

Бібліотека журналу «Англійська мова та література»  
Заснована 2003 року

Випуск 2 (62)

**Т. М. Кіктенко**

# **WARMING UP**

**Розпочинаємо  
урок ефективно**

Харків  
Видавнича група «Основа»  
2008

УДК 37.016  
ББК 74.268.1  
К38

Автор:  
*Т. М. Кіктенко,*  
учитель англійської мови  
Харківської загальноосвітньої школи І–ІІІ ступенів № 130  
Харківської міської ради

**Кіктенко Т. М.**  
К38      **WARMING UP.** Розпочинаємо урок ефективно. — Х. : Вид.  
група «Основа», 2008. — 123, [5] с. : іл. — (Б-ка журн. «Анг-  
лійська мова та література»; Вип. 2 (62)).

ISBN 978-966-333-654-1.

У посібнику запропоновано добірку тематично спрямованих різних видів мовленнєвої зарядки, усних чи з опорою на друкований текст, які дадуть змогу вчителю ефективніше підготуватися до уроку і налаштувати учнів на конкретну тему.

Також додаються матеріали для копіювання, що значно полегшать роботу вчителя.

УДК 37.016  
ББК 74.268.1

ISBN 978-966-333-654-1

© Кіктенко Т. М., 2008

© ТОВ «Видавнича група «Основа», 2008

## 3MICT

Вступ .....	5
JOBS .....	7
PEOPLE, NATIONALITIES .....	9
LEISURE .....	12
ANIMALS .....	13
MY HOUSE .....	16
SPORTS .....	18
SCHOOL .....	19
TRAVELLING AND TRANSPORT .....	21
GREAT BRITAIN .....	26
LONDON .....	29
UKRAINE .....	31
HOLIDAYS .....	33
FOOD .....	36
THEATRE AND CINEMA .....	38
SHOPS AND SHOPPING .....	39
MASS MEDIA .....	41
CITY AND THE COUNTRY .....	45
MEDICAL CARE .....	46
POST OFFICE .....	51
DATES AND TIME .....	52
MY FAMILY .....	53
DAILY ROUTINE .....	54
THE WEATHER .....	55
CLOTHES .....	56
ENVIRONMENTAL PROTECTION .....	57
VOCABULARY .....	61

---

MUSIC .....	62
NATURE .....	63
CRIME .....	63
GRAMMAR .....	64
FOR JUNIORS .....	71
JUST IN CASE .....	76
PHOTOCOPIABLE MATERIALS .....	98
Jobs .....	98
People, nationalities .....	98
Leisure .....	98
Animals .....	99
School .....	99
Travelling and Transport .....	100
Great Britain .....	101
Holidays .....	101
Food .....	102
City and the Country .....	103
Medical care .....	104
Weather .....	106
Environmental protection .....	106
For Juniors .....	108
Just in Case .....	109
APPENDIX .....	112
Appendix 1 .....	112
Appendix 2 .....	113
Appendix 3 .....	114
Appendix 4 .....	115
Appendix 5 .....	116
Appendix 6 .....	117
Appendix 7 .....	118
Appendix 8 .....	119
Appendix 9 .....	120
Appendix 10 .....	121
Appendix 11 .....	122
Appendix 12 .....	123

## ВСТУП

Мовленнєва зарядка (warm-up) є одним із найважливіших етапів уроку іноземної мови.

Перші хвилини уроку часто є дуже важкими для вчителя, тому що треба задати тон усього уроку, створити певну атмосферу і налаштувати учнів на творчу працю.

З допомогою мовленнєвої зарядки ви можете досягти багато цілей:

- зацікавити учнів темою уроку, привернути їх увагу до нових лексичних одиниць, передбачених у цьому уроці;
- допомогти їм бути розкутими у спілкуванні, тому що зарядка — це не тест і не залік, і як наслідок — ніякої напруги через оцінки;
- повторити матеріал попередніх уроків;
- поповнити лексичний запас новими словами;
- дати змогу учням використати загальні знання;
- і головне — залучити до роботи учнів усього класу.

Гарна мовленнєва зарядка має бути цікавою, незвичною, забавною, неважливою, доречною, з обмеженим терміном (до 5 хвилин).

Різні види такої зарядки урізноманітнюють початок уроку. Учитель може ставити запитання, заохочувати учнів до парної або групової роботи, вивчати короткі вірші або пісні, складати діалоги, грати, використовувати надруковані завдання.

Ось деякі види мовленнєвої зарядки, які допоможуть учителю створити свої зразки до будь-якої теми уроку:

- Match the words with the correct definitions.
- True or False.
- Choose the odd word out.
- Put these words in the proper columns.
- Use these adjectives to describe...
- Which of the things below would you...
- Give the opposites of the following words.
- Test your memory!
- Think of as many things as you can connected with the following:
- Match the pictures to the words.
- Questions.
- Read the words in the box and match them to the correct...
- Choose the right answer.
- Put the following sentences in the correct order. Then read the dialogue with a partner.

- Complete the sentences with the proper words.
- Complete the dialogue.
- Make a story.
- What is it? You or somebody else act as a reporter and ask only five questions: What (or Who)? When? Where? How? Why? to guess the noun the rest of the group has chosen.
- Let's rhyme a little.
- Picture dictation.
- Association.
- Make up sentences as quickly as you can (according to the necessary topic): cold, it, yesterday, was.
- Broken sentences.
- Miming.
- Jumbled words.
- A statement to puzzle students for the following short discussion.
- Jigsaw reading.
- Interview.

Учитель може використовувати таку зарядку кожного разу, коли уповільнюється темп уроку — у середині уроку або навіть наприкінці його.

## JOBS

1. Ask the students:

— What would you like to do?

— Why?

— Which of the things below would you do in you ideal job?

wear a uniform

work at night

use your hands

give orders

drive a car

work in a office

travel

work with money

use a computer

meet a lot of people

wear smart clothes

work outside

speak on the telephone

sell clothes

work at weekends

2. A police officer and an office worker do two very different jobs. Which of the things above do they not do?

Fill in the table and then make sentences.

Which do you not do? Use the words from the previous activity.

Police officer	Office worker	You

*Example:* A police officer wears a uniform, and I do it too. A police officer drives a car, but an office worker doesn't do it.

3. Complete the information in the table to characterize these jobs and make sentences.

	Job	Work place	What they do	Special qualities
1	teacher			patience
2		farm		physical strength
3			checks your teeth	
4	nurse			
5				

*Example:* Teachers work at school. They teach pupils. They are patient.

## 4. Who says the following?

- 1) Good morning, doctor!
- 2) Could you open your suitcase, please, sir?
- 3) I'm sorry, sir, you can't park your car here.
- 4) Would you like any wine with your dinner, sir?
- 5) Take your shirt off, please, say "AHH!"
- 6) Why haven't you done your homework?
- 7) There is a parcel for Mr. Brown... sign here, please.
- 8) Excuse me, how much does this coat cost?
- 9) I'd like to ask you some questions, Mr. Willis.
- 10) That's one pound, fifty pence altogether, please.

A patient, a custom officer, a policeman, a waiter, a doctor, a teacher, a postman, a customer, a journalist, a shop assistant

## 5. From the following jobs choose those connected with manual labour (A) and with creative activity (B) (see "Photocopiable materials").

miner	musician	artist	manager
cleaner	postman	bus driver	business owner
farmer	reporter	barber	teacher

## 6. Who does what? Match each job with its description.

- |                |                                                           |
|----------------|-----------------------------------------------------------|
| 1) Detective   | a) works in a school                                      |
| 2) Secretary   | b) writes articles for a newspaper                        |
| 3) Stewardess  | c) types letters and answers the phone                    |
| 4) Postman     | d) works for police                                       |
| 5) Reporter    | e) brings letters to your home                            |
| 6) Teacher     | f) brings food for the passengers in a plane              |
| 7) Hairdresser | g) carries your bags for you at the station               |
| 8) Mechanic    | h) cuts men's hair                                        |
| 9) Porter      | i) saves you if your house or flat is on fire             |
| 10) Barber     | j) cuts and styles women's hair                           |
| 11) Fireman    | k) repairs your car when there is something wrong with it |

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

## 7. Focus attention on the items in the board (scissors, an envelope, a pointer, an engine, an airplane, etc.). Ask the students to identify the occupation with which each item is associated.

## 8. A chant

— I want to be a pilot.

All: A pilot, a pilot.

— I want to be a pilot.

All: Why not, why not, why not.

— I want to be a /singer, driver, doctor, teacher/.



9. Guess what they do.

- 1) The man who is watching stars grows vegetables.
- 2) The woman who is knitting dances.
- 3) The gentleman who is playing tennis teaches English.
- 4) The young lady who is teaching English plays the piano.
- 5) The young man who is cleaning the car sells CDs.

**PEOPLE, NATIONALITIES**

1. Ask the students:

- What is your shoe size?
- What is your height?
- What did you have for breakfast?
- What is your favourite soft drink?
- Have you got a car? What colour is it?
- Are you interested in politics?
- Do you prefer reading a good book or going to the cinema?
- What sports do you like doing or watching?
- Do you prefer cooking for friends at home or going to the restaurant?

2. Use these adjectives to describe the national characters. (See “Photocopiable materials”)

Friendly, patriotic, energetic, patient, romantic, shy, fun, quick-tempered, efficient, sociable, relaxed, hospitable

Italian	Ukrainian	American	French

3. What would you say in the following situations? Choose the correct phrase and dramatize the dialogues.

- |                                                               |                            |
|---------------------------------------------------------------|----------------------------|
| 1) Just after midnight on December 31st.                      | a) I’m fine, thanks.       |
| 2) You meet your neighbour’s daughter in town.                | b) Happy New Year!         |
| 3) Someone sneezes.                                           | c) I’d love to.            |
| 4) Someone says “Thank you for carrying my suitcase”.         | d) Hallo Liz. How are you? |
| 5) You are invited to come to a birthday party.               | e) I beg your pardon.      |
| 6) You didn’t hear what someone said to you.                  | f) Bless you!              |
| 7) Someone asks “How are you?”                                | g) That’s all right.       |
| 8) Someone bumps into you in the street and says “I’m sorry”. | h) Not at all.             |

Key: 1b, 2d, 3f, 4h, 5a, 6c, 7e, 8g.

## 4. Look at the names of famous people and answer the questions.

- |                                      |                       |
|--------------------------------------|-----------------------|
| — Where is he / she from?            | — She is from Italy.  |
| — What language does he / she speak? | — She speaks Italian. |
| — What nationality is he / she?      | — She is Italian.     |
| — What does he / she do?             | — She is an actress.  |

(Queen Elizabeth II, Bruce Lee, Arnold Schwarzenegger, Fidel Castro, Diego Maradona, Tony Blair)

## 5. Forms of address

John Stephens is a doctor.		Victoria Blackly is a school teacher.	
Who would address him in the following way?		Who would address her in the following way?	
Sir		ma'am	
old boy		love	
Doctor		darling	
John		Victoria	
Johnny		Vicky	
Daddy		Mummy	
Grandpa		Granny	
Mr. Stephens		Miss	
Stephens		Mrs. Blackly	

## 6. Ask the students: When are you happy? When are you sad? Encourage them to give a variety of examples.

## 7. Where do Chinese children live? (In China.) Revise other nationalities in the same way. Ask your pupils to spell nationalities.

## 8. Practise:

I've got a stamp from Russia. — It's a Russian stamp.  
I've got a mug from Britain. — It's a British mug.....

## 9. Practise:

If he lives in Britain ... he is British.  
If she lives in China ... she is Chinese.

## 10. Practise:

1) Write the words which are associated with the following countries: Great Britain, the USA.

*Example:* Great Britain — fog, kilt, whisky, Oxford, islands.....

2) Answer your partner's questions and fill in the chart.

A	north	south	east	west
the USA Florida / a state Linton / a small town Baltimore / a big city	+	+	+	
the UK Kent _____ Snowdon _____ York _____				

B	north	south	east	west
the UK Kent / a county Snowdon / a mountain York / a town		+	+	+
the USA Florida _____ Linton _____ Baltimore _____				

Sample dialogue.

**A:** Where is Kent?

**B:** It's in the south of the UK.

**A:** Is it a city?

**B:** No, it isn't. It's a county.

**A:** I know that Kent is a county in the south of the UK.

2. Six people from different countries are in the same compartment on a long train journey. They would like to talk to each other. The table shows the languages they can speak.

	Eng-lish	French	Chi-nese	Japa-nese	Span-ish	Ger-man	Swa-hili	Arab-ic	Ukra-nian
Maria		v			v				
Lee Shu			v		v				
Jason	v						v	v	
Akami	v		v	v					
Ali						v		v	
Monica	v	v				v			v

Write sentences to say how different people can talk to each other.

*Example:* Maria and Lee Shu can talk to each other in Spanish.

Maria and Akami can talk to each other if Lee Shu interprets for them.

## LEISURE

1. Put these words in the proper columns. (See "Photocopiable materials")

Film, concert hall, exhibition, master class, theatre, art gallery, lecture, show, guided tour, cabaret, art centre, gymnasium, competitions, performance

Places to go	Things to see or do

2. Hobbies and sports. Complete the words.

1) Self-defense.

j - - -

2) Favourite sport in Britain

- - - - b - - -

3) Canada's national sport.

i - - - - - - - -

4) A sport using rackets and a shuttlecock.

- - - - - - - - n

5) A popular card game.

b - - - - -

6) People of different ages are interested in some kind of it.

m - - - -

7) This kind of sport includes jumping, running.

- - - - - t - - -

8) A relaxing activity which came from the Far East.

y - - -

9) A popular board game.

- - - s -

10) An indoor game with balls.

b - - - - - - - s

11) You need a camera for this activity.

- - - - - - - - h -

12) A ball game in which the ball is not round.

- - g - -

Key: 1) judo, 2) football, 3) ice hockey, 4) badminton, 5) bridge, 6) music, 7) athletics, 8) yoga, 9) chess, 10) billiards, 11) photography, 12) rugby.

3. There are other things you are likely to enjoy in your free time. Try to guess these words.
- 1) A useful home activity done usually by women.  
k - - - - ing
  - 2) An active sport done in water.  
s - - - - ing
  - 3) A dangerous sport using cars.  
m - - - - - - - ing
  - 4) A summer activity done with the help of different tools.  
g - - - - - ing
  - 5) An indoor sport on ice.  
s - - - ing
  - 6) A popular winter sport.  
s - - ing
  - 7) A summer activity in which tents are often used.  
c - - - ing
  - 8) A good way to keep fit and to travel.  
c - - - ing
  - 9) An activity similar to skating, but done in summer.  
r - - - - - - - - - ing
  - 10) A popular hobby and everyday activity mostly done by women.  
c - - - ing
  - 11) An outdoor hobby connected with water.  
f - - - ing

Key: 1) knitting, 2) swimming, 3) motor racing, 4) gardening, 5) skating, 6) skiing, 7) camping, 8) cycling, 9) roller-skating, 10) cooking, 11) fishing

### ANIMALS

1. Use these adjectives to describe the animals (any animals). (See “Photocopiable materials”)

Horrible, nice, friendly, curious, romantic, violent, fat, ugly, poisonous, lazy, disgusting, hungry, enormous, fluffy, sly, clever, fast

Snakes	Frogs	Foxes	Elephants

2. Association. Where do they live?

<b>The teacher says</b>	<b>Students say</b>
jungle	monkeys
forest	bears
river	fish
sea	dolphins
desert	camels
snow	polar bears

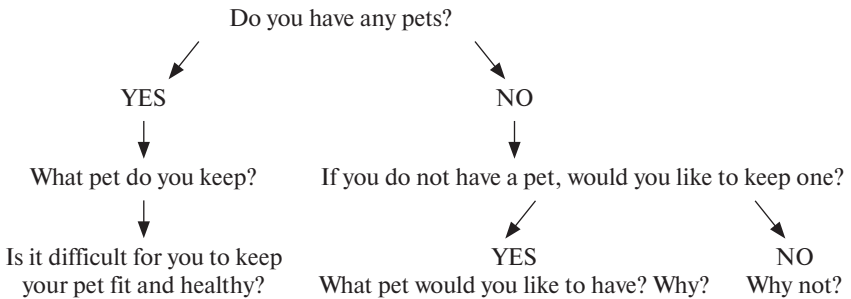
3. Ask the students to make two lists — one of animals that live in warm to hot climates and one that live in cool to cold climates.
4. Give some pictures of animals to the groups of the students. Ask them to identify the animals and answer the questions What can \_\_\_ do? What can't \_\_\_ do? about each animal.
5. Ask the students what their favourite animals are and where they live.
6. In pairs: ask the students to describe the animals so that their partners can guess which animal they are talking about.  
*Example:* “This is a bird. It can't fly”. /ostrich/
7. Write a list of animals on the board (e.g. parrot, camel, penguin, giraffe...). Read the sentences to the students and ask them to guess what it is.
- 1) This animal can't fly. It lives in snow and ice.
  - 2) This animal has big spots and can eat leaves from high trees.
  - 3) This animal can carry things. It lives in the desert.
  - 4) This animal can fly. It lives in the jungle.
8. Line up pictures of domestic and wild animals. Ask the students to point to the pictures as you say the names of the animals. Ask the students to classify them according to the habitats they live in by stacking them under appropriate category written on the board.
9. Guess the animal according to its description.  
It's orange. It has stripes and a long tail. It likes meat.  
It's green. It has a long tail and sharp teeth. It lives in rivers.

**10.** Listen to the poem and answer the questions.

This bear is white.  
 That bear is brown.  
 This bear is in the Zoo.  
 That bear is in the town.  
 This bear is big.  
 That bear is small.  
 This bear has a drum.  
 That bear has a ball.  
 This bear likes ice cream.  
 That bear likes jam.  
 This bear is Michael.  
 That bear is Sam.

Answer the questions.

- 1) What colour is Sam?
- 2) Where does Michael live?
- 3) Is Michael big?
- 4) Does Sam like ice cream?

**11.** Ask the students:**12.** Quiz for animal lovers.

- 1) Which of these hasn't got a shell?  
 A snail, a tortoise, a turtle, a crab, an octopus
- 2) Which of these insects doesn't sting?  
 An ant, a wasp, a bee, a ladybird
- 3) Which of these is not a mammal?  
 A beaver, a dolphin, a shark, a whale
- 4) Which of these has most legs?  
 A beetle, a worm, a spider, a centipede
- 5) Which of these birds can't fly?  
 A penguin, a goose, a lark, an eagle

**13. Jigsaw reading**

Cut out and shuffle the parts of the story. (See “*Photocopiable materials*”.) Students in pairs have to sort out the cards to make the story up.

*Never talk to parrot*

Mrs Brody phoned the repairman because her dishwasher was out of order. Since she had to go to work, she told him, “I’ll leave the key under the mat. Fix the dishwasher, leave the bill on the kitchen table, and I’ll mail you a check. By the way, I have a large rottweiler inside named Killer; he won’t bother you. I also have a parrot, and whatever you do, don’t talk to the bird!” Well, sure enough the dog, Killer, totally ignored the repairman, but the whole time he was there, the parrot cursed, yelled, screamed, and nearly drove him mad. As he was ready to leave, he couldn’t resist saying, “You stupid bird, why don’t you to shut up!” To which the bird replied, “Killer, get him!!!”

**14. Animals for a Day**

Show the students a photocopied list of many different animals (mammals, amphibians ...), and ask them to choose, individually and without speaking, an animal they would like to be for a day. Give them a minute. Then (something they won’t be expecting), get them to write a few sentences about their day, or their thoughts as the animal they have chosen.

**15. Elephants funny riddles**

Why are the elephants grey and wrinkled? (Have you ever tried ironing an elephant?)

What’s grey, has four legs, and a trunk? (A mouse going on holiday.)

What does an elephant do when it rains? (Gets wet.)

What is the difference between an elephant and a plum? (An elephant is grey.)

What do you call an elephant on a bus? (A passenger.)

What is red outside, grey inside, and very crowded? (A bus full of elephants.)

Why are elephants found in Africa? (Because they’re so big, they don’t get lost.)

What do you do when an elephant has a cold? (Run like mad if it sneezes.)

What is the difference between an Indian and an African elephant? (About three thousand miles.)

**MY HOUSE****1. Ask the students:**

— In which room of a house would you find these things?

A rug, a clock, a potted plant, a TV, a mirror, a bin. (Use the pictures)

— Do you have any of these objects in your house / flat?

— Where are they exactly?



## 2. Match the words with the correct definitions.

- |                                                               |                          |
|---------------------------------------------------------------|--------------------------|
| 1) A single house that is completely separate from any other. | a) terraced houses.      |
| 2) A pair of houses joined together.                          | b) a detached house      |
| 3) Several houses joined together in a row.                   | c) a flat.               |
| 4) It is sometimes found in high-rise buildings.              | d) a cottage.            |
| 5) Usually a small house with a thatched roof.                | e) semi-detached houses. |

Key: 1b, 2e, 3a, 4c, 5d

## 3. Describe the house and learn the poem.

This house  
Has a roof, a door,  
Three windows and a cat.  
To have a mouse also  
This house would be glad.

## 4. Answer the questions.

- Where do you usually have dinner?
- Where do you usually sleep?
- Where do you always wash your hands?
- Where do you usually watch TV?
- Where do you always cook tasty things?
- Where do you usually take off and leave your coat?
- Where do you always play computer games?
- Where do you usually brush your teeth?
- Where do you usually do washing up?

## 5. Match the words with their definitions.

- |                 |                                                                                                |
|-----------------|------------------------------------------------------------------------------------------------|
| A chair         | a piece of hanging cloth that can be pulled across to cover a window, door                     |
| A table         | heavy woven material for covering floors or stairs                                             |
| A shelf         | a piece of furniture with doors, and sometimes shelves, used for storing clothes, plates, food |
| A curtain       | a piece of furniture for one person to sit on, which has a back, a seat, and four legs         |
| A bed           | a tall lamp that stands on the floor                                                           |
| A windowsill    | a comfortable chair with sides that you can rest your arms on                                  |
| A standard lamp | a piece of furniture for sleeping on                                                           |
| A cupboard      | a shelf fixed along the bottom of a window                                                     |
| An armchair     | a piece of furniture with a flat top supported by legs                                         |
| A carpet        | a long flat narrow board fixed onto a wall used for putting things on or storing things on     |

*Key:*

A chair — a piece of furniture for one person to sit on, which has a back, a seat, and four legs

A table — a piece of furniture with a flat top supported by legs

A shelf — a long flat narrow board fixed onto a wall or in a frame or cupboard, used for putting things on or storing things on

A curtain — a piece of hanging cloth that can be pulled across to cover a window, door

A bed — a piece of furniture for sleeping on

A windowsill — a shelf fixed along the bottom of a window

A standard lamp — a tall lamp that stands on the floor

A cupboard — a piece of furniture with doors, and sometimes shelves, used for storing clothes, plates, food etc

An armchair — a comfortable chair with sides that you can rest your arms on

A carpet — heavy woven material for covering floors or stairs

6. How many mice? (*See “Appendix 1”*)

Divide the class into pairs and copy enough pictures for each pair. The students (A and B) should ask each other how many forks, cups, glasses, etc. there are in their kitchens and find out who has the most things in the kitchen. *e.g.* How many teapots are there in your kitchen? — There are two.

When they have done this, they can find out who has the most mice.

7. Where is my cat? (*See “Appendix 2–5”*)

Divide the class into groups of three or four (one picture can be left out) and give out the pictures. The small pictures under the big one show the things which are lost in this room exactly. Each student should find out from the others where these things are and draw them in on his / her picture.

*e.g.* **Student A:** Where are my socks? — **Student D:** They are on the chair.

## SPORTS

1. Match.

Sports equipment (use pictures)	Kinds of sports
football	racquets
tennis balls	compass
swimming costume	sunglasses
helmet	goggles
trainers	gloves (boxing)

2. Think of as many sports as you can connected with the following: goggles, trainers, gloves \_\_\_

3. Ask the students: Are trainers popular in our country? Are they still in fashion among teenagers?
4. Suggested questions for warm ups.
  - What outdoor games do you know?
  - Which of them do you play?
  - What is the most popular outdoor game?
  - Do you often go to the stadium when football games take place?
  - What team do you support?
  - What indoor games do you play?
  - Do you play chess?
  - Do you skate?
  - Have you ever gone in for figure-skating?
  - Do you ski?
  - What children's game do you know?
  - Do you go hunting?
  - Do you like fishing?

## SCHOOL

1. Put these words in the proper columns. (*See "Photocopiable materials"*)

sending a letter, small, paper, telling the time, glass, big, drying, wood, cleaning, cotton, writing, round, plastic, rectangular

made of	used for	shape / size

Add three more words to each list.

Look around your classroom. What is made of wood?

2. Clap your hands if the sentence is correct.
  - We count in the music class.
  - We sing in the music class.
  - We read in the drawing lesson.
  - We speak English at the English lesson.
  - We write in the drawing class.
  - We read in the reading lesson.
  - We speak Ukrainian at the Literature lesson.
  - We jump at the Physical Training lesson.
  - We run at the Maths lesson.
  - We do the sums at the Maths lesson.

3. Clap your hands when you hear words on the topic “School”.

Lessons, tigers, school, Monday, father, desks, a teddy-bear, head, classroom, nice, red, a pencil-box, dolls, scooter, flag, a schoolbag, pens, English, lions, pupils, a fox, a teacher.

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

- Do you like learning?
- Do you like reading?
- Yes, I do. / No, I don't.

	counting	reading thick books	learning new words	writing compositions	doing sums	singing English songs
Masha	+					
Sasha		x				
Ira						
Marina						

— Masha likes counting. Sasha doesn't like reading thick books.

5. Put in the right prepositions.

- A chair: something you sit on \_\_\_\_\_  
 A picture: something you look \_\_\_\_\_  
 A cassette-recorder: something you listen \_\_\_\_\_  
 A table: something you put food \_\_\_\_\_  
 A desk: something you write \_\_\_\_\_  
 A pen: something you write \_\_\_\_\_  
 A pencil: something you draw \_\_\_\_\_  
 A blackboard: something you write \_\_\_\_\_  
 A bag: something you put books \_\_\_\_\_  
 A teacher: somebody you listen \_\_\_\_\_

6. Find words that go together.

- |              |           |
|--------------|-----------|
| asking       | books     |
| doing        | games     |
| drawing      | hard      |
| listening to | letters   |
| making       | maths     |
| playing      | pictures  |
| reading      | plans     |
| singing      | problems  |
| solving      | questions |
| telling      | songs     |
| watching     | stories   |
| working      | the radio |
| writing      | TV        |

### 7. Jigsaw reading

Cut out and shuffle the parts of the jokes. (See “Photocopiable materials”.) Students in pairs have to sort out the cards to make the jokes up.

#### Key

- 1) “Can you tell me anything about the great chemists of the 17th century?” — “They are all dead, sir”.
- 2) “Does the question embarrass you?” — “Not at all, sir. It is the answer that bothers me”.
- 3) “Before we begin the examination are there any questions?” — “What’s the name of this course?”
- 4) “You can’t sleep in my class”. — “If you don’t talk so loud I could”.
- 5) “Our economics teacher talks to himself. Does yours?” — “Yes, but he doesn’t realize it. He thinks we’re listening”.
- 6) “And what is your son going to be when he’s passed his final exam?” — “An old man”.

## TRAVELLING AND TRANSPORT

### 1. Ask the students:

- How often do you travel by plane?
- What do you like most about flying?
- Is there anything you don’t like about it?
- When you fly, do you usually feel worried / relaxed / excited / bored?

### 2. Ask the students:

Do you travel very much?

Which types of travel have you tried? (Plane, boat, hitch-hiking ...). Which do you like best? Why?

Do you enjoy looking round cities? What kind of places do you enjoy visiting?

What is the most interesting city that you have visited? Why?

Which cities would you most like to visit? Why?

### 3. Choose the odd word out.

- |               |          |           |              |
|---------------|----------|-----------|--------------|
| 1) balloon    | aircraft | rocket    | submarine    |
| 2) platform   | runway   | flight    | check in     |
| 3) bathroom   | shower   | armchair  | compartment  |
| 4) guesthouse | hotel    | taxi      | youth hostel |
| 5) customs    | coin     | pound     | bank note    |
| 6) ferry      | lifeboat | anchor    | violet       |
| 7) fare       | metre    | track     | taxi         |
| 8) ceiling    | wall     | staircase | lawn         |

**4. Ask the students:**

Where would you go if...

- 1) you wanted to stay in a city in summer?
- 2) you were a vegetarian?
- 3) you fancied horse riding?
- 4) you could take your dog with you?
- 5) you wanted a quiet place in the countryside?
- 6) you had a car?
- 7) you wanted to go fishing in a lake?

**5. Choose the correct answer.**

- 1) Commuter means:
  - a) Someone who goes to work by bus or by train.
  - b) Someone who works at home.
  - c) Someone who likes trains.
- 2) The word unleaded usually has something to do with:
  - a) Tyres.
  - b) Petrol.
  - c) Oil.
- 3) The London Underground is also called:
  - a) The Tube.
  - b) The Metro.
  - c) The Railway.
- 4) When travelling by train you sit in:
  - a) An apartment.
  - b) A compartment.
  - c) A department.
- 5) A cabbie is the driver of:
  - a) A double-decker bus.
  - b) A London taxi.
  - c) An underground train.
- 6) The steering-wheel in British cars is:
  - a) On the left-hand side.
  - b) On the right-hand side.

Keys: 1a, 2b, 3a, 4b, 5b, 6b

**6. Ask the students:**

Can you go to the Moon by train?

Can you go to Africa by plane?

Can you go to Lozova by bicycle?

Can you go to the USA by car?

7. Here are some instructions about how to drive a car. Put always, never or don't before each one.

- 1) \_\_\_\_\_ look in the mirror before driving off.
- 2) \_\_\_\_\_ drive fast in fog.
- 3) \_\_\_\_\_ drive too close to the car in front.
- 4) \_\_\_\_\_ forget to check the oil from time to time.
- 5) \_\_\_\_\_ wear your seat belt.
- 6) \_\_\_\_\_ put a small child in the front seat.
- 7) \_\_\_\_\_ drive on the right in Britain.
- 8) \_\_\_\_\_ overtake when you can't see a long way in front.
- 9) \_\_\_\_\_ drive at over 60 km an hour in towns.
- 10) \_\_\_\_\_ cross a double white line.

8. Write the words under the headings. (See "Photocopiable materials") Some of them will go in more than one group.

boarding pass, change, check-in, check the oil, compartment, crossroads, delay, driver, emergency exit, flight, map, motorway, no smoking, petrol station, pilot, platform, return ticket, roadwork, seatbelt, security check, coach, speed limit, stewardess, ticket collector, commuter, rush hour

ROAD	RAIL	AIR
driver	compartment	boarding pass

9. Fill in the gaps.

Choose the correct verbs from this list to complete the text about cycling. Put the verbs into the correct form, positive or negative.

Be      forget      go      save      spend      take      wear      waste.

If you are going on a short journey, \_\_\_ your car \_\_\_ by bike. \_\_\_ money and energy! \_\_\_ your time in a traffic jam. Get to your destination quicker and cheaper by cycling.

But remember, \_\_\_ careful. If you cycle at night \_\_\_ brightly coloured clothes and to switch on your lights.

10. Ask the students:

- What is the traffic situation like in your town?
- Is there a good public transport system?
- Is it cheap?
- Do you have to pay to use the motorways?
- Do people drive well?
- Can you drive a car?
- Have you traveled by car? Where to?
- Where do you get the fuel for our car when on road?

- Have you got a driving licence?  
 Is it dangerous when the brakes give away?  
 What is the speed limit in the cities of Ukraine?  
 How is the traffic in a big city regulated?  
 What are the means of city transport?  
 Are you allowed to park a car in a busy street?  
 What do they call the underground in England and in the USA?  
 Do you prefer an upper or a lower berth in a train?  
 Who helps you at a railway station if you have heavy luggage?  
 Where do you leave your luggage at a railway station?  
 What train have got dining-cars?  
 Do you think it is convenient to have a season ticket?  
 Is there a through train from Kharkiv to Warsaw or you have to change trains?

**11.** Find 11 words concerning travelling in the box.

ex	cu	out	use	ad	ge
tion	dan	pre	tra	im	osi
ven	bu	pen	vel	tu	ssion
di	ri	look	rous	ful	si
sive	ty	re	plea	ness	sure

**12.** Listen and match the people and their description.

<b>1) a business- man</b>	<b>2) an experienced traveller</b>	<b>3) a professor of History</b>	<b>4) a couch potato</b>

- A. He likes to travel alone or with his students. They travel from curiosity. They like to see the beauty of the world and learn traditions of other countries. They think that travelling is fascinating and enjoyable. It broadens our mind and allows us to understand other people better.
- B. He doesn't like to travel at all. He believes that it's better to stay at home, because travelling is dangerous, troublesome and expensive.
- C. He likes to travel alone or with his friends. Usually he travels for pleasure or in search of adventures. When he travels he likes to go sightseeing or explore unknown places. He believes that travelling is exciting and gives us life experience.
- D. Usually he travels alone on business. When he travels he likes to meet new people. He thinks that travelling is useful but sometimes it's a bit tiring.



**13.** Respond to the statements which you have in your cards and say about yourself. The model and expressions And you?, What about you?, What do you think about it?, Do you have the same opinion?

Can you say it about yourself? I will help you. Use the example and do it one by one.

**P1:** Most people like to travel with friends. And what about you?

**P2:** I also like to travel with friends. Usually people travel for pleasure. And you?

**P3:** I also travel for pleasure. Do you travel for pleasure?

**P4:** Many people like to travel because it broadens our outlook and gives us life experience. Do you have the same opinion?

People like to travel ...	alone with friends with parents with a dog with grandparents
Usually they travel ...	on business for pleasure in search of adventures from curiosity to see the beauty of the world
When they travel they like to ...	go shopping meet new people make new friends go sightseeing learn traditions of other countries
Because travelling is ...	exciting useful fascinating enjoyable good for health
But sometimes it can be ...	disappointing expensive dangerous troublesome tiring
And still travelling ...	broadens our outlook gives us life experience leaves unforgettable impressions helps us explore the world allows us to understand other people better

14. Agree or disagree with the following statements. Work in pairs.

**P1:** Businessmen usually travel from curiosity.

**P2:** No, you're wrong. They don't travel from curiosity, they usually travel on business.

- 1) Teenagers usually travel with their parents.
- 2) Lonely people like to travel alone.
- 3) Tourists always travel on business.
- 4) An adventurer travels in search of adventures.
- 5) When young people travel they like to make new friends and to go sightseeing.

15. Imagine you are going to travel.

a) First you should pack your things. You have different pictures on the desks. But what are you going to take? Start your answer with the phrase: "I'm going to take...". Ask any person in your group. Follow this model as an example:

**P1:** I'm going to take a camera, a swimming costume, sunglasses, money with me. What are you going to take?

**P2:** I'm going to take a passport, a phrase book and money.

a camera, a penknife, a radio, a swimming suit / swimming trunks, a pair of sandals, sunglasses, a warm sweater, an anorak, a big warm coat, a tennis racket, trainers, a football, a dressing gown, a pair of pyjamas, jeans, T-shirts, socks, a pair of walking boots, a dress, a towel, books, a clock, a passport, money, a phrase book

b) Explain why you are going to take some things. Use the words from the box.

go sightseeing, visit museums, swim, sail, sleep, sunbathe, play tennis, see friends, go fishing, climb, go to the theatre, camp, walk, learn English

*Example:* I'm going to take a swimming costume because I'm going to swim.

16. Mime a complaint, as a guest, in a hotel ('Hotel Receptionist'). The rest of the class are the receptionist.

*E.g.* The sheets are dirty and I've found four cockroaches.

17. Guess the town, city, country. One student describes and the others guess.

## GREAT BRITAIN

1. True or False.

- 1) Smog is a mixture of snow and fog.
- 2) The United Kingdom has a population of 80 million.
- 3) Gaelic is spoken on the west coast of Scotland.

- 4) A county is an area with a local government of its own.
- 5) St. Andrew is the name of the Scottish flag.
- 6) Northern Ireland is part of Great Britain.
- 7) A bobby is a British policeman.

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

2. Put these words in the proper columns. (*See "Photocopiable materials".*)

Kilt, castles, Snowdon, the Fringe, Ulster, Stonehenge, the dragon, Highlands, the Saint Andrew's cross, Belfast, tartan, Cambrian Mountains, the Saint Patrick's cross, Loch Ness, the Saint George's cross, moors, Ben Nevis, the Midlands, Windsor Castle

England	Scotland	Wales	Northern Ireland

3. True or False.

- 1) Mac in Scottish means "a son of".
- 2) The kilt is Scotland's national costume.
- 3) Loch is the Welsh word for lake.
- 4) Snowdon is a high mountain in Wales.
- 5) Cardiff is the capital of Scotland.
- 6) Northern Ireland is also called Ulster.
- 7) The dragon is the symbol of Northern Ireland.
- 8) Rugby is a popular sport in Wales.
- 9) Moors are areas of wild, open countryside.
- 10) Oxford is situated on the River Thames.
- 11) Saint George is the patron of Wales.
- 12) There are three crosses on the British flag.
- 13) The north of Scotland is famous for its developed industry.
- 14) The capital of Northern Ireland is Dublin.
- 15) The tartan is a checked cloth.

Key: 1T, 2T, 3F, 4T, 5F, 6T, 7F, 8T, 9T, 10T, 11F, 12T, 13F, 14F, 15T.

4. Picture dictation

Pupils draw a picture containing simple visual information from a description which you dictate.

Draw an island in the sea. There are some mountains in the middle of the island. There are some rocks to the north from the mountains. In the west next to the mountains is a palm-tree. There is a house in the east at the bottom of the mountains. There is a small lake to the south from the house. A narrow road connects the lake and the house. And a lonely elephant is going along the road to the house.

## 5. Famous Britons

Brainstorm your students' knowledge about famous Britons.

- 1) He invented a machine on which the modern computer is based.
- 2) He discovered the law of gravity when the apple fell on his head.
- 3) He tried to prove that our remote granddads and grannies were monkeys.
- 4) The author of *The Lord of the Rings*.
- 5) Scotland's national poet.
- 6) The most famous playwright in the world.
- 7) The author of *Jungle Book*.
- 8) The monument to this man stands in Trafalgar Square.
- 9) The first woman Prime Minister of Britain.
- 10) A member of the Beatles who was murdered in the USA.
- 11) The author of *Oliver Twist*.
- 12) The beautiful Princess of Wales and the mother of Prince William and Prince Harry, who died in a car crash in Paris.
- 13) This guy tried to blow up Parliament on November 5, 1605.
- 14) This Queen ruled for the longest period in British history.
- 15) The author of the Harry Potter books.
- 16) One of Britain's greatest leaders, who was the Prime Minister of the country during World War II
- 17) The creator of Hercule Poirot and Miss Marple.
- 18) This man invented the telephone.
- 19) A famous explorer who discovered Australia and Hawaii.
- 20) The author of *Alice in Wonderland*.
- 21) A very famous singer, once a member of the Beatles.
- 22) This famous scientist discovered laws of electricity.
- 23) The author of *The Canterbury Tales*.
- 24) This brave scientist discovered penicillin.
- 25) The inventor of the steam engine.
- 26) This romantic poet died in Greece while fighting against the Turks for Greek independence.
- 27) The author of *Robinson Crusoe*.
- 28) This man was leader of the parliamentary army against King Charles I and after Charles's execution, became Lord Protector. But he was almost as tyrannical as the king he defeated and the monarchy was restored two years after his death.
- 29) The author of *The Hound of the Baskervilles*.
- 30) The author of *Pride and Prejudice* and *Sense and Sensibility*.
- 31) A film director famous for his horror films.
- 32) This Englishman was the first to sail around the world. He also led the English navy to victory against the Spanish Armada.
- 33) The author of *The Picture of Dorian Gray*.
- 34) A famous landscape painter of the 19th century.
- 35) A famous explorer of Africa, the first European to see the Zambezi River and the Victoria Falls.

- 36) A comic actor with a small black moustache, a bowler hat and a funny way of walking.  
 37) A famous footballer.  
 38) The inventor of the television.  
 39) The author of Treasure Island.  
 40) The author of Ivanhoe.

*Key:* 1. Babbage 2. Newton 3. Darwin 4. Tolkien 5. Burns 6. Shakespeare 7. Kipling 8. Nelson 9. Thatcher 10. Lennon 11. Dickens 12. Diana 13. Fawkes 14. Victoria 15. Rowling 16. Churchill 17. Christie 18. Bell 19. Cook 20. Carroll 21. Paul McCartney 22. Faraday 23. Chaucer 24. Fleming 25. Watt 26. Byron 27. Defoe 28. Cromwell 29. Arthur Conan Doyle 30. Austen 31. Alfred Hitchcock 32. Drake 33. Wilde 34. Constable 35. Livingstone 36. Chaplin 37. Beckham 38. Baird 39. Stevenson 40. Scott

## LONDON

### 1. Match.

- |                  |                                         |
|------------------|-----------------------------------------|
| 1) a tube        | a) a bus with two levels                |
| 2) black cab     | b) an apartment                         |
| 3) night life    | c) London taxi                          |
| 4) travel card   | d) twelve o'clock                       |
| 5) visitors      | e) an area                              |
| 6) a flat        | f) an underground train                 |
| 7) double decker | g) tourists                             |
| 8) midnight      | h) one-day ticket on London transport   |
| 9) the rush hour | i) expensive                            |
| 10) a zone       | j) films, concerts, plays, discos       |
| 11) dear         | k) the busiest time to travel           |
| 12) rent         | l) the monthly price of a place to live |

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

### 2. Put the following sentences in the correct order. Then read the dialogue with a partner.

- Could you tell me when we get there?
- Does this bus go to Marble Arch?
- Thank you. Did you say a number 12?
- No, you have to get off at Oxford Circus and take a 12.
- Oxford Circus is the next stop but one.
- Yes, a number 12 or a number 14.

*Key:* Does this bus go to Marble Arch? / No, you have to get off at Oxford Circus and take a number 12. / Thank you. Did you say a number 12? / Yes, a number 12 or a number 14. / Could you tell me when we get there? / Oxford Circus is the next stop but one.

3. Choose the right answer.
- 1) What can you find in the City?
    - a) Saint Paul's Cathedral.
    - b) Westminster Abbey.
    - c) The National Theatre.
  - 2) What can you find in the West End?
    - a) The Bank of England.
    - b) Hampstead Heath.
    - c) Oxford Street.
  - 3) Covent Garden is famous for:
    - a) cafes, clubs and clothes shops.
    - b) the Law Courts.
    - c) a huge park.
  - 4) The Prime Minister lives at:
    - a) 10 Downing Street;
    - b) 10 Dean Street;
    - c) 10 Regent Street.
  - 5) The Houses of Parliament are:
    - a) beside the River Thames;
    - b) next to the Tower;
    - c) in the East End.
  - 6) Where can you find dinosaur skeletons?
    - a) National Gallery.
    - b) Natural History Museum.
    - c) MOMI museum.
  - 7) The Tower of London was built by:
    - a) King Edward the Confessor;
    - b) King George IV;
    - c) William the Conqueror.
  - 8) The Tower of London was built about:
    - a) 1000 years ago;
    - b) 900 years ago;
    - c) 800 years ago.
  - 9) The City is:
    - a) one square mile in size;
    - b) two square miles in size;
    - c) three square miles in size.
  - 10) Where can you see the Royal Crown and royal jewellery?
    - a) In the Tower.
    - b) In British Museum.
    - c) In Westminster Abbey.

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

## UKRAINE

### 1. Ask the students:

- What are the most attractive places in your country?
- Are there many famous sights in your country? What are they famous for?
- What's your favourite place in your country? Is it popular with many people? Why?
- Who are the most popular people in your country? What are they like? What do they do? What have they done for your country?
- What are the most popular activities, hobbies or habits in your country? Why?

### 2. Think of five places in your country. Write them in the correct places in this table, then make sentences.

	north	south	east	west
large city				
city				
large town				
town				
small town		Alupka		
small village				

*E. g. Alupka is a small town in the south of Ukraine.*

### 3. Let's collect interesting facts about our country and native city.

- A) 1) Who is the most popular opera (pop) singer in our country?  
 2) Who is the most popular composer in our country?  
 3) Who is the most important person in the history of our country? What did he / she do?  
 4) Who is the most talented writer of today in our country?

*Example: My friend thinks that...*

- B) 1) What is the best city in our country? Why?  
 2) What are the most interesting tourist sights for visitors in our city (monuments, museums, temples)?  
 3) What are the most popular vacation places for people in our country? Why?

*Example: My friend says that...*

- C) 1) What is the most popular food in Kharkiv?  
 2) What is the most beautiful café in Kharkiv? What do you like about it?  
 3) What is the largest market place in kharkiv? What can we buy there?

*Example: My friend believes that ...*

4. Ask the students: Where would you like to spend your holiday in our country? Write some notes of the attractions of a resort in our country. It could be a few words connected with a place to make some sentences orally after that.

*E.g. mountain, forest, river with cold water, fresh air, winter, skiing, lovely inn, warm springs.)*

5. Think of five cities, towns or villages in our country. Put their names in this table and then make up sentences

	city	town	village
quiet			
noisy	Kharkiv		
pretty			
polluted			
exciting			

*E.g. — I think / In my opinion Kharkiv is a noisy city.*

You might also use it to revise the degrees of comparison of adjectives:

— I disagree, Kyiv is noisier than Kharkiv.

#### 6. Constitution of Ukraine

True or False.

- 1) The first constitutional document in Ukraine appeared in the 18th century.
- 2) There have been more than six constitutions in the history of Ukraine.
- 3) The judicial power in Ukraine is represented by the Cabinet of Ministers.
- 4) Men and women have equal rights.
- 5) Not all people have the right to dwelling.
- 6) The state language of Ukraine is Russian.
- 7) All mineral and natural resources belong to the Verkhovna Rada.
- 8) The Constitution guarantees freedom of thought and speech.
- 9) The Constitution specifies the powers and obligations of the president.
- 10) The highest body of the executive power is the Verkhovna Rada.
- 11) The President of Ukraine is the head of the state and speaks on behalf of it.
- 12) The Constitution was adopted on August 24, 1991.
- 13) The Constitutional court is the highest juridical body.
- 14) The Constitution establishes the country's political system.
- 15) The citizens mustn't observe the Constitution.
- 16) The Constitution establishes privileges for some groups of population.
- 17) The Cabinet of Ministers is accountable to the Verkhovna Rada.
- 18) The right of private property is inviolable.



**HOLIDAYS**

1. — Have you got a holiday home?  
 If yes, where is it? Can you describe it?  
 If no, would you like a holiday home? Where?  
 Which of these two holidays would you prefer: hotel, hitch-hiking?  
 Do you think you need lots of money to have a good holiday?
2. In pairs:
  - Where did you spend your summer holidays?
  - With whom did you spend your summer holidays?
  - What did you do?
  - When did it happen?
  - Where did you spend your summer holidays?
  - In the country.
  - Oh, no, it was boring!
  - What did you do?
  - I swam in the river.
  - It was great!

<b>Where?</b>	<b>With whom?</b>
in a summer camp in a sports camp in a holiday centre in the country on the bank of the river at the seaside	with my friends with my parents with my family alone
<b>What did you do?</b>	<b>When?</b>
read books watched TV went fishing swam in the river played football listened to records went to the forest earned money travelled	in summer in July on Sundays at weekends in the evenings

3. Read the words in the box and match them to the correct festival.  
 (See “Photocopiable materials”)

hot cross buns, charity cards, chocolate eggs, church service, coloured lights and decorations, presents, pantomimes, hold hands and sing at midnight, turkey, snow

<b>Christmas</b>	<b>New Year</b>	<b>Easter</b>

4. The sociologist hasn't finished his list of questions. Complete it, please.  
Questionnaire on Holidays.

- 1) Have you been on holiday this year?
- 2) When...?
- 3) How long...?
- 4) Where exactly...?
- 5) Who ... with?
- 6) What sights...?
- 7) Where else...?
- 8) Would you recommend...?
- 9) ...?

5. Puzzle your students.

(Each question is a warm-up which gives you quite a lot of opportunities for discussion to cheer up your students at the beginning of the lesson.)

- What do you dream about?
  - What are you afraid of? Are you afraid of the dark?
  - If you could be any age, what age would you be? Why?
  - Let's talk about your last year in school.
  - Our life is boring if we don't have friends. Do you agree with this statement?
  - Is it good to have many friends? Is it better for anybody to be lonely?
  - What is important for you? Why?
  - What is the most serious problem in your life?
  - What do you and your friends usually talk about?
  - Is it fun to be a fan or is it a serious matter?
  - Do you think famous and popular people are happy? Why do think so?
  - Do you want to become popular?
  - Do you think your class is popular in your school? Why? Why not?
- Which class is popular?

— Would you like to be on the road / a group of actors or musicians is on the road they are travelling from place to place giving performances/ if you were a pop star?

“I am crazy about \_\_\_ How about you?” One student says, for example, “I am crazy about pretty girls” and then asks their partner, “How about you?” Each pair makes as many sentences as possible within the time limit.

Your imaginary date with someone famous.

- Do you feel strongly about any political question?
- Have you ever done something that surprised your family or friends?
- Have you changed very much in the past few years?
- How important is cooking and eating for you?
- Is there a certain sort of music or book or other entertainment that you like very much?

- Were you happy or unhappy as a child?
  - Have your parents been an important influence in your life?
  - Have you ever been in love?
  - Do you think that older and younger generations should live together?
  - What is your opinion of the problem of the generation gap?
6. How much do you know about British festivals?
- 1) At Easter people:
    - a) eat cross buns;
    - b) light bonfires;
    - c) make pancakes.
  - 2) The Boat Race is between:
    - a) Oxford and Cambridge Universities;
    - b) Oxford and London Universities;
    - c) Cambridge and York Universities.
  - 3) Children dress up as witches:
    - a) at Easter;
    - b) on Guy Fawkes' Night;
    - c) at Halloween.
  - 4) Ascot is famous for its:
    - a) football team;
    - b) horse race;
    - c) tennis tournament.
  - 5) British children receive their Christmas presents on:
    - a) 24th December;
    - b) 25th December;
    - c) 26th December.
  - 6) St Valentine's day is in:
    - a) January;
    - b) February;
    - c) March.
7. Where are these holidays celebrated? Put these words in the proper columns.

Christmas, Halloween, Independence Day, Easter, Father's Day, Memorial Day, St. Valentine's Day, Pancake Day, April Fool's Day, Victory Day, Thanksgiving Day, Guy Fawkes Day, Women's Day, Mother's Day, Columbus Day, New Year's Day, Boxing Day, the Day of the Constitution, Martin Luther King's Day, Veterans' Day, Notting Hill Carnival, President Day

Ukraine	Great Britain	the USA

Which holidays are celebrated in all these countries?  
 What holidays do you like most of all?

## FOOD

1. Put the following sentences into the correct order.

*A nice cup of tea!*

Stir before serving.

Put warm water into the teapot.

Leave it to stand for three to five minutes.

Pour freshly boiling water into the teapot.

Put in one teabag of tea per person and one for the pot.

2. Write five sentences about what you eat. Use sometimes, always, usually, often, never in each sentence.

3. What's the opposite of...?

dry wine

tough meat

cooked fish

fresh bread

a well-done steak

a clear soup

a heavy meal

undercooked vegetables

soft drinks

*Keys:* sweet wine, tender meat, raw fish, stale bread, a rare steak, a thick soup, a light meal, overcooked vegetables, hard drinks

4. How to make a cup of tea.

Complete the sentences with the proper words.

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

*Example:* Fill the kettle.

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

5. Like "the Last Heroes".

*Ask:* Would you like some frog pizza? — Yes, please./ No, thank you. (elephant pie, crocodile cutlets, banana buns, ostrich eggs, tortoise soup, fried shark tails, lobsters, dried spiders, boiled snails, roasted ants).

6. Ask the students:

- What is food for many people?
- What do you think about fast food? Is it useful?
- How do you feel about eating meat?
- Do you think that food nowadays is safe?

7. Ask the students:

- What do you eat soup with?
- What do you eat meat (fish) with?
- What do you cut bread (meat, fish) with?
- What do you eat bread with?
- What do you put on the table for breakfast (dinner, supper)?
- What do you have for dinner?
- What do you like to have for breakfast?
- Do you have soup for breakfast?
- Do you have an apple and a sandwich for lunch?
- What do you usually have for lunch?
- Do you usually have porridge for supper?
- What do children like to eat?

8. Two persons, Mr. Plumpy and Mrs. Fatty, had their yearly check-up yesterday. The doctor gave them the diet. Say (or write) what they mustn't eat and what they can eat to keep fit.

**Mr. Plumpy's diet**

—	+
Beer / wine	coffee
potatoes	vegetables
chips	fruit
sandwiches	a little fish
bread	no salt
butter	a little milk
sausage	
cookies	
sugar	

**Mrs. Fatty's diet**

—	+
fatty meat	lean meat
potatoes	juice
rice	apples
macaroni	plums
chocolates	green vegetables
cream	a little cheese
ice-cream	a few eggs
cookies	tea /without
sweets	coffee /sugar

*Example:* So, Mr Plumpy / Mrs Fatty mustn't eat \_\_\_ / \_\_\_ can eat \_\_\_

*Variation.* You might use it for pair work too. The students' cards are in Photocopiable materials.

- What mustn't Mr Plumpy eat? — He mustn't eat chips.
- What can Mrs Fatty eat / drink? — She can drink juice.

Then students make their conclusions as in the previous activity.

9. Fill the blanks in a food vocabulary network. (See "Appendix 6")

## THEATRE AND CINEMA

### 1. True or False.

- 1) The audience is the people watching a theatre performance.
- 2) Kevin Costner and Bruce Willis are actors.
- 3) A conductor works with an orchestra or choir.
- 4) Tom and Jerry are cartoon characters.
- 5) You buy your theatre tickets at the box room.
- 6) Actors perform on a stage.
- 7) A group of musicians is called a chorus.
- 8) The cast are the actors in a play.
- 9) Evening performances are called matinees.
- 10) The first row of the dress circle is very close to the stage.

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

### 2. Ask the students:

- 1) How often do you go to the cinema?
- 2) What sort of films do you like best?
- 3) Who's your favourite film star? Why?
- 4) Which film did you see last? What was it about?
- 5) What is the best film you have seen?

### 3. You are going to make a film. Write as many words as you can to describe your scenery.

*Example:* desert, sand, the sun, few clouds, the blue sky..

### 4. How about going to the theatre?

Look at the theatre ticket and write the information you can get from it.

£7.00 Experimental Theatre  
 "Me and My Girl"  
 at 2.30 pm  
 Wed 12 / 5 / 05  
 Stalls  
 A15

---

TO BE RETAINED

- a) theatre
- b) performance
- c) beginning of the performance
- d) date of the performance
- e) part of the theatre
- f) row
- g) seat number
- h) price of the ticket

5. Write the following headings on the board:

the 1900s

the 1920s

now

Then read out the following: the first films, many different kinds of film, black and white films, “talking” films, no sound, new films, cowboy films, special effects. The pupils should write them in the proper columns.

6. Ask the students:

- Can you say what the theatre is?
- Where are the best seats in the theatre, at the front or at the back?
- What is the difference between a cinema and a theatre? Which do you prefer?
- Which of the two, the theatre or the cinema, is more popular in our country? Why do you think so?
- What role does the theatre play in our life?
- How often do you go to the theatre? When was the last time you went to the theatre?
- Which of Ukrainian play appeals to you deeply? Give your reasons.
- Who is your favourite actor (actress)?
- What is the price of admission?
- Which plays that are on now in our city are successful?
- What is a puppet theatre?
- Are you fond of ballet? Which ballet do you like best of all?
- When and how do you book seats for the theatre?

## SHOPS AND SHOPPING

1. Where would you buy the items in the right column? Match them with the list of shops.

- |                                 |                                   |
|---------------------------------|-----------------------------------|
| 1) a fishmonger's               | a) a loaf of bread, French rolls  |
| 2) a baker's                    | b) a CD                           |
| 3) a butcher's                  | c) a pair of trainers or slippers |
| 4) a shoe shop                  | d) cod or herrings                |
| 5) a DIY store (do-it-yourself) | e) fillet or chops                |
| 6) a chemist's                  | f) a paperback                    |
| 7) a newsagent's                | g) a screwdriver or hammer        |
| 8) a record shop                | h) throat pastels                 |

2. Choose the correct word to complete the phrase. Some words are used more than once.

a carton of,	toothpaste
a bar of,	bread
a box of,	milk
a bunch of,	lemonade
a bottle of,	chocolates
a jar of,	crisps
a loaf of,	soap
a brick of,	ice-cream
a tube of,	bananas
a packet of	biscuits
	honey
	mineral water
	matches
	jam
	chocolate
	grapes
	tissues
	sun cream

3. Revise *How much...?*

- I went shopping yesterday.
- What did you buy?
- I bought ....
- How much was it? — ..., etc.

4. Revise *I'll...*

I'm going shopping. I'll buy a sweater. What will you buy, Ann? — I'll buy a hat.

I'm going shopping. I'll buy a sweater and a hat. What will you buy, Kate? — I'll buy some cassettes.

I'm going shopping. I'll buy a sweater, a hat and some cassettes.

Continue round the class adding an item to the list.

5. Imagine yourself a shop-assistant and ask the write question.

- I need some apples.
- How many, please?

*Substitutes:* toys, furniture, baby food, wallpaper, curtains, playmates, ...

6. Fill the blanks in a shop vocabulary network. (See "Appendix 7")



## 7. Suggested questions for warm ups.

### *Clothes shopping*

- How often do you buy clothes?
- Which is your favourite shopping area?
- Which day of week do you usually go?
- Do you go in the morning or in the afternoon?
- How do you get there?
- Do you make a list of clothes you want to buy?
- What are the easiest clothes to buy?
- What are the hardest?
- How often do you buy jeans / new shoes?
- Do you buy second-hand clothes?

### *Supermarket shopping*

- Which supermarket do you go to regularly?
- How often do you go?
- Do you always go on the same day of the week?
- Do you always go at the same time of day?
- How do you get there?
- Do you make a shopping list?
- What do you usually buy first / last?
- How often do you buy basic provisions such as bread and milk?
- Do you always buy 'Special Offers'?
- Do you ever use discount coupons?

## **MASS MEDIA**

### 1. Match.

- |                |                                                                       |
|----------------|-----------------------------------------------------------------------|
| 1) Announcer   | a) A television series that usually runs for a long time.             |
| 2) Documentary | b) People who watch TV.                                               |
| 3) Soap opera  | c) A person on television who informs about coming programmes.        |
| 4) Cartoons    | d) A slang word for television.                                       |
| 5) Viewers     | e) A factual film or television program about people and their lives. |
| 6) The box     | f) Donald Duck and Mickey Mouse.                                      |

## 2. Ask two questions about each headline you'll hear.

*Example: Death of a Legend — Who died? What did he do?*

- 1) BANK ROBBERS GET AWAY
- 2) Broken wedding plans
- 3) Thirty killed in London
- 4) Woman throws away Van Gogh painting by mistake
- 5) Lost Beethoven symphony found in attic
- 6) Pope to visit Australia
- 7) Hijack on BA flight
- 8) **An amazing discovery**
- 9) **100 days at sea**
- 10) **ANGRY MOTORIST "KILLS" CAR**
- 11) The Hurricane Has Left Trail of Chaos
- 12) **TOWN'S NEW SWIMMING POOL**
- 13) **QUICK-THINKING VAN DRIVER**
- 14) **Commuter who talks to strangers!**
- 15) THE TRAIN NOT STOPPING AT PLATFORM ONE...
- 16) **JET CRASH — 150 ESCAPE**
- 17) *Man wins a fortune*
- 18) **THE HUTSONS' BABY IN HOSTAGE TERROR**

## 3. Match the two parts of sentences.

Television brings events...	...like the Olympic Games into millions of home.
The funeral was...	...broadcast to the hole nation.
See today's paper for...	...a list of TV programmes in your area.
The final episode will...	...be shown on Channel 4 tonight.
What genres seem...	...to dominate prime-time viewing?
Most of the educational programmes...	...are really good and informative.
We tend to view more and...	...listen less, as time goes on.
We have an opportunity...	...to take part in lots of talk shows or quiz games on TV.
Television makes people argue and...	...discuss things, think and talk more.
Television may be the cause of...	...many disputes and conflicts in the family.

**4.** Ask the students:

- Do you like watching TV?
- Are you a “coach potato”?
- Do you learn from TV?
- What programmes do you watch with pleasure?
- Is watching TV unhealthy?
- Do you think watching TV is a good way to spend free time?
- Imagine that something is wrong with your TV. What will you do instead of watching TV? Why?

**5.** Match the names of the TV programmes with their definitions.

- |                       |                                                                                                                                                                                            |
|-----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1) Chat show          | a) an amusing programme in which there is a different story each week about the same group of people.                                                                                      |
| 2) Quiz show          | b) a television programme about wild animals and plants.                                                                                                                                   |
| 3) Game show          | c) a programme that is broadcast several times each day, which tells you about all the important events that are happening in the world.                                                   |
| 4) Cartoon            | d) a programme in which famous people talk about themselves and answer questions about their lives, opinions etc.                                                                          |
| 5) Sitcom             | e) a programme that gives you facts and information about a serious subject, such as history, science or social programme.                                                                 |
| 6) Breakfast show     | f) a film, especially a story for children that is made by photographing a series of drawings, so that they seem to move.                                                                  |
| 7) Soap opera         | g) a programme in which people play games and answer questions in order to win prizes.                                                                                                     |
| 8) The news           | h) a programme in which is broadcast early in the morning, which includes news and tells you what time it is; there are also usually songs and jokes and conversations with famous people. |
| 9) Wildlife programme | i) a television story about a group of people and their lives, which is broadcast regularly for many years.                                                                                |
| 10) Documentary       | j) a programme in which people or teams complete against each other by answering questions.                                                                                                |

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

## 6. Agree or disagree:

- 1) Television kills conversation. Does it?
- 2) TV makes people think and talk more. Is that true?
- 3) Comedies can have more influence on viewers. Can it?
- 4) TV is terribly bad for people's eyes.
- 5) People get addicted to certain television series.
- 6) Children don't get enough fresh air.

## 7. Match the lists of papers with their definitions.

- |                      |                                                                                                                                                                                     |
|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1) a newspaper       | a) lists of films, plays, and other events, with details of the times, dates, and places where they will happen                                                                     |
| 2) Sunday paper      | b) a newspaper that doesn't contain much serious news, but has stories about famous people, sport, etc.                                                                             |
| 3) Local paper       | c) a set of large folded sheets of paper containing news articles, pictures, which is printed and sold every day or every week.                                                     |
| 4) Magazine          | d) a newspaper and the people who write for them.                                                                                                                                   |
| 5) Journal           | e) a large, thin book with a paper cover, often printed on shiny paper, which contains stories, articles, photographs, and sometimes also news.                                     |
| 6) The press         | f) a newspaper that gives news mainly about the town or area where it is printed                                                                                                    |
| 7) The media         | g) newspapers that are read by a lot of people and generally contain articles that are entertaining rather than serious, for example, stories about people on television and sport. |
| 8) Tabloid           | h) a paper that is sold every Sunday, and is usually bigger than papers sold on other days.                                                                                         |
| 9) The popular press | i) all the organizations that are involved in providing information to the public, especially newspapers, television, and radio.                                                    |
| 10) Comics           | j) a serious magazine on particular subject, containing articles by university teachers, scientists, doctors, etc.                                                                  |
| 11) Listings         | k) a magazine, especially for children, that consists of funny or exciting stories which are told using a series of pictures.                                                       |

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

## CITY AND THE COUNTRY

1. Write city, town and country on the board. Call out the words for things associated with the city, town and the country with which students are familiar as you have individual students go to the board and stand under the appropriate category.
2. To review the city and country words, give each member of a small group of students a picture of something associated with either place such as a farm, a pond, a tall building or a cinema. Ask the other students in the class to name each location in the pictures and say if it can be found in the city or in the country. Then encourage the students with the city pictures to stand in one area of the classroom and the students with the country pictures to do the same in another area.
3. Where do they live?  
 Dorothy always wears sandals. (In the south)  
 Ben has a cow. (In the country)  
 Mary works in the office. (In the city)  
 Kevin works on a farm. (In the country)  
 My aunt is often stuck in traffic jam. (In the city)  
 My sister often feels bad because of great air pollution. (In the city)  
 Becky enjoys fresh air and fresh milk every morning. (In the country)  
 My cousin likes birds watching in the fields. (In the country)  
 My mother always feels awful in overcrowded streets. (In the city)  
 My friend wears a fur coat during the most part of the year. (In the north)
4. A snowball game  
 Say a sentence, let a pupil repeat it, and he (she) adds his (her) own sentence, a next pupil is to repeat the two previous sentences and to add a new sentence, etc.  
 — This is a street.  
 — This is a street. There are many cars in the street.  
 — This is a street. There are many cars in the street. There is a big shop in the street. Etc.
5. Where can we find these objects? (*See "Photocopiable materials"*) Put these words in the proper columns.

zebra crossing , meadow, refrigerator, surfboard, pond, pedestrian, parking meter, carpet, dishwasher, wet suit, chickens, pebbles, wash basin, shell, drawer, orchard, post box, barn

in the street	at home	on the beach	in the country

## 6. Jigsaw reading

Copy, cut out and shuffle the parts of the two short stories (*see "Photocopiable materials"*). Students have to sort out the cards (in pairs or in groups) so that they make two stories. Set time limit. Then students have to read the both full stories orally.

### *Story 1*

When I come to my sister's place I usually visit the picture gallery. I go there by underground because the streets are overcrowded. In the gallery it is quietly and calmly and I have a real pleasure watching my favourite pictures. Returning home I often have a cup of coffee in the café which is nearby the Opera Theatre. Sometimes I meet my sister after she finishes her work and we do shopping at the supermarket. After silence in the gallery the supermarket seems a real huge noisy ant hill.

### *Story 2*

When I come to my uncle's place I usually go to the forest which is not far from the house. I like walking there as I hate overcrowded streets. My uncle sometimes asks me to help him on the farm and I do it with pleasure. Fresh air, lots of animals around and beautiful nature makes me feel as on the other planet. Here there is no rush hour, traffic jam and noisy streets. After crazy life in the city the country seems a real paradise.

## MEDICAL CARE

### 1. Put the following sentences in the correct order.

*Example: 1e*

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

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

2. What's the matter?  
Match the problem and its solution.

*Health problems*

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

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

*General problems*

- |                             |                           |
|-----------------------------|---------------------------|
| 1) I'm homesick             | a) take a nap             |
| 2) I'm tired                | b) take it easy           |
| 3) I'm sleepy               | c) take them off          |
| 4) I may be late            | d) borrow some money      |
| 5) My shoes are tight       | e) cheer up!              |
| 6) I can't find my key      | f) pull yourself together |
| 7) I'm bored                | g) go to a restaurant     |
| 8) I'm hungry               | h) keep a diet            |
| 9) I'm angry                | i) watch a comedy         |
| 10) I'm hard up             | j) calm down              |
| 11) I've put on some weight | k) hurry up               |
| 12) I'm scared              | l) relax for a while      |

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

3. Pupils go around the class asking questions, then they sum up.  
Have you ever ...?  
When did it happen last?

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

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

## 4. Read the rap, revise the names of health problems.

*Never Be Sick Rap*

There are diseases in the world...  
 Some you know, some you don't,  
 Some you'll be sick, some you won't.  
 You'll feel awful if you fall,  
 But it's better for you not to be sick at all.  
 So let temperature, sneezing, sore throat, toothache,  
 cough and a cold, runny nose, backache,  
 rash, influenza or flu, earache,  
 terrible fever, appendix, headache,  
 vomit, food poisoning and stomachache,  
 sprain, high blood pressure, serious pain  
 and even their symptoms you irritate  
 neither at night nor during the day.

5. Complete the sentences using as many words from the list as possible.  
 Help your students with the new words *nauseous* and *dizzy*.

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

- |                                  |                                                                                    |
|----------------------------------|------------------------------------------------------------------------------------|
| 1) I feel...                     | ill, sick, nauseous, dizzy, depressed                                              |
| 2) You must have...              | an operation, this medicine, some rest, a broken wrist, flu, a virus, an infection |
| 3) I've got...                   | a headache, a broken wrist, flu, a virus, a cold, an infection                     |
| 4) Be careful you don't catch... | flu, a virus, a cold                                                               |
| 5) You need to see...            | your doctor, a consultant                                                          |
| 6) I'm afraid it's...            | a broken wrist, flu, painful                                                       |
| 7) He'll take...                 | this medicine, an aspirin, his tooth out, her to hospital                          |
| 8) You've sprained...            | your ankle, your wrist                                                             |
| 9) She's...                      | nauseous, in great pain, dizzy                                                     |
| 10) It feels...                  | hot, painful                                                                       |



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

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

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

7. Agree or disagree.

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

8. In pairs complete the sentences and ask your partner in turn "And what about you?"

I usually feel nervous when \_\_\_\_\_  
 I am always overtired if \_\_\_\_\_  
 The first thing I do when I wake up in the morning is \_\_\_\_\_  
 When I have a headache I \_\_\_\_\_  
 I often feel dizzy when \_\_\_\_\_  
 To relieve the acute pain I \_\_\_\_\_  
 I use ice if \_\_\_\_\_

9. Are these statements true or false?

- 1) You are always all right if you eat fast.
- 2) Dairy products are made from milk and not from meat.
- 3) When you suffer from indigestion you have a pain in your leg.
- 4) If you can't concentrate properly on your homework you're overtired.
- 5) If you eat little food you're overweight.
- 6) All our food is healthy.
- 7) Fast food is very good for men.
- 8) Chemicals make our food unhealthy.
- 9) Fruit and vegetables help you to keep fit.
- 10) You should drink a lot of water during the day.

10. What do you suggest? Try to predict the chemist's recommendations.

- |                                                          |                               |
|----------------------------------------------------------|-------------------------------|
| 1) Could you make up this prescription for me, please?   | a) rub in this cream          |
| 2) What do you suggest for indigestion?                  | b) three times a day          |
| 3) Have you got anything to soothe the tooth-ache?       | c) try these tablets          |
| 4) Can you give me something to clear up a rash?         | d) I'll have it ready by 6.30 |
| 5) How often am I suppose to drink this mixture?         | e) try these pain-killer      |
| 6) What do you recommend for a sore throat?              | f) apply this ointment        |
| 7) Could you give me something for an upset stomachache? | g) use this gargle            |
| 8) Have you got something for sore lips?                 |                               |

Key: 1d, 2c, 3e, 4f, 5b, 6g, 7c, 8a

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

The teacher's board and the students' cards are in Photocopiable materials.

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

Key:

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

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

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

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

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

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

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

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

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

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

12. Suggested questions for warm ups.

What diseases did you suffer from in your childhood?

When were you last ill?

Did you see a doctor? How did the doctor examine you?

What did the doctor prescribe?

How long did it take you to get well? Did you have to stay in bed?

- Why do the doctors recommend their patients to stay in bed?  
 Have you ever had complication after a disease?  
 Do you ever have a headache? What do you do for it?  
 Have you ever had flu? What did you suffer from?  
 Do you often catch colds?  
 How long does it usually take you to recover?  
 What would you advise somebody who has a cough or a runny nose?  
 Whom do you consult when you have a toothache?  
 Do you ever go to the dentist to check your teeth or only when you complain of a toothache?  
 Is it painful to have your tooth pull out?  
 What do the dentists usually recommend?  
 Have you ever been operated on? Was it serious?  
 Do you wear glasses? Are you short-sighted or long-sighted?  
 What do you do when you have a sore throat?  
 What must you do when a person has a heart attack?  
 Where can you get a prescription made up?  
 What do old people suffer from?  
 How do you keep fit?  
 Do you agree with the saying 'Health is the greatest wealth'?

### 13. Jigsaw reading

Cut out and shuffle the parts of the jokes. (See "Photocopiable materials".)  
 Students in pairs have to sort out the cards to make the jokes up.

Key:

- 1) "Did you take those pills I gave you to improve your memory?" — "What pills?"
- 2) "Doctor, I think I need glasses". — "You certainly do. This is a bank".
- 3) "Doctor, I feel as if nobody ever listens to me". — "Next, please".
- 4) "Tell me, doctor. Is it serious?" — "Well, I wouldn't advise you to start any serials on TV".
- 5) "Doctor, doctor. I keep thinking I'm a dustbin". — "Don't talk such rubbish".

## POST OFFICE

1. What happens to a letter between the time it is written and the time it is delivered? Put the words below in the order of actions.

- |                                    |                                  |                                   |                                      |
|------------------------------------|----------------------------------|-----------------------------------|--------------------------------------|
| <input type="checkbox"/> post      | <input type="checkbox"/> address | <input type="checkbox"/> lick     | <input type="checkbox"/> stamp       |
| <input type="checkbox"/> deliver   | <input type="checkbox"/> postbox | <input type="checkbox"/> collect  | <input type="checkbox"/> post-office |
| <input type="checkbox"/> letterbox | <input type="checkbox"/> postman | <input type="checkbox"/> envelope | <input type="checkbox"/> seal (up)   |

## 2. Read the definitions and try to guess the words.

- 1) a written or printed message sent usually in an envelope \_\_\_\_\_
- 2) a paper covering for a letter \_\_\_\_\_
- 3) the official system for carrying letters, parcels, etc. from the sender to the receiver \_\_\_\_\_
- 4) the amount of money to be paid when posting anything \_\_\_\_\_
- 5) the postal system organized by Government (Am.E) \_\_\_\_\_
- 6) building which deals with the post, telephones \_\_\_\_\_
- 7) opening in the door of a house through which a postman can drop letters \_\_\_\_\_
- 8) an official metal box, often set into a wall, into which letters are put for sending by post \_\_\_\_\_

Key: 1 letter, 2 envelope, 3 post, 4 postage, 5 mail, 6 post office, 7 letter box, 8 post box

## 3. What do we use them for?

What is a stamp for?

What is an envelope for?

What is a post office for?

What is a sheet of paper for?

What is a postbox for?

What is a pen for?

What is an address for?

What is a letter for?

## DATES AND TIME

## 1. Practice saying the following dates.

16 May, 22 June, 3 August, 5 October, 18 January, 1991, 1915, 1804, 1725, 2005, 14/ 1 / 99, 6 / 12 / 51.

## 2. Imagine that today is Friday the 15th. Give the day and the date for the following times:

- a) the day before yesterday
- b) the day after tomorrow
- c) a week ago
- d) a fortnight ago

## 3. Revise How many...? and There are...

How many years are there in a century?

How many months are there in a year?

How many weeks are there in a year?

How many days are there in a month?

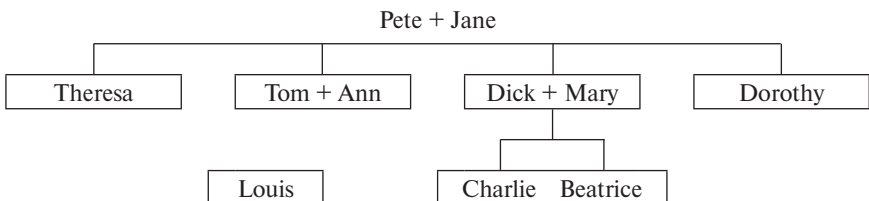
- How many days are there in a week?
- How many hours are there in a day?
- How many minutes are there in an hour?
- How many minutes are there in a day?
- How many seconds are there in a minute?

#### 4. The 12 months and 7 days of the week bingo

Give your students “bingo” cards with 4 columns and 5 rows. Ask them to write the 12 months & 7 days of the week, plus a free space however they wanted to organize it. (You may prepare the cards with the names already on it for younger pupils as they seemed to stress out with where to put the names.) Then you take a bag and put the 12 months & 7 days of the week into it, draw out the names individually and say: It’s the third day of the week. It’s the twelfth (last) month of the year. The pupils cross out the names they’ve just heard. The pupil who has crossed all the names in a line (vertical or horizontal) shouts: “Bingo!” and wins.

### MY FAMILY

1. To review grandfather, grandmother, father, mother, sister, and brother, use photographs, pictures from magazines, or drawings to begin building a family tree on the board. Ask the students to label them. Then, to introduce new family words, add labeled pictures for an aunt, an uncle, and a cousin to the family tree.
2. Vocabulary revision
  - Is your grandfather only your mother’s father?
  - Is your aunt your mother’s or your father’s sister?
  - What are: your uncle; your grandmother; your cousin; your niece; your nephew; your great-grandfather?
  - What is your mother’s sister’s husband’s wife’s mother?
3. Study the family tree and say whether the following statements are true or false. If they are false say the correct answer.



- 1) Jane is Dorothy's mother.
  - 2) Pete is Ann's father.
  - 3) Tom is Mary's husband.
  - 4) Theresa is Tom's wife.
  - 5) Louis is Charlie's brother.
  - 6) Beatrice is Louis's cousin.
  - 7) Dorothy is Beatrice's aunt.
  - 8) Tom is Louis's uncle.
  - 9) Charlie is Mary's nephew.
  - 10) Beatrice is Theresa's niece.
  - 11) Ann is Theresa's sister-in-law.
  - 12) Tom is Dorothy's brother.
  - 13) Dorothy is Pete's daughter.
  - 14) Ann is Mary's sister.
  - 15) Pete is Charlie's grandfather.
  - 16) Beatrice is an only child.
  - 17) Dorothy has two children.
  - 18) Jane is Beatrice's grandmother.
  - 19) Louis is Jane's grandson.
  - 20) Dorothy is single.
4. Answer some questions about the relations in your families.
- 1) Do your parents make you help them with the housework? What do they make you do?
  - 2) Did your parents let you watch TV at an early age (at the age of 5 or 7)?
  - 3) Do they let you sit up late at night?
  - 4) Do your parents let you invite friends to your home (very often, rather often, very seldom, rarely)?
  - 5) Do your parents make you go in for sport? Which?
  - 6) What are you grateful to your parents for?
  - 7) What are you going to make your children do?
  - 8) Are you going to let your children do anything they would like to do?

### DAILY ROUTINE

1. Ask the students to talk or write about their daily activities with sentences such as "I always brush my teeth after I get up" and "I never take the bus to school".
2. Elicit from the students activities they often (usually, always, sometimes, never) do with members of their families such as eat breakfast, go to the cinema, and play games. List their answers on the board. Ask the students to make sentences with these words. *e.g.* I often eat breakfast with my family.

3. The students may stay on their places or stand in a circle. Begin the game by throwing a ball to a student and calling out one of the frequency words (often, usually, always, sometimes, never). The student who catches the ball must make a sentence such as “I never go to bed late”. Then the student must call out a frequency word and throw the ball to another student.
4. A chain
  - I leave home at 7.45. And what about you?
  - I leave home at 8 o’clock. I’ve got 6 lessons on Monday. And what about you?
  - I’ve got 5 lessons on Monday. I have dinner at 3 o’clock. And what about you?
5. An interview (pair work)

**Student A.** You are a journalist who is going to interview different people about their way of life, their daily routine. Think of a set of questions to ask your interviewee.

**Student B.** You are the interviewee (a film star, a famous tennis player, a first school teacher, a student, an old-aged pensioner, etc.) Think of different details of your lifestyle and daily routine.
6. Describe a normal day of:
  - a five-year-old boy;
  - a 16-year-old girl;
  - a 40-year-old housewife;
  - a 70-year-old lady.

## THE WEATHER

1. Draw on the board pictures of the sun shining, raindrops falling, wind blowing, snow falling and clouds. Ask the students to call out the appropriate descriptive weather words.
2. Transfer the sentences in Present Simple into Past Simple. It is windy today. → It was windy yesterday.
3. Listening. Read these short texts and ask the students to guess what season it is.

It is hot and sunny. You wear shorts and T-shirts. You wear sandals on your feet.

It is cold and snowy. It’s windy too. You wear coats, hats, gloves and boots.

It is cool and cloudy. It often rains. You wear jeans, warm sweaters and raincoats.

It is warm and sunny. It sometimes rain. You wear jackets, jeans and shoes.

4. Complete the sentences.  
Today the weather is \_\_\_\_\_  
When it rains you take \_\_\_\_\_  
In winter you wear \_\_\_\_\_  
In autumn you eat \_\_\_\_\_  
Yesterday the weather was \_\_\_\_\_  
If it's hot you wear \_\_\_\_\_  
When it's snowy you can \_\_\_\_\_  
In summer you don't wear \_\_\_\_\_
5. Write the names of the months on the board. Ask the students to classify them according to season. Then ask the students what their favourite seasons are and why.
6. Activities according to the seasons: football → summer, gardening → spring, snowballs → winter.
7. Ask the students:  
What do you do when it is hot and sunny?  
What do you do when it is cold and slippery?  
What do you do when it is raining?  
What do you do when there is much snow on the ground?  
What do you do if the weather is bad?
8. Pair work  
You are on vacation. Call a student in your class and describe the weather.  
Complete the dialogue using Students' cards (one card for a pair) (*see Photocopiable materials*). Encourage your students to make their own dialogues.

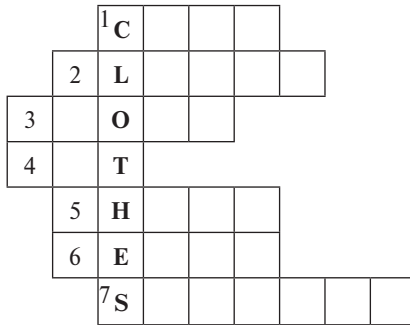
## CLOTHES

1. Ask the students to call out the names of pieces of clothing as you point to them in pictures or on the students.
2. A guessing game  
Imagine your mother has come from the shop where they sell clothes. Guess what she has got in her bag.
  - Do you have a dress?
  - Yes, I do./ No, I don't.
3. Game: "What is missing?"  
The doll is wearing a skirt, a blouse, shoes, a hat, a scarf. The teacher asks the pupils to close their eyes and quickly takes off one of the articles. The pupils guess what article is missing.



4. Say that you have the same thing.  
 Nick has a cap. I have a cap, too.  
 Ann has many dresses.  
 Tom has a blue short.  
 Jack has a white short.  
 Nelly has red shoes.  
 Bill has grey trousers.  
 My mother has a pink blouse.  
 My sister has a grey skirt.  
 My brother has black boots.  
 My grandfather has a brown cap.

5. Complete.



- 1) You wear it on your body in cold weather.
  - 2) Girls wear it on their bodies in hot weather.
  - 3) You wear them on your feet.
  - 4) You wear it on your head.
  - 5) Boys wear it on their bodies in warm weather.
  - 6) Boys and girls wear blue.... now.
  - 7) You wear them on your feet in hot weather.
- Key: 1 coat, 2 blouse, 3 shoes, 4 hat, 5 shirt, 6 jeans, 7 sandals

## ENVIRONMENTAL PROTECTION

1. Choose the questions which fit to the lesson you are preparing at this moment.  
 How "green" are you?  
 What have you done to be more friendly to the environment?

- What stories about the environment are in the news at the moment?  
 What everyday objects can we recycle?  
 What causes air pollution and acid rain?  
 Which of the world's seas are the most polluted?  
 What is happening to the world's rain forests?  
 What destroys the ozone layer?  
 What is happening to the world's climate?  
 Where are the rainforests in the world?  
 Where are the largest rainforests found?  
 If the present trend of destroying the rainforests continues, how long do you think it will take to destroy them all?  
 What is food for many people?  
 What do you think about fast food? Is it useful?  
 How do you feel about eating meat?  
 Do you think that food nowadays is safe?  
 How can we keep our earth clean?  
 Do you think we can reduce the major forms of pollution in the 21st century? Give three or four examples to support your answer.  
 What can people do to prevent the ecological disaster?  
 What is it necessary to do to make our city better to live in?

2. Work in pairs. Match the parts of the dialogues.

- |                                                                                                      |                                                                                                     |
|------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| 1) Have you read about the huge landfill site near our river? It has such an unpleasant smell.       | a) It's terrible and so harmful for the fish.                                                       |
| 2) Have you heard about accident near the seacoast? The oil spilt from the tank.                     | b) Shocking! It's so dangerous for people's health and nature.                                      |
| 3) Have you heard about the last discharging of the effluents into our river from the nearest plant? | c) It's terrible! The oil will coat the feathers of the seabirds and they won't be able to survive. |
| 4) Have you read about the explosion at the nuclear power station?                                   | d) It's horrible! The air will be so polluted that we soon won't be able to breathe at all.         |
| 5) Have you read about the throwing out at the chemical plant?                                       | e) It's awful! It can contaminate the soil with toxic products.                                     |

3. Here are some causes of pollution and actions needed to stop them. Match the parts A and B.

A	B
1) From the burning of coal, gas and oil...	a) ...destroy the air.
2) The gases from chemical fertilizers and rubbish...	b) ...to stop acid rain.
3) The gases from aerosols...	c) ...nearly 6 billion tons of carbon dioxide enter the atmosphere every year.
4) South American, Asian and African countries...	d) ...add to the Greenhouse Effect.
5) The use of natural energy of the sun, sea, and wind...	e) ...must conserve their rainforests.
6) We must make our power stations and factories cleaner..	f) ...will help to slow down global warming.

4. Match the words with the definitions.

1) Things we eat.	a) organic food
2) Sort of food usually eaten by a person or community.	b) healthy
3) Food of little or no value.	c) food
4) Substance added in small amounts to food for special purposes.	d) junk food
5) Food which is good for man.	e) diet
6) Chemical substances which kill insects and weeds.	f) pesticides
7) Foods grown without chemicals.	g) campaign
8) Take part in an action against something.	h) additive

## 5. True or false? Give reasons for your answers.

1) All our food is healthy.

---

2) Junk food is very good for men.

---

3) Chemicals used on a modern farm pollute our food.

---

4) Fruits and nuts, vegetables and wheat are health food.

---

5) Food additives can add colour, flavour, and artificial sweetness.

---

6) Hormones help plants grow.

---

7) Fertilizers are used to kill insects and weeds.

---

8) Chemicals make agriculture safer and healthier.

---

9) All food grown on a farm can be called organic.

---

## 6. Environmental Bingo

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

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

*Keys:*

Card 1. 1 pollution 2 throw 3 protect 4 food 5 acid rain

Card 2. 1 pollution 2 air 3 earth 4 cause 5 recycling

Card 3. 1 area 2 as often as 3 save 4 control 5 food

Card 4. 1 cause 2 area 3 garbage 4 dangerous 5 air

Card 5. 1 protect 2 dangerous 3 garbage 4 if 5 food

Card 6. 1 if 2 buy 3 recycling 4 acid rain 5 earth

Card 7. 1 pollution 2 poison 3 waste 4 throw 5 on

Card 8. 1 cause 2 buy 3 earth 4 food 5 acid rain

Card 9. 1 area 2 buy 3 pollution 4 if 5 protect

Card 10. 1 recycling 2 air 3 on 4 waste 5 save

## VOCABULARY

### 1. Match.

- |                 |                    |
|-----------------|--------------------|
| 1) You catch    | a) ...difficulties |
| 2) You look for | b) ...a window     |
| 3) You go by    | c) ...asleep       |
| 4) You have     | d) ...a train      |
| 5) You enjoy    | e) ...your keys    |
| 6) You fall     | f) ...eating       |
| 7) You make     | g) ...bus          |
| 8) You break    | h) ...a mistake    |

Make up new sentences. For *Example*: You break a cup.

### 2. Match.

- |               |                                                   |
|---------------|---------------------------------------------------|
| 1) I'm hungry | a) You know, you could go to bed.                 |
| 2) I'm tired  | b) In fact, it's not good enough.                 |
| 3) I'm late   | c) Well, you could have a sandwich.               |
| 4) I'm bored  | d) Actually, I can't understand what worries you. |
| 5) I'm happy  | e) You see, there's a good film on TV.            |

### 3. Write actions such as walk, run, jump on small cards. Ask the students to draw cards and act out the action for others to guess.

### 4. What ... like?

What's the weather like? — It's cold.

What's Denis like? — He's tall.

What are tigers' teeth like? — They are very sharp ... to continue

### 5. Let's rhyme a little.

It's something to drink and sounds like sea. — Tea.

It's something to eat and sounds like thread. — Bread.

It's a colour and sounds like glue. — Blue.

It's an animal and sounds like house. — Mouse.

It's something to wear and sounds like cat. — Hat.

### 6. Complete:

I was tired so \_\_\_\_\_

I was angry so \_\_\_\_\_

I was hungry so \_\_\_\_\_

I was thirsty \_\_\_\_\_

I was cold so \_\_\_\_\_

I was sleepy so \_\_\_\_\_

It was cold so \_\_\_\_\_

It was raining so \_\_\_\_\_

It was hot so \_\_\_\_\_

It was muddy so \_\_\_\_\_

It was sunny so \_\_\_\_\_

It was dark so \_\_\_\_\_

7. Use the categories to classify the words in the box.

Animal, chase, chemical, continent, destroy, fur, mountainous, hunt, Mediterranean, flat, neck, nuclear, plant, rocky, save, skin, stomach

- 1) Kinds of poisons that go into the sea. \_\_\_\_\_
  - 2) Kinds of living things. \_\_\_\_\_
  - 3) Parts of animals. \_\_\_\_\_
  - 4) Geographical words. \_\_\_\_\_
  - 5) Words that could describe the surface. \_\_\_\_\_
  - 6) Things you can do to an animal. \_\_\_\_\_
8. Brush up on your vocabulary. Which word is different?
- |          |          |                |         |                |
|----------|----------|----------------|---------|----------------|
| At       | by       | near           | go      | on             |
| Station  | car park | orange         | bank    | police station |
| Travel   | bus      | car            | train   | bicycle        |
| What     | this     | who            | where   | how            |
| Cow      | sheep    | horse          | dog     | duck           |
| Live     | home     | stop           | start   | work           |
| Bedroom  | toilet   | kitchen        | floor   | living-room    |
| Thursday | think    | three          | thank   | bathe          |
| Street   | road     | traffic lights | highway | avenue         |

## MUSIC

1. Guess.

### *A New Band*

A famous record company recently held auditions across the country to find five singers to form a new band. The five people chosen are now superstars. But can you work out each guy's previous job, his age (18, 19, 20, 21, 22) and home town?

- 1) Denis isn't from Kyiv.
- 2) Phillip is the oldest in the band.
- 3) Gregory is a year younger than the boy who used to be a waiter.
- 4) Peter is exactly 2 years younger than the accountant and 2 years older than the photographer.
- 5) Alexander is 2 years younger than the guy from Kyiv.
- 6) Neither Gregory nor Phillip from Kyiv.
- 7) The 19-year-old boy is from Donetsk.
- 8) Neither Gregory nor Phillip can drive a car.
- 9) The youngest guy in the band used to be a photographer.
- 10) The former lorry driver is from Lviv.
- 11) The guy from Kyiv isn't a hairdresser.
- 12) The guy from Odesa is younger than the guy from Kharkiv.

Name	Job	City	Age
Denis			
Phillip			
Gregory			
Peter			
Alexander			

Name	Job	City	Age
Denis	lorry driver	Lviv	21
Phillip	accountant	Kharkiv	22
Gregory	hairdresser	Donetsk	19
Peter	waiter	Kyiv	20
Alexander	photographer	Odesa	18

## NATURE

1. Think of the names for:
  - a) a part of a plant which is often beautiful and coloured;
  - b) a large area of land with lots o trees;
  - c) a large water body flowing to a sea or an ocean;
  - d) a big bright body in the sky from which the earth gets light;
  - e) a space body in the sky which moves around the earth and shines at night.

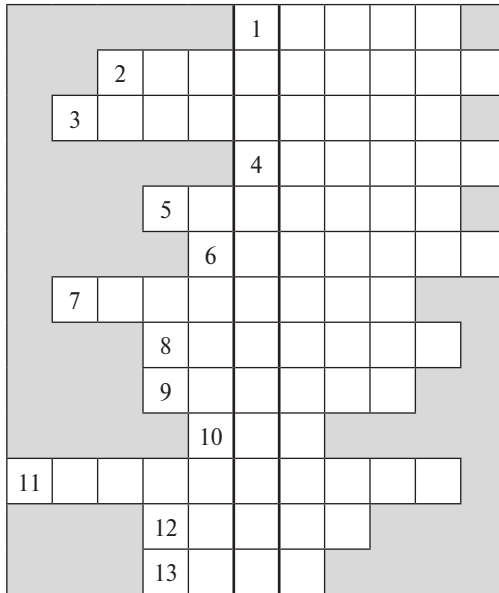
## CRIME

1. Match.  
What do we call a person who...?
 

1) steals things from people's pockets in crowded places	a) forger
2) betrays his or her country to another state	b) blackmailer
3) takes away people by force and demands money for their return	c) burglar
4) buys and sells drugs illegally	d) spy
5) breaks into houses and other buildings to steal	e) kidnapper
6) takes control of a plane by force and makes the pilot change the course	f) smuggler
7) makes false money or signatures	g) pickpocket
8) gets secret information from another country	h) traitor
9) brings goods into a country illegally without paying tax	i) drug dealer
10) threatens to tell other people your secrets if you don't pay him money	j) hijacker

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

2. If you do this puzzle, you'll read the name of notorious criminal, whose crimes have never been solved and whose mysterious personality has inspired thousands of books, songs, movies and even a rock opera.



- 1) The English for “суддя”.
- 2) The English for “шантажувати”.
- 3) Sherlock Holmes’ profession.
- 4) A synonym of “murderer”.
- 5) The English for “свідок”.
- 6) The plural of “thief”.
- 7) The criminal was \_\_ (d) to three years in prison.
- 8) The English for “вирок”.
- 9) Criminals are sent to \_\_\_.
- 10) The English for “шпигун”.
- 11) The English for “спільник”.
- 12) James Bond was a secret \_\_\_.
- 13) Who said, “All twelve of us think that he is guilty”?

## GRAMMAR

### Verbs

1. All you need is a ball. Your students need to be sitting in a circle, including the teacher, the teacher throws the ball to a student and gives a verb in the present tense.



The student must give you the past or the past participle depending on the level, then that student throws it to another and so on. Instead of selecting verbs you can ask for a sentence in a particular tense.

## 2. Classroom Rules: Must and Mustn't

- Prepare small pieces of paper each with either one thing students must do or one thing students must not do.
- Tell the students that they are supposed to form sentences that explain classroom rules.
- Divide the class into groups (of 4 if possible, so that everyone gets a chance to speak).
- Give each group the pieces of paper.

The winning group, the group that finishes first, reads their sentences aloud. (Each student of the group reads one or two sentences).

## 3. Going to Glasgow

One of the players calls out a place name, and another player must say what he is going to do there — all starting with the initial letter of the place name.

So if someone calls 'Glasgow', you would say, "I'm going to Glasgow to Gather Grapefruit".

### Past Simple

## 4. Ken had a lot of jobs to do last weekend.

He didn't have time to do all of them.

Which ones did he do?

*Example:* He washed the car. He didn't paint the gates.

Write down a few things you did last weekend or you didn't have time to do.

Weekend  
 wash car, +  
 book holiday, —  
 write to bank, +  
 buy new battery for car,  
 repair broken window —  
 phone sports club, —  
 pay electricity bill +  
 tidy garage, +  
 clean windows, +  
 paint gates —

5. Complete the dialogue. Use was, wasn't, were or weren't.  
Ben and Mel are talking about a barbecue.

**Mel:** I hear there \_\_\_\_\_ barbecue at the college last Sunday. \_\_\_\_\_ you there?

**Ben:** Yes, I \_\_\_\_\_. Where \_\_\_\_\_ you?

**Mel:** Oh I \_\_\_\_\_ here on Sunday. I \_\_\_\_\_ in London.

**Ben:** That's a pity. It \_\_\_\_\_ a very good barbecue. The food \_\_\_\_\_ great.

**Mel:** What \_\_\_\_\_ the weather like here?

**Ben:** Oh we \_\_\_\_\_ lucky with the weather. It \_\_\_\_\_ nice and warm.

**Mel:** \_\_\_\_\_ there many people there?

**Ben:** Yes, lots. Helen \_\_\_\_\_ there, though, she \_\_\_\_\_ very well.

**Mel:** What about Chris and George?

**Ben:** Oh, they \_\_\_\_\_ still on holiday last Sunday, so they \_\_\_\_\_ at the barbecue. But all the others \_\_\_\_\_ there.

### Modal verbs

6. How does the receptionist express the rules in column A?

*Use:* should, shouldn't, have to, mustn't, match them with a line in column B and make sentences.

*Example:* You mustn't make any noise after 11.00 or you'll wake the other guests.

A	B
make any noise after 11.00	a — if you are leaving before breakfast.
give me your valuables	b — because it gets full very quickly.
settle your account tonight	c — because we'd had a few thefts.
take a seat in the dining room early	d — I'm afraid I can't put them on your bill.
smoke in bed	e — or you'll wake the other guests.
pay cash for drinks	f — and I'll put them in the safe.
arrive back late	g — they must be entertained in the lounge.
have guests in your bedroom	h — because you could cause a fire.
produce a cheque card	i — if you want to pay by cheque.
lock your room at night	j — because the front door is closed at midnight.

7. Could you help me?

Change the following commands into polite requests. Use Could you ...? Will you ...? Would you...?

- 1) Put our names on the list. \_\_\_\_\_  
\_\_\_\_\_
- 2) Call me at six. \_\_\_\_\_  
\_\_\_\_\_
- 3) Ask Mrs Drake about it. \_\_\_\_\_  
\_\_\_\_\_
- 4) Give me a lift to the office. \_\_\_\_\_  
\_\_\_\_\_
- 5) Fill in this application form. \_\_\_\_\_  
\_\_\_\_\_
- 6) Send a telegram to the head office. \_\_\_\_\_  
\_\_\_\_\_
- 7) Pass me the reference book. \_\_\_\_\_  
\_\_\_\_\_
- 8) Reserve a single room. \_\_\_\_\_
- 9) Check on the timetable. \_\_\_\_\_  
\_\_\_\_\_
- 10) Change some money for me. \_\_\_\_\_  
\_\_\_\_\_

8. Give negative answers, giving reasons.

*Example:*

- Would you like some more wine?
- No, thanks. No more for me. I'm driving.

1) Would you like to visit the plant?	a) I'm on diet.
2) How about a concert tomorrow?	b) I've given up smoking.
3) Would you like to begin preliminary talks?	c) I'm leaving tomorrow.
4) Why don't you contact our head office?	d) No, thanks. I'll have to discuss some detail first.
5) Shall I introduce you to the owner of the company?	e) I've got very little time left.
6) Can I bring you something to eat?	f) Not this week perhaps.
7) Would you like a cigarette?	g) I've promised myself an early night.

9. To check understanding of have to / has to, make sentences such as “Your mother is tired. What do you have to do?” or “Ben’s cat is hungry. What does Ben have to do?”
- It’s too late. What do you have to do?
  - You’ve hurt your leg. What does your friend have to do?
  - You and your sister have chosen new sweaters in the shop and are going to leave. What do you have to do?
  - Your relatives are going to leave for Odesa tomorrow. What do they have to do?
  - Ann is in a hurry. What does she have to do? What doesn’t she have to forget about?
10. Ask students to talk about the things they have to do either before school, after school or every day.
11. A chant. You can change the underlined words endlessly.
- Goldfish, Goldfish,  
May I have a book?
  - Here you are.
  - Goldfish, Goldfish,  
May I have a doll?
  - Here you have it.
  - Goldfish, Goldfish,  
May I have a toy?
  - Take it, take it,  
Dear girls and boys!
12. Revise must and mustn’t and make up rules with the following words: stand, sit, sleep, eat, run, shout, come.  
*E.g.* You mustn’t sit at the computer too long. You must come to school in time.

### Present Simple

13. Ask the students to change the first person singular I to the third person singular He or She using pictures.  
*E.g.* I get up at 7 o’clock. — He gets up at 6.30.

### Numbers

14. Write numbers in a random pattern on the board. Ask the students to call out the numbers as you point to them. Then let individual students come to the board and do the pointing. Ask the students to put the numbers in order.

**15. Guess.**

Show a thick book to your pupils and ask: How many pages are there in this book?

- 275.
- No, less than that.
- 190.
- No, much more.
- 260.
- No, but very close to it.
- 265.
- Exactly. You are quite right.

**Comparatives and superlatives**

**16.** Ask questions about people and things in the classroom: Who's taller? \_\_\_ or \_\_\_ Whose bag is bigger? \_\_\_'s or \_\_\_'s Whose desk is nearer to the window?

**17.** Ask the students:

Who has got the heaviest bag? Who has got the longest hair? Who is the tallest person in the class?

**Second Conditional**

**18.** Turn on your imagination and finish these sentences.

If I was on the moon, \_\_\_\_\_

If the sun was as small as an orange, \_\_\_\_\_

If cats were as big as people, \_\_\_\_\_

If I spoke perfect English, \_\_\_\_\_

If I had more money, \_\_\_\_\_

If I were 25, \_\_\_\_\_

If I were in Hollywood, \_\_\_\_\_

If animals could speak, \_\_\_\_\_

If my dog could speak, \_\_\_\_\_

**Past Continuous**

**19.** Complete the sentences.

When my mobile phone rang I \_\_\_\_\_

When I was passing the shop-window I \_\_\_\_\_

When it started raining I \_\_\_\_\_

My mother saw me when I \_\_\_\_\_

That great idea came to me when I \_\_\_\_\_

I burnt my finger when I \_\_\_\_\_

When somebody knocked I \_\_\_\_\_

When I was driving the policeman \_\_\_\_\_

We saw many interesting things when we \_\_\_\_\_

When I heard this music I \_\_\_\_\_

**Passive Voice**

20. You may learn this poem with your students or ask them to complete the sentences with Passive Voice.

If I eat a cake, the cake... is eaten.

If I send a letter, the letter is sent.

If I beat my friend, my friend is beaten,

If I spend my money, my money is spent.

If I catch a fly, the fly is caught,

If I tear my skirt, my skirt is torn,

If I buy a plane, the plane is bought,

If I wear my tie, my tie is worn.

If I draw a picture, the picture is drawn,

If I feed my cat, my cat is fed,

If I grow a tree, the tree is grown,

If I meet my friend, my friend is met.

**Neither ... nor, both**

21. Make some sentences from this table using neither... nor, both and but.

Name	plays football	likes Cola	reads detective stories	is interested in politics	goes camping	comes to school in time
Jane	No	Yes	No	Yes	No	Yes
Ken	Yes	No	Yes	No	Yes	No
Philip	Yes	Yes	Yes	No	No	No
Alice	Yes	Yes	No	No	No	Yes
Robert	No	Yes	No	Yes	Yes	Yes

*Examples:* Jane neither plays football nor reads detectives.

Neither Ken nor Philip comes to school in time.

Ken and Robert both go camping.

Alice likes Cola, but Ken doesn't.

22. A crazy robber / Present perfect (*See "Appendix 8–9"*)

Divide the class into pairs and give out the cards. Each student (A and B) gets two cards: one card with a tidy room, and another one with an untidy room where a robber has broken in and has stolen or spoilt something.

*Example:*

**Student A:** In my room the robber has drunk all drinks in the fridge.

**Student B:** In my room he hasn't drunk anything but he has eaten all the food.

Keys:

Student A	Student B
has broken the mirror	has broken the vase
has stolen the picture	has stolen the aquarium
has cut the curtains	has cut the rug
has overturned the coffee table	has overturned the armchair
has put the cat on the lamp	has put the cat into the fridge
has thrown the magazines on the floor	has cut the magazines into pieces
has drawn moustache on the portrait	has turned the portrait upside down
has spoilt the sofa	has spoilt the wall

### 23. Spot the difference (Comparatives) (See “Appendix 10–11”)

Divide the class into pairs and give out the cards. Student A should explain to Student B the differences marked 1–4 on picture 2, then listen to his partner and mark four more differences on this picture. Student B does the same. Then they explain any other differences to each other. Students mustn’t use their hands for explanation.

Keys:

- 1) The woman is fatter.
- 2) The umbrella is smaller.
- 3) The hat is smaller.
- 4) The woman’s nose is longer.
- 5) The woman in the poster is smiling.
- 6) The woman in the poster is wearing glasses.
- 7) The woman has two pockets on her coat.
- 8) The husband is taller.
- 9) The husband is not bald.
- 10) The husband’s feet are bigger.
- 11) The buildings on the skyline are lower.
- 12) The shop assistant has dark hair.
- 13) The door is wider.
- 14) The ‘Hatter’s’ sign on the window is smaller.
- 15) The counter is higher.
- 16) The window is smaller.

## FOR JUNIORS

1. The “Please and Thank you” game: tell the students to listen carefully and follow the instructions you give only you say Please. Stand up, please. Sit down... Sit down, please. The pupils who respond to the instructions when you have not said please are out.

2. The same game “At the shop”. Show me that jacket, please. Show me that sweater.
3. Let’s revise the numbers. What’s your telephone number? Help the pupils to give answers correctly. Show the pupils to answer a phone call: mime answering the telephone and say Hello? This is (your number). A pupil in turn: Hello? This is (the pupil’s number).
4. Let’s revise the words from the previous lesson. The teacher writes the letters on the board and the pupils should say the words: a... apple, m... man, d... dog, or The letter of the day: pupils should say as many words as they can which start from the definite letter or which is the second there: letter c — cat, cave, come, cow, clean;  
letter e — men, pen, ten, then, tent.
5. The “Please and Thank you” game using the instruction Touch... and parts of the body: Touch your head. Touch your nose, please.
6. A chant (use different objects and toys).  
All: In the box, in the box  
— I see a rabbit in the box.  
All: In the box, in the box  
— I see a bear in the box.  
On the box.....  
On the floor .....  
On the chair .....
7. A chant  
— Mr. Cat, where is your hat?  
— It’s on the table.  
— Mr. Cat, where is your hat?  
— It’s on the chair.  
— Mr. Cat, where is your hat?  
— It’s in the flat.  
  
(Under the table, under the shelf, in the corner...)
8. A chant  
It is fog.  
It is fog.  
And I don’t see a dog.  
And I don’t see a frog.  
And I don’t see a cock.  
It is fog.  
It is fog.



**9. A chant**

- Who will go to London?
- A cat. And no wonder!
- Who will go to London?
- A frog. And no wonder!
- Who will go to London?
- A bear. And no wonder!

**10. A chant**

- Let me in,  
Let me in  
To your nice and cozy inn.
- Oh, what nonsense now you tell.  
It's no inn.  
It's a hotel.

**11. A chant**

- Tom, Tom,  
Let us play!
- I am busy!
- Tom, Tom,  
Let us run!
- I am busy!
- Tom, Tom,  
Let us jump!
- I am busy!
- What are you doing?
- I am sneezing.

**12. A scrambled poem. (See "Photocopiable materials")**

The sun has visited  
The nest.  
The bird is glad to see the guest.  
The day is nice.  
The day is warm.  
It's so good to eat a worm!

**13. What's missing?**

This can be played with any words that make up a sequence. Learners say a set of four or five words, omitting one, e.g. five, six, seven, nine or Wednesday, Friday, Saturday and the class (possibly in teams) shouts the missing one.

14. Getting children to follow instruction sequences can be enjoyable especially if the end product is fun or satisfying.

Choose and clap your hands when you hear the words on the topic School.

Lesson, vegetables, school year, September, tomato, desk, blackboard, snow, night, pencil-box, cold, leaves, tree, school-bag, star, pen, mathematics, carpet, bathroom, pupil, teacher.

Making Bingo cards with different colours or numbers in the squares would be a good example of this kind of activity.

blue	red	yellow
green	black	orange
white	grey	pink

9	3	6
7	1	4
8	2	5

15. Games with words

*“Each step is a word”*

There should be enough room for this game. The teacher puts the cards face down. The words are written on them: animals, fruits, vegetables, furniture, clothes... Each pupil takes the card and begins stepping calling, for example, animals, if he took this card. Each step is a word and children shouldn't stop. The winner is that one who will make more steps and name more words.

*“Each word is the beginning”*

The teacher names a word, for example, game. The pupils write it on their cards. They should write down five words under each letter, which letters these words start with. The winner is that one who will do this task the first and won't make any spelling mistakes.

G	A	M	E
Good	apple	mother	exercise
Girl	animal	monkey	eye
Goose	axe	mouse	English
Ground	ant	magic	ear
Grass	album	milk	elephant

*“Who knows more words?”*

Somebody names the letter which all the words start with, for example, “C”. The players write as many words which start with this letter as they can. They have only 2-3 minutes: cat, cake, cool, cold, cow, etc. If the spelling of the word is wrong this word isn't counted and even takes back one point.

Another task may be to write down the words where the second letter is “E”: bed, beg, let, red, desk, fence, pen, etc.

*“Be attentive!”*

The teacher or the leader puts different questions, for example, “What can run?” and answer himself: A dog, a cat, a boy, a girl, a hare, a fox, a horse, etc. Hearing each word the children should strike on the edge of the table with their fingers. If the leader names the thing which can’t run, for example “a bed”, they shouldn’t strike. That one who strikes in this case loses the game.

You can ask “Who flies?”, “Who goes?”, “Who swims?”

*First / Last*

One student says any word (e.g. dog) and their partner must make a word using the last letter. They continue back and forth in this way (dog — great — today — yellow...) until the time expires.

*Alphabet Game*

One partner begins by saying “a” and the partner must make a word (apple). The second partner says the next letter “b” and so on. The pattern continuous, pupils try to make words in order from “a” to “z” within the time limit.

**16. Eatable — Uneatable**

Take a ball and throw it to the pupils naming different eatable and uneatable objects. If the object is eatable the pupil should catch it.

**17. The parts of the body**

Classmates choose a partner.

One set of partners stands in a circle.

The other set of partners stands in another circle surround the first circle.

Music starts and this indicates to the students to start walking in circles. Inside circle one way and outside circle the other way.

Let the music play for maybe 30 seconds and then stop it.

Teacher yells out “Hand to knee!” Students have to find their partner and put one hand to the partner’s knee.

The last set of partners to find each other and get in position is OUT.

Students get back into the two circles.

Music starts again and the process is repeated until only a few sets of partners are left.

The last set of partners is the winner!

Watch out! This game can get crazy but it’s a lot of fun. Works best with 20 or more students.

**18. Who’s lucky today?**

Prepare and hang the vocabulary cards (new ones or previously taught) randomly around the walls of the classroom (about 7-10 words is good).

Next explain to the kids that you, the teacher, or one of the pupils will close the eyes and count down from 5. While you are counting the kids QUIETLY move to any card they like.

When you (or the pupil) get to zero, the rest of the pupils ask: “What is it?”, and you with your eyes still closed, call out one of the vocabulary words.

Any students that are standing at that card are ‘out’ and must sit down. Everyone else is ‘safe’! Remove that card from the wall and start the countdown all over again, with the remaining kids moving to different cards each round.

Continue playing, removing one card at a time, and the number of students being reduced until eventually there is only one child left standing, who is the winner!

## JUST IN CASE

### 1. Puzzle your students.

(Each question is a warm-up which gives you quite a lot of opportunities for discussion to cheer up your students at the beginning of the lesson.)

What do you dream about?

What are you afraid of? Are you afraid of the dark?

If you could be any age, what age would you be? Why?

Let’s talk about your last year in school.

Our life is boring if we don’t have friends. Do you agree with this statement?

Is it good to have many friends? Is it better for anybody to be lonely?

What is important for you? Why?

What is the most serious problem in your life?

What do you and your friends usually talk about?

Is it fun to be a fan or is it a serious matter?

Do you think famous and popular people are happy? Why do think so?

Do you want to become popular?

Do you think your class is popular in your school? Why? Why not? Which class is popular?

Would you like to be on the road / a group of actors or musicians is on the road they are travelling from place to place giving performances/ if you were a pop star?

“I am crazy about \_\_\_\_\_. How about you?” One student says, for example, “I am crazy about pretty girls.” and then asks their partner, “How about you?”. Each pair makes as many sentences as possible within the time limit.

Your imaginary date with someone famous.

Have you ever done something that surprised your family or friends?

Have you changed very much in the past few years?

How important is cooking and eating food for you?

Is there a certain sort of music, or book, or other entertainment that you like very much?

Were you happy or unhappy as a child?

Have your parents made important influence in your life?

Have you ever been in love?

**Books**

2. Say some words which associate with the following stories.

*Example:* Cinderella — sisters, party, midnight...

**Countries**

3. Write the words which associate with the following countries: Australia, India, Finland, Russia, Ukraine, Egypt, Italy, Great Britain.

*Example:* Great Britain — fog, kilt, whisky, Oxford, islands...

**Objects**

4. What's ... made of? About objects in the room. (Wood, glass, paper, plastic, metal)

5. Please touch something made of glass.

6. What does it feel like?

Put some small objects in a soft bag, let a pupil feel a bag and ask: What does it feel like? — It feels like a ball.

Let the other pupils try to do it.

7. A ball-game

The teacher names one of the school-things and throws a ball to a pupil. The pupil should throw the ball back, saying any sentence with this word.

A pen — I have a pen. / This is a pen. / The pen is on the desk. / My pen is red.

8. Acronyms

a) Each student writes his / her name vertically down the left-hand side of a sheet of paper, writing each letter separately. Next, he / she thinks of a word or phrase to match each letter. The words or phrases must describe this person somehow. Then, all the students stand up and walk around the room asking one another questions about the information written on their sheets of paper.

b) Each student writes the word connected with today's topic vertically down the left-hand side of a sheet of paper, writing each letter separately. Next, he / she thinks of a word or phrase to match each letter and explains how each word is connected with the topic.

*For Example:* You're learning Furniture and Fittings

C	cupboard
H	heater
A	armchair
I	ice cream
R	rug

— Is ice cream a piece of furniture?

— Ice cream is not. But we can put some ice cream into the fridge and a fridge is a piece of furniture.

**9. Invisible pictures**

The teacher tells students to get a sheet of paper, fold it in half and imagine that it is a double page spread from their personal photo album. On this paper, they then draw rectangles to represent the photos on those pages. They are not to draw inside the frames. In pairs, the students are supposed to describe to each other the photos.

**10. Tell me more**

The students work in pairs. As the first student tells his / her peer a story, the second person constantly interrupts him / her so as to ask for more information.

**11. Fishbowl**

The teacher gives each student 3 pieces of paper and asks him / her to write a statement on the first one, a question on the second one, and an exclamation on the third one. All the sentences relate to today's topic. Next, the students are supposed to fold their pieces of paper and deposit them in a bag. Then 2 volunteers perform a role play, with the bag near them. The rest of the class must choose who they are (e.g.: boyfriend and girlfriend, boss and employee), where they are (e.g.: in the kitchen, at the beach) and what they are talking about (e.g.: politics, their relationship). The 2 volunteers start improvising a dialog. Every time someone in the class says "FISH", the person who was speaking is supposed to pick up one of the pieces of paper in the bag and insert that statement, question or exclamation in his / her conversation. After a while, these 2 students choose other people to replace them.

**12. Battleships**

The teacher gives the students a blank sheet of paper and tells them to draw 2 grids, each one containing 10 lines and 10 columns. On top of each column, the students must put a letter (from A to J) and before each line, a number from 1 to 10. (Alternatively, the teacher can provide the grids). The teacher now says they will play a different version of the game "battleships". Each student is supposed to choose the location of his / her ships and mark it on one of his / her grids. (Here is the list of ships belonging to each player and the number of boxes covered by each of them: 1 battleship — 4 squares; 2 cruisers — 3 squares each; 3 destroyers — 2 squares each; 4 submarines — 1 square each). The other grid is for this person to guess the location of his peer's fleet. In pairs, the players try to locate and "sink" the other's battleships. For this purpose, the students take turns calling out grid references (e.g.: C1). If they hit any part of their opponent's ship, the other person must say so and draw a card from a pile. Then, he will make a sentence with the word on the card. In case he / she misses the ships, his opponent must say "water" and continue the game, calling out another grid reference. (Note: The cards are provided by the teacher and relate to today's topic.)

**13. Letter lottery**

The teacher will need a box containing pieces of rolled up paper with letters of alphabet written on them, three for each student. Every learner chooses three rolls with written letters. In a minute he or she has to remember the words related to today's topic, whose names begin with the chosen letters. Finally, each participant presents the words and describes them.

**14. A postman**

The teacher must prepare pieces of paper with words related to the topics which he / she would like to revise, cards with the names of these topics and a box and then he or she acts the role of a postman. The students are divided into teams (according to the number of topics), each of them has a card with the name of the topic written on it. The postman goes around the class, and students choose the cards in turns. Then, after agreeing with their groups they decide if to leave each card, the students stay with the odd cards. When all cards are chosen, a representative of each group writes the name of the topic with the examples from their envelope. The team is given a point for each correctly placed word and when all the categories are demonstrated, students put their left cards into the proper column and score a point for each correct answer.

**15. As many words as letters**

The teacher needs only a list of words consisting of a certain number of letters. The learners are divided into two groups. The teacher chooses a word (the number of the letters depends on the time devoted and the level of the group), a chosen student must tell any words beginning with the letters from the word, e.g. 'cat': car, ant, tram. The team scores a point for each proper word.

**16. Rhyming**

A list of words is necessary to play it, students are divided into teams. The teacher gives words, to which each team tries to find and write as many rhymes as they can. Then the rhyming words are read aloud, and the teams score a point for every word that was not written by the opposing teams.

**17. A five tries word**

Think of a five-letter word, for example 'heart', and for each but one letter write a dot on the board, revealing only one of its letters, e.g.: . e . . . Students call out a five-letter word, e.g. 'fears'. Circle the letters that appear in your word too, and put a square around the letters that not only appear in your word but are at the right place (e, a and r in my example). The goal is to find out the teacher's word in maximum five tries (hence the name; there are going to be five lines and five columns).

**18. The good and bad news**

Divide your class into two teams. One team says a bad (good) piece of news, another finds something good (bad) in it. The team has only 30 seconds for thinking or they've lost.

*Example:* The good news is that we have a new teacher.

The bad news is that we will miss the old one.

The good news is that it's frosty.

The bad news is that it will be slippery.

**19. Competition**

The teacher prepares cards with the words related to three or four topics (e.g. animals, furniture, personality parts of body or the topics you've learnt lately), shuffles them and put them face down on the table divided into two (three) piles.

The pupils is divided into two (three) teams and start a competition. They in turn take a card with the word on it, go to the blackboard and write it down in the proper column. Each team has a colourful piece of chalk. The team who has finished the selecting first is the winner.

**20. Jigsaw reading**

Cut out and shuffle the parts of the advertisements. (*See "Photocopiable materials".*) Students in pairs have to sort out the cards to make the advertisements up.

*Key:*

- 1) FOR SALE. Steel Car Box trailer. Ideal for dogs or musicians.
- 2) KABUKI farmer seeks lady with tractor with view to companionship and possibly marriage. Send picture of tractor. Littlewood, Box 213, Kabuki
- 3) Hand your luggage to us. We will send it in all directions.
- 4) PLEASE NOTE. You can order our rings by post. State size, or enclose string tied round finger.
- 5) Young business girl would like another girl to share her furnished apartment. Must squeeze toothpaste from the bottom. Write Miss F.G., Box 550, Benington, Vermont.

**21. Fast reading.** Pupils read these instructions fast but carefully, and do exactly what they say. Time-limit: two minutes.

Write your surname on a piece of paper. Don't write your first name. If it is Tuesday, write your age, but if it is Thursday, write the date. If it is neither Tuesday nor Thursday, don't write anything, but draw a circle round your name. Write the name of your country, in English, under your name. If you have not already written the date, write it to the left of the name of your country. If you are over thirteen, do not write the name of an animal, but if you are thirteen or under, write the name of an animal and the name of a bird at the bottom of the page.



**22. Word association**

Each student gives a different word connected with previous one given.

*For Example:* a bus — a wheel — a passenger — speed — distance — a driver ...

**23. Jigsaw reading**

Cut out and shuffle the parts of the story. (See “*Photocopiable materials*”) Students in pairs have to sort out the cards to make the story up.

*Key:*

Jack was a young sailor. He lived in England, but he was often away with his ship. One summer he came back from a long voyage and found new neighbours near his mother’s house. They had a pretty daughter, and Jack soon loved her very much. He said to her, ‘My next voyage will begin in a few days’ time, Gloria. I love you, and I’ll marry you when I come back. I’ll think about you all the time, and I’ll write to you and send you a present from every port.’ Jack’s first port was Freetown in Africa, and he sent Gloria a parrot from there. It spoke five languages. When Jack’s ship reached Australia, there was a letter from Gloria. It said, ‘Thank you for the parrot, Jack. It tasted much better than a chicken’.

**24. What’s the situation. Students discuss where they might hear these sentences:**

‘A pint, please’.

‘A cut and a shave?’

‘Open your mouth, please’.

‘Two one-way tickets, please’.

‘Will you have any dessert?’

‘Is it for an adult?’

‘Smoking or non-smoking?’

‘How would you like the money?’

‘A double room with a private bathroom is 440 pounds’.

‘It’s best to book soon’

‘What is the score?’

‘Be careful! It’s furious and dangerous’.

‘What is on tonight?’

‘What have you to declare, sir?’

‘Have you done your homework?’

‘Turn left and it is on your right’.

‘My final offer’.

‘Could I have the bill, please?’

‘I’m really going to miss you’.

**25. Leaving a party**

Put the parts of a dialogue in the correct sequence. Then reproduce the dialogue between the host(ess) and the guests.

- a) Must you really?
- b) But it's only half past ten. Stay and have a cup of coffee.
- c) Good-bye! Give my love to Sue!
- d) Yes, I'm afraid so. Thank you for a lovely evening. We really enjoyed ourselves. You must come over to us soon.
- e) I will. Bye!
- f) We'd better be going. It's getting late.
- g) I see. Thank you for coming. Shall I phone for a taxi?
- h) No, thank you. We are going by bus.
- j) But we've got a long way to go.

Key: f a d b j g h c e

**26. Brainstorm all words that melt, are green, are dangerous, creep, flow, are huge****27. Put words into lexical groups.**

You don't need anything except a blackboard and a few pieces of paper. Divide the class into teams of 2, 3, 4 or even 5 kids and seat each team around a desk or a group of shoved together desks. Each group must have a piece or two of blank paper and one student in each group will need to be a secretary. Next, evenly spaced out on the board you need to write Team 1, Team 2, Team 3, etc., depending on how many teams you have. Big groups are fine.

*How to play:* You will announce a general topic to the entire group such as "fruits and vegetables" or "animals" or "holidays" or "irregular verbs" or "adjectives" or "Hollywood actors" or "fast food items". Adjust the topics to the level of your students. The groups then will have just one minute to "brainstorm" and write on their piece of paper as many English words related to the topic as they can. So if the topic is animals they will probably write words like bear, horse, pig, etc. After one minute announce time is up and make sure the writing stops. Then find out which team can go first and ask the chosen team to tell you one word — just one word from their brainstorm list. You will then clearly pronounce the word and write it beneath their team number on the board. Then in turn ask the other teams for one word from their lists. Now here's the catch and the "rummy" part of the game. Once a word has been written on the board another team may not use it, even if they have that word on their brainstorm list. Keep asking each team in turn for a word keep writing it on the board until they run out of words. The team with the most words wins the round. Make a chalk mark by their team number to indicate the winners and then announce another topic. The winner of the last game should go first in the next round and that's it.

**28.** Some questions just for fun

- 1) Do they have a 4th of July in England?
- 2) How many birthdays does the average man have?
- 3) Some months have 31 days; how many have 28?
- 4) A man builds a house rectangular in shape. All sides have southern exposure. A big bear walks by, what color is the bear? Why?
- 5) A doctor gives you three pills telling you to take one every half-hour. How long will the pills last?
- 6) A farmer has 17 sheep, and all but 9 die. How many are left?
- 7) What was our President's name in 1992?
- 8) If you were to step into a room filled with gas and strike a match, what would happen?
- 9) Which is correct, "The yolk of the egg is white". or "The yolk of the egg are white".
- 10) A pair of twins is how many people?
- 11) After a long day Gary went to bed at 10:00 p.m., wound his alarm clock and set it for noon the next day. How many hours did he sleep before the alarm woke him?
- 12) A taxi driver took a group of people to the airport. The terminal is normally an hour away but with traffic being extra heavy, it took a full hour and a half. On the return trip the traffic was still as heavy, yet it took only 90 minutes. Why?
- 13) Even if they are starving, natives living in the Arctic will never eat a penguin's egg. Why not?
- 14) How would you rearrange the letters in "new door" to make one word?
- 15) Mr. and Mrs. Plum have 6 daughters and each daughter has 1 brother. How many people are in the Plum family?
- 16) If a grandfather clock takes 5 seconds to strike 6:00, how many seconds will it take to strike 12:00?
- 17) Assume you are paying, is it cheaper to take one friend to the movies twice or two friends to the movie at the same time?
- 18) A secretary is making coffee. Her earring drops off and falls into the cup. There is coffee in the cup but the earring doesn't get wet. How?
- 19) If there are fifteen crows on a fence and the farmer shoots a third of them, how many are left?
- 20) How many days of the week start with the letter "T"? What are they?

**29.** This vocabulary review game

The teacher prepares slips of paper with one vocabulary word per piece. The number of vocabulary words depends on the time available for playing, but there should be at least one word for every student. The class should be divided into two equal teams. One person from Team A randomly draws a vocabulary

word. The student then has 30 seconds to make the other members of Team A guess the vocabulary word. Synonyms, antonyms, definitions, body movements, or any other form of communication can be used to lead the team to guessing the vocabulary word. The only rule is not to say the word or use any spelling. If after 30 seconds Team A does not guess correctly, Team B collaborates and makes one guess.

The team that guesses correctly earns one point. If no correct answers are given, a player from Team B selects a word and the process is repeated.

The choice of vocabulary words makes this game adaptable to any level and any age group.

### 30. Guess.

Call students to the front of the class, mostly at random. (You might want to use a more outgoing seeming student first.) Show the student an adjective, and they have to act it out for the other students to guess the word. No speaking allowed by the student doing the acting.

Mix together easy and difficult adjectives so the student talking doesn't know what kind he or she is going to get.

Easy examples — fast, happy, cold, sleepy, short

Difficult examples — wet, rich, lazy, late, smart

### 31. Going on a picnic

The teacher introduces the game with the phrase, "Hello. My name's Dan and we're going on a picnic! I'm going to bring doughnuts!"

First letter of your name matches the first letter of the item you are bringing on the picnic.

The first student is coached to say, "Hello. My name is (K - - - - -) and we're going on a picnic! Dan is bringing doughnuts and I'm going to bring (k - - - - -)!"

The next student says, "Hello. My name is (Y - - - - -) and we're going on a picnic! Dan is bringing doughnuts and K - - - is bringing k - - - and I'm going to bring (Y - - - - -)!"

This continues around the room, names and items added, with the teacher repeating the whole list at the end, generally to an ovation as the students are happy you can remember their personal names and they are amazed that you can remember the whole class.

All items do not have to be food. It sometimes gets creative when many students have the same first letter to their names!

### 32. Where's the lie?

Ask each student to write down (at random) 2 things that are true about him or her and 1 that is false. Then have the students read their list while the others listen and decide which one they think is a lie. Cycle through all the students.

**33. Jigsaw reading**

Cut out and shuffle the parts of the jokes. (See “Photocopiable materials”.)

Students in pairs have to sort out the cards to make the jokes up.

- 1) “Waiter, will the pancakes be long?” — “No, sir, round”.
- 2) “Which is faster, heat or cold?” — “Heat, because you can catch cold”.
- 3) “What kind of driver never has accidents?” — “A screwdriver”.
- 4) “What is the best age for a boy?” — “10. He hasn’t already cried, and hasn’t driven my car yet”.
- 5) “Waiter, what’s this fly doing in my soup?” — “The breast stroke, sir”.
- 6) “Is the man your sister’s going to marry — rich?” — “Not much!  
Every time mother talks about the wedding father says ‘poor man!’”

**34. Let’s play with alphabet**

You need one pack of alphabet cards to review a particular group of vocabulary words.

*How to play:*

- Divide the class in half.
- Mix up the alphabet cards.
- Write the category on the board. (See suggestions below.)
- Show the students one card at a time.
- Students must shout out a word that begins with that letter in the category.

*Example:*

If the category is “Present Tense Verbs” and you show the students the letter “B”, they can shout out BITE or BEAT to win the card, but if they shout out BITTEN or BANANA, then they get no card.

— Whoever you hear first with the correct answer, wins the card for their team.

- Whichever team has the most cards at the end, wins the round.
- You may play 3 rounds and add up the points at the end.

Some suggestions for Categories:

Animals / Fruit and Vegetables / Famous Dead People / Celebrities  
Household Goods / Things in the Ocean / Gerunds / Past Tense Verbs  
Things in the Grocery Store / Past Participles / Adjectives / Jobs  
Things Found in Nature / Things in the Kitchen etc.

*Variations:*

- In advanced classes, when the students make a mistake, take away a card!

*Example:*

If the category is “Anatomy” and the letter is “N”, and a student calls out the word “knees”, then that team loses a card!

**35. Some ideas for miming games.**

Ask your students to show the action which you have written on the piece of paper.

- Climb Hoverla
- Throw a big ball
- Do synchronised swimming
- Dance with Tom Cruise
- Paint a big picture
- Row a canoe
- Ride on a motorbike
- Be a monkey
- Fall in love
- Walk like a model
- Sing the Ukrainian anthem
- Eat hot soup
- Be a big lion
- Spin like a spinning top
- Run like a penguin
- Brush your hair
- Swim in the sea
- Cry loudly
- Eat a big hot dog with lots of mustard
- Open the biggest book in the World
- Walk underwater
- Dive into the water
- Walk like an elephant
- Eat hot noodles
- Stand on a balance ball
- Shampoo your hair
- Walk or run like an upset alligator
- Train your muscles
- Play the trombone
- Play the guitar and shout
- Walk on a rope
- Do the Gopak Dance
- Do sumo wrestling
- Walk on a hot beach
- Eat sour lemons

**36. Word Change**

This warmer really gets your students thinking about grammar. Write a lengthy sentence on the board and volunteer a student to come out to the board with the pen / chalk. The class and the student have to change the sen-

tence word by word but the sentence must still make sense. One word at a time can be changed — keep the original sentence on the board and write the new word below the one it changes. And any word can be changed any time, even the new ones. The key is to keeping grammatical sense.

*For example:*

I went on holiday to China during the summer and found the people very friendly.

Change ‘China’ for ‘Norway’ >> change ‘friendly’ for ‘optimistic’ >> change ‘went’ to ‘came’ etc each time writing the new word below the word it changed.

### 37. Famous personality party

Type up a list of between 15-20 names of current famous people, e.g.: “Madonna”, “Tom Cruise”, etc. and cut into slips of paper. Pin a slip of paper onto each student’s back. Students circulate and ask each other Yes / No questions about the person’s name pinned to their backs until they guess who they “are”.

e.g. “I’m famous, aren’t I?”, “Am I a man?” or “Am I good looking?”

### 38. Let’s play with alphabet

Divide the class into as many teams as you desire. Write Team A, Team B, etc. on the blackboard. Write on the blackboard “Say a sentence using words beginning with the supplied letter. Your team gets one point for each word you use beginning with this letter in the sentence. You must raise your hand before speaking”. Write the letter “A” on the blackboard and then choose the first student to raise his / her hand. They must say a grammatically correct sentence or no points: e.g. Apricots and apples are kept in the attic.

(5 points) The teacher should correct pronunciation, but give them the point(s). Then write “B” and continue as above. To keep them from getting ahead of you, skip a letter or two and write them later. For example, use “A”, then “B”, then “D”.

### 39. Jigsaw reading

Cut out and shuffle the parts of the story. (See “*Photocopiable materials*”) Students in pairs have to sort out the cards to make the story up.

#### *How to Wash a Cat*

Thoroughly clean the toilet. Add some shampoo to the toilet water, and have both lids lifted. Get the cat and stroke it while you carry it towards the bathroom. In one smooth movement, put the cat in the toilet and close both lids. You may need to stand on the lids so that it cannot escape. Flush the toilet three or four times. Ask someone to open the door to the outside and stand behind the toilet as far as you can. Quickly lift both lids. The now-clean cat will rocket out of the toilet, and run outside where it will dry itself. Sincerely yours,  
The DOG.

**40.** Listen and solve the following problem.

A private detective once arrived at a small town. He decided to have his hair cut. The town only had two barbers, each with his own shop.

The detective looked into one shop and saw that it was extremely untidy. The barber himself was unshaven, his clothes looked dirty, and his hair was badly cut.

The other shop was extremely neat. The barber was freshly shaved and spotlessly dressed, his hair was neatly cut.

The private detective returned to the first shop for his haircut.

Can you explain why?

*Key:* The town had only two barbers, so each barber must have cut the other's hair. The detective choose the barber who had given his rival the better haircut.

**41.** Line game

Divide the class into two groups. One lines up on the left side, one on the right. Ask the front student in each group a question. The first one to answer correctly gets to sit down. The other who can't answer goes to the back of his/her team. The winning team is the first where everyone is sat down! Make sure the questions come thick and fast. Examples include "What's your name?" "How old are you" "What's this?" "What colour is this?" etc.

Here is a list of questions suitable for junior pupils:

How are you?

What's your name?

How old are you?

How old is Natasha?

Do you like winter?

Do you play football?

When is your birthday?

Where do you live?

What time is it?

Hello!

Hi!

Good morning!

Good afternoon!

Good evening!

Good night!

Good-bye!

For the greetings, the students just have to respond with the same greeting, although of course 'hi' and 'hello' are interchangeable.

Simple alternating between "How are you?" and "How old are you?" can really test the students' listening skills!

Here is a list of questions suitable for older pupils:

What time is it?

What time do you get up?



What time do you go to bed?  
What music group do you like?  
Who is your favourite TV star?  
Who is your favourite movie star?  
Who is your favourite singer?  
Who is your favourite football player?  
Who is your favourite teacher?  
Who is your favourite actor?  
Who is your favourite actress?  
What is your favourite subject?  
What is your favourite food?  
What is your favourite TV show?  
Who is your English teacher?  
Who is your best friend?  
How many people are there in your family?  
How many pets do you have?  
How many brothers and sisters do you have?  
What is your mother's name?  
What is your father's name?  
What is your English teacher's name?  
Who teaches football?  
Who teaches Ukrainian?  
What sport does (name) play? (Any classmate's name)  
What subject does (name) teach? (Any teacher's name)  
How many players are there in a football team? (11)  
How many players are there in a volleyball team? ()  
How many players are there in a basketball team? ()  
How many students are there in this class?  
Can you speak Russian?  
When is Christmas Day?  
When is Valentine's Day? (February 14)  
When is Halloween? (October 31)  
Who is that? (Point to someone)  
Where is Sophia Cathedral? (Kyiv)

#### 42. Questions in the bag

Pass out strips of paper and ask students to write out any question on it. If some students have problems, put some hints on the board e.g.; What, where, how etc. After a few minutes, go around and get the students to fold it up and put the questions in a bag.

Then I choose a line to stand and play the line game. You can play this two ways, either you can ask the questions yourself or ask the students who are not standing to pick a bit of paper from the bag and ask the question themselves. The last person standing 'The Lucky person' gets to pull a question from the bag and ask one of the teachers!

**43. Wake-up game**

- 1) Prepare various sentences with your teacher ahead of time with at least 6 words per sentence (one word or more per student). Write each word on a large card.
- 2) Break the students into groups.
- 3) Have the students decide their own order from 1–6
- 4) Tell them to “go to sleep” by putting their heads down on their desks.
- 5) Mix up the word-cards from the first sentence.
- 6) Hold up one of the word cards, and call out “number one, wake-up”. The number one person from each group will wake up and look at the word. They cannot speak or write anything down. They must remember the word. Then tell them “go to sleep”.
- 7) Repeat this step with everyone until all the words are given out for the selected sentence.
- 8) Call out “Everyone wake up!” All the students wake up, share their words with each other and try and make the correct sentence and then write it on a piece of paper.
- 9) One person brings the paper to the blackboard and places it face down. The teacher checks the answers from each group and gives out points accordingly.
- 10) Check the grammar point after each sentence so that the students understand the focus and the meaning of each sentence.

If you have a sentence with 7, 8, 9... words, just have the students decide each time who will “wake up” for the extra words.

**44. The Last Hero**

- 1) Make sure the kids are sat at their desks in the usual rows and columns pattern.
- 2) Tell one column (from front to back line) to stand up. The other kids remain seated.
- 3) Ask a question. (What’s this? How old are you?)
- 4) Only the kids that are standing can answer the questions. If they know the answer they put their hand up
- 5) Ask one kid with their hand up the answer. If they are correct they can sit down.
- 6) Keep going until there is only one kid stood up.
- 7) Now the row (the kids sat left, right, left but one, right but one etc.) that the standing kid belongs to stands up.
- 8) Repeat from step 3.
- 9) Keep alternating between rows of kids (sideways) and columns (back to front).

#### 45. *Funny riddles*

- What starts with E, ends with E and only has one letter? (An envelope)  
 If you drop a white hat into the Red Sea, what does it become? (Wet)  
 What do you call a boomerang that won't come back? (A stick)  
 Where do you find giant snails? — On the ends of their fingers. (Giants' nails)  
 What travels around the world and stays in a corner? (A stamp)  
 What is white when it's dirty and black when it's clean? (A blackboard)  
 What do elephants have that no other animal has? (Baby elephants)

#### *Alphabet Riddles*

- What letter of the alphabet is an insect? — B (bee) /  
 What letter is a part of the head? — I. (eye) /  
 What letter is a drink? — T. (tea) /  
 What letter is a body of water? — C (sea) /  
 What letter is a pronoun like "you"? — The letter "I"  
 What letter is a vegetable? — P (pea) /  
 What letter is an exclamation? — O (oh!) /  
 What four letters frighten a thief? — O.I.C.U. (Oh I see you!)/  
 In what way can the letter "A" help a deaf lady? — It can make "her"  
 "hear".  
 What way are the letter "A" and "noon" alike? — Both of them are in the  
 middle of the "day".  
 Why is "U" the happiest letter? — Because it is in the middle of "fun".  
 What word of only three syllables contains 26 letters? — Alphabet = (26 letters)  
 What relatives are dependent on "you"? — Aunt, uncle, cousin. They all  
 need "U".  
 What is the end of everything? — The letter "g".

#### 46. Think Fast

##### *A game for revision (review).*

The teacher prepares a list of items for revision e.g. word fields, grammar, facts. In class he/she explains the procedure. Three to five volunteers leave the classroom and wait till their turn has come. The teacher appoints a student to take the exact time and another to take down a tick for every correct answer. No repetitions! (Set up or negotiate rules on pronunciation.) Then the first player is called in.

— **Teacher:** You have 20 second to name as many things as come to your mind.

— Your topic: Parts of the body / London sights / plays by William Shakespeare / the places in a town / traffic signs / weekend shopping-list / etc.

— Ready, steady, go!

Once all volunteers have done their bit, award a small prize (e.g. a sticker) to the winner of the round. Then ask the class for additions before you pick the next item. Then pick the next item.

Allow more time (30 or 40 seconds) for longer answers: What have you done so far today? / What did you do last weekend? / School rules: What do students have to do? What are they not allowed to do? / etc.

#### 47. Prove It

Give your students one or more statements to prove or disprove. The statements can tie in with the topic or the grammar point of the class. Examples: Nobody in this class likes winter. Everyone here can draw a Volkswagen Beetle car.

Students talk to as many other students as possible to prove/disprove the statements. Then they give feedback to the class: 'This statement is not true. There are at least 5 people in this class who like winter.'

#### 48. Crazy story

Ask students to write a word on a piece of paper and tell them not to show anyone. This word should be a verb (or whatever you'd like to review).

The teacher starts telling a story, then stops and chooses a student.

That student will continue the story and must use his / her word. This student then chooses the next student to continue the story.

The last student must end the story.

After the story is over, the students then try to guess what words each student has written on his / her paper. The student who guesses the most words wins the game.

#### 49. Match the 'nose' idioms with their definitions.

1) to pay through the nose	a) to keep out of trouble, especially trouble with law
2) to follow one's nose	b) to be reading
3) to keep one's nose clean	c) to make someone jealous, especially by taking their place as the centre of attention
4) to have one's nose in the air	d) to pay too much
5) to have one's nose in the book	e) to work very hard for a long time without thinking about anything else
6) to lead someone by nose	f) to go straight ahead
7) to put someone's nose out of joint	g) to have complete control over someone so they do everything you want them to do
8) to keep one's nose to the grindstone	h) to behave as if you are better than someone else

Key: 1d, 2f, 3a, 4h, 5b, 6g, 7c, 8e

**50. Just for fun. Silly riddles**

A man was driving a black lorry. His lights were not on. The moon was not out. A lady was crossing a street. How did the man see her? (It was a bright sunny day.)

There is a house with four walls. Each wall faces south. There is a window in each wall. A bear walks by one of the windows. What colour is the bear? (White. If all the walls face south, the house is at the north pole, and the bear, therefore, is a polar bear.)

What didn't Adam and Eve have that everyone in the world has had? (Parents.)

Can you name five days of the week without saying: Monday, Tuesday, Wednesday, Thursday, Friday? (The day before yesterday, yesterday, today, tomorrow, the day after tomorrow.)

How many legs does a donkey have if you call its tail a leg? (Only four. Calling a tail a leg doesn't make it one.)

What doesn't exist but has a name? (Nothing.)

How many months have 28 days? (All of them.)

If cows talked all at once, what would they say? (Nothing. Cows can't talk.)

Almost everyone needs it, asks for it, gives it, but almost nobody takes it. What is it? (Advice.)

If six children and two dogs were under an umbrella, how come none of them got wet? (Because it wasn't raining.)

Do you say, "Nine and five is thirteen", or "Nine and five are thirteen"? (Neither. "Nine and five are fourteen".)

What has 2 arms, 2 wings, 2 tails, 3 heads, 3 bodies and 8 legs? (A man on a horse holding a chicken.)

**51. Proverbs for every day**

Cut out and shuffle the parts of the proverbs. (See "Photocopiable materials".) Students in pairs have to match them together.

- 1) When the cat is away the mice will play.
- 2) Where there's a will there's a way.
- 3) Better late than never.
- 4) Look before you leap.
- 5) What's done can't be undone.
- 6) An apple a day keeps the doctor away.
- 7) One man's meat is another man's poison.
- 8) Honesty is the best policy.
- 9) A new broom sweeps clean.
- 10) All's well that ends well.
- 11) A friend in need is a friend indeed.
- 12) A bird in the hand is worth two in the bush.
- 13) No news is good news.
- 14) So many man, so many minds.
- 15) All that glitters is not gold.

**52. The Minister's Cat**

The first player thinks of an adjective beginning with "A" and says, "The Minister's cat is an awful cat". The next player thinks of an adjective beginning with "B" and says, "The Minister's cat is an Awful, Bold cat," and so on, each player calling out all the adjectives that have been used before, and then adding a new one in alphabetic order. Anyone who makes a mistake or takes too long drops out until there is only one player — the winner — left.

**53. Group dialogue**

Following a simple warm-up where each person must say a word associated with the word mentioned by the person before him or her, you ask your students to repeat the same procedure but with complete sentences, as if it were a discussion between two people.

*For Example:*

**Student 1** "Hi, how are you, Joe?"

**Student 2** "Oh, pretty good, Sue. How about you?"

**Student 3** "Well, not so good".

**Student 4** "Why not?", etc.

The dialogue must proceed in such a way that the last person concludes the discussion and they bid each other goodbye.

**54. What is the question?**

Ask students to write down ten answers to questions about themselves. After writing down the answers, they have to form pairs or small groups and try to find out what the questions are.

*Example:* (answer — By car) "How did you travel last year?" — "By train". "How do you get to school?" — "I walk". "How do you go to your grandmother?" — "By car". You can stop at three guesses if you want, or keep going until someone in the class can guess the question.

**55. Vocabulary Game**

- 1) Introduce new set of vocabulary or review previously taught vocabulary (about 7–10 words is good)
- 2) Hang the vocabulary cards randomly around 3 walls of the classroom
- 3) Next explain to the kids that you, the teacher will close your eyes and count down from 5. While you are counting the kids QUIETLY move to any card they like.
- 4) When you get to zero, with your eyes still closed, call out one of the vocabulary words.
- 5) Any students that are standing at that card are 'out' and must sit down. Everyone else is 'safe'!
- 6) Remove that card from the wall and start the countdown all over again, with the remaining kids moving to different cards each round.
- 7) Continue playing, removing one card at a time, and the number of students being reduced until eventually there is only one child left standing, who is the winner!

**56.** The memory game (See “Appendix 12”)

Ask your students to look at the drawing for a minute, then turn it over and try to remember as much as possible. Then write down.

**Money****57.** Work in groups.

Find out how many in the group:

Do you often...	1	2	3	4
get pocket money?				
save your pocket money?				
spend money on ice-cream?				
borrow money from a bank?				
lend money to your parents?				
lose money?				
win a lottery?				

Divide the class into groups of 4–8 students.

Each student gets a copy of this questionnaire and interviews every member of the group to find out how many of the group often do with their money.

When they finish, one or two students from each group can tell one or two things they found out using examples on the board. None of us often ...

All of us often \_\_\_

Most of us often \_\_\_

Many of us often \_\_\_

Some of us often \_\_\_

A few of us often \_\_\_

**Personal information****58.** Pair work

Ask your students to pretend themselves other people and think up different information about their new life. (See “Photocopiable materials”)

On the board

- What’s your name?
- What’s your address?
- What’s your telephone number?
- What do you do?
- Are you married?
- Where are you from?

**Countable and Uncountable nouns**

59. Cut out the cards on page Photocopiable materials, read out and stick them one by one onto the board in two columns.

Your students may call out the correct answers or do it in the written form.

Grasp as many ideas as you can for Yes / No-questions only.

*Have you got a cat?*

Name	cat	dog	rabbit	fish
Masha				

Go over the question with the class. Pupils go around the class asking questions then they sum up:

Masha has got a cat, but she hasn't got a dog.

Food Do you like ...?

Can you make...?

Sports Can you play ...?

TV Do you like comedies/talk shows/quizzes/thrillers?

Did you see?

Clothes Are you wearing ....?

Do you like wearing...?

Countries Have you ever been to...?

Subjects Are you good at....?

Hobbies Are you fond of...?

Animals Are you afraid of ...?

Plans Are you going to...?

**The Constitution of the USA**

60. Fill in the gaps.

Freedom, laws, branch, power, government, democracy, executive, law, agree
----------------------------------------------------------------------------

The United States is a \_\_1\_\_. The Constitution of the USA guarantees individual \_\_2\_\_ to all. The Constitution sets the basic form of \_\_3\_\_: it has three branches — legislative, \_\_4\_\_ and judiciary. Congress, the legislative \_\_5\_\_ of the federal government, is made up of the Senate and the House of Representatives. Congress makes all \_\_6\_\_, and each house of Congress has the \_\_7\_\_ to support or reject a bill offered by the other. When they both pass a bill on which they \_\_8\_\_, it is sent to the president for his signature. Only after that a bill becomes a \_\_9\_\_.



**61. American Congress**

Are, chief, senators, elected, forces, terms, states, more, president

The members of the House of Representatives are \_\_1\_\_ for two years, and one-third of the Senators \_\_2\_\_ elected every two years for six-year \_\_3\_\_ of office. Each state, regardless of the population, has two \_\_4\_\_, while the House of Representatives has more members from more populated \_\_5\_\_. The \_\_6\_\_ of the USA is elected every four years to a four-year term of office, with no \_\_7\_\_ than two full terms allowed. The President is the \_\_8\_\_ executive of the United States and also the commander-in-chief of the armed \_\_9\_\_.

**62. Judiciary system**

Political, none, more, Court, parties, win, national, both, are

The judiciary branch is represented by the Supreme \_\_1\_\_ and federal courts at the \_\_2\_\_ level. There is one \_\_3\_\_ very important part of the American \_\_4\_\_ scene — the political parties. Today the United States has two major political \_\_5\_\_: the Democratic party and the Republican party. \_\_6\_\_ these parties have supporters among a wide variety of Americans. There \_\_7\_\_ other smaller parties in the US, but \_\_8\_\_ of them has enough popular support to \_\_9\_\_ a presidential election.

**Test your memory!****63. Answer the questions.**

What was the name of your first school teacher?

What did you have for lunch yesterday?

What time did you wake up last Saturday?

When did you visit the dentist last time?

What were you wearing last Tuesday?

What colour shoes was your friend wearing yesterday?

Who was the last person to come into the classroom?

**Word-building****64. Form the opposites of the following words by putting un-, im-, or dis- in front of them. Then translate the words.**

1) \_\_\_\_ agree

2) \_\_\_\_ friendly

3) \_\_\_\_ obey

4) \_\_\_\_ appear

5) \_\_\_\_ possible

6) \_\_\_\_ employed

7) \_\_\_\_ comfortable

8) \_\_\_\_ advantage



**Animals**

1. Use these adjectives to describe the animals (any animals).

Horrible, nice, friendly, curious, romantic, violent, fat, ugly, poisonous, lazy, disgusting, hungry

Snakes	Frogs	Foxes	Elephants

**13. Jigsaw reading**

Mrs Brody Phoned the repairman because her dishwasher was out of order.

Since she had to go to work, she told him,

“I’ll leave the key under the mat.

Fix the dishwasher, leave the bill on the kitchen table, and I’ll mail you a check.

By the way, I have a large rottweiler inside named Killer; he won’t bother you.

I also have a parrot, and whatever you do, don’t talk to the bird!”

Well, sure enough the dog, Killer, totally ignored the repairman, but the whole time he was there, the parrot cursed, yelled, screamed, and nearly drove him mad.

As he was ready to leave, he couldn’t resist saying,

“You stupid bird, why don’t you to shut up!”

To which the bird replied, “Killer, get him!!!”

**School**

1. Put these words in the proper columns.

sending a letter, small, paper, telling the time, glass, big, drying, wood, cleaning, cotton, writing, round, plastic, rectangular

made of	used for	shape / size

Add three more words to each list.  
 Look around your classroom. What is made of wood?





**Food****8. Diets Mr. Plumpy and Mrs. Fatty.****Mr. Plumpy's diet**

Student 1

-	+
	coffee vegetables fruit a little fish no salt a little milk

Student 2

-	+
	Beer / wine potatoes chips sandwiches bread butter sausage cookies sugar

**Mrs. Fatty's diet**

Student 1

-	+
fatty meat potatoes rice macaroni chocolates cream ice-cream cookies sweets	

Student 2

-	+
	lean meat juice apples plums green vegetables a little cheese a few eggs tea /without coffee /sugar

**City and the Country**

5. Where can we find these objects? Put these words in the proper columns.

zebra crossing , meadow, refrigerator, surfboard, pond, pedestrian, parking meter, carpet, dishwasher, wet suit, chickens, pebbles, wash basin, shell, drawer, orchard, post box, barn

in the street	at home	on the beach	in the country

6. Jigsaw reading

*Story 1*

When I come to my sister’s place I usually visit  
the picture gallery. I go there by  
underground because the streets are overcrowded. In the  
gallery it is quietly and calmly and I  
have a real pleasure watching my favourite pictures.  
Returning home I often have a cup of coffee in the café  
which is nearby the Opera Theatre. Sometimes I meet  
my sister after she finishes her work and we do  
shopping at the supermarket. After silence  
in the gallery the supermarket seems  
a real huge noisy ant hill.

*Story 2*

When I come to my uncle’s place I usually go  
to the forest which is not far from the house. I like  
walking there as I hate overcrowded streets. My  
uncle sometimes asks me to help him on the farm and I  
do it with pleasure. Fresh air, lots of animals  
around and beautiful nature makes me feel as  
on the other planet. Here there is no  
rush hour, traffic jam and  
noisy streets. After crazy  
life in the city the country  
seems a real paradise.

**Medical care**

11. Fill in the gap the necessary word as you hear it read by the teacher.

*Medical Bingo (teacher's board)*

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

*Medical Bingo (students' cards)***CARD 1**

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

**CARD 2**

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

**CARD 3**

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

**CARD 4**

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

**CARD 5**

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



**CARD 6**

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

**CARD 7**

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

**CARD 8**

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

**CARD 9**

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

**13. Jigsaw reading**

"Did you take those pills I gave you to improve your memory?"	"What pills?"
"Doctor, I think I need glasses".	"You certainly do. This is a bank".
"Doctor, I feel as if nobody ever listens to me".	"Next, please".
"Tell me, doctor. Is it serious?"	"Well, I wouldn't advise you to start any serials on TV".
"Doctor, doctor. I keep thinking I'm a dustbin".	"Don't talk such rubbish".

**Weather****8. Pair work**

- Hi, \_\_\_\_\_. This is \_\_\_\_\_. I'm calling from \_\_\_\_\_.
- From \_\_\_\_\_? What are you doing in \_\_\_\_\_?
- I'm on vacation.
- How is the weather in \_\_\_\_\_? Is it \_\_\_\_\_?
- No, it is not. It's \_\_\_\_\_.
- Are you having a good time?
- No, I am not. I'm having a terrible time. The weather is terrible here.
- I'm sorry to hear it.

*Students' cards*

Jane Liz Switzerland cool?            warm snowing?        raining	Pete Jack Honolulu hot?            cool sunny?        cloudy
Beth Robert Brazil warm?            cool sunny?            cloudy	name name Canada frosty?            warm sunny?            dull
name name India sultry?            warm dry?            chilly	name name Italy warm?            cool sunny?            windy

**Environmental protection****6. Environmental Bingo***Environmental Bingo (teacher's board)*

air	throw	if	earth	save
pollution	protect	recycling	food	waste
area	control	garbage	acid rain	cause
as often as	dangerous	on	buy	poison

*Environmental Bingo (students' cards)***CARD 1**

- 1) One flight from the UK to Sydney in Australia produces as much \_\_\_\_\_ as a whole year's driving.
- 2) A lot of what we \_\_\_\_\_ away is still useful.
- 3) Farmers should find ways to \_\_\_\_\_ crops without using many pesticides.
- 4) Many modern hunters don't just kill animals for \_\_\_\_\_ — they kill for profit.
- 5) We must make our power stations and factories cleaner to stop \_\_\_\_\_.

**CARD 2**

- 1) After \_\_\_\_\_ or destruction, habitats take many years to grow again.
- 2) Breathing \_\_\_\_\_ in a polluted city can be bad as smoking ten cigarettes a day.
- 3) Geothermal energy is energy from the hot center of the \_\_\_\_\_.
- 4) Cars \_\_\_\_\_ air pollution.
- 5) \_\_\_\_\_ saves trees, energy, money and cuts pollution.

**CARD 3**

- 1) Every year an \_\_\_\_\_ of rainforest as big as England and Wales disappears.
- 2) Use public transport \_\_\_\_\_ possible.
- 3) Try to \_\_\_\_\_ paper. Buy and use recycling paper as often as possible
- 4) Our planet needs healthy rainforests to \_\_\_\_\_ its temperature.
- 5) A lot of Americans are fat because they eat too much junk \_\_\_\_\_.

**CARD 4**

- 1) Pesticides can \_\_\_\_\_ health problems.
- 2) Find out more about Green organizations in your \_\_\_\_\_.
- 3) Almost all \_\_\_\_\_ is taken to a landfill site.
- 4) In some cities the pollution caused by cars is so \_\_\_\_\_ that people wear masks in the street.
- 5) Gases from factories mix with water in the \_\_\_\_\_ and form a cocktail of acid chemicals.

**CARD 5**

- 1) Governments need to \_\_\_\_\_ more land and grow more new trees.
- 2) Modern industry produced a lot of \_\_\_\_\_ gases.
- 3) When you throw something away, it goes in a \_\_\_\_\_ can.
- 4) \_\_\_\_\_ the climate changes, there will be less food in the world.
- 5) Chemicals used on a modern farm pollute our \_\_\_\_\_.

**CARD 6**

- 1) The polar bears will have nowhere to live \_\_\_\_\_ the polar ice melts.
- 2) \_\_\_\_\_ reusable products.
- 3) \_\_\_\_\_ glass saves energy and raw materials.
- 4) \_\_\_\_\_ damages the health of people.
- 5) The tropical rainforests surround the equator of the \_\_\_\_\_ like the belt.

**CARD 7**

- 1) If everyone uses their cars, \_\_\_\_\_ will become an enormous problem.
- 2) Toxic materials \_\_\_\_\_ the water and air.
- 3) The seas are filled with industrial and nuclear \_\_\_\_\_.
- 4) People in Britain \_\_\_\_\_ away 7 million tons of paper every year.
- 5) Deforestation has been going \_\_\_\_\_ for centuries.

**CARD 8**

- 1) When we burn coal and oil for energy, we \_\_\_\_\_ pollution.
- 2) Only \_\_\_\_\_ water and other drinks in aluminum cans or glass bottles.
- 3) The atmosphere is the layer of gas that surrounds the \_\_\_\_\_.
- 4) Even healthful \_\_\_\_\_ isn't always healthy.
- 5) If they build the factories they'll cause \_\_\_\_\_.

**CARD 9**

- 1) People destroy an \_\_\_\_\_ of forests as big as Switzerland every year.
- 2) Don't \_\_\_\_\_ drinks in plastic bottles.
- 3) In warm water near the coast levels of \_\_\_\_\_ are usually the highest.
- 4) \_\_\_\_\_ we don't stop using CFCs, we'll destroy the ozone layer.
- 5) We must \_\_\_\_\_ our planet from littering and destruction.

**CARD 10**

- 1) Some countries now have \_\_\_\_\_ laws.
- 2) It is very important for us to clean up the \_\_\_\_\_ we all breathe.
- 3) Don't leave \_\_\_\_\_ electric lights, TV, if you are not using them.
- 4) Recycling could cut \_\_\_\_\_ going to landfill sites by half.
- 5) \_\_\_\_\_ your family newspapers.

**For Juniors****12. A scrambled poem**

The sun has visited
The day is nice
It's so good to eat a worm!
The nest.
The bird is glad to see the guest.
The day is warm.

**Just in Case****20. Jigsaw reading**

FOR SALE. Steel Car Box trailer.	Ideal for dogs or musicians.
KABUKI farmer seeks lady with tractor with view to companionship and possibly marriage.	Send picture of tractor. Littlewood, Box 213, Kabuki
Hand your luggage to us.	We will send it in all directions.
PLEASE NOTE. You can order our rings by post.	State size, or enclose string tied round finger.
Young business girl would like another girl to share her furnished apartment.	Must squeeze toothpaste from the bottom. Write Miss F.G., Box 550, Bennington, Vermont

**23. Jigsaw reading**

Jack was a young sailor. He lived in England, but he was often away with his ship. One summer he came back from a long voyage and found new neighbours near his mother's house. They had a pretty daughter, and Jack soon loved her very much. He said to her, 'My next voyage will begin in a few days' time, Gloria. I love you, and I'll marry you when I come back. I'll think about you all the time, and I'll write to you and send you a present from every port'. Jack's first port was Freetown in Africa, and he sent Gloria a parrot from there. It spoke five languages. When Jack's ship reached Australia, there was a letter from Gloria. It said, 'Thank you for the parrot, Jack. It tasted much better than a chicken'.
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**33. Jigsaw reading**

"Waiter, will the pancakes be long?"	"No, sir, round".
"Which is faster, heat or cold?"	"Heat, because you can catch cold".
"What kind of driver never has accidents?"	"A screwdriver".
"What is the best age for a boy?"	"10. He hasn't already cried, and hasn't driven my car yet".
"Waiter, what's this fly doing in my soup?"	"The breast stroke, sir".
"Is the man your sister's going to marry — rich?"	"Not much! Every time mother talks about the wedding father says 'poor man!'"

## 39. Jigsaw reading.

Thoroughly clean the toilet.
Add some shampoo to the toilet water, and have both lids lifted.
Get the cat and stroke it while you carry it towards the bathroom.
In one smooth movement, put the cat in the toilet and close both lids.
You may need to stand on the lids so that it cannot escape.
Flush the toilet three or four times.
Ask someone to open the door to the outside and stand behind the toilet as far as you can.
Quickly lift both lids.
The now-clean cat will rocket out of the toilet, and run outside where it will dry itself.
Sincerely yours, The DOG.

## 51. Proverbs for every day.

When the cat is away...	...the mice will play.
Where there's a will...	...there's a way.
Better late...	...than never.
Look...	...before you leap.
What's done...	...can't be undone.
An apple a day...	...keeps the doctor away.
One man's meat...	...is another man's poison.
Honesty...	...is the best policy.
A new broom...	...sweeps clean.
All's well...	...that ends well.
A friend in need...	...is a friend indeed.
A bird in the hand...	...is worth two in the bush.
No news...	...is good news.
So many man,...	...so many minds.
All that glitters...	...is not gold.

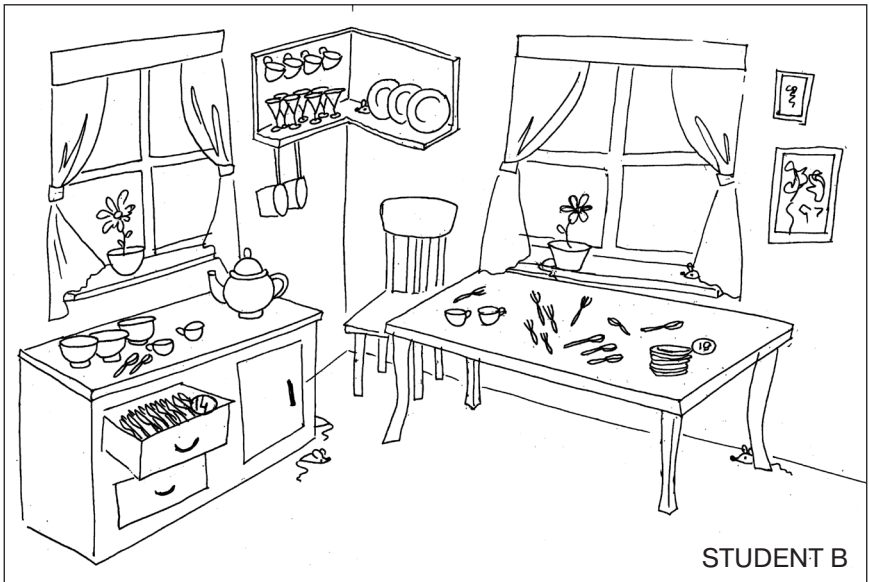
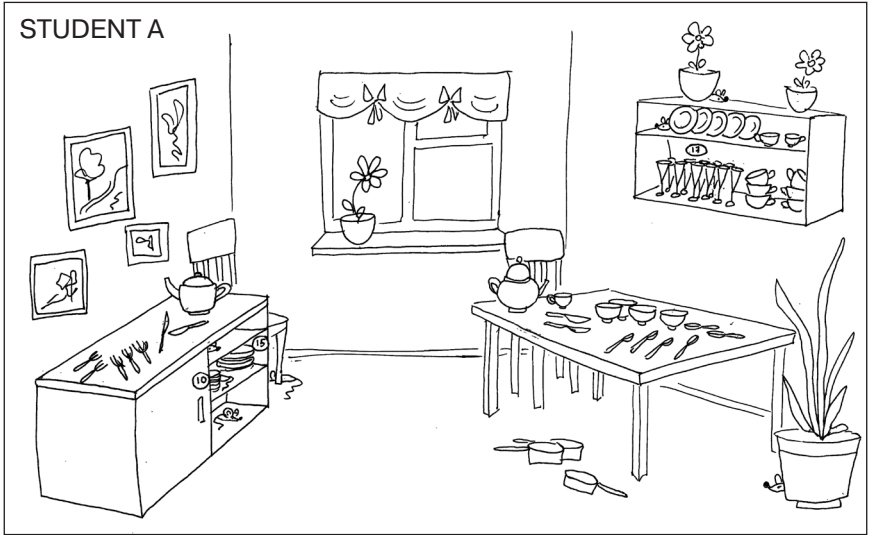
58. Ask your students to pretend themselves other people and think up different information about their new life.

Name _____ Address _____ _____ Tel. _____ Occupation _____ Marital status _____ Nationality _____	Name _____ Address _____ _____ Tel. _____ Occupation _____ Marital status _____ Nationality _____
Name _____ Address _____ _____ Tel. _____ Occupation _____ Marital status _____ Nationality _____	Name _____ Address _____ _____ Tel. _____ Occupation _____ Marital status _____ Nationality _____

59. Tell the class if the word is countable or uncountable as you hear it from your teacher.

Countable	Uncountable
Cat	Hair
Bottle	Cheese
Potato	Gold
Sausage	Money
Country	Traffic
Job	Weather
Opinion	Furniture
Coin	Homework
Family	Information
Impression	Ice
Child	News
Newspaper	Music
Flower	Advice

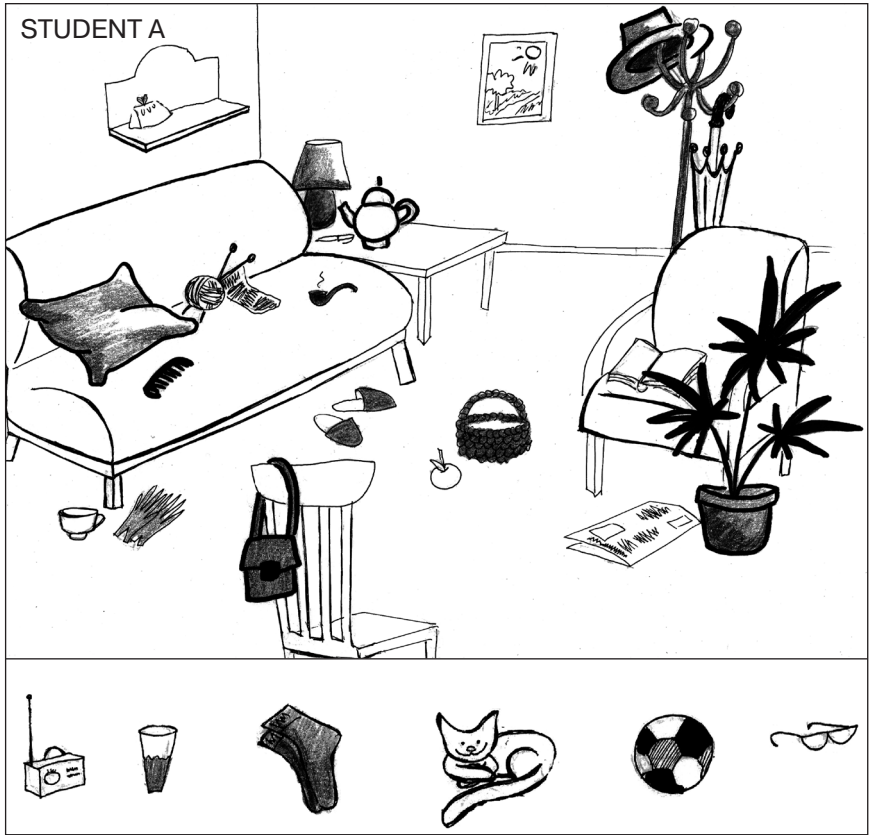
Appendix 1



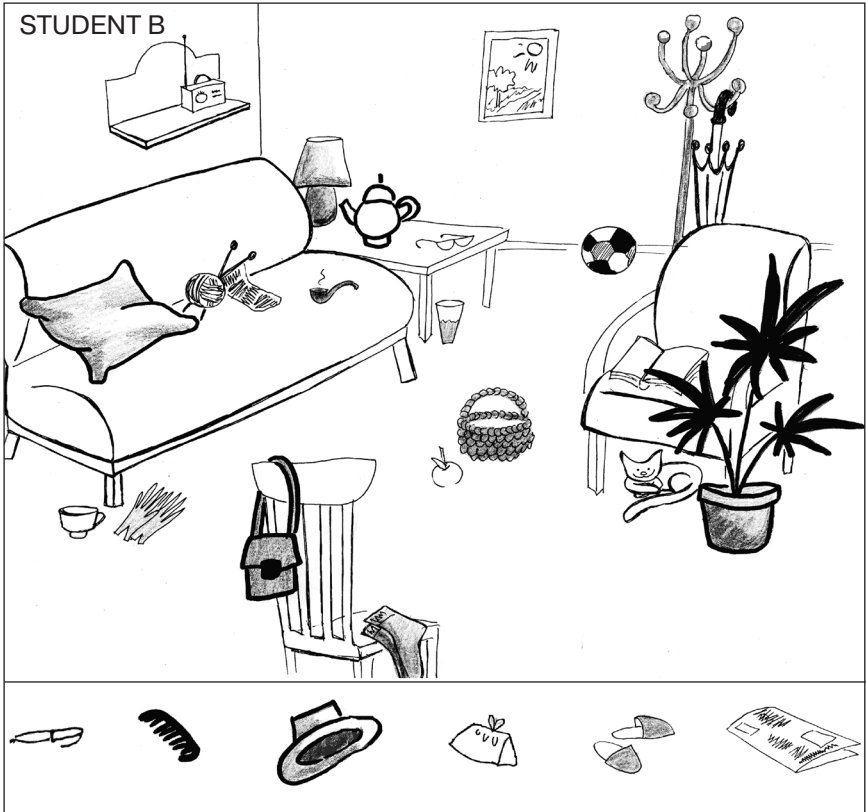
STUDENT B



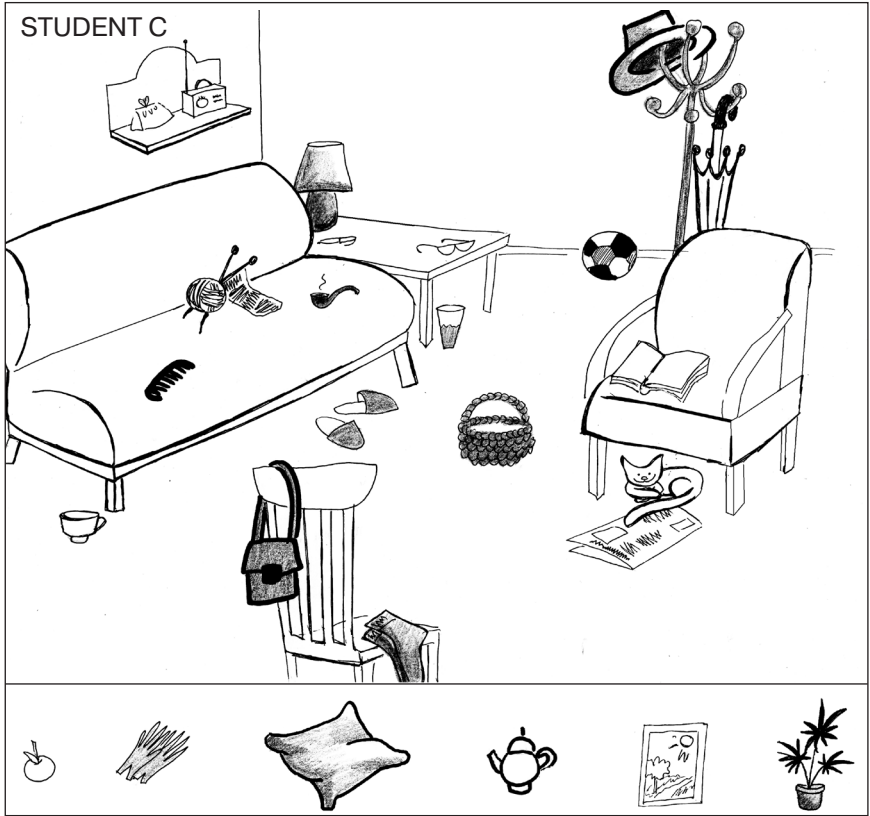
Appendix 2



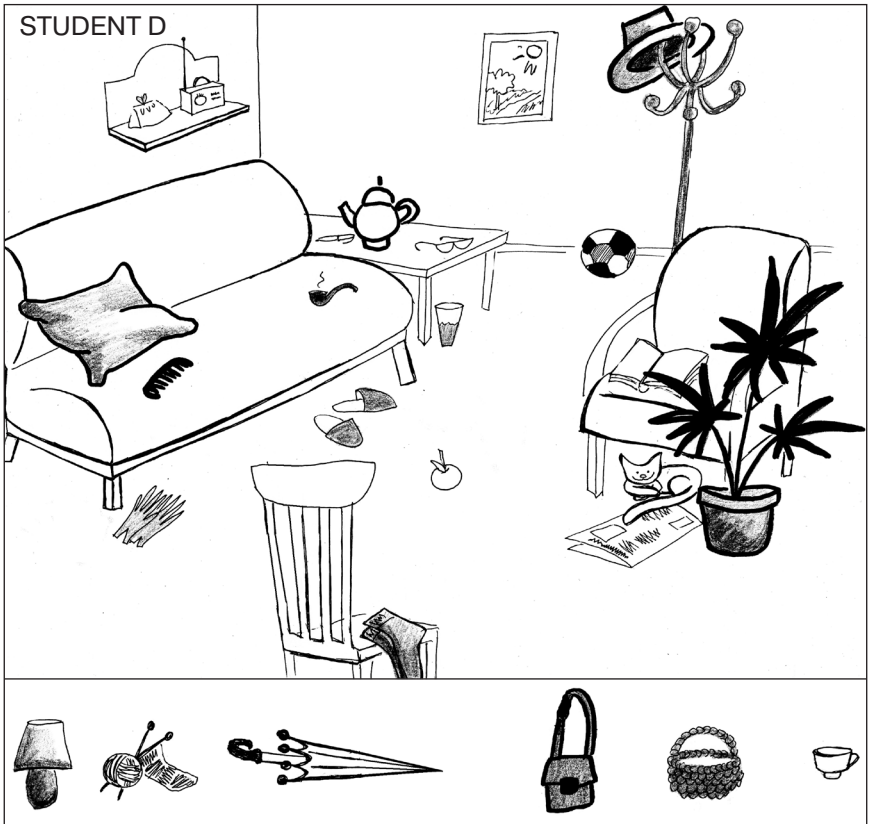
Appendix 3



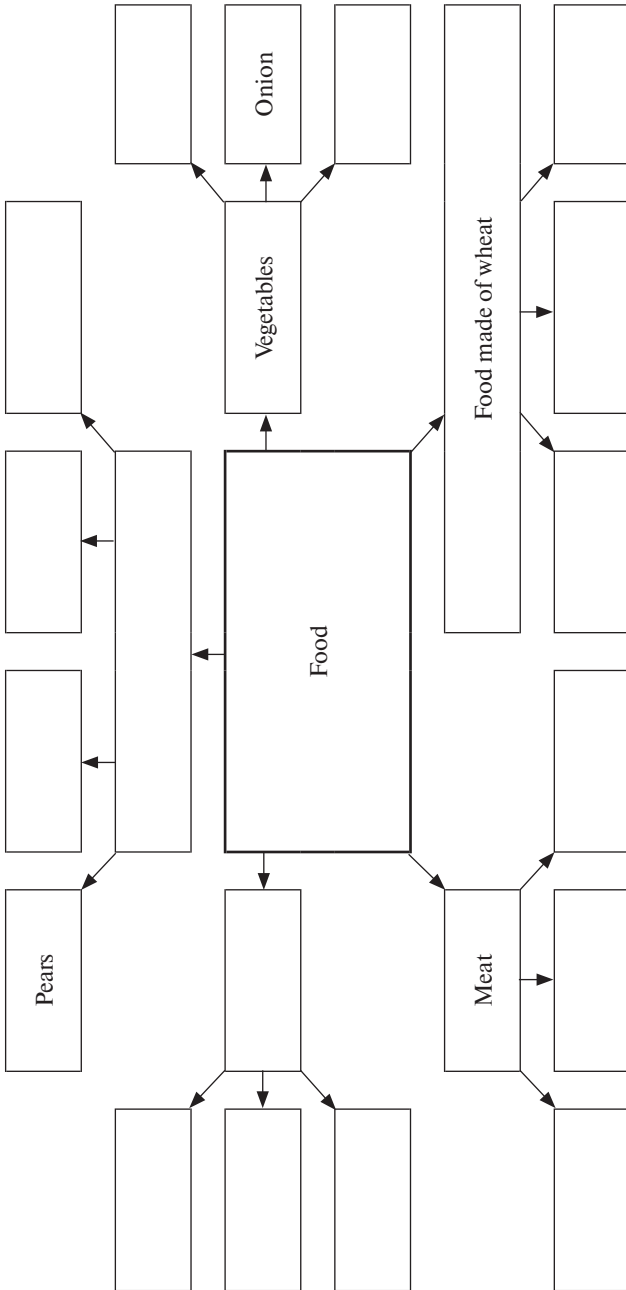
Appendix 4



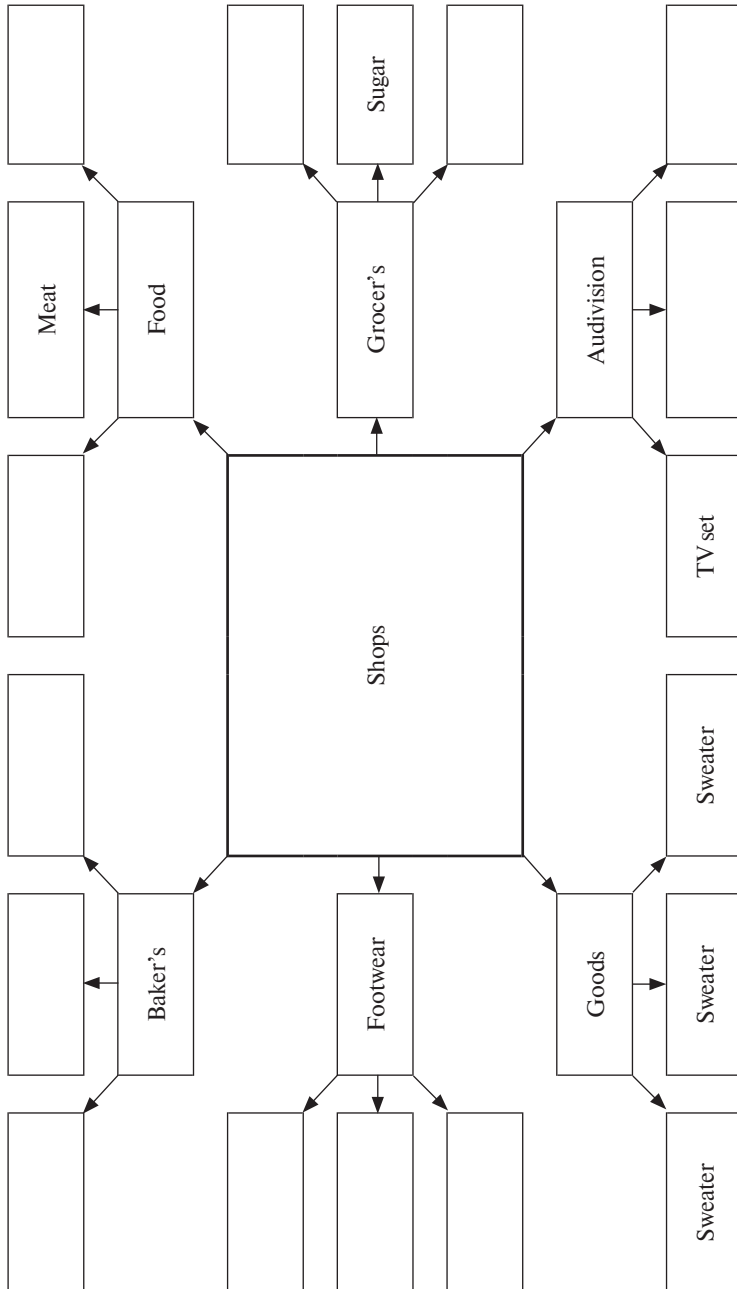
Appendix 5



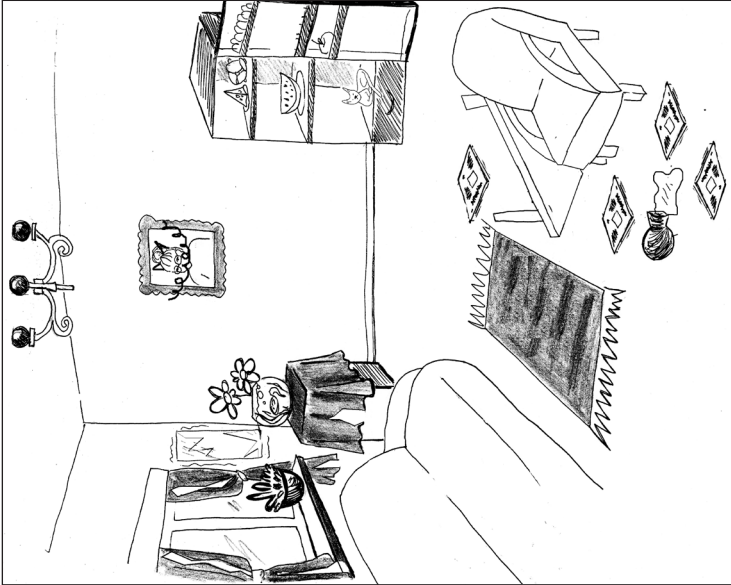
Appendix 6



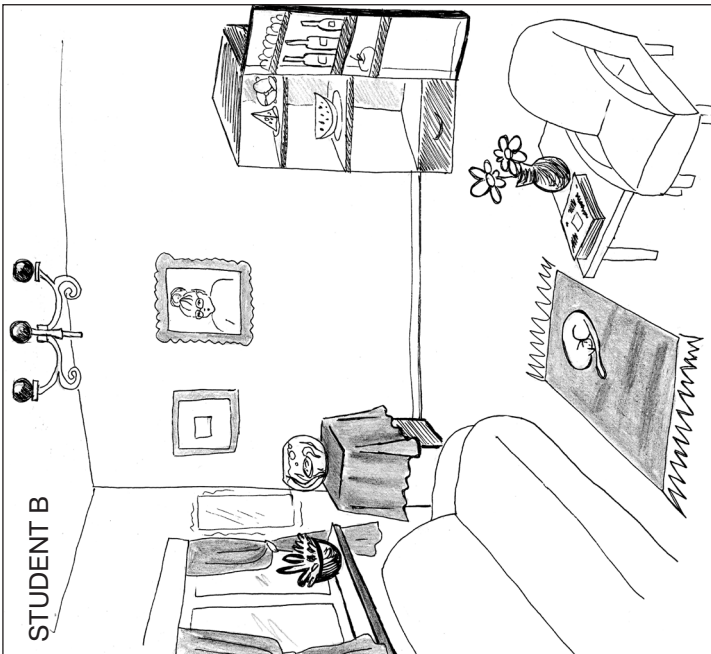
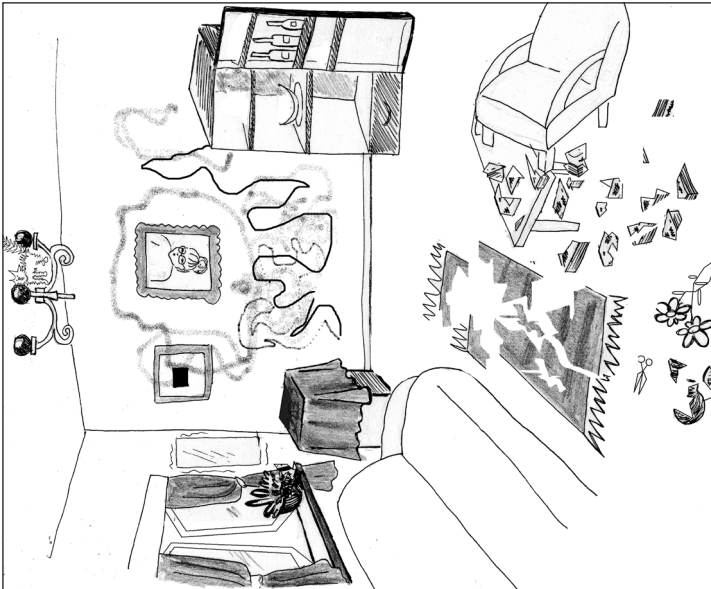
Appendix 7



Appendix 8

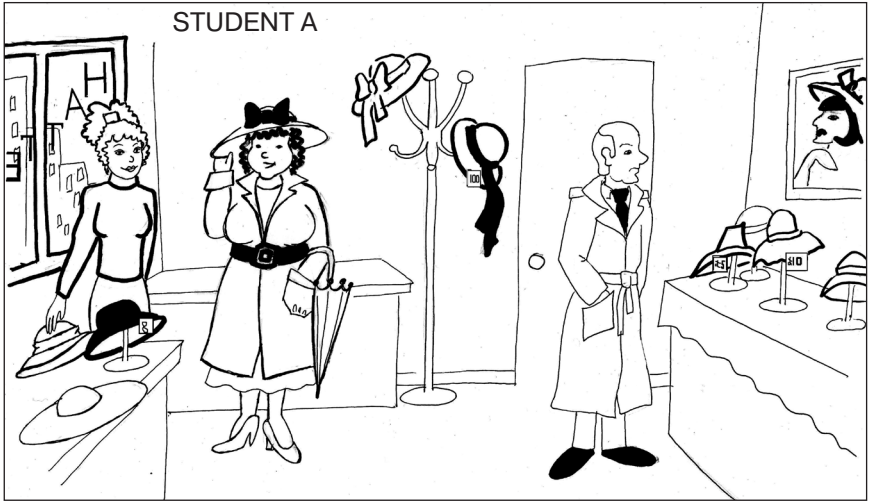


Appendix 9

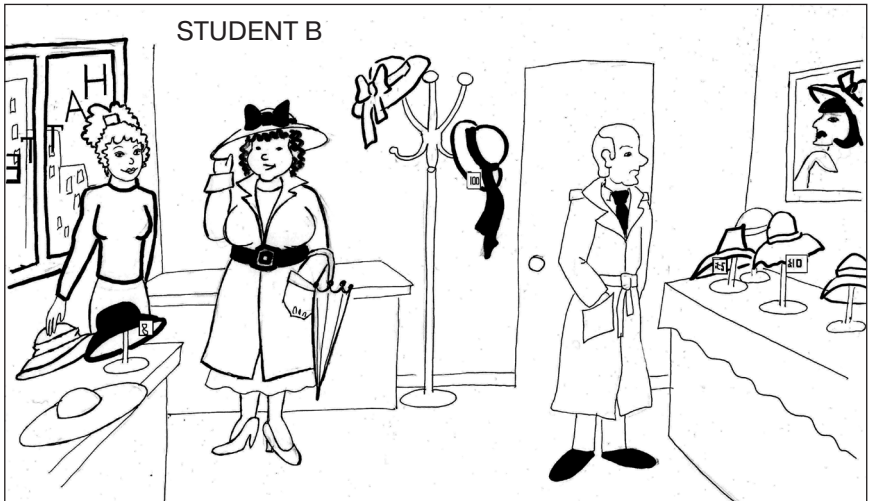




Appendix 10



Appendix 11



Appendix 12



*Навчальне видання*

Бібліотека журналу «Англійська мова та література»

Випуск 2 (62)

КІКТЕНКО Тамара Миколаївна

**WARMING UP**

**Розпочинаємо урок ефективно**

Головний редактор *О. С. Любченко*

Редактор *А. Л. Мирошніченко*

Відповідальний за видання *Ю. М. Афанасенко*

Технічний редактор *О. В. Лебедєва*

Коректор *О. М. Журенко*

Підп. до друку 11.02.2008. Формат 60×90/16.

Папір газет. Гарнітура Ньютон. Друк офсет.

Ум. друк. арк. 8,00. Зам. № 8-02/18-04.

ТОВ «Видавнича група «Основа»»

61001 м. Харків, вул. Плеханівська, 66

тел. (057) 731-96-33

**e-mail: office@osnova.com.ua**

Свідоцтво суб'єкта видавничої справи

Свідоцтво КВ № 11395–268Р від 26.06.2006 р.

Віддруковано з готових плівок

ПП «Триада+»

м. Харків, вул. Киргизька, 19.

Тел.: (057) 757-98-16, 757-98-15

Свідоцтво суб'єкта видавничої справи

ДК № 1870 від 16.07.2007 р.