Look at the Chinese horoscope. Agree or disagree with it. Prove your answer.

1) Study the qualities of the signs.

The Rat	The Ox	The Tiger	The Rabbit	The Dragon	The Snake
aggressive	hard-working	smiling	cautious	showy	wise
energetic	lonely	magnetic	clever	artistic	sympathetic
jolly	leaders	lucky	hospitable	enthusiastic	lucky
charming	strong	strong	sociable	lucky	sophisticated
sociable	proud	honourable	friendly	healthy	calm
humorous	reserved	leaders	sensitive	generous	decisive
generous	methodical	liberal-minded	ambitious	sentimental	attractive
intellectual	original	courageous	careful	successful	philosophical
sentimental	eloquent	generous		independent	elegant
honest	patient	passionate			compassionate
persistent	silent				
greedy	rigid	vain	private	demanding	lazy
small-minded	bad losers	rash	timid	irritable	possessive
power-hungry	authoritarian	disobedient	thin-skinned	loud-mouthed	tight-fisted
destructive	conventional	undisciplined	old-fashioned	stubborn	bad losers
suspicious	jealous	argumentative	hypochondriac	discontented	changeable
tiresome	stubborn	rebellious	squeamish	wilful	vengeful
gamblers	slow				extravagant
Nixon	Chaplin	Elizabeth II	Einstein	John Lennon	J.F. Kennedy
Brando	Hitler	De Gaulle	Bob Hope	Ringo Starr	Jackie Kennedy
Shakespeare	Napoleon	Ayatollah Khomeini	Confucius	Al Pacino	Howard Hughes
Mozart	Walt Disney	Beethoven	Sinatra	Abraham Lincoln	Bob Dylan
Tolstoy	Mrs. Thatcher	Marilyn Monroe		Freud	Mao Tse Tung
	Nehru			Charles Darwin	Gandhi

The Rat	The Ox	The Tiger	The Rabbit	The Dragon	The Snake
The Horse	The Goat	The Monkey	The Rooster	The Dog	The Pig
gifted	gentle	merry	proud	faithful	scrupulous
athletic	artistic	enthusiastic	enthusiastic	loyal	loyal
charming	peace-loving	witty	stylish	noble	sincere
quick-witted	sweet-natured	good in business	popular	modest	honest
hard-working	lovable	clever	lively	devoted	loving
entertaining	creative	fascinating	amusing	prosperous	sociable
powerful	inventive	passionate	generous	courageous	sensitive
skilful	amorous	youthful	adventurous	respectable	sensual
cheerful	tasteful	very intelligent	industrious	selfless	truthful
eloquent	intelligent	inventive	conservative	dutiful	peaceful
independent			courageous	intelligent	intelligent
weak	insecure	vain	pompous	introverted	naive
unfeeling	pessimistic	adolescent	pedantic	cynical	epicurean
hot-headed	unpunctual	long-winded	short-sighted	critical	insecure
selfish	undisciplined	unfaithful	boastful	moralizing	gullible
ruthless	dissatisfied	untruthful	mistrustful	stubborn	defenceless
tactless	irresponsible	untrustworthy	extravagant	defensive	non-competitive
impatient					earthy
rebellious					
Buzz Aldrin	Mick Jagger	Yul Brynner	Katharine Hepburn	Winston Churchill	Al Capone
Neil Armstrong	Joni Mitchell	many comedians	many military officers	Elvis Presley	Lucille Ball
Paul Simon				Sophia Loren	Elton John
Paul McCartney				Brigitte Bardot	Humphrey Bogart

The Rat	The Ox	The Tiger	The Rabbit	The Dragon	The Snake
Jimi Hendrix					Alfred Hitchcock

2) What kind of person are you?

It's your birthday. Do you ___?

- a) go to the disco;
- b) have a dinner in a restaurant with friends;
- c) watch a good film at home.

At the weekend do you ___?

- a) go to the forest or river with your family;
- b) go to another city;
- c) read at home.

It's your lunch break at work. Do you ___?

- a) go to the swimming-pool or gym;
- b) go to an art gallery;
- c) have a meal at your desk.

It's your holiday. Do you ___?

- a) go to the disco in the evenings;
- b) visit old buildings;
- c) lie on the beach.

You go shopping on holiday. Do you buy ___?

- a) a new dress;
- b) a book;
- c) candy.

Mostly As

You are a party animal. It's fun to spend time with you. You are easy-going and very active. You've got lots of friends.

Mostly Bs

You are a culture vulture. You like to go to the museums and theatres. You want to learn more and more. Even when you have a rest you try to get new information.

Mostly Cs

You are a couch potato. You usually do nothing, you are passive. You like to lie on the sofa. Maybe it's time to get up!

8. Do you agree with the test? Prove your answer.

9. Discuss in groups: "What's a typical day like for you?"

10. Use the phrases from the box to fill in the table. What do you prefer doing?

every day	at weekends	sometimes	never
watch TV			

do morning exercises;
 go for a walk;
 do nothing;
 watch TV;
 listen to music;
 go clubbing;
 stay in bed late;
 read newspapers;
 get up early;
 chat on the phone;
 play computer games;
 use Internet.

11. Match the words that go together:

read to bed late;
 listen on the phone;
 get up early;
 stay nothing;
 go in bed late;
 chat to the radio;
 watch TV;
 do magazines.

12. Use the phrases to complete the sentences:

- 1) I __ with my friend every day.
- 2) I always __ at weekends.
- 3) I __ when I drive a car.
- 4) When I really want to have a rest, I __ .
- 5) I __ while I am waiting for the doctor.

13. Use the phrases to talk about your likes and dislikes:

Love;	swimming
Hate;	hot weather
don't mind;	tennis
can't stand;	watching football on TV
keen on;	seeing people hit each other
really like;	Chinese food
absolutely love.	reading novels
	walking
	playing cards

14. Group work. Interview people in your group about their rest. Fill in the table. Make conclusions.

	Sleep at weekends (hours)	Sleep (hours)	Insomnia	Alarm clock
Ann				
Paul				

15. Read the poem and say what kind of person can easily overcome obstacles.

Overcoming obstacles

Don't be a coward, fearful and weak
 Be the last one to quit, and the first one to speak
 Don't hide your face from the light of day
 Be courageous in life and stay that way
 No need to run from your trials, troubles and problems
 Have confidence in your step as you reflect how to solve them
 Yet, if you happen to fall, don't lie there and die
 Get up without a thought, and hold your head up high
 Be wise, courageous, bold and brave
 And life will be worth living, from your birth to your grave.

Jereme Durkin

16. Is the poem true for you? Can you overcome obstacles?

17. Read the text and answer the questions:

- 1) What was Robin Hood?
- 2) What was Robin Hood famous for?
- 3) What did he do for Allan-a-Dale?

Robin Hood

Robin Hood is a legendary hero of England. He lived in the twelfth century. The legend said Robin Hood lived in Sherwood Forest with his merry men.

Robin Hood and his merry men took money from the rich and gave it to the poor. There are many stories about them. Here is one of them.

One day Robin Hood was walking through the forest with his men when he saw a young man. The young man was wearing- a very fine red coat and singing merrily. The next morning Robin Hood saw the same young man without his fine coat. The young man was looking very sad. Robin Hood sent Little John to bring the young man. When the young man came to Robin Hood the latter asked him, "What is your name?" The young man answered that his name was Allan-a-Dale. Then Robin Hood asked:

"Have you any money?" Allan-a-Dale answered, "I have only five shillings and a ring that I have kept for seven years. I wanted to marry a nice young girl. Yesterday I went to marry her, but her father was against it. He wants her to marry a rich old man. Now I am unhappy". Robin Hood asked the young man:

"What will you give me and my merry men if we help you to get your girl back again?" Allan-a-Dale had neither money nor gold, but he promised to be Robin

Hood's true servant. So Robin Hood decided to help Allan-a-Dale and they all went to the town where the girl lived. When they came to the town they saw the girl Allan loved. She was going into the church with the rich old man. Robin Hood and his men went into the church and asked the priest to marry the girl to Allan-a-Dale. When the priest refused, Robin Hood pulled off the priest's coat and put it on Little John. So Little John married the young people and they returned together to the merry Greenwood.

18. Prove from the text:

- Robin Hood had a kind heart
- Robin Hood had many true friends

19. Speak about Robin Hood. What lifestyle did he have?

20. Say what legendary heroes of Ukraine you know, when they lived, what they did for their country and who they fought against.

21. Write an essay:

- 1) What has been the biggest challenge in your life? Have you achieved this goal?
- 2) Describe how you have changed as a person during the different stages of your life from being a small child to being an adult?

LESSON 2

HAVING A REST

1. Read the poem and say “What is so important that we miss in our busy world?”

Leisure

What is this life if, full of care,
 We have no time to stand and stare?
 No time to stand beneath the boughs,
 And stare as long as sheep and cows.
 No time to see, when woods we pass,
 Where squirrels hide their nuts in grass.
 No time to see, in broad day light,
 Streams full of stars, like skies at night.
 No time to turn at Beauty's glance,
 And watch her feet, how they can dance.
 No time to wait till her mouth can
 Enrich that smile her eyes began.
 A poor life this is if, full of care,
 We have no time to stand and stare!

W. H. Davies

2. Answer the questions:
 - 1) What amusements can we have at home and what when we go out?
 - 2) What activities are carried by clubs and Houses of Culture?
3. Write what you usually do at leisure time.
4. Discuss in groups:
What does our free time depend on?
5. Agree or disagree. Explain your answer.
 - 1) It's pleasure to watch TV from morning till night. There are lots of quite different programmes you can watch.
 - 2) You can learn a lot in museums.
 - 3) All new films are interesting to children.
 - 4) Sport is the best hobby.
 - 5) Photography is only for boys.
 - 6) You may be bored if you don't have hobby.
6. Agreement:
Certainly!
Of course!
You are quite right!
I agree with you!
I also think so!

Disagreement:
Certainly not!
Of course not!
I don't think you are right!
I don't agree with you!
I think __ .
7. Say your opinion of different hobbies. Let your friend agree or disagree with you and give their reasons.
 - sport activities
 - cooking
 - camping
 - fishing
 - boating
 - collecting stamps
 - knitting
 - playing computer games
 - learning languages
 - watching nature
 - drawing
8. Project. Imagine that you work in a tourist agency. Suggest a plan of spending an ideal weekend. Work in groups. Choose the best project.

9. Planning a family holiday. Read the story and say who decides everything in the family.

Planning a family holiday

Every year Mum and Dad discuss where to go for our summer holidays. Usually they discuss it for a long time. Every member of our family has his hobby. Mum likes to travel on her holidays. Dad likes to go fishing best of all. I like to swim very much. So this year I want to go to the seaside.

One day Dad says:

“Let’s discuss where we shall go for our holiday. This year I want to go to the Black Sea. I’ll go fishing and Alec will swim”.

“That’s a good idea”, says Mum. “But there are many fishermen at the Black Sea in the middle of summer”.

“And do you know the place with a lot of fish and few fisher men?” asks Dad.

“Yes, I know”, says Mum. “There is a nice lake near our Granny’s village. You can go fishing there. And Alec can swim there. We shall have an enjoyable time. We can go there tomorrow”.

“Let’s go to Granny’s place”, I say.

“You know, Alec”, says Mum, “Dad decides everything in our family”.

“All right”, says Dad. “I agree. But I think it’s too late to get the tickets for tomorrow”.

“Don’t worry, dear”, says Mum. “I’ve bought the tickets already”.

10. Answer the questions:

- 1) What about your family: do you discuss where to go for your summer holidays?
- 2) Where does your family go on holiday?
- 3) What do the members of your family like to do on holidays?

11. Read the dialogue. Change the underlined words to make your dialogue.

— Hello, Peter.

— Hello, Nick.

— When will your summer holidays begin?

— On the tenth of July.

— Will you stay in Kharkiv?

— No, I shan’t.

— Where are you going?

— I really don’t know and what about you?

— I’ll go to the South.

— What will you do there?

— I will swim in the sea, sail boats and go on hikes.

— I am sure you’ll enjoy your stay there.

12. A perfect holiday. Work in pairs. Decide which of these things the following people would like on holiday.

- busy nightlife
- hot weather

- shopping
 - exotic food
 - cheap accommodation
 - live pop concerts
 - funfair
 - mountain hiking excursions
 - romantic restaurants
 - sunbathing
 - sightseeing
 - museums and galleries
 - cafes
 - theatre
 - all night beach parties
 - water park
- 1) A couple who has just got married.
 - 2) University students.
 - 3) High school pupils.
 - 4) An old couple, in their seventieth.
 - 5) A family of mother, father and two children aged five and seven.
 - 6) You.
 - 7) Your partner.

13. Read the situations. Talk to your partner and try to negotiate a solution.

Student A

Next summer you are going on holiday with your best friend. You'd like to go to the beach. You have been studying really hard this year and all you want is to relax, to lie by the swimming-pool. You really want to escape from the city as you spend all year there. Talk to your friend to plan the holiday.

Student B

Next summer you are going on holiday with your best friend. You'd like to travel around the country, visiting different cities, as you are interested in history. You like to do lots of activities when you are on holiday and learn new things at the same time. Talk to your friend to plan the holiday.

LESSON 3

SPORT

1. Discuss:
 - 1) Do you like sport?
 - 2) What winter sports do you know?
 - 3) Can you play hockey?
 - 4) Are you good at skating?

- 5) What summer sport do you go in for?
- 6) Does your friend go in for tennis?
- 7) Do you like to go to the stadium?
- 8) What games do you play at school?

2. Match the words with the definitions.

Essential	a number of people playing together and forming one side in a certain game;
Daily	very important;
keep fit	happening or done every day;
fan	to support;
shout for	admirer;
team	to be in good health.

3. Read the text and change it. Make a story about yourself.

Sport is an essential part of my daily life. Every morning all the year round I do my morning exercises to the radio. As I want to keep fit I go in for skating in winter and swimming in summer. I like to go to football matches. I'm a football fan. I often go to the stadium. I shout for "Spartak", it is my favourite team.

4. Read the dialogue and say "Do you like sport?"

A: What are you going to do on Sunday?

B: I'm going to watch a hockey match on TV.

A: May I come and watch it too?

B: Of course, if you like. I'll be glad if you come.

A: Thank you. I'll come.

B: Please, don't be late.

A: Don't be afraid, I'll come in time.

B: Come at six sharp.

A: All right.

5. Fill in the gaps in the dialogue with any words on the topic and make up new dialogues.

A: What are you going to do?

B: ___ And what about you?

A: ___ .

B: It is very interesting. I'm fond of ___ .

A: If you like, you may come. We'll ___ together.

B: Will you be alone?

A: ___ .

B: I'm not sure if I can. I'll ask Mummy.

A: All right. Let me know, If you can ___ .

B: I'll ring you up tomorrow.

A: ___ .

6. Make up sentences:

I	am	fond of	swimming in warm water
My friend	is		boating in summer
Ann	are		motor cycling
We			yachting
			dancing
			playing outdoor games
			travelling
			running
			playing table tennis

7. Complete the following sentences:

- 1) ___ is a kind of winter sport.
- 2) ___ is a kind of sport for men.
- 3) ___ is a kind of summer sport.
- 4) ___ is a kind of sport which is pleasant for everyone.
- 5) Athletics comprises such kinds of sport as ___ .
- 6) Winter comprises such kinds of sport as ___ .

8. Read the text and say “Why is sport so popular?”

Sports and games

We are sure you are all interested in sport. Many of you certainly play such games as volleyball or football, basketball or tennis. People who play a game are players. Players form teams and play matches with other teams — their opponents. Two players playing with each other are partners. Each team can lose or win. In a football match players try to score as many goals as they can.

Most matches take place in large stadiums.

Athletics is the most popular sport. People call it ‘the queen of all sports’. It comprises such kinds of sports as: running (for different distances), jumping (long and high jumps) and others.

From time to time international championships and races (horse-races, motor-races, and cycle-races) take place. Representatives of various countries can win a gold, silver or bronze medal. Such great championships in sport are organized every four years and we call them Olympic Games. Only the best may take part in them.

There are so many kinds of sports, such as cycling, swimming, gymnastics, boxing, skating, skiing, rowing, yachting and many more in which you can take an active part or just be a devoted fan.

Everybody may choose the sport he (or she) is fond of or interested in.

9. Find in the text:

- the names of games
- the names of sports
- what are players

- what are partners
- what are opponents
- where matches usually take place
- what people call "the queen of all sports"
- what Olympic Games are
- who can take part in Olympic Games

10. Answer the questions:

- 1) What kinds of sports are you interested in?
- 2) What kinds of sports are you fond of?
- 3) What sportsmen do you know?
- 4) What are they famous for?
- 5) What do you know about Olympic Games?

11. Say what kind of sport are you fond of?

I think all kinds of sports are good, but I am fond of ___ .

LESSON 4

MASS MEDIA

1. Put all means of communication in order of importance. Explain your choice.
Television
Radio
Newspaper
Magazine
2. Role play. Choose one person. Imagine that he / she is a commentator of a television or a radio programme which gives information about the latest events and discusses the most topical problems. All other pupils are TV viewers or radio listeners. Ask questions about latest events and comment on your questions.
3. Give a brief description of each kind of programme.
 - news
 - documentary
 - sport
 - educational
 - film
 - the arts
 - variety show
 - current affairs

Example: Current Affairs — these programmes show political and social problems of our society.

Their aim is to show us problems and give different points of view. They are usually about cultural events, public affairs.

4. Work in groups of four. Fill in the table. Report about the conclusions. What do teenagers like to watch:

	News	Films	Sport	Educational
Mary				
Peter				

5. Discuss in groups.
- Are there many TV channels?
 - Is there a big difference between them?
 - What channels do you prefer?
6. Project. Create a new TV channel. What programmes will it show? Describe it.
7. Plan your television schedule for a weekend afternoon and give reasons for your choice of programmes and for the time at which you have decided to show them.
8. Put down the advantages and disadvantages of watching TV.

Advantages	Disadvantages
1) TV brings the world to our living-room. We see people in our country and in other lands, and learn of their customs, occupations, opinions, problems	2) Some children have made TV their main leisure activity and they are not enriching their personalities by developing hobbies and belonging to clubs

9. Supposing you were impressed by yesterday's radio broadcast and you tell your classmates about it. Classmates ask you questions to find out more about it.
10. A friend of yours tries to persuade you to listen to some radio programme regularly. Refuse politely with a reason.
11. Every newspaper and magazine offers its readers a wide range of topics. Bring the recent issue of some newspaper or magazine to class, then discuss the contents of this issue with your classmates. Exchange your opinions about the topics offered.
12. Work in groups. Write a letter to a newspaper or magazine and an advice it gives.
- You are not satisfied with school books.
 - Violence on TV.
 - Where to go on holidays.
13. Discuss:
- Are you satisfied with newspapers and magazines?
 - Do they reflect the young people's hopes and worries, their leisure and education, their attitudes and opinions?
 - What kind of articles appeals to you most? Why?

14. Describe one of the TV or radio programmes, magazines or newspapers. The rest of the group says their opinion about it.

It's exciting;
boring;
valuable;
informative;
amusing.

15. Write an essay. Choose one topic:

- 1) How does Mass Media help teenagers to develop a broader understanding of the world around them?
- 2) What important problems of teenagers are raised in Mass Media now days?
- 3) Do you agree that Mass Media is a reflection of society? Why?

16. Read the text and say "Is there a difference between Ukrainian and British Mass Media?"

Great Britain's Press, Television and Radio
The Press

It has been claimed that the British read more newspapers than any other people in the western world. More than thirty million copies of newspapers are printed in the country every day.

National newspapers are sold throughout the United Kingdom. They all have their head offices in London and are usually classed as either "quality" or "popular" papers. The quality papers (dailies: The Times, Guardian; Sunday papers: Sunday Times, Observer, Sunday Telegraph) aim to inform their readers as widely as possible about national and international news. The popular papers try to attract most' general readers, with pictures and sensational stories.

Many big cities have evening papers which give the latest news. London has The Evening Standard.

There are nearly 5,000 periodicals published in the United Kingdom. There are magazines and periodicals for almost every trade profession, sport, hobby or interest. The most important periodicals for more serious readers are: The Economist, which comments on events of international, political or economic interest; Tribune, containing political articles and sociological reviews; New Society, which has long articles on social matters; New Scientist, which reports on scientific matters in language that non-specialists can understand. The quality papers, the Daily Telegraph and Sunday Telegraph support the Conservatives.

One of the most famous highways of the city, Fleet Street, is often called the centre of the newspaper industry. It was known in the early 13th century as Fleet Bridge Street; its west side was destroyed in the Great Fire of London in 1666. Many famous lanes and streets ran into Fleet Street. The street was noted for its coffeehouses and taverns and for the famous literary men living and working in it. Outstanding among these were Samuel Johnson, John Milton, Charles Lamb, and Oliver Goldsmith. Among the publications associated with Fleet Street are Punch,

the Daily News, the Daily Telegraph, and the Evening Standard. The street and the immediate area are dominated by the offices of daily and provincial newspapers and all their related associations.

Television and Radio

Various radio and television programmes are presented by the BBC. There are four separate radio “channels, each of which specializes: Radio 1 broadcasts mainly pop music; Radio 2 provides light music, comedy programmes, sports; Radio 3 offers serious music, talks on serious subjects and plays of a classical nature. Radio 4 concentrates on the spoken word. The BBC has opened local radio stations in a number of large cities and towns. The BBC also broadcasts special programmes about Britain in forty different languages as well as in English to all parts of the world.

The BBC has two television channels: BBC1 and BBC2.

BBC2 provides a more serious alternative to BBC1, although it also shows films and some comedy. Usually, the same BBC television programmes are seen all over the country, but there are a few variations [or local interest. Radio and television programmes are given in the BBC magazine. There is also a weekly magazine, *The Listener*, in which outstanding talks are published.

There are fifteen different programme companies, each serving a different part of the country. They present ITV (Independent Television). These companies are supported by firms who use them for advertising.

17. Answer the questions:

- 1) What are the main British newspapers?
- 2) What kind of information do they offer?
- 3) Why is Fleet Street often called the home of the British Press?
- 4) How do British radio and TV programmes differ, how each of them specializes?

Grade 10–12

LESSON 1

MY LIFESTYLE

1. Agree or disagree with the following. Say why.
 - 1) Mental strength is more important than physical strength in today's world.
 - 2) Men always have more physical strength than women.
 - 3) Women usually have more mental strength than men.
 - 4) Men usually control fear better than women.
 - 5) You can learn to control your fear.
 - 6) You can always rely on your family more than your friends.
 - 7) It's better not to rely on your partner too much.
 - 8) The most important thing in life is to achieve your goals.
 - 9) If you work a lot you can always achieve your goals.
 - 10) It's more important to have new challenges every day than to have a relaxing life.
2. Discuss in groups:
“All things are possible until they are proved impossible”.
Give examples from your personal experience.
3. Read the poem and say: “How can a person become successful?”

Believe in Yourself
Set your standards high
You deserve the best.
And never settle for less.
Believe in yourself
No matter what you choose.
Keep a winning attitude
And you can never lose.
Think about your destination
But don't worry if you stray
Because the most important thing
Is what you've learned along the way.
Take all that you've become
To be all that you can be.
Soar above the clouds
And let your dreams set you free.

Jillian K. Hunt
4. Answer the questions:
 - 1) Do you agree that every person deserves the best?
 - 2) Do you always try to get the best?

- 3) Why is a “winning attitude” so important?
 - 4) What is more important for you “the destination” or the way?
 - 5) Do you believe in yourself?
5. Interview everyone in your class and say “What do teenagers dream about?” Comment on the results.
 6. Read the story and prove that if we want something, the only thing we need is a goal.

The Rock Club

One night when I was in second grade, I saw something on the news that really bothered me. It was about a group of homeless people sleeping outside in the cold, with nowhere to go for warmth and comfort. I felt sorry for them, and I wanted to help.

So I decided to start a club. The goal was to raise money to help the homeless. I called it the Rock Club. When I first started, we only had about five members, but that quickly grew to about twenty. It wasn't hard to get people to join the club. I hardly had to ask anybody if they wanted to be a member. In fact, they came up to me and just asked me if they could join!

We spent all of our free time at recess painting rocks. We painted animals, flowers and shapes — even names of sports teams. We all just worked on whatever we felt like painting.

We'd go around the school in search of teachers who would buy our rocks and use them as paperweights. We sold the rocks for five cents, ten cents and even up to twenty cents each. We painted one huge rock with polka dots that sold for five bucks! By Christmas, we had raised thirty-three dollars. We decided to give the money to a local homeless shelter.

My mom offered to take my friend and me to the shelter to deliver the money. When we pulled up, we noticed that there were whole families sitting on the snowy sidewalk. As we went into the building, I could not get the picture of what I had just seen out of my mind. I kept thinking about the little children, and all of the men and women with nowhere to sleep.

When we got inside, we met the lady at the front desk and gave her the money that the club had earned. She seemed really grateful for our donation. She invited us to take a tour of the shelter. I had never seen a real homeless shelter before, so I wanted to see the inside. As we toured the building, what really got to me were the rows and rows of tables set up to help feed the hungry. There must have been over one hundred tables in there. In the kitchen, the helpers were making what seemed like endless rows of gingerbread men. It was amazing to me that for every gingerbread man, the shelter was expecting a person in need for dinner and shelter that night.

As we were leaving the homeless shelter, I saw a man sitting on the snow-covered pavement. He was wearing a dirty, dark green coat and black pants that were covered in mud. He was clutching to his side a Christmas tree covered with red ornaments. I felt so sorry for him because he had nowhere else to put a tree except

the streets where he lived. It made me realize that even someone with no home, or money for presents, still wanted to have a Christmas.

The next day, there was a Picture of that same man in the newspaper. I knew his image would stay with me forever. I hoped that his picture also reminded others about how much help the homeless people need, and that we should remember them all year-not only at Christmas.

A few days later, a newspaper reporter and a photographer came to our school and took a picture of our Rock Club members. The photo and article came out in the paper the next day. We all felt proud that we had done something that gave more attention to the needs of the homeless in our town.

Our school decided that what we did was really great, so they started a program just for kids. Now kids at our school are helping the homeless shelter and other organizations that help people in need.

Something as simple as some rocks, some paint and a few caring kids made me realize that you're never too young — and you don't need much-to make a difference.

Vanessa Clayton

7. Answer the questions:

- 1) Why did the girl decide to create a club?
- 2) How many children were there?
- 3) How did they earn money?
- 4) How did the shelter look like?
- 5) What impressed her there?
- 6) How did people learn about the Rock club?

8. Write an essay:

“If you don't like the way the world is, you change it. You have an obligation to change it. You just do it one step at a time”.

9. Discuss in groups:

“How do people usually behave when they have different points of view?”

10. Read the text and say: “How did the teacher help two children to solve their problem?”

Things Are Not Always Black or White

Teachers are those who use themselves as bridges,
Over which they invite their students to cross;
Then having facilitated their crossing, joyfully collapse,
Encouraging them to create bridges of their own.

Nikos Kazantzakis

When I was in elementary school, I got into a major argument with a boy in my class. I have forgotten what the argument was about, but I have never forgotten the lesson I learned that day.

I was convinced that I was right and he was wrong and he was just as convinced that I was wrong and he was right. The teacher decided to teach us a very impor-

tant lesson. She brought us up to the front of the class and placed him on one side of her desk and me on the other. In the middle of her desk was a large, round object. I could clearly see that it was black. She asked the boy what color the object was. “White”, he answered.

I couldn’t believe he said the object was white, when it was obviously black! Another argument started between my classmate and me, this time about the color of the object.

The teacher told me to go stand where the boy was standing and told him to come stand where I had been. We changed places, and now she asked me what the color of the object was. I had to answer, “White”. It was an object with two differently colored sides, and from his viewpoint it was white. Only from my side was it black.

My teacher taught me a very important lesson that day:

You must stand in the other person’s shoes and look at the situation through their eyes in order to truly understand their perspective.

Judie Paxton

11. Write an essay: “You must stand in the other person’s shoes and look at the situation through their eyes in order to truly understand their perspective”.
12. Work in groups. Make a list of 10 top causes of stress now days:
 - 1) ___ .
 - 2) ___ .
 - 3) ___ .
 Share your ideas with other groups. Make one list.
13. Suggest a solution. How can we avoid these stressful situations?
14. Read the text and agree or disagree with the words: “Destiny is not a matter of chance; it is a matter of choice. It’s not a thing to be waited for; it’s a thing to be achieved”. Give example from your life to agree or disagree with these words.

Putting My Best Foot Forward

I could feel the sweat start to trickle down my back, right between my shoulder blades. There I was, standing in the hot sun, while the team captains chose who they wanted on their team for a baseball game during fourth grade recess.

There were only four of us left.

“I’ll take Sandy”, said one of the team captains. “David”, said the other. The palms of my hands started to sweat.

“Rachel”. My heart sank.

“Alright I’ll take Kathy”. I was sure everyone was looking at me skinny Kathy, with the skinny legs and arms — Kathy that no one wanted on their team. I wanted to crawl under a rock and hide. I was humiliated... once again.

I was a geek to most of the kids in school. I was shy, quiet, scrawny... and afraid to make friends.

At home with my parents, I always felt okay with myself. My folks were hard-working people who loved and supported me, and believed in my capabilities. They taught me to go for what I wanted no matter what it was.

In kindergarten, I had been invited to a birthday party.

I wanted to get a really nice present for the girl who invited me, and my parents encouraged me to work for the money to buy the present. My dad said to me, “You have two arms and two legs and a brain, Kathy. If you want extra money, you can simply earn it”.

Because my parents believed in me so much, I believed in myself, too. To earn the money, I painted pictures on rocks and sold them door to door in my neighborhood, sold fruit and vegetables from our garden, and did yard work for our neighbors. Although I was just a small child, buying a gift for my friend with the money I earned myself gave me a tremendous sense of empowerment.

By the time I was in fourth grade, I was making enough money to buy my own clothes and toys, and whatever candy and treats I wanted from the ice-cream man.

However, that was at home. When I got to school, I felt gawky and awkward. To the kids at school, I was just a skinny, dumb kid who couldn't play baseball. More than anything, I wanted to feel just as successful and capable at school as I did at home. And I wanted friends, but no one would play with me.

One afternoon near the end of my fourth grade year, my teacher, Mrs. Sween, asked me if I would stay after school for a few minutes.

When I sat down in front of her desk, she started right in.

“I've noticed that you don't hang around with any of the kids during recess, Kathy”.

“They don't want to play with me, Mrs. Sween”, I answered.

“Do you think that is their fault?” she asked. “If you do, I have news for you. It's not. It's your fault. If you think it is someone else's responsibility to make friends with you first, you are mistaken. They aren't going to come to you; you have to go to them”.

I dropped my eyes from her face, and felt tears start to sting the corners of my eyelids.

“Look at me, Kathy”. I looked back at Mrs. Sween.

“I know you are a wonderful girl. But how are they going to know you if you don't give them the opportunity? You have to be the one to make the effort, to be friendly, and to talk to other people. Don't get caught up in your shyness. Take a risk! Be a friend and you'll make a friend”.

I don't remember exactly how I made it out of the classroom that day. But I do remember lying on my bed that night, thinking about Mrs. Sween and the things that she had said to me. She had talked to me like my parents had always talked to me: like an equal, not like just a kid. Something sank in that night, and it changed my life. I made a decision. I decided to be happy, and to have a happy life. No one else could do it for me; I had to do it for myself.

Over the summer, I started watching baseball. I mean really watching. I watched baseball on television; I watched baseball on the street where I lived. I studied how the best players played-how they held the bat, and what they did to improve their game. I copied everything the best players did. And I got good at baseball.

When school started the following year, it was amazing that I was not picked last — I was picked first! I had worked to become a good player, and the teams wanted me. Not only that, but it was easier to make friends because I felt more confident about myself. Sure, I was still skinny tomboy Kathy, but now I had friends to laugh with and to share my stories with. I learned to have faith in myself and to know that God doesn't make mistakes. I became more of what I wanted to be because I had made a conscious decision to step out and put my best foot forward.

Later in my life, when I began my modeling career, I realized that not all adults were like my parents and Mrs. Sween. It made me sad to see how some older people took advantage of young girls. My parents and Mrs. Sween wanted the best for me, but there were people out there in the world of modeling that only wanted the best for themselves—it didn't matter who got hurt in the process of them getting what they wanted.

But I never let myself be in a compromising position I never had to take my top off to become a popular model; I could say no and mean it. No one was ever going to tell me how to run my life; if it wasn't something I knew was the right thing for me to do, I didn't do it.

I have been lucky to have my faith and the love of my family to support me throughout my life. Other girls around me in the modeling profession didn't have what I have had: people like my parents and Mrs. Sween to encourage me. They have done self-destructive things and have been vulnerable to bad people. I have walked off modeling jobs when I didn't like what was going on. My self-esteem gave me the freedom to do that. I always knew if a modeling job didn't work out, there were lots of other interesting jobs out there for me. I could do anything if I set my mind to it, and made a conscious decision to excel.

All I've ever had to do was to step out and put my best foot forward.

Kathy Ireland

15. Why did Kathy decide to change her life one day?

16. Explain how it could happen.

- You arrived home completely wet on a sunny day.
- You sent the American president a letter
- You were camping in the garden of your house
- You were riding an elephant through the city center

LESSON 2

TECHNICAL PROGRESS

1. What are these people famous for? Match the people with the inventions:
 a helicopter A. Bell;
 a spaceship A. Nobel;

a printing-press	I. Sikorskiy;
a telescope	S. Korolyov;
a telephone	G. Galilee;
dynamite	I. Guttenberg.

2. Discuss:

- 1) What does technological progress of a certain country depend on?
- 2) What countries have more achievements in technology? Why?
- 3) What is the most important (for you) achievement of the scientists of the last 10 years?

3. Read the text and say “What is Maria Curie famous for?”

Maria Curie (1867–1934)

Maria Curie was born in Warsaw on the 7th of November, 1867. Her father was a teacher of science and mathematics in a school in the town, and from him little Maria Sklodovska which was her Polish name — learnt her first lessons in science. Maria wanted to study at the Sorbonne in Paris, and after many years of waiting she finally left her native land for Paris in 1891.

In Paris Maria began a course of hard study and simple living. She determined to work for two Master's degrees — one in physics, the other in mathematics. So she had to work twice as hard as any other student. Yet she did not have enough money to live on, and soon her strength was weakened, because she had no proper food and warmth. She lived in a small room in the poorest part of Paris. Night after night, after her hard day's work at the University, she would climb to her poorly furnished room and work at her books for hours. Her meals were poor, sometimes no more than a few cherries, which she ate as she studied. Though she was often weak and ill under this hard life, she worked in this way for four years. Nothing could turn her from the way she had chosen.

Among the many scientists Maria met and worked with in Paris was one — Pierre Curie. Pierre Curie, born in 1859 in Paris, was the son of a doctor, and from his childhood he was interested in science.

At sixteen he was a Bachelor of Science, and he took his Master's degree in physics when he was eighteen. When he met Maria Sklodovska he was thirty-five years old and was already famous in Europe for his discoveries in magnetism. But in spite of the honor he had brought to France by his discoveries, the French Government could only give him a very small salary, and the University of Paris refused him a laboratory of his own for his research work.

Pierre Curie and Maria Sklodovska loved science more than anything else. Very soon they became the closest friends. They always worked together and discussed the many problems of their work. After a little more than a year they fell in love with each other, and in 1895 Maria Sklodovska became Madame Curie

By this time Maria Curie had got her Master's degree in physics and mathematics, and was busy with research on steel. She now wanted to get a Doctor's degree.

For some time Pierre and Maria Curie were interested in the work of a French scientist named Becquerel. There is a metal called uranium which, as Becquerel discovered, emits rays very much like X-rays. These rays made marks on a photographic plate when it was covered in black paper. The Curies kept wondering about these rays of uranium. There were many questions that puzzled Maria Curie and her husband. Here, they decided, was the subject for Maria's Doctor's thesis.

The research was carried out under great difficulty. Madame Curie had to use an old store-room at the University as her laboratory — she was refused a better room. Here it was cold, there was no proper apparatus and the room was too small for research work. But Maria Curie had to make the best of it. Soon she discovered that the mysterious rays of uranium were much more peculiar than she believed. They were like no other known rays.

Maria Curie began to examine every known chemical body.

After repeating her experiments time after time she found that mineral called pitchblende emitted much more powerful rays than any she had found.

As Maria Curie had examined every known chemical element and none of them had emitted such powerful rays as pitchblende, she could only decide that this mineral must contain some new element. Here was a mystery. Scientists had said that every element was already known to them. But all Maria Curie's experiments proved one thing. Pitchblende must contain some new and unknown element. There was no other explanation for the powerful rays which it emitted. Scientists call the property of giving out such rays 'radio-activity', and Madame Curie decided to call the new element 'radium', because it was more strongly radio-active than any known metal.

Madame Curie-Sklodovska died in 1934. She was the leading woman scientist, the greatest woman of her time and was the first person who received the Nobel Prize twice.

4. Speak about:
 - the conditions in which the Curies worked
 - Maria Curie's life in France
 - Pierre Curie, a famous scientist
5. Speak about any famous woman scientist you know.

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