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Poltava Korolenko National Pedagogical University
English and German Philology Department

**ENGLISH SUMMER CAMPS:
TEACHING GUIDEBOOK**

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UNIT 1. MAKING NEW FRIENDS

• ICEBRAKER GAMES

❖ **Throw a ball and say the name**

Recourses needed : a small ball.

Time for the activity: 10 min.

The rules of the game:

First circle.

1. Organize the group so that all the members stand in a circle.
2. Explain to the group that they will each in their turn catch the ball from the person next to him. The facilitator (teacher) will start by saying, “My name is John” (the name for the facilitator) and throw the ball to the person who stands next to him.
3. Each group member then throws the ball to the person next to him and states his name.

Second circle.

The rules are the same. But the person who catches the ball should state the name of the person from whom he receives the ball by saying, “His name is Michael”.

❖ **Say what I say and do what I say**

Time for the activity: 10 min.

The rules of the game:

First circle.

All the members of the game make the circle and hold each other's hands. The facilitator (teacher) explains the following rules: there are four commands “Jump in/out/left/right” (demonstrating the meaning of each command). After this the teacher may tell: “Say what I say and do what I say” and name the following commands at random. For example: the teacher says: “Jump left”. And all members of the game say: “Jump left” and jump left. Step by step the tempo of the commands increases.

Second circle.

The rules are the same. This time there is a new command: “Say what I say and do opposite of what I say” and the members of the game repeat the teacher’s commands doing the opposite action.

❖ **Two truths – one lie**

Time for the activity: 20 – 30 min.

The rules of the game:

The pupils sit in a circle and tell in their turn three statements about themselves: two statements are true and one statement is false.

For example, the first statement: I love reading, the second statement: I have been abroad, the third statement: I don’t drink juice. The task for the members of the game is to guess what speaker’s statements are true and which one is false and explain his/her choice.

- **VOCABULARY GAMES**

- **Bingo**

The resources needed: a piece of chalk or a marker, a board, paper, pens, a hat.

Time for the activity: 15 min.

The rules of the game:

The teacher writes up 10 words, phrases and/or expressions on the board. Each student chooses any 5 of the items from the board and writes them down. The teacher then selects one of the items at random (bits of paper from a hat, for example) and offers a brief definition or synonym of the item but does not say the word itself. If a student thinks they have the word the teacher described, they tick it. When a student ticks all of their words, they shout BINGO!!! The first student to shout BINGO wins the round. Additional rounds can be played with different sets of words.

Sample words with definitions “What can you do with your friends? Where can you go?”:

Activities:

backpacking – to go on a hike with a backpack and equipment to enable a person to stay outdoors overnight

bicycling – to ride a bicycle for fun or sport

boating – to ride a boat (power boat, canoe, kayak, sail boat) for pleasure

camping – to go into nature and live for a time in a tent or camper while on vacation

fishing – the activity of catching fish, either for food or for sport

frisbee – a game that is played with two or more people with a plastic disk that is thrown through the air

gardening – the activity of growing plants for pleasure and/or food

hiking – walking for a long distance, usually in the woods or just in a place away from a town and many people (Note: This is different from backpacking because a person who is hiking does not have to have equipment to stay in the woods for the night.)

road trip – a journey made in an automobile to see something specific or just to drive and see something new

sightseeing – the activity of visiting new places of interest

surfing – an activity carried out on the shore of the ocean in which a person rides waves while standing a board (a surfboard)

Places:

the amusement park – a large outdoor area with rides, shows, refreshments, games, and other entertainment

the beach – an expanse of sand or pebbles along a shore

the fair – a gathering where there are rides and goods for sale; often there are also animals and food on display or for sale

the lake – a large body of water surrounded by land on all sides

the park – a piece of land in or near a city or town that has green space with a lawn and trees and play equipment that is free for everyone to use

summer camp – a place where care and activities are provided for children during the summer months; some camps take place during the day while others are overnight camps where children spend a week or month during the summer

the water park – a water park is an amusement park that has water play areas, water rides, water slides, and pools

the woods – an area of land that is covered with trees and other plants, where there are few or no houses and people, but where there are many animals

the yard – a piece of ground, usually containing plants and trees, that is next to a building or house

- **Taboo (Hot Seat)**

Resources needed: a piece of chalk or a marker, a board.

Time for the activity: 10 min.

The rules of the game:

Divide the class into Teams A and B. Team A sits in a group on one side of the classroom, Team B sits on the other side. Bring two chairs to the front of the room so that when seated, a student is facing his or her respective team and their back is to the blackboard or white board. One member from each team sits in their team's chair. The teacher writes a word, phrase, or sentence on the board. The students in the chairs mustn't see what's written on the board. Once the teacher yells "go", the teams have one minute, using only verbal clues, to get their seated teammate to say the item written on the board. The only rule (or taboo) is that they **MUSTN'T** say the item written on the board, in full or part. The first student in the hot seat to utter the word scores a point for their team. When the round is over, two new team players are rotated into the hot seat and a new item is written up. The first team to score X number of points wins.

Variation: To ensure a slightly quieter and less chaotic game, the teams can take it in turns. Rather than two students in the hot seat, only one member from each team plays at a time. The teacher as usual scribbles a word on the board and gives the team one minute to get their teammate to say the item. If the hot-seated player manages to say the word, the teacher quickly writes another item on the board and so on until the minute is up. The team scores a point for every item they manage to say within one minute.

- **Scrambled Letters**

Resources needed: a piece of chalk or a marker, a board.

Time for the activity: 10 min.

The rules of the game:

Write up eight words with their letters shuffled (e.g. eicscen for science) on the board. When the teacher says 'go', the students, individually or in pairs, endeavor to untangle the words as quickly as they can. The first student or pair, to do so wins. The teacher can then quickly run through each of the scrambled letter groups on the board, eliciting information about each word or concept. Tip: Don't make them too difficult.

Variation: Phrases, expressions, and idioms larger than 2 words can also be used (e.g. “you’re having when time flies fun” for “time flies when you’re having fun”).)

USEFUL RESOURCES FOR CREATING SCRAMBLED WORD GAMES:

<http://www.education.com/worksheet-generator/reading/word-scramble/>

<https://quickworksheets.net/generators/word-scramble/form1.php>

List of words for Friendship summer camp activities

- friend / pal / buddy
- keypal / penfriend
- acquaintance
- roommate
- classmate
- colleague
- partner
- date
- boyfriend
- co-worker
- associate
- companion
- get together with
- go steady / go out with
- hang out with
- spend time with
- see someone (=date)

• Creativity with English

Resources needed: a poster, pencils

Time for the activity: 15 min.

The rules of the game:

Work in small groups and create ABC for friendship by yourself. See an example:

Friendship Vocabulary Word List (174)

- A) Admiration, Affable, Affection, Affectionate, Allegiance, Always, Amiable, Attachments, Attitude, Attract, Attraction, Attractive, Available
- B) Beautiful, Believable, Best friend, Birthdays, Blessing, Bonds, Boyfriend, Brave, Buddy
- C) Call, Camaraderie, Care, Caring, Charm, Cheerful, Comfort, Commitment, Communication, Companion, Companionship, Compatible, Confide, Confidential, Connect, Connection, Conscientious, Considerate, Consideration, Contact, Cordial, Counsel, Cozy
- D) Date, Dear, Devoted, Devotion, Diners, Discerning, Discovery
- E) E-mail, Easy-going, Embrace, Emotion, Emotional, Empathic, Encouragement, Endear, Endure, Engage, Excite
- F) Faithful, Family, Fascinate, Favor, Favorite, Fellowship, Fiance, Flourish, Flowers, Fond of, Forgiving, Friends, Friendship, Funny
- G) Generous, Gentle, Gifts, Girlfriend, Giving, Goodness
- H) Happy, Healing, Heart, Heartfelt, Honest, Honey, Honor, Hug
- I) Idolize, Important, Inclined, Inseparable
- J) Joy
- K) Karma, Kind, Kisses
- L) Lasting, Lifelong, Like, Likes, Listener, Love, Loyal
- M) Mainly, Miss, Mostly, Mutual
- N) Nurture
- O) Omnipresent, Only one, Open
- P) Pal, Peaceful, Personality, Phone, Powerful, Precious, Profess, Protect
- Q) Quality, Quantity
- R) Regard, Relationship, Remember, Remembrance, Respectful, Restaurant, Romance
- S) Same, Secrets, See, Selfless, Sensitive, Sharing, Shelter, Show, Similar, Sincere, Smiling, Sociable, Soul mate, Special, Support, Sweet, Sympathetic
- T) Tactful, Telephone, Tender, Text, Therapy, Thoughtful, Time spent, Together, Travel, True, Trustworthy, Truthful
- U) Unique, Us, Usual
- V) Visit
- W) Warm-hearted, Warmth, Well-intentioned, Winning, Wisdom, Wonderful
- X)
- Y) Yearning, Years, Youth
- Z)

UNIT 2. LEISURE AND HOBBIES

- **GRAMMAR GAMES**

- **My day off**

Pupil-leading shows facial expressions and gestures all that he performed during his day off. Another student voiced all that gesture depicted presenter.

- **Game “What we can do and like to do in our spare time”**

Hand out posters with different activities. Students are divided into pairs and take turns asking questions and answering them in accordance with what is shown in the poster.

For example: : “Can you swim?”, “Can you play guitar?” - “No, I can’t” / “Yes, I can”.

Use online resources on the subject Hobbies and Interests dictionary ESL Worksheet. Link Downloads: <http://www.englishsheets.com/hobbies-1.html>
<http://www.englishsheets.com/hobbies-2.html>

- **Game “Would like”.**

The teacher offers a journey to the world of dreams. To do this, say the magic phrase - “Would like”.

- 1) Make the sentences positive.**

1. I wouldn’t like to go to the river and see the fish.
2. Tom wouldn’t like to have a cat.
3. Ana wouldn’t like to go to the park and play there.
4. I wouldn’t like a cup of tea.

- 2) Would like to or Would like? Complete the sentences using the following speech patterns:**

1. a cup of tea
2. run in the park with my dog
3. go to the beach in the summer
4. a sandwich

- **The final task**

Competition for the best story describing the 5 things you like to do in the summer, using construction 'would like'.

- **IDIOMS**

IDIOM 1. GREEN THUMB

I. PRESENTATION

Definition: a talent for gardening; ability to make things grow

Illustrative sentences. *Read and translate the sentences which illustrate the use of the idiom.*

1. My sister-in-law really has a green thumb. She can grow everything no matter where.

Meaning. She has a real talent for making things grow well.

2. He was sure he had a green thumb, but he was wrong. All his roses died last year.

Meaning. He was not as skillful in gardening as he thought he was.

II. CONTROLLED PRACTICE

Exercise 1. What are the gardening activities in which a green thumb can be important?

Pattern. A green thumb can be important in planting trees.

Exercise 2. What are the gardening activities in which a green thumb would not be important?

Pattern. A green thumb would not be important in driving a car.

Exercise 3. Ask your group mates if they have a green thumb for doing something.

Pattern 1. No doubt you have a green thumb for doing something special. What is it exactly?

Pattern 2. Listen, do you have a green thumb for planting trees?

IDIOM 2. OUT OF CIRCULATION

I. PRESENTATION

Definition: not to be out in the company of other people; to be inactive or joining in the activities.

Illustrative sentences. *Read and translate the sentences which illustrate the use of the idiom.*

1. My niece was ill and out of circulation for about a month.

Meaning. She was inactive because of illness and stayed home for about a month.

2. Since Peter failed all his exams we do not see him often. He is really out of circulation.

Meaning. After doing badly in all his exams, he was not frequently seen in the company of his friends.

Related expressions. *Read and translate the synonymous expressions which have the same meaning.*

1. TO BE OUT OF THE SWIM means “to be inactive in business or social affairs”.

2. TO BE TIED UP is used in the meaning of “to be prevented from acting together”.

II. CONTROLLED PRACTICE

Exercise 1. Paraphrase the sentences using either the idiom or its related expressions.

1. My niece was ill and did not go out for about a month.

2. He was inactive because of illness and stayed home.

3. Since Peter failed all his exams we do not see him often. He is really out of circulation.

4. After having a row with her boyfriend, she was not frequently seen in the company of his friends.

5. As his classmates did not share his ideas he decided not to take part in the concert.

Exercise 2. Use the idiom or its related expressions to describe the following:

1. A boy who does not participate in club activities is _____.

2. Traffic on a highway that did not move forward was _____.

3. A clothing designer who won't change the style of his clothes is _____.
4. A young man who decides to become a monk is _____.
5. Someone who moves to an isolated area is _____.

IDIOM 3. AT LEISURE

I. PRESENTATION

Definition: with no particular activities or free; without hurrying.

Illustrative sentences. *Read and translate the sentences which illustrate the use of the idiom.*

1. They were going to spend the afternoon at leisure in downtown.

Meaning. They were free and wanted to spend the afternoon with no particular activities in downtown.

2. Come round for a cup of tea so we can have a talk at leisure.

Meaning. Come round for a cup of tea so we can have a talk without hurrying.

Related expressions. *Read and translate the synonymous expressions which have the same meaning.*

1. AT YOUR LEISURE means "to have the time to do sth without hurrying".

II. CONTROLLED PRACTICE

Exercise 1. Paraphrase the sentences using either the idiom or its related expressions.

1. They were free and wanted to spend the afternoon with no particular activities in downtown.
2. Come round for a cup of tea so we can have a talk without hurrying.
3. You'd better read this science fiction when you have the time.
4. The pupils spent an hour with no particular activities as their teacher was away.

III. TRANSFER

1. Exchange information about the way you (your parents, grandparents or friends) spent last weekend. Use the following idioms and related expressions:

- ✓ At (your) leisure;
- ✓ To be out of circulation (to be tied up, to be out of the swim);

✓ Green thumb.

- **READING THE TEXT**

Resources needed: printed texts “Amazing Collections” for the pupils

Warmer

Task 0.1. (*Team activity: 4 teams*) Make the list of the things that people can:

- 1) do,
- 2) make,
- 3) collect,
- 4) learn

as their hobby.

Possible answers: People can 1) do climbing, jogging, birdwatching, gardening, watch sports competition, go swimming, travel, write songs; 2) make kites, models of real ships, pottery; 3) collect stamps, coins, dolls, books, match boxes, post cards; 4) learn foreign languages, learn to drive sports cars, to dance.

Activity 1

Task 1.1. (*Open class activity*)

Read the text and find the people who:

1. These people collect toys.
2. This person is interested in birds.
3. This person collects very little things.
4. This person has a house in Hawaii.
5. These two people are from one and the same US state.
6. These people collect things which are made from paper.
7. These people opened museums where they display their collections.

8. These people collect some devices.
9. These people have more than 10,000 items in their collections.
10. These people live in European countries

Amazing Collections

A. Water Bottle Labels

Lorenzo Pescini of Italy has a collection of 8,650 different bottled water labels from 185 different countries and 1,683 different springs.

B. Troll Dolls

Sherry Groom from Ohio set the record of 2,990 unique troll dolls in 2012. Although, now it is over 3,500 dolls.

C. Miniature Chairs

Barbara Hartsfield has a collection of 3,000 miniature chairs which she has been collecting for over 10 years. She opened a museum in Georgia after setting the record in 2008.

D. Teddy Bears

Jackie Miley from South Dakota had 7,106 different teddy bears in 2011 when she set the record. Now she is up to 7,790 and counting.

E. Winnie the Pooh Items

For even more bear items, Deb Hoffmann has a collection consisting of 10,002 items related to Winnie the Pooh and his friends.

F. Traffic Cones

David Morgan of the UK has the largest collection of traffic cones in the world. Although he only has 137 different cones, this is about two-thirds of all the types ever made.

G. Talking Clocks

Mark McKinley from Ohio owns the largest collection of talking clocks and the official record was set at 782 although he now has 954 clocks.

H. Barbie Dolls

Bettina Dorfmann from Germany has 6,025 Barbies worth over \$150,000.

I. Toothbrushes

Grigori Fleicher from Russia has a collection of 1,320 different toothbrushes.

J. Stamps With Birds

Daniel Monteiro from India hold the largest collection of stamps featuring birds. It consists of 4,911 stamps from 263 countries and he is really excited about it.

K. Paper Dolls

Malin Fritzell of Sweden has been collecting paper dolls since the 1960s and has the largest collection of them with 4,720.

L. Surfboards

Donald Dettloff has 647 different surfboards, displayed around his property in Hawaii. His collection is widely known as the surfboard fence.

M. Sneakers

Jordan Michael Geller hold the record for the largest sneaker collection at 2,388 pairs. His shoezeum in Las Vegas has around 2,500 pairs now.

N. Napkins

Martina Schellenberg from Germany has the largest napkin collection that consists of 125,866 different napkins.

O. Erasers

Petra Engels from Germany owns this huge collection of 19,571 non-duplicate erasers from 112 different countries.

P. Cell Phones

Carsten Tews from Germany has 1,563 different mobile phones.

To prepare this task the material from the following website was used:

<http://distractify.com/old-school/2014/11/11/largest-and-weird-collections-1197798094>

Keys to Task 1.1

1. B, D, E, H, K
2. J
3. C
4. L
5. B,G
6. J, K, N
7. C, M
8. G, P
9. E, N, O
- 10.A, F, H, I, K,N, O, P

Activity 2.

Task 2.1. (*Pair activity*) Talk to your partner and discuss the following:

1. Whose collection do you find most interesting?
2. Whose collection would you like to see?
3. Whose collection would you like to contribute to?
4. Which things from the collections can you use in your life?
5. Whose collection is of no interest to you? Why?

Activity 3.

Task 3.1. (*Open class activity*) Think of your favourite book/ cartoon/ film character. Now think what items they might collect (e.g. Harry Potter – brooms, Winnie the Pooh – pots for honey).

Task 3.2. (*Open class activity*) Do your parents/ grandparents/ siblings have hobbies? Tell the class about them.

Closure Activity

Task 4. (*Open class activity*) What new things can you try this summer? Can they become your new hobby?

UNIT 3. ART. MUSIC

• READING THE TEXT

Resources needed: printed texts for the pupils, large sheets of paper (for creating “graffiti”) and coloured pencils and/ or paints

Warmer

Task 0.1. (*Open class activity*) Have you ever been to a museum or an art gallery? What did you see there?

Possible answers: beautiful pictures, statues, coins, armory, furniture.

Activity 1

Task 1.1. (*Open class activity*) Read the text and say whether the given statements are true or false.

1. MOBA is situated in the UK.
2. MOBA is more than 20 years old.
3. MOBA's first exhibition was held in a public building.
4. MOBA's exposition moved to the theatre basement because its original location was ruined.
5. Many people visit MOBA every year.
6. MOBA only accepts masterpieces.
7. You don't have to buy a ticket to visit MOBA exhibitions.

MOBA is a museum located in Boston, the USA. It was founded in the fall of 1993. Its first exhibition opened in March 1994. Initially it was situated in the basement of a private home. But when the exposition grew, a new place was found. It was the basement of a movie theatre.

MOBA exhibits pictures. It is a very popular museum. Every year it attracts many tourists.

But MOBA is not a usual museum. It is the Museum Of Bad Art (the first letters of this name make the word MOBA). It collects bad art. Thus its collection includes pictures by talented artists who made unfortunate mistakes as well as pictures by painters who could hardly control their brush. Pictures with wrong perspectives, badly mixed colours and unbalanced compositions can find their way to MOBA.

MOBA is free for everybody to visit.

To prepare this task the material from the following website was used:

<http://www.museumofbadart.org/about/>

Keys to Task 1.1.

1. False
2. True
3. False
4. False
5. True
6. False
7. True

Task 1.2. (Open class activity) What is unusual about MOBA?

Possible answers: it collects pictures that are not beautiful or perfect.

Activity 2.

Task 2.1. (*Team work – competition*) Read the text about Lisa and correct mistakes in it.

Lisa want to study classical music at Vienna. She hope to become professional pianist. Her parents cannot to pay for her music lessons. That is why Lisa are looking for a job. She know it will not be easy, but she is determined to makes her dream come true.

To prepare this task the material from the following website was used:

<http://www.tolearnenglish.com/exercises/exercise-english-2/exercise-english-2924.php>

Keys to Task 2.1.

Lisa wants to study classical music *in* Vienna. She hopes to become a professional pianist. Her parents cannot to pay for her music lessons. That is why Lisa is looking for a job. She knows it will not be easy, but she is determined to make her dream come true.

Activity 3.

Task 3.1. (*Open class activity*) What is graffiti?

Possible answer: it is a writing or a drawing on the wall in a public place.

Why do people create graffiti?

Possible answer: to show that they live here, to tell something that is important for them.

Task 3.2. (*Individual activity*) Take a sheet of paper. Create your graffiti.

(Students create their “graffiti”. Then they are put on the wall. Students look at each other’s graffiti and comment on them).

Closure Activity

Task 4. (*Open class activity*) Should you write graffiti on the walls of the buildings in your city? Why? / Why not?

Possible answer: It is not good to write graffiti on the walls of the houses, or museums or schools, but it is ok to decorate with graffiti the walls of old and ruined buildings or fences.

- **VOCABULARY GAMES**

- **GAME. HANGMAN\SNOWMAN**

1. Choose one person to be the “host.” This is the person that invents the puzzle for the other person to solve. They will be tasked with choosing a word or phrase that “the players” will have to solve.

- The host should be able to spell confidently or the game will be impossible to win.

2. If you are the host, choose a secret word. The other players will need to guess your word letter by letter, so choose a word you think will be difficult to guess. Difficult words usually have uncommon letters, like “z,” or “j,” and only a few vowels.

- For longer games, you can also choose phrases.

3. Draw a blank line for each letter in the word. For example, if the executioner chooses the word “zipper,” she/he would draw six blanks, one for each letter (_ _ _ _ _). The host does not tell anyone else the secret word.

4. Start guessing letters if you are the player. Once the word has been chosen and the players know how many letters in the secret word, begin guessing which letters are in the word by asking the host. For example, you might begin by asking, “is there an 'e' in your word?”

- Generally, start by guessing common letters like vowels, “s,” “t,” and “n.”

5. Fill the letter in the blanks if the players guess correctly. Whenever the players guess a letter that is in the secret word, the host fills it into the blank where it occurs. For example, if the word is “zipper” and the players guess “e,” then the host will fill in the 5th blank with an “e:” (_ _ _ _ e _).

- If the players guess a letter that repeats, fill in both letters. If they guess “p,” you would have to fill in both “p”s. (_ _ p p e _).

6. Draw part of the “hangman” when the players guess wrong. Whenever the players guess a letter that is not in the secret word they get a strike that brings them closer to losing. To show this, the host draws a simple stick figure of a man being hung, adding a new part to the drawing with every wrong answer. This is also where you can adjust the difficulty of the game -- the more marks you make, the more wrong guesses the player gets and the easier the game is. The **classic** order is:

- *First wrong answer:* Draw and upside-down “L.” This is the post the man hangs from.
- *Second:* Draw a small circle for the “head” underneath the horizontal line of the “L.”
- *Third:* Draw a line down from the bottom of the head for the “body.”

- *Fourth:* Draw one arm out from the middle of his body for the "arm."
- *Fifth:* Draw the other arm.
- *Sixth:* Draw one diagonal line from the bottom of the body for the first "leg."
- *Seventh:* Draw the other leg.
- *Eighth:* Connect the head to the post with a "nose." Once you draw the nose the players have lost the game.

7. The players win when they guess the correct word. If the players get every letter of the word before the host finishes drawing then they win. At any point a player can try to guess the entire word instead of a single letter, but if they guess the wrong word then the host should treat it as if they guessed a wrong letter.

- To make the game harder, make a rule saying that the players can only guess the secret word once before they lose.

Change the "hangman" to a snowman for younger children. if you are worried about exposing younger children to images of violence you can draw a snowman instead of a hanging. start with three circles for the body, then add add eyes, nose, and buttons for each wrong answer. the rest of the rules remain the same

LIST OF WORDS FOR HANGMAN AND BINGO ACTIVITIES

Art. Music

- CD player
- classical
- concert
- country
- dance
- disco
- download music
- good beat
- heavy metal
- jazz
- lyrics
- mp3 player
- music
- pop
- radio
- rap
- rock
- stereo
- **Charcoal:** A drawing material made from charred (burnt) wood.

- **Aesthetics:** Originally the study of beautiful things. But currently aesthetics refers to the study or understanding of anything that is visually pleasing or "works" within the boundaries of the principles of art.
- **Balance:** The art principle which refers to the arrangement of elements in an art work. Balance can be either formal symmetrical, informal asymmetrical or radial.
- **Ceramic:** Clay objects that have been fired twice, the second time with a glaze.
- **Canvas:** Coarse cloth or heavy fabric that must be stretched and primed to use for painting, particularly for oil paintings.
- **Collage:** An arrangement of shapes glued to a background.
- **Gilding:** Applying gold leaf (very thin gold) to a painting or other surface.
- **Illustration:** An image that accompanies written text and aids in interpreting it.
- **Monochromatic:** Tints and shades of single color.
- **Pattern:** Design, motif or symbol repeated over and over.
- **Texture:** How does the surface feel like
- **Still life:** Inanimate object(s) represented in a drawing, painting or collage.
- **Watercolors:** Pigment (paint) with a water soluble binder. Available in semi-moist cakes or tubes.
- **Mosaic:** Images created using small pieces arranged and glued into a design or composition.
- **Mural:** A painting either on a wall or on a surface to be attached to a wall.

- **GAME. MEMORY CHALLENGE**

Put the students into pairs or small groups. Give them a time limit (e.g. 3 minutes) and ask them to write down as many words, phrases, and/or expressions as they can from the last lesson on topic X. The pair or group that can remember the most items wins.

Variation: To add a spelling accuracy component, teams can also earn an extra point for each correctly spelt item.

- **Game. Q & A (Questions and Answers)**

Write up two separate word lists on the board; an A list and a B list. Assign half the class the A list and the other half list B. Each student takes each word from their list and contextualizes it into a coherent question. Ideally, the question should demonstrate some understanding of the word (e.g. Is your family very hospitable?, NOT What does hospitable mean?). If students need help, they can consult the teacher, their notes, or their textbook. When the students have finished writing their questions, As and Bs pair up and exchange their list of questions. The students read each question and write an answer to the question on the same piece of paper. In their answer, they need to use the same word that is underlined in the

question. After the answers are written, the papers are exchanged again and read by the original student.

For example:

Student A's question: Are there any skyscrapers in New York City?

Student B's answer: Yes, New York City has several skyscrapers.

Lists of words for ART\MUSIC summer camp activities

Art Vocabulary Word List (378)

- A)** Ability, Absorbing, Abstract, Acclaimed, Acquisition, Acrylic, Adaptation, Adept, Aesthetic, Aficionado, Analogous, Angular, Appreciation, Arrangement, Array, Artistic, Artlessness, Assemblage, Assemble, Assist, Assistance, Asymmetry, Attempt, Attraction, Audience, Audience, Authentic, Avid, Award-winning, Axis
- B)** Background, Balance, Baroque, Beauty, Beholder, Bias, Blur, Bravado, Bravo, Brushwork
- C)** Caliber, Canvas, Captivate, Capture, Carve, Caution, Celebrity, Ceramics, Chalk, Charcoal, Charisma, Clamor, Classic, Clay, Collaboration, Collage, Collection, Color, Commanding, Commitment, Communication, Competition, Complementary, Component, Composition, Concave, Concentration, Connoisseur, Contour, Contract, Contrast, Contribution, Converge, Convex, Cool color, Coordination, Crafts, Creativity, Crescendo, Crowd-pleasing, Culture, Curator, Curve
- D)** Dabble, Dazzle, Debut, Decor, Decorative, Demonstration, Depth, Design, Device, Diagonal, Diffuse, Digital image, Direction, Disorganized, Display, Distraction, Diverse, Diversity, Dramatic, Drive, Dynamic
- E)** Effect, Element, Eloquence, Emotion, Endurance, Energy, Ensemble, Entertainment, Essence, Euphoric, Evaluation, Exaggeration, Exalt, Execution, Exemplary, Exhibition, Exposure, Expression, Expressive, Exquisite, Extraordinary
- F)** Facade, Facets, Facilitate, Falter, Fascination, Features, Finalist, Flat, Flexible, Flourish, Fluid, Fluorescent, Focus, Foreground, Form, Format, Forte, Framework, Frenzy, Fuzz
- G)** Gauge, Genius, Genre, Geometric, Gesture, Glare, Glaze, Gloss, Graceful, Graphic
- H)** Harmony, Hatching, Hiatus, Highlight, Hone, Horizon line, Hue, Humanities, Hype
- I)** Iconic, Idealization, Illumination, Illustration, Illustrious, Image, Imagery, Imagination, Impact, Impression, Impressionist, Impressive, Impromptu, Inclination, Inconsistent, Individual, Influence, Infusion, Innovative, Insight, Inspirational, Instrumental, Integrity, Intensity, Intent, International, Interpretation, Inventive
- J)** Jagged, Jargon, Judge, Judgment, Juxtaposition
- K)** Keen, Key
- L)** Landscape, Legendary, Light source, Lighting, Line, Lively, Luminous, Luster, Lyrical
- M)** Magic, Major, Manifestation, Masterwork, Maximize, Meager, Measure, Media, Medium, Memorable, Minimize, Minor, Mixed, Momentum, Mood, Motion, Motivate, Motivation, Movement, Movies, Muse
- N)** Neutral, Niche, Nimble, Nostalgia, Notation, Nuance
- O)** Ocher, Oomph, Opportunity, Opt, Optimal, Ornate, Outline, Outstanding, Oval, Overlap, Overture

- P)** Painting, Palette, Parallel, Participation, Passionate, Pastel, Pattern, Perception, Perpendicular, Persistence, Perspective, Perspiration, Phenomenal, Pigment, Pinnacle, Placement, Popular, Portrait, Portrayal, Pose, Position, Potent, Pottery, Powerful, Practice, Prelude, Premiere, Presence, Pressure, Primary, Professional, Profile, Project, Promising, Proportion, Provocative
- Q)** Quality, Quantity, Quick, Quintessential, Quirk
- R)** Realistic, Recede, Recognition, Refine, Repetition, Reputation, Resilient, Resonance, Response, Restraint, Retrospective, Revival, Rhythm
- S)** Scale, Scenery, Scheme, Sculpt, Sculpture, Secondary, Shade, Shadow, Shallowness, Shapes, Sharp, Sketch, Skill, Solo, Soulful, Space, Spectacular, Spectrum, Speculation, Spin, Spirit, Spontaneity, Spotlight, Stamina, Star, Status, Still life, Stipple, Straight, Streak, Strength, Stretch, Stunning, Style, Sublime, Subtle, Symbolic, Symmetry
- T)** Talent, Technical, Technicolor, Technique, Tertiary, Texture, Tint, Tone, Training, Transform, Transformation, Transmission
- U)** Ultimate, Unbelievable, Unconventional, Unique, Unity, Unprecedented, Unusual
- V)** Value, Vanguard, Vanishing point, Variation, Variety, Veer, Version, Vertical, Vibrant, Viewpoint, Visibility, Vision, Visual, Vital, Volatile
- W)** Warm, Watercolor, Whirl
- X)**
- Y)**
- Z)** Zeal, Zest, Zip

Musical instruments Vocabulary Word List (48)

- A)** Accordion
- B)** Bagpipe, Banjo, Bassoon, Brass, Bugle
- C)** Calliope, Carillon, Castanets, Cello, Clarinet, Clavier, Cornet, Cymbal
- D)** Double bass, Drums
- E)**
- F)** Fiddle, Fife, Flute
- G)** Glockenspiel, Gong, Guitar
- H)** Harmonica, Harp, Horn
- I)**
- J)**
- K)** Kettledrum
- L)** Lute, Lyre
- M)** Mandolin
- N)**
- O)** Oboe

- P) Piano, Piano, Piccolo
- Q)
- R) Recorder, Reed
- S) Saxophone, Sitar, Snare
- T) Tambourine, Timpani, Triangle, Trombone, Trumpet, Tuba
- U) Ukulele
- V) Violin
- W)
- X) Xylophone
- Y)
- Z) Zither

- **Creativity with English**

- **Art Expert. Five differences.**

Resources needed: poster, pencils.

The tasks:

The teacher recommends the pupils to work in group and draw two pictures “Landscapes” with the slight differences in each (there should be five differences from the original picture). Then the pupils should prepare the description of the original picture. After it the group of students demonstrates two pictures and reads the description of the original picture. The rest of pupils are experts and should find the original picture based on the given description.

Preparing the description and pictures the pupils should be ready to answer the questions:

Where is this place?

What are people doing in this place?

Is it dangerous or safe place?

Would you travel or live in this place? Why? Why not?

- **WRITING A CINQUAIN**

Pupils may write 5 line poem.

Line 1 – One Noun (a topic)

Line 2 – Two adjectives

Line 3 – Three Gerunds

Line 4 – Four word phrase beginning with the preposition (in, on, at, over)

Line 5 - Synonym

For example:

Poltava

Active, circular

Walking, running, waiting,

On the trolley bus

Moving

UNIT 4. COMPUTER TECHNOLOGY

• READING THE TEXT

Resources needed: sheets of paper and coloured pencils (for the poster activity), a picture of an AIBO (Sony manufactured robodog)

Warmer

Task 0.1. (*Open class activity*) Name modern devices that use computer technology.

Possible answers: play stations, mobile phones, e-readers, tablet computers, washing machines, toasters, refrigerators, cars, airplanes, ships

Task 0.2. (*Pair activity*) Talk to your partner and tell each other what computer based devices you use very often. What do you use them for?

Possible answers: I often use a mobile phone. I use it to call my parents and to send text messages to my friends.

Task 0.3. (*Open class activity*) Now tell the class whether you and your partner use the same or different devices.

Possible answers: Dasha and I use different devices. Dasha likes to draw with her tablet but I like to read books so I use my e-reader.

Activity 1

Task 1.1. (*Open class activity*) Read the text and answer the questions.

Text

Danny, the Dog

Meet Danny. Danny is a dog. Like other dogs Danny can do what its master tells it to do. Danny can respond to its master calling it. Danny can sit or run. It can bring a ball. It can play with Manny, another dog. In fact, Danny and Manny like playing together.

But Danny is very different from Manny. Danny does not eat meat, it does not drink water, it does not need to sleep. What it needs is new batteries. Danny is a robot. It was produced by Sony. It looks very modern and has many functions.

Danny's master is very proud of it because Danny took part in the RoboCup, the international competition for robots. Though Danny did not win, it was very good at hitting the ball at the competition.

Questions

1. What things can Danny do?
2. What things cannot Danny do?
3. Does Danny need any food or drinks?
4. What does Danny need?
5. Did Danny get the first prize at the RoboCup competition?

Task 1.2. (*Pair activity*) Talk to your partner and tell each other whether you would like to have a robodog and why/ why not.

Activity 2

Task 2.1. (*Open class activity*) List the things that computers can do better than people.

Possible answers: computers can do calculations much faster than people, computers can store much more information than people can remember, computers can work without having a rest

Task 2.2. (*Open class activity*) List the things that computers cannot do.

Possible answers: computers cannot love, they cannot make friends, they cannot be completely independent from people, they cannot make true art, they cannot see dreams.

Task 2.3. (*Open class activity*) Try to predict what things computers will be able to do in the future.

Possible answers: Computers will be able to talk to people in a natural way, computers will be able to translate different texts as humans

Activity 3

Task 3. (*Team work (3-5 pupils in a team). Poster work*) Now we are in a modern hi-tech computer lab. You are well-educated and very professional computer engineers. Design a new computer (a robot). What will it look like? What will it be able to do? On this piece of paper draw your computer (robot) and write what it can do.

Closure Activity

Task 4. (*Open class activity*) Think what you would like to be when you grow up and how you will use a computer for your work.

Possible answers: I would like to become a surgeon, hi-tech computers will help me to make operations; I hope to become a web-designer, I will use computers to create websites.

- **VOCABULARY GAMES**

- **Game. Hangman**

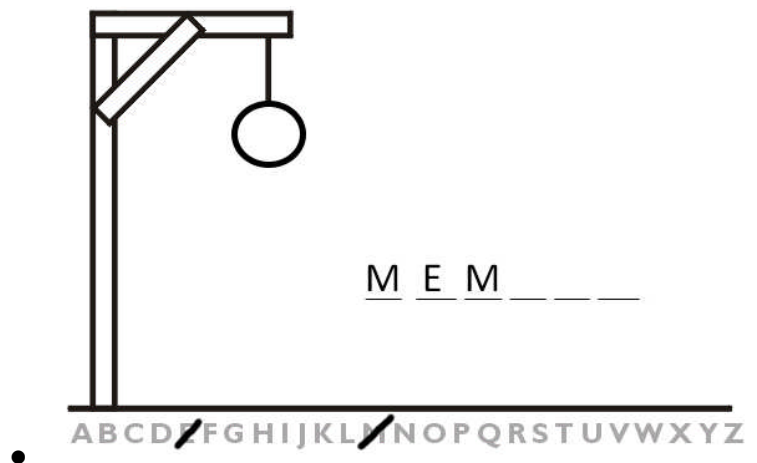
Resources needed: a blackboard or blank papers.

The rules for the game:

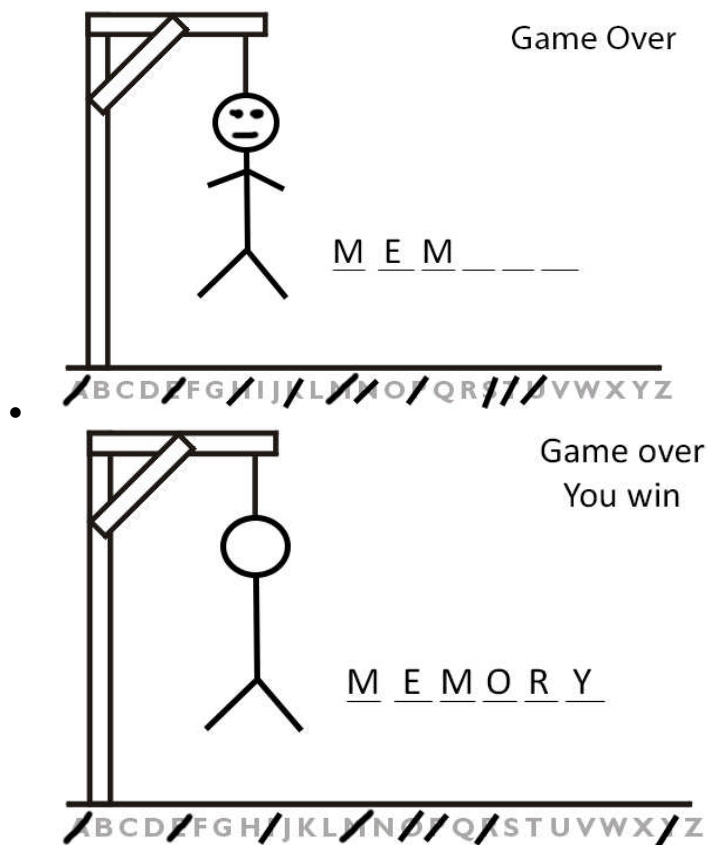
First of all, the teacher should make sure that kids remember computer technologies lexical units. It can be done through a direct quiz (What parts does a PC consist of?) or by using some creative way (What is the computer of your dream? Describe it).

Then the teacher draws an alphabet, gallows with the head of a “man” and number of letters of the word which students need to guess. It can be any word (in our case it should be connected with computer technologies).

Once the word has been chosen and the players know how many letters in the word, they begin guessing which letters the word consists of by asking the teacher. Every turn a student takes one guess. If there is such a letter in the word, the teacher fills the gap with it and the student guessed the letter goes on guessing.



If a student doesn't guess the right letter, the teacher starts to draw the body of the man. If the next student does the same thing, the hangman has his right leg drawn. Then come left leg, right/left hand, eyes and mouth eventually. The game goes on until the word is guessed or the hangman gets his all body parts.



The game is lost

The game is won

Recommended vocabulary in accordance with computer technologies topic:

Connection, browser, computer mouse, CPU, data, digital, display, drive, email, modem, flash drive, server, interface, keyboard, laptop, message, memory, monitor, motherboard, network, system, printer, site, speakers, update, window.

- **Game. Name the word**

Resources needed: pieces of paper with vocabulary “Computer technologies”.

The rules of the game:

Depends on the amount of kids the teacher may divide them into groups and make it a contest.

First of all, the teacher cuts the paper with the vocabulary connected with computer technologies so that a word is on the small separate piece of paper (it is possible to write down these words as well). Then the papers need to be mixed and put on the table in front of groups so that nobody can see it. Once it’s done, a student takes a random piece of paper and describes it without using this word. For

instance, the word is **screen**. A student should say: "It's a part of computer which we look on. It looks like a TV-set."

When the word is guessed some other student is to go and to choose a word. The task of groups is to guess which word the student chose. One guessed word is one point. The game goes on until all words are guessed.

The list of recommended words:

Application, backup, blog, bookmark, browser, caps lock, CD-ROM, desktop, email, emoticon, firewall, flash drive, hacker, keyboard, laptop, laser printer, modem, monitor , mouse, operating system, password, printer, reboot, Trojan horse

UNIT 5. SUMMER SPORTS

• DIALOGUES

Questions to the class:

1. Do you like sports?
2. What is your favourite kind of sport?
3. What sports games do you like to play with your friends?
4. What sports games don't you like?
5. What summer sports do you know?
6. What sport is played all year round?
7. Do you prefer watching or doing sport?
8. Are you a football fan?
9. Do you like to play football or to watch it on TV?
10. What is your favourite football team?
11. Have you ever been at the football match?
12. Do you do any kind of sport?
13. What sportsmen do you know?
14. Have you ever taken part in sports competition?
15. Do your parents like sports? What kind of sport are they fond of?
16. Do you do your morning exercises?

SPORTS VOCABULARY

1. Give Ukrainian equivalents:

windsurfing	diving	horse racing	running	swimming	water polo
jumping	cycling	yacht	racing	regatta	football
tennis	handball	rugby	archery	marathon	baseball
cricket	golf	shooting	gymnastics	basketball	volleyball
badminton	high jumping	long jumping	javelin throw	hammer throw	

Expressions

to do sports – займатися спортом
to go in for sports – займатися спортом
to be fond of sport – любити спорт
to be fan of – бути фанатом /шанувальником/
to take part in sport competition – брати участь в змаганнях
to watch sport programs – дивитися спортивні програми
to be a member of the team – бути членом команди
to be a winner – бути переможцем
to get good results – здобувати добрих результатів
to become a champion – стати чемпіоном
to win medals – вигравати медалі

2. Guess what kind of sports it is. Translate the sentences into Ukrainian.

- It is a game for two or four players who hit a ball with rackets across a net. (lawn tennis)
- It is a summer game played on a grass field by two teams with a ball, bats and wickets. (cricket)
- It is a game played by two or four persons with a small hard ball which is struck with clubs into holes. (golf)
- It is a way of traveling or going on foot. (walking)
- It is a team game played with oval ball. (rugby, football)
- It is a game played on a table using round wood bats and a small plastic ball. (table tennis)
- A sport in which two people fight with fists in thick gloves. (boxing)
- The sport of one who swims. (swimming)
- The sport of going on horseback (horse-riding)
- A game played by two teams of 6 players on an ice field. (hockey)

3. Name things you can do with a ball.

- *5 games where you can hit the ball. (with various kinds of equipment). /Tennis, table tennis, squash, badminton, cricket, baseball, hockey./*
- *4 games where you can pass the ball. /Football, American football, hockey, rugby, basketball.*
- *3 games where you can catch the ball. /Rugby, American football, cricket, baseball, basketball./*
- *2 games where you can kick the ball. /Football, rugby./*
- *1 game where you can hit the ball with your head. /Football./*

4. Can you name the kinds of sport in the picture?

begin to play tennis?

- Let me think. I was eight years old when I started to play tennis and now it is my hobby.

2.

- I hear tennis is very popular in Great Britain.
- Oh, yes. Tennis is played all the year round.
- What other outdoor games are popular in Great Britain?
- Football, rugby, golf, cricket.
- What about horse-racing?
- It is one of the most popular sports in Great Britain, then comes swimming and boxing. Are you fond of swimming?
- Yes, I am. I began to swim when I was a little child.
- I think all children in your town are good swimmers because you live on the coast of warm sea.
- Yes, you are right. Almost all my friends are fond of swimming and diving.

3.

A.: Did you watch the athletics at the weekend?

B.: I saw Montalvo in the long jump.

A.: Yes, she jumped very well.

B.: Did Miller win the 400 metres?

A.: No, she didn't.

4.

What is your favourite kind of sport?

B.: My favourite sport is basketball.

A.: Tell me about it. I don't know the rules.

B.: There are five players in the team. You must throw the ball to other people in your team. You can bounce the ball but you can't kick it. You can only hold the ball for five seconds. To get a goal, you must throw the ball into a high basket which is in the other team's half of the court.

A.: I've heard a basketball player should be very tall.

B.: You don't have to be tall, but it helps!

7. Complete the sentences.

- American boys and girls like to play...
(American boys and girls like to play basketball, football, tennis and baseball)
- In Ukraine boys and girls like to play...
(In Ukraine boys and girls like to play big tennis, badminton, table tennis and football)
- In our school boys like to play ...

(In our school boys like to play football, basketball, big tennis and they like to swim in the swimming pool too.)

- Our girls like to play...
(Our girls like to play big tennis, dodge ball, badminton, some girls like to play football and table tennis)
- In summer we enjoy ...
(In summer we enjoy swimming, playing hide-and-seek and hopscotch)

8. Read the text and put in the missing words.

I like to go in for sport. I like to play ... very well, but I don't like to play I can ... and ... well.

I want to ... with my friends. My mother likes to play ..., but she doesn't like to play My father likes to play ..., and we like to play ... very well. My friends and I like to play ... in summer and we can play it very well. We also like to play ... in winter and we can do it well. I like to go to the ... to play ... My friends and I usually go to the ... to play... .

9. Fill in the table. Use these words.

Cycling, cricket, table tennis, aerobics, tennis, skiing, chess, running, hockey, figure skating, swimming, baseball, boxing.

<i>Individual</i>	<i>Team games</i>	<i>Pair</i>

10. Discussion.

Your friend would like to take up some sport. But he can't decide which one to choose. He couldn't make a decision alone and he ask you to give him some advice.

The nearby sport centre offers the following options:

tennis, gymnastics, swimming, badminton, table tennis.

You must discuss all the options with your friend and persuade him to take up one of these sports.

Tennis – Actually it's very expensive.

Swimming – I can swim pretty well and prefer swimming in the sea.

Gymnastics – It's rather difficult.

Badminton – It's for girls.

Table-tennis – It may be interesting and the time of training is convenient for me.

Discuss with your friends:

1. What kind of sports is most popular in our town?
2. Who are you going to write about?
3. Is it a very famous sportsman?
4. Has he or she been in our town?
5. What kind of sport does he or she go in for?
6. What competitions did he or she take part in?
7. What awards has he or she got?
8. Is he or she going to take part in future Olympic Games?
9. Will it be interesting for the students of your school?
10. Who do you want to write about else?

11. Complete the chart by matching each sport with the place and equipment which go with it.

boots costume pool ring slope skis boat racket stadium rink oar rod
 court ball gloves river alley pitch hoop

sport	place	equipment
football	Pitch	Boots
boxing	Ring	Gloves
skiing	Slope	Skis
basketball	Stadium	Ball
tennis	Court	Racket
ice-skating	Rink	Hoop
rowing	River	Boat
fisting	Alley	Oar rod
swimming	Pool	Costume

• **GRAMMAR GAMES**

1. Game «What is he doing?»

Goal: Learning to use the Present Continuous Tense.

Teacher prepares beforehand the card according to the number of students in the class. Each card is written in English some performance (a kind of summer sport) that the student must show using pantomime. Example: *You are watching a football match on TV.*

You are playing tennis.

You are swimming.

At the lesson, each student draws a card and keeps it secret from others. Then the class divided into two teams. The first student of the first team goes to the board and shows his/her pantomime. The first student second team should comment on it (He / she is playing volleyball). For guessed action team receives two points. A student who cannot guess the mime, asked to repeat it and consult with his team. If after this action he comments right the team receives one point.

Then pantomime shows the first student of the second team, and the first student of the first team has to guess it. All students take turns showing their pantomime, and students opposing team try to guess. The winner is the team that guesses the most pantomime at the first attempt.

2. Game – “Who is the fastest”.

Teacher gives teams (4-5 students each) sheets of the paper with the broken components of the sentence. The winner is the team who make it possible.

Example:

Put the words in the correct order.

1. play / basketball / usually / after school / They

The answer - They usually play basketball after school.

2. a soccer shirt / I / often / wear

3. usually / are / Fast sports / exciting

4. eat / We / never / before swimming

5. He / his friends / often / on Sunday / calls

6. in the park / She / sometimes / studies

3. The game "Let's play" (Present Perfect Grammar Exercises)

About this game

This game focuses on the use of the present perfect tense use construction 'for' and 'since'.

Players receive cards in the form of postcards, so they can see the picture of sports activities only opening it. Play with a partner. Who asks a question, and someone who has the card - is responsible.

Examples of questions and answers.

- A: How long have you played this?
- B: I have played soccer since I was 5.
- A: Have you played golf for 10 years?
- B: Yes, I have. / No, I haven't.
- A: How long has she played this?
- B: She has played tennis for 8 years.
- A: Has she played badminton since 2014?
- B: Yes, she has. / No, she hasn't.

Other notes:

- The grammar activities use first, second, and third person present perfect tense. The yes/no audio questions only use third person.
- The grammar exercises have a heavy emphasis on subject verb agreement, as well as proper use of time expressions with 'since' and 'for'.
- For a full list of the vocabulary for this game, see the game's 'learn and review' section.

Materials to make a card can be downloaded at the following address: (Sports flashcards: http://www.mes-english.com/flashcards/files/sportsplay_cards.pdf)

4. Quiz

Task “Quiz”. - Good afternoon, boys and girls. Glad to see you! We've been studying the topic “Sport” for some lessons and you know that sport plays great role in our life. And today we will continue studying this topic but now I offer you to have a lesson in a form of competition. So, you should split up into two teams and give your teams a name connected with our topic.

- Our competition will consist of four parts. For each part every team gets some points. The team that gets more points at the end of the competition wins. Are the rules clear for you? (Pupils: Yes). Good.

Our first task is quiz. It consists of four sectors. Each part has a number of questions. You choose the sector (sport, place, person, equipment). I read you a question and you answer it. If you do not know the answer the other team has the right to answer. Sector “Sport” contains the names of different kinds of sport. In the sector “Person” you should name a person doing this or that kind of sport. In the sector “Place” are the places where you can do a particular kind of sport. And in the sector “Equipment” you should enumerate the equipment necessary for the sport I name you. Is it clear? Then let's begin.

	Sport	Place	
Questions for “Sport”:	Person	Equipment	the sector

1. It is a game played by two teams of five players who try to kick a ball into the other team’s gate. (Football)
2. It is a game played indoors between two teams of five players, in which each team tries to win points by throwing a ball into the basket. (Basketball)
3. It is a game in which the players hit a small white ball into holes in the ground. (Golf)
4. It is a sort of swimming under water using special equipment to help you breathe. (Diving)
5. It is the activity of running slowly and steadily as a way of exercising. (Jogging)
6. It is a game of two people of two pairs of people who use rackets to hit a small sort ball backwards and forwards over the net. (Tennis)
7. It is an outdoor game played by two teams with an oval (egg-shaped) ball that you kick or carry. (Rugby)
8. It is the sport of moving yourself through the water using your arms and legs. (Swimming)

Questions for the sector “Person”:

1. How can we call a person who plays football? (Footballer/Football player)
2. How can we call a person who plays basketball? (Basketball player)
3. How can we call a person who plays tennis? (Tennis player)
4. How can we call a person who does running? (Runner)
5. How can we call a person who does swimming? (Swimmer)
6. How can we call a person who plays hockey? (Hockey player)

Questions for the sector “Place”:

1. Where is football played? (Football ground/Stadium)
2. Where is basketball played? (Gymnasium)
3. Where can you do swimming? (Swimming Pool)
4. Where can you play tennis? (Tennis court)
5. Where can you play golf? (A ground for golf)

Questions for the sector “Equipment”:

1. What do you need to play tennis? (Two rackets, a tennis ball)
2. What equipment do you need for diving? (Aqualung)

3. What do you need to play basketball? (A basketball, two baskets)
4. What do you need to play football? (A football, two gates)
5. What do you need to play rugby? (An oval ball, two gates)

1. Task “Go or play?”

The next task of our competition is called “Go or play?” Each team gets a sheet of paper with the names of different kinds of sport. Your task is to write them down into two columns. Write down the kinds of sport you play in the first column. And in the second those you go. You have three minutes to do this task.

Kinds of Sports:

Football; Cycling; Swimming; Basketball; Diving; Ice-hockey; Skating; Tennis; Table tennis; Skiing; Horse riding; Golf.

<u>Play</u>	<u>Go</u>

1. Which is the most popular game in GB and in the world? (Football.)
2. Which is the biggest football club in the world? (“Manchester United”- England.)
3. This is a summer national English sport, played by 2 teams of 11 men. (Cricket).
4. The ball in this game looks as though someone sat on it. (Rugby.)
5. What kind of sport is Derby connected with? (Horse racing.)
6. What kind of sport is Wimbledon connected with? (Tennis.)
7. What is a “walking” game in England? (Golf.)
8. What sports are favourite in the USA? (Baseball, Basketball, American football, Tennis.)
9. When and where was basketball invented? (In the USA in 1891.)
10. What is a baseball? (National game of the USA, played with a bat and ball.)
11. What do Americans like eating at sports games? (Hot dogs.)

Extra Grammar exercises

1. Fill in with Present Simple or Present Continuous.

1. Whatyou.....(do) now?
2. My friend usually(play) football after school.
3. I (like) hockey most of all.
4. Look! They (run) at the stadium.
5. He(go) to the gym twice a week.
6. They.....(play) basketball every Saturday.
7. Can you (play) chess?
8. She is in the swimming pool. She(swim) now.
9. Can he(ride) a horse?
10. Mike is a good sportsman. He(do exercises) every morning.

2. Fill in: have, has, is, are, am, can.

1. They good football players.
2. John play tennis well.
3. I a member of our school basketball team.
4. Tom a bike. He can ride it well.
5.you play chess?
6.you got a skateboard?
7. She the best runner at school.
8. You to do morning exercises every day.
9. Baseball the national American game.
10. My friend swim and dive very well.

3. Fill in the gaps with the verbs in correct tense.

1. The first games _____(be) in Olympia in Greece in 776 BC.
2. There _____(be) one race and the winner _____(get) a red apple.
3. Women _____(not run) in the Games.
4. In other years there _____(be) more races and horse races, too.
5. The Modern Olympic Games _____(begin) in 1896.
6. Every four years the sportsmen of different countries _____(take) part in Olympic Competitions.
7. There _____(be) three prizes for each event: a gold medal, a silver medal and a bronze medal.
8. Today in the Olympic Games you _____(can watch) athletics, boxing, canoeing, cycling, basketball, football, gymnastics, swimming and many other sports.
9. Ski jumping, skiing, skating_____ (be) events in the Winter Olympic Games.
10. The Olympic Flag _____(have) 5 coloured rings.
11. The colours _____(be) blue, yellow, black, green and red on white, because every country in the world _____(have) one of these colours on its flag.
12. So The Olympic Flag _____(mean) that all countries _____(be) friends.

13. Every Olympic Games _____(have) their own Olympic mascot.

4. Choose the correct verb.

1. Morning exercises ____ useful for the health.
a) is b) are c) was
2. Sportsmen _____ train every day to have good results.
a) can b) may c) must
3. Yesterday our team _____ a game with other school.
a) win b) won c) will win
4. The modern Olympic Games _____ in 1896.
a) begin b) have begun c) began
5. I'm afraid our runners _____ the race tomorrow.
a) lost b) lose c) will lose

• **IDIOMS**

IDIOM 1. TO PADDLE ONE'S OWN CANOE

I. PRESENTATION

Definition: to work without help; to earn one's own living; to support oneself.

Illustrative sentences. *Read and translate the sentences which illustrate the use of the idiom.*

1. His daughter was very talented and soon had left home to paddle her own canoe.

Meaning. His daughter was able to earn her own living.

Related expressions. *Read and translate the synonymous expressions which have the same meaning.*

1. TO MAKE ONE'S WAY means "to do many things to earn a living; to find one's life's work".

2. TO SHIFT FOR ONESELF is used in the meaning of "to live or act independent of help, guidance or protection from others; to take care of oneself".

II. CONTROLLED PRACTICE

Exercise 1. In which of the following situations the idiom or synonymous expressions can be applied in the life of the persons involved.

1. A woman whose husband dies suddenly leaving her with very little money or property.

Pattern. She will have (won't have) to shift for herself because _____.

2. A girl has graduated from the university and needs a job.

Pattern. She will have (won't have) to make her own way as _____.

3. A millionaire who wants to do something worthwhile to help society solve its problems.

Pattern. He will have (won't have) to paddle his own canoe because _____.

4. A young man whose laziness causes his father to ask him to leave home.

Pattern. He will have (won't have) to paddle his own canoe as _____.

IDIOM 2 TO SLOW DOWN (UP)

I. PRESENTATION

Definition: to go more slowly than usual; to work less hard.

Illustrative sentences. *Read and translate the sentences which illustrate the use of the idiom.*

1. Because of the icy roads, they slowed down.

Meaning. They drove more slowly than usual.

2. Her doctor told her she had to slow down at work or her health would get worse.

Meaning. The doctor told her to work less hard.

Related expressions. *Read and translate the synonymous expressions which have the same meaning.*

1. TO LET UP means "to do less or go slower; to stop working hard".

2. TO EASE UP (OFF) is used in the meaning of "to work less; to make or become less nervous".

II. CONTROLLED PRACTICE

Exercise 1. Complete the sentences below with the idiom or synonymous expressions according to the implied sense.

1. As it approached the town, the train _____.

2. The big snowstorm caused the movement of buses, trains and airplanes to _____.

3. He is acting very nervous! He should _____ for a while!

4. He had worked for twelve hours and finally become so exhausted that he had to _____.

III. TRANSFER

Use the following antonyms, to contrast with the idioms and synonymous expressions in the base sentence:

- ✓ To paddle one's own canoe (to make one's way; to shift for oneself);
- ✓ To slow down (to let up; to ease up (off)).

ANTONYMS:

1. TO SPEED UP means "to go faster".
2. TO PICK UP is used in the meaning of "to become faster or livelier".

BASE SENTENCE: *It's time to _____ not to _____!*

Unit 6. Seasons

- **Icebreaking Games**
- **Dream Holidays**

First of all, teacher should revise the lexical units connected with weather and seasons. Then kids sit in a circle and a volunteer is asked to start. The person who takes the first turn will also take the last turn in the game. With each turn the person should first describe in about two sentences his favorite season and type of weather he would like on his holidays, and then tell the rest where he will go. For instance, "I like Summer, sunny sky and warm Sea water. I'm going on holidays to Odesa." The second person tells his own variant and repeats the mention of first player. The third person should say about his top 1 season and weather he would like to have and repeats where the first and second player are going to holidays and so on.

The game goes on in this manner until the whole circle is passed to the first student who must say, in the correct order, where each of his friends will take his dream holidays.

- **Game. Put the lyrics right**

Resources needed: a laptop, tv or some sound device; cut printout with lyrics of the song on it.

First of all, teacher should set the Internet connection and go to the Youtube page (<https://www.youtube.com/watch?v=8ZjpI6fgYSY>) . Then he prepares the printouts with lyrics of the song which is need to be cut (one line of lyrics per strip). After that, the teacher turns the song on and makes sure that students listen to it carefully. Then, students receive cut lyrics printouts. Thereafter, they listen to the song again and put the lines of lyrics in the right order. At the end when everyone has done the task, the teacher turns on the song for the last time and everyone sings it.

Lyrics

Here we go, oh, oh
Here we go, oh, oh
Here we go, oh, oh
Here we go, oh, oh

Here we go, oh, oh
Seasons of the year (4x)

Here comes the spring with the rain pouring down
Here comes the spring with the flowers in the ground
Here comes the spring with the rainbow in the sky
Here comes the spring to bring new life (2x)

Here we go, oh, oh
Seasons of the year (4x)

Here comes the summer with the heat from the sun
Here comes the summer with the kids having fun
Here comes the summer with the warm breeze
Here comes the summer with the trees so green (2x)

Here we go, oh, oh
Seasons of the year (4x)

Here comes the fall with the leaves changing color
Here comes the fall with the climate getting cooler
Here comes the fall with the leaves falling down
Here comes the fall with the wind blowing loud (2x)

Here we go, oh, oh
Seasons of the year (4x)

Here comes the winter with the ice and the snow
Here comes the winter with the freezing cold
Here comes the winter with the days getting shorter
Here comes the winter with the nights getting longer (2x)

Here we go, oh, oh
Seasons of the year (8x)

- **Game. Clothing relay**

Resources needed: collection of clothes that are appropriate for all weather conditions (can be made of available materials) such as bathing suits, hats, scarves, shorts, raincoats, sunglasses, etc.

The teacher puts all clothes in the bin or on the table and place them at the front of the class. Then teacher divides people into two teams and have each team chose a volunteer to stand up and come to the collection of clothing.

The rest of the kids should line up at the back of the room in teams. For each round, teacher will announce a weather condition and one person from each team should run up to the front of the room. They must then run up to the person on their team who is standing by the clothing and chose an item that is appropriate for that type of weather. The runner must then place the item on the other student without the other student's assistance. The first person to choose an appropriate item of clothing for his teammate and put it on the teammate appropriately scores a point for the team. The game goes on until everyone has had a turn. The team with the most points wins.

• IDIOMS

IDIOM 1. TO SAVE FOR A RAINY DAY

I. PRESENTATION

Definition: to save for a time of need when one may need money.

Illustrative sentences. *Read and translate the sentences which illustrate the use of the idiom.*

1. Some animals gather berries, mushrooms and nuts in the fall for a rainy day.

Meaning. They store berries, mushrooms and nuts for the time when there will be a lack.

2. Each month his relatives saved for a rainy day.

Meaning. His relatives habitually put away some money against the time when they might need it.

Related expressions. *Read and translate the synonymous expressions which have the same meaning.*

1. TO LAY ASIDE means "to save for future use, collect a supply of sth".

2. TO LAY UP is used in the meaning of "to save sth".

3. TO PUT BY means “to save for the future”.

4. TO SAVE UP is used in the meaning of “to put away for future use”.

II. CONTROLLED PRACTICE

Exercise 1. Give reasons why young (old) people should save for a rainy day.

Exercise 2. Give instances of some things they would like to save up (put by, lay up, lay aside or save for).

Pattern 1. Young people save up money because they want to _____.

Pattern 1. Some adults usually put by part of their wages to _____.

Pattern 1. Old people will lay up in order to _____.

Pattern 1. Children can lay aside their pocket (money) when they plan to _____.

IDIOM 2 TO FEEL UNDER THE WEATHER

I. PRESENTATION

Definition: to feel unwell or slightly ill.

Illustrative sentences. *Read and translate the sentences which illustrate the use of the idiom.*

1. He cannot concentrate because he feels under the weather.

Meaning. He cannot concentrate because he is not feeling well.

2. Bob looks so pale! I think he feels under the weather today.

Meaning. Bob feels unwell or slightly ill today.

Related expressions. *Read and translate the synonymous expressions which have the same meaning.*

1. TO NOT FEEL (LOOK) YOURSELF means “to not feel healthy and well”.

2. TO LOOK (FEEL) LIKE DEATH WARMED UP (OVER) is used in the meaning of “to look or feel very ill or tired”.

II. CONTROLLED PRACTICE

Exercise 1. What makes you think that a person may feel under the weather?

Pattern 1. A person can feel under the weather when he _____

Pattern 2. A _____ person may feel under the weather.

Exercise 2. Paraphrase the sentences using the idiom and its related expressions.

1. He cannot concentrate because he is not feeling well.
2. Bob feels unwell or slightly ill today.
3. He cannot concentrate because he feels under the weather.
4. She sat up half the night and now she looks so tired.
5. I am afraid, I am not feeling healthy and well this morning.

IDIOM 3. RAIN OR SHINE

I. PRESENTATION

Definition: whether there is rain or sun; whatever happens.

Illustrative sentences. *Read and translate the sentences which illustrate the use of the idiom.*

1. Tonight they will go dancing rain or shine.

Meaning. Whatever happens they will go dancing tonight.

2. Each month he and his friends go snorkelling come rain or shine.

Meaning. Each month he and his friends go snorkelling whether there is rain or sun.

Related expression. *Read and translate the synonymous expression which has the same meaning.*

1. IN ALL WEATHERS means “in all kinds of weather”.

II. CONTROLLED PRACTICE

Exercise 1. Paraphrase the sentences using the idiom and its related expression.

1. Each month he and his friends go snorkelling whether there is rain or sun.
2. Tonight they will go dancing whatever happens.
3. Whatever happens we will be there on time.
4. She is going to go sightseeing whether there is rain or sun.
5. Storms are forecast for tomorrow, but the show will go ahead whether there is rain or sun.

Exercise 2. Give instances of some things people would like to do (come) rain or shine (in all weathers).

Pattern 1. Young people would like to _____ (come) rain or shine.

Pattern 1. Old people would like to _____ in all weathers.

Pattern 1. Children would like to _____ (come) rain or shine.

Pattern 1. Businessmen would like to _____ in all weathers.

III. TRANSFER

- ✓ To save for a rainy day (to lay aside, to lay up, to put by, to save up);
- ✓ To feel under the weather (to not feel (look) yourself; to look (feel) like death warmed up (over));
- ✓ Rain or shine (in all weathers).

❖ VOCABULARY GAMES

• Game. Hangman.

1. Choose one person to be the "host." This is the person that invents the puzzle for the other person to solve.

2. If you are the host, choose a secret word. The other players will need to guess your word letter by letter, so choose a word you think will be difficult to guess.

3. Draw a blank line for each letter in the word. For example, if the executioner chooses the word "zipper," she/he would draw six blanks, one for each letter (_ _ _ _ _). The host does not tell anyone else the secret word.

4. Start guessing letters if you are the player. Once the word has been chosen and the players know how many letters in the secret word, begin guessing which letters are in the word by asking the host. For example, you might begin by asking, "is there an 'e' in your word?"

5. Fill the letter in the blanks if the players guess correctly.

6. Draw part of the "hangman" when the players guess wrong.

First wrong answer: Draw and upside-down "L." This is the post the man hangs from.

- *Second:* Draw a small circle for the "head" underneath the horizontal line of the "L."
- *Third:* Draw a line down from the bottom of the head for the "body."
- *Fourth:* Draw one arm out from the middle of his body for the "arm."
- *Fifth:* Draw the other arm.
- *Sixth:* Draw one diagonal line from the bottom of the body for the first "leg."
- *Seventh:* Draw the other leg.
- *Eighth:* Connect the head to the post with a "nose." Once you draw the nose the players have lost the game.

7. The players win when they guess the correct word. If the players get every letter of the word before the host finishes drawing then they win. At any point a player can try to guess the entire word instead of a single letter, but if they guess the wrong word then the host should treat it as if they guessed a wrong letter.

CHANGE THE "HANGMAN" TO A SNOWMAN FOR YOUNGER CHILDREN. IF YOU ARE WORRIED ABOUT EXPOSING YOUNGER CHILDREN TO IMAGES OF VIOLENCE YOU CAN DRAW A SNOWMAN INSTEAD OF A HANGING. START WITH THREE CIRCLES FOR THE BODY, THEN ADD ADD EYES, NOSE, AND BUTTONS FOR EACH WRONG ANSWER. THE REST OF THE RULES REMAIN THE SAME

Sample list of words for Hangman games

Air - The mixture of gases, which form the atmosphere of the Earth.

Anemometer - A weather instrument that measures the wind speed.

Blizzard - An intense winter storm with winds of 35 m.p.h. or higher with falling and/or blowing snow to reduce visibility below 1/4 mile for at least three hours.

Breeze - A light wind.

Climate - It describes the average weather conditions in a certain place or during a certain season.

Drizzle - Light rain consisting of water droplets that are very small.

Erosion - The wearing away of the Earth's surface by the action of the sea, running water, moving ice, precipitation or wind.

Greenhouse Effect - The heating effect of the Earth's atmosphere. The atmosphere acts like a greenhouse because sunlight freely passes through it and warms the surface, but the Earth's re-radiated heat is slowed in its escape from the planet back into space.

Lightning - An enormous and very hot spark of electricity produced by thunderstorms.

Meteor - It's a shooting star.

Meteorology - The study of the atmosphere and all its phenomena, including weather and how to forecast it.

Slush - It's snow or ice on the ground that has been reduced to a soft, watery mixture by rain or warm temperatures.

Visibility - The greatest distance that is possible for a person to see with their eyes.

Hurricane - They are intense storms with swirling winds

Indian Summer - A warm, tranquil period of weather in the autumn, especially after a period of cold weather.

Latitude - The position of the Earth's surface north or south of the equator.

• Game. Last One Standing

Give the class a topic (e.g. food, clothes, animals, things in a kitchen) and ask them to stand up, in a circle if possible. Clap out a beat and say, one, two, three, followed by a topic-related word. After the next three beats, the next student in the circle gives a word related to the topic, and so it continues. Anyone who can't think of a word or repeats a word already said has to sit down and it's the next person's turn. The winner is the last one standing.

- **Game. Categories (aka The Alphabet Game)**

Divide the class into 3 or 4 teams and assign a secretary for each group. On one side of the board, write down six categories related to the current topic or syllabus of your course (e.g. countries, sports, jobs, movies, furniture, verbs, things that are round). To start the game, the teacher randomly selects a letter of the alphabet and scribbles it onto the board. Each team must then work together to quickly find a word for each of the six categories that starts with the chosen letter. The first team to complete all six categories shouts "stop!" The class then stops writing, and a member of the team goes to the board to fill in the categories. The teacher then checks each word with the class and also elicits what other teams had for each category. If the quickest team has filled in each category correctly, they earn one point for their team. The teacher then chooses a different letter and another round is played. The first team to score X number of points wins.

- **Game. Outburst**

Divide the class into Teams A and B. The teacher assigns each team a particular topic (e.g. sports, vehicles, things in an office) which is to be kept secret from the other team. Each team meets for 5 minutes in private and collectively draws up a list of ten items related to the topic. After the lists are made, the game begins. The teacher tells Team A the name of Team B's topic. Team A then has one minute to try to guess the items on Team B's list (hence producing a noisy outburst). The members of Team B must listen and tick the items which Team A manages to guess. For every word Team A guesses correctly, they score a point. For every word they miss, Team B gets a point. After the points are recorded, it's Team B turn to guess Team A's list. Additional rounds can be played with different topics assigned by the teacher. The first team to score X number of points wins.

Sample Weather Vocabulary Word List (313)

- A) Accuracy, Acid rain, Air, Air-pressure, Altitude, Anemometer, Arctic, Arid, Atmosphere, Avalanche, Axis
- B) Balance, Balloon, Balmy, Barometer, Biting, Bitter, Black ice, Blackout, Bleak, Blimp, Blizzard, Boreal, Breezy, Bright, Broadcast
- C) Cataclysm, Celestial, Celsius, Centigrade, Chemicals, Chemistry, Chill, Circulation, Cirrus, Clear, Clement, Climate, Cloudburst, Cloudy, Col, Cold, Color, Composition, Condensation, Conditions, Controversial, Convection, Conversion, Crystals, Cumulus, Current, Cycle, Cyclone
- D) Damage, Damp, Decay, Degree, Deluge, Demonstrate, Density, Depression, Detection, Devastation, Dew, Dew point, Direction, Disruption, Dissipation, Doldrums, Doppler radar, Downpour, Dreary, Drizzle, Droplets, Drought, Dry, Dull, Dust devils
- E) Earth science, Earthquake, Easterlies, Eclipse, Eddies, El Nino, Electricity, Emergency,

- Energy, Environment, Erosion, Eruption, Evacuate, Evaporation, Evaporation, Exposure, Extreme
- F)** Fahrenheit, Fall, Floe, Flood, Flooding, Fluids, Flurries, Foehn, Fog, Force, Forecast, Freezing, Freezing rain, Frigid, Front, Frost, Frozen, Funnel
- G)** Gale, Gauge, Gelid, Glacial, Global, Gravity, Greenhouse effect, Gusty
- H)** Haar, Hail, Hailstone, Haze, Headwind, Heat, Heat wave, High tide, Hoarfrost, Hot, Humidity, Hurricane
- I)** Ice, Impact, Inclement, Indian Summer, Inexact, Influence, Informative, Inquiry, Instruction, Instruments, Intermittent, Interplay, Inversion, Investigation, Isobar, Isotherm
- J)** Jet stream
- K)** Knot
- L)** Landslide, Latitude, Layers, Lightening, Liquid, Longitude, Low pressure, Low tide
- M)** Marine, Maritime, Measurement, Melt, Mercury, Meteorologist, Meteorology, Mild, Millibar, Mist, Mistral, Moisture, Monsoon, Moon, Movement, Mud slide, Muggy
- N)** Natural, Nature, Normal, Numb
- O)** Observation, Occluded front, Occlusion, Ocean, Orbit, Outage, Overcast, Ozone
- P)** Pattern, Physics, Polar, Pollution, Pouring, Power, Precipitation, Prediction, Pressure, Puddles
- Q)** Quake, Quantity, Query
- R)** Radar, Radiation, Rain, Rainbow, Rain, Raindrops, Rainfall, Rainstorm, Raw, Regional, Regulation, Report, Research, Rotation
- S)** Satellite, Saturation, Scale, Scorching, Seasons, Severe, Shady, Shiver, Showers, Sirocco, Sky, Sleet, Slush, Smog, Snow, Snowflakes, Snowstorm, Solar system, Space, Spring, Squall, Storm, Stratus clouds, Sub zero, Summer, Sunny, Sunrise, Sunset, Sunshine, Survival, Swirling
- T)** Technology, Temperate, Temperatures, Tempest, Thermal, Thermometer, Thunder, Thunder clouds, Thunder showers, Thunderstorms, Tidal wave, Tilt, Tornado, Torrent, Torrential, Track, Tramotane, Transfer, Transmission, Tremor, Trigger, Tropical, Tropics, Trough, Tsunami, Typhoon
- U)** Umbrellas, Undertow, Undulate, Uniform, Updraft, Upwind
- V)** Vapor, Variegated, Veering, Velocity, Violent, Visibility, Vital, Volcanic eruption, Vortex
- W)** Warm, Warm front, Warming, Warnings, Watch, Water cycle, Waterspout, Wave, Weather, Weather forecast, Weather vane, Westerly, Wet, Whirlwind, Whiteout, Wind, Wind chill, Wind sock, Windstorm, Winter, Wintry
- X)**
- Y)**
- Z)** Zephyr, Zero-zero, Zone

Unit 7. Nature. Animals

GRAMMAR GAMES

1. *Guess*

Among the students the teacher chooses a leader, who says that he is an animal. Other students ask questions, trying to guess what kind of animal is leading. The student, who has interpreted, is the next leading.

For example:

Have you a cat? No, I haven't.

Have you a dog? No, I haven't.

Have you a box? No, I haven't.

Have you a rabbit? No, I haven't.

Have you a squirrel? No, I haven't.

2. *Who is that?*

The game involves all students in the class. One student goes out of class, and others agree with someone they characterize in class. The one that outside the door, backs to class and asks: «*If this person were animal (nature, flower, plant etc.) what animal (nature, flower, plant etc.) would he be?*»

One of the students replied: «*If he were a vegetable he would be a fox.*».

After 4 - 5 student answers the question who asks, has to say about any of the classmates was guessed.

3. **Game "Let's compare"**

The purpose of the game is aimed at the consolidation of the grammatical material Comparatives and Superlatives.

Students are given words which may be in separate cards or written on the board. Also a sheet of paper with the sentence where are missing words is handed out. The winner is the team that quickly and correctly could match the sentence.

1) Ukraine Chine **Canada** **largest** smallest
..... Is the second country.

2) highest **higher** lower **than** **Kilimanjaro**
Mount Everest is mount

3) **biggest** larger bigger Atlantic **Pacific**

- The is the ocean.
- 4) That **Atlantic** bigger **than** smaller Pacific
- The is the Pacific ocean.
- 5) People **most** India **populated** **China** more
- is the country in the world.
- 6) Victoria **Angel** **highest** **Falls** lowest
- is the uninterrupted waterfall.
- 7) People **populated** **most** more
- India is the second country.
- 8) Longer **Nile** Amazon **longest**
- The is the river in the world.
- 9) **Sahara** Atacama **biggest** smallest Pacific
- The is the desert .
- 10) Nile shortest **Yangtze** **longest**
- The river is the river in Asia.
- 11) **Can't** flying **fly** is flies
- The ostrich , but it can run fast.
- 12) **Sings** sing singing **song**
- The bird a every morning.

❖ IDIOMS

Read and translate the following idioms and their definitions. Give the Ukrainian equivalents to the idioms.

	Idiom	Definition
1.	<i>someone / something has more bark than bite; someone's bark is worse than his/her bite; something's bark is worse than its bite</i>	something is not as pleasant as you expected

2.	<i>a bird's-eye view</i>	the appearance of something seen from above, or a general view of something
3.	<i>call of the dogs</i>	to cause people to stop attacking or criticizing someone
4.	<i>fish or cut bait</i>	either to act or to decide you are not going to do anything
5.	<i>for the birds</i>	without value
6.	<i>get off your high horse</i>	to stop acting as if you are better or more intelligent than other people
7.	<i>let the cat out of the bag</i>	to tell something that is a secret, often without intending to
8.	<i>(put) the cart before the horse</i>	to do something that should happen after other things
9.	<i>(straight) from the horse's mouth</i>	from someone who has the facts
10.	<i>take the bull by the horns</i>	to deal directly with someone or something
11.	<i>go to the dogs</i>	to become worse in quality or character
12.	<i>have the bigger fish to fry; have other fish to fry</i>	to have something more important or more interesting to do
13.	<i>horse around</i>	to be active in a silly way
14.	<i>in the doghouse</i>	in a situation in which someone is annoyed with you because of something you did

Use the idioms from the table to complete the following sentences

1. "Are you sure she's leaving?" – "Definitely, I heard it *straight from the horse's mouth.*"

2. "What do you think of the new system?" – "I think it's _____ it won't work."

3. Amazingly, not one of the people who knew about the surprise _____

4. Do you think it's worth sending my manuscript to other publishers, or am I just _____?

5. He never _____ long enough to consider how insulting his words were to many immigrants.

6. He sounds tough, but _____.
7. I couldn't spend a lot of time on the problem – I had _____.
8. I _____ and confronted him about his smoking.
9. It is said to report that this once first-class hotel has _____.
10. It's time to _____ and let her get back to doing her job.
11. Stop _____ and pay attention to your father!
12. The city is _____ by building a stadium before a team has agreed to play here.
13. The large painting offers a _____ that shows the layout of the ancient city.
14. The president's aide is _____ over remarks he made to the press.
15. The time has come when you have to _____
– either you help us plan what to do or we will decide and go ahead without you.

Match the beginnings and endings of the idioms

1. more bark	a. before the horse
2. a bird's	b. than bite
3. call off	c. high horse
4. fish or	d. fish to fry
5. get off your	e. eye view
6. go to the	f. by the horns
7. have bigger	g. doghouse
8. in the	h. cut bait
9. (put) the cart	i. the dogs
10. take the bull	j. dogs

Complete the poem with the following idioms:

- *beating a dead horse*
- *the cat is out of the bag*
- *for the birds*
- *got other fish to fry*
- *straight from the horse's mouth*

I spent the best years of my life

beating a dead horse (1)

You never really loved me –

I should have known, of course!

Now that _____ (2)

I'm not even going to cry

I've met somebody new

And I've _____ (3)

I'm not wasting anymore time

Not listening to your empty words

What we had was nothing –

It was strictly _____ (4)!

So my new love and I are leaving

We're going to drive down south.

I never loved you either – you heard it

_____ (5)

❖ **READING THE TEXT**

Resources needed: printed texts on the sheets of paper, coloured pencils

Warmer

Task 0.1. (*Open class activity*) What animals do people usually keep as pets?

Task 0.2. (*Open class activity*) Can people in the cities and wild animals live together? Why do you think so?

Activity 1

Task 1.1. (*Open class activity*) (*the texts are printed on the sheets of paper and put on the walls around the classroom*) Walk around the classroom and read the short

texts about unusual pets. Chose one animal that you like most of all. Find other pupils that like the same animal. Together prepare to tell others why it is a good animal to become a pet.

1. Fennec Fox

Although most foxes usually make bad pets, the Fennec fox is an excellent pet to own. This cute desert animal tends to be small (they are smaller than cats) and smart. You can even housetrain your Fennec fox to use a litter box. The Fennec fox is playful, requires a lot of exercise, and poses no threat to public safety.

2. Mini Donkey

The miniature donkey is really cute, but if you decide to own this unusual pet, be ready to buy at least two miniature donkeys. The thing is, mini donkeys like company and they can't be alone. Although miniature donkeys are small, they still need a lot of room. Miniature donkeys are great with children and they pose no threat.

3. Hedgehog

Despite their spines, hedgehogs are very friendly. Hedgehogs make perfect pets because they're calm, though they require lots of attention, especially when they're small. Hedgehogs are night animals, so if you are not a night owl, it's better to choose another unusual pet.

4. Mini Goat

Mini goats are extremely fun and active. They need a lot of attention though. Despite their small size, they can be very noisy at times. A mini goat cannot be alone and needs a company of another goat. Besides they need plenty of space, grass hay and leaves.

5. Tarantula

Giant spiders are certainly unique and they can make good pets. The Mexican red knee and curly hair tarantulas make great pets. Tarantulas feed on live bugs. Many people find tarantulas terrifying, but others find them beautiful and interesting.

6. Boa Constrictors

Snakes are not the perfect pets, but boa constrictors are much friendlier than any other snake. Boa constrictors are amazing and quite safe animals to have as pets. The huge problem is their size – boa constrictors grow very large. Before buying one, make sure you have plenty of space.

To prepare this task the material from the following website was used:

<http://womantely.com/most-unusual-pets-have/>

Task 1.2. (*Open class activity*) What do we need to know before we buy a pet?

Possible answers: what are their habits, what they like to eat, what they need, whether they need a lot of space, when they are active (by day or at night).

Task 1.3. (*Open class activity*) Is it good to take wild animals from their forests or deserts and keep them as pets?

Possible answers: It is not good. Wild animals have their right to live the lives of their own. They should not be captured and kept for the entertainment of people.

Activity 2.

Task 2.1. (*Team class activity*)

Read the information about city coyotes. Then as a team write a short article to a school biology journal about wild animals moving to the cities. You can use any additional information you know on the subject.

Now many coyotes call the city home

Ecologists say the more than 2,000 coyotes live the Chicago metropolitan area today. They have moved from their natural places of living to a big and noisy city. These wild animals have learned how to live in the new place. They feed on the food people discard or hunt smaller animals like mice or rats, they know how to hide from people. They have even learned how to cross streets in busy traffic – at the light they look both ways, just like people do.

There are various reasons why coyotes chose to become city dwellers. On the one hand, people destroy the natural places of their living, the global warming changes the climate. On the other hand, cities are becoming greener, so animals feel safer in them than before.

Anyway we have to learn how to live together with these new neighbors.

To prepare this task the material from the following website was used:

<http://www.popsci.com/science/article/2012-12/why-wild-animals-are-moving-cities-and-what-do-about-it>

Closure Activity

Task 4. *(Individual class activity)* Draw the animal you would like to have as a pet. Explain why you would like to have it.

Unit 8. Ecology

❖ DIALOGUES

Teacher: The aim of our lesson is to learn to describe the ecological problems and ways of their solving. We know that the name of our planet is... (**The Earth**).

The Earth is large and beautiful. There are many forest and mountains, oceans and seas, rivers and lakes. The Earth has the second name. What is the second name of our planet?

(The second name of our planet is **The Blue Planet**.)

Teacher: Now let`s read the poem about the world written by a British girl, Miriam Mackley

*The world needs a friend
To love and depend on
In times of trouble.....
The world has hope yet
If the children let it
And if we do it right
Together we can make the world
A better place
Because the world`s best friend
Is you!*

Teacher: The world needs a friend

To love and depend on
In times of trouble.....

- How do you think? Why is the world need a friend?
- In my opinion the world needs a friend, because it has problems.
- What science studies these problems? (Ecology studies problems.)
- What are the main ecological problems of today? Read the names, please.

Pupils (read all together):

- Air pollution. - What is harmful to the air? (Cars pollute the air we use.)
- Water pollution. - What is the effect of water pollution?
Deforestation, Trees are cut down.
- Rivers and lakes dry up.
- Fires.
- Recycling.
- The dangerous light of the Sun.
- The ozone layer, ozone holes.
- The Greenhouse effect, the global warming-up process.
- Animals are damaged. Animals, birds, fish and plants disappear.
- We make a lot of waste, chemical waste pollute river water.
- Litter is thrown in the rivers. Too much waste. - Where do we pile our litter, gabbage?
- Health is spoilt.

Task 1. Read and translate the following dialogue:

Dialogue 1.

T. : Ecology is a new important science. It concerns everybody. Ecology deals with the protection of environment, and everyone must know the general ideas of it.

P.: Teacher, how can we use it in practice?

T.: You can do many useful things. You can help to preserve plants and young trees, birds and animals. They need your help.

P.: I agree with you, but many people don't understand the importance of the problem. Even more, they do much harm to the environment.

T.: That's right.

Teacher: Well, we know that environment has a lot of problems, but what should people do to protect nature?

Task 2. Make sentences using "People should" and "People shouldn't".

People should

- Create national parks
- Pass antipollution laws
 - Recycle wastes
 - Take care of nature
- Reduce air and water pollution
- Leave food for birds in winter
- Save electricity and water

People shouldn't

- Leave fire in forests
- Smoke, take alcohol, junk food
 - Cut down trees
 - Drop litter
 - Kill animals

Dialogue 2 (advanced level)

A: What are some scientists' predictions about environment problems?

B: Scientists predict that by the year 2025 the population will rise 8.5 billion, and by the year 2050 it will double. Most people find these figures alarming. They are afraid that we will run out of land, energy and minerals.

A: Are all scientists pessimistic?

B: No, not all of them. Optimists are sure that new generation will find a way out. Exploration and new technology open new reserves of minerals like coal and oil. Some scientists think that these reserves will go on forever.

A: Do you agree with these scientists?

B: I think that such confidence is deceiving. If we go on using our natural resources as quickly as nowadays we will use up all the resources of copper, natural gas and oil very soon.

A: Is this the only problem of environment?

B: No, it isn't. The problem of what we waste includes not only all the resources but our attitude to forests and species of animals and plants we destroy carelessly. Thus, we are facing a pollution crises.

A: What do people pollute?

B: We pollute the air we breathe. Everybody sees smoke coming out of tall factory chimneys. Everybody can smell the gas from the back of a bus. In big cities thousands of automobiles and factories may add tons of poison to the atmosphere every day.

A: What is another problem?

B: Another problem is our sewage systems. The sewage from many houses of a big city pollutes rivers and lakes and may even make them die. The seas are in danger

as they are also polluted. Even the ocean is falling ill. Fish and sea animals may disappear.

A: Is there anything we can do?

B: There is much that we can do. Factories can clean their smoke. Cars and planes can be done so that they do not pollute the air. The dirty water from the factories and sewage can be made clean again.

A: And what about the litter?

B: We must learn not to litter.

A: Must we? Is it possible?

B: Yes, it is. Old glass and plastic jars and bottles can become new glass and plastic. Old iron can help us to make new cars and refrigerators. Old newspapers can become new papers. We can recycle most of things we do not want or cannot use any more.

A: what ought we to do to save the Earth?

B: For a long time people didn't think of the future of the Earth. Children and grown-ups just must learn to take care of it.

VOCABULARY NOTES ON THE DIALOGUE:

prediction – прогноз, прогноз;

generation – покоління;

coal – вугілля;

oil – нафта;

for ever – назавжди;

to deceive – одурювати;

poison – отрута;

litter – сміття;

jar – банка;

iron – залізо;

grown-ups – дорослі.

Answer the questions:

1. Is nature the source of people's life? 2. For thousands of years people lived in harmony with nature, didn't they? 3. Has man's interference in nature increased with the development of civilization? What has it led to? 4. Why did some species of animals, birds, plants disappear from the Earth? 5. What is the result of man's careless interaction with nature? 6. Has anything been done to solve ecological problems? 7. Is international cooperation necessary to create a system of ecological security? Why do you think so?

Task 3. Match the English words and word-combinations with their Ukrainian equivalents:

Забруднювати навколишнє середовище	to pollute the environment
Сміття	garbage

Кривдити тварин	to hurt animals
Садити дерева	to plant trees
Викидати сміття	to throw away litter
Переробляти непотрібний папір	to recycle waste paper
Вирубувати молоді дерева	to cut down baby trees
Охороняти природу	to protect nature
Використовувати пляшки наново	to reuse bottles
Турбувати диких тварин	to disturb wild animals
Скоротити забруднення	to reduce pollution

Task 4. Look at these signs, match the sign, its meaning and Ukrainian equivalent.

Put your litter in the bin.	По газонах не ходити.
Keep dogs under control.	Не ламайте дерева.
Keep off the grass.	Не смітити.
Recycle.	Переробляйте відходи.
Don't break trees.	Вигул собак заборонений.

Task 5. Read and complete the sentences with the words from the box given below.

throw (2)

sea (4)

plants (1)

wildlife (5)

protect (6)

water (3)

There are a lot of factories and (1)_____ in my city. They (2)_____ a lot of chemicals into the air and into the (3)_____. They poison water into the (4)_____. Fish can't live in it. (5)_____ is destroyed. We must (6)_____ nature as we can.

Task 6. Choose in the right-hand column the correct definition for each word in the left-hand column.

1. Environment

a) *It's the place where animals, birds and plants are protected.*

- | | |
|---------------------|--|
| 2. Hunters | b) <i>The material which pollutes rivers, lakes and forests.</i> |
| 3. The Earth | c) <i>Everything that is around us.</i> |
| 4. A Nature reserve | d) <i>People who kill animals for their meat and fur.</i> |
| 5. A tree | e) <i>A planet where we live.</i> |
| 6. Litter | f) <i>Plants which give us fruits.</i> |

1-c, 2-d, 3-e, 4-a, 5-f, 6-b.

Task 7. (advanced level)

Read this article about the problems of our planet. Choose the most suitable heading from the list A - F for each part (I - 4). There is one heading you do not need to use. There is an example at the beginning (0)

- A. A watery grave.**
B. Running out of time.
C. Choking to death.
D. Nature can heal itself.
E. No trees - no life.
F. We can do it!

0 – .B.

The **rainforests** are dying, rare plant and animal **species** are disappearing. rivers and seas are being contaminated, **crops** are failing to grow, people are dying of **hunger** and the air is being polluted. It's time we woke up to these problems and started repairing the **damage**.

1 – _____

One of the major problems is the **destruction** of the rainforests in South America. They are home to half the world's species and to millions of people. Moreover, the rainforests clean the air by **absorbing** carbon dioxide and **giving out** oxygen. The trees are being cut down for paper or to make room for **cattle farms'**. As a result, birds and animals lose their homes and die. This destruction is also bringing about changes in the climate, air pollution, **flooding**, drought and famine. If we continue to burn and cut down the rainforests as we are doing now, the earth will never be the same again.

2 –

Another big problem is water **pollution**. Do you like swimming in the sea or drinking a cool glass of water on a hot day? These simple pleasures may soon become a thing of the past. Factories are polluting our rivers and lakes with dangerous chemicals. **Oil tankers** are **releasing** thick, black oil into our oceans.

Tons and tons of industrial and **domestic waste** are **poured** into our seas. **Consequently, sea life** is threatened with extinction.

3 –

Air pollution is another important **issue**. The cars and factories in and around our cities are giving off dangerous **fumes**. In the past few years, more and more people than ever before have developed allergies and breathing problems. If we don't do something now, our cities will become impossible to live in.

4 –

Fortunately, it is not too late to solve these problems. We have the time, the money and even the technology to prepare the way for a better, cleaner and safer future. We can plant trees and **adopt** animals. We can create parks for endangered species. We can put pressure on those in power to **take action**. Together we can **save** our planet. All we need to do is open our eyes and **act** immediately.

Teacher: We've spoken about ecology and the importance of keeping the environment clean. Pollution is getting worse and worse. But I'm sure that you're real friends of our planet. We all must do our best to keep air, water and land clean.

❖ CREATIVITY WITH ENGLISH

Listening to the song "Going Green".

Going Green Song

I turn the faucet off when I am brushing my teeth

I turn the lights off when I am going to sleep

I use cold water to wash laundry

I do all that I can to save energy

Reduce, Reuse, Recycle

I'm going green, I'm keeping the Earth clean

I'm going green, I'm keepin' it, keepin' it clean

I reuse rechargeable batteries again and again

I shop at the thrift store to find a great bargain

I take my bottles and cans and recycle them

We'll make a better world if we all join hands

Reduce, Reuse, Recycle

I'm going green, I'm keeping the Earth clean

I'm going green, I'm keepin' it, keepin' it clean

Reduce energy, water and waste

Reuse what I can before I throw it away

Recycle CD's and DVD's

Newspaper, Junk Mail and Magazines

Cell Phones, Cardboard and Old Machines

I'm going green, would you go with me?

- Name the ways mentioned in the song which help us to keep the Earth clean.
(Three R's: Reduce, Reuse, Recycle).

Task 1. Look through the Alphabet of Ecology.

The Alphabet of Ecology



Make up your own Alphabet of Ecology and illustrate the words. Write down the three sentences with these words.

LETTER	WORD	PICTURE

Teacher: What does “ecology” mean?

(Ecology is a science about nature and about relation of man with it.)

It is a science studying whether we, human being, keep our common house, our planet Earth, in a good state and how we use the gifts it is giving us: water, air, land, plants, animals and minerals.

Ecology is a science which studies the relationship between all forms of life on our planet with its environment. If we are not worried about the Earth, some ecological problems appear.

- What are the names of the environmental problems of today?
(Air pollution, smog, water pollution, destruction of natural resources.)

- What should we do and what shouldn't we do to keep the Earth?
- Take care of living things
- Pollute the atmosphere on land
- Use many chemical on the land or in our food
- Help birds and animals
- Pollute water in the river
- Use less energy/ petrol, gas, electricity/
- Protect woods and forests
- Cut down trees around your houses
- Keep our natural resources
- Burn trees in the forest

Task 2. Search the words hidden vertically and horizontally.

Everyday is Earth Day

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



earth save reduce recycle reuse
 energy grow trees pollute trash litter

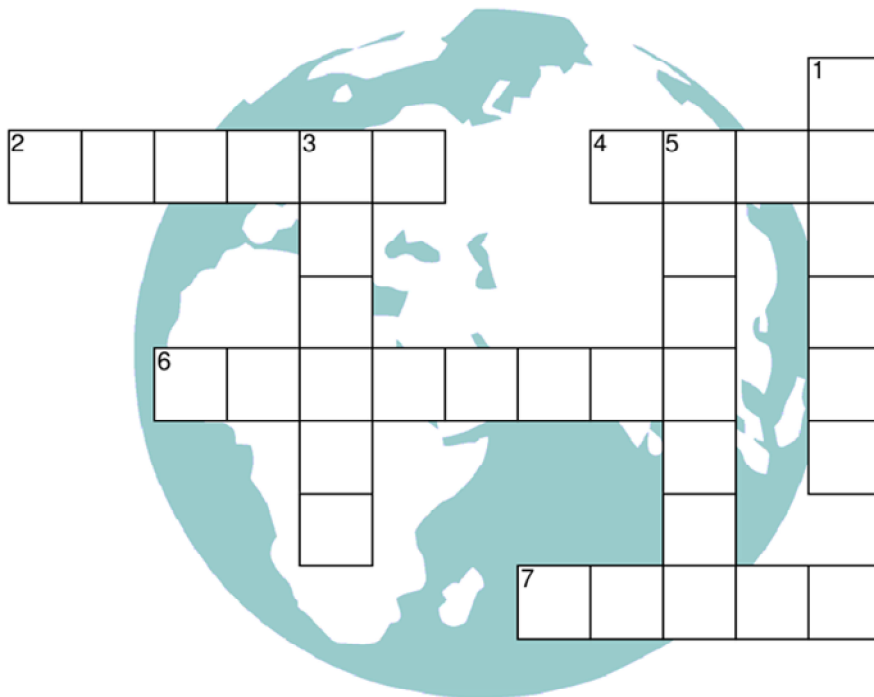
Task 3. Fill in the blanks.

The Earth is our _____. We must take care of it. The importance of this task is _____ by the ecologists, scientists, who study the relations between living things and their _____. Each of us must do everything possible to _____ the land, air and water clean. Of course, people undertake some measures to _____ the environment, but this activity is complicated by the economic difficulties.

Protect, home, keep, pointed out, environment.

Task 4. Do the crossword.

Earth Day Crossword



Across

2. Don't _____. Use the garbage can.
4. Something that is planted on Earth Day.
6. We celebrate this on April 22 every year.
7. Earth Day Color.

Down

1. When using less you _____.
3. Turning off lights helps us to conserve _____.
5. When you use things over again, you _____.

Task 5. Find the correct English word/words for the given phrase:

1. a mixture of smoke and fog → (**smog**)
2. gas which is sent out into the air → (**emission**)
3. water that falls from the clouds and contains harmful chemicals → (**acid rain**)
4. to process used objects so that they can be used again → (**to recycle**)
5. to damage smth. so badly that it no longer exists → (**to destroy**)
6. weather conditions of a particular place → (**climate**)
7. it protects the earth from dangerous rays of the sun → (**ozone layer**)

8. lots of trees form it → **(forest)**
9. to make air, rivers etc. dirty → **(to pollute)**
10. the problem of the rise in temperature of the earth's atmosphere → **(global warming)**

Task 6. Find the hidden words associated with the environment.

Earth Day Word Search

Can you find the hidden words associated with the the environment?

G L A S S I P B I V S I C R D	AIR
K E O W F K T X A B T O D C Y	CANS
E U S E N E R G Y N N X Q Q D	CLEAN
L M B U N Z O K E S R S N N R	CONSERVE
I N F A E U H M E P A P E R E	EARTH
T V L O M R N R Q A T T Z E C	ENERGY
T P A S R O V X P R I L P N Y	ENVIRONMENT
E W C V R E G E E T D R S O C	FOREST
R L B I Y O S E C R F H N Z L	GLASS
K C V C M T S T T R T G A O E	LITTER
F N D S N A E L C R U Q C Y T	NATURE
E W E R U T A N A Q W O B L S	OZONE
F W R E T A W E Y T K H S X A	PAPER
A K R B M G B U E O D Q G E W	PLANET
W T R A S H W E C U D E R N R	RECYCLE
	REDUCE
	RESOURCE
	REUSE
	SMOG
	TRASH
	TREES
	WASTE
	WATER

Teacher: We've spoken about ecology and main ecological problems. I hope now you see that it is very important to our planet clean. And you know what you should do to protect our environment.

Teacher: This is the last lesson on the topic “Ecology”. At the lesson we’ll revise everything we have learnt about environment. Now let`s read the poem written by an 11-year-old who loves this world.

*Look outside, see the trees
Watch the flowers in the breeze
Things won't be like this in a year or two
If polluting is all we do
Seize the night
Seize the day
Things won't always be this way
Thousands of people are dying
In the night you hear children crying
Let's stop the war
Our people are sore
The world can't help itself
Who cares about your wealth
Help me to help you
Show the world what you can do.*

- What is the main idea of this poem? What is this poem about?

(The poem is about the danger of the environment pollution. The main idea of the poem is to prevent the pollution and warn the people.)

Task 1. Complete the sentences. Use the words should or should't.

recycle save buy turn off leave drop waste help ride stop

1. I _____ litter.

2. I _____ paper, glass, plastic and cans.

3. I _____ the water.

4. I _____ plastic bags.
5. I _____ electricity.
6. I _____ animals in danger.
7. I _____ the lights when I leave the room.
8. I _____ the water running when I brush my teeth.
9. I _____ walk or _____ my bike to school.
10. I _____ the pollution.

Task 2. Find the hidden words associated with the environment.

UNIT 9. HEALTHY FOOD

❖ DIALOGUES

Today at our lesson we shall discuss problems of healthy eating, you will learn how to eat well in order to be healthy. "Health is the greatest wealth". Can you tell me what factors influence our health?

(Possible answers: Food, physical activity, water, bad habits, ecology, environment, our lifestyle).

We are going to speak about eating habits.

Questions to the class:

1. What fruit do you like?
2. Do you eat vegetables every day?
3. What do you have for breakfast? Do you like porridge with butter?
4. What do you usually drink?
5. What have you had for breakfast today?
6. Do you like to eat sweets?
7. Do you have soup for lunch?
8. What bread do you prefer: black or white one?
9. What is your favorite food?
10. Is your favorite food healthy?
11. How many times a week do you have a fried meal (e.g. eggs and bacon or fish and chips)?
12. Do you like fast food?
13. Do you like spicy food?

1. Fill in the table "Food Categories". Which foods are?

Fruits	Vegetables	Nuts	Fish	Meat	Poultry

Apple, beet, banana, pea, cashew, green pepper, peach, lettuce, bean, potato, pecan, pear, strawberry, peanut, onion, plum, walnut, carrot, orange, tomato, celery,

lemon, coconut, pineapple, cherry, squash, cucumber, grapes, beef, sardine, turkey, pork, duck, sole, mutton, veal, chicken, herring, cod, lamb, goose, trout, venison, salmon, bacon, carp, ham, hen, tuna.

2. Give more examples of dairy products, vegetables, grains, fruit, meat, fish, fat and sugar.

- o Dairy products: milk, ...
- Vegetables: onions, ...
- Grains: rice, ...



- o Fruit: oranges, ...
- Meat: pork, ...
- Fish: salmon, ...



- o Fat and sugar: sweets, ...



3. Read and translate the short texts about healthy food.



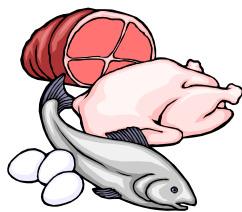
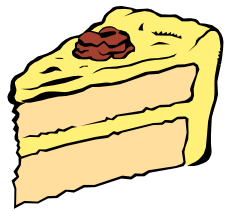
1. Food gives us energy, makes us grow and helps to stay healthy. We need to eat something from all the food groups every day. Fruit and vegetables, cereals and grains, fats and sugar, meat and protein and **dairy** (молочні продукти).

2. Fruit and vegetables give us lots of vitamins and minerals and help us grow and stay healthy. We should eat five portions of fruit and vegetables every day. A portion is one piece of fruit, a **serving** (блюдо) of vegetables or a glass of juice.



3. Cereals and grains are things like bread, rice, potatoes and noodles. These foods give us the energy we need. Half of what we eat every day should come from this group.

4. Fats and sugars are things like oils, biscuits, sweets, chocolate and ice cream. These foods give us energy and are important for our nervous system. But too much of this food can make you fat and can be bad for your teeth. You should not eat more than two sweet or fatty things a day.



5. Meats and proteins are foods like chicken, fish, duck, eggs, nuts, beans and tofu. These foods give us important minerals and help us to build and repair our bodies. We need to eat a little of this food every day (about 10% of our food).

6. Dairy foods are things like milk, yoghurt and cheese. These foods give us **calcium** (кальцій) which helps to make our teeth and bones strong. You should eat some of these foods every day, but you can also get calcium from **spinach** (шпинат) and **dried fruit** (сухофрукти).



7. We need healthy food to stay healthy. Good food has a lot of vitamins, protein and minerals. Vitamins are important for your eyes, your skin, your bones, for hair and for other parts of your body. There are vitamins in many types of food. Protein helps you to grow and give you energy. There is protein in meat, fish and milk. Minerals make your bones and teeth strong. There are different types of minerals in milk, vegetables, eggs, meat and cereals. Water is important for your blood. It also cleans your body from the inside. Drink lots of water every day.

4. Write down the names of foods where you can find

Vitamins	Carbohydrates	Protein
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

5. Read the statements and say true or false.

- Vitamins are important for your eyes, your skin, your bones, for hair and for other parts of your body.
- There are some vitamins in milk.
- There isn't any sugar in cake.

- Sausages haven't got fats.
- Protein is good for you.
- Water is important for your blood.
- Fruit isn't healthy.
- All foods are good for you.
- Vitamins and minerals help you to keep healthy.
- Fruit and vegetables are full of sugar and fat.
- Sweets, chips and coke keep you healthy.
- You should eat a variety of foods to stay healthy and grow big and strong.

6. Name as many words (food- products, plants) as you can that are useful for our health (e.g. fruit, vegetables, fish, meat, poultry, nuts). Name as many words as you can that are harmful or unhealthy for us (e.g. chocolate, sugar, coffee, sweets, butter, etc.). Divide these words into two groups.

Healthy food	Not very healthy food (<i>junk food</i>)
milk	chips
cheese	cola
fruit	fry potatoes
vegetables	hamburger
porridge	sausages
water	sweets
fish	cakes
meat	

7. Work in pairs. Ask your friend about his or her diet?

- What is your favourite food?
- How many meals you eat every day?
- How often do you eat vegetables and salad?
- How often do you eat fruit?
- How often do you drink cola or other 'fizzy' drinks?
- How often do you eat sweets?

Is your friend's diet healthy? Write about it.

8. Complete the text. Use these words.

Sugar, diet, vitamins, protein, fat, vegetables, minerals

I eat healthy food. I drink milk for I don't eat lots of cake. Cakes have lots of Sometimes I eat sausages. They have lots of good ... , but they've got I eat lots of fruit and There are different types of ... in milk, vegetables, eggs, meat, cereals and many other foods. I eat soup every day. It's very good for you. I drink lots of water every day. I have a healthy

9. Choose in the right-hand column the correct definition for each word in the left-hand column.

- | | |
|------------------|--------------------------------------|
| A. Carbohydrates | 1. is important for blood. |
| B. Fats | 2. are important for eyes and skin. |
| C. Vitamins | 3. make you strong and give energy. |
| D. Protein | 4. give you energy. |
| E. Water | 5. helps to grow and gives energy. |
| F. Minerals | 6. cleans the inside of the body. |
| G. Fibre | 7. make your bones and teeth strong. |

10. Complete the table with the words: vegetables, bread, dairy products, meat, cereal, sweets, fish, fruit, chips.

Keys

Keep you healthy	<i>Fruit and vegetables</i>
Give you energy, vitamins and minerals	<i>Bread and cereal</i>
Protect your bones	<i>Dairy products</i>
Empty food	<i>Sweets and chips</i>
Give proteins and vitamins	<i>Meat and fish</i>

❖ GRAMMAR GAMES

1. Game "What is there?"

Teacher conventionally puts healthy food in a box (for example, its layout or pattern). Students in turn have to guess what is that there asking questions. The child, who correctly names the thing hidden in a box, is leading.

Example:

<i>Is there an apple?</i>	<i>No, it isn't.</i>
<i>Is there a tomato?</i>	<i>No, it isn't.</i>
<i>Is there a cabbage?</i>	<i>No, it isn't.</i>
<i>Is there a salad?</i>	<i>No, it isn't.</i>
<i>Is there a vegetarian soup?</i>	<i>No, it isn't.</i>
<i>Is there a carrot?</i>	<i>No, it isn't.</i>
<i>Is there some grapes?</i>	<i>No, it isn't.</i>
<i>Is there a juice?</i>	<i>No, it isn't.</i>

2. Game “Teachers / students”

Aim: to train students in the construction of questions and answers.

The class divided into two teams, each with a set of pictures of items whose names are known to students (pictures of healthy food dishes or individual products). Players of the first team, “Teachers” pattern showing each participant to the other team, to “students”, asking: “What's this?”. For each correct answer command “students” gets a point. Then the teams change roles, “teacher” become “students” and vice versa. In this game you can train various grammatical structures, depending on academic need.

3. Game “Food and its quantity”

The teacher divides the group of students on the team. And display posters depicting food and choice answers to each of them. Students in teams must raise his hand (raises his hand with one elected student teams) and announce his answer. Teacher records scored points for every correct answer. Also, a representative of the other team should ask questions – *Is it healthy food?* And get the answer – *Yes, it is. No, it is not.*

(Practice Food Quantities (Partitives - a piece of, a slice of, a bottle of, a bar of) using this ESL partitives game. Teachers can engage students in a classroom vocabulary review for elementary ESL, EFL Learners. It can be used to energize a dull class, to review work that was done or simply as a reward for good classroom work. Fun activity to practice phrases like - a piece of, a slice of, a bottle of, a bar of.)

1.



A. *piece of cheese*

B. *piece of cake*

C. *a cup of cake*

D. *a bag of cakes*

2.



A. *a glass of orange juice*

B. *a glass of pineapple juice*

C. *a glass of apple juice*

D. *a cup of tea*

5.



A. *a cup of milk*

B. *a cup of tea*

C. *a bottle of coke*

3.



A. *a glass of orange juice*

B. *a cup of orange juice*

C. *a can of orange juice*

D. *a bottle of orange juice*

4.



A. *a glass of orange juice*

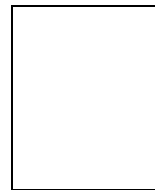
B. *a glass of apple juice*

C. *a glass of wine*

D. *a glass of lemonade*

D. *a cup of coffee*

8.



A. *a can of coke*

B. *a can of soda*

C. *a bottle s of soda*

9.

6.



- A. a cup of milk
- B. a cup of lemon tea**
- C. a cup of lemon juice
- D. a can of lemon tea

7.



- A. a can of coke
- B. a bottle of coke**
- C. a cup of coke
- D. a cup of coffee



- A. a bunch of bananas
- B. a bunch of grapes**
- C. a basket of grapes
- D. a bag of grapes

10.



- A. a bunch of flowers
- B. a bag of flour**
- C. a bag of fruits
- D. a basket of fruits

11.



- A. a bowl of noodles**
- B. a plate of noodles
- C. a bowl of rice

12.



- A. a piece of cheese**
- B. a piece of cake
- C. a slice of cheese

13.



- A. *a can of chocolate*
- B. *a bar of chocolate***
- C. *a piece of chocolate*

14.



A. *piece of orange*

- B. *basket of orange*
- C. *a slice of orange***
- D. *a bunch of grap*

4. Game “Guess the words”.

Pleap (apple),
Abanan (banana),
Elomn (lemon),
Imkl (milk),
Maet (meat),
Puml (plum),
Toracr (carrot),
Coefef (coffee),
Matoto (tomato),
Csrips (crisps),
sagesau (sausage),
mah (ham).
aet matoto (tea tomato)
effeco tableggeu (coffee vegetable)
totapo ssagi (potato glass)
klim sifh (milk fish)
team iceju (meat juice)
rindk mtaoo (drink tomato)

5. Find the odd word.

1. milk, cake, juice, tea;
2. carrots, cabbage, tomatoes, fish;
3. apples, oranges, potatoes, bananas;
4. sweets, ice, cream, chocolate, meat;
5. ham, porridge, chicken, sausages;
6. cucumber, tomato, pepper, bread;
7. cheese, salt, banana, water;
8. bread, milk, pancakes, pie;
9. juice, tea, cabbage, milk;
10. cheese, sour cream, bread, yoghurt.

UNIT 10. HEROES. LEADERS

❖ READING THE TEXT

Resources needed: printed texts “Little Heroes” and charts for the pupils

Warmer

Task 0.1. (Open class activity) 1. Who is a hero?

Possible answers: a brave (courageous), strong and noble person, a person who helps others in difficult and dangerous situations, a person with great achievements.

2. How do people become heroes?

Possible answers: They do some outstanding things to save other people, they are able to sacrifice themselves to save others.

3. Can children become heroes?

Activity 1

Task 1.1. (Pair activity)

Student A.: Read Text A and fill in the chart. Then tell Student B about the person you have read using the chart. Can this child be called a hero? Why?

Student B.: Read Text B and tell Student A about the person you have read. Can this child be called a hero? Why?

Chart to be filled in

1	What is the child's name?	
2	How old is the child?	
3	Whom did the	

	child help?	
4	What did the child do to help the person in need?	
5	Where did this even happen?	

Little Heroes

Text A

On a hot May Day, Riley Braden, aged 5, was swimming in a hotel pool in Florida. Nearby, a family was enjoying the warm weather. There were two little girls in the family. One was around 18 months and the other was a bit older.

As Riley played in the water, she watched the 18-month-old come close to the pool. Then, as soon as Riley turned away, the girl fell into the water. The girl's head disappeared under the water.

First Riley thought about shouting for help but she realized that there was nobody close to her and she needed to act fast.

Riley was a strong swimmer. Her parents taught her to swim when she was just 2. So Riley decided quickly what she should do. She dove down and took the child from under the water. When Riley brought the child up, she shouted: "I've got the baby!"

The girl's parents jumped up from their chairs and came running. The child had only been under water for a few seconds and was fine. The girl's parents thanked Riley.

For her brave act Riley received the Girl Scout Lifesaving Award. She was very happy and proud.

To prepare this task the material from the following website was used:

<http://www.parents.com/kids/responsibility/values/kids-to-the-rescue-4-brave-kids-save-lives/>

Little Heroes

Text B

Charlie Simpson is seven years old. He lives in London. He likes cycling very much. He often cycled with his parents or friends.

One day Charlie learned about the earthquake in Haiti. He saw ruined houses and crying people. They had nowhere to live, nothing to eat. They even did not have enough clean water to drink.

Charlie felt pity for those people and he wished to help them. He thought for some time and then he decided to make a cycle ride to raise the money for the people in need. He hoped to buy some food, water and tents for everyone in Haiti with that money.

Charlie asked his older brother to help him post the message in the Internet about his charity ride. Everyone could read in the message: “My name is Charlie Simpson and I want to do a sponsored bike ride for the people of Haiti because there was a terrible earthquake there.”

The next day Charlie took his bike and went to the local park. He hoped to raise £500 by cycling five miles around a local park, but he raised £120,000. Many people heard about Charlie’s initiative and donated their money.

To prepare this task the material from the following website was used:

http://www.oddee.com/item_96981.aspx

Task 1.2. *(Open class activity)* Who can become a hero: a boy or a girl? Why do you think so?

Task 1.3. *(Open class activity)* Have you ever done anything to help other people? Do you think it made you to become a hero? Why/ Why not?

Activity 2. (*Open class activity*) Do you know people who are heroes? Let's make the Hallway of Fame to honour these people. On the piece of paper write the name of the hero and what they did. (*After the pupils complete the task, the sheets are put on the wall*).

Closure Activity.

Activity 4. (*Open class activity*) Who often helps you? What can you say and/ or do to thank them?

❖ VOCABULARY GAMES

- **Guess it!**

Resources needed: small pieces of paper, stopwatch, hat.

The round time is 1 minute (may vary).

The game works in groups of two. Teacher gives children a small piece of paper on which they need to write some person's name – book/movie/cartoon character, public figure etc. When they cope with it, the papers are to put into a hat so that it's not visible for students. Thereafter, the teacher turns on the stopwatch and one person from the team chooses a paper and tries to explain who it is on the paper without mentioning this name. When his partner guesses the name, the first student is to choose another paper from the hat. If the team finds it difficult to guess, they put the paper back into the hat and choose another. After the time is up, the next team is to do the same. In the case there are no enough name-papers, students write some other names once more. At the very end, teacher counts the amount of papers each group guessed and announces the winners.

Example: This person was a leader of India's independence movement. He is famous because of organizing boycotts against British institutions in peaceful forms of civil disobedience. (Mahatma Gandhi); This person is a main character of the poem. It's about a young man who didn't age and had some weird portrait. (Dorian Grey)

- **Who am I?**

Resources needed: stickers or small papers and adhesive tape

Teacher writes down the names of famous people, heroes or some characters on the stickers which then he puts on the kids's foreheads in the way that a student can't see his own "personality". When all students have the famous person card put on their foreheads, they should guess this person by asking each other yes/no questions.

Example: "*Am I a male?* – Yes!; *Am I still alive?* – No!; *Am I a president of America?* – No!; *Am I an inventor?* – Yes!; *Is it Steve Jobs?* – Yes!

When a student guesses his personality, he goes on playing on its behalf. The game continues until all players cope with the task.