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## Lesson 1

## READING READINESS

A. The following sentences are the first sentences of each paragraph in the story below. What do you think the story is about?

- During the days when kings and emperors ruled, people had to think very carefully about what they wanted to wear before they got dressed in the morning.
- Colours have different uses and can tell us many things.
- Did you know that some people can't see all colours?
- Sometimes being colour-blind can be dangerous.
- Colour is everywhere around us.
B. Read the story.


## THE IMPORTANCE OF COLOUR

Can you imagine someone putting you in prison for wearing a certain colour?

During the days when kings and emperors ruled, people had to think very carefully about what they wanted to wear before they got dressed in the morning. For example, in ancient Rome, only the emperor and his family could wear purple or gold clothes, and in China, no one could wear yellow clothes except the emperor. In France, scarlet was the royal colour, and only a princess could wear clothes of that colour. If a person wore clothes of these royal colours, they seemed to be saying, "I am royalty!" If it wasn't true, the person could go to prison.

Colours have different uses and can tell us many things. For example, we roll out a red carpet for very important people such as presidents, movie stars, kings and queens, and even astronauts when they return from space. This custom actually began a long time ago. When there were no sidewalks,
people rolled out a red carpet for royalty to walk on. The red carpet kept their shoes clean and their long robes from getting dirty in the mud.


Did you know that some people can't see all colours? People who are colour-blind think that some colours look the same. They can only see two colours in a rainbow. These people confuse red with green, and yellow with blue. In a way, animals are also colour-blind. Many animals, like dogs, cats and horses, don't see colour the way we do.

Sometimes being colour-blind can be dangerous. If someone confuses red with green, he could have trouble crossing the street or driving a car. People who are colour-blind have to find other ways to cross the road safely. They can often tell what colour the traffic signal is by the brightness of the light.

Colour is everywhere around us. It helps to make the world a beautiful place. Those people who can see all the colours of the rainbow are the luckiest of all.
C. Look for these words in the story. Can you guess their meanings? Put the words in alphabetical order. Check their meanings in the Vocabulary at the back of the book.

| imagine | custom |
| :--- | :--- |
| certain | kept |
| carefully | confuse |
| got dressed | dangerous |
| ancient | safely |
| royal | brightness |
| roll out |  |



## UNDERSTANDING THE STORY

A. Decide if the sentences about the story are true or false. If any are false, correct them.

1 In China, only the emperor could wear purple.
2 In ancient Romania, only the members of the emperor's family could dress in purple or gold clothes.
3 If people in France wore royal colours but weren't part of the royal family, they could go to prison.
4 When astronauts come back to Earth, we often roll out a red carpet for them.
5 All colours look the same to people who are colour-blind.
6 Animals see colour just the way we do.
7 If a person who is colour-blind confuses red with green, he could have a traffic accident.
8 The brightness of the traffic signals helps people who aren't colour-blind cross the street safely.

## WORD POWER

A. Fill in the words which are missing from the table. They are all from your list.

| Noun (n) | Verb (v) | Adjective (adj) |
| :---: | :---: | :---: |
| certainty | -- | certain |
| imagination |  | imaginary |
| royalty | -- |  |
|  | -- | customary |
| confusion |  | confused / confusing |
| danger | endanger |  |
|  | brighten | bright |

B. Complete the sentences with words from the table in A.

1 My brother usually has interesting ideas because he has such a good $\qquad$ .
2 I don't want to go sky-diving because it's $\qquad$ .
3 They love to read about the $\qquad$ family in the newspaper.
4 My instructions were $\qquad$ and she got lost.
5 The sun was so $\qquad$ that I had to put on my sunglasses.
6 It is a Ukrainian $\qquad$ to set up diduh at home on the Christmas Eve ${ }^{1}$.

## LANGUAGE FOCUS: USING CAN, COULD AND HAVE TO

A. Look again at the story. How many examples of can, could and have to can you find? Copy one example sentence for each.

Can: $\qquad$
Could: $\qquad$
Have to: $\qquad$
B. Complete the sentences with the correct form of can, could or have to. Use both positive and negative forms.

1 My mother says I $\qquad$ finish my homework.
2 I $\qquad$ paint a picture because I don't have any paint.
3 Yesterday I $\qquad$ help my father paint the house.

4 I $\qquad$ decide what colour to paint my room, so I just painted it white.
5 He studied English many years ago, but he $\qquad$ still speak very well.
6 The store is closed now, so you $\qquad$ go tomorrow.

[^0]C. Here is a list of activities. Complete the sentences with expressions from the list in red and can, could and have to. Make sure you use all three.

| be home early | make money | speak French |
| :--- | :--- | :--- |
| brush my teeth | play basketball <br> play the piano | stay out late <br> tidy my room |
| climb trees | plater |  |

1 At last I can stay out late.
2 |think I $\qquad$
3 Sometimes $\qquad$
4 When I was younger I $\qquad$
5 When Iam older I $\qquad$
6 Ialways $\qquad$
7 My mother says I $\qquad$
8 Yesterday I $\qquad$

## HAVING FUN

A. Follow these instructions to learn about colour and draw a picture.

1 Paint the area 'A' red.
Paint the area 'C' yellow.
Paint the area'E'blue.
These are called primary colours.
2 Mix red with yellow and paint the area 'B'.
Mix yellow with blue and paint the area ' $D$ '.
Mix red with blue and paint the area ' $F$ '.
3 What colour did you get from: red and yellow?
yellow and blue?
red and blue?
These are called secondary colours.




[^0]:    1 ... on the Christmas Eve - напередодні Різдва

