

Л. В. Калініна, І. В. Самойлюкевич

«English for secondary schools
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«Англійська мова для спеціалізованих шкіл

з поглибленим вивченням англійської мови»

підручник для 5 класу закладів загальної середньої освіти

Любий друже!

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

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

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

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

Good luck!
Хай щастить!

Was your summer fun?

I. Conversation Warm-up

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



to travel



to play computer games



to do the shopping



to enjoy
a hobby



to take part
in celebrations

to read
for pleasure



to rollerskate

Example: *I travelled to Egypt in summer.*



II. Pronunciation Warm-up

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

THE SUMMER RAP

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

III. Grammar Smart

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

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

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

C: *By train. ...?*



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

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

Did you go to the sea or to the mountains?

- to watch a film – to read a book;
- to play football – to play computer games;
- to take part in sport competitions – to take part in a concert;
- to swim in the sea – to bathe in the river;

IV. Time to Read

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

I went to my granny in summer. She lives in the village in a small house near the river. Nature is so beautiful there. I helped village children to take care of it: we cleaned the river banks and watered the bushes near it. My friends and



I went boating and fishing. Sometimes my granddad taught me to ride horses. I love animals, especially horses. I had some pocket money and bought some sugar for them. I was so excited about my holidays!



My family and I travelled to Turkey. We went sightseeing every day. I saw many interesting museums, monuments and other historical places. I took a lot of pictures and learned much new about their lifestyle. I enjoyed my trip to Turkey but I missed my native Ukraine badly. East or west home is best, you know.



I went to the summer camp near Odesa. It is a very beautiful place at the Black Sea. I made many new friends from different countries there. We had interesting discussions, sea trips and meetings with well-known actors, writers and artists. Besides, Julia is a great lover of healthy food. She taught me how to cook popular Polish vegetable soup. It's really delicious! I think my mom and dad will like it.



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

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





V. Time to Communicate

1. Compare the children's summer time with your own and say if your summer was fun. Follow the question plan.

QUESTION PLAN

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



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

Pattern:

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

B: As for me, I ... and

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

B: I went with And what about you?

A: I spent my summer holidays

B: How did you get to ... ?

A: We went there by

B: Did you ... ?

A: Sure. I enjoyed



VI. Time to Write

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

Is school fun for you?

I. Conversation Warm-up

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



I like school because I can make new friends there.



I learn many new things at school every day.



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



I like to have fun at breaktime with my friends.



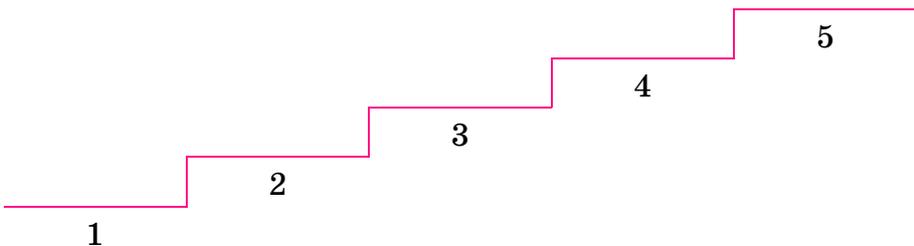
I am getting smarter and smarter. I like it and my parents compliment me.



I like to get good marks at the lessons.

You

?



I learn many new things every day.

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





II. Pronunciation Warm-up

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

THE FIRST OF SEPTEMBER CHANT

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

III. Grammar Smart

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

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

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



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

Example:

A: *What time is it?*

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

A: *OK.*



in the morning



in the afternoon



in the evening



c) Work in chains and say what you have in your school classroom and ask you friends about it. Use the words from the box.

Example: *There are 15 desks in our classroom. How many computers are there in our classroom.*

Remember!

There is ... in the classroom.

There are ... in the classroom.

How many pupils are there ...?

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

IV. Time to Read

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



THE FIRST DAY AT SCHOOL

Ann: Hi, Helen. Glad to see you!

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

Taras: Hi, Ann. Nice to meet you.



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

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

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

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

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

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

Taras: English is one of my favourite subjects.

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

Taras: School is fun!

2. Find in the text and say:

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



V. Time to Communicate

1. Look at the pictures and compare Taras's first day at school and yours. Say why school is fun for you.





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

P a t t e r n :

A: Hi, Glad

B: Hi, This is

A: Welcome Our class is

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

A: What school did you ... ?

C: I finished ... in

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

C: It's as

A: You are lucky because

B: School is fun.



VI. Time to Write

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

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



Unit One: We are a Family

1:1. What makes a family for you?

Word Bank

relatives
friendly
nuclear
extended

Phrase Bank

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

Communication Box

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

I. Conversation Warm-up

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



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

II. Pronunciation Warm-up



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

COUSIN POEM

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

Unit 1

III. Grammar Smart

1. Look and recall!



a mother



mothers



a son



sons



a grandfather



grandfathers

2. Play a grammar football game.

Example: A: *son* →  → B: *sons*

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

3. Read and remember!



a man



men



a woman



women



a child



children



a tooth



teeth



a foot



feet



a goose



geese



a mouse



mice

a) Change the sentences as in the pattern.

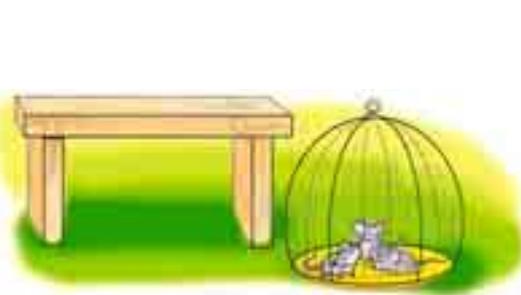
Pattern: This is a man.
 These are men.

That is a woman.
 Those are women.

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

b) Answer the questions about the picture.

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



Unit 1

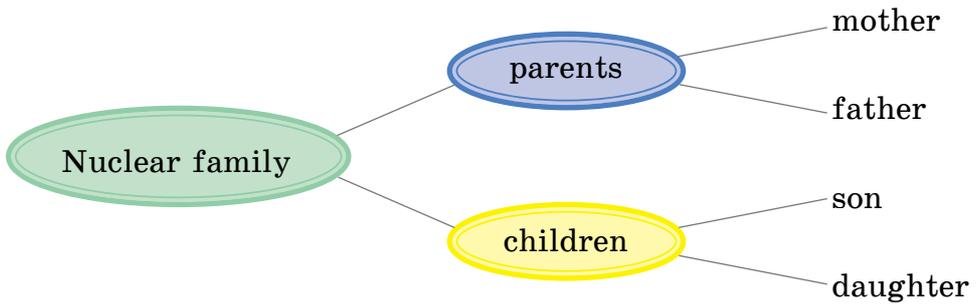
1. How many women can you see?
2. How many children can you see?
3. How many teeth has the baby got?
4. How many geese can you see?
5. How many mice can you see?

Go to Ex. 1–2 of your Workbook

IV. Word Smart

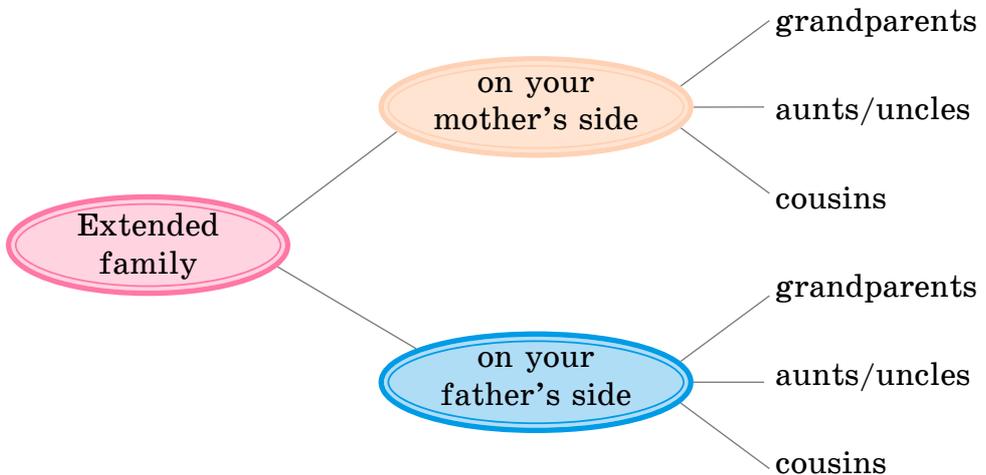
Study these words and speak about:

a) Your nuclear family.



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

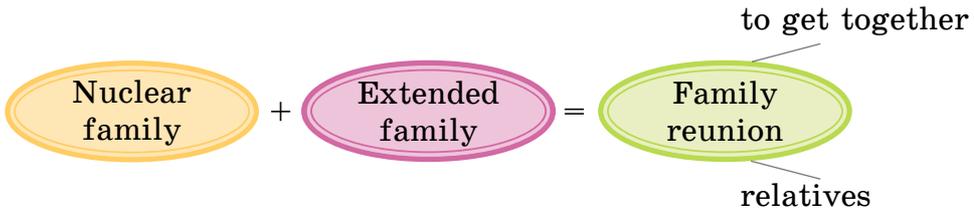
b) Your extended family.



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

c) Your family reunion.





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



At Home:

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

THE EXTENDED FAMILY CHART

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

V. Time to Read

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

TALKING ABOUT RELATIVES

Steve: Hi, Ann. Where have you been?

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

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

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

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

Ann: Have you got any cousins?

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

Saturday evening and meet my family.

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

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

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

Across Cultures: the USA

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

2. Complete the sentences.

Example: Ann was at her granny's place.

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

3. Read out the sentences about:

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

4. Say what family and relatives you've got.

Go to Ex. 3–4 of your Workbook

VI. Time to Communicate:

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



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

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



- a girl-cousin
- a boy-cousin
- a family reunion

3. Compare Ann's and Steve's families and say what makes your family.



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

Pattern:

A: Hi, Where have you been?

B: Hello, I was

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

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

A: Sure. Unfortunately We only

B: I see.

VII. Time to Listen



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

2. Choose the correct variant.

1. Pavlo's granny lives
 - a) in a big city;
 - b) on a farm;
 - c) at the seaside.
2. Pavlo has got many relatives
 - a) on his father's side;
 - b) on his mother's side;
 - c) on both his father's and mother's sides.
3. This summer are planning to come
 - a) ten relatives;
 - b) seven relatives;
 - c) eleven relatives.

Unit 1

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

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

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



VIII. Time to Write

Fill in your application form.

APPLICATION FORM

First Name _____

Family name _____

Your mother's full name _____

Your father's full name _____

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

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

What other relatives have you got?

Go to Ex. 5 of your Workbook



1:2. What are you like?

Word Bank

handsome
beard
moustache
plump

Phrase Bank

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

Communication Box

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

I. Conversation Warm-up

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



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

II. Pronunciation Warm-up



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

FAMILY POEM

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

III. Grammar Smart

1. Look and recall!



young



younger



the youngest



tall



taller



the tallest



short



shorter



the shortest

2. Play a grammar trio game.

Example: A: *warm*

B: *warmer*

C: *the warmest*

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

3. Read and remember!

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

a) Compare the following.

Example:



This book is interesting.



That book is more interesting.



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

1. beautiful



2. good-looking



3. exciting



4. modern



5. comfortable



b) Complete the sentences.

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

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

Unit 1

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

Go to Ex. 6–7 of your Workbook

IV. Word Smart

Study these words and describe:

a) your brother or sister.



good-looking
straggly hair
long legs



curly hair
rosy cheeks
tiny nose

Example: *My teenage brother is good-looking ...*

b) your parents.



beautiful
slender
straight hair



handsome
beard
moustache

Example: *My mother is a beautiful woman.*

c) your grandparents.



grey-haired
wrinkled face
young at heart

bald
stooping back
bushy eyebrows

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



At Home:

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

V. Time to Read

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

DESCRIBING FAMILY MEMBERS

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

Dear Mum and Dad,

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

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

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

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

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

I hope you will see who is who.

Write to me soon.

*Love,
Helen.*



Across Cultures: Great Britain

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

2. Answer the questions.

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

old

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

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

3. Read out the sentences about:

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

4. Show a photo of your family to your friends and let them say who you take after.

Go to Ex. 8–9 of your Workbook

VI. Time to Communicate



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

Pattern: *Jennifer's mother was pretty. Now she is good-looking, too.*

pretty

handsome

a beard

grey-haired

good-looking

bald

a stooping back



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

Pattern:

A: ...

B: In her nice black dress.

A: ...

B: Her husband David.

A: ...

B: Yes, he is so good-looking.

A: ...

B: No, she is sweet and plump.

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

Examples: *Both your father and mine are tall and slender.
Unlike your sister, mine has curly hair.*



VII. Time to Write

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

I am ... now.

I look like my

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

I have got

My hair is

They say, I am

I think

Go to Ex. 10 of your Workbook

1:3. What are you like?

Word Bank

intelligent
well-organised
modest
reliable
well-bred
reasonable
a librarian
a journalist
a bank manager
sociable

Phrase Bank

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

Communication Box

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

I. Conversation Warm-up

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

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

Yes	No

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

II. Pronunciation Warm-up



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

MANNERS POEM

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

Helen H. Moore



III. Grammar Smart

1. Play a grammar comparison game.



nice
busy
kind
smart

funny
lazy
strong
clever

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

2. Match the pictures to their descriptions (p. 30).



a) These children are hardworking.

c) These people are helpful.

b) These women are good-looking.

d) These men are friendly.

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

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

Go to Ex. 11–12 of your Workbook

IV. Word Smart

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

Please, meet my cousins, Kate and Mike.

Kate is the greatest reader in the family. She regularly goes to the library to exchange books. Her mother is a librarian and a good one at that. As for her dad he is a teacher of literature. They often speak about books at home.

We often talk about reading. Kate is the most intelligent person I know. She has a remarkable sense of humour. However, she is a modest girl, she never boasts of what she knows.

My boy-cousin Mike is the most optimistic person in my family. He is much more reliable than others. Besides, he is a very smart guy. He has a better head for computers than I do. No wonder, his dad is a computer programmer and he helps him a lot. But sometimes he is badly-organized. That is his minus

My mum is Kate's aunt. She is a journalist and often writes articles about family's traditions. In her last article she described 'reading parties' of Kate's family. I was proud of my mum and Kate's family.

As for my dad he is a bank manager. He is very sociable and everybody likes him. I adore him too. I want to be like my parents.

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

Character words in ovals:

- to boast of smth
- to have no sense of humour
- intelligent
- modest
- badly-organized
- hard-working
- to have a good head for smth
- smart
- lazy
- polite
- optimistic
- punctual
- helpful
- responsible

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

3. Complete Ann’s post in her blog.

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



At Home:

Make a post in your blog about your parents.

V. Time to Read

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

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

“YOU CANNOT MISS YOUR DANCING LESSON!”

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

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

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

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

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

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

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

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

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

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

2. Choose the right word.

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

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

3. Read out the sentences about:

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

4. Say what you are like. Use the phrases:

- I think I am ...
- My mum says ...
- My friends call me ...
- My teachers believe that ...
- In brother’s/sister’s opinion I ...

Go to Ex. 13–14 of your Workbook

VI. Time to Communicate

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

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



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

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



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

Pattern:

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

B: Sure, because

A: As for his father, he

B: Yes, he always agrees with

A: What do you think of ...?

B: She is ... and

A: Do you like ...?

B: I do. He is a good boy.



VII. Time to Write

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

- ... intelligent?
- ... well-bred?
- ... reliable?
- ... well-organized?
- ... with a remarkable sense of humour?
- ... helpful?
- ... reasonable?

Go to Ex. 15 of your Workbook

1:4. What do your friends and you like?

Word Bank

pastime
hobby
prefer
seashore

Phrase Bank

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

Communication Box

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

I. Conversation Warm-up

Look and say what these families like to do together.



Example: *This family likes hiking together...*

II. Pronunciation Warm-up



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

CHARACTER POEM

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

III. Function Smart

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

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



to play the piano

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



swimming

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



computer games

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



to watch videos

Go to Ex. 16–17 of your Workbook

IV. Word-smart

1. Look at the children's popular pastime chart and say which your friends and you prefer.

POPULAR CHILDREN'S PASTIME CHART



reading



listening to music



playing sports



picnicking



watching videos



playing computer games

Example: *Reading is something my friends and I can't do without.*

2. Read the rhyme and find the pastime words. Rank them in order of importance to you and say what "healthy rest" and "healthy leisure" is for you.

PASTIME RHYME

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



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

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

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

weekend trip – *travelling at the weekend*

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

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



At Home:

Make a list of your friends' pastimes and fill in the "How Often?" Chart.

THE "HOW OFTEN?" CHART

From time to time	Often

V. Time to Read

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

PLANNING A WEEKEND

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

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

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

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

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

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

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

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

Jennifer: Let's get down to packing then.

the Collinses Blackpool
See First Aid Kit: Grammar 4, p, 235



Across Cultures: Great Britain

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

2. Fill in *the* where necessary.

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

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

3. Read out the sentences about:

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

4. Say what your weekends with friends are like.

VI. Time to Communicate

1. Act as Mike and describe your hobby:



to go to Blackpool
swimming stuff
can't do without

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



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



3. In pairs, talk about your friends' pastime as in the pattern.

Pattern:

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

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

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

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

A: I'd like to I'm sure

B: Exactly. Don't forget

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

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



VII. Time to Listen

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



VIII. Time to Write

Write an invitation card to your friends and invite him/her to spend your time together.

Pattern:



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

*Best ... ,
... .*

Go to Ex. 18–20 of your Workbook

1:5. My progress in English

I. Grammar Smart

Write the underlined words in the plural.

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

Check if you:

can use nouns in the plural.

(Yes/No)

II. Word Smart

Fill in the right words.

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

Check if you:

know character words.

(Yes/No)

III. Function Smart

Match the beginnings and the endings

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

Check if you:

can express your likes.

(Yes/No)

IV. Time to Read

Read the story and answer the questions.

THINK BEFORE YOU TRIP

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



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

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

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

Unit 1

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

Check if you:

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

(Yes/No)



V. Time to Listen

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

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

Check if you:

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

(Yes/No)



VI. Time to Write

Draw your family tree and describe it.

Check if you:

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

(Yes/No)

Go to your WB, Cross-cultural Workshop 1



Unit Two: Day in, Day out

2:1. What is Your Usual Morning schedule?

Word Bank

to check
to ring
at present
at the moment

Phrase Bank

to do morning exercises
to pack a schoolbag
to call smb for breakfast
to do one's hair
to brush one's teeth
to go for a morning jog
to take a swim
to do one's bed

Communication Box

Good of you!
Just wait.
Bye for now.
See you.

I. Conversation Warm-up

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



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

II. Pronunciation Warm-up



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

THE MORNING SCHEDULE RHYME

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

Unit 2

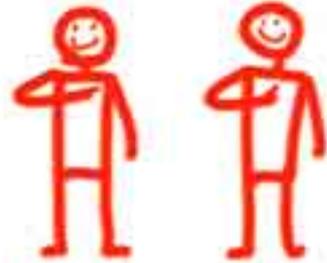
- I am doing my morning exercises.
- I am eating, eating, eating.
- What are you eating?
- I am eating breakfast.
- I am walking, walking, walking.
- Where are you walking?
- I am walking to my granny.

III. Grammar Smart

1. Look and recall!



I am ...



We are ...



He is ...



You are ...



She is ...



They are ...



2. Play a grammar completion game.

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

Ann is busy in the morning.

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

3. Read and remember!

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

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

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

Example:

do		
doing	have	
	having	

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

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

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

Example: *Olha is writing on the board.*

Go to Ex. 21–22 of your Workbook

IV. Word Smart

Study these words and speak about.

a) your morning hygiene:



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

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

b) your morning fitness programme:



to go for a morning jog



to do one's morning exercises



to take a swim

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

c) Your morning duties.



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

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



At Home:

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

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

V. Time to Read

1. Read in pairs. Say:

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

TALKING ABOUT MORNING SCHEDULE

Part One

Steve: Morning, Ann! How are you doing?

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

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

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

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

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

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

Ann: Bye for now.

Part Two

Ann's mother: Ann, where are you?

Ann: I'm on the phone, Mum.

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

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

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

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

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

do – doing
put – putting
take – taking

First Aid Kit:
Spelling 5, p. 239

Across Cultures:



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

2. Fill in the missing words.

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

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

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

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

to ...	_____	a shower
	_____	a swim
	_____	a dictionary

Go to Ex. 23–24 of your Workbook

VI. Time to Communicate

1. Act as Ann and describe your morning schedule.



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



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



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



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

Pattern:

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

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

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

B: I'm ... and

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

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

A: Thank you. Oh, See you at

B: Bye for now.

VII. Time to Listen



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

2. Choose the correct answer.

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



VIII. Time to Write

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

Pattern:

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

... .

Go to Ex. 25 of your Workbook

2:2. Afternoon schedule

Word Bank

to relax
to socialize
sleepy
tired
choir

Phrase Bank

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

Communication Box

The thing is ...
Perhaps ...

I. Conversation Warm-up

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



to walk a dog



to play table tennis



to have a dancing lesson



to sing in a choir



to go shopping

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

II. Pronunciation Warm-up

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

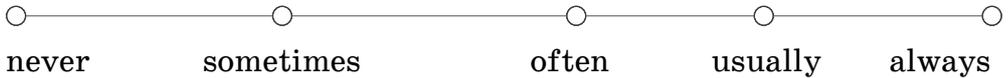
Afternoon Rap

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

Hooray!

III. Grammar Smart

1. Look and recall!



Example: *I never go shopping.*



now
at the moment
at present
at the present moment

Example: *I am doing the room now.*

2. Play a grammar contrast game.

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

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

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

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

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



3. Read and remember!

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

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

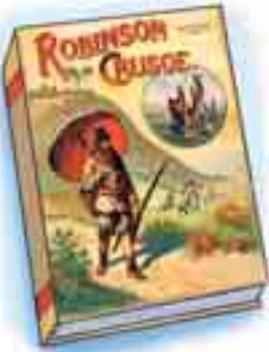
Example: *I am learning to play table tennis these days.*

a) Complete the sentence.

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

I am reading "Robinson Crusoe" these days.

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



2. The girl is ... this year.

3. The children are ... these days.



Unit 2

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



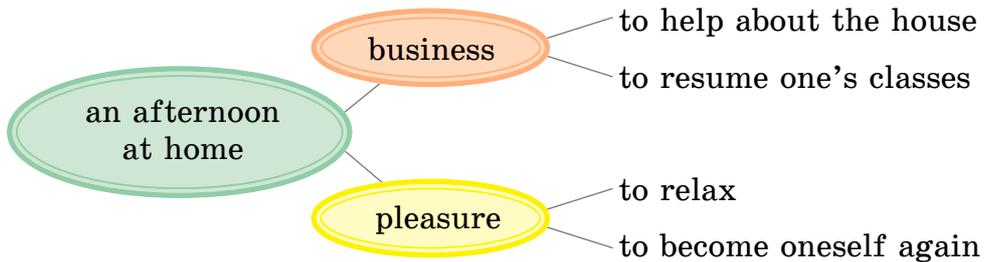
b) Say what keeps you/ your friends busy or interested these days.
Example: *I am learning to rollerskate these days.*

Go to Ex. 26–27 of your Workbook

IV. Word Smart

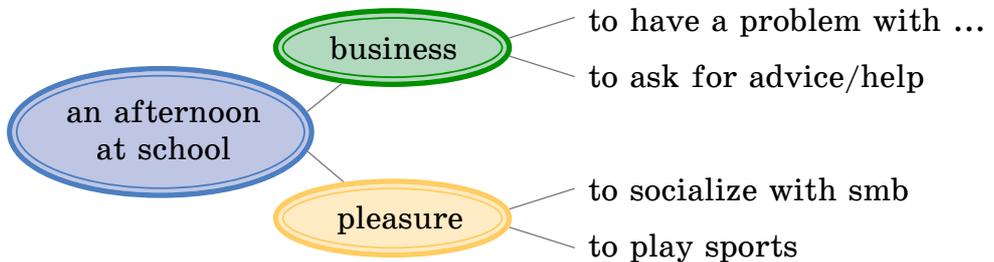
Study these words and describe things you can do:

1. at home:



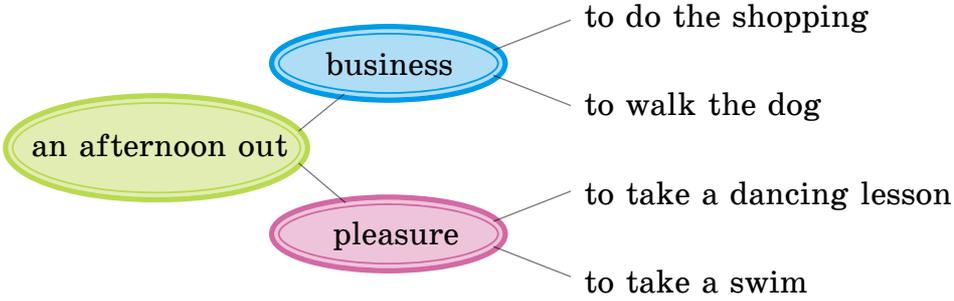
Example: *First, I help my mom about the house in the afternoon and then I listen to music to relax.*

2. at school:



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

3. out:



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



At Home:

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

THE AFTERNOON SCHEDULE CHART

Business	Pleasure
I help my mum about the house

V. Time to Read

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

AN AFTERNOON PROBLEM

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

Dear friends,
I am asking you for advice. I am studying at the Bell Language School in England now. I have three morning classes of English every day. Besides, I work in the computer lab or in the library. It keeps me busy most of the day time.
In the afternoon, though, I am free from school, but it doesn’t make things any easier. The thing is that perhaps I have a problem with my afternoon schedule. Usually after

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

*Yours,
Helen.*

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

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

Across Cultures: Great Britain



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

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

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

to swim

to walk

a walk

a swim

advise

advice

Example: *I am asking you for →*

I am asking you for advice.

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



3. Read out the sentences about:

- Helen's morning (afternoon, evening) time;
- 4. Describe your afternoon schedule and compare it with Helen's afternoon.

Go to Ex. 28–29 of your Workbook

VI. Time to Communicate

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

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

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

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

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



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

Helen: Hello, Helen is speaking.

You: ...

Helen: I have a problem with my afternoon schedule.

You: ...

Unit 2

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

You: ...

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

You: ...

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

You: ...

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

You: ...



VII. Time to Write

Write a letter to the children's magazine about your afternoon schedule which is the busiest time of the day and ask for advice. Follow the pattern.

Pattern:

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

Yours,

Go to Ex. 30 of your Workbook

2:3. Evening schedule

Word Bank

library
tourist
ancient

Phrase Bank

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

Communication Box

As for ...
Luckily ...

I. Conversation Warm-up

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



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

II. Pronunciation Warm-up



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

ECHO-POEM

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

III. Grammar Smart

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

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

ANN'S EVENING SCHEDULE



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



STEVE'S EVENING SCHEDULE



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

