

Т. Ю. Севрюкова, А. И. Калишевич

АНГЛИЙСКИЙ ЯЗЫК

6 КЛАСС

ТЕСТЫ

РЕКОМЕНДАЦИИ ДЛЯ УЧИТЕЛЯ

Учебное электронное издание



Минск
«Аверсэв»
2019

УДК 811.111(075.3)
ББК 81.2Англ-922

Авторы:

Т. Ю. Севрюкова, А. И. Калишевич

Учебное электронное издание

Дата размещения 16.12.2019. Формат 60×84 ¹/₈. Объем 8 Мб.

Общество с дополнительной ответственностью «Аверсэв».

Ул. Н. Олешева, 1, офис 309, 220090, г. Минск.

E-mail: info@aversev.by; www.aversev.by

Контактные телефоны: (017) 378-00-00, 379-00-00.

Для писем: а/я 3, 220090, г. Минск.

ISBN 978-985-19-4450-3

© Севрюкова Т. Ю., Калишевич А. И., 2019

© ОДО «Аверсэв», 2019

РЕКОМЕНДАЦИИ ПО ОЦЕНИВАНИЮ ТЕСТОВ

В данном пособии даны рекомендации по оцениванию тестов, тексты аудиозаписей к заданиям на восприятие и понимание речи на слух, а также ответы к заданиям.

Все тесты, кроме тестов на говорение, составлены в двух вариантах одинаковой сложности. Если в заданиях встречаются незнакомые учащимся слова (допускается учебной программой) и их значение важно для понимания при выполнении заданий, эти слова сопровождаются переводом.

Задания составлены от простого к сложному: предыдущие легче последующих, поэтому за один элемент в разных заданиях учащиеся могут получить разное количество баллов.

Перед тем как учащиеся начнут выполнять задания, важно убедиться, понимают ли они, что нужно делать и как именно (обвести кружком правильный ответ, вписать слово или написать правильную букву в нужном месте).

Основная цель тестов — определить уровень владения учащимися английским языком. В конце каждого теста дана шкала оценивания, которая поможет учащимся понять, насколько хорошо они усвоили материал каждой темы, и будет стимулировать к получению лучшего результата в будущем.

1. Тесты ЛЕКСИКА, ГРАММАТИКА, ПИСЬМО

Для проверки уровня сформированности лексико-грамматических навыков учащихся к каждому разделу учебного пособия «Английский язык 6» предлагается по шесть заданий: три задания на проверку лексики, два — на проверку грамматики и одно задание на творческое письмо в рамках пройденной темы.

Каждое задание, кроме задания на письмо (№ 6), сопровождается примером выполнения.

Максимальное количество баллов — 30. Отдельные элементы в разных заданиях оцениваются по-разному.

Рекомендации по оцениванию тестов **Лексика, грамматика, письмо**:

Задание	Количество баллов	Оценка одного элемента задания, балл
1	2,5	0,5
2	2,5	0,5
3	5	1
4	5	1
5	5	1
6	10	
Итого:	30	

Для оценки сформированности умений письменной речи (задание № 6) пользуйтесь документом «Оценка результатов учебной деятельности учащихся по иностранному языку», размещенном на образовательном портале Национального института образования www.adu.by.

2. Тесты ГОВОРЕНИЕ

К каждому разделу учебного пособия «Английский язык 6» предлагается по три задания:

1. Ответы на вопросы учителя в рамках пройденной темы. Учитель задает любые 4 вопроса из списка.

2. Диалог с одноклассником.

3. Монолог.

В задании 1 содержится большое количество вопросов. Рекомендуется задать каждому учащемуся по 4 вопроса на выбор учителя.

Максимальное количество баллов — 10 (соответствует отметке).

Рекомендации по оцениванию тестов **Говорение:**

Задание	Количество баллов
Задание 1	2 4 вопроса — 0,5 балла за каждый правильный ответ
Задание 2	4 участие в диалоге, коммуникация — 1 лексика раздела — 1 грамматика раздела — 1 порядок слов в предложении — 1
Задание 3	4 соответствие высказывания заданной теме — 1 лексика раздела — 1 грамматика раздела — 1 порядок слов в предложении — 1
Итого:	10

При оценке говорения рекомендуется в первую очередь обращать внимание на то, донес ли учащийся смысл высказывания, ответил ли он на поставленный вопрос. Ошибки допустимы, и если они не мешают беседе, не следует их исправлять, заострять на них внимание и слишком строго судить учащегося. На количество баллов могут влиять только ошибки в материале данного раздела. Все остальные следует временно игнорировать, но взять их себе на заметку для дальнейшей проработки на уроках.

3. Тесты ВОСПРИЯТИЕ И ПОНИМАНИЕ РЕЧИ НА СЛУХ

Для проверки уровня развития умения воспринимать и понимать речь на слух в конце каждой четверти предлагается по четыре задания. Задание 1 проверяет понимание одной детали в каждом из пяти коротких звучащих текстов. Остальные задания предназначены для более детального понимания новых текстов в аудиозаписи (диалоги, монологи, тексты разных жанров).

К каждому заданию учащиеся слушают отдельную аудиозапись, которую следует проигрывать дважды. Учащиеся слушают одинаковые аудиозаписи для вариантов А и В, но задания в вариантах разные. Тексты аудиозаписей приведены в данном пособии.

Аудиозаписи размещены на сайте www.aversev.by.

4. Тесты ЧТЕНИЕ

Для проверки уровня развития умения чтения в конце каждой четверти предлагается по четыре задания. Задание 1 проверяет общее понимание частей текста; задания 2 и 3 — деталей прочитанного текста; задание 4, как правило, требует объяснения содержания текста в целом.

Учащиеся читают одинаковые тексты для вариантов А и В, но задания в вариантах разные.

Рекомендации по оцениванию тестов **Восприятие и понимание речи на слух и Чтение:**

Задание	Оценка, балл	Оценка одного элемента задания, балл
1	5	1
2	5	1 (чтение) 0,5 (восприятие речи на слух)
3	10	2
4	10	2
Итого:	30	

Максимальное количество баллов — 30.

Оценивая ответы учащихся, следует помнить, что задания разработаны для контроля определенных умений и навыков. Например, при проверке понимания речи на слух или понимания прочитанного текста не следует снижать отметку учащимся за неправильно написанные слова или неполные предложения. Если ответ по существу дан верно, он принимается как правильный, несмотря на орфографические и грамматические ошибки, нарушенный порядок слов в предложении.

ТЕКСТЫ АУДИОЗАПИСЕЙ

Unit 1. Summer activities

Unit 2. Nature

Versions A, B

- 1** Two friends are talking about their summer plans. Listen and match the people to the places where they are going on holiday. Use one place twice.

Gina: Hi, Bell! What are you going to do in your holidays?

Bell: Hi, Gina! I'm going to the countryside with my grandparents.

Gina: Really? What about your parents? Are they staying in town?

Bell: No, they're going on a hike to the mountains. You know I hate mountain hiking, so I decided to go camping with my grandparents. Would you like to join us?

Gina: I'd love to but I can't. We've already packed our suitcases. We're going on a trip to the seaside.

Bell: You're lucky! Swimming is great!

Gina: Yes, I love swimming and diving.

Bell: Is your brother Sam going to the seaside with you?

Gina: No, he isn't. He's going to summer camp with his friend John.

Bell: Is it a sports summer camp?

Gina: No, it's a camp for animal lovers.

Bell: How interesting!

- 2** Listen to the girls. Spell the name of the summer camp.

Bell: Gina, what's the name of the camp your brother is going to?

Gina: It's Pawsitively Pets Summer Camp.

Bell: Pawsitively Pets?

Gina: Yes, that's P-a-w-s-i-t-i-v-e-l-y P-e-t-s.

Bell: P-a-w-s-i-t-i-v-e-l-y P-e-t-s? I'll tell my parents about it. I love animals, too! I'd like to go to that camp next year.

- 3** Sam is talking about his summer camp. Are the sentences true (T) or false (F)?

Gina: Hi, Sam! How are you?

Sam: I'm fine. And you?

Gina: I'm OK. How's the camp?

Sam: It's fantastic!

Gina: So, what are you doing there?

Sam: Well, in the morning we usually go bird-watching. It's so exciting! I've never seen so many species of birds. I've taken a lot of photos. I'm going to make a photo album later.

Gina: Great! Can you send some photos to me, please? I'd like to have a look.

Sam: No problem. Also we go on hikes every day and study different species of animals and plants. I've learnt a lot about nature.

Gina: I see. What do you like most of all?

Sam: I think helping our nature. When we clean the woods from the rubbish or rescue an animal, I feel like I'm doing something very important.

Gina: Have you rescued any animal so far?

Sam: Yes, three days ago we found a hedgehog. It needed medical help, so we took it to the animal shelter. Now it's OK and we're planning to take it back to the woods.

Gina: That's really nice. How do you usually spend your evenings at camp?

Sam: By the camp fire, of course! Our group leader Peter plays the guitar, we sing songs, tell scary stories and toast bread with bacon or sausages on the fire.

Gina: Sounds delicious!

- 4** Sam is presenting his project on hedgehogs. Listen and complete the sentences.

What a cute animal the hedgehog is! These are some really awesome facts that will amaze you. Hedgehogs live all over the world, in Europe, Africa, America and Australia. They make their homes in wet places: in holes,

in underground tunnels, in deep forests, under the leaves of plants. What do they eat? Worms, insects, mice, frogs and snakes.

They are longer than a teaspoon, at 13 to 38 centimetres and weigh 400 grams to over 1 kilo. Each hedgehog has about 5,000 to 7,000 spines on their bodies. Wow. And each spine only lasts a year; after a year it drops off and a new spine grows.

Hedgehogs can't see well so they sleep in the daytime and come out at night. European hedgehogs hibernate — they sleep in winter.

Did you know that hedgehogs can climb trees, stone walls and fences and even swim in the water? They can walk faster than a child, at the speed of about 10 kilometres per hour. For their size, they are certainly quite fast. When they're hungry and looking for food, hedgehogs can travel up to 4 kilometres.

Unit 3. Belarus and English-speaking countries

Unit 4. Tell me a story

Versions A, B

1 Kim and Tim are in the TV studio on a quiz programme 'Who wants to go on a trip?' Match the countries to their national emblems. One emblem is extra.

TV man: Hello, everyone! Welcome to 'Who wants to go on a trip?' show! Today is our final game and here with us are Kim and Tim. (applause) Kim and Tim are going to answer 5 questions today. If they answer them correctly, they'll win a trip to one of English-speaking countries! So, question number 1 is: In this national emblem there are three animals: two big and one small. The big golden lion is wearing a crown and the small lion is between the big lion and the unicorn, above them.

Tim (beep): I know the answer! That's the emblem of the United Kingdom! I saw it in my dad's book!

TV man: Right you are, Tim! (applause) Now, the second question: Which country has an emblem that looks like the British one but the big lion hasn't got a crown on its head? You can also see maple leaves on the emblem, another symbol of this country.

Kim (beep): That's Canada! There are three animals on the Canadian emblem and the big lion's crown is at the top of it!

TV man: Well done, Kim! That's right! (applause) Question number 3: On the emblem of this country there are two animals: a kangaroo and an emu.

Tim (beep): I know! I know! They only live in Australia!

TV man (applause): Excellent, Tim! Listen to question number 4. Which country has an eagle as its national emblem? There's an eagle and 13 stars above it. What's your answer, kids?

Kim: I think I know the answer. (beep) That's the symbol of the United States of America, I'm sure.

TV man: Yes, Kim, that's it! It's the national emblem of the USA. (applause) And now comes the last question of the final game. There's a big crown in the center of the emblem and there are two people at the sides of it: a European woman and a Maori man... Do you know the answer? Tim and Kim?

Tim (beep): ...I'm not sure but I think I've seen it on National Geographic Channel. It's... New Zealand.

TV man (applause): Yes, Tim! It's the New Zealand emblem! Congratulations! You've won a trip next summer!

2 Kim and Tim's dad is speaking to a tour agent. Listen and fill in the gaps.

Dad: Good morning. My name is Mr Muller from Germany.

Agent: Good morning, Mr Muller. How can I help you?

Dad: I'd like to know better about the trip my kids won yesterday.

Agent: Yes, Mr Muller. The trip is to Great Britain and includes visiting all the four parts of the country: Scotland, Wales, Northern Ireland and England.

Dad: Oh, great! What are the dates, please?

Agent: The trip starts on the fifth of August and finishes on the eighteenth. It'll last for two weeks, fourteen days.

Dad: OK... Let me write it down... The fifth of August..., two weeks. Thank you. One more question: how do they get to Great Britain?

Agent: They'll go by bus. It's very comfortable. Any more questions, Mr Muller?

Dad: Yes, the last one. Where will the kids stay?

Agent: They'll stay with four different families so that they can learn more about life in Scotland, Wales, Northern Ireland and England.

Dad: That sounds exciting!

Agent: Yes, it is really exciting! People in the host families are very friendly and open to kids.

Dad: I think Kim and Tim will like the trip. Thank you for the information. Good bye.

Agent: Good bye, Mr Muller.

3 Kim is speaking to her dad on the phone. Listen and circle the correct item.

Dad (phone signal): Good evening. This is Mr Muller, Kim and Tim's father. Can I speak to the kids, please?

Mrs Smith: Good evening, Mr Muller. Wait a minute, please. Kim! Tim! Come here, your dad's calling!

Kim: Thank you, Mrs Smith... Hi, Dad! How are you?

Dad: Hello, Kim. How was the day?

Kim: Oh, Dad, it was great! Today we've been to a small town where William Shakespeare was born. That's Stra...

Dad: Stratford-upon-Avon?

Kim: Yes! How do you know?

Dad: I've been there with your mum. Have you visited the school where little William went to?

Kim: Yes, Dad! It's funny and very small.

Dad: It's smaller than your school, Kim, but it's about 400 years old! Have you been to the park, Kim?

Kim: Yes, we have! We had a picnic there and then played a little.

Dad: What else have you done today?

Kim: In the afternoon we visited the Teddy Bear Museum and in the evening we went to the theatre and watched a Shakespeare's play.

Dad: How interesting! What did you watch?

Kim: It was 'Romeo and Juliet'. Everybody enjoyed the play very much.

Dad: Of course, you did! It's the best Shakespeare's play! How's Tim?

Kim: He's fine. He's with Mr Smith now, feeding their horse, Digby. Please, say hello to Mum.

Dad: Of course, I will. Say hello to Tim. Bye.

Kim: Bye-bye, Dad.

4 Tim is telling his friends about a day in Britain. Listen and answer the questions.

Boy (school bell): Come on, Tim. How was that? Tell us about the best day of your trip!

Tim: It isn't easy to choose one. We spent two weeks there and I enjoyed every moment. I can't tell you which day was better than the others. Well, the first day was very surprising for me. Would you like to listen?

Girl: Yes, sure!

Tim: OK... We were travelling by bus and in the evening we came to the end of the continent, to the sea. We got on a ferry... A ferry is a very big ship that takes people and cars and buses across the sea. So, we got on a ferry and spent about an hour and a half on it. We didn't stay on the bus; we played computer games, watched the sea and took photos. When we arrived and got on the bus again, I looked out of the window and thought I was crazy. Our bus was going along the wrong side of the road! It was going along the left side instead of the right one! I ran to the bus driver to tell him to stop but Mrs Kranz said it was all right. The British drive their cars and buses along the left side of the road.

Boy: Are the cities there very big?

Tim: Yes, there are very big cities in Great Britain, but there aren't only cities-and-cities there. We travelled a lot around the country and I must say the countryside in Britain is really beautiful! And... you won't believe me... there are thousands of sheep there. They say there are more sheep than people in Britain. It can be truth; they are everywhere, funny and nice.

Girl: My mum says that it always rains in Britain. Does it?

Tim: British weather was also a surprise for us. It changed every hour. During one day it was sunny, then cloudy, then rainy, then sunny again. We were lucky because we had umbrellas with us so we didn't get wet. (school bell) We must run now or we'll be late for our Geography lesson.

- 1** A teacher is invited to a school radio station. Listen to the 5 questions of the interview and match the answers to the pictures. One picture is extra.

Alina: Good afternoon, everyone! It's Friday Radio Show, and today we have an interview with our teacher of English, Andrey Petrovich. Hello, Andrey Petrovich. Welcome to Friday Radio Show.

Andrey Petrovich: Hello, Alina.

Alina: Today's interview is called 'What's your favourite?' I'm going to ask you 5 questions. Are you ready?

Andrey Petrovich: Sure! Let's start!

Alina: Question 1: What's your favourite place in our school?

Andrey Petrovich: I love our school a lot! But my favourite place is... it's the classroom where I teach English.

Alina: I thought so! Question 2: What's your favourite work day?

Andrey Petrovich: Favourite work day? I don't know. Let me think. Mmmm... I think my favourite is Friday, because I start working at 10 a.m., and on Fridays we have the Radio Show. I love listening to it!

Alina: That's great! Question 3: What's your favourite thing to do when you don't work?

Andrey Petrovich: I love sport. I jog every morning before I go to work. I also go to the city gym three times a week.

Alina: Wow! Two more questions to go. Question 4: What's your favourite thing to do at home?

Andrey Petrovich: I love cooking!

Alina: Really? My dad never cooks.

Andrey Petrovich: Well, many men can't boil an egg, but I think cooking is easy and very fun.

Alina: OK. Question 5: What's your favourite type of housework?

Andrey Petrovich: I don't like doing the ironing, but I love washing the dishes. I usually turn on some music. It helps me enjoy the washing up.

Alina: You're such a fun person, Andrey Petrovich! Thank you for the interview.

Andrey Petrovich: Thank YOU! It was my pleasure!

- 2** Listen to the teacher. Spell the name of the round sweet bread he baked.

Alina: Andrey Petrovich, you said that you like cooking.

Andrey Petrovich: Yes, Alina. I like cooking a lot, but I also love baking cakes, biscuits, rolls.

Alina: Really? When did you last bake?

Andrey Petrovich: I always bake at weekends. Last time I baked round sweet bread, cinnamon rolls. It's a very easy recipe!

Alina: Cinna... Can you say it again, please?

Andrey Petrovich: It's cinnamon rolls. C-I-double N-A-M-O-N cinnamon, cinnamon rolls.

Alina: How do you spell rolls? I know it's a short word, but I always make a mistake in it.

Andrey Petrovich: It's R-O-double L. Cinnamon rolls. You can google the recipe. It's very easy.

Alina: If it's easy, I want to bake them. So it's C-I-double N-A-M-O-N R-O-double L, right?

Andrey Petrovich: That's correct. Good luck, Alina!

- 3** Alina is speaking about the history of ice cream. Are the sentences true (T) or false (F)?

Alina: It's Friday Radio Show! And now it's time for 'History of Things'. Today I'll tell you a story of ice cream, everybody's favourite dessert. We know that ice cream is made from milk. To make it sweet as a dessert should be, the sugar is added to it. Ice cream goes in a lot of different flavours: chocolate and vanilla, caramel and mint, banana and nuts, cherry and strawberry, and many many other flavours. Of course, first ice creams were different from what we like to eat today. When did people make the first ice cream? More than 2,000 years ago, in China they had a frozen mix of milk and rice for dessert. About 1,500 (one thousand five hundred) years ago, in Greece people ate ice mixed with honey and fruits. Until the 19th century, ice cream was a dessert only for the rich. If you didn't have money, you couldn't buy ice cream. In 1851 in Boston, the Unites States of America, they started the production of ice cream, and it has become very popular since then. Today, only in the USA they make more than 6 billion litres of ice cream every year! They say, there are more than a thousand of ice cream flavours! There are ice creams that taste like green tea or bacon or hotdog, and people buy them!

4 Some teachers make up songs to welcome their pupils at school. Listen to Mr Reed's song and fill in the gaps.

Alina: And now it's time for a song on our Friday Radio Show!
Welcome to the 4th Grade. So happy to meet you!
Can't wait till I see you! We're gonna have a good time!
We'll learn about Science, find ways to apply it,
And I bet that you'll like it. We're gonna have a good time!
Welcome to the 4th Grade. Hello, I'm your teacher.
My name's Mr Reed, and it's very nice to meet you!
I'm from Chicago, and I love eating pizza,
And I dress to impress, but I still rock sneakers.
It's my first year teaching, so it's all real exciting!
Got some ideas, and I'd really like to try them
Like making songs to remember what you hear.
We'll be learning so much by the end of the year!
To my friends and my peers, the parents and the students:
I'm ready, you're ready, we're ready. Let's do this!
(Источник: <https://dwaynereedmusic.bandcamp.com/track/welcome-to-the-4th-grade>)
Alina: Thank you, everyone for listening to Friday Radio Show! See you next Friday!

Unit 8. Books and films

Unit 9. Hobbies

Versions A, B

1 Alina, from Friday Radio Show, is speaking about the most popular hobbies in the world. Listen and match the hobbies to the pictures. One picture is extra. Alina starts from number five.

Girl: Hello, everyone! It's Friday, and it means that our Friday Radio Show is on! Today we will speak about hobbies. Let's see what people in Australia and America, Europe and Asia like doing in their free time. Here's the list of five most popular hobbies in the world. Number 5 is playing computer games. Yes, we all know that sitting too much isn't good for our health, but still playing computer games is very popular with young and older people. Number 4 on our list of most popular hobbies is listening to music. Now it's much easier to do than before. All you need is an iPod and headphones, and you can carry your favourite music with you anywhere you go. So, what's number 3? Number 3 is playing sport. That's very good news, that people of the world like being active more than sitting at a computer. Sport is an ideal hobby if you want to stay healthy. If you aren't doing any sport, think of taking up one! Now, to number 2. The second most popular hobby in the world is... watching TV. Yes. People still watch more TV than browse the Internet. How soon will it change? I don't know. We will see. So, number 1, the most popular hobby in the world is... reading books! Books are the winners! It's such good news! I'm really, really happy that books win over TV and the Internet! That's all news for now. Stay tuned with Friday Radio Show!

2 Listen to Boris. Spell the name of an unusual hobby.

Alina: Hi! It's Friday Radio Show again! We have just talked about the most popular hobbies in the world. They're very traditional like reading books (which is great) and playing computer games (which is not that great). But there are also a lot of hobbies in the world that are very unusual. Today, in our studio, we have Boris Nikitin from Class 6B who knows something about it. Hello, Boris.

Boris: Hello, Alina and Hello, Friday Radio Show!

Alina: Boris, what will you tell us today?

Boris: I know somebody who has an unusual hobby. It's trainspotting.

Alina: Train... what?

Boris (laughs): Trainspotting.

Alina: I don't know what it is. Please tell me and everyone who's listening to Friday Radio Show! Let's start with spelling. How do you spell it, Boris?

Boris: It's T-R-A-I-N-S-P-O-double T-I-N-G. Trainspotting. It's one word.

Alina: One word? I see. Is it T-R-A-I-N-S-P-O-double T-I-N-G?

Boris: Yes! That's correct!

Alina: Thank you, Boris.

3 Boris is answering Alina's questions. Are the sentences true (T) or false (F)?

Alina: So, Boris, what is trainspotting? I hear 'train' in it. Choo! Choo! (imitates the sound) Is it about trains?

Boris: That's right! It's about spotting trains. Train is a means of transport, and spotting is seeing, looking, watching.

Alina: So what do train spotters do?

Boris: Train spotters go to railways stations or other places where they can see trains. They go there and wait for trains.

Alina: What do they do when they see trains?

Boris: Sometimes people take photos of the trains they see and collect their photos. Some people spot all trains they see; some people wait for a special type of train. Sometimes people write down the numbers and names of the trains they see. Some people read a lot to study history of trains.

Alina: Wow! I've never heard of such a hobby!

Boris: Yes, it's very unusual, but trainspotting is very popular in many countries of the world.

Alina: Thank you for telling us about a hobby that nobody has heard of! I'm going to google trainspotting and learn more about it. I'd like to know if anybody in Belarus does trainspotting.

Boris: I'm sure they do. My uncle and his friend learnt about trainspotting when they were in Great Britain. Now they do it every Saturday.

Alina: Really? Oh, wow!

4 Alina is interviewing her English teacher. Listen and answer the questions.

Alina: Hello, it's Friday Radio Show again! Today our guest is our English teacher Alesya Nikolaevna, and she will speak about how not to forget English in summer. Hello, Alesya Nikolaevna.

Alesya Nikolaevna: Hello, Alina. Thank you for inviting me.

Why do I want to talk to you about English in summer holidays? Because if you do nothing with your English all summer, it's 92 days of forgetting all you have been studying so hard during the school year.

Alina: Are you saying that we should read our pupil's books and revise grammar in summer?

Alesya Nikolaevna: No, Alina. I'm saying it's a good idea to find something that you like doing in English and do it regularly. For that, you don't need your pupil's books.

Alina: Hm. What can that be?

Alesya Nikolaevna: If you like watching films, watch one film in English every week. If you want, you can have subtitles, the text that the characters are saying.

Alina: Oh, I can do that!

Alesya Nikolaevna: Or, you can play vocabulary games on apps not to forget English words.

Alina: You're right! We all have smartphones or tablets. We can choose apps that we like.

Alesya Nikolaevna: Absolutely! Or you can take short videos every time when something interesting happens. Take videos and comment on what is going on. Then, in September it will be very easy to talk on the topic 'My summer holidays'.

Alina: That's easy!

Alesya Nikolaevna: Yes! And you can also choose a hobby you would like to take up and learn how to do it watching youtube videos in English.

Alina: Wow! Alesya Nikolaevna, thank you for the ideas!

Alesya Nikolaevna: You are welcome! Find your favourite English activity and do it regularly! Then in Class 7 you will get better marks, I'm sure!

ОТВЕТЫ

VOCABULARY AND GRAMMAR TESTS

Unit 1. Summer activities

Version A

1. 2F, 3D, 4A, 5E, 6B, C — extra.
2. 2. trip, 3. shovel, 4. knife, 5. celebrity, 6. sculptures.
3. 2. was, 3. drew, 4. played, 5. sat, 6. sang.
4. 2c, 3a, 4c, 5b, 6a.
5. 2. Where did you go last summer? 3. Were you at summer camp last year? 4. Are you going on a hike tomorrow? 5. Do you like sitting by the fire? 6. Did your friend go to the country in summer?
6. *Pupils' own texts.*

Version B

1. 2D, 3F, 4G, 5C, 6A, B — extra.
2. 2. hike, 3. spoon, 4. bowl, 5. celebrity, 6. shelter.
3. 2. was, 3. ran, 4. played, 5. spent, 6. told.
4. 2c, 3c, 4a, 5b, 6a.
5. 2. Where did you spend your summer holidays? 3. Were you at the seaside last year? 4. Are you going to take photos tomorrow? 5. Do you like hiking in the mountains? 6. Did your friend make a fire in summer?
6. *Pupils' own texts.*

Unit 2. Nature

Version A

1. 2A, 3G, 4E, 5C, 6B, F — extra.
2. 2. abroad, 3. dangerous, 4. worried, 5. dream, 6. watching.
3. 2. — / —, 3. — / the, 4. — / the, 5. the / —, 6. — / the.
4. 2. ever, 3. just / already, 4. yet, 5. just / already, 6. never.
5. 2. have you been, 3. have visited, 4. has bought, 5. Has he won, 6. have always dreamt / dreamed.
6. *Pupils' own texts.*

Version B

1. 2A, 3G, 4E, 5C, 6F, B — extra.
2. 2. tired, 3. wild, 4. ocean, 5. nature, 6. suitcase.
3. 2. the / the, 3. — / —, 4. — / —, 5. — / the, 6. the / the.
4. 2. just / already, 3. ever, 4. already, 5. never, 6. yet.
5. 2. Have you come, 3. have become, 4. have brought, 5. has always been, 6. have you won.
6. *Pupils' own texts.*

Unit 3. Belarus and English-speaking countries

Version A

1. 2. hundred, 3. of, 4. thousands, 5. should, 6. by.
2. 2. area, 3. temperatures, 4. lies, 5. symbol, 6. famous.
3. 2. population, 3. castle, 4. national, 5. tourists, 6. comfortable, nation — extra.
4. 2. the longest, 3. the worst, 4. more expensive, 5. the farthest / furthest, 6. bigger.
5. 2. Has she come, 3. met, 4. have never been, 5. Did Carol have, 6. told.
6. *Pupils' own texts.*

Version B

1. 2. of, 3. million, 4. for, 5. shouldn't, 6. Thousands.
2. 2. emblem, 3. lies, 4. area, 5. anthem, 6. capital.
3. 2. stripes, 3. crosses, 4. national, 5. symbols, 6. proud.
4. 2. friendlier / more friendly, 3. better, 4. the most comfortable, 5. the largest, 6. farther / further.

2. Has he packed, 3. Have you ever been, 4. did you do, 5. visited, 6. have never been.
- Pupils' own texts.*

Unit 4. Tell me a story

Version A

- 2E, 3B, 4F, 5C, 6D, A — extra.
2. turned, 3. believe, 4. punished, 5. naughty, 6. appeared.
2. opened, 3. saw, 4. ran, 5. tore, 6. started, hang — extra.
2. were making, 3. were swimming, 4. were having, 5. started, 6. hid.
2. was standing, 3. did you see, 4. saw, 5. was crossing, 6. appeared.
- Suggested answer:* The prince was riding his horse when he saw a cave. The magician kept a / the beautiful princess in the cave. The prince and the magician started fighting. While they were fighting, the magician broke his magic finger and lost his magic power. The prince got into the cave and freed the princess.

Version B

- 2E, 3D, 4B, 5A, 6G, C — extra.
2. disappeared, 3. gods, 4. punish, 5. terrible, 6. unusual.
2. hung, 3. flew, 4. fell, 5. broke, 6. believed, tear — extra.
2. was taking, 3. was running, 4. wanted, 5. was playing, 6. heard.
2. was buying, 3. saw, 4. was jumping, 5. did you do, 6. called.
- Suggested answer:* The prince was riding his horse when he saw a wicked witch on the road. She turned the prince into a wolf and put him in the gold cage. While the witch was sleeping, the prince broke the cage. In the garden he drank some water from the magic lake and turned into the prince. He put the witch in the gold cage and rode away.

Unit 5. Household chores

Version A

- 2E, 3F, 4D, 5G, 6B, A — extra.
- 2b, 3b, 4a, 5a, 6b.
2. clean, 3. many, 4. wash, 5. the washing, 6. sweep, any — extra.
- 2a, 3b, 4a, 5b, 6b.
2. There's always something to do about the house. 3. Does anybody like doing the ironing in your family? / Does anybody in your family like doing the ironing? 4. I like it when everything is in its place. 5. There is no junk under my bed or on my desk. 6. Do the dusting with a cloth.
- Pupils' own texts.*

Version B

- 2A, 3B, 4D, 5E, 6G, C — extra.
- 2a, 3a, 4a, 5b, 6b.
2. lay, 3. their beds, 4. vacuum cleaner, 5. the washing, 6. help, the ironing — extra.
- 2a, 3a, 4a, 5b, 6b.
2. My granny always does something about the house. 3. Everybody likes washing the dishes in a dishwasher. 4. Nobody likes making the beds in my family. / Nobody in my family likes making the beds. 5. Is there any junk under your bed or on your desk? 6. Is your room messy or tidy?
- Pupils' own texts.*

Unit 6. Food

Version A

- 2C, 3G, 4A, 5B, 6F, E — extra.
- 2b, 3b, 4a, 5b, 6a.
2. few, 3. junk food, 4. health, 5. cereals, 6. hungry, thirsty — extra.
- 2a, 3a, 4a, 5b, 6a.
2. A lot of potatoes are **eaten** in Belarus. 3. Okroshka **is** served cool. 4. You need 100 grams **of** sugar for the cake recipe. 5. I have **little** money today. I can't buy a snack. 6. How **much** water did you drink yesterday?
- Pupils' own texts.*

Version B

1. 2B, 3A, 4G, 5E, 6D, C — extra.
2. 2b, 3a, 4a, 5b, 6a.
3. 2. few, 3. unhealthy, 4. health, 5. healthy, 6. thirsty, hungry — extra.
4. 2a, 3a, 4b, 5b, 6b.
5. 2. People in Belarus **eat** a lot of potatoes. 3. Pancakes **are** served both hot and cold. 4. How many grams **of** sour cream do I need for the recipe? 5. I always make friends. I have **a few** friends in every school in my town. 6. How **many** glasses of water did you drink yesterday?
6. *Pupils' own texts.*

Unit 7. School Version A

1. 2C, 3D, 4G, 5B, 6E, A — extra.
2. 2a, 3a, 4b, 5b, 6b.
3. 2. lasts, 3. follow, 4. don't have to, 5. have to, 6. polite, behave — extra.
4. 2b, 3a, 4b, 5b, 6a.
5. 2. How often do you have to wash the dishes? 3. How often do your parents have to cook? 4. How much time do you have to spend on homework every day? 5. Does everybody have to help their parents? 6. How many lessons a week does your English teacher have to teach?
6. *Pupils' own texts.*

Version B

1. 2C, 3E, 4B, 5G, 6F, A — extra.
2. 2a, 3b, 4b, 5a, 6a.
3. 2. lasts, 3. breaks, 4. homework, 5. few, 6. don't have to, have to — extra.
4. 2a, 3b, 4a, 5b, 6a.
5. 2. How often do you have to do the dusting? 3. How many hours a week do your parents have to work?
4. Does everybody have to help their parents? 5. How much time do you have to spend at school every day?
6. Do your parents have to wear a uniform?
6. *Pupils' own texts.*

Unit 8. Books and films Version A

1. 2A, 3F, 4C, 5B, 6G, D — extra.
2. 2. mysterious, 3. touching, 4. adventurous, 5. title, 6. character.
3. 2. place, 3. little, 4. everybody, 5. mysterious, 6. character, photos — extra.
4. 2b, 3a, 4b, 5a, 6a.
5. *Pupils' own questions*, 5 types: yes / no, or, tag, wh (1), wh (2).
6. *Pupils' own texts.*

Version B

1. 2G, 3A, 4C, 5F, 6D, B — extra.
2. 2. Historical, 3. adventurous, 4. mysterious, 5. character, 6. title.
3. 2. takes, 3. characters, 4. terrible, 5. clever, 6. boring, romantic — extra.
4. 2a, 3b, 4a, 5b, 6a.
5. *Pupils' own questions*, 5 types: yes / no, or, tag, wh (1), wh (2).
6. *Pupils' own texts.*

Unit 9. Hobbies Version A

1. 2. diving, 3. knitting, 4. painting, 5. playing chess, 6. sightseeing, hunting — extra.
2. 2a, 3a, 4b, 5b, 6b.
3. 2. much, 3. enjoy, 4. ideal, 5. active, 6. such, quiet — extra.
4. 2b, 3a, 4b, 5a, 6b.
5. 2. I'm **interested** in painting. 3. Learning languages is fun **to** do with a friend. 4. My mum thinks **sunbathing** isn't very healthy. 5. He's **such a** good footballer! 6. My granny is good at knitting. My mum is good at it **too**. или **But my mum isn't (good at it)**.
6. *Pupils' own texts.*

Version B

1. 2. making models, 3. keeping pets, 4. learning languages, 5. playing chess, 6. collecting, sightseeing — extra.

2. 2b, 3a, 4b, 5b, 6b.

3. 2. anything, 3. indoors, 4. active, 5. taking up, 6. enjoy, outdoor — extra.

4. 2b, 3a, 4a, 5b, 6b.

5. 2. Knitting is **such an** ideal hobby for rainy days! / Knitting is so ideal for rainy days! 3. My granddad is good at playing chess. But my dad isn't. / My dad **is good too**. 4. We **love sightseeing** when we travel. 5. Are your parents **interested** in keeping pets? 6. Learning languages isn't fun **to** do alone.

6. *Pupils' own texts.*

LISTENING

Unit 1. Summer activities / Unit 2. Nature

Version A

1. 1C, 2D, 3A, 4B, 5B.

2. Pawsitively Pets.

3. 1F, 2F, 3T, 4F, 5F.

4. 1. plants; 2. at night, in the daytime; 3. 5,000, 7,000; 4. four; 5. trees, water.

Version B

1. 1B, 2A, 3D, 4C, 5C.

2. Pawsitively Pets.

3. 1F, 2F, 3T, 4T, 5F.

4. 1. Africa; 2. mice, frogs and snakes; 3. 13, 38; 4. see well; 5. in winter.

Unit 3. Belarus and English-speaking countries / Unit 4. Tell me a story

Version A

1. 1C, 2A, 3F, 4B, 5D, E — extra.

2. 1. England, 2. 5th, 3. fourteen (14), 4. bus, 5. (four different) (host) families.

3. 1b, 2b, 3c, 4a, 5c.

4. 1. The first. 2. A very big ship (that takes people and cars and buses across the sea). 3. He wanted to tell him to stop the bus. / He thought the bus was going along the wrong side of the road. 4. Nice and funny sheep. 5. Every hour.

Version B

1. 1C, 2B, 3E, 4F, 5A, D — extra.

2. 1. England, 2. 5th, 3. fourteen (14), 4. bus, 5. (four different) (host) families.

3. 1b, 2b, 3a, 4b, 5c.

4. 1. An hour and a half. 2. They played computer games, watched the sea and took photos. 3. Left. 4. There are thousands of sheep there. / Sheep are everywhere. 5. It changed every hour. / During one day it was sunny, then cloudy, then rainy, then sunny again.

Unit 5. Household chores / Unit 6. Food / Unit 7. School

Version A

1. 1D, 2E, 3C, 4A, 5F, B — extra.

2. cinnamon roll.

3. 1T, 2F, 3T, 4F, 5T.

4. 1. 4th / fourth, 2. Science, 3. eating pizza, 4. exciting, 5. students.

Version B

1. 1E, 2A, 3B, 4D, 5C, F — extra.

2. cinnamon roll.

3. 1T, 2T, 3F, 4T, 5T.

4. 1. 4th / fourth, 2. Science, 3. eating pizza, 4. exciting, 5. students.

Unit 8. Books and films / Unit 9. Hobbies

Version A

1. 1A, 2E, 3B, 4C, 5F, D — extra.
2. T-R-A-I-N-S-P-O-T-T-I-N-G.
3. 1T, 2T, 3F, 4T, 5F.
4. 1. 92. / Ninety-two. 2. No, she doesn't. 3. It's the text that the characters say / are saying. 4. Revise English words. / Take notes in English. 5. Not to forget English.

Version B

1. 1A, 2B, 3C, 4E, 5D, F — extra.
2. T-R-A-I-N-S-P-O-T-T-I-N-G.
3. 1T, 2T, 3F, 4T, 5F.
4. 1. Not to forget English. 2. No, she doesn't. 3. Once a week. / One film every week. 4. Taking short videos when something interesting happens and making comments. Or taking notes. 5. Children can learn a new hobby.

READING

Unit 1. Summer activities / Unit 2. Nature

Version A

1. 1C, 2F, 3A, 4E, 5B, D — extra.
2. 1F, 2T, 3F, 4F, 5F.
3. 1. Bill. 2. Uncle Jack. 3. (Rattle) snakes (and bears / a bear). 4. Bill. 5. A bear. / An animal.
4. 1. His friend invited him to the farm. / They could sleep in a tent. / It was his first trip to the farm. 2. In the rocks. 3. Owls and wolves (and a bear). 4. Pancakes, bacon, eggs, sausage and milk. 5. They were scared. / It was dangerous.

Version B

1. 1E, 2A, 3F, 4C, 5D, B — extra.
2. 1T, 2F, 3F, 4T, 5F.
3. 1. Ron / His friend. 2. Uncle Jack. 3. (Rattle) snakes. 4. The night. 5. Ron.
4. 1. The trip took over six hours. / The trip was very long. 2. At night. 3. He heard the sounds of animals / owls and wolves. 4. They ran (through the field) to the farmhouse. 5. They were scared. / It was dangerous.

Unit 3. Belarus and English-speaking countries / Unit 4. Tell me a story

Version A

1. 1C, 2A, 3B, 4E, 5D, F — extra.
2. 1F, 2T, 3F, 4T, 5F.
3. 1. In Clock Court. 2. In the (Tudor) Kitchens. 3. In the parks and gardens. 4. In the Maze. 5. In the Haunted Gallery.
4. 1. Guides in historical costumes will take you around the Palace. / Guides in historical costumes will tell you a lot about the lives of kings and queens. 2. The walls are very high. 3. There are ghosts there. / You can see ghosts there. 4. There are small and bigger fountains, trees of different kinds and flowers of every colour everywhere. 5. *Suggested answers:* It is very old / beautiful / exciting. / You can see a lot of interesting places and ghosts. / It is home to most famous Britain's kings and queens.

Version B

1. 1D, 2B, 3A, 4F, 5C, E — extra.
2. 1F, 2T, 3F, 4F, 5F.
3. 1. In the (Tudor) Kitchens. 2. In the parks and gardens. 3. On the ground floor (of the Palace). 4. In the Haunted Gallery. 5. In the (Tudor) Kitchens.
4. 1. He liked the palace (and took it from Cardinal Wolsey). 2. The walls are very high. 3. They want to go on a Family Ghost Tour. (It takes place every Saturday evening.) 4. He killed his two wives / two of his six wives. 5. *Suggested answers:* It is very old / beautiful / exciting. / You can see a lot of interesting places and ghosts. / It is home to most famous Britain's kings and queens.

Unit 5. Household chores / Unit 6. Food / Unit 7. School

Version A

1. 1F, 2B, 3C, 4A, 5D, E — extra.
2. 1T, 2T, 3F, 4T, 5F.
3. 1. Gaudensia. 2. 16 hours. 3. Yes. Because meat and vegetables are good for people. 4. At school breaks.
5. Yes. She makes tea and washes the dishes.
4. 1. Because she is the youngest child in the family, and there are two beds and four people. 2. Because her sisters' lessons start at 7 a.m. 3. Because they don't have money or food from home. 4. Because the school playgrounds are on bare ground and become mud after rain. 5. Because she is a good student.

Version B

1. 1F, 2E, 3C, 4D, 5A, B — extra.
2. 1T, 2F, 3F, 4F, 5T.
3. 1. No, there aren't. / She has a mother and two sisters. 2. 8 hours. 3. No, it isn't. The classrooms are small. The toilet is outside. There is no water. 4. Gaudensia. 5. No. She helps about the house and does her homework.
4. 1. Because she lives in a one-room flat with her family. 2. Because Gaudensia is younger. 3. Because they don't have water at Gaudensia's school. 4. Because one is for younger pupils, one is for older pupils. 5. Because she has to get up at 5 a.m.

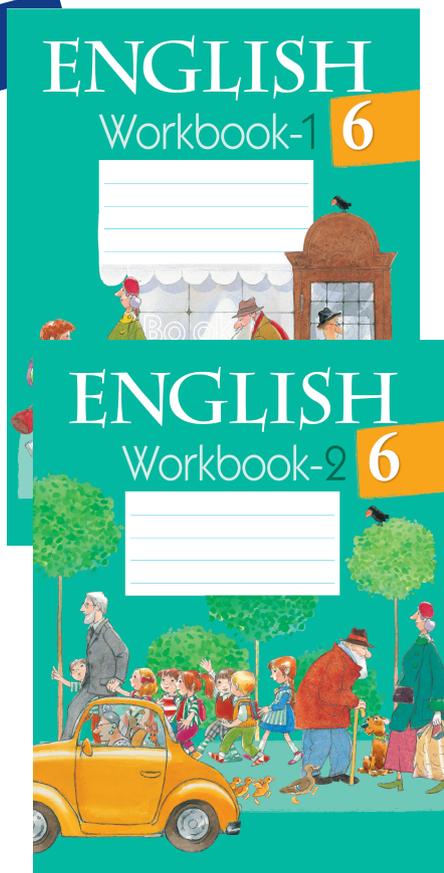
Unit 8. Books and films / Unit 9. Hobbies

Version A

1. 1B, 2E, 3D, 4C, 5A, F — extra.
2. 1F, 2T, 3F, 4T, 5F.
3. 1. Alice and her sister. 2. The White Rabbit. 3. The White Rabbit and Alice. 4. Alice. 5. A / The little bottle.
4. 1. Because it was hot. 2. Because there were no pictures in the book. 3. Because Alice was curious. 4. Because she was too small. 5. Because it said, "Drink me!"

Version B

1. 1F, 2B, 3C, 4A, 5D, E — extra.
2. 1F, 2T, 3F, 4F, 5F.
3. 1. Alice and her sister. 2. Alice's sister. 3. The White Rabbit. 4. Alice. 5. A / The small bottle.
4. 1. Because it was hot. 2. Because she was curious. 3. Because it was lovely with beautiful flowers. 4. Because she was too big for the small door. 5. Because she couldn't get the key. / Because she was too small to get the key.

**Английский язык. 6 класс.
Рабочая тетрадь-1**

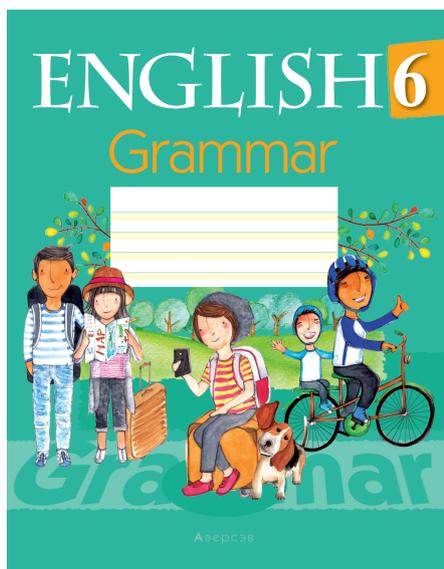
5-е издание

**Английский язык. 6 класс.
Рабочая тетрадь-2**

5-е издание

Рабочие тетради (авторы *Е. Г. Наумова, Н. В. Юхнель, Э. В. Бушуева, А. Л. Гуськов, Т. Е. Лабода, А. В. Манешина, Н. В. Матюш, Н. В. Демченко*) дополняют учебное пособие и содержат упражнения, способствующие развитию устойчивых навыков чтения и письма, а также активизации грамматических структур в устной и письменной речи.

*Рекомендовано
Научно-методическим учреждением
«Национальный институт образования»
Министерства образования
Республики Беларусь*

**Английский язык. 6 класс.
Тетрадь по грамматике**

Т. Ю. Севрюкова, Н. В. Юхнель, Э. В. Бушуева
3-е издание, пересмотренное

Тетрадь дополняет учебное пособие и соответствует программе. Задания помогут шестиклассникам усвоить основные грамматические структуры и правильно употреблять их в речи.



🔍 Аверсэв. Иностранные языки

Присоединяйтесь к нашей группе по иностранным языкам «ВКонтакте»!
Новинки издательства, акции, розыгрыши книг.

Скачано с www.aversev.by