

# Unit 1. IN AND OUT OF SCHOOL

## Lesson 1. IN SCHOOL

*Цілі:* формувати навички вживання нових лексичних одиниць; вдосконалювати навички висловлювання своєї думки, усного мовлення й читання; розвивати мовну здогадку й мовленнєву реакцію учнів; виховувати зацікавленість у розширенні своїх знань.

### *Procedure*

#### *1. Warm-up*

Do ex. 1, p. 4.

#### *2. Speaking*

Answer the questions (p. 7).

#### *3. Vocabulary practice*

Do ex. 1, p. 8.

Practise the new vocabulary (p. 9) chorally and individually.

Read through the sentences and practise the new vocabulary.

	run and jump		the gym.
	have lunch		the canteen.
	do experiments		the science lab.
	sing songs		the music classroom.
	paint		the art classroom.
We	study English		the English classroom.
	have Ukrainian lessons	in	the Ukrainian classroom.
	keep our things		the lockers.
	change our clothes before PE		the changing rooms.
	talk to our teachers		the staff room.
	talk to our headmaster		the headmaster's office.
	have computer studies		the computer room.
	can find a necessary book		the library.

#### *4. Writing*

Complete the following sentences.

1. The staff room is a room where we can ... .
2. The gym is a place where we usually ... .
3. The science lab is a room where we ... .
4. The canteen is a place where we ... .

5. The locker is a place where you ... .
6. The Maths classroom is a room where we ... .
7. The staff room is a room where our teachers ... .
8. The computer room is a place ... .
9. The English classroom is a room where we ... .
10. The art classroom is a room where we like to ... .
11. The library is a place where you ... .
12. The music classroom is a room where we ... .
13. We use stairs for going ... (up and down).
14. We use entrance to ... (enter the school).
15. The school kitchen is a place where the chef ... .

### *5. Reading*

Practise the prepositions.

Do ex. 2, p. 9.

### *6. Speaking*

Do ex. 3, p. 9.

### *7. Listening*

Listen to the story and do the task.

## SCHOOL LIFE FOR A 13-YEAR-OLD BRITISH BOY

My School is a mixed 11-18 school. There about 1,150 students in my school, including 200 in the sixth form. It is called a Technology College and specializes in Computers and Maths. My school has over 1200 computers (including over 400 tablet PC's)

I am in Year 8. Some subjects are compulsory like Maths, English, Science and a foreign language, but I like PE most of all.

My school day starts early in the morning. I leave home at 6:45 and walk 20 minutes to catch a bus to school. The bus is a special one just for kids going to my school. The journey on the bus takes an hour because it has to keep stopping to pick up other students along the way.

When I arrive at school, I collect my Tablet PC and go to my Tutor Room for Registration at 8:30. We listen to announcements to see what special things are happening at school today or this week.

At about 8:50 we leave Tutor Room to go to our First Period which starts in 10 minutes. Every day I have a different Lesson the first period. Normally it is Humanities but I also have Maths, Drama and Music, and French on the other days. Each period lasts an hour. We don't use our Tablet PCs in all lessons because some rooms do not have enough power sockets. We use the Tablets to do our work on and to search the Internet. Our Tablet PCs are connected to a Network so we can send our work straight to our teachers. All my lessons are in different rooms and places around the school. I have different teachers for each lesson. I have a locker where I can store some of my stuff.

I have a break from 11.00 to 11.20 when I can have a snack and play and chat with my friends. After the fourth period we have lunch. I bring a packed lunch to school but occasionally I have school dinners in the School Canteen that is open at Lunch Time and Break Time. Most hot food is served only at lunch time. Chips are only available on Mondays and Fridays.

School ends at 3.10 and I sometimes stay after school for clubs.

Say if the following statements true or false.

1. The boy studies in a specialized school.
2. He likes foreign languages most of all.
3. He gets up early in the morning and walk to school.
4. Computer studies and maths are his compulsory subjects.
5. The first period starts at 9 o'clock.
6. Each period in their school lasts 60 minutes.
7. They don't use their Tablet PCs in all lessons because they are not allowed to do it.
8. The boy keeps his things in his locker.
9. He always has lunch in the school canteen.
10. The students can buy chips in the canteen every day.

Key: 1 T; 2 F; 3 F; 4 T; 5 T; 6 T; 7 F; 8 T; 9 F; 10 F.

## 8. Summary

### *Word Association Game*

You may use activities and places or subject and places.

Example: play football — gym, have a snack — canteen.

## 9. Homework

Do ex. 4, p. 9.

## Lesson 2. SCHOOL ACTIVITIES

*Цілі:* формувати навички вживання нових лексичних одиниць; удосконалювати навички аудіювання й усного мовлення з опорою на лексико-граматичні структури; розвивати мовну здогадку; виховувати доброзичливе ставлення до співрозмовника.

### *Procedure*

#### *1. Warm-up*

Do ex. 3, p. 5.

#### *2. Vocabulary practice*

##### *Board Race*

Split the class into three teams.

Draw two lines down on the board and write topics at the top — place, subject, activity.

The students must then write as many words as they can related to the topic in the form of a relay race.

Each team wins one point for each correct word. Any words that are unreadable or misspelled are not counted.

Set a time limit.

#### *3. Reading and speaking*

Do ex. 1, p. 10.

Key: 1 Green Bush School; 2 in Liverpool; 3 300; 4 18; 5 Chess, Choir, Computing/IT, Public Speaking, 1st Aid, Orchestra, Drama Group, Film Club, Swimming; 6 16; 7 Chemistry, football, swimming, Design and Technology, choir, orchestra, IT.

#### *4. Listening*

Do ex. 2, p. 11.

Key: 1 b; 2 c; 3 c; 4 b.

#### *5. Vocabulary practice*

Practise the new vocabulary (p. 11) chorally and individually.

Match activities and places.

Activity	Place
football	an assembly hall a science lab a classroom
lunch	a canteen a football pitch a gym
performance	

basketball	a swimming-pool a court
choir	
Science	
English lesson	
orchestra	
swimming	
tennis	

Example: We play basketball in the gym. I have lunch in the school canteen.

### 6. Writing

Write down the sentences that you've made up about school activities.

### 7. Grammar practice

Practise there is/ are in different structures.

	different classrooms		
	some lockers		
	two changing rooms		
	a staff room		
	the headmaster's office		our school.
There	is	three computer rooms	in the first floor.
	are	a library	on the second floor.
	isn't	a gym	behind the gym.
	aren't	a canteen	next to the canteen.
		a science lab	opposite the art classroom and the library.
		a music classroom	between the staff room.
		an art classroom	
		two English classrooms	
		a football pitch	
		a tennis court	

a swimming pool

an assembly hall

a playground

Example:

- There is a gym in our school. There are some lockers opposite the canteen.
- There isn't a science lab on the first floor. There aren't two English classrooms in our school.

Practise questions in the same way.

Example: Is there a playground behind your school? Are there any classrooms on the first floor?

### *8. Reading*

Do ex. 4, p. 12.

### *9. Summary*

Do ex. 3, p. 11.

### *10. Homework*

Write a short paragraph about your school.

## **Lesson 3. WHAT IS SCHOOL FOR YOU?**

*Цілі:* вдосконалювати навички усного мовлення й читання; формувати навички вживання нових лексичних одиниць; виховувати доброзичливе ставлення до співрозмовника; розвивати культуру спілкування й мовленнєву реакцію учнів.

### *Procedure*

#### *1. Warm-up*

#### *Game Snowball*

The first pupil thinks of one word connected with school subjects or school activities. The second pupil repeats it and adds another word? The next pupil repeats two words and says one more. The winner is the pupil who will repeat the chain of all the words.

Example:

- In our school we have got Computer studies.
- In our school we have got Computer studies and Design and Technology.
- In our school we have got Computer studies, Design and Technology and a choir, etc.

## 2. Speaking

What do you feel about school? Do you love it? If you don't, what is the reason? Homework? The timetable? School activities? Friends? Teachers? Marks? Bullying?

Start your answers like this:

- I like school very much. It's...
- I can't say that I love school but...
- I'm not sure that...

## 3. Reading

Do ex. 1, p. 13.

## 4. Vocabulary practice

Practise the new words (p. 14) and fill in the gaps in the following sentences.

1. This hall is rather ... to organize a great concert here.
2. It is very important when a teacher is ... to pupils.
3. When I read about this ..., I decided that it wouldn't be a bad idea to study there.
4. I didn't like staying in this hotel because of its ... rooms. It was terrible.
5. When his new friends come, he usually ... them ... the house.
6. What do you ...?
7. Amy's house is ... to the school.

Key: 1 spacious; 2 fair; 3 boarding school; 4 shabby; 5 shows around; 6 mean; 7 close.

## 5. Writing

Make up your own sentences with the new words.

## 6. Reading

Do ex. 2, p. 14.

## 7. Reading and speaking

Do ex. 3, p. 14.

Using the words from the box, make up your own dialogue to describe your school.

## 8. Reading

Read about two schools — School of the Air (ex. 5, p. 15) and Summerhill School and answer the questions.

1. What sort of school would you like to go to?
2. Do the pupils spend the best years of their life in these schools?

### SUMMERHILL SCHOOL

Summerhill School, the oldest and one of the most famous schools in the world, is situated on the east coast of England. It was founded in 1921.

Summerhill is a community of around a hundred people. About 75 of these are children aged between 5 and 17. The rest are teachers, house parents and other staff. It is situated in a large much loved, Victorian house and grounds, two miles from the coast of Suffolk.

Most of the children board during the term time, though there are day pupils as well. As the younger ones grow older, they usually prefer to sleep at school. Summerhill is co-educational and enjoys the diversity of pupils from throughout the world.

There is a wide choice of subjects, up to GCSE level. A new timetable is created each term when the older children have "signed-up" for classes, through there is no compulsion to attend.

Every Saturday the pupils and the teachers have a meeting where they make their own rules and laws. Pupils can go either to lessons or spend their time playing. The question is: do Summerhill pupils ever get any qualifications? Yes. They become doctors, teachers and lawyers. It costs £3,000-£5,000 a term, depending on age.

#### *9. Speaking*

Answer the questions.

1. Do you enjoy studying English? Math? Science? Art? Biology? Chemistry?
2. Do you play on any of the school's sports teams?
3. Do you still keep in touch with your best friend in elementary school?
4. Have you ever been absent?
5. Have you ever been late for class? If so, why?
6. When was the last time?
7. Did the teacher get angry?
8. What do you like best about your school?
9. What do you like least about your school?

#### *10. Summary*



Do ex. 4, p. 6.

### 11. Homework

Do ex. 4, p. 14.

## Lesson 4. DUTY AND NECESSITY

*Цілі:* формувати навички вживання модальних дієслів *must, have to, need* в мовленні; вдосконалювати лексичні навички, навички вимови, навички читання й усного мовлення; розвивати логічне мислення; виховувати загальну культуру учнів.

### Procedure

#### 1. Warm-up

Write the following notices on the board.

STOP	NO SMOKING	FASTEN SEAT BELTS	NO FISHING
PLEASE KEEP off the GRASS	NO PARKING	WEAR SPORT SHOES	PLEASE KEEP SILENCE

Ask pupils where they might find each one.

- in a library
- in a park
- in a gym
- in a museum
- on an airplane
- on a road
- by a lake or a river
- in a street

#### 2. Grammar practice

Explain the rule (p. 16) as for using *must* and *have to*. Make up sentences using the notices above.

Key:

You must stop.

You mustn't smoke.

You must fasten seat belts.

You mustn't fish here.

You must keep off the grass.

You mustn't park here.

You must wear sport shoes in the gym.

You must keep silence here.

Say what you and your friends have to do during the day.

1. I / go shopping every day.
2. I /work hard at my English.
3. Ivan / help his classmates with maths.
4. Anna / dust her room every day.
5. Nina / take her younger brother home after school.
6. My friends/read a lot if they want to pass the exam successfully.

### 3. Writing

Do ex. 1, p. 16.

### 4. Grammar practice

Clarify the usage of must, mustn't, have to and needn't.

MUST	WE THINK it is necessary to do something	You must do your homework every day. I must stop smoking!
MUSTN'T	Something is forbidden	You mustn't play here — it's dangerous! You mustn't watch TV all day
HAVE TO	OTHER PEOPLE THINK it is necessary to do something because of the circumstances	They have to go to the meeting today. They have to wear a uniform to school. It's raining. You have to take your umbrella
DON'T HAVE TO	to say that something is NOT necessary	I don't have to work today, it's Saturday!
NEEDN'T	It is not necessary to do it, you don't need to do it	I needn't pay now. I can pay later

Fill in the gaps.

1. You ... bring your tracksuits for your PE classes.
2. I... to prepare my report for tomorrow.
3. Those who finish their exam ... start making noise.

4. The workbooks ... be brought to the class unless I tell you to bring them.
5. Students ... to pay for the transportation as the school has its own bus.
6. If a student breaks a school rule, he /she ... to stay at school after lessons to meet with the headmaster.
7. Students ... come to class late.
8. We ... hurry, we are early.
9. This is a private school, so the students ... to wear their uniforms at all times.
10. Students ... stay at school during lunch break, they can go out.

Key: 1 must; 2 have; 3 mustn't; 4 needn't; 5 don't have; 6 has; 7 mustn't; 8 don't have to; 9 have; 10 needn't.

Do ex. 2, p. 17.

### 5. Reading

Do ex. 4, p. 17.

### 6. Summary

Name three things you mustn't do in the class.

### 7. Homework

Do ex. 3, p. 17.

## Lesson 5. SCHOOL RULES

*Цілі:* вдосконалювати навички вживання модальних дієслів *must, have to, need* в мовленні; вдосконалювати лексичні навички, навички вимови, навички читання й усного мовлення; розвивати логічне мислення; виховувати загальну культуру учнів.

### *Procedure*

#### *1. Warm-up*

Categorize modal verbs and complete sentences about your country. Use *must, mustn't, have to, don't have to, needn't* where necessary.

1. In our country ... .
2. You ... wear a seat belt in a car
3. Men ... do military service
4. Children ... go to school on Saturday
5. You ... go to the doctor every year

6. You ... pay for school books
7. You ... pay to drive on motorways
8. Children ... go to school when they are 6.

## 2. *Speaking*

Do ex. 1, p. 18.

Key:

1. Pupils have to come to school on time.
2. They have to stay in the playground during breaks.
3. Girls have to wear a white shirt, a green pullover, black shoes and black skirts.
4. Boys have to put on a white shirt, a green pullover, black shoes, black trousers and a tie.
5. Girls mustn't wear mini skirts, make up or jewellery.
6. Pupils mustn't bring pets or iPods to school.
7. They mustn't make noise in the corridors.
8. Pupils mustn't use their mobile phones.

## 3. *Grammar practice*

Choose the correct answer.

1. Can you tell Sarah that she must... me tomorrow?
  - a) calls
  - b) call
  - c) to call
2. ... pay in advance?
  - a) Do we have
  - b) Do we have to
  - c) Have we
3. He ... learn to read and write his name before he goes to school.
  - a) must
  - b) musts

c) must to

4. We have ... early tomorrow.

a) to leave

b) leave

c) leaves

5. ... wear a uniform?

a) Has he to

b) Does he has to

c) Does he have to

6. I... get up early tomorrow.

a) haven't to

b) don't have to

c) don't to

7. She ... work at the weekend.

a) needn't

b) needn't to

c) doesn't need

8. You ... play football here. It's dangerous.

a) don't have to

b) don't need to

c) mustn't

9. We ... attend all the lessons. We can choose.

a) don't have to

b) mustn't

c) can't

10. I... forget to call him tonight.

a) don't have to

b) mustn't

c) mustn't to

Key: 1 b; 2 b; 3 a; 4 a; 5 c; 6 b; 7 a; 8 c; 9 a; 10 a.

#### 4. Reading

Do ex. 2, p. 19.

#### 5. Speaking

Do ex. 3, p. 20.

#### 6. Writing

Do ex. 4 (a), p. 20.

#### 7. Speaking

Do ex. 4 (b), p. 20.

#### 8. Summary

Do ex. 5, p. 20.

#### 9. Homework

Write down some rules that you would establish in your school.

## **Lesson 6. DESCRIBING A PLACE**

*Цілі:* вдосконалювати навички вживання нових лексичних одиниць; навички письма, усного мовлення й читання; розвивати мовну здогадку; виховувати відповідальне ставлення до школи, а також зацікавленість у розширенні своїх знань.

### *Procedure*

#### 1. Warm-up

Complete the sentences about your school subjects.

1. I really enjoy ... .

2. I'm extremely interested in ... .

3. I'm quite interested in ... .

4. I'd like to know more about... .

5. I don't know anything about... .

6. I've always wanted to learn something about... .

7. I'm not very interested in ... .
8. I don't much like ... .
9. I don't like ... at all.
10. I'm bored with ... .
11. I hate ... .
12. I think ... is a complete waste of time.

## 2. Vocabulary practice

Complete the sentences.

Gym, janitor, bus driver, subjects, headmaster's office, water fountain, library, math class, playground, canteen, nurse's office, lockers

1. Students drink out of the ... .
2. We play basketball in the ... .
3. We learn to multiply and divide in ... .
4. Students put their books and coats in their ... .
5. The ... drives us home after school.
6. The ... cleans the school.
7. When a student gets hurt he goes to the ... .
8. There are many books in the school... .
9. When students do something wrong they have to go to the ... .
10. Math and history are ... we study in school.
11. Young students go outside to play in the ... .
12. Students eat in the ... .

Key: 1 water fountain; 2 gym; 3 math class; 4 lockers; 5 bus driver; 6 janitor; 7 nurse's office; 8 library; 9 headmaster's office; 10 subjects; 11 playground; 12 canteen.

## 3. Reading

Fill in the gaps.

Music, teacher, water fountain, subjects, classroom, playground, canteen, lockers, corridor

Today is my first day of school. I am so excited. I am going to be in the 6th grade this year.

When I first get to school in the morning I will go into the (1) ... where Mrs. Johnson is. Mrs. Johnson is going to be my (2) ... . She will give us (3) ... to put our coats and bags in. Mrs. Johnson will start the morning off by telling us about the different (4)... we will study this year. I hope we have a long (5)... class. Singing and playing the piano are my favorite things to do.

At 12:00 PM we will have lunch in the (6) ... . To get there the entire class will walk in a straight line down the long (7) ... outside of our classroom. After lunch we will go outside to play on the (8)... . When we come back in the school we will all get a drink at the (9)... .

School is going to be great this year. I can't wait!

Key: 1 classroom; 2 teacher; 3 lockers; 4 subjects; 5 music; 6 canteen; 7 corridor; 8 playground; 9 water fountain.

#### *4. Reading and speaking*

Do ex. 1, p. 21.

#### *5. Writing*

*Work in pairs*

Discuss the lay out and complete it.

I study in ... School. It consists of .... Our school has all the facilities of a modern school, such as ..., ..., a ... with a huge collection of books, a ... and a ... .

Our school building is situated in .... There is ... St. leading from the main entrance. The playground is .... When you enter the building, the headmaster's room is ... and the staff room is ... it. There are ... classrooms. Our laboratories are on ... and the gym is on .... The canteen is ... the lockers. There is a modern ... where we have Computer Studies. We also have different... in different classrooms.

Our school has prescribed a uniform for us. The boys have to wear ... . The girls have to wear ... .

We have a lot of activities at and after school. I like my school very much and am proud to be a student of that school.

#### *6. Summary*

*Work in pairs*

Practice the questions and the answers.

1. How many students are there in your class?
2. How many classrooms are there in the school?
3. How many classrooms are there on the first floor..
4. How many floors does your school have?



5. Which grade are you in?
6. Where is your classroom?

### 7. Homework

Do ex. 2, p. 21.

## Lesson 7. AFTER SCHOOL

*Цілі:* вдосконалювати навички вживання нових лексичних одиниць; навички аудіювання, усного мовлення й письма; розвивати мовну здогадку; виховувати зацікавленість у позашкільній діяльності.

### Procedure

#### 1. Warm-up

Here is a list of activities which are offered in an American school. Predict how the students participate in these clubs, what they do there.

Example:

- I think the students who participate in Philatelia Club collect stamps, swap them and learn something new different countries, outstanding events and famous people.
- In my opinion, the students who participate in JETS Club make airplane models and hold competitions among the club members.

WEEK I CLUBS	WEEK II CLUBS
Arts & Crafts	Current Affairs
Brain Crackers	Drama II
Chess	French Culture
Drama I	Information Technology II
Health & Recreation	JETS
Information Technology I	Music
Literary	National Cake
Maintenance	Philatelia
Star Gazers	Young Farmers
Table Tennis	Speech and Debate
Hausa Culture	The Chef and Homemakers
Geography	Library
Youth against AIDS	Behavioural Healthcare
Photography	Barbers

#### 2. Vocabulary practice

Do ex. 1, p. 22.

#### 3. Speaking

Work in pairs

Complete the dialogue, make your own ones and practise the words from ex. 1, p. 10 and ex. 1, p. 22 in them.

- Are you going home after school?
- No. I have ... (singing practice) in the ... (school choir).
- Let's ... (ride bikes) a bit later then.
- Yes, sure. I'd love to.

#### 4. Writing

Write some sentences what activities you, your friend and American students have after school.

Example:

- After school I participate in Drama Group where we perform different plays.
- My friend participates in Film Club where he shoots films.
- Some American students participate in Star Gazers Club where they study stars, planets and our Earth.

#### 5. Listening and speaking

Tom's school has got a lot of extra-school activities. Look at the timetable and listen to the text and say which activities Tom has, in your opinion.

Timetable

Monday	table tennis, cricket, swimming pool
Tuesday	Spanish club, choir, cooking club
Wednesday	orchestra, basketball, school theatre
Thursday	film club, design, swimming pool
Friday	football, orient dancing, fashion shows
Saturday	disco, choir, school theatre

Tom. I like a lot of things. Most of all I enjoy sports but only team games. I am fond of singing and listening to music. I can't play any musical instrument but I would like to learn. Our school often holds different performances and I like to take part in them. I like dancing too but only break dancing. I also love drawing and learning languages.

Example: I think that on Friday Tom plays football (because he likes team games), but he doesn't have orient dancing (because he likes break dancing).

#### 6. Speaking

Do ex. 2, p. 23.

#### 7. Speaking and writing

Do ex. 3, p. 23.

Complete the following sentences.

1. Someone who drives a car is a ... .
2. Someone who translates is a ... .
3. Someone who builds is a ... .
4. Someone who teaches is a ... .
5. Someone who dances is a ... .
6. Someone who sails is a ... .
7. Someone who bakes is a ... .
8. Someone who makes shoes is a ... .
9. Someone who creates computer programmes is a ... .
10. Someone who designs is a ... .
11. Someone who gives lectures is a ... .
12. Someone who presents news on TV is a ... .
13. Someone who reads books is a ... .
14. Someone who writes books is a ... .

### *8. Summary*

What extra-school activities did you have during the last school year?

### *9. Homework*

Write a short paragraph about your after school activities.

Start like this:

- I like... most of all, so I participate in... We...

## **Lesson 8. AFTER SCHOOL ACTIVITIES**

*Цілі:* вдосконалювати навички вживання нових лексичних одиниць; навички аудіювання, усного мовлення й читання; розвивати мовну здогадку; виховувати зацікавленість у позашкільній діяльності.

### *Procedure*

#### *1. Warm-up*

Match.

Are you good at	acting? swimming? playing football? singing? playing the drums? taking photos? shooting films? creating programmes? painting? making airplane models? speaking French?	Why not join our	Drama group? Film club? choir? IT club? football team? orchestra? swimming team? Art club? model aircraft club? French club? Photo club?
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## 2. Grammar practice

Revise must, have to and needn't. Choose the correct answer.

1. I ... go to see the doctor last week because I was very ill.

- a) must
- b) must to
- c) had to

2. I ... go now because I am already late for my class.

- a) must
- b) had
- c) have to

3. Do you ... clean the house every day or every week?

- a) must
- b) have
- c) have to

4. They ... do their homework today because it is a holiday at the school.

a) must not

b) don't have

c) don't have to

5. He is terribly fat. He ... eat too much.

a) should

b) mustn't

c) have to

6. Are you going to read the report? No, I.... I already know what it says.

a) needn't

b) mustn't

c) can't

7. I ... leave the party early last night. I wasn't very well.

a) must

b) had to

c) was to

Key: 1 c; 2 a; 3 c; 4 c; 5 b; 6 a; 7 b.

### 3. *Listening*

Listen to a short story and and do the task.

My friend Sam is a very busy person. When he isn't doing his homework or studying he is out having quite a lot of activities.

On Mondays he goes swimming after school. He practices a lot because he is in the school team. Then on Wednesdays he goes to computer club. On Thursdays he plays chess and then on Fridays he meets his friends in the city centre.

At the weekend Sam always spends time with his family. He usually goes fishing with his dad and helps his mum with the shopping.

Answer the questions.

1. Is Sam very busy?

2. What team is he in?

3. What does he do on Wednesdays?

4. When does he meet his friends?
5. What board game does Sam like playing?
6. Who does Sam spend time with at the weekend?
7. What does he help his mother do?

#### *4. Vocabulary practice*

Practice the new words (p. 24) and give Ukrainian equivalents to them.

Complete the sentences.

1. I decided ... to the school rock band.
2. I'm going to ... the new car ... .
3. This ... booklet tells you everything you need to know about the place where you going.
4. I didn't... her much anyway.
5. He is ... of the local tennis club.
6. I think we must... again and sing this song at last!
7. It was the major sporting ... of the year.
8. To improve my English I try ... speaking slowly and clearly.
9. I'm not too ... Physics.
10. My friends ... of becoming programmers.

Key: 1 join; 2 try out; 3 handy; 4 hang around with; 5 a member; 6 get together; 7 event; 8 to practise; 9 keen on; 10 dream.

#### *5. Reading*

Do ex. 4, p. 24.

#### *6. Speaking*

Do ex. 5, p. 25.

#### *7. Summary*

Do ex. 6, p. 25.

#### *8. Homework*

Choose any club from ex. 6, p. 25 and write why you would like to join it.

## Lesson 9. MEETING ONLINE

*Цілі:* формувати навички вживання too/enough; вдосконалювати навички вживання нових лексичних одиниць; навички аудіювання, усного мовлення й читання; розвивати мовну здогадку; виховувати правильне ставлення до користування сучасними технологіями.

### *Procedure*

#### *1. Warm-up*

Answer the questions.

1. What sources of information do you know?
2. What possibilities can we have with the help of mass media?
3. What is the fastest source of information?
4. Do you like reading newspapers?
5. Have you got a favourite radio/TV programme?
6. Do you prefer to watch films on TV or on your computer?

#### *2. Listening*

Listen to the text and do the task.

### WHAT TV DOES TO CHILDREN

Many years ago scientists and doctors began serious study of the influence of television on children and young people. And now they say that after parents television has the greatest influence on children today.

Of course, watching TV has its good and bad sides. From TV children get information about the world, they learn new words and begin to use them in their speech.

But TV also influences the development of a child in a negative way. When children spend all day in front of TV sets they cannot usually find time to read, to play games outside, to talk to their parents and friends.

Some teachers say that children who watch TV every day talk too much at school at the lessons. They can't talk at home while watching TV and so they began to talk at school.

TV influences the creative abilities of pupils. Pupils who watch TV a lot can't understand an easy story without pictures, tables and illustrations.

Television usually makes children passive. When a child watches TV he lives the lives of TV heroes, he travels with them, does everything with them. But he is not doing anything he is just sitting in an armchair and watching TV.

When a child watches TV, everything seems very easy to him. And real life begins to seem very easy. He cannot work hard, because watching TV does not need hard work.

Say if the following statements true or false.

1. TV has only positive influence.
2. Children may learn everything from TV.
3. While watching TV children have no time for anything else.
4. Teachers believe that pupils talk too much at the lessons because of TV.
5. TV improves the creative abilities of pupils.
6. Children who watch TV a lot are very active.
7. Because of TV real life seems to children very easy.

### *3. Vocabulary practice*

Practice the new words (p. 26) and give Ukrainian equivalents to them.

Complete the sentences.

1. He was really ... his exam results.
2. Wireless ... has a lot of advantages nowadays.
3. I ... telling you, but you don't listen to me
4. ... your favorite songs by clicking here.
5. My parents take care of my health and ... .
6. Teachers usually post the exam results on the notice board.
7. I need more ... .
8. It's too ... for the kids to play in the street.
9. Don't worry! It's a ... journey.
10. ... is the study of people in society.

Key: 1 upset about; 2 networking; 3 keep; 4 Download; 5 safety; 6 post; 7 information; 8 dangerous; 9 safe; 10 Social science.

### *4. Listening*

Do ex. 1, 2, p. 26.

### *5. Reading and speaking*



Do ex. 3, 4, p. 27.

## 6. Grammar practice

Study the rule (p. 28). Here are some examples for practice and translation.

TOO	ENOUGH
He's too angry about that incident.	Peter drove slowly enough for us to look at all the houses.
He is too old to play football with the kids.	The students studied carefully enough to do well on the exam.
It's too hot to wear that coat.	He's rich enough to help us all.
I was driving too fast.	I don't think they are smart enough to take that class.
Can Sally go to the party? No, she can't. She is too tired.	You're not working fast enough.
I can't buy this dress, it's too expensive.	We're not walking quickly enough.
The bag was too heavy to carry it.	This room isn't for all the guests; we'll have to get a bigger one.
I put a scarf on because it was too cold. He speaks too quickly to understand him	He isn't old enough to watch this program

## 7. Writing

Fill in the correct word (too or enough).

1. I left the coffee for a minute to cool because it was ... hot to drink.
2. He wasn't strong ... to lift that heavy box.
3. It is ... difficult to do for a little child.
4. I didn't buy the car because it was ... expensive.
5. He didn't work hard ... to pass the exam.
6. The photograph didn't come out because it was ... dark.
7. She isn't old ... to start driving.

Key: 1 too; 2 enough; 3 too; 4 too; 5 enough; 6 too; 7 enough.

## 8. Summary

Answer the questions.

1. Does the Internet help you with learning and doing your homework?

2. Have you joined any social networking site?
3. Do you post your photos?
4. How many hours a day do you spend on the computer?

### *9. Homework*

Do ex. 5, p. 28.

Read the song, write down the sentences connected with using computers and add some of your own what you are going to do.

## **Lesson 10. SOCIAL NETWORKING**

*Цілі:* формувати навички вживання too/enough; вдосконалювати навички вживання нових лексичних одиниць; навички аудіювання, усного мовлення й читання; розвивати мовну здогадку; виховувати правильне ставлення до користування сучасними технологіями.

### *Procedure*

#### *1. Warm-up*

Answer the questions.

1. What is social networking?
2. Can you give any examples of social networking?
3. What are the most popular ones today?
4. What is your favourite social network?
5. Do you like to chat online?
6. How many of you use Facebook, VKontakte?
7. Do you ever get on the internet using your mobile phone?

#### *2. Reading*

Scan the information from a webpage and say if the following statements true or false.

1. Blogs, forums, and wikis are only some types of social media.
2. Social media lets people share information anywhere in the world.
3. Information overload is a problem only for people who dislike social media.
4. According to the article, social media is an important part of people's lives.

Social media refers to blogs, forums, networks, wikis, and many other online sites and services. The main idea behind social media is that people around the world can easily and instantly share information and ideas through social interaction.

However, some people dislike social media. These opponents believe that the blogs and wikis, emails and text messages, etc. create information overload. In other words, there is too much information to read and understand. There is a constant fight for people's attention.

In the world of today, social media has become an important part of society, mostly because of cheap Internet, mobile phones that let users surf the Internet and send emails, and a wide range of other services to share information. Even with the negatives, it's not likely to disappear.

### *3. Writing*

Do ex. 1, p. 29.

### *4. Grammar practice*

Study the rule (p. 29). Here are some examples for practice and translation.

1. There aren't enough policemen in our town.
2. Do you have enough information to help me with this problem?
3. I do not have too much time to prepare dinner.
4. My mum can't sleep because she drinks too much coffee.
5. There is too much salt in this food.
6. There are too many students in this classroom.
7. I cannot come out this evening. I've got too much work to do.
8. I'm not sure we've got enough paper to print it.

### *5. Reading*

Do ex. 2, p. 29.

### *7. Writing*

Do ex. 3, 4, p. 29.

### *8. Summary*

Take the survey and talk about it.

1. Do you have a Facebook account?

- Yes

- No

2. How many friends or connections do you have in your social network?

- 10
- 200
- 25
- 500
- 50
- 1,000
- 100
- 5,000+

3. How often do you check your social networking account(s)?

- Every 5 minutes
- Weekly
- Every 30 minutes
- Monthly
- Hourly
- Almost never
- Daily

4. What do you do MOST OFTEN in your social networks?

- Chat with friends
- Send messages and files
- Play games
- Find connections
- Post pictures
- Other

5. What things do you NOT like about social media?

- Privacy issues

- Can't delete my old posts easily
- Irrelevant advertising
- Spam email
- Spam posts
- Internet scams or phishing
- Invites from people I don't know
- Other

6. Who do you accept friend requests from?

- People I know personally
- Anybody who wants to connect
- Friends of friends

7. What percentage of all your Facebook or Vkontakte friends do you actually meet "in person" at least once a year?

- 0%
- 50%
- 10%
- 80%
- 25%
- 100%

8. Should school teachers create Facebook or Vkontakte pages to connect with their students?

- Yes
- Maybe
- No

9. Do you think social networking will be around in 5 years? Why or why not?

- Yes
- Perhaps
- No

10. What other social media sites do you use besides Facebook?

- Twitter
- StumbleUpon
- Instagram
- Google+
- SnapChat
- YouTube

7. *Homework*

Do ex. 5, p. 30.

## **Lesson 11. EXTRA-SCHOOL ACTIVITIES**

*Цілі:* вдосконалювати навички вживання нових лексичних одиниць; навички аудіювання, усного мовлення й читання; розвивати мовну здогадку; виховувати зацікавленість у позашкільній діяльності.

### *Procedure*

1. *Warm-up*

Do ex. 1, p. 31.

2. *Speaking*

Practise too and enough.

1. Have you ever eaten too much food?
2. What age is old enough to serve in the military?
3. What age is old enough to buy cigarettes and alcohol?
4. How much is too much money? Is it possible to have too much money?
5. Do you think designer brand name products are too expensive? (Gucci, Armani, D&G, etc.)
6. How about brand name products, are they too expensive? (Samsung, Sony, LG)
7. Have you ever been too afraid to do something?
8. Do you get enough exercise?

3. *Reading*

Do ex. 2, p. 32.

#### 4. Writing

Make up sentences.

I'm	fond of crazy about mad about keen on good at bad at interested in	computers. painting. acting. drawing. cycling. swimming. playing football. literature. music. photography. shooting films. meeting new people.
-----	--	---

#### 5. Listening and speaking

Practise the questions Are you fond of music? Then make up and practise short dialogues in pairs.

Example:

A. Are you good at drawing?

B. Yes, I like drawing and painting very much.

A. Do you want to join our Art Club?

B. And how do you spend time there?

A. We learn to draw and paint and go on trips to art museums.

B. It's interesting. When do you usually meet?

A. On Wednesdays and Fridays.

#### 6. Speaking

Do ex. 3, p. 33.

Use this chart to ask your partners about their likes and dislikes. Then tell about it.

- Do you like singing?
- Do you like surfing the net?
- Yes, I do./No, I don't.

	going cycling	reading books	painting	acting	taking photos	surfing the net	playing the musical instruments	singing
Masha	√							
Sasha		x						
Ira								
Marina								

### 8. Writing

Do ex. 1, p. 34.

Sample rules

- Text / chat with people you know
- Tell parents where you're surfing
- Use anti-virus software
- Keep personal details secret
- Maximum privacy settings on Facebook
- Use child-friendly sites only
- No sharing of photos
- Always be skeptical of everything

### 9. Summary

Do ex. 5, p. 34.

### 10. Homework

Do ex. 2, p. 34.

## Lesson 12. REVISION

*Цілі:* вдосконалювати навички вживання нових лексичних одиниць; вдосконалювати навички письма, усного мовлення й читання; розвивати мовну здогадку; виховувати відповідальне ставлення до школи, а також зацікавленість у розширенні своїх знань.

*Procedure*



## 1. Warm-up

### Noughts and crosses

1. Draw a 3 x 3 square grid, similar to the one above, on the board.
2. Divide the class into 2 teams.
3. Teams take it in turns to nominate a square.
4. Ask a question about school vocabulary.
5. If they get the answer right, the team's symbol goes into the square (usually x or 0).
6. If they get the answer wrong, the opposition team gets a chance to answer the question for an extra turn.
7. The first team to have a line of correct answers in any direction is the winner.

1 x	2	3
4	5 x	6
7 0	8	9

Ps. Square number 5.

T. Where are usually your concerts held? (Assembly hall)

Sample questions:

1. A long narrow passage between classrooms which leads to the canteen, gym or another classroom. (Corridor)
2. What is outside your school where you play games? (Playground)
3. Where do you usually have lunch? (Canteen)
4. What do you need to translate a word? (Dictionary)
5. Where are usually your concerts held? (Assembly hall)
6. What is next to the staff room? (Own answer)
7. What is opposite the library? (Own answer)
8. Where do you usually have PE lessons? (Gym)
9. What floor is the computer room on? (Own answer)
10. What do you use for going from one floor of to another? (Stairs)

11. How do you call a door that you go through to enter the school? (Entrance door)

12. Where do you meet to sing in the choir? (Music classroom)

## 2. Reading

Do ex. 1, p. 35.

## 3. Grammar practice

Fill in the gaps with *must* or *have to*.

1. New drivers ... take a test in order to get a driver's license. They have no choice.

2. A.... go to work today?

B. No, I don't because it's Sunday.

3. John ... finish the report quickly because the deadline is today at 4 p.m.

4. A. Jennifer lost her passport. ... get a new one?

B. No, she ... . She found it in her purse.

5. I'm sorry, Mom. I... call you back later. My mobile phone battery is dying.

6. We ... come to school in time. It's the rule.

7. Sasha ... email her homework to her teacher because she forgot to take it to class yesterday.

8. A. Does Joseph ... study very much tonight?

B. No, he doesn't. He reviewed a lot last night and he understood everything well.

9. Barbara ... go to the supermarket because she doesn't have enough food for dinner.

10. It's too late. You ... return home alone.

Key: 1 *must*; 2 *Do you have to*; 3 *has got to*; 4 *Did she have to, didn't*; 5 *have to*; 6 *have to*; 7 *had to*; 8 *have to*; 9 *has got to*; 10 *mustn't*.

## 4. Writing

Do ex. 3, p. 35.

## 5. Grammar practice

Do ex. 4, p. 36.

Key:

2. The weather's cold and this jacket isn't warm enough for me.

3. You've got enough computer games.
4. I've got too much homework to do.
5. She was late for school because she didn't get up early enough.
6. You eat too fast.

### *6. Reading and speaking*

Do ex. 5, p. 36.

Key: 1 b; 2 a; 3 a; 4 b; 5 b; 6 b; 7 a; 8 a.

### *7. Summary*

Answer the questions.

1. What's your favorite subject?
2. Why do you like it?
3. Who is the teacher?
4. Which subjects are you good at?
5. Which subjects are you poor at?
6. Who is your favorite teacher?
7. What subject does he or she teach?
8. Why do you like him or her?
9. Do you have to wear a uniform to your school?
10. Do you like wearing a uniform?
11. Are you a member of a school club?
12. How often do you meet?

### *8. Homework*

Imagine that you have a new form teacher. Prepare some questions to ask what you want to know.

## **Lesson 13. REVISION**

*Цілі:* вдосконалювати навички вживання нових лексичних одиниць; навички письма, усного мовлення й читання; розвивати мовну здогадку; виховувати відповідальне ставлення до школи, а також зацікавленість у розширенні своїх знань.

*Procedure*

## *1. Warm-up*

### *Name ten*

Get students to think of ten items that fit a certain criteria. For example, name ten:

- sports that are played with a ball
- words connected with social networking
- things connected with art
- thing we use for learning at school

## *2. Speaking*

Do ex. 6 (a), p. 38.

## *3. Listening*

Do ex. 6(b), p. 38.

## *4. Reading and speaking*

Do ex. 7, p. 39.

## *5. Speaking*

Do ex. 8, p. 39.

Use the phrases from p. 33.

Sample questions for the discussion:

1. Is it dangerous to be online? Why?
2. Who warns you to be careful with the Internet?
3. Should you spend much time online?
4. In what ways should you use the Internet?
5. Do you sometimes use social media for school activities or assignments?
6. Are you distracted from your homework because of social media sites?
7. What kinds of things do you share on social media?
8. If your parents allowed you to access only one social media site, which one would it?
9. Do you like playing educational computer games?

## *6. Reading*

Do ex. 9, p. 40.

### *7. Writing*

Close your books and complete the text about extra-school activities.

Extra-school ... is a part of school life. ... often go to their children's schools to see their ... . Sometimes the schools have ... of the pupils' art or project work. Many schools have a school ... and an ... and they hold concerts. Plays at the end of each school... are also very ... . Some of the parents help ... with these ... .

### *8. Speaking*

Choose the appropriate variant in your opinion, then listen to the answers and say if you agree with them.

1. Video games are better than TV or movies because:

- a) players are active
- b) video games are more educational
- c) players can get more educational information

2. When a person plays a video game really well, he gets a reward. He also gets

- a) compliments
- b) the interest of the video company
- c) to play the video game at a higher skill level

3. If you play a soccer video game, what is one thing the video game will NOT help you do:

- a) think about soccer strategy
- b) kick the ball
- c) play the game

4. A problem with the most popular video games is:

- a) they cause changes in mind and behavior
- b) they reward people for doing violence to other people
- c) There is too much sex and violence in most video games today

5. Video games are rated according to how appropriate they are for children. Who rates video games?

- a) the companies who sell the games

b) the government

c) the public

6. Ratings are based on:

a) scientific studies done on video games

b) negative results of playing too much

c) whether the public thinks the content is good or bad

7. Video games for fitness are:

a) not as good as doing the real activity

b) just as good as doing the real activity

c) better than the real activity

Key: 1 a; 2 c; 3 b; 4 b; 5 a; 6 c; 7 a.

### *9. Summary*

Answer the questions.

1. How do you use the Internet?

2. What are the positives of social media?

3. What are the negatives of social media?

4. Could you live without social media, the Internet, and mobile phones? Why / not?

### *10. Homework*

Do ex. 10, p. 41.

## **Lesson 14. IT'S TIME FOR READING**

*Цілі:* формувати лексичні навички; розвивати вміння читати й переказувати; вдосконалювати навички усного мовлення; розвивати логічне мислення.

### *Procedure*

#### *1. Warm-up*

Answer the questions.

1. What social networking sites do you use?

2. What are some good points about social networking?

3. What are some bad points about social networking?

4. Do you have a Facebook page?
5. Do you use Twitter?
6. What information do you usually search for?
7. What kind of information are you comfortable releasing to the public?
8. Do your parents use social networking sites?
9. What type of information should you put on social networking sites?

## 2. Speaking

Answer the questions.

1. What stories do you prefer: funny or sad, amazing or horror?
2. How do you feel when you read a sad (funny) story?
3. Do you usually worry about characters?

## 3. Vocabulary practice

Explain the new words *giggle*, *leaky*, *faucet*, *fix*, *a giggle box*, *break out* and then ask to draw lines from the words on the left to the correct words on the right. Then write these sentences.

1) When she saw something unusual,	a) wash the vegetables
2) The drops of water was falling	b) so her friends called her a giggle box
3) Turn on the faucet and	c) of a leaking tap
4) The bike is broken	d) she started giggling
5) The story was so funny that	e) so you should fix it
6) She laughed a lot	f) she couldn't stop breaking out laughing

Match the following words with their Ukrainian equivalents.

1) laugh	a) сумний
2) cry	b) ремонтувати
3) stairs	c) дзвінок
4) giggle	d) кран
5) a bell	e) плакати
6) sad	f) сходи
7) a giggle box	g) гоготати
8) faucet	h) дзвонити
9) fix	i) сміятись
10) ring	j) людина, що постійно сміється

## 4. Reading

Do ex. 1, p. 42.

Ask pupils to read the text for gist and answer the questions:

1. What is the story about?
2. What are the main characters' names?

Ask pupils to read the story again and do ex. 2, p. 43.

### *5. Writing*

Rearrange the sentences according to the text.

- Dana always cried too much when the story was sad.
- Dana hated stories.
- In fact, Dana liked stories very much.
- Dana asked her teacher to let her leave reading lessons.
- Dana always laughed too much when the story was funny.

### *6. Speaking*

Do ex. 3, p. 43.

### *7. Speaking*

Do ex. 4, p. 23.

### *8. Summary*

Ask pupils to retell the story sentence by sentence one by one.

### *9. Homework*

Retell the story very shortly in the written form.

## **Unit 2. AT HOME**

### **Lesson 15. DOING CHORES**

*Цілі:* формувати навички вживання нових лексичних; вдосконалювати навички читання й усного мовлення з опорою на лексико-граматичні структури; розвивати мовну здогадку й мовленнєву реакцію учнів; виховувати зацікавленість у розширенні своїх знань.

#### *Procedure*

#### *1. Warm-up*

Answer the questions (p. 47).

#### *2. Vocabulary practice*



Do ex. 1, p. 48.

Practise the new vocabulary chorally and individually.

### 3. Writing

Make up a list of the chores which are mentioned in ex. 1, p. 48.

Write about daily household jobs using the list and the table.

I My dad My mum My sister (brother) My parents My friend	always often sometimes never usually	do shopping go to the market polish the floor vacuum the carpets clean the windows dust the ornaments sweep the floor do the washing do the washing up make my bed make a mess pick up his / her things take out the garbage cut the grass mow the lawn	every day. in the morning. in the evening. at the weekend. every week
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### 4. Speaking

Match verbs and nouns and talk about your household chores.

prepare	the beds
vacuum	the floor
do	the room
water	the garbage
make	breakfast
sweep and mop	the furniture
take out	the table
dust	the carpet
lay / clear	the flowers
walk	the laundry
clean	the car
do	the dog
tidy up	the bathroom
wash	the washing up

— I like to ... — that's my favourite household chore.

— I seldom ... but I always ... .

— I often But I never ... .

### 5. Vocabulary practice

Do ex. 2, p. 49.

### *6. Listening*

Do ex. 3, p. 49.

### *7. Reading and speaking*

Do ex. 4, p. 49.

Key: 1 F; 2 F; 3 F; 4 T.

Do ex. 5, p. 50.

Key: 1 relax; 2 his room; 3 untidy; 4 gets upset; 5 cleans the mess.

### *8. Writing*

Complete the sentences.

1. Peter needs to ... the grass.
2. After we eat we usually do the ... .
3. I like to ... TV at night.
4. In the morning you need to ... the bed.
5. You have to ... the trash.
6. I don't like to ... the rug.
7. The house is a mess. We should ... the house.
8. My daughter spilled her milk. I have to ... the floor to clean it.
9. Before we eat, my son ... the table.

### *9. Summary*

Do ex. 6, p. 50.

### *10. Homework*

Write about your household chores.

## **Lesson 16. DOING CHORES**

*Цілі:* формувати навички вживання нових лексичних одиниць; вдосконалювати навички читання й усного мовлення з опорою на лексико-граматичні структури; розвивати мовну здогадку й мовленнєву реакцію учнів; виховувати любов до праці.

*Procedure*

## 1. Warm-up

In groups, use this chart to ask your partners about their likes and dislikes. Then tell about it.

- Do you like doing the washing up?
- Do you like reading?
- Yes, I do./No, I don't.

	doing the washing up	vacuuming carpets	doing the ironing	sweeping	cooking	dusting
Masha	√					
Sasha		x				
Ira						
Marina						

- Masha likes cooking. Sasha doesn't like doing the washing up.

## 2. Listening

Listen to Paul talking about how the members of his family share the jobs in the house. Complete the chart with the jobs each of them does.

	Paul	his sister	mother	father
washing up				
shopping				
cleaning				
cooking				
ironing				
washing clothes				

- So Paul, how do the members of your family share the household jobs? For example, who does the washing up?
  - My sister does that. And sometimes I do it. We have a dishwasher and it is not difficult for me to put the dirty dishes into it.
  - Do you do the shopping?
    - No, my parents do the food shopping. They like buying food at the market. And I can only buy some crisps and a can of cola.
    - What about cleaning?
      - I must say that I clean my room every day. I don't like doing it very much but I have to. My sister usually vacuums the living-room and my mother cleans the kitchen and the bathroom.
      - What about the cooking and ironing? Who does that?

— Well, those are my sister's and my mother's jobs. I can't cook at all and I hate ironing. But my father is keen on cooking. As he is very busy during the week, he can cook tasty things for us only at the weekend.

— And who washes clothes in your family?

— Anybody who has free time. It's the easiest thing to put the clothes into the washing machine and turn it on. As for me, I wash my clothes myself.

### 3. Reading

Fill in the gaps.

Lay, mops, grass, watch, garbage, sleep, makes dinner, make, does the washing up
--

I live in a house with my mom, dad and two brothers. We all have chores that we do each week.

My mom ... every night. We usually eat pizza or tacos. She also cleans the kitchen. Mom ... the floor when it is dirty and she ... after dinner in the sink. My dad cuts the ... outside and takes out the ... . They both work very hard to keep our house clean.

My brothers and I like to help. Before dinner we ... the table and every morning we ... our beds. After dinner we all usually ... TV together in the living room. At 10:00 PM we all go to ... .

### 4. Writing and speaking

Do ex. 7, p. 50.

### 5. Writing

#### Picture dictation

Teacher shows pictures and pupils write down the words.

### 6. Summary

Answer the questions.

1. Do your friends help their parents?
2. Do you like to help your mother?
3. Can you clean the flat?
4. Have you got many flowers at home?
5. Do you water the flowers?
6. Do you help to lay the table?
7. Do you go to the shops and buy food?

8. What can you buy in the shops yourself?
9. How often do you go to the market?
10. What daily household jobs have you got?

### 7. Homework

Write a short paragraph about household chores in your family.

## Lesson 17. HOUSEHOLD CHORES

*Цілі:* формувати навички вживання нових лексичних одиниць; вдосконалювати навички аудіювання, читання й усного мовлення з опорою на лексико-граматичні структури; розвивати мовну здогадку й мовленнєву реакцію учнів; виховувати любов до праці.

### Procedure

#### 1. Warm-up

Make a chain. Talk about your household chores.

- I make the bed. And you?
- I vacuum the carpet. What about you?
- I prepare breakfast and I clear the breakfast table. And you?
- Well, I mop the floor...

#### 2. Speaking

Answer the questions.

1. What do you do the best?
2. What does your mother (sister) do the best?

I	clean the car	nicely
My mother	wash the dishes	properly
My father	lay the table	quickly
My sister	cook the breakfast	wonderfully
My cousin	wash the jeans	beautifully
My grandmother	make the cake	greatly
My grandfather	polish the floor	excellently

#### 3. Reading

Do ex. 1, p. 52.

#### 4. Vocabulary practice

Practise the new vocabulary chorally and individually.

Find the English equivalents in the text to the following expressions. Займатись хатньою роботою; домашні обов'язки; годувати; рідко; писати записки один одному; визнавати; смажити; варити; подавати (їжу); різати; наливати; віддавати перевагу; вершки; посудомийна машина.

#### 5. Reading

Do ex. 2, p. 54.

#### 6. Writing

Put the words in the proper columns.

Boil, tea, salad, pan, soup, kettle, sausages, potatoes, dry, pour, plate, teapot, meat, fry, cut, bread, cheese, serve, pot, cook, coffee, cup, eggs, frying-pan, fish, cake, bake, cabbage		
What to make	How to do	Where to make
salad	boil	cup

Put the words in the proper columns.

What things can we				
bake	boil	fry	cut	pour
Apples, potatoes, tomatoes, cake, bread, meat, carrots, chicken, onions, mushrooms, tea, sausages, bananas, water, oranges, milk, coffee, lemon, juice, fish, cheese, eggs, cola				

#### 7. Listening

Listen to the conversations. Write Yes or No for each conversation.

	Conversation 1	Conversation 2	Conversation 3	Conversation 4
They talk about friends				
They talk about duties				
They talk about the weather				
They talk about family				
They talk about food				

1. — I've heard you had an amazing party yesterday.

— Yes, we had a lot of fun.

— Did many of your friends come?

— Of course. My mother cooked a lot of tasty things. My father and brother shared all the games with us.

2. — Do you like the weather today?

— No. My parents and I planned to have a picnic but it has been raining since morning.

— So, what are you going to do?

— I don't know exactly yet. Perhaps we'll have some sushi in a Japanese restaurant.

3. — Have you got many friends?

— Yes, sure.

— And who's your best friend?

— Amy. We've known each other since our childhood.

4. — Have you got any household duties?

— Yes, Certainly. I have to make my bed and vacuum the carpets.

— And what about your sister?

— She's too small to do anything at home.

### *8. Reading*

Do ex. 3, p. 57.

### *9. Summary*

Answer the questions.

1. Who does most of the household chores in your family?

2. Do you like any of household chores?

3. How often do you help your parents?

4. How much time does it take you to clean your room (do the washing up, cook the breakfast, etc.)?

### *10. Homework*

Write about your day, what jobs you do and what you like doing if you have free time.

## **Lesson 18. DO IT YOURSELF**

*Цілі:* вдосконалювати навички вживання нових лексичних одиниць; вдосконалювати навички читання й усного мовлення з опорою на лексико-

граматичні структури; розвивати мовну здогадку й мовленнєву реакцію учнів; виховувати любов до праці.

### Procedure

#### 1. Warm-up

Which of the following housework chores/jobs do you do and how do you feel about them? Fill in the table then compare and discuss with your partner.

	Can't do it	Hate doing it	Don't mind doing it	Like doing it
Washing the dishes by hand				
Washing clothes by hand				
Shopping for food				
Cooking				
General cleaning				
Tidying up				
Cleaning up the kitchen				
Taking the garbage out				
Cleaning the yard				
Repairing clothes				
Fixing something				
Ironing				
Cleaning the bathroom and toilet				

#### 2. Speaking

Do ex. 4, p. 55.

#### 3. Vocabulary practice

Match your to do list. What do you have to do today?

Example: I have to sweep the floor today.

1) to sweep	a) the room
2) to dust	b) leaves
3) to put clothes	c) the sink
4) to tidy up	d) the dishwasher
5) to mow	e) the floor
6) to clean	f) in the washing machine
7) to put dishes	g) the lawn
8) to rake	h) furniture
9) to start	i) the fence
10) to wipe	j) into cupboards
11) to pick up	k) the laundry
12) to do	l) the table
13) to paint	m) dirty clothes

Key: 1 e; 2 h; 3 f; 4 a; 5 g; 6 c; 7 j; 8 b; 9 d; 10 l; 11 m; 12 k; 13 i.



#### *4. Reading and speaking*

Do ex. 5, p. 55.

Make up dialogues using the model.

— Have you made any improvements to your house this year?

— Yes, I (we)'ve done some (a lot). Look, I (we)'ve painted the doors and cut down the bushes around the house.

The following expressions may be useful:

- decorate a room;
- make own furniture;
- make cloth napkins;
- embroider a tablecloth;
- mend the light in the hall;
- change the lights in all rooms;
- fix the tap;
- repair the porch;
- set up some flowerbeds;
- repair the roof on the garage;
- set up a light outside the house;
- repair the fence;
- make a garden gate;
- decorate the room with wallpaper;
- paint flowerpots;
- change the curtains

#### *5. Reading*

Read some information about American teenagers and say if you get or would like to get an allowance for your household chores. Which chores from the list below do you often do?

In many countries, children are required to do chores around the house.

Chores can be defined as little jobs you do around the house to help keep everything clean and orderly. In the United States, many parents ask their children to do chores in order to earn an allowance. An allowance is an amount of money paid on a weekly, or monthly basis. Allowances allow children to have some pocket money to spend as they see fit. This can help them learn to manage their own money, as well as help them become more independent as they grow up. Here are some of the most common chores that children are asked to do.

- clean your room
- make your bed
- pick up your clothes
- wash the dishes
- wash the car
- cut the grass
- pick up your toys
- pull weeds
- do the vacuuming
- repair the computer
- do the shopping
- prepare / cook dinner
- set the table
- clear the table
- wash the dishes
- clean out the fridge or freezer
- clean the shower or tub
- clean the toilet
- do the laundry
- wash the clothes
- dry the clothes
- put away the clothes
- mop the floors
- vacuum the carpets / rugs
- rake the leaves in fall
- shovel snow in winter
- mow the lawn

## *6. Summary*

Do ex. 6, p. 56.

## *7. Homework*

Write an essay. Use the questions from ex. 6, p. 56 as a plan.

## Lesson 19. HOUSEHOLD CHORES

*Цілі:* вдосконалювати навички вживання нових лексичних одиниць; навички читання й усного мовлення з опорою на лексико-граматичні структури; розвивати мовну здогадку й мовленнєву реакцію учнів; виховувати любов до праці.

### *Procedure*

#### *1. Warm-up*

Complete the chart below with the following household jobs.

Sweep the floor, polish the furniture, pick up the toys, weed the garden, cut the grass, clear the table, do the laundry, make the bed, wash the dishes, sweep the porch, wash the car, mop the floor, wash the windows, dry the dishes, wipe off the table, clean the tub, lay the table, scrub the floor, dust the shelves, water the flowers, clean up this mess, clean up your room, clean the sink, rake the leaves in fall, take out the garbage, vacuum the carpet, fix the roof, put the food away, answer the phone / door, hang out the clothes, mow the lawn, shovel the snow.

Key:

In the kitchen	Other rooms	Outside
sweep the floor	answer the phone / door	hang out the clothes
mop the floor	wash the windows	sweep the porch
scrub the floor	pick up the toys	cut the grass
lay the table	clean up your room	water the flowers
clear the table	clean up this mess	weed the garden
wipe off the table	make the bed	fix the roof
put the food away	polish the furniture	shovel the snow
wash the dishes	dust the shelves	wash the car
dry the dishes	clean the tub	rake the leaves in fall
clean the sink	do the laundry	mow the lawn
take out the garbage	vacuum the carpet	

#### *2. Listening*

Listen to the dialogue and do the task.

Mother. Children, Grandma and Grandpa are coming to visit this evening and I need you to help me with some chores. Have you all made your beds?

Children. Yes, Mom.

Mother. Rob, I want you to fill the dishwasher and then wash and dry the big dishes that can't fit in the dishwasher.

Rob. OK.

Mother. Sue, I want you to take out the garbage. Then sweep and mop the kitchen floor, okay?

Sue. Sure. I'm excited Grandma and Grandpa are coming.

Mother. And Peter, would you clean the bathroom?

Peter. Oh Mom, I hate cleaning the toilet.

Mother. Okay, you clean the sink and bathtub, and I'll clean the toilet. But then I would like you to help your Dad clean out the garage.

Peter. OK.

Mother. Well then, let's get started. I'm going out to mow the lawn. Come get me if you need me.

Say if the statements true or false.

1. The children must help clean the house.
2. Rob has to wash and dry the small dishes.
3. Sue has to sweep and mop the bathroom floor.
4. Peter has to clean the toilet.
5. Dad has to cut the grass.
6. Grandma and Grandpa are coming tomorrow.

Key: 1 T; 2 F; 3 F; 4 F; 5 F; 6 F.

### *3. Writing*

#### *Picture dictation*

Teacher shows pictures and pupils write down the words.

#### *4. Grammar practice*

Do ex, 1, p. 57.

#### *5. Writing*

Do ex. 2, p. 58.

Key: 3 anything; 4 something; 5 everybody; 6 something; 7 anybody, nobody saw; 8 anything; 9 Nobody; 10 anybody; 11 Nothing; 12 anywhere.

#### *6. Grammar practice*

Do ex. 3, p. 58.

#### *7. Writing*

Fill in the gaps.

1. ... knows what has happened. I am going to ask my mother.
2. We can't find ... to help us with English grammar.
3. We must find ... to help us. We need help!
4. We can find ... to help us. We don't know what to do.
5. She was sure that... liked her. She was wrong.
6. We need ... who can repair this car. We had an accident yesterday.
7. Don't blame yourself for the mistake. ... is perfect.
8. My son didn't tell... about his plans. He went to the seaside yesterday.
9. Can't you find ... to help you?
10. Our holiday was perfect. ... went as we wished.
11. I would like to go ... peaceful for my holiday.
12. He was so helpful. He helped nearly ... in the village.

Key: 1 nobody; 2 anybody; 3 somebody; 4 nobody; 5 nobody; 6 somebody; 7 nobody; 8 anybody; 9 anybody; 10 everything; 11 somewhere; 12 everybody.

### 8. Summary

Answer the questions.

1. Do you do anything at home after school?
2. Do you help anybody at home?
3. Do you get anything for doing chores?
4. Have you got anything unusual at home?

### 9. Homework

Do ex. 4, p. 58.

## **Lesson 20. HOW DO YOU FEEL ABOUT YOUR DUTIES?**

*Цілі:* вдосконалювати лексичні навички, навички вимови, навички читання й усного мовлення; розвивати логічне мислення; виховувати відповідальне ставлення до своїх обов'язків.

### *Procedure*

#### *1. Warm-up*

*How to make a cup of tea*

Complete the sentences with the proper words.

Key words: stir, enjoy, boil, add, leave, pour, put, warm, fill.

Example: Fill the kettle.

1. ... the water.
2. ... the teapot.
3. ... the tea in the teapot.
4. ... the pot with boiling water.
5. ... the tea.
6. ... the tea for five minutes.
7. ... the tea into the cup.
8. ... milk and sugar.
9. ... your cup of tea.

## *2. Vocabulary practice*

Choose the correct answer.

1. My mother asked me to do the (dishes/plates).
2. My father asked me to (make / do) my bed.
3. My brother asked me to (wet/water) the plants.
4. My grandmother asked me to (cleanse/clean) the litter box.
5. My mum asked me to do the (clothes / laundry).
6. My granny asked me to (clean / cut) the grass.
7. My mum asked me to (vacuum/vacate) the living room.
8. My mother asked me to (scrub / scrape) the toilet.
9. My parents asked me to (tidy /tighten) up my room.
10. My grandfather asked me to (take/make) out the trash.

## *3. Grammar practice*

Write what you have to do using the previous exercise.

Example: I have to do the dishes.

#### 4. Speaking

Do ex. 1, p. 59.

#### 5. Listening

Listen to some interviews and complete the chart. Then write down the sentences about these children's duties and about your duties.

Stephan. I am responsible for many things at home. The worst of them is doing the washing up. I also have to throw out the garbage and mow the lawn, but I don't mind that because I get to breathe some fresh air.

Cindy. Every evening, I take the dog out for a walk. He gets restless when I forget to walk him. During the weekend, mom is on a break and we do the cleaning. I vacuum the floor and wipe the windows. Twice a week, I wake up at six to wash the car.

Nicolas. We have a housemaid at home who does the cleaning and dishwashing. My job is to set the table at meal-times, and throw out the garbage.

Beth. I have too many chores to handle! I must mow the lawn, vacuum the whole house's floor every day, set the table and wash the dishes. Everyone else in my family is too lazy!

	Stephan	Cindy	Nicolas	Beth
take out the garbage	√			
mow the lawn	√			
do the washing up	√			
wash the car				
walk a dog				
vacuum the floor				
wipe the windows				
do the cleaning				
set the table				

Example:

- Stephen does the washing up, mows the lawn and takes out the garbage.
- As for me, I do the washing up and take out the garbage too, but I don't mow the lawn.

#### 6. Speaking

Do ex. 2, p. 59.

Express your opinion and make up sentences.

I think	Mr Robinson Tim Liz	likes	shopping fixing something washing up	but doesn't like	cooking. making his bed. feed and walk the dog.
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Sample responses:

- Make your bed and tidy your room. — What a boring job!
- Phone for a pizza. There is some money on the kitchen table. — That's great!
- Wash the dirty clothes. — Why me? I hate it.
- Do your homework now. — Oh, no! Why should I do it every day?
- Cook some spaghetti. The sauce is in the fridge. — Again cooking myself. How I don't like it!
- Take the video back to the video club. — It's not bad. I'll have a walk.

### *7. Reading and speaking*

Do ex. 3, p. 60.

— Have you made your bed? — Yes, of course. / No, unfortunately, not yet.

- phoned for a pizza
- cooked the spaghetti
- washed the dirty clothes
- taken the video back...
- done your homework

### *8. Summary*

Answer the questions.

1. Have you ever done any repairing yourself?
2. Do you like doing something yourself?
3. What do you like to do most?
4. Do you like gardening?
5. How do you feel about your duties?

### *9. Homework*

Do ex. 4, p. 60.

## **Lesson 21. MY TYPICAL DAY**

*Цілі:* вдосконалювати лексичні навички, навички вимови, навички читання и усного мовлення; розвивати логічне мислення; виховувати відповідальне ставлення до своїх обов'язків.



## Procedure

### 1. Warm-up

Answer the questions.

1. Do your parents ask you to do chores?
2. How many chores do you usually do?
3. Which chores are the worst?
4. Which chores do you prefer?

### 2. Speaking

Work in pairs

Interview a classmate about his/her chores.

	every day	every week	sometimes
Do you have to do chores?			
What do you have to do every day?			
How often?			
Do you like it?			

### 3. Writing

Do ex. 4, p. 60 (homework).

Write what makes these girls and you do different jobs? Add your own variants.

... wants to	help other people.
... likes to	get a good experience
I want to	make people happy.
I like to	do something useful.

Write three things you like and three things you don't like about housework.

LIKE	DISLIKE
1. ...	1. ...
2. ...	2. ...
3. ...	3. ...

Speak about it.

- I think household jobs are boring because...

- I like doing housework because...

### 3. Vocabulary practice

Do ex. 5, p. 61.

### 4. Reading

Do ex. 6, p. 62.

### 5. Listening

Listen to the dialogue and do the task.

## SATURDAY'S CHORES

Daniel. Dad. Can I go outside to play?

Dad. Well, have you done your Saturday's chores?

Daniel. Ah, Dad. Do I have to?

Dad. Well, you know the rules. No playing until the work is done.

Daniel. So, what is my work?

Dad. Well, first you have to clean the bathroom including the toilet. And don't forget to scrub the bathtub.

Daniel. No, I want to do the family room.

Dad. Well, okay, but you have to vacuum the family room and the hall, and be sure to dust everything. Oh, and don't forget to wipe the walls and clean the cupboards. And after that sweep and mop the kitchen floor and be sure to polish the table in the living room.

Daniel. Oh, no!

Dad. And make your bed and pick up all your CDs and put them away. And...

Daniel. Daddy, am I Cinderella?!

Dad. No, but how about going out for lunch and getting a big milk shake, but you probably don't want to do that, Cinderella?

Daniel. Ok, ok! I want to.

Dad. So, while you're doing your work, I'll go outside to rake leaves and wash the car.

Choose the correct answer.

1. What does the boy want to do at the beginning of the conversation?

a) go play outside

b) watch TV

c) play video games

2. What is one thing the boy is NOT assigned to do around the house?

a) clean the garage

b) vacuum the floors

c) wash the walls

3. What does the boy have to do in his bedroom?

a) put away his books

b) make his bed

c) pick up his dirty clothes

4. What is the father going to do while the boy is doing his household chores?

a) wash the car

b) paint the house

c) work in the yard

5. Where will the father and son go after the housework is done?

a) to a movie

b) out to eat

c) to a ball game

Key: 1 a; 2 a; 3 b; 4 c; 5 b.

## 6. *Speaking*

Do ex. 7, p. 62.

## 7. *Writing*

Do ex. 1, p. 63.

## 8. *Summary*

Do ex. 8, p. 63.

## 9. *Homework*

Do ex. 2, p. 63.

## Lesson 22. ALL ABOUT FOOD

*Цілі:* вдосконалювати навички усного мовлення з опорою на лексико-граматичні структури, навички аудіювання й читання; формувати навички вживання нових лексичних одиниць; виховувати відповідальне ставлення до вживання їжі.

### *Procedure*

#### *1. Warm-up*

With which country do you associate the following food and drink?

1) pudding	a) Brazil / Columbia
2) borscht	b) Japanese
3) hamburgers	c) Ukraine
4) coffee	d) Italy
5) gazpacho	e) Turkey
6) sushi	f) England
7) spaghetti	g) India
8) chicken curry	h) France
9) kebabs	i) the USA
10) champagne	j) Spain

Key: 1 f; 2 c; 3 i; 4 a; 5 j; 6 b; 7 d; 8 g; 9 e; 10 h.

#### *2. Speaking*

Do ex. 1 (a), p. 64.

Answer the question.

1. Do you think you eat a healthy diet?
2. What do you think makes a healthy diet?

#### *3. Reading*

Do ex. 1 (b), p. 64.

#### *4. Vocabulary practice*

What diet is healthy and what is unhealthy in your opinion?

Complete the chart below with the items from the text (p. 64) and add some of your own.

Some ideas:

Meat, fish, eggs, beans, boiled potatoes and jacket potatoes, bread, rice, pasta, milk and dairy foods, fruit and vegetable juice, low-fat meat, fresh vegetables, frozen vegetables, cakes and biscuits, dried fruit, unsalted nuts, peanut and raisin mixes,

unsalted popcorn, yoghurts, snacks such as crisps, salted nuts, onion rings and rice crackers, chocolates, ginger root, spinach, garlic and onions, chicken soup, plenty of grains, cereals, food and drinks that are high in fat and/or sugar, food that is high in fibre, bread, hamburgers.

Healthy diet	Unhealthy diet

*Practise the vocabulary*

	<p>fresh fruit</p> <p>dried fruit</p> <p>fresh /frozen vegetables</p> <p>meat</p> <p>fish</p> <p>dairy foods</p> <p>unsalted nuts</p> <p>salted nuts</p>		
We should eat	many sweets		they are a vital source of vitamins and minerals.
We shouldn't eat	coffee	because	they are high in fibre content.
We should drink	sparkling mineral		it's a good source of protein.
We shouldn't	water		they provide vitamins, minerals and complex carbohydrates.
drink	non-sparkling mineral water		they are low in fat.
	fizzy sweet drinks		it's bad for our teeth.
	different snacks		we can get overweight.
	bread		it is good for your brain.
	fresh juice		it is good for your spirits.
	packed juice		you can be at risk for high blood pressure.
	cereals		

Example:

- We should eat fresh fruit and vegetables because they are a vital source of vitamins and minerals and they are high in fibre content.

- We should eat meat because it's a good source of protein as well as fish, eggs and beans.
- We shouldn't eat too many sweets because it's bad for our teeth and we can get overweight.
- We shouldn't drink too much coffee because we can be at risk for high blood pressure.
- We should eat cereals because they provide vitamins, minerals and complex carbohydrates.
- We should drink non-sparkling mineral water because it's useful for our skin.

### *5. Speaking*

Do ex. 2, p. 65.

### *6. Reading*

Do ex. 3, p. 65.

Key:

1. For more energy
2. For better concentration
3. Power foods
4. For stronger immunity
5. For clearer skin
6. For white teeth

### *7. Vocabulary practice*

Do ex. 5, p. 67.

Key: a healthier; b fried; c cereal; d repair; e increase; f pimple; g grilled; h walnuts.

### *8. Summery*

Answer the questions.

- What do we need for more energy /for better concentration /for stronger immunity /for clearer skin /for white teeth?

### *9. Homework*

Do ex. 6, p. 68.

## **Lesson 23. YOU ARE WHAT YOU EAT**

*Цілі:* вдосконалювати навички усного мовлення з опорою на лексико-граматичні структури, навички письма й читання; формувати навички вживання нових лексичних одиниць; виховувати відповідальне ставлення до вживання їжі.

### Procedure

#### 1. Warm-up

Answer the questions.

1. Do you like breakfast cereals?
2. What do you usually have for breakfast?
3. What would you like to eat for breakfast?
4. Do you think breakfast is the most important meal of the day?
5. Why do you think many children do not eat healthier breakfasts?

#### 2. Writing

Practise the vocabulary from p. 67.

I like	fried eggs			
	boiled rice			they are full of protein.
	roast chicken			it is low in fat.
I don't like	meat	for breakfast		it smells delicious.
	grilled fish	for lunch		it has iron, zinc, and B vitamins.
I eat	too much fat food	for dinner		it increases our immunity.
I think we should eat	too many packaging	during a day	because	it can increase our risk for some illnesses.
I don't think we should eat	snacks	as much		they provide calories.
	enough carrots	as possible		they are good for our eyes.
	enough fish			it has zinc that improves our memory.
	carbohydrate-containing foods			they give us energy.
	organic food			it doesn't contain chemicals.

#### 3. Vocabulary practice

Do ex. 1, p. 69.

Practise the new vocabulary. Make up sentences using the table.

	a knife		spread	the salad.
	a fork		mix	it into the cup.
	a tablecloth		cut	some bread.
	some sausages		fry	some water.
	some vegetables		slice	the table with it.
You should take	a spoon	and	chop	them in the pot.
	some meat		boil	some tea.
	a teapot		prepare	some potatoes.
	a kettle		serve	them with the meat.
	some water		pour	them for the salad.
	some onions		mas h	for the pie.
	a banana		peel	the orange in half.

#### 4. Writing

Do ex. 2, p. 69.

#### 5. Reading

Do ex. 3, p. 70.

#### 6. Vocabulary practice

Do ex. 4, p. 70.

#### 7. Speaking

Answer the questions.

- What comes to mind when you hear the term "junk food"? How often do you eat junk food?

Complete the chart. What is smart food and what is junk food in your opinion? Yogurt, potato chips, water, colas, low fat milk, bananas, cheese, chili peppers, ice cream, packaging fruit drinks, cucumbers, cakes and cookies, sugar-coated cereal.

Smart food	Junk food

#### 8. Reading and speaking

Read some children's answers as for eating junk food and tell about your attitude to this problem. Do you eat junk food? If so, what kind do you eat?



Angela (the UK). What junk foods do I eat? I like potato chips, chocolates, candy bars but these days because of diets though I don't usually eat a lot, but of course during the party with my friends we always buy lots and lots of junk food and we'll finish in an hour. Actually I like it, but I'm controlling myself right now.

Fritz (Germany). The junk food I tend to eat is gummy bears because I like, like the gummy kind of candy, gummy bears, sour patch kids, but I don't think I eat too much junk food because I don't eat too much cake, chocolate, cookies, and the dairy product section, so but if I had to pick a junk food that I eat the most, it's sweets like gummy bears, starbursts, skittles.

Cathy (England). How much junk food? Well, actually I try really hard not to eat junk food. I try to go for a long time without eating crisps and chocolate and cakes, but often I tend to ignore that and eat them anyway. I think it goes in phases. For a long time I'll not have any and then for a week or two weeks I will eat cake, cake, cake, chocolate, crisps, all of the time, so maybe, certainly at those time I eat too much. The rest of the time, no, I think it's OK.

Olga (Australia). I don't eat junk food, sweet junk food, so I'm actually lying, I don't eat sweet junk food. I like McDonalds breakfast, but any other things to do with junk food I'm not really partial too. I like chocolate occasionally, but very bitter chocolate. I quite like eating cooking chocolate bars.

Rodger (Canada). What junk food do I eat? Well, I enjoy potato chips and chocolate and cookies. I'm actually what you call a junk food fanatic. I enjoy eating junk food. I try not to eat too much of it. I used to eat more of it when I was younger, but I've kind of trimmed it down a little bit, and I got older, however, I still enjoy a good bag of potato chips while I watch TV, or a chocolate bar occasionally, after lunch or dinner, so I would say. I enjoy junk food but I try not to eat too much of it now.

Ian (the USA). Actually, I don't eat a lot of junk food, but I try to keep pretty healthy with what I eat, but if I slip and I do eat any food that's not healthy it's usually fast food. Like I almost never eat at McDonald's, but if I'm really hungry, or I'm really broke and don't have a lot of money, or I just want something fast, I might drop in a McDonalds, once every two weeks or something like that.

## 9. Summary

Answer the questions.

1. How do you understand the expression "You are what you eat"?
2. Does junk food or good quality healthy food make you happier?

## 10. Homework

Do ex. 5, p. 71.

## Lesson 24. CAN YOU SET OUT A FESTIVE TABLE?

*Цілі:* вдосконалювати навички усного мовлення з опорою на лексико-граматичні структури, навички аудіювання й читання; вдосконалювати навички вживання нових лексичних одиниць; виховувати культуру спілкування та поведінки за столом.

## Procedure

### 1. Warm-up

Do ex. 1, p. 71.

### 2. Speaking

*Practise the vocabulary*

Make up short dialogues using the pictures.

— Have you sliced the tomatoes yet? — Yes, certainly.

— Not yet. It'll be ready in a minute.

The following expressions may be useful: slice the bread; boil the water; peel the onions; peel the oranges; mash the potatoes; bake the pie; chop the carrots; mix the salad; fry the fish; pour the milk; prepare the breakfast; wash the peppers; cut the meat; clean the oven; grill the meat.

### 3. Listening

Do ex. 2, p. 72.

### 4. Vocabulary practice

Study the table "place settings" at the top of p. 73 and answer the questions.

1. What do you eat soup with?
2. What do you eat meat (fish) with?
3. What do you cut bread (meat, fish) with?
4. What do you eat bread with?
5. What do you put on the table for breakfast (dinner, supper)?
6. What do you drink water with?
7. What do you clean your hands and lips during a meal with?

### 5. Reading and speaking

Do ex. 3, p. 72.

### 6. Vocabulary practice

You may add more items.

Example: We use glasses for drinking water, cola, juice, milk, etc.

	an oven			our lips and hands
--	---------	--	--	--------------------

	glasses		drinking	salad
	wineglasses		baking	bread
	spoons		eating	meat
	a teapot		making	fish
We use	a kettle		frying	oranges
	a frying pan	for	cutting	water
	knives		boiling	tea
	a pot		mixing	lemons
	a bowl		spreading	onions
	napkins		chopping	cheese
	a fork		slicing	pizza
	a tablecloth		cleaning	the table
	a cup			soup

### 7. Writing

Complete table manners with "Don't" where necessary.

1. ...begin eating until everyone is served.
2. ...talk with your mouth full.
3. ...chew with your mouth closed.
4. ...keep your napkin on your lap.
5. ...rest your elbows on the table.
6. ...ask politely for things to be passed if you cannot reach them.
7. ...complain about the food.
8. ...lick your fingers or your knife.
9. ...pick your teeth or smack your lips.
10. ...ask to be excused when you have finished eating and want to leave the table.

### 8. Reading

#### Jigsaw reading

Cut out and shuffle the parts of the list of Do's and Don'ts. Students in pairs have to sort out the cards to make the list up.

Sit facing the table...	...don't sit sideways
After stirring your tea...	...remove the spoon and place it on the saucer
Don't use the spoon for...	...what can be eaten with a fork
Don't put your knife...	...into your mouth
Cut your meat into small pieces...	...one piece at a time
If your food is too hot...	...don't blow on it

Try to make as little noise as possible...	...when eating
Don't sip your soup as though you wanted...	...the whole house to hear
Don't talk...	...with your mouth full
Don't put your elbows...	...on the table
Don't forget to say "thank you"...	...for every favour and kindness

### 9. Summary

Tell the class about your daily meals and your favourite food:

- how many times a day you have meals;
- what you usually have for breakfast (dinner);
- if you have lunch at school;
- if you cook yourself at home;

### 10. Homework

Do ex. 4, p. 73.

## Lesson 25. A LITTLE OR A FEW

*Цілі:* формувати навички вживання a little/a few; вдосконалювати навички усного мовлення, аудіювання й читання; вдосконалювати навички вживання нових лексичних одиниць; виховувати доброзичливе ставлення до співрозмовника.

### Procedure

#### 1. Warm-up

Answer the questions.

1. What is food for many people?
2. What do you think about fast food? Is it useful?
3. How do you feel about eating meat?
4. Do you think that food nowadays is safe?
5. How important is cooking and eating food for you?
6. Do you prefer cooking for friends at home or going to the restaurant?

#### 2. Speaking

Match the opposites and give Ukrainian equivalents.

1) dry wine	a) stale bread
2) fresh bread	b) tender meat

3) a heavy meal	c) a thick soup
4) tough meat	d) overcooked vegetables
5) a well-done steak	e) hard drinks
6) undercooked vegetables	f) raw fish
7) cooked fish	g) a light meal
8) a clear soup	h) sweet wine
9) soft drinks	i) a rare steak

### 3. Listening

Listen to the text and do the task.

#### NEWTON'S DINNER

One day a gentleman wanted to see Sir Isaac Newton just before dinner time. Newton was busy and worked in his study. The visitor sat down in the diningroom and waited for Newton. Soon the servant brought in Newton's dinner. It was a chicken in a covered dish. An hour passed and Newton didn't come. The gentleman began to feel hungry. He lifted the cover, saw the chicken and began to eat. Then he covered the dish and told the servant to boil another chicken. But before the second chicken was ready, Newton went in to have his dinner. Seeing the gentleman Newton said: "I beg your pardon, sir, but allow me to have my dinner first, as I'm hungry". Then he lifted the cover, but finding the dish empty, he said: "Oh, I remember, I had my dinner already".

Say if the following statements true or false.

1. It was dinner time.
2. A young lady visited Newton before it.
3. Newton had already had his dinner before.
4. The servant had cooked chicken soup with vegetables.
5. The visitor was invited by Newton to share the dinner with him.
6. The servant was asked to boil one more chicken.
7. There was no chicken on the dish when Newton saw it.

### 4. Grammar practice

Do ex. 1, p. 74.

### 5. Writing

List the items under A FEW or A LITTLE below.

Tickets, glass of water, bread, milk, homework, pencils, friends, coffee, cash, coins, sugar, spoon of sugar, people, hours, milk, problems, hair, plate of food, food, relatives, books, tea, juice, children.

A FEW	A LITTLE
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## 6. Reading

Do ex. 2, p. 74.

## 7. Speaking

Do ex. 3, p. 75.

## 8. Grammar practice

Complete the sentences with a little or a few.

1. I've got... money. Let's have coffee.
2. I've got... stamps that you can use.
3. I've got... time. Do you want to talk?
4. She can speak ... Spanish.
5. I write ... letters every week.
6. We had ... rain last night.
7. They made ... mistakes, but it was OK.
8. Let's go outside for ... fresh air.
9. There are ... new hotels since you last visited.

Key: 1 a little; 2 a few; 3 a little; 4 a little; 5 a few; 6 a little; 7 a few; 8 a little; 9 a few.

## 9. Summary

### *Work in pairs*

Using the questions below make up your dialogues.

1. How many brothers / sisters do you have?
2. How many relatives do you have?
3. How much money does gas cost?
4. How many hours do you sleep?
5. How many books do you read in a year?
6. How many close friends do you have?
7. How many hours do you study?

8. How much fruit do you eat?

9. How many vegetables do you have for dinner?

*10. Homework*

Do ex. 4, p. 75.

## **Lesson 26. WRITING A RECIPE**

*Цілі:* вдосконалювати навички усного мовлення, аудіювання, письма и читання; навички вживання нових лексичних одиниць; виховувати доброзичливе ставлення до співрозмовника; розвивати культуру спілкування та поведінки за столом.

### *Procedure*

#### *1. Warm-up*

A chain game "In my cupboard"

One student begins by saying a sentence and the next student in turn adds to the sentence, repeating what has gone before in the same order.

Example:

S1. In my cupboard there are some forks.

S2. In my cupboard there are some forks and some cups...

#### *2. Listening and speaking*

Do ex. 1, p. 76.

#### *3. Writing and speaking*

Do ex. 2, p. 76.

#### *4. Reading and speaking*

Do ex. 3, p. 77.

#### *5. Speaking*

*Work in pairs. How to make an incredible sandwich*

Follow the example and use your own variants.

— Well, would you like a sandwich?

— Yeh, sure.

— Which bread would you like?

— Grain, please.

- Any ketchup?
- A little.
- How much lettuce?
- Not much.
- Now many slices of chicken?
- A lot, please.
- How much red pepper?
- A little.
- How many olives?
- A few, please.
- Any salt and pepper?
- Not much.
- And how much cheese would you like?
- A lot, of course!

### *6. Reading*

Do ex. 4, p. 78.

### *7. Writing*

Write your own recipe of any simple dish.

### *8. Speaking*

Do ex. 5, p. 78.

Sample dialogue:

- I'm going to have a party next week. There will be a lot of guests. Could you help me with shopping?
- Yes, certainly. What would you like to get?
- I need some tomatoes and cheese.
- Oh, will it be Italian food? Do you need some meat?
- Yes, I'm going to cook lasagna. I need some milk too.
- Do you think half a litre will be enough?



- No, I know exactly, more than half a litre is enough according to the recipe.
- What about some juice?
- You may buy a carton of orange juice and some cola.
- Why don't we buy some ice cream?
- Yes, sure, that's a great idea.

### 9. Writing

Do ex. 1, p. 79.

Translation.

Chop the cabbage, potatoes, carrots and put them into the stock. Let them boil for 10 minutes. Then chop a beetroot and add it to the vegetables. Let them boil. Meanwhile, warm some butter on the frying pan, chop the onions and let them fry until they become golden. Add some sour cream and mashed tomatoes to them. Let it boil. Then pour it to the pot. Add vinegar and salt. Chop parsley and fennel and put it into a plate before serving.

### 10. Summary

Do ex. 6, p. 79.

Use the following model:

- This fork is used for meat.

### 11. Homework

Do ex. 2, p. 79.

Read the story ex. 1, p. 85.

## Lesson 27. REVISION

*Цілі:* вдосконалювати навички усного мовлення, аудіювання, письма и читання; навички вживання нових лексичних одиниць; розвивати логічне мислення; виховувати відповідальне ставлення до своїх обов'язків.

### *Procedure*

#### *1. Warm-up*

#### *Vocabulary revision*

You don't need anything except a blackboard and a few pieces of paper. Divide the class into teams of 5 kids and seat each team around a desk. Each group must have a piece or two of blank paper and one student in each group will need to be a secretary. Next, evenly spaced out on the board you need to write Team 1, Team 2, Team 3, etc., depending on how many teams you have. Big groups are fine.

How to play: The groups will have just one minute to “brainstorm” and write on their piece of paper as many English words related to household chores and food as they can. After one minute announce time is up and make sure the writing stops. Then find out which team can go first and ask the chosen team to tell you one word — just one word from their brainstorm list. You will then clearly pronounce the word and write it beneath their team number on the board. Then in turn ask the other teams for one word from their lists. Now here’s the catch and the “rummy” part of the game. Once a word has been written on the board another team may not use it, even if they have that word on their brainstorm list. Keep asking each team in turn for a word keep writing it on the board until they run out of words. The team with the most words wins.

## 2. Reading and speaking

Do ex. 1, p. 80.

## 3. Writing and speaking

Work in pairs

Complete the layout, follow it and tell how you help at home.

A. Good afternoon, ... . Which chores do you like to do at home?

B. Hello, ... . I like to ... and ... .

How do you help your mum at home?

A. I help my mum ... and ... . How do you help your family at home?

B. I help my dad ... and ... . Which chore do you like best?

A. I like to ... . Which chore do you like best?

B. I like to ... .

A. Ok. I will see you later. I must walk the dog.

## 4. Vocabulary practice

Make up sentences.

Let	the potatoes	boil fry bake grill roast	for twenty minutes. for half an hour. several minutes. until they become golden.
	the meat		
	the cake		
	the cabbage		
	the onions		
	the chicken		

the milk		
the bread		
the biscuits		
the mushrooms		
the stock		

#### *4. Speaking*

Do ex. 2, p. 80.

#### *5. Reading*

Do ex. 3, p. 81.

#### *6. Grammar practice*

Do ex. 4, p. 81.

#### *7. Reading*

Read the text and do the task.

A newly published report says that girls should eat breakfast every day if they want to stay slim. Some researchers followed the eating habits and weight of nearly 2,400 girls. The conclusion of the findings was that teenage girls who ate cereal for breakfast three times a week or more were more likely to stay slim.

It was proved that "cereal consumption had positive effects on the girls". This is because cereals contain high levels of calcium and fiber and low levels of fat and cholesterol. The researchers suggest that there are other reasons why eating cereal may help girls stay slimmer. One factor is that other healthy things are usually had with cereal, such as milk and juice. Researchers also concluded that cereals help girls to get the right amounts of nutrients.

Say if the following statements true or false.

1. A new diet breakfast cereal has become popular with girls.
2. Researchers followed the eating habits of 2,400 girls for ten years.
3. Girls must eat cereal every day to stay slim.
4. Cereal consumption had positive effects on the girls.
5. Cereal is very high in cholesterol.
6. Milk and juice must be drunk with cereal for people to lose weight.
7. Cereal consumption helps girls get the right amounts of nutrients.

Key: 1 F; 2 T; 3 F; 4 T; 5 F; 6 F; 7 T.

### 8. Summary

Do you agree with these opinions on teenagers and weight?

1. People worry too much about kids' weight.
2. Food companies should be more responsible and stop selling unhealthy food.
3. Kids shouldn't worry about their weight.
4. Cereals are boring.
5. It's difficult to make sure kids get a good breakfast in today's busy world.
6. Kids should eat breakfast with their family.
7. Kids want to eat the delicious things they see on television.

### 9. Homework

Write about your daily diet.

What is the most important meal of the day for you? Do you ever skip breakfast? Which of these things would you like to eat in the morning / in the evening?

- cereal
- eggs
- rice
- toast
- fried potatoes
- sandwiches
- fish
- pancakes
- nothing
- a glass of juice
- a cup of coffee

## Lesson 28. IT'S TIME FOR READING

*Цілі:* вдосконалювати навички вживання нових лексичних одиниць й навички вимови; вдосконалювати навички читання й усного мовлення; розвивати логічне мислення; виховувати почуття відповідальності і любов до праці.

## *Procedure*

### *1. Warm-up*

What should teenagers do to stay at a healthy weight?

- never skip breakfast
- always have lunch
- do exercise
- be active at the weekends
- eat much fast food
- often keep diets
- take pills
- spend a lot of time on television and computer games

### *2. Grammar practice*

Do ex. 5, p. 81.

### *3. Reading and writing*

Do ex. 6, p. 82.

### *4. Reading and speaking*

Do ex. 7, 8, p. 82-84

### *5. Speaking*

Make up short dialogues on everyday situations.

1. You haven't washed the cups yet! — I have. Look into the cupboard, I've put them right away.

- the plates
- the pots
- the dishes

2. I need a spoon. Where can I take a clean one? — I'm afraid nowhere. We've used up all of them.

- a fork
- a glass

- a cup
- a napkin

3. I'm so tired today to wash all these plates and dishes. — But you have to. You shouldn't pile knives and forks them all around, cups and glasses

- pans and frying pans
- vases and ashtrays
- kettles and teapots

### 6. *Listening*

Do ex. 9, p. 84.

#### *How to make a vegetable soup*

- Take and wash some potatoes, carrots, a cabbage and an onion.
- Wash the meat and put it into the pot.
- Cut the vegetables.
- Put some salt into the soup.

### 7. *Reading*

Do ex. 1, p. 85.

Ask pupils to read the text for gist and answer the questions.

1. Who wrote the story?
2. What is the story about?
3. What are the main characters?

Ask pupils to read the story again and give English equivalents to the following Ukrainian words and expressions.

Жити самотньо; почуватися голодним; залишити до наступного вечора; бути вдвічі голодним; забирати часу вдвічі довше; складати в купу; бути повним; виявляти; попільничка; увесь, цілий; вантажівка; газова плита.

#### *Practise the vocabulary*

Write out all the items which can be used to make food and to eat meals.

#### *A game*

A pupil names one of the dirty items which has been mentioned in the story. The next pupil repeats it and names his own one. The third person names the two previous and name his own one. The winner is that one who would repeat all the items correctly.

Start like this:

- He piled dirty vases everywhere.
- He piled dirty vases and a kettle everywhere.

### *8. Speaking*

Do ex. 2, p. 87.

### *9. Summary*

Do ex. 5, p. 87.

### *10. Homework*

1. Retell the story from the part of the main character (ex. 4, p. 87). Start like this:

- I live alone and I have to do everything myself. One night I was so hungry that...

2. Do ex. 3, p. 87.

3. Write a short summary of the story using the answers in ex. 2, p. 87 like cues.

## **Lesson 29. LISTENING COMPREHENSION**

*Цілі:* перевірити рівень умінь учнів з аудіювання.

### *Procedure*

Listen to the text and do the tasks.

### PRINCE HARRY

Prince Henry Charles Albert David, born on September 15, 1984 at St Mary's Hospital, in central London, is third in line of succession to the throne, behind his father, the Prince of Wales, and his elder brother, Prince William. He's been outgoing and fun-loving boy ever since he was a kid. His mother, Princess Diana, was determined that her sons should enjoy a "normal" lifestyle, and the three were often seen at amusement parks, going into McDonald's restaurants or the cinema.

Harry attended the same schools as William, and in September 1998, he followed his elder brother to Eton, the most famous private school in Britain, Founded in 1440 by Henry VI, Eton College has given Britain 20 prime ministers and quite a few outstanding poets and writers.

Harry wasn't as academically gifted as his brother William, but he earned a place at Eton and became instantly popular with his fellow students. His academic achievements were not outstanding, but he was excellent at sports and arts. Prince Harry plays rugby, football and cricket, enjoys swimming and skiing and is an excellent polo player.

Like his father, Harry loves painting. He is a talented artist and has had his work exhibited at the school.

In June 2003 Harry left Eton College.

Say if the following statements true or false.

1. Prince Harry was born in 1974.
2. Prince Harry is a cheerful boy.
3. His mother wanted him to live like ordinary people.
4. Harry attended one of modern schools.
5. Harry had great results in studying.
6. Harry is good at sports.

Fill in the gaps.

Popular, painting, private, outstanding, elder, arts
--

1. Prince William is Prince Harry's ... brother.
2. Prince Harry attended the ... school.
3. Eton College is famous for its ... graduates.
4. At school Harry became very ... .
5. Harry is excellent at... .
6. Prince Charles loves ... .

Answer the questions.

1. When was Prince Harry born?
2. Where did they use to go with their mother?
3. When was Eton College founded?
4. Did Harry study as well as his brother?
5. What kinds of sports does he go in for?
6. When did he leave Eton?

### **Lesson 30. SPEAKING**

*Цілі:* перевірити рівень умінь учнів з усного мовлення.

*Procedure*



Choose any of the following topics and speak of it.

### In and out of school

- What's your favorite subject?
- Why do you like it?
- Who is the teacher?
- Which subjects are you good at?
- Which subjects are you poor at?
- Who is your favorite teacher?
- What subject does he or she teach?
- Why do you like him or her?
- Do you have to wear a uniform to your school?
- Do you like wearing a uniform?
- Are you a member of a school club?
- How often do you meet?
- What social networking sites do you use?
- What are some good points about social networking?
- What are some bad points about social networking?
- Do you have a Facebook page?
- Do you use Twitter?
- What information do you usually search for?
- What kind of information are you comfortable releasing to the public?
- Do your parents use social networking sites?
- What type of information should you put on social networking sites?

### At home

- What daily household jobs have you got?
- Do you like to help your mother?
- Can you clean the flat?

- Have you got many flowers at home? Do you water them?
- Do you help to lay the table?
- Do you go to the shops and buy food?
- What can you buy in the shops yourself?
- How often do you go to the market?
- Who does most of the household chores in your family?
- Do you like any of household chores?
- How often do you help you parents?
- How much time does it take you to clean your room (do the washing up, etc.)?
- Have you ever done any repairing yourself?
- Do you like doing something yourself?
- What do you like to do most?
- Do you like gardening?
- How do you feel about your duties?
- What should teenagers do to stay at a healthy weight?
- What is food for many people?
- What do you think about fast food? Is it useful?
- Do you think that food nowadays is safe?
- How important is cooking and eating food for you?
- Do you prefer cooking for friends at home or going to the restaurant?

### **Lesson 31. READING**

*Цілі:* перевірити рівень умінь учнів з читання.

*Procedure*

Read the text and do the tasks.

**WHY DON'T BRITISH SCHOOLCHILDREN WANT TO EAT FRUIT AND VEGETABLES?**

There are many problems that British schools are facing today. One of them is making sure that schoolchildren eat healthy food.

Gone are the days when children were thrilled with excitement at the thought of Christmas treats like oranges and tangerines or simple desserts like rice pudding. Nowadays any fruit and vegetables under the sun can be bought in supermarkets all the year round. There is only one problem with that — fruit and vegetables that are bought out of season have very little taste. On the contrary, sugar drinks like Coke and numerous varieties of flavoured crisps are full of flavour — and chemicals additives! Also, most British mums of today work full time and the last thing they want to do when they get home is cook. Supermarkets are here to “help” — pre-package and ready-made meals have filled their shelves.

As a result, many schoolchildren would rather go hungry than eat fruit or vegetables instead of the more familiar crisps, burgers and chips.

There’s nothing wrong with having a can of Coke every now and then but four cans a day is asking for trouble. Did you know that a can of Coke contains about eight teaspoons of sugar and artificial sweeteners? As a result, many modern kids suffer from such illnesses as diabetes, cancer and tooth decay. And, of course, there are more and more children who are extremely overweight.

In Britain, children can either choose to bring their own lunch or buy their lunch at school. Children from poorer families can have free school dinners but many of them don’t take them for various reasons.

Say if the following statements true or false.

1. Many years ago children couldn’t even dream about pineapples.
2. Nowadays you can buy pineapples when you wish.
3. In supermarkets fruit and vegetables are tasty and full of vitamins all the year round.
4. A lot of pre-package and ready-made meals contain chemical additives.
5. Many schoolchildren would rather eat some salad than stay hungry.
6. You should never have Coke. It’s harmful.
7. Coke contains a lot of unhealthy things.
8. Fast food and Coke can cause dangerous illnesses and overweight.
9. In Britain children can have lunch only at school.

Complete the sentences.

Tastiest, illnesses, tastier, chemicals, cooking, healthy
---

1. Children should have only ... without... .
2. Many years ago fruit and vegetables were ... than nowadays they are.
3. The ... meal is that one which you’ve done yourself just before serving.

4. An ad says: "You have no time for ...? Come to our supermarket — we'll help you!"

5. Cola can cause many ... .

Answer the questions.

1. Why don't children like fruit and vegetables nowadays?

2. Why do most mums prefer ready-made meals?

3. What is wrong with Cola?

4. What is the reason of different illnesses and overweight among children?

## **Lesson 32. WRITING**

*Цілі:* перевірити рівень умінь учнів з письма.

### *Procedure*

Choose any topic you like and write a short paragraph.

Write a letter to your friend about your household jobs and share your favourite recipe. Follow the layout.

Dear...,

Guess what? I have no time at all today, because I have a lot of work to do.

First of all...

...

But I must say that I'm keen on cooking. And I'd like to share my favourite recipe.

To cook ... you need (ingredients)...

...

(Write the directions: take / chop / mix / add / etc.)

Serve...

I like ... a lot. I think it's yammy.

And what about you? Do you help at home?

Best wishes, ...

You are writing a letter to your new friend about your school life. Write:

- about your school, your timetable.

- what you like doing at school, your favourite subjects.
- what after school activities you have.
- what you like doing in your spare time, if you go out with your friends.

## Unit 3. SPORTS FROM A TO Z

### Lesson 33. SPORT IS FUN

*Цілі:* формувати навички вживання нових лексичних одиниць; вдосконалювати навички читання й усного мовлення з опорою на лексико-граматичні структури; розвивати мовну здогадку й мовленнєву реакцію учнів; виховувати зацікавленість у розширенні своїх знань.

#### *Procedure*

##### *1. Warm-up*

Answer the questions.

1. Are you fond of playing football?
2. Do you like swimming?
3. Can you play tennis well?
4. Have you ever taken part in sports competition?
5. What do you prefer: to watch sports competitions or to take part in them?
6. Does sport help you to keep fit?
7. How often do you go to the sports ground?
8. What sports are popular in your family?
9. Do you want to be a sportsman?
10. Are you good at running (swimming, skating...)?

##### *2. Listening*

Listen to the descriptions of the sports and name them.

1. This game is played by two teams. There are six players in each team. They play game on an ice field. (Hockey)

2. It is a team game. Two teams hit a large ball with their hands over a high net. The ball is not allowed to bounce on the ground. (Volleyball)

3. It is a game of two players. Each player starts with sixteen different playing pieces. They move the playing pieces on a board. The aim of the game is taking your opponent's king. (Chess)

### 3. Vocabulary practice

Do ex. 1, p. 92.

### 4. Writing

Do ex. 2, p. 93.

Complete the chart below and add some own examples to each column.

winter sports	water sports	team sports	outdoor sports	indoor sports	sports that are played with the ball

### 5. Listening

Listen and say what sport the teens talk about. Why do they do these sports?

— Some people think that it is a boring game, because it can last for 5 days. But I think that it is very interesting and intelligent. The players look wonderful in their white trousers and white shirts and jumpers. (Cricket)

— It is one of the oldest and the most popular sports in the world, the Americans called it soccer. It is an exciting game for real men. There are 11 players in each team. They are big, fast and really strong. (Football)

— It is my favourite sport. It is an individual sport both for boys and girls. First it was popular only among the boys, but now more and more girls take part in it. It helps to become strong, confident and you are always ready to defend yourself and other people. I think that is very important. Some people say that it is a fight and it is not good for girls but I can't agree with them. (Karate)

### 6. Vocabulary practice

Explain the rule how to use play, go and do, then practise them in speech.

- Play is used with ball sports or competitive games where we play against another person.
- Go is used with activities that end in -ing, for sports and hobbies that we go out to do.
- Do is used for a recreational activity or a non-team sport that does not use a ball.

Name the kinds of sports and ask pupils to make up word combinations, e.g. volleyball — play volleyball, jumping — go jumping.

Running, football, rugby, long jump, volleyball, gymnastics, high jump, basketball, swimming, karate, hockey, tennis, cycling, fencing, horse riding, athletics, soccer, baseball, boxing, badminton.

Do ex. 3, p. 93.

## 7. Writing and speaking

Work in pairs

Ask questions and complete the chart. Practise your dialogues.

— What kind of sports activity do you go in for?

— I go skiing.

— When do you usually go skiing?

— In winter.

— And where do you ski?

— On a mountain or in the park nearby.

Student A				
What kind...?	ski	tennis	yoga	cycling
When...?				
Where...?				
Student B				
What kind...?	work out	swimming	volleyball	karate
When...?				
Where...?				

## 8. Summary

What do you prefer? What activities don't you like?

- I like...
- I don't like...
- I am fond of...
- I can't stand...
- I'm crazy about...
- I'm hopeless at...
- I'm good at...

## 9. Homework

Write a short paragraph about sports that you, members of your family and your friends like and go in for.

# Lesson 34. THE OLYMPIC GAMES

*Цілі:* формувати навички вживання нових лексичних одиниць; вдосконалювати навички читання й усного мовлення з опорою на лексико-граматичні структури; розвивати мовну здогадку й мовленнєву реакцію учнів; виховувати зацікавленість у розширенні своїх знань.

### *Procedure*

#### *1. Warm-up*

Read chorally all the words and find the odd words in each column.

1	2	3
boxing	volleyball	jumping
table tennis	cricket	running
badminton	basketball	gymnastics
polo	football	skiing
chess	hockey	cycling
wrestling	baseball	rugby
judo	swimming	athletics

Key:

- 1) polo — the other words are competitions in pairs;
- 2) swimming — the other words are team games;
- 3) rugby — the other words are individual competitions.

#### *2. Speaking*

Do ex. 1, p. 93.

#### *3. Reading*

Do ex. 2, p. 93-96.

#### *4. Vocabulary practice*

Practise the words from p. 97, find them in the text, read the sentences with them and then complete the sentences below.

1. Disabled athletes from all over the world compete in ... sports.
2. Sportsmen have ... in any weather.
3. The room was lit by the ... of a single candle.
4. There is a true ... of hope among the people.
5. These athletes will... our country in the next Olympic Games.
6. The ... is thought to bring bad or good luck.



7. They couldn't... the torch because the matches were wet.
8. Nearly 500 teams ... in the competitions every year.
9. The next Olympics will... in Brazil.
10. The long flight... the Atlantic Ocean was successful.

Key: 1 wheelchair; 2 to compete; 3 flame; 4 spirit; 5 represent; 6 mascot; 7 light; 8 take part; 9 take place; 10 across.

### 5. Writing

Do ex. 4, p. 97.

### 6. Listening

Listen to the text and do the task.

The first official Olympic mascot was created for the Summer Games in Munich in 1972. Olympic mascots help Olympic spirit spread everywhere, introduce the history and culture of the host city and give the event a festive atmosphere.

More than 100 designers, artists and agencies took part in a competition in 2008, where Wenlock and Mandeville, the mascots for the London 2012 Summer Olympic and Paralympic Games, were chosen. Wenlock takes his name from the town of Much Wenlock in Shropshire in England, which still hosts the traditional Much Wenlock Games. Mandeville, the Paralympic mascot, was named after the Stoke Mandeville Hospital in Buckinghamshire, the birthplace of the Stoke Mandeville Games, the forerunner of today's Paralympic Games.

Wenlock and Mandeville's metallic look is explained by the fact that they were made from the last drops of steel used to build the Olympic Stadium in London to reflect the appearances and personalities of people they meet. The shape of Wenlock's forehead is identical to that of the Olympic Stadium roof. His eye is the lens of a camera, filming everything he sees. Mandeville's eye is a camera as well and the yellow light on the mascot's forehead is reminiscent of a London Taxi.

Say if the following statements true or false.

1. There were no Olympic mascots before 1972.
2. The first official Olympic mascot appeared in Germany.
3. In 2012 the British designers created two mascots for Winter Olympic Games.
4. Both mascots originate from the name of the same place.
5. The mascots look like glass drops.
6. The mascots have got one eye each.

Key: 1 T; 2 T; 3 F; 4 F; 5 F; 6 T.

## 7. Speaking

Do ex. 5, p. 97.

## 8. Summary

### *Bingo game*

Ask each student to draw 4 4 squares and put the following sports in each box in any order. When everyone has prepared their squares, call out the words in any order. Each student puts a cross through the word as it is called out. The winner is the first person to get a line of crosses vertically, horizontally or diagonally.

Words: football, rugby, running, court, field event, hockey, rink, volleyball, chess, karate, fencing, sailing, rowing, jockey, skiing, sprinter.

### Statements:

1. A game with a white ball and two goals.
2. This game has 15 players in each team.
3. It is a track event.
4. A place where you can play tennis.
5. High jump is ... .
6. It is a team sport on ice.
7. A place where you can go ice-skating.
8. A game with a ball and a high net.
9. A game when you should only think not run or jump.
10. A style of fighting from the Far East, in which you kick and hit with your hands.
11. The sport of fighting with a long thin sword.
12. Wind is necessary for this sport.
13. A boat is needed for this sport.
14. A person who rides horses in races.
15. Snow is necessary for it.
16. A person who runs fast over short distances.

football	court	rugby	sprinter
running	volleyball	skiing	jockey
sailing	rink	rowing	field event
chess	fencing	karate	hockey

## 9. Homework

Do ex. 6, p. 97.

### Lesson 35. YOU ARE GOOD AT SPORTS, AREN'T YOU?

*Цілі:* формувати навички вживання tag-questions; вдосконалювати навички вживання нових лексичних одиниць; вдосконалювати навички читання й усного мовлення; розвивати мовну здогадку й мовленнєву реакцію учнів; виховувати доброзичливе ставлення до співрозмовника і позитивне ставлення до здорового способу життя.

#### Procedure

##### 1. Warm-up

The British are a sporting nation. They are fond of different sports. Write the words on the board. Which are team sports, which are individual sports?

football	rugby	synchronized swimming
cycling	boxing	weightlifting
cricket	golf	wrestling
swimming	skiing	track and field athletics
sailing	skating	hockey
table tennis	figure skating	judo
tennis	gymnastics	karate
archery	basketball	high jump

Which words are the same in your language? (Football, tennis, basketball...)

Which words are nearly the same? (Gymnastics, hockey, karate...)

Write a list of any other sport words you know.

##### 2. Listening

Listen to the text and answer the question.

- Which sports are the most popular in Great Britain and in Ukraine?

The British are a sporting nation. They are fond of different sports. Thousands of people watch football, rugby and tennis competitions on TV and go to the stadiums. However, the British prefer to go swimming and running. Ukrainian people are fond of sports too. The most popular sports in Ukraine are football, hockey and track and field athletics. A lot of people also like watching figure skating and gymnastics competitions.

##### 3. Reading

Read the text and do the task.

The first games which later called "the Olympics" were held about a thousand years before our era.

In those times numerous states on the territory of modern Greece often waged wars. The ruler of one of these wanted to live in peace and he decided to organized athletic games.

From that time all the games were held every four years in Olympia. All wars were stopped. Best athletes arrived from many Greek states to Olympia to compete in running, long jumps, throwing of discus and javelin and wrestling. Fist fighting (boxing) and chariot races were included in the Games. Only men could take part in the Olympics. Women were not allowed anywhere near them.

All the athletes took an oath that had been preparing well for the Games, promised to compete honestly and keep the rules of the sacred Olympics. Winners were called "olympionics". They were awarded olive wreaths and cups of olive oil.

The Olympic Games were accompanied by arts festivals. Singers sang hymns, poets recited poems, orators made speeches — all this in honor of the sacred Games.

Match the new words with their Ukrainian equivalents.

numerous	супроводжувати
to wage a war	спис
a ruler	вести війну
a javelin	декламувати
wrestling	оливковий вінок
fist fighting	присяга
a chariot race	правитель
an oath	численний
sacred	боротьба
to be awarded	священний
an olive wreath	бути нагородженим
to accompany	кулачний бій
to recite	перегони на колісницях

Work in pairs Translate the text.

#### 4. Grammar practice

Explain the rule and do ex. 1, p. 98.

#### 5. Writing

Do ex. 2, p. 99.

#### 6. Speaking

Do ex. 3, p. 99.

#### 7. Writing

Do ex. 4, p. 99.

## 8. Summary

You would like to get some precise information.

Ask any tag-questions connected with sport.

Sample questions:

1. You are good at sports, aren't you?
2. You can skate well, can't you?
3. You couldn't skate well when you were 5, could you?
4. You like playing football with your friends, don't you?
5. Football is extremely popular in our country, isn't it?
6. You aren't interested in boxing, are you?
7. Olympic Games didn't take place in Ukraine, did they?
8. Our athletes have always taken part in all Olympic Games, haven't they?
9. There is a gym nearby your house, isn't there?

## 9. Homework

Do ex. 5, p. 100.

## **Lesson 36. JOINING A SPORTS CLUB**

*Цілі:* вдосконалювати навички вживання tag-questions і нових лексичних одиниць; вдосконалювати навички аудіювання й усного мовлення; розвивати мовну здогадку й мовленнєву реакцію учнів; виховувати доброзичливе ставлення до співрозмовника й позитивне ставлення до здорового способу життя.

### *Procedure*

#### *1. Warm-up*

#### *Game "Snowball"*

The first pupil name one kind of sport, the second pupil repeat it and add another word, the next pupil repeat two words and say one more. The winner is the pupil who will repeat the chain of all the words on the topic.

- baseball;
- baseball and athletics;
- baseball, athletics and running;
- baseball, athletics, running and jumping;

- baseball, athletics, running, jumping and gymnastics...

## 2. *Speaking*

Answer the questions.

1. Can you say that sport is your hobby?
2. What type of sport are you fond of?
3. What team games can you name?
4. Is football popular in Ukraine?
5. What type of sports is popular with people of all ages?
6. Why do many people go in for sports?

## 3. *Listening and writing*

Do ex. 1, p. 100.

Key:

Surname: Abawickrama

First name: Naima

Address: Green Farm, Arlington

Date of birth: 15.05.78

Sex: female

Sports: swimming, squash

Previous experience:

Swimming, 5 years

Competitions/teams: school swimming team

Do you want coaching session? No; brother will teach

## 4. *Vocabulary practice*

Practise the words (p. 101) and complete the sentences.

1. This club isn't far from your home. I think you should apply for ... there.
2. There are some ... groups in our club.
3. He is good at the 100 m ... .

4. That was really a ... event.

5. The ... begins at 10 a.m.

6. Persistent... are the key to success.

7. ... is a game played by two people who use rackets to hit a small rubber ball against the walls of a square court.

Key: 1 membership; 2 junior; 3 freestyle; 4 fabulous; 5 competition; 6 training sessions; 7 squash.

### *5. Listening and writing*

Do ex. 2, p. 101.

### *6. Speaking*

Do ex. 3, p. 101.

### *7. Writing*

Practise the vocabulary

Fill in the gaps.

To take part in, reason, teenagers, as a result, patient, energy, participate
---

The main ... to ... this competition was to meet new people.

These exercises took a lot of ... so I'm very tired now.

I think sport makes ... strong and ... .

... if you ... in many sports competitions you always find new friends.

Key: reason, take part in, energy, teenagers, patient, as a result, participate.

### *8. Speaking*

*Work in pairs*

Discuss sport problems with your partner using the models.

Student A	Student B
1. What do you usually do after school? — I usually...	1. Have you got many friends? — Yes, I have a lot of friends.
2. Do you go in for sports? — Yes, I do.	2. Which of your friends is good at sports? — ... is.
	3. What kind of sports does he/she go in for?

<p>3. What kind of sport is your favourite? — It's...</p> <p>4. Are you good at...? — Yes, I'm rather good at... — Not very, but I'm training to become a good...</p> <p>5. Do you like to watch hockey or football matches on TV? What are your favourite TV sports programmes? — Yes, I do. My favourite programmes are...</p> <p>6. You often play games with your friends outdoors, don't you? — Yes, almost every day.</p> <p>7. What else do you like to do after school? — I like...</p>	<p>for? — He/She go in for...</p> <p>4. Is he/she on the school team for...? — Yes, he/she is. — No, he/she isn't.</p> <p>5. Does he/she often take part in competitions? — Yes, he/she does. — Not often.</p> <p>6. He/she trains regularly, doesn't he/she? — Yes, he/she does.</p> <p>7. Where does he/she go for training? — He/She goes to the ... for training</p>
---	--

## 9. Summary

### Work in groups

Ask your classmates about their favourite kinds of sports.

1. What is your favourite kind of sport?

2. Can you ... well?

### 10. Homework

Write down some sentences about your favourite sport and about sports your classmates like to do.

## Lesson 37. IS SPORT ALWAYS FUN?

*Цілі:* вдосконалювати лексичні и граматичні навички; вдосконалювати навички аудіювання й усного мовлення; розвивати мовну здогадку й мовленнєву реакцію учнів; виховувати доброзичливе ставлення до співрозмовника і позитивне ставлення до здорового способу життя.

### Procedure

#### 1. Warm-up



Answer the questions.

1. What do you do to keep fit?
2. Are there any fitness clubs in your town?
3. Have you ever gone to a fitness club?
4. Do you do any sports?
5. What sport is it?
6. How often do you go in for sports and where?
7. What sport is popular in your family?
8. Do you take part in any competitions?
9. Have you ever won a prize or medal there?

*2. Writing and speaking*

Answer the questions.

1. What's better: to play or to watch it?
2. Are you against or for sport?
3. Which arguments do you agree or disagree with?

Fill in the chart with some arguments as for sports.

For	Against

1. Sport builds character.
2. To have a healthy mind you must have a healthy body.
3. If you watch sport on TV, you don't need to go out.
4. Sport takes a lot of time.
5. Sport helps people to become good friends.
6. Sport causes a lot of injuries.
7. Sport takes a lot of energy.
8. You can always choose what sports competition to watch.
9. Sport makes you unhappy when you lose.
10. Not all children have special skills to take part in sport.

11. Sport teaches you to win and to lose.

12. Sport teaches you to be disciplined.

13. Watching TV unites the family.

- What reasons can you add for and against sport?

### 3. Vocabulary practice

Do ex. 4, 102.

Match the words with their Ukrainian equivalents.

a visiting team	порушення правил
an attacker	суддя
a defender	гол
a whistle	покарання
a goal	підтримувати
a penalty	команда гостей
a referee	команда господарів
a goalkeeper	рахунок
a home team	свисток
a foul	захисник
to score	нападник
to cheer	воротар

### 4. Listening

Listen to the text about water polo rules and complete the sentences in ex. 5, p. 102.

Water polo originated in England and Scotland was one of the original team sports at the first modern Olympic Games in 1900 with Great Britain winning the first four men's Olympic gold medals in 1900, 1908, 1912 and 1920.

The sport combines speed and strength as well as teamwork and a high level of fitness — one outfield player can cover up to two miles in one game alone.

The playing area is 30 X 20 meters with a minimum of 2 meters of depth.

The game is played in four quarters, each quarter being eight minutes in length with two-minute intervals between quarters.

The home team usually wear white caps and the visiting team wear coloured (traditionally blue). Goalkeepers must wear red caps to make them easily identifiable to the referees. Caps are numbered from 1 to 13 with goalkeepers wearing 1 and 13. Only seven players per team are allowed in the water at one time.

Players cannot touch the bottom or sides of the pool. Except for the goalkeeper, players may handle the bright yellow colour ball with only one hand.

Penalty shots are taken from 5 meters directly in front of the goal.

There are ordinary fouls and major fouls. Major fouls result is a temporary 20-second removing.

Key: 1 seven; 2 four; 3 eight; 4 thirty, twenty; 5 yellow; 6 twenty; 7 five.

### 5. Reading

Do ex. 6, p. 103.

### 6. Summary

Do ex. 7, p. 104.

### 7. Homework

Write the rules of any sports game you like.

## Lesson 38. WHY WE LOVE SPORT

Цілі: вдосконалювати лексичні и граматичні навички; вдосконалювати навички письма, читання й усного мовлення; розвивати мовну здогадку й мовленнєву реакцію учнів; виховувати доброзичливе ставлення до співрозмовника і позитивне ставлення до здорового способу життя.

### Procedure

#### 1. Warm-up

Do ex. 1, p. 105.

#### 2. Speaking

Some people love sport, others do not love it. Why do some people love sport? Why do some people not love it? Choose the arguments to support your point of view.

	teaches	to be self-confident
	helps	to be accurate
		to be competitive
		to be patient
		to win to lose
Sport		to keep fit
		to defend oneself and others
	makes people strong, healthy	
	forms character	
	develops a sense of coordination, balance	
	causes injuries	
	takes a lot of time and energy	
	is dangerous	

Express your opinion using the following models:

- People love sport because it...
- Besides it helps...

- Sport...
- More than that, sport makes...
- People do not love sport because...
- In my opinion it is...

### *3. Writing*

Write the following words on the board and ask pupils to complete the collocation lists with either do, go or play and revise it.

- a) ... cycling (fishing, swimming, windsurfing)
- b) ... athletics (judo)
- c) ... basketball (golf, rugby, tennis, volleyball)

### *Work in pairs*

Add at least one more sport to each list.

- a) go;
- b) do;
- c) play.

Play is often used with sports that are team games or where we play with another person. Go is often used for things done outside and which we can do alone. These sports often end in -ing.

Complete the following sentence beginnings with these collocations to make sentences about yourself. Compare your sentences with a partner.

1. I often ... .
2. I sometimes ... .
3. I don't... .
4. I'd like to ... .

### *4. Reading and writing*

Do ex. 2, p. 105.

### *5. Reading and speaking*

Do ex. 3, 106.

### *Work in pairs*

Make up a dialogue.

— I'd like to present you another racing driver.

Sample questions:

1. What is his name?
2. What is his surname?
3. What is his nickname?
4. What does he do?
5. What's his nationality?
6. When was he born?
7. What does he look like?
8. What does he like doing? /What is he keen on doing?
9. What team does he represent?

#### 6. Writing

Do ex. 1, p. 107.

#### 7. Summary

Stick some photos of famous sportsmen on the board. Ask pupils to look at the photos and complete the table.

Sample table:

Personality	Sport	Person	Place
Beckham	football	football player	pitch
Klochkova	swimming	swimmer	swimming pool
Schumacher	motor racing	racing driver	race track
Elina Svitolina	tennis	tennis player	court

1. Who is your favourite sportsman / sportswoman?
2. What sport does he / she go in for?
3. What are his her achievements?
4. What traits of character does he/she have?
5. Why do you like him / her?

#### 8. Homework

Do ex. 2, p. 107.

## Lesson 39. DOCTOR! DOCTOR!

*Цілі:* формувати навички вживання нових лексичних одиниць; вдосконалювати навички читання й усного мовлення з опорою на лексико-граматичні структури; розвивати мовну здогадку й мовленнєву реакцію учнів; підвищувати загальну культуру здорового способу життя.

### *Procedure*

#### *1. Warm-up*

At first let's revise the parts of the body and the words which are connected with them. (You may use pictures or dolls.)

Lungs, chest, throat, heart, ear, eye, head, ankle, tooth-teeth, blood, pulse, arm, hand, leg, foot, neck, back, stomach, nose, blood pressure
--

#### *2. Vocabulary practice*

Do ex. 1, p. 108.

Using the pictures learn the names of health problems.

A cold, flu, cough, toothache, earache, headache, backache, appendix, blood pressure, temperature, sneeze, fever, runny nose.

- The boy has a cold.

People in the medical profession. What do these people do? Match the words and their definitions.

1) a surgeon	a) looks after children and treats their illnesses
2) a sister	b) is trained to prepare drugs and medicines and works in a shop or in a hospital
3) a dentist	c) examines and treats people's eyes
4) a pediatrician	d) looks after patients in hospital
5) a nurse	e) looks after your heart
6) a general practitioner / a physician	f) is a senior nurse in a hospital
7) an oculist	g) examines and treats people's ears
8) an ear doctor	h) does operations in hospital
9) cardiologist	i) is trained in general medicine and treats people in a particular area or town
10) a pharmacist	j) looks after your teeth

The students choose any picture (they are upside down) and answer one by one the teacher's question "What's the matter with you?"

#### *Pair work. Miming game*

- What's the matter?
- I've got a headache.

— What are you going to do?

— I'm going to see a dentist.

### *3. Speaking*

Do ex. 2, p. 108.

### *4. Writing*

#### *Picture dictation*

Teacher shows pictures and pupils write down the words.

### *5. Speaking*

#### *Work in groups of three*

Practise the new words in the dialogue.

Ideas for substitution:

- be hot
- be cold
- have got a backache / earache
- a stomachache
- have a runny nose
- have sore eyes
- be watery
- leg / arm hurts
- be swollen
- feel bad
- feel dizzy
- have a rash
- some pills
- some drops
- some injections
- having injections

- taking pills
- taking drops

Doctor. What's the matter with you?

You. I've got a terrible headache and a sore throat.

Your mother: He's also got a high temperature, I think.

Doctor. Well, let's listen to your breath and examine your throat. Oh, it's really red.

You. I'm sneezing and coughing all the time.

Doctor. Don't worry. I'll prescribe you some medicine and you'll be better in several days.

Your mother: Should he stay in bed?

Doctor. Yes, sure. I think 3 days will be enough. Also give him warm milk with butter and honey.

Your mother: OK. I see.

You. I hate milk and honey.

### *6. Reading and writing*

Read the text and write out and translate the words and expressions which you've learnt at this lesson.

There is nothing more important than health. "Health is above wealth", wise people say, because you can't be good at your studies or work well if you don't take care of your health.

If you complain of a sore throat or a bad cough, if you run a high temperature and have a bad cold, if you have a headache, heart disease, toothache, backache, earache or a bad pain in the stomach, if you suffer from a high or low blood pressure, you should consult a doctor.

The doctor will take your temperature, examine you, feel your pulse, test your blood pressure, sound your heart and lungs and have your chest X-rayed if necessary. After that he will prescribe you some treatment (pills, tablets, mixtures or some other medicine) which you can buy at the chemist's. In order to avoid complications he will recommend you to stay in bed for some days. If you want to recover soon, you have to follow the doctor's instructions.

### *7. Summary*

Do ex. 3, p. 109.

### *8. Homework*

Write some sentences about health problems.



Example: When I have a headache, I go to see a physician / take pills.

## Lesson 40. HOW HEALTHY ARE YOU?

*Цілі:* вдосконалювати навички вживання нових лексичних одиниць; вдосконалювати навички читання й усного мовлення з опорою на лексико-граматичні структури; розвивати мовну здогадку й мовленнєву реакцію учнів; підвищувати загальну культуру здорового способу життя.

### Procedure

#### 1. Warm-up

Pupils go around the class asking questions then they sum up.

1. Have you ever...?
2. When did it happen last?

Name	caught a cold	broken your arm /leg	had an accident	suffered from a terrible toothache
Masha	√ last year		x never	

Example: Masha caught a cold last year. She has never had an accident.

#### 2. Vocabulary practice

Match the words and their definitions.

1) disease	a) the regular beat that can be felt, for example at your wrist
2) throat	b) the joint between your foot and your leg
3) chest	c) to force air from the lungs with a sudden, sharp sound
4) lungs	d) an illness or a medical condition in which you have a very high temperature
5) cough	e) the force with which blood travels through your body
6) pain	f) an illness or unhealthy condition in your body, especially one caused by infection
7) pulse	g) the front of the neck
8) fever	h) organs of breathing in the chest of a man and animals
9) ankle	i) the upper, front part of the body
10) blood pressure	j) a feeling of being hurt

#### 3. Writing

Do ex, 4, p. 110.

#### 4. Reading

Read the sentences and try to guess the meaning of the underlined verbs.

Полегшити, завдавати болю, лікувати, страждати, дихати, вилікувати, оглядати,  
ковтати, приписувати, одужувати

1. Does it hurt when you move?
2. The doctor examined the child to see if she was ill.
3. He had a sore throat and it was difficult for him to swallow.
4. She recovered slowly after her long illness.
5. The doctor prescribed some medicine for me.
6. When I left hospital I was completely cured.
7. Nowadays this disease can be treated with drugs.
8. He suffers from headaches.
9. When you get an asthma attack you can't breathe.
10. Drugs helped to relieve the pain.

#### 5. *Listening*

##### *Practise the vocabulary*

Write the words in italics on the board. Then ask pupils to complete the word combinations while you are reading the verbs at random.

Recover ... from a bad cold, my neck ... hurts, prescribe some medicine, examine the patient, suffer from a runny nose, treat by using an operation, cure a patient, swallow the last coffee, breathe the air, relieve a problem.

#### 6. *Reading*

Read the rap, revise the names of health problems and learn some new ones.

##### NEVER BE SICK RAP

There are diseases in the world...

Some you know, some you don't,

Some you'll be sick, some you won't.

You'll feel awful if you fall,

But it's better for you not to be sick at all.

So let temperature, sneezing, sore throat, toothache,

cough and a cold, runny nose, backache,

rash, influenza of flu, earache,  
terrible fever, appendix, headache,  
vomit, food poisoning and stomachache,  
sprain, high blood pressure, serious pain  
and even their symptoms you irritate  
neither at night nor during the day.

### *7. Writing*

#### *Picture dictation*

Dictate the words below (in any way you like) and tell the students to write the words on the appropriate pictures (just two words for one picture). The students should choose the correct word and write it down.

Toothache, runny nose, fever, cough, backache, broken leg, headache, sore throat, flu, stomachache, rash, sore eyes, cut finger, earache, sprain.

### *8. Summary*

Do ex. 6, p. 110.

### *9. Homework*

Do ex. 5, p. 110.

## **Lesson 41. HEALTH SERVICE**

*Цілі:* формувати навички вживання нових лексичних одиниць; вдосконалювати навички вимови, читання й усного мовлення з опорою на лексико-граматичні структури; розвивати мовну здогадку й мовленнєву реакцію учнів; виховувати позитивне ставлення до здорового способу життя.

### *Procedure*

#### *1. Warm-up*

Do ex. 1 (a), p. 111.

#### *2. Reading*

Do ex. 1 (b), p. 111.

#### *3. Writing*

Complete the sentences using as many words from the list as possible.

- a headache
- sick

- in great pain
- dizzy
- some rest
- runny nose
- your wrist
- depressed
- an operation
- this medicine
- painful
- a cold
- your ankle
- a broken wrist
- ill
- an infection
- your doctor
- hot
- his tooth out
- her to hospital
- an aspirin
- flu
- a virus
- a consultant

1. I feel... (ill, sick, dizzy, depressed).

2. You must have ... (an operation, this medicine, some rest, a broken wrist, flu, a virus, an infection).

3. I've got... (a headache, a broken wrist, flu, a virus, a cold, an infection, a runny nose).

4. Be careful you don't catch ... (flu, a virus, a cold).

5. You need to see ... (your doctor, a consultant).

6. I'm afraid it's ... (a broken wrist, flu, painful).

7. He'll take ... (this medicine, an aspirin, his tooth out, her to hospital).

8. You've sprained ... (your ankle, your wrist).

9. She's ... (in great pain, dizzy).

10. It feels ... (hot, painful).

#### 4. Speaking

*Work in pairs*

Make up short dialogues using the sentences above.

Example:

1. — My leg hurts.  
— Perhaps you've sprained your ankle.
2. — I feel sick.  
— I think you need to see your doctor.
3. — I've got a runny nose.  
— You must have a virus.

#### 5. Reading

Do ex. 2, 112.

Key: 1 C; 2 E; 3 A; 4 D; 5 B.

*Practise the new vocabulary*

Find the English equivalents in the text to the following expressions. Відвідувати лікаря; хвороба; призначити зустріч; симптоми й ознаки; слухати пульс; виміряти температуру; слухати серце і легені; лікування; оглядати; призначати лікування, пігулки, ліки; нещасний випадок; відділ швидкої допомоги; хірург; регулярно; приватна лікарня; здоровий спосіб життя; регулярні вправи; медичний огляд.

#### 6. Speaking

Do ex. 3, 113.

#### 7. Writing and speaking

*Work in pairs. Scrambled dialogue*

Put the questions and answers in the correct order to make up a proper dialogue. Then act it out.

Doctor

- Have you vomited?
- It sounds like you have the flu.
- How can I help you?
- Do you have a temperature?

— Here, take this for 5 days and get lots of rest.

— In what way?

— Do you have a runny nose?

Patient

— Okay, what medication can you give me?

— I don't feel well.

— Yes, sometimes I feel hot and sometimes I feel cold.

— Yes.

— No, but I have no appetite.

— I have a constant headache and I'm always tired.

Key:

Doctor. How can I help you?

Patient. I don't feel well.

Doctor. In what way?

Patient. I have a constant headache and I'm always tired.

Doctor. Have you vomited?

Patient. No, but I have no appetite.

Doctor. Do you have a temperature?

Patient. Yes, sometimes I feel hot and sometimes I feel cold.

Doctor. Do you have a runny nose?

Patient. Yes.

Doctor. It sounds like you have the flu.

Patient. Okay, what medication can you give me?

Doctor. Here, take this for 5 days and get lots of rest.

## *8. Summary*

Do ex. 4, 113.

## *9. Homework*

Write a short paragraph about health service in our country.

## Lesson 42. HEALTH SERVICE

*Цілі:* формувати навички вживання нових лексичних одиниць; вдосконалювати навички вимови, читання й усного мовлення з опорою на лексико-граматичні структури; розвивати мовну здогадку й мовленнєву реакцію учнів; виховувати позитивне ставлення до здорового способу життя.

### *Procedure*

#### *1. Warm-up*

Make some sentences from the table about the problems which these people have using neither... nor, both and but.

Name	heart trouble	eye problems	severe headaches	suffer from allergy	catch viruses	feel dizzy
Jane	No	Yes	No	Yes	No	Yes
Ken	Yes	No	Yes	No	Yes	No
Philip	Yes	Yes	Yes	No	No	No
Alice	Yes	Yes	No	No	No	Yes
Robert	No	Yes	No	Yes	Yes	Yes

Examples:

- Jane neither has heart trouble nor catches viruses.
- Neither Ken nor Philip suffers from allergy.
- Philip and Alice both have eye problems.
- Alice feels dizzy, but Ken doesn't.

#### *2. Vocabulary practice*

Practise the words (p. 113) and complete the sentences.

1. He has to take ... to control his blood pressure.
2. Common ... of a cold are sneezing and a runny nose.
3. She suffers from a rare ... of the brain.
4. The best... for a cold is to rest and drink lots of fluids.
5. When you have a broken arm you should go to a ... .
6. My friend had ... in the street yesterday so he had to go to hospital.
7. Do you do any ... exercise?
8. It's important to exercise ... .

9. Do you think the treatment in ... hospitals is better than in state hospitals?

10. You should phone your dentist if you want to ... .

Key: 1 Pills; 2 symptoms; 3 disease; 4 treatment; 5 surgeon; 6 an accident; 7 regular; 8 regularly; 9 Private; 10 make an appointment.

### 3. Writing

Do ex. 6, p. 114.

### 4. Speaking

*Work in groups*

Pretend you are a doctor. Let your partners answer your questions about their health and give them a piece of advice.

Suggested doctor's questions and some pieces of advice.

1. What do you complain of?

2. What's wrong with you?

3. What's the matter with you?

4. How long have you been ill?

5. How long have you been this way?

- I shall prescribe you the necessary treatment.

- You should...

"The patients' " complaints.

temperature, cold,	stomachache, vomiting	a heart complaint
hard to swallow	rash on the face	want to sleep all the time
not sleep well	a shooting pain in my ear	have no appetite
runny nose, sneezing	something must have fallen into my eye	hard to breathe

Sample dialogue:

— What's wrong with you?

— I can't sleep well.

— How long have you been this way?

— About two weeks.

— Do you work hard?



— Sure. I have no weekend at all.

— I shall prescribe you the necessary treatment. You should go to bed earlier, not eat before going to bed but only a glass of warm milk.

### 5. Speaking and writing

Do ex. 7, p. 114.

### 6. Speaking

Pretend you've fallen ill and complain in mini talks using the words you've learnt.

- I feel awful. I've got a terrible headache.
- I feel bad. I've got a terrible pain in my left side.
- I can't go out today. My leg hurts.

### 7. Summary

Do ex. 8, p. 115.

### 8. Homework

Do ex. 5, p. 114.

## Lesson 43. IT'S SOMETHING WRONG WITH ME

*Цілі:* формувати навички вживання the Past Perfect Tense; вдосконалювати навички читання й усного мовлення з опорою на лексико-граматичні структури; розвивати мовну здогадку й мовленнєву реакцію учнів; підвищувати загальну культуру здорового способу життя.

### Procedure

#### 1. Warm-up

Each bingo card consists of five sentences with missing words. As each word is called out the students write them in the gaps on their cards. At the end of the game the winning student reads out all five sentences.

You may read the words out of the teacher's board or cut it into 20 squares and mix them up for the students to draw them out themselves.

#### Medical Bingo (teacher's board)

a cold	chest	dentist	blood	health
pain	feel	medicine	hospital	nurse
to	hurt	have	surgeon	seriously
for	bed	from	diet	heart

Key:

Card 1. 1 chest; 2 health; 3 blood; 4 from; 5 dentist.

Card 2. 1 chest; 2 cold; 3 to; 4 have; 5 hurt.

Card 3. 1 hurt; 2 feel; 3 chest; 4 hospital; 5 surgeon.

Card 4. 1 blood; 2 health; 3 bed; 4 medicine; 5 a cold.

Card 5. 1 nurse; 2 health; 3 for; 4 heart; 5 have.

Card 6. 1 medicine; 2 chest; 3 for; 4 dentist; 5 hospital.

Card 7. 1 blood; 2 heart; 3 health; 4 have; 5 hurt.

Card 8. 1 pain; 2 blood; 3 medicine; 4 diet; 5 a cold.

Card 9. 1 pain; 2 feels; 3 seriously; 4 nurse; 5 from.

Card 10. 1 cold; 2 to; 3 pain; 4 hospital; 5 feels.

## *2. Grammar practice*

Do ex. 1, p. 115.

## *3. Writing*

Do ex. 2, p. 117.

## *4. Reading*

Do ex. 3, p. 117.

## *5. Writing*

Do ex. 4, p. 118.

## *6. Reading and speaking*

Do ex. 5, p. 118.

## *7. Summary*

Do ex. 6, p. 118.

## *8. Homework*

Do ex. 7, p. 119.

## *Appendix*

### *Medical Bingo (students' cards)*

CARD 1

1. He has a weak ... .
2. A low-fat diet is better for your ... .
3. I called the police as I saw some ... .  
near my car.
4. He has recovered ... from his bad cold.
5. The ... pulled my tooth out.

CARD 2

1. The lungs are two organs of breathing  
in the ... .
2. It's ... here.
3. The doctor told me to keep ... a diet.
4. Do you ... a sore throat?
5. He ... his back when he fell.

CARD 3

1. Where does it...?
2. He didn't feel any ... .
3. Medicine ... is a small cupboard used  
to store medicines.
4. He's in ... .
5. A ... performs operations.

CARD 4

1. The nurse took his ... pressure twice a  
week.
2. My granny was in very bad ... .
3. You should stay in ... .
4. Laughter is the best... .
5. I've got... .

CARD 5

1. The ... gives him injections twice a  
week.
2. Fresh air and exercise are good for the ...
3. The doctor prescribed pills ... the pain.
4. The ... is the organ in your chest.
5. I... a toothache.

CARD 6

1. Have you taken your ... ?
2. The doctor is going to listen to your  
..., Bill.
3. It will be useful... you.
4. A ... looks after your teeth.
5. After the accident Jane was rushed to  
... .

CARD 7

1. She's lost a lot of ... in the accident.
2. He has ... trouble.
3. Smoking can seriously damage your ...
4. I... a backache.
5. Don't... yourself — it's very sharp.

CARD 8

1. I've got a terrible ... in my back.
2. There's French ... on his mother's  
side.
3. He studied ... at the university.
4. No cakes! I'm on a ... .
5. He has caught... .

CARD 9

1. Take these tablets if you're in ... .
2. The doctor regularly ... her pulse.
3. He is... ill.
4. A ... looks after patients in hospital.
5. He suffers ... headaches.

CARD 10

1. I am ... .
2. If I need some medicine I go ... the  
chemist's.
3. The ... in my tooth was awful.
4. A ... bed is a place in a hospital for a  
sick person.
5. Tim usually ... dizzy in the hot sun.

**Lesson 44. AT THE DOCTOR'S**

*Цілі:* вдосконалювати навички вживання нових лексичних одиниць; навички аудіювання, читання й усного мовлення; розвивати мовну здогадку й мовленнєву реакцію учнів; підвищувати загальну культуру здорового способу життя.

### *Procedure*

#### *1. Warm-up*

What's the matter?

Match the problem and its solution.

#### *Health Problems*

1. I've got a headache	a) give up smoking
2. I've got a toothache	b) have it X-rayed
3. I'm coughing	c) apply some ointment
4. My nose is blocked	d) consult a surgeon
5. My nose is running	e) use some gargle
6. I've got a temperature	f) take some aspirin
7. I've broken my arm	g) stay in bed for a while
8. My stomach aches	h) take some medicine
9. I've burnt my hand	i) go to the dentist
10. I've cut my finger	j) lie in the sun for a day or two
11. I can't move my leg	k) use nasal drops
12. I've got a sore throat	l) use some antiseptic

Key: 1 f; 2 i; 3 a; 4 k; 5 j; 6 g; 7 d; 8 h; 9 c; 10 l; 11 b; 12 e.

#### *2. Speaking*

##### *Work in pairs*

Make up short dialogues using the problems and solutions from the warm up above.

Example:

— I've got a headache.

— Take some aspirin.

#### *3. Listening*

Do ex. 1, p. 119.

#### *4. Listening and writing*

Do ex. 2, p. 119.

Key:

Name: Danny

Problem — a pain in the shoulder

How long? — for a week or so

Medicine — some tablets

Next visit — in 5 days, if the pain doesn't go away.

### *5. Speaking*

Do ex. 3, p. 120.

### *6. Listening*

Listen to the text and do the tasks.

## **A VISIT TO THE DOCTOR**

Once an old gentleman came to consult a doctor.

"What do you complain of?" asked the doctor.

"You see, doctor, my nervous system is in a bad state. I have a heartache, often headache and my sleep isn't good. Sometimes I cannot sleep all night long".

The doctor examined the patient very carefully and said:

"Your treatment will be very simple, in other words it will be a rest-cure. You should go to a quiet place in the village for a month and have an active rest there: get up early, do morning exercises, have breakfast and go for a walk. You should walk much, go to the forest for fresh air, eat much fruit and vegetables and drink milk before going to bed. And you can smoke only one cigarette a day.

A month later the gentleman came to see the doctor again.

"How are you?" asked the doctor.

"I am quite well now", answered the patient. "I've done everything that you recommended me, doctor. I strictly followed all your orders. I walked much, ate much fruit and vegetables and drank milk before going to sleep. But one cigarette a day almost killed me".

"But why?" asked the doctor.

"It's not a joke to begin smoking at my age. I had never smoked before", answered the gentleman.

Say if the following statements true or false.

1. The man was old.
2. The man complained of only the headache.
3. The doctor advised him to have an active rest.

4. The man came back in a month.
5. After the rest the man felt bad.
6. The man enjoyed smoking.

Fill in the gaps with the suitable words.

Recommended, examined, nervous system, consult treatment, strictly
--

1. The gentleman wanted to ... a doctor.
2. His ... was in a bad state.
3. The doctor ... the patient.
4. The doctor prescribed very simple ... .
5. The man did everything that the doctor had ... him.
6. The man ... followed all the doctor's orders.

#### 7. *Speaking*

Do ex. 4, p. 120.

#### 8. *Summary*

Answer the question.

1. What diseases did you suffer from in your childhood?
2. When were you last ill?
3. Did you see a doctor? How did the doctor examine you?
4. What did the doctor prescribe?
5. How long did it take you to get well? Did you have to stay in bed?
6. Why do the doctors recommend their patients to stay in bed?

#### 9. *Homework*

Do ex. 5, p. 120.

## **Lesson 45. KEEPING HEALTHY**

*Цілі:* вдосконалювати навички вживання нових лексичних одиниць; навички аудіювання, читання, письма й усного мовлення; розвивати мовну здогадку й мовленнєву реакцію учнів; підвищувати загальну культуру здорового способу життя.

*Procedure*

### 1. Warm-up

Agree or disagree.

1. When you have a sore throat you can go for a walk.
2. You should always stay in bed when you cough.
3. You will recover quicker if you stay in bed.
4. If the doctor prescribes a medicine for you, you shouldn't take it regularly.
5. A person is healthy when he is free from illness.
6. You should eat the right food to keep fit.

### 2. Speaking

Do ex. 1, p. 121.

### 3. Reading

Most accidents happen at home. Most illnesses begin at home. What things should we have at home to give the first aid.

Paracetamol, antibiotics, aspirin, cotton, bandage, drops, plaster, an injection, mixture, pills, painkillers, household ammonia
--

1. For a sore throat you may take or ... . (Antibiotics, mixture, pills)
2. When a person is operated on he is given ... not to feel any pain. (Painkillers)
3. If your eyes hurt use ... . (Drops)
4. If somebody has lost consciousness you may help him with ... . (Household ammonia)
5. When you've cut your finger, you should use some ... and ... to prevent the cut from infection. (Cotton, bandage)
6. When you catch a cold or have a temperature you may take ... or ... . (Paracetamol, aspirin)
7. You may need .... to put a drug into your body by using a special needle. (Injection)
8. If you have a cut or a scratch you may use some ... and ... . (Antiseptic, plaster)

### 4. Listening

Listen to the dialogue and arrange the sentences below into the correct order.

Paul. Ouch! I've hurt my ankle.

Lucy. Don't worry. I know what to do. We did this at school. First, put something under the ankle. Here's my coat. Is that comfortable, Paul?

Paul. Thanks. That's better. But it hurts.

Lucy. We must put some ice on the ankle now.

Simon. I'll get some from the nearest caf. Here's a bag of ice.

Lucy. Let's put it on the ankle and we need something to put round it. Simon. Take my scarf.

Lucy. Now we must put the ankle up a little. Give me your bag, please. It looks rather big. Let's help him to put his ankle up. Keep the scarf round his ankle and I'll call Mum.

Paul. Thanks. What happens now?

Lucy. We'll take you to hospital.

What should you do if someone has hurt an ankle? Rearrange the instructions.

A Put the ankle up but keep something round it.

B Put ice on the ankle.

C Take the person to hospital.

D Put something under the ankle, so that the ankle is comfortable.

E Put something round the ankle.

5. Speaking

Do ex. 2, p. 121.

6. Writing

Do ex. 3, p. 122.

7. Speaking

Do ex. 4, 5, p. 122.

8. Summary

Do ex. 8, p. 123.

9. Homework

Do ex. 1, 2, p. 124.

Appendix

My pulse is weak, and my blood is thin

But I'm awfully well for the shape I'm in.

Arch supports I have for my feet

Or I wouldn't be able to be on the street.

Sleep has denied me night after night,

But every morning I find I'm all right.

My memory is failing, my head's in a spin

But I'm awfully well for the shape I'm in.

The moral is this, as my tale I unfold,

That for you and me who are growing old,

It's better to say "I'm fine" with a grin

Than to let folks know the shape we are in.

## Lesson 46. OFF SCHOOL

*Цілі:* вдосконалювати навички вживання нових лексичних одиниць; навички аудіювання, читання, письма й усного мовлення; розвивати мовну здогадку й



мовленнєву реакцію учнів; підвищувати загальну культуру здорового способу життя.

### *Procedure*

#### *1. Warm-up*

Remember the last time you were ill. Describe it.

1. When did it happen?
2. What was the matter?
3. How did you feel?
4. What caused your illness?
5. How quickly did you recover?

#### *2. Writing and speaking*

*Work in pairs*

Write the patient's side of the conversation and act it with your partner.

D. Good morning. Please sit down. Now, what's the problem?

P. ... .

D. I see. When did it start?

P. ... .

D. Does it hurt all the time?

P. ... .

D. Where exactly does it hurt?

P. ... .

D. And have you had this problem before?

P. ... .

D. Have you had other illnesses in the last year or so?

P. ... .

D. All right. Now I'm going to examine you. I'd like you to take your clothes off and lie down over there, please. Well, you should (give a piece of advice).

#### *3. Vocabulary practice*

Do ex. 1, p. 125.

#### 4. Reading

Do ex. 2, p. 125.

#### 5. Writing

Do ex. 3, p. 126.

Sample answers:

- If people have a headache, they go to bed.
- If people can't sleep, they have a walk outdoors.
- If people have a toothache, they go to the dentist.
- If people have a pain in the heart, they call a doctor.
- If people have a cold, they drink warm milk with honey and butter.
- If people have a stomachache, they take some medicine.

#### 6. Reading and speaking

Do ex. 4, p. 126.

#### 7. Summary

Do ex. 6, p. 128.

#### 8. Homework

Do ex. 5, p. 127.

Test

Task 1. Choose the odd word out.

- 1) eyes, back, nose, ears
- 2) painkillers, pills, injury, tablets
- 3) nurse, surgeon, dentist, doctor
- 4) hurt, broken, sprained, indigestion
- 5) smoking, drugs, alcohol, jogging
- 6) feel dizzy, feel sick, feel happy, feel nauseous

3 points

Task 2. Complete the sentences using the following:

A / an / them / his / her / your / - (no article)

1. Why don't you go to bed if you've got... temperature.
2. I've hurt... arm.
3. Would you like ... aspirin?
4. Have you hurt... ankle?
5. What's ... matter?
6. He's broken ... leg.

3 points

Task 3. Choose the correct answer.

1. When you've got a toothache you ... .

- a) take painkillers
  - b) use some bandage
  - c) have a hot drink
2. When you complain of indigestion you have a pain in ... .
- a) your arm
  - b) your stomach
  - c) your throat
3. When it is hard to swallow you've got... .
- a) a sore neck
  - b) a sore leg
  - c) a sore throat
4. If you want to keep fit you should have more ... .
- a) fruit
  - b) fast food
  - c) food with artificial additives
5. If you're overweight you should keep to ... .
- a) a fat diet
  - b) a vegetarian diet
  - c) a chocolate diet
6. The healthy lifestyle means to ... .
- a) avoid bad habits
  - b) avoid keeping fit
  - c) do what you wish

3 points

Task 4. Fill in the words from the box using the correct form where necessary. Hurt, do, prescribe, catch cold, medicine, not break, prescription, cause, the chemist's

1. What has the doctor ... to him? — I don't know. Here's the ... . Go to ... and buy the ... .

2. A sore throat may ... many illnesses.

3. He is sneezing and coughing. He must have ... .

4. What's the matter? ... you ... your arm? — Yes. Luckily, I ... it. How ... you ... it?  
— I fell down the stairs.

3 points

Keys:

Task 1. 1 back, 2 injury, 3 nurse, 4 indigestion, 5 jogging, 6 feel happy.

Task 2. 1 a, 2 my, 3 an, 4 your, 5 the, 6 his.

Task 3. 1 a, 2 b, 3 c, 4 a, 5 b, 6 a.

Task 4. 1 prescribed, prescription, the chemist's, medicine; 2 cause; 3 caught a cold; 4 have you hurt, haven't broken, did you do.

## **Lesson 47. SPORTS IN OUR LIFE**

*Цілі:* вдосконалювати лексичні і граматичні навички; навички письма, читання і усного мовлення; розвивати мовну здогадку й мовленнєву реакцію учнів; виховувати доброзичливе ставлення до співрозмовника і позитивне ставлення до здорового способу життя.

### *Procedure*

#### *1. Warm-up*

Do ex. 8, p. 128.

## 2. Reading

### Jigsaw reading

Cut out and shuffle the parts of the story. Students in pairs have to sort out the cards to make the story up.

I started feeling ill on Monday evening. I had a bit of a temperature, so I took an aspirin and had an early night
When I woke up on Tuesday I felt sick and dizzy
I had some toast, but I was sick immediately, so I went back to bed. I had a fever
I was shivering one minute and sweating the next
The following morning I still didn't feel any better, so I went down to the surgery
When I was at the doctor I explained my symptoms
He examined me and said I had the flu and a sore throat
He gave me a prescription for the sore throat and said that I should go to bed for a few days
I took the prescription to the chemist, where I got an antibiotic
It cleared up the throat very quickly
I took things easy and by the weekend I had completely recovered

## 3. Grammar practice

Do ex. 9, p. 130.

## 4. Speaking

Do ex. 10, p. 130.

## 5. Listening

Listen to the text and do the task.

### SPORT IN BRITAIN

Sport plays a very important part in people's lives in Britain. About 29 million people over the age of 16 regularly take part in sport or exercise. For many people sport is the main form of entertainment.

The British are one of the best in the world in different sports. Such sports events as the Final Cup, the Derby, the Boat Race are watched on television by millions of people. For example, Wimbledon is not just a tennis tournament. It means summer fashion.

The game associated with England is cricket. It is much more than just a sport; it is symbolized a way of life. It is the national English game.

Rugby football has existed in Britain since the beginning of the 19th century, when a teacher at Rugby school, while playing football, decided it would be better to pick up the ball and run with it.

Traditionally, the favourite sports of the upper class are hunting, shooting and fishing. The most widespread form of hunting is fox-hunting.

Horse racing is a very popular sport in Britain. This sport became known as “the sport of kings” in the 17th century.

Almost every sport is played in Britain. Hockey and basketball are becoming very popular.

Answer the questions.

1. Is sport important for the British?
2. What kinds of sports are mentioned in the text?
3. When does Wimbledon take place?
4. Which game can we call the national one?
5. What is the difference between football and rugby football?
6. How do you think why horse racing was called “the sport of kings”?

### 6. *Speaking*

*Useful information:*

Royal Ascot Race — a four-day horse racing event held in Ascot, England each year in June. It is one of the most important racing occasions in Britain and is attended by members of the royal family. The second day of the event is Ladies’ Day and some of the women wear unusual big hats. It is popular with upper-class people.

The Ryder Cup — a golf competition between the best players in Europe and the USA, held every other year.

The Derby — the most prestigious of the English classic races and probably the most famous horse race in the world. It is held every year at Epsom Downs, England and is named after the Earl of Derby who first organized such a race in 1780.

*Work in pairs*

Find out the facts that you don’t know and share your knowledge with your partner.

Student 1	Student 2
You want to know when the following competitions were organized.  When were the Olympic Games organized? <ul style="list-style-type: none"><li>• the Olympic Games</li><li>• the Derby horse race</li><li>• the Tour de France cycling race</li><li>• British football championships</li></ul>	You want to know when the following competitions were organized.  When was the Ryder Cup organized? <ul style="list-style-type: none"><li>• the Ryder Cup</li><li>• the Royal Ascot Race</li><li>• the Wimbledon tennis competitions</li><li>• the first international figure skating competitions</li></ul>

<p>You know that</p> <ul style="list-style-type: none"> <li>• the Royal Ascot Race (1711)</li> <li>• the Wimbledon tennis competitions (more than a century)</li> <li>• the Ryder Cup (1927)</li> <li>• the first international figure skating competitions (1882)</li> </ul>	<p>You know that</p> <ul style="list-style-type: none"> <li>• the Derby horse race (1780)</li> <li>• the Tour de France cycling race (more than a century, 1903)</li> <li>• the Olympic Games (1896)</li> <li>• British football championships (1872)</li> </ul>
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### 7. Summary

Do ex. 11, p. 131.

### 8. Homework

Do ex. 12, p. 131.

## Lesson 48. IT'S TIME FOR READING

*Цілі:* формувати навички вживання нових лексичних одиниць; вдосконалювати лексичні навички й навички вимови; навички читання й усного мовлення; розвивати логічне мислення; виховувати почуття відповідальності і позитивне ставлення до навчання.

### Procedure

#### 1. Warm-up

#### Bingo game

Ask each student to draw 3 3 squares and put the following sports in each box in any order. When everyone has prepared their squares, call out the words in any order. Each student puts a cross through the word as it is called out. The winner is the first person to get a line of crosses vertically, horizontally or diagonally.

Words: football, rugby, cricket, golf, lawn tennis, swimming, horse riding, boating, boxing.

1. You need a bat for it.
2. A game with a white ball and two goals.
3. This game has 15 players in each team.
4. You should hit a small white ball into holes in the ground.
5. This game is played on the court.
6. Sport in the water.
7. Sport on the water.

8. Going on animal back.

9. When you wear big leather gloves and fight.

football	cricket	rugby
golf	lawn tennis	swimming
horse riding	boating	boxing

## 2. Speaking

Answer the question.

1. Can you say that sport is your hobby?
2. What type of sport are you fond of?
3. What team games can you name?
4. Is football popular in Ukraine?
5. What type of sports is popular with people of all ages?
6. Why do many people go in for sports?

## 3. Reading

Do ex. 1, p. 132.

Ask pupils to read the text for gist and answer the questions.

1. What is the story about?
2. What are the main characters?

Say if the following statements true or false.

1. A British University had a good football coach.
2. The players didn't often participate in different faces.
3. Their higher level let them win almost all competitions.
4. Regular training was one of the reasons of good results.
5. They often ended the games in a draw.
6. The players always became good university students.
7. One day a young footballer was asked difficult questions at the university.
8. The football player gave a correct answer.
9. The player was expected to be an excellent student.

10. The coach gave a correct answer too.

Ask pupils to read the story again and give English equivalents to the following Ukrainian words and expressions.

Тренер, тренувати, брати участь у перегонах, вигравати, дотримувати дієти, отримувати відмінні результати, міжнародні змагання, рідко, програвати, завершуватись внічию, в дійсності, проблема, погані знання, хитати головою, карати.

#### *Practise the new vocabulary*

Fill in the gaps with the words in the box on p. 133.

1. Good news was ... yesterday.
2. The police ... the dogs to search for drugs.
3. The sportsman was ... for taking doping.
4. The team is supposed to be trained by a skilled ... .
5. Only ... results will give them a chance to take part in the championship.

#### *4. Writing*

Do ex. 2, p. 130.

#### *5. Reading and speaking*

Do ex. 3, p. 133.

#### *6. Speaking*

Do ex. 4, p. 133.

Start like this:

a) I'm a football coach at a British University and I have a good team. They hardly ever give me trouble and always receive excellent results in all competitions. But unfortunately they are not good at school subjects and as a result it's difficult for them to become university students. Once I asked the Professor of the University to check the knowledge of an excellent football player...

b) I'm the Professor of the University and I've been teaching here for many years. I know that our university has a good team. They always win in different competitions. The coach tries to find good football players for his team. But sometimes it's difficult for him because not all young men are good at school subjects and can become university students.

Once the coach brought such a young man to me. I...

c) I'm a football player. I'm good at football but I can't say the same about my knowledge of many school subjects. I was lucky because I was found by a coach from a



British University. He brought me to the Professor of the University to check my knowledge. The Professor...

### *7. Summary*

Answer the question.

1. Do you think you have a healthy life style?
2. Is it possible to have a healthy life style in the modern world?
3. Why do many people try to have a healthy life style?

### *8. Homework*

Write a summary of the story.

## **Unit 4. LEISURE TIME**

### **Lesson 49. ENTERTAIN YOURSELF**

*Цілі:* формувати навички вживання нових лексичних одиниць; вдосконалювати навички читання й усного мовлення з опорою на лексико-граматичні структури; розвивати мовну здогадку й мовленнєву реакцію учнів; виховувати зацікавленість у розширенні своїх знань.

#### *Procedure*

#### *1. Warm-up*

Answer the question.

1. What do you usually do in your spare time?
2. Do you often go out?
3. Do you often take your friends out?
4. Where do you take them?
5. Have you ever been to the theatre?
6. Do you enjoy watching films?
7. How often do you go to the theatre (cinema)?

#### *2. Vocabulary practice*

Do ex. 1, p. 138.

#### *3. Writing and speaking*

Make up sentences. Then practise the new vocabulary chorally and individually.

	fond of	comedies	
	am	interested in	science fiction films
	is	crazy about	cartoons
	are	boring with	historical films
I		excited about	horror films
You			musicals
He			action films
She			thrillers
We	like		love stories
They	likes		war films
Ann and Ben	really like		romantic films
My classmates	really likes		documentaries
Some children	love		films about nature and animals
My best friend	loves		westerns
	hate		fantasy
	hates		drama
			disaster films
			adventure films

#### 4. Reading

Do ex. 2, p. 139.

#### 5. Speaking

Do ex. 3, p. 139.

#### 6. Vocabulary practice

Practise the words from p. 139 and complete the sentences below.

1. The parents invited a clown to ... their children.
2. Disneyland is the real world of ... .
3. In our camp we have a lot of ... activities such as swimming, fishing and boating.
4. I seldom ... to watch television.

Key: 1 entertain; 2 entertainment; 3 leisure; 4 have leisure.

#### 7. Reading

Match.

Broken dialogues. Cut out and shuffle the parts of the dialogues. Students in pairs have to sort out the cards to make the dialogues up.

— Shall we go and see a film on Saturday afternoon?	— I'm busy at the weekend. How about a weekday evening instead?
— Would you like to see a romantic comedy?	— Maybe. I quite like romantic comedies, but I'd rather see a thriller

— What about Wednesday?	— Wednesdays are good for me
— Do you like horror films?	— No. I find them too scary
— Do you like musicals?	— Yes, musicals are my favourite type of film
— Which cinema shall we go to? How about the IMAX?	— The IMAX is too far away. We need a bus to get there
— I'd like to go and see a cowboy film. What do you think?	— I'm not keen on westerns. I'd prefer to watch a different kind of film
— Shall we go to the cinema tomorrow afternoon?	— Afternoons are difficult for me. I'd need to look after my sister

### 8. Speaking

Do ex. 5, p. 139.

### 9. Summary

Pupils go around the class asking questions then they sum up.

1. Are you keen on...?
2. Are you interested in...?
3. Are you fond of...?
4. Do you like...?

Name	musicals	war films	comedies	dramas	thrillers	fantasy
Masha	√					

Example: Masha is keen on musicals, but she is boring with dramas.

### 10. Homework

Do ex. 6, 7, p. 139.

## Lesson 50. FAVOURITE MOVIES

*Цілі:* вдосконалювати навички вживання нових лексичних одиниць; навички аудіювання й усного мовлення з опорою на лексико-граматичні структури; розвивати мовну здогадку й мовленнєву реакцію учнів; виховувати зацікавленість у розширенні своїх знань.

### Procedure

#### 1. Warm-up

Answer the question.

1. What is your favorite genre of movie?

2. Who are some of your favorite actors?
3. Do you cry during movies?
4. What is the best movie you have ever seen?
5. What was the scariest movie you have ever seen?
6. How often do you see movies?
7. Do you usually watch movies at the theater or watch them at home?
8. Do you buy DVDs or download movies?

## 2. Speaking

Do ex. 1, p. 140.

## 3. Vocabulary practice

Here is a list of vocabulary that reviewers often use to describe movies.

Divided them into three categories: positive, negative, and neutral and complete the chart.

First-rate; gripping; clever; charming; second-rate; violent; third-rate; depressing; uninteresting; weak; incredibly tiresome; awful; outdated; bloody; silly; boring; satirical; wacky; disgusting; senseless; comical; charismatic; enjoyable; fantastic; original; exciting; hilarious; slow; romantic; fascinating; pleasant; surprising; funny; entertaining; sensitive; brilliant; intriguing; powerful; low-budget; dramatic; highly-charged; sentimental; fast-moving; big-budget; fantasy; thought provoking; imaginative; legendary; interesting; brutal; confused; disappointing; predictable; stupid; dreadful; convincing

Key:

Positive	Negative	Neutral
first-rate	second-rate	low-budget
gripping	violent	dramatic
clever	third-rate	highly-charge
charming	depressing	sentimental
comical	boring	fantasy
charismatic	disgusting	slow
enjoyable	senseless	romantic
fantastic	brutal	satirical
original	confused	fast-moving
exciting	disappointing	big-budget
hilarious	bloody	wacky
entertaining	silly	convincing
sensitive	predictable	
brilliant	stupid	
intriguing	uninteresting	
powerful	weak	
fascinating	incredibly tiresome	
pleasant	awful	

surprising funny thought provoking imaginative legendary interesting	outdated dreadful	
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#### *4. Speaking*

Do ex. 2, p. 140.

#### *5. Listening*

Do ex. 3, p. 141.

1. Who likes adventure films? (Tim)
2. Who likes musicals? (Sarah)
3. Who likes science fiction? (Harry)
4. Who likes true stories? (Trish)
5. Who likes comics? (Josh)

#### *6. Reading and speaking*

Do ex. 4, p. 141.

Giving opinions:

- I like musical because they are fascinating and full of charming music.
- I am keen on fantasy because these films are spectacular, gripping and full of exciting special effects.
- I'm bored with love stories because they are too sentimental and stupid.
- I hate horror films because they are often bloody, violent and senseless.

#### *7. Vocabulary practice*

Practise the words from p. 142 and then complete the sentences below.

1. A ... film is unclear and difficult to understand.
2. A ... film is extremely interesting means.
3. A ... film is very impressive means.
4. A ... film makes you believe that something is true or right.
5. A ... music is easy to remember.

6. A ... shows us the events that form the main story of a book, film, or play.

7. A ... is the name given to a particular book, film, or play.

8. A ... is a person in a book, film, or play.

Key: 1 confusing; 2 fascinating; 3 spectacular; 4 convincing; 5 catchy; 6 plot; 7 title; 8 character.

### *8. Listening*

Do ex. 6, p. 142.

### *9. Summary*

Do ex. 7, p. 142.

### *10. Homework*

Do ex. 5, p. 142.

## **Lesson 51. FILM GENRES**

*Цілі:* вдосконалювати навички вживання нових лексичних одиниць; навички читання й усного мовлення; розвивати мовну здогадку й мовленнєву реакцію учнів; виховувати зацікавленість у розширенні своїх знань.

### *Procedure*

#### *1. Warm-up*

Complete the sentences.

1. A movie that makes you scream is a ... .

2. A movie that is exciting with lots of guns and explosions is an ... movie.

3. Movies about the future or space are known as ... films.

4. A movie about real life is a ... .

5. An ... film has cartoon characters.

6. A film about lots of travelling and exciting or dangerous events is ... .

7. A film about love is ... .

8. A movie that makes you laugh is a ... .

#### *2. Vocabulary practice*

Match the words.

1) cowboy	a) comedy
-----------	-----------

2) monster	b)fantasy
3) kiss	c) western
4) laugh	d) science fiction
5) explore	e) action
6) alien	f) horror
7) wizard	g)adventure
8) explosion	h) romance

Key: 1 c; 2 f; 3 h; 4 a; 5 g; 6 d; 7 b; 8 e.

### 3. Grammar practice

Explain the relative clause rule (p. 145) and make up sentences with the pairs of words above.

1. A western is a film which shows the lives of cowboys.
2. A horror movie is a film in which you can see frightening monsters.
3. In a romance we usually watch people who kiss a lot.
4. A comedy is a film which makes us laugh a lot.
5. Films about brave people who travel around and explore unknown lands are called adventure films.
6. Science fiction films usually tell us stories about unknown planets where aliens come from.
7. Fantasy is a magic world where wizards, fairies and elves live.
8. An action film has a lot of exciting scenes in which there are a lot of fights, chases, and explosions.

### 4. Reading

Do ex. 1, 2, p. 143.

### 5. Writing

Do ex. 3, p. 144.

Different film genres:

- an action film, a documentary, a science fiction film, a musical, an adventure film.

Words to describe characters:

- shy, superhero with special powers, curious, lonely, brilliant, good looking, terrible.

Words to describe films:

• enjoyable, spectacular special effects, excellent stunts, brilliant, moving, can make cry, fascinating, really funny, a bit weak, catchy music, convincing, confusing, a bit long.

## 6. Reading

Do ex. 4, p. 145.

## 7. Listening

Listen to the dialogue and do the task.

Peter. Hey, Trish, how about going to the cinema tonight?

Trish. Sounds great! What would you like to see?

Peter. I don't know... how about that new horror movie at the Panorama Cinema?

Trish. Oh, I heard about that. It sounds a little scary to me. I'm keen on romantic movies. Or maybe a romantic comedy.

Peter. No way! I hate such boring things!

Trish. Really? Well then, what kinds of movies do you like?

Peter. I guess I'm crazy about action and adventure type of movies.

Trish. Well I guess they are okay, if they aren't too bloody. I also heard about this great new musical that just came out. What do you think about that?

Peter. Musical? I don't know. That doesn't sound too exciting. Is there anything we can agree on?

Trish. It doesn't seem like it. Oh, I remember another movie that came out last week. It's a mystery and it had a little romance and some action, too. I heard it's pretty exciting because nobody can guess who the killer is and it has a surprise ending. What do you think about that one?

Peter. I guess that doesn't sound too bad. What time does it start?

Say if the following statements true or false.

1. Trish really hates action and adventure movies.
2. Peter likes movies about love.
3. A horror movie is frightening.
4. Trish likes musicals.
5. Action and adventure movies are not Peter's favourite film genres.
6. A new mystery movie came out yesterday.
7. Peter and Trish both like mysteries.



Key: 1 F; 2 F; 3 T; 4 T; 5 F; 6 F; 7 T.

### 8. Summary

Answer the question.

1. What kinds of movies are popular in our country?
2. What do the popular movies in our country show about our culture?

### 9. Homework

Do ex. 4 (part 2), p. 145.

## **Lesson 52. DO YOU LIKE MOVIES?**

*Цілі:* вдосконалювати навички вживання нових лексичних одиниць; навички читання, аудіювання й усного мовлення; розвивати пізнавальні інтереси учнів; виховувати зацікавленість у розширенні своїх знань; сприяти розвитку самостійного мислення.

### *Procedure*

#### *1. Warm-up*

People watch movies in different ways. Which ways do you watch movies?

- From a DVD
- From the Internet
- At the cinema
- On a TV
- On a computer
- On a phone

#### *2. Speaking*

Answer the question.

1. Do you often go to the cinema?
2. Which do you prefer: to see a film over TV or on the screen in the cinema?
3. What film have you seen recently?
4. What new picture would you advise us to see? Where is it on?

#### *3. Vocabulary practice*

How to describe a film? Match the adjectives and their definitions.

1) violent	a) very exciting or interesting in a way that keeps your attention
2) moving	b) lots of fighting
3) complex	c) ordinary; not special in any way
4) gripping	d) fantastic
5) funny	e) full of lots of different ideas
6) dreadful	f) extremely clever or impressive
7) superb	g) terrible
8) entertaining	h) extremely funny
9) unimpressive	i) not attracting your attention or interest
10) hilarious	j) interesting and amusing
11) brilliant	k) sad and emotional
12) uninteresting	l) it makes us laugh

Key: 1 g; 2 k; 3 e; 4 a; 5 l; 6 b; 7 d; 8 j; 9 c; 10 h; 11 f; 12 i.

Match the titles with the genres.

1) Pirates of the Caribbean	a) animated cartoon
2) Star Wars	b) horror film
3) Rung Fu Panda	c) war film
4) Zombies Nightmare	d) romantic comedy
5) Pearl Harbour	e) musical
6) The Sixth Sense	f) science fiction (sci fi)
7) Legally Blonde	g) thriller
8) The sound of Music	h) action
9) Die Hard	i) adventure film

Key: 1 i; 2 f; 3 a; 4 b; 5 c; 6 g; 7 d; 8 e; 9 h.

#### 4. Speaking

*Work in pairs*

Make up short dialogues using the material from Vocabulary practice.

#### 5. Reading

Scan the information from the Internet about Anthony Hopkins and complete his lifeline with the correct years.

### ANTHONY HOPKINS

Sir Philip Anthony Hopkins is a Welsh film, stage and television actor. Considered to be one of film's greatest living actors, he is best known for his acting of cannibalistic serial killer Hannibal Lecter in the 1991 's *The Silence of the Lambs*, for which he won the Academy Award for Best Actor in 1992. Hopkins was born 31 December 1937 in Wales in a baker's family, and also became a U.S. citizen on 12 April 2000. He received a star on the Hollywood Walk of Fame in 2003 and was made a Fellow of the British Academy of Film and Television Arts in 2008.

His schooldays were unproductive. He was fond of art, such as painting and drawing or playing the piano, than attend to his studies. In 1949, to instill discipline, his parents

insisted he attend Jones' West Monmouth Boys' School in Pontypool, Wales. He remained there for five terms and was then educated at Cow-bridge Grammar School, Cowbridge, Wales.

Hopkins was influenced and encouraged to become an actor by compatriot Richard Burton, whom he met briefly at the age of 15. To that end, he enrolled at the Royal Welsh College of Music & Drama in Cardiff, Wales from which he graduated in 1957. Then he joined the Army for National Service, and in two years he moved to London.

In 1965, after several years in repertory, he was spotted by Sir Laurence Olivier, who invited him to join the Royal National Theatre.

He made his small-screen debut in a 1967 BBC broadcast. He has since gone on to enjoy a long career, winning many awards for his performances. Hopkins was made a Commander of the British Empire (CBE) in 1987, and a Knight Bachelor in 1993. In 1996, Hopkins was awarded an honorary fellowship from the University of Wales, Lampeter.

During his life Hopkins has played many famous historical and fictional characters.

Complete with the correct years.

... Hopkins was born.

... He started to attend Jones' West Monmouth Boys' School in Pontypool.

... He met Richard Burton.

... He graduated from the Royal Welsh College of Music & Drama in Cardiff.

... He moved to London.

... He was invited to join the Royal National Theatre.

... He won the Academy Award for Best Actor for *The Silence of the Lambs*.

... He was made a Knight Bachelor.

... He became a U.S. citizen.

... He received a star on the Hollywood Walk of Fame.

... He was made a Fellow of the British Academy of Film and Television Arts.

Key: 1937; 1949; 1952; 1957; 1959; 1965; 1992; 1993; 2000; 2003; 2008.

## 6. Summary

Answer the question.

1. What are the movie genres that you like?

2. What is your favourite movie? Why do you like it?

## 7. Homework

Write a short paragraph about your favourite movie.

### Lesson 53. ARE YOU A CINEMA-GOER?

*Цілі:* формувати навички вживання зворотних займенників; вдосконалювати навички читання й усного мовлення; розвивати пізнавальні інтереси учнів; виховувати позитивне ставлення до культурних традицій.

#### *Procedure*

##### *1. Warm-up*

Are you a cinema goer? Answer these questions and then make your classmates guess if you are a cinema-goer or not.

1. How often do you go to the cinema?
2. What kinds of films are you interested in?
3. What kinds of films don't you like? Why?
4. Do you have a favourite actor?
5. Who's your favourite actress?
6. What's one of the best films you have ever seen?
7. What film did you see most recently?
8. Are there any interesting films on now?
9. There's a famous film about a gorilla that climbed the Empire State Building. What's it called?
10. What British or American films have been shown on TV lately? Do you like them?

##### *2. Speaking*

###### *Work in pairs*

Interview your partner.

Have you ever...?	Yes/No
(see) a horror film	
(eat) popcorn in the cinema	
(leave) the cinema before the end	
(rent) a DVD	
(watch) the Academy Awards	
(meet) a film star	
(ask) for an autograph	

Example:

— Have you ever seen a horror film?

— Yes, I have. It was really scary.

### *3. Grammar practice*

Explain the rule and do ex. 1, p. 146.

### *4. Writing*

Do ex. 2, p. 147.

### *5. Writing and speaking*

*Work in groups*

Guess a movie and fill in your card. Read about your movie riddles to your group and they will try to guess it.

Movie title (keep in secret)... .

Actor: ... is in it.

Genre: It's a ... .

Plot: It's about... .

Setting: It takes place ... .

Climax: In the end, ... .

### 6. Listening and speaking

*Work in pairs*

Using the questions below make up your dialogues about films.

1. What kind of movie is it?

2. Who is in it?

3. Who's starring in it?

4. Where does it take place?

5. When does it take place?

6. What's it about?

7. What happens in it?

8. How does it end?

9. What happens in the end?

### 7. Reading and speaking

Work in pairs

Read the dialogues and make up your own one.

— Have you seen ... lately?	
— Is the film dubbed in Ukrainian or shown with subtitles?	— The film is (isn't) dubbed in Ukrainian
— Is the film worth seeing?	— Yes, the film is well worth seeing — No, it isn't
— Is the film based on a book (a novel, true facts)?	— Yes, the film is based on the book by...
— Does it raise important present-day problems?	— Yes, it raises a lot of problems (gives food for thought)
— What do you think of the plot?	— Oh, the plot is extremely interesting (exciting). — The plot is very primitive (dull, stupid)
— How did you like the acting?	— I enjoyed it. (I like it. It was great (fantastic). — I didn't like it at all. (The acting was poor.)
— Did any stars appear in the film?	— Yes...
— On the whole, did you like the film?	— I liked it. (I didn't like it at all. I think it was waste of time.)

### 8. Grammar practice

Fill in the gaps.

1. Can you do it... or shall I help you?
2. I always make mu breakfast... .
3. These boys are so lazy that they never do their homework ... .
4. We often arrange our class parties ... .
5. The cat could open the door of the room ... .
6. My sister makes dresses for her doll... .
7. John sometimes repairs his bike ... .

### 9. Summary

Answer the question.

1. Is there a movie you could watch over and over again?

2. What is the worst movie you've ever seen?

### 10. Homework

Do ex. 3, p. 147.

## Lesson 54. GOING TO THE THEATRE

*Цілі:* формувати навички вживання нових лексичних одиниць; вдосконалювати навички читання й усного мовлення з опорою на лексико-граматичні структури; розвивати мовну здогадку й мовленнєву реакцію учнів; виховувати зацікавленість у розширенні своїх знань.

### Procedure

#### 1. Warm-up

Answer the question.

1. What do you usually do in your spare time?
2. Do you often go out?
3. Do you often take your friends out?
4. Where do you take them?
5. How often do you go to the theatre (cinema)?

#### 2. Writing and speaking

*Work in pairs*

Complete the table.

Places to go	Things to see or do
theatre	
cinema	
music hall	
museum	
party	
gymnasium	
art gallery	
concert hall	
cafe	
park	
stadium	
shops	
club	

Sample questions:

1. Do you like going out?

2. Are you fond of going to...? Why?

3. What films (plays, music, exhibitions, competitions, outside activities) do you like most of all?

4. Do you like to entertain with you friends?

### 3. Reading and speaking

Do ex. 1, p. 148.

### 4. Vocabulary practice

Give English equivalents to the following expressions.

Відомий, ставити (на сцені), дерев'яний театр, глядачі, згоріти, шумний, веселитися, кидати гнілі фрукти, поспішати.

Make up the sentences.

These actors			her acting in comedies.
The actress			their acting in plays.
The audience	is	famous	their rude behaviour.
His comedies	are	for	its laser show
The performance			its stage.
This theatre			their unexpected sketches

Do ex. 2, p. 149.

### 5. Listening

Listen to the text and do the task.

## THE THEATRE

Britain has a long tradition of drama. British theatre began in the thirteenth century, before the time of Shakespeare, with a series of short stories from the Bible called the Mystery plays. Even today, every four years in York and Chester, ordinary people still perform these plays.

Acting, both by amateurs and professionals, is still very much alive in Britain. British professional actors are usually highly respected and well-trained. The most famous British theatres are the National theatre and Barbican. The Royal Shakespeare Company performs at the Barbican in London and in Stratford-on-Avon, where Shakespeare was born. These theatres receive money from the government so that they can perform several different plays a year. In spite of this money from the government, many theatres, including the National theatre and the Barbican, find it difficult to survive. There are many smaller theatre groups in Britain. Some of them receive money from the government to perform plays which are contemporary and experimental.

Commercial theatres do not receive any money from the government. They usually perform very popular plays. If a play is successful, the company will perform it for many years.



Say if the following statements true or false.

1. Three types of theatres are mentioned in the text.
2. Shakespeare was the person who started the tradition to stage the plays in the theatre.
3. Ordinary people in some cities prefer only watching plays not acting.
4. British professional actors usually show excellent acting.
5. All theatres in Britain receive money from the government.
6. All theatres stage only classical plays.
7. Shakespeare's plays are staged only in his native town.
8. All theatres have a successful run.
9. Commercial theatres stage any plays they wish because they aren't given any money from the government.

Key: 1 F; 2 F; 3 F; 4 T; 5 F; 6 F; 7 F; 8 F; 9 T.

### 6. Summary

Do ex. 3, p. 149.

### 7. Homework

Write a short paragraph about your last visit to the theatre. Use the questions in ex. 3, p. 149 as a plan.

## Lesson 55. LIKES AND DISLIKES

*Цілі:* вдосконалювати лексичні навички й навички вимови; вдосконалювати навички читання, аудіювання й усного мовлення; розвивати логічне мислення і пізнавальний інтерес до вивчення англійської мови; виховувати зацікавленість у розширенні своїх знань і повагу до культури інших народів.

### *Procedure*

#### *1. Warm-up*

Answer the question.

1. Can you say what the theatre is?
2. Where are the best seats in the theatre, at the front or at the back?
3. What is the difference between a cinema and a theatre? Which do you prefer?
4. Which of the two, the theatre or the cinema, is more popular in our country?

5. Why do you think so?
6. What role does the theatre play in our life?
7. How often do you go to the theatre?
8. When was the last time you went to the theatre?

## 2. Writing

Make up sentences.

Example: I'm fond of modern plays. I can't take my eyes off the stage if the plot is exciting.

I like	modern plays historical plays musicals		
I am fond of	serious plays		
I am keen on	amusing plays	better	
I'm crazy about	magic plays	most of all	
I don't like	based on true facts plays		
I hate	ballet		
	comedies operas		
	the scenery is the acting is	incredible perfect	poor uninteresting amful
We can't take our eyes off the stage if...	the costumes are	marvelous	boring
We feel interested if...	the sound is	great	predictable
We feel bored if...	the singing is	fantastic	stupid
We are disappointed if...	the plot is	exciting	primitive
	the actors are	handsome	incredibly
	the actresses are	pretty	tiresome

## 3. Speaking

Do ex. 4, p. 150.

## 4. Speaking

Do ex. 5, p. 151.

## 5. Writing and speaking

At first answer the following questions about the movie you want to review.

1. What's the title of the movie?

2. Who stars in it?

3. Is it a comedy movie/ an action movie / a sci-fi movie / a thriller movie/ an adventure movie / a horror movie / a drama movie / a war movie / a romance movie/ a ... movie?

4. What's it about?

5. What's it like?

• I recommend it / I don't recommend it because...

Do ex. 6, p. 151.

### 6. Reading and speaking

*Work in pairs*

Ask and answer the questions to learn some information about a famous actor.

#### Student A

John Christopher Depp, an Oscar winner, was born on June 9th 1963 in Owensboro, Kentucky. His mother Betty Sue Palmer was a waitress, and his father John Christopher Depp was an engineer. He was the youngest of four children. The family often moved because of the father's job but finally settled in Florida.

Depp hated his new home and started smoking and experimented with drugs and alcohol. Johnny's parents divorced when he was only 15. As a result Johnny dropped out of school. He wanted to pursue a career in rock music and joined a band as a guitarist. Soon John moved to Los Angeles along with his band. There he was introduced to Nicolas Cage who suggested that he should try his luck with acting. Depp made his film debut in 1984 in *A Nightmare on Elm Street*. He played in such films as *Edward Scissor hands*, *Sleepy Hollow*, *Charlie and the Chocolate factory*, *Pirates of the Caribbean*. Besides music he is also keen on painting and literature

When was Penelope Cruz born?

Where was she born?

Has she been nominated for any awards?

What do her parents do?

Does she come from a big family?

What are her famous works?

What is her hobby?

#### Student B

Penelope Cruz, a beautiful Spanish actress and Oscar winner, was born in 1974 in Madrid, Spain. She is also a trained ballet dancer and is fluent in Spanish, French, Italian and English. She is 1.63 m tall. She is a vegetarian and her hobby is dominoes. Penelope's family is from Alcobendas near Madrid. Her mother's name is Encarna and she is a hairdresser. Her father's name is Eduardo and he is a car mechanic. Her brother

is also called Eduardo and he is a singer. Her sister Monica is an actress like Penelope and she is famous on TV in Spain.

She started acting in films in 1992. She played in Don Juan, Vanilla Sky, Fanfan la Tulipe, Bandidas

When was Jonny Depp born?

Where was he born?

Has he been nominated for any awards?

What do his parents do?

Does he come from a big family?

What are his famous works?

What is his hobby?

### *7. Summary*

Do ex. 7, p. 151.

### *8. Homework*

Do ex. 1, p. 152.

## **Lesson 56. PLACES OF INTEREST**

*Цілі:* формувати навички вживання нових лексичних одиниць і навички вимови; вдосконалювати навички читання й усного мовлення з опорою на лексико-граматичні структури; розвивати мовну здогадку й мовленнєву реакцію учнів; виховувати зацікавленість у розширенні своїх знань і повагу до традицій інших народів.

### *Procedure*

#### *1. Warm-up*

Answer the question.

1. What is the capital of Great Britain?
2. Where is it situated?
3. What names is usually London associated with?

#### *2. Vocabulary practice*

Do ex. 1, p. 153.

Key: 1 f; 2 i; 3 a; 4 h; 5 g; 6 c; 7 e; 8 b; 9 d.

#### *3. Listening*

Listen to the text and do the task.

The saying "When a man is tired of London, he is tired of life" (Dr Johnson) is a cliché, but you can't be bored in London. There are hundreds of historic buildings, galleries and museums. There are parks and street markets, over 80 theatres and even more cinemas.

If you want to discover London, it is best to start with a tour on a sightseeing bus. It's also fun to go on a guided walk. These are advertised in Time Out, a weekly magazine that tells you what is happening in London. The walks last up to three hours and have special themes, such as "Ghosts and Haunted Taverns", "Royal London — Places and People", "The Beatles London — Rock Routes of the Sixties".

Answer the questions.

1. Why can't you be bored in London?
2. What is the best way to get acquainted with London?
3. How do you know about different events in London?
4. How long does it usually take tourists to go on a guided walk?

#### 4. Writing

Do ex. 2, p. 154.

#### 5. Reading

Match the two halves of the sentences to know more interesting things about London.

1. The city became extremely...	a) the height of her power
2. The Great Fire...	b) the Houses of Parliament
3. In the 19th century England was at...	c) the Royal Standard is flown
4. Almost all the monarchs have been crowned...	d) Trafalgar Square
5. The Seat of the British Parliament is...	e) the Prime Minister
6. When the Queen is in residence...	f) successful and rich in the 16th century
7. The Tower of London used to be...	g) destroyed the whole of the City
8. The Mall leads to...	h) in Westminster
9. Downing Street, 10 is the residence of...	i) the first Royal Observatory

Key: 1 f; 2 g; 3 a; 4 h; 5 b; 6 c; 7 i; 8 d; 9 e.

#### 6. Speaking

Are there many famous sights in your country (the capital of your country, your city)? What are they famous for?

- There are...

- They are...
- Besides...
- More than that...

beautiful	bridges	...a part of... ...a symbol of... ...a collection of... ...a place for those who...	history. culture. everyday life.
attractive	museums		
oldest	parks		
largest	cathedrals		
mysterious	palaces		
famous	streets		
historical	squares		
	libraries		
	monuments		
	towers		

### 7. Speaking

What are the most popular activities and hobbies in your country? Why? What's your favourite activity? Why do you like it more than others?

- It's...
- I like it because...
- Besides...
- Other... are...

I like	going to the theatre	because	it is	healthy.
I don't like	going to the cinema		it makes me	strong.
Some people like	visiting museums		it makes them	well-educated.
	playing sports		it helps	feel good.
	travelling			feel happy.
	dancing			(not) interesting.
	watching TV			useful.

going to parties			exciting.
collecting			a good way to...
reading books			to understand...
playing musical instruments			to learn more about...
listening to music			to be good at...
participating in lotteries			to think of...
going to art galleries			to relax.

### 8. Summary

Answer the question.

1. How often do you go to the theatre (cinema, museum, concerts)?
2. Do you find going there expensive (pleasant)?
3. Do you like watching TV?
4. What kind of programme do you usually watch?
5. What other entertainments are you fond of?

### 9. Homework

Do ex. 3, p. 154.

## **Lesson 57. FAMOUS LANDMARKS OF LONDON**

*Цілі:* вдосконалювати лексичні навички и навички вимови; вдосконалювати навички читання, аудіювання й усного мовлення; розвивати логічне мислення і пізнавальний інтерес до вивчення англійської мови; виховувати зацікавленість у розширенні своїх знань і повагу до культури інших народів.

### *Procedure*

#### *1. Warm-up*

Choose the right answer.

1. What can you find in the City?
  - a) Saint Paul's cathedral
  - b) Westminster Abbey

c) The National Theatre

2. What can you find in the West End?

a) The Bank of England

b) Hampstead Heath

c) Oxford Street

3. Covent Garden is famous for:

a) cafes, clubs and clothes shops

b) the Law Courts

c) a huge park

4. The Prime Minister lives at:

a) 10 Downing Street

b) 10 Dean Street

c) 10 Regent Street

5. The Houses of Parliament are:

a) beside the River Thames

b) next to the Tower

c) in the East End

6. Where can you find dinosaur skeletons?

a) National Gallery

b) Natural History Museum

c) MOMI museum

7. The Tower of London was built by

a) King Edward the Confessor

b) King George IV

c) William the Conqueror

8. The Tower of London was built about

a) 1000 years ago



b) 900 years ago

c) 800 years ago

9. The City is

a) one square mile in size

b) two square miles in size

c) three square miles in size

10. Where can you see the Royal Crown and royal jewellery?

a) in the Tower

b) in the British Museum

c) in Westminster Abbey

Key: 1 a; 2 c; 3 a; 4 a; 5 a; 6 b; 7 c; 8 a; 9 a; 10 a.

## *2. Speaking*

Do ex. 4, p. 154.

## *3. Reading and speaking*

Do ex. 1, p. 155.

## *4. Reading comprehension*

Do ex. 2, p. 157.

Key: a T; b F; c F; d T; e T; f T; g F; h F; i T; j T; k F.

## *5. Vocabulary practice*

Find the following words and expressions in ex. 1, p. 155 and give Ukrainian equivalents to them.

Medieval cathedral, it took him 35 years, a dome, walk around, whisper, huge building, government, take place, make laws, high-rise building, design, an architect, save energy, heating and cooling, too high, traffic, reopen, destroy, twist, collapse.

Complete the sentences with the words from Vocabulary Box (p. 156).

1. This fantastic ... was painted inside by a great artist.

2. If you are not careful, fire can ... the forest.

3. You don't have to ..., no one can hear us.

4. New York is best viewed from ... .

5. Mummy baked a ... chocolate cake for me. It was incredible!
6. The dome ... long ago.
7. The house has got the ... and air conditioning system.
8. This fascinating hotel was designed by a famous ... .
9. We couldn't take our eyes off this ... castle. It was something marvelous!
10. We're trying to ... money to buy a house.

Key: 1 dome; 2 destroy; 3 whisper; 4 a skyscraper; 5 huge; 6 collapsed; 7 heating; 8 architect; 9 medieval; 10 save.

### 6. *Listening*

Listen to the text and do the task.

London was built by Romans in the place where they first crossed the River Thames. They built a city a square mile in size, surrounded it with a wall and called it Londinium. This original sight of London is now called the City of London and is Britain's main financial centre.

At that time, about 1000 years ago, the Tower of London was built by William the Conqueror. Tower Bridge was built only in 1894.

The City is only a very small part of London, in the eleventh century, London began to expand beyond the City walls when King Edward the Confessor built a huge abbey at Westminster. Even today, Westminster Abbey and the Houses of parliament, as well as all the shops, caf s, theatres and cinemas of the West End, are in the City of Westminster and not in the City of London.

Answer the questions.

1. Who founded London?
2. Why was London built on the River Thames?
3. What area does the City of London cover?
4. What can and what can't we see in the City of London?
5. Was Tower Bridge built at the same time as the Tower of London?
6. Who built it?
7. When was Westminster Abbey built?
8. Where can we find beautiful shops, caf s and theatres?

### 7. *Summary*

Answer the questions.

1. What do you know about the history of London?
2. What are the main parts of London?
3. What places of interest are the most popular in London?

#### *8. Homework*

Search for some information about other famous landmarks of London. Write a short paragraph about some of them.

## **Lesson 58. FAMOUS LANDMARKS OF KYIV**

*Цілі:* вдосконалювати лексичні навички и навички вимови; вдосконалювати навички читання, аудіювання й усного мовлення; розвивати логічне мислення; виховувати зацікавленість у розширенні своїх знань і повагу до культури своєї країни.

### *Procedure*

#### *1. Warm-up*

What places can we find in a city? Use relative clauses with where.

A ... is a place where ... .

Example: A bakery is a place where people bake bread, cakes, and donuts.

- A factory
- A museum
- A department store
- A park
- A hospital
- A bank
- A gallery
- A theater
- A zoo
- A restaurant
- A library
- An aquarium
- A hotel

- A stadium

## 2. *Speaking*

Do ex. 3 (a), p. 158.

## 3. *Reading*

Do ex. 3(b), p. 158.

Match the places in the pictures and their descriptions.

1. This is a fascinating church which gave the street its name.
2. This is a village close to Kyiv where a lot of pieces of folk architecture are brought from all parts of Ukraine.
3. This is the central square where all important events take place.
4. These are the original ruins of the gates which were built ten centuries ago.
5. This unusual building was built at the beginning of the last century.

Make a list of Kyiv's landmarks which are mentioned in the text.

- Zoloti Vorota
- The St. Sophia Cathedral
- The Statue of Bohdan Khmelnytsky
- St. Michael's Zolotoverkhyi Monastery
- Andriyivsky Uzviz
- St. Andrew's Church
- Kyivo-Pechercka Lavra
- Maydan Nezalezhnosti
- Nebesna Sotnya Alley
- Khreshchatyk, the main street of the city
- The House of Chimeras
- Mariyinsky Palace
- The Statue of Volodymyr the Great
- The Pyrohovo Museum of Folk Architecture

Sort them:

- streets and squares;
- churches;
- monuments and museums.

Make up sentences to describe the landmarks.

ZolotiVorota			
The St. Sophia Cathedral			
The Statue of Bohdan Khmelnytsky			
St. Michael's Zolotoverkhyi Monastery			
Andriyivsky Uzviz			seeing.
St. Andrew's Church			visiting.
Kyivo-Pechercka Lavra			looking around.
Maydan Nezalezhnosti			taking photos.
Nebesna Sotnya Alley			keeping visiting again
Khreshchatyk, the main street of the city			and again.
The House of Chimeras			strolling along.
Mariyinsky Palace			viewing.
The Statue of Volodymyr the Great			buying.
The Pyrohovo Museum of Folk Architecture			
This guide book			
The city scenery			
	is		
	are	worth	

#### 4. Vocabulary practice

Do ex. 4, p. 161.

#### 5. Writing

Do ex. 5, p. 161.

#### 6. Summary

Do ex. 6, p. 161.

#### 7. Homework

Write about your favourite place in your city. Is it popular with many people? Why?

### *Appendix*

Earth has not anything to show more fair:

Dull would he be of soul who could pass by

A sight so touching in its majesty:

This City now doth, like a garment, wear

The beauty of the morning; silent, bare,

Ships, towers, domes, theatres, and temples lie

Open unto the fields, and to the sky;

All bright and glittering in the smokeless air.

Never did sun more beautifully steep

In his first splendour, valley, rock, or hill;

Ne'er saw I, never felt, a calm so deep!

The river glideth at his own sweet will:

Dear God! the very houses seem asleep;

And all that mighty heart is lying still!

William Wordsworth

## **Lesson 59. THINGS TO SEE**

*Цілі:* вдосконалювати лексичні навички и навички вимови; вдосконалювати навички читання, аудіювання й усного мовлення; розвивати логічне мислення і пізнавальний інтерес до вивчення англійської мови; виховувати зацікавленість у розширенні своїх знань і повагу до культури інших народів.

### *Procedure*

#### *1. Warm-up*

Match.

1) a tube	a) a bus with two levels
2) black cab	b) an apartment
3) night life	c) London taxi
4) travel card	d) twelve o'clock
5) visitors	e) an area
6) a flat	f) an underground train
7) double-decker	g) tourists

8) midnight	h) one-day ticket on London transport
9) the rush hour	i) expensive
10) a zone	j) films, concerts, plays, discos
11) dear	k) the busiest time to travel
12) rent	l) the monthly price of a place to live

Key: 1 f; 2 c; 3 j; 4 h; 5 g; 6 b; 7 a; 8 d; 9 k; 10 e; 11 i; 12 l.

## 2. Reading

Read the text and do the task.

### THEATRE IN LONDON

Most British cities have a theatre, but London has the greatest number. There are over 50 theatres in London's West End, the area in London with most theatres, and about 35 smaller fringe theatres.

In recent years musicals have been very successful. About 5.5 million people, many of them tourists, go to see a musical every year in London. The best known contemporary composer of musicals is Andrew Lloyd Webber. His musical *Cats* is the longest-running musical.

Going to the theatre in Britain is not only popular, but also expensive. Not many young people can afford to go. It is possible to get cheaper tickets by going to afternoon performances called matinees or by buying stand-bys, half-price tickets which are sold half an hour before a performance starts.

Answer the questions.

1. Can we call London the centre of the theatre life? Why?
2. Do you think people often go to the theatre?
3. What shows attract tourists to London?
4. How can you get to the theatre if you haven't got enough money?

## 3. Listening

Do ex. 1 (a), p. 162.

## 4. Speaking

Do ex. 1 (b), p. 162.

Answers:

1. John
2. In Brisbane
3. Sydney Opera House

4. A desert
5. Ayers Pock and Great Barrier Reef
6. A koala or a kangaroo
7. To go to Sea World
8. To visit Brisbane Forest Park

#### *5. Listening*

Do ex. 3, p. 163.

Key:

1. Madame Tussaud's
2. Wax Museum
3. London taxi
4. London Eye
5. Millennium Wheel
6. Westminster Bridge
7. Big Ben
8. The Houses of Parliament

#### *6. Reading*

Do ex. 4, p. 164.

Key: 1 celebrities; 2 famous; 3 world-famous; 4 journey; 5 events; 6 wheel; 7 opposite; 8 view.

#### *7. Summary*

Answer the question.

1. Do you enjoy looking round cities?
2. What kind of places do you enjoy visiting?
3. What is the most interesting place that you have visited? Why?
4. Which place would you most like to visit? Why?

#### *8. Homework*

Do ex. 2, p. 163.



## Lesson 60. PAST ACTIVITIES

*Цілі:* вдосконалювати лексичні й граматичні навички; вдосконалювати навички читання, письма й усного мовлення; розвивати логічне мислення й пізнавальний інтерес до вивчення англійської мови; виховувати зацікавленість у розширенні своїх знань і повагу до культури інших народів.

### *Procedure*

#### *1. Warm-up*

What do you know about Australia?

1. What is the capital of Australia?

- a) Sydney
- b) Melbourne
- c) Canberra

2. When did Europeans settle in Australia?

- a) 1488
- b) 1788
- c) 1901

3. Which is / are a popular Australian animal(s)?

- a) Koala
- b) Kangaroo
- c) Emu
- d) All of the above

4. Who are the Australian natives?

- a) Eskimos
- b) Aborigines
- c) Indians

5. Who discovered Australia?

- a) Christopher Columbus
- b) Captain Cook
- c) Lewis and Clark

6. Australia is NOT a(an):

- a) Country
- b) Island
- c) City
- d) Continent

7. What is the official language in Australia?

- a) French
- b) German
- c) English

8. In which season do Australians celebrate Christmas?

- a) Spring
- b) Summer
- c) Autumn
- d) Winter

Key: 1 c; 2 b; 3 d; 4 b; 5 b; 6 c; 7 c; 8 b.

## 2. Writing

Choose the items, which you can meet only in Australia, and fill in the chart.

People	Places	Wildlife

Montreal, the Aborigines, the koala, the panda, Canberra, Niagara Falls, The Great Barrier Reef, the Pacific Ocean, the kiwi, the Indians, Ayers Rock, the Rocky Mountains, states, a boomerang, a beach, white people, English, the emu, Melbourne, rainforests, desert, the dingo, the kangaroo, scuba divers, Eskimos.

What countries are the other words from? Sort them out.

- The USA
- Canada

Make up sentences.

I want to...	go scuba diving
I'd like to...	go hiking around Ayers Rock

I'm going to...	do underwater photos in the Great Barrier Reef area meet with the Aborigines and live in a tent in the bush sail along the coastline get a sunburn on the beach go camping to take photos of amazing animals windsurf enjoy swimming and surfing in the ocean
-----------------	---

### 3. Speaking

#### *Work in pairs*

Make up short dialogues about holidays in Great Britain and in Australia.

Example:

- What interesting places did you visit last summer?
- I was in London and visited/saw / took photos...
- And what are you going to do this summer?
- I'd like to go camping to take photos of amazing animals in Australia.

### 4. Grammar practice

Do ex. 1, p. 165.

### 5. Writing

Do ex. 2, p. 165.

### 6. Grammar practice

Do ex. 3, p. 166.

### 7. Writing

Write the following letter in full sentences. Use the present forms.

Dear Mike,

I /write /you /London. (I'm writing to you from London.)

I/be/ here/a week/and/I/enjoy myself/very much. (I've been here for a week and I'm enjoying myself very much.)

So far/I see/most of/important historic places. (So far I have seen most of the important...)

I usually / spend / several hours every day/in museums and galleries. (I usually spend several hours a day in ...)

The hotel/I stay/be lovely/but it/be very expensive. (The hotel where I'm staying is lovely but it is very expensive.)

So I / plan / move / cheaper one/rest/my stay. (So I'm planning to move to a cheaper one for the rest of my stay.)

Tomorrow/I take/trip through Kent/which I/look forward to. (Tomorrow I'm taking a trip through Kent which I'm looking forward to.)

I hope / you be / OK. (I hope you are OK.)

See you soon, Denis

### *8. Summary*

Answer the question.

1. What country would you like to visit? Why?
2. What attracts you there?

### *9. Homework*

Do ex. 4, p. 166.

## **Lesson 61. NEW IMPRESSIONS**

*Цілі:* вдосконалювати лексичні навички і навички вимови; вдосконалювати навички читання, аудіювання й усного мовлення; розвивати логічне мислення і пізнавальний інтерес до вивчення англійської мови; виховувати зацікавленість у розширенні своїх знань і повагу до культури інших народів.

### *Procedure*

#### *1. Warm-up*

Write all the words you remember which are connected with:

- going to the theatre
- going to the cinema
- going sightseeing

#### *2. Listening*

Listen to the text and say what new things have you known about the British Museum.

Use the following words as a plan:

- the size of the building
- beautiful collections
- Greece
- a Manuscript Room
- library
- the Reading Room
- famous readers

There are a lot of interesting places in the capital of Great Britain. One of them is the British Museum which is in Great Russel Street. It is a large, light-grey building. There are a lot of beautiful collections in the British Museum: drawings, ceramics, paintings, sculptures and coins. Many things came to the museum from the Greece. In this museum you can see a Manuscript Room where there are the most important English documents.

The museum is famous for its library. It is one of the richest libraries in the world. It has more than 6 million books. You can go to the Reading Room in the British Museum, it is circular in shape. Some greatest people such as Dickens, Thackeray, Bernard Show, Karl Marx and others sat in the Reading Room. If you visit the British Museum you'll be impressed.

### 3. Speaking

Do ex. 1, p. 167.

### 4. Reading and speaking

Do ex. 2, p. 167.

They	have haven't	already	visited	St Paul's Cathedral Downing Street the Houses of Parliament Madame Tussaud's the Tower of London the Royal Observatory in Greenwich	yet.
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### 5. Writing and speaking

Use the following information and the facts from the previous lessons and do ex. 3, p. 167.

Once a royal palace the Houses of Parliament are now the seat of the Government and the heart of the Commonwealth. In 1834 the Houses of Parliament were destroyed by fire. The new building was built between 1840 and 1852 and contains over 500 apartments as well as the Central Hall, Clock Tower (320 feet) known as "Big Ben", the House of Lords and the House of Commons. The Houses of Parliament stretch for nearly 1000 feet along the north bank of the Thames.

Built in the first half of the 19th century, the British museum is one of the largest museums in the world. Its famous exhibits include the works of man from prehistoric times to the present day.

Madame Tussaud was a wax modeller who made death masks of victims of the French Revolution. The museum was founded in Paris in 1770. It came to England in 1802 and settled in London in 1835. Nowadays it is one of the oldest, largest and best Wax Exhibitions in the world.

Trafalgar Square was designed between 1829 and 1840 in honour of Nelson's victory at the battle of Trafalgar in 1805.

### *6. Reading*

Do ex. 4, p. 168.

### *7. Speaking*

Do ex. 5, p. 169.

### *8. Reading and speaking*

Do ex. 7, p. 169-170.

### *9. Vocabulary practice*

Find the new words from p. 167 in ex. 7, p. 169-170 and translate the sentences with them. Then write your own sentences with the new words.

### *10. Summary*

Do ex. 6, p. 169.

### *11. Homework*

Do ex. 1, p. 171.

## **Lesson 62. CULTURAL LONDON**

*Цілі:* вдосконалювати лексичні й граматичні навички; вдосконалювати навички читання, аудіювання й усного мовлення; розвивати логічне мислення і пізнавальний інтерес до вивчення англійської мови; виховувати зацікавленість у розширенні своїх знань і повагу до культури інших народів.

### *Procedure*

#### *1. Warm-up*

Think Fast. A game for revision

Divide the class into teams and give them 30 seconds to name as many things as come to their mind according to the following topics:

- London sights
- Kyiv sights

## 2. Grammar practice

Put in the correct prepositions.

The centre (1) ... London has many different areas. Covent Garden (2) ... London's West End, is crowded (3) ... cafes, clubs and clothes shops. Soho is also known (4) ... its clubs. Knightsbridge has a lot of exclusive shops, as well as many (5) ... the embassies. Fleet Street is the home (6) ... the Law Courts. Oxford Street is London's main shopping street (7)... the heart of the West End.

When you go outside the centre, you find many areas which used (8)... be small villages. The villages became part (9) ... the city, but they still managed to keep their village character. Hampstead, the best-known (10) ... them, is extremely expensive. Next (11) ... Hampstead Village there is Hampstead Heath, a huge park (12)... open countryside, lakes, trees and bathing pools.

Key: 1 of; 2 in; 3 with; 4 for; 5 of; 6 of; 7 in; 8 to; 9 of; 10 of; 11 to; 12 with.

## 3. Writing

Do ex. 1, p. 172.

Key: 1 sightseeing; 2 took, marvelous; 3 must, around; 4 had, map; 5 art; 6 went, tour.

## 4. Listening

Do ex. 2, p. 172.

Key: 1 b; 2 a; 3 c; 4 b; 5 c.

## 5. Speaking

*Work in pairs*

Look at the theatre ticket and make up a dialogue about your last visit to the theatre.

£7.00  
Experimental Theatre "Me  
and My Girl"  
at 2.30 pm  
Wed 12/5/09 Stalls  
A15  
TO BE RETAINED

Sample questions:

1. When did you go to the theatre last time?
2. Where did you go?
3. What did you see?
4. When did the performance start?
5. Did you sit far from the stage?
6. How much did the ticket cost?
7. Did you like the performance?

Now tell about your last visit to the theatre using these questions as a plan and add some of your impressions of the play.

### *6. Listening*

Do ex. 3, p. 173.

### *7. Speaking*

Do ex. 4, p. 173.

### *8. Reading*

Do ex. 5, p. 174.

Key: 1 T; 2 F; 3 F; 4 T; 5 T; 6 T; 7 T; 8 F.

### *9. Speaking*

*Work in pairs*

Make up your own dialogue changing the underlined words in the following model.

- I'm free this evening. Would you like to go out?
- I'd love to. Where shall we go?
- What about watching a new modern play?
- Where is it on?
- At the Experimental Theatre. The acting is said to be incredible.
- Good. Let's meet a bit early and have some ice cream in a cafe.
- OK. Hope we'll have a good time.

### *10. Summary*



Do ex. 6, p. 175.

### *11. Homework*

Do ex. 7, p. 175.

## **Lesson 63. WELCOME TO CANADA**

*Цілі:* вдосконалювати лексичні й граматичні навички; вдосконалювати навички читання, аудіювання й усного мовлення; розвивати логічне мислення і пізнавальний інтерес до вивчення англійської мови; виховувати зацікавленість у розширенні своїх знань і повагу до культури інших народів.

### *Procedure*

#### *1. Warm-up*

Answer the question.

1. Why is London a cultural capital of Britain?
2. What is London famous for?
3. Which is the oldest museum in London?
4. What do you know about the famous exhibition of waxworks?
5. What does the saying "When a man is tired of London, he is tired of life" mean?

#### *2. Speaking*

Do ex. 8, p. 175.

#### *3. Reading*

Do ex. 9, p. 176.

#### *4. Writing and speaking*

Do ex. 10, p. 176.

#### *Work in pairs*

Write down any possible questions to get some information from the posters about the performances.

Sample questions:

1. Where are we going tonight?
2. What's on?
3. When does the performance/film start?

4. When and where will we meet?

### 5. Reading

Do ex. 11, p. 177-178.

### 6. Vocabulary practice

Find the following words and expressions in ex. 11, p. 177 and give Ukrainian equivalents to them.

Mountain range, getaway, hiking, contain, free-standing structure, elevator, sightsee, celebration, almost as good as being in Germany, grab, fair, take a ride on a rollercoaster, try bungee-jumping, powerful falls, a mall, wander around.

### 7. Grammar practice

Complete the following sentences with the reflexive pronouns.

1. If you don't believe me, you can go and see it... .
2. Why don't you make ... a big hamburger and a glass of lemonade?
3. The children will have to look after ... because their parents won't be at home this evening.
4. My cat hurt... when it suddenly jumped out of the kitchen window.
5. Some animals clean ... with their tongues.
6. Mrs. Smith cut... while she was chopping onions for the salad.
7. Samuel tried to defend ... when two men attacked him suddenly.
8. You should buy ... a dictionary. I can't lend you mine as I need it.
9. If you want to be successful students, you should do your homework ... .

### 8. Summary

Quiz "Do you know Canada?"

1. Canada is ... .
  - a) the largest country in the world
  - b) the second largest country in the world
  - c) third largest country in the world
2. The capital of Canada is ... .
  - a) Montreal

b) Toronto

c) Ottawa

3. Canada has two official languages. They are ... .

a) English and German

b) English and French

c) English and Canadian

4. The official colours of Canada are ... .

a) red and blue

b) white and red

c) red and gold

5. Canada national sport is ... .

a) baseball

b) football

c) ice hockey

6. The Canadian head of state is ... .

a) the Queen

b) the President

c) the Prime Minister

7. The famous Canadian pop star is ... .

a) Britney Spears

b) Avril Lavigne

c) Jennifer Lopez

8. A snow house built by the Inuit (Eskimos) is called ... .

a) an igloo

b) a cabin

c) a hut

9. The world famous waterfall situated in Canada is ... .

- a) Victoria
- b) Niagara
- c) Sutherland

10. Canadians have a special celebration in honour of this sweet drink. What is it?

- a) Cola
- b) Lemonade
- c) Maple syrup

Key: 1 b; 2 c; 3 b; 4 b; 5 c; 6 a; 7 a; 8 a; 9 b; 10 c.

9. Homework

Do ex. 2, p. 171.

## **Lesson 64. IT'S TIME FOR READING**

*Цілі:* вдосконалювати лексичні навички й навички вимови; вдосконалювати навички читання, аудіювання й усного мовлення; розвивати логічне мислення й пізнавальний інтерес до вивчення англійської мови; виховувати зацікавленість у розширенні своїх знань і повагу до культури інших народів.

### *Procedure*

#### *1. Warm-up*

Say if the following statements true or false.

1. The audience is the people watching a theatre performance.
2. Kevin Costner and Bruce Willis are actors.
3. A conductor works with an orchestra or choir.
4. Tom and Jerry are cartoon characters.
5. Strange and frightening things usually happen in comedies.
6. Actors perform on a stage.
7. A group of musicians is called a chorus.
8. The cast are the actors in a play.
9. Films are usually performed on the stage.
10. The first row of the dress circle is very close to the stage.

Key: 1 T; 2 T; 3 T; 4 T; 5 F; 6 T; 7 F; 8 T; 9 F; 10 F.

## 2. Reading

Do ex. 1, p. 179.

## 3. Listening

Listen to the text and note some facts to describe London in Shakespeare's days.

In Shakespeare's days London was noisy, dangerous and very smelly — there were no drains in those days and chamber pots were often emptied out of windows. The streets in London were narrow — only wide enough for people and horses, as well sheep and cows on their way to the market.

There were lots of taverns in Southwark at Shakespeare's time. They served beer and wine, and all sorts of meat, fish and poultry. There were no fridges in those days and many tavern owners salted, smoked, or even sugared their meat and poultry — to slow the spoilage.

Many Londoners had a garden, where they grow vegetables and flowers, and kept chickens. Most flowers were for eating, not for looking at. And there were no potatoes — they hadn't been brought from America yet.

The first English theatre was built in 1576. The Globe was built in 1598 but burnt down in 1613. It was rebuilt in 1614, only to be destroyed 30 years later. The new Globe, the recreation of Shakespeare's theatre, was built in 1977.

## 4. Reading

Do ex. 2, p. 180.

Ask pupils to read the text for gist and answer the questions:

1. Who wrote the story?
2. What is the story about?
3. What are the main characters?

Ask pupils to read the story again and give English equivalents to the following Ukrainian words and expressions.

Бути на вигляд однаковими; бути дуже задоволеним; такий красивий,, як...; такий розумний, як...; близнята; акторські трупи; дуже голосно кричати; брудні аморальні люди; злодій; злочинець; ходити до церкви; правда.

Do ex. 3, p. 181.

## 5. Speaking

Do ex. 4, p. 182.

## 6. Speaking

Do ex. 5, p. 182

Start like this and use the following words and expressions as a plan.

I was 18 when I married Anne Hathaway. My daughter was born next year and was very pleased with her. In 1585 my twins...

But when I was 23... because...

Once in summer...

I talked much to the actors and so...

Unfortunately my wife...

She considered actors to be...

But I needed to go to London because...

### *7. Summary*

Do ex. 6, p. 182.

### *8. Homework*

Write about the last time you went to the theatre.

### *Appendix*

I saw a play today, I saw it

It took you by surprise?

I saw a play I saw it

And now there is something more?

I saw a play I saw it

You see there's something less?

I saw a play I saw it

Hard knowing what's unknown?

I saw a play I saw it

You know you're not alone?

I saw a play I saw it

There's something to be done?

I saw a play I saw it

I just saw it,

It was seen.

## Lesson 65. LISTENING COMPREHENSION

*Цілі:* перевірити рівень умінь учнів з аудіювання.

### *Procedure*

Listen to the texts and do the tasks.

#### TEXT 1

Machu Picchu is a place of magic and mystery and really a wonder of the world. It is an Inca city high in the Andes Mountains of Peru. The Spanish conquistadors destroyed other Inca cities, but never found Machu Picchu. It was only discovered in 1911. Machu Picchu was built more than 500 years ago. It is said that the Inca ruler Pachacuti covered the buildings in the city with gold. About 750 people lived there and used the city for astrological and religious ceremonies.

The most important buildings in the city are the Temple of the Sun and the Room of the Three Windows.

Answer the questions.

1. What is Machu Picchu?
2. Where is it situated?
3. Why didn't the Spanish conquistadors destroy it?
4. When did people discover it?
5. When did the Incas build Machu Picchu?
6. How did the Incas use it?
7. Why did people want to find it?

Key: 1 an Inca city; 2 in Peru; 3 They haven't found it; 4 in 1911; 5 for astrological and religious ceremonies; 6 because the houses were covered with gold there.

#### TEXT 2

In 1999 Canada's Inuit were given their own territory called Nunavut. It's huge but extremely cold. The Inuit have lived in this frozen region of tundra, icy lakes and Arctic islands for thousands of years. In winter, it's dark 24 hours a day, and the temperature can drop to -50 °C. In summer, it's light 24 hours a day!

The Inuit used to be called "Eskimos", which means "eaters of raw meat", but they prefer "Inuit" because it means "the people".

It's hard to believe but 50 years ago the Inuit were nomads. They depended on hunting and fishing and moved from place to place as hunting seasons changed. Today

they live in houses and work in offices and factories. Young people wear western clothes, eat fast food and listen to rock music.

Some Inuit, however, continue to live as hunters and fishermen. They wear their traditional clothes and eat their traditional foods like seal, caribou and polar bear and still make igloos when they go hunting.

- nomad — кочівник
- caribou — карибу (північний канадський олень)
- depend on — залежати
- seal — тюлень
- raw — сирий

Answer the questions.

1. Where do the Inuit live?
2. What is the climate like there?
3. What is the other word for "Inuit"?
4. What did they do 50 years ago?
5. What is their life like today?
6. How do some Inuit keep traditions?

Key: 1 in Canada; 2 very cold; 3 Eskimos; 4 they moved from place to place for hunting; 5 they have houses and jobs; 6 they wear traditional clothes and eat traditional food.

## Lesson 66. READING

*Цілі:* перевірити рівень умінь учнів з читання; виховувати почуття відповідальності.

### *Procedure*

Read the text and do the tasks.

## CURLING

1. Curling, born in Scotland in the first half of the 16th century, was played in frozen ponds using simple stones. It's known since 1511. Examples of this sport can also be found in the paintings of Flemish artists. In the 17th century players started to use suitably treated stone discs and sticks to sweep the snow. Since 1775 the game has become popular in Northern America, where it was introduced by immigrants.

2. The first Olympic Winter Games curling tournament was held at Chamonix in 1924. After Lake Placid in 1932, curling was absent from the Olympic programme for 50 years;



it appeared again as a demonstrative at Calgary in 1988. It was reinstated as a competitive discipline at Nagano in 1998. That year the men's event was won by the Swiss team and Canada won the gold in the women's.

3. Curling is a team game that is performed on a frozen pitch, the concept of which is very similar to bocce (traditionally played balls on natural soil or asphalt courts). It consists of sliding 19.92 kg blocks of stone (called rocks) which have a handle so that they stop as close as possible to the centre of a target drawn on the ice (called the house).

4. Each team consists of four players. The lead is the one that makes the first throw. The second is a good point maker, but also good at taking off the opponents stones that are in the way. The third is faced with a more tricky game. The fourth player, the skip, is the most experienced player, who devises tactics, advises his teammates on each throw and throws last.

Match the headlines with the parts of the text.

- a) Curling at the Olympics.
- b) The team.
- c) From the history of curling.
- d) Rules of curling.

Key: 2 a; 4 b; 1 c; 3 d.

Say if the following statements true or false.

- 1. Competitions on curling are held only in winter.
- 2. Curling is known since the 15th century.
- 3. Curling players need an ice pitch to play.
- 4. Nowadays this game is popular not only in Europe.
- 5. Curling tournaments have been held on each Olympic Games since the beginning of the 20th century.
- 6. Women' teams as well men's take part in curling competitions.
- 7. Curling player throw a ball.
- 8. The players should slide the rock to the house as close as they can.
- 9. There are more than three players in each team.
- 10. The skip makes the first throw.

Key: 1 T; 2 F; 3 T; 4 T; 5 F; 6 T; 7 F; 8 T; 9 T; 10 F.

## Lesson 67. SPEAKING

*Цілі:* перевірити рівень умінь учнів з усного мовлення.

### *Procedure*

Choose any of the following topics and speak on it.

#### Sport in Britain

1. Have you ever taken part in sports competition?
2. What do you prefer: to watch sports competitions or to take part in them?
3. Does sport help you to keep fit?
4. How often do you go to the sports ground?
5. What sports are popular in your family?
6. Do you want to be a sportsman?
7. Are you good at running (swimming, skating...)?
8. What sports were invented in Britain?
9. Are all of them popular nowadays?
10. What sports have existed for some centuries?
11. Is hiking considered to be a sport?
12. Have you ever had a horse riding trip? Was it exciting?
13. What famous football (lawn tennis, boxing) championships do you know?

#### Entertainments

1. What do you usually do in your spare time?
2. Do you often go out?
3. Do you often take your friends out?
4. Where do you take them?
5. How often do you go to the theatre (cinema)?
6. Which do you prefer: to see a film over TV or on the screen in the cinema?
7. What film have you seen recently?
8. What new picture would you advise us to see? Where is it on?

9. What kinds of films do you like most of all?
10. Which do you prefer? American films, British film, films made in your country?
11. Do you usually discuss films with your friends then?
12. What is the best film you've seen this year?

Places of interest

1. What do you know about the history of London?
2. What are the main parts of London?
3. What places of interest are the most popular in London?
4. Why is London a cultural capital of Britain?
5. What is London famous for?
6. Which is the oldest museum in London?
7. Do you enjoy looking round cities?
8. What kind of places do you enjoy visiting?
9. What is the most interesting place that you have visited? Why?
10. Which place would you most like to visit? Why?
11. What country would you like to visit? Why?
12. What attracts you there?
13. What attractions in Kyiv do you know?

Pair work. Role play A call to the reception in the clinic.

Student A — you've fallen ill. You have to go to the clinic at once.

Call the reception in the clinic. Say what happened and find out if your doctor is working and suitable time for you.

*Students' cards*

leg hurts	broken finger	a pain in the chest	a heart complaint
Dr. Brown	Dr. Conrad	Dr. Foster	Dr. Stanly
11 a.m.	2 p.m.	9 a.m.	3.30 p.m.
sprained ankle	injured the knee	heart trouble	a pain in the chest
Dr. Brown	Dr. Conrad	Dr. Foster	Dr. Stanly

10 a.m. blood pressure Dr. Green 9.30 a.m. a terrible headache Dr. Green 11 a.m. a consultation Dr. Chilby 1.30 p.m.	4 p.m. a cold Dr. Wintry 1 p.m. a sore throat Dr. Wintry 3 p.m. need glasses Dr. Chilby 4 p.m.	9 a.m. a toothache Dr. Gibson 2.30 p.m. lost a filling Dr. Gibson 4.30 p.m. need to fill the tooth Dr. Chatter 10 a.m.	2 p.m. a consultation Dr. Baxter 11.30 a.m. a problem with the right eye Dr. Baxter 9 a.m. a consultation Dr. Chatter 12 a.m.
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Student B — you are a receptionist in the clinic.

Use your timetable to answer Student A's questions. Find his/her name, age, address, a telephone number and a suitable time for him/her.

Doctor	Specialist	Time	Room
Dr. Brown	surgeon	9 a.m. — 1 p.m.	Room 12
Dr. Conrad	surgeon	1 p.m. — 5 p.m.	Room 14
Dr. Foster	cardiologist	9 a.m. — 1 p.m.	Room 19
Dr. Stanly	cardiologist	1 p.m. — 5 p.m.	Room 23
Dr. Green	general practitioner	9 a.m. — 1 p.m.	Room 28
Dr. Wintry	general practitioner	1 p.m. — 5 p.m.	Room 29
Dr. Chatter	dentist	9 a.m. — 1 p.m.	Room 6
Dr. Gibson	dentist	1 p.m. — 5 p.m.	Room 8
Dr. Baxter	oculist	9 a.m. — 1 p.m.	Room 31
Dr. Chilby	oculist	1 p.m. — 5 p.m.	Room 32

Suggested conversation:

— Hello? Is that the clinic reception?

— Yes, speaking.

— May I see Dr. Green today?

— Yes, sure. What's the problem?

— I've got a terrible headache.

— What is your name? (How old are you? What is your address? What is your telephone number?) When would you like to come?

— At 11 a.m. if it is possible.

— Yes, certainly. The doctor is free at this time. (I'm afraid, you can't. The doctor is to be busy with the other patient. Maybe, 11.30 or 12 a.m.?)

— (11.30 will be OK.) Where is he receiving patients today?

— Room 28. Second floor to the right.

— Hang on. I'm just writing it down. Room 28. Thank you.

## **Lesson 68. READING**

*Цілі:* перевірити рівень умінь учнів з письма.

### *Procedure*

Choose any topic you like and write a short paragraph.

Write a letter to your pen friend about you and your friends.

- tell your name and say a few words about your appearance and your character;
- describe your friends;
- tell what you usually do after school, if you go in for some kind of sport and what your favourite sport is;
- which of your friends are good at this or that kind of sports.

Write about your entertaining habits.

- how you usually spend your free time;
- what your favourite activity is;
- how often you go out with your friends;
- if you liked your last visit to the cinema / theatre / another city and what you saw.

Write instructions that tell somebody how to cure something.

Suggestions:

- you saw somebody had lost consciousness;
- your friend's cut his finger;
- a cat has scratched your arms heavily;
- somebody has got a terrible headache.

# **Календарне планування**

## **Unit 1. IN AND OUT OF SCHOOL**

- Lesson 1. IN SCHOOL**
- Lesson 2. SCHOOL ACTIVITIES**
- Lesson 3. WHAT IS SCHOOL FOR YOU?**
- Lesson 4. DUTY AND NECESSITY**
- Lesson 5. SCHOOL RULES**
- Lesson 6. DESCRIBING A PLACE**
- Lesson 7. AFTER SCHOOL**
- Lesson 8. AFTER SCHOOL ACTIVITIES**
- Lesson 9. MEETING ONLINE**
- Lesson 10. SOCIAL NETWORKING**
- Lesson 11. EXTRA-SCHOOL ACTIVITIES**
- Lesson 12. REVISION**
- Lesson 13. REVISION**
- Lesson 14. IT'S TIME FOR READING**

## **Unit 2. AT HOME**

- Lesson 15. DOING CHORES**
- Lesson 16. DOING CHORES**
- Lesson 17. HOUSEHOLD CHORES**
- Lesson 18. DO IT YOURSELF**
- Lesson 19. HOUSEHOLD CHORES**
- Lesson 20. HOW DO YOU FEEL ABOUT YOUR DUTIES?**
- Lesson 21. MY TYPICAL DAY**
- Lesson 22. ALL ABOUT FOOD**
- Lesson 23. YOU ARE WHAT YOU EAT**
- Lesson 24. CAN YOU SET OUT A FESTIVE TABLE?**
- Lesson 25. A LITTLE OR A FEW**
- Lesson 26. WRITING A RECIPE**
- Lesson 27. REVISION**
- Lesson 28. IT'S TIME FOR READING**
- Lesson 29. LISTENING COMPREHENSION**
- Lesson 30. SPEAKING**
- Lesson 31. READING**
- Lesson 32. WRITING**

## **Unit 3. SPORTS FROM A TO Z**

- Lesson 33. SPORT IS FUN**
- Lesson 34. THE OLYMPIC GAMES**
- Lesson 35. YOU ARE GOOD AT SPORTS, AREN'T YOU?**
- Lesson 36. JOINING A SPORTS CLUB**
- Lesson 37. IS SPORT ALWAYS FUN?**
- Lesson 38. WHY WE LOVE SPORT**
- Lesson 39. DOCTOR! DOCTOR!**
- Lesson 40. HOW HEALTHY ARE YOU?**
- Lesson 41. HEALTH SERVICE**
- Lesson 42. HEALTH SERVICE**
- Lesson 43. IT'S SOMETHING WRONG WITH ME**
- Lesson 44. AT THE DOCTOR'S**
- Lesson 45. KEEPING HEALTHY**
- Lesson 46. OFF SCHOOL**
- Lesson 47. SPORTS IN OUR LIFE**

**Lesson 48. IT'S TIME FOR READING**

## **Unit 4. LEISURE TIME**

**Lesson 49. ENTERTAIN YOURSELF**

**Lesson 50. FAVOURITE MOVIES**

**Lesson 51. FILM GENRES**

**Lesson 52. DO YOU LIKE MOVIES?**

**Lesson 53. ARE YOU A CINEMA-GOER?**

**Lesson 54. GOING TO THE THEATRE**

**Lesson 55. LIKES AND DISLIKES**

**Lesson 56. PLACES OF INTEREST**

**Lesson 57. FAMOUS LANDMARKS OF LONDON**

**Lesson 58. FAMOUS LANDMARKS OF KYIV**

**Lesson 59. THINGS TO SEE**

**Lesson 60. PAST ACTIVITIES**

**Lesson 61. NEW IMPRESSIONS**

**Lesson 62. CULTURAL LONDON**

**Lesson 63. WELCOME TO CANADA**

**Lesson 64. IT'S TIME FOR READING**

**Lesson 65. LISTENING COMPREHENSION**

**Lesson 66. READING**

**Lesson 67. SPEAKING**

**Lesson 68. WRITING**

## Календарне планування

«Затверджую»

20\_\_\_ /20\_\_\_ навчальний рік

Директор \_\_\_\_\_

Клас 7 \_\_\_\_\_

№	Тема уроку	Мовний компонент		Мовленнєвий компонент			
		Лексичний матеріал	Граматичний матеріал	Аудіювання	Говоріння	Читання	Письмо
I семестр							
Unit 1. In and out of school							
1	In school	A canteen, a gym, a headmaster, a library, a locker, a science lab, stuff		School life	Ex. 3, p. 9	Ex. 2, p. 9	Completing the sentences
2	School activities	An activity, an aid, a facility, Biology, Chemistry, a choir, an orchestra, Physics, Technology	There is /are	Ex. 2, p. 11	Ex. 1, p. 10	Ex. 4, p. 12	Sentences about school activities
3	What is school for you?	Boarding school, fair, shabby, spacious, to mean, to be close to, to show around		Ex. 1, p. 13	Do you enjoy studying?	Ex. 2, p. 14. Ex. 3, p. 14. Summerhill School	Making up sentences
4	Duty and necessity. Вдосконалення граматичних навичок		Must, have to, need			Ex. 4, p. 17	Ex. 1, p. 16
5	School rules. Вдосконалення навичок усного мовлення		Must, have to, need		Ex. 1, p. 18. Ex. 3, p. 20	Ex. 2, p. 19	Ex. 4, p. 20
6	Describing a place				Ex. 1, p. 21	Ex. 1, p. 21	Ex. 2, p. 21
7	After school. Активізація лексичного матеріалу		Suffix -er	Timetable	Ex. 2, p. 23		Ex. 3, p. 23
8	After school activities. Вдосконалення навичок читання й усного мовлення	An event, a member, to dream, to practice, to try out, handy, to be keen on, to get together, to hang around, to join		A short story	Ex. 5, p. 25	Ex. 4, p. 24	Writing about a club you would like to join
9	Meeting online. "Вдосконалення навичок аудіювання й усного мовлення"	Information, networking, safety, to download, to join, to post, dangerous, online, safe, social, to be upset, to keep repeating smth	Too/enough	Ex. 1, 2, p. 26	Ex. 3, 4, p. 27	Ex. 3, 4, p. 27	Filling the gaps
10	Social networking. Активізація мовного матеріалу		Enough/too much / too many + noun		The survey	Ex. 2, p. 29	Ex. 1, p. 29
11	Extra-school activities	School subjects. Numerals			Ex. 3, p. 33. Ex. 4, p. 33	Ex. 2, p. 32	About your hobby. Ex. 1, p. 34
12	Revision. Вдосконалення навичок письма, усного мовлення й читання		Must / have to		Ex. 5, p. 36	Ex. 1, p. 35. Ex. 5, p. 36	Ex. 3, p. 35
13	Revision. Вдосконалення			Ex. 6 (b), p. 38	Ex. 6 (a), p. 38.	Ex. 7, p. 39.	Completing the text



	навичок письма, усного мовлення й читання				Ex. 8, p. 39	Ex. 9, p. 40	
14	It's time for reading				Ex. 4, p. 23. Ex. 3, p. 43. Ex. 2, p. 43	Ex. 1, p. 42	Rearranging the sentences
5	Doing chores. Уведення лексичного матеріалу	A mess, to pick up, to tidy, cozy, to get upset, do the washing up, do the cooking, do the ironing, sweep the flooe, water the plants, do the laundry, fix things		Ex. 3, p. 49	Ex. 4, p. 49 Ex. 6, p. 50	Ex. 4, p. 49	Completing the sentences
16	Doing chores. Удосконалення навичок аудіювання, усного мовлення й письма			Completing the chart	Answer the questions. Ex. 7, p. 50		Ex. 7, p. 50. Picture dictation
17	Household chores. Удосконалення навичок усного мовлення й читання	To boil, to cut, to dry, to fry, to pour, to prefer, to serve, to do chores, to do house holding duties		Completing the chart		Ex. 1, p. 52. Ex. 2, p. 54. Ex. 3, p. 57	Write about your day
18	Do it yourself. Удосконалення лексичних і граматичних навичок			Ex. 6, p. 56	Ex. 4, p. 55	Ex. 5, p. 55	
19	Household chores. Активізація лексичного матеріалу		Somebody /something/somewhere	Dialogue			Picture dictation. Ex. 2, p. 58
20	How do you feel about your duties?			Completing the chart	Ex. 1, p. 59. Ex. 2, p. 59	Ex. 3, p. 60	
21	My typical day. Активізація лексичного матеріалу	An appliance, an improvement, an oven, electrical		Dialogue	Ex. 7, p. 62	Ex. 6, p. 62	Ex. 1, p. 63
22	All about food. Удосконалення усного мовлення й читання	An acid, a carbohydrate, an immunity, zinc, to increase, to repair, to smell, organic, protein, successful			Ex. 1 (a), p. 64. Ex. 2, p. 65	Ex. 1 (b), p. 64. Ex. 3, p. 65	
23	You are what you eat. Активізація лексичного матеріалу	Peel, slice, mash, mix, oil, boil, chop, pour, cut, fry			About junk food	Ex. 3, p. 70	Making up sentences. Ex. 2, p. 69
24	Can you set out a festive table? Удосконалення навичок аудіювання	A dish, a method, to set, to spread, to lay the table		Ex. 2, p. 72	Ex. 3, p. 72	Ex. 3, p. 72. Jigsaw reading	Table manners
25	A little or a few. Удосконалення лексичних і граматичних навичок			Newton's Dinner	Ex. 3, p. 75	Ex. 2, p. 74	

26	Writing a recipe. Удосконалення навичок усного мовлення й письма			Ex. 1, p. 76	Ex. 5, p. 78	Ex. 3, p. 77. Ex. 4, p. 78	Ex. 2, p. 76. Writing a recipe
27	Revision. Удосконалення навичок письма, усного мовлення й читання				Ex. 1, p. 80. Ex. 2, p. 80	Ex. 1, p. 80. Ex. 3, p. 81	Writing about daily diet
28	It's time for reading			Ex. 9, p. 84	Ex. 7, 8, p. 82-84. Ex. 2, p. 87	Ex. 6, p. 82. Ex. 1, p. 85	
9	Контрольна робота з аудіювання						
10	Контрольна робота з говоріння						
11	Контрольна робота з читання						
12	Контрольна робота з письма						
II семестр							
Unit 3. Sports from A to Z							
3	Sport is fun. Уведення лексичного матеріалу	Kinds of sport		Descriptions of the sports	Dialogues		Ex. 2, p. 93
4	The Olympic Games. Удосконалення навичок вимови, усного мовлення й письма	A flame, a mascot, a spirit, a wheelchair, to compete, to light, to represent, to take place, to take part, across the world		Olympic mascots	Ex. 1, p. 93. Ex. 5, p. 97	Ex. 2, p. 93-96	Ex. 4, p. 97
5	You are good at sports, aren't you? Удосконалення лексичних і граматичних навичок		Tag-questions	The most popular sports in Great Britain and in Ukraine	Ex. 3, p. 99.	The History of the Olympic Games	Ex. 2, p. 99
6	Joining a sports club. Удосконалення навичок аудіювання			Ex. 1, p. 100. Ex. 2, p. 101	Ex. 3, p. 101. Discussing sport problems		Ex. 1, p. 100. Ex. 2, p. 101
7	Is sport always fun? Активізація граматичного й лексичного матеріалу			Water polo rules	Arguments as for sports	Ex. 6, p. 103	The rules of any sports game
8	Why we love sport. Удосконалення навичок усного мовлення й читання				Ex. 1, p. 105	Ex. 2, p. 105	Ex. 1, p. 107
9	Doctor! Doctor! Уведення лексичного матеріалу	Headache, toothache, stomachache, earache, backache			Ex. 2, p. 108	A text about health	About health problems
10	How healthy are you? Удосконалення навичок усного мовлення й читання			Completing the word combinations	Getting information	Ex. 6, p. 110	Ex. 4, p. 110
11	Health service. Уведення				Short dialogues. Ex. 3, p. 113	Ex. 1 (b), p. 111. Ex. 2, p. 112	Completing the sentences

	лексичного матеріалу. Вдосконалення навичок читання						
42	Health service. Удосконалення навичок усного мовлення й читання	An accident, a disease, a dentist office, a pill, a surgeon, a symptom, a treatment, private, regular, to make an appointment			Work in groups: doctors and patients. Ex. 7, p. 114. Ex. 8, p. 115		Ex. 6, p. 114. Ex. 7, p. 114
43	It's something wrong with me. Удосконалення граматичних навичок		Past Perfect		Ex. 5, p. 118	Ex. 5, p. 118	Ex. 4, p. 118. Ex. 2, p. 117
44	At the doctor's. Удосконалення навичок аудіювання, читання й усного мовлення			Ex. 1, p. 119. Ex. 2, p. 119	Short dialogues about problems and solutions. Ex. 4, p. 120		
45	Keeping healthy. Активізація мовленнєвого матеріалу			Arranging the sentences	Ex. 1, p. 121. Ex. 4, 5, p. 122. Ex. 2, p. 121		Ex. 3, p. 122. Ex. 1, 2, p. 124
46	Off school. Активізація мовленнєвого матеріалу				Ex. 4, p. 126	Ex. 2, p. 125. Ex. 4, p. 126	Ex. 3, p. 126
47	Sports in our life. Удосконалення лексичних і граматичних навичок			Sport in Britain	Ex. 10, p. 130	Jigsaw reading	
48	It's time for reading				Ex. 3, p. 133. Ex. 4, p. 133	Ex. 1, p. 132	Ex. 2, p. 130. Writing a summary

#### Unit 4. Leisure Time

49	Entertain yourself. Уведення лексичного матеріалу	A comedy, a science fiction film, a cartoon, a historical film, a horror film, a musical, an action film, a thriller, entertainment, leisure, to entertain			Ex. 3, p. 139. Ex. 5, p. 139	Ex. 2, p. 139. Broken dialogues	Making up sentences
50	Favourite movies. Удосконалення навичок аудіювання й усного мовлення	A character, a plot, a title, catchy, confusing, convincing, fascinating, spectacular		Ex. 3, p. 141. Ex. 6, p. 142	Ex. 1, p. 140. Ex. 2, p. 140	Ex. 4, p. 141	
51	Film genres. Удосконалення навичок читання й усного мовлення			Dialogue		Ex. 1, 2, p. 143. Ex. 4, p. 145	Ex. 3, p. 144
52	Do you like movies? Удосконалення навичок				Short dialogues	About Anthony Hopkins	About your favourite movie

	вживання нових лексичних одиниць						
53	Are you a cinema-goer? Удосконалення навичок читання й усного мовлення		Reflexive pronouns		Interview. Dialogues about films		Filling in the card
54	Going to the theatre. Удосконалення навичок читання й усного мовлення	An audience, a cast, a performance, a play, a scenery, a stage, to act, to perform, to stage		The theatre	Ex. 1, p. 148	Ex. 1, p. 148	Last visit to the theatre
55	Likes and dislikes. Удосконалення навичок аудіювання й усного мовлення				Ex. 4, p. 150. Ex. 5, p. 151	Information about a famous actor	Ex. 1, p. 152
56	Places of interest. Удосконалення навичок читання й усного мовлення	Guide book, go sightseeing, look around, get lost, take photos, tour, typical		Text about London	The most popular activities and hobbies	Broken sentences	Ex. 2, p. 154
57	Famous landmarks of London. Уведення лексичного матеріалу	An architect, a dome, heating, a skyscraper, to collapse, to destroy, to save, to whisper, huge, medieval		Text about London	Ex. 4, p. 154	Ex. 2, p. 157. Ex. 1, p. 155	Writing about famous landmarks in London
58	Famous landmarks of Kyiv. Удосконалення навичок читання й усного мовлення				Ex. 3 (a), p. 158	Ex. 3 (b), p. 158	Your favourite place in your city
59	Things to see. Удосконалення навичок аудіювання, усного мовлення й письма			Ex. 1 (a), p. 162. Ex. 3, p. 163	Ex. 1 (b), p. 162	Ex. 4, p. 164	Writing a postcard
60	Past activities. Активізація граматичного й лексичного матеріалу		The Past tenses		Short dialogues		Filling the chart. Ex. 2, p. 165
61	New impressions. Удосконалення навичок читання й усного мовлення			The British Museum	Ex. 1, p. 167. Ex. 5, p. 169	Ex. 4, p. 168. Ex. 7, p. 169-170	Writing about the town you like
62	Cultural London. Удосконалення навичок аудіювання, читання й усного мовлення			Ex. 3, p. 173	Last visit to the theatre. Ex. 4, p. 173	Ex. 5, p. 174	Ex. 1, p. 172
63	Welcome to Canada. Активізація граматичного й лексичного матеріалу		Reflexive pronouns		Ex. 8, p. 175	Ex. 9, p. 176. Ex. 11, p. 177-178	Ex. 2, p. 171
64	It's time for reading. Удосконалення навичок читання й усного мовлення			London in Shakespeare's days	Ex. 4, p. 182. Ex. 5, p. 182	Ex. 1, p. 179. Ex. 2, p. 180. Ex. 3, p. 181	The last time you went to the theatre
65	Контрольна робота з аудіювання						
66	Контрольна робота з говоріння						
67	Контрольна робота з читання						
68	Контрольна робота з письма						