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АНГЛИЙСКИЙ ЯЗЫК

7 КЛАСС

ТЕСТЫ

РЕКОМЕНДАЦИИ ДЛЯ УЧИТЕЛЯ

Учебное электронное издание



Минск
«Аверсэв»
2020

УДК 811.111(075.3)

ББК 81.2Англ-922

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Учебное электронное издание

Дата размещения 15.09.2020. Формат 60×84 ¹/₈. Объем 0,9 Мб.

Общество с дополнительной ответственностью «Аверсэв».

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Для писем: а/я 3, 220090, г. Минск.

ISBN 978-985-19-4650-7

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РЕКОМЕНДАЦИИ ПО ОЦЕНИВАНИЮ ТЕСТОВ

В 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 7» 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 7» 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 составной части 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 — детали 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
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 чтения 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. Appearance

Unit 2. Shopping

Versions A, B

- 1** Jenny is looking through her wardrobe. She can't choose what to wear to the party. Her mum is helping her. Listen and say: What does Jenny think about her clothes? Match.

Mum: What are you doing, dear?

Jenny: I can't choose what to wear to Gina's party on Saturday. What about this skirt?

Mum: I don't think it's a good idea. It's too short. You've grown taller since last year.

Jenny: Well, the dress isn't smart enough and the sweatshirt is too baggy.

Mum: What about the blue blouse? It looks nice on you.

Jenny: Yeah, but I wore it to the school party last month.

Mum: I've got an idea! You can wear your sister's checked shirt!

Jenny: Don't you think it's old-fashioned?

Mum: Well, we really should go shopping to buy something new.

Jenny: Thanks, mum.

- 2** Jenny and her mum are at a shop. Are the sentences true or false?

Shop-assistant: Hello. How can I help you?

Lucy: We are just looking.

Mum: Jenny, come over here and have a look at this blue dress.

Lucy: Oh, yes! Mmm. It looks lovely but I don't like this striped belt.

Mum: Hm. You know what? You can wear it without the belt.

Shop-assistant: Have you found your size?

Mum: Is this a small size?

Shop-assistant: Yes, it is. We also have this dress in green and pink.

Lucy: I like the green one!

Mum: Why don't you try it on, dear?

Lucy: OK. Excuse me, where are the changing rooms?

Shop-assistant: Over there.

Lucy: So, what do you think, Mum? Does it look good?

Mum: Well, it looks too baggy on you. ... Excuse me, have you got this dress in a smaller size?

Shop-assistant: Extra small? Let me see. I'm afraid we've only got it in pink. It's very cool!

Lucy: Pink? No. I'll look like a Barbie doll in pink.

Mum: Why don't you try it with the belt? Then the dress won't look so baggy.

Lucy: OK. Is it better now?

Mum: Much better! You look beautiful!

Lucy: Really? And what shoes will I wear with this dress?

Mum: I think we should go to the shoe department. How much is the dress?

Shop-assistant: 32 pounds, please.

Mum: Here you are.

- 3** Listen to the conversation between Jenny and her mum. Circle the correct items.

Mum: So, you have a new dress and new shoes for the party. What about your hair?

Jenny: I think my hair is too straight. I'll make it wavy.

Mum: Would you like me to help you?

Jenny: That would be great! Thank you, mum.

Mum: I like your red hair. You look like Rapunzel from the fairy-tale.

Jenny: Yeah, but her hair is much longer!

Mum: I used to have long hair too when I was your age.

Jenny: Tell me about your teen years.

Mum: Well, I used to be slightly overweight.

Jenny: You? Overweight? You're so slim now!

Mum: Well, I didn't worry about my weight when I was a teen. I didn't think about it. I had a lot of friends and I was happy around them. I also read a lot. I always took a book with me when I went somewhere.

Jenny: Did you have to wear a school uniform?

Mum: Yes, I did. Actually, I didn't mind. It looked lovely on me. It was a blue checked skirt, a white shirt with a tie and a dark blue jacket.

Jenny: Hm... Your uniform was much prettier than mine!

Mum: Nothing of the kind! Your uniform is nice, too.

Jenny: Oh, it's two o'clock and I haven't ironed my new dress yet!

Mum: Don't worry, dear! I've already done it.

Jenny: Oh, thank you mum! I love you so much!

Mum: I love you too!

4 Jenny is watching a video blog about gifts. Listen to Pat, a teen video blogger, and answer the questions.

Hey guys! In today's video we are going to be doing a gift guide for those who are looking for a perfect gift for their friends and family!

Let's just start with electronics and other cool things. The first gift that everybody would like to have is a smart watch. You can play games on your watch. However, a smart watch can be a little too expensive.

Well, the next gift is a quite popular item today. It's LED strip lights! You can put them around or above your bed, or on the walls of your room and they will flash in different colours.

Next up is a power bank. I'm sure your friends would love to get one. Honestly, and I find it very handy. My phone dies very quickly and my power bank has saved me lots of times.

Now, let's have a look at clothing and shoes. First, we have these yellow checked trainers. They go well with everything: jeans, skirts, dresses or shorts.

If you live anywhere where it's actually cold this time of year, I would definitely recommend this lovely baggy sweatshirt. Wearing clothes that is bigger than your size is very popular this season.

Another cool gift is friendship bracelets. You can buy them individually or in packs. Look at my friendship bracelet. I've had it for two years. My best friend gave it to me; and she wears the same one!

I hope you guys enjoyed this video and got some ideas for your perfect gift. See you next time!

Unit 3. Friendship

Unit 4. Sports

Versions A, B

1 Listen to some facts about yoga. Circle the correct item.

Yoga is an old discipline that started in India over 5,000 years ago. Today more than 300,000,000 people around the world do yoga, and the number is growing. There are yoga classes for men and women, older people and adults, children and even for babies. There are classes for beginner yogis and for people who have been doing yoga for many years. Yoga is a combination of physical, breathing and meditation exercises that help people be healthy and happy.

2 Listen to some advice on how to make friends. Are the sentences true or false?

Some kids are very popular with their classmates and have lots of friends. But for some making friends is not that easy. How do people make friends? How do they keep those friendships? Here is some advice.

Friends share common interests. Do you like reading and talking about books? Then join a reader's club. Do you like dancing? Join a dance class. Do you like theatre? Join a drama circle. Look for a place where people do what interests you. Then you will be doing what you enjoy, plus you will be able to meet people who share your interest.

Friends trust each other. To trust someone, you need to know your classmates or teammates well. What helps getting to know people better? Listening to them! Let the other person speak. Don't interrupt. Listen to understand, not to always say what you think.

Friends support each other. Join a sports team at your school or at the local sports centre. By playing a team sport, you will learn how to win, lose and support each other. To win a game, all team members need to

think about what is good for the team, not for individual players. To win a game, all team members need to learn to communicate. Sport also teaches people to lose. Losing a game is easier when you have support from your teammates.

3 Listen about Belarus at the Olympic Games. Choose the correct items.

When Belarus was part of a bigger country, the Soviet Union, Belarusian athletes participated in the Olympic Games as Soviet athletes, not Belarusian. In 1991, the Soviet Union broke up and Belarus became independent. In 1994, Belarus — for the first time — participated in the Olympics as an independent country.

Since then, Belarus has competed in the Olympic Games 14 times: 7 times in the Winter Olympics and 7 times in the Summer Olympics.

Since 1994, Belarusian athletes have won medals a total of 71 at Winter and Summer Olympics, 20 of which were gold.

In summer sports, Belarusians are very good at athletics. They have won 14 medals. In winter sports, Belarusians are very good at biathlon, a combination of cross-country skiing and rifle shooting. They have won 10 medals.

4 Listen to the story about Sky Brown who loves skateboarding and is really good at it. Answer the questions.

Sky Brown is an 11-year-old girl who loves skateboarding. She started skateboarding when she was about 3 years old. Her dad used to be a skateboarder, and his skateboard was his daughter's favourite toy when she was a baby. Then her dad bought Sky her own board and built a mini ramp in the backyard.

Sky says that she has never had a coach in skateboarding and taught herself to skateboard by watching YouTube videos.

Sky's dad is from Britain. Her mum is Japanese. They have a home in the United States and a home in Japan. Sky spends half the school year in Japan and half in the USA. She spends a lot of time in skate parks in both Japan and the US. Sky has friends at school in America and Japan, and she finds a way to stay in contact with them when she is away.

Sky started taking part in skateboarding competitions when she was 8 years old. Now she is a professional skater. Sky is very popular on Instagram. She has over 500,000 followers there.

Sky says that she is a typical girl. She believes that girls can do anything that boys can.

Unit 5. Travelling back in time

Unit 6. Town and village

Unit 7. Travelling to world capitals

Versions A, B

1 Listen to the story that happened to one family. Match the parts of the sentences. One item is extra.

One day a rich man who lived in a city took his son on a trip to a village. The dad wanted to show his son how villagers lived, and how much life in the city was more comfortable and interesting. The dad and the son spent a weekend with a poor family on their farm. When the dad and his son returned home, the dad asked his son how the trip was. The son said that it was great. Then, the dad asked what the son learned from the trip. The son said that in the city they had a dog, but the family in the village had four dogs. In the city, they had a swimming pool, but the village family had a river. In the city, they bought their food in a shop, but the village family grew their food on their farm. In the city, they had electric lights, but in the village, they had stars. In the city, they had walls to protect them, but the villagers had friends. In the city, they had television, but the villagers spent time with their families. Then the son said, "Thank you dad, for showing me how poor we are!"

2 Look at the painting and listen to the story about it. Are the sentences true or false?

This painting is called "Winter evening". It was painted by the Belarusian artist Igor Barkhatkov in 2004. The artist used to live in Minsk, but he liked painting the countryside so much that over 25 years ago he moved from the capital city to a village. In this picture you can see a real street in the real village of Khoruzhi in the Volozhinski region. The people who live in those houses are the artist's neighbours and friends. Like all Belarusian village people, they are hard-working and hospitable, helpful and open.

In "Winter evening", Igor Barkhatkov painted what he could see from his window. It wasn't very easy to paint a sunny winter evening because in Belarus we don't get many sunny days, especially sunny evenings. It took the

artist about two months to finish the painting. However, Igor Barkhatkov did a really good job, and his “Winter evening” shows a small Belarusian village in winter with its one-storey houses along a village street, tall trees as old as the houses, long shadows on piles of snow, and hope for the coming spring.

3 Listen to the school quiz. Circle the correct items.

School Radio DJ (boy): Hi, everyone! Today is the final round of the history quiz, and it’s about the history of our town. Let’s see who wins the competition today: Karina from Class 7C or Stepan from Class 7A. Let’s see who can get the most points in five minutes. Question number one. Everybody in our town loves the town hall square. When was the town hall constructed?

Boy / Stepan: I know it was more than 100 years ago!

School Radio DJ: Right! But when exactly?

Girl / Karina: In 1905!

School Radio DJ: That’s correct! Karina, you get one point. Question number two. When was the first bank built?

Girl / Karina: The same year! 1905!

School Radio DJ: Right! So, Karina, you have two points. Now, question number three. The exhibition centre was reconstructed in 2010. My question is: when was it originally built?

Girl / Karina: Before World War II?

Boy / Stepan: Of course, before the war! I know! My grandad told me! His dad worked as an engineer for the first exhibition centre! Let me think... Yeah! The construction was finished in 1938.

School Radio DJ: That’s amazing! Stepan, you’re absolutely right! The exhibition centre opened its doors in 1938. It’s two to one at the moment, and Karina is ahead. Now, question number four. Which fitness centre was the first in our town, and when did it open?

Girl / Karina: I know! My brother works there. It’s Fitness World! They moved into a new building last year, but they have been operating since 1990.

Boy / Stepan: No, it was 1995! I saw a documentary film about it!

School Radio DJ: Stepan, I also saw that documentary, but it was about Fitness For All, not about Fitness World. Karina is right: the first fitness centre in our town was Fitness World and it was founded in 1990. So, it’s three to one. Karina is leading. The next question is: when was the first high-rise building in our town built?

Boy / Stepan: Is it... the City Hotel?

School Radio DJ: Yes, Stepan! It’s correct! It’s the City Hotel, and it is 7 storeys tall. But the question is when it was built.

Girl / Karina: They were celebrating the 40th anniversary last year! So... the hotel was built in...

Boy / Stepan: 1980!

School Radio DJ: That’s correct! Good job, Stepan! The score is three to two.

(signal to finish the game)

School Radio DJ: Oh, time is up! In five minutes, Karina collected three points, and Stepan — two. Karina wins the quiz, but you were both good today. Thanks, everyone! Join us next Friday for the Geography quiz.

4 Listen to a part of a documentary about the history of ancient cities. Answer the questions.

Today hundreds of millions of people live in cities, and we think that cities are a modern invention. However, cities have a very long history.

The birth and development of the first cities were closely connected to the growth of farming. The first people were hunters and gatherers: they ate what nature gave to them, and often had to go to bed hungry. They moved from one place to another in search of a better place so that they always had something to eat. Later, about 10,000 years ago, people learned to grow crops and bake bread. They domesticated animals and learned to use them in the fields. People started to settle in places that were convenient for farming crops and raising animals.

Farmers needed to protect their fields, crops and animals from attacks by other groups of people. So, the more people lived in a settlement the safer the settlement was. That is how first villages appeared. Many villages grew larger and in the end they became towns. It was really important to develop towns near rivers: water was needed for drinking, for keeping people’s bodies clean, and also for watering the fields. The first towns that were able to become centres of ancient civilizations were situated near rivers: the Egyptian civilization developed on the River Nile, Mesopotamia situated between the rivers the Euphrates and the Tigris, and the Indian civilization grew along the river Indus. The lands near the river were very good for growing crops. When people learned to build canals, they became less dependent on the water. Farmers were able to feed a whole city, and soon towns became cities.

Today hundreds of millions of people live in cities, and like thousands of years ago, people are attracted to live in cities because city life is much easier than in a village, and people who live in a city have a better chance to improve their lifestyle than villagers.

Unit 8. From Australia to Belarus

Versions A, B

Unit 9. English

1 Listen to five airport announcements. Match the beginnings and endings of the sentences. One item is extra.

One. Passengers for flight BA 0234 to London, please go to gate 7.

Two. Passengers for flight EK 023 to New York, please proceed to gate number 41.

Three. Good morning. This is an announcement for passengers travelling to Canberra on flight BA 0434, please go to gate 17.

Four. Passengers for flight EK 066 travelling to Canberra, please proceed to gate number 31.

Five. All passengers travelling to Minsk on flight B2 950, please have your boarding passes and passports ready. The flight is now boarding at gate 12.

2 A passenger is checking in for a flight. Listen and decide if the sentences are true or false.

Check-in assistant: Hello. Are you flying to Canberra today?

Passenger: Yes, I have an electronic ticket. Just a minute. Let me find it.

Check-in assistant: It's ok if you can't find it. Please give me your passport. All your ticket information is on my computer.

Passenger: Oh? OK. Here you are.

Check-in assistant: Thank you. Your name is... (clicks on the keyboard) Antonio Luis and you are on the flight to Canberra. Great.

Passenger: Is it possible to get an aisle seat, please? It's such a long flight, and I would like to stand up and stretch my legs a couple of times.

Check-in assistant: Sure. An aisle seat. (clicks on the keyboard) ... Are you checking in any luggage, Mr Luis?

Passenger: Yes, just this one.

Check-in assistant: Please place it on the scales. ... Thank you. (clicks on the keyboard)

Passenger: I have a stopover in Dubai. Do I need to pick up my luggage there?

Check-in assistant: No, Sir. Your suitcase will go straight to Canberra. ... Okay. Here is your boarding pass. Be at the gate one hour before the boarding time. Have a nice flight!

Passenger: Thank you!

3 Listen to some facts about the visa-free rules for foreign visitors to Belarus. Choose the correct items.

Belarus has always been a hospitable country. Now, it is open to foreign visitors like never before. Since July 2018, citizens from around 80 countries can visit Belarus without a visa, and stay in the country for 30 days. The list of countries includes all European Union countries, and some countries of the Americas, Asia, Africa and Australia.

A very important detail is that those visa-free tourists must fly in and out of Minsk International airport. There are no limits on the number of those trips to Belarus, but the total period of stay shouldn't be more than 90 days per calendar year.

Visitors must have a valid passport and money, about 22 euros for each day of their stay. Visitors to Belarus must also have a medical insurance. The easiest way to get it is to buy it upon arrival at the airport.

4 Listen to *The Tale of the Hunchback*, one of the stories from the book *One Thousand and One Arabian Nights* translated into English by Sir Richard Burton. Answer the questions.

The Tale of the Hunchback

Long ago, in the town of Basrah, a tailor and his wife lived happily and loved each other. One day, when the tailor was working in his shop, he heard beautiful music and a song. It was a hunchback who had stopped to rest outside the tailor's shop. He sang so beautifully that the tailor invited the hunchback to his home for dinner, and to sing a song or two to the tailor's beloved wife.

When the tailor and hunchback arrived, the table was laid for dinner, and in the middle of the table there was a huge dish of freshly cooked fish. The hunchback liked the fish a lot. He was eating it and telling funny jokes, and

when he laughed again, a fishbone got stuck in his throat. The tailor and his wife tried to help the hunchback, but they couldn't, because the fishbone was too big and too sharp. The hunchback was dead. Oh, no! The tailor and his wife felt sorry for the poor man, but they were also very frightened and afraid to get into prison for killing a man. They thought and thought and thought, and they decided to take the dead body to someone else's house. The tailor picked up the hunchback by his head, and his wife took his feet, and they carried the body to the doctor's house, knocked on his door and ran away. The doctor lived in a two-storey house, and when he rushed to the door, he fell down the stairs right onto the hunchback. The doctor thought that he had killed a patient and was horrified of the thought that the police would take him to prison. The doctor pulled the body inside his house, frightened his wife to death, but they had to wait for the night to come. The doctor thought hard but he wasn't able to think of anything good. Then his wife said that she had an idea. The doctor had to agree with his wife because that was the only idea they had. So, when it got dark and quiet, the doctor and his wife pulled the body upstairs and on the roof and from there — to their neighbour's roof and through the chimney down into the neighbour's bedroom. That night, the neighbour had been at a party. When the neighbour came home very late at night and went into his dark bedroom, he saw a man who was standing near the fireplace. The neighbour grabbed a stick and hit the man. The man fell down. When the neighbour looked at him, the night guest was dead. Oh, no! He had killed a man! Not to get arrested, the neighbour pulled the dead body outside his house and put him against a wall near a shop. When in the morning the policeman found the dead man, he saw that the dead man was the hunchback who used to sing and play music for the Sultan... You can learn what happened next if you read The Tale of the Hunchback. I can only tell you that the hunchback was never dead.

ОТВЕТЫ

VOCABULARY. GRAMMAR. WRITING

Unit 1. Appearance

Version A

1. 2D, 3A, 4C, 5G, 6F, E — extra.
2. 2. sun-tanned, 3. freckles, 4. braces, 5. pretty, 6. skinny.
3. 2. slim, 3. a bit, 4. shoulder-length, 5. wavy, 6. pony-tail, freckles — extra.
4. 2c, 3b, 4c, 5b, 6a.
5. 2. fitter, 3. the worst, 4. the kindest, 5. shy, 6. more confident.
6. *Learners' own answers.*

Version B

1. 2C, 3D, 4B, 5A, 6F, E — extra.
2. 2. pale, 3. good-looking, 4. character, 5. slim, 6. straight.
3. 2. straight, 3. smile, 4. freckles, 5. pretty, 6. overweight, fair — extra.
4. 2a, 3c, 4a, 5c, 6b.
5. 2. more serious, 3. overweight, 4. the worst, 5. fitter, 6. the friendliest / the most friendly.
6. *Learners' own answers.*

Unit 2. Shopping

Version A

1. 2G, 3F, 4A, 5C, 6E, B — extra.
2. 2. checked, 3. tight, 4. belt, 5. style, 6. size.
3. 2. fashion, 3. window-shopping, 4. elegant, 5. try on, 6. ads, product — extra.
4. 2. has broken, 3. haven't visited, 4. have you known, 5. has been playing, 6. have won.
5. 2. No, it's too late **to** watch TV. Go to bed! 3. She didn't run **fast enough** to win the race. 4. My clothes **are** dirty. 5. Where's the money? I put **it** in my bag yesterday. 6. **This** news is very sad.
6. *Learners' own answers.*

Version B

1. 2A, 3D, 4G, 5C, 6E, B — extra.
2. 2. tight, 3. striped, 4. trainers, 5. smart, 6. style.
3. 2. window-shopping, 3. ads, 4. shopping list, 5. products, 6. recently, try on — extra.
4. 2. has been looking, 3. Has she bought, 4. hasn't found, 5. have Jessie and Kate been, 6. have been playing.
5. 2. It was **too** cold to go to the beach. 3. I'm not **tall enough** to play basketball. 4. The news **has** made everyone happy. 5. Where **is** the money? 6. Take **these** shorts. They are lovely.
6. *Learners' own answers.*

Unit 3. Friendship

Version A

1. 2G, 3A, 4B, 5F, 6D, C — extra.
2. 2. common, 3. advice, 4. character, 5. toxic, 6. loyal.
3. 2. honest, 3. hard-working, 4. share, 5. fall out; 6. forever, get on — extra.
4. 2b, 3c, 4c, 5c, 6a.
5. 2. What **is** he like? 3. What **does** your BFF like? 4. **Since** my tenth birthday. 5. How many model cars have you **collected**? 6. **None** of my classmates...
6. *Learners' own answers.*

Version B

1. 2C, 3A, 4G, 5D, 6F, B — extra.
2. 2. names, 3. friendship, 4. appearance, 5. advice, 6. honest.
3. 2. neither, 3. common, 4. kind-hearted, 5. bullies, 6. forever, likes — extra.

4. 2a, 3b, 4b, 5c, 6a.
 5. 2. What **does** she like? 3. What **is** your best friend like? 4. **Since I was** 16 years old. 5. How many games has your team **won**? 6. **Neither** of my parents...
 6. *Learners' own answers.*

Unit 4. Sports

Version A

1. 2C, 3F, 4B, 5G, 6D, A – extra.
2. 2. Gymnastics, 3. compete, 4. competitive. 5. hockey, 6. place.
3. 2. keep fit, 3. compete, 4. Olympic Games, 5. record, 6. professional, opponent – extra.
4. 2. the, 3. doing, 4. doing, 5. watching, 6. the.
5. (2 options are possible for each answer) 2. So do I. / I don't. 3. So am I. / I am not. 4. So do I. / I don't.
5. Neither do I. / I do. 6. Neither can I. / I can.
6. *Suggested answer* (7 sentences are enough):

The 2014 Winter Olympics took place in Sochi, Russia, in 2014. The games started on February 7 and finished on February 23. The mascots of the Olympics were the Leopard, the Hare and the Polar Bear. 88 national teams participated in the Games. The Opening and Closing Ceremonies took place at Fisht Olympic Stadium. Athletes competed in 98 sports events in 7 winter sports: biathlon, bobsleigh, curling, ice hockey, luge, skating and skiing. 2,780 athletes took part in the Winter Olympic Games in Sochi, and 40 % of them were women. 293 medals were won by the best sportspeople during the Games. The Russian team won 29 medals which was the greatest number of medals at the 2014 Winter Olympics. The USA won 28 medals, and Belarus won 6. The official website of the Olympics is <https://www.olympic.org/sochi-2014>.

Version B

1. 2D, 3B, 4C, 5F, 6G, A – extra.
2. 2. Athletics, 3. championship, 4. equipment, 5. hockey, 6. keep.
3. 2. take up, 3. compete, 4. medals, 5. professional, 6. record, take place – extra.
4. 2. the, 3. doing, 4. —, 5. —, 6. go.
5. (2 options are possible for each answer): 2. So do I. / I don't. 3. Neither am I. / I am. 4. So do I. / I don't.
5. So can I. / I can't. 6. Neither do I. / I do.
6. *Suggested answer* (7 sentences are enough):

The 2014 Winter Olympics took place in Sochi, Russia, in 2014. The games started on February 7 and finished on February 23. The mascots of the Olympics were the Leopard, the Hare and the Polar Bear. 88 national teams participated in the Games. The Opening and Closing Ceremonies took place at Fisht Olympic Stadium. Athletes competed in 98 sports events in 7 winter sports: biathlon, bobsleigh, curling, ice hockey, luge, skating and skiing. 2,780 athletes took part in the Winter Olympic Games in Sochi, and 40 % of them were women. 293 medals were won by the best sportspeople during the Games. The Russian team won 29 medals which was the greatest number of medals at the 2014 Winter Olympics. The USA won 28 medals, and Belarus won 6. The official website of the Olympics is <https://www.olympic.org/sochi-2014>.

Unit 5. Travelling back in time

Version A

1. 2D, 3A, 4G, 5E, 6F, B – extra.
 2. 2. monuments, 3. found, 4. extinct, 5. huge, 6. invented.
 3. 2. graves, 3. dead, 4. buried, 5. invented, 6. archaeologists, treasure – extra.
 4. 2. by, 3. were buried, 4. used to be, 5. is visited, 6. visited.
 5. 2. were used, 3. were built, 4. are used, 5. are built, 6. will be used.
 6. *Suggested answer* (Learners choose one object):
 Invention 1. The compass
1. The invention is a compass.
 2. It was invented over 2,000 years ago.
 3. The compass was invented in China. We don't know the name of a person who invented it.
 4. The first compasses were made from lodestone. They were in the shape of a ladle on a metal plate, and the ladle always pointed south. Now, compasses are magnetised needles that move freely and always point north.

5. First, the compasses were used to find gems and select places for building houses.
6. I think that a compass is useful because it helps people find some objects and get to places.
7. Later, people started using the compass as an instrument to show directions and navigate ships.
8. I think that the compass will be used in the future. GPS is a good invention, but in some places it doesn't work. The compass works everywhere.

Invention 2. Paper

1. The invention is paper.
2. It was invented about 2,000 years ago.
3. Paper was invented in China. We don't know the name of a person who invented it.
4. First, paper was made from rags. Later, it was made from bark, hemp and bamboo.
5. In the past, paper was used for writing and book printing.
6. I think that inventing paper was a good idea because it's used for making books, and books are good because they tell stories and teach us.
7. Paper is used today for writing and book printing. People also use paper for painting.
8. I think, paper will be used in the future. People will read electronic books, but they will print books for their children. I think it's important for children who learn to read to have real books.

Version B

1. 2B, 3E, 4G, 5A, 6C, D — extra.
2. 2. monument, 3. treasure, 4. sword, 5. huge, 6. invention.
3. 2. graves, 3. built, 4. buried, 5. archaeologists, 6. treasure, skeletons — extra.
4. 2. by, 3. were buried, 4. used to be, 5. is visited, 6. visited.
5. 2. were made, 3. were used, 4. are built, 5. are used, 6. will be built.
6. *Suggested answer* (Learners choose one object):

Invention 3. Gunpowder

1. The invention is gunpowder.
2. It was invented about 1,000 AD.
3. Gunpowder was invented by Chinese alchemists who wanted to get immortality.
4. They mixed chemical elements: sulfur, charcoal and saltpeter.
5. In China, it was used for making firecrackers. In Europe, it was used for creating cannons and guns.
6. I think that gunpowder was a bad invention because it is used in weapons.
7. Today, gunpowder is used in guns and firecrackers.
8. I hope gunpower won't be used in the future.

Invention 4. Silk

1. The invention is silk.
2. It was invented about 6,000 years ago.
3. Silk was invented in China. It was kept a secret for thousands of years.
4. The fiber was produced by silkworms.
5. Silk was used for making clothes.
6. I think silk was a good invention because it's a natural material for clothes.
7. Silk is used today. People use it for making clothes.
8. I think silk will be used in the future because silk is beautiful.

Unit 6. Town and village

Version A

1. 2B, 3D, 4G, 5F, 6A, C — extra.
2. 2. Cathedral, 3. skyscraper, 4. Visitors, 5. mentioned, 6. convenient.
3. 2. founded, 3. situated, 4. picturesque, 5. built, 6. hospitable, heating — extra.
4. 2. were brought, 3. brought, 4. were taken / have been taken, 5. were infected, 6. will be brought.
5. 2. ... suffered..., 3. ... suffer / are suffering..., 4. ... are brought..., 5. ... is ruled..., 6. ... will be destroyed / can be destroyed...
6. *Learners' own answers.*

Version B

1. 2D, 3B, 4F, 5E, 6A, C — extra.
2. 2. Cathedral, 3. skyscraper, 4. picturesque, 5. hotel, 6. situated.
3. 2. constructed, 3. attractive, 4. situated, 5. exhibition, 6. worth, citizen — extra.
4. 2. were hunted, 3. were cut down, 4. kill, 5. were infected, 6. will be brought.
5. 2. couldn't survive (to — лишнее слово)..., 3. ... were hunted..., 4. ... were cut down..., 5. ... is ruled..., 6. ... will be forgotten / can be forgotten / can become forgotten.
6. *Learners' own answers.*

Unit 7. Travelling to world capitals

Version A

1. 2G, 3E, 4D, 5B, 6A, C — extra.
2. 2. time, 3. arrive, 4. ticket, 5. luggage, 6. aisle.
3. 2. itinerary, 3. journey, 4. guided, 5. landmarks, 6. time, guide — extra.
4. 2. leaves, 3. are we doing / are we going to do, 4. are going / are going to do, 5. will go, 6. will bring.
5. 2. the Hermitage, 3. the World Cup, 4. Canberra, 5. McDonald's, 6. Oxford Street.
6. *Learners' own answers.*

Version B

1. 2D, 3E, 4A, 5F, 6G, B — extra.
2. 2. catch, 3. miss, 4. ticket, 5. luggage, 6. aisle.
3. 2. itinerary, 3. landmark, 4. book, 5. journey, 6. local, flight — extra.
4. 2. leaves, 3. will find, 4. am going / am going to go, 5. will send, 6. are we staying / are we going to stay.
5. 2. the Bolshoi Theatre, 3. the World FIFA Cup, 4. Australia, 5. McDonald's, 6. Heathrow.
6. *Learners' own answers.*

Unit 8. From Australia to Belarus

Version A

1. 2B, 3E, 4C, 5G, 6F, A — extra.
2. 2. cattle, 3. Minerals, 4. states, 5. scared, 6. beach.
3. 2. surrounded, 3. gorgeous, 4. landscapes, 5. divided, 6. Mining, population — extra.
4. 2. will take, 3. travel, 4. will take, 5. walk, 6. will need.
5. 2. Your dad goes on business trips every month, doesn't he? 3. Do they speak English or French in Australia? 4. When I do my homework, I feel confident and get good marks. 5. I'll be late for school unless I leave home early enough. / I'll be late for school if I don't leave home early enough. 6. Travelling is more fun if you make friends with local people.
6. *Learners' own answers.*

Version B

1. 2B, 3F, 4A, 5G, 6D, E — extra.
2. 2. Wheat, 3. mining, 4. states, 5. homesick, 6. shore.
3. 2. surrounded, 3. population, 4. government, 5. mild, 6. gorgeous; extra — central.
4. 2. will need, 3. travel, 4. will take, 5. walk, 6. will need.
5. 2. Your parents book tickets online, don't they? 3. Do they speak English or Belarusian in Belarus?
4. I don't get good marks unless I do my homework. / I don't get good marks if I don't do my homework.
5. When I leave early enough, I arrive at school on time. 6. Making friends with local people is fun if you can speak their language.
6. *Learners' own answers.*

Unit 9. English

Version A

1. 2D, 3E, 4A, 5F, 6B, C — extra.
2. 2. disability, 3. translate, 4. comic, 5. project, 6. careful.
3. 2. translate, 3. important, 4. useful, 5. study, 6. use, useless — extra.
4. 2a, 3b, 4c, 5b, 6a.

5. 2. were, 3. able, 4. Can, 5. Should, 6. should.

6. *Learners' own answers.*

Version B

1. 2E, 3C, 4B, 5G, 6A, F — extra.

2. 2. disabled, 3. study, 4. cartoon, 5. challenge, 6. careless.

3. 2. translate, 3. important, 4. study, 5. use, 6. compositions, return — extra.

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

5. 2. were, 3. could, 4. Can, 5. able, 6. Should.

6. *Learners' own answers.*

LISTENING

Unit 1. Appearance / Unit 2. Shopping

Version A

1. 1C, 2B, 3E, 4A, 5F, D — extra.

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

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

4. 1. You can put them around your bed or your walls. 2. You can play games on your watch. 3. Yellow checked trainers. 4. Bigger than your size. 5. For two years.

Version B

1. 1A, 2C, 3D, 4B, 5E, F — extra.

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

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

4. 1. It's (a little) expensive. 2. Her phone dies very quickly (and her power bank has saved her lots of times). 3. Jeans, skirts, dresses or shorts. 4. A (lovely) baggy sweatshirt. 5. Two years ago.

Unit 3. Friendship / Unit 4. Sports

Version A

1. 1. 5,000, 2. India, 3. 300,000,000, 4. babies, 5. breathing.

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

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

4. 1. Her dad's skateboard. 2. By watching youtube videos. 3. Because her parents have a home in Japan, and Sky goes to school there half the school year. 4. When she was 8. 5. No. / No, there isn't. / No. She thinks / believes that girls can do anything that boys can do.

Version B

1. 1. India, 2. 5,000, 3. 300,000,000, 4. ages, 5. happy.

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

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

4. 1. Because Sky's favourite toy was her dad's skateboard. / Because Sky liked skateboarding. 2. Nobody. Sky taught herself to skateboard by watching youtube videos. 3. Because her parents have a home in the United States / the USA, and Sky goes to school there half the school year. 4. She started taking part in skateboarding competitions. 5. No. / No, there isn't. / No. She thinks / believes that girls can do anything that boys can.

Unit 5. Travelling back in time / Unit 6. Town and village /

Unit 7. Travelling to world capitals

Version A

1. 1C, 2A, 3E, 4D, 5F, B — extra.

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

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

4. 1. They were hunters and gatherers. / They gathered food and hunted animals. / They collected what they could find. 2. About 10,000 years ago. 3. They started living in groups / settlements / together. 4. Because water was important. / Because they needed water for drinking, keeping their bodies clean and watering their fields. 5. Because life in a town was easier.

Version B

1. 1E, 2F, 3C, 4A, 5D, B — extra.
2. 1F, 2T, 3F, 4T, 5F.
3. 1a, 2a, 3c, 4b, 5c.

4. 1. Because they needed to find something to eat. 2. To use them in the fields. 3. Because in a settlement their crops and animals were better protected from attacks from other groups of people. 4. For drinking, keeping their bodies clean, and for irrigating / watering the fields. 5. Because city life is easier.

Unit 8. From Australia to Belarus / Unit 9. English

Version A

1. 1C, 2A, 3E, 4F, 5D, B — extra.
2. 1T, 2T, 3T, 4F, 5F.
3. 1c, 2a, 3a, 4c, 5c.

4. (remember, it's the test of listening skills, so please look for the meaning not accuracy) 1. Because the tailor invited the hunchback to have dinner in his house, and also to sing and play music for his wife. 2. They took / carried the body to the doctor's house. 3. Because the hunchback was dead after the neighbour hit / had hit the hunchback with a stick. 4. Because they thought they killed / had killed the hunchback. 5. Nobody / No one.

Version B

1. 1F, 2B, 3A, 4D, 5C, E — extra.
2. 1F, 2F, 3T, 4T, 5T.
3. 1b, 2a, 3c, 4a, 5c.

4. (remember, it's the test of listening skills, so please look for the meaning not accuracy) 1. Because they didn't want to go to prison for killing the hunchback. 2. That he killed / had killed the hunchback / man. 3. Because the hunchback was dead after the neighbour hit / had hit him. 4. Because the hunchback sang and played music for the Sultan. 5. Nobody / No one.

READING

Unit 1. Appearance / Unit 2. Shopping

Version A

1. 1D, 2F, 3E, 4C, 5A, B — extra.
2. 1F, 2F, 3T, 4F, 5F.
3. 1. In a (big) suitcase. 2. She bought it. 3. It looked like a (very small) potato. 4. Caramel candy. 5. Mr Nilsson, the monkey.

4. 1. There was no one to tell her to go to bed and no one who could make her take fish oil. / There was no one to tell her what to do. 2. Her dresses were well ironed. 3. Her father bought them for her (in South America). 4. They were different: one brown and the other black. 5. They met an unusual girl with a monkey.

Version B

1. 1D, 2B, 3F, 4C, 5A, E — extra.
2. 1F, 2T, 3F, 4T, 5F.
3. 1. Gold coins. 2. Tommy and Annika. 3. Blue and red. 4. On Pippi's shoulder. 5. Blue trousers, a yellow checked jacket, and a white straw hat.
4. 1. She had no mother and no father. 2. She was very strong. 3. They were much longer than her feet. 4. They saw a monkey sitting on the girl's shoulder. 5. They met an unusual girl with a monkey.

Unit 3. Friendship / Unit 4. Sports

Version A

1. 1F, 2B, 3C, 4E, 5D, A — extra.
2. 1F, 2T, 3F, 4F, 5F.
3. 1. Friends / They teach people important social skills, develop character and bring fun and joy (радость). People who have friends are happier and live longer. 2. When they start kindergarten, usually

when they are 3 or 4. 3. Friends. 4. Independent people support themselves and their families. They raise children and take care of their own parents who have become old. They have a job, can have what they need. 5. Because their children have grown up and left home, and because old people don't go to work.

4. 1. Because they will always be there. 2. Because children usually can't understand that other children can have a different opinion or do things in a different way. 3. Communication, negotiation (умение договариваться) and problem solving. 4. Because they need to have someone who shares their interests and accepts them. They need help and advice. 5. Because it will make them feel happier.

Version B

1. 1D, 2A, 3C, 4E, 5F, B – extra.

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

3. 1. Friends / They teach people important social skills, develop character and bring fun and joy (радость). People who have friends are happier and live longer. 2. It means playing together and having fun. 3. Because friends play a huge role in a teenager's life. 4. Independent people support themselves and their families. They raise children and take care of their own parents who have become old. They have a job, can have what they need. 5. They need to be needed.

4. 1. Because they care about them / us, support them / us and love them / us. 2. Because children need to learn how to share and listen. 3. Because it helps teenagers practise social skills, develop their own understanding of life and start building their identities. 4. Because they need to have someone who shares their interests and accepts them. They need help and advice. 5. Because it will make them feel happier.

Unit 5. Travelling back in time / Unit 6. Town and village / Unit 7. Travelling to world capitals

Version A

1. 1C, 2B, 3A, 4D, 5F, E – extra.

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

3. 1. London. 2. Cortez. 3. 24 tons. 4. More than 200. 5. No, it hasn't.

4. 1. Because they had a lot of land, were rich and powerful. 2. It was destroyed (and became ruins). 3. Because they were "unlucky" days, and something bad could happen. 4. They protected people. 5. Because only priests could read and write.

Version B

1. 1C, 2E, 3B, 4F, 5D, A – extra.

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

3. 1. Because in 1521 Cortez attacked the Aztecs and won. 2. It is not far; it is under the City of Mexico. / Mexico City was built on top of (over) the ruins of Tenochtitlan. 3. 358 cm in diameter. 4. One. 5. Tomato, avocado, chocolate.

4. 1. Because they had a lot of land, were rich and powerful. 2. Because the new city (Mexico City) was built on top of (over) the ruins of Tenochtitlan. 3. Because it was used as a calendar for religious and agricultural reasons. 4. Because they helped and protected people. 5. They didn't have an alphabet but used pictures.

Unit 8. From Australia to Belarus / Unit 9. English

Version A

1. 1E, 2C, 3A, 4D, 5F, B – extra.

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

3. 1. Grown-ups who can speak one or more foreign languages can travel independently, or get a job in a foreign company. 2. 40 % of the world population. 3. Some people migrate to other countries, and learn the language to get a job. Some people study a language for a long time and become fluent. 4. They mean "many languages". 5. There is one official language in Russia, and two in Belarus.

4. 1. Because you can make new friends or travel, read books and watch films that have not been translated. 2. It is probably because English speakers think that learning a second language is not very important as many people in the world speak English. 3. Because their parents speak two languages. 4. Because he was an explorer, geographer, translator, writer and diplomat, and could speak 29 languages and translated many famous books into English. 5. It's a country that has two official languages.

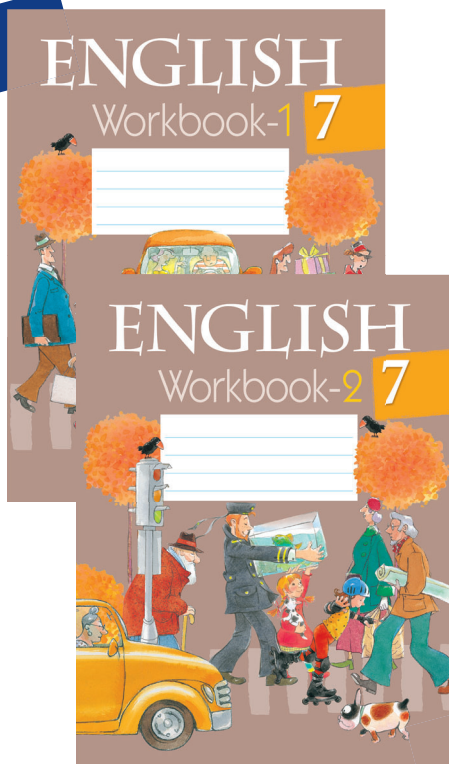
Version B

1. 1A, 2E, 3C, 4F, 5B, D — extra.

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

3. 1. Teenagers who can speak a foreign language can make new friends, read books and watch films that have not been translated, or study in a college or university abroad. 2. Most of the monolinguals are found in them. 3. 43 % of the world population. 4. Sir Richard Burton translated the book into English. 5. There is one official language in Russia, and two in Belarus.

4. 1. Because you can study or work abroad. 2. It is probably because English speakers think that learning a second language is not very important as many people in the world speak English. 3. Yes, they often do. To get a job. 4. He was an explorer, geographer, translator, writer and diplomat, and could speak 29 languages and translated many famous books into English. 5. It's a country that has one official language.

**Английский язык. 7 класс.
Рабочая тетрадь-1**

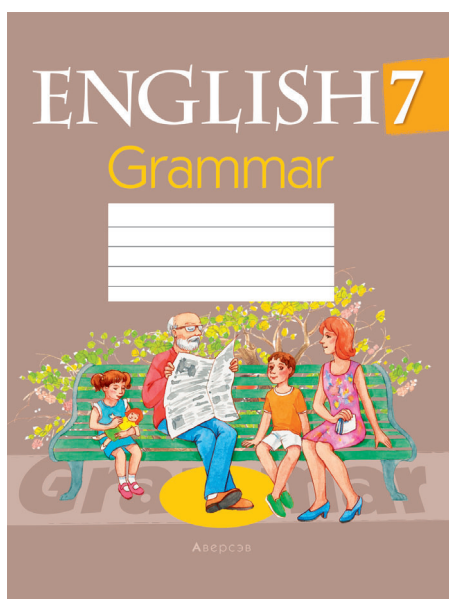
2-е издание

**Английский язык. 7 класс.
Рабочая тетрадь-2**

2-е издание

Рабочие тетради (авторы *Н. В. Юхнель, Е. Г. Наумова, Н. В. Демченко, А. Л. Гуськов, А. В. Волков, Т. Е. Лабода, А. В. Манешина, Е. А. Родовская*) 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. 7 класс.
Тетрадь по грамматике***Т. Ю. Севрюкова, Э. В. Бушуева, Н. В. Юхнель*

2-е издание, пересмотренное

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

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