

Contents

Lesson 1	4
Lesson 2	10
Lesson 3	16
Lesson 4	23
Lesson 5	30
Lesson 6	36
Vocabulary.....	46

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,

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	--	<u>certain</u>
imagination	<u> </u>	imaginary
royalty	--	<u> </u>
<u> </u>	--	customary
confusion	<u> </u>	confused / confusing
danger	endanger	<u> </u>
<u> </u>	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 _____.
- 2 I don't want to go sky-diving because it's _____.
- 3 They love to read about the _____ family in the newspaper.
- 4 My instructions were _____ and she got lost.
- 5 The sun was so _____ that I had to put on my sunglasses.
- 6 It is a Ukrainian _____ to set up diduh at home on the Christmas Eve¹.

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: _____

Could: _____

Have to: _____

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 _____ finish my homework.
- 2 I _____ paint a picture because I don't have any paint.
- 3 Yesterday I _____ help my father paint the house.
- 4 I _____ decide what colour to paint my room, so I just painted it white.
- 5 He studied English many years ago, but he _____ still speak very well.
- 6 The store is closed now, so you _____ go tomorrow.

¹ ... on the Christmas Eve - напередодні Різдва

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

stay out late

climb trees

play the piano

tidy my room

- 1 At last I can stay out late.
- 2 I think I _____
- 3 Sometimes I _____
- 4 When I was younger I _____
- 5 When I am older I _____
- 6 I always _____
- 7 My mother says I _____
- 8 Yesterday I _____

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.



