N.V. Yukhnel
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English

7

Student's book

CD-ROM inside

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1 Irregular verbs list

Verb (V1)	Belarusian equivalent	Past tense (V2)	Past participle (V3)
begin	пачынаць	began	begun
break	разбіваць, ламаць	broke	broken
bring	прыносіць, прывозіць	brought	brought
build	будаваць	built	built
buy	купляць	bought	bought
catch	(з)лавіць	caught	caught
choose	выбіраць	chose	chosen
come	прыходзіць, прыязджаць	came	come
cut	рэзаць, секчы	cut	cut
do	рабіць	did	done
draw	маляваць	drew	drawn
dream	марыць, бачыць у сне	dreamed, dreamt	dreamed, dreamt
drink	піць	drank	drunk
drive	весці машыну	drove	driven
eat	есці	ate	eaten

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Verb (V1)	Belarusian equivalent	Past tense (V2)	Past participle (V3)
fall	па́даць	fell	fallen
feed	карміць	fed	fed
feel	адчуваць	felt	felt
fight	змагацца; сварыцца	fought	fought
find	знаходзіць, знайсці	found	found
fit	падыходзіць па размеры	fit	fit
fly	лятаць, ляцець	flew	flown
forget	забывацца, забыцца	forgot	forgotten
get	атрымаць	got	got
give	даць, даваць	gave	given
go	ісці, ехаць	went	gone
grow	расці	grew	grown
have	мець	had	had
hear	чуць	heard	heard
keep	трымаць, утрымліваць	kept	kept
knit	вязаць	knitted, knit	knitted, knit
know	ведаць	knew	known

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Н.В. Юхнель А.Г. Навумава Н.В. Дземчанка

Англійская мова

Вучэбны дапаможнік для 7 класа
ўстаноў агульнай сярэдняй адукацыі
з беларускай мовай навучання

(з электронным дадаткам)

Дапушчана Міністэрствам адукацыі
Рэспублікі Беларусь

2-е выданне, перапрацаванае

МІНСК
«ВЫШЭЙШАЯ ШКОЛА»
2016

Правообладатель Вышэйшая школа

Спампавана з сайта www.aversev.by

УДК 811.111(075.3=161.3)
ББК 81.2Англ-922
Ю94

Рэцэнзенты: кафедра англійскай філалогіі факультэта замежных моў установы адукацыі «Брэстскі дзяржаўны ўніверсітэт імя А.С. Пушкіна» (дацэнт *В.М. Іванова*); настаўнік англійскай мовы першай катэгорыі дзяржаўнай установы адукацыі «Сярэдняя школа № 219 г. Мінска» *А.І. Ліхтаровіч*

Юхнель, Н. В.

Ю94 Англійская мова : вучэб. дапам. для 7-га кл. устаноў агул. сярэд. адукацыі з беларус. мовай навучання : (з электрон. дадат.) / Н. В. Юхнель, А. Г. Навумава, Н. В. Дземчанка. – 2-е выд., перапрац. – Мінск : Вышэйшая школа, 2016. – 270 с. : іл. + 1 электрон. апт. дыск (CD).

ISBN 978-985-06-2755-1.

УДК 811.111(075.3=161.3)
ББК 81.2Англ-922

ISBN 978-985-06-2755-1 (асоб. выд.)
ISBN 978-985-06-2754-4

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UNIT 1

Appearance

LESSON 1. You look great!

Communicative area: describing appearance

Active vocabulary: curly, fair, fat, fit, freckles, friendly, good-looking, pale, skin, straight, sun-tanned

Active grammar: look, look like

1. **Look at the pictures. Do these teenagers look good? What makes them good-looking?**

2. **Listen to some people talking about the photos. Are their descriptions positive or negative?**

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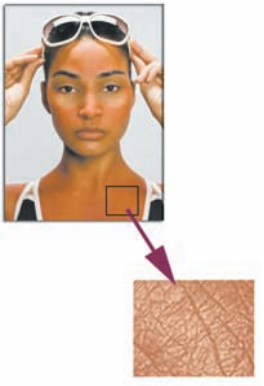
3. **a) Find the opposite expressions in the columns below.**

1) freckles all over the face
2) pale skin
3) fat
4) long curly hair
5) dark hair
6) brown eyes
7) active and friendly
8) tall



skin

a) fit
b) short straight hair
c) no freckles
d) short
e) green eyes
f) quiet and romantic
g) sun-tanned skin
h) fair hair

b) Which of the expressions in ex. 3a describe the boy? Which ones describe the girl?

4. **a) Listen to the conversation again. Use the phrases in the box to complete the sentences.**

1. She looks like... 2. She looks... 3. She also looks... 4. He looks so... 5. If he wears glasses, he'll look like... 6. And he looks...

quiet, sun-tanned, very friendly and active, Cinderella, Harry Potter, romantic

b) Look at the sentences again. What parts of speech follow each of these constructions?

A) She looks ... B) She looks like ...

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c) Look at the words and phrases in the box. Which words can complete sentence A? Which words can complete sentence B?

sporty, very young, a British schoolchild, tired, fat, healthy, a pupil, nice, an alien, independent, thirsty, an excellent pupil, sun-tanned, friendly, quiet, pale, a waiter, a film star, a cartoon character, fit, dangerous and wild, a famous person, a tourist

5. a) Complete the sentences below to describe yourself. Use ex. 3a and 4c for help. Write the description on a piece of paper.

I'm ... and ... . I've got... and ... . My ... is/are ... . Sometimes I look ... but now I look ... . My friends say I often look like ... .

b) Hand in your descriptions to the teacher. Read someone's description. Can you guess who wrote it?

6. a) Work in groups. Look at your classmates and discuss how they have changed after summer holidays.

– Who has had his/her hair cut?
– Who has grown taller?
– Whose hair has grown longer?
– Who has got freckles?
– Whose skin looks pale?
– Who looks fitter?
– Who has got sun-tanned?
– Whose hair has got lighter/darker/curlier/more straight?

b) Report to the class.

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LESSON 2. Beauty is only skin deep

Communicative area: describing appearance, giving opinion

Active vocabulary: appearance, character, handsome, lovely, opinion, pretty, ugly

1. **Read the statements below in pairs. Do you agree with them?**

- Healthy people always look good.
- Life is easier and more enjoyable for beautiful people.
- You need a lot of time and money to look good.
- It is more important to be beautiful inside than outside.

2. **a) Read the definitions below. Which statement in ex.1 talks about appearance and personality?**

Appearance – the way you look (young, beautiful, tall, etc.)

Character – what kind of person you are (kind, polite, friendly, etc.)

b) Have a class vote on what's more important: character or appearance.

3. **a) Look at the adjectives in the box. Listen to a student explaining what they mean and put them into the right order.**

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handsome, good-looking, beautiful, pretty, ugly, lovely

b) Listen again and answer the questions below.

Which adjective(s)
1) are opposites?
2) also describes character?
3) is used to describe men only?
4) are not used to talk about men?
5) is negative?
6) describe you?

love + **ly** = love**ly**
friend + **ly** = friend**ly**

4. a) Look at the photographs below. What adjectives can describe these people's appearance?

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b) Listen to some people giving their opinion about the photos. What people are they talking about?

Your **opinion** is what you feel or think about somebody or something. (not a fact)

c) Listen again and take notes to finish the sentences in the box.

Giving opinion:

You can see that...	I believe...
In my opinion ...	I can't say that... but ...
The girls, in fact, ...	

5. a) The phrases in the box are used to give opinion about something. What other phrases can you use?

b) You are going to give your opinion about one of the people in ex. 4a. Take notes.

c) Say what you think. Do your classmates agree with your opinion? Who can add more information about the same person?

LESSON 3. I used to be a river...

Communicative area: talking about changes

Active vocabulary: shoulder-length

Active grammar: *used to* + infinitive (affirmative and negative statements)

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1. **Work in pairs. How many true sentences can you make?**

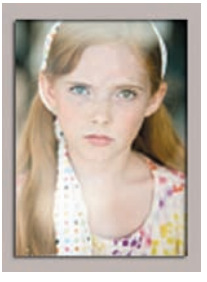
When I was younger I … different. When I was younger I … different … .

Example: *When I was younger I looked different. When I was younger I wore different clothes.*

2. **a) Look through the e-mail letter Yan got from his friend. Who are the kids in the photographs?**

Hi, Yan! I hope you've found the photo album and everything is going to be ok with your school project. The photograph I'm sending was taken four years ago. Of course we look very different today, but I haven't changed much. As you can see I used to have longer hair, but I've had it short since my 10th birthday. I think I used to look like a little girl, but now I'm much taller and stronger.

Rosie has changed a lot! She used to be short and fat. Now she looks much fitter. Her hair used to be curly and she used to have it shoulder-length and now it's longer. And she didn't use to have freckles, too. Now, when she gets sun-tanned millions of them appear. She used to be a lovely girl and behave really well, but two years ago, after she took up playing hockey, things have changed. She used to be an ideal sister – so amusing and fun, but now she's really boring. We used to go roller-skating and watch horror films together. All she can talk about now is boys and shopping. And she's only 10!



Read the philosophical poem I've written. What do you think about it?

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I used to be a river — But now I'm an ocean
I used to be bread — But now I'm toast
I used to be letters — But now I'm a poem
I used to have a sister — But now I have a mess
She used to be a fish — But now she's a shark
I used to be her friend — But now her friend is no-one

P.S. The second picture is Rosie now.
Bye. Nick

b) Look at the letter again and answer the questions below.

1. Did Nick have longer hair when he was younger? Does he have it long now? 2. Was Rosie short and fat? Is she short and fat now? 3. Did Rosie have freckles when she was little? Does she have them now?

c) Answer the questions about grammar on the disk.

d) Work in pairs. Find more sentences about the past in Nick's letter. Are any of them true for you?

3. Look at the box and write the sentences with *used to* or *didn't use to*.

used to + infinitive **didn't use to** + infinitive

1. We lived in Minsk. Now we live in Polatsk. *e.g. We used to live in Minsk.*
2. We don't have a car. We sold it last summer.
3. He took up diving a year ago.
4. I've got sun-tanned, so I don't look pale now.

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5. Yesterday my brother learned to boil potatoes.
6. She doesn't have shoulder-length hair now. It's grown very long.
7. I saw an alien last night. Now I believe in aliens.

4. a) Work in pairs. Read another philosophical poem by Nick. Can you complete it?

I used to play outside,
But now I am reading …
I used to be a flower
But now I am a …
I used to look sweet
But now I look …
I used to be nothing
But now I am ….

b) Listen and check your ideas.

5. a) Write at least one sentence about changes. Use your imagination.

Example: *I used to be a tree, but now I'm a forest.*

b) Put all your sentences together and write them on the board. Read the poem.

LESSON 4. Did you use to …?

Communicative area: talking about past habits
Active grammar: *used to* + infinitive (questions)

1. Read the information about a TV programme below. Do you have a programme like that in your country? Have you ever watched it?

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American Idol is a reality show, a competition to find the best new singer in the country. Through telephone voting America chooses the best new solo musical talent. It was first on TV on June 11, 2002, and has since become one of the most popular shows on American television. America has seen 14 seasons so far and the 15th is soon to start.

2. **a) At the age of 23 Kris Allen was crowned as the American Idol Season 8. How do you think his life has changed?**

b) Listen to an excerpt from the interview and check your predictions.

c) Listen again and correct the false statements below.

1. Kris used to sleep less. 2. He didn't use to travel so much. 3. He used to have many interviews. 4. Kris used to look sun-tanned. 5. He didn't use to have short hair. 6. He used to play sports. 7. He used to sing pop-songs.

d) Work in pairs. Make a list of changes in Kris' life. What changes are positive and what are negative?

3. **a) Listen to the interview with Kris again. Find the questions with *used to*.**

b) Use the ideas below to write questions with *used to*.

Example: *1. What games did you use to play?*

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1. What games/play? 2.What/look like? 3.What TV programmes/watch? 4.What housework/do? 5.What pet/have? 6.What books/read? 7.When/go to bed? 8.Where/spend summer? 9.What/believe? 10. What food/like? 11. What hobby/have? 12. What clothes/wear?

4. **a) Choose 5 questions from ex. 3 to ask your partner about their childhood.**

b) Work in pairs. Ask and answer the questions in turns. Take notes on your partner's answers.

> **your partner 6 years old** – *used to play chess*
> **your partner now** – *plays computer games*

c) Use your notes to talk about your partner.

Example: *When Vasya was 6 he used to play chess, and now he plays computer games.*

LESSON 5. Changeable Tina

Communicative area: agreeing, disagreeing, being polite
Active vocabulary: a bit, blond, pony-tail, slightly, wavy

1. **Discuss the questions below in pairs.**

1. Would you like to look different? 2. What would you like to change in your appearance? 3. Would you like to look like someone famous?

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2. **Look at the picture dictionary and answer the questions below.**

1. What other adjectives can you use to describe hair? 2. What kind of hair have you got? 3. Would you like to have different hair? 4. Is the girl in the picture in ex.1 good-looking? 5. What kind of hair has she got?

3. **a) Read the beginning of the story about Tina (a girl in the photo in ex. 1). What did Tina decide to do? Is Tina happy with her appearance now? How do you know?**

Tina didn't use to like the way she looked. All her friends, family and even teachers told her she was very pretty, but she didn't listen to anybody. So one winter day she thought she would change her appearance. First, she decided to become blond.

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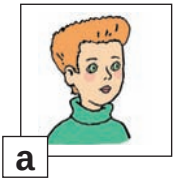
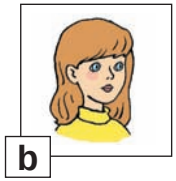
b) Read Tina's story below and say when each photograph was taken.

In January Tina had shoulder-length blond hair and looked like a Barbie doll. Her eyes were dark-grey because of the cold weather. She looked a bit pale, but really pretty.

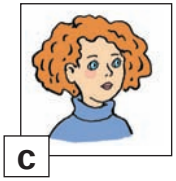
In March Tina still thought she was ugly. So she had her hair cut again and looked just lovely with short wavy red hair. She looked pale after winter, but her beautiful eyes were shining.


a

In April Tina had short red hair, which made her eyes look green. She looked like a handsome boy though she looked slightly fatter.

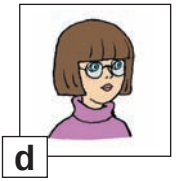

b

In June she went to the seaside and got a little sun-tanned. Her hair was straight and shoulder-length again.Tina looked like a Japanese girl.

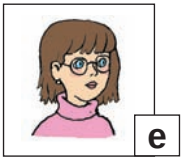

c

In July she had freckles and her hair was straight, long and fair. She looked very beautiful with her pony-tail.

In August she had long curly blond hair. She was sun-tanned and had freckles all over her face. Her eyes looked blue and she looked like an angel.


d

In October Tina had to have her hair cut shorter as it wasn't thick and healthy any more. She started wearing glasses to look cleverer.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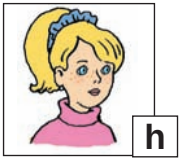
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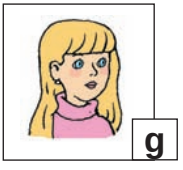
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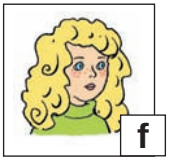
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In December Tina still wore glasses. She looked a bit pale again but she took up jogging and was much fitter.Unfortunately, her hair looked terrible.

c) How did the story finish? What do you think Tina can do now?

4. a) Look back at the story and answer the questions in the box.

> **a bit + adj** = a little or very?
> **slightly + adj** = a little or very?
> **slightly** = **a bit**?

b) Why do we use these adverbs before adjectives?

5. a) Complete the sentences below with *a bit* / *slightly* / *a little* or *very*.

1. In the photograph in ex. 1 Tina looks ... unhappy. 2. Tina's hair looks ... straight. 3. In picture **h** Tina looks ... sun-tanned. 4. In picture **h** her hair looks ... curly. 5. In picture **b** Tina looks ... pale. 6. In picture **e** Tina's hair looks ... unhealthy.

b) Check in pairs. If you disagree with your partner, be polite. Use the language help boxes.

Agreeing

Yes, that's right.
I agree.

Disagreeing

I'm sorry, but...
I have to disagree...
I don't think so.
In my opinion...

c) Write similar sentences of your own about famous cartoon or film characters. Leave gaps for *a bit* / *slightly* / *a little* or *very*.

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Example: *In my opinion Shrek is ... fat. (very) I think Harry Potter looks ... funny. (a bit / slightly/a little)*

d) Ask your partner to fill in the gaps. Agree or disagree with his/her opinion.

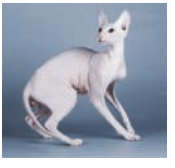
LESSON 6. The ugly duckling

Communicative area: describing appearance

Active vocabulary: braces, chubby, overweight, slim, skinny

Active grammar: *used to* + infinitive (affirmative and negative statements)

1. a) Look at the cat pictures. Can you guess the missing words in the line?
b) How fit is your pet?



skinny

…

slim/fit

chubby

overweight

…

2. a) Look at the photos of Justin Bieber. How recent are these photographs?

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b) Use *used to* / *didn't use to* to discuss the changes in Justin's appearance.

Example: *Justin didn't use to be so fit.*

3. a) Read what people said about the Justin's appearance. Unjumble the words in bold.

a) He used to look like me. So sweet and **cyhbbu**. b) Tall, slim, healthy hair, **lyvoel** eyes, funny moustache. Trying so hard to look older. c) He is so sweet. **Becsra** make him look even younger. d) Terrible colour. He looks like Madonna in the 80s. I can see him growing his **riah** long in the future again. e) He really needs to lose those **egasrinr**, if he's trying to look more grown-up with the suit and everything. They make him look silly. f) It's good he's growing up and looks like more of a man and less like a kid. Very **andomesh**. g) He looks like he hasn't had a **airh** cut since kindergarten. h) Seems he's been training a year or two. Like it or not he's much **friett** now. i) He looks a bit pale. With all his money his **tosotat** still look cheap. j) Black **woberyes**, blond hair. Unnatural and ugly.

b) What picture might the speakers refer to? What descriptions do you agree/disagree with? Why?

c) Discuss the questions below in pairs.

1. Are there more positive or negative opinions above? 2. Is it easier to find something bad or some-

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thing good about a person? 3. When you describe someone's appearance, do you compare with yourself? 4. Why do some people prefer to see something bad about others? 5. Is it the same with describing someone's character? 6. Do people that say only bad thing about others feel good or bad about themselves? 7. Do they show it? 8. Can you say something positive about Justin's pictures above?

4. **a) Look at the lesson title. What is the story behind it? What happened in the story? Do stories like this happen in real life?**

b) Josh and Leila hated their appearance when they were kids. Can you imagine why? Listen to their stories and check if you are right.

c) Who:

used to be a bit overweight?
had a moustache?
got much fitter?
had skin problems?
mentioned the ugly duckling story?
used to wear braces?
didn't like their haircut?
didn't use to be popular?

d) What/Who helped Josh and Leila change? Are they happy about their appearance now?

5. **Do you agree with Leila when she says that straight teeth, healthy skin, thick hair make a person beautiful? What else would you add to the list?**

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6. **Work in groups. Describe a celebrity or a famous character. Can your groupmates guess the name?**

LESSON 7. Used to be so easy

Communicative area: asking questions about the past

Active grammar: *used to* + infinitive (affirmative and negative statements, questions)

1. **a) Who could say the following?**

I used to be a kid like you, now I can climb skyscrapers. I didn't use to talk to caterpillars. I used to listen to my stepmother, but since I got married, I don't have to listen to her anymore.

b) What would these characters say using *used to / didn't use to*? Choose 5 characters to write the statements.

Jack Sparrow, Changeable Tina, Hercules, Harry Potter, Fiona (from Shrek), The Ugly Duckling, Alice, Frodo, Darth Vader, Robinson Crusoe, Sherlock Holmes, Cinderella

c) Read out your statements to your partner. Can they guess the character?

2. **Which of the statements in each pair is true?**

a) We use *used to+ infinitive* to talk about the past. b) We use *used to+ infinitive* to talk about the present.

c) If we say we *used to do something* in the past, it means we do not do it now. d) If we say we *used to do*

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something in the past, it means we still enjoy doing it.

e) If we say we *didn't use to do something*, it means we have never done it. f) If we say we *didn't use to do something*, it means we didn't do something in the past and probably do it now.

g) We use *did you use to+ infinitive* to ask about actions in the past that don't happen any more. h) We use *did you used to+ infinitive* to ask about actions in the past that don't happen any more.

3. **a) You are going to play "Find someone who" game. What question will you ask if you need to find someone who used to have shoulder-length hair?**

b) What will a person answer if

– they've had shoulder-length hair for three years now?

– they had shoulder-length hair when they were 5 to 7 years old?

– they've never had shoulder-length hair?

– they are planning to have shoulder-length hair?

– they had shoulder-length hair when they were 5 and they still have it?

4. **a) Write the questions you are going to ask your groupmates.**

You need to find someone

1) whose sister/brother used to be a chubby baby;

2) who used to dislike their appearance;

3) whose mum used to be on a diet to get slimmer;

4) who used to have a different haircut;

5) whose friend used to be overweight but got much fitter because of sports;

6) who used to have freckles;

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7) who never used to be fit;
8) who used to copy a celebrity;
9) whose dad or grandpa used to have a beard.

b) What do you think the typical mistake people make writing questions with *used to* is? Check your questions for this mistake.

c) Walk around and ask the questions you have written. Take notes.

d) Prepare to report on your findings. Then report to the class.

LESSON 8. True beauty

Communicative area: discussing the idea of beauty
Active vocabulary: beauty

1. Work in pairs. Brainstorm any ideas about what makes a person beautiful.

2. Read what Marcia thinks about beauty. How has her idea of beauty changed? Were your ideas in ex. 1 close to Marcia's opinion?

True Beauty

When most people think of the word "beautiful", they think of models and movie stars. I must admit I used to be one of them. I used to wish I were skinnier, had fuller lips, or eyes that were a vivid shade of blue. My friends and I used to talk for hours about how we wanted to be tall, beautiful women with airbrushed skin like models. Now my ideas have changed.

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The day that I discovered what true beauty really is, I was with my parents and little brothers at McDonald's. Since MD's only has tables with four chairs, I'm always the one to get booted to a nearby table to sit by myself. Usually, I'm a little annoyed, but this time, it worked out perfectly.

As I was studying the people around, I suddenly saw a woman. She was sitting at a table two tables away and I could look at her without her knowing. The half-dozen children (all about the same age) were what first caught my eye. As I continued to watch the mother with her children, I just couldn't take my eyes off them. I could tell that in her youth she had been very good-looking, not the traditional beautiful, but a warm, inviting one. Her skin was light brown, and soft-looking, she had fine lines around her eyes. Her thick dark-brown hair, glossy and graying slightly, was pulled back in a pony-tail. She was wearing casual clothes, but none of this was why she was so beautiful to me.

When she smiled, it was like all the good things in the world came into being. It was full of love and light and happiness. When her children spoke to her, she listened as if nothing else in the world mattered more than hearing about the game they had just played. The two-year old smeared ice cream all over her face, and the mother just kissed her nose, ice cream and all. She didn't yell, or get angry when her daughter got ice cream on her nice clothes. The love and warmth of this woman shook my world and all my understanding of beauty. She generated warmth like the sun, and her children were little planets circling around her, bathing in her warmth.

She made me realize what the models in the magazines really are. Their photos are not beautiful. They

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are cold, empty bodies of women who make us believe the image photographers have created. The only reason we want to be like them, really, is that we can't be, no matter how hard we try.

The truly beautiful women are the ones like this Mexican mother. Instead of wishing to be like the skinny model, I now wish to be like that mother – full of light and happiness. She makes a difference in her children's lives. Instead of making them feel bad about themselves, she makes them feel great about everything. That is true beauty: to make a positive difference in another person's life through warmth, love and care. She made my life different too.

3. **a) Find in the story:**

1) what Marcia wanted to change about herself; 2) some facts from the woman's life; 3) the lines that describe the woman's appearance; 4) the lines that describe the woman's character; 5) the comparison Marcia makes to show us the woman's nature; 6) what makes a person really beautiful.

b) Discuss the questions.

1. What did Marcia use to think about beauty? What did she use to think about the way she looked? What made her change her mind? 2. Where did Marcia meet the woman? Is it an unusual place? 3. Did Marcia think the woman's appearance was unusual? 4. Why did Marcia think the woman was different? Was her behaviour typical for a woman with kids? 5. What made the woman beautiful in Marcia's eyes? 6. How did this woman change Marcia's mood that day? 7. What Marcia thinks the true beauty is?

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c) Have you ever noticed beautiful people outside? What kind of people were they?

4. a) You are going to describe someone you think is beautiful.

Brainstorm what you could say about this person's face, eyes, nose, mouth, hair, body, clothes, moves, character or interests.

Think what exactly you would like to talk about.

b) Take notes to plan your writing.

LESSON 9. Fishing for a compliment

Communicative area: saying compliments, small talk
Active vocabulary: compliment

1. Read the definition below. Then discuss the questions in pairs.

*To say a **compliment** is to say something nice to people, usually about their appearance or something they do.*

1. How often do you say compliments? 2. How often do you hear compliments? 3. What do you answer when someone says something nice to you?

2. a) Listen to the small talk at a party and follow in the book. How many people are talking?

A. – Barbara! Look at you! Your hair looks fantastic! Have you been to the hairdresser's?
– Thank you, Tina! Your party is great!

B. – You look so handsome, Brian! I haven't seen you wearing a jacket before!
– Thanks, Barbara! Have you seen Paul anywhere?

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C. – Hi, Paul! You look a bit pale! Are you feeling well?
– Just a little tired. Don't worry.
– Would you like anything to drink?
– No, thank you. That's very kind of you, Barbara!
– That's all right. And, Paul! Brian was looking for you.

D. – Hello, Tina! You look slightly different. Is it your hair?
– It's freckles, I think. I've just come from the seaside.
– Mmm. You look lovely!
– Thank you, Brian. I like your glasses.

E. – Hi, Brian! Nice shoes!
– They are new! Look at Tina! She's so pretty!
– And Barbara's got such a friendly smile.
– She looks like an angel with those curls.
– But Barbara's got straight hair!
– I'm talking about Tina.

b) Read the conversations again.

• Find different ways to give a compliment.

Are all the compliments about appearance? What else can you compliment people on? Give examples.

• Read out different ways to answer a compliment.

Do you have to answer a compliment with a compliment? What else can you say? Give some examples.

c) Listen to the compliments and repeat. Mind the intonation.

d) Work in groups of four. Role-play the conversations.

3. a) Make a list of compliments for your classmates.

b) Imagine you are at a party. Walk around the class and exchange the compliments!

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UNIT 2
Shopping

LESSON 1. For ages

Communicative area: talking about shopping experience

Active vocabulary: bakery, chemist's, department store, for ages, newsagent's, window-shopping

Active grammar: the Present Perfect with *for*, *since*

1. **Discuss the questions below in pairs.**

1. Do you enjoy shopping? 2. How often do you go window-shopping? 3. Can shopping be a hobby? Is it a good way to spend free time?

2. **a) Look at the different types of shops below and listen to Rosie talking about her shopping experience. What shops does she mention?**

Supermarket

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b) Work in pairs. What things are sold in each of these shops?

3. **a) Listen to Rosie again and complete the sentences below. Use the words in the box.**

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September, summer, two weeks, my birthday, last year, 2009, more than 10 days, 5 months ago, Christmas, half a year, months, 10 minutes, yesterday, ages

I haven't been there **since** ... I haven't bought any clothes **for** ... I haven't bought anything at the newsagent's **for** ... I haven't been to the pet shop **since** ...

b) Look at the diagrams below. Which diagram illustrates *for*? Which one illustrates *since*?

c) Put the rest of the words in the box (ex. 3a) into two columns: *for* or *since*.

4. a) Use the prompts to write complete statements with the Present Perfect, *for* or *since*.

1. My sister (have) her pet guinea pig ... Easter. 2. I (know) my best friend ... three years. 3. In our family we (not watch) TV ... 2007. 4. My mum (not buy anything to eat) ... Monday. 5. We (write) 2 tests ... the beginning of the school year. 6. I (not do) the washing up ... we bought a dishwasher. 7. My partner (not talk) to me ... ages.

b) Change some of the sentences in ex. 4a to make them true for you.

5. a) Listen to Rosie's interview again. Find the answers to the following questions. Does she answer them all?

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1. Do you enjoy shopping/window-shopping? *(I enjoy/ like/dislike …)* 2. Have you been to many shops? *(I have/haven't …)* 3. What shop would you like to tell about? *(I've been to …)* 4. How long is it since you went there? *(I haven't been there …)* 5. What did you buy when you went there last time? *(I bought…)* 6. What shops have you got not far from your house? *(There are…)* 7. What do they sell? *(They sell…)* 8. Have you bought anything there? *(I have/haven't…)* 9. What shop did you use to go to? *(I used to go…)* 10. Why don't you go there any more? *(Now …)* 11. How long is it since you bought anything there last time? *(I haven't bought…)* 12. What is your favourite shop? *(My favourite…)* 13. When did you go there last? *(I haven't been there…)* 14. Why is it your favourite shop? *(I like it because…)*

b) Choose the questions you would like to answer. Prepare to talk about your shopping experience. Use the beginning of the sentences in brackets to answer the questions.

c) Work in pairs. Listen to your partner talking about their shopping experience. How many questions do they answer?

LESSON 2. You are what you wear

Communicative area: describing one's clothes

Active vocabulary: baggy, belt, checked, old-fashioned, smart, striped, tie, tight, trainers

1. a) Work in pairs. Name as many items of clothes as possible.

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b) What are you wearing today? Are you wearing anything striped or checked?

2. Work in small groups. Look at the pictures from catalogues and find someone wearing:

a pair of trainers, a belt, something striped, a tie, something baggy, something tight, something old-fashioned, smart clothes, something checked.

Be polite when you agree or disagree with your partner's opinion.

3. a) Listen to two friends discussing one of the pictures above. Say which picture they are discussing and why you think so.

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b) Check your memory. Fill in the missing words in the script below. Then listen again and check.

– What a lovely checked … (1) the boy is wearing! Look! And his white … (2) are very smart.

– Are they? I don't really like his … (3). They look slightly … (4). And his shorts are too … (5), I think. I hope he's wearing a … (6). But the … (7) he's wearing is nice. And his skateboard is fantastic! I'd like to have one myself…

c) What do the speakers like and dislike about the clothes? Do you agree with them? Why/ why not?

4. a) Work in pairs. What clothes in the pictures do adjectives in the box describe?

trousers (plural) *These trousers look smart. She's wearing a pair of trousers.*

short, cheap, expensive, beautiful, dark, messy, striped, tidy, checked, summer, smart, pink, black and white, formal, fantastic, boring, everyday, old-fashioned, long, bright, baggy, tight, lovely

b) Work in pairs. Talk about the other pictures. Say what you like and what you don't like about the clothes. Explain why.

c) Tell your partner what one thing from the catalogue you would like to buy. Your partner will report to the class. Is what he/she is saying correct?

5. Work in groups of three and discuss the questions below.

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1. How often do you wear a belt/a tie/a pair of trainers/smart clothes?

2. What clothes do you usually wear:

- at a party?
- in the evening at home?
- on a cold day in winter?
- on the beach?
- at school?
- when you go out?

LESSON 3. Shopping list

Communicative area: explaining your likes and dislikes

Active vocabulary: shopping list

Active grammar: *too, enough*

1. a) Look at the shopping list and discuss the questions below in pairs.

- ✓ vitamins
- ✓ a jar of marmalade
- ✓ a board game
- ✓ a packet of cereal
- ✓ a new red hat
- ✓ some party clothes (for Nick and Rosie)
- ✓ 10 postcards
- ✓ some bread
- ✓ a pair of shoes

1. Do you make a shopping list when you go shopping? 2. Why do people make shopping lists? Do shopping lists help? 3. In which shops can you buy the things from the list?

b) Whose shopping list is it?

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2. **Discuss the following questions.**

Where do you usually buy clothes? Who helps you choose them? What clothes do you think granny has bought for Nick and Rosie? Why do you think so?

3. **a) Granny came to visit her grandchildren. Listen and say why Nick and Rosie are unhappy.**

b) Look at the pictures again. What clothes has Granny chosen for Nick and Rosie? Listen again and check.

c) Who says these words? Use "G" for granny, "N" for Nick and "R" for Rosie.

1. – It's too beautiful.
2. – You are old enough to wear a tie.
3. – All these clothes are fantastic, but they are too expensive.
4. – This dress is a bit too short for a school party, Gran.

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5. – I look too pale in this shirt and I'm so messy.
6. – I'm not good enough to wear it.
7. – It's too smart, and too expensive, and too traditional.
8. – I don't think I'm thin enough to wear this lovely dress.
9. – I think I'm too old-fashioned to buy clothes for you.

Check with your classmate.

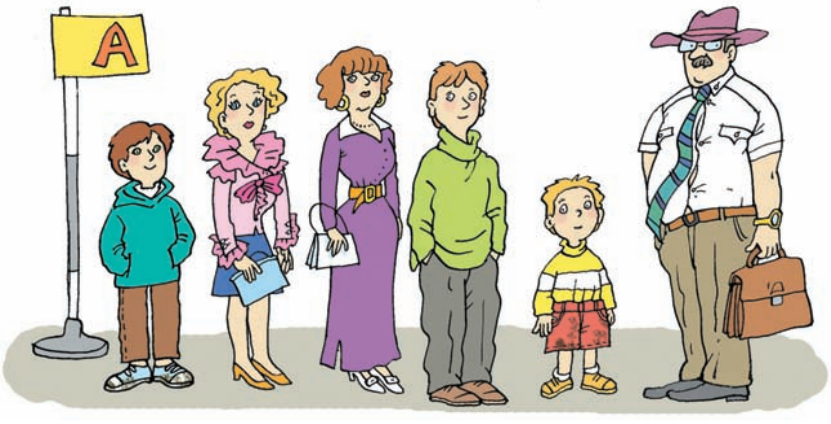
d) Do you like the clothes that Granny bought for Nick and Rosie? Why didn't Nick and Rosie tell Grandma that they didn't like her presents?

4. a) Read the sentences in ex.3c again and look at the box. Find examples for each diagram.

☹	**too** + adj
	not + adj + **enough**
☺	adj + **enough**

b) Answer the questions about grammar on the disk.

5. Look at the picture. Write what the problems with people's clothes are. Use *too/enough*.



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6. **Work in pairs. Look at the pictures from catalogues in lesson 2. Say what clothes you don't like. Explain why you don't like them. Use *too*... and *not...enough*.**

Example: *I don't like this dress because it's too short.*

LESSON 4. I've been waiting

Communicative area: in a clothes shop (conversation)
Active vocabulary: try smth on
Active grammar: the Present Perfect Continuous

1. **a) Work in pairs. Do you think a boy or a girl said the following? Why do you think so?**

She's going to **try** some clothes **on.**

1. I never go shopping alone. 2. I always make a shopping list. 3. I have to try on the clothes before I buy them. Usually twice or even 3 times. 4. When I go shopping it never takes more than two hours. 5. In my opinion, window-shopping is silly.

b) Which statements are true for you?

2. **a) Liz and Rosie are in the department store. Listen to their conversation. How does Liz feel at the beginning and at the end of the talk? Choose from the box.**

proud, sad, unhappy, interested, angry, tired, happy

b) Listen again and follow in the book. Why does Liz feel like this?

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Liz: Rosie! What are you doing there? I've been waiting for you for hours!
Rosie: I'm sorry, Liz. I've been trying on these clothes. And I haven't decided yet.
Liz: You've been doing it for ages. Come on! Decide!
Rosie: Well, I'm not sure. I have already found a blouse for the party and I need to choose a skirt. But I'm not sure about the colour.
Liz: What about this checked one?
Rosie: Oh, no. It's too long.
Liz: No. Not at all. Try it on! It looks lovely. You look so pretty!
Rosie: All right, then. I'll take the skirt too.
Liz: Brilliant! Let's go to the shoes department.

c) How long do you think Rosie has been trying on clothes?

3. a) Look at the underlined parts of sentences in ex. 2. Write the sentences down into two columns: FINISHED ACTION or UNFINISHED ACTION.

b) Look at the box and fill in the gaps in these sentences with *the Present Perfect* or *the Present Perfect Continuous.*

1. If an action has finished, we use the … tense.
2. We use the … tense when an action is unfinished.

Present Perfect	Present Perfect Continuous
have / has + $verb_3$	**have been / has been** + verb + ing

c) Answer the questions about grammar on the disk.

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4. **Rosie is telephoning her friends. They are very busy. Write the sentences to say what they have been doing. Use the Present Perfect Continuous, *for* or *since*.**

Example: *Mike has been doing the shopping for 2 hours. John...*

John

Bridget

Mike

to do shopping for 2 hours

sell lemonade since 8 o'clock

knit for a week

Simon

Barbara and Mary

Christal

fish since 8 am

try on for 20 minutes

sit by campfire since yesterday

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Chris and Ben

pack a suitcase since Monday

Valery

iron for half an hour

5. **a)** **Work in pairs. Read the conversation in ex. 2 again. Make up a similar conversation. Use the cards the teacher has given you.**

b) **Role-play your conversation in front of the class.**

LESSON 5. Perfect expert

Communicative area: expressing opinion

Active grammar: the Present Perfect, the Present Perfect Continuous

1. **Discuss the questions below in pairs.**

1. How long have you been studying English? How many hours have you spent in English classes in that time? 2. How long have you been studying English in this school? Where did you study English before? 3. How many new words have you learnt this week? 4. How many new words did you learn last week? How many of those new words from last week do you think you can remember now?

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2. **a) Make *How long* questions to interview your partner. Use the Present Perfect or the Present Perfect Continuous.**

1. (live) in this town? 2. (do) sports? 3. (be) awake? 4. (study) at this school? 5. (have) this school bag? 6. (have) your shoes? 7. (do) this exercise?

b) What rule does this exercise illustrate? Check your questions for mistakes.

c) Interview your partner, then report on the differences between you to the class.

3. **a) Match the phrases a-g with a possible idea of what has been happening (1–7).**

a) Tim is very tired. b) Clair's still learning to play the guitar. c) Josh can buy a new car. d) Pat's French is really good.e) Tara looks really fit. f) John's trainers are dirty. g) Chris looks sun-tanned.

1. She's been learning it for 5 years. 2. He's been saving money for 3 years. 3. He's been sun-bathing. 4. He's been working hard lately. 5. She's been doing it for 2 years. 6. She's been doing yoga for 3 years. 7. He's been skateboarding in the rain.

b) What rule do the statements above illustrate?

4. **a) Read about the changes in Trish's life and guess what job she used to have and what she's been doing now.**

Trish used to wear uniform, but recently she's been wearing baggy jeans and a T-shirt to work.

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She used to be the helping hand at her work, but recently she's been working alone.

She used to work with patients, but recently she's been working with paints.

b) Choose jobs from the list below to write similar sentences about other people who have recently changed their work.

policeman, teacher, vet, swimmer, singer, shop-assistant, carpenter, kindergarten teacher, office worker, student, mechanic, baby-sitter, chef, gardener, rock star, poet, taxi-driver, farmer, builder, factory worker, celebrity, magician, Santa Claus, dishwasher, waiter, film critic, baker, dentist

c) Read out your statements to your groupmates. Can they guess the jobs?

5. a) How well do you know your classmates? Choose 5 questions to write a sentence about them. Start with *I think (name) …*

Who has

– travelled / been travelling to more than five countries

– collected / been collecting anything for a long time

– worked / been working to make money

– broken / been breaking a bone

– studied / been studying English since kindergarten

– written / been writing a poem or a story

– won / been winning a competition

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– worn/been wearing the biggest size shoes in class

b) Check if your ideas are true. Walk around and read out your statements to your group mates. How many right guesses have you made?

LESSON 6. Shopping habits

Communicative area: discussing, interviewing
Active vocabulary: model, money
Active grammar: nouns (only singular, only plural)

1. Do you like reading magazines? What information about famous people is interesting for readers?

2. a) One of the most promising British models Kade Massey has been interviewed for "Dress" magazine. Read the interview and say what the topic of the interview is.

1. If I go window-shopping, I almost always buy something in the end, but I'm not a shopaholic. I'm always looking for that special something, and if it catches my eye and it is good enough I just have to buy it.

2. It's my job to look good, so it's quite a lot of **money.**

3. Since I was 12. So, for more than 3 years already.

4. I used to buy different **clothes,** but it wasn't much cheaper. For example I didn't use to wear purple or pink. Most of my clothes were black. Anyway I do not buy very expensive clothes now.

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5. I usually do my shopping in London. Sometimes the designers I work with give a tie or a belt to me as a present.

6. Some very smart designer **jeans.** I bought them last week when I was working in Milan. Actually, I'm wearing them now. They look a bit tight, don't you think?

7. I prefer to buy clothes myself, but very often my mum buys a sweatshirt or a scarf for me. And I don't mind it at all.

8. Of course, I have. I've got a few of them at the back of my wardrobe and from time to time I take things to Oxfam shops.

9. My favourite buy in the last year is my striped brown jacket. I like it because it makes me look handsome. I usually wear it with a white shirt and white trainers. Whenever I wear that I get a lot of compliments.

10. I never go anywhere without my sunglasses and my swimming **shorts.**

11. Not yet. I've been looking for presents for some weeks, but I've got a big family. I've bought two pairs of gloves and a beautiful silk scarf for my mum, and a pair of trainers for my younger brother.

Oxfam

Oxfam shops sell second-hand clothes, books, music and other things to help people in need over the world.

b) Read the interview again and match the questions below with Kade's answers.

A. How long have you been working as a model? B. What was the last thing you bought? C. Have you

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done your Christmas shopping yet? D. What do you always pack in your suitcase? E. Have you ever made any shopping mistakes? F. What kind of shopper are you, Kade? G. Where do you buy your clothes? H. How much do you spend on clothes? I. That's brilliant! What's the best thing in your wardrobe? J. Did you use to buy cheaper clothes before you started working in modelling business? K. They look great on you, Kade! Do you always buy clothes yourself?

c) Are the nouns in bold countable or uncountable?

money (uncountable, singular)
*The money **is** much better in my new job.*

jeans, clothes, trousers (uncountable, plural)
*My old jeans **are** a little tight.*
I'd like to buy a new pair of trousers.

3. Discuss the questions below in small groups.

a) Would you like to work as a model? Why? Why not? What is positive and negative about being a model? b) Do you spend a lot of money on clothes? c) Are your shopping habits the same as Kade's? What is different? d) Which of Kade's answers are true for you?

4. Interview your teacher about his/her shopping habits and clothes. Use the questions from the interview with Kade and your own ideas.

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LESSON 7. Opinions differ

Communicative area: expressing opinion
Active vocabulary: fashion, style

1. **Look at a still from a fashion photo-shoot. Discuss the questions below.**

A

a) How would you describe the style of clothes in the picture:

latest, modern, new, classical, folk, old-fashioned, traditional, elegant, street, Gothic, formal, punk, sports, country, emo, hippie

b) What style are the clothes below?

torn jeans, white shirt, a cowboy hat, a bright yellow tie, a baggy sweater, green trainers, white keds, a simple knee-length dress, a tight mini skirt, knee-length boots, skinny jeans, a thin black tie

c) Give more examples of different style clothes.

Example: *A checked shirt is an example of country style clothes.*

2. **a) What problems may students have with their clothes at school?**

b) Read an opinion article for the school newspaper and find out.

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People and their clothes

By Rahul S., Agawam, MA

"Can you believe what John wore to school today?" "Have you seen those new trainers Mike has on?" Statements like these are made every day by teens in our public schools. Everyone is discussing what kind of trainers Mike is wearing and how bad John was dressed than who John and Mike really are. Mike could be a bully and John the loveliest person in the world. Then why should Mike have more friends than John? The sad fact is that Mike will have more friends. Why? Because of his wardrobe. Teens are so interested in fashion, not because they like to dress up, but because they feel they have to. Why should a young teenager own a $100 pair of trainers when a $30 dollar pair is just as good? It is not because they like the expensive pair more but because their "friends" like them more.

With boys, they make comments in a funny joking way (not that that is OK), but I have seen girls who are really evil. Amy makes fun of Julie's red dress. She knows that Julie can hear her and is hurt, but she doesn't stop. She will continue until Julie is almost ready to cry. When Julie gets home, she will probably throw her red dress away. Situations like this should never happen, but they do. Should one person have more friends than another just because of his or her clothes? Teens seem to think so.

c) Find in the article:

– *personal examples*
– *an example of bullying*
– *why teens are fond of fashion*
– *a fact that the author thinks is not fair*

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– *words that mean:* ***too expensive, to put on one's best clothes, bad and angry***

d) What can help the situation in Rahul's school?

3. a) Read the arguments for and against school uniform. Put them into 2 groups.

a) I personally used to dislike uniforms, but since we got that new style with checked skirts and dresses, I think they are fine.

b) It's true that uniforms help students, because it takes less time to get ready in the morning, but I love my style and enjoy dressing up and think that uniforms are boring with the same clothes and same colour every day.

c) In my opinion, uniforms could make school a happier place. The kids that are bullied because of the way they dress just won't get bullied.

d) Some people say that uniforms could save the parents' money. When kids have a uniform, they will need fewer clothes, only for after-school and for weekends or summer vacation.

e) Personally, I think that uniforms are fine but you should still let pupils make it their style. If they do not want to wear something and have to then they are naughty and unhappy. And that is not good for studying.

f) Speaking for myself, I should say uniform is my dream. A few minutes before my school bus's arrival, I am still trying to decide what to wear. With uniform I could have extra time for sleeping.

g) As for me, I don't like them, because they are uncomfortable, and make you feel like you are in your church clothes all the time.

h) My opinion is that uniforms help students think about learning not worrying what other people think about them.

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i) It's a fact that school uniforms help make a safer school. Uniforms will make it easier to see those who are not from the school and this way help the safety of the students. Sometimes students from other schools do go to other schools to cause problems.

j) Some children believe schools are trying to control them by making them wear uniforms, but they have to remember that school is not a fashion show. You are at school to learn, not make fun of the people that cannot buy the latest style.

k) Believe me, in school, one of the most important things is your style. The more you have, the more popular you will probably be. With uniforms, everyone is united under the same style. So, no problem to worry about for many students.

l) As for me, fashion is my hobby, so I don't like to be told what to wear.

b) Read the statements again. What arguments haven't you thought of? Are all of your arguments mentioned?

c) Find words and phrases that help express one's opinion.

4. a) Think over the list of arguments for and against the school uniform in the pictures in this lesson.

B

C

b) Share your opinion with your groupmates.

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LESSON 8. ADS

Communicative area: advertising a product, discussing
Active vocabulary: ad, advertise, product

1. a) Look at the picture and discuss the questions below.

What is the idea behind this bright picture? What has the boy been doing too much? Do you always buy what you really need? Is there too much advertising around? Where can you see it? Do you like to see ads? Do you sometimes feel you want it all?

b) What does this joke mean? Do you agree with it?

– What makes this butter better than another?
– Advertising.

2. a) Listen and read what Vermont school kids say about advertising. Are their comments mostly positive or negative?

Jacob: Anything good about advertising? Well, it is fun to watch. It makes companies make their product better. Or advertise more. I don't really know.

Maya: Advertising is everywhere in our everyday life, in magazines, newspapers, television, shops and in the streets. Ads use colour, text, pictures, and language to fight for the reader. The problem is you cannot hide, you have to look at them!

Joseph: Everyone has seen those ads where they try to make you think that a product will make your

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life five times better and your life won't be better until you buy the product. They just try to get into your head and change your thoughts and opinion.

Daniel: No one needs this information because it's just not true. For example, if a company is advertising a sports drink, they show pictures of very fit, strong, and good-looking people. One thinks that this is a sports drink that they need to buy, they drink it, they will be as strong and good-looking as the people in the ad.

Nathan: Some ads advertise good things, like dog shelters, keeping streets clean from junk, healthy eating or helping old people.

Martha: Very few ads for kids have been for healthy foods, most advertise junk food. There are so many overweight kids today! Companies don't care about people or their health, all they think about advertising their product is how much money they get.

Olivia: The problem is false advertisng. Ads show ideal people, ideal families, ideal houses and weekends. Because of this, people want to be like those people in the ads. They just "forget" to say that babies cry, children fight, and a youghurt has 5 teaspoons of sugar in one cup.

b) Explain what the underlined words and phrases mean.

c) Discuss the questions below in pairs.

Whose ideas do you agree/disagree with? What do you think about advertising?

3. a) Look at the ads. Discuss the questions in groups.

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1. What product is advertised in each picture? 2. Describe the people in the ads. How do they feel? Why? 3. What does each ad promise (what happens if you buy this product)? 4. Does it really work this way? 5. What makes people look at these ads?

b) Match the statements to the ads above.

1. It's funny and it works, because every child wants to be like an adult. 2. They show a famous actor to make it more popular. 3. It makes the girl feel she's just like a grown-up woman, wearing grown-up clothes. 4. The girl looks happy because she's had something tasty. 5. It advertises a healthy product. 6. The little girl looks angry because a woman is wearing the same dress as she is at a party. 7. Hundreds of celebrities from all over the world advertise this product free. 8. It'll never make you really happy, it can only make you fat if you have too much.

c) Which ad do you like most? Why?

4. Work in groups. Take any object in class. What would you say to advertise it? Take notes, then advertise it to your groupmates.

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LESSON 9. Shopping around

Communicative area: conversation (in a shop)
Active vocabulary: size

1. Discuss the questions below as a class.

1. What's the problem in the picture? 2. What size shoes / boots do you take? 3. What do these letters stand for? Order them from the smallest to the largest size? 4. What size clothes do you take? 5. What can you do if you don't know what size you need?

M XL S XS L XXL

2. a) Nick's family are shopping. Read the conversation below. Who do you think says each line?

– Wow! What a dress! I've been looking for it for years!

– Can I help you?

– Yes, I'd like to try this dress on, please.

– Sure. The changing room is over there.

– So, what do you think of it, Mum? Don't you think it's nice?

– Well, Rosie, it is. But I think you need a bigger size. It looks a bit too tight.

– Have you got this dress in a bigger size? M, probably.

– Yes, here you are.

– OK. Is this one better? What do you think, Nickie? Does it look good?

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– Don't ask me. I'm not really good at choosing clothes.

– Oh, what a bore you are!

– It's not bad. But I don't like the colour very much. You look a bit pale in it. Try this green one on.

– Wow! You look like Fiona from Shreck!

– Thank you.

– That's lovely! It looks really good on you. I think we'll buy it. How much is it?

– 19.99 £

– Oh, well. It's cheap enough.

– Brilliant! Now, let's go and buy something for me.

b) Listen to the conversation and check.

3. a) Work in small groups. Get ready to role-play your conversation. Follow the steps below.

Step 1

Decide what shop you are in and what you are going to buy.

Decide who the characters are.

Step 2

Work together to make up the conversation.

Take notes on what your character is going to say.

Step 3

Read the conversation out line by line to check grammar.

Make sure you use new vocabulary and grammar in your conversation.

Add more lines or cross something out if it makes your conversation better.

Step 4

Practise role-playing your conversation.

b) Role-play your conversation in front of the class.

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UNIT 3

Friendship

LESSON 1. My friends

Communicative area: writing about one's friend

Active vocabulary: be there for someone, call names, fall out, get on, have in common, share

1. **a) Listen to the poem. Do you agree with it? What is the best thing about friends?**

My Friends

Friends share secrets (friends don't tell).
Friends share good times (and bad as well).
Friends share things with one another.
That's because friends like each other.
Of all the happy things there are
friends are the very best by far.

b) Read the poem. What do you share with your friend?

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2. **a) What kind of friends do people have? Where do people find friends?**

b) Read the letters below and find out what kind of friends the children have.

My best friend is my granddad. We've been friends since I was a baby. We ***get on*** *really well and we always find lots of enjoyable things to do together. We go hiking in summer and skiing in winter, we have a large collection of toy soldiers that we play together with. Mark Antony, Plymouth*

I think that computer makes an ideal friend for me. My classmates are not interested in reading or studying, but I can find a lot of friends in the Internet who ***share*** *my interests. At school kids think that I am boring and often* ***call*** *me* ***names****, with my net friends we never* ***fall out****. Computer is always fun, and if you don't want to talk, you can play games or watch a film. Computer* ***is*** *always* ***there for*** *you. Rimma, Liverpool*

My best friend is my horse Roosevelt. I've had him for three years. He's my best friend because he's always there for me and we ***have a lot in common****. We both enjoy long walks and love apples. Sometimes Roosevelt is naughty, but he's always happy to see me and I'm sure he thinks I'm his best friend too. Tony, Highcomb*

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c) Match the definitions below with the words in bold.

a) to have the same interests, ideas as somebody else;
b) to be no longer friends with somebody;
c) to use bad words about somebody;
d) to be good friends with somebody;
e) to give some of yours to somebody;
f) to be near if somebody wants to talk or needs help.

3. a) Complete the statements below with the words in bold.

1. I didn't use to … with my sister when we were little, but now we are best friends. 2. I never … my friends' secrets with anybody. 3. I don't like school because other children often … . 4. In my opinion, real friends must … . 5. When my best friend and I …, I always call first to say how sorry I am. 6. My mum and dad are my best friends. They … me.

b) Work in pairs. Agree or disagree with the statements above. Give your examples.

4. a) Work in small groups. In your group appoint a Writer, a Grammarian and a Speller. Make a list of questions Mark Antony, Rimma and Tony answer in their letters.

b) Put all the questions together on the board. Help your groupmates correct the grammar and spelling mistakes.

5. a) Write about your friend. Choose at least 3 questions on the board to answer. Remember: to answer at least 3 questions, to use new vocabulary, to check for grammar and spelling mistakes, to make your writing clear and interesting.

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b) **Give your writing to your groupmate for proof-reading. Then make the improvements.**

LESSON 2. What's your friend like?

Communicative area: describing one's character

Active vocabulary: couch potato, hard-working, honest, kind-hearted, nosy, serious, shy, talkative

1. **a)** **Put the adjectives below into two columns: positive/negative.**

friendly, lovely, boring, amusing, romantic, quiet, clever, unfriendly, polite, active, careful, naughty, kind, loud

b) **What do these adjectives describe? Add more adjectives to the list.**

2. **a)** **Reorder the words to make three questions.**

1. **does what like he?** **2.** **is he what like?**
3. **he like does look what?**

b) **Match the answers to the questions in ex.2a.**

a) He's got straight fair hair and wears glasses.
b) He enjoys skateboarding.
c) He is a bit quiet with the people he doesn't know.

c) **Discuss the questions below in pairs.**

Which question in ex. 2a is about character? Which question is about appearance? What is the third question about?

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3. **a)** **Listen to people talking about their friends. What questions are they answering?**

b) **Work in pairs. Explain what the following adjectives mean. Are they positive or negative?**

couch potato, hard-working, serious, talkative, kind-hearted, nosy, honest, shy

c) **Listen again and check. Which qualities are good for a friend? Which are not very good? Why?**

4. **a)** **Look at the following adjectives. How are they formed?**

hard-working

kind-hearted

b) **Make more examples of compound adjectives using the words below. Then add a noun to each adjective.**

Example: *a hard-working student*

good old green broken
long quick well

looking fashioned
eyed hearted legged
known thinking

5. **Look at the pictures (page 60). What personalities do these people have? Discuss with your partner. Use the questions from ex. 2 and the unit vocabulary. Who would you choose as a friend? Why?**

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6. **a)** **Choose one-two questions from ex. 2a to talk about your friend. Take notes on what you are going to say.**

b) **Use your notes to tell the class about your friend. Let them guess what questions you are answering.**

LESSON 3. BFF

Communicative area: asking about hobbies (dialogue)

Active grammar: the Present Perfect and the Present Perfect Continuous

1. **Discuss the questions below in pairs.**

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What do the letters in the picture stand for? Can people be friends all life? How long have you known your friend? Do you know any people who've been friends for many years?

2. **a) Listen to Liz talking about her friends. How many close friends has she got? Who's her BFF?**

b) Listen again. Who is each sentence about (Susan, Christine or Brendon)?

They've known each other for 5 years. They've never fallen out. They've been going to the same dance club since last summer.They've been to the same camp twice. They've been wearing the same clothes to school since they became friends.

They've been sharing one room for 8 years. They've been collecting information about the same famous people. Their parents have been friends since their childhood. They've become the king and the queen of Halloween. They've been doing shopping together. They've been going to Sunday Drama School for a year.

c) Are any sentences in ex. 2b true for you and your BFF? What do you and your BFF have in common?

3. **a) What tenses are the sentences in ex. 2b? Label the columns.**

…	…
have/has + Verb3 finished action, result	**have/has been** + Verb + ing unfinished action
The following verbs are not used with the Present Perfect Continuous: *know*, *have*, *like*, *love*, *be*, *see*, etc.	

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b) Answer the questions about grammar on the disk.

4. Rosie is writing about her classmates in her diary. Help her to write some more entries.

Example: *Mark/ collect stamps/3 months. 120 from all over the world. – Mark has been collecting stamps for 3 months. He's collected more than 120 stamps from all over the world.*

1. Tony/ read Harry Potter books/ a year. 2 books.
2. Bridget/ eat oranges/ 6 minutes. 2 kilos.
3. Tara/ shop for clothes/ yesterday. Try on 10 dresses.
4. Christal/ do homework/ 6 o'clock. Maths.
5. Daniel/ play tennis/ he was 10. 3 medals.
6. Liz/ be friends with Nick/ 5 years. Fall out twice.
7. Annie/ iron/ 20 minutes. 2 blouses.

5. a) Fill in the gaps in these conversations using words in the green box.

since I was 10, for 2 months, once, 16, 234, for 3 years

– Do you play the piano?
– Yes, I do, but not very well.
– How long have you been playing?
– … (1) – How many lessons have you had?
– … (2)

– Can you ski?
– Yes, I can.

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– How long have you been skiing?
– … (3) – How many times have you been on a skiing holiday?
– … (4)

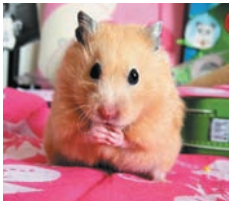
– Do you collect stickers?
– Yes, I do.
– How long have you been collecting them?
– … (5) – How many of them have you got in your collection?
– … (6)

b) Work in pairs. Make up and role-play a similar dialogue with your partner.

LESSON 4. Your ideal pet

Communicative area: doing a quiz, asking questions
Active vocabulary: either, neither, none
Grammar: *either, neither, none*

1. Discuss the questions below in pairs.



1. Have you got a pet? Can a pet be a friend?
2. What pets can make good friends to people?
3. Would you prefer to have a penfriend or a pet friend? Why?

2. a) Look at the sentences below and match them with the explanations.

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I'd like to have **either** a puppy or a kitten.	not any of two
Neither of my two best friends has a pet.	not any of three and more
None of the people I know has a pet tortoise.	one of two

b) Are the sentences in ex. 2a true for you?

3. a) Have you got a pet? Is it ideal for you? Read the animal quiz and find out what pet is ideal for your personality.

YOUR IDEAL PET

1. You are in a Maths lesson and you have no idea what the teacher is talking about. What do you do?

a) Look out of the window.
b) Ask your friend to explain.
c) Repeat what the teacher has just said so it looks like you understand.
d) Put your hand up and ask the teacher to explain again.
e) None of it. You are great at Maths.

2. Your two friends have fallen out, and they need to talk to you about it. What do you do?

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a) Listen attentively to them both.

b) Keep quiet because you don't want to listen to anything bad about either of them.

c) Tell them that it's a good thing because they didn't get on well together.

d) Don't want to talk. Neither of them is interested in your opinion anyway.

e) None of it. Real friends never fall out.

3. Your older brother asks you to help him clean his new car this Saturday morning. What do you do?

a) Get up ready to help.

b) Oversleep.

c) Wake up your brother holding a bucket of water and cloth.

d) Ask your friend to come around and help too.

e) None of it. You never help anybody.

4. You start singing your favourite song and when you turn on the radio, you hear the song playing. What do you do?

a) Sing even louder.

b) Look surprised.

c) Think you're really cool. You know all the popular songs.

d) Start dancing around the room.

e) Wonder how the DJ knew you were singing it.

5. You really like someone at school and you want to go out with them. What do you do about it?

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a) Try and talk to them.
b) Fall over in front of them.
c) Either a) or b) Something will work.
d) Invite them out with you and your friends.
e) None of it. You are too shy.

Work out your score

1. a-2; b-4; c-3; d-5; e-1
2. a-5; b-1; c-2; d-3; e-4
3. a-5; b-1; c-4; d-2; e-3
4. a-3; b-4; c-5; d-2; e-1
5. a-5; b-1; c-3; d-4; e-2

Keys:

21 – 25: Your ideal pet is a dog. It is a true friend, very active and fit. Dogs are always kind and honest. They can easily make you laugh if you are sad and will always share your happiness.

17 – 20: You can have either a guinea pig or a rabbit. They are quiet animals that like comfort. Rabbits are slightly shy and they are afraid of the things they don't know. You will be a super owner for them.

13 – 16: You will get on well with a parrot. It is a talkative bird, very active, a bit nosy, just like you. It also likes being the centre of attention and is fun to play with.

9 – 12: Your ideal pet is a cat. It is a very independent animal. It's usually difficult to say if the cat is angry or happy for it can easily hide its real feelings, but you will get on well.

5 – 8: The best pet for you is a goldfish. It is very quiet and shy. It is a little lazy, a couch potato, just like you. You will make wonderful friends.

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b) Do you agree with the quiz results? Why? Why not?

4. Choose the correct option in each sentence.

1. She showed a checked tie and a striped tie and told me that I could have ... of them. 2. ... of the films he saw with this actor was much good. 3. ... of the twins wants to go and ... of them is ready so we can go without them. 4. Which cake do you want? ... , please. I like both of them. 5. ... of his classmates has come back yet. 6. ... of his two brothers could help him. 7. You can come on ... day – Saturday or Sunday.

5. Play the "Right question" game in pairs. Change roles and play again.

Student A: Make a list of questions to ask your partner. See the example below.

Student B: Answer your partner's questions using *either, neither, none* or *any*.

Example: *Would you like to live in Paris or London? – Either. Are you going to have eggs, soup or pasta for dinner? – None of it. Are you reading a detective or a romantic story now? – Neither. Would you like to help a teacher, a doctor or a fire fighter? – Any of them.*

LESSON 5. The more, the better

Communicative area: discussion
Active vocabulary: friendship

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1. **a) Make a list of things you do with your best friend.**

b) Discuss the questions below in pairs:

1. What do you do with your best friend? 2. What do you do with your best friend that you do not do with other friends? 3. Do you really need a BF? Why?

2. **a) Read a BBC news magazine article. Choose the right title.**

a) Bullying at School: Advice for Families **b)** Should Children Have Best Friends? **c)** Best Friends make you feel lonely **d)** Who needs Best friends these days?

A head teacher of a leading primary school has said young children should not have best friends because it could leave others feeling lonely and hurt.

Besties, BFFs – whatever you want to call them, a lot of children look for a best friend and the childhood mate is a typical motif in children's literature – Tom Sawyer and Huckleberry Finn or Ratty and Mole.

It may come as a surprise that parents of pupils at a school in south-west London have been told it's not good for their kids to have best friends. And it's "healthier" for a child to have "lots of good friends" than a best friend.

Ben Thomas, the school's headmaster, said: "There are too many problems with having a BF, like controlling behaviour or upsetting fall-out, and it is much easier if children share friendships and have a lot of good friends rather than worry too much about who their best friend is."

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Mr Thomas also said it was common for young girls to form close-knit friendship "triangles" that often ended with one member of the group feeling left out and upset. It even may be as bad as bullying.

He added: "I think children would feel better if they all grew up knowing they all need to be friends with each other."

Parents and nannies picking up pupils from the school on Wednesday were divided on the idea, with some describing it as "silly" while others welcomed it.

"You have to have best friends, it is all part of learning the ways of life," said one, who didn't wish to be named. "I left school years ago but some of my best friends today are ones I made when I was quite young. That is just silly, not having best friends. You are not always going to get on with people. Even very best friends fall out – children have to learn that that is not the end of the world."

But another parent, who did not want to give her name, said: "I think it is practical, especially in London where people often move out and leave. We have all seen the tears when a 'best friend' goes away. It is much better if they have a good range of friends."

John D, a father of a 10 year-old Malcolm, said: "I think it is going to depend a lot on the individual child. Some children are comfortable with a lot of friends, others would find it difficult to get on with a very large group of friends. Children are usually quite good at choosing their own friends, and I would not stop them if they are forming a close friendship with another child."

b) Read the article again and find answers to the questions below.

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1. What idea surprised parents that came to pick up their kids from school? Why do you think this idea was surprising? 2. What is better for children than having a best friend according to Mr. Thomas? 3. What reasons did the headmaster give against close friendship? Who liked his idea? How did they explain it? 4. What kind of friendship can lead to bullying according to Mr. Thomas? 5. What was the parents' reaction to the new idea? Did most parents agree or disagree with Mr. Thomas? 6. Why did some parents disagree? How did they explain their opinion?

c) What do you think about Mr. Thomas's idea about friendship? Find the statements in the article that you absolutely agree with.

3. a) Read what phrasal verbs are and give more examples of phrasal verbs.

Phrasal verbs are formed with the verb plus a small word, e.g. ***wake up, watch out, take up, switch on***.

b) Find 6 more phrasal verbs in the article and match them with their meaning.

1) change the place of living, 2) try to find, 3) leave, 4) to be friends no more, 5) become adult, 6) have good relations, 7) collect from school.

4. a) Complete the statements below with the phrasal verbs in the right form.

get on, fall out, watch out, take up, throw away, look for, grow up, go away, go out

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1. It's ok for best friends to ... sometimes. 2. When children ... they often break up with their school best friends. 3. If you are ... a friend, ... a hobby and you'll find one. 4. I ... well with most of my group mates, but best friend is much more than that. 5. I miss my best friend even if he/she ... for a week-end. 6. You have to ... for unhealthy friendship that makes you feel bad about yourself. 7. ... with friends is the best way to spend your free time. 8. Nobody in this world is rich enough to ... a friend.

b) Work in small groups. Discuss if you agree or disagree with the statements above.

5. a) Have a group vote to see your class opinion. Read the question below and choose the answer that you agree with.

Should children be discouraged from having a best friend? *Yes* – it's better for a kid to have a lot of friends at school. *No* – it depends on the individual and children should be free to choose who to befriend.

b) Read the voting results from the BBC news website and compare them with your group's results.

Thank you for voting!

Yes – it's better for a kid to have a lot of friends at school 19.15% (220 votes). *No* – it depends on the individual and children should be free to choose who to be friend 80.85% (929 votes). Total Votes: 1,149.

6. Discuss if the lesson title is true or false if we are talking about friends.

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LESSON 6. The best friend of the year

Communicative area: writing about a friend
Active vocabulary: advice

1. **Discuss the questions below in pairs.**

1. If you have a problem and have no idea what to do, how can a friend help you?
2. Do you often give advice to your friends?
3. What advice can you give to someone who doesn't have a friend?

advice (noun, uncountable) *Here's* ***a piece of advice****. Don't give cherries to pigs or* ***advice*** *to fools.*

2. **a) Nick has decided to take part in a competition organized by the school magazine. He wrote about his best friend. Read the story and say why Nick and Liz are good friends.**

I've known Liz since my first day at school, when we were only five. As soon as I entered the classroom I saw her sitting alone at the desk. I remember her smiling face when I came up and sat next to her. She was a bit shy, but we got on really well at once and became great friends. We are classmates again this year and we go to school together each morning.

Liz is quite tall and looks very fit because she does yoga. She's got an oval face and beautiful green eyes. She often wears her long straight hair

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in a ponytail. I can say she is very pretty. Liz prefers comfortable clothes and you can often see her wearing jeans and a T-shirt or sweater.

Although Liz is sometimes naughty, she's always there for me. She is a kind person who will always listen to your problems and try to help you. I can always count on her to be honest and to give me the best advice. It seems she and I are always talking or laughing about something. She has a very nice personality. She's serious, but fun. She can be very amusing especially when she tells stories. She's also quite active and enjoys doing sports.

One of Liz's favourite hobbies is playing tennis. She also enjoys reading books a lot. Liz likes watching adventure films. We like going to the cinema together but sometimes can't agree on what film to see.

I've shared many good times with Liz. I'm happy I met her. I hope Liz and I will be in the same class again next year. I can't imagine going to school and not having her there.

b) Look at the table. Read Nick's description of Liz and fill in the missing information from the text.

	appearance	character	interests
Liz	.?.	.?.	.?.
My friend	.?.	.?.	.?.

c) Fill in the information about your friend.

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3. **a) Read Nick's composition again. Match the points with the parts of the plan.**

b) Do you think Nick's composition can win in the competition? Why?

1. Introduction 2. Main Body 3. Conclusion

a) Activities he/she takes part in: hobbies, interests; b) Set the scene (name of the person, time/place you met); c) Personality characteristics; d) Comments/ feelings about the person; e) Appearance.

4. **Rosie decided to follow Nick's example and write about her friend. Here is her description. Read it. Can you make it more interesting? Use the picture and the tips below.**

• Ben's a best friend of mine. He's 11. I met him at Liz's birthday party, because he is her brother.

• Ben is rather tall. He's got a funny face with blue eyes.

• He is amusing, but sometimes he is shy. He is a real couch potato, but I like him.

• Ben's favourite hobby is playing computer games. We often play together.

• I'm glad he's my friend.

- ✓ When you describe character, give examples.
- ✓ Use a lot of adjectives.
- ✓ Write longer sentences.
- ✓ Use different linking words to make your composition more eye-catching.

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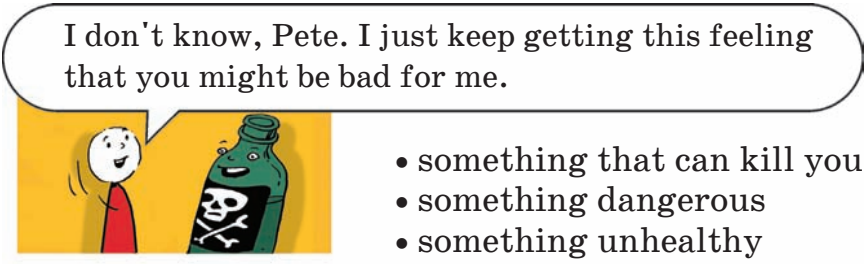
5. **A youth magazine is running "The Best Friend of the Year" competition and has asked its readers to write compositions describing their friends. Write a plan for your composition.**

LESSON 7. Toxic friendship

Communicative area: predicting, giving advice
Active vocabulary: control, toxic

1. **Look at some definitions of the word *toxic*. What does toxic friendship mean? Can you describe it?**



- something that can kill you
- something dangerous
- something unhealthy

2. **a) Read Rosie's friendship story she wrote for a Teen ink magazine. What kind of friend did Rosie have?**

All through elementary school, we were best friends. We sat together in class, went out, shared secrets. But one September day, that came to an end. I decided to sit with some other girls at lunch. She didn't like me eating with anyone else. She asked me who my friends were and if I was loyal, but later, I caught her talking about me with another girl. I suddenly understood how unhealthy our friendship was. I saw that she had been controlling me for two years.

You know what makes her kind of bullying so dangerous? It's difficult to notice. Bullying isn't always

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a fight over lunch money or laughing at someone's clothes. It can be as simple as being instructed (not asked) to wait for her, or falling out when you choose to play another sport or sit at a different lunch table. When you start to do things not because you want to, but because someone is telling you to, there's a problem.

She wanted me to feel lower, and it worked. I had times thinking really bad about myself. I cried almost every day. Until one day, I just saw it all.

b) Discuss the questions below.

1. Why does Rosie call this kind of friendship bullying? 2. What did Rosie's toxic friend do to make her feel bad? 3. Is it ok for a friend to control your behaviour? 4. Why do you think she was doing it?

3. a) Rosie has given an interview at the local radio station. Before you listen, look at the questions below and try to predict the answers.

1. What did Rosie do next?
   a) talked to her parents
   b) studied harder
   c) took up a hobby

2. Who told her the story of their toxic friendship?
   a) her mum
   b) her dad
   c) Nick

3. What kind of toxic friend was it?
   a) naughty and controlling
   b) loud and nosy
   c) a boring couch potato

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4. What kind of motto did Rosie create to help her?
   a) Know who you are!
   b) Get up and fight!
   c) Be yourself, love yourself!

5. Are the girls still friends?
   a) Of course, not.
   b) No, but they still talk sometimes.
   c) Yes, it's better to have a toxic friend than have no one to talk to.

6. Has her toxic friend changed?
   a) People don't change.
   b) She's become Rosie's true friend.
   c) She's found a new friend to bully.

b) Listen to the interview and check your predictions.

c) Do you think Rosie did the right thing? What would you do if you had a toxic friend?

4. a) Look through the list of things toxic friends do. Find some points that are not about a toxic friend.

Toxic friends

1) tell you to do something (not ask you to do something);
2) don't keep your secrets;
3) feel bad when you are sharing good news;
4) tell adults about your plans to run away;
5) talk about you behind your back;
6) make funny jokes about you;
7) call you names;
8) tell you new jeans look bad on you;
9) watch where you go and what you do;
10) make you feel bad about yourself;
11) keep telling you what you did wrong;

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12) always try to compete with you (about marks, clothes, friends etc);
13) forget about your afterschool plans;
14) try to copy your clothes and behaviour;
15) don't let you have other friends;
16) make fun of your clothes and appearance;
17) yell at you.

b) Look through the list again and count how many points are true for your friend. Is your friendship toxic?

c) What advice can you give to those who have toxic friends? Why should one end toxic friendship?

5. Now tick the points that are true for how you behave with your friends. Are you a toxic friend?

6. Unjumble the saying below. Is it true?

in it alone than to be bad better company is

LESSON 8. The story of friendship

Communicative area: telling a friendship story
Active vocabulary: friendship

1. How many new words can you make with the base FRIEND?

Example: *friend* → *friendship* → ...

2. In pairs talk about when and where you first met your best friend.

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3. **a) Look at the picture. Describe these teenagers. What sort of people are they?**

b) What do you think their answers to these questions might be?

1. Where did they meet? 2. When did they meet? 3. What were they doing? 4. Why did they become friends? 5. What do they have in common? 6. What did/didn't they use to do before they became friends?

c) Listen to Pete and Mary speak about their friendship. Were your guesses right?

d) Listen again. Make notes using the questions in ex. 3b. Then compare your notes with your partner's.

4. **Think of your special friend. Why did you become friends? Write your notes to answer the questions in ex. 3b.**

5. **Look at the following expressions. Put them in the correct column.**

a) at first, b) later on, c) luckily, d) the next morning, e) then, f) as a result, g) in the end, h) because of this, i) finally, j) to my surprise.

TIME	RESULT	FEELINGS
…	…	…

6. **a) Prepare to talk about how you met your best friend. Use ex. 4 and 5.**

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b) Go around the class and find out as much as possible about each other's stories. Find someone who has a similar story.

LESSON 9. Hachiko

Communicative area: reading and understanding literature

Active vocabulary: loyal

1. a) Look at the advertisement below. What is it advertising?

b) Discuss the questions below.

1. What quality of a BF does the advertisement mention? What other qualities make dogs people's best friends? 2. What does loyal mean? What do loyal people, friends or dogs do?

2. Discuss the questions below in pairs.

What do you know about Japan? What do you think is a favourite pet in Japan: a) dogs and cats, same as everywhere else in the world; b) dogs as everywhere, but the popular breeds are very different; c) goldfish – Japanese culture is very mysterious?

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3. **a) Look at the picture of a statue in Tokyo. Can you guess why people put up a statue to a dog?**

b) Work in pairs. Make a list of questions to ask a city guide about this statue.

4. **a) Read an excerpt from *Hachiko*: *The True Story of a Loyal Dog*, written by Pamela S. Turner and find some information about the dog.**

There is a statue of my old friend at the entrance to Shibuya Station. His bronze feet are bright and shiny, polished by thousands of friendly hands. There is a sign that says, simply, "Loyal dog Hachiko". I close my eyes and remember the day we met, so long ago.

When I was six years old, my family moved to a little house in Tokyo near the Shibuya train station. At first the trains frightened me. But after a while, I grew to enjoy their power and the furious noises they made. One day I begged Mama to take me to meet Papa as he came home on the afternoon train. She laughed and said, "Kentaro, you have become big and brave, just like a samurai!" Together we walked to the station.

It was spring, and the day was clear and cold. There were tiny carts all around the station, selling snacks, newspapers, and hundreds of other things to the crowds of people rushing by. Ladies in kimonos walked carefully, trying to keep their white tabi socks away from the grime of the streets. Businessmen strode about, hurrying home or to catch another train. Mama and I had stopped near the station entrance when I noticed the dog.

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He was sitting quietly, all alone, by a newspaper stand. He had thick, cream-coloured fur, small pointed ears, and a broad, bushy tail that curved up over his back. I wondered if the dog was a stray, but he was wearing a nice leather harness and looked healthy and strong. His brown eyes were fixed on the station entrance.

Just then, Papa appeared. He was chatting with an older man. The dog bounded over to the man, his entire body wiggling and quivering with delight. His eyes shone, and his mouth curled up into something that looked, to me, just like a smile.

"Ah, Kentaro! You see, Dr. Ueno, you are not the only one who has someone to welcome him," said Papa. He introduced us to the older man. "Dr. Ueno works with me at Tokyo Imperial University."

"What is your dog's name?" I asked timidly. The dog was beautiful, but his sharp face reminded me of a wolf's. I grabbed Mama's kimono and stepped behind her, just in case.

b) Has the story answered any of your questions to the city guide?

c) The pictures below show some of the most popular dog breeds in Japan. Read the description of the dog again. Which breed was Hachiko?

chihuahua

Pomeranian

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Akita

Chin

d) Read the excerpt again and answer the questions below.

1. Who's telling the story? 2. Is he a brave person? How do you know? 3. What elements of Japanese culture are pictured in the text? 4. What was the dog doing when the boy first saw it? 5. How did it behave when his owner came? Why? 6. What do you know about the dog's owner? 7. Why are the bronze feet of the dog bright and shiny?

5. Can you guess what happened next in the story? Would you like to read the whole story?

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UNIT 4

Sports

LESSON 1. Keeping fit

Communicative area: asking questions

Active vocabulary: athletics, boxing, give up, gymnastics, jogging, karate, keep fit, weightlifting, yoga

1. **Discuss the questions below in pairs.**

1. Are you fit? 2. What do you do to keep fit? 3. What else can people do to keep fit?

2. **a) Look at the picture. How would you describe Liz Cherry? What do you think she does to keep fit?**

b) Liz Cherry is talking about what she does to keep fit. Listen and say which of the following things she does:

a) gymnastics, b) yoga, c) jogging, d) basketball, e) roller skating, f) boxing, g) horse riding, h) weightlifting, i) athletics, j) cycling, k) karate, l) swimming.

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c) **Words *athletics* and *gymnastics* are special. Can you explain why?**

d) **Match the activities with the pictures.**

3. **a)** **Work in pairs. Which of these kinds of sport are used with *do* / *go* or *play*? Put them into three columns. Add more sports into each column.**

b) **Which of these activities are your favourite? Grade them from the ones you like best to those you do not like at all.**

4. **a)** **Look at the pictures. How would you describe the people?**

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b) **These teenagers want to be healthy and sporty. Give them some advice on how to keep fit. Choose from the ideas below.**

to give up ≠ to take up
e.g. *You should give up eating fast food)*

Example: *You should/shouldn't drink juice.*

1) to keep fit, 2) to go ... every morning, 3) to eat more ..., 4) to play ..., 5) to take up ..., 6) to take vitamins, 7) to drink ..., 8) to do ..., 9) to give up ..., 10) to be ....

5. **a)** **Make notes on what you do to keep fit.**

b) **Walk around the classroom and find another person who does the same as you.**

c) **Interview your teacher.**

– Excuse me, do you eat healthy food to keep fit?

– So do I. /Oh, I don't.

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LESSON 2. Skating is great fun

Communicative area: asking questions
Active grammar: gerund

1. **a) Read the poem. Try to guess what words are missing (the first letters of the words are given).**

My roller skates

My roller skates won't ever do
The simple things I **w**... them to.
I put them on and try my best.
But one goes **E**... and the other goes **W**... .
I often fall upon the floor.
I stand up and try once **m**... .
But my roller skates think they know best:
One still goes **E**... and the other goes **W**... .

Finola Akister

b) Listen to the poem and check your guesses.

c) Work in pairs. Read the poem as if you are

– a six-year old child,
– ninety-year-old person,
– a teenager,
– a frog ...

2. **a) Look at the pictures. What are the people doing? Which of these sports have you tried or would like to try?**

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b) Listen to the interview with three teenagers and say which pictures do not go with the text.

c) Listen to the interview again and complete the sentences below.

1. ... is a form of exercise and it's fun to do. 2. Yes, I really enjoy ..., it's fun and it's also a really good feeling when you can do a new trick. 3. We hate ... . 4. And you shouldn't be afraid of ... different tricks, some of the things we do are not for everybody. 5. My mum thinks ... is dangerous. 6. I like ... ... in the air.

d) Look at the sentences in ex. 2c again and answer the questions about grammar on the disk.

3. Make true sentences about yourself.

1. I like/don't like (*play*) sport games. 2. I hate/like (*jog*) in the morning. 3. I am/am not afraid of (*skate*). 4. I think/don't think (dive) is fun. 5. In my opinion (*swim*) is/isn't the best way to keep fit.

4. a) Look at the questions below. Change them into personal questions.

Example: *1. Do you enjoy skateboarding?*

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1. How many people enjoy skateboarding? 2. Who in your group thinks jogging is not for them? 3. Who in the group is thinking of taking up athletics? 4. How many people think keeping fit is difficult? 5. Who in the group likes watching gymnastics? 6. Is there anybody who hates cycling? 7. Does anyone know a person who is afraid of swimming? 8. How many people have tried diving? 9. Who in the group has seen someone doing yoga? 10. Is there anybody who thinks doing weightlifting is fun?

b) Choose one question from ex. 4a. Walk around the classroom and find the answers for the question.

c) Report on your findings.

Example: *Only 5 people in our group enjoy skateboarding.*

5. Work in groups. Ask and answer the following questions.

– What sports do you like doing in summer/winter?
– What games do you like playing in summer/winter?
– What do you hate doing in summer/winter?
– What are you afraid of doing in summer/winter?
– What do you think is the best thing to do in summer/winter?

LESSON 3. Eat, sleep, play hockey

Communicative area: describing team sports
Active vocabulary: team

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1. **a) Do you divide sports into girl's and boy's kinds? Boys: make a list of sports that are typical for girls. Girls: make a list of sports that are typical for boys.**

b) Compare your lists. Do you agree? Do you have any sport in both lists?

c) Which list has more team sports? Have a class vote to see if boys or girls prefer team sports. Name more team sports.

team – a group of players on the same side.

d) Read a joke below. What sport is it about? Is this sport for girls or boys?

– Pick up your teeth and get back in the game!

2. **a) Work in pairs. Student A: read about Rosie's favourite sport and prepare to tell your partner about it. Take some notes. Student B: read about Ben's favourite sport and prepare to tell your partner about it. Take some notes.**

Rosie

Field hockey has been around more than 4,000 years. It's a sport widely known in 112 countries and it's one of the top six sports played.

This year was my very first year playing field hockey. I

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wasn't sure that I was going to like it, but it turned out that it is now one of my favourite sports! When I went to the first practice, I was worried about all the plays I had to learn and my position. To be honest, it is not that hard at all! Once you start doing it, it is like learning how to ride a bike, you won't forget it! Having a great coach, Mr. Rahn, made it easy for me to learn because he is fun and explains things in a way that is easy to understand.

During the game, there are 11 players out on the field. In my opinion, this is just enough people to play the game. If there were less than 11 girls, it would be a lot harder to pass the ball, but if there were more than 11 girls, it would just get crowded. My position is a mid-fielder. In this position you run the most. You have to go up and down the field, basically just following where the ball goes! I personally love this position because it is where most of the action happens and I am really good at it.

Ben

It's hard to explain my love for hockey. I've grown up with it and have played it since I was 5. I love it because of the fights, because it's fast and the fact that it's a sport my dad and I can share and play together. When playing, I just love skating down the rink and feeling the cool breeze. In a school team, I play right wing and fall over a lot, which means my knees are always covered in cuts!

Ice hockey is a team sport played on ice in which two teams of skaters use sticks to shoot a hard hockey

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puck into their opponent's net. Six members of each team skate up and down the ice trying to take the puck and score a goal.

Hockey is difficult to play. You can't just one day decide to go play hockey, you need to learn how to skate, stick handle, etc, all you need for basketball is a ball and a net.

My favourite team is the Toronto Maple Leafs, but no one in my opinion compares to Pavel Bure. I'm his biggest fan.

Hockey is most popular in areas of North America (particularly Canada and northern parts of the United States) and Europe. In North America, the National Hockey League(NHL) is the highest level for men's hockey and the most popular. Ice hockey is the official national winter sport of Canada. Worldwide, there are ice hockey federations in 73 countries.

b) Share the information you have prepared with your partner.

c) Work in pairs. Who talked about the following (Ben, Rosie, neither of them or they both)?

1) their favourite sports, 2) hockey, 3) the sport's history, 4) how popular the sport is, 5) watching sports on TV, 6) why they like it, 7) how long they have been doing it, 8) playing hockey with someone from the family, 9) how difficult hockey is, 10) how simple it is to play, 11) their position on the field, 12) what they have to do in a team, 13) why they started playing, 14) the rules, 15) the number of players, 16) their favourite team or player, 17) who trains them, 18) how well they can play.

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d) Give detailed answers while checking as a class.

Example: *Both Rosie and Ben wrote about their favourite sports. Rosie's favourite sport is field hockey and Ben's favourite sport is ice hockey.*

e) Are these sports popular in Belarus? Would you like to play any of these sports? Why/Why not?

3. a) Choose some of the ideas in ex. 2c to talk about your favourite sport. Take notes on what you are going to say.

b) Tell your group about your favourite sport. Answer your partner's questions. Prepare your questions while listening to the others.

4. a) Match questions 1–7 to the answers a–g.

1. Are you a team-player or more of a lone wolf? 2. Are you always on the go? 3. Are you a risk-taker, or do you prefer to play it safe? 4. How are you on ice? 5. Are you a strong swimmer? 6. Would you prefer something that takes place in the great outdoors or inside? 7. Do your future plans include an Olympic Gold Medal?

a) I think I'm more of the quiet type. b) No, I'm fine just playing the game. c) No, thank you. It's hard and cold. d) Indoor gyms are great – no need to worry about the weather. e) It's hard to get me out of the pool. f) I like being part of a team. g) I prefer to think twice before taking a risk.

b) Read out the interview. What kind of sport would you recommend to the one who answered the questions. Why?

c) Interview your partner. What kind of sport would you recommend for them?

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LESSON 4. Keeping fit

Communicative area: talking about famous sportsmen
Active vocabulary: champion, to compete, fan, lose, the Olympic games, professional, record, team, win
Active grammar: *So do I. / Neither do I.*

1. Discuss the questions below in pairs.

1. Do you know these sportsmen? 2. What sports do they do? 3. Why are they famous?

2. a) Listen to the conversation, follow in the book and check your ideas.

Phillip: Look at all these posters! Are you a sports **fan**?
Steve: Yeah! Kind of. I really like watching some sports on TV.
Phillip: So do I. I never miss a basketball game.
Steve: Neither do I! **Team** sports are fun to watch! My favourite player is Michael Jordan. I think he is the greatest basketball player of all time.

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Phillip: So do I. I know he was 6 times NBA **champion** and **won** 2 Olympic gold medals. And even when his team **lost**, Michael was often chosen the Best Player. It's a pity he doesn't play anymore.

Steve: I think I could be a **professional** basketball player. I am tall enough.

Phillip: I'd like to be a professional swimmer one day. I really love **to compete**. Have you heard of Michael Phelps?

Steve: Who hasn't! He has won 14 Olympic gold medals, the most by any Olympian.

Phillip: Phelps has broken thirty-seven world **records** in swimming. He's been the World Swimmer of the Year every year since 2003. He's won everything. I just don't know what he is going to do next.

Steve: Neither do I. Let's wait for the next Olympics.

b) Read the conversation, use the words in bold to find the words that mean:

1. To become the best in a sport game or to come first in a race. 2. Opposite to point 1. What are the infinitives of these verbs? 3. A group of people that play or work together. 4. If you do a sport for money, it makes you a …. 5. If you win in the Olympic Games, you become an Olympic …. 6. Someone who really enjoys doing something. 7. The best result in sport. 8. To try to be better than another team or sportsman.

3. a) Look at the script (ex. 2a) again. What phrases do the boys use to show they agree with each other?

b) Look at more examples and label the chart with the words in the box.

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1. I hate playing football indoors. – So do I. It seems there's never enough air.

2. I never win when we play table-tennis at school. – Neither do I.

3. I don't think winning is important in sport. – I do. I don't like losing.

4. I enjoy doing athletics. – I don't. I prefer team sports.

positive statement, negative statement
agreeing, disagreeing

–	1	2
3	*So* + aux.verb + pron.	pron. + aux.verb + *not*
4	*Neither* + aux.verb + pron.	pron. + aux.verb

4. Complete the sentences with one word.

Peter does weightlifting to look stronger. – … (1) do I. I have never done yoga. – … (2) have I. We believe dancing can help you keep fit. – … (3) do I. Mike doesn't like watching team sports. – … (4) do I.

5. a) Agree or disagree with the following statements. Explain your opinion.

1. I hate losing in sport. 2. When I play badminton I always win. 3. I don't think fans can help sportsmen a lot. 4. I believe being a professional sportsman is hard work. 5. I have to practise athletics a lot to be-

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come a champion. 6. I enjoy watching Olympic Games. 7. I never try to break a record when I compete.

b) Write your own statements about sports. Replace the underlined words in ex. 5a with your own ideas.

c) Work in pairs. Read your statements out in turn. See if your partner agrees with you.

6. Work with a new partner. Think of two famous sportspeople. Make up a conversation about them. Use the conversation in ex. 2 as a model.

LESSON 5. Top five

Communicative area: interview
Active vocabulary: competitive

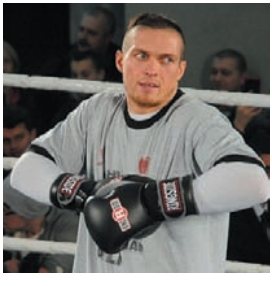
1. Discuss the questions below in pairs.

1. Would you like to be a professional sportsperson? 2. What do professional sportsmen have to do? 3. Are you a fan of any kind of sport or sportsman?

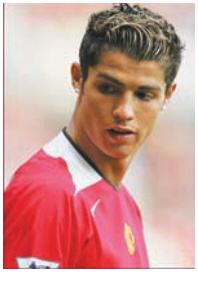
2. Look at the pictures. Match name, country, and a kind of sport to the pictures.

a

b



c



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d

e

Michael Schumacher	Ukraine	athletics
Yelena Isinbayeva	Belarus	football
Ina Zhukava	Germany	boxing
Cristiano Ronaldo	Russia	gymnastics
Olexandr Usyk	Portugal	Formula 1

3. **a) Listen to the parts of interviews with some sports fans. What sportsperson is each of them talking about? Who is not mentioned?**

b) Listen again and answer the questions below. Who

– took up their kind of sport at the age of four?
– had a problem during the competitions?
– has set many world records?
– used to do a different sport?
– is very competitive (loves competition a lot)?
– has got two Olympic medals?
– helped their team to become the best?
– made a famous team afraid of his/her future results?

c) Work in groups. Choose one of the spotrtsmen above and try to restore as much information about him/her as possible.

d) Listen again and check. Did you remember everything?

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4. a) **Work in pairs.**

Student A: You are a journalist. You work for a sports magazine. Your readers are very interested in B's everyday life. Think of the questions you would like to ask B.

Student B: You are a famous sportsperson. You are going to give an interview to a popular sports magazine. Get ready to speak about your life.

b) **Work in pairs. Role-play the interview.**

LESSON 6. 2014 IIHF WC

Communicative area: describing event details

1. a) **Read a piece of news from the past. What year is the piece of news from? What competition is it about?**

2014 Men's World Ice Hockey Championship will be hosted by Belarus in its capital Minsk.

On May 8, 2009 Belarus was happy to get 75 votes in the race for hosting the 2014 IIHF World Championship. Belarus competed with Hungary, Latvia, and Ukraine and won with the slogan "Welcome to the young hockey country".

b) **Why was winning in this competition important for Belarus?**

2. **The Championship took place in May 2014. Discuss the questions below.**

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1. Have you heard about the World Ice Hockey Championship in Minsk? 2. Do you know what the symbol of the Championship was? 3. Are you a hockey fan? 4. Did you visit Minsk in May? 5. Where did the matches take place? 6. Were you following the championship on TV? 7. How many countries took part? 8. Which team won the tournament? 9. How did the Belarusian team play? Were any records set?

3. **a) Look at the picture of the IH WC 2014 symbol. Describe it. Can you guess what different details represent?**

b) Read the story of the mascot and add more information to your description.

The Belarusian Ice Hockey Federation announced an open mascot design competition for the 2014 IIHF World Championship. As many as 40 designs were offered. The image of the bison, one of Belarus' symbols, was named the official mascot of the IIHF World Championship in Minsk. The mascot was created by artist and designer from Minsk Vitaly Ortyukh.

A nationwide contest for the best name and story/biography for the official mascot of the 2014 IIHF World Championship was announced in March 2013.

Following the competition, which had almost 300 stories filed, the mascot got the name Volat (the heroic warrior – in Belarusian).

In the Eastern Slavic mythology a volat is a tall and very strong warrior. Legends have it that they lived on Belarusian lands and there are villages which names and history are directly related to volats.

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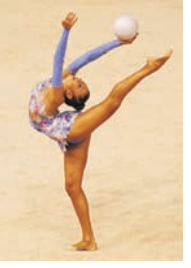
The organizers stress that the name Volat sounds almost identical in different languages. It is easy for hockey fans to pronounce and write it.

c) Discuss the questions below in small groups.

Do you like the mascot? Does it represent the country? Does it represent the Championship? Could we use it to represent any other kind of sport like weightlifting, figure skating or yoga? Why/ Why not? What has to be changed then?

4. a) Rhythmic gymnastics is one of the most popular and beautiful sports in Belarus. In groups have a brainstorm to design the symbol for the next Gymnastics Championship held in Belarus.



b) Describe it to the group. Then vote for the best mascot.

5. a) Look at the table with tournament details. Decode the information to answer some of the questions in ex. 2.

2014 IIHF ICE HOCKEY WORLD CHAMPIONSHIP BELARUS Minsk

Tournament details	
Host country	Belarus
Dates	9–25 May
Teams	16
Venue(s)	2 (in host city)
Minsk-Arena, Chizhouka-Arena	
Final positions	
Champions	Russia (27th / 5 th title)
Runner-up	Finland
Third place	Sweden
Belarus – Sweden (quarterfinal: 2–3)	
Tournament staristics	
Matches played	64
Goals scored	352 (5.5 per match)
Attendance	643,434 (10.054 per match, new record for WC)
Scoring leader(s)	Victar Tsikhanau (16 points)

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b) Write a short Wikipedia entry about the championship.

LESSON 7. UK and BY

Communicative area: talking about sports in the UK and Belarus

Active vocabulary: championship, competition, take place

1. Work in pairs. Share your opinions about the questions below.

1. Where were these photographs taken? 2. What are most popular sports in Belarus and Great Britain? 3. What competitions take place there? 4. Why are popular sports different in these countries?

to compete → competi**tion** champion → champion**ship**

2. a) Read the article about sports in UK. Were you right in ex.1?

Britain has a rich sports history. In fact, many of the world's most popular sports began in Britain. The United Kingdom has given birth to lots of great international sports including: football, rugby, cricket, golf, tennis, badminton, squash, hockey, boxing, and

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billiards. It has also played a key role in the development of such sports as Sailing and Formula One.

About 29 million people over the age of 16 in the United Kingdom regularly take part in sport or exercise. Walking is the most popular physical activity.

The most popular individual sports include athletics, golf, motorsport, and horseracing. Tennis is the top sport for the two weeks of the Wimbledon Championships.

The four nations that make up the UK usually enter their own teams in international sports competitions.

Great British sporting events include the Football Cup Final, the Wimbledon tennis tournament, the Open Golf championship and the Grand National (a world-famous horserace). Cricket is popular in England and Wales, but is less popular in the other UK nations. And of course no one can forget England's World Champions luck in winning the Rugby World Cup in 2003.

b) Answer the questions below in pairs.

1. What team sports are popular in UK? 2. What individual sports are most popular? 3. What kind of sport do most people do? 4. What kind of sport do most people prefer to watch? 5. What are the most popular competitions that take place in Britain?

3. a) Read some statistics about sport in Belarus. Did you know that? In Belarus there are numerous sports facilities open for everybody.

1. 144 stadiums, 250 swimming pools, 4588 gymnasiums, 332 swimming pools in kindergartens, 52 athletics centres, 35 ice rinks, 12,212 sports grounds. The most popular sports are: track and field athletics, football, gymnastics, skiing, hockey and tennis.

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2. The Raubichi Centre in Belarus is one of the best biathlon centres in the world. Its facilities include: 6.2 km roller ski track, 20.5 km of ski tracks, freestyle slopes, 20 m, 40 m and 60 m ski jumps, shooting grounds, indoor skating rink, a sports centre with gymnasiums, sport halls and swimming pools

3. Belarusians first took part in the Olympics in the 1952 Helsinki games, as part of a USSR team.

The country has an excellent record at the Olympic games. The first independent Belarus Olympic team took part in the 1994 Winter Olympic Games in Lillehammer and won two silver medals.

At the London 2012 Summer Olympics Belarusian athletes won a total of 12 medals including 2 golds and 5 silvers. Belarus ranked 26rd in the Olympic medal count.

At the 2014 Winter Olympics in Sochi Belarusian athletes won six medals (5 gold and 1 bronze), providing 8th place in the medals table overall. There are 3 Olympic training centres in Belarus, in Staiki, Raubichi and Ratamka.

4. **Volga Korbut** is a sports icon who almost singlehandedly turned gymnastics into the popular sport as we know it today.The legendary Belarusian gymnast won 4 Olympic Gold medals. In 1972 Korbut was named Best Sportswoman in the World.

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Vitaly Shcherba (gymnastics). A Belarusian gold medal winner at the XXV Olympic Games (Spain, 1992). The bronze medal winner at the XXVI Olympic Games (USA, 1996). World Champion 14 times, European Champion 10 times.

Igar Makarau won a gold medal in judo at the 2004 Athens Olympic Games.

Julia Nestsyarenka won the 100 metres gold medal at the 2004 Athens Olympic Games.

Maxim Mirny is the most famous Belarusian tennis player. He has won a series of international doubles titles and has led the Belarus national team to its best-ever result in the Davis Cup.

b) Work in pairs to discuss the questions in ex. 2b about Belarus. Use the information above and your ideas.

4. a) Make up a conversation in pairs.

Situation: Two friends (one from Belarus, one from Britain) haven't seen each other for ages. They meet and stop to talk about sports in their countries.

b) Role-play your conversations. Try to sound as natural as possible.

LESSON 8. Popular sports

Communicative area: sharing information

Active vocabulary: soccer

Active grammar: articles with sports and sport events

1. a) Read a piece of news. What records did the Belarusian team set at the Olympics?

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Great news!
Belarus finished the 22nd Olympic Games in Sochi with six medals: five gold medals and one bronze. Belarus took the 8th place in an unofficial team ranking and made these Olympics the most successful since the country's independence in 1991. Darya Domracheva netted three Sochi gold medals for Belarus in biathlon, and her team mate Nadzeya Skardina bagged the bronze medal. Darya became the first woman to win three biathlon titles at the same Olympics. Belarusian freestylers Alla Tsuper and Anton Kushnir became the Olympic champions in the aerials. Congratulations!

b) Why are these records important for Belarus?

2. **a) Listen to Yan and Nick talking. What are they talking about?**

soccer = football

b) Copy the chart below. Listen again and complete the first two columns with the kinds of sport the boys mention.

Belarus	UK					

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c) Add more kinds of sport to these columns.

d) What countries do the other columns represent? Lable the chart.

3. Look through the unit and answer the questions below in pairs.

What article is used with kinds of sport? What article do we use when we name the sport events?

4. a) Work in groups. Read the card the teacher has given you and complete your column of the chart.

b) Prepare to talk about popular sports in the country you've got on the card. Remember to talk about the following:

popular kinds of sport, why they are popular, some interesting facts about sports in the country you've got on the card.

5. Work in new groups. Tell your group about popular sports in the country you've got on the card. Complete the chart about the other countries while listening to the others.

6. Work in pairs. Imagine you are from one of the English-speaking countries. Telephone your friend and discuss popular sports in your countries.

LESSON 9. How the game is played

Communicative area: reading for the gist and for detail; asking for and giving information

Active vocabulary: equipment, opponent, to score

Grammar revision: the Present Simple Passive

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1. **a) What's wrong with these names of sports? Put the parts of the words right to make names of three famous sports:** cricking, baset, curlball**.**

b) What do you know about these sports?

c) Which way of speaking about sports is better? Why?

1. People play this sport in winter. They play it with a special stick. 2. This sport is played in winter. It is played with a special stick.

2. **a) Read about the three famous sports. Match the names with the descriptions and the pictures.**

A. It is a game. It is played with a bat and a ball on a grassy field. It is played with two teams of 11 players each. A coin is tossed by the team captains (who are also players) just before the match starts: the winner decides who bats first. The teams take their turns to bat and **to score** runs. Each team tries to score more runs than its **opponent**. A match is divided into periods which are known as innings. It is decided before the match whether the teams will have one innings or two innings each. The clothes are known as whites. Helmets and gloves are also used.

Legend has it that this game was played by children in Northern England in the Saxon and Norman

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times for several centuries. In the 16th century it was taken up by grown-ups. In the 18th century it was already the national sport of England. In the 19th century the first international match was played.

The game is most popular in Australia, England, India, Pakistan, Southern Africa, New Zealand, Sri Lanka, Jamaica, Dominica, Zimbabwe, South Africa and Bangladesh. The game is also played in Ireland, Kenya, Canada, Fiji, the Netherlands and the USA.

B. This game is played with a bat and a ball. It is played with two teams of nine players each. The players take turns to bat (and baserun) and to field (and pitch).

Each team tries to score more runs than the opponents. The ball is thrown by a pitcher with a bat and a player of this team tries to run around four bases: first, second, third and home plate. A run is scored when the player runs around the bases safely and returns 'home'. The team of the opponents tries not to let the other team score a run. There are nine innings and the team with the greater number of runs at the end of the game wins.

The following **equipment** is used in this game: the ball, the bat and the glove or mitt. The bat is usually made from one piece of wood. The glove is made of leather. Special helmets are used by batters. The ball is made of natural materials and it is white in colour.

An early form of the game was played in England in the 18th century. The game was brought by immigrants to North America. In the late 19th century the game was already the national sport of the United States. The game is mostly played in the US and Canada, but it is also popular in Latin America, Europe and other countries like Japan, for example.

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C. This game is played in two teams, each of four players. The teams take turns to slide heavy granite stones across the ice to the house which is marked on the ice. The ice may be natural or frozen. Each team has eight stones of 17–20 kilos. The stones are made in Scotland or in Wales. Each stone has got a handle in the colours of the team. The broom or brush is used for sweeping ice and balancing the stone. Two sweepers with brooms help the curler to move the stone. The shoes for the game are different for each foot. Gloves and mittens are worn to keep the hands warm and make it easier to hold the broom. Points are scored for the stones coming closest to the centre of the house. A game is made of eight or ten ends. Each end is completed when both teams have thrown all of their stones. The game is not easy to play: a lot of teamwork is needed; that is why it is called 'chess on ice'.

This sport was first played in Scotland in the 16th century. The first stones for the game were flat river stones. Today the game is played in Canada, where it was brought by the Scottish emigrants, all over Europe, in Japan, Australia, New Zealand, China and Korea. The game has been an official sport in the Winter Olympic Games since 1998. It is played both by men and women.

b) Match the words in bold with their meaning.

1. The things and clothes you need for the game. 2. A person you compete against in sports. 3. To win (a point, a goal) in a competitive activity such as a sport or game or in an exam.

c) Fill in the new words. They can be used more than once.

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1. In the semi-finals Azaranka had to play against a very strong … . 2. It is the end of the match but neither of the teams has … yet. 3. The … for snowboarding is rather expensive. 4. Ann … well in the test. 5. When you go camping, you have to carry all your … on your back. 6. In tomorrow's game he will take on his most dangerous … .

3. **a) Find the Present Simple Passive forms in the descriptions (see ex. 2a).**

What sport is played by some noisy insects? – Cricket!	

b) Complete the rule for the Present Simple Passive.

The Present Simple Passive is made with a Present Simple form of the verb ... + the ... form of the main verb: *This game is played with a bat and a ball.*

c) How do we ask questions with the Present Simple Passive?

d) The verb form in the example below is not the Present Simple Passive. What is its name?

In the 19th century the first international match was played.

Find more examples of the same grammar form in the texts.

4. **a) Work in pairs. Find answers to the following questions in the descriptions.**

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1. Where is the game played? 2. How many players is it played with? 3. What equipment is used to play the game? 4. How are points scored? 5. What do you have to do to beat your opponent? 6. In which countries is the game played? 7. Is it an Olympic sport? 8. Is it played by professionals or amateurs?

b) Compare the games. Which of them is

- the youngest?
- the oldest?
- the most difficult to play?
- the most interesting to play?
- needs the most players?
- needs the most equipment?
- is the most popular?

5. a) Which of the games would you like to learn to play? Why?

b) Have a class vote on the most popular sports game.

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UNIT 5

Travelling back in time

LESSON 1. Digging up in the past

Communicative area: reading for detail

Active vocabulary: ancient, archaeologist, bury, deep, die, grave, settle, skeleton, treasure, Viking

1. **Where did the first Olympic Games take place? How do we know about that? What is the job of people who study the past? Is the job interesting? Why?**

2. **Nick and Rosie went on a school excursion to an old English city – York. Listen to their guide. Do you think York is an interesting place to visit?**

3. **Listen again and match the words with the pictures.**

1. grave, 2. ruins, 3. Viking, 4. skeleton, 5. treasures

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a

b

c

d

e

4. **Read the guide's description of York. Match the words in bold with their definitions.**

Hello, children. My name is Peter Hindsight. I'm **an archaeologist.** Archaeologists are like detectives. We look for things from the past and then try to see a picture of what happened a long time ago.

So welcome to York which used to be one of the largest, richest and most famous cities in Britain hundreds of years ago. People in the 10th century knew it as the capital of the North of England. It was a famous trading post – people from all over Britain used to come here to buy and sell things. Thousands of men and women used to live there. They were Vikings; the people who came from Norway and Denmark and **settled** in Britain in the years after 800 AD.

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AD (Anno Domini) – our era

Viking York has now disappeared. Most of the city's buildings were made of wood and archaeologists have found some of them **deep** below the streets and buildings of the modern city. You can also see the ruins of an **ancient** castle here. We have found some graves too. When Vikings **died**, they were **buried** with the things that were very dear to them. In this grave we found a skeleton of a rich woman who died more than a thousand years ago. Can you see these treasures: coins, silver and gold? This woman was very rich.

a) to come to stay and live; b) to stop living; c) to put a dead body into the earth; d) very old; e) going far down; f) someone whose job is to find out about the past

five thousand people, three hundred years
BUT! thousands of people, hundreds of years

5. How much have you learnt about ancient York? Check your partners' memory.

1. What does Peter do?
2. When was York famous?
3. Who were the Vikings?
4. Why did Viking York disappear?
5. Where did the archaeologists find the ancient houses?
6. What else did they find?

York, the UK

6. a) Use the new words from the lesson to complete the statements.

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1. … look for old things buried in the ground and use them to tell us about the past.

2. They find wooden buildings … under the streets of modern York.

3. … York was rich and famous in the 11th century.

4. When Vikings … their relatives used to … their dead with … of gold and silver.

5. Archaeologists find lots of treasures in Viking … .

6. There was a … of a rich man in one of the graves.

7. … came from Scandinavia and … in the North of Britain.

b) Do you think these statements are true? Discuss with your partner. Report to the class.

7. Work in pairs. Answer the questions.

Would you like to visit York? Would you like to become an archaeologist? Why? Why not?

LESSON 2. Monuments to the dead

Communicative area: reading for the gist
Active vocabulary: monument

1. Look at the monuments in the photos. Do you know what countries they were taken in?

a

b

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c

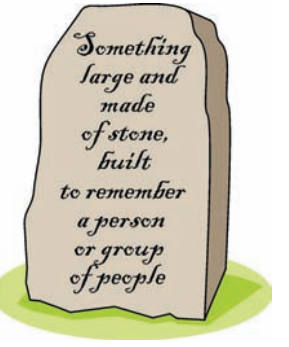
d

2. **a) Use the photos to predict what happened to Nick and Rosie next.**

b) Listen to the conversation and say which photos do not match the text of the conversation.

3. **a) Listen to the conversation again. Are the sentences true or false?**

1. The pyramids are buildings where the Ancient Egyptians used to live.
2. The pyramids were monuments built for the kings.
3. People who looked for treasures in the pyramids became rich.



b) Would you like to travel to Ancient Egypt in the time machine? Why?

4. **a) Read one of the texts (A, B or C) about Ancient Egypt. Are there any facts in the text which are new for you?**

A

People in Ancient Egypt used to believe in a magic animal that had a man's head and the body of a lion – Sphinx.

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The stone monument of the Great Sphinx stands 20 metres high, near the pyramids at Giza. The Sphinx was built 4,500 years ago.

B

Pharaohs were sometimes buried inside stone pyramids – huge constructions that were built by people of Ancient Egypt. These ancient graves were so big that people could see how great kings (pharaohs) were. The biggest pyramid, the Great Pyramid, is still standing in Giza, near Cairo, the modern capital of Egypt.

C

One of the youngest pharaohs in Ancient Egypt was Tutankhamen (he became king at the age of twelve – about your age). King Tutankhamen died at the age of 18 years old. He was buried in a grave in the Valley of the Kings, near the ancient city of Thebes. This gold mask was found among the treasures in Tutankhamen's grave.

b) Prepare to retell the facts from your text to your group. Ask your teacher for the pronunciation of difficult words.

c) Work in groups of three. Share the facts with your friends. Which facts do you find most surprising?

5. Role-play a conversation between a tourist and a travel agent. Use the phrases in the box to help you.

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Student A: You are a tourist. You'd like to travel in time. You want the best tour. Decide if you like the offer or not.

Student B: You are a travel agent and an Egypt fan. Your trips to Ancient Egypt are the best. Do your best to sell this trip. Use ex. 4 for information.

I'd like …	Do you know that …?
I want to know more about …	How can I help you?
I'd like to know about …	We have a special trip to …

LESSON 3. Rome wasn't built in a day

Communicative area: asking for and giving information about ancient monuments and historic memorials

Active vocabulary: found, feed

Receptive grammar: the Past Simple Passive

1. **Which people are the most ancient: the Vikings, the Ancient Egyptians or the Ancient Romans? What do you know about each of them?**

2. a) **Look at the pictures. Read the sentences and match them with the pictures.**

a

b

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c

d

e

f

1. Rome was founded by two twins, Romulus and Remus.
2. They were born into a very poor family.
3. Their parents had no money to feed them, so the twins were left in the forest.
4. In the forest they were found by the wolf.
5. The brothers were fed by the wolf together with her cubs.
6. Later they were found by a shepherd.

feed – fed – fed

find – found – found

found – founded – founded

b) Check your memory. Answer the questions.

The Past Simple Passive
was / **were** + **V3** (Participle 2) Rome **was founded** by Romulus and Remus.

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1. Who was Rome founded by? 2. Why were the brothers left in the forest? 3. How were the twins fed? 4. Who found them later?

3. **a) Read the sentences under the pictures. Do they tell us about the present or the past?**

A

B

A. The Pantheon **was built** more than twenty centuries ago.

B. 1. Thousands of tourists **visit** the Pantheon each month.

2. The Pantheon **is visited** by thousands of tourists each month.

b) Answer the grammar questions on the disk.

4. **In the History lesson on Rome Rosie wrote a secret note to her friend. Can you break the code?**

was / the Pantheon / 27 BC / built / in / in Rome
rebuilt / the emperor / was / Hadrian / it / by
the Pantheon / used / is / today / as a church

5. **Read the text about the Roman Forum. Decide which sentences tell us about the past of this area, and which – about the present. What helps you to decide?**

The Roman Forum is sometimes known by its Latin name – Forum Romanum and is also called Forum

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Magnum or just the Forum. It is located between two hills – Palatine and Capitoline – in the city of Rome. It is the central area around which the life of the Ancient Roman civilization developed.

The Forum was first settled in the 7th century BC. It was used as a city centre and was thought to be the centre of the Roman Republic and the Roman Empire.

The Forum was rebuilt many times. It was fully excavated only in the early 20th century. In Ancient Rome new constructions were built over earlier ruins, so now, in this open-air museum, many centuries of history are shown together. As the old saying goes, Rome wasn't built in a day.

6. Answer your partner's questions about a memorial you know.

1. Where was the memorial (monument) built?
2. When was it built?
3. What material was used for building the memorial?
4. Who was it built / created by?
5. Why was it built / created?
6. Is it visited by tourists?
7. Why is it famous?

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LESSON 4. Thumbs up or down?

Communicative area: reading and listening for detail; speaking about a period in the past

Active vocabulary: active, freedom, give the thumbs down/up, modern, passive, slave, strong, sword, weak

Active grammar: prepositions 'by' and 'with' with Passives; active and passive infinitives; exposure to the Future Simple Passive; 3rd forms of irregular verbs

1. **a) Look at the pictures. Unjumble the words above the pictures.**

gaiatoldr sorwd vessla

b) Explain how they may be connected.

2. **a) Complete the article from a children's encyclopaedia with passive forms of the verbs in brackets. Put the verbs in either the Present or Past Simple Passive. Use the Irregular Verbs list for help if necessary.**

To kill or to be killed

Imagine it is the 1st century AD and you live in a village in the Roman province of Gaul (in Latin – Gallia) in Northern Europe. Latin (1. *write*) and (2. *speak*) in the

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Roman Empire and Romans call your people Barbarians because you don't speak their language and they hear you saying 'bar-bar-bar' instead of Latin. If you (3. *not / kill*) in a battle, you'll be caught and marched off to the city of Rome, where you will be sold as a slave to a rich Roman citizen or sent to work in the mines. Some slaves (4. *give*) freedom by their masters. Others (5. *train*) to become gladiators.

What was the life of a gladiator like in Ancient Rome?

king – king**dom**
free – free**dom**

Some things the Romans did for fun were horrible. They liked watching other people die. They thought it was fun, like maybe you think that watching horror films is fun. They enjoyed fights between gladiators and between people and animals – bears, bulls, alligators, ostriches, tigers and lions. The animals usually (6. *catch*) in faraway places and (7. *bring*) to Rome. They (8. *not/feed*) for some time before the fight in order to make them really hungry. The fights between people and animals (9. *put up*) in front of crowds in large arenas called amphitheatres*. The biggest amphitheatres could hold up to 50,000 spectators. Gladiators – men and sometimes even women – (10. *train*) for months to fight in front of the public. If gladiators were active and strong – they killed their opponents; if they were passive and weak – they (11. *kill*) by other gladiators. Sometimes dying gladia-

* **amphitheatre** – a huge round building, like a football stadium, where the Romans went to watch live shows.

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tors (12. *give*) thumbs down and later they (13. *finish off*) by a man dressed as the mythical character Charon. Sometimes gladiators, slaves, criminals or early Christians (14. *feed*) to wild animals right on the arena. Now we say that if someone (15. *feed*) to the lions, they (16. *make*) to do something dangerous or unpleasant that they do not want to do.

Skeletons of gladiators buried deep in ancient graves (17. *find*) by archaeologists even on the territory of modern Britain. Study showed that they (18. *kill*) with swords – they probably died in fights on the arena.

"Look! The gladiator is given the thumbs down. He's going to be killed!"

Would you like to live in the 1st century AD?

b) Listen and check yourselves.

3. Decide if the following statements are true, false or partly true.

1. Italian was spoken in Ancient Rome. 2. Barbarians were so called by the Romans because they didn't want to learn Latin. 3. Slaves were never given freedom. 4. Wild animals were brought from the North of Europe to fight with gladiators in Ancient Rome. 5. The Romans did not feed the animals before the fights. 6. Amphitheatres were big and round like modern circuses. 7. Only men could become gladiators. 8. Gladiators were never trained before the fights. 9. When dying gladiators were given thumbs up, they had to be finished off. 10. They were usually finished off by their best friends. 11. They were often fed to wild animals in front of the spectators. 12. 'To

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be fed to the lions' means to come to the zoo at the feeding time. 13. Gladiators were found in ancient graves on the territory of Belarus.

4. a) Find and explain the following in the article:

a) two different prepositions used with Passives;
b) four Future Simple Passive forms;
c) two different infinitives of the same verb – active and passive;
d) a sentence which is closely connected with the grammar of the lesson;
e) adjectives opposite to 'strong', 'active' and 'ancient'.

b) Fill in the necessary prepositions.

1. The history of Ancient Rome was written ... Tacitus. 2. Julius Caesar was killed ... several people. He was killed ... knives. 3. Some slaves were given freedom ... their masters. 4. Ancient Romans used to write ... a special pencil which was called 'stylus'.

c) Make Passive infinitives from the active ones.

To catch, to feed, to found, to find, to build, to put up, to give, to speak, to write, to bring, to take.

d) Use the active vocabulary of the lesson in the sentences below. Change the form if necessary.

1. Gladiators used to fight with metal ... . They had to be very ... as the weapons they fought with were very heavy. 2. Love of history helps you develop a very ... imagination. 3. Spartacus was the leader of a war of ... against the Romans. 4. Gladiators were

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much ... than the wild animals they were fighting against. 5. Many schoolchildren are more interested in ancient history than in ... history. 6. "Don't be so ..., Brutus! Fight for your life!" said the trainer to the new gladiator from Gaul.

e) Can you think of an equivalent of the phrase 'to be fed to the lions' in your language?

5. Take turns with your partner to recall as many facts as possible about gladiators in Ancient Rome. Add the facts that you know from books on ancient history.

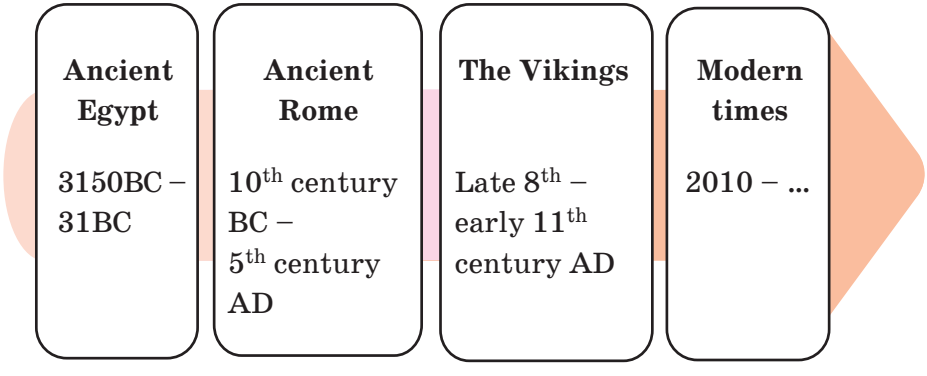
Example: *A. Barbarians were caught and turned into slaves or trained to become gladiators. B. They were trained for months to fight in front of the public....*

LESSON 5. Dinosaurs

Communicative area: reading for detail

Active vocabulary: alive, to die out, huge

1. a) Look at the timeline. When did dinosaurs live – before the Egyptians, before or after the Vikings?



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b) Listen to the poem. Follow in the book. What does the poem tell us about dinosaurs?

Deep in the jungle,
Long-long ago,
There lived a dino,
Di-no-no.

There lived a lizard,
Huge and slow,
Shy and ugly
Di-no-no.

2. a) What do you know about dinosaurs? Decide whether the statements are true or false.

1. The word dinosaur means ‘huge fish’.
2. Dinosaurs lived on all continents.
3. Dinosaurs died out because there was nothing more to eat on our planet.
4. Some dinosaurs had feathers.
5. People and dinosaurs lived at the same time.

b) Read the text and check your ideas.

The word dinosaur comes from *dinosauria*, which means ‘terrible lizards’. The oldest-known dinosaur skeletons were found in Argentina and Brazil. They are about 230 million years old. Scientists believe that these huge animals lived on all continents. At the beginning of the age of dinosaurs, the continents we know now were arranged together as one supercontinent. During the 165 million years that dinosaurs lived on the Earth, this supercontinent slowly broke apart. Dinosaurs died out about 65 million years ago. There are a lot of theories why this happened. A lot of scientists believe that they were killed by a huge meteorite which fell down on the planet.

Dinosaurs were of different colours and sizes. Some of them even had feathers! There were also kinds of dinosaurs that could fly. They are believed to

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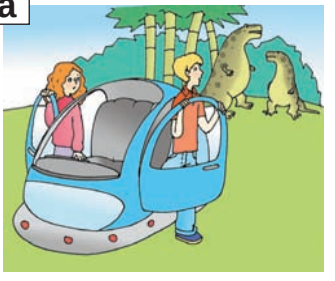
be the relatives of birds. Some kinds of these animals fed on grass, others – on meat or fish.

Did people and dinosaurs live at the same time? No. After dinosaurs died out, nearly 65 million years passed before people appeared on the Earth. However, some small animals were alive at the time of dinosaurs. And some plants – for example, mosses – were born in the time of dinosaurs.

3. **Nick and Rosie travelled 70 million years back into the past. Listen to what Rosie is telling her friend. Is she telling the truth?**

4. **a) Look at the pictures. Make up a story about what really happened to Nick and Rosie. Use the active vocabulary of the lesson.**

a



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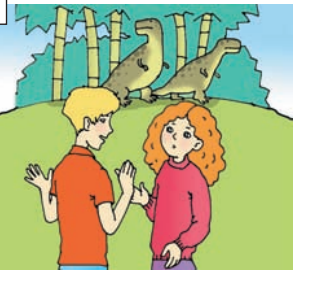

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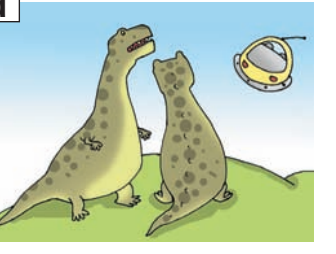

b) Compare your story with your partner's.

5. **Interview your partner. Report their answers to the group.**

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- Why do you think dinosaurs died out?
- Would you like them to be alive today?

LESSON 6. As dead as a dodo

Communicative area: listening for detail, talking about extinct animals and reasons for their extinction

Active vocabulary: become extinct

Active grammar: reasons for using passives

1. **a) When did the dinosaurs die out? Do you know about other animals that have died out?**

b) Work with a partner. Look at the pictures. Do you know the names of the animals? Have you ever seen them? Where and when?

c) What do you think the title of the lesson means?

2. **a) Listen to the Animal Planet programme. Match the animals with the pictures. Check the meaning of the lesson title.**

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b) Listen to the programme again. Make a similar table in your notebook and fill it in.

Name of animal	When it became extinct	Why it became extinct	Additional information
...	...	...	...

c) Use your notes and your memory to answer the questions.

1. Which of the animals from the programme became extinct the earliest? Which – the latest?
2. Which of the animals became extinct because of the humans?
3. Why do many animals live in large numbers on our planet, and why are others dying out?
4. Which of the animals in the programme had stripes? Which of them were huge?
5. Which of the animals were birds? Which – sea animals? Which – marsupials? Which – mammals?
6. Which of the animals would you like to see alive? Why?

3. a) Read the sentences from the programme. Use the example below to explain the use of passive or active forms in these sentences.

Example: ***The fire, warm clothes and stone knives were used by them to make life easier.*** *– In an English sentence the most important thing – the subject – usually comes first. A passive form is used as we are not interested in who exactly used all these things, but we are interested in the things which*

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made people's life easier. The things are the subject of the sentence.

People hunted the animal to extinction. – *An active form is used, as we want to show the role of the humans in its extinction. The doer of the action is the subject of the sentence and it goes first according to the word order rules of English.*

1. The last quagga [ˈkwægə] was probably killed in the late 1870s.

2. It was called the Tasmanian tiger because of its striped back. It was also known as the Tasmanian Wolf. The last Tasmanian tiger was reported in 1936.

3. The sea cow was discovered in 1741 near the Atlantic coast of the Bering Sea. It was named after the naturalist Georg Steller, who was travelling with the explorer Vitus Bering. Much earlier in history the cow was found along the North Pacific coast from Japan to California. It was last seen in 1768. It is thought that small populations of the animals might have survived to the present day.

4. Thousands of giant deer were found in Eurasia [jʊəˈreɪʒə], from Ireland to east of lake Baikal. When found, deer skeletons were dated to about 7,700 years ago.

5. The Caspian tiger was a subspecies of tiger and it was found in Iran, Iraq, Afghanistan, Turkey, Mongolia, Kazakhstan, the Caucausus, Tajikistan, Turkmenistan and Uzbekistan until it became extinct in the 1970s. By the way, dying gladiators together with the worst criminals, slaves and early Christians were fed not only to the lions, but to Caspian tigers as well. It is believed that this beautiful wild cat can still be seen nowadays.

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6. The dodo fed on fruit and built nests on the ground. The dodo was last seen in the 17th century.

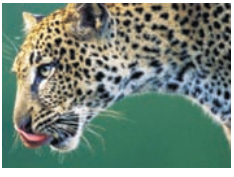
b) What are the names of these grammar forms?

However, it **has** never **been proved.**
...and it disappeared because it **had been** excessively **hunted** by humans.

4. Discuss with your partner.

• What is the name of the animal in the picture? Where does it live?
• Turn the phrase 'wanted alive' into a full sentence. Why is this leopard wanted alive?
• What other animals are dying out on our planet? What animals are close to becoming extinct? Why?
• What can we do about it?

Amur leopard – wanted alive!



LESSON 7. Past is history, future is a mystery

Communicative area: reading for detail; making guesses about the past and predictions about the future
Active vocabulary: invent, invention, 3rd forms of irregular verbs
Receptive grammar: the Future Simple Passive

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1. **Work in pairs. Ask and answer the questions below. Give detailed answers.**

1. How old were you when you first learned about dinosaurs? How did you first learn about rare animals?

2. Did you learn how to read or were you taught by someone? Did you learn to write and count or were you taught?

3. Who do you think invented schools: the Greeks, the Romans, somebody else?

to invent – to make, think of or design something absolutely new, which has never been made before

to invent – inven**tion**

2. **a) Work in small groups. Try to imagine or recall facts you know about the life of children in Ancient Rome.**

- What toys did they play with?
- Did they have pets? What were they?
- When did they stop playing with toys?
- Did boys and girls go to school?
- How many pupils were there in a class?
- What subjects did they learn?
- How did they write? What did they write with?
- How long did lessons last?
- Did Roman children like school?
- How do you think the things in the pictures were used in Roman schools?

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b) Check your ideas. Listen and get ready to answer the questions in ex. 2a.

c) Compare the school of today and the school of Ancient Rome. If you could travel to Ancient Rome, would you like to be a student there?

3. a) Do you think Ancient Roman schooling had good results? Why do you think so?

b) Read some facts from history and match the Roman inventions with the pictures. Which of them are not shown in the pictures?

The Roman Empire fell more than 1,500 years ago, but its inventions can still be seen today. The Romans were great builders and excellent engineers.

The Romans enjoyed using fountains, public baths and toilets and all these wonders would not be possible without aqueducts – bridges for water. Roman aqueducts were so well built that some are still in use to this day.

By aqueducts fresh water was brought into Roman cities, by sewers dirty water and human waste were taken out of the city. Ancient sewers can be found under Rome now.

Pantheon, the Colloseum and the Roman Forum are still standing today thanks to wonderful building material – Roman cement and concrete. The Romans first began building with concrete over 2,100 years ago and used it in everything from aqueducts and

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buildings to bridges and monuments.

Early Roman newspapers – Acta Diurna ('daily acts') – were written on metal or stone and then put in public areas like the Roman Forum. They had news of military victories, lists of gladiatorial fights, facts of births and deaths and even human interest stories.

Romans also invented the system of feeding the poor and giving them medical help. The prices for some food products were controlled by the government. It helped Roman emperors to control the people, but some historians think that this also led to the fall of the Roman Empire.

The Roman Empire was huge, so by 200 AD a system of roads was built – over 50,000 miles. Many of these roads are still in use today.

What else was invented by the Romans? Socks and shoes! Left and right shoes were made differently. Many ball and board games and also hoops were first used by the Romans. Cosmetics, umbrellas for both: sun and rain; candles, glass for windows, showers, street lighting were introduced by them. We still use Roman abbreviations – 'etc, PS'. Roman months and days of the week's names and words like 'senator, president, republic' and so on and so on. And that is only a small part of the Roman inventions and innovations.

Many ancient Roman inventions were forgotten for hundreds of years after the fall of the empire. The

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secrets of the inventors died together with them. The most famous example is concrete which disappeared for centuries and was reproduced only in the early 1800s. But now we can be sure that Roman inventions will never be forgotten again.

c) Which of the facts surprised you most? Compare with your classmates.

4. a) Compare the verb forms of the two sentences below.

A. School **was not invented** by the Romans.
B. But now we can be sure that Roman inventions **will** never **be forgotten** again.

What do they tell us about: past, present or future?

What verb forms are used: passive or active? Why?

b) Complete the rules below.

To make the Past Simple Passive we use **was/ were** + **the ... form of the verb.**

To make the Future Simple Passive we use **...** + **the 3rd form of the verb.**

c) What is the difference between the Past Simple Passive and the Future Simple Passive?

5. Work in groups. Discuss the questions.

• Why do you think modern roads and buildings don't last long?

• Do you think new materials – better than concrete – will be invented?

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• Do you think new clothes will be invented in the future? When will they be invented? What will they look like?

• Would you like to travel back into the past and visit Ancient Rome?

• Read the opinions of two different people. Who do you agree with?

– I'm sure time travel is possible. I can't say when the time machine will be invented, but it WILL be invented.

– Is the invention of the time machine possible? I don't think so. If it were possible, why haven't we been visited by time travellers from the future?

LESSON 8. Inventions of the future

Communicative area: listening for detail, reading for gist; discussing future inventions

Active vocabulary: posture, slouch, straight

Receptive grammar: the Future Simple Passive

1. Work in pairs. Ask and answer the questions.

1. Do you spend a lot of time in front of your computer?

2. Do you get tired if you spend too much time at the computer?

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3. Do you always sit straight or do you slouch?
4. What do your parents tell you to do when you start slouching?
5. What can help you stop slouching?

2. **a) Listen to an expert talking about the problem. Stop to answer the questions.**

b) Read about a future invention to help people who slouch.

Anti-slouching monitor

A monitor will be invented with an in-built camera, which follows your posture to check how you are sitting. Are you too close to the computer? Is your neck tired too much? If yes, you will have to straighten up. The monitor will also inform you that it's time to stand up and take a break.

c) When do you think such a monitor will be invented? Do you think it will make your life better?

3. **a) Look through the list of future inventions. Discuss them with your partner. Use the questions below to help you:**

Is it a good idea? Can it be invented/made/built? When will it be invented? Will it make our life better?

INVENTIONS OF THE FUTURE

1) Interstellar (between stars) travel
2) Space lift

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3) Terraforming (changing the atmosphere, temperature and ecology of a place to make it comfortable for humans to live in)
4) Medicine for all illnesses
5) Bionics (Body parts will be replaced with mechanical parts.)
6) Superfast Internet
7) Global Wi-Fi
8) Computer smarter than humans
9) Transatlantic tunnel (a tunnel between North America and Europe)
10) Driverless car (car without a driver)
11) Flying car
12) Underwater cities
13) Robots doing housework
14) Robot soldiers
15) Robot pets
16) Food in a pill
17) Clothes that make you invisible (nobody will see you when you are wearing these clothes)
18) Teleportation
19) Ghost detector

b) Together with your partner, add more ideas to the list of future inventions. Present your ideas to the class. Use the questions from ex. 3a to help you discuss the future inventions.

4. Write a paragraph about a future invention. Use the questions in ex.3a to plan it.

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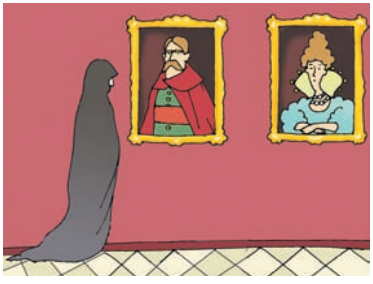
LESSON 9. From the history of Belarus

Communicative area: speaking about the history of Belarus

1. **Do you remember the name of a book character who used to slouch a lot? Do you know any historical characters who used to slouch? Do you like reading historical novels? Do you know the history of your country well?**



2. **Look at the pictures. Who is the lady in the picture? What do you know about her? What do you know about this castle? Share your ideas with your partner.**

3. **a) Look through the names in the box. Do you recognize any of them?**

Frantsisk Skaryna Mikola Husousky
Mikalai Radziwill Chorny The White Lady
Kshishtof Radziwill Sirotka Mikalai Radziwill Rudy
Simyaon Polatsky Euphrassinnya Polatskaya
Stanislau Radziwill Zhygimont August
The Black Lady

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b) Listen to the legend. Say which names were mentioned in it.

c) Listen again. Note down as much information as you can about the characters of the legend. Does the legend tell you the truth?

4. a) Read the article about a sensational finding. Choose the best headline for it.

DIED IN THE 17TH CENTURY

TREASURE OF A PRINCESS

HISTORY COMING ALIVE

DEEP IN THE PAST

BURIED IN NYASVIZH

AN ANCIENT GRAVE

A SKELETON IN THE RUINS

FOUND BY ARCHAEOLOGISTS

Archeologists in Nyasvizh have found a large grave from the 17th century. They believe that an important person of that time was buried in it because in the ruins they found a skeleton of a rich woman.

Many stories about Barbara Radziwill come from that area, and everyone is asking the same question: might this be the grave of the famous Belarusian Princess? A gold ring was found in the grave among other treasures. The same ring can be seen on Barbara's finger in her famous portrait.

The archeologists have to work slowly and carefully, so it may be months before they know the answer. Will the truth ever be found out?

Maria Brylska

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b) Do you believe Barbara was buried in this grave? Why? Why not?

5. Play the History game in two teams. The team which gives full answers to all the questions wins the game.

What do archaeologists do?

Why did York disappear?

What do you know about the Great Sphinx?

What do you know about the history of Rome?

What things did people use to put in Vikings' graves?

Where and with whom did Barbara Radziwill live?

Why did Barbara die?

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Who were the Vikings?

What things did people use to put in Vikings' graves?

What do you know about King Tutankhamen?

What do you know about dinosaurs?

Name three important inventions and say all what you know about them.

Who was Zhygimont?

What did Zhygimont do after Barbara's death?

CONGRATULATIONS! YOU WIN!

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UNIT 6

Town and village

LESSON 1. My town

Communicative area: listening and reading for detail

Active vocabulary: bank, car park, exhibition centre, fitness centre, high-rise, river bank, skyscraper, town hall

1. **Play the *word game* in two teams. Name as many types of buildings as you can remember.**

2. **a) What places from the list below can you find in the picture?**

a) a castle; b) a monument; c) a post office; d) a library; e) a department store; f) a bridge; g) a newsagent's; h) a car park; i) a church; j) an exhibition centre; k) a fitness centre; l) a railway station; m) a town hall; n) a hospital; o) a river bank; p) a chemist's (= a pharmacy)

Where do the fish keep their money? – In the river bank.

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b) Listen to Helen talking about her town and check yourselves.

3. a) Read Helen's description and find the words that mean the following:

1) tall (about a building) (h...)
2) a very tall building in a city (s...)
3) a big building where the town council sits (t... h...)
4) a place where people enjoy looking at collections of paintings, coins, etc. (e... c...)
5) a place where people can do sports (f... c...)
6) a side of the river (r... b...)
7) a place where people can leave their cars (c... p...)
8) a place where people keep their money (b...)

The town I live in is not very big but it is beautiful and very old. It is in the north of Wales and it was

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built more than a thousand years ago by Saxons. There are a lot of ancient buildings in the centre of the town such as the town hall and the church. Near the church are the ruins of the thirteenth century castle. You can buy local newspapers at the newsagent's which is next to the castle. The exhibition centre which is opposite the castle has a wonderful collection of coins, jewellery and pottery which date back to the 1st century BC and belonged to the Celts who had lived here before the Romans.

There is a deep river that runs through the town. There's a bridge across the river which is also in the centre of the town. If you go straight ahead along the river bank you will see some nice shops, a car park and a big department store where you can find everything you need. Next to the department store there's a fitness centre, it is the place where my friends and I spend most of our free time for we just love sports. At the chemist's, which is next to the fitness centre you can buy any medicine you need. It is the biggest pharmacy in my town. On the opposite bank of the river there's a railway station where you can get trains to Cardiff.

The church looks out on a big round square with the monument to our national poet. The town also has a library and a post office which are to the west of the town centre. The houses are to the east, south-east and south-west of the centre of the town. There are no skyscrapers or other modern high-rise buildings in my town that's why it looks like a place from an old fairy-tale.

b) How well do you know the text? Answer your partner's questions. Ask your partner where…

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Student A the city is; the ruins of the 13th century castle are; the exhibition centre is; the car park is; the post-office is; the fitness centre is; the ancient buildings are; the chemist's is;

Where is / are the ...?

Student B the newsagent's is; the railway station is; the bridge is; the church is; the monument is; the department store is; the library is; the houses are.

4. Interview your partner.

• Which cities are famous for their skyscrapers? Are there any high-rise buildings in the place where you live?

• Is your town hall old or modern?

• Is there a fitness centre in the place where you live? What about an exhibition centre?

• Do you often go for a walk along the river bank? How often do you go to the bank?

LESSON 2. A city on the map

Communicative area: reading for detail, describing Belarusian cities

Active vocabulary: to be mentioned, to be situated, picturesque, a place of interest, to suffer, to survive, worth visiting

1. Imagine the map of Belarus. Where is Minsk on the map? How many regions are there in Belarus? Where

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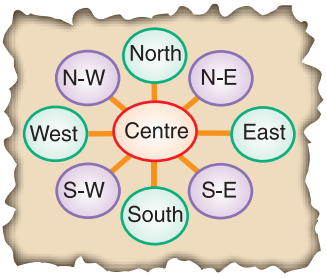

are all the other regional centres situated? Use the diagram to describe their position on the map.

... in the north-west of ...

2. **a) Look at the photo of the town hall. Do you know what Belarusian city it is? What do you know about it?**

b) Read about Vitsebsk. Which facts do you find most surprising? Find 3 mistakes.

Town Hall (1775)

Vitsebsk is **worth visiting** because it is one of the most romantic and beautiful cities in Belarus. It **is situated** in the North-East of Belarus in a **picturesque** place on the banks of three rivers: the Neman, the Vitsba and the Luchesa River. Vitsebsk **was** first **mentioned** in chronicles in 1021, but there is a legend about Princess Volga of Kiev who founded it in 974.

Vitsebsk has a long history. It was an important fortress of the Grand Duchy of Lithuania (GDL) in the 16th and 17th centuries. It became part of Russia in 1772.

Vitsebsk **suffered** a lot in the World War II. It was left in ruins by the fascists and only 118 people **survived** from about 170 000 of population.

After the war Vitsebsk was reconstructed and today it is an important city of the Republic of Belarus with lots of factories and plants, schools and univer-

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sities, hospitals, monuments, exhibition and fitness centres, theatres and museums. More than 350,000 people live and work here.

Today there are 10 bridges over the river in Vitsebsk. Kasmanautau Street is the central street in Vitsebsk and most of cafes, department stores and high-rise buildings are there.

Mark Chagall, the world famous artist, was born in Vitsebsk. He loved his home town dearly and often painted it in his works.

Famous Russian painter Iliya Repin lived and worked near Vitsebsk during some years in the end of the 19th century. Some of his works are at the Vitsebsk art museum.

There are many **places of interest** in Vitsebsk. Among them – the Vitsebsk Art Museum, Chagall's Museum and the Green Theatre – the place where Slaviansky Bazar festival is held. Go down the streets of Vitsebsk and feel the atmosphere of this city – the jewel in the crown of Belarus.

3. **a) In pairs, guess the meaning of the words in bold. Explain the meaning of prefix *re-* in the box.**

was built – was **re**built
was constructed – was **re**constructed

b) Look through the leaflet again. Are the statements below true or false?

1. The population of Vitsebsk is smaller than the population of Minsk.

2. Vitsebsk is situated in the South-East of Belarus.

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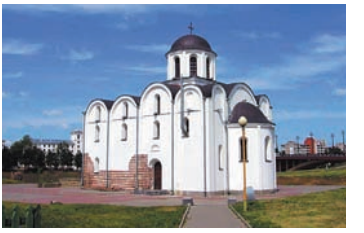
3. Vitsebsk is older than Minsk.

4. Vitsebsk is the birthplace of a famous Russian painter.

5. As a part of Russia Vitsebsk suffered a lot from wars with the GDL.

6. Vitsebsk was left in ruins after World War I and no one survived.



Vitsebsk.
Early 12th-century church was rebuilt in 1992.

7. There are no places of interest in Vitsebsk.

8. Vitsebsk is worth visiting because it is one of the most beautiful cities of Belarus.

4. a) You are planning spring holidays. Work in pairs. Exchange information on the cities of Belarus.

Student A: Use the card the teacher has given you to speak about your city.

Student B: Listen to your partner and fill in the table. Change roles.

b) Discuss the questions below in groups of four.

- Where are Grodna and Gomel situated? Are they close to or far away from each other?
- Did they suffer a lot in the World War II? Did many of the old buildings survive?
- Are they picturesque places?
- Are they worth visiting? Why?
- What other places of interest are there in Belarus?

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LESSON 3. A photo album of Minsk

Communicative area: listening and reading for detail; describing Belarusian cities and people

Active vocabulary: attractive, cathedral, convenient, hard-working, hospitable, hotel, sight, underground, visitor

1. Ask and answer.

1. Where is your city / town / village situated? Is it a picturesque place? 2. When was it founded or when was it first mentioned? 3. Did it suffer a lot in the World War II? 4. What places of interest are there in your city / town / village? 5. Have many of the old buildings survived? 6. Is it attractive? Is it worth visiting?

2. a) Look at the photos Mr. Rambler has made for his album on Minsk. What sights can you see?

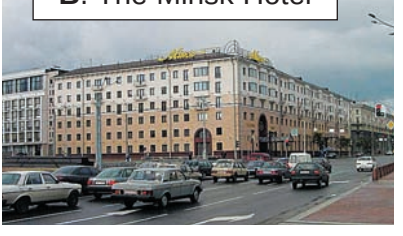
b) Match the photos with the notes on the back of the photos.

A. The Holy Spirit Cathedral

saw its first visitors in 1968
1

Nyamiga street
The oldest church in Minsk. 1613
The Yellow Church **2**

B. The Minsk Hotel



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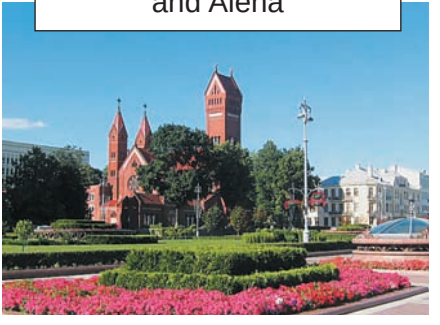
C. The Trayetskaye Suburb

Svaboda Square
1642 **3**

D. The Church of Piotr and Pavel

Nezalezhnasts Square
was built in 1910
another name: The Red Church ***4***

E. The Church of Simon and Alena



one of the oldest parts of Minsk – the 19th century
narrow streets, small squares
a suburb in the centre
5

c) Which of the sights above could be a symbol of Minsk? What do you think is the symbol of Minsk?

3. **a) Listen to Mr. Rambler dictating an article for his photo album to his secretary. Check your ideas.**

b) Check your memory. Do you remember what sights Mr. Rambler thinks are the symbols of Minsk for these people: children, young people, old people, parents with children, tourists, businessmen?

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4. Read Mr. Rambler's article. Fill in the missing words.

Have you ever been to Minsk? If you haven't, you must visit the capital of Belarus. It's an … (1), clean and green city that stands on the river Svislach. Minsk is situated in the centre of the Republic. It is the largest city of Belarus with the population of about two million. And it is one of the oldest cities too. There is no historical record for the date when Minsk was founded but it was first mentioned as Mensk in 1067. There are many beautiful sights in Minsk – parks and gardens, churches and … (2), museums and exhibition centres, sports palaces and fitness centres, cinemas and theatres, … (3) and night clubs, monuments and department stores, the famous building of the National Library and the picturesque river banks.

What are the symbols of Minsk? Belarusian boys and girls would say that they are Chaluskintsau Park, Gorky Park and the Circus. Mums with babies will choose the Botanical Garden. Veterans will name the Peramoga (Victory) monument in Peramoga Square. Students will say that Minsk is famous for its cafes and discos, computer and night clubs and, of course, for its universities. Businessmen are sure that modern high-rise buildings of banks and offices are the symbols of the capital. … (4) from Germany or Poland think that Minsk can be proud of its Opera and Ballet theatre. For some … (5) Belarusians the true symbols of Minsk are the factories of the capital. People from other Belarusian towns and villages are sure that the Minsk … (6) is the best symbol of Minsk. It is so comfortable to travel in and so … (7) – it can take you to many places of interest of the city.

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Come to Minsk to see with your own eyes the … (8) of its beautiful city. You will understand that the … (9) and kind people of Minsk are the true symbol of the capital. Welcome to Minsk!

5. **Have you been to any of the places of interest mentioned in the text? Do you agree that Belarusian people are hard-working, kind and hospitable? What are the symbols of your city / town / village?**

LESSON 4. Home sweet home

Communicative area: writing about your home

Active vocabulary: balcony, block of flats, chimney, cottage, fence, garage, roof, two-storeyed

1. **a) Match the halves of the proverbs about home.**

Beginnings:	Endings:
East or West	like home.
Home is home	home is best.
There is no place	than roast meat abroad.
Dry bread at home is better	though it be never so homely.

b) In pairs find equivalents of the proverbs in your language.

c) Which of the proverbs do you like best?

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2. a) **Look at the pictures. Are these houses in the town or in the village?**

a

b

c

b) **Listen to children's descriptions of their houses. Match the descriptions with the pictures in ex. 2a.**

A. We live in a big **block of flats** in the centre of the city. Our flat is big and comfortable. Everything is close – there's a supermarket, a bank and a fitness centre. There's a playground and a car park in the yard. Living here is very convenient.

B. I live in a lovely **cottage** in a little peaceful village about 20 minutes' drive from Bath. It's where I grew up and all my friends are here. My house looks really nice with a white **chimney** on its red **roof** and a colourful front garden. There's a green **fence** around my house.

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C. My house is in a quiet neighbourhood in the suburbs of the city. It is a **two-storeyed** house with a **garage** and a **balcony.** When my friends come to my house, they often describe it as a dream house, but to me it's just home, sweet home.

c) Point to and name the elements of the pictures which are described with the words in bold.

3. a) Put the words in bold into three groups. Follow the pattern.

■	■■	■■■
roof	**chimney**	**block-of- flats**

b) Listen and check. Then – listen again and repeat.

c) Interview your partner.

• Is your house a cottage or a two-storeyed building?
• Has your house got a garage and a balcony? Is there a fence around your house?
• What colour is the roof of your house? Is there a chimney on the roof?

4. This is a part of the letter Sarah wrote to her penfriend. She spilt some water on it and you can't read some words. Complete the letter. Use the picture for help.

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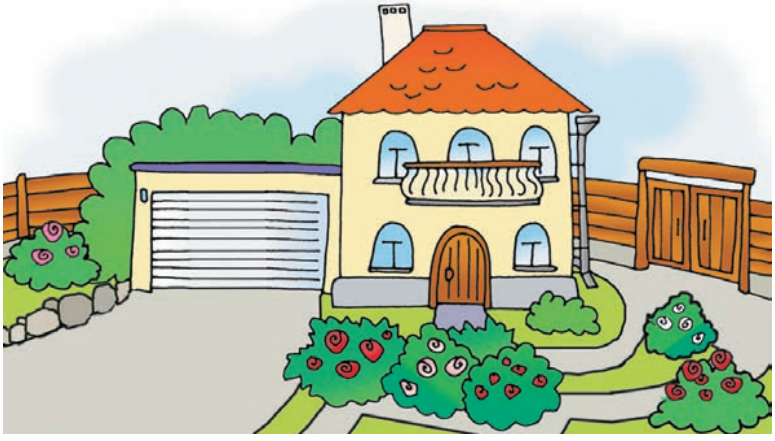

Dear Sandra,

In your last letter you asked me to tell you about the place I live in. As you know I live in a small quiet village in Somerset. Many tourists visit my village because of its famous castle. You won't find any skyscrapers or high-rise buildings in my village. There are a lot of nice old cottages here with beautiful gardens. My family live in a lovely ... (1) house with a red roof and a little ... (2) on it. As you enter through the old oak gate in the ... (3) you find yourself in a colourful front garden. Once a year we have an Open Gardens Day in our village, and a lot of people always come to our garden to have a look at the beautiful roses my mother grows. To the left of the house there's a two-car ... (4). My father usually collects me from school on the way home from work. On the first floor there's a ... (5), and when the weather is sunny we like to have a cup of tea there. It's very relaxing to live in the country and the air is so lovely and crisp here ...

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5. a) **Write a letter to Sarah. Describe your house and your neighbourhood. Use ex. 2b and 4 for help. Use a proverb about home from ex.1a as well.**

b) **Play a guessing game. The teacher will read some of your letters to the class. Try to guess whose letter they are.**

LESSON 5. A home from home

Communicative area: reading and speaking about a typical village; reading and speaking about a hotel; reading for detail

Active vocabulary: citizen, villager

1. **What does a typical Belarusian village look like? What can be found there? What do you think a typical English village looks like?**

2. a) **Compare your ideas with the most popular comment from an Internet blog on a typical English village.**

What makes a typical English village? There is a church with the vicar who knows you by the first and last name. There is small post office, a small corner shop with the village gossip and an old traditional pub. There is a village hall where all the village meet-

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village green

ings and Christmas parties take place. There is a village green with a small park, a duck pond and playing fields for football and cricket. You can find pretty old cottages and attractive newer houses in the village. The typical local people are kind-hearted and hard-working, sometimes a bit too nosy and talkative, but honest and hospitable. They go to church on Sundays and meet for carol singing at Christmas. The village is quiet and friendly; it is at least ten miles from the nearest city or town. The locals love their gardens and are proud of them. So, having a nice garden is a good talking point. The life is wonderful for kids. Their parents don't have to worry how their kids will get to school and how they will get along at school.

b) All the four pictures illustrate one of the phrases from the text. Which phrase? Which of the villages would you like to live in? Why?

3. a) Find sentences in ex. 2a which answer the following questions.

What can you find in the village? What are the villagers like? What do the villagers do? What is life in the village like? What is the best talking point in an English village? Is there a park / pond ... in the village?

b) Use the questions above to talk about villages in Belarus. What do Belarusian and English villages have in common? What is different about them?

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4. **a) How can you enjoy a quiet life if you live in a big city? What do you know about eco-tourism? What do you think you could do in a village hotel called the Treehouse?**

b) Read and check your ideas. What do you think the phrases 'the best of both worlds' and 'a home from home' mean?

Are you a villager? When a child, did you use to climb trees? Are you a citizen? At the age of twelve, did you dream of living in a tree like Tarzan? If yes, then our fairy-tale hotel is just for you! We have the best of both worlds. The Treehouse is a 5-star hotel which is perfect for both big kids and little ones. The Treehouse is situated on our small farm among the fields. There are lambs, chickens and ponies to watch. There is a comfortable dining area in the hotel. A comfy sofa is perfect for watching the plasma TV. For children any bath time in our wooden bath is a great adventure. Your kids will have toys, games, books and DVDs. There is an indoor swimming pool and tasty food to enjoy. Our hotel is a real home from home. A visit to The Treehouse will never be forgotten.

About the hotel:

- sleeps a family up to five
- close to Exmoor National Park
- fruit and vegetable market nearby
- five-minute walk to the local pub
- 1.5 miles to the village shop
- equipment for babies
- special menu for kids
- underfloor heating
- children's play area

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• fantastic gardens
• plasma TV with sky channels, Internet access, I-pod dock, digital radio
• bikes and trikes, playhouse, see-saw
• competitive prices

Things to do:

➢ great walks, cycling and picnics
➢ animals parks, theme parks, museums and beaches of Somerset
➢ a visit to Exmoor National Park
➢ a trip to Bath
➢ horse-riding with lessons for children
➢ surfing lessons in North Devon
➢ golf

Things to remember:

❖ ***The Treehouse*** is very eco-friendly. For every family visit we plant a local hardwood tree.
❖ Sorry: no pets, no smoking, no fireworks.

c) Would you like to stay at a hotel like *The Treehouse*? Why? Why not?

5. Work in small groups. Discuss the questions below.

• Are there any similar hotels in Belarus?
• What do you know about eco-tourism in your country?

LESSON 6. British houses throughout history

Communicative area: listening for the gist and for detail
Active vocabulary: heating
Grammar revision: the Past Simple Passive

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1. **How well do you know history? Read the introduction to a lecture. Guess which houses in the pictures belong to the periods in the history of Britain mentioned in the text.**

Walking down a street in a British town, you can walk past old and modern houses. They can tell us something of the people who built them and the times in which they were built. Different periods of British history are reflected in different houses.

Celtic, Roman, Anglo-Saxon and Viking houses cannot be found in modern streets. They were reconstructed by archaeologists in museums. Tudor, Georgian and Victorian houses can still be seen in many cities and towns of Britain.

2. **a) Check yourselves. Listen to a historian specializing in architecture. Match the houses with the peri-**

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ods. Note down the key words that helped you with the matching.

hot (adj.) – heat (n) – heating (n)

b) Read about the key features of each type of houses. Which periods do they describe?

A. houses –in wood, churches – in stone; no glass on the windows, high fences around villages

B. elegant, square, symmetrical houses; rich – lots of windows

C. round houses with thatched roofs, no windows, one room for all – people and animals

D. mostly built of (coloured) bricks; with several chimneys; first blocks of flats

E. well-built houses with central heating and glass windows; about 2000 years old

F. long rectangular houses; cooking fire in the middle; made of wood, stone or turf

G. black-and-white; mostly of wood, thatched roofs, tall chimneys, windows made of small parts

c) Listen again. Check if you were right.

3. Complete the fragments from the lecture with the active vocabulary of the unit. Some words can be used more than once.

1. The Celts lived in villages, where round houses were built with thatched ... made of straw. 2. Roman homes were made of brick and stone; they even had glass windows and stone mosaic floors and there was underfloor ... . 3. Around Anglo-Saxon

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villages high ... were built to keep domestic animals safe from wolves and foxes. 4. Anglo-Saxon villages were usually ... on river ... or near forests as they needed water and food ... . 5. Houses had ... because there were fireplaces in most rooms. 6. Tudor ... were very tall and thin. 7. Some people moved to new Victorian ... .

4. **a) Listen to the lecture again. Which of the facts mentioned in it do you find the most fascinating?**

b) Read the Past Simple Passive forms used by the historian. Recall the sentences where these forms were used. Who's got a good memory?

were built, were brought, were made, were followed, were forgotten, were constructed, was covered, were kept, were situated, can still be seen, were cut, were found, were handmade, was used, could be found, was ruled

5. **Write a description of houses people used to build in ancient and old Belarus. Use the active vocabulary of the unit and the Past Simple Passive.**

LESSON 7. Ideas for a great weekend

Communicative area: reading and speaking about the cities and towns of the UK

1. **Work in pairs. Look at the map of the UK. Find England on the map. Answer the following questions.**

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1. What are the largest cities of the UK? 2. Which of the names on the map sound familiar to you? What do you know about them? 3. If you could have a short holiday in the UK, where in the country would you go? 4. Where in England would you go? Why?

2. a) Look at the title of the article below. What does it mean? What do you know about the cities in bold?

b) Work in four small groups. Individually, read about one of the towns / cities in the article. As a group, check which of the questions from the list below are answered in the description of your town / city. Prepare to speak about your city / town.

Questions

Where in England is ... situated? How big is it? What does the name of the city mean? When was it founded? When was the city / town first mentioned? What survived in the city / town from the old times? Does it have a cathedral / a castle / other places of interest? What is it famous for? Is it an attractive city / town? Is it a picturesque place? Is it worth visiting? Are there interesting sights in the city / town? Are there many tourists in it? Are the people of the city / town hospitable? Is it convenient to live in? What transport can you use in the city?

For a great weekend break think small

What city in the UK is the symbol of 'Britishness'? It may be a tiny town, a village or a much-loved city. They are great places to visit, they have wonderful things to do, beautiful architecture, charming hotels and stylish buildings. Let's look at some places in England today.

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No place is more British than **Chester.** The 2000-year-old city is full of history. It has the charm of the old world and great modern-style shopping. The local zoo is fantastic with animals like tigers, monkeys and a huge walk-through bat cave!

Chester is situated in the North of England, close to Wales. The city lies on the banks of the River Dee. The name of the city comes from the Roman 'castrum' which means a military camp. There are many cities in Britain which have 'castrum' in their names: Manchester, Lancaster, Dorchester and others. Chester's population is about 80,000 people. It is small enough to walk around on foot. To enjoy the city, you can go for a walk around it on the Roman walls which were built about 70 AD. All the main streets of today's Chester were also laid by the Romans. Make sure you see the black-and-white Tudor, picturesque Georgian and Victorian houses, the museum, the castle, the Roman amphitheatre, the Cathedral and the second most photographed clock after Big Ben – the Eastgate clock. Don't forget to travel by the Miniature Railway. You can also see the King's school which was founded in 1541. Chester is famous for its Rows – two-storeyed old shops in black-and-white. The city has many beautiful hotels to stay in. Welcome to Chester!

Stratford-upon-Avon is a town in Central England. It lies on the river Avon not far from the industrial Birmingham. Only about 25,000 people live in it, but the town is very popular with tourists as the birthplace of William Shakespeare. About 5 million visitors from all over the world come to Stratford-upon-Avon to see the house where Shakespeare was born. Nevertheless, the people of the town are very hospitable and welcoming with tourists.

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Stratford-upon-Avon was founded in Anglo-Saxon times. The name of the town comes from the words 'street' and 'ford' – a place where a river can be crossed. Stratford-upon-Avon was born as a market town in the 12th century. Apart from Shakespeare's birthplace, there are other four houses from Shakespeare's times in the town. There is also a church where he and his wife were buried. Stratford-upon-Avon is very pretty with charming Tudor buildings, the picturesque river, the world-famous theatre and great shopping. In the town centre you can watch wonderful plays in the Royal Shakespeare theatre and see a monument to the bard and the characters of his plays. The people of Stratford are also proud of Europe's largest butterfly farm.

York is a walled city on the Rivers Ouse and Foss in the North of England. The city was founded by the Romans in 71 AD. Throughout its history York was the capital of the Roman province Brittania and the kingdoms of Northumbria and Jorvic. The name of the city changed with time.

The population of the city of York is about 200,000 people. York is famous for its City Walls which were built in the Middle Ages. Parts of the walls date back to the Roman times. The Walls are a popular walk for tourists and the people of York. A local street – the Shambles – was given the first place in the 'Britain's Most Picturesque Street' competition in 2010.

York Minster is the largest Gothic cathedral in Northern Europe well worth visiting. You can also visit a huge castle, the National Railway Museum and a world-famous Jorvic Viking Centre. The Viking Centre is a museum and a visitor attraction where you can 'see, hear, smell and touch the past'. It was

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opened in 1984 and since then it has had close to 20 million visitors. It is one of Britain's most popular attractions.

If you want a taste of York, you should try the famous Yorkshire pudding, which can be eaten both with meat and with jam.

Bath is a city in South-West England with the population of about 90,000 people. The city became a spa with the Latin name Aque Sulis about AD 60, when the Roman baths were built. Legend has it that hot springs were known before the Romans. In March 2012, 30,000 silver Roman coins were found by archaeologists not far from the Roman baths. Bath became a popular spa town in the Georgian times with beautiful buildings made from the local stone. Famous British painters Gainsborough and Lawrence and the world famous writer Jane Austen used to live and work in Bath.

At the end of the 20th century Bath turned into a world-famous attraction. Each year the city is visited by more than one million staying tourists and about four million day tourists.

During World War II, Bath suffered air bombings. Hundreds of people were killed and thousands of buildings destroyed. Few of the famous Georgian houses survived. Bath had to be rebuilt and reconstructed. Now it is a city of music, beautiful architecture and art festivals. In 2008, 104 pigs were displayed around the city throughout the summer to celebrate the city, its history and art. The pigs were mentioned in the local legend about Bath. In 2010 the famous street of Bath – Royal Crescent – was given the second place in the 'Britain's Most Picturesque Street' competition.

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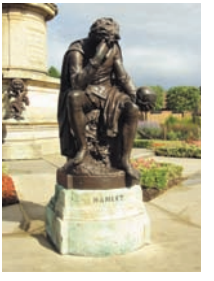
3. **a) Work in groups of four – one person 'from each town / city'. Tell your new groupmates about your place. Use the questions you chose as a plan.**

b) Match the towns / cities with the pictures.



c) Answer the questions below.

Which of the cities / towns is the largest (the most popular with tourists, the most famous all over the world, the most interesting for you and your classmates to visit)? Why do you think so? Which of the cities / towns can be called the symbol of 'Britishness'?

4. **Use the questions from ex. 2b to write about a city or town in Belarus.**

LESSON 8. Town or village?

Communicative area: proving your point, providing arguments

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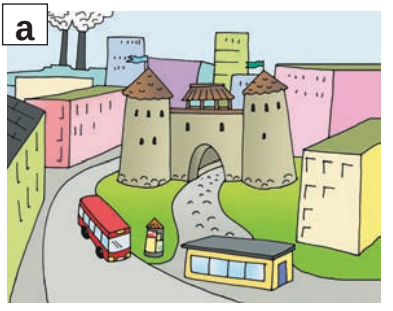
1. **a) In teams brainstorm the new words from the unit.**

b) Which of these words can be used to speak about towns, which – about villages?

c) Compare the two pictures. Use the words in the box to help you.

quiet, boring, modern, noisy, big, old, dirty, exciting, unhealthy, safe, clean, dangerous, healthy, beautiful, attractive, charming, uncomfortable

a



b

2. **a) Copy the table into your exercise book. Listen to the children discussing life in the country and in the city. Student 1 writes down the advantages of living in the country, Student 2 – the advantages of living in the city, Student 3 – the disadvantages of living in the country, Student 4 – the disadvantages of living in the city.**

S1: the advantages of living in the country	S3: the disadvantages of living in the country
S2: the advantages of living in the city	S4: the disadvantages of living in the city

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b) **Work in groups of four. Share your information and complete the whole table. Add more advantages and disadvantages.**

3. **Look through the phrases below. Listen again and say which of them are used in the conversations.**

1. That's absolutely right.
2. Sure! That's exactly what I think!
3. Yes, but...
4. True, but...
5. Also...
6. Yes, but on the other hand...
7. From my point of view...
8. As a result...
9. On the one hand..., on the other hand...
10. For example...
11. Personally I think/ don't think...
12. First of all...
13. Secondly...
14. I see what you mean...
15. Another thing is that ...
16. In my opinion...
17. I think I agree with you.

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4. **Read people's opinions about living in the city and living in the village. Who do you agree with? Make notes on how you can prove your point of view. Use ex. 3 for help.**

A. Life in the country is boring. **B.** Life in the country is safe. **C.** Life in the city is fascinating. **D.** People in the city suffer from noise and pollution.

5. **Work in groups of four. Have a discussion. Where is life better: in the country or in the city? Use your notes in ex. 3 and 4 for help.**

LESSON 9. Ideal town

Communicative area: describing an ideal town

1. **In groups of four make a list of your 7 favourite words from this unit. Exchange your lists with another group. Make up a story with all the words the other group has given you.**

2. **a) Read the boy's description of his dream-town and find four mistakes in the picture.**

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The town of my dreams is quite small but it is not far from a big city, so my family can go to the city at weekends to do some shopping or to see a performance at the theatre.

There are a lot of nice cottages in my town with lovely bright roofs and chimneys on them. There is no underground in our town and you can walk anywhere you need. There are no skyscrapers or other modern high-rise buildings there, the tallest buildings are the town hall and the bank. The most famous local sight is the ruins of the ancient castle. They are situated in a very picturesque place. It was built in the 12th century and ruined in the 13th century, but some of the ancient walls have survived.

There's a river running through my town. There are no factories in my dream-town and the air is very fresh. The streets are wide, that is why we have no problems with traffic jams. There are very few car parks as people mostly keep their cars in garages.

There are a lot of things to do and sights to see in our town. There's a cinema, a fitness centre and an exhibition centre as well as nice cafes by the river. It is lovely there with trees and flowers planted along the river bank. People from outside my town come here at weekends to enjoy boat trips and local food. You can see that our town is very convenient for living. Also, the people of my town are very hospitable and hard-working. My town is very attractive and worth visiting.

Welcome to the town of my dreams!

b) Work in pairs. Find sentences in the boy's description which speak about

- the size of the town
- the buildings

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- what makes the town attractive
- what makes the town comfortable to live in

3. **a) Match the nouns and the adjectives from the text.**

Nouns:	Adjectives:
1) food	a) wide
2) town	b) nice
3) city	c) modern, high-rise
4) roofs	d) ancient
5) buildings	e) fresh
6) cottages	f) small, attractive
7) castle	g) local
8) air	h) lovely, bright
9) streets	i) big
10) place	j) hard-working, hospitable
11) people	k) picturesque

b) Which of the adjectives in the box can you use to describe life in an ideal town?

fantastic, enjoyable, lovely, horrible, quiet, comfortable, super, easy, difficult

4. **a) You are going to make a presentation of your ideal town. Note down your ideas using the points from ex. 2b. You can do it in the form of an outline or a mind-map.**

b) Work in pairs. Compare your notes. Choose the points you agree on.

c) Work in pairs. Draw a map of your ideal town. Get ready to describe it to your classmates.

d) Listen to your classmates and decide if their towns are worth visiting.

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UNIT 7
Travelling to world capitals

LESSON 1. Plans and timetables

Communicative area: talking about travel arrangements

Active vocabulary: arrive, catch, check in, flight, ticket, journey, leave, luggage, miss, on time, take (about the time of a journey)

Active grammar: talking about future: the Present Simple and the Present Continuous

1. Ask and answer the questions.

1. What forms of transport do you know?
2. Which is your favourite form of transport?
3. Have you ever travelled by ship?
4. When was the last time you travelled by train / car / plane?
5. When did you leave? When did you arrive? How long did the journey take?
6. Was it a good journey? Why? Why not?

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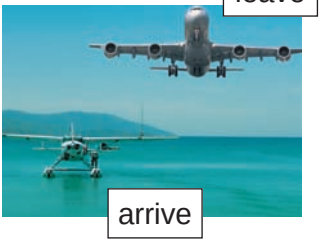
2. a) **Nick's uncle, Mr. Rambler is at a London airport. Nick has come to see him off. Listen to the conversation, follow in the book. Where is he travelling?**



– Excuse me, ma'am. I'm leaving for Sydney in half an hour, but I don't know where my gate is.

– Can I see your **tickets**, please?

– I'm not going to fly to Sydney. I've come to see my uncle off.

–Here is my ticket.

–Well, you are flying with British Airways, sir. Your **flight** is on time, it leaves at 12.45. It's only 11.15 now. You have enough time to catch your plane.

– What a relief! I thought I was going to miss it.

– Don't worry, sir. Go to the **check-in**. It's over there.

– Thanks a lot.

– Your **luggage**, uncle! You've left your suitcase!

– Thanks, Nick. Oh, one more question. When do we arrive in Sydney?

– In 21 hours, sir. Have a safe flight.

– Thank you very much.

b) **Match the words in bold with the pictures.**

a

b

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c

d

3. **Interview your partner.**

How long **did** the journey **take**? – It **took** ten hours.
How long **did** it **take you** to get to Moscow? –
It **took me** ten hours to get to Moscow.

a) When do you leave home?

b) When do you arrive at school? How long does it take you to get to school? Do your lessons always begin on time?

c) Do you have to catch a bus to get to school? Do you ever miss your bus to school?

4. **a) Read the two sentences from the conversation at the airport. Answer the grammar questions on the disk.**

I'm leaving for Sydney in half an hour.

Your flight leaves at 12.45

b) Use the verbs in the box in either the Present Simple or in the Present Continuous to write about Mr. Rambler's future journey.

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Example: *Mr. Rambler is going on a journey to Sydney in about an hour.*

leave, ~~go~~, leave, travel, arrive

1. His flight ... at 12.45.
2. He ... for Sydney in an hour and a half.
3. Mr. Rambler ... with British Airways.
4. His flight ... in Sydney in 21 hours.

arrive **at** school
arrive **in** Canberra

About future: **in** half an hour
in 21 hours

on time = neither early nor late

5. Ask your partner.

- Have you ever missed a bus or a train?
- Have you ever travelled by plane? Was the ticket expensive? Did it take you long to check in?
- Where did you go? When did your flight leave? When did you arrive? How long did your journey take?
- Did you have a lot of luggage (suitcases)? Did you have a good flight?

LESSON 2. London landmarks

Communicative area: discussing the attractions of London

Active vocabulary: coach, be surrounded by, landmark, public, tour

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1. **a) Compare different ways of travelling. Use the adjectives in the boxes.**

b) Which do you think is the best way to make a tour around London? Why do you think so?

2. **Nick wants to take a tour of London. He's talking to Rosie on the phone.**

a) Listen to their conversation and say why Rosie isn't in London now.

a coach –
a comfortable bus for long-distance travel

b) Listen again and say how many sights Nick is going to see.

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3. **a) Look quickly through the descriptions of the most famous London landmarks and match them with the photos (see pages 181–183).**

The Tower of London

Buckingham Palace

Hyde Park

St Paul's Cathedral

Piccadilly Circus

Madame Tussaud's Museum

Trafalgar Square
with Nelson's Column

Tower Bridge

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Big Ben and the Houses of Parliament

Westminster Abbey

A. The most famous bridge over the River Thames. There is a museum inside.

B. A large church where the coronations of many kings and queens took place.

C. A cathedral built by the famous architect Sir Christopher Wren, where an earlier cathedral used to be before the Great Fire of London in 1666.

D. Now a museum, it used to be a prison (*турма*), the Royal residence and a treasure house (*скарбніца*).

E. The official London home of the Queen. The Palace with 600 rooms is open to the public in summer, when the Queen is on holiday.

F. A popular London park with Speaker's Corner where you can say anything you like to the public.

G. London's most famous square with a column named after Admiral Nelson who won the battle of Trafalgar. The square is surrounded by many famous buildings (The National Gallery, The National Portrait Gallery).

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H. This famous museum is found in Marylebone Road, near Baker Street. The wax figures of famous people are all life-size. Open daily.

I. The Palace of Westminster, as the Houses of Parliament are officially known stands beside Westminster Abbey, by the Thames. The clock tower, 98 m high, is known throughout the world as Big Ben. Big Ben is in fact the tower bell, which weighs 14 tonnes.

J. One of the most famous London landmarks – a square surrounded by souvenir shops and places to eat, from where Piccadilly runs to Hyde Park Corner. The square is actually round.

K. A giant vertical rotating wheel with passenger cars is now the most popular paid tourist attraction in the UK. It is 135 metres tall and 120 metres in diameter. Its official name is the Millenium Wheel.

b) Read the texts well. Find the place which

- ✓ is in fact a palace;
- ✓ is Europe's tallest Ferris wheel;
- ✓ is full of shops and restaurants;
- ✓ is always open to the public;
- ✓ is good for speaking to the public;
- ✓ has a monument in the centre;
- ✓ is important for the Royal family;
- ✓ is a rebuilt cathedral;
- ✓ has a museum inside;
- ✓ used to be a dangerous place;
- ✓ is open to tourists when the Queen is away.

London Eye

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c) Explain the use of articles with the most famous London sights.

4. Work in pairs. Prepare to go on a tour around London. Discuss what sights you would like to see and why. Make a shortlist of places of interest to see in one day. Compare with another pair.

LESSON 3. London sightseeing tour

Communicative area: dealing with an advertising leaflet

Active vocabulary: aisle seat, book (a ticket), get on/off, guide, guided tour, passenger, window seat

1. a) Play in teams. Name as many London landmarks as you know.

sight = place of interest = landmark= attraction

b) Individually, rank the landmarks.

c) Make a survey. Find out which London landmark is No 1 for your group.

2. Nick is reading a leaflet advertising a sightseeing tour round London.

a) Look through the leaflet and find out what information you can get from it.

1) working times; 2) contact phones; 3) where to buy tickets; 4) prices

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THE ORIGINAL SIGHTSEEING TOUR

ENGLISH LIVE GUIDES AND EIGHT DIFFERENT LANGUAGE COMMENTARIES

- ❑ Commentaire en Francais
- ❑ Commento in Italiano
- ❑ Deutsche Ansage
- ❑ Nederlands commentaar
- ❑ Svensk Guidning
- ❑ Commentario Espanol
- ❑ 日本語で録音された解説
- ❑ Комментарий на русском языке

***Welcome to the tour* information**

- ‘Hop-on Hop-off’ service
- Four tours for the price of one
- English live commentary
- Daily departures from every stop
- Summer: 09.00–19.00 every six minutes; Winter: 10.00–17.00 every 15 minutes
- Fast entry tickets to the best London Attractions

***Where to buy tickets* information**

- On the bus
- From any London Tourist Information Centre
- From your hotel
- From any Tour Agent

Tel: 0207 877 1722

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b) What languages are the commentaries in? Work in pairs. Use the flags and the information in the leaflet to answer the questions. Choose the languages from the box.

Japanese	French	German	Italian	
Spanish	Polish	Russian	Dutch	Swedish

3. **a) Nick calls the Original Sightseeing Tour. He wants to know the details of the tour around London. Listen to the conversation. What details does he want to know?**

b) Listen and follow in the book. Guess the meaning of the words in bold. What do the underlined sentences tell us about: past, present or future?

O: The Original Sightseeing Tour. How can I help you?
N: My name's Nick. I'm going to take a tour of London with my aunt. The leaflet says it's 'a hop-on hop-off tour'. Does that mean I can **get off** the bus, visit Madame Tussaud's Museum and **get on** the bus again? You see we're going to Madame Tussaud's at 2 o'clock tomorrow. We've got tickets.
O: You're absolutely right. You can get on and off the bus at any stop.
N: I'd like to book **a window seat**. I hate **aisle seats**. You can't see anything from them.
O: Sorry, Nick. You can't **book** any seats on our tours. Your bus will be a double-decker, so if you want to see everything really well, go to the top deck.
N: OK, I'll sit on the top deck. Could you answer some questions for my aunt? Are the **passenger seats** comfortable?

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O: Don't worry, Nick. Your aunt will be comfortable enough.
N: Are there any **seat belts?**
O: No, there aren't. But our buses are safe enough.
N: The leaflet says it's **a guided tour.** Do guides speak only English or all those languages listed in the leaflet?
O: Our **guides** speak English, but you can listen to commentaries in other languages if you want.
N: One last question. When do you start working?
O: The first bus leaves at 9 o'clock in the morning tomorrow.
N: Thank you very much.
O: I'm sure you'll enjoy the tour, Nick. Goodbye.
N: Bye.

4. **a) Interview your classmate. Take notes.**

• Have you ever been on a guided tour? Where did you go? Did you book the ticket or did you just buy it?

• Did you travel by coach? Where did you get on the bus / coach? Where did you get off the bus / coach?

• How many passengers were there on the bus? Were the passenger seats comfortable? Were there any seat belts?

• Did you take a window seat or an aisle seat? Was the tour exciting and enjoyable? Did the guide tell you a lot of interesting things? Would you like to go on a guided tour again?

b) Write a paragraph about your classmate's guided tour.

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LESSON 4. Plans for Australia

Communicative area: listening to a conversation on a plane

Active vocabulary: business trip, local, stay

Active grammar: speaking about future – the Present Simple, the Present Continuous, the Future Simple and '*to be going to* + infinitive'

1. **Interview your partner.**

• Do you travel to school by bus? Where do you get on the bus and where do you get off?

• Has your family got a car? How many passengers does it take?

• Are there seat belts for the driver and the passengers in the car?

• Do you always fasten your seat belt when you travel by car?

• When you travel by bus, train or plane, do you prefer window seats or aisle seats?

2. **a) Read the underlined sentences from the conversation in Lesson 3, ex. 3b. Answer the questions on the disk.**

b) Match the replies with the mini-conversations. There is one more reply than you need.

– Do you know where you are going for the holiday?

– Yes, I've already got the tickets and ...

A. I'll visit her tomorrow.

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– Do you know that Rita is in hospital? She gets very few visitors.
– No, I didn't know. In that case ...

B. I'll go to Greece or Italy.

– There's a great film on at the cinema, you know?
– Yes, I do.

C. Then I'll go and see it tomorrow.

– There's a great film on at the cinema tonight, you know?
– Really?

D. I'll give you some.

– I haven't got enough money for the ticket.
– Don't worry, ...

E. I'm going to see it tomorrow.

F. I'm going to Greece.

3. **It is Monday. Mr. Rambler is on a plane flying to Sydney.**

a) Listen to a conversation on the plane. How long is he going to stay in Australia?

b) Listen again. Which <u>one</u> word from the box is <u>not</u> included into the conversation?

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aisle seat, local, arrive, journey, catch a plane, leave, flight, miss a plane, on time, check in, luggage, guided tour, business trip, be surrounded, book a hotel, stay with, ticket, landmark, public, passenger, seat belt

4. a) **What is the difference between these two sentences from the conversation? Answer the questions on the disk.**

A. Are you going on a business trip too?

B. I'm going back in a week.

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b) Listen to the conversation again. Which sentences with future structures tell us that the speaker

1) has decided to do something before the conversation (has an intention)? 2) decides to do something during the conversation? 3) has a fixed plan for a definite time in the future? 4) tells us about a timetable? 5) tells us about a future fact? 6) makes an offer? 7) makes a prediction about the future?

5. a) Complete the questions with *what*, *when*, *where*, *who*.

1. ... will the local time be in Sydney when the flight arrives there?
2. ... is flying to Sydney?
3. ... is going on a business trip to Australia?
4. ... does his flight to Canberra leave from Sydney?
5. ... does he have to do before his flight to Canberra?
6. ... is meeting Mr. Rambler in Canberra?
7. ... is Mr. Rambler staying in Australia?
8. ... are they going to do in Australia?
9. ... will Mr. Rambler be surrounded by in Australia?
10. ... is he going to book tickets to Uluru?
11. ... is Uluru?
12. ... is Mr. Rambler going back home?
13. ... does his plane leave?
14. ... is he flying with?

b) Listen to the conversation in ex. 3 to answer the questions in ex. 5a.

c) In pairs ask and answer the questions in ex. 5a. Do you think Mr. Rambler will have a good time in Australia? Why? / Why not?

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LESSON 5. Canberra – Australian capital

Communicative area: reading about Canberra
Active vocabulary: government, parliament

1. **Canberra is the capital of Australia. What do you think 'Canberra' means in the local language? Is it a) a friendly place? b) a lovely place? c) a meeting place? d) a public place?**

2. **a) Look through the article on Canberra from a tourist site and check your guess.**

Canberra is halfway between Sydney and Melbourne – two largest cities of Australia. The city of Canberra has been the capital of the country since 1927. It is the home of the Government, the city where you can visit the Government House, the Parliament House, the Old Parliament House and many Nationals – the National Library, the National Museum of Australia, the Australian National Botanic Gardens and others. It is difficult to travel round the Nationals because there isn't enough public transport.

But it's not at all bad in the 'berra'. The name is believed to mean 'a meeting place' in the local language. It is surrounded by green hills making it a great place for bushwalking, cycling and skiing. The National Parks of the Canberra region are worth visiting.

Architect Walter Burley Griffin planned an ideal city of the future. The population of the capital is over 300,000 people who live in an area with around 12 million trees. Famous author of travel books Bill Bryson first arrived in Canberra in the late 1990s and

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said that it looked like a very large park with a city hidden in it. There is a lot to see and do in Canberra.

b) Read the article carefully and say if the statements below are true or false.

1. Canberra lies between Sydney and Melbourne.
2. Canberra has always been the capital of Australia.
3. It is easy to travel in the capital.
4. The area around the capital is good for summer and winter sports.
5. Canberra and the area around the capital are very green.
6. Canberra is a city with a huge population.
7. There is only one national building in Canberra – the National Library.

c) Read the information in the boxes. Tell your partner where you would like to go and why.

The National Zoo

It is a fun zoo for all ages with many species of animals which has the largest collection of big cats.

The National Capital Exhibition

It tells the story of Canberra from the start of Aboriginal times until the present.

The Parliament House

It was opened in 1988 and a flag on top of the building can be seen from almost any place in the city. It is in 3 kilometres from the city centre and you can go on a guided tour of the Parliament House when Parliament is not sitting.

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The Australian National Botanic Gardens

The Gardens are over two kilometres to the west of the city centre. They have the best collection of Australian flora in the world. You can go on a guided tour of the gardens.

The Australian Institute of Sport

It was opened in 1981 and has trained most of Australia's greatest athletes since then. There are some fun and interesting tours with famous sportsmen as tour guides.

The National Library

The building looks both modernist and classic at the same time. Its collection is huge and the local café is one of the best public places in the capital.

3. **a) Listen to Mr. Rambler asking about the details of a Hop-on Hop-off Bus Tour of Canberra. Fill in the missing information.**

– Hop-On Hop-Off Tours. How can I help you?
– I'd like to know more about my tour of Canberra.
– When are you going on a tour?
– ... . When does the first bus leave?

The National Botanical Gardens

Bush walking in Australia

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The National Museum building is a landmark which matches its beautiful surroundings.

The National Library of Australia

– It leaves quite early, at ... in the morning. You should be on time, sir.

– Where does it leave from?

– From ... . Northbourne Avenue.

– What attractions do I visit?

– The National Library, the National Portrait Gallery, the National Gallery of Australia, ... , ... , the National Museum of Australia and some others.

– Do I visit ... ?

– I'm afraid you don't, sir. You can go there by yourself, if you like.

– Is it ... ?

– Yes, it is. Your guide will be speaking English, sir.

– Ok. When do I arrive back at the city centre?

– You know, you can ... . So you can see as much or as little of the city as you like.

– I'm going to see as much as I can. Thank you.

– You're welcome. I hope you'll enjoy your tour.

b) Explain the use of grammar in the underlined sentences.

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c) Role-play the conversation with your classmate.

4. Compare Canberra and Minsk.

- What does 'Minsk' mean in the local language?
- What famous landmarks can you see on a guided tour of Minsk?
- Are the Parliament House and the Government House open to the public in your country?
- What do Minsk and Canberra have in common?

LESSON 6. Too busy to meet?

Communicative area: inviting, refusing or accepting invitations

Active vocabulary: busy

1. a) Listen to the conversation. Follow in the book. Why can't Mr. Rambler go bushwalking on Tuesday, Wednesday and Thursday?

– Hi, Andrew. Would you like to go bushwalking tomorrow?

– Sorry, Mel. I'm afraid, I can't. I'm going on a guided tour of Canberra tomorrow.

– How about Wednesday or Thursday?

– I'd love to, but I'm doing some sightseeing. We're going to Uluru on Wednesday.

– When are you coming back?

– My flight arrives at 8 o'clock on Thursday.

– You're a very busy man. What are you doing on Friday?

– Let me see. Friday, Friday. I'm not doing anything on Friday. OK, I'll go with you on Friday.

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– Great! I'll meet you at the airport on Thursday and we'll talk about it.

b) How does Mr. Rambler's friend invite him to do something with him? How does he ask him about his plans? How does Mr. Rambler say 'No' to his friend (2 examples)? How does he explain that he can't go with him (2 examples)? How does he agree to go with his friend?

2. Play the 'Busy Travellers' game.

a) Imagine you're a busy traveller. Below is your diary for next week. Copy it into your notebook.

	Morning	Afternoon	Evening
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

b) Fill it in with six different appointments from the list below. Use your own ideas if you like.

guided tour of London
guided tour of Minsk

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guided tour of Canberra
the National Library of Canberra
the Houses of Parliament in London
flight to Uluru
Buckingham Palace
dinner with a friend
Australian National Botanic Gardens
the National Library in Minsk
journey to Australia
business trip to London
business trip to Minsk
the Government House in Canberra
coach trip to local landmarks
shopping
St. Paul's Cathedral
local museum
the Parliament House in Canberra
football match of the local team

c) Choose three times in the week when you would like to meet and do something interesting with the other 'travellers'. Go round the classroom. Find out who is free at these times. Invite those who are free to meet with you. Use ex. 1 for help. Tell the class what you are doing and who you are doing it with.

LESSON 7. Royal plans for Australia

Communicative area: talking about timetabled events and travel arrangements, intentions, fixed plans, predictions and promises

Active vocabulary: expect, itinerary, probably, schedule

Active grammar: expressing future

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1. **Work in pairs. Answer the questions below.**

1. What do you know about the British Royal family?

2. What do you know about Prince William and his wife Kate? Who are The Duke and Duchess of Cambridge?

3. Do you think the members of the Royal family have a busy or relaxing life?

2. **a) Listen to the Press-Secretary of the Royal family. What plans for Australia is he talking about?**

b) Read the text of his speech and fill in the correct future forms.

The Duke and Duchess of Cambridge with Prince George (1. *visit*) New Zealand and Australia as part of a three week tour. The Royal Tour (2. *begin*) on Monday 7th April in New Zealand and (3. *finish*) on Friday 25th April.

The Duke and Duchess have been invited to visit by the New Zealand and Australian governments. While The Duke of Cambridge has visited both countries several times, The Duchess has yet to travel to either.

We expect that their Royal Highnesses (4. *visit*) a number of towns and cities across both countries. We also hope they will see how much both countries

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have done in the fields of technology, tourism, sport and arts. They also (5. *remember*) the people from both countries who died in the World War I.

The **schedule** for the Tour is very busy. The Duke and Duchess (6. *visit*) New Zealand from 7th to 15th April and Australia – from 16th to 25th April. They (7. *begin*) their tour in the capital of New Zealand, the city of Wellington and are (8. *finish*) it in Canberra – the Australian capital. You can see the full **itinerary** of the Tour on our website.

And now – some details of their **programme** for Canberra. On day nine of their Australian Tour, Prince William and Catherine (9. *visit*) the sights of the nation's capital: the Zoo, the National Portrait Gallery, the Australia War Memorial. They (10. *have*) a meeting with a group of parents and little children, to plant a tree at Canberra's National Arboretum* and to have a meeting in Parliament House in Canberra. They (11. *fly*) back to the UK at 2 pm on April 25th.

c) Listen again and check.

3. a) Match the words in bold with the definitions:

1) a plan or list of the places you will visit on a journey, usually with the date or time that you will be there;

2) a plan that shows the order of activities at a ceremony, sports meeting, public event, etc.;

3) a detailed plan of what someone is going to do and when they will do it, especially something important.

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* **arboretum** – 1) a collection of trees only; 2) a botanical garden with living collections of woody plants used for scientific study

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b) Which of the verbs that you used in future forms tell us about

1) intentions or plans that can be changed; 2) about timetables and travel arrangements; 3) fixed plans; 4) predictions / promises?

c) Which future forms are used after the underlined verbs? Complete the rule below in the box.

After ***expect***, ***hope***, ***think***, ***be afraid*** and with ***probably*** ... is used.

4. Discuss with your classmate.

- Do you have a busy schedule for the coming summer?
- If a friend from abroad asks you to make a travel itinerary for a tour around Belarus, what towns / cities / sights will you recommend them to visit?
- What do you expect will happen during the next school year?

LESSON 8. Itinerary for Belarus

Communicative area: talking about Belarusian tourist attractions, expressing future; listening and reading for detail

Active grammar: the Future Simple and 'to be going to' used for predictions; recycling of all future forms

1. a) Look at the sky. What is the weather like? Is it going to rain? What do you think the weather will be like in Belarus in summer?

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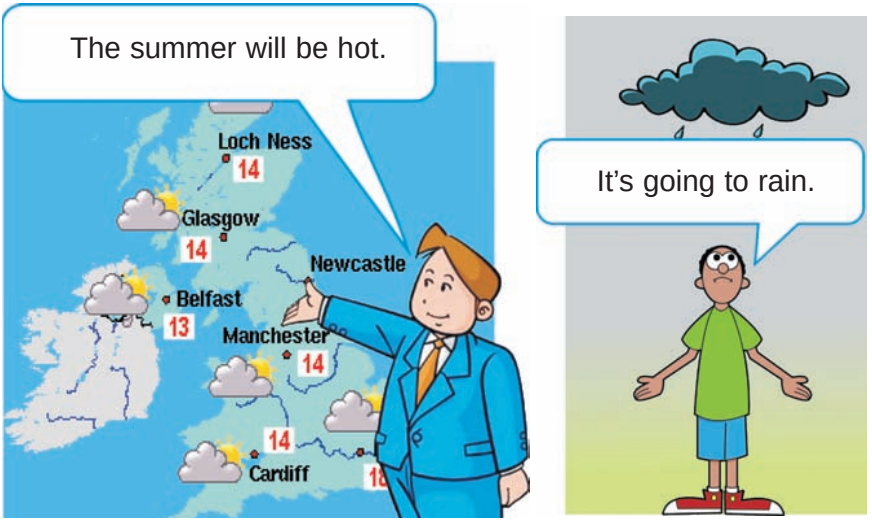
b) Look at the pictures. Both of them tell us about predictions. Which prediction about the future is based on some facts in the present? What future tense form is used in it?



c) Complete the sentences with the correct future forms. Explain your choice.

1. Look! The cat (*to catch*) the bird!
2. Gina (*to have a baby*).
3. Her baby probably (*have*) Gina's beautiful hair.
4. One day all people (*live*) in big and comfortable houses.
5. Don't tell her any secrets. She (*tell*) everybody else.
6. Shush! He (*play*) a Beethoven's sonata.

2. a) Mr. Rambler is coming to Belarus for ten days. Look through the three itineraries his Belarusian friend has sent him. Which of the itineraries would you choose? Why?

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10-day trip itineraries for Belarus

Itinerary 1: City break

Minsk with
- Khatyn memorial
- museums and theatres
- National Library
- Minsk Victory Square

Vitsebsk with Marc Chagall Museum
Polatsk
Magiley
Gomel
Brest with Brest Fortress

Itinerary 2: Ecology break

Narachansky National Park
Byarezina Biosphere reserve
Braslau Lakes National Park
Belavezhskaya Pushcha
Prypyatsky National Park

Itinerary 3: Castle tour

Lida Castle
Kreva Castle ruins
Mir Castle
Nyasvizh Palace
Brest Fortress

b) Read the fragment from Mr. Rambler's conversation with his friend via Skype. Which of the itineraries has he chosen?

Mr Rambler: My plane (*arrive*) at eight o'clock on Monday morning.

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Alex: OK, I hope I (*meet*) you at the airport. So what are your plans?

MR: I (*travel*) to Palessye first, then – to Vitsebsk and Minsk regions and, finally, to Brest region. What about the weather?

A: I expect we (*not / have*) problems with bad weather, especially at the beginning of the tour. The weather forecast for the South of Belarus is very good, so you (have) a good start.

MR: Fine! I'm afraid it (*not / be*) an easy trip, but very enjoyable for sure! I'm sorry I can't do all the three itineraries this year. They're all so fascinating!

A: You probably (*come*) over next year with more time for the cities and the castles.

MR: Right. You know, I'm sitting in the garden now with my laptop, but the sky is so dark – it (*rain*). I must finish off and get back into the house. Bye for now!

A: Bye! See you in Minsk.

c) Complete the conversation with the correct future forms. Then, listen and check.

3. a) Which of the itineraries do these descriptions come from?

A. This Fortress, one of the most important places in Belarus, dates back to the 19th century and is one of the symbols of the World War II. It is the largest tourist attraction in Brest. The fortress was not rebuilt after the end of the war, but was turned into a war memorial. When you enter the fortress, you see a huge star cut into concrete. The radio informs you about the beginning of the war. As you walk up to the centre of the fortress, you see 'Thirst' – a large monu-

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ment showing a soldier who is trying to get some water from the river. The soldiers of the fortress fought there for many days and nights without water or food. There are other monuments on the territory of the fortress and a museum, too.

B. This city is a popular tourist attraction in Belarus. It was founded in 862 and it is the oldest city not only in Belarus, but in the whole Slavic region. Throughout its long history it has fought against the Vikings, crusaders*, Ivan the Terrible, Napoleon's soldiers and the Nazis. Euphrassinnya of Polatsk and Frantsysk Skaryna were born there. It is also one of the most beautiful cities of Belarus as it is situated on the picturesque banks of the Western Dzvina. There is a huge cathedral in the centre of the city – the Cathedral of Saint Saphia. It was built between 1044 and 1066. Much of the cathedral has been destroyed and rebuilt, but some parts are original. The city is full of historical buildings and monuments: Red Bridge from the 12th century, several museums and a monastery.

C. This memorial is situated in the Minsk region of Belarus and is one of the most memorable places in the country. It used to be a usual Belarusian village, but on March 22nd 1943,149 people were burned alive by the Nazis there – like people in other 186 Belarusian villages. Only one of the villagers survived. After the war a memorial was built in this village to all those who died across Belarus during the war. The memorial has 26 chimneys with bells – one for each of the houses in the village – which ring every hour. The Square of Memory has three birch trees and an eternal

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***crusader** – крыжаносец

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flame* as a symbol of each fourth Belarusian who died in the war and the other three who survived.

D. This National Park is situated in Gomel region in the South of the country, 250 km form Minsk. It is a huge park where you can find about 50 mammal species, 37 species of fish, 246 species of birds and other animals. In 1987 the European bison was brought to the park. Now, after Charnobyl, scientists say that the danger to visitors is minimal. The area of the park is strictly controlled and some parts of it cannot be visited by tourists. There are over 30 lakes in it and it is a wonderful place for boating, fishing and bird watching. There you can travel back several hundred years looking at the untouched beauty of Belarusian nature.

b) Which facts from the descriptions have you always known? Which are new for you?

c) Match the descriptions in ex. 3a with the pictures. Read out the parts of the text which describe the pictures.

*eternal flame – вечны агонь

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d) Tell your partner which of the places

- you have visited
- you would like to travel to
- you would recommend to your friends from abroad

Give as many details as possible.

LESSON 9. A letter to a friend

Communicative area: reading and writing about the news and plans for the future; using letter-writing conventions

1. a) What will you need to write a letter?

b) Nick – Mr. Rambler's nephew and Yan decided to write letters to each other to improve Yan's English. Read one of the letters. Do you think Yan and Nick will meet in summer?

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Dear Yan,

Thanks for your letter. Congratulations on winning the competition! Keep going!

I was also happy to learn about your new camera. It is miles better than mine.

I hope you are well. I'm fine, but a little tired. My school year is over only in the middle of July. So you are luckier than me.

I don't think I'll travel anywhere far this year. Instead I'm going to see some places in my country I've haven't been to yet. I'll probably go to the Lake District. It is a picturesque area in the North of England. I can go yachting and rambling there. Also, it is very convenient to get to Liverpool from there. Guess what! My father and I are going to a match of our favourite team on July 27th! We've already got the tickets! We'll probably go to the Beatles Museum in Liverpool, too.*

In August I'm going to stay in Edinburgh. Last week I was invited to join our school cricket team and tomorrow I'm meeting the team members. So in summer I'll have to keep fit to prepare for the competitions.

What about you? What are your plans for the summer?

Why don't you come over to the UK in August? You could take wonderful pictures with your new camera.

Look forward to hearing from you.

With kind regards,

Nick

P.S. Uncle Andrew is travelling to Belarus soon. He's already made travel arrangements. I hope you'll meet.

*__to ramble__ – to go for on a walk in the countryside, for pleasure; to hike

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c) Answer the questions.

1. How is Mr. Rambler's surname connected with his occupation? 2. Which lines from the letter can be used as captions for the pictures? 3. What news did Yan write about in his letter to Nick? 4. Why is Yan luckier than Nick? 5. What football team do you think is Nick's favourite one?

d) Match the parts of the letter with the rubrics:

- postscript
- addressing the reader
- finishing off the letter
- inviting
- reason for writing
- giving the news
- informing about plans for the future
- asking for information
- commenting on the previous letter

e) Explain the use of the future forms in the letter.

2. Write your letter to an English-speaking friend. Include all the rubrics from ex. 2d and all the future forms you have practised in this unit.

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UNIT 8

From Australia to Belarus

LESSON 1. Travel tips

Communicative area: reading for detail, talking about general truths and habits

Active vocabulary: unless

Active grammar: Conditional 0 (Zero Conditional)

1. **a) Complete the scientific facts below:**

If it is winter in Belarus, it is ... in Australia.
If it is 3 pm in Minsk, it is ... pm in Canberra.

b) Check your ideas with the teacher. Can you explain the time and season difference between Belarus and Australia?

2. **a) What is the best way to travel to Australia? Would you like to go to Australia? Would you prefer to travel there alone or with your family? Is it easy to travel with a family? Why? / Why not?**

b) Look at the title of the brochure below. Can you guess what tips will be given in it? Read the intro-

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duction to the 'Travel Tips' brochure to check yourselves.

Travel Tips

If you travel with children, travelling gets much more difficult. If your kids are small, you get tired. If they are teenagers, they get bored and you get angry. I've flown a lot with children and I know how to make travelling easier for you and your kids. Here are some of my tips.

c) Read the travel tips for parents. Would you be happy if your parents followed these tips?

If I'm planning a holiday trip with my children, I always make sure they take part in planning the holiday. We look at maps, talk about the history, geography, animal and plant life of the country we're going to. We read books or watch films that are set there. If you want your children to be interested in the sightseeing, you have to prepare for it.

You should check in early if you want to get best seats.

If you want to have a quiet flight, let children eat something – it keeps children busy and quiet for some time. Chewing also makes the air pressure changes easier on their ears.

If you start packing suitcases, make sure your children are ready for any weather.

Take puzzles, colouring books, stickers, little cars and dolls and even tiny packs of Plasticine with you if you're heading out on a long journey. They will pass the time. Get new books for your kids to read on the plane.

If you travel abroad, see your doctor at least two months before you leave to discuss your plans and take a small first aid kit with you.

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If you travel somewhere for the first time, get your children drawing and writing down things they have seen and interesting foods they have tried or collecting postcards from places you visit. They can write their age or the date on the back of the card or even send it to your home address. If you want your kids to remember the trip, you can advise them to start a collection of badges, magnets, model cars or toy animals.

3. **Look at the highlighted sentences in ex. 2c. They are examples of Conditional 0. Answer the questions on the disk.**

4. **a) Complete the following travel tips with the correct forms of the verbs. Add modal verbs where necessary.**

a fossil

1. If you (*plan*) to see many interesting sights, (*not / forget*) to take a camera – photos make the best memories. 2. If your kids (*pack*) their own rucksacks, (*check*) they are not bringing a whole collection of fossils* with them, 'just in case'. 3. If you (*not / want*) to spend a lot of time waiting at the airport, you (*fly*) as early in the day as possible. Afternoon and evening flights usually get delayed. 4. If you (***travel***) to a hot country, (*choose*) clothes made from natural materials and (*not / forget*) hats and sunglasses. 5. If you (*want*) them to be busy, you (*forget*) about 'no more than 30 minutes of TV a day' rule. Load your iPhone or iPad with new kid-friendly applications your children have never tried before you fly. 6. If you (*not / want*) to get into trouble at the airport, (*not / take*) toy pistols. 7. If your kids (*get*) hun-

*__fossils__ – акамянеласці

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gry (*not / give*) them too many sweets. Prepare some healthy snacks: cheese cubes, breadsticks and fruit.

b) Reread the travel tips in ex. 2 and 4. Put them into the following categories: a) planning; b) getting ready; c) packing; d) food; e) things to do; f) airport tips. Some tips can go into several categories.

c) Look through the tips again. Which of them are good for travelling with small children, which – with older children, which – with teenagers?

5. a) The two sentences below have the same meaning. What is the meaning of 'unless'? Complete the rule: unless = … .

If you **don't want** to spend a lot of time waiting at the airport, you should fly as early in the day as possible.

Unless you **want** to spend a lot of time waiting at the airport, you should fly as early in the day as possible.

b) In <u>some</u> of the English proverbs below 'unless' can be used instead of 'if'. Rewrite the proverbs that can be changed.

If you're in Rome, do as the Romans do.

If you can't beat them, join them.

If you want something done right, you have to do it yourself.

Don't talk the talk if you can't walk the walk.

If you don't have anything to say, don't say anything at all.

If a job is worth doing, it is worth doing well.

If you don't know where you're going, then the journey is never ending.

If you can't stand the heat, stay out of the kitchen.

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c) Can you give equivalents of the proverbs in your language?

d) Which of the proverbs in ex. 5b can be good travelling tips? Discuss with your partner. Report the results of your discussion to the group.

LESSON 2. Down under

Communicative area: speaking about the future

Active vocabulary: get seasick (airsick), homesick, scared

Active grammar: *if*-clauses and *when*-clauses to speak about the future

1. a) Play the 'domino' game with your partner. Use the cards your teacher has given you. Match the beginnings and endings of the sentences to make true Conditional 0 sentences.

b) Work in pairs. Make more sentences with Conditional 0 which tell us about universal truths, rules or habits.

2. a) Is it better to travel by plane or by ship? Why do you think so? Are you scared of travelling by air? Do you get seasick when you travel by sea? Do you get homesick if you stay away from home?

b) Listen to a conversation and say why the boy wants to go to Australia but his mother doesn't.

c) Match the beginnings and the endings of the sentences from the conversation.

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1. When I go to Australia,
2. If you don't stop talking about Australia,
3. If you go to Australia for Christmas,
4. If I travel to Australia,
5. If we fly,
6. If we go by ship,
7. If you don't spend Christmas at home,
8. It'll take you about four weeks
9. If you travel by plane,

a) it'll take you no more than 15 hours.
b) you'll never go there.
c) I'll go on a guided tour to see all the landmarks.
d) they will certainly see how untidy you are.
e) you'll get seasick.
f) I'll see all the unusual animals.
g) you'll get homesick.
h) it'll be summer there.
i) if you go by ship.

d) Listen again and check yourselves. Why is the lesson called 'Down Under'?

3. Read the sentences in ex. 2c and answer the questions on the disk.

4. a) Read the sentences in the speech bubbles. Which of them are true for you?

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When people travel, they usually make many new friends.

If you travel by plane, you get airsick.

If she doesn't speak English with her British friends, she will never be good at it.

When I do my English homework regularly, I get more good marks.

If I don't go to school tomorrow, I'll miss my English class.

b) Which of them tell us about the present, which – about the future? Complete the rule in the box:

In **if**- and **when**-clauses we use ... to speak about the future.

c) Use the beginnings below to make sentences which are true for you. They can be about the present – rules and habits – or about the future.

- When I travel by plane ...
- If I travel to Australia ...
- If I go ...

Compare with your partner. Do you have a lot in common?

5. a) Read Nick's message to his Dad. Does Rosie know about the plans of the family for the Christmas holidays?

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Dear Dad!

Everybody says that if we (not / go) to Australia for the Christmas, we (miss) a lot of fun. The journey isn't too long. Uncle Andrew says that if you (travel) to Sydney by ship, it (take) you about 4 weeks. If Rosie or Mum (get) seasick, they (take) some medicine. When I (see) Rosie, I (tell) her more about our plans.

Nick.

b) Use the correct verb forms in Nick's message.

LESSON 3. Terra Australis incognita

Communicative area: reading and talking about Australia

Active vocabulary: central, coast, flat, holy, land, landscape, rock, the sky, star

1. Write down five things you think about when you hear the word 'Australia'. Compare your list with your classmates'.

2. a) Read Mr. Rambler's answers to questions about Australia. Find out how many things from your list are mentioned in his answers.

A. – If you look at the map of the world, you'll see that Australia is the biggest island in the world and its smallest continent. It's only a little smaller than the USA and it is bigger than Western Europe. By the way, it's 30 times bigger than Great Britain.

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B. – It is one of the oldest **lands** in the world. Although there are some mountains along the east **coast** and some along the west coast, the centre of the country is very **flat**. You can drive for hundreds of kilometres through the great deserts of Western Australia along roads that never seem to go up or down.

C. – The **landscape** isn't boring at all, because in this great flat land there are some wonderful places. Although rain never falls and the land is very dry, the deserts are beautiful – red, orange and brown. There are great salt lakes, interesting plants and animals. And there are strange **rocks** that stand out of the flat desert floor. The most famous of these is the largest piece of rock in the world – Ayers Rock. It is a very special place in **central** Australia: the rock is red, it is 335 metres high and you can see it from many kilo-

Australian coast

sky above Uluru – Ayers Rock

flat desert – typical Australian landscape

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metres away. Native Australians call it Uluru and believe it is **holy** – there is magic there.

D. – They can't live in the deserts, on rocks or in salt lakes. In fact most of them live in the cities of the east coast. There are only about 24 million people in Australia and it's a very big country. You won't believe it, but there are ten sheep in Australia for each person who lives there.

E. – Before Cook all world maps used to have words *Terra Australis Incognita* (Southern Unknown Land) on them where Australia and Antarctica are now. Captain James Cook discovered Australia in 1770, but the first European visitors were the Dutch. They **settled** there in 1616. Later, in 1788, the first British settlement appeared in Australia – Britain sent some criminals there.

F. – It was much earlier. On old rocks in Australia you can see the so-called X-ray paintings of people and animals. They were left by the first Native Australians. Some of the paintings are about 40,000 years old

G. – The local wildlife, of course. But what surprised me most when I came there first, was the **sky.** If you look at the sky above Australia you'll see that it is absolutely different. The **stars** that you see are different. On the flag of Australia there is the Southern Cross – a group of stars you can't see if you look at the sky in Britain, for example.

b) You have read the traveller's answers. What do you think were the reporter's questions? Work in

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pairs to write 7 questions to match each of the answers.

c) Listen to the conversation. Check yourselves. Guess the meaning of the words in bold.

3. Match the words with their definitions:

a land	a) without mountains, not rounded, having little or no height (*вышыня*)
flat	b) a country; the surface of the Earth (*паверхня Зямлі*) that is not covered by water
a rock	c) the dry part of the Earth's surface, or any large piece of this, material mountains are formed from
a coast	d) related to God, morally good
holy	e) the land next to or close to the sea
central	f) the area above the tallest structures on the Earth, in which clouds, the sun, etc. can be seen
the sky	g) something far away in space which is usually seen from the Earth as a point of light in the sky at night
a star	h) a large area of countryside or a picture of the countryside
landscape	i) in, at, from or near the centre or most important part (of something)

4. Match the paragraphs (ex. 2a) and the titles below. There can be more than one paragraph for one title. Then find key words and phrases in the paragraph for each title.

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HISTORY | AREA | LANDSCAPE

POPULATION | SPECIAL THINGS

5. Work in pairs. Take turns to answer the questions.

• Is your country flat or are there any rocks in Belarus? Do you know any countries that are flat? Do you know any countries where there are a lot of rocks?

• Why do people live mostly along the coast in Australia? Why don't they settle in the central part of the continent?

• Why do you think the Native Australians believe that Uluru is holy? What other holy places do you know?

• When did the first Europeans settle in Australia? Where and when did people first settle in your country? What parts of the country do they mostly live in?

• When can you see millions of stars in the sky? Why do you think you can see starry sky on the Australian flag? What other countries have got stars on their flags?

• Australia is a land of strange animals and millions of sheep. What kind of land is your country?

LESSON 4. Passport to Australia

Communicative area: listening to a museum guide talking about Australia

Active vocabulary: cattle, climate, divide, marine, mild, minerals, mining, production, state, territory, wheat, wool, oil

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1. **Do the puzzle: If you throw a piece of blue rock into the Red Sea, what will happen?**

2. **a) Study the map. Can you see the Red Sea on the map? What seas surround Australia? What big cities can you see on the map? What is Australian landscape like?**

b) Listen to the museum guide speaking about Australia. Is this country a good place to live in?

3. **a) Listen to the words from the box. Which of them are easy to understand? Why?**

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state, territory, climate, mild, divide, mining, production, wheat, wool, cattle, minerals, oil, marine (fishing)

b) Guess the meaning of some other words from the dictionary examples below:

1. **Cattle** are large farm animals kept for their milk or meat – cows and bulls.

cattle (*n. plural*) *The cattle are eating grass.*

2. In Europe people mostly eat **wheat** bread, which is light in colour.

3. **Wool** is hair which grows from the bodies of sheep and some other animals, or material made from this. Clothes made from wool are very warm and really good for winter wear.

cattle in Australia

4. **Mild** climate is never extreme – with cool winters and warm summers.

5. Belarus is famous for salt **mining**.

6. Whales and dolphins are **marine** animals.

7. Belarus **is divided** into six regions.

8. **Oil** is transported in tankers to America and Europe from such countries as Iran and Kuwait.

4. a) Read the statements on Australia. Work in pairs and decide which four of them are false. Correct the false statements.

1. There are two states and six territories in Australia.

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2. Each state has its own government and its own capital city.

3. Canberra is the capital city of the country.

4. Mountains divide the hot dry lands in the south from the wet and green north of Australia.

5. Australia is famous for gold mining, wheat growing, sheep and cattle farming, production of oil, minerals, wool, meat and sugar and marine fishing.

6. The country is not popular with tourists, because the landscape is boring and there is no wildlife.

7. The climate of Australia is hot and wet in the South, hot and dry in the North and mild in the centre.

b) Listen to the soundtrack in ex. 2b again and check yourselves.

5. Fill in the passport to Australia. Use the information from lessons 1–3.

Name: **Australia, Down Under**
Area:
Population:
Capital city:
Parts:
Climate:
Landscape:
Famous for:
History:
Other information:)

6. Work in pairs. Speak about Belarus. Use the questions below for help.

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• Is your country divided into territories and states?

• Where is the central government of your country?

• Is the climate of your country mild?

• How many languages do people of your country speak?

• What is your country famous for?

LESSON 5. Passport to Belarus

Communicative area: asking for and giving information; guessing intelligently

Active vocabulary: landlocked

Grammar revision: yes / no (general) questions

1. Ask your partner: How long will it take you if you travel from ... to ... by ...? Use the pictures for help.

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Example: *How long will it take you to travel from Minsk to Brest on foot? – If you travel from Minsk to Brest on foot, it will take you about three days and three nights non-stop.*

70 kph

5 kph

50 kph

20 kph

900 kph

80 kph

2. **a) Nick and his classmate are playing a guessing game. The game is called 'What country am I thinking of?' Listen to Part 1 of their conversation. Guess what country Nick is thinking of.**

b) Listen to Part 2. Check your guesses.

c) Look through some of the questions asked by Nick's classmate. What type of questions are they: WH-questions (special), Yes or No questions (general), OR-questions (alternative) or Tag-questions?

Is this country divided into territories and states? Does this country have several climates? Is the area of the country large? Does this country have mountains? Do the people of the country speak English? Is this country famous for oil production? Is the country surrounded by oceans and seas? Is it a landlocked country? Is it a hospitable country?

d) Listen again. Does Nick answer his classmate's questions with 'yes' or 'no' only?

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e) What does 'a landlocked country' mean? Choose from the two options:

1) a country surrounded by seas or oceans; 2) a country surrounded by other countries.

3. a) Play the guessing game with your teacher. Use the active vocabulary of Lessons 3 and 4 to ask similar questions.

b) Play the guessing game with your partner. Change roles. Play again.

4. a) Complete the passport to Belarus.

Name: **Belarus**
Area:
Population:
Capital city:
Parts:
Climate:
Landscape:
Famous for:
History:
Other information:)

b) Compare the two countries: Belarus and Australia. What do they have in common? How different are they?

LESSON 6. Croc-files

Communicative area: listening to an interview
Active vocabulary: cute, gorgeous
Active grammar: Conditional I

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1. **Which animal do you think is the symbol of Australia? Discuss with your classmate.**

2. **a) Listen to Steve Irwin – a famous Australian. What do you think his job was?**

b) Match the pictures with the lines from the interview.

a

1. This baby will only get out of its mummy's pouch if it feels safe.

b

2. Australian wild horses – brumbies – are gorgeous!

c

3. Then there is the dingo – the Australian wild dog.

d

4. Tasmanian wolves disappeared in the 20th century.

e

5. It will only let go off something if it breaks down.

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6. Now they go hunting.

f

Give me another tourist.
The last one was yummy!

g

7. There are 50 species of kangaroos in Australia.

3. **a) Read the definitions of three words which describe Australian animals. Match them with the adjectives in the left column.**

gorgeous	behaving badly, not following the rules
cute	very pretty
naughty	very beautiful

b) Work in pairs. Say what other animals are cute, naughty or gorgeous.

4. **a) Read sentences 1 and 5 from the interview. Translate them into your own language. Read the rule in the box below. Do you use the same verb forms in each part of the sentence in your language?**

Conditional I	*if* + present simple, *will* + simple infinitive
	will + simple infinitive, *if* + present simple

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b) What is the difference between the first and second lines in the chart above?

5. a) Match the beginnings and the endings to make sentences.

If I see a Tasmanian devil,
If car production goes up,
If he goes on a business trip,
he'll stay at a hotel.
I'll get scared.
the price of oil will go up too.

b) Put the words in the correct order to make sentences. Remember about the comma!

1. Australia / central / if / see / you'll / travel / Ayers Rock / you / to
2. won't / Tasmanian / go / see / wolves / you / if / Tasmania / to / you
3. don't / crocodiles / crocodiles / the number / people / if / hunt / of / grow / will

6. Do you know your classmates well?

a) Do a questionnaire from Steve and his wife Terry. Answer the questions below as if you are your partner. Follow the example to write full answers.

Example: *If someone invites me to Australia, I think, I'll go there on holidays.*

WHAT WILL YOU DO IF

... you see a huge crocodile from your boat?
... a naughty dingo starts eating your lunch?

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... someone gives you a cute koala baby as a present?

... you you see a Tasmanian devil in front of you?

... you see a gorgeous Australian wild horse?

... you get lost in a dry Australian desert?

... someone invites you to go to Australia on holidays?

b) Check your guesses. Ask your partner and tick your correct predictions. Count how many correct predictions you have. Who knows their classmates best? Report to the class.

Example: *What will you do if you see a huge crocodile from your boat?*

LESSON 7. To buy or not to buy

Communicative area: reading tips for animal lovers
Active vocabulary: beach, shore

1. **a) Listen to the tongue-twister. Follow in the book. What sounds are repeated?**

She sells sea shells on the shore of the Seychelles, and the shells that she sells are seashells, I'm sure.

seashells

b) Listen and repeat. Practise saying the tongue-twister as fast as you can. Mind your sounds!

c) All the words in the list except three have the [ʃ] sound. Find the odd words out.

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national, shark, unfinished, special, sheep, fishing, station, shell, machine, chocolate, suffer, sure, Asia, ocean, show, T-shirt, shower, dishes, sweatshirt, shoe, mushroom, should, ship, shorts, Russian, beach

2. a) Read the dictionary definitions of the words *coast*, *shore*, *beach* and choose the correct word for sentences 1–4 below.

Coast – the area where the land meets the sea.
E.g. Most of the population of Australia live in big cities along the east coast of the continent.

Shore – the land along the edge of a large area of water, such as an ocean or a lake.
E.g. There was a little hut on the opposite shore of the lake.

Beach – the flat land right near the sea that is covered by water some of the time; the area by the sea, which is a place of enjoyment.
E.g. We used to walk hand in hand along the beach.

1. We could see beautiful white sailing boats about a mile from the ... . 2. The west ...of Australia is washed by the Indian Ocean. 3. In summer people love sunbathing on the ... . 4. Belarus is a landlocked country because it has no ... .

b) Work in pairs. Find equivalents of the three words in your language.

3. a) There are two words missing in the rules for animal lovers below. Fill in either *always* or *never*. Check with your partner.

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... buy things like ivory, bone souvenirs, tortoiseshell, feathers or shells;

... buy something that the local people produce without using animals;

... take a piece of coral reef home with you;

... touch coral reefs;

...visit small private Zoos;

... make animals suffer;

... go on a photo safari;

... leave litter on the beach.

feather

b) Check with the tips for animal lovers from a nature magazine.

SOUVENIRS

Don't buy things like ivory, bone, tortoiseshell, feathers or shells. Animals die to make such souvenirs. If you want a souvenir, buy something that the local people make without using animals.

tortoiseshell

CORAL REEFS

If you go diving, don't take a piece of coral reef home with you. Coral reefs are alive and lots of animals live there. Touching coral reefs is bad and dangerous for them as reefs take many years to grow. Coral reefs look so much prettier alive and underwater! If you want to remember your holiday, buy an underwater camera.

coral reef

ivory

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ATTRACTIONS

Try not to go to circuses and other places where animals are shown to the public, because animals suffer for the entertainment of tourists. Some Zoos aren't very good either. Animals often live in very small dirty cages so it's a good idea not to visit small private zoos.

LITTER

litter on the beach

On a sunny day it's great top have a picnic on the beach. But remember never to leave litter on the beach or in the forest. Plastic litter kills more than one million sea birds and 100,000 sea animals only in the UK every year. On many beaches you'll have to pay a lot of money now if you leave litter.

c) How do animals suffer because of tourists? Answer the questions below. Use the tips for animal lovers. Explain your answers.

WHAT WILL HAPPEN IF

- you go to a small private Zoo or circus?
- buy souvenirs made from animals?
- you leave litter on the beach?
- you touch a coral reef?

LESSON 8. Enjoy your holiday

Communicative area: writing safety tips for visitors to Belarus

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1. **a) Who's got the best memory? Recall the tongue-twister from the previous lesson.**

b) Put the words below in the correct order to make an Italian proverb:

cannot / to lose sight / of / unless / enough / you / you / are / see / oceans / the / new / brave / shore

c) Rewrite the sentence above using 'if' instead of 'unless'.

d) Change more proverbs and sayings with 'unless' into sentences with 'if'.

Never give advice unless you are asked. (German)

Don't open a shop unless you know how to smile. (Jewish and Chinese)

You do not really understand something unless you can explain it to your grandmother. (Russian)

Don't tell a secret to anybody, unless you want the whole world to know it. (Latin)

Do not kill an animal unless you intend to eat it. (*Klingon – a humanoid species from Star Trek*)

Don't become a sheep unless you want to be a wolf's meal. (*Sicilian*)

Unless you lose dreaming, you are not lost. (*Australian proverb*)

e) Which of the proverbs and sayings do you like best and why?

2. **a) What do you think Australians do on the beach? Choose from the list.**

They celebrate Christmas. They have picnics. They read books. They sunbathe. They play ball.

b) Ask your teacher for the answers.

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3. **a) Read the Beach Safety Tips leaflet for holiday-makers in Australia. Find the two tips that have been misplaced.**

IF YOU COME TO AUSTRALIA TO ENJOY YOUR HOLIDAY,

DO:

swim and fish in company
swim on beaches with lifeguards
watch little children
swim in calm sea
sit under rocks
be helpful to others
find out about weather and waves before leaving home for the beach
tell someone at home about your plans for the day
follow beach rules
call the emergency if someone else is in danger

DON'T:

swim for an hour after meals
climb rocks
go out too far into the sea
fish alone
swim in big waves or bad weather
swim in cold sea
swim if you feel unwell
shout for help or call a lifeguard if you are in danger

b) Which of the tips above are appropriate for Belarus?

4. **a) Work in pairs. Make notes for writing safety tips for visitors to Belarus. Use a dictionary for help if necessary.**

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IF YOU COME TO BELARUS TO ENJOY YOUR HOLIDAY	
DO	**DON'T**
swim and fish in company ...	swim in cold water ...

b) Work individually. Write your safety tips.

Example: *If you come to Belarus to enjoy your holiday, always swim and fish in company. If you swim in company, you will always get help.*

LESSON 9. Travelling from point A to point B

Communicative area: reading and speaking about the places of interest of Belarus

1. a) What do you think letters A and B stand for in the title of the lesson?

b) Put the landmarks below in two columns: Australia and Belarus.

Belavezhskaya Pushcha, Ayers Rock (Uluru), Navagrudak, Polatsk, Mir and Nyasvizh castles, the Braslau Lakes, Great Bareer Reef, Grodna, Canberra, Raubichi, Dudutki, Narach region.

c) In pairs, tell each other what you know about these places.

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d) Have you been to any of these places? Would you like to go there again? Why?

2. a) Look through the pages from the *Travel Guide* on Belarus. Which of the places of interest is the furthest away from Minsk? Which of them is the closest to where you live?

b) Prepare to tell your classmates about one of the places.

A bird's eye view of Belarus

National Park "Braslau Lakes" (250 km from Minsk) is one of the most attractive places in Belarus. The area of the lakes is 183 sq. km. One of them – Lake South Volas – is about 40 m deep. The lakes are surrounded with beautiful landscapes. The Braslau Lakes have more than 800 species of plants, 20 of them are disappearing and they are in the Red Book. There are more than 30 species of fish in the lakes. 45 of the birds are in the Red Book too – they are in danger. Such animals as badgers, brown bears, elks, wild boars and deer live in the forests around the lakes. The centre of the National Park is Braslau – one of the most ancient towns in Belarus. It was first mentioned in early 11th century.

Sport Complex "Raubichi" (22 km from Minsk). This sports complex in the central part of Belarus was built for ski competitions. Now it is a popular place for festivals and weekend holidays – tourists can stay in comfortable three-star hotels and lovely little cottages. There is a forest and a lake there and in winter you can ski-jump and ride on sledges. Right here there is a historical monu-

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ment – a Cross Mount Roman-Catholic church with a museum of local costume from all regions of Belarus.

Dudutki (40 km from Minsk) is an open-air museum. This is a museum of handicrafts which was founded in 1993. Here the past and present are brought together and you can feel the atmosphere of the 19th century and discover the secrets of ancient handicrafts. It makes Dudutki one of the centres of cultural life in Belarus.

Grodna (278 km from Minsk). Grodna was first mentioned in 1128 AD. It is one of the oldest cities in Belarus. It was founded in the 11th century on the picturesque banks of the Neman River. Monuments of all periods of history have survived in Grodna: the Church of St. Barys and Gleb (the only 12th century church in Belarus); the Old Castle (a monument of the 16th century); the New Castle (the 18th century); catholic churches of the 17–18th centuries. The Old Town is one of the most interesting sights of Grodna.

Lake Narach (170 km from Minsk). The Narachansky land is famous for Lake Narach, a pearl of the Belarusian nature, and the most picturesque Blue Lakes. The beauty of Lake Narach, its wonderful forests, golden beaches and mild climate bring thousands of tourists to the lake's shores. One third of the area of the park is covered with forests. There are 42 lakes here. The Narach land has the largest number of pine forests in the country. The area is well-known for its mineral waters, too. The Blue Lakes have made this land really famous.

c) Go round the classroom, telling your classmates about your place of interest.

d) Work in pairs. Answer the questions: *If you decide to travel round Belarus, where will you go? Why?*

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UNIT 9

English

LESSON 1. Wow! It's English!

Communicative area: talking about English in books and popular culture: films, cartoons and comics

Active vocabulary: comic

1. **Do you recognize these book characters? When they first appeared, what language did they speak?**

2. **a) Work in pairs. Describe the characters form the first column of the chart. What do you know about them?**

b) Match the characters with the correct information about them.

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character's name	kind of character	additional information
Fred Flinstone	book character	romantic heroine from Aladdin
Batman	book character	a princess with dwarfs, created by the Brothers Grimm
Jasmine	cartoon character	the boy whose nose grew when he told a lie
Hello Kitty	comics character	was first made for a film, where a detective looks for a diamond called the Pink Panther
Mickey Mouse	cartoon character	white female kitten who lives in a perfect world
The Pink Panther	cartoon character	Walt Disney's famous mouse in white gloves and red shorts
Pinocchio	cartoon character	the man of steel from the planet Krypton
Superman	comics character	Stone Age family man; wife – Wilma, daughter – Pebbles
Snow White	comics character	superhero fighting crime in Gotham city

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3. **Read the definitions below. What is the difference between ‘cartoons’ and ‘comics’? What do they have in common?**

A cartoon – a) a short film that is made by photographing a series of drawings;

b) = a cartoon strip / a comic strip – a set of drawings inside boxes that tell a funny story, especially in a newspaper or magazine.

A comic – a magazine, esp. for children, which contains a set of stories told in pictures with a small amount of writing

4. **a) Match the words with the situations.**

Oops!	A gun goes off.
Yuck!	You want someone to be quiet.
Bang!	You have eaten something bad.
Ugh!	You’ve cut your finger.
Ouch!	You’re looking at something ugly.
Shh!	You have made a silly mistake.
Wow!	You’ve seen something surprising.

b) Work in pairs. Ask and answer the questions. Answer the questions.

- When did you first hear the words in ex. 4a?
- Did you read the books from ex. 1 when you were a child? Did you read them in English or in your language?

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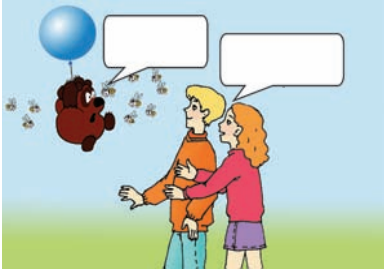
• When did your first meeting with English take place? How did it happen?

• Did you use to watch any cartoons in English when you were a child? Do you watch them now? If yes, what are your favourites? Who are your favourite cartoon characters? What about film characters?

• Do you like comics? Who are your favourite characters from comics?

5. **a) Write your own text for the speech bubbles of the comic strip below. Don't forget to use the words from ex. 4a.**



b) Present your comic strip to your classmates. Whose comic strip

• uses most words from ex. 4a?
• is the funniest?
• is the best?

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LESSON 2. Let's read in English

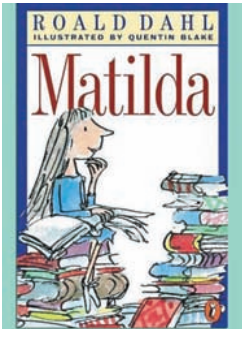
Communicative area: inferring meaning from context, speaking about abilities / possibilities in the past

Active vocabulary: borrow, by heart, cover, grown-up, return, teenager

Active grammar: *could* for expressing ability and possibility in the past

1. **Ask and answer: Do you read a lot? What are your favourite books? Do you ever read in English? Have you read any books by Roald Dahl?**

2. **a) Listen to an adapted version of an extract from *Matilda* by Roald Dahl. Follow in the book.**



The cover of Roald Dahl's book

Matilda's brother was a perfectly normal boy but his sister, as I said, was different. **By the age of one and a half she could speak perfectly well** and she knew as many words as most grown-ups. The parents called her a noisy chatter-box and used to tell her that small girls should be seen and not heard.

By the time she was three, Matilda had taught herself to read by studying newspapers and magazines that lay around the house. **At the age of four, she could read fast and well** and she naturally began looking for books. The only book in the house was something called *Easy Cooking*. When Matilda had read it from cover to cover and had learnt all the recipes by heart, she decided she wanted something more interesting.

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“Daddy”, she said, “do you think you could buy me a book?”

“A book?” he said. “What d’ you want the book for?”

“To read, Daddy.”

“What’s wrong with the telly? We’ve got a lovely telly and now you come asking for a book! You’re getting naughty, my girl!”

Nearly every weekday afternoon Matilda was left alone in the house. Her brother went to school. Her father went to work and her mother went out playing bingo in a town 8 miles away. **So, Matilda could do anything she liked.** On the day when her father had refused to buy her a book, Matilda set off all by herself to the public library in the village. When she arrived, she introduced herself to the librarian, Mrs. Phelps. She asked if she could sit awhile and read a book.

“Would you like me to help you find a nice one with lots of pictures in it?”

“No, thank you,” Matilda said. **“I’m sure I can find a book myself.”**

From then on, every afternoon, as soon as her mother had left for bingo, Matilda would go down to the library. The walk took her only ten minutes **and then she could sit in a cosy corner for two hours reading one book after another.**

“I’m wondering what to read next,” she said one day. “I’ve finished all the children’s books.”

“You mean you’ve looked at the pictures?”

“Yes, but I’ve read the books as well.”

Mrs. Phelps was surprised. “Exactly how old are you, Matilda?” she asked.

“Four years and three months,” Matilda said.

“What sort of book would you like to read next?” she asked.

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Matilda said, “I would like a really good one that grown-ups read. A famous one.”

“Try this,” Mrs. Phelps said at last. “It’s very famous and very good. If it’s too long for you, just let me know and I’ll find something shorter and a bit easier.”

b) Which age group does Matilda belong to: babies (0–1); young children (1–7); older children (8–12); teenagers (13–19); grown-ups? What books does she read?

c) What book do you think the librarian gave Matilda? Check your guess on page 270. Have you ever read any books by this author? Were they amusing / exciting / touching / boring / interesting?

d) Guess the meaning of the underlined phrases.

3. a) Read the sentences in bold. Answer the questions on the disk.

Present: *can – can’t* **Past:** *could – couldn’t*

b) Complete the sentences below. Make them true for you. Share and compare.

1. I could speak perfectly well at the age of ... .
2. By the age of ... I could read fast and well.
3. When I was a little boy / girl I could / couldn’t go ... because ... .

4. a) Listen to the end of the first chapter from *Matilda*. What do we say to mean ‘to take out books from the library’ and ‘to take books back to the library’?

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b) Listen again. Do you agree that with a good book you can stay at home and travel all over the world at the same time? Can you give examples of such books?

c) Answer the questions.

Who do you think reads more: teenagers or grown-ups? How often do you go to a public library? What books do you usually borrow? How many? Do you

always return books in time (early enough)? Do you always read books from cover to cover? Do you like learning things by heart? Would you like to read *Matilda* by Roald Dahl? There is a film made by the book. Would you like to see this film?

LESSON 3. Prodigy children

Communicative area: speaking about abilities in the past, present and future

Active vocabulary: age, be able (to do something), recite (poems), use

Active grammar: *to be able* (to do something) and *can* / *could* for ability

1. What could you do when you were six? Use the expressions from the box to ask your classmate.

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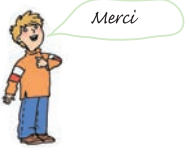
Example: *Could you recite poems at the age of six? – Yes, I could. / No, I couldn't.*

recite poems, read, draw pictures, tell the time, use a mobile phone, play football, go shopping, swim, play a musical instrument, cook, count to a hundred, take photos, ride a bike, climb trees, use a computer, use a calculator, say the alphabet, write your own name, sing songs, get dressed without help, borrow books from a public library

prodigy – a child with great abilities

2. a) Use the pictures to complete the conversation between two teenagers.



– Could you when you were six? I could.

– No, I couldn't. But I could at the age of six.

– I can swim. I'd like to be able to when I'm 18.

– So would I.

b) Listen and check. Study the grammar information in the box.

I **can** swim = I'**m able** to swim.
I **could** swim = I **was able** to swim.
___is used to speak about ability in the present and sometimes in the future.
___ is used to speak about ability in the past.
For other tenses and forms we use **'to be able to'**.

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c) Listen and repeat. Role-play the conversation in ex. 2a.

d) Change the information in ex. 2a. Role-play the conversation again.

3. a) What would you like to be able to do in the future? Choose five things. Write five sentences.

Speak French, ride a horse, climb mountains, write poems, read *Matilda* from cover to cover, play chess, paint pictures, build skyscrapers, play the guitar, do yoga, sing in a group, fly a plane, travel round the world, design clothes, give clever advice, write computer programmes, find a treasure, make an invention, make a long journey, to work in the government, go on a guided tour of London, stay in the most expensive hotels, settle down close to a beach, learn a long poem by heart, write books, become famous.

b) Compare with your partner. Do you have anything in common?

4. a) Interview your partner. Use the box and the questions below for help.

CAN YOU ...?

No, I can't.

Do you know someone who can?

↓

Would you like to be able to?

↓

Why?/ Why not?

Yes, I can.

How well?

↓

At what age could you...?

↓

How did you learn?

↓

Did you find it easy or difficult?

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CAN YOU … recite poems in English, sing songs in English, write stories in English, drive a car, play the piano, dance the tango, speak Belarusian, use the Internet, learn other languages?

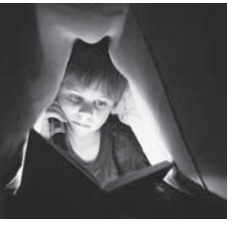
b) Who was a prodigy child? Report to the class.

LESSON 4. English in films

Communicative area: listening for detail, discussing supernatural abilities of film characters

Active vocabulary: ability, hero, power

1. a) Work in pairs. Look at the photo. Ask and answer the questions:



1. What is the boy doing?
2. Have you ever done the same? Why?
3. Would you like to have the 'night vision' – to be able to see in the dark? What for?

b) Match the characters with abilities.

to be able – ability (n)

power = a natural or special ability to do something

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Mary Poppins	has no brain, but sometimes is able to produce a clever idea; an ability to create poems and songs
Peter Pan	great intellectual abilities; secret telekinetic abilities – an ability to move objects with the power of her mind and her eyes
Winnie-the Pooh	magical powers
Matilda	ability to fly; ability not to grow old

2. **a) Look at the photos of the famous film characters. Have you seen the films with them? What supernatural abilities do they have?**

b) Work in small groups. Make sure in each group there is a film fan. Look through the list of super powers. Do you remember which film characters had them?

Super powers (supernatural abilities):

X-ray vision – an ability to see behind closed doors;

Weather control – an ability to control the weather;

Healing ability – an ability to get back to normal after breaking an arm;

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Mind control – an ability to control another person's thoughts;

Time travel – an ability to travel in time – e.g. to see your favourite band from the past play, to see what your grandchildren will look like when you are only 20, etc.;

Immortality – ability to live forever;

Teleportation – ability to transport oneself from one place to another;

Telepathy – ability to read thoughts and talk to others without saying anything;

Superspeed – ability to move very fast;

Super strength – ability to be very strong;

Invisibility – ability not to be seen by others;

Flight – ability to move through the air;

Danger warning – an ability to feel the coming danger;

Super intelligence – ability to think faster than anyone and knowing the secrets of the Universe.

c) Look through the list again. Choose the super powers that Superman had.

3. a) What do you know about film series Superman?

b) Listen to some facts about Superman. Decide if the statements below are true or false.

1. Superman comics first appeared on April 18, 1983.
2. Superman was born on the planet Jupiter.
3. He grew up in California.
4. He grew up in the family of a farmer.
5. He started to display his supernatural abilities when he was quite young.

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6. He usually wears a red costume with the letter 'S' on it.
7. When he grew older, he lost some of his powers.
8. Green-coloured things are dangerous for him.

c) Check your memory. Answer the question: What supernatural abilities does Superman have?

d) Listen again and check yourselves.

4. What supernatural abilities would you like to have? Why?

LESSON 5. Supernatural abilities

Communicative area: reading and listening for detail
Active vocabulary: disability, disabled

1. How do you think the photos are connected?

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2. a) **Read the first part of a short biography. What made Christopher Reeve special?**

Superman: Before and After

Before:

Christopher Reeve – an American actor, film director, producer, author and activist – was born in September, 1952 in New York. One of Reeve's great-grandfathers was a veteran of World War I and the first national commander of the American Legion. One of his great-great-great-grandfathers was a *Mayflower* passenger, another one – a younger brother of King Henry V of England. Reeve's father could speak Russian. Though Reeve was born into a rich family, he always spent summers working at the docks. At school he was a brilliant student, a great sportsman and showed a lot of talent playing in the theatre. He was very sporty: he could play soccer, baseball, tennis and hockey very well. He could speak very good French. When studying to become an actor, he started a close friendship with Robin Williams.

His first Superman film was a huge success and he became a star.

Reeve lived like Superman. He had a pilot's license and flew by himself across the Atlantic twice. He took part in making a television documentary on dinosaurs because he had been interested in them since he was a child. He built a sailboat, *The Sea Angel,* and went sailing a lot. In 1987 he flew to Chile to help save the lives of 77 Chilean actors from the dictator Pinochet. When he was very popular, a group of children saw him in a park. They threw their Frisbee over a fence and asked him to fly after it. He said he couldn't fly because his Superman clothes were in the washer, so he just brought the Frisbee back without flying. The children were happy.

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b) Listen to the second part of his biography called 'After'. Answer the questions.

1. How did Christopher Reeve become disabled?
2. How did he live with his disability?

disability – a physical or mental condition that makes it difficult for someone to use part of their body or to learn

c) Which facts from Christopher Reeve's life surprised you most? Why do you think his biography is called *Superman: Before and After*?

3. a) Read what Superman said. Explain the meaning of the sayings. Compare your ideas with those of your classmates.

Either you decide to stay in the shallow* end of the swimming-pool or you go out in the ocean.

What makes Superman a hero is not that he has power, but that he can use the power wisely**.

b) Read what was said about Superman. Discuss the questions that follow.

Superman is and has always been a hero who stands for what we believe is the best within us, for what we all feel we would like to be able to stand for, when standing is hardest. *J. Michael Straczynski*

I grew up watching Superman as a child. When I first learned to dive into a swimming-pool, I wasn't diving, I was flying like Superman. *Tom Hiddleston*

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* **shallow** – неглыбокі

** **wisely** – мудра

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When I was nine, I had this girlfriend and we used to have running races in the park. I wanted to be like Superman and fly in and rescue her. *Orlando Bloom*

My Dad was Superman to me and in my mind he always will be. *Artie Lange*

Questions:

- Have you ever wanted to be like Superman?
- Who is a hero for the people of your country?
- What films were you watching when you were growing up?
- What books were you reading when you were growing up?
- Who is Superman to you?
- Do you think people with disabilities feel comfortable in today's world?
- What can be done to make their life more convenient?
- Is the ability to speak English important?

LESSON 6. My English class

Communicative area: speaking about English classes

Active vocabulary: aloud, attend, composition, dictionary, project, translate

Grammar revision: *have to* for necessity, *must* for rules, *should* for advice

1. Interview your partner.

- When did you start learning English?
- When were you able to say the English alphabet / to read / to write?

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• How many English classes a week do you have this year?

• Can you speak a little English now?

• When do you think you'll be able to speak English really well?

• If you don't know a word, do you a) ask your teacher, b) use the Internet or c) use a dictionary?

2. **a) Listen to Marta from Poland, Hans from Germany and Irina from Russia talking about their English classes. Who had the best English classes?**

b) Who (M for Marta, H for Hans and I for Irina)

wasn't able to ask a question?
had a very good teacher?
had fantastic English classes?
was too scared to speak?
did projects?
was able to speak well at school?
had a very strict teacher?
learnt to speak English as a teenager?
learnt to speak English in Britain?
learnt how to use dictionaries?
had quiz-shows?
had horrible English classes?
used to learn songs by heart?
had two classes of English a week?
translated from English to their own language?
loved English at school?
had difficult grammar tests?
started learning English at the age of eleven?
didn't want to attend English classes?
used to learn English only at school?
wrote compositions at school?

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recited poems in their English classes?
was good at talking?
read aloud a lot in their English classes?

c) Listen and check yourselves.

3. a) What do you usually have to do in your English class? Use the box to ask your partner.

attend all classes, learn and recite poems, learn songs by heart, write compositions, do difficult tests, read aloud, translate, read newspapers, learn grammar rules, use a dictionary, have quiz-shows, do projects, ask and answer questions in English, write exercises, play language games, read English books, listen to English people speaking, think carefully

b) Write what you had to do in your last English class. Did you enjoy it? Why?

We had to... I liked ... because ...

4. a) Use the table of rules for school students to complete the sentences. Add *must* or *mustn't*.

	YES	NO
Attend all classes	✓	
Miss English classes		✓
Be naughty and noisy		✓
Write in school books		✓
Arrive for lessons on time	✓	
Bring your daybook to school	✓	
Do homework	✓	
Return books to the school library	✓	

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1. You ... all classes. 2. ... English classes. 3. ... naughty and noisy. 4. ... in school books. 5. ... for lessons on time. 6. ... daybook to school. 7. ... homework. 8. ... to the school library.

b) From the list above choose the rules that work in your school. Compare with your partner.

5. a) What do you think teachers, parents and children should do or shouldn't do? Work with your partner. Use the ideas in the list to give advice.

help with the housework, give tests, give a lot of homework, watch too much television, do homework regularly, have longer holidays, listen to their parents, behave badly in class, help with homework, give better marks, give more pocket money, get more free time

b) Compare with another pair.

6. a) Look through exercises 3, 4 and 5. Answer the grammar questions on the disk.

b) Complete each sentence with one of the modal verbs from exercises 3, 4 or 5.

1. I ... get up at 6 every weekday, because my school begins at 8 and it takes me 30 minutes to get to school.

2. I think he ... get up earlier. He's never on time, always late.

3. You ... leave now! You can't miss your English class today – you've got a test!

7. a) Divide the word snake below into 21 questions. Check with your classmates and teacher.

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DoyouhaveaconvenienttimetablewhatareyourfavouritesubjectsareyouinterestedinlearninglanguagesisiteasyordifficultforyoutolearnEnglishhaveyougotagooddictionarydoyoulikewritingcompositionsisiteasyforyoutotranslatefromRussianintoEnglishandbackhowoftendoyoudoprojectsinEnglishareyourEnglishlessonsenjoyablewhatdoyouhavetodoinyourEnglishlessonshowoftendoyougetgoodmarksinEnglishdoyoumakemanymistakesinyourtestsdoyoumakemistakeswhilespeakingEnglishisEnglishboringorinterestingforyouareyoumostlyactiveorquietinyourEnglishclassdoyouattendallyourEnglishclassesordoyoumisssomeofthemdoyoualwaysbehavewellinEnglishclassesareyousometimestootalkativeareyouoftenpunishedforbeingnaughtywhatisanidealteacherlikeareyouahardworkingstudent?

b) Use the questions above to interview your partner. Report their answers to the group.

LESSON 7. Word-building

Communicative area: working with dictionaries, analysing word structure

Active vocabulary: again, careful, careless, helpful, helpless, regularly, useful, useless, without

Word-building: verb prefix *re-*; noun suffix *-ness* and adjective suffixes *-ly*, *-less* and *-ful*

1. Ask your classmate.

• Have you got a good dictionary or do you have to borrow one from your school library or friends?

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• Is it an English-Russian dictionary or an explanatory dictionary?
• How big is the dictionary?
• How often do you use it?
• Do you do your homework with or without a dictionary?

without – *adv*, *prep* not having or doing something
E.g. Billy came to class without his school books.

2. a) **Read the dictionary entries. Find equivalents of the words in your language.**

friendly *adj* someone who has a nice character, is like a friend; about a place in which people behave in a friendly way to each other
E.g. She had a very friendly and kind teacher. The atmosphere in the class was very friendly.

helpful *adj* about someone who gives useful help or is always ready to help people
E.g. Nick is a very helpful child. He does a lot of housework. I wanted to find information about the town and the guidebook was very helpful.

helpless *adj* about someone who needs help or unable to do something for themselves.
E.g. If you want to make a good translation, you must have a big dictionary. You'll be helpless without it.

again *adv* one more time, once more
E.g. Can you say that again? I didn't hear you.

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careful *adj* about someone who does something with care and tries not to make mistakes
E.g. You must be very careful if you want to make a good translation of this poem. Read every word before you translate.

careless *adj* about someone who doesn't think before doing something, does something without care
E.g. Your composition is full of mistakes. You shouldn't be so careless!

carelessness *n* state or condition of being careless
E.g. He is famous for his carelessness – he makes so many silly mistakes!

useless *adj* about something or someone that is not helpful to you. *E.g. This dictionary is absolutely useless! It has no words on computers.*

useful *adj* about things or people that are helpful to you because you can use them to do or get something
E.g. This book is full of useful information. I think I'll borrow it.

return *v* give back or come back
E.g. He returned two books he borrowed from me last year.

b) Choose the correct answers to the questions below.

1. What does the adjective suffix -ly mean?

a) like someone b) having something; c) without something; d) able to do something.

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2. **What does the noun suffix -ness mean?**

a) a person; b) condition or state; c) a science of; d) result.

3. **What does the adjective suffix -ful mean?**

a) without something; b) having something; c) able to do something; d) like someone.

4. **What does the adjective suffix -less mean?**

a) having something; b) without something; c) able to do something; d) like someone.

5. **What does the verb prefix re- mean?**

a) together; b) too much; c) again or back; d) before.

3. a) Add suffixes or prefixes to the following words and put the words into 5 different groups: *re-* (return); *-ness* (carelessness); *-less* (useless); *-ful* (careful); *-ly* (friendly).

read, father, man, beauty, write, happy, build, sad, visit, home, fit, clever, busy, woman, appear, helpless, kind, construct, late, do, end, sleep, hope, friend, think, age, child, love

b) Listen and check yourselves.

4. a) Read one more dictionary entry. What part of speech is the word? Try to say the word and the sentence in the example. Repeat after the teacher.

regularly *adv* many times and often at the same times, for example, every week
E.g. Our English club meets regularly once a month.

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b) **Put the words into two groups according to the stress pattern: ■ ▮ ■ ■ or ▮ ■ ■.**

appearance, compliment, championship, competitive, professional, badminton, businessman, interesting, carelessness

c) **Listen and repeat.**

regularly – adverb; **friendly** – adjective

ly ≠ ly

5. **a)** **Complete the questions with the words from this lesson.**

1. Do you do your homework ... or from time to time? 2. Do you always ... the books you have borrowed from the public library in time? 3. Are your classmates ...? 4. Are you ... or ... while doing tests? 5. When you are at school, what is the most ... thing for you? 6. Could you live ... a computer? 7. Who is the most ... person in your class? 8. What are you ... without? 9. What book would you like to read ... and ...?

b) **Use the questions to ask your partner. Report the most interesting answers to the class.**

LESSON 8. A test or a challenge?

Communicative area: discussing tips for doing tests

Active vocabulary: study, challenge, important, during, until, in case, before, after

1. **Do a mini-test. Give short answers to the questions below.**

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a) Which of the words and phrases in bold in ex. 2 means 'if'?

b) Which of them matches this pattern: _____ TEST ?

c) Which of them matches this pattern: TEST ____ ?

d) Which of them matches this pattern: TEST?

e) Which of them matches this pattern: TEST?

2. Interview your partner.

- Do you hate tests or do you think a test is a challenge?
- What is your favourite type of test: multiple choice, true / false, short answers or essay (composition)?
- How do you study **before** the test?

to study *v* to learn about a subject at school or by reading books. *E.g. I can't come out tonight, I have to study – there's a test tomorrow.*

- How do you behave **during** the test?
- What do you do **in case** you can't answer a question?
- Do you do the test **until** the last minute or do you leave some time to find and correct the mistakes?
- What do you do **after** the test?
- Are the marks you get for tests important or unimportant?

a challenge *n* smth difficult that must be done well and that tests what you're really able to do. *E.g. I think the final test will be a bigger challenge than the last one.*

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3. **a) Read tips (advice) for students. One of the recommendations is not correct. Decide which one.**

HOW TO STUDY FOR TESTS

Before the test

1. Find out which material the test will cover and what type of test it will be.

2. Study at a time when you are energetic and not hungry or sleepy.

3. Don't wait until the last minute! Short daily sessions are better than having a sleepless night before the test.

4. Repeat, repeat and repeat! Read and reread your notes and the most important parts of the textbook.

5. While studying, cover up your notes and retell them out loud.

During the test

1. Read the instructions carefully. Ask the teacher if you are unsure about anything.

2. Answer the most difficult questions first.

3. Keep busy! If you can't answer a question, return to it later. The answer may come to you while you are working on another part of the test.

4. When you are doing a multiple-choice test, first decide which of the answers are absolutely wrong. Then, take a guess. Your first guess is more likely to be correct. So, you shouldn't return and change your answer later. Do it only in case you are sure it is wrong.

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5. On an essay test, take a moment to plan your writing. Write down the most important things you want to write about.

6. Keep it tidy! If your teacher is not able to read your writing, you might get a bad mark.

7. Don't do unimportant things such as rewriting test questions.

8. Leave time at the end to look over your work. Did you answer every question? Did you find and correct mistakes? It is easy to make careless mistakes while taking a test.

After the test

1. Read the teacher's comments carefully. Learn from your mistakes.

2. Keep tests. They will be useful while studying for end-of-year tests.

b) Discuss your ideas with your partner. Which of the tips do you think are the most helpful and useful? Are there any useless tips?

4. a) Find someone who

always studies before the test • reads teacher's comments carefully after the test • likes to study for a test with a friend or a group • has never been able to get the highest mark for the test • always reads the instructions carefully • is never happy until they get the highest mark for the test • likes multiple-choice tests most • always keeps test for studying later • likes true/false tests most • is never careless during the test • likes short answers test most • is often care-

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less during the test • studies only on the last night before the test • could do tests very well earlier but can't do them well now • likes writing compositions; never does unimportant things during the test

b) Report to the class.

LESSON 9. English in my life

Communicative area: discussing the role of English in today's world in one's life

1. **a) Listen to the poem. What is it about?**

Absent or Present

(by Bernard Young)

Dear teacher,
my body's arrived,
it sits at a table
a pen in its hand
as if it is able
to think and to act
perhaps write down the answer
to the question you've asked
but don't let that fool you.
My mind is elsewhere.
My thoughts far away.
So, apologies, teacher,
I'm not here today.

b) Listen to the poem again. Follow in the book. Do you ever feel like that in your English class?

c) When is it easier for you to understand English: while reading or while listening? Is it easier for you to speak English or write in English?

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2. a) Work in pairs to do the quiz.

1. What is the world's most widely spoken language: a) Spanish; b) Mandarin Chinese; c) Russian; d) English?

2. How many people speak English in total: a) one out every 5 people on the planet; b) one out of every 10 people on the planet; c) one out of every 3 people on the planet?

3. What percentage Internet is in English: a) more than 50% ; b) more than 80% ; c) 100% ?

4. How many words does an average native speaker know: a) between 5000 and 8000; b) between 8000 and 12000; c) between 12000 and 20000?

5. How many words does an average native speaker use in everyday life: a) between 1200 and 2000; b) between 4000 and 6000; c) between 8000 and 10000?

6. How many words do you need to communicate in most situations: a) 500–1000; b) 1500–2000; c) 3000–5000?

b) Listen to the radio programme about English and check yourselves.

c) Go back to your vocabulary. Count how many new words you have learnt this year. How many words have you learnt since you started learning English? Can you understand English well? Are you able to speak and write in English?

3. Read what people say about English. What do you agree with? Discuss with your partner. Share and compare with other pairs.

A. English is very difficult to learn. English grammar is terrible and English spelling is a problem for me.

B. Though English is not a very easy language, I like it a lot. It's like a challenge for me. I like the history of

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the UK and I also like British music. I find the lyrics of songs in the Internet and then sing along with the music.

C. English is very useful in life. It's very helpful when you travel – it makes travelling more enjoyable. You can read local newspapers and menus at restaurants. If you learn English really well, you'll be able to understand books and films in English. You'll be able to read Harry Potter or Lord of the Rings in English!!!

D. English doubles your chances in life. If you learn it, your boss will send you to an English-speaking country on a business trip and you will get more money in your job.

E. It's important to know English very well. You can use the Internet then and chat with people from other countries.

F. If you learn English at school, you'll have good test results and be able to go to University.

G. English has always been my favourite subject at school. It's so enjoyable to be able to speak English with your classmates and your teacher, to listen to songs, recite poems, watch the news in English! I think, I'll learn French or German later.

4. Make an outline for a composition *'English in my life'*. Use your imagination and as many new words and ideas from this unit as you can.

Answer for ex. 2c, lesson 2. The librarian gave Matilda a book by Charles Dickens.

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Вучэбнае выданне

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Навумава Алена Георгіеўна
Дземчанка Наталля Валянцінаўна

АНГЛІЙСКАЯ МОВА

Вучэбны дапаможнік для 7 класа ўстаноў агульнай сярэдняй адукацыі
з беларускай мовай навучання
(з электронным дадаткам)

2-е выданне, перапрацаванае

Рэдактар *Л.Д. Касьянава*
Мастацкі рэдактар *К.Э Агуновіч*
Тэхнічны рэдактар *Н.А. Лебядзевіч*
Карэктары *Л.Д. Касьянава, Т.К. Хваль*
Камп'ютарная вёрстка *Н.В. Шабуні*

Падпісана ў друк 30.05.2016. Фармат 60×90/16. Папера афсетная.
Гарнітура «Школьная». Афсетны друк. Ум. друк. арк. 17,0 + 0,25 форз.
Ум.-выд. арк. 11,45 + 0,07 форз. + 6,0 (эл. дадатак). Тыраж 9041 экз. Заказ 757.

Рэспубліканскае ўнітарнае прадпрыемства «Выдавецтва "Вышэйшая школа"».
Пасведчанне аб дзяржаўнай рэгістрацыі выдаўца, вытворцы,
распаўсюджвальніка друкаваных выданняў № 1/3 ад 08.07.2013.
Пр. Пераможцаў, 11, 220048, Мінск.
e-mail: market@vshph.com http://vshph.com

Адкрытае акцыянернае таварыства «Паліграфкамбінат імя Я. Коласа».
Пасведчанне аб дзяржаўнай рэгістрацыі выдаўца, вытворцы,
распаўсюджвальніка друкаваных выданняў № 2/3 ад 04.10.2013.
Вул. Каржанеўскага, 20, 220024, Мінск.

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(Назва і нумар школы)

Навучальны год	Імя і прозвішча вучня	Клас	Стан вучэбнага дапаможніка пры атрыманні	Адзнака вучню за карыстанне вучэбным дапаможнікам
20 /				
20 /				
20 /				
20 /				
20 /				

Вучэбны дапаможнік выдадзены за кошт сродкаў дзяржаўнага бюджэту для фондаў бібліятэк па заказе Міністэрства адукацыі Рэспублікі Беларусь.

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2 Irregular verbs list

Verb (V1)	Belarusian equivalent	Past tense (V2)	Past participle (V3)
lay (*the table*)	накрываць (*на стол*)	laid	laid
learn	вывучаць, даведвацца	learned, learnt	learned, learnt
leave	выязджаць, ісці, пакідаць	left	left
lie	ляжаць	lay	lain
lose	губляць	lost	lost
make	рабіць	made	made
pay	плаціць	paid	paid
put	класці, ставіць	put	put
read	чытаць	read	read
ride	ехаць вярхом	rode	ridden
run	бегаць, бегчы	ran	run
say	сказаць	said	said
see	бачыць	saw	seen
sell	прадаваць	sold	sold
send	пасылаць	sent	sent
sew	шыць	sewed	sewn, sewed
sing	спяваць	sang	sung

Verb (V1)	Belarusian equivalent	Past tense (V2)	Past participle (V3)
sit	сядзець	sat	sat
sleep	спаць	slept	slept
spend	1) праводзіць 2) траціць	spent	spent
spread	1) намазваць 2) распаўсюджваць	spread	spread
stick	прыклейваць	stuck	stuck
swim	плаваць, плысці	swam	swum
take	браць, узяць	took	taken
teach	вучыць, навучаць	taught	taught
tell	гаварыць, сказаць; загадаць	told	told
think	думаць	thought	thought
throw	кінуць, кідаць	threw	thrown
wear	насіць, быць адзетым у што-н.	wore	worn
win	выйграць, перамагчы	won	won
write	пісаць, напісаць	wrote	written

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