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РОБОЧИЙ ЗОШИТ

до підручника
«Англійська мова. 5 клас»
для спеціалізованих шкіл
з поглибленим вивченням
англійської мови

*Схвалено для використання
в загальноосвітніх навчальних закладах*

Київ
«Генеза»
2013

Unit One. We are a Family

1.1. What makes a family?

1. Write the sentences with underlined words in the plural.

Example: *My elder sister has a child.*
My elder sister has children.

1. I have got a boy cousin.

2. My aunt has a daughter.

3. My little nephew has a tooth.

4. We have got a white goose.

5. Ann has got an uncle.

2. Translate the Ukrainian words into English and complete the story.

My friend's family is large and friendly. He has got parents, _____ (*дві бабуці*) and _____ (*один дідусь*). Also, he has got _____ (*три тітки*) and _____ (*один дядько*). His uncle has got _____ (*двоє дітей*). They are my friend's cousins.

3. Find eight family words and make up sentences with them.

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

Example: *cousins – I have got two boy-cousins.*

4. Fill in the chart as in the example.

My nuclear family	Example: <i>my mother, my father, my elder brother and me.</i>
My extended family on my mother's side	
My extended family on my father's side	
My family reunion	

5. Match the personal information to its types in the application form. Write a description of the boy's nuclear family.

Olena Petrenko	First name
Yes, I have got a sister and two brothers.	Family name
Petrenko	Your mother's full name
Ivan Petrenko	Your father's full name
Olexiy	Any siblings?





1.2. What do we look like?

6. Answer the questions about your family members.

E x a m p l e: *Who is the youngest in your family?
My little sister is the youngest in my family.
She is just two years old.*

1. Who is the tallest in your family?

2. Who is the kindest in your family?

3. Who has the longest hair?

4. Who is the most reasonable among your family members?

5. Who is the oldest person in your family?

7. Look at the picture and complete the story about the family members.



This is a Ukrainian family. It is large and friendly. _____
is the oldest and the baby boy is the _____ in the family.
The grandma is more _____ than _____. The father
is the _____ among the family members. The mother is

very _____. The eldest son is _____, too. The girl is _____ than her elder brother. Everyone is so!

8. Group up the words in the box according to these content areas.

<i>straggly</i>	<i>slender</i>	<i>beautiful</i>
<i>curly</i>	<i>wrinkled</i>	<i>straight</i>
<i>plump</i>	<i>handsome</i>	<i>shapely</i>

HAIR

FIGURE

FACE

_____	_____	_____
_____	_____	_____
_____	_____	_____

9. Look at the photos and describe the family members.



Photo 1: This is a _____. She has got a _____ figure. Her hair is _____ and _____. Her face is _____. She has got _____ and _____. She looks like _____.

Photo 2:

Photo 3:



10. We are all individual in appearance, aren't we? In illustration, write a description of your family members of different generations (a grandparent, a parent, a child).

1.3. What are we like?

11. Complete the table. Make up five sentences with some of the words.

:)	:) :)	:) :) :)
<i>reliable</i>	<i>more reliable</i>	<i>the most reliable</i>
<i>sociable</i>		
		<i>the most punctual</i>
	<i>more hard-working</i>	
<i>helpful</i>		
		<i>the most wonderful</i>
	<i>more intelligent</i>	

12. Fill in the words in the correct form.

Example: My friend is *the tallest* in my class. (*tall*)

1. Ann is _____ than me. (*organized*)
2. Steve is _____ in his sports club. (*strong*)
3. Helen is _____ than her sister. (*hard-working*)
4. John is _____ among his friends. (*well-bred*)
5. Kate is _____ than me. (*punctual*)

13. Find eight character words and make up sentences with them.

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

Example: *sociable* – My brother is the most sociable person I know.

14. Answer the questions honestly.

1. Are you polite or impolite?

2. Are you well-organised or badly-organised?



3. Are you reasonable or unreasonable?

4. Are you reliable or unreliable?

5. Are you responsible or irresponsible?

6. Are you optimistic or pessimistic?

15. Write what these members of you family are like and give your reasons.

Example: I think my granddad is very smart. He knows much about technology, he can use the Internet, and he is the best chess player I know.

I think my mother is _____

I think my cousin is _____

I think my uncle is _____

1.4. What do we like?

16. Read and respond in writing.

*Example: – What is your favourite pastime?
– Sports. I often go to the sports club with my parents.*

1. – What's your hobby?

– _____

2. – How do you like computer games?

– _____

3. – Reading is something I can't do without.

– _____

4. – It's a habit with me to watch videos in my free time.

– _____

5. – I prefer books to films.

– _____

17. Read and write context to:

Example: – Swimming is something I can't do without.
– Not me.

1. – _____

– Music.

2. – _____

– Me, too.

3. – _____

– I can play some from time to time.

4. – _____

– Sure. It is on my list of likes.

5. – _____

– I prefer camping out with my family.

18. Make up sentences with the following pastime words.

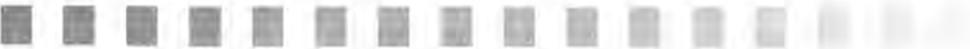
Example: *habit – trip – weekend*

It's a habit with us to take a short trip every other weekend.

1. hobby – sightseeing – summer

2. prefer – picnicking – Sunday

3. time – plans – holidays



4. travelling – always – likes

5. family – party – seashore

19. Look at the pictures and fill in the sentences in the speech bubbles.



Let's

_____ is
always on my list of
likes. We can

We are going to

20. Read the sentences and rewrite them in the correct order for an invitation card.

- a) We are going to take a weekend trip to Lviv in October.
- b) Would you like to join us?
- c) Dear Oxana,
- d) We plan to do some sightseeing there.
- e) Best regards,
- f) Please respond ASAP (=as soon as possible) if you are interested.
- g) your cousins.

CROSS-CULTURAL WORKSHOP 1

I. Conversation Warm-up

Suppose you have a chance to tell your international friends about your family. Answer these questions:

1. What do you look like? _____
2. What are you like? _____
3. What do you like? _____

II. Time to Find Out

1. Look at the photos of your international friends' families and describe them.



2. Compare your family with those of your international friends. Speak about:

- the nuclear family;
- the extended family;
- family traditions;
- family pastime.

III. Time to Role-play

In pairs, read what Rachel and Bruce say about their families. Role-play the conversation between you and Rachel/Bruce.



My family is rather large: Mom, Dad, two brothers and myself. I am the oldest child in the family. Also, I've got grandparents both on my mom's and dad's sides. Besides, I have two uncles and four cousins. My youngest cousin, George, is very smart. He has a better head for computers than I do. All the members of my family are sociable and helpful. We always get together for holidays and birthdays. I like to have family reunions. I am very proud of my family.

My family is quite small, but friendly. We spend a lot of time together at weekends. It's a habit with us to have a Sunday picnic or a family party. We've got a nice family tradition – going on weekend trips.

My parents and I often plan our family pastime together. Luckily, we share our interests, such as sightseeing, sports and music. That is why we often go places, play cricket or enjoy music at a concert. We have the time of our lives.



IV. Project Work

Find out “Who is who” in your classmates' families:

- the most sociable person;
- the busiest person;
- the best tradition-keeper;
- the best holiday-maker;
- the most reliable person;
- the oldest/youngest member of the family.

Your steps:

1. Choose a task and formulate two questions.

E x a m p l e: With whom do you like to spend your free time in the family? What do you do together?

2. Ask as many classmates as you can and write down their answers.

E x a m p l e: Mike's answer: I like to spend my free time with my cousin Dan. We often play tennis together.

3. Present your findings to the class.

E x a m p l e: I have found out that Mike's cousin Dan is the most sociable person in his family. Mike likes to spend his free time with him. They often play tennis together.

V. Time to Write

Write a letter to Rachel/Bruce about your family as in the pattern (p. 14).

Dear Rachel/Bruce:

It was interesting for me to learn about your family. I have got a friendly family, too...

That's all for now.

Write to me soon.

*Yours,
Oxana*

Unit Two: Day in, Day out

1.1. Morning schedule

21. Match the beginnings and the endings.

Beginnings	Endings
I usually calls his friend every day.
Steve is listens to the music in the morning.
Ann is doing her morning exercises at the moment.
Steve go to school together.
Ann often calling Ann now.
Ann's mum is have breakfast at 7 a.m.
Steve and Ann calling her for breakfast.

22. Write questions to these answers.

Example: – *What are you doing now?*
– *I'm combing my hair.*

1. – _____

– She is putting on her coat.

2. - _____
 - Yes, they are.
3. - _____
 - No, he isn't.
4. - _____
 - Mum is cooking breakfast.
5. - _____
 - Because I always do it in the morning.

23. Group up the phrases from the box according to these content areas.

<i>to go for a morning jog</i>	<i>to take one's dog for a walk</i>
<i>to take a swim</i>	<i>to take a morning shower</i>
<i>to brush one's teeth</i>	<i>to clean up after breakfast</i>
<i>to do one's hair</i>	<i>to do one's bed</i>
<i>to do one's morning exercises</i>	

Morning hygiene:

Morning fitness programme:

Morning duties:

24. Fill in the gaps with the right forms of the verbs *to do* or *to take*.

Example: I'm **doing** my morning exercises now.

1. I have already _____ shower.
2. Have you _____ your hair yet?
3. Dad is going to _____ the dog for a walk this morning.
4. Mum always _____ the beds first thing in the morning.
5. Let's _____ a swim!

25. Read a friend's email and write a quick response to it.

Hey there!
Just a quick note to check if tennis is still OK for this afternoon. Please write ASAP. See you at school.
N.

2.2. Afternoon schedule

26. Fill in the words and word-combinations from the box.

Example: I **do my room** every afternoon.

1. My sister _____ with pleasure.
2. After classes I _____ tired and sleepy.
3. I like _____ with friends in the afternoon.
4. Everyone _____ to relax after work.
5. My friend and I usually _____ in the park.

do my room needs take a walk to socialize
helps about the house feel

27. Answer the questions.

1. What are you reading these days?

2. To what music are you listening this week?

3. What subjects are you learning this year?

4. What sport are you playing at PE lessons this month?

5. What new skill are you learning these days?

28. Group up the word-combinations from the box according to the content areas. Make up five sentences with some of them.

to do the shopping to take a swim to walk the dog
to help about the house to resume one's classes
to play sports to socialize with friends
to take a dancing lesson to attend music lessons

Business:

Pleasure:

29. Write a response to Helen's letter about her afternoon problem. Use the pattern below.

Dear Helen,

I am writing ... I am studying... I have ... Besides, ...

*In the afternoon ... The thing is that ...Usually after classes,
... It's a habit with me I can also ... Sometimes ...*

So I think you can ... You certainly need ...

Yours,

... .

30. Look at the pictures and match them to the children's afternoon problems. Write a letter to the children's magazine about one of the situations.



All work
and no
play.



Too many
computer
games and
no sports.

2.2. Evening schedule

31. Write what the members of your family usually do in the evening and what they are doing now.

Example: *My dad usually **relaxes in the evening**.
He is **reading a newspaper** now.*

1. My mum usually _____.
She is _____ now.
2. My granddad _____.
He _____ now.
3. My grandma _____.
She _____.
4. My _____.
5. I _____.

32. Translate into English.

1. Кожного ранку я роблю зарядку і приймаю душ.

2. Потім одягаю шкільну форму і снідаю.

3. Після уроків я допомагаю матері по дому.

4. Зараз я прибираю у хаті.

5. У цей час моя мати готує обід.

6. Тим часом моя сестра гуляє з собакою.

33. Write about your evening schedule. Use the key words and word combinations below.

to feel tired to become oneself again
to relax to take a shower to play sports
to go to the library

1. I feel tired in the evening.

2. _____

3. _____

4. _____

5. _____

6. _____

34. Mark the sentences about your evening schedule *True* or *False*. Correct the false ones.

E x a m p l e: *You take a music lesson twice a week.*

False. I take a music lesson three times a week.

1. You brush your teeth every evening.

2. You help your parents about the house in the evening.

3. You always set the alarm-clock before going to bed.

4. You never play computer games in the evening.

5. You often go to bed at 10 p.m.

35. Write the best time for doing the activities in the pictures during the day of your choice. Give your reasons.

E x a m p l e: *I need to brush my teeth every morning and every evening because I want to keep them healthy.*



2.3. Weekend plans

36. Read and respond.

Example: – *What are your plans for Friday evening?*
– *I'm going to Alex's birthday party.*

1. – What about going to the pictures on Saturday?

– _____

2. – Let's go to a football game on Sunday afternoon.

– _____

3. – Is it OK with you if we go to the park on Sunday?

– _____

4. – I'm going to the tennis club on Saturday morning. What about you?

– _____

5. – I'd love to take a weekend trip.

– _____

37. Read and give context to:

Example: – *What about going for a morning jog?*
– *I'd love to.*

1. – _____

– Fine.

2. – _____

– I don't feel like it.

3. – _____

– Let's go.

4. – _____

– It's OK with me.

5. – _____

– I'm going to the pictures.

38. Complete the dialogue "About Weekend Plans".

About Weekend Plans

A: I say, _____, what are your plans for _____?

B: I'm going to _____. What about you?

A: How about _____ together?

B: I'd love to. Let's _____.

A: Fine with me _____.

39. Read the ideas for the weekend and mark them with:

- a) I'd love to;
- b) I'm not sure;
- c) I don't feel like it.

Explain why / why not.

Going out for a picnic? _____
Taking a class outing to the woods? _____
Spending all your weekend in front of the computer? _____
Playing sport games of other countries? _____
Listening to music? _____

40. Read the invitation card and respond to it in writing.

Dear friends,
Let's take a class outing to the woods at the coming weekend.

Yours,
Alex

Dear Alex,



CROSS-CULTURAL WORKSHOP 2

I. Conversation Warm-up

Suppose you have a chance to tell your international friends about your everyday schedule. Answer these questions.

1. What morning schedule do you have? _____
2. What do you do in the afternoon? _____
3. What are you busy with in the evenings? _____

II. Time to Find Out

a) Read your International friends' schedules and describe their everyday activities.



6.00	- getting up
7.15	- morning jog
7.40	- shower
7.50	- breakfast
8.00	- going to school
15.00	- taking swimming lessons
17.00	- resuming lessons
20.00	- playing computer games
21.00	- going to bed

7.00	- getting up
7.15	- doing morning exercises
7.45	- breakfast
8.10	- going to school
16.00	- resuming lessons
18.30	- going to a cricket game
19.30	- helping about the house
20.00	- watching TV
22.00	- setting the alarm clock and going to bed

b) Compare your everyday schedule with those of your international friends. Speak about:

- morning schedule;
- afternoon schedule;
- evening schedule.

III. Time to Role-play

In pairs, read what Bruce and Rachel say about one of their weekends. Role-play the conversation between you and one of the children.



Usually our teachers take us somewhere for the weekend. Scotland is very rich in historical places, you know, that's why there is much to see and to learn. I like the way we explore our history at weekends. Once we went to Edinburgh castle and participated in historical dance and music show, that's why there is much to see and to learn. We saw how lords and ladies danced at the court of James IV. The actors taught us the steps and I learnt some of them. We also listened to the sounds of popular instruments of the time, including bagpipes, harps and lutes. It was fantastic to feel the atmosphere of the 15-th century, its music and dance.



Americans love sports. "Half of the United Stated play sport games, the other half are fans who watch them" – as the joke goes. So many boys and girls spend their weekends at the sport grounds or stadiums. A sport game in America is always a show. There are special teams of fans who sing and dance before the game. They are called cheerleaders. They are beautifully dressed and I like to watch them. A lot of schoolchildren in America want to join the cheerleaders' team. I'm also training a lot to be a cheerleader.



IV. Project Work

Find out "who is who" on weekdays.

an early riser	a lazy-bones
a sleepy head	an excellent planner
a hard worker	a helping hand

Step one: Choose a card and formulate two questions.

Example: *When do you usually get up?*
Who wakes you up?

Step two: Ask as many classmates as you can and write down the answers here.

Example: *Alex: gets up at 7.15; his dog wakes him up.*

Step three: Decide "who is who" on weekdays.

Example: *I think Alex is ... because ...*

V. Time to Write

Write your recommendations about a successful everyday schedule for fifth-graders. Follow the format.

Successful Everyday Schedule

Morning	Afternoon	Evening	Weekend
• Get up early and do your morning exercises....			

Unit Three. Eat with Pleasure

3.1. Meals at home

41. Fill in the correct pronoun.

Example: It's **my** (my; mine) book.

1. This is _____ (her; hers) apple.
2. Give _____ (me; my) a chocolate, please.
3. Where is _____ (our; ours) teacher?
4. This classroom is _____ (their; theirs).
5. Is this banana _____ (your; yours)?

42. Use correct pronouns instead of proper names.

Example: This is Mr. Brown's dining-room.
This is his dining-room.

1. I like Nelly's cake.
2. _____
3. Steve's dinner consists of three courses.
4. _____
5. Ann's pies are very tasty.
6. _____
7. Mrs. Collins's dessert is to her husband's taste.
8. _____
9. Jeremy's meal schedule is different from Sarah's.

43. Complete the sentences using the words from the box.

<i>cheese</i>	<i>vegetables</i>	<i>pizza</i>	<i>bread</i>	<i>eggs</i>	<i>meat</i>
<i>cutlets</i>	<i>macaroni</i>	<i>fish</i>	<i>a cake</i>	<i>mushrooms</i>	
	<i>potatoes</i>		<i>pies</i>		

We can slice *cheese*, _____

We can bake _____

We can fry _____

We can cut _____

We can boil _____

44. Explain in writing.

E x a m p l e: *I have three meals a day. →*

I have breakfast in the morning, dinner in the afternoon, and supper in the evening.

1. My breakfast is large and hot. → _____

2. Dinner is the biggest meal of the day. → _____

3. My supper is very light. → _____

4. My meal schedule is well-planned. → _____

5. My mum often bakes something tasty. → _____

45. Look at the picture and write the menu card information for the girl's birthday party.



To begin with: _____

Main course: _____

For dessert: _____

3.2. Eating out

46. Fill in *the* or *a* if necessary.

E x a m p l e: *Give me a plate of X soup, please.*

1. Mama always lays _____ table for _____ breakfast.

2. What do you have for _____ lunch?

3. I like _____ pasta for _____ dinner.

4. I have ___ glass of ___ milk every evening.

5. Pass me ___ salt, please.

47. Write sentences about eating out. Use articles with the following words correctly.

Example: *stewed fruit - dessert*

I like stewed fruit for dessert.

1. vegetables — to one's taste

2. mashed potato — garnish

3. chops — main dish

4. appetizers — menu

5. mushroom soup — first course

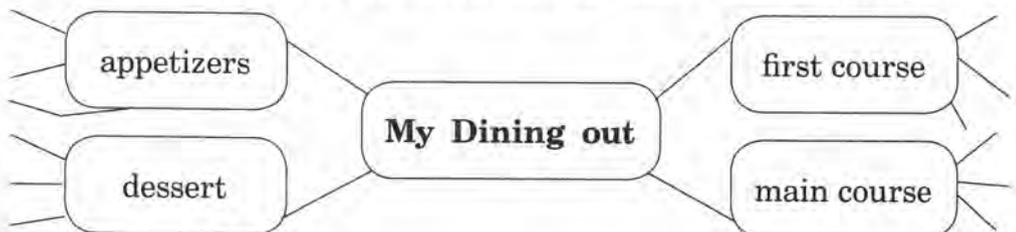
48. Put these words in the correct column. Make up five sentences with them about your experience of eating out.

<i>pea soup</i>	<i>apple pie</i>	<i>orange jelly</i>	<i>stewed cabbage</i>
<i>cucumber salad</i>	<i>plum pudding</i>	<i>cherry ice-cream</i>	
<i>potato pancakes</i>	<i>tomato juice</i>		

Vegetable dishes

Fruit dishes

49. Fill in the word rose and describe your dining out in writing.



50. Draw the menu card from your favourite café and fill in the information about its special dishes.

Café _____ _____ Address _____ _____ _____ _____	What's on the menu? Specialties: _____ _____ _____ _____ _____
---	--

3.3. Setting a festive table

51. Paraphrase the sentences.

Example: *I have soup, to begin with.* →
I have a plate of soup for the first course.

1. Can I have milk for supper, please? →

2. Let's have tea. →

3. Give me some mineral water, please. →

4. I'd like porridge right now? →

5. How about yoghurt, to finish with? →

52. Choose *the, a* or *no article*.

Example: *At 7:30 I usually have (no article) breakfast.*

1. I usually have _____ porridge for breakfast.

2. I like _____ cup of _____ tea to finish with.

3. My grandma is going to cook _____ fish soup for _____ first course.

4. Have _____ piece of _____ pie, please.

5. What's for _____ supper?

53. Write the questions to the following answers.

Example: – Who usually lays the table for a festive dinner in your family?

– My mum does.

1. – _____?

– A vase with flowers.

2. – _____?

– My grandma serves the food.

3. – _____?

– A bread plate, a bottle of mineral water and a bowl of fruit.

4. – _____?

– I put it to the right of the plate.

5. – _____?

– The fork, of course.

54. Translate into English.

a) – Хто накриває стіл на свято?

– Мати і бабуся готують страви, а я ставлю тарілки на стіл.

– Не забудь поставити вазу з квітами посередині столу.

– Дякую за пораду.

b) – Ти коли-небудь обідала в цьому кафе?

– Так, ми святкували там день народження моєї сестри.

- Що тобі найбільше сподобалося в меню?
- Тістечка. Вони завжди мені до смаку.

55. Look at the pictures and compare the festive tables in writing. Begin with:

In these pictures we can see _____

In Picture One _____

In Picture Two _____

Both tables are _____

In contrast to _____

In comparison with _____

Unlike the first table, the other one _____.



3.4. Tastes differ

56. Read and respond in writing.

Example: - *Is the apple pie to your taste?*
 - *Sure. I like it a lot.*

1. - I like both tea and coffee.

2. - I like neither yoghurt nor milk.

3. - I prefer vanilla ice cream to chocolate ice cream.

4. – How do you like your chicken?

5. – I don't like cocoa at all.

57. Read and write context to:

Example: – *I prefer fish soup to mushroom soup.*
 – *Not me.*

1. – _____

– So do I.

2. – _____

– Neither do I.

3. – _____

– I don't have a sweet tooth.

4. – _____

– I'm not a tea person.

5. – _____

– I prefer apples instead.

58. Answer the questions about the food preferences of your family members.

1. Do tastes differ in your family?

2. What is your mum's favourite dish?

3. What does your dad prefer for the main course?

4. Who has a sweet tooth in your family?

5. How do you like your chicken: boiled or roasted?

6. Who is a coffee person in your family?



59. Complete the dialogue "Tastes Differ". Use the format below.

Tastes Differ

A: It's about _____ time. Let's go _____.

B: I'm _____ hunter. What's on the menu?

A: What do you prefer: _____ or _____?

B: I like neither _____ nor _____. _____
is more to my taste.

A: I'll take _____. I adore it with _____.

B: Tastes differ.

60. Look at the pictures and describe the dish which can be to your taste. Use the words and word combinations below.



- As I'm a _____ person, _____ can be to my taste.
- Usually my mum makes _____
- She knows much about _____
- I often help _____
- For example, I add _____
- I enjoy _____

CROSS-CULTURAL WORKSHOP 3

I. Conversation Warm-up

Suppose you have a chance to ask your international friends from Great Britain, the USA and Australia about their food traditions. What information do you want to get from them?

What _____?

Where _____?

Who _____?

II. Time to Find Out

a) Look at the pictures of English, American and Australian dishes and find some answers to your questions.

The USA



Great Britain



Australia



d) Compare English, American, Australian and Ukrainian dishes and say:

- what food is popular with children;
- what dish you can easily prepare;
- what dish you would like to taste and advise your international friends to try.

III. Time to Role-play

In pairs, read what Ann, Steve and Sarah wrote about their meal schedule and favourite dishes. Role-play a dialogue between you and one of the children.



On a lazy Sunday morning I normally have brunch around 10 or 11 a.m. It's a late break and an early lunch on weekends. I'm not much of a cook that's why I prefer pizza with sausage, tomatoes and olives on it and may be juice to drink.

My breakfast is a "typical English" breakfast which includes porridge and a cup of tea with toasts and marmalade. I usually have my mid-day meal at the school canteen or bring a packed lunch from home. A lot of people in England eat sandwiches for their lunch, which they buy at sandwich shops. So I also prefer a meat-and-salad sandwich, an orange or an apple and fruit juice.





My morning meal is brekkie (that's how we call breakfast). Usually I take a simple cuppa (a cup of tea or coffee), toast and butter, or bacon and eggs. For lunch I have my favourite kangaroo tail soup which tastes better with onions. As I have a sweet tooth, I can't say "no" to Tim-Tam-a kind of chocolate biscuit.

IV. Project Work

Find out "who is who" in food taking:

- *most experienced person in eating out*
- *the best cook*
- *the best in laying a festive table*
- *the biggest eater*
- *a dessert person*
- *Mr. Know-All in food*

Step One: Choose a card and formulate two questions:

Example: *Can you cook well? What dishes do you like to cook?*

Step Two: Ask as many classmates as you can and write down their answers here.

Example: *Alex: no, he can't; omelette, tea.*

Step Three: Present your findings to the class.

Example: *I think Alex is the best ... , because*

V. Time to Write

Write a letter to one of your international friends about your meal schedule. Use the beginning given.

Dear Bruce/Rachel/Sarah,
 It was nice to hear from you and to learn about meals in your country and your favourite dishes. I also have much to say about meals in Ukraine.

Unit Four. You are in Ukraine

1.4. Far and wide

61. Write these geographical names in the right column.

<i>Ukraine</i>	<i>Europe</i>	<i>Carpathians</i>	<i>Mount Hoverla</i>
<i>Dnipro River</i>	<i>Kharkiv</i>	<i>Shatski Lakes</i>	<i>Black Sea</i>
<i>Kyiv</i>	<i>South</i>	<i>Crimean Mountains</i>	<i>Asia</i>

<i>the</i>	<i>No article</i>
The Capathians	Ukraine
<hr/>	<hr/>

62. Fill in the articles where necessary.

___ Ukraine runs from ___ Carpathian Mountains in ___ West to ___ steppes in ___ East, and from ___ forests in ___ North to ___ Black Sea in ___ South. ___ Ukraine's largest river is ___ Dnipro. It is ___ third longest waterway in ___ Europe.



63. Find eight geographical words about Ukraine and make up sentences with them.

s	c	e	n	e	r	y	s	y
t	l	m	a	r	s	h	e	s
e	w	a	t	e	r	w	a	y
p	g	r	a	n	s	e	a	s
p	s	l	a	k	e	s	t	s
e	m	f	o	r	e	s	t	s
s	m	o	u	n	t	a	i	n

Example: *scenery* – *Ukraine can boast of its picturesque scenery.*

64. Complete the sentences.

Example: *Ukraine is washed by →*
Ukraine is washed by the Black Sea and the Sea of Azov in the South.

1. The Shatski Lakes are the most _____.
2. The Dnipro is _____.
3. Ukraine is famous for _____.
4. Mount Hoverla is _____.
5. Ukraine is rich in _____.

65. Write your answers to the geographical questions.

Geographical questions	Answers
What is the total area of Ukraine?	
What is the population of Ukraine?	
What mineral resources are there in Ukraine?	
Where is Ukraine situated?	
What physical geographical zones are there in Ukraine?	

4.2. Celebrating seasons

66. Paraphrase the sentences about the weather using adjectives.

Example: *The sun is shining brightly.* → *It is sunny today.*

1. There are clouds in the sky.

2. There is a strong wind.

3. There was a thick fog in the morning.

4. It has been raining since morning.

5. It is going to snow again.

67. Label the pictures and make up sentences about them. Use *the* where necessary.





The sun		
---------	--	--

Example: The sun is bright.

68. Write the beginnings to the following endings.

Example: _____ in autumn. →
There are a lot of mushroom in the woods in autumn.

1. _____ in September.

2. _____ in winter.

3. _____ in rainy weather.

4. _____ in February.

5. _____ in frosty weather.

69. Group up these words and word-combinations according to four seasons and write two sentences about spring / summer / autumn / winter in Ukraine.

<i>to bloom</i>	<i>icicles</i>	<i>to sunbathe</i>	<i>skiing</i>
<i>hiking</i>	<i>snowstorm</i>	<i>Indian summer</i>	
<i>blossoming orchard</i>		<i>to turn red and brown</i>	

Spring	Summer	Autumn	Winter

70. Look at the pictures and write:

- a) what is the weather like in them;
- b) what nature looks like in this season;
- c) what you can do on such a day.



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4.3. Do you live in ... ?

71. Fill in the correct words from the box.

Example: Are there **many** multi-storeyed buildings in your city?

1. There are _____ trees in the street I live in.
2. Look, there _____ many people in the supermarket!
3. Is there _____ grass in the park?
4. There are _____ beautiful flowers in my grandma's garden.
5. There is _____ much mud in the streets after the rain!

many

much

few

so too

very many

72. Translate the Ukrainian words into English in the following sentences.

Example: There are _____ (дуже багато) beautiful houses in our village.

There are very many beautiful houses in our village.

1. It's a pity, there are _____ (мало) cafes in my town.

2. There are _____ (так багато) places of interest in this city.

3. Do you have _____ (багато) free time in the afternoon?

4. There is _____ (занадто багато) traffic near my house.

5. I have _____ (мало) money left after my shopping trip.

73. Complete the questions and answer them in writing.

Example: - Are there many shops in your street?
 - No, there aren't. There are few shops in my neighbourhood.

1. Is there much _____?

2. There aren't many _____, are there?

3. There are few _____, aren't there?

4. Is there much or little _____?

5. How many _____?

74. Match the lifestyles to the places where these people live. Write two more ideas about each place.

Lifestyles	Places	People
<ul style="list-style-type: none"> • Picturesque scenery • Fresh air to breathe • Healthy food 	A big city	
<ul style="list-style-type: none"> • Much to see and to do • Too many roads • Too much noise 	A small town	
<ul style="list-style-type: none"> • Little traffic • Comfortable houses • Places to visit 	A village	

75. Draw the street map of your neighbourhood and label it. Write its description in the format below.

Fortunately, _____

Unfortunately, _____

Fortunately, _____

Unfortunately, _____

But fortunately, _____

4.4. People and places

76. Read and respond in writing.

Example: – *How do you like the Pyrohovo Museum?*
– *I can't enjoy it more.*

1. – What can you say about your visit to the Botanic Gardens in Kyiv?

2. – What do you think about our visit to the pysanka museum?

3. – What's your opinion on the folk music festival?

4. – What's your impression of Sorochynskyi Fair?

5. – How do you find Sofiivka Park in Uman?

77. Read and write context to:

Example: – *What's your impression of our trip to Kyiv?*
– *It was fantastic!*

1. – _____

– Oh, it was just wonderful.

2. – _____

– I can't enjoy it more.

80. Look at the pictures and label the objects in them. Write three sentences about each of them.



<i>Painted Easter eggs</i>		

CROSS-CULTURAL WORKSHOP 4

I. Conversation Warm-up

Suppose you have a chance to tell your international friends about your country. Answer these questions:

1. What is the geographical position of Ukraine?
2. What is the Ukrainian weather like in different seasons?
3. What Ukrainian tradition do you keep?

II. Time to Find Out

a) Look at the photos of Ukraine in the Internet and choose those you'd like to send to your foreign friends. Say why.





b) Bring the pictures of the place you live in and present them to your international friends. Begin with:

- I live in...
- It is situated...
- The weather in this place...
- It is famous for...
- In this picture you can see...
- I'm proud to say that...
- I'm sure...

III. Time to Role-play

In pairs, read what Rachel and Bruce think about the future guided tour of Ukraine. Role-play the conversation between you and Ann/Steve.

Rachel

I think the Carpathian Mountains is number one to visit. This is really the place of enchanting beauty in any season and weather. In summer we can even climb Mount Hoverla and from the top enjoy a breathtaking view of Alpine meadows. In winter it is good fun to ski or sledge. There is also a chance to visiting traditional fairs of hand-made things, listen to folk music and songs and just have a memorable time.

Bruce

I believe that the Crimea is the second best we'll like, especially in summer. I think Artek is a unique place for all children. We can swim in the Black sea, play sports, take part in drama, music or dancing groups. There is always some magic atmosphere that helps to develop each child's personality and creativity. We can also go on tours to many picturesque places. It'll be a very exciting experience.

IV. Project Work

Find out who can be your international friends' best expert on:

- the geographical position of Ukraine;
- its seasons and weather;
- its unique Ukrainian traditions;
- the most interesting places to visit.

Your steps:

1. Choose a task and formulate three questions.

E x a m p l e: *Where is Ukraine situated?*
What seas is it washed by?
What big rivers are there in Ukraine?

2. Ask as many classmates as you can and write down their answers.

E x a m p l e: *Helen's answer: Ukraine is situated in eastern Europe. It is washed by the Sea of Azov and the Black sea. There are many rivers in Ukraine, but the Dnipro is the largest.*

3. Decide who can be the best expert on...

E x a m p l e: *I think Helen and Boris can be the best experts on ... because ...*

V. Time to Write

Imagine you are an expert on general facts about Ukraine. Write a leaflet for the travelling agency "Visit Ukraine". Use one of the beginnings given.

Dear friend:

An exciting tour to Ukraine offers many opportunities for you to take part in a wide range of outdoor activities connected with national holidays celebrations and traditions.

Dear friend:

Do you want to spend a memorable time exploring the past and present of an ancient country? Spend your holiday in Ukraine!

Dear friend:

If you are a great admirer of nature and want to see a country of enchanting beauty then Ukraine is number one for you to see...

Unit Five. School Life

5.1. My school timetable

81. Paraphrase the sentences as in the example.

Example: We have Maths on Monday, Wednesday and Friday.

We have Maths three times a week.

1. We have Art on Tuesday.

2. Steve has Science on Tuesday and Thursday.

3. Ann has Music on Thursday.

4. I have English on Monday, Thursday and Friday.

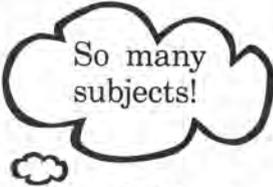
5. My friend has History on Tuesday and Thursday.



82. Write a logically connected sentence in each thought bubble.

Example:

There are ten subjects on the timetable!



We have to do seven exercises as homework.



There are only three pupils in the classroom.



We have just two minutes before the bell.



I think we have more lessons of Maths than we need.



I can speak some German, but not half enough, of course.



83. Make up sentences with the following words.

Example: *Arts - to draw - pictures*
We draw pictures at our Arts lessons.

1. History - to study - events



2. Ukrainian – to write – dictations

3. English – to communicate – friends

4. Maths – to learn – numbers

5. Music – to sing – musical

84. Look at the pictures and write what lessons are in them. Give your reasons.



Example: This is a Music lesson. I think so because the children are singing and the teacher is playing the piano.

85. Write your school timetable in English.

	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
3					
4					



	Monday	Tuesday	Wednesday	Thursday	Friday
5					
6					

5.2. At the English lesson

86. Write in indirect speech.

E x a m p l e: *Ann says, "It is exciting to learn something new."
Ann says that it is exciting to learn something new.*

1. Steve said, "I like PE much better."

2. Helen says, "We have Music only once a week."

3. Ann said, "I adore music."

4. Steve says, "I know Ann has a good head for languages."

5. Ann said, "I can't wait to learn a new foreign language."

87. Answer these questions orally and then write down what you said.

E x a m p l e: – *What do you like to do at your English lesson?*
– *I like to listen to stories.*
I said that I liked to listen to stories at my English lesson.

1. What do you often do at your English lessons?

2. What does EFL mean?

3. How many lessons of English do you have every week?

4. Who helps you to learn English?

5. What helps you to speak English better?

88. Translate into English.

1. На уроках фізкультури ми часто граємо у волейбол.

2. На уроках англійської мови мені більш за все подобається спілкуватися з друзями.

3. Мій друг має здібності до математики.

4. Я ніколи не пропускаю уроків. Я люблю вчитися.

5. Іноді на уроці англійської мови ми граємо або малюємо.

89. Describe your English lesson in writing. Use the adverb plan below.

Adverb Plan

never *rarely* *seldom* *sometimes* *often* *usually* *always*

Example: We never dance at the English lesson.



90. Write a message to your English teacher about how you feel at the English lessons. Use the format below.

Dear _____,

I would like to tell you about _____

I adore _____

_____ is fantastic!

I especially enjoy _____

Sometimes I feel uneasy when _____

Thank you for _____

Sincerely yours,

5.3. In between the classes

91. Fill in the gaps with *some* or *any*.

Example: I can take some pictures for the project.

1. I don't have _____ plans for the afternoon.
2. I haven't heard from you for _____ time.
3. Do you have _____ questions?
4. Have you got _____ cross-cultural experience?
5. Unfortunately, my dad can't speak _____ foreign language.

92. Match the beginnings and the endings.

Beginnings	Endings
1) Someone is ...	a) ... won the first prize?
2) Has anybody ...	b) ... yesterday.
3) Nobody must ...	c) ... at the door.
4) Nothing happened ...	d) ... anything to say?
5) Have you got ...	e) ... waste time.
6) I have something to ...	f) ... tell you.

93. Complete the sentences about after-school activities.

Example: *My friend and I can choose between →
My friend and I can choose between an outing
 and s school club.*

1. I like to _____ after classes.

2. My friend prefers _____

3. My classmates often _____

4. Let's _____ together.

5. We can _____

94. Compose a dialogue "After Classes". Use the pattern below.

Pattern:

A: Classes are over. How do you like _____?

B: Oh, it sounds like _____.

A: I know you took part in _____. Can you _____?

B: Sure. Let's _____.

A: With pleasure.

95. Look at the picture and write if you can do the same or different after classes. Give your reasons.



96. Read and respond in writing.

Example: – *What about playing action games?*
– *Oh, it's so exciting!*

1. – Let' find this information in the Internet.
– _____
2. – How about a racing game?
– _____
3. – I want to try videoconferencing.
– _____
4. – Social networking is so exciting!
– _____
5. – Text messaging is something I can't do without.
– _____

97. Read and write context to:

Example: – *Let's play a puzzle game.*
– *Oh no! I prefer action games.*

1. – _____
– Fantastic!
2. – _____
– It is just my choice.

3. - _____
- I don't think so.
4. - _____
- It's just a piece of cake.
5. - _____
- If I can do it, you can do it, too.

98. Answer the questions honestly in writing.

1. Are you computer literate?

2. Are you a computer addict?

3. What computer skills do you have?

4. Is your computer room well-equipped?

5. What do you use the computer for on a daily basis?

99. Draw your computer and label as many parts as you can. Write what actions you can do with each of them.

E x a m p l e: This is my keyboard. I can type a message on it.



100. Write the steps of working in the computer room.

1. At first I switch on the computer.
2. Then _____
3. Next _____
4. After that _____
5. Besides, _____
6. Finally, _____

CROSS-CULTURAL WORKSHOP 5

I. Conversation Warm-up

Suppose you have a chance to tell your international friends about your school life. Answer these questions:

- What is on your timetable?
- What are your favourite subjects?
- What do you do at your English lessons?
- What is the computer room like in your school?

II. Time to Find out

a) Look at the photos of your international friends' classrooms and describe them.



b) Compare your school experience with that of your international friends.

Speak about:

- Your lessons;
- Your teachers;
- Your classmates.

III. Time to Role-play

In pairs, read what Bruce and Rachel say about their after-school activities. Role-play the conversation between you and Bruce/Rachel.



Hello! I'm Bruce. I love Fridays! We usually have a meeting of our Technology club in the afternoon. That is why we call them Technology Fridays. We are not experienced computer users yet and there is so much to learn, but we are fast learners. The technology teacher says that I have a good head for computers. Yet, I must say, it's rather hard to develop good computer skills. It takes time, you know.

Luckily, I have a computer of my own at home, It is so neat! It is the latest design. I can do my homework on it in no time at all. And then it's time to play my favourite computer games.



Hi! I'm Rachel. I do some voluntary work at the community centre. As a volunteer, I attend it every Wednesday afternoon and spend a couple of hours there reading to immigrants' children or helping some senior citizens to develop their computer skills. It is not difficult at all. I enjoy trying to be useful.

When someone doesn't feel confident enough to learn something new, I keep saying, "If I can do it, you can do it too". And it works!

IV. Project Work

Find out "who is who" in your class:

- an expert on Information Technology;
- an expert on Math;
- Mr./Miss Know-All about History;

- Mr./Miss Know-All about English;
- Mr./Miss Know-All about science;
- The most talented project maker.

Your steps:

1. Choose a task and formulate two questions.

E x a m p l e: *Are you computer literate? What computer skills do you have?*

1. Ask as many classmates as you can and write down their answers.

E x a m p l e: *Olha's answer: Frankly speaking, I'm a new computer user. Searching for information and typing messages.*

2. Present your findings to the class.

E x a m p l e: *I have found out that ... knows much about computers. He has a lot of experience of doing school work ...*

V. Time to Write

Write a 10-sentence essay about how you learn something new and become something new. Cover the following points:

- How much are you interested in learning?
- What do you want to learn?
- How are going to learn it?
- How will you use your new knowledge?

Unit Six. Wear it!

6.1. Clothing styles

101. Paraphrase the sentences.

E x a m p l e: I am going to buy a winter jacket.
Probably, I'll buy a winter jacket.

1. My friend is going to buy a pair of gloves.

Maybe, _____

2. My parents are going to buy a new car.

Perhaps, _____

3. Nazar is going to buy a present.

4. Jeremy is going to buy an anorak.

5. I am going to buy a toy for my little sister.

102. Add the words from the box to the following sentences.

<i>soon</i>	<i>next week</i>	<i>in a day or two</i>	<i>perhaps</i>
	<i>probably</i>	<i>maybe</i>	

Example: *Helen will go to the department store.*

Probably, Helen will go to the department store.

1. My mum is going to buy me new jeans.

2. The woollen cap will go well with my anorak.

3. I am going to do the shopping in the nearest supermarket.

4. The new store is going to sell stylish clothes.

5. My Canadian friends will visit Ukraine again.

103. Do from *hat* to *trainers*. Begin every new word with the final letter of the last word. Make up sentences with your words.

<i>hat</i>
<i>top</i>
<i>trainers</i>



Example: *a top* – *Probably, I'll buy this top for summer wear.*

104. Answer the questions in writing.

Example: *What do you wear on your head?*
A woolen cap or a baseball cap.

1. What do you wear on your hands?

2. What do you wear with your new jeans?

3. What do you wear on your feet in winter?

4. What do you wear to the gym?

5. What do you wear at home?

105. Look at the pictures and label the clothes in them. Make a list of five things to buy in these shops. Give your reasons.



Things to buy

1. _____
2. _____
3. _____
4. _____
5. _____

6.2. Choosing clothes

106. Write five sentences from the table.

I	should shouldn't	wear a school uniform to school.
You		wear a cap in cold weather.
My friend		wear shorts to school.
We		put on a blouse to go to the gym.
My classmates		put on a party dress for a picnic. wear jeans to the theatre.

Example: *I should wear a school uniform to school.*

107. Write the opposite.

Example: *You should wear sneakers all day long.*
You shouldn't wear sneakers all day long.

1. You should wear a warm jacket in summer.

2. You shouldn't put on a light dress to go to the beach.



3. You should wear the same clothes two days running.

4. You shouldn't wear a baseball cap on a sunny day.

5. You should dress up to school.

108. Write questions to these answers.

Example: – Should I ask my sister for advice about clothes?

– I think you should. She knows much about fashion.

– _____

– Because I feel right in them.

– _____

– No, you shouldn't. It's too bright.

– _____

– I prefer clothes in blue.

– _____

– I don't care.

– _____

– It fits you perfectly.

109. Write the beginnings to these sentences about your clothes.

Example: _____ *feel good.*

Comfortable clothes make me feel good.

1. _____ as my classmate.

2. _____ in bright colours.

3. _____ formally dressed.

4. _____ in any situation.

5. _____ casual clothes.

110. Look at the pictures and write advice to a friend about choosing clothes.



Example: You shouldn't wear fashionable clothes to school.
You should wear a school uniform.

6.3. Clothes we wear

111. Find eight clothes words and make up five sentences with them.

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

Example: *pullover* – *That's my favourite pullover.*



112. Complete the sentences about your clothes.

Example: *I usually wear _____.*
I usually wear formal clothes.

1. I never care _____

2. My friends say I look _____

3. I used to wear _____

4. I have trouble buying _____

5. My mum advised _____

113. Complete these questions and answer them in writing.

Example: – How often do you do *non-food shopping*?
– *From time to time.*

1. Who helps you _____?

2. Where do you usually _____?

3. Why _____?

4. What _____?

5. _____, shouldn't you?

114. Explain the difference between a regular party and a tacky party. Use the words and word combinations from the box.

<i>to wear the best you have</i>	<i>to be dressed in old sweaters</i>
<i>to win the prize for the tackiest costume</i>	<i>to look a picture</i>
<i>to look funny</i>	<i>not to recognize smb</i>
	<i>to wear a new dress</i>
	<i>to laugh at smb</i>

A regular party

A tacky party

115. Draw the clothes you could wear to a tacky party and describe your feelings in writing. Begin with:

	Just imagine! I have got an invitation to ... I know that ... So I shouldn't wear Instead, I should ... I think I am going to ... It will make me feel ...
--	---

6.4. You look wonderful today!

116. Read and respond in writing.

Example: – *Gee, you look wonderful in your new denim dress!*

– *Thank you for the compliment.*

1. – Wow, you look great in your new skirt!

– _____

2. – You look terrific in your new jeans!

– _____



3. – You look gorgeous in your party dress!
– _____
4. – Gosh, you look fantastic in your new jacket!
– _____
5. – You look so stylish!
– _____

117. Read and write context to:

E x a m p l e: – You look terrific in your new sweater!
– Thank you for the compliment.

1. – _____
– Thank you very much indeed.
2. – _____
– Thank you. You are very kind.
3. – _____
– So do you.
4. – _____
– Thanks a lot.
5. – _____
– Thank you for the compliment.

118. Match the clothes to the way people look in them. Write a compliment about each of them.

Clothes	The way people look in them
tracksuit	smart
party dress	sporty
school uniform	formal
jeans	academic
suit	festive

E x a m p l e: *tracksuit – sporty: You look sporty in your new tracksuit!*

II. Time to Find Out

a) Look at the friends' photos and find some answers to your questions.



b) Compare yourself with your international friends in terms of:

- your clothing styles;
- dress code;
- clothes you choose and wear.

III. Time to Role-play

In pairs, read what Bruce, Rachel and Jeremy say about the clothes they wear and role-play the conversation between you and one of the children.

My friends and I like to look at the fashionable clothes in magazines. As I live in Washington, I see very stylish people everywhere. I also want to look good and to wear clothes which are all the rage. Unfortunately, we don't have enough money and can't afford to buy lots of new clothes, but we don't like to look scruffy either, that's why we prefer casual clothes for everyday wear like sweaters, trousers, jumpers and jeans. We don't have any special dress code for schools. In different schools they are different.



In England school children should wear uniform when they go to school. Different schools have different uniforms but it is a must with all school children. After school we wear what we like. I personally don't care what I wear and I prefer traditional clothes like trousers,

shirts and jackets, because I feel comfortable in them. As I live in an extended family and have 2 brothers and a sister, my mum does the shopping for us. She shops around for bargains and finds pretty things on sales.



In Canada clothing styles should agree with many factors and our weather is number one. As we often have cold and frosty weather we wear warm clothes: knitted sweaters, cardigans and jumpers. In winter we can't do without a woollen scarf, mittens, socks and even fur hat. Even if we stay indoors we prefer the same clothes, but less warm. Children rarely wear formal clothes, only on festive days at school or elsewhere.

IV. Project Work

Find out "Who is who" in wearing clothes.

- the best fashion person;
- the most stylish person;
- the best clothes' chooser;
- the best shopper for clothes;
- the best observer of clothing styles;
- the greatest one for complimenting on clothes.

Your steps:

Step 1: Choose a talk and formulate your questions.

Example: Do you know much about fashions? How do you follow the fashions?

Step 2: Ask as many classmates as you can and write down the answers.

Example: Helen's answers: My friends say I know much about fashions. I often look through fashion magazines and try to follow the fashion.

Step 3: Present your findings to the class and decide who is who in wearing clothes.

V. Time to Write

Suppose you are a fashion designer. Write recommendations to fifth graders as to the clothes they should wear. Follow the plan (p. 71).

Plan

1. Address the children.
2. Speak about their age and its advantages.
3. Say what the girls and boys should wear in different situations.
4. Stress what schoolchildren shouldn't wear.
5. Wish them success in choosing clothes.

Unit Seven. A Mind Trip to Britain

7.1. Getting ready

121. Write five sentences using the table below.

I	can	always	make a packing list.
We	can't	often	plan the route.
You	may	usually	forget the tickets.
He	may not	sometimes	take a camera.
She	must	rarely	buy souvenirs.
They	mustn't	never	do a lot of things.

Example: *I can take a camera with me.*

122. Choose the correct variant.

Example: *I _____ (can; can't) wait to see London.*
I can't wait to see London.

1. You _____ (can; mustn't) take a camera with you when you go sightseeing.
2. I _____ (must; mustn't) do a lot of packing before I go.

3. I _____ (*may; may not*) visit Steve's school when I'm in London.

4. We _____ (*must; mustn't*) forget to take souvenirs.

5. You _____ (*may; may not*) discover the mystery of the Loch Ness Monster.

123. Find eight packing words and make up five sentences with some of them.

p	a	s	s	p	o	r	t	y
s	u	i	t	c	a	s	e	m
c	a	m	e	r	a	a	n	o
a	g	b	a	n	d	a	g	e
s	o	u	e	n	i	r	s	s
h	m	s	t	i	c	k	e	t
w	k	s	h	a	m	p	o	o

Example: passport – Don't forget your passport.

124. Complete the definitions.

Example: a suitcase is for packing everything you need for your travel.

1. a first aid kit is for _____

2. a packing list is for _____

3. a camera _____

4. a phrase book _____

5. a travel document _____

125. Match these travel destinations to the parts of Britain. Write what you need to take with you if you go there someday.

Travel destinations	Parts of Britain	Packing essentials
Mount Snowdon	England	
Loch Ness	Wales	
The Lake District	Scotland	
Lough Neagh	Northern Ireland	

7.2. On arrival

126. Complete the notices at the airport. Explain them in writing.

TAXI	B___G___E	I___F___M_____	A___R_____T	TR_____
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Example: *taxi - You can take a taxi to get from the airport to the city.*

127. Look at the pictures and express surprise about the objects in them.



Big Ben / magnificent	Trafalgar Square / crowded	Gatwick Airport / busy
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Example: *How magnificent Big Ben is!*

128. Write what the tourists in the pictures were doing on arrival.



9:00–9:30 AM	10:00–10:45 AM	5:00–7:00 PM
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Example: *The tourists were lining for passport control fro 9 to 9:30 in the morning.*

129. Combine the words into the names of London's famous sights. Write what you can see there.

Trafalgar		Park
Buckingham		Square
St. Paul's		Street
Hyde		Palace
Oxford		Cathedral

Example: Trafalgar Square – I can see Nelson's Column in the middle of Trafalgar Square.

130. Write a memo for a newcomer to London. Follow the format below.

MEMO for _____

1. On arrival, you should _____
2. Then you can _____
3. After that _____
4. Don't forget _____
5. In the evening, _____

7.3. Going places

131. Write that you have already done that in Britain.

Example: *I am going to buy souvenirs.*

I have already bought souvenirs this afternoon.

1. I am going to take pictures in Trafalgar Square.

2. I am going to visit Wales.

3. I plan to see a Highlander with my own eyes.

4. I want to climb Mount Snowdon.

5. I plan to stay in London for the weekend.

132. Write questions about your friend's visit to Britain.

Example: _____ this week?

Have you done any sightseeing this week?

1. _____ today?

2. _____ recently?

3. _____ yet?

4. _____ this afternoon?

5. _____ already _____, haven't you?

133. Read the list of travel destinations (p. 76) and write if Mike has already been there.

London	V	<i>Yes, Mike has already been to London.</i>
Edinburgh	X	<i>No, he hasn't visited Edinburgh yet.</i>
Cardiff	X	
Belfast	V	
The Scott Country	X	
The Highlands	V	
Snowdonia	V	
York	X	
Windermere	V	

134. Complete the questions in the checklist of things to do in Britain.

Checklist	
1. (to take a train to Windermere)	<i>Have you taken a train to Windermere?</i>
2. (to climb up Mount Snowdon)	_____
3. (to try on a kilt)	_____
4. (to toss the caber)	_____
5. (to see an eagle)	_____
6. (to do bird watching)	_____

135. Write a diary entry about your first impressions of Britain. Begin with:

I have tried to discover ...

It turned out ...

Believe it or not, ...

It took us about ...

Who knows if ...

We were feeling ...

Anyway, ...

By the way, ...

7.4. A matter of tradition

136. Read and respond in writing.

Example: – What do you think of Scottish traditions?
 – *I find them absolutely unique.*

1. – What is your attitude to British traditions?
 – _____

2. – What is going to happen to the Scottish national costume?

– _____

3. – Every country has its customs.

– _____

4. – They say, Christmas dinner is a very enjoyable English tradition.

– _____

5. – Every tradition has a charm of its own.

– _____

137. Read and write context to:

Example: – How do you find the Eisteddfod?
– *I can't help admitting it.*

1. – _____

– I find it absolutely unique.

2. – _____

– I believe it will live far into the 21st century.

3. – _____

– It add up to the enjoyment.

4. – _____

– It certainly is.

5. – _____

– It's a lot of fun.

138. Complete the sentences in a guided way.

Example: *Mike had the time of his life in Britain because ... →*
Mike had the time of his life in Britain because he learnt a lot about various traditions.

1. Mike is bursting with impressions because

2. He saw a bit of everything in Britain, that is why

3. He had a short stay in the Highlands and

4. Mike can't help admiring the Scottish traditional costume, so

5. Ann is not familiar with some British traditions, that is why

139. Unjumble the words about British traditions and write their definitions.

Example: *itkl* → *kilt* → *a part of the traditional Scottish costume*

1. *mamhre* → _____

2. *berca* → _____

3. *mlea ochri* → _____

4. *daynus ratso* → _____

5. *fodeisdet* → _____

140. Write a paragraph about a British tradition of your choice. Use the word combinations below.

A matter of Tradition

to be interested in
to find out about
to be familiar with

to show respect for
to admire

CROSS-CULTURAL WORKSHOP 7

I. Conversation Warm-up

Suppose you have a chance to tell your international friends about your mind trip to Britain. Answer these questions:

- How did you prepare for the trip?
- What were your first impressions?
- What places did you see?
- What traditions are you familiar with?

II. Time to Find Out

a) Look at the photos of your international friends' trips around Britain and describe them.



b) Compare your travel experience with that of your international friends.
Speak about:

- things to do;
- things to see;
- things to learn.

III. Time to Role-play

In pairs, read what Bruce and Rachel say about their trips around Britain. Role-play the conversation between you and Bruce/Rachel.



As we are a fun-loving family, we often go on weekend trips. This year we have already been to different parts of the country: the Lake District, the Highlands, and the Snowdonia National park. Climbing up Snowdon on Saturday with my dad and sister turned out to be the time of my life.

We started in Llanberis and followed the 8 km Llanberis Track. When we got to the top and looked around, we saw the most breath-taking views ever! As Joanne says, it was worth it!

Sunday was a quiet day for seeing some castles and museums as history is our thing, too. We plan to come back again soon – there are so many things to do in Wales, come rain or shine.

As my grandparents on my mother's side are from Scotland, we visit them every other summer, usually in August. My granny says that August is for Edinburgh. It is time when Scotland's capital city bursts with talent due to its world-famous festival. This year the festival had the biggest program ever.



There was a bit of everything: orchestra music, opera, ballet, drama, painting and sculpture. It was fantastic!

On the Saturday afternoon before the opening of the International Festival, the Highland Games were held. At these Games, athletes from all over the world take part in traditional Scottish sports events. That's my favorite part of the fun – I will never miss the opportunity to watch them...

IV. Project Work

Find out who knows most about Great Britain in your class and identify:

- an expert on sightseeing in London;
- Mr./Miss Know-All about England;
- Mr./Miss Know-All about Scotland;
- Mr./Miss Know-All about Wales;
- Mr./Miss Know-All about Northern Ireland;
- The most experienced traveller.

Your steps:

1. Choose a task and formulate two questions.

E x a m p l e: What are must-sees in London? What do you know about them?

2. Ask as many classmates as you can and write down their answers.

E x a m p l e: Mike's answer: Trafalgar Square, with Nelson's column, Buckingham Palace and Piccadilly Circus.

3. Present your findings to the class.

E x a m p l e: I have found out that knows much about sight-seeing in London. He considers Trafalgar Square, with Nelson's column, Buckingham Palace and Piccadilly Circus to be must-sees.

V. Time to Write

Write a thank-you note to Bruce on your return home as in the pattern.

Dear Bruce:

I would like to thank ... The trip made ... You and your family are such ... I will never forget ... Please come to ... I look forward to ...

Best wishes,

...