

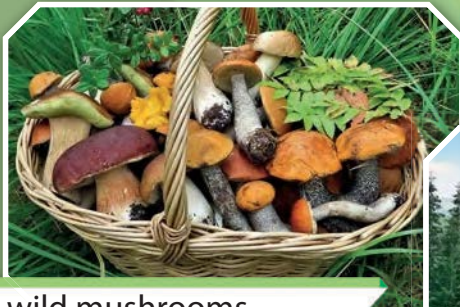
N. V. Yukhnel
Ye. G. Naumova
Ye. A. Malinovskaya

ENGLISH

STUDENT'S
BOOK



6



wild mushrooms



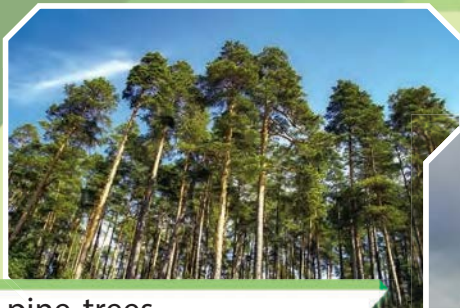
fir-trees



wild bear



deer



pine-trees



oak-tree



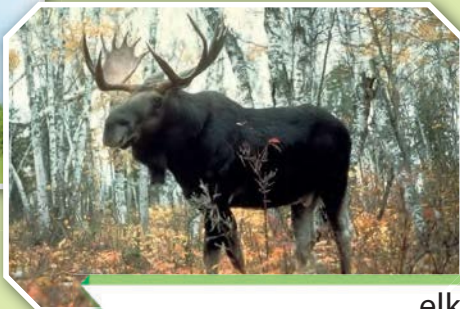
wolf



hare



ash-tree



elk



beaver



European bison



eel



trout



grey crane



black stork



pike



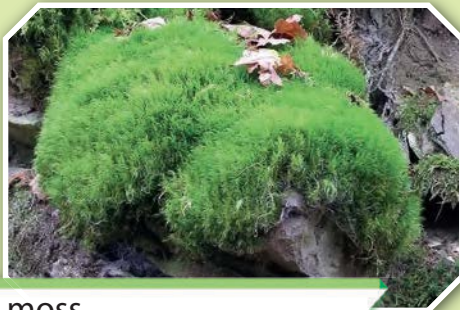
snake



owl



snake-bird



moss



woodpecker



Azure tit

Н. В. Юхнель, Е. Г. Наумова,
Е. А. Малиновская

ENGLISH

АНГЛИЙСКИЙ ЯЗЫК

Учебное пособие для **6** класса
учреждений общего среднего образования
с русским языком обучения
(с электронным приложением)

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Рецензенты: кафедра международной журналистики факультета журналистики Белорусского государственного университета (старший преподаватель *А. А. Маркович*)



— ссылка на материалы электронного приложения, размещённого на ресурсе lingvo.adu.by



— аудиозапись



— Grammar Focus (грамматика)

При художественном оформлении учебного пособия использованы иллюстрации, приобретённые в установленном законодательством порядке на торговой площадке Shutterstock

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Правообладатель Адукацыя і выхаванне

CONTENTS

UNIT 1. SUMMER HOBBIES	4
UNIT 2. NATURE AND WILDLIFE AT HOME AND ABROAD.	29
UNIT 3. BELARUS — MY FAIR LAND	59
UNIT 4. STORIES IN BOOKS AND FILMS	88
UNIT 5. HELPING AROUND THE HOUSE	114
UNIT 6. ARE YOU A FOODIE?	140
UNIT 7. SCHOOL: BELLS AND BREAKS.	163
UNIT 8. A BOOK OR A FILM?	189
UNIT 9. HOBBIES AND HOLIDAYS	219
Active vocabulary	246
Irregular Verbs List.	251
Grammar reference.	254





Lesson 1. SUMMER ALBUM

GRAMMAR REVISION

the Present Simple Tense of the verb *to be*

ACTIVE VOCABULARY

to take photos, an album

1. Ask and answer the questions.

- Do you like taking photos?
- Did you take a lot of photos in summer?
- Have you got a special album for your summer photos or a special folder on your PC?



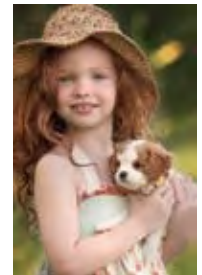
2. Look at the photos. Who and what can you see in them? Discuss with your partner. Use the questions in the speech bubbles to help you.

What's his /
her name?



Where is he /
she from?

How old is he / she?



What's his / her pet's name?



3. a) Nick is telling us about the photos from his summer album. Listen. Check your predictions. Match the photos with the descriptions.

b) Listen again. Complete the files for Nick, Rosie and Yan.

- | | |
|------------------------|-----------------------------|
| 1. First name _____ | 6. Country _____ |
| 2. Surname _____ | 7. Address _____ |
| 3. Age _____ | 8. Postcode _____ |
| 4. Date of birth _____ | 9. Phone number _____ |
| 5. Nationality _____ | 10. Other information _____ |

4. Match the questions with the rubrics from the file above.

What's your surname?

What's your pet's name?

What's your name?

What's your nationality?

Where are you from?

What's your address?

Have you got a pet?

What's your postcode?

How old are you?

What's your nationality?

When's your birthday?

What's your phone number?



5. a) Study the rules and answer the questions on p. 254.

b) Read the letter to a kids' magazine. Fill in the missing forms of the verb *to be*.

Dear friend,

My name'... (1) Jessica. I'... (2) from England. I' ... (3) 12 years old. My birthday ... (4) in July. Summer ... (5) my favourite season. I've got a large family. We'... (6) seven in our family: my Mum and Dad, my three brothers and my dog Snoopy. My Mom'... (7) forty-three, my Dad'... (8) forty-seven, my twin brothers Alex and Tim ... (9) both twenty-three and my brother David ... (10) 16 years old. My favourite doggie ... (11) only two years old. Our family photo albums ... (12) very big. Taking photos ... (13) my hobby. Write about yourself, please. How old ... (14) you? Have you got a pet? What ... (15) your likes and dislikes?

Love,

Lucy Cunningham



6. a) Use the questions from ex. 4 to interview your partner.

b) Report to the group.

7. Use the phrases in the bubbles to interview your teacher. Do you have a lot in common?

favourite sport?

favourite pet?

favourite music?

favourite season?

favourite food?

favourite game?

Example. *My favourite pet is a dog and my teacher's favourite pet is a dog.*

My postcode is ... but my teacher's postcode is

Lesson 2. SUMMER SNAPS

GRAMMAR REVISION:

the Present Continuous Tense



1. a) Listen and repeat the words in the box.

snap = photo

caption

I'm taking a photo of my pets.



b) Can you think of a funny caption for this snap?

c) Do you usually write captions for your holiday snaps?

2. a) Look through the photos and captions. They are all mixed up. Match the photos and the captions.



A

6. I'm sitting by the camp fire. It's very late — eleven or twelve o'clock at night.



B

5. Here I'm playing golf. I'm wearing a jeans skirt.

3. It's 5 o'clock in the morning. I'm fishing.

1. Look! The weather is fine. I'm swimming in the lake.

4. In this photo Buddy's eating ice-cream. Yum! I think he's smiling.

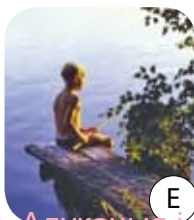
2. In this picture Princess is sleeping. Sh-h-h! Isn't she beautiful?!



C



D



E



F



b) Listen and check yourselves.



3. a) Study the chart and answer the questions about grammar on page 258.

b) Choose the correct option.

1. Why are you *cried* / *crying* / *cry*? — I've lost my camera. 2. Can I talk to Nick, please? — Sorry, he *are* / *is* / *am* having a bath at the moment. 3. What *am* / *are* / *is* you doing? — Sh-h! I *am* / *is* / *are* taking a photo of Mum sleeping. 4. *Are* / *is* / *am* you reading or watching TV now? — Neither. I *is* / *am* / *are* cooking. 5. My friends *isn't* / *aren't* / *am not* working on a project now. 6. Where *am* / *is* / *are* Jane having a holiday? — In Spain. 7. Mum and Dad *is* / *are* / *am* looking through the holiday photo album.

4. Play the miming game. Get a card with a picture from your teacher. Mime the action in the picture to your classmates. Let them guess.

Example: A: *Are you climbing a tree?* — B: *No, I'm not.* A: *Are you flying?* — B: *Yes, I am.*

5. Some of Yan's holiday snaps are not very good. Can you guess what is happening in them? Talk with your partner to make guesses.

IN this picture

IN this photo

IN ___ picture A

IN the first photo

Example. A: *What is Yan doing in this photo?* — B: *I think, he is swimming in the swimming-pool.*



6. a) Describe your holiday snaps to your partner. Let your partner guess which photo you are describing.

b) Describe your favourite photo to your partner. What are you doing in it? What else is happening? What caption could you write for your favourite snap?

Lesson 3. SUMMER CAMPS

GRAMMAR REVISION

the Present Simple Tense

ACTIVE VOCABULARY

a camp, to play board games, to go on a hike, to go on a trip, to sit by the camp fire



1. a) Listen to the chant. Stamp the rhythm.

b) Listen and repeat. Learn the chant.

If you want to have a test,
Camps in summer are the best.
Children jump and swim and run,
Summer camps are always fun!

c) What else do children do in summer camps?

d) What are the children doing in photos A, B, C and D?



2. a) Read the names of the summer camps. Which is in Belarus, which is abroad?

ANTALYA
INTERNATIONAL
SUMMER CAMP

ZUBRENOK
INTERNATIONAL
SUMMER CAMP

b) Look through the programme for a camp. Which camp is it for?

Day	Morning	Afternoon	Evening
Su	Go swimming in the sea	Play board games	Sing
Mo	Go on a trip		Watch a film
Tu	Go swimming in the sea	Have a picnic	Have a disco & concert
Wd	Learn to read maps	Go on a hike	Play board games
Th	Go fishing	Cook (local food)	Play ball games
Fr	Go on a hike	Sleep	Camp fire
Sat	Make presents	Have visitors	Have a disco & concert

c) The activities in the pictures are children's favourite camp activities. Look through the programme again. How often do children do these things?



3. a) Listen to the camp leader. Find one mistake in the programme.

b) Listen again. Which day of the week is his favourite?

c) Look through the programme. Choose the day of the week you like. Explain why.

Example. *I like Sundays in the camp because on Sundays children usually go swimming in the morning and sing songs in the evening. And I love swimming and singing.*

d) **Would you like to go to the camp? Why?**

Example. *I'd like to go to the Antalya camp because there children have discos.*

4. a) Nick goes to summer camps every year. Look through his camp photos. Guess what he does every summer.





b) Listen and check your guesses. What picture is missing?



5. a) Study the rules and answer the grammar questions on page 256.

b) Use the verbs in brackets in the correct form.

1. My brother ... (**love**) playing board games, especially *Monopoly*. 2. Every year I ... (**go**) on a trip to the sea. 3. My friends ... (**like / not**) going on hikes. 4. My classmates never ... (**go**) to summer camps. 5. In summer camps children often ... (**sit**) by the camp fire, tell stories and sing songs. 6. I ... (**play**) board games every evening with my Mum and Dad.

c) Are these statements true for your partner? Change the statements above into questions. Interview your partner.

d) Report to the group about your partner.

Lesson 4. LAST SUMMER

GRAMMAR REVISION

the Past Simple Tense

ACTIVE VOCABULARY

to go roller-skating

1. Ask and answer the questions.

- What did the girl in the photo do in the summer of 2021?
- Who has the same hobby?

SUMMER 2021



2. Read the letter of an American girl. What did she do last summer? Did she enjoy the holidays?

vacation (Am. E.) = holiday (Br. E.)

Dear magazine,

Summer is my favourite time of the year because it's vacation time. Last summer I went to visit my granny in Ireland. We also went to Atlantic City, Niagara Falls, Florida and Disney World in the USA. I loved staying in hotels! There were swimming pools there and the food was delicious. I swam a lot, played board games with my new friends and danced for hours. I went roller-skating, too. In this picture I'm roller-skating in the park.

Love, Dani



3. Look at the photos Nick and Yan took in the camp. Did they do the same things as Dani last summer?



Example. *Nick and Ian didn't go to Ireland. They went to a summer camp.*



4. a) Listen and repeat.

1. Did they go to a summer camp last summer? 2. In 2021 they were at a summer camp. 3. They didn't go to Ireland. 4. They went on trips and hikes. 5. They played board games and did sports. 6. They sang by the camp fire.



b) Look through the sentences above. Study the rules and answer the grammar questions on page 259.

c) Use the verbs in brackets in the Past Simple Tense.

1. ... **(Be)** you at a camp last summer? — No, I ... **(be / not)**. 2. Where ... **(go)** you on holiday last year? — I ... **(spend)** my holiday in the country. 3. ... **(Go)** you roller-skating yesterday? — No, I didn't. I ... **(play)** board games. 4. ... **(Be)** there any hikes in your camp last summer? — Yes, a lot! 5. ... **(Be)** your friend happy with his / her holiday last summer? — Sure. 6. Why ... **(not / go)** you on a trip last Sunday? — I ... **(be)** busy.

5. a) Make a group survey about last summer. Find out how many people in the group ...

- | | |
|---------------------------|-----------------------------|
| ... went swimming. | ... went on a trip. |
| ... played ball games. | ... walked in the forest. |
| ... went on a hike. | ... watched films. |
| ... went roller-skating. | ... sang by the fire. |
| ... went fishing. | ... had a picnic. |
| ... played board games. | ... danced at a disco. |
| ... played team games. | ... read books. |
| ... drew pictures. | ... went to the theatre. |
| ... cooked tasty food. | ... went mountain climbing. |
| ... worked in the garden. | ... did sports. |

Example. A: *Did you go swimming?* — B: *No, I didn't. I didn't go swimming.*

B: *Did you go on a trip?* — A: *Yes, I did. I went on a trip.*

b) Report your findings to the group.

Lesson 5. FROM HAPPY CAMPERS TO STARS

ACTIVE GRAMMAR

the Past Simple Tense, irregular verbs

ACTIVE VOCABULARY

celebrity, a camper

1. Play "Irregular Verbs Bingo".

Step 1. Draw a chart 3×3 in your exercise book.

Step 2. Write the past simple form for any of the verbs from the list below, you can use every verb only once: *bring, choose, can, find, give, go, grow, know, make, read, sing, sit, swim.*

Step 3. Listen to your teacher reading the verbs in the present form. If you have the Past Simple of this verb in your chart, cross it.

Step 4. When you have all 9 verbs crossed, say "BINGO!", you are the winner!

Have

had		

2. Look at the pictures of some celebrities. Who are they? What do they all have in common? Discuss your ideas with you partner.

a celebrity [sə'lebrəti] = a person (an actor, a sportsman, a singer, etc.) who all people know



3. a) Listen to the radio programme “Summer Time” where camp coordinators talk about their campers. What do the camp coordinators want parents to understand?

- A. Going to camps is always difficult because kids learn to be independent.
- B. Going to camps makes children more independent and helps them in their future.
- C. Going to camps can make you a celebrity.

b) Copy the chart below into your exercise book. Listen again and complete the chart.

Celebrity's name	Camp	Activities

4. Read the phrases from the radio programme. Do you agree or disagree with them? Tell your partner.

I agree that...

I don't agree that...

1. Parents don't sometimes want to send their kids to summer camps. 2. A lot of children at the age of 11 or 12 are very nervous when going to a summer camp for the first time. 3. When a kid goes to a summer camp, far from home and parents, grandmas and granddads, they feel they are big and they can learn and do a lot of things themselves. 4. A camp can help kids to try something new and choose their future.

5. You are a camp coordinator. Choose a celebrity you like. Imagine he / she went to your camp when they were children. Write some sentences about his stay.

Think ...

- about the name of the celebrity and what he / she does.
- about the name of your camp.
- what the celebrity did at the camp.
- what the celebrity didn't do at the camp.
- how it helped him / her.

Lesson 6. IN THE FUTURE

GRAMMAR REVISION

to be going to, the Future Simple Tense



1. a) Listen to the poem. Clap the rhythm.

— What are you going to do tonight?

— I'll look at the stars that are so bright.

They shine high above and make a dome.

I'm not going to stay and sleep at home!



b) Listen again. How does the speaker pronounce the phrase in bold?

c) What are you going to do tonight?

2. a) Look at the photos below. Work in pairs. From the captions for the photos choose what you think the children really say about their future.

1

- a) I'm going to play in a concert.
- b) I'm not going to get up early.
- c) I think I'll go to see my Granny.
- d) I'll watch some football on TV.



2

- a) I'll play a lot of baseball with my friends.
- b) I'm going to play an important baseball match.
- c) I'll stay at home and listen to music.
- d) I think I'll watch TV a lot.



3

- a) We're going to do some shopping.
- b) We're not going to read or write.
- c) We'll buy some new CDs.
- d) We'll meet our friends in town.



4

- a) I'm going to play chess with my father.
- b) I'll play two or three matches.
- c) I don't think I'll watch TV.
- d) I don't know. I won't go shopping. That's for sure!



5

- a) I'm going to finish my painting.
 b) I'm going to listen to music. I don't know. I think I'll go for a walk with my friend Beth every evening.
 c) I don't know. I think I'll go for a walk with my friend Beth every evening.
 d) I'll go to the new museum, I think.



6

- a) I'm going to walk my doggie myself every day.
 b) I'm not going to do my homework.
 c) I'll go shopping for clothes.
 d) I think I'll buy something new for Missy.



b) Listen and check your predictions.



3. a) Look through the captions to the photos. Answer the grammar questions on page 267.

b) Choose the correct option. Explain your choice.

1. She *aren't / isn't* going to be a singer. She likes dancing much more.
2. I think I *want / won't* go to a camp next summer.
3. We'll go on a hike *last / next* Sunday.
4. I think I'll / 'm going to give my friend a book as a birthday present.
5. I *will / am* going to work hard this year. I want to get good marks.
6. What *am / are* you going to do tonight? — I think I'll play board games with my brother or sister.
7. Do you think you'll / *re* going to go travelling in summer? — *Yes, I will / No, I won't*. I'm going *get / to get* ready for my exams.

4. a) Think about your autumn holidays. Write the activities in the box into 2 different columns.

go on a hike, go on a trip, climb mountains,
do a sport, swim, dance, draw, sing, walk your dog,
play computer games, go shopping, read a lot,
watch TV, go to the cinema, play board games, sleep,
write letters and e-mails, do homework, go fishing,
play a musical instrument, learn English ...

I think I will ...	I won't ...

b) Compare with your partner. Do you have a lot in common?

5. Write three resolutions for this school year. Use *I'm going to ... / I'm not going to ...*

Example. *I'm going / not going to do homework every day.*

Lesson 7. H³: HOLIDAYS with HELPFUL HOBBIES

ACTIVE GRAMMAR

the Future Simple Tense, *be going to*

ACTIVE VOCABULARY

helpful, a sand sculpture, a dog shelter, a shovel, a bucket, a rake, a cage, a bowl, a plastic spoon, a fork, a knife

1. a) Look at the timeline. Copy it to your exercise book. Write your years and make notes of what you did on holidays that year.

Example.



b) Work in a group of three or four. Show your line to your partners, tell them about your summers. Whose summer holidays have the most activities? Who was helpful last summer?

Example. *In summer 2020 I went to a camp. In autumn I drew beautiful pictures with my friend Anna.*

help — helpful

2. a) Look at the objects below. What do you use them for? Match the objects and the activities in the chart below.

b) Write one or two more things you need for these activities.



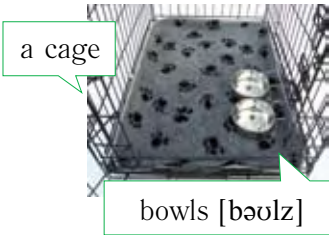
a sand sculpture



a dog shelter



a spade, a bucket and a rake



a cage

bowls [bəʊlz]



a plastic spoon, fork and knife

Sand art	Helping homeless animals

3. a) Your teacher will tell you which e-mail you will read. Read your e-mail and answer the questions below.

1. What is every child going to do on the next holidays?
2. Where do they think they will go?
3. What will they need?
4. Who will they go with?

Letter A

To:

jenny@gmail.com

Subject:

A new hobby for the summer!!!

Hi Jenny,

How are you? Guess what! Next summer I want to do something interesting. My cousin says she'll take me to the seaside and we'll visit a sand art festival there. We will watch people making different sculptures out of sand and water and my cousin will make a sand dragon for the sand competition.

I'm going to learn how to make sandcastles and animals too and, maybe, I'll take part in a sand competition for juniors. I'm going to buy some tools for this festival, I'll need a bucket, a spade and a rake. I'll also take a spoon, a fork and a knife with me. No, not to eat, I'll use a plastic fork, knife and spoon to make small details of my sand sculpture, for example, eyes or a nose.

Yesterday I drew a plan of my sand sculpture. I'm going to make a sand turtle. My cousin says it is very easy. I will only need a lot of sand and sea water, and good sunny weather. We'll make the beach beautiful!

Love, Sandra



Letter B

To:

bruce@aol.com

Subject:

Come with me!

Hello Bruce,

I'm writing to say "Hi" and invite you to come to my place next year. I have an interesting idea: let's go and help homeless pets, for example, cats and dogs.

There's a dog shelter not far from my house, so we'll go to talk with the coordinator and ask how we can help.

Personally, I'm going to visit dogs in the shelter at weekends and bring them food. I'm going to play with homeless dogs and walk them on Sundays. I'm also going to clean dogs' cages and bowls. I think I will read newspapers and magazines and learn how to train dogs and make them good friends for people. I think I will also draw posters to tell people about poor dogs and ask them to help the shelter with money or food. I'll talk to my mum and dad and, maybe, I'll take one dog home. Do you think you would like to have a dog? When you come over, we'll find a dog-friend for you too!

Best wishes,

Tim



b) Work in pairs. Tell your partner about the e-mail you read. Use your answers to help you.

c) Which idea do you like: Sandra's or Tim's? Why? Whose hobby is more helpful?

4. a) Work with your partner. Think of one more interesting activity you can do your next holidays. Use the questions and pictures below to help you or think of your own ideas.

1. What are you going to do next summer? 2. Where do you think you will go? 3. Who will you go with? 4. What will you need?



dolphinarium



plane rides
for children



zoo animals

b) Tell the class about it. Vote: 1) for the activity you like best; 2) for the most helpful hobby.

Lesson 8. TO CAMP OR NOT TO CAMP

GRAMMAR REVISION

the Present Simple, the Past Simple and the Future Simple tenses

VOCABULARY REVISION

hobbies and activities children can do in summer

1. Interview your groupmates with the questions below. Find out how many students like different ways of spending summer holidays.

Do you like spending your summer holidays ...
in a summer camp?
in a village with your grandparents?
in the city at home?

Yes, I do

No, I don't



2. a) Listen to 6 children: Tom, Karen, Tim, Bruce, Sandra and Jenny. Say who likes holidays in summer camps and who likes holidays in a village with grandparents.

b) Listen to the children again and fill in the gaps with one or two words.

1. I can help her to ... after her animals, three cats, two dogs and a 2. When I was ... I went to my grandparents' house, but now I think it's ... to live in the village for three months. 3. There you can't ... as long as you want and do what you want. 4. In a summer camp I can learn For example, last year I learned to ... a bike and next year I'll learn to make 5. In my summer camp I went on a ... , sang songs and ... a lot of interesting people, for example our coordinator, Mr Matlock. 6. Last year he bought a ... and we went fishing with him at

3. Work in groups of three or four. Tell your partners what you like more: holidays in a camp or holidays in the village with grandparents. Say why. Use the ideas from ex. 2b.

Example. *I like camp holidays more because they are more fun.*

WHY? —
BECAUSE

4. a) Work in two teams. Team 1 likes holidays in a camp. Team 2 likes holidays in a village. Write as many pluses of your type of holidays as you can.



b) Each team will present its reasons in turn, one at a time. The team that names the last reason is the winner. Use the speech patterns in the bubbles for help.

I see, but...

Your idea is very interesting, but...

I see your point, but...

Lesson 9. GOOD-BYE, MY CAMP, GOOD-BYE!

COMMUNICATIVE AREA

writing a letter to a friend about summer holidays

1. a) Read the lyrics of the song "Good-bye, my camp!" Choose one word from each box to fill in the gap.



Four weeks ago we came here,
Me and my friend, settled down.
Now, me and my friend, we are leaving
Going back to our cities and ... (1).

fun
run
son
sun

Good-bye, my friend, good-bye.
Good-bye, my camp,
Good-bye, my camp,
Good-bye, my friend.

I hope we'll meet again.
We were so happy, so busy,
Thirty long days were such ... (2)!
Saying good-bye isn't easy.
Thirty long days passed like one!

clown
brown
towns
nouns



b) Listen to the song. Check your answers.

c) How do the children feel about leaving the camp?

Why?

- A. They're happy to leave the camp.
- B. They're sorry to leave the camp.
- C. They're both happy and sorry.

d) Sing along with the recording.

**2. a) What is the correct way to address your envelope?
Choose from the two boxes.**

Name and surname
House number and street name
City (and state) with post code
Country

A

Country
City (and state) with post code
House number and street name
Name and surname


B

b) Address an envelope to Nick McGregor. Use your real address to write on the other side.

3. a) Get ready to send a letter to your friend in an English-speaking country. Prepare your letter. Use the notes below for help.



Dear ...,
Thanks for your letter. I'm fine. How are things with you?
Now I'm
Last summer I
I often / always / never / sometimes /
I like / don't like
Next summer I'll
I hope we'll meet again.
Bye, ...



b) Work in pairs. Show your letter to your classmate and ask him / her what you should add. Use your classmate's advice.

Example. *I think you should tell your friend about your school.*

c) You can also record your letter and send it as a voice mail.

UNIT **NATURE
AND WILDLIFE**
2 **AT HOME
AND ABROAD**



Lesson 1. IT'S ALWAYS BEEN MY DREAM

ACTIVE GRAMMAR:

articles with geographical names, the Present Perfect Tense in affirmative and negative sentences with *never* and *always*

ACTIVE VOCABULARY

a lake, an ocean, a river, a dream

1. How many names of countries do you know? Compete in two teams.



2. a) Listen to the geographical names. Follow in the book. Which of them are the names of countries?

The Amazon, the Nile, Lake Titicaca, Lake Baikal, Cuba, Egypt, Japan, Asia, the Pacific Ocean, Brazil, Lake Narocho, South America, Africa, Australia, the Dnieper, France, the Red Sea, the Black Sea, Peru, Argentina, Kenya, the Neman, the Atlantic Ocean.

b) Work in pairs. Read out the names of countries, continents, oceans, seas, lakes and rivers.

c) Listen and check. Repeat after the speaker.



d) Which of the geographical names above do we say with *the* and which — without *the*? What are the exceptions?

3. a) Read what Nick's friends say about travelling. Use the photos to complete their answers.



Egypt

Ron: I've never seen the Pacific Ocean. It's always been my dream to go to

Jack: I've never been on safari. I'd like to go to



Spain



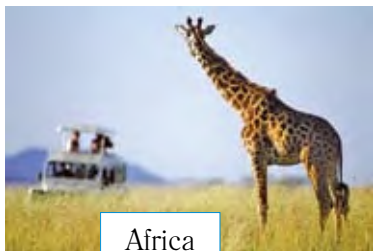
France

Brenda: I've never visited my aunt in Rio. It's always been my dream to go to

Fiona: I've been to Barcelona. I'd like to go to ... again.



Japan



Africa

Sam: I've never travelled to the Red Sea. It's always been my dream to go to



Brazil

Clare: I've never been abroad. I'd like to go to



b) Listen and check yourselves.



4. a) Read the sentences in bold in ex. 3. Answer the grammar questions on page 261.

+ always
- never

b) Study the information in the boxes.

The Present Perfect – **have / has + V₃**

I've never been =

I **have** never been

It's always been =

It **has** always been

V₃ – V₁

seen – see

been – be

visited – visit

travelled – travel



5. a) Listen to the rhyme. Find examples of the Present Perfect Tense in it.

I've never been to Africa,
I've never seen a gnu.
It's always been my dream to go
To Cuba or Peru.



b) Listen again. Repeat.

6. a) Open the brackets.

1. I ... (**never / see**) Lake Naroch. 2. It ... (**always / be**) Nick's dream to travel to Belarus. 3. I ... (**be**) to Grodno and Gomel, but I ... (**never / visit**) Vitebsk. 4. I ... (**never / travel**) abroad.

b) Make the statements true for you.

7. Write about your dream on a slip of paper. Where would you like to go? Why? Go round the classroom. Read your dream to your classmates. Whose dream is the same?

I've never been to / seen / travelled to / visited
It's always been my dream to go to

Lesson 2. ARE YOU WELL-TRAVELLED?

ACTIVE GRAMMAR

the Present Perfect Tense in affirmative, negative and interrogative sentences

ACTIVE VOCABULARY

ever, already, yet, well-travelled



1. a) Nigel, Nick's friend, is talking to a travel agent. Listen to the conversation. Is Nigel a well-travelled boy?

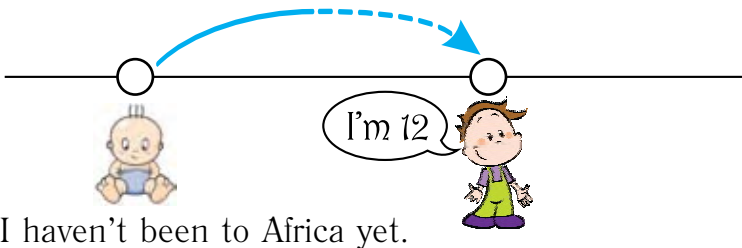
b) Read some sentences from the conversation.

1. Have you ever been to North America? — No, I've never been there.
2. Yes, I've already been to Brazil.
3. I haven't been to Africa yet.
4. Have you been to China yet?

? ever, yet
+ always, already
- never, yet

c) Listen again. What do the underlined words mean?

2. a) Explain the scheme.



b) Which of these sentences illustrate the scheme?

1. I've never travelled by train. 2. I haven't been to Chile yet. 3. I have a lot of questions to ask. 4. I've already seen a lion in the Zoo. 5. I have satellite TV at home. 6. Have you visited Brazil yet? 7. I have a computer at home. 8. Have you ever been to South America? 9. I had a good holiday last year. 10. It's always been my dream.



3. a) Study the chart and answer the grammar questions on page 261.

b) Nick asked his friends about their experiences.

What did they say? Write their answers.

1. Have you ever seen a kangaroo? ►► see / kangaroo / never — be/Australia / yet

2. Have you ever seen Lake Titicaca? ►► see / Lake Titicaca / never — visit / Peru / yet

3. Have you ever seen the Nile? ►► see / the Nile / already — be / Egypt / many times

4. Have you been to Britain yet? ►► be / Britain / already — travel / Scotland

5. Have you ever seen the Indian Ocean? ►► see / the Indian Ocean / yet — be / never / abroad

6. Have you been to Euro Disney yet? ►► be / always / my dream / to travel / Europe

7. Have you ever seen a giraffe? ►► see / giraffe / never — be / Africa / yet

8. Have you visited Minsk yet? ►► visit / Minsk / never — travel / Belarus / yet.

c) Work in pairs. Role-play the conversations.

4. Play the "Snowball" game.

Example. 1. *I haven't been to India yet.* 2. *I haven't been to India or China yet.* 3. *I've already been to Egypt, but I haven't been to India or China yet.*

5. Have you travelled a lot around Belarus? Talk with your partner about the places you have already been to and haven't been to yet. Who is most well-travelled?



Example. *Have you seen Lake Narach yet? — Yes, I've already seen Lake Narach.*

6. Write about the animals you have already seen or haven't seen yet and the places you have already been to or haven't been to yet. Compare with your partner.

Example. *I've already travelled to (been to, visited, seen) Italy, but I haven't been to France yet.*

Lesson 3. CAN I ASK YOU A QUESTION?

ACTIVE GRAMMAR:

the Present Perfect Tense in interrogative questions, V₃

ACTIVE VOCABULARY:

once, twice (two times), a time, a European bison

1. a) Fill in the gaps with the words in the box.

- Have you ever ... Tahiti?
- Never, never! What a pity!
- Have you ever ... to Chile?
- Never, never, never, really.
- Have you ever ... far?
- Only once, we went by car.
- Have you ever wanted to?
- Always! What about you?

been
travelled
seen



b) Listen and check yourselves.

c) Work in pairs. Practise the chant. Change roles.

Practise the chant again.

d) Continue working in pairs. Ask and answer the questions from the chant.

Have you ever ...?

Yes, I have.

No, I haven't.



2. a) Listen to the interview with Nick's uncle. Is Mr Rambler well-travelled?

b) Read the notes a reporter made on Mr Rambler's travels. Listen to the conversation. Mark the statements true (T) or false (F). Correct the false statements.

1. He has visited many countries. ___ 2. He has been to three European countries. ___ 3. He has already visited

Belarus. ___ 4. He has been to Belarus many times ___. 5. It has always been his dream to see a European bison. ___



European bison

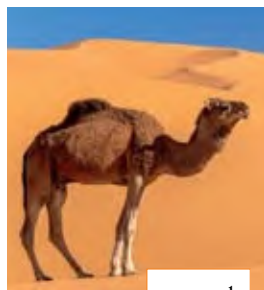
3. Play "Grammar Bingo".

a) Look through the card the teacher has given you. Make sure you know the meanings of all the words on the card. Use the Irregular Verbs List in your textbook for help.

b) Play "Bingo".

4. a) How many questions can you make? Why do you think so?

1. never, flown, by, he, plane, has
2. on, the, nose, the camel, has, touched, already, the girl
3. you, have, where, been
4. Asia, they, haven't, visited, yet
5. done, what, you, have
6. has, it, to climb, always, my dream, a mountain, it, been
7. have, ever, you, to, Africa, been
8. already, has, she, to, Great Britain, been, twice



camel

b) Put the words into the correct order to make sentences.

5. a) Do a survey. Use the list of questions below. Ask questions for more detail.

Example. — *Can I ask you a question?* — *Yes, please.* — *Have you ever seen a wild animal?* — *Yes, I have.* / *No, I haven't.* — *How many times? What animal?*

Have you ever ...

driven a car
travelled by ship
flown by plane
had an exotic pet
eaten pineapples
ridden a horse
fallen in love
been on a hike
been on a trip

taken a photo of an animal
spoken to an English person
visited a king's palace
climbed a mountain
been abroad
been in hospital
ridden a bicycle
seen a European bison
sung by the campfire

b) Put all the answers together and write them on the board or make a poster. Report to the class.

As a group we have

travelled by ship — once;
eaten pineapples — 3 times;
ridden a horse — twice;
had exotic pets — 1 pet (a snake)

...

6. Write about well-travelled people you know. What places have they been to? How many times? What interesting things have they done?

Lesson 4. THE NATURE OF BELARUS

ACTIVE GRAMMAR:

irregular plural forms of nouns

ACTIVE VOCABULARY:

danger, dangerous, endangered, nature, species, a plant, wild, life, wildlife

1. Play the team game. How many species of animals do you know? The team which runs out of examples first, loses the game.

2. a) Look at the pictures. Answer the questions.



1. Have you ever seen a wolf in the wild? 2. Where do wolves live? 3. Are there any wolves in Belarus? 4. Why is the traveller in danger? 5. Who is dangerous? 6. Who is endangered?

b) Match the phrases on the left with the explanations on the right.

wild animals

They are in danger. People have killed most of them.

dangerous animals

They do not live with people or close to people.

endangered animals

They can get aggressive and kill people.

c) Work with your partner. Answer the questions.

danger — dangerous — endangered

- What wild animals can be dangerous?
- What do you know about endangered animals?

3. a) Read about the nature and wildlife of Belarus. Choose the correct options. Use the pictures on the inside front and back covers of the book for help.

Have you ever visited Belarus? Mother Nature gave our country beautiful blue lakes, thick forests and many species of animals and plants. There are *11 / 111 / 1,111* species of trees and about *1200 / 12,000 / 120,000* species of plants and mushrooms in Belarus. There are fir and pine wood trees, oaks and ash-trees in Belarusian forests. Some oaks in Bielaviezhskaya Pushcha are from *30 / 300 / 3,000* to *70 / 700 / 7,000* years old.

More than *300 / 3,000 / 30,000* species of animals live in the wilds of our country: elks, wild boars, deer, wolves, hares and beavers. Never in your life will you forget meeting a herd of European bison! This animal is one of the symbols of Belarus. Unfortunately, people have always killed wild animals uncontrollably, so the lives of many of them are in danger now. The European bison is an endangered animal too. There are also about *60 / 600 / 6,000* species of fish and *305 / 3,050 / 30,500* species of birds in our republic. Belarusian lakes are rich in fish, especially Lake Narach, where you can find eel, trout and pike. There are practically no dangerous snakes in Belarus.

Have you ever been to our national parks? In Prypyatsky National Park you can see *20 / 200 / 2,000* moss species!

Welcome to our beautiful blue-eyed country! You will fall in love with our nature and wildlife.



b) Listen and follow in the book. Check your predictions.

4. a) Work in pairs. Guess the meaning of the new words.

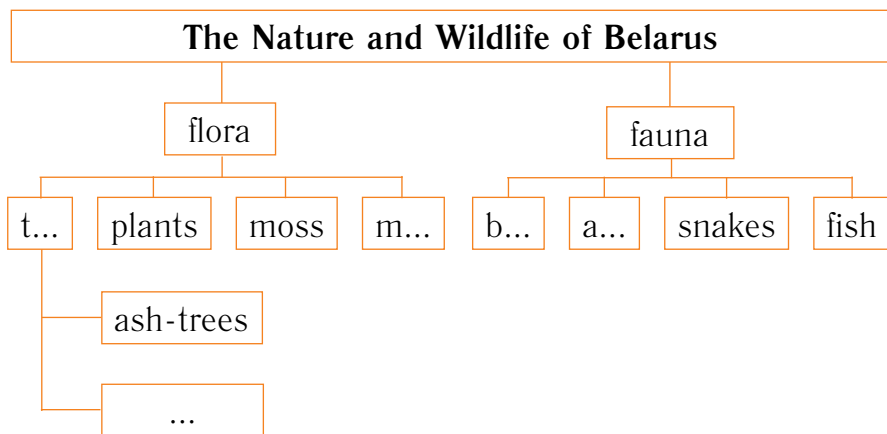


b) Find the plural of the following nouns in the text. How is it different from regular plural forms?

species, wolf, fish, deer, bison, sheep, life

c) Find examples of the Present Perfect Tense in the text.

5. a) Copy the mind-map into your notebook and complete it. Fill in the missing letters. Give examples of species and numbers for each species.



b) Use the mind-map to tell your partner about the nature and wildlife of Belarus.

6. a) Discuss with your partner.

1. Is Belarus an interesting place to visit? Why? 2. Are the nature and wildlife of Belarus in danger? Why? 3. What should we do to save them?

b) Report to the group.

Lesson 5. A ZOO IN MY SUITCASE

ACTIVE GRAMMAR

the Present Perfect Tense for results

ACTIVE VOCABULARY

just, to pack, a suitcase

1. Ask and answer the questions.

- What do you usually do before you go travelling?
- When you go travelling, what do you usually take with you?
- Who packs your things?

2. a) Look through the conversations in the bubbles. Why are the children packing?

A **John:** Where's my camera? Oh, here it is. It goes into my suitcase.

Mother: John! Pack your camera, dear.

John: I've just packed it, Mum. Look, it's in my suitcase.

B **Sister:** Have you finished packing, Jane?

Jane: Yes, I have. I've packed my suitcases and my bag. I'm ready to go now.

C **Clare:** Now — the last thing: my favourite T-shirt. Packing is over! My bag is full!

Father: Have you packed all your things, Clare?

Clare: I've just finished packing. Oh, no! I can't take the elephant.

Father: What?! The elephant?! Is there a zoo in your suitcase?

Clare: My toy elephant, Dad! There's no room for it!



b) Read the conversations. What does *just* mean? Choose the right option:

just — a) a short time ago; b) a long time ago

c) Look through the conversations again. Correct the false statements.

1. John has packed his suitcase. 2. John's camera is in his suitcase. 3. He packed it a long time ago. 4. Jane is not ready for travelling. 5. Clare finished packing a short time ago. 6. She has packed all her things. 7. She hasn't packed her pet. 8. She can take her soft toy.

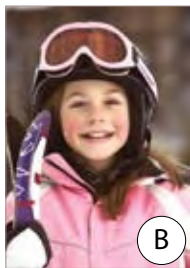


3. Listen to animal sounds. What animal have you just heard?

Example. *I've just heard a cuckoo.*

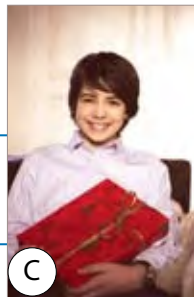
4. Open the brackets to complete the captions under the holiday snaps.

It's Christmas. I'm helping Mum with cooking. I ... (**just / clean**) the house.



Winter holidays.
I ... (**just / learn**) to ski.

Christmas time.
I ... (**just / get**) my present.



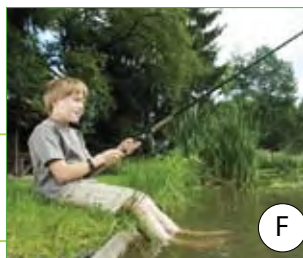
Cuba. I ... (**just / find**) a shell.



In the camp.
I ... (just / open) my eyes.

E

It's my Granny's village.
I ... (just / catch) a fish.



F

5. Play "Getting Ready for Travelling" game. You are getting ready for travelling. You have just done many things, but you haven't done one last thing yet. From the list below choose something you haven't done. Your partner has to guess what it is. Follow the example.

Example. *S₁: You haven't packed your suitcases yet. — S₂: Yes, I have. I've just packed my suitcases.*

S₁: You haven't watered the flowers yet. — S₂: No, I haven't. I haven't watered the flowers yet.

You haven't bought a present for your Granny yet.

You haven't found a book to read on the bus yet.

You haven't taken a book back to the library yet.

You haven't telephoned your Granny yet.

You haven't bought a ticket yet.

You haven't cleaned the parrot's cage yet.

You haven't watered the flowers yet.

You haven't changed the water for the fish yet.

You haven't bought any food or drinks yet.

You haven't cleaned your room yet.

You haven't cleaned your shoes yet.

You haven't given food to your pet yet.

You haven't said 'good-bye' to your friends yet.
You haven't packed your suitcase yet.

6. Write about your results in learning English. How much have you done? Use the phrases in the boxes.

meet, learn, listen to, play, speak about, read(about),
write, do, fill in, ...

past, present, future, Mr Rambler, Nick, Rosie,
Yan, new words, texts, songs, games, conversations,
exercises, chants, names of animals,
geographical names

Example. *I've learnt many chants.*

Lesson 6. A PERFECT HOBBY

ACTIVE GRAMMAR

V_3 of *to go* and *to be*; the Present Perfect Tense with *so far* and *recently*

ACTIVE VOCABULARY

to go bird-watching, so far, to rescue, recently

1. a) What's your hobby?

b) Look at the photo and guess what this boy's hobby is.



2. a) Listen to the tongue-twister.

Match the words *nature, natural* and *naturalist* with the symbols [æ] and [eɪ].

b) Listen and repeat: It's natural for a naturalist to love nature.

nature — natural — naturalist

c) Use the right word from 2a to complete the sentence. Read the sentence out loud.

It's n... for wolf cubs to play
hide-n-seek and tag —
just like you do.



3. a) Read what Nick says about his uncle Andrew Rambler. What is Mr Rambler's hobby?

Nick: You know, Yan, my uncle Andrew is my best friend. We've always ... (1) friends. We do a lot of things together. I like to go travelling with him. I've ... (2) to Africa with him. Uncle Andrew is a well-travelled person, you know. He's been to 77 countries **so far**. He writes books about wildlife and helps animals in danger. He's **rescued** three baby gorillas from poachers* **recently**. And even now you can't find him at home — he's ... (3) to Belarus again. Uncle Andrew wants to ... (4) **bird-watching** there.



b) Fill in the missing words. Then, listen and check yourselves.

c) Match the words in bold with their definitions.

(a) studying birds in the wild ___

(b) not long ago, especially a few days, weeks or months

___ (c) to help someone out of a dangerous situation, to save ___

(d) up to now ___

* poachers — браконьєры



4. a) Answer the grammar questions on page 261.

b) Fill in the gaps with *has / have gone to, has / have been to* or *has / have been*.

1. Nick ... the cinema. He left an hour ago. 2. My grandmother ... happy all her life. 3. You can't see Mr Rambler before the 20th. He ... Belarus on business. 4. ... you ever ... the opera? 5. Liz isn't here at the moment. She ... the corner shop to buy some bread. 6. The McGregors ... the USA twice.

c) Use *so far* or *recently*.

Yan: I've been to 3 countries I've been to the Prypyats What about you?

d) Write your answer to Yan's question in ex. 4c.

5. Work in pairs. Ask and answer the questions.

1. Who have you always been friends with? 2. What countries have you been to so far? 3. What interesting things have you done recently? 4. Have you ever rescued a pet or a wild animal? 5. Do you think bird-watching is a popular hobby in Belarus? Do you know someone who goes bird-watching? 6. Would you like to go bird-watching?



6. a) Look at the photos of some Belarusian birds on the back cover of the book. Listen to their names, repeat after the speaker. Have you seen any of them in the wild?

b) Read the tourist brochure on bird-watching in Belarus and the reviews. Do you think Mr Rambler would like to go bird-watching in the Prypiatsky National Park?

Visit the Prypyatsky National Park

With endless forests and over 11,000 lakes, Belarus is a paradise* for naturalists. Our tour is based in the world-famous Prypyatsky National Park with its fantastic wildlife. There are more than 800 plant species, some 50 animal species and more than 200 species of birds in the park. The fairy-tale oak forests, beautiful waterways, hard-to-see European birds like woodpeckers (8 species!), owls, black storks, grey cranes, Azure tits and snake-birds.

Enjoy a 7-day bird-watching holiday in Belarus. We begin our holiday with a flight from London to Minsk and travel from there to Turau, where we stay for six nights. In the park we'll travel both on foot and by boat, listening to the birdsong and drumming** of the woodpeckers. On the 7th day we come back to Minsk and fly back to London.

Reviews

The holiday has been wonderful! The wildlife of the Prypyatsky National Park is simply unique. I'm coming back home with hundreds of photos.

Richard Taylor

I'm leaving Turau today. I've been to the Prypyatsky National Park and I've seen 7 species of woodpeckers! Belarus is a great place to go bird-watching!

Jon Campbell-Walker

7. a) Ask and answer the questions.

- Have you been to the Prypyatsky National Park?
- Would you like to go there? Why? Why not?

b) Write a paragraph to report the results of ex. 6a.

* paradise — рай

** drumming — барабанная дробь

Lesson 7. GOOD NEWS AND BAD NEWS

ACTIVE GRAMMAR

the Present Perfect Tense for results

ACTIVE VOCABULARY

worried, tired

1. Look at the photos. What can you see? Do you think they present good or bad news?



2. a) Read the animal news from a BBC website. Match the news items with the photos. Which is good news, which is bad news?

- A After heavy rain big parts of Australia are under water. Mariah, aged 9, lives right at the centre of the Australian floods. She says, "I've seen iguanas and even snakes in the water. I haven't seen anything like this before, but I'm not **worried** because we're OK."

A new restaurant has opened in London... and London dogs are very happy! Restaurants don't always welcome animals, but this one is only for dogs!

B

The number of penguins in Western Antarctica has halved in the last 30 years. Young penguins like eating krill — small sea animals. But, as a result of the climate change, there is far fewer krill around to eat. Krill need ice for life. No ice — no food for the penguins to eat.

C

A baby tortoise has become Whipsnade Zoo's newest, and smallest, addition! Tiny Tim the Egyptian tortoise (an endangered species) weighed only six grams when it hatched. He and his five brothers and sisters have found a home at Whipsnade Zoo in Bedfordshire, England.

D

A baby gorilla, so small zookeepers have named it "Tiny", has taken its first steps at London Zoo. Look at the photo: the baby is very **tired** and sleepy. Keeper Daniel Simonds says, "Tiny's just got his first tooth. However he still has a long way to go before he becomes a big gorilla"

E

A two-year-old Siberian tiger is moving house, from Scotland to a new home at the Yorkshire Wildlife Park. The tiger called Vladimir has become part of the programme to help Siberian tigers in danger. There are only 400 tigers in the wild. Naturalists are worried about their future.

F

Coast guards in Japan have rescued a dog from the top of a house washed out to sea by the tsunami. The dog is tired and hungry but very much alive. Many pets have been rescued recently.

G

Animal Charity the RSPCA says it has had one of the busiest months ever. They say the cold weather means lots of wildlife has to be rescued from the snow. The animal centre has to deal with all the extra animals.

H

b) Find sentences with the Present Perfect Tense in the news. What do they tell us about: the time when something happened or the result — the fact showing that something has happened?

c) Guess the meanings of the words in bold. Find more examples of sentences with these words in the news.

d) Complete the sentences with *worried* or *tired*.

1. After a long day at school you can feel 2. Before a test you sometimes feel

e) When do you feel tired? When do you feel worried?

f) Which item of news would you like to read about in detail?

3. a) Look at the photo. Why do you think Mr Rambler is so happy?



b) Listen to the conversation between Mr Rambler and his friend. Follow in the book. What has Mr Rambler done? What does he feel like, as a result?

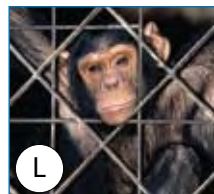
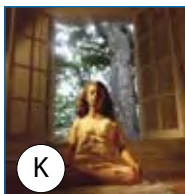
Good news —
Congratulations! Well done!

Bad news — I'm sorry
to hear that.

- How are you, Andrew?
- Fine. You know, I'm very happy.
- Why are you so happy?
- I've rescued three baby gorillas.
- Congratulations! Well done!
- But I haven't rescued their mother.
- I'm sorry to hear that.



c) Look at the pictures. Listen to the questions. Can you guess the answers? Use verbs in the Present Perfect Tense to make your guesses.



d) Listen to the conversations. Compare the answers with your ideas.

e) Listen and repeat after the speaker. Role-play the mini-conversations.

4. a) Play the “Good News / Bad News” game. Get a card from the teacher, go round the classroom and talk to all your classmates. Use ex. 3b for help. Say “Well done!” or “Congratulations!” after you have heard the good news, and “I’m sorry to hear that” after the bad news.

Example. — *Hi, Yan. How are you?*
— *You know, I’m very happy.*
— *Why?*
— *I’ve got a good mark.*
— *Well done!*

b) Have you heard more good news or bad news?

Lesson 8. MY LIFE SO FAR

GRAMMAR REVISION

the Present Perfect Tense

1. Do you remember the chants you have learnt in this unit? Recite them to your partner. What “time words” are used in them?

2. Fill in *yet, already, just, so far, recently, ever, never, always*.

1. I have ... finished my homework. I finished it two minutes ago. 2. Have you ... been to Disneyland? 3. We have ... been to Egypt, so we want to travel to Turkey next year. 4. Jane and her husband have visited twelve countries They’ve ... wanted to become really well-travelled. 5. Nick has ... been to Australia. He’d like to go there one day. 6. He hasn’t finished packing the suitcase 7. I’ve been to the Art Museum

3. Look at Andrew Rambler's photos. Write things he has done. Use the words and phrases under the photos.

go / more than 77 countries / so far



A



B

climb / seven mountains / so far



D

go / Tibet / yet



C

see / the Amazon / already



E

all / a friend / just



F

always / want / climb Everest

pack / suitcase / just



H



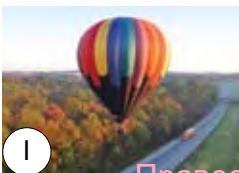
G

not / fly / with this company / yet

visit / Washington / twice



J



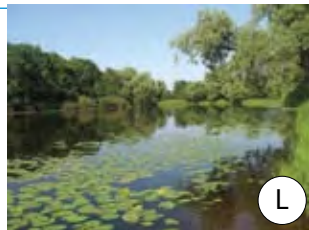
I

never / fly / by balloon



K

travel / along the Prypyats / yet



L

rescue / five pandas / so far

4. a) Make 10 true sentences about yourself from these words and phrases. Use *just, already, never, always, so far, yet, recently*.

I've, I haven't, seen, to London, eaten, a film star, in love, Scottish songs, heard, rescued, drunk, sung, watched, been, talked, bird-watching, a cat, karaoke, Chinese food, a tennis match, an English breakfast, in the bath, a wildlife programme, rap, a wild animal, of visiting London, a film in English, coconut milk.

b) Make your sentences from ex. 4a into questions with *ever* and interview your teacher. Follow the examples below.

Example. *Have you ever eaten snake? — No, I haven't but I'd like to. / No, I haven't and I don't want to. / Yes, I have. Have you? / Yes, I have. Two or three times.*

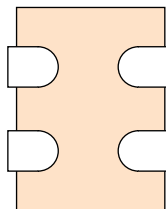
c) Use the questions from ex. 4b to interview two classmates.

d) Write a paragraph about the results of your interview.

Lesson 9. ABROAD and AT HOME

COMMUNICATIVE AREA describing animals

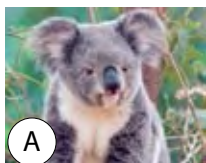
1. Look at the doodle. There is an animal hidden in the picture. What animal is it? What has it done? What is it doing?



2. a) What do you know about the animal world? Work in pairs. Answer the questions.

1. What does the word “koala” mean? 2. How many European bison are there in the world? 3. What is panda’s favourite food? 4. Can beavers see very well?

b) Which question do you think is the most interesting one? Find the text which answers your question. Check your guess. Match the texts with the pictures.



3. Read one of the texts and complete the chart below. Prepare to speak about your animal.

Place	Size	Food	Characteristics
Australia	slow, helpless, ...

Number	Danger?	Other information
...	...	sleeps 18 hours a day

1. One of the most popular animals in the zoo is the panda. There are two species of panda — the red panda and the black-and-white panda. Children and grown-ups wait for hours to see the panda eating and doing acrobatics. Pandas' favourite food is bamboo. Wild pandas live in China, in the areas where bamboo grows. Pandas are in danger now, because people are cutting down the forests where they live and can find food. There are only about 1,000 pandas left in China.

2. Koalas live in Australia. The word “koala” means “an animal that doesn't drink water”. They sleep in trees — because eucalyptus (эвкалиптовые) leaves are their food. Koalas sleep eighteen hours a day. What is very unusual indeed: koalas eat at night. Koalas are very funny animals. Unfortunately, now there are only between 40,000 and 80,000 koalas in the world. People are cutting down forests and koalas are in danger. The greatest dangers for koalas are cars and dogs. Koalas are very slow and helpless. Help them!

3. Beavers build canals, and lodges (homes). They are slow on land, but they are very good swimmers. They can stay under water for 15 minutes. They can't see well, but their senses of hearing, smell, and touch

are very good. They use front teeth to cut trees and plants for building and for food. Beavers in Europe grow to about 0.61 m long (plus 25 cm of tail). They are active early in the morning and late in the evening. People have always hunted beavers. But the beaver is not in danger in Europe now. Hundreds of beavers live in Belarus and Poland. The animal has also come back to the Morava River in Slovakia and the Czech Republic. The beaver is also the national animal of Canada.

4. The European bison lives in Bielaviezhskaja Pushcha in Belarus and in Poland. Many years ago, it used to live across Europe and Asia, from the Atlantic to the Pacific Oceans. Now there are about 870 animals in the forests of Belarus and Poland. Bison are the biggest and strongest European animals. Some bison weigh from 500 to 1,000 kilograms. The bison is a grass-eating animal. Have you seen a European bison in the wild?

4. a) Work in groups of four. Tell the others about your animal.

b) Answer the questions.

1. What new facts have you learned about wildlife?
2. Which of the animals above live abroad and which — in Belarus?
3. Which of them are endangered animals?
4. What other animals are in danger in Belarus?

5. a) What interesting things have you done so far? Ask your partner if he or she...

1) ...has already seen a bison in the wild;	2) ...has watched many TV programmes about animals;
3) ...has read a lot about animals;	4) ...has touched wild animals many times;
5) ...has seen a beaver in the wild;	6) ...has taken photos of animals many times;
7) ...has dreamed of becoming a vet;	8) ...has travelled a lot around Belarus;
9) ...has seen a kangaroo in the Zoo;	10) ...has helped animals more than once;
11) ...has been abroad and seen the wildlife of another country;	12) ...has seen a dangerous animal.

b) Report your findings to the group.



Lesson 1. EVERY COUNTRY HAS ITS SYMBOLS

ACTIVE VOCABULARY

a symbol, an emblem, a nation, national, an anthem, a costume, a stripe, a cross



1. a) Listen to the chant. Find the symbols in the pictures.

Every country has its symbols: national anthem, national emblem.

Every country has its symbols: national costume, national flag.

Every country has its symbols: national flower, national tree.

Every country has its symbols. They make us a nation, you and me.



anthem



flag

Symbols of a Nation



national tree



emblem



costume

b) Listen again. Repeat after the speaker.

c) Work in pairs. Take turns to repeat the chant, pointing at the pictures.

d) What is the national tree of Belarus?

2. a) Read the texts. What symbols do they describe?

1. Tricolour ['trɪkələ] is the national flag of France. It has 3 stripes of three colours. The white colour on the flag is the colour of French kings. The blue and the red colours are the colours of Paris, the capital of France. The flag has a long history. It has been the national flag of France for more than a century*. The Marseillaise [mɑ:sə'leɪz] is the national anthem of France.



2. The Union Flag (or the Union Jack) is the national flag of the United Kingdom of Great Britain and Northern Ireland. It is red, blue and white with three crosses on it. The symbol of a cross has a long history and is used by many countries — such as Australia and New Zealand — on their national flags.



England —
St George's cross



Scotland —
St Andrew's cross



Ireland —
St Patrick's cross

3. Belarus also has its national symbols. And it has other symbols, too. There is a green stripe on our flag. It is a symbol of our green forests.

* century — век, столетие

Belarus is famous for its white storks. People say, they are a symbol of good luck. The white colour is the symbol of peace. The blouses and the shirts in the Belarusian national costume are white with beautiful red ornaments — crosses and stripes. The symbol of Bielaviezhskaja Pushcha is the bison, a very strong animal. And the symbol of Belarusian fields is the cornflower — a small blue flower. People sometimes call Belarus the blue-eyed country.



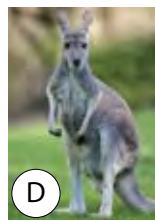
b) What colours do Belarus, France and the UK have in common? What are they symbols of?

3. Work with your partner. Ask and answer the questions.

1. How many stripes are there on the flag of Belarus? What colour are they? 2. Can you sing the anthem of Belarus? When / where can you usually hear the anthem of Belarus? 3. What are the national symbols of Belarus? Name as many as you can. 4. Can you describe the Belarusian national costume? What colour is it? What did men and women wear traditionally? When can people put on the national costume?

4. Match the symbols with the pictures and definitions.

The maple leaf	is the symbol of Russia.
The white dove	is the symbol of Australia.
The kangaroo	is the symbol of peace.
The red rose	is the national flag of America.
The Stars and Stripes	is the national symbol of England.
The birch tree	is the symbol of Canada.
“God Save the Queen”	is the national anthem of the UK.



5. Work in groups. Design a flag, an emblem and a costume for a country called Dreamland. Get ready to speak about the symbols of your Dreamland.

6. Write about the symbols of Belarus for your school newspaper (40–50 words).

Lesson 2. A COUNTRY OF LAKES

ACTIVE GRAMMAR

usage of numerals (*thousand, hundred, million*)

ACTIVE VOCABULARY

population, an area, temperature, a capital, to be proud of, to be famous for, to lie



1. a) Listen to the names of countries. Where is the stress? Put the names of countries in one of the columns.

Finland, Germany, Scotland, Japan, Belarus, Poland, China, Belgium.

1. ♦♦	2. ♦♦♦	3. ♦♦	4. ♦♦♦
<i>Finland</i>			

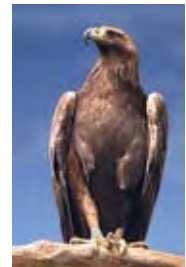
b) Listen again and repeat after the speaker.



c) Which of them are "countries of lakes"?

2. a) Work in pairs. Do the quiz on Scotland.

- Scotland is a country of
a) rivers b) flowers c) lakes
- The population of Scotland is
a) over 50 mln people b) 15 mln people
c) over 5 mln people
- The area of Scotland is
a) about 80 thousand sq.km
b) 70 thousand sq.km
c) 700 thousand sq.km
- Summer temperatures in Scotland are
a) 25–30 °C b) 8–10 °C c) 15–18 °C
- The capital of Scotland is
a) London b) Edinburgh
c) Liverpool
- Scotland lies
a) to the South of England
b) to the North of England
c) to the West of England;
- Scotland is famous for
a) tartans
b) bagpipe music
c) golden eagles



b) Listen to Yan's answers to the quiz questions on the show. Check your ideas. How many answers did you get right?

3. a) Read Nick's message to Yan quickly. Why does he write to Yan? Has Nick ever been to Belarus?

Hi Yan,

Thanks for your message. It was good to hear from you. I still think about the great time we had at the summer camp in Poland. It is great you are doing a project about Scotland. Here is some information to help you and your friends.

Scotland is a small country but it is very beautiful. It lies to the North of England. It is smaller than England, but larger than Wales and Ireland. Scotland is a country of mountains, lakes (we call them lochs) and forests. Have you heard of Loch Ness, home of our famous monster?

Now some statistics! The population of Scotland is over 5 million and the area is about 80 thousand sq.km. The capital is Edinburgh, but Glasgow is the biggest city. Summer temperatures are 15–18 C° but in winter it can be very cold, –10 C° in the North. We speak English, but with a Scottish accent. But, of course, you can find this information on Google 😊

Scotland is famous for golden eagles, tartans (you can see them on kilts) and bagpipe music ... and it's the home of golf. I'm Scottish and I am very proud of my country!

Please write soon in English. We don't learn Belarusian or Russian at school. Tell me something about Belarus. You know I have never been to your country. And good luck with your project!

Best regards,
Nick



b) Read again. Are the sentences below true (T) or false (F)?

1. Five million people live in Scotland. ___
2. Its area is 78.8 square kilometres. ___
3. It's very hot in Scotland in summer. ___
4. Scotland is to the north of England. ___
5. Thousands of people all over the world know Scotland for tartans. ___
6. Edinburgh is the capital of Scotland. ___
7. Loch Ness is the home of a Scottish monster. ___
8. Scottish people speak Scottish. ___



a / one thousand kilometers,
4 million_ people, 2 thousand_ metres,
millions of people, thousands of birds



4. Find the odd one out. Explain why.

Example. *Belarus, Scotland, Moscow, Japan. — Moscow is the odd one. It's a city but all the others are countries.*

- 1) Minsk, London, Grodna, Paris;
- 2) English, Belarusian, Polish, Scotland;
- 3) 20 sq.km, 20 C°, -10 C°, 15 C°;
- 4) mountains, lakes, tartans, forests.

5. Complete the short article on Belarus. Use the words from the box, change the word forms if necessary.

population (2), area, temperature, capital, be proud of,
lie, be famous for

Belarus ... (1) between Poland and Russia in eastern Europe. The ... (2) of Belarus is more than 200 thousand

square kilometers. The ... (3) of the country is about nine million people. The ... (4) of the republic is Minsk, which is also its largest city. The ... (5) of Minsk is about two million people.

It can be cold in Belarus, winter ... (5) can be $-10\text{ }^{\circ}\text{C}$. But Belarus (6) its beautiful nature. Our people (7) their country and its beauty.

6. a) Get a card from the teacher. Be ready to speak about the country on your card. Use the information in the chart.

b) Work in pairs. Use the questions on the card to ask your partner about his / her country.

c) Choose another partner. Tell your new partner about your country. Answer your partner's questions.

Lesson 3. NEWS FROM BELARUS

ACTIVE GRAMMAR

the Present Perfect and the Past Simple tenses in contrast

ACTIVE VOCABULARY

a castle

1. a) Fill in the gaps with the words from the box.

a castle



b) Listen to the chant. Check your ideas.

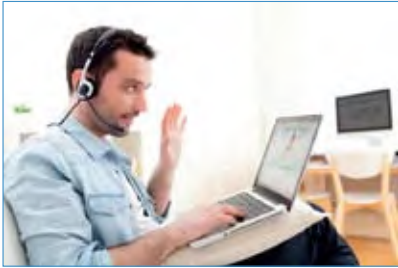
Have you heard the latest news?
I have been to
I saw castles there and ...,
But it was cold — what a pity!

c) Listen and repeat after the speaker.



Britain
Belarus
cities
capitals

2. a) Mr Rambler has been to Belarus. What do you think he liked best? Why do you think so?



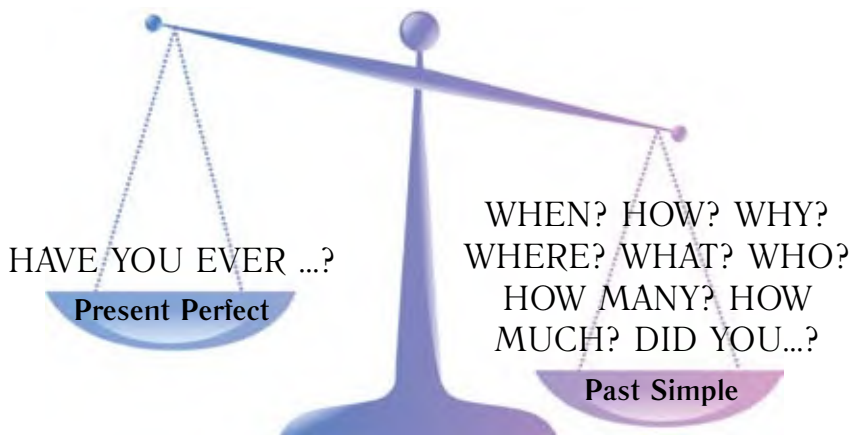
b) Listen to the conversation between Mr Rambler and Nick. Check your guesses.

c) Listen again. Make notes. Say what Mr Rambler has seen and where he has been in Belarus.

3. a) Read the conversations below. Find sentences in the Present Perfect Tense and in the Past Simple Tense. Explain the chart.

1. — Have you been to any castles?
— Yes, I have. I've been to the castle of Mir.
— When did you go there?
— I went there last week. I loved it!

2. — And what about other cities? Have you visited any?
— Yes, I have. I've visited Nyasvizh. I went there last Friday. I saw the famous castle of Nyasvizh.
— What was it like?
— It was fantastic!



b) Answer the grammar questions on page 261. Check your ideas.

4. a) Open the brackets. Use the Present Perfect or the Past Simple Tense. Explain your choice of the tense.

My father is a well-travelled person. He (**be**) ... (1) abroad many times. He (**travel**) ... (2) to many countries in Europe. Last year he (**visit**) ... (3) Italy, Spain and Greece. He (**go**) ... (4) to Greece in August. It (**be**) ... (5) very hot there — + 50! When he (**be**) ... (6) in Italy, he (**see**) ... (7) beautiful castles. The trip (**be**) ... (8) very interesting. In Spain he (**like**) ... (9) the national costumes very much. The food (**be**) ... (10) great too! Now he would like to go to France. It always (**be**) ... (11) his dream to see Paris.

b) Discuss your answers with your partner.

5. a) Answer the questions about yourself.

1. Have you ever travelled far?
2. Where did you go?
3. How did you get there?
4. When did you go there?
5. Did your family go with you?
6. Where did you stay?
7. What was the weather like?
8. What sights did you see?
9. Was the trip interesting? Why?

b) Work in pairs. Ask your partner about his or her trip. Answer your partner's questions. Say how you felt about the trip.


It was fantastic!

It was great!

I loved it!

6. a) Look through Mr Rambler's postcard from Belarus. Who is Gillian? Why does Mr Rambler send her a postcard? What do the crosses at the end of the card mean?

Dear Gillian,	opening words
I've already been to the castle in Mir and I've taken some photos for you.	news
We went there last Sunday — Nick's friend Yan, his family and I. It was wonderful! The castle was so quiet and beautiful! I was so sorry you weren't with us.	details
Say hello to Mum and Dad. And I hope you like the postcard and can put it in your collection.	
See you soon.	closing words
Love,	
Andrew XXX	



b) Write a holiday postcard to your friend.

Lesson 4. MY MINI COUNTRY

ACTIVE GRAMMAR

the Present Perfect and the Past Simple tenses in contrast

1. a) Look at the pictures. What are these places? Do you know a person who has been to one of them?



b) Can you see anything unusual about the places in the pictures?



2.a) Mr Rambler is calling Nick. Listen and say ...

1) ... who has been to Mini Europe Park.

2) ... who has been to many famous places in Belarus.

3) ... who has filmed Yan in a museum.



b) Listen again. Are the sentences true or false? Correct the false ones.

1. Nick went to Mini Europe Park when he was very small. ___ 2. Mini Europe Park is in Belgium. ___ 3. In Mini Europe Park you can see more than 20 mini copies of European countries. ___ 4. Strana Mini is a park for children. ___ 5. Yan knows a lot about famous places in Belarus. ___ 6. Mr Rambler filmed Yan to send the video to Nick.

c) Discuss with your partner.

1. Have you ever been to Strana Mini Museum? If yes, when and who with? If you haven't been there yet, would you like to go?

2. What famous places do you think you can see in this museum? Make a list with your partner.

3. a) Look at the information. Memorise as much as you can.

Place	Yan	Mr Rambler
Yanka Kupala Theatre: watch a play with Belarusian actors	✓	✗
Bielaviezhskaja Pushcha: see European bison and other wild animals	✓	✓
Lake Narach: swim in the lake	✓	✗
Nyasvizh Castles: walk in the famous Nyasvizh Park	✓	✓
Budslau: look at an old Budslau church	✗	✓

b) In pairs, play a memory game with your partner. Say which places Yan and Mr Rambler have been to and what they did there. Use phrases from Lesson 3 to speak about what they liked.

Example. *Yan has been to Yanka Kupala Theatre. He watched a play with Belarusian actors with his parents and he loved it.*

4. Interview your classmates. Find out which place in the list (ex. 3) is the most popular. What other places have your classmates been to? Use the questions for your interview. Report to the class.

1. Which places have you been to? What did you do there?

2. What other places in Belarus have you been to?

Lesson 5. CASTLES ON THE MAP

COMMUNICATIVE AREA

talking about a place to visit



1. a) Listen to the tongue-twister. Which letters are not pronounced?

Listen! You mustn't whistle in the castle!

b) Listen and repeat after the speaker.

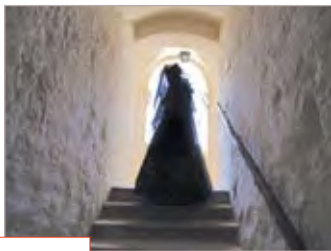
2. a) Look at the map. What do the letters N and M mean?



b) Do the puzzle.

Yan's father is a good driver, but his car is not very fast. It makes 60 kilometres an hour. It takes him 2 hours to get to Nyasvizh. How far is Nyasvizh from Minsk?

3. a) Look through the text and match the parts with the pictures.



Black Nun



A castle



Nyasvizh residence



Road sign saying:
Mir — 35 km

b) Read the text and choose the title for every part of the text from this list.

1. The ghosts of the castle.

2. The country of castles.

3. The residence of the Radzivils.

4. The red brick castle.

In old times people called Belarus the country of castles. ■ There was 35–40 km between them. Now there are many places in Belarus where we can still see these old castles.

A

Nyasvizh lies in Minsk region. It is one of the oldest towns in Belarus. ■ From the 16th century it was the residence of a rich family — the Radzivils. There is a monument to Radzivil-Sirootka in Nyasvizh.

B

The castle in Mir is older than the castle in Nyasvizh. ■ It dates from the 15th century. There is no other castle in the world like this one. The builders used red bricks for the castle. Since 1992 the castle in Mir has been a museum. This place is also famous for its beautiful park.

C

The castles are very interesting. ■ They are famous for their ghosts. The Nyasvizh ghosts are the Black Dame and the Black Nun. The Black Nun likes to play tricks on people. The ghost can push someone or break a mirror. And the Black Dame still walks in the castle. It's the ghost of Barbara Radzivil.

D

c) A blue square in each paragraph marks the place where a sentence was taken out from. Put the sentences back into the paragraphs.

1. Radzivil-Sirootka built a castle there in 1583. 2. Mir castle is in Grodna region. 3. Every rich man in old times had a castle. 4. Every castle has its history, legends and ghosts.



4. Answer the questions.

1. Have you ever been to Mir or Nyasvizh? 2. When did you go there? 3. What did you see? 4. Did you like the trip? Why? 5. If you haven't been to Mir or Nyasvizh, would you like to go there?

5. Think of three good reasons for visiting Mir and three good reasons for visiting Nyasvizh. Write them down. Exchange your notes with your classmate. Do you have the same ideas about these famous places?

6. a) Work in pairs. Think of good reasons for visiting your town or village. Make notes.

b) Compare your results with your classmates'. Who can find more reasons for a visit to the place where you live?

Lesson 6. UP, UP AND AWAY

ACTIVE GRAMMAR

than in comparisons

GRAMMAR REVISION

comparative adjectives

ACTIVE VOCABULARY

comfortable, a tourist, transport

1. Read the names of the capital cities in the box. Show them on the world map. What kinds of transport do you need to get to these places?

Mexico-city, Paris, Washington, Moscow, Beijing,
Nairobi, Minsk

2. a) Look at the pictures of places. Match them with the names of capitals in ex. 1.



The Great Wall



Indian pyramids
in Mexico



The White House,
Washington



Hi, I'm Mrs Chanel



Hi, I'm Miss Keino

Hi, I'm Mr Rodriguez




Hi, I'm Mr Vasilyev

Hi, I'm Mrs Zuo





D




Moscow
Kremlin

E



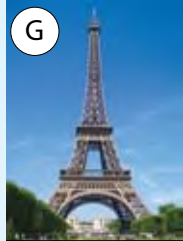
Animals in
a national park
in Kenya

F



Victory
monument
in Minsk

G



Eiffel Tower

b) Where have the tourists come from? What transport did they travel by? Use the chart below.

Mr Vasilyev	has come from	France	He	came by	balloon
Mrs Zuo		Mexico	She		train
Miss Keino		China	She		plane
Mrs Chanel		Russia	She		car
Mr Burger		Kenya	He		bus
Mr Rodriguez		the USA	He		boat



3. a) Listen to Part A and check yourselves.

b) Listen to Part B. How was the trip?

4. a) Compare the two sentences. Answer the questions below.

Boats are more comfortable **than** bicycles.
Cars are faster **than** trains.

1) For sentence 1, answer the following questions:

- How many types of transport is he speaking about?
- Is he comparing boats and bicycles?

2) For sentence 2, answer the following questions:

- How many types of transport is he speaking about?
- Is he comparing cars and trains?

3) In sentences 1 and 2, is the speaker comparing 2 types of transport or saying which transport is number one for him?

4) In sentences 1 and 2, which word helps compare two things? How do you say it in Russian? Do you put it before or after the adjective?

b) Answer more questions on pages 270–271. Check yourselves with the rules.

5. a) Look at the types of transport in ex. 2b and say which transport is *fast, comfortable, slow, interesting, cheap, expensive, dangerous.*

Example. *I think a plane is fast and comfortable, but it's expensive.*

b) Put the adjectives in ex. 5a in 2 groups: 1) those which make a one-word comparative form with the suffix *-er*; 2) those which make a two-word comparative form with *more*.

c) Compare the types of transport below. Write down your ideas. Compare using the adjective.

Example. *boats / balloons / slow — I think boats are slower than balloons. Or: I think balloons are slower than boats.*

1) balloons / planes / interesting

2) cars / buses / comfortable

- 3) boats / trains / fast
- 4) trains / buses / cheap
- 5) boats / balloons / dangerous
- 6) cars / planes / expensive
- 7) buses / planes / good

Boats are more comfortable than bicycles.
Cars are faster than trains.

d) Compare with your partner. How many ideas do you have in common?

e) Tell your partner:

- which types of transport you have travelled by;
- when was the last time you used this kind of transport;
- where you went.

6. Play the game “Compare it”.

Lesson 7. DREAMTIME TRAVELLER

ACTIVE GRAMMAR

comparative and superlative adjectives

1. Discuss with your partner.

Do you know any bloggers and / or vloggers (video bloggers)? What do they post about?

2. a) Read “Dreamtime Traveller” the part of the article “TopTenTeen Bloggers”. Answer the questions.

1. What is Réka’s blog about?
2. When did she start her blog?
3. What’s the most difficult thing for her to do?

b) Compare with your partner.

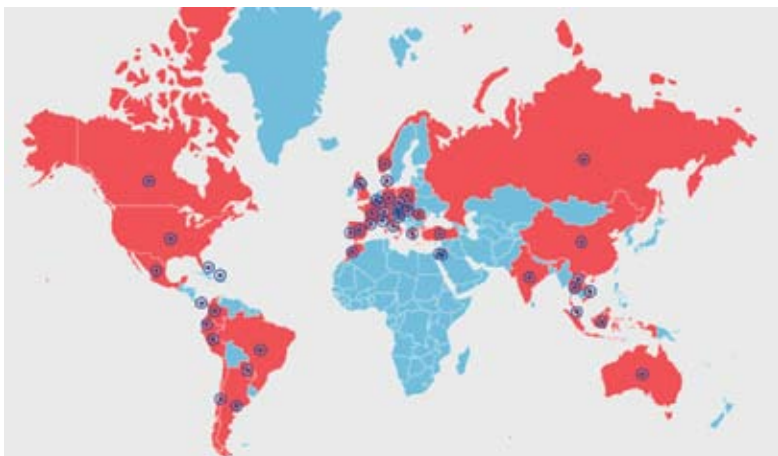
Dreamtime Traveller

And number 2 on our list is Réka Kaponay, a teen traveller telling her stories of the world since 2011, going



around the planet with her family and her twin brother. She's been to 52 countries on six continents, just look at her map. The girl from Australia has been to the most interesting cities, she has seen the most beautiful lakes and rivers, she has climbed up the tallest buildings, she has visited the oldest monuments in the world. **And still she says the most important experience of her travel is making friends** and the most difficult experience is saying goodbye to them. Thanks to modern gadgets and the Internet it is easier now to keep in touch, but Réka says it makes a different kind of friendship.

She's travelling because it was her family's dream and she wants to motivate other people to go after their dreams too. Really recommend going to dreamtimetraveler.com!



c) Would you like to follow her blog? Why? Why not?



3. a) Read the sentence in bold from the blog. Answer the grammar questions below.

1. How many important experiences did she have? Two or more?

2. How many important experiences does she compare? Two or many?

3. Is there any experience that is more important than making friends?

4. What is the superlative degree: “tall” and “important”? Find more similar examples in ex. 2b.

b) Study the rules on page 271 and answer more grammar questions on pages 268–271.

4. a) Look at Réka’s map and the chart below. Find out which countries Réka hasn’t visited yet.

b) Use the chart below to answer the questions.

1. Which is the largest country? 2. Which country has the biggest population? 3. Which country has the

coldest / hottest temperatures in winter? **4.** Which country is the furthest / closest to Belarus? **5.** What are these countries famous for? **6.** Which country is the most interesting to visit?

Country	Population, mln	Area, sq.km
Belarus	about 10	about 400 thousand
the USA	about 265	about 10 mln
China	about 1,200	about 10 mln
France	about 58	about 550 thousand
Kenya	about 28	about 580 thousand
Mexico	about 98	about 2 mln

Country	Temperature, °C		Famous for
	winter	summer	
Belarus	-1...-30°	1—30°	beautiful lakes, rivers and forests; nice people
the USA	-18...+20°	16—28°	Hollywood, skyscrapers
China	-18...-30°	20—28°	The Great Wall, silk
France	1—10°	16—24°	Paris, food, history
Kenya	14—24°	16—28°	national wildlife parks
Mexico	10—25°	25—35°	Indian pyramids, food

5. a) When Rèka travels around the world she tells a lot of interesting facts about the people and nature of different countries. Read the facts she posted in her blog. Put the adjectives in the superlative form.

1. Beavers have ... (**long**) teeth of all animals.

2. The Atlantic ocean is ... (**salty**).

3. A koala is ... (**lazy**) animal on the planet.

4. Lake Glybokae in Belarus is ... (**deep**) lake in the world.

5. Tigers are ... (**large**) members of the cat family.

6. Robin Hood's oak that grows in Sherwood Forest is ... (**old**) oak tree in the world.



b) Rèka made 3 mistakes. Work in pairs to find them.

c) Check with your teacher. How many did you find?

6. Imagine Rèka asked you to make a post for her blog about Belarus — its size, population, nature and wildlife and COMPARE it with one of the countries Rèka has visited. Write your blog post. Here are some ideas how to start your post.

Hi, I'm ... (name) from Belarus. Réka asked me to compare my country to one of the countries she's been to. I will tell you about Belarus and Mexico. Belarus is smaller and its population is smaller too, but it's greener. Also Belarus is colder than Mexico

Lesson 8. A TOURIST IN BELARUS

ACTIVE GRAMMAR

should / shouldn't

1. Play the game "I was a tourist". The student who says the last sentence is the winner.

Student 1: I was a tourist and I went to a museum.
 Student 2: I was a tourist, I went to a museum and I visited a zoo.
 Student 3: I was a tourist, I went to a museum, I visited a zoo and I

2. a) Look at some recommendations that tourists can hear. Match them with the place.

- | | |
|--------------------|---|
| 1) a souvenir shop | a) "You should try national food." |
| 2) a museum | b) "You should buy something nice to remember your tour." |
| 3) a café | c) "You shouldn't touch objects with your hands." |
| 4) a castle | d) "You should listen carefully to your guide." |



b) Answer the questions below.

1. What verb do we use to recommend something to a tourist: *must* or *should*?
2. What do you say when you recommend doing something: *You should...* or *You shouldn't...* ?
3. What do you say when you don't recommend doing something: *You should ...* or *You shouldn't...* ?

3. a) Read the recommendations. Ignore the gaps. What country is every tourist from?

1. When you visit my country you ... climb the Eiffel Tower because it's very beautiful. You ... go alone because it's dangerous: the tower is tall and you can fall.



2. If you come to my country, you ... go to the souvenir shop and buy a big bag coloured like our national flag, the Union Jack.

3. When tourists travel in my country, they ... see different animals in our National Park, for example elephants, rhinos and leopards. But they ... hunt them: many of them are endangered!

4. If you come to my country, I think you ... stay only in Minsk. You ... go to other beautiful places, for example you should visit Nyasvizh or Mir.

b) Complete the recommendations with *should* / *shouldn't* and verb.

4. a) Think about the city / town you live in. What tourists should and shouldn't do here? Write down 5 recommendations.

b) Work in pairs. Compare your lists of recommendations. Make one list of five things together.

c) Listen to the lists of your groupmates. Say what recommendations you disagree with.

Lesson 9. YOU SHOULD BE PROUD OF YOUR COUNTRY

COMMUNICATIVE AREA talking about your native land

1. Answer the questions.

1. Do you like your town / village? Are you proud of it?
2. Why are the people of Belarus proud of their country?
3. Would you like to travel around Belarus? Give your reasons.

2. a) Do the quiz:

1. Where is Belarus?

- a) in the centre of Asia
- b) in the West of Europe
- c) to the West of Russia

2. What is the population of Belarus?

- a) about 5 million people
- b) about 10 million people
- c) 1.8 million people

3. What is the area of the country?

- a) 207.6 thousand sq.km
- b) 442 thousand sq.km
- c) 130 thousand sq.km

4. How many regions are there in Belarus?

- a) 4 b) 6 c) 10

5. What are the colours of the national flag of Belarus?

- a) red and white
- b) red, blue and white
- c) red, green and white

6. In which region is Mir?

- a) Minsk region c) Grodna region
- b) Brest region

7. When did Radzivil-Sirootka build his castle?

- a) in the 16th century
- b) in the 15th century
- c) in the 11th century

8. Which lake is the largest in Belarus?

- a) lake Svitsyaz
- b) lake Asveyskaye
- c) lake Narach



9. Which is the longest river in the country?

- a) the Nyoman
- b) the Dnyapro
- c) the Zakhodniaya Dzvina

b) Check your answers.



3. Listen to the tongue-twister. Repeat after the speaker. Who is the fastest?

Swan's swimming over the
sea — swim, Swan, swim!
Swan swam over the sea.
Well swum, Swan!



4. a) Make up as many true sentences as you can.

We

should

shouldn't

be proud of our Motherland.
be good to nature.
build new museums.
go camping in national parks.
hunt animals in pushchas.
pick flowers in the forests.
grow beautiful gardens.
know the history of our country.
cut down trees.
keep national parks clean.
kill animals.
make fires in the forests.
help animals and birds in winter.
know our national symbols.
help animals in danger.

b) Compare with your partner, then — with another pair.

5. a) Look at the pictures A. and B. Should we be proud of these places? Why?

b) Work in two groups. Prepare to speak about your sights. Use the bubbles below for help.

GROUP A

Speak about the largest forest.

national
wildlife
lies in
famous for
a nice place to study nature



Speak about the largest lake

(80 km large, 25 m deep).

lies in
thick forests around
a wonderful place for holidays
famous for

GROUP B

c) Work in pairs. Tell your partner from the other group about the sights in your picture.



Lesson 1. UNUSUAL THINGS

ACTIVE VOCABULARY

believe, terrible, imagine, imagination, unusual, a magician, an alien, mystery, a myth, reality

1. Look at the picture. What can you see in it? What do you know about this monster?



2. a) Listen to the radio programme. What is it about?

b) Listen and follow in the book. Guess the meaning of the words in bold.

c) Read the script of the programme. Answer the questions below the text.

Loch Ness Monster

Close your eyes. Imagine that you are in Scotland. You are standing near a beautiful lake. It is Loch Ness. Look, there's an unusual animal in the lake! What is it? It's coming nearer and nearer. Oh, my God! It's got a long neck, a small head and a large ugly body. It's terrible! It's a monster!

Don't worry! It's only your imagination. But people want to know what Nessie is. Is it a myth or a reality? Or is it a mystery? What do you think?

Do you believe in terrible monsters? Do you believe in aliens, ghosts and magicians? Some people do, some people don't. What about you?

1. Do all people believe in terrible monsters? 2. Is there a monster in Loch Ness or do people just imagine it? 3. Is Nessie a terrible monster? 4. Is Nessie an unusual fish?

d) Do you believe in Nessie? Why? Answer the questions in the text of the programme. Have you ever seen any unusual things?

3. a) Do a survey. Ask your classmates: *Do you believe in ... ?*



Yes, I do. I've seen a

Do you believe in ...?

No, I don't. There are no

b) Report to the class.

Example. *My classmates believe / don't believe in*

4. Complete the story with the new words of the lesson.

My brother is five years old. He likes telling ... stories. He often ... things. He's got a very good On Sunday he told me about green ... from Saturn. Yesterday he told me

about a ... monster and an old ... , but I didn't ... him. The ... is, he just watches too many ... films on TV.

5. a) Interview your partner.

1. Do you like listening to ghost stories? 2. Do you like books about magicians? 3. Do you like films about aliens? 4. Have you ever seen anything unusual? 5. Do you know someone who often imagines things? 6. Do you always believe people who tell unusual stories? 7. Do you have a good imagination? What about your friends? 8. Do you like myths and mystery stories? 9. What is more unusual: myths or reality?

b) Report the most interesting answers to the group.

6. Work in pairs or groups. Make your radio programme.

a) Complete the sentences below.

Close your eyes. Use your imagination. Imagine is an unusual is / isn't terrible. Do you believe in ...?

b) Present your radio programme to your classmates.

Lesson 2. WHAT WERE YOU DOING?

ACTIVE GRAMMAR

the Past Continuous Tense

ACTIVE VOCABULARY

to hang

1. Answer the questions.

1. What do you think is hanging in the sky in the photo? 2. Do you believe in UFOs?

2. a) Nick's father is a reporter. He writes about unusual things. He's interviewed 3 people who saw a UFO ['ju:fəʊ, ,ju: ef 'əʊ] yesterday. One of them took a photo of the UFO. Who do you think it was?





b) Listen to Nick's father interviewing 3 people who saw a UFO yesterday. Check your predictions.



I was taking photos at that time.

What were you doing at eleven o'clock last night?

When I came back 5 minutes later, the UFO wasn't hanging in my yard.



c) Listen again. Mark the statements true (T) or false (F). Correct the false ones.

1. The man saw the UFO at about 11 o'clock. ___
2. He was looking out of the window at that time. ___
3. The UFO was hanging in the sky. ___
4. Mike saw the UFO at 10 o'clock last night. ___
5. The UFO was flying above him. ___
6. He was walking his white tiger. ___
7. Mrs Mitchell saw the UFO in the park, above the rose bushes. ___
8. When she first saw the UFO, it was hanging in her yard. ___
9. At 23:05 the UFO was flying away. ___



3. a) Read the sentences from the interviews. Study the rules and answer the grammar questions on page 264.

b) Put the verbs in the sentences in the Past Continuous Tense.

1. When I saw Nessie, it ... (**swim**) near the boat.
2. At 5 o'clock yesterday the magician ... (**cook**) soup.
3. At that moment Barbara's ghost ... (**walk**) along the corridor.
4. What you ... (**do**) then? — I ... (**look**) at the white tiger.

5. The witch ... (not/sleep) when I opened the door. 6. Was the yeti ... (sit) or ... (stand)?

the Past Continuous Tense
was / were + V_{ing}

4. Play the guessing game. Look at the time card the teacher has given you. Do you remember what you were doing at this time on Sunday? Let your classmates guess.

Were you sitting in a UFO
at 6 o'clock yesterday?

No, I wasn't.

Yes? I was.

5. a) Write what Nick was doing at that time yesterday. Use the pictures.

Example. At 6 o'clock yesterday he was getting up.



b) What were you doing at the same time yesterday?
Write a report.

6. Interview your partner.

1. Have you ever seen a UFO?
2. Do you know someone who has seen a UFO?
3. When was it?
4. What were they doing at that time?
5. What was the UFO doing?

Lesson 3. PLACES AND LEGENDS

ACTIVE GRAMMAR

the Past Continuous and the Past Simple tenses with *while* and *when*

1. What can you see more often in life: UFOs or castles? Have you ever seen a king's castle? Where and when was it?

2. a) Yan got a letter from Nick. There were some unusual names in the letter. They were *King Arthur*, *Tintagel* and *Merlin*. Match the names and the descriptions in the boxes.

a place in England, near the sea, where Merlin found the future King Arthur

a famous magician, found a baby near the sea and later made him a king

a famous king, lived in Britain 1,500 years ago

b) Nick has also sent Yan some photos. What can you see in the photos?



3. a) Read a part of Nick's letter. Has Nick been to all the places in the photos?

I've been on a trip to Tintagel! It was fantastic! First of all we went to King Arthur's Hall. When the teacher was telling us about the famous king, I looked at the portrait on the wall. It was King Arthur's portrait. Believe it or not, he was looking at me! It was terrible!

Then we went to another hall. There we saw the Round Table with the names of the bravest people in the land. We came up to an unusual stone chair. It was King Arthur's chair. I sat down on it and imagined I was Arthur. I was sitting in the chair when Nigel took a picture.

After that we went to the sea. First the teacher showed us Merlin's cave. It was a pity but we couldn't get in the cave. When we were visiting Tintagel, the sea came in and the cave was full of water. So we went to the old castle.

The weather was fine and the sea was blue and beautiful. While we were leaving Tintagel, I took some photos of the old castle.

b) Look through the letter again. Put the names of the places Nick has visited in the correct order and match them with the pictures.

c) Describe what was happening at each of the places.



4. a) Use the text to complete the sentences below. Study the chart and answer the grammar questions on page 264.

WHEN + the Past Simple, the Past Continuous
WHILE + the Past Continuous

1. I ... in the chair when Nigel ... a picture.
2. When we ... Tintagel, the tide ... high.
3. While we ... the hill, I ... down.

b) Fill in *when* or *while*.

1. ... I was watching TV, Mum was reading. 2. ... I came into the room, he was sleeping. 3. ... we were visiting London, it was raining. 4. She was dancing, ... I first saw her. 5. Mary was cooking, ... the phone rang. 6. ... he was thinking, the bus left.



5. a) Listen to the chant. What were the unusual creatures doing when Nick's father saw them?

- I went to the river.
- And what did you see?
- I saw two green aliens. They **were** looking at me.
- I went to the forest.
- And what did you see?
- I saw a white tiger. It **was** smiling at me.



b) Listen again. Match the words in bold with the transcription in the box.

1. [wə]
2. [wəz]

c) Listen and repeat. Learn the chant by heart.

6. a) Interview your teacher about a visit to a famous place.

1. Where did you go? 2. What was the weather like that day? 3. What was happening when you got there? 4. What did you see when you were there?

b) Use the questions in ex. 6a to describe your visit to a famous place.

c) Work in groups. Tell your stories. Whose story is the most interesting?

Lesson 4. MAGIC TOUCH MYTH

ACTIVE GRAMMAR

the Past Continuous and the Past Simple tenses in contrast

ACTIVE VOCABULARY

to appear, to disappear, to wear, to turn into, to punish, a god, magic, gold, golden

1. a) Complete the chart.

Person	Thing
magician	...
...	music

b) What is your favourite magic story? Have you read any myths?

2. a) Look through the story in 2c and answer the questions.

- What is the name of the king in the picture?
- Did people believe in one god or in many gods in the times of King Midas?



b) Put the parts of King Midas's story in the logical order.



c) Listen to the myth. Check your guesses.

A. Once upon a time there lived a king. His name was Midas. He loved gold very much. Midas wanted to have more and more gold. There was only one thing he loved more than gold. That was his daughter.

B. The next day King Midas got up early and ran into the garden. He touched a rose and it turned into a golden flower. "Magic," Midas said. He was happy.

Then he came to breakfast, but he couldn't eat. Everything he touched turned into gold. He wanted to drink some water but the water turned into gold. The king became less happy.

C. King Midas was crying over his daughter when the same young man appeared and asked him, "Are you happy now, Midas?"

"No, I'm very unhappy. I have lost all that my heart really loves. I hate my golden touch. All I want right now is to have my daughter back."

D. Then his daughter came in. King Midas kissed her good morning and the girl turned into a golden statue. She was now wearing a golden dress and a golden crown. Her hair was golden. Her golden hands were cold. Midas was very unhappy. "The gods have punished me because I liked gold so much."

E. One evening when Midas was counting his gold a young man **appeared** before him. The man was a magician. He asked Midas, "Are you a happy man? Do you have all you want?"

Midas answered, "I'd like to be richer. I'd like to have a golden touch. I want to touch things and **turn** them **into** gold. Only then will I be happy."

The magician gave King Midas the golden touch and **disappeared**.

d) Look through the text again. Guess the meaning of the words in bold.

e) Find in the text and read out all the phrases with the word *golden*. Which of these cannot be golden: years, boy, days, girl, sand and fish?

3. Correct the false statements.

1. King Midas wanted to turn into a magician. 2. King Midas touched things and they disappeared. 3. When King Midas turned a rose into gold, he was unhappy. 4. The magician appeared again when Midas was having dinner. 5. The gods punished Midas's daughter because she was a terrible girl.



4. Imagine you live in the time of King Midas. Make the story more interesting. Add detail.

1. Was the sun shining when King Midas met a magician? 2. Was it raining when King Midas met the magician a second time? 3. What was King Midas wearing when he met the magician? 4. What was the magician wearing when he appeared in front of King Midas? 5. What was King Midas's daughter wearing when her father kissed her good morning? 6. Why did the gods punish King Midas?



5. a) Answer the grammar questions on page 264.

b) Use the Past Simple or the Past Continuous tenses.

Past Continuous

~~~~~

The sun **was shining** when the magician appeared.

Past Simple



1. While we ... (**talk**), the cat (**disappear**). 2. It ... (**rain**) when the UFO ... (**appear**). 3. When I first ... (**meet**) her, she ... (**wear**) a long dress. 4. Gods ... (**turn**) Midas's daughter into a golden statue when he ... (**kiss**) her. 5. Gods ... (**turn**) Midas's daughter into a golden statue while he ... (**kiss**) her. 6. The day was great! The sun ... (**shine**) and the snow slowly ... (**turn into**) water. He ... (**open**) the window.

**6.** Play the game "Magic Touch". Write a sentence like the one in the example. Cut your sentence into two parts. Put the parts into two different boxes. Mix the slips of paper in each box well. Draw a slip from each of the boxes. Put the two pieces together. Say "Magic Touch." Read a new sentence. Have fun.

**Example.** *When I was looking out of the window, I saw a black cat.*

## Lesson 5. MYSTERY QUEEN

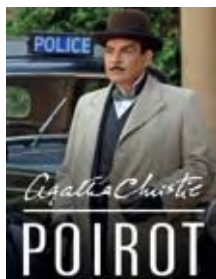
### ACTIVE GRAMMAR

from ... to ...; the Past Simple and the Past Continuous tenses in contrast

### ACTIVE VOCABULARY

imaginary

**1. a)** Do you know any of the book and film characters in the pictures? What do they have in common?





**b)** Have you read any mystery books? Have you seen any mystery films? Tell your partner about them.

**2. a)** Look at the photo of a girl. What do you think she did for a living when she grew up?



**b)** Listen to the article and follow in the book. Get ready to explain the title.

### The Queen of Mystery from A to Z

Agatha Christie, the most famous mystery writer of all time, wrote many books, but she was always thinking about a new one. Actually, she planned most of her mystery stories while she was washing the dishes. Can you imagine?

She was born in 1890 in Devon, next to Cornwall with its historic Tintagel castle and the legends of King Arthur and Merlin. As a child, Agatha spent most of her time playing with her pets and she had imaginary friends. She was home-schooled. At the age of four, she started reading. Her mother was a good storyteller, but little Agatha always had a better idea of how the story should end. At 18, she wrote her first story — about the paranormal. Soon, her first book was out.

Usually she wrote from 2 to 3 books a year. In her books, there is a bad person who commits a crime\*. There is also a detective who catches the bad person with the help of logic. Her books show that you can solve any mystery if you use your imagination. Reading them is like playing a game!

One of her best books for teenagers to read is “Peril\*\* at End House”. This story takes place in St Ives in Cornwall. The beautiful sandy beaches, the bright blue sea will help you relax while Hercule Poirot [eəkju:l pwa:rəʊ] — her imaginary detective — is solving the mystery of “whodunit” (-who’s done it). Poirot and Miss Marple — the most-loved detectives — have appeared in TV shows and films.

imagine — imagination — imaginary

Throughout her long life, Agatha Christie travelled to many countries and places: from America to New Zealand. She wrote mystery stories from 1916 to 1976, the year when she died. The golden girl in the photo turned into the queen of mystery. Isn’t it a mystery that even today people from Australia to Zimbabwe read her stories?

**c) Use the article above to answer the Why-questions.**

1. Why did Agatha Christie have a good imagination?
2. Why are her books interesting to read?
3. Why is Agatha Christie so famous?

---

\* commits a crime — совершает преступление

\*\* peril = danger





**3. a)** Look through the phrases in blue in the text. What kind of words do we usually use to complete *from ... to ...* phrase?

**b)** Make similar phrases using the words in the columns below.

head, the beginning,  
morning, paper dolls,  
pupils, young children;

toe, night, teachers, old,  
a mountain bike, the end

**c)** Use your imagination to make sentences with the phrases you constructed in ex. 3b.

**Example.** *The magician was wearing black from head to toe.*

**d)** Are the phrases in green in the article similar to the phrases in blue? Complete the sentences below with your own ideas.

In Belarus, children go to school from ... to ... (1). They have summer holidays from ... to ... (2), autumn holidays from ... to ... (3), winter holidays from ... to ... (4) and spring holidays from ... to ... (5). Every day, from ... to ... (6) schoolchildren spend time at school. The pupils of primary school usually have from ... to ... (7) classes a day, older pupils have from ... to ... (8) classes a day. Schoolchildren usually spend from ... to ... (9) hours on their homework. However, they also have various hobbies: from ... to ... (10).

**4.** Find examples of the Past Continuous Tense in the article. Translate the sentences into your language. Do the verbs you use in the translation answer the question *что делал? or что сделал?*

**5. Discuss the questions below with your partner. Report to the group.**

1. Which facts in the article do you find the most interesting?
2. Have you ever read books by Agatha Christie? Would you like to? Why?
3. What do you think 'whodunit' stands for?
4. Would you like to be a mystery writer?
5. Who is your favourite imaginary detective?
6. Would you like to be a detective? Why?

## Lesson 6. LET'S PLAY DETECTIVES!

### ACTIVE GRAMMAR

questions and short answers with the Past Continuous and the Past Simple tenses

### ACTIVE VOCABULARY

*suddenly*

**1. a)** In the picture, there is a small seaside town of St Ives in England. What do you remember about it from the previous lesson?



**b)** Look at the pictures. Match them with the words in the box.

kitten, cat, sack, wife, St Ives



**c)** Listen to the riddle (a puzzle that has a clever answer). Try to solve it. Explain your answer.

wife — wives

## 2. Would you like to be a real detective? Play the “Mime-n-Memory” game.

A. Step 1. Choose “It”. This student goes out of the classroom.

Step 2. Get a card from your teacher.

Step 3. When “It” comes back into the room, every student has to mime the action on their card for some time.

Step 4. When the teacher says “Stop”, “It” has to say what each student was doing when he / she came in.

**Example.** *When I came in, Tim was drawing a picture. Liz was washing the dishes.*

B. Step 1. Choose a new “It”.

Step 2. When this student leaves the room, the other students swap the cards and repeat the activity.

Step 3. Play several rounds more.

Step 4. Vote: Who is the best “It”?

C. For the final round, everyone gets a card and does the activity. Then, students sit down and in 3 minutes write down what the other students were doing. The winner is the student with the largest number of sentences.

## 3. a) In the dialogue below, the detective is asking the boy (picture A) about what happened. Read the dialogue. Fill in the missing words.

— ... you going to your friend’s birthday party? — Yes, I ... .

— ... you cycling to the party? — Yes, I ... .

— ... you suddenly feel very tired? — Yes, I ... .

— ... you sleep on a bench in the park? — Yes, I ... .



- What happened then? — I woke up when it was late.
- ... your bike disappear while you ... sleeping? — Yes, it ... .



**b) Listen and check yourselves. What do you think the words in bold mean? What tense of the verb do we usually use with *suddenly*?**

**c) Help the detective finish up writing a report about what happened to the boy.**

**Example.** *Yesterday John Doe was cycling to his friend's birthday party....*

**4. Use your deductive skills. Work in pairs. Ask and answer Yes / No questions and *What happened then?* to discover what happened to these people.**

**5. Write "a report" about what happened in each picture.**



(B)



(C)



(D)



(E)

## Lesson 7. WHY THE BAT SLEEPS IN THE DAYTIME

### ACTIVE GRAMMAR

the Past Continuous and the Past Simple tenses in contrast

### ACTIVE VOCABULARY

*naughty*



### 1. Practise deduction. Listen to the description. Follow in the book. Guess the animal.

It is an unusual animal. It is small and black. It disappears in the daytime because it sleeps at this time. It appears at night and looks for food. Some people are afraid of this animal. They tell terrible stories about it. They say this animal can turn naughty kids into vampires. Please, don't believe these stories, because this animal eats only fruit and flowers. In Australia people call it "a flying fox". It isn't a bird, but it can fly.

### 2. Look at the picture. It describes an Australian myth. What do you think it is about?

1. What animals can you see? 2. What are the people in the picture doing? 3. Can you tell the story?



### 3. a) Listen to the myth. Choose the best summary.

- A. The god punished the bat because the bat wanted to sleep in the daytime.
- B. The god punished the bat because his nest was hanging upside down.

C. The god punished the bat because he wanted to teach him a lesson.

D. The god punished the bat because he wasn't a bird.

**b) Listen to the myth again. Answer the questions.**

1. What is Yindingie [jɪˈdɪndʒɪ]? What is Beerall [ˈbɪəˌrɔːl]? 2. Who taught people, animals and birds how to live? 3. What did the naughty bat do while the god was teaching the birds? 4. What did the bat want from the god? 5. What did the god do with the bat? 6. Did the bat like hanging head down? 7. Why does the bat sleep in the daytime?



**4. a) Look at the pictures again. Now that you know the myth, is it easy to understand it from the pictures?**

**b) There are words in the myth that help understanding. Read them.**

| The beginning       | The middle       | The ending        |
|---------------------|------------------|-------------------|
| Once upon a time... | After a while... | And since then... |

**Put the words and phrases below into three groups to use at the beginning, in the middle and at the end of the story.**

Long-long ago... Then... When... After that ... While...  
That's why... Way back... Long ago and far away...  
Suddenly...

**c) Use the words and phrases above to tell the story of the bat. Take it in turns to say one sentence each.**

**5. a)** Read the story the teacher has given you. Get ready to tell this story to your classmates. Use the words and phrases from ex. 3 to make it clearer.

**b)** Go around the classroom. Tell your story to your classmates. Whose story do you think is the most interesting and unusual?

**6.** Write down your story.

## Lesson 8. MAGIC TIME

### COMMUNICATIVE AREA

talking about Christmas

**1. a)** Read the poem. Guess the name of the man.

While the kids were playing outside,  
Someone in red was taking a ride.  
Can you guess who the old man was?  
It was the kids' best friend ...!



**b)** Listen. Check your guess. Can you learn the poem by heart in one minute?



**2. a)** Nick's friends spoke about Christmas. Listen to what they said. Answer the questions below.



1. What is the best thing about Christmas for you?
2. What is a carol?
3. Is Christmas dinner unusual?
4. Why do you put a stocking at the end of the bed?
5. How do you decorate a Christmas tree?
6. Do you always buy Christmas cards?

**b) Listen again. Correct the mistakes in the following statements.**

1. On Christmas morning children can find their presents under the table.
2. At the end of the Christmas dinner people usually pull a Christmas cracker.
3. People don't like to make Christmas cards.
4. Children sing carols only at school.
5. Before Christmas children put out their shoes for presents.

**c) What Christmas symbols and traditions can you name?**

**3. Answer the questions about you and your country.**

1. Can you imagine Christmas or New Year without the Christmas tree and presents?
2. What do people eat for Christmas?
3. Do they sing carols?



**4. a) Read and listen to the Christmas story. Why was Christmas magic for Henry?**

It was cold in the village of Galgate. It was warm in the hearts of the people. Christmas was coming. The people of Galgate were getting Christmas cards, decorating the Christmas trees.

Naughty Elaine was walking home with her father. She wanted to have the best Christmas present in the village. Elaine closed her eyes. She imagined a new dress and pretty dolls under the Christmas tree.



Henry, the shoemaker, was sitting by the window. He was sad. “People are so happy at Christmas. They get presents. I won’t get any presents. I haven’t got any family or friends,” he told his bird.

Then Maureen, the poor farmer, came to his shop and asked him to fix an old pair of shoes. She was crying when she said, “Please, help me. My little granddaughter Pat has no other shoes.”

That night, when Henry was sleeping, he had a dream. An angel told him, “Christmas is magic. But good people can make magic too. Don’t give rich presents. Be kind to people. What goes around comes around.” Now Henry knew what to do.

Next morning he got up very early and started making boots. They were beautiful warm boots, good for a princess. The boots were ready in four hours. He put them in the window and people went by and said, “These boots would be the finest present for any girl.”

Elaine wanted to have the boots, but they were not for her. They were for the poor girl who was sitting at home and looking at the children playing in the snow. Henry ran to Maureen’s house and gave little Pat the boots. He saw her happy eyes and he understood that he had the best Christmas present — a friend. Now he believed in Christmas magic.

**b) In groups of four, tell the story. You are Henry, Elaine, Pat or Maureen.**

**c) What good things can you do to people around you?**



**5. Sing *We wish you a Merry Christmas*.**

## Lesson 9. CHECK IT TWICE — NAUGHTY OR NICE?

### GRAMMAR REVISION

the Past Simple, the Present Perfect, the Future Simple tenses, *should*

**1. Work like a “detective”. What seasonal holiday hides here: CHARTISMS?**

**2. Compete in two teams. Answer the questions of the quiz.**

1. What kind of animals pull Santa’s sleigh? — R...

2. Where does Santa live? — T... N... P... .

3. How many days are there to the traditional Christmas festival? — ... .

4. Can you complete the lines form the Christmas song?

Jingle bells, jingle bells, jingle all the way,

Oh, what fun it is to r ... in a one-h ... open s...!

5. What is the date of Russian Christmas? — (day and month)

6. What is the general name of Christmas songs, especially religious ones? — C...

7. What is the name of the piece of clothing that children hang up at the end of their bed for presents on Christmas night? — S... .

**3. a) Santa has a special Christmas gadget — NICE-O-METRE. It generates questions helping him see who has been naughty and who has been nice this year. Answer the questions below and see if you’ve been naughty or nice, or, maybe, both.**



## Are You on Santa's Naughty or Nice List?

1. Which list were you in last year?  
a) Nice      b) No idea      c) Naughty
2. What do you think of Santa?  
a) He's the best.  
b) Sometimes, he's rather cool.  
c) I don't believe in Santa.
3. What do you usually leave for him on Christmas Eve?  
a) His favourite food.      b) Nothing much.  
c) Something silly.
4. What do you think you'll get this year?  
a) I hope I'll get something nice.  
b) A silly sweater — as usual.  
c) A bag of money!
5. Have you been a good friend this year?  
a) I always am.  
b) I should have been a better friend.  
c) I've got no friends.
6. How clean is your room?  
a) Very clean.      b) I clean it sometimes.  
c) To tell you the truth, it's organized chaos.
7. What's the nicest thing you have done this year?  
a) I helped many people.  
b) I got money from my parents and bought my friend a present.  
c) I've done many good things for myself.

**b) Read the comments at the end of the lesson. Do you agree with them. Report to the class.**

**4. a) Work in pairs. Help make more questions for the Nice-O-Metre.**

**b) Use them to interview your classmates.**

### c) Tell the class ...

- ... who has been the naughtiest;
- ... what your classmates should do to get on the “nice” list next year;
- ... who has been the nicest.

### Comments

Only As: Wow! You’re a goody-good, an angel! You’ve been super nice: a fantastic son / daughter and an excellent student. Of course, you’re on Santa’s “nice” list, no coal for you this year. Santa has a very special present for you!

Mostly As: Not bad, not bad at all! You’ve been quite nice. You’re a friendly, loving and kind person — most of the time. Of course, you had your ups and downs. But you usually worked hard and helped your friends and parents. You’ve got a place on the “nice” list.

Mostly Bs: You’ve been sort of nice. You were sometimes good at home and sometimes good with your friends. But you should be nice with all people, your neighbours and classmates. Then you’ll get a good present from Santa. If you are nice and friendly till the end of the year, you will be on Santa’s “nice” list and Santa will have presents for you.

Mostly Cs: You haven’t got on the “nice” list yet. You’ve been naughty. Coal for you this year! You should work more at school and be better at home. You have some time to become better and get presents from Santa. I’m sure, with time you’ll cross over to the “nice” list.

Only Cs: Are you a monster?

**5. a) What’s the most interesting story you have read / listened to in this unit? Why do you think so?**

**b) Watch a film about Christmas in English. Get ready to retell its plot to your classmates after the holidays.**



## Lesson 1. WHAT A MESS!

### GRAMMAR REVISION

*some / any / no*

### ACTIVE GRAMMAR

*something / somebody (someone), anything / anybody (anyone), nothing / nobody (no one)*

### ACTIVE VOCABULARY

*a chore, mess*

**1. Work in pairs. Are any of the sentences below true for you?**

1. I don't do any housework because my mum does it.
2. I enjoy some household chores.
3. I have no time to tidy my room.
4. I don't know any children who enjoy housework.
5. Some chores are really boring.

### HOUSEHOLD CHORES



**2. a) Look at the sentences in ex. 1 and match the two columns.**

**b) Study the rule on page 274 to check your answers.**

|      |   |      |
|------|---|------|
| some | — | or ? |
| any  | — |      |
| no   | + |      |

**3. a)** Do the words in the box describe THINGS or PEOPLE (bodies)? Put them into 2 columns: *Something* or *Somebody*.

children, parents, glasses, lemonade, a boy, a sandwich

**b)** Look at the words below. How many new words can you build?

some, any, no, body, thing

**c)** Revise the rule on page 274 to check your ideas and answer the questions on page 276 .

**4. a)** Look at the picture. Choose the right words to complete its description.

1. There isn't *anyone* / *nobody* in the room. 2. There is *something* / *nothing* on the bed. 3. There isn't *nothing* / *anything* on the chair. 4. There is *something* / *someone* under the chair. 5. *Nobody* / *Somebody* has had a picnic in the room. 6. *No one* / *Anyone* has cleaned the room.



**b)** What has happened in the room? Who is saying the words in the picture?



**c)** Listen to the conversation and check your ideas.

**5. a)** Read the conversation and fill in the gaps with one of the *-thing* or *-body* pronouns.

**Mum:** Hello! Nick, Rosie? Is ... (1) at home? There is ... (2) in the kitchen. There isn't ... (3) in the living room. Where are they? Ah, there's ... (4) in the bedroom! Here you are!

**Nick and Rosie:** Hey, mum!

**Nick:** We are having a picnic in our bedroom.

**Mum:** Oh my god! What a mess!

**Nick:** Don't worry. We'll clean it up! I'll tidy the room and Rosie will wash the dishes.

**Rosie:** I am tired. I am not going to do ... (5)!

**Nick:** Rosie, stop it!

**Rosie:** Ok, ok. I'll help you.

**Mum:** All right, then, kids. Is there ... (6) to drink? I am thirsty.

**Nick:** ... (7). We've drunk all the lemonade.



**b) Listen and check your answers.**

**c) Does your mum often say the words in the picture in ex. 4a? Why? / Why not?**

**d) Role-play the conversations in groups of three.**

**6. Work in groups. Change the "What a mess!" conversation, practise and then role-play it in front of the class.**

## Lesson 2. APRON CALENDAR

### ACTIVE VOCABULARY

*to make the beds, to do the washing, to do the ironing, to tidy up, sweep the floor, to lay the table, to do the washing up*

**1. a) Work in pairs. Match the verbs with words in the box. How many word combinations have you made?**

do  
make  
clean  
wash  
water

breakfast, the plants, the beds,  
the shopping, the shoes, the floor,  
the house, your pet's cage,  
the flowers, the dishes, the housework,  
the clothes

**b) Who in your family does these chores?**



**2. a)** What do you know about Cinderella? Is she hard-working? Listen and say what happened to Cinderella.

**b)** Listen to the Cinderella's story again and look at the pictures below. Match the actions with the pictures A–H.



make the beds  
do the washing up  
do the ironing  
do the cooking

do the washing  
sweep the floor

lay the table  
tidy up

to do the washing up =  
to wash the dishes

**c)** Do you do any housework? Do you have any household chores? What work about the house did you do last week?



**3. a) Read the story about Cinderella's cousin Dixie and answer the question at the end.**

### An Apron Calendar

New Year's Day came and Dixie did not have a new calendar. "How can I know what day it is?" She asked her dog Pixie. "Oh, I know! I'll make seven aprons. I'll wear the blue one on Monday when I do the washing. Every Tuesday I do the ironing.



The yellow one can be my ironing apron. When I tidy up on Wednesday, I'll put the pink one on. For Thursday I will make a green apron. I usually water the plants on Thursday. Friday is a market day. I'll wear the purple one when I do the shopping. I'll wear the red one on Saturday when I do a lot of housework. I sweep the floor in all the rooms and wash the dishes. The white one will be for Sunday. I'll do the cooking, lay the table and, of course, I may have somebody for tea."

One morning something strange happened. Dixie woke up, made her bed and went to the kitchen. But she couldn't find her nice aprons anywhere. "Has anybody seen them?" she asked. But nobody could help her. Suddenly Dixie looked under her bed and saw her dog Pixie. He was sleeping on her aprons. "My calendar!" she cried. "Bad dog!" Dixie was very unhappy.

Then somebody knocked at the door. It was the Postman. Dixie went to the door, and what do you think he had for her?

**b)** Talk in pairs. Help Dixie to find the right apron for each day of the week.

**Example.** *Dixie wears the blue apron on Monday when she does the washing.*

**c)** What do you do every day?

**Example.** *On Monday I always do the shopping.*

#### 4. Play in pairs.

**Student A:** You are mum / dad. Ask your son / daughter to do different things about the house until he / she agrees.

**Student B:** You are a son / daughter. Read the card the teacher has given to you. Agree to do this job only. Explain why you can't do the other housework.

**Example.**

1. — *Do the ironing, Kate.* — *Can I do it tomorrow, mummy? I'm very busy. I'm doing homework.*
2. — *Do the washing up, please.* — *OK, Mum.*

## Lesson 3. HELP ABOUT THE HOUSE

**ACTIVE VOCABULARY** *a washing machine, a cooker, an iron, a dishwasher, a vacuum cleaner, to be good at*

### 1. Discuss the questions below.

1. Cinderella is good at doing housework, isn't she?
2. What about her cousin Dixie?
3. What housework are you good at?
4. What are you not very good or bad at?





**2. a)** Listen to the names of the machines in the pictures and put the words in the box into the right order. Then listen again and repeat.



a washing machine, a fridge, a cooker, an iron,  
a dishwasher, a vacuum cleaner

**b)** Fill in the gaps with the names of the machines above.

1. Put the dirty glasses into the ... . 2. The temperature in the ... is 4—6 °C. 3. I throw my dirty clothes into the ... . 4. You can warm up the soup on the ... . 5. The ... is too hot for this dress. 6. Take the ... and clean the floor, please!

**c)** What are these machines for? Write sentences.

**Example.** *A washing machine is for washing clothes.*

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

1. Do you have an electric or a gas cooker? Is it easy to use? 2. What machines are not easy to use? 3. Do you

have a dishwasher? Who loads and unloads it? **4.** Would you like to have a robot vacuum cleaner? **5.** What machine do you think is the most important? Why?



**4. a) Listen to Yan and Nick talking about the things they do about the house. What problem has Nick got?**

**b) Listen again. Are the statements below true or false? Correct the false ones.**

**1.** Rosie is really good at doing the housework. **2.** Nick sweeps the floor every day. **3.** Rosie can't unload the dishwasher. **4.** Yan doesn't help about the house. **5.** Nick's mum always does the washing up. **6.** Yan has got a robot at home.

**c) Work in pairs. Check your memory.**

**1.** What housework do the boys do? **2.** Who does the other things in their families? **3.** What machines do the boys mention?

**5. a) Write 3–5 things you do about the house you are good at and 3–5 things you are not very good or bad at.**

**Example.** *I'm good at unloading the dishwasher. I'm not very good at laying the table. I always forget something.*

**b) Walk around the class. Ask questions. Find someone who is good at the things you are not very good at.**

**Example.** *Are you good at laying the table? — Yes, I am.*

**c) Report to the class.**

**Example.** *I'm not very good at laying the table, but Tania is really good at it.*

## Lesson 4. SCHOOL SURVEY

### ACTIVE GRAMMAR

something / anything / nothing, somebody / anybody / nobody

### ACTIVE VOCABULARY

dust, do the dusting, everything, everybody

**1.** Describe the pictures below. Are they real photos or are the people models? Explain why you think so.



**2.** Read the quotes about housework below. Do you agree or disagree with them? Which quote is more fun?

1. Everybody likes to make a mess, but nobody likes to clean it up. 2. A clever person can always think of something better to do than housework. 3. There is no need to do anything about the house at all. After the first four years the dirt doesn't get any worse. 4. The key to a clean house: throw out everything you never use.



**3. a)** James Downey is a school reporter. Listen to him doing the school survey. What is his survey about?

**b)** Read some of James Downey's interviews. Choose the correct word in each case.

1

**James:** Do you do *everything* / *anything* about the house?

**Patrick:** Of course I do *something* / *anything*. I make the beds and tidy up in my room.

**James:** And who does the washing up?

**Patrick:** *Nobody / Somebody*. We've got a dishwasher.

## 2

**James:** What jobs about the house do you do?

**Kevin:** In fact I do *anything / nothing*. I'm too busy at school and with my hobbies.

**James:** You mean that *no one / everyone* helps your mum?

**Kevin:** Well, I've got three sisters so I don't have to worry about *nothing / anything*.

**James:** Whoa! There's *something / nothing* else to say then.

**c) Fill in the gaps in the interview. Then listen and check your answers.**

everything, everybody, anybody, somebody, something,  
anything (2), nobody

## 3

**James:** Do you help your parents with housework?

**Mary Ann:** You mean, does ... (1) help me?! I have to do ... (2). I cook and lay the table and then I have to do the washing up. I tidy up and do the dusting and the washing and the ironing. Is there ... (3) I forgot? Oh, yes! I look after my brothers and put them to bed at night.

**James:** Well you definitely need ... (4) to help you.

**Mary Ann:** I can't say that ... (5) helps me. My brothers do help sometimes. We've got a deal. I help them with homework, they help me do ... (6) about the house, like start the washing machine or do the dishes.

**James:** Does your mum do ... (7)?

**Mary Ann:** She tells ... (8) what work they must do and writes lists of things to do for me while she's at work.

**4. a) Read James's report in a school newspaper and fill in the gaps with *something* / *anything* / *nothing*, *somebody* / *anybody* / *nobody*.**

I've asked more than fifty students what housework they do. I have to say the results came as a bit of a shock.

About 35 % of our schoolmates do not do ... (1). They've all got ... (2) else to tidy up for them. Loving Mums, Dads, Grannies and Sisters do ... (3) to keep our kids happy.

Over 25 % of students agree to do ... (4) only after their parents get very serious or angry.

Another 5 % will not do ... (5) without some kind of pay. This can be money, sweets, new clothes or even time they spend watching TV or playing video games.

Less than 25 % of students help at home from time to time.

And only 10 % of caring sons and daughters ask if their parents need help and are happy to do some easy chores like doing the dusting or ironing.

Finally, the survey showed that ... (6) enjoys doing housework.

Well, no wonder our mums are always busy and tired! Next time you scream your mum is a monster, think about what you've done to make her happier.

**b) Read the report again. Do you find the results surprising? Do you think the results would be the same for your school?**

**5. a)** Do a class survey to check your ideas. Interview your classmates and note down their answers.

**b)** Write a short report for your class newspaper.



## Lesson 5. MY REASONS TO TIDY UP

### ACTIVE VOCABULARY

*a poster, a dresser, junk, to throw away, messy*

**1. a)** Look at the photos. What can you see? Describe the pictures using the words below.

proud,  
tidy, bed, around,  
well-organized,  
messy, board,  
posters, hang, just,  
lie, comfortable



James Madison, 12



Patrick Dempsey, 13

**b)** What do you think the boy in the second photograph wants to say?

**2. a)** Read the poem below. Did James or Patrick write it? Why do you think so? What lines tell how the boy feels about tidying up?

### My Room

My room, my room, what a mess.  
I need to clean it, I must confess.  
I cannot see the floor any more.

Правообладатель Адукація і вихаванне



And if it's not clean, I'm out the door.  
 Under my dresser I see a dust bunny.  
 As you may see, it's just not funny.  
 I hate this room, it'll never be clean.  
 Junk knee-high, if you know what I mean.  
 Clothes and books tossed around.  
 I don't think I'll ever get out!  
 Ooh! Look at this and look at that.  
 "Hey, Ma, I found the cat!"  
 Old posters that I thought my mum threw away  
 Two years ago on St Patrick's Day.  
 My dirty socks really do smell,  
 Among tubes and tubes of hair gel.  
 Under my bed, I see a dozen things.  
 A book, a pen, fried chicken wings!!  
 Cleaning my room; what a bore.  
 I can't take it anymore!!!

**b) Find the words in the poem that mean ...**

1) I say that something is true; 2) a piece of furniture for keeping your clothes in the bedroom; 3) something you do not need any more, litter; 4) thrown all over the place; 5) a large printed picture, used for wall decoration; 6) what you really need to do with junk or litter.

**c) Which words from ex. 2b do these pictures illustrate?**



**3.** Work in small groups. Make a list of reasons why children should tidy up in their rooms. Compare your ideas with the other groups.

**4. a)** Look at the pictures and discuss the questions below in pairs.



1. What are these creatures? 2. Where do they live? 3. What do they feed on? 4. Why do they live in most homes? 5. Do people welcome them?



**b)** Listen to some information about them and check your ideas. Can you add one more reason to tidy up in your bedroom?

**5. a)** You are going to write a list of things to do if you don't want to live in one room with the creatures in ex. 4. Before you start writing, listen to the recording again to get some ideas.

**b)** Work in groups. Make the list.

**c)** Compare your ideas with other groups and complete your list.

## LESSON 6. WHAT'S HAPPENED?

### GRAMMAR REVISION

the Past Simple and the Past Continuous tenses

### ACTIVE VOCABULARY

*suddenly, an accident, happen*

**1. Look at the pictures. What's happened? Which picture is funnier? Why do you think so?**



**2. What do you know about Nick and Rosie?**

Who is / isn't  
good at ...

cooking?  
playing football?  
singing?  
making a mess?  
doing homework?  
playing hockey?  
helping mum about the house?

**3. a) Read an extract from Nick's e-mail to Yan. What accident happened?**

...Yesterday we had an accident at home. You know, before the New Year we decided to do more chores around

the house. So, in the morning I started tidying up. While I was making the beds, Rosie was making a mess in the dining room. She took some board games, an iron and two chairs and was making a pyramid. I was so angry. We were fighting when suddenly our mum and dad came home from work.

I ran away, as fast as I could, and Rosie jumped up and started laying the table. But you know that Rosie is not good at doing anything about the house. So, when she moved a chair, the iron fell down onto it and broke it. And then it fell onto Rosie's foot!!!

Believe it or not! Now she's lying in her bed and eating ice-cream and mum told me to go and tidy up....

**b) Read the letter again and answer these questions.**

1. When did the accident happen?
2. Where were Mum / Dad / Nick / Rosie?
3. What were they doing?
4. Who came suddenly?
5. What happened in the end?
6. How did Nick / Rosie feel in the end?

**c) Have you ever had an accident at home? Tell your partner what happened.**

**4. Play the "Accident" game. Take a dice and write down your accident story!**

**Rules**



1. Throw a dice.
2. Find your picture.
3. Answer the question to make up your accident story.
4. Use your ideas to complete your story.
5. Hang up your stories around the classroom. Walk around and read. Whose story is more fun?

**a) When did the accident happen?**



your birthday



yesterday



the 8<sup>th</sup> of March



the New Year holiday



winter



you are 5

**b) Where were you?**



the moon



London



desert island



Africa



kitchen



Victory square

**c) What were you doing?**



do shopping



do homework



walk a dog



do the ironing



make a mess



do the washing up

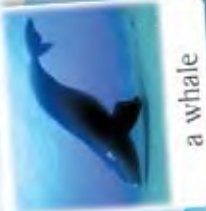
**d) Who did you see?**



your mum



an angry  
teacher



a whale



an alien



Lionel Messi



a dog

**e) What was he / she / it doing?**



sleep in the sun



make coffee



run fast



make the bed



eat a sandwich



sit under  
the table

**f) What happened suddenly?**



break a vase



fall down



run away



shout for help



disappear



start dancing

## Lesson 7. HOME ALONE

### GRAMMAR REVISION

the Past Simple and the Past Continuous tenses

### ACTIVE VOCABULARY

safe, suffixes *-full, -ous*

### 1. Read the information in this poster. Do you know these things?

There are 3 things you must know:

- 1) the police phone number;
- 2) your address and phone number;
- 3) where your parents are and how to contact them.



### 2. a) Work in pairs. Make a list of safe and dangerous places.

#### b) Compare your lists. What place is the safest?

**Example.** *I think the street is sometimes dangerous.*

### 3. a) Discuss the questions.

- Do you always feel comfortable at home?
- Is your home safe?
- What can be dangerous in your flat?

SAFE ≠  
DANGEROUS

#### b) Look at the picture and answer the girl's question.

Your parents aren't at home and the phone rings. What do you do?

- Answer the phone.
- Get under the bed and fall asleep.
- Say your parents are busy.
- ...





**c) Now listen to the correct answers. Were you right?**

**d) Now answer the boy's question.**

Your parents aren't at home and the doorbell rings.  
What do you do?

- Open the door.
- Don't open the door.
- Get under the table and fall asleep.
- Call the police.
- ...



**e) Listen. Are your ideas correct?**

**4. a) Look at the pairs of words in the box. What part of speech are they? What suffixes are used to form them?**

danger — dangerous, beauty — beautiful

**b) Add the right suffix to make more adjectives.**

fame, help, care, mystery

**5. a) Do you know who this boy is? Where did you see him? Why is he famous?**



**b) Read the text and check your ideas.**

*Home Alone* is a funny film! Here is the story: the McCallister family go on holiday. Mr and Mrs McCallister are on the plane. Suddenly something goes wrong. Where is their son Kevin?

ANSWER: He's at home — alone!

Kevin is quite happy. He does things he can't do when his parents are at home. But the fun really begins when two bandits appear!

**c) Have you ever been at home alone?**



**6. a) Discuss the questions.**

1. What tenses are used in the text above? Why?
2. What tenses are usually used to tell a story? Why?

**b) Talk in pairs. Have you ever had an accident at home? What happened?**

*Student A:* Tell a real story or imagine a story about an accident at home. Use the words and phrases in the box.

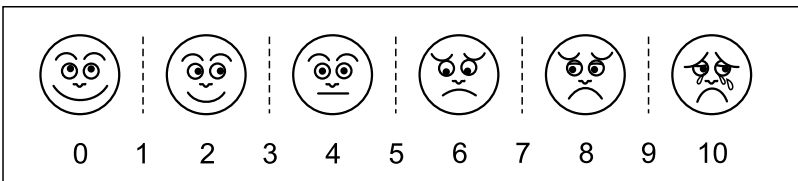
*Student B:* Do you believe your partner's story? Tell your story.

It was ...  
I was at home alone.  
I was ...-ing ... when ...  
Then ...  
After that ...  
Suddenly ...  
Luckily (Hurray!),  
I (it) ...

## Lesson 8. MY DREAM ROOM

**COMMUNICATIVE AREA** describing a room

**1. a) On a scale of 1 to 10, what are your feelings about cleaning your room?**



**b) Work in small groups. Discuss what can make housework more fun. How can the objects in the picture help?**



a dustbin



a cloth



earphones



a sorting box

**2. a) Read the text about tidying-up and choose the correct word in each case.**

**Hate to Clean your Room?**

June 2<sup>nd</sup>, 2022

Author: Gavin Harris

Some rooms are so (1) *messy / tidy* you have no idea where to start, and you have to be asked over and over again to do it. Here is our easy-to-remember six-step (2) *ironing / cleaning* routine:

1. The first and basic thing you should do is to turn on (3) *the vacuum cleaner / some fast beat music* that you enjoy singing or dancing along with. The music will make you move faster than normal.

2. Start with the top of the room and work your way down putting everything in (4) *the dustbin / its place* until you finish with the floor. Throw all the (5) *junk / books* into a dustbin. Clothes, dishes and magazines, that go to other rooms put into a sorting box.

3. After this, do the (6) *dusting / washing* in the room using a cloth to brush dust, litter and dirt onto the floor. Dust off your desk, dresser, and (7) *cooker / bookshelves*.

4. Pull (8) *everything / everyone* out from under your bed and dressers. You may be surprised to find how much junk is there. Collect everything up from the floor and start to sweep or vacuum.

5. Then, finally make your (9) *bed / dinner*. An unmade bed will make your room look messy no matter how clean it actually is.

6. To finish, take away the (10) *dustbin / dust mites* and the vacuum cleaner and take the sorting box to the kitchen to sort.

**b)** Work in pairs to check your memory. Cover the article and try to restore the six cleaning tips. Then check as a class.

**c)** Do you find the text helpful? Do you do any of these things when you tidy up? What idea could you use?

**3. a)** Read what Rosie wrote at school about her dream room. In which paragraph does Rosie describe:

- what she does in her room?
- what she and her parents think about her room?
- what she has in her room?

### MY DREAM ROOM

1. My dream room is very big (I can even play football there). There are three windows and white walls with lots of my photographs on them. I have got a TV in it and a sofa in front of it. There is also a small bed for my cat Princess.

There is a small fridge with a lot of ice-cream and Coca-Cola in it.

2. Sometimes my friends come over and we have parties with music and dancing. After the parties there is always a mess, but I have a robot that always tidies up when I sleep at night and even does the washing up.

3. I love my room and spend a lot of time in it. There I can do anything I want to do and nobody tells me to stop it. My parents and my brother don't come into my room very often. But they are happy that it's always clean and tidy.

**b)** Read Rosie's description again. Work in pairs. What do you think is different in Rosie's real room? Why do you think so?

**Example.** *I think Rosie doesn't have a TV in her room, because she is too young.*

#### 4. Play the “True or False” game.

A. Write 3—5 statements about your room (they may be true or false).

B. Take turns to read your statements out loud. Can your groupmates guess if your statement is true?

#### 5. a) Read the “Speak better” information and prepare to describe your real room or your dream room to your partner.

##### Speak better

1. Use the paragraphs in exercise 3a to organise your description.
2. Make notes on what you are going to say.
3. Practise your speech.
4. Speak slowly and clearly.



b) Work in groups. Describe your rooms in turns. Who has the most unusual room / dream room?

## Lesson 9. WHAT'S YOUR ROOM LIKE?

### COMMUNICATIVE AREA

asking and answering questions about a house and a room

1. a) Read what British teens say about their rooms. Which of the statements did boys say? Which belong to girls? Discuss your ideas in pairs.

— I really like my room. I always feel safe there.

— I've got more than five secret places in my room.

If I want to hide something, I just put it in one of these places.

— On my shelves I've got a lot of things, for example a collection of small toys.

— I hate it when my mum tidies up in my room. I can do it myself.

— Sometimes I do my homework just lying on the floor in my room.

— On my desk there is a terrible mess.

— On the walls in my room I've got posters of pop-stars.



**b) Which of the statements are true for you?**



**2. a) Listen to Erin talking about her room and complete the summary below.**

Erin ... (1) her room. She can do ... (2) there and feel at home. She chose the colours that make her room look ... (3). Usually Erin's room is ... (4) with all the clothes everywhere and lots of junk that she prefers keeping. ... (5) is the only day when her room looks tidy after the full clean up. That's when her ... (6) come over.



**b) Work in pairs. Which of the questions below does Erin answer?**

1. What's your room like?
2. What furniture is there?
3. How did you decorate it?
4. What do you like / dislike about your room?
5. What do you enjoy doing in your room?
6. How much time do you spend in your room?
7. How often do you have guests?
8. How tidy is your room?
9. How often do you tidy up?
10. Do you enjoy

tidying up in your room? **11.** What helps you tidy up? **12.** What do other people think about your room? **13.** What do your parents say about your room? **14.** What would you like to change in your room?



**c) Listen again and check.**

**3. a) Work in pairs. Choose some questions from ex. 2 to ask your partner about his / her room.**

**b) Report to the class on the most interesting information.**

**4. a) Get a card from your teacher. Look at your house and imagine your room. Think about some details.**

**b) Walk around the class. Find out where your classmates live and what their rooms are like. Use the questions in ex. 2b for help. Take notes.**

**c) Report on your findings. Who's got the most unusual room?**

## Lesson 1. A LITTLE FOOD

## ACTIVE VOCABULARY

*toast, cereal, bacon, yoghurt, crisps*

## ACTIVE GRAMMAR

*countable / uncountable nouns, few / a few, little / a little***1. Discuss the questions below in pairs.**

1. Where do you usually have your meals? 2. What food do you like? 3. What food do you dislike?

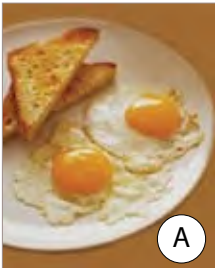
**2. a) Look at the pictures. These are the meals Nick's family usually have. Match the words in the boxes to the pictures.**

1. chicken, salad, soup

3. eggs, toast, juice

2. biscuits, milk

4. fruit, sandwich, mineral water



A



B



C



D

**b) Can you say which of them is breakfast / lunch / dinner / supper? Why do you think so? Do you like this food?**



**3.** Listen to Nick's friend Tim talking about his meals. Look at the pictures below. What food does he mention?



cereal



pizza



sandwiches



yoghurt



toast



crisps



hamburger



sweets



vegetables



spaghetti



fish



bacon

**4. a)** Put the food from ex. 2a into two groups: **Countable / Uncountable**. Add more words to each group.



**b)** Listen again and complete the sentences below with the words from the box. Then copy the sentences into your exercise books.

1. I like fish, so I eat ... meat. 2. Sometimes I have cereal with some yoghurt or ... sandwiches for lunch. 3. For dinner I usually have soup and ... spaghetti. 4. I eat ... crisps or sweets, because they are not good for you.

few  
a few  
little  
a little



**5. a) Work in pairs. Study the charts below.**

|          |   |                  |   |
|----------|---|------------------|---|
| few      | } | <b>almost no</b> | ☹ |
| little   |   |                  |   |
| a few    | } | <b>some</b>      | ☺ |
| a little |   |                  |   |

|                                                        |
|--------------------------------------------------------|
| few, a few + countable plural nouns<br>(eggs, glasses) |
| little, a little + uncountable nouns<br>(milk, sugar)  |

**b) Study the chart and answer the questions about grammar on page 276.**

**6. a) Look at these children. Are they happy or sad? Can you guess why? Complete the sentences with *few / a few, little / a little*.**



- I've got ... (1) friends.
- I've got ... (2) sweets.
- I've got ... (3) money.
- I've got ... (4) housework.
- I've got ... (5) time to play video games.

- I've got ... (6) friends.
- I've got ... (7) sweets.
- I've got ... (8) money.
- I've got ... (9) housework.
- I've got ... (10) time to play video games.



**b) Change the sentences in ex. 4b to make them true for you. Use *few / a few, little / a little*. Write the sentences down into your exercise books.**

**c) Compare in pairs.**

## LESSON 2. AT THE CAFÉ

### ACTIVE VOCABULARY

a waiter, an order, a bill, cash, a credit card



**1. a)** What meal is Great Britain famous for? Listen to the song and check your ideas.

Fish and chips, yeah!  
 Fish and chips, yeah!  
 Makes me want to lick my lips,  
 Eat them for breakfast, lunch and tea.  
 Fish and chips are for me.



**b)** How many words in the song have [ɪ] sound? How many words have sound [i:]? Practise saying these words.

**c)** Would you like to have fish and chips for breakfast, lunch and tea?

**2. a)** Look through the menus. Match them with the names of the cafés. Explain your choice.



SWEET TOOTH

BIG BILLY

GREEN MAMA



**b)** Listen to two conversations. What café are the people in?

**c)** Check your memory. You have 2 minutes to write down what the people order.

**d)** Listen again. Check your answers. Then compare in pairs. Who's got the order right?

**3. a)** What does the waiter say?



waiter



credit card



bill



cash

1. Can I have the bill, please? 2. Can I help you?  
3. Enjoy your meal! 4. What did you have for dinner?  
5. Anything else? 6. And for you? 7. Have you done the washing up?  
8. Are you ready to order? 9. Cash or credit card?  
10. Can I have the menu, please?

**b)** Where can you hear the other questions?

**4. a)** Look at the pictures and unjumble the conversation.

- a) Credit card, please. \_\_\_
- b) Just a moment. Here you are, sir. Thank you. \_\_\_
- c) Very much! Thank you. Can I have the bill, please. \_\_\_
- d) Did you enjoy your meal? \_\_\_
- e) Yes, sir. Here you are. Cash or credit card? \_\_\_

**b)** Role-play the conversations in groups of three.

**5. Work in groups. Choose a café and make up your conversation. Practise the conversation and role-play it in front of the class. Your classmates will guess what café you are in.**

## Lesson 3. FAVOURITE MEAL

### ACTIVE VOCABULARY

boil, serve, cut, mix, add, sour-cream, a litre, a gram

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

1. Who usually cooks in your family?
2. Are you good at cooking?
3. What can you cook?

#### 2. a) Match the verbs in the box with the pictures.



boil, serve, cut, mix, add

#### b) Use the words in the box to fill in the gaps. When do you add, cut, mix, serve and boil?

1. I ... water when I want to make tea or coffee. 2. I ... milk to coffee when I want to make it white. 3. I ... and ... vegetables when I want to make a salad. 4. I ... meat when my grandpa comes to visit.

#### c) Work in pairs. Look at the pictures of different meals in Lesson 1. Which of them do you mix, cut, boil, add or serve with bread or sour-cream?

**3. a) Read Yan's e-mail to Nick about his favourite meal. What is it? Why is it great in hot weather?**

Hi, Nick!

You asked me about my favourite food. Well, I eat cereal or a few cheese sandwiches with tea for breakfast. I really like hot chocolate, but I can drink it in the evening only. At school we have a café and I always buy pancakes there. They are my favourite. Last summer I went to my Granny in Polatsk and learned to make okroshka!!! This is what I like best!

To make okroshka you need kvas. It is a drink made from bread, sugar and water. You can buy it in any shop in Belarus.

Well, okroshka is really easy to cook. First, you ... (1) some meat and some eggs, cut a few onions and cucumbers. You need to ... (2) meat and eggs, too. Then, you take meat, cucumbers, onions and eggs, and ... (3) a little salt, a little sugar (no, the soup is not sweet!) and one liter of kvas. After that, ... (4) everything carefully.

You can't eat it yet! You must put the okroshka in the fridge and keep it for some time to make it cool.

And then... I always ... (5) it with sour-cream. It's so good, that I'm going to go and make it right now. It's a pity you can't have it.

What's your favourite meal?



**b) Read the text again and add the verbs from ex.1 to make the recipe clear.**

**4. a) Look at the list of ingredients for okroshka. Correct the mistakes.**

- 1) 200 g of meat
- 2) four cucumbers
- 3) one onion
- 4) one egg
- 5) 100 g of sour cream
- 6) two tomatoes
- 7) a little salt
- 8) a few sweets
- 9) one litre of kvas



**b) Discuss the correct list of ingredients in pairs.**

**Example.** *To make okroshka, you need 200 grams of meat.*

a litre of ...  
a kilo of ...  
100 grams of ...

**5. a) Read the instructions for making okroshka. Reorder them. Begin with line 3.**

1. Next, mix the meat, cucumbers, onions, potatoes and eggs. 2. Cut cucumbers and onions, add them to the eggs. 3. First, boil 200 g meat, two eggs and two potatoes. 4. Serve okroshka cool with sour-cream. 5. Then, cut the boiled meat and potatoes. 6. Finally, add kvas and mix well. 7. After mixing the vegetables with the meat, add a little sugar, and salt and mix everything well again. 8. Now, cut the eggs.

**b) What linking words does Yan use to make the order of actions clear? What other words can you use? Put them down.**

**6. a) Write instructions for making a salad. Use the list of ingredients the teacher has given you and the linking words from ex. 5b.**

**b) Share your recipes in groups. What meal is each salad good for: breakfast, lunch or dinner? Which salad do you like best? Copy the recipe for it.**

## Lesson 4. HEALTHY DIET

### ACTIVE GRAMMAR

*little / a little, few / a few*

### ACTIVE VOCABULARY

*healthy, unhealthy, junk food, fast food, a diet*

**1.** Look at the sign. What does it mean? What's the problem with the food in the picture?



**2. a)** What can you see in the pictures below. Compare the pictures in pairs.



**b)** Listen to an expert talking about the food. Which picture is he talking about?

**c)** Complete the following statements. Then listen again and check.

1. ... foods are very unhealthy. 2. They bring ... good to your body but cause bad teeth, and heavy weight. 3. These foods seem very tasty but contain very ... vitamins and a ... of bad stuff like fat, salt and sugar. 4. "Fast food" literally just means food that takes ... time to prepare. 5. Eating them is also very ... . 6. A ... pieces of lettuce or a tomato in a hamburger doesn't make it healthier. 7. Eating ... of fast food can lead to depression, heavy weight and bad mood.

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

1. What's the difference between fast food and junk food? 2. Why is junk food unhealthy? 3. Are all fast food meals unhealthy? 4. What is a healthy diet?

**3. a) Work in small groups. Give common examples for the categories below.**

Tasty food, fast food, uncooked food, frozen food, restaurant food, vegetable food, sugary food, simple food, junk food, cheap food, home-made food, fresh food.

**b) Discuss if these phrases describe healthy or unhealthy food and what picture in ex. 2a they refer to.**

**Example.** *Tasty food. Most people think that sweets, fruit, cakes and pizzas are tasty. In this list the only healthy choice is fruit. So, tasty food is usually unhealthy.*

**4. a) Choose the correct word in each case.**

1. *Few / A few* people know how to make crisps at home, but I do.

2. I can only make a *little / a few* simple salads.

3. I drink *little / few* water. I prefer green tea.

4. I need *little / a little* help with my diet.

5. I think it's ok to eat junk food every day but *few / a few* people agree with me.

6. *Little / Few* people are interested in cooking, but I'm one of them.

**b) Are any of the statements above true for you? Discuss in pairs.**

**5. a) Reorder the words to make popular sayings.**

1) what / are / you / eat / you /.

2) for / good / life / is / a / diet /.

**b) What do the sayings mean? Do you agree with them? Which one do you prefer? Why?**



**6. a)** Play the “Healthy Eater” game in pairs.

*Student A:* You are a host at a party. Ask your partner how much different food they would like.

*Student B:* You are a healthy eater. What food goes to your party plate?

**Example.**

- *How much milk would you like?*
- *A little, please.*
- *How many sweets would you like?*
- *Very few, please.*
- *Would you like some Cola?*
- *No, Thank you.*



**b)** What’s on your party plate? Who is the healthiest eater?

**Example.** *I’ve got very few sweets and some milk to drink.*

## Lesson 5. A FEW QUESTIONS TO ASK

### ACTIVE GRAMMAR

*few / a few, little / a little*

**1. a)** Look at the proverbs below. Discuss what each proverb means. What proverbs have similar meaning?

1. The tongue weighs practically nothing, but few people can hold it. 2. Much talk, little work. 3. One must talk little and listen much. 4. A hen that cackles much lays only a few eggs.



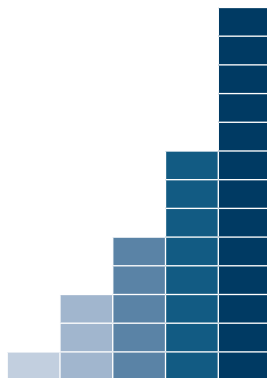
**b)** Listen to the proverbs and repeat. Copy the speaker’s intonation.

**c)** Do you agree with the proverbs? Which proverb do you prefer? Why?

**2.** Copy and label the diagram with *a lot, very few / very little, few / little, quite a lot, few / a little.*

**3. a)** Work in pairs. Check how healthy your partner's diet is.

*Student A:* You have two minutes to ask your partner as many questions about his / her diet as possible. Use the form below.



|          |                                     |                                |
|----------|-------------------------------------|--------------------------------|
| How many | sweets / fruit /<br>sugar / milk... | do you eat / drink every day?  |
|          |                                     | did you eat / drink yesterday? |
| How much |                                     | do you usually eat / drink?    |
|          |                                     | did you eat / drink last week? |

*Student B:* Answer your partner's questions. You can only say the words from ex. 2 or *I don't / didn't.*

**Example.** *How many apples do you eat every day? — A few.*

*How much green tea do you drink? — I don't.*

**b)** Change your roles.

**c)** Summarize the information you've got in 3–5 sentences.

**Example.** *I can say that Vera's diet is quite healthy. She eats very few sweets and doesn't drink cola or lemonade. Vera also ... .*

**4. a) Look at some more questions about diet. Can you add more ideas for each question?**

1. How old were you when you first went to a Fast Food restaurant / cooked something /...? 2. How often do you eat fast food / have breakfast /...? 3. Do you like cooking / drinking milk / ...? 4. Have you ever been on a diet / tried to live on junk food / ...? 5. What's your favourite junk / birthday / ... food? 6. When was the last time you bought popcorn / had a family dinner / ...?



**b) Listen to schoolchildren answering questions about their diet. Which three questions from ex. 4a did the interviewer ask?**

**c) Listen again. Take notes of the pupils' answers. Check as a class.**

**5. a) Write down five questions to interview your classmates about their diet. Choose from ex. 4 or use your own ideas.**

**b) Walk around to interview your classmates and note down their answers.**

**c) Write some sentences to report on your findings.**

**Example.** *Very few people in my class eat junk food.*

## Lesson 6. THE STORY OF MARMALADE

RECEPTIVE GRAMMAR

the Present Simple Passive

ACTIVE VOCABULARY

to sell, marmalade

**1. a) Do you know what food is popular in Great Britain? Look at the pictures below. What countries are these foods from?**



pizza



sushi



paella



plov



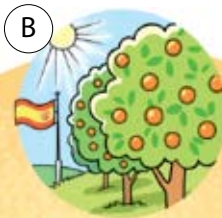
draniki



marmalade

**b)** Can you guess what food the Queen likes best? What is it made from? Do you like it?

**2. a)** Look at the pictures. What do you think the story is about? Match the sentences with the pictures.



1. The oranges are cooked with sugar and water. 2. The marmalade is served with toast, butter and tea. 3. Oranges come from Spain and Morocco. They are sour and ready in February. 4. The royal cook buys the best oranges. 5. The fruits are brought to the UK. 6. The Queen is pleased. 7. They are taken to shops and to the markets. 8. The mixture is cooled in the fridge. 9. The marmalade is spread on toast.



**b) Work in pairs. Answer the questions below.**

1. What sort of oranges are used to make marmalade? 2. Where are the oranges sold? 3. Who buys them? 4. What is added to oranges? 5. Is marmalade served cold or hot? 6. Is the Queen pleased?

**3. a) Study the chart below.**

**The Present Simple Passive**  
**am / is / are + Past Participle**  
People **grow potatoes** in Belarus.  
Potatoes **are grown** in Belarus.



**b) Find the sentences in ex. 2 with the Present Simple Passive.**

**c) Study the rules on pages 267–268 and answer the questions about grammar on page 268.**

**4. Correct the mistakes in the sentences below. Underline the Present Simple Passive.**

**Example.** *Pizza isn't eaten all over the world.* → *Pizza is eaten all over the world.*

1. Pears are picked in May. 2. Cereal isn't served with butter. 3. Okroshka isn't cooked in Belarus. 4. The

best cheese is made in Japan. 5. Bananas are grown in Scotland. 6. Eggs aren't boiled for most salads. 7. Chips are made from carrots.

**5. Write 3 false statements with the Present Simple Passive. See ex. 4 for help. Then read the statements to your partner. Can he / she correct them?**

## Lesson 7. WOULD YOU LIKE SOME FISH & CHIPS?

### ACTIVE GRAMMAR

would (Would you like...? I'd like...)

### ACTIVE VOCABULARY

thirsty, hungry

**1. Play a guessing game. Think of a dish, name its ingredients.**

*It is made from ... . It is served ... (with...).*

**2. a) Read the dialogues and match them with the pictures.**

- A. — I'm hungry. Is there anything to eat?  
— Help yourself to some biscuits.
- B. — I've just run two miles. I'm thirsty.  
— Would you like some water?
- C. — Could I have some cake?  
— Yes, of course. Here you are.
- D. — I'd like some bread, please.  
— £2, please.



**b) Look at the conversations again. What do you say in the following situations?**

1. You are hungry or thirsty.
2. Someone is hungry or thirsty.

**c) What do you answer in these situations?**

Would you like some cheese?

Yes, please.

No, thank you.

**3. a) Study the chart below and choose the correct word for each conversation.**

Would you like some cheese? — NOW  
Do you like cheese? — ALWAYS

- A. — *Would / Do* you like a cup of coffee?  
— Yes, please. I'm very thirsty.
- B. — *Do / Would* you like chicken?  
— No, I don't eat meat.
- C. — Bob would *like / likes* something to drink.  
— Here is some mineral water.
- D. — Can I help you?  
— Yes, *I like / I'd like* some sweets.
- E. — What's your favourite kind of ice-cream?  
— *I like / I'd like* chocolate and vanilla ice-cream.



**b) Listen and check.**

**4. a) Fill in the gaps in the conversation below. Use the words and phrases in the box. Some of them are used more than once.**

would you like, please, hungry, I'd like, thirsty, thanks

**Nick:** — OK, everyone is here. It's six o'clock. We are going to have dinner now.

**Ann:** — Great! I'm ... (1).

**Nick:** — Help yourself to fish and chips. We've also got potato pancakes. You call them draniki, don't you? Would you like some?

**Ann:** — Yes, ... (2). You are doing well in Belarusian.

**Ian:** — What ... (3), Brenda?

**Brenda:** — ... (4) a piece of apple pie. It must be tasty.

**Yan:** — Here you are. What about you Nick? What are you going to have?

**Nick:** — Nothing, thanks.

**Yan:** — ... (5) some fruit?

**Nick:** — No, ... (6). I'm ... (7).

**Yan:** — ... (8) something to drink? We've got some cola and orange juice.

**Nick:** — Some orange juice, please.



**b) Listen to the conversation and check.**



**5. a) Listen to the sounds [dju:] in would you and could you. Repeat after the speaker.**

1. Would you like some cereal? 2. Would you like a kilo of bacon? 3. Could you pass some bread, please? 4. Could you cut the pizza, please? 5. Would you like a glass of milk for breakfast?

**b) Find the same sounds in the conversation in ex. 4. Role-play the conversation.**

**6. Work as a class. You are at a Pot Luck party. Get the cards with the food you have brought. Invite the guests to taste your dish. Your task is to give away all your food or drinks.**





**Example.** 1. **A:** *Would you like some pizza?* — **B:** *Yes, please. I'm hungry.*

2. **A:** *Would you like some pizza?* — **B:** *No, thank you. I'd like something to drink. I'm very thirsty.*

## Lesson 8. KIDS COOKING

### ACTIVE VOCABULARY

ingredients, a recipe

**1. a)** Read the question a girl asked on the web. What's her problem?

**Marika**

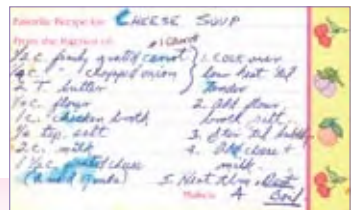
I'm 14 years old, and I would like to learn how to cook. My family eats out most of the time, and when we don't, we just order pizza. I'm wondering how to start cooking. I haven't cooked anything yet, the best thing I can make is toast (and I burn it often.) I'm just looking for your advice on how I could start cooking at home.



Thank you for your input.

**b)** Can you answer Marika's question? What advice would you give her?

**2. a)** Read the dictionary entry and discuss the questions below in pairs.



**recipe** ['resɪpi] *n*-a list of ingredients and directions for making something, esp. cooking

• Have you ever cooked anything? What was it? Who ate it?

- Did you use a cookery book?
- Where did you get the recipe?

**b) Would you like to learn how to cook? Why?**

**3. a) You are going to listen to Lillian May giving advice to the kids who want to begin cooking. What advice do you think the children will get?**



**b) Listen to Lillian talking and check your guesses.**

**c) Summarise Lillian's advice. Complete the list of tips below. Then listen again and check.**

- |                           |                      |
|---------------------------|----------------------|
| 1) Tell your parents ...; | 5) Don't change ...; |
| 2) Read...;               | 6) Clean ...;        |
| 3) Be ...;                | 7) Enjoy ... .       |
| 4) Get ...;               |                      |

**d) Work in pairs. Explain why it is important to follow each piece of advice.**

**4. a) Look at the picture below and study the list of ingredients. Would you like to learn how to make these cakes? Can you predict the recipe?**

Preparation and cooking time

Preparation: 10 minutes

Cooking: 5 minutes + chilling

Ingredients

*50 g butter*

*100 g milk or dark chocolate*

*3 tbsp sugar syrup or honey*

*100 g cornflakes*



**Chocolate  
cornflake cakes**

**b) Reorder the steps to read the chocolate cornflake cakes recipe.**

**A.** Then pour the chocolate over the cornflakes and mix the ingredients together gently using a wooden spoon. \_\_\_

**B.** Put the butter, chocolate and syrup in a microwavable bowl. Put the cornflakes in another large bowl. \_\_\_

**C.** Prepare the ingredients. Break chocolate into chunks. \_\_\_

**D.** Melt the butter, chocolate and golden syrup in the microwave (about a min). Then wait it to cool a little. \_\_\_

**E.** Spoon the mixture into 12 cupcake cases. Put in the fridge to set. \_\_\_

**c) Do you think you could make chocolate cornflake cakes yourself? Would you like to try?**

**5. Write your piece of advice or comment for Marika's question in ex. 1a.**

## Lesson 9. NATIONAL DISHES

### COMMUNICATIVE AREA

speaking about the national dishes of Belarus and the UK

**1. a) Look at the pictures. Which pictures show the national dishes of Belarus? Can you name them?**



A



C



E



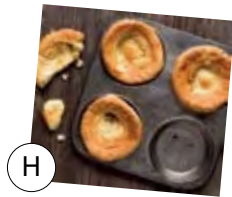
B



D



F



**b)** Match the names of the Belarusian dishes to the pictures.

nalistniki, draniki, babka, machanka

**c)** Work in pairs. Discuss the questions about the Belarusian dishes.

1. Which of these dishes have you tried? 2. Which ones are popular in your family? 3. What are their ingredients? 4. What other traditional Belarusian dishes can you name? 5. What are they made from? 6. What's your favourite Belarusian dish?

**2. a)** What country are the other dishes from? What are they called? What ingredients are they made from?

**b)** Get a card from your teacher and read the information about one of the national dishes of UK. Prepare to speak about it.

**c)** Work in groups of 5. Speak about the dishes in the pictures. Take notes.

**3.** Match the names of the dishes to the pictures in ex. 1. Check as a group.

haggis, fish and chips, Yorkshire pudding, Sunday Roast, Full English breakfast

**4. a) Discuss in pairs. Which of the traditional British dishes ...**

- 1) ... comes from Scotland?
- 2) ... is served on holidays?
- 3) ... are often served together?
- 4) ... have meat in them?
- 5) ... is less than 200 years old?
- 6) ... is boiled?
- 7) ... is fast food?
- 8) ... has the same ingredients as Belarusian nalistniki?

**b) Which of the dishes have you tried? Which ones would you like to try? Which one wouldn't you enjoy eating?**

**5. Work in pairs. Role-play the interview.**

*Student B:* you are from the UK. Interview your Belarusian friend about the national dishes of Belarus. Answer his / her questions about the national dishes of Great Britain. Use the questions in ex. 2a for help.

*Student A:* Answer your British friend's questions about the national dishes of Belarus and ask about the national dishes of the UK. Use the questions in ex. 2a for help.



## Lesson 1. SCHOOL BOOKS

**ACTIVE VOCABULARY** *History, Geography, Science, Literature, to make mistakes, to get good / bad marks, a subject, a daybook*

**1. Unscramble the words. What other school subjects do you know?**

NLGSIEH

UIANSRS

EAUIABNLSR



**2. a) Nick is getting books for the school year. Listen to Part A of his conversation with the librarian. Look at the bookshelf. How many books is Nick going to get this year? Which book doesn't Nick need?**



**b) Listen to Part B of the conversation and answer the questions.**

1. Do children need books for P.E. lessons?
2. What do they have to bring?

**c) Listen and repeat the names of the school subjects.**

**3. a)** Read the definitions from the conversation. What subjects are they for?

1. It's about the world — the planets, the stars, about water and air, about animals and trees.

2. You'll learn how to make things by hand.

**b)** Work in pairs. Write your definitions for some more subjects.

**c)** Read your definitions. Can your classmates guess the subject?

**4. a)** Discuss in pairs. What's your favourite / least favourite school subject? Why?

**b)** Report to the class. Write the results on the board. What subjects are the most favourite / least favourite ones in your class?

**5. a)** Look at Yan's daybook. What subjects does he have on Monday? What marks did Yan get? Why?

| Дата          | Вучэбныя прадметы | Заданні               | Адзнака | Подпіс настаўніка |
|---------------|-------------------|-----------------------|---------|-------------------|
| Панядзелак 18 | руск. літ.        | характарыстыка герояў |         |                   |
|               | музыка            |                       | 9       |                   |
|               | матэм.            | н. 10.1 № 5           | 9       |                   |
|               | геаграфія         | § 14, с. 90 91        | 8       |                   |
|               | англ. мова        | пр. 5, с. 136         |         |                   |
|               |                   |                       |         |                   |
|               |                   |                       |         |                   |

**b)** What marks do you usually get in each subject? Why? Is it because you ...

1) ... forget to do your homework? 2) ... make a lot of mistakes? 3) ... like to play more than work?

4) ... spend a lot of time on the computer? 5) ... spend a lot of time playing sports? 6) ... work hard? 7) ... like to learn new things? 8) ... always do your homework? 9) ... never make mistakes? 10) ... read a lot? 11) ... ?

Why?  
Because...

**c) Work in small groups. Discuss the questions in 5b, then report to the class.**

**Example.** *Lena often gets “9” in Geography because she always does her homework and Geography is her favourite subject.*

**6. a) Write three true sentences on a card.**

*My favourite subject is ... because ... . I often get ... marks in ... because ... . My least favourite subject is ... because ... .*

**b) How well do you know your classmates? Read out the cards. Who wrote each one?**

## Lesson 2. SCHOOL RULES

**ACTIVE GRAMMAR**

*have to* (affirmative statements)

**ACTIVE VOCABULARY**

a uniform, polite, behave, follow, have to, a rule

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

1. Are you a good pupil? Why? Why not?
2. Are your teachers always happy with you? Why? Why not?
3. Would you like to be better?



**2. a)** Look at the pictures. Say what the problem in each picture is.



A



B



C



D



E



F



**b)** Listen to the recordings. Match them with the pictures.

1. Don't throw your bubble-gum on the floor, Bob.
2. Look at your jeans. Why aren't you wearing your uniform, Sue?
3. — Where's your homework, Brian?  
— Sorry, I haven't done it.
4. Quiet, please! Stop this noise!
5. — You're late again, Brian.  
— I'm sorry.
6. Stop fighting, boys. Calm down.

**c)** Read the rules. Find a rule for each picture.

### SCHOOL RULES

#### Students must

- 1) always wear a uniform at school;
- 2) come to school on time;
- 3) always bring their daybooks, books and exercise books;
- 4) do their homework;

- 5) be polite;
- 6) behave well at school;
- 7) keep the school clean and tidy;
- 8) follow the school rules.

**3. Do you have the same rules at your school? What rules are different? Do you always follow them?**



**4. a) Listen and read. What is the difference between *must*, and *have to*?**



**b) Discuss the statements below in pairs. Are they true (T) or false (F)?**

1. The teacher is talking about the rules very seriously. \_\_\_
2. The teacher gives advice. \_\_\_
3. The boy is happy about the rules. \_\_\_
4. The boy is unhappy, but he understands that rules are important. \_\_\_



**c) Study the rules on page 277 and answer the questions about grammar on page 278.**

**d) Listen again and repeat. Mind the intonation.**



**5. Look at the box and complete the sentences with *must*, or *have to*. Listen and check.**

I, you, we, they + have to  
he, she, it + has to

**Mum:** I ... (1) tidy up, but I'm so tired!

**Teacher:** You ... (2) always come to school on time, Dina. It's a rule.

**Mike:** I ... (3) get up so early tomorrow. The lessons start at 8 o'clock.

**Dina:** My sister ... (4) do her homework today. Dad is going to check it.

**Dad:** You ... (5) do your homework every day. It's your job.

**6. Write some things that you (or your friends or family) have to do. Share with the class. Do your classmates have to do the same things?**

## Lesson 3. DO I HAVE TO?

### ACTIVE GRAMMAR

*have to* in negative statements and questions

**1. a) Answer the questions about your family.**

Who in your family ...

- 1) ... has to get up early?
- 2) ... has to work hard every day?
- 3) ... has to do a lot of chores?
- 4) ... has to follow a lot of rules?

**b) Interview your partner. What do your families have in common?**



## 2. a) Listen to the chant. Does Nick like to follow rules?

Come on, Nick, get out of bed!

Oh, Mum, do I have to?

Do your chores from A to Z!

Oh, Mum, do I have to?

Get good marks and follow rules!

Oh, teacher, do I have to?

Always do your best at school!

Oh, teacher, do I have to?

Be polite, Nick, and behave!

Do I have to, Daddy?

You don't have to do all that

But you shouldn't be a baddie!



### b) Listen and repeat.

c) How many characters are there in the chant? Role-play the chant in groups.

3. a) Study the charts and answer the questions about grammar on page 278.

|                     |                     |                       |
|---------------------|---------------------|-----------------------|
| I / we / you / they |                     | don't have to ... .   |
| he / she / it       |                     | doesn't have to ... . |
| Do                  | I / we / you / they | have to ... .         |
| Does                | he / she / it       | have to ... .         |

b) Look at the chart above and choose the correct answer for each sentence.

1. Your eyes are good. You *haven't / don't have* to wear glasses.
2. *Does she have / Has she* to write a test today?
3. What housework *do you has / do you have* to do?

4. You *haven't got* / *don't have to* go out. You can stay.  
5. Ann speaks French very well. You *have* / *don't have to* speak slowly. 6. I *have to* / *don't have to* do some house chores before I go out.

**4. a) Complete the conversation below with the words in the box.**

**Yan:** ... (1) you ... (2) get up early in the morning?

**Nick:** Yes, I ... (3). But I ... (4) get up early on Saturdays and Sundays when I don't have school. ... (5) you ... (6) get up early every day?

**Yan:** Of course, I ... (7). I ... (8) take my dog for a walk even on holidays. But my cousin Lena ... (9) get up early at all. Her school starts at 1 p.m!

**Nick:** Wow! What a life!

**Yan:** But her lessons finish at 6 and she ... (10) do her homework every morning.

do (4),  
has to,  
have to (3),  
don't have to,  
doesn't have to



**b) Listen and check.**

**c) What is your school routine? Role-play a similar conversation in pairs.**

**5. a) Get a card from your teacher. Read your school rules and prepare to speak about them.**

**b) Work in pairs. You and your classmate come from different schools. Compare the rules you have in your schools. Make notes.**

**Example.** *Do you have to wear a uniform? — No, I don't.*

**c) Choose which school you both prefer. Report to the class.**

## Lesson 4. MY TIMETABLE

### ACTIVE VOCABULARY

*a timetable, a break, last, boring, easy, difficult*

**1. a)** Make a list of the school subjects from your timetable and put them into two columns: Easy / Difficult subjects.

**b)** Work in small groups. Compare your lists. What subjects do you disagree about? Report to the class.

**Example.** *I think Maths is a difficult subject, but Vera thinks it's easy.*

**2. a)** Read the rhyme. Insert the missing words from the box. There are more words there than you need.

- We don't like to go to school.
- Why? Oh, tell me why?
- We don't like to ... (1) rules.
- Why? Oh, tell me why?
- Rules are boring, rules are funny.
- Rules don't work, when ... (2) are sunny.



follow,  
behave,  
subjects,  
days



**b)** Listen to the rhyme. Follow the rhythm. Then learn the rhyme.



**3. a)** Listen to a part of a morning conversation between Nick and his mother. Does Nick want to go to school? Why?

**b)** Look through the statements below. Are they true or false?

1. Nick has to study from 8 to 5.
2. Nick has Maths, English, Science, French and Geography on his timetable today.
3. The lessons last 40 minutes.



4. Nick's mum didn't enjoy going to school. 5. Nick sometimes gets bad marks in Maths, because it's a difficult subject. 6. Nick thinks P. E. is easy but boring.

**c) Listen again and check.**

**4. a) Look through Nick's timetable. What day of the week was it when Nick and his Mum were talking?**

| 08:40 REGISTRATION |             |            |           |            |           |
|--------------------|-------------|------------|-----------|------------|-----------|
| 08:45 ASSEMBLY     |             |            |           |            |           |
| Time               | Monday      | Tuesday    | Wednesday | Thursday   | Friday    |
| 09:00              | Maths       | English    | Maths     | P. E.      | English   |
| 09:40              | Break       |            |           |            |           |
| 10:00              | English     | P. E.      | English   | Music      | Maths     |
| 10:40              | Break       |            |           |            |           |
| 11:00              | History     | Art        | Science   | History    | Science   |
| 11:40              | Break       |            |           |            |           |
| 12:00              | Science     | Art        | Geography | English    | French    |
| 12:40              | Lunch break |            |           |            |           |
| 13:55 REGISTRATION |             |            |           |            |           |
| 14:00              | Geography   | Literature | French    | Handicraft | Geography |
| 14:40              | Break       |            |           |            |           |
| 15:00              | Games       | Literature | French    | Handicraft | Games     |

**b) Imagine that you study at Nick's school. Answer the questions.**

1. What time do the lessons start? 2. What time do students have to come to school? 3. How many lessons do students have? 4. How long do the lessons last? 5. How

long are the breaks? **6.** What time is the lunch break? **7.** How long does it last? **8.** How many lessons a day do students have?

**5. a)** Work in pairs. Ask and answer the questions in ex. 4b about your school.

**b)** Is your timetable different? Compare Nick's school timetable and your timetable.

**Example.** *Nick's school starts later, but he has more lessons every day.*

**6. Work in groups. Read the opinions of some school students. Do you agree with them?**

**1.** I'd like to have fewer subjects on my timetable. **2.** I'd like some lessons to last longer. **3.** There is nothing more boring than Handicraft. **4.** The breaks are too short. **5.** It is easy to get a good mark in Literature. **6.** A difficult subject can't be interesting. **7.** You make mistakes if you don't understand. **8.** You have to work hard to get a good mark. **9.** It isn't easy to have many subjects on the timetable. **10.** It's great when you don't have to wear uniform.

## Lesson 5. FAVOURITE SUBJECTS

### COMMUNICATIVE AREA

speaking about school subjects, giving reasons

**1. Look at the pictures of school kids in different lessons. Discuss the questions.**

1. What lessons are the children having?
2. Do they look happy / unhappy / interested / bored? Why?





**2. a)** What school subject are the statements below about?

1. You have to read a book carefully. 2. You have to think and talk about what happened in the story. 3. You have to write a paper about it.

**b)** Write 3–4 sentences with *have to* about one of your lessons. Let your classmates guess what subject it is about.



**3. a)** Get a chart from your teacher. Listen to some pupils of the West Buckland School in England speak about their favourite and least favourite school subjects. Complete the second column of the chart.

**b)** Listen again and complete column 3.

**c)** Check your memory. Who said the following?

1. I thought that I knew everything about English.
2. I have always liked Maths, since elementary school.
3. We have to do a lot of homework to get a good mark.
4. I dislike most of the subjects I have to take.
5. I am always slow.
6. I look silly in my P. E. shorts that I have to wear.
7. No one can tell you that you are “wrong” in what

you do in Art lessons. 8. I watch the National Geographic's channel every day.

**d) Work in pairs. Are any of the statements above true for you?**

**4. What do you think about the subjects you do at school? Use the chart to make true sentences about yourself or your own ideas.**

|                              |             |                                                      |    |                                                                                                                                                                                                                                                                               |
|------------------------------|-------------|------------------------------------------------------|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| I like / dislike ... because | it is isn't | easy / difficult / interesting / boring / fun for me | to | do sums / write dictations / do tests / learn new words / draw animals / play ball games / spell words correctly / sing songs / learn about the past / learn about different countries in the world / do experiments / work hard/ write a lot / speak a foreign language /... |
| I think ... is ok because    |             | we                                                   |    | have don't have                                                                                                                                                                                                                                                               |

**5. Write a paragraph about your most and least favourite subjects.**

## Lesson 6. AN ENGLISH CLASS

### ACTIVE VOCABULARY *excellent*

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

1. Are you an excellent pupil? 2. If yes, is it hard to get excellent marks all the time? 3. If no, would you like to be an excellent pupil? Why?

**b) Have you ever got a poor mark? Why? How did you feel?**



**2. a) Read a letter from the teen help website. What problem does the girl have?**



**Molly Volley**

Really bad at English class! Help!?

I am terribly bad at English (the class, not the language). I'm going to be in a school volleyball team next year, so I really need to have a good mark.

I don't get it. Why am I so bad at it? I get really good marks in everything else, and I don't even have to study for those subjects. I study for every test and do all my work for English, but I am just no good at it.

Just today I got my final tests back: 100 % (Science), 100 % (Literature), 96 % (Maths), 94 % (History) and 76 % (English).

My lowest overall mark is in English too.

I really need to know how I can get better at English. So how can I do that (without a tutor or spending money on something)?

Thanks!



**b) Discuss in pairs. What should Molly Volley do to get better marks in English?**

**c) Read some piece of advice Molly got. Do you find any of the comments helpful?**

1. I'd say, looking at your writing in this post, that your English is pretty good, and that you've nothing to worry about. After all, isn't writing the most difficult part?

Practice speaking often, or try to be around people who speak English fluently — watch movies from the USA and see how much you can understand.

2. To say that you're bad at English is too unclear. Do you have trouble with reading? If so, I recommend that you read at least an hour each day. If grammar is your problem, ask your teacher for help. Most teachers would be glad to stay after classes to help a student who really wants to learn. Also you can visit [www.grammarbytes.com](http://www.grammarbytes.com). You can ask help online.

More basic advice: do all of your homework and turn it in on time.

3. Don't panic. A 'C' isn't a terrible mark, so don't worry about it too much.

**d) Discuss in pairs. Are you an excellent pupil in English? What do you do to get good marks?**

**3. Work in pairs. You are going to read what Kelly and Mark have to do to get good marks in English.**

*Student A:* a) First read about Kelly then talk to your partner to find things Kelly and Mark have in common.

**Example.** *Does Mark have to do a lot of homework?*

b) Report on your findings.

**Example:** *Kelly and Mark have to do a lot of homework.*

*Student B:* a) First read about Mark. Then talk to your partner to find the difference in what Kelly and Mark have to do.

**Example.** *Does Kelly have to spend all evening to learn the new vocabulary?*

b) Report your findings to the group.

**Example.** *Kelly has to read a lot in English, Mark often has to spend all evening learning the new vocabulary.*

### **Kelly**

Well I study very hard to get my marks. For example, I have to do a lot of homework. I have to read a lot in English, as reading in English isn't easy for me. I have to look for books and films in English and buy them which is quite expensive and hard to understand too.

I have to keep my computer, phone and TV out of my room to start studying in the afternoon.

I often have to ask my dad to help me check my Grammar.

I also have to go to an international summer camp every summer. Actually, I liked it last year.

### **Mark**

I'm an excellent pupil in all my subjects. But English is the hardest of all for me. I have to do lots of things to get good marks. First of all I have to do all the homework I get. I often have to spend all evening learning the new vocabulary. I have to take extra classes to study Grammar deeper. I often have to say no to my friends when they go out for a pizza. I have to watch all the films and cartoons in English that's why I never go to the cinema.

Every summer I have to go to an international summer camp when my mum and dad go to the seaside.

**4. a)** Play the guessing game as a class. You need to choose an excellent student ( $S_1$ ) in English.

1. Any student asks what an Excellent S has to do to get good marks in English.

**Example.** *Do you have to spend hours doing homework?*

2. Students try to guess  $S_1$ 's answer.

**Example.** *I think you don't.*

3.  $S_1$  agrees or disagrees.

**Example.** *Actually, I do. I spent more than two hours to prepare for today's lesson.*

**b)** Change the school subject and play again.

## Lesson 7. DIFFERENT COUNTRIES — DIFFERENT SCHOOLS?

### ACTIVE VOCABULARY *a gym*

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

1. Do you like your school?

2. Is it old or new? Is it big or small?

3. How many pupils study there?

4. Have you ever been to a school in a different country? Was it different?



a school gym

**2. a)** Look through the letters. Which is Yan's letter and which is Nick's? Why do you think so?

## Letter 1

...You asked me to tell you about my school.

Well, I like my school. It has a great new gym and we play a lot of football in P. E. lessons. In winter we play in the gym, but when the weather is good we play outside. You know how much I love sports! You can have a lot of fun in the playground in front of the school, too. We have large classrooms and a great computer room. There is a school library, too.

We have one-week holidays in autumn and spring and winter holidays start in January and last two weeks. The lessons start at 8:30 in the morning and usually last till 14:40. School is great, but the breaks are too short and there are too many rules to follow. There's no school uniform in our school. But we have to wear black and white clothes and no jeans!

Our school is famous for the best Spring Festival in the town. You must see it! Come to Minsk, we'll have fun!



## Letter 2

...You asked me to write about my school.

I must tell you I like my school. It's a beautiful new building not far from the city centre. It has a swimming-pool and a garden. There are special classrooms for Science, Geography and Art lessons. There is a school café where you can get something healthy for lunch. My favourite is fish and chips, some fruit or yoghurt.

The teachers are great and the lessons are interesting. My Maths teacher says that I'm good at mathematics. But my favourite subject is Geography. We learn about new countries, read and talk about mountains and rivers, oceans and lakes. Do you like Geography?

All students have to wear a uniform with a school emblem on it. Our school colours are blue and grey.

We go to school five days a week 8 to 3 p.m. and I think this is too much. We also have lots of homework. But the holidays are coming soon!



**b) Read the letters carefully again. What do the boys have in common? Take notes on your findings.**

**Example.** *Both boys like going to school.*

**c) Compare your ideas in pairs.**

**3. Play a memory game. Close the books. The teacher will read you some sentences from the letters. Listen and say whose letter they are from.**

**4. a) Which of the questions below do the letters answer?**

1. Where is the school situated? 2. Is the school building old or new? 3. What classrooms have you got? 4. Does it have a swimming-pool / gym / library / café...? 5. Is there a park / playground / sportsground in front of the school? 6. What is the school timetable? 7. How many lessons a week / a day do the children have? How long do they last? 8. What are the school rules? 9. What is the school famous for? 10. What do the children like about their school?



**b)** Answer the questions above about your school in groups.

**c)** How different is your school from Nick's? Report to the class.

**5. a)** Prepare to write about your school:

— Choose at least 5 questions from ex. 4a that you'd like to answer about your school.

— Think in what order you will answer them.

— Make a plan.

**b)** Write a letter to a friend about your school. Use your plan and the letters in ex. 2 for help. Start like this:

**Example.** *You asked me to tell you about my school.*

## Lesson 8. LIVE AND LEARN

### ACTIVE VOCABULARY

*boarding school*

**1. a)** Look at the pictures and compare the schools.



**b)** Read about schools in Britain. What kind of schools are in the pictures above?

There are about 40,000 schools in Britain. Most schools are mixed (boys and girls study together) and free.

Children start school at the age of five. The first school for most British children is their local school. These schools

can have from hundreds of pupils to just a few pupils in the country areas.

Most schools in the UK start between 08:30 and 9:00 in the morning and end about 15:30 in the afternoon. On Fridays, the school day ends between 12:00 and 13:00, a few hours earlier than usual.

Ninety percent of English pupils wear school uniform. A boy's uniform includes trousers or shorts, a white shirt, a tie and a jumper with the school emblem on it. Girls may also wear skirts or summer school dresses. The uniform colours are different from school to school.

There are about 500 independent schools in Britain, most of them are boarding schools (students live and study there). The most famous schools are Eton, Harrow and Winchester.

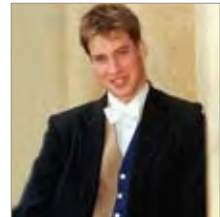
**2. a) Read the text again. Are the statements below true or false?**

1. Most schools in UK are independent. 2. Most schools are free. 3. There are day schools and boarding schools. 4. Children start school when they are six or seven years old. 5. The school starts at 8:30 in the morning and finishes at three in the afternoon every day. 6. Most schools have uniform rules.

**b) Are the statements above true for schools in Belarus?**

**3. a) Eton is a famous British school. What type of school it is? Answer the questions.**

1. Is it a mixed school? 2. Is it new or old school? 3. Is the school far from



London? **4.** Is it a day school or boarding school? **5.** What famous people were the students of Eton?



**b) Listen to an interview with Mark, a student at Eton College. Check your predictions.**

**c) Listen to the interview again. Correct the statements below.**

**1.** The teachers live in Eton. **2.** It is not far from London, in Oxford. **3.** Twelve British Prime-Ministers went to Eton. **4.** The students of Eton wear a black-and-grey uniform. **5.** Their lessons last 45 minutes. **6.** They have thirteen lessons each week.

**4. a) Work in groups. Compare your school to Eton. How different is your school?**

**b) Would you like to study at Eton? What do you like or dislike about this school?**

**5. a) Work in small groups. You are going to make a presentation. Speak about types of schools, school buildings, rooms, school timetable, school rules, etc...**

Group 1: Compare schools in Belarus and in the UK.

Group 2: Compare your school and Eton.

**b) Plan your presentation. Think what each one is going to talk about and what they are going to say.**

## RULES

- You have 10 minutes to get ready.
- You have 5 minutes to present your project.
- One student speaks about one aspect of the school.

**c) Role-play your presentations.**

## Lesson 9. LUNCH BREAK

### ACTIVE VOCABULARY *a joke*

**1. a) What do you usually do at your lunch breaks? Choose one of the answers below or use your own ideas.**

1. I do my homework. 2. We tell jokes and funny stories.  
3. At lunch I have a friend that I eat with and then we sit and talk. 4. I usually play with my phone. 5. I usually sit under a tree where no one else is and listen to music.  
6. I talk and walk round the playground with my best friends. 7. I sleep in the library.

**b) What would you like to do at this time?**



**2. Listen to Amy answering the same question and choose from the ideas above.**

**3. a) Read some school jokes Amy and her friend share. What lessons are these jokes about?**

1

**Mother:** What did you learn in school today?

**Son:** How to write.

**Mother:** What did you write?

**Son:** I don't know, they haven't taught us how to read yet!

2

**Teacher :** Name four members of the cat family.

**Pupil:** Daddy cat, mummy cat and two kittens!

3

**Teacher:** Albert, can you find me Australia on the map please?

**Pupil:** There it is.

**Teacher:** Now, Albert, who discovered Australia?

**Pupil:** I did!

4

**Teacher:** If you got \$20 from 5 people, what would you get?

**Student:** A new bike.

5

**Father:** Why aren't you doing very well in history?

**Son:** Because the teacher keeps asking about things that happened before I was born!

**b) Which joke do you find the funniest?**

**4. a) Unjumble and read two school stories.**

**A.** The summer holiday was over and young Jack returned to Wicor school.

**B.** A head teacher is walking round the school when he hears terrible noise coming from one of the classrooms. He opens the door and sees one boy, taller than the others, who seems to be making the most noise.

**C.** Returning to the classroom, the head teacher talks to the class for half an hour about good behaviour. "Now," he says, "are there any questions?" One girl stands up shyly. "Please sir," she asks, "may we have our teacher back?"

**D.** Only two days later his teacher phoned his mother to tell her that Jack was behaving very badly.

**E.** "Wait a minute," mother said. "I had Jack with me for six weeks and I never called you once when he misbehaved."

**F.** He gets the boy, takes him to the hall, and tells him to wait there till he lets him come back.

**b) Which story is funnier?**

**5. a) Read the school poem by Bruce Lansky and fill in the gaps.**

**My Teacher Sees Right Through Me**

I didn't do my homework.  
My teacher asked me, "Why?"  
I answered him, "It's much too hard."  
He said, "You didn't ... (1)."  
I told him, "My dog ate it."  
He said, "You have no ... (2)."  
I said, "I went out running."  
He said, "You never ... (3)."  
I told him, "I had chores to do."  
He said, "You watched... (4)."  
I said, "I saw the doctor."  
He said, "You were with ... (5)."  
My teacher sees right through me,  
which makes me very ... (6).  
It's hard to fool the teacher  
when the teacher is your ... (7).

try  
jog  
me  
dad  
sad  
TV  
dog



**b) Listen and check.**

**c) Did you like the poem? Does anyone in your class have the same problem?**

**6. a) What do you tell your teachers if you haven't done your homework? Read the list of excuses below and answer the questions that follow.**

**Teacher:** Where's your homework?

**Pupil:**

I gave it to a homeless man to keep him warm.  
I left it on the bus.  
It was so good, my mother put it on the wall.

I lost it fighting with kid who said you weren't the best teacher in the school.

I let somebody copy it but they never gave it back.

I left it in my shirt and my mother put the shirt in the washing machine.

Some aliens from outer space took it so they could study how people think.

A sudden wind blew it out of my hand and I never saw it again.

I did my homework in my head, I didn't know I had to write it down. Next time should I show my work?

We had no food in the house. I can't do homework when I'm hungry. Can you?

My little brother ate it.

Mum and dad didn't like it so they threw it away.

"Oh, no, I can't find it!!" Then start crying.



**b) What ideas are funny? Which ones are silly? Which ones can work? Which idea you would never use? Which idea do you like best?**

**c) Can you think of one more excuse?**

**7. Share your school joke or a story with the rest of the class.**



## Lesson 1. FILM, FILM, FILM!!!

**ACTIVE VOCABULARY** *an action film, a romantic film, an adventure film, a western, a horror film, a musical, a cartoon, a comedy*

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

- Do you really like watching films?
- Do you like watching cartoons?
- What films and cartoons do you like?
- Do you usually watch them on TV or on a computer?



### 2. a) In pairs, do the questionnaire below. Then ask your teacher for results. How many did you get right?

#### ARE YOU A FILM FAN?

1. How many films about Harry Potter are there?  
a) 7      b) 8      c) 9
2. Where did Kevin McCallister, the main character of *Home Alone* live?  
a) in New York  
b) in Chicago  
c) in Edinburgh
3. Who created Mickey Mouse?  
a) Steven Spielberg  
b) Walt Disney  
c) Tim Burton





4. Who played Indiana Jones?

- a) Arnold Schwarzenegger
- b) Johnny Depp
- c) Harrison Ford

5. In *Zootopia* some animals become wild and dangerous because of:

- a) bad doctors
- b) blue flowers
- c) carrots

6. What is the place of Titanic tragedy?

- a) The Atlantic Ocean
- b) The Pacific Ocean
- c) The Indian Ocean

7. In *The Lion King* one of the funniest characters is Pumbaa. He's a ...

- a) a wild boar
- b) an elk
- c) a warthog



**b) Have you seen the cartoons and films from the questionnaire? Which do you like? Why?**

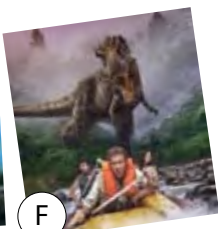
**3. a) Look at the picture stills from different films. Match the pictures with the names of the films.**

cartoon, comedy, romantic film, western, musical, action film, horror film, adventure film



**b) Listen to different sounds from the films and check your guesses.**





**4. a)** You have probably seen lots of different films. Speak about the films that you know.

*Dracula*

*Titanic*

*Winnie-the-Pooh*

*Indiana Jones*

*Spider-Man*

*LaLa Land*

*Home Alone*

*Hey! Cowboys!*

is a / an

cartoon.

comedy.

action film.

western.

horror film.

adventure film.

romantic film.

musical.

**b)** Can you name one more example of each type of films?

**c)** Ask your partner which films / cartoon they have / haven't seen.



**5. a)** Listen to Nick talking about films. Say what films Nick and his family like.

**b)** Do you know what types of films your classmates like? Find out. Ask as many of your classmates as possible. Note down the answers on a slip of paper. What are the most popular types of films in class?

**Example:**

1. — *Do you like comedies?* — *Yes, I like them very much.*

2. — *Do you like cartoons?* — *No, I don't. I think they are silly / boring / scary.*

**6. What about your family? What films do they like? Write down what films you and your family like / hate.**

**Example:** *I like horror films very much, but my granny thinks they're scary. She loves romantic films.*

## Lesson 2. FILM FANS

### ACTIVE VOCABULARY

*boring, shocking, surprising*

**1. Work in pairs. Unjumble the types of film. Who usually likes these types of film?**

carminot

dymeoc

enreadtuv

**2. a) Read what the children say. Put the film types from ex. 1 into the gaps.**

I like ... (1) films very much. My favourite film is *Titanic*. I think it's very **touching**, because Jack dies. I cried when I watched it.

I like ... (2) films. They are **exciting**, because there are a lot of adventures in them.

We like ... (3) most of all. They are very amusing. Something funny always happens with the characters.



I think, ... (4) films can be dangerous for you. For example, some parts of *Jurassic [dʒʊə`ræsi:k] World* were shocking.

If you want to fall asleep, watch a **boring** film. For me, it would be a ... (5) with cowboys and their revolvers and Red Indians on horses.

... (6) are my favourites. You never know what will happen next. And the endings are usually **surprising**.

**b) What do the words in bold mean?**

**c) What part of speech are these words? How are they formed?**

**d) Make more adjectives using -ing ending. Change the words if necessary.**

**Example.** *touch — touching*

1) tired; 2) interest; 3) love; 4) relax.

**e) Use the adjectives from ex. 2 to speak about the films you've seen.**

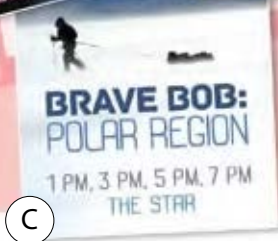
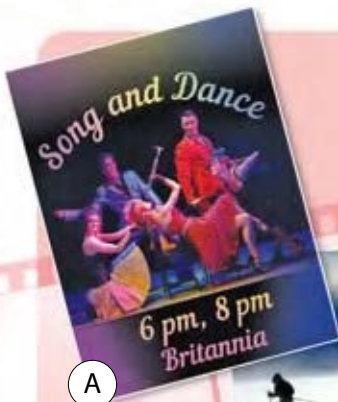
**Example.** *I have watched The Lion King film and it was shocking. I think the old cartoon was better and more interesting.*

**f) In pairs, ask and answer the questions.**

- What films are boring for you?
- In what films was the ending surprising or shocking?
- What films are relaxing for your family members?

**3. Look at the posters below. Find the answers to the following questions.**

1. What types of films are these? 2. Where are they on?
3. When are they on? 4. Are they exciting / amusing / ... ?



**4. a)** Do you remember what types of films Nick likes? Guess what types of films his friend Liz likes.



**b)** Listen and check your guesses.

**c)** Listen to the conversation again. Say...

1) ... where Nick and Liz are going. 2) ... what they are going to see. 3) ... when they are going to meet.

**5. a)** Read the conversation and find the phrases to...

- 1) ... invite your friend to the cinema; 2) ... agree to go to the cinema; 3) ... ask what film(s) you can watch;
- 4) ... ask about the place where you can watch the film;
- 5) ... ask about the time you can watch the film.

**Nick:** Hi Liz! Fancy going to the cinema on Saturday.

**Liz:** Good idea! What's on? A western again? Westerns are boring. I'd like to watch something more exciting.

**Nick:** No, it's an action film. Avengers!

**Liz:** Great! I love them! Where is it on?

**Nick:** At the Odeon.

**Liz:** What time does it start?

**Nick:** On Saturday it starts at half past three, six or eight.

**Liz:** I think six o'clock is alright.

**Nick:** See you outside the cinema at ten to six on Saturday.

**Liz:** OK. See you there. Bye.

**Nick:** Bye.



**b) Listen to the conversation and read along with Nick and Liz.**

**c) Read the conversation with your partner. When reading change the underlined part.**



**6. a) Listen to two more conversations. Where do the children invite their friends? Do their friends agree to go?**

**b) Listen again. Find more phrases to put in ex. 5a.**

**c) What can you say when you don't want to go to the cinema?**

*Sorry, I'm afraid I can't. Sorry, I don't feel like going to the cinema.*

**7. a) Make a list of 5 films and / or cartoons you have watched recently or would like to watch.**

**b) Invite your classmates to go to the cinema and watch a film / cartoon from your list. Use the phrases from the conversation.**

**c) Tell the class how many people go with you and what you plan to watch.**

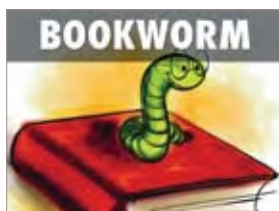
## Lesson 3. BOOKS, BOOKS EVERYWHERE

### ACTIVE VOCABULARY

*a fairy tale, detective, a love story, a science-fiction, a fantasy, a bookworm*

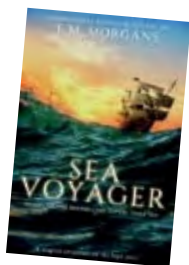
### 1. Discuss the questions below in pairs.

- Do you like reading? Why?
- What do you read?
- Is reading a popular free time activity today?
  - Do people read paper books or electronic books more?
  - Do you know a person who is a bookworm? Are you a bookworm?



a **bookworm** [ 'bʊkwɜ:m ] = somebody who loves books and spends a lot of time reading

### 2. What types of books do you know? Look at the pictures and name some of the types of the books?



### 3. Read the lines from different books. Guess what type of books they are taken from.

A. Whatever you do, wherever you are, I will always be with you.

**B.** Yesterday I heard something unusual in the living room. I went downstairs, opened the door and saw a body on the floor.

**C.** Once upon a time there lived a king and a queen. And they had a beautiful daughter.

**D.** The fox was very funny. Everybody liked him at once.

**E.** John always wanted to go to the jungle of Africa. And now, sitting by the fire, listening to different sounds, he was really happy.

**F.** They decided to get their spaceship ready for the flight. They had only three hours to get to that planet.

**G.** “And who builds these houses?” Frodo asked. “Who lives in this troll-country?”

an adventure book,  
 a science-fiction book,  
 a love story,  
 a fantasy book,  
 a fairy tale,  
 a detective story,  
 a book about animals



**4. a) Listen to Liz and Rosie talking with the librarian.**

**Copy the chart into your exercise book. What types of books do they like and what types of books don't they like?**

| Name  | Historical books | Adventure stories | Fairy tales | Science-fiction |
|-------|------------------|-------------------|-------------|-----------------|
| Liz   |                  |                   |             |                 |
| Rosie |                  |                   |             |                 |

| Name  | Detective stories | Fantasy | Love stories | Stories about animals |
|-------|-------------------|---------|--------------|-----------------------|
| Liz   |                   |         |              |                       |
| Rosie |                   |         |              |                       |





**b) Read the reasons below. Listen again. Which reasons do Liz and Rosie talk about?**

1) the endings are usually good. 2) they are usually boring / silly. 3) they are very long. 4) they make me dream. 5) I don't sleep at night. 6) there are no pictures. 7) they are exciting / touching / amusing / boring / interesting / shocking. 8) they make me think. 9) they give me goose bumps. 10) I like magic. 11) I like unusual stories.

**5. a) Put the reasons from ex. 4b into two columns.**

I like... because...

I don't like... because...

**b) Write 3 statements about different types of books. Use the ideas above or your own ideas.**

**c) Walk around and read your statements to your classmates. Who has the same taste in books?**



## Lesson 4. QUESTION TIME

### COMMUNICATIVE AREA

find out the information about a book or a film your friend has read / watched

**1. Match the pictures, the books and the authors of the books. Then discuss the questions in pairs.**



*Harry Potter, Robinson Crusoe,  
Charlie and the Chocolate Factory*

*Roald Dahl, J.K. Rowling, Daniel Defoe*

1. Have you read the books?
2. What types of books are they? What are they about?
3. What do they have in common?



**2. a) Listen to the conversation. Say which books from ex. 1 they talk about. Who's a bookworm, Nick or Ben?**

**b) Listen again. Answer the questions.**

1. When is the Bookworm Club Day? 2. Have the boys been to the Bookworm Club before? 3. Ben liked an adventure film about Robinson Crusoe, didn't he? 4. Are the boys going to watch or read *Charlie and the Chocolate Factory*?



**3. a) Look at the questions in ex. 2b. Match the questions and the question types.**

**b) Look through the information on pages 278–279 quickly to check your ideas.**

**c) Read the conversation of Nick and Ben. Put the underlined questions into four groups from the chart.**

**Nick:** Oh, hi, Ben! How are you?

**Ben:** Fine, thanks. And you?

**Nick:** Alright. Where are you going now?

**Ben:** To the library. It's Thursday, so it's a Bookworm Club Day today!



**Nick:** Again? Have you read all the books you borrowed last time? You went there only a week ago, didn't you?

**Ben:** Oh, yes. You're right. The books were really interesting, so I read them very fast.

**Nick:** What books did you borrow?

**Ben:** *Harry Potter* series.

**Nick:** Again? Have you read them three or four times already?

**Ben:** Hmm, 5 times... I enjoy them, they're really exciting. You can understand me, can't you? You've read *Harry Potter*, haven't you?

**Nick:** Me? No, but I've watched the films, all of them, 4 or 5 times I think.

**Ben:** Oh, you're not a bookworm at all, are you?

**Nick:** No. And I like adventure films very much. They're more interesting than detective stories or horror films.

**Ben:** I see. What's your favourite adventure story?

**Nick:** Robinson Crusoe. Have you watched it?

**Ben:** No... But I've read it!

**Nick:** Ha-ha, what a surprise! By the way. What are you going to do this evening?

**Ben:** I don't know yet. Why?

**Nick:** I'm going to watch a film, *Charlie and the Chocolate Factory*. Would you like to come?

**Ben:** I'd love to. Thanks. So, see you this evening.

**Nick:** See you.

#### 4. a) Name as many wh-question words as you can.

**Example.** *When?*

b) Write the correct wh-question word for the short answers below.

**Example.** — *My brother* — *who*

Long time ago. By train. In London. 100 kilometres.  
A ghost. Slowly. 30 minutes. Next Tuesday. A parrot.  
Because it was cold. A big ship. On an island. Three  
friends.

**5. a) Unjumble the questions below. What type of questions are they?**

1. usually / do / read / When / you / ?
2. Your / reads / doesn't / he / science-fiction / , / often / dad / ?
3. you / books / Do / watching / prefer / or / films / reading / ?
4. is / Who / your / in / a / class / bookworm / ?
5. adventure / you / stories / like / Do / ?

**b) Discuss the questions in pairs.**

**6. a) What books do your classmates like? Use the words below and write the questions. Make different types of questions.**

**Example.** Last book / you've read — *What was the last book you've read?*

or *Was the last book you've read long or short?*

or *The last book you've read was Harry Potter, wasn't it?*

1. Who / author / ?
2. About / ?
3. Type of book / ?
4. How long / read it / ?
5. Times / read it / ?
6. Recommend / ? Exciting / ? Boring / ? Shocking / ?

**b) Interview 2 classmates. Use your questions. Tell the class about your classmates.**

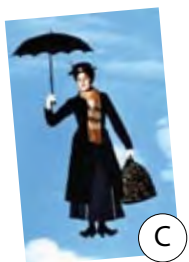
**c) In pairs, write the questions to ask about a film your friend watched. Then interview one classmate.**

## Lesson 5. FICTIONAL CHARACTER

### ACTIVE VOCABULARY

*title, mysterious, adventurous, a character*

**1. a)** Work in pairs. Match the names to the characters in the pictures.



Alice, Peter, Harry, Pippi, Mary, Frodo, Robin, Tom

**b)** Answer the questions about the pictures below.

1. Where are these pictures taken from?
2. Do you know all the characters?
3. What do you know about them?

**c)** What are the titles of the books? Ask your teacher for help.

**2. a)** Read what Liz wrote about her favourite book character and decide why she wrote it.

- It's a message to a friend.
- It's an article for her local library website.
- It's a page from her diary.

Have you heard of Peter Pan? The main character from J.M. Barrie's novel *Peter Pan* is a young boy who lives in a magic place called Never-Never Land and can fly.

Peter Pan is a good-looking, tall boy with a beautiful smile. He is a very colourful character. Peter Pan is a kind-hearted and noble boy with polite manners and fun sense of humour, but a little dark and even dangerous too. He's brave because he is not afraid of Captain Cook and his men the pirates.

Peter Pan is my favourite character. I like him because he taught me to enjoy being a child because I always wanted to grow up. But now I understand that it's fun to be a child. He has such a fun-loving personality.

You should read the book and meet one of the most popular characters in English fiction.



### **b) Check if Liz has written...**

1) ... the character's name; 2) ... the book title and the author's name; 3) ... other books by this author; 4) ... any information about the character; 5) ... any information about other characters from this book; 6) ... her personal comments and recommendations.

### **c) Unjumble the questions below. Read the article again and answer the questions.**

1. the / of / What / book / is / the / title / ?
2. book / What / is / about / the / ?
3. What / like / does / look / Peter / Pan / ?
4. is / What / like / Peter / Pan / ?
5. character / does / about / What / think / Liz / this / ?

### 3. a) Are the adjectives in the box positive or negative?

hospitable, kind, naughty, hard-working, friendly,  
bad, clever, funny, brave, silly, optimistic,  
noisy, bossy, helpful, shy, sporty, talkative,  
dangerous, proud, mysterious, terrible, unusual,  
boring, polite, adventurous, romantic, touching,  
careful, fun-loving

### b) Look at the box. Match the examples with the types of adjective formation.

- 1) luck — lucky
- 2) nature — natural
- 3) danger — dangerous
- 4) beauty — beautiful

|      |   |       |     |
|------|---|-------|-----|
|      |   | - y   | ... |
| base | + | - ful | ... |
| form |   | - ous | ... |
|      |   | - al  | ... |

### c) Find more examples of adjectives in ex. 3a and add them to their group in ex. 3b.

### d) Complete the sentences with the adjectives from the box.

1. Sherlock Homes is very ... . He knows the answers to all questions.
2. Mowgly is ... because he isn't afraid of Shere Khan.
3. Cinderella is ... . She has to work day and night.
4. Tom Sayer is ... . He doesn't behave well and often gets into trouble.
5. Karlsson is very ... . He thinks that he is the best at everything.

### e) Write similar sentences about some of the characters in ex. 1. Let your partner guess the missing words.

**4. a)** Before Liz started writing her article she wrote a plan. Study Liz's plan. What questions from ex. 3c did Liz answer in every paragraph?

Paragraph 1: J. M. Barrie, magic place Never-Never Land;

Paragraph 2: good-looking, tall, beautiful smile, colourful character, kind-hearted, proud, polite manners, brave;

Paragraph 3: taught me to enjoy being a child, fun-loving;

Paragraph 4: should read, popular character in English fiction.

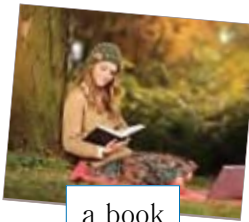
**b)** Write a plan to talk about your favourite book character.

**c)** Work in groups. Use your plan to tell your group about your favourite character.

## Lesson 6. READING IS COOL

### ACTIVE VOCABULARY *cool*

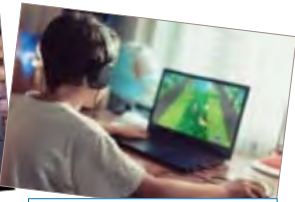
**1. a)** What do you prefer? Why?



a book



a film



a computer game

**b)** Discuss the questions below.

1. What's your class's choice? Is it a common (happening often and to many people) choice for children in your country?

2. Do you think kids in other countries make a different or the same choice? Why is that so?



3. What would your mum and dad choose as kids? Why do you think so?

4. What would your mum and dad choose today?

**2. a) Read the article. What do kids in England prefer?**

**Children Think Reading is Uncool and Boring**

Children think reading is “uncool”, and would rather spend time online than looking at a classic book, teachers say.

More than 400 English teachers were questioned about how much they think pupils enjoy reading.

The majority said they think children prefer to spend time online and two out of three think reading isn't seen as cool.

The schools minister says the results are not surprising. He wants kids to learn the basics of reading early so that then they can explore books like Harry Potter and one day get onto classic authors like Charles Dickens.

**b) Work individually. Complete the questions for the article below.**

1. Why do ...? 2. Do children ... or ...? 3. ..., don't they?  
4. Who ...? 5. How many...? 6. Why does ...?

**c) Compare and check your questions as a class. Do you all have same questions?**

**d) Ask your partner the questions you've written.**

**3. a) Read some comments that follow the article. How many kids think reading is cool? How many think it's uncool?**

“I really enjoy reading but only have time to do it in the evenings. I don't care if people think it is uncool as I am not going to stop reading. They don't know what they are missing!”

*Mona, Stockport, England*

“I love reading, I do it every day! I don’t care if everyone else thinks it’s boring or uncool. I’m happy to read because it’s what I love to do. I’ve already gone through eight Dickens’ books and I am not going to stop for anyone else’s opinion about cool.”



*Saskia, London, England*

“I love both. Going on the Internet is cool but if you spend too much time on it, you can get headaches. Reading can help you relax and make your problems go away.”

*Mackenzie, Darlington, England*

“Reading is not uncool, the books you read improve your spelling and grammar, it’s also a very calming activity. In addition, computer games and technology in large amounts are not healthy, but are fine sometimes.”

*Ameerah, Dubai, United Arab Emirates*

“The people who prefer videos and computer games just don’t know what they’re missing out on. Books like *Harry Potter* and *Matilda* are full of adventures, funny jokes and new ideas. Reading helps you to learn new things and it’s so relaxing, especially at night because it helps you go to sleep. Overall, I’d say that reading is not uncool and it’s the best thing you could ever do.”

*Amy, Northampton, England*

“Most people think of reading as just looking at a page of words, but it’s so much more. A story can take you to amazing places while you’re just sitting on your bed! You can’t just take a bus to Hogwarts, can you? But that doesn’t mean that computers are bad — you can enjoy both!”

*Will, Oxfordshire, England*

**b) Read the comments again and choose the correct answer.**

1. All comments say that...

- 1) ... books are great, but using a computer is also good.
- 2) ... reading is an enjoyable way to spend your free time.
- 3) ... videos and computer games aren't as good as reading.

2. Some children...

- 1) ... dislike the fact that someone thinks reading is not cool.
- 2) ... don't care what others think.
- 3) ... say that they like uncool activities.

3. Some children say that reading is a great evening activity because...

- 1) ... it makes you calm.
- 2) ... it can take you to the dream world.
- 3) ... its healthier than using a computer.

4. Some comments say that children who don't like reading...

- 1) ... can't take a bus to Hogwarts.
- 2) ... do not learn new things.
- 3) ... miss a lot of fun.

5. Two comments say that...

- 1) ... computers can be unhealthy.
- 2) ... books can help you study better at school.
- 3) ... books take you away to interesting places and great adventures.

**c) Check your answers in pairs. Give examples from the comments to prove you are right.**

**4. Write your comment about the article.**

# Lesson 7. HE CREATED A NEW UNIVERSE

## ACTIVE GRAMMAR

subject / object questions

## ACTIVE VOCABULARY

to create

### 1. Look at the photos and answer the questions.

1. Who do you know? Who are they? 2. Are they real people? 3. Who created them?



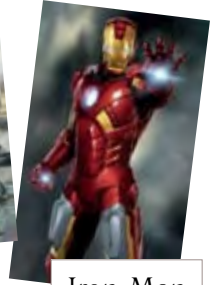
Spider-Man



Thor



Hulk



Iron Man

### 2. a) Look at Nick's project about Spider-Man. Check your ideas from ex. 1.

Stan Lee was a comic book writer. He created Spider-Man together with many other superheroes like Hulk, Iron Man or Thor. It was a revolution in the world of comic books. Stan's characters are popular because they look like real people. His characters are clever, strong, and funny, but sometimes they are shy, bossy or naughty. They can be ill, have family problems and are never perfect. Stan Lee understood how to make an exciting story. Film directors used his comic books to create cartoons and films. And from year 2000 to his death Stan Lee



often played small roles in the films about his superheroes. Why? Because the film directors wanted to say “Thank you, Stan, for your wonderful stories. You and your superheroes created a new universe for us.”

**b) Read again and answer the questions below.**

1. What was Stan Lee? 2. Who did Stan Lee create? 3. What were his characters like? 4. Who invited Stan Lee to play in films about superheroes? Why?

**c) Have you heard about Stan Lee? What kind of person was he?**

**3. a) How well do you know Stan Lee’s characters? Match the questions with the answers.**

1. Who did Stan Lee create?
2. Who created Iron Man?
3. Who created many characters?
4. What did Stan Lee create?
5. What did Iron Man create?
6. What did Spider-Man create?
7. What did Thor create?

- A. Stan Lee.
- B. Tony Stark — a fictional character.
- C. A magic hammer.
- D. A new universe.
- E. A new element — Vibranium.
- F. A red-and-blue costume.
- G. A special suit.



**b) Read the sentence. Which underlined word is the subject (подлежащее) and which — the object (дополнение) of the sentence?**

Stan Lee created Tony Stark.

**c)** Study the rule in the chart. How is the question to the subject different from the question to the object?

| Asking about the object  |         |          | Asking about the subject |         |             |
|--------------------------|---------|----------|--------------------------|---------|-------------|
| Subject                  | Verb    | Object   | Subject                  | Verb    | Object      |
| Stan Lee                 | created | someone. | Someone                  | created | Tony Stark. |
| Who did Stan Lee create? |         |          | Who created Tony Stark?  |         |             |

**d)** Complete the rule.

|                  |                 |        |           |           |
|------------------|-----------------|--------|-----------|-----------|
| Subject question | Question Word + | verb + | object    |           |
| Object question  | Question word + | ... +  | subject + | main verb |

**e)** Find more examples of subject and object questions in ex. 3a.

**4. a)** There is a love triangle in the story of Thor. Do you know the answers to the questions below?

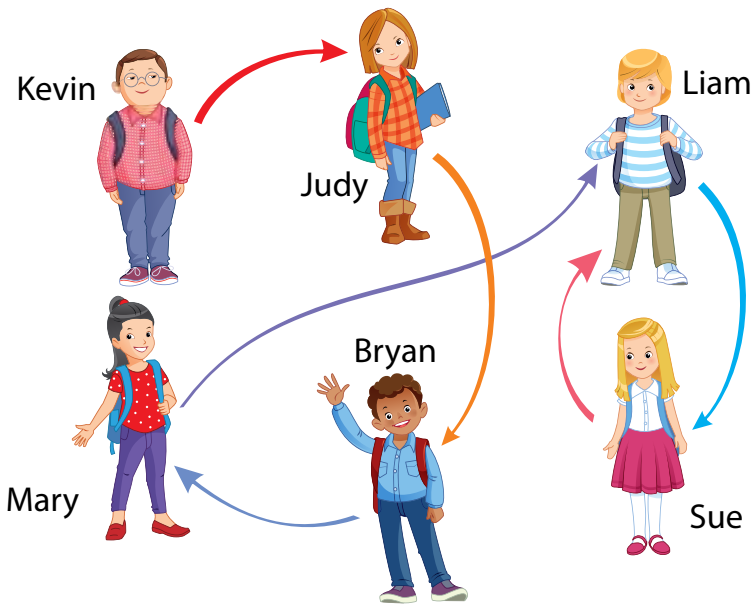


Loki loves someone. Someone loves Loki.

Who does Loki love? Who loves Loki?

**b)** Look at the pictures and complete the questions about more love triangles.

- Who does Kevin love?
- ... Ann? — ...
- ... Sue? — ...
- ...love? — Jill.
- ... love? Judy.
- ...? Nobody.



**5. Write a question for the underlined word.**

1. Spider-Man appeared in 1962.
2. It was a teenager who lived with his aunt and uncle.
3. Spider-Man wanted to live his usual life.
4. Other superheroes wanted to help people.
5. Teenagers loved new comic books about Spider-Man.

**6. Play the game "What do You Know about ..." about one of the most popular actors today. Your teacher will give you the instructions.**



**7. Think about your favourite actor or writer. Use the questions and get ready to tell the class about him / her.**

## Lesson 8. FILM CRITICS

### COMMUNICATIVE AREA

expressing your opinion about a book or a film

#### 1. Discuss the questions below as a class.

1. What problem does the boy in the photograph have? 2. Who can help you choose a book or a film? 3. Where can you find information about new films or books?



2. a) Look at the poster below. What type of film is it? Match the words with their definitions.

- 1) take place;
- 2) the main character.
- a) the most important person in the film;
- b) happen.

b) Read the article. Where can you see a text like that?



### *Star Wars* is an Action Film.

The story takes place in a faraway galaxy in the future. The main characters are: Luke Skywalker, Princess Leia and Darth Vader.

Luke lives on one of the planets in the galaxy. He dreams of going to other planets. One day he gets a message, which Princess Leia sent to her old friend. In the message she asked for help. Luke decides to help the



princess and his adventures begin. On his way he finds new friends — a brave pilot of a spaceship and two robots. The robots are really amusing. And the bad character — Darth Vader — is terrible.

*Star Wars* is an exciting film for all the family! Don't miss it!

**c) Read Nick's review for his school newspaper again. Study the information in the picture. Then, answer the questions below.**

1. What type of film is *Star Wars*?
2. Where does the story take place?
3. Who are the main characters?
4. How do the adventures begin?
5. What does Nick think about the characters?
6. What does he think about the film?

**3. a) Use the review in ex. 2b and the box below to complete Nick's e-mail letter to Yan.**

action film, William Shakespeare, exciting,  
romantic, detective

Hi, Yan!

You are asking me about the books and films I've read or seen.

Well, I've just finished a really touching story by ... (1). It's about two young people in love who die in the end. The book is really ... (2) and my mum would like it a lot. But not me! I think it is really boring, I felt sleepy every time I opened the book. Now I'm going to read something more amusing, a ... (3) story

or science-fiction. Have to go to the library to get something new. ☹

I went to the cinema last week, too. To watch *Spider-Man* again. I've already seen it 5 times! It's much better to watch an ... (4) in the cinema than sit on the sofa at home. *Spider-Man* is about adventures and super powers. All the adventures are really ... (5)! You must see it!!!

P. S. See my school project about Spider-Man and the man who created Spider-Man attached.



**b) Write Yan's reply to Nick's e-mail. Use the information below and Nick's e-mail for help.**

Yan is reading the seventh *Harry Potter* book now. He thinks it's great!

He has read *Romeo and Juliette*. He doesn't agree with Nick's opinion.

He hasn't watched *Star Wars*.

He has just watched *Aladin* and *Home Alone* again. *Home Alone* is his favourite comedy.

He thinks Nick hasn't seen *Home Alone*.

**Start like this:**

Hi, Nick!

Your school project is great! My mum says you are very clever!

Now I'm reading...



## Lesson 9. BOOKS AND FILMS — QUESTION QUIZ

### COMMUNICATIVE AREA

asking and answering questions

### GRAMMAR REVISION

different types of questions

#### 1. a) Discuss the questions below.

1. When do people ask a lot of questions? 2. Do you prefer to ask questions or answer them? 3. Are you good at asking questions in English? 4. Kids can ask some difficult questions, can't they? 5. What games use questions?



**b) Look at the questions above again. What type of questions are they?**

**2. a) You are going to do a Book and Film Quiz. Complete the questions below. What type of questions are they?**

1. *Robinson Crusoe* is a classic adventure book, ...?

2. Aslan, Prince Caspian, Lucy and Peter Pevensie are the characters of three different books, ...?

3. *The Hobbit* by J. R. R. Tolkien hasn't been made into a film yet, ...?

4. Arthur Conan Doyle, the author of stories about Sherlock Homes was a talented surgeon, ...?

5. In *Charlie and the Chocolate Factory* story Willy Wonka is the main character, ...?

**b) Answer the questions and get 1 point for each correct guess.**

**c) Write some similar questions to quiz your classmates.**

**3. a) Complete the questions with the words in the box. What type of questions are they?**

did × 2  
was × 2  
does × 2

1. ... Johnny Depp play the Mad Hatter (*Alice in Wonderland*) before or after Captain Jack Sparrow (*the Pirates of the Caribbean*)? 2. ... Aladdin have a pet parrot or a pet monkey? 3. ... Huckleberry Finn Batman's or Tom Sawyer's friend? 4. ... one writer create Iron Man and Hulk? 4. ... Harry Potter born on 31<sup>st</sup> July, 2007? 5. ... the name Mowgli mean "frog" in Hindi? 6. ... Superman born on planet Earth?



**b) Answer the questions and get 1 point for each correct guess.**

**c) Write some similar questions to quiz your classmates.**

**4. a) Complete the questions below with *Who* or *What*. What type of questions are they?**

1. ... objects helped Belle in the house of the Beast in the film *Beauty and the Beast*?

2. ... magical English book character danced with her umbrella at the opening of the Olympic Games in London?

3. ... book was written by Lewis Carroll and made into a classic Disney movie?

4. ... is the most well-known vampire in the world ?

5. ... wrote a classic fantasy novel *The Hobbit, or There and Back Again*?

**b) Answer the questions and get 1 point for each correct guess.**

**c)** Write some similar questions to quiz your classmates.

**5. a)** Complete the questions below with *How* or *What*. What type of questions are they?

1. ... name did Robinson Crusoe give to his new friend on the island?

2. ... did a teenage high-school student Peter Parker become a Superhero?

3. ... is the name of a very slow sloth from Zootopia?

4. ... magic person helped Aladdin?

5. ... did Mawgli get into the Wolf family in the Indian jungle?

**b)** Answer the questions and get 1 point for each correct guess.

**c)** Write some similar questions to quiz your classmates.

**6.** How many points did you score in the quiz? Who is the Book and Film Expert in your class?

**7. a)** Work in two groups. Compare your questions from ex. 2c–5c, choose the best ones and prepare your quiz.

**b)** Test the other group. Ask questions in turns and see who wins with the school bell.



## Lesson 1. WORLD OF HOBBIES

**COMMUNICATIVE AREA** talking about hobbies

**ACTIVE VOCABULARY** *painting, collecting, making models, keeping pets, playing chess (musical instruments), diving, knitting, learning languages, enjoyable*

**VOCABULARY AND GRAMMAR REVISION** verbs of likes and dislikes with *ing*-forms

### 1. a) What is a hobby? Choose the correct option.

A hobby is: a) a happy person who has a lot of free time; b) a country where hobbits live; c) an interest, something you like doing in your free time?

**b) What's your hobby? What do you like doing in your free time?**

**c) Which of the hobbies you have spoken about are enjoyable?**

### 2. Which of the hobbies in the pictures are enjoyable?





**Example.** *Making models is enjoyable.*

enjoy — enjoyable



**3.a)** Listen to children speaking about their hobbies. Match the interviews and the pictures.

**b)** Read the expressions below. Do you remember which hobbies they describe?

can be dangerous, many people in Britain like it,  
everybody loves it, is for a future engineer, is a difficult  
game, is more interesting than drawing

**c)** Listen and check.

**d)** In pairs, speak about the other hobbies in the pictures.

**4.** What do you like / love / hate / dislike or enjoy doing? What hobby do you think is OK? Compare your likes and dislikes with your partner. Report the results to the group.

I dislike knitting.

I love learning languages!

I think doing housework is OK.

**5. a)** Look at the girl in the picture. What do you think Julia likes doing?



**b)** Listen to her sister talking about Julia's likes and dislikes. Check your guesses.

|                |       |                |          |       |
|----------------|-------|----------------|----------|-------|
| loves / enjoys | likes | thinks it's OK | dislikes | hates |
| ...            | ...   | ...            | ...      | ...   |

**6.** Play the "Reporters" game.

**a)** Stand in two circles facing one another.

**b)** Listen to your partner speaking about their likes and dislikes. Be very attentive. Try to remember as much as you can.

**c)** After a signal from the teacher, the inner circle should move clockwise. They should stop after another signal.

**d)** Tell your partner No2 about partner No1. Repeat stages c) and d) several times.

## LESSON 2. TELL ME WHY

**COMMUNICATIVE AREA** highlighting differences and things in common, explaining reasons

**ACTIVE VOCABULARY**

*sightseeing, sunbathing, hunting, either, ideal*

**ACTIVE GRAMMAR**

*either / too*

**WORD-BUILDING**

*adjective suffixes -ous, -ful, -al, -y, -ing, -able*





**1. a) Listen to the chant. How many people are talking?**

Do you like sightseeing? — I like it! I love it!

Do you like cycling? — I think it's OK.

Do you like hunting? — I hate it! Just hate it!

Do you like sleeping? — Don't ask me again!



**b) Listen again. Repeat after the speaker. Mind the intonation and the rhythm.**

**c) Use other names of hobbies to make a new chant.**

**2. a) Look at the chart Nick filled in with the information about himself and his friend Nigel. What does Nick like doing? What about Nigel?**

| Do you like...                 | Me (Nick) | My classmate (Nigel) |
|--------------------------------|-----------|----------------------|
| 1) ... learning languages?     | ✓         | ✓                    |
| 2) ... taking photos?          | ✓         | —                    |
| 3) ... keeping pets?           | ✓         | ✓                    |
| 4) ... collecting things?      | —         | ✓                    |
| 5) ... sunbathing?             | ✓         | —                    |
| 6) ... hunting?                | —         | —                    |
| 7) ... diving?                 | —         | —                    |
| 8) ... playing computer games? | —         | ✓                    |
| 9) ... sightseeing?            | ✓         | ✓                    |

**Example.** *Nick likes taking photos, but Nigel doesn't like doing it. Nick likes learning languages and Nigel likes learning languages too. Nick doesn't like hunting and Nigel doesn't like it either.*



**b) Interview your classmate. Take notes.**

**c) Report the results of your interview. Use *but*, *too* and *either*.**

**3. a) Do you like sightseeing? Why? Use the chart below to make true sentences about yourself.**

+ and + too  
 — and — either

WHY...? BECAUSE...



|   |                                          |                                                                                                                                                                                                                                    |         |                  |                                                                                                                                                                |
|---|------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| I | like<br>dislike<br>hate<br>love<br>enjoy | sightseeing<br>diving<br>shopping<br>playing chess<br>doing homework<br>going to parties<br>learning languages<br>making "LEGO" models<br>doing housework<br>sunbathing<br>keeping pets<br>listening to music<br>collecting things | because | it's<br>it isn't | dangerous<br>interesting<br>boring<br>difficult<br>unusual<br>enjoyable<br>great<br>wonderful<br>exciting<br>hard<br>good for me<br>easy<br>amusing<br>helpful |
|---|------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|

**b) Compare your ideas with your partner's.**



**4. a) Make adjectives from the words in brackets to complete the sentences.**

1. I think playing ... (**music**) instruments is a ... (**wonder**) hobby. 2. One of the most ... (**interest**) hobbies is sightseeing. You can do it in your country and abroad. 3. Diving can be ... (**danger**) if you can't swim very well. 4. I enjoy listening to ... (**nation**) music of different countries. 5. Keeping pets is ... (**enjoy**) if you love animals.

**b) Do you agree with the statements above? Discuss with your partner.**

dangerous, famous, wonderful, beautiful, helpful, national, natural, unusual, ideal, musical, funny, easy, thirsty, hungry, happy, interesting, boring, exciting, enjoyable

**5. Play the guessing game.**

Step 1. → Draw one card from the pile of cards the teacher has given you.

Complete the sentence on the card.

**Example.** *I like watching films because... — I like watching films because it's enjoyable.*

Step 2. → Change the sentence as shown.

**Example.** *I like watching films because it's enjoyable. — I like it because it's enjoyable.*

Step 3. → Say your sentence to the group. Let your classmates guess what 'it' is.

**Example.** *Is it mountain climbing?*

**6. Going to parties is a great way to have fun. Imagine that you are at a party.**

**a)** Think of a name for yourself. Get ready to speak about your likes and dislikes.

**b)** Mix around. Introduce yourself. Ask and answer questions.

**Example.** *Do you like mountain climbing? Why do you like it ?*

## Lesson 3. TIME FOR FUN

**ACTIVE VOCABULARY** *active, quiet, popular, ideal, indoor, outdoor, to be interested in, to take up*

**1.** Play the game in two teams. In turn, name as many hobbies as you can. Who is the winner?

**2. a)** Look through the words and phrases in the box. We can use all of them with the word *hobby*. What part of speech are they? What do you think they mean?

active, popular, quiet, indoor, outdoor, ideal,  
take up



**b)** Listen to the Discovery Channel programme. Follow in the book. Check your guesses. Match some of the words in bold with the following definitions:

1) start doing; 2) the best for someone; 3) liked by many people; 4) not passive; 5) opposite to active.

**A** People have always had fun. 2,000 years ago Greeks enjoyed running races. More than two thousand years ago the children of Rome made toys and played games. People have always liked playing chess. Theatre has been **popular** for hundreds of years.

**B** Today, we still have fun doing all these things. But every year we **take up** new hobbies. We go diving. We like playing football, basketball and volleyball. We're good at jogging and aerobics. We go to zoos and fun parks. We love watching TV and playing the computer. We go swimming and hiking in summer. In winter we enjoy **outdoor** sports — skiing and skating — and **indoor** activities — reading books and making models.

**C** Everyone has hobbies. Those who like active hobbies hate doing nothing. Such hobbies as mountain climbing can be dangerous. There are **quiet** hobbies — knitting, for example.

**D** Most schoolchildren have hobbies: girls and boys go to dancing classes or play musical instruments. Some kids **are interested** in history or books about nature. Others have unusual hobbies like collecting phone cards. Some hobbies are **ideal** for just one person — knitting, collecting or tracing a family tree, for example. Others are great fun to do with a friend or a group. But whatever hobbies we have, we like having fun. We always have and we always will.

**c) Match the paragraphs with the titles.**

1. Hobbies for Children; 2. Quiet and Active Hobbies;  
3. Popular Hobbies; 4. Outdoor and Indoor Activities.

**3. Correct the sentences below if they are not true. Repeat them if they are true. Use the text for help.**

interesting



interested

1. People enjoyed active hobbies thousands of years ago.
2. Theatre has never been popular.
3. People don't play outdoor games now.
4. Nobody wants to take up new hobbies.
5. Knitting is an ideal hobby for just one person.
6. Children are not interested in books about animals.
7. Watching TV is an indoor hobby.

**4. a) What hobbies are mentioned in the programme?**

**b) Work in pairs. Put all the hobbies from the programme into groups.**

active

quiet

unusual

dangerous

indoor

outdoor

ideal for one person

fun to do with a friend or group

**c) Add all the other hobbies you can think of.**

**5. Say which hobby is: the most active, the most dangerous, the most interesting, the most boring, the funniest, the hobby which takes the most time.**

**6. Work in pairs. Ask and answer the questions.**

1. What hobbies are still popular today?
2. What hobbies are popular with your classmates?
3. What are

kids' favourite indoor and outdoor hobbies? 4. What are you interested in? 5. Do you have a quiet or an active hobby? 6. What hobby would you like to take up? 7. What hobby could be ideal for you? 8. And for your friend? Why?

**7. You have received a form from an international summer camp. Write your answers to the questions in the form.**

1. What are you interested in?
2. What do you like more: indoor or outdoor games?
3. Do you like active hobbies?
4. What hobby is ideal for you?
5. What hobby would you like to take up?

## Lesson 4. IT'S SO ENJOYABLE!

### ACTIVE GRAMMAR

*so + adjective, such + (adjective +) noun*

### ACTIVE VOCABULARY

*so, such*

**1. a) Read the tongue-twister. Which words should be stressed?**

Sue's such a good girl, she's so good!



**b) Listen and check. Learn the tongue-twister. Who's the fastest?**

**2. a) Read what Nick says about his hobby. Compare with the tongue-twister.**

Camping is such an enjoyable hobby!

It's so enjoyable because you can make new friends and go hiking.



**b) Study the chart and answer the grammar questions on page**

**so** + adjective  
It is **so** enjoyable.

**such** + a / an (adjective) noun  
It is **such an** enjoyable hobby.

**3. a) Complete the parts of sentences in the left column with *so* or *such* + *a* / *an*.**

1. Sheila is ... friendly girl —

2. Trains are ... comfortable,

3. Nessie is ... famous monster —

4. Bats are ... terrible

5. ... exciting school subject as Art

6. Football and volleyball are ... popular sports

A. everyone goes to Scotland to see her.

B. she always helps everybody.

C. because they are really unusual.

D. is always enjoyable for schoolchildren.

E. because they're very exciting and easy to play.

F. but planes are faster, of course.

**b) Match the parts from the two columns to make sentences.**

**c) Write similar true sentences about yourself, your friends or your country.**

**4. a) Look through the letters to children's magazine "Hobby". Match them with the photos.**







**b) Read what schoolchildren from different countries write about themselves. Fill in *so* or *such a / an*.**

**A**

My name's Nikos. I'm a student from Greece. I like English very much because it is ... (1) wonderful language! It's not very easy, but not boring either. I love learning about other countries. I'm sending you a photo of Athens. Our capital is ... (2) beautiful!

Nikos, Athens, Greece.

P. S. I'd like to take up a new hobby. Can you recommend something?

**B**

My name's Etienne and I'm 12 years old. I come from Belgium. My favourite pop-group is Muse and my favourite film star is Orlando Bloom. My favourite hobby is playing with rabbits. They can run very fast. They're ... (3) nice!

Love from Etienne Sior, Belgium.

**C**

My name's Linda and I'm Italian. I love Beyonce and my favourite hobby is helping animals because I like being with animals. In this picture I'm with my cat. He's ... (4) friendly pet!

Love from Linda Scotti, Genoa, Italy.



**5. a) Look through the letters again. Find out who wrote ...**

- 1) ...about their likes and dislikes;
- 2) ... why they like something;
- 3) ... what they would like to do;
- 4) ... about their favourite subject;
- 5) ... about their pets;
- 6) ... what their pets can do;
- 7) ... about their favourite actors;
- 8) ... about their favourite pop-groups and singers;
- 9) ... about their country.



**b) Write a letter to an English magazine about your likes, dislikes, hobbies, etc. Use *so* and *such*.**

## Lesson 5. UNUSUAL HOBBIES

### COMMUNICATIVE AREA

reading and listening about unusual hobbies

### ACTIVE VOCABULARY

*an insect, a frog, a globe, to try, handwriting*

**1. Can you name any unusual hobbies?**

**2. a) Match the words with the pictures: a frog, a spider, a snow globe, knitting.**



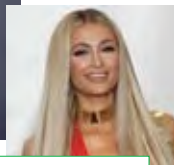
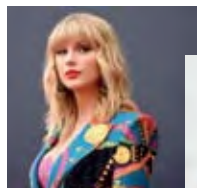
**b) Match the photos with the pictures. Guess what hobbies the celebrities have.**



Ryan Gosling



Claudia Schiffer



Taylor Swift and Paris Hilton

spider  $\neq$  insect  
bug = a small insect



**c) Listen and check yourselves.**



**3. a) Listen again to answer the questions below. Give full answers.**

1. Who of the celebrities like(s) making presents?
2. What does Paris Hilton like hunting for?
3. Is Paris Hilton's hobby dangerous for wildlife?
4. Why is knitting a perfect hobby for Ryan?
5. Why does Taylor Swift have the world in her hands?
6. What does Claudia Schiffer like collecting: insects or spiders?
7. What can you see on the clothes that are made by Claudia? Why?

**b) Which of the four unusual hobbies would you like to take up?**

**4. a) Read about a few more unusual hobbies. Choose from the list to complete the descriptions.**

calligraphy, noodling, ghost hunting, news raiding,  
extreme ironing, collecting Barbie dolls

**b) Match the hobbies with the photos. These are some of the most unusual hobbies you could try.**



- (A) Believe it or not, ... (1) is a competitive sport, which is getting more and more popular. It is ironing in extreme situations like diving or skydiving.
- (B) Have you ever wanted to appear on television? This unusual hobby helps you appear on TV as a bystander\* on news reports. Paul Yarrow from the UK has appeared in hundreds of TV news programmes wearing his famous beige sweater. Would you like to try ... (2)?
- (C) Are you a fan of paranormal TV shows? You can try ... (3) in real life. Paranormal teams go to scary-looking\*\* houses to find ghosts.
- (D) Did you know that Johnny Depp collects dolls and often plays with them when he's getting into a new film character?

\* a bystander — сторонний наблюдатель

\*\* scary ['skeəri] — устрашающий

**E** It is high art in China, but basically it is beautiful handwriting. It is done with a special brush or pen. It is more fun than working on your handwriting at school.

**c) Which of these hobbies would you like to try?**

**5. a) Complete the questions with the words from the lesson.**

1. Is ... for wild animals a good hobby? 2. What do you think about collecting spiders or ... like bugs? 3. Is travelling an interesting hobby? Would you like to travel around the ...? 4. What do your teachers say about your ...? Would calligraphy be helpful in your case? 5. Which of the two hobbies would you like to ...: noodling or ghost hunting? 6. What is the most unusual hobby you have heard or read about today?

**b) Use the questions in ex. 5a to interview your partner.**

**c) Report the results to the class.**

**6. Write a paragraph (40–60 words) about an unusual hobby: real or imaginary.**

## Lesson 6. INDOOR AND OUTDOOR FUN

### COMMUNICATIVE AREA

talking about your favourite indoor or outdoor activity

### ACTIVE VOCABULARY

*remember, fast*

**1. Look at the picture of a bike. Point to the *wheel* and the *basket*. Is your bike just like the one in the photo?**



**2. a)** Listen to four children speaking about riding a bike.

Which of the questions do the children answer?

1. Do you like riding a bike?
2. Do you remember how old you were when you learned to ride a bike?
3. Who taught you to ride a bike?
4. What's your bike like?
5. How often do you ride your bike?
6. Where do you go?
7. Do you usually ride fast?
8. Do you always wear a helmet?
9. Why do you like cycling?



**b)** Listen again. Take notes. Answer the questions below.

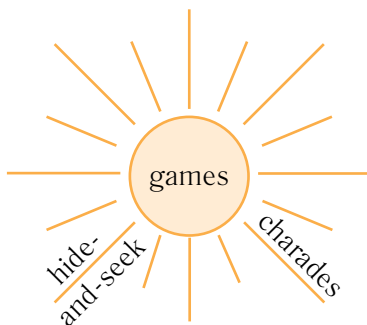
1. Who was the youngest to start riding a bike?
2. Whose bike is the most unusual?
3. Who rides the bike the most often?
4. Who goes to most unusual places?
5. Who always / never wears a helmet?

**3. a)** Use the questions in ex. 2a to talk with your partner. Get ready to report the answers to the class.

**b)** Listen to your classmates' reports very attentively. Take notes. Get ready to answer the questions in ex. 2b.

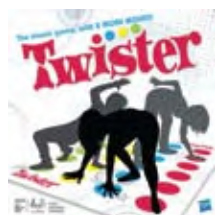
**4. a)** What games do you play? Copy the diagram onto the board. Add more game names to it. How often do you play them?

**b)** Look at the two games. Have you ever played them?





Carcassonne



Twister



**c) Read what children wrote on a website about these two games. Which game is each comment about?**

- The name of the game was the name of a famous castle in France. If you want to win, you should build a lot of castle, roads and cities. You should be so clever to play!

- We usually play this game either at Christmas or at my birthday. Now it's a good tradition in my family. I fidget\* a lot, but this game is ideal for me.

- It's a board game. It's wonderful, but when you play it for the first time, it can be difficult. But it's never boring. You will never play two same games.

- It's such an amusing game! You shouldn't play it alone. You should invite your friends and take funny photos.

- It's such an interesting game. You can play it with your best friend. You can play it in a big company too. You should have a big table to put all the tiles\*\* or you can play on the floor.

- It's the best game to play at a party. It's very enjoyable. You should throw a dice\*\*\* and put your foot or hand on your colour. If you want to win you should help your partners. And you should be strong too.

---

\* fidget — вертеться

\*\* tile — плитка

\*\*\* a dice — игральный кубик

**d)** Read the opinions again. Write down the phrases you can use to speak about the other games on the board.

**Example.** *If you want to win, you should ...*

**5. a)** Work in pairs. Write about a game that you like from the list on the board.

**b)** Walk around the class. Tell the others about your game. **DON'T** say the name of the game. Guess the names of the games your classmates are talking about.

**c)** Write up to 40 words about a game you like / liked.

## Lesson 7. FAVOURITE SPORTS ON BOTH SIDES OF THE OCEAN

COMMUNICATIVE AREA

talking about sports

ACTIVE VOCABULARY

kinds of sports

### 1. Answer the questions:

- Do you like playing or watching these sports?
- What's your favourite sport? Why do you like it?

diving, swimming,  
cycling, running,  
football, basketball,  
volleyball, skiing,  
skating, aerobics,  
golf, mountain  
climbing, baseball,  
hockey, cricket,  
handball, jogging,  
karate, judo



karate



mountain  
climbing



**2. a)** Yan has just got photos and a voice mail from his American friends. In the voice mail his friend Sue speaks about the things their family like doing. Look at the photos. What do the people like doing?



**b)** Listen to the recording. Are they good at these sports?

**Example.** *He's good / not very good at baseball.*

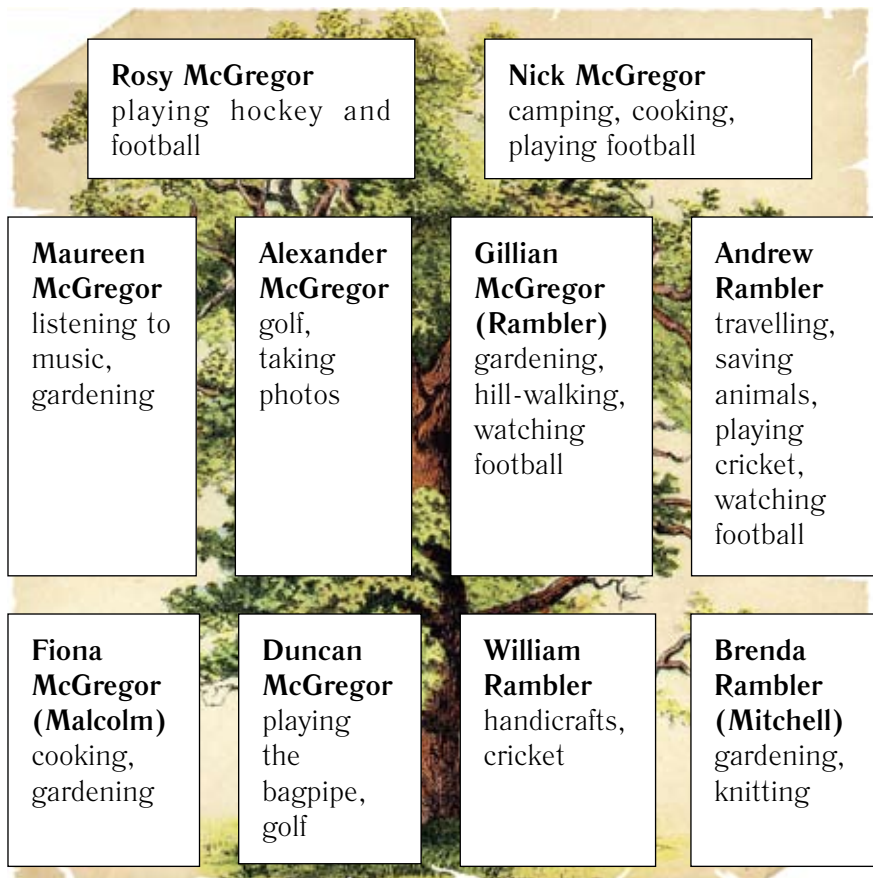
**c)** Listen again. What else do they like doing?

**3. a)** Yan's British friend, Nick has an interesting hobby — tracing a family tree.

Look at the part of his family tree. How are the people in the picture related to Nick?

**b)** Answer the questions about Nick's family.

1. What is his father's father interested in? 2. What is his aunt interested in? 3. What are his second grandfather's hobbies? 4. What hobbies has his sister taken up? 5. What does his mother like doing? 6. What is Nick's favourite sport? 7. What is Nick's father's favourite sport? 8. What do most of the family like doing? 9. What sports are popular in the family?



#### 4. Compare countries and people.

1. What sports are popular in the USA and Great Britain? 2. What sports are popular in France, Italy, in other countries of the world? 3. What sports are popular in your country? 4. What sports are you interested in? 5. What sports are you good at?

5. Play a guessing game in groups. The teacher has given you a card with information about sport in a country. Get ready to speak about this country. Make notes. Use

*famous for, popular, interested in, like / don't like, good at, etc.* Let your classmates guess what country you are speaking about.

## Lesson 8. PARTY FOR EVERYBODY

### COMMUNICATIVE AREA

talking about parties, writing invitations for a party

**1. a)** When do people have a party? Read the list below. Can you add more ideas?



Birthday party

Christmas party

End of school year party

New Year party

Halloween party



**b)** Listen to five people and say when they go to a party.

**c)** Discuss the questions in groups.

- What parties do you go to?
- When was the last time you went to a party?
- What's the best party you remember going to?

**2.** Look at the object. At what party / parties can you see / hear these? Talk to your partner.

**Example.** *We eat cakes and biscuits at a birthday party. We eat them at a Christmas party too.*



cakes and biscuits



Christmas tree



a lot of friends



balloons



party caps



good music

### 3. Work in pairs. Discuss your end of the year school party.

1. Where and when are you going to have your party?
2. What are you going to eat and drink?
3. What games are you going to play?
4. What music are you going to listen to?

### 4. a) Look at the invitations to parties. What parties do they invite to? Which party would you like to go? Why?

A

Dear Yan,

Please, come to my birthday party. It will be on 21 March in my flat.

We're going to eat salad and cakes. We're going to play cool music and sing songs. We're going to dance and watch an interesting film.

I'll be very happy to see you!

Best wishes,

Tim



## B

Dear Katie,

Please, come to my Pizza party on 10 June.

We'll cook pizzas with meat, sausages, tomatoes, olives, mushroom and bananas. Then we'll eat our pizzas and play games.

I'm looking forward to seeing you!

Amelia



## C

Dear Alex,

I'll be very glad to see you at my pyjamas party!

We'll put on our pyjamas, eat biscuits, watch a lot of cartoons and play Twister. Please, take your pyjamas with you! See you soon!

Sandra



**b) Choose the right words to complete the rules for writing an invitation.**

When you write an invitation to a party you should:  
*Start / finish* with "Dear ..."; write *where / when / where and when* your party is; write what you're going to do *before / at / after* the party; don't forget to write that you *don't want / want* to see the person very much.

**5. a) Work in pairs. Choose a party and write invitations to all groupmates.**

**b) Read the invitations you got from your group mates. Give your teacher the invitation to the party you would like to go. The teacher will count the invitations to find out the most popular party.**

# Lesson 9. SCHOOL IS OVER! OH, WHAT FUN!

## COMMUNICATIVE AREA

talking on various topics

## GRAMMAR REVISION

the Present Simple, Past Simple and Present Perfect tenses, verbs of likes and dislikes with *-ing* forms

## VOCABULARY REVISION

films, books, nature and wildlife, food, subjects, hobbies

### 1. Find someone who...

|                                      |                                            |                                                     |
|--------------------------------------|--------------------------------------------|-----------------------------------------------------|
| ...spent last summer in the country  | ...enjoys watching cartoons in English     | ...knows the English names of ten animals           |
| ...would like to take up windsurfing | ...wants to have a trip around the world   | ...would like to go to another planet in summer     |
| ...loves keeping pets                | ...likes collecting things                 | ...believes in aliens                               |
| ...has an enjoyable hobby            | ...has been abroad                         | ...can speak three languages                        |
| ...hates eating carrots              | ...has read a book in English              | ...is good at taking photos                         |
| ...dislikes sunbathing               | ...is interested in history                | ...can't swim                                       |
| ...is interested in classical music  | ...never helps his parents about the house | ...has done something to help animals               |
| ...knows a lot about wildlife        | ...remembers their first English lesson    | ...was watching a film in English yesterday evening |

**2. a)** Do you know your classmates well? Imagine you are your partner. Complete the sentences below.

1. My favourite animals is ... .
2. My favourite food is ... .
3. My favourite subjects are ... .
4. My favourite book / film is ... .
5. I like / love / hate / dislike ... .
6. I don't believe in ... .
7. I enjoy ... .



**b)** Change the statements into questions.

**Example.** *What is your favourite animal?*

**c)** Now ask your partner to check the guesses. Count the correct guesses. Can you say that you know your classmates well?

**3.** Play the board game in groups of three or four.



**a)** Write five questions for the Free question squares.

**Example.** *Do you believe in aliens? Or: Have you ever seen an alien?*

**b)** Throw the dice and move your counters along the board. Speak on the topic in the square for half a minute. If you get on the "free question square", be ready to answer one of your classmates' questions.



**4.** Play the memory game in two teams. Do you remember all the chants, poems, tongue-twisters and songs from the book? Take it in turns to sing a song or to recite a poem. Which team is the best?

|                                                                                     |                                 |                                     |
|-------------------------------------------------------------------------------------|---------------------------------|-------------------------------------|
|    | Sports popular in your country  | Animals in danger                   |
| Your family                                                                         | Your hobby                      | FREE QUESTION                       |
| Your favourite food                                                                 | How you get to school           | FREE QUESTION                       |
| A good book you have read                                                           | Your favourite music            | Some interesting news               |
| Something you don't like doing                                                      | A good film you have seen       | Something you are proud of          |
| FREE QUESTION                                                                       | Something dangerous             | What you like doing in the evenings |
| What you did last weekend                                                           | A dream                         | Your housework                      |
| Your country                                                                        | Your friend                     | FREE QUESTION                       |
| Dangerous animals                                                                   | FREE QUESTION                   | Your favourite subject at school    |
|  | A country you are interested in | A game you like playing             |

WELL DONE!



# ACTIVE VOCABULARY

## UNIT 1

- album** ['ælbəm] *n* альбом  
**bowl** [bəʊl] *n* миска  
**bucket** ['bʌkɪt] *n* ведро  
**cage** [keɪdʒ] *n* клетка, вольер  
**camp** ['kæmp] *n* лагерь  
**camper** ['kæmpə] *n* отдыхающий в лагере  
**celebrity** [sə'lebrəti] *n* знаменитость  
**dog shelter** [dɒg 'ʃeltə] *n* приют для собак  
**fork** [fɔ:k] *n* вилка  
**go on a hike** [haɪk] отправиться в пешую прогулку  
**go on a trip** [trɪp] отправиться в поездку  
**go roller-skating** ['rəʊlə 'skeɪtɪŋ] кататься на роликовых коньках  
**helpful** ['helpfəl] *adj* полезный  
**knife** [naɪf] *n* нож  
**plastic spoon** ['plæstɪk spu:n] пластиковая ложка  
**play board games** [bɔ:d geɪmz] *v* играть в настольные игры  
**rake** [reɪk] *n* грабли  
**sand sculpture** [sænskʌlptʃə] скульптура из песка  
**sit by the camp fire** ['kæmpfaɪə] *v* сидеть у (лагерного) костра  
**spade** [speɪd] *n* лопата  
**take photos** ['fəʊtəʊz] фотографировать

## UNIT 2

- already** [ɔ:l'reɪdɪ] *adv* уже  
**bison** ['baɪsən] *n* бизон, зубр  
**danger** ['deɪndʒə] *n* опасность  
**dangerous** ['deɪndʒərəs] *adj* опасный  
**dream** [dri:m] *n* мечта  
**endangered** [m'deɪndʒəd] *adj* находящийся под угрозой исчезновения  
**ever** ['evə] *adv* когда-либо  
**faraway** ['fɑ:rəweɪ] *adj* далекий  
**just** [dʒəst] [dʒʌst] *adv* только что  
**lake** [leɪk] *n* озеро  
**life** [laɪf] *n* жизнь  
**natural** ['nætʃərəl] *adj* естественный, природный  
**nature** ['neɪtʃə] *n* природа  
**once** [wʌns] *adv* однажды  
**pack** [pæk] *v* упаковывать  
**plant** [plɑ:nt] *n* растение  
**recently** ['ri:səntli] *adv* недавно; на днях, в последнее время  
**river** ['rɪvə] *n* река  
**so far** [səʊ fɑ:] *adv* пока что, до настоящего времени  
**species** ['spi:ʃi:z] *n* вид (животных или растений)  
**suitcase** ['su:tkes] *n* чемодан  
**three times** [θri: taɪmz] *adv* трижды, три раза  
**time** [taɪm] *n* время, раз  
**tired** [taɪəd] *adj* усталый, утомлённый; изнурённый;

**to go bird-watching** [bɜ:d  
`wɒtʃɪŋ] наблюдать за  
птицами  
**to rescue** [ˈreskjʊ:] *v* спасать  
**twice** [twɑɪs] *adv* дважды, два  
раза  
**well-travelled** [wel ˈtrævəld] много  
попутешествовавший  
**wild** [waɪld] *adj* дикий  
**wildlife** [ˈwaɪldlaɪf] *n* дикая  
природа  
**worried** [ˈwʌrɪd] *adj* озабочен-  
ный (*чем-л.*)  
**yet** [jet] *adv* ещё

## UNIT 3

**anthem** [ˈænthəm] *n* гимн  
**area** [ˈeəriə] *n* площадь, про-  
странство  
**be famous for** [bi: ˈfeɪməs fə]  
быть знаменитым  
**be proud of** [bi: ˈpraʊd əv]  
гордиться (*чем-л.*)  
**capital** [ˈkæpɪtəl] *n* столица  
**castle** [ˈkɑ:səl] *n* замо́к  
**comfortable** [ˈkʌmfətəbəl] *adj*  
удобный, уютный  
**costume** [ˈkɒstjʊm] *n* костюм  
**cross** [krɒs] *n* крест  
**emblem** [ˈembləm] *n* эмблема,  
герб  
**lie** [laɪ] *v* лежать, располагаться  
**nation** [ˈneɪʃən] *n* нация, народ  
**national** [ˈnæʃənəl] *adj* нацио-  
нальный  
**population** [ˌpɒpjəˈleɪʃən] *n* на-  
селение  
**stripe** [straɪp] *n* полоса

**symbol** [ˈsɪmbəl] *n* символ  
**temperature** [ˈtemprətʃə] *n*  
температура  
**tourist** [ˈtʊərɪst] *n* турист  
**transport** [ˈtrænspɔ:t] *n* транс-  
порт

## UNIT 4

**alien** [ˈeɪliən] *n* инопланетянин  
**appear** [əpiə] *v* появляться  
**believe** [bəˈli:v] *v* верить  
**disappear** [ˌdɪsəˈpiə] *v* исчезать  
**god** [gɒd] *n* бог  
**gold** [gəʊld] *n* золото  
**golden** [ˈɒldldən] *adj* золотой  
**hang** [hæŋ] *v* висеть, вешать  
**happen** [ˈhæp(ə)n] *v* случаться,  
происходить  
**imaginary** [ɪmædʒənəri] *adj*  
воображаемый, придуман-  
ный  
**imagination** [ɪmædʒəˈneɪʃən]  
*n* воображение  
**imagine** [ɪmædʒɪn] *v* вообра-  
зить, представлять себе  
**magic** [ˈmædʒɪk] *n* магия, вол-  
шебство  
**magician** [məˈdʒɪʃən] *n* вол-  
шебник; фокусник  
**mystery** [ˈmɪstəri] *n* тайна, за-  
гадка  
**myth** [mɪθ] *n* миф  
**naughty** [ˈnɔ:tɪ] *adj* непослушный  
**punish** [ˈpʌnɪʃ] *v* наказывать  
**reality** [rɪˈæləti] *n* реальность,  
действительность  
**suddenly** [ˈsʌdnli] *adv* внезапно  
**terrible** [ˈterəbəl] *adj* ужасный

**turn into** [tʒ:nɪntə] *v* превращать  
**unusual** [ʌn'ju:ʒuəl] *n* необычный  
**wear** [weə] *v* носить, быть одетым (во что-л.)

## UNIT 5

**an accident** ['æksɪdənt] *n*  
несчастный случай  
**an iron** ['aɪən] *n* утюг  
**anyone** ['eniwʌn] *pron*  
кто-нибудь; никто  
**chore** [tʃɔ:] *n* работа по дому,  
домашняя обязанность  
**cloth** [klɒθ] *n* ткань, тряпочка  
**cooker** ['kʊkə] *n* плита  
**dishwasher** ['dɪʃwɒʃə] *n* посудомоечная машина  
**do the dusting** [du: ðə 'dʌstɪŋ] *v*  
вытирать пыль  
**do the ironing** [du: ðə 'aɪənɪŋ] *v*  
гладить (бельё)  
**do the washing** [du: ðə 'wɒʃɪŋ] *v*  
стирать  
**do the washing up** [du: ðə 'wɒʃɪŋ ʌp] *v*  
мыть посуду  
**dresser** ['dresə] *n* комод  
**dust** [dʌst] *n* пыль  
**dustbin** ['dʌstbɪn] *n* корзина  
для мусора  
**everybody** ['evrɪbɒdi] *pron* все  
**everything** ['evrɪθɪŋ] *pron* всё  
**junk** [dʒʌŋk] *n* мусор  
**lay the table** [leɪ ðə 'teɪbəl] *v*  
накрывать на стол  
**make the beds** [meɪk ðə bedz] *v*  
застилать кровать  
**mess** [mes] *n* беспорядок  
**messy** ['mesi] *adj* грязный, беспорядочный, неряшливый

**no one** [nəʊ wʌn] *pron* никто  
**poster** ['pəʊstə] *n* плакат  
**safe** [seɪf] *adj* безопасный  
**someone** ['sʌmwʌn] *pron*  
кто-то, кто-нибудь  
**sweep the floor** [swi:p ðə flo:] *v*  
подметать пол  
**throw away** [θrəʊ ə'weɪ] *v*  
брасывать  
**tidy up** ['taɪdi ʌp] *v* делать уборку  
**washing machine** ['wɒʃɪŋ mə'ʃi:n] *n*  
стиральная машина

## UNIT 6

**a few** [ə fju:] *adj / pron*  
немного, несколько  
**a little** [ə 'lɪtl] *adj / pron* немного  
**add** [ˌæd] *v* добавлять  
**bacon** ['beɪkən] *n* бекон  
**bill** [bɪl] *n* счёт (в кафе)  
**boil** [bɔɪl] *v* кипятить; варить  
**cash** [kæʃ] *n* наличные деньги  
**cereal** ['sɪəriəl] *n* блюдо из круп, злаков (каша, хлопья)  
**credit card** ['kredit kɑ:d] *n*  
кредитная карта  
**crisps** [krɪspz] *n* чипсы  
**cut** [kʌt] *v* резать  
**diet** ['daɪət] *n* диета  
**fast food** [fɑ:st fu:d] *n* фаст-фуд, блюда быстрого приготовления  
**few** [fju:] *adj / pron* мало  
**healthy** ['helθɪ] *adj* здоровый  
**hungry** ['hʌŋgrɪ] *adj* голодный  
**ingredient** [ɪn'ɡri:diənt] *n* ингредиент  
**junk food** ['dʒʌŋk fu:d] *n*  
вредная еда

**little** ['lɪl] *adj / pron* мало, маленький  
**marmalade** ['mɑ:məleɪd] *n* мармелад  
**mix** [mɪks] *v* смешивать  
**order** ['ɔ:də] *v* заказывать  
**prepare** [prɪ'peə] *v* готовить, приготовить  
**recipe** ['resəpi] *n* рецепт  
**sell** [sel] *v* продавать  
**serve** [sɜ:v] *v* подавать на стол  
**sour-cream** [sauə kri:m] *n* сметана  
**thirsty** ['θɜ:sti] *adj* испытывающий жажду  
**toast** [təʊst] *n* тост (поджаренный ломтик хлеба)  
**unhealthy** [ʌn'helθi] *adj* нездоровый  
**waiter** ['weɪtə] *n* официант  
**yoghurt** ['jɒgət] *n* йогурт

## UNIT 7

**behave** [bi'heɪv] *v* вести себя  
**boarding school** ['bɔ:diŋ sku:l] *n* школа-интернат  
**boring** ['bɔ:riŋ] *adj* скучный  
**break** [breɪk] *n* перемена, перерыв  
**daybook** ['deɪbʊk] *n* школьный дневник  
**difficult** ['dɪfɪkəlt] *adj* трудный, сложный  
**easy** ['i:zi] *adj* лёгкий, несложный  
**excellent** ['eksələnt] *adj* отличный  
**follow** ['fɒləʊ] *v* следовать  
**French** [frentʃ] *n* французский язык

**geography** [dʒɪ'ɒgrəfi] *n* география  
**get good / bad marks** [get ɡʊd / bæd mɑ:ks] получать хорошие / плохие оценки  
**gym** [dʒɪm] *n* спортивный зал  
**have to** ['hæv tə] *modal verb* вынужден, приходится  
**History** ['hɪstəri] *n* история  
**joke** [dʒəʊk] *n* шутка  
**last** [lɑ:st] *v* длиться  
**Literature** ['lɪtərətʃə] *n* литература  
**make a mistake** ['meɪk ə mə'steɪk] *v* сделать ошибку  
**polite** [pə'laɪt] *adj* вежливый  
**rule** [ru:l] *n* правило  
**Science** ['saɪəns] *n* естественные науки  
**subject** ['sʌbdʒɪkt] *n* школьный предмет; подлежащее; тема  
**timetable** ['tɪm,teɪbəl] *n* расписание  
**uniform** ['ju:nəfɔ:m] *n* школьная форма, униформа

## UNIT 8

**action film** ['ækʃn fɪlm] *n* боевик  
**adventure film** [əd'ventʃə fɪlm] *n* приключенческий фильм  
**adventurous** [əd'ventʃərəs] *adj* приключенческий  
**amusing** [ə'mju:zɪŋ] *adj* забавный, занимательный  
**cartoon** [kɑ:'tu:n] *n* мультфильм  
**character** ['kærəktə] *n* персонаж, характер  
**comedy** ['kɒmədi] *n* комедия

**cool** [ku:l] (*adj*) классный  
**detective** ['kɒmədɪ] *n* детектив  
**exciting** [ɪk'saɪtɪŋ] *adj* волнующий, захватывающий  
**fairy tale** ['feəri teɪl] *n* сказка  
**fantasy** ['fæntəsi] *n* фэнтези  
**horror film** ['hɒrə fɪlm] *n* фильм ужасов  
**love story** [lʌv 'stɔ:ri] *n* рассказ про любовь  
**musical** ['mju:zɪkəl] *n* мюзикл  
**mysterious** [mɪ'stɪəriəs] *adj* загадочный  
**romantic film** [rəʊ'mæntɪk fɪlm] *n* фильм о любви  
**science-fiction** [ˌsaɪəns 'fɪkʃn] *n* научная фантастика  
**title** ['taɪtl] *n* заголовок, название  
**touching** ['tʌʃɪŋ] *adj* трогательный  
**western** ['westən] *n* вестерн

## UNIT 9

**active** ['æktɪv] *adj* активный  
**be interested in** ['ɪntrɪstɪd] интересоваться (*чем-л.*)  
**chess** [tʃes] *n* шахматы  
**collecting** [kə'lektɪŋ] коллекционирование  
**diving** ['daɪvɪŋ] *n* ныряние  
**either** ['aɪðə] *adv* тоже, также (в отриц. предл.)  
**enjoyable** [ɪn'dʒɔɪ(ə)bəl] *adj* приятный, доставляющий удовольствие  
**frog** [frɒg] *n* лягушка  
**globe** [gləʊb] *n* глобус  
**handwriting** ['hænd,raɪtɪŋ] *n* почерк

**hunting** ['hʌntɪŋ] *n* охота  
**ideal** [ˌaɪ'diəl] *adj* идеальный  
**indoor** ['ɪndɔ:ɪ] *adj* находящийся, происходящий в помещении; комнатный, домашний  
**insect** ['ɪnsekt] *n* насекомое  
**keeping pets** ['ki:pɪŋ pets] *n* содержание домашних животных  
**knitting** ['nɪtɪŋ] *n* вязание  
**learning languages** ['lɜ:nɪŋ 'læŋgwɪdʒɪz] изучение иностранных языков  
**making models** ['meɪkɪŋ'mɒdlz] изготовление моделей, моделирование  
**musical instruments** ['mju:zɪkəl 'ɪnstrəmənts] музыкальные инструменты  
**outdoor** [ˌaʊt'dɔ:ɪ] *adj* внешний, находящийся снаружи  
**painting** ['peɪntɪŋ] *n* живопись  
**popular** ['pɒpjələ] *adj* популярный  
**quiet** ['kwaɪət] *adj* тихий, спокойный  
**remember** [rɪ'membə] *v* помнить, вспоминать  
**sightseeing** ['saɪt,si:ɪŋ] *n* осмотр достопримечательностей  
**so** [səʊ] *adv* настолько, так  
**such** [sʌʃ] *adj* такой  
**sunbathing** ['sʌnbəɪðɪŋ] *n* загорание  
**take up** (a hobby) [teɪk ʌp] *v* браться за (*что-либо*), заниматься (*чем-либо*)  
**try** [traɪ] *v* попробовать

## IRREGULAR VERBS LIST

| Verb (V <sub>1</sub> ) | Russian equivalent        | Past Tense (V <sub>2</sub> ) | Past Participle (V <sub>3</sub> ) |
|------------------------|---------------------------|------------------------------|-----------------------------------|
| begin                  | начинать                  | began                        | begun                             |
| break                  | разбивать, ломать         | broke                        | broken                            |
| bring                  | приносить,<br>привозить   | brought                      | brought                           |
| build                  | строить                   | built                        | built                             |
| buy                    | покупать                  | bought                       | bought                            |
| catch                  | (с)ловить,<br>поймать     | caught                       | caught                            |
| choose                 | выбирать                  | chose                        | chosen                            |
| come                   | приходить,<br>приезжать   | came                         | come                              |
| cut                    | резать, рубить            | cut                          | cut                               |
| do                     | делать                    | did                          | done                              |
| draw                   | рисовать                  | drew                         | drawn                             |
| dream                  | мечтать, видеть<br>во сне | dreamed,<br>dreamt           | dreamed,<br>dreamt                |
| drink                  | пить                      | drank                        | drunk                             |
| drive                  | вести машину              | drove                        | driven                            |
| eat                    | есть                      | ate                          | eaten                             |
| fall                   | падать                    | fell                         | fallen                            |
| feed                   | кормить                   | fed                          | fed                               |
| feel                   | чувствовать               | felt                         | felt                              |
| fight                  | бороться                  | fought                       | fought                            |
| find                   | находить, найти           | found                        | found                             |
| fit                    | подходить по<br>размеру   | fit                          | fit                               |

| Verb (V <sub>1</sub> ) | Russian equivalent            | Past Tense (V <sub>2</sub> ) | Past Participle (V <sub>3</sub> ) |
|------------------------|-------------------------------|------------------------------|-----------------------------------|
| fly                    | летать, лететь                | flew                         | flown                             |
| forget                 | забывать, забыть              | forgot                       | forgotten                         |
| get                    | получить                      | got                          | got                               |
| give                   | дать, давать                  | gave                         | given                             |
| go                     | идти, ехать                   | went                         | gone                              |
| grow                   | расти                         | grew                         | grown                             |
| have                   | иметь                         | had                          | had                               |
| hear                   | слышать                       | heard                        | heard                             |
| keep                   | держать,<br>содержать         | kept                         | kept                              |
| knit                   | вязать                        | knitted,<br>knit             | knitted, knit                     |
| know                   | знать                         | knew                         | known                             |
| lay                    | накрывать (на<br>стол)        | laid                         | laid                              |
| learn                  | изучать, узнавать             | learned,<br>learnt           | learned,<br>learnt                |
| leave                  | уезжать, уходить,<br>покидать | left                         | left                              |
| lie                    | 1) лгать;<br>2) лежать        | lay                          | lain                              |
| lose                   | терять                        | lost                         | lost                              |
| make                   | делать,<br>производить        | made                         | made                              |
| pay                    | платить                       | paid                         | paid                              |
| put                    | класть, ставить               | put                          | put                               |
| read                   | читать                        | read                         | read                              |
| ride                   | ехать                         | rode                         | ridden                            |

| Verb (V <sub>1</sub> ) | Russian equivalent                              | Past Tense (V <sub>2</sub> ) | Past Participle (V <sub>3</sub> ) |
|------------------------|-------------------------------------------------|------------------------------|-----------------------------------|
| run                    | бегать, бежать                                  | ran                          | run                               |
| say                    | сказать                                         | said                         | said                              |
| see                    | видеть                                          | saw                          | seen                              |
| sell                   | продавать                                       | sold                         | sold                              |
| send                   | посылать                                        | sent                         | sent                              |
| sew                    | шить                                            | sewed                        | sewn                              |
| sing                   | петь                                            | sang                         | sung                              |
| sit                    | сидеть                                          | sat                          | sat                               |
| sleep                  | спать                                           | slept                        | slept                             |
| spend                  | 1) проводить;<br>2) тратить                     | spent                        | spent                             |
| spread                 | 1) намазывать;<br>2) распространять             | spread                       | spread                            |
| stick                  | приклеивать                                     | stuck                        | stuck                             |
| swim                   | плавать                                         | swam                         | swum                              |
| take                   | брать                                           | took                         | taken                             |
| teach                  | учить, обучать                                  | taught                       | taught                            |
| tell                   | говорить, сказать,<br>приказать                 | told                         | told                              |
| tear                   | рвать, разрывать                                | tore                         | torn                              |
| think                  | думать                                          | thought                      | thought                           |
| throw                  | бросать                                         | threw                        | thrown                            |
| wear                   | носить, быть<br>одетым ( <i>во<br/>что-л.</i> ) | wore                         | worn                              |
| win                    | выигрывать,<br>побеждать                        | won                          | won                               |
| write                  | писать                                          | wrote                        | written                           |



# GRAMMAR REFERENCE

## TO BE: PRESENT

### Глагол to be в настоящем времени

|    |                            |                                           |
|----|----------------------------|-------------------------------------------|
| BE | (I) <b>am</b>              | <i>I'm (I <b>am</b>) a student.</i>       |
|    | (we, you, they) <b>are</b> | <i>You're (you <b>are</b>) a student.</i> |
|    | (he, she, it) <b>is</b>    | <i>He's (he <b>is</b>) a student.</i>     |

+ *I'm a student. He's a student. You're a student.*

– *I **am not** (I'm) a teacher. He **isn't** a teacher. You **aren't** a student.*

? ***Am** I a student? **Is** he a student? **Are** you a student?*

#### Questions for ex. 5a (Unit 1, Lesson 1)

1. Какой глагол употребляется почти во всех вопросах упражнения 4? В каком времени?
2. Какие формы этого глагола?
3. Как задать вопрос с этим глаголом? Как образовать отрицательный ответ?
4. Какие полные и сокращённые формы глагола?

## TO BE: PAST

### Глагол to be в прошедшем времени

|    |                                |                          |                                                         |
|----|--------------------------------|--------------------------|---------------------------------------------------------|
| BE | (I, he, she, it)<br><b>was</b> | I <b>was</b><br>happy.   | + <i>He <b>was</b> happy. They <b>were</b> happy.</i>   |
|    | (we, you, they)<br><b>were</b> | We <b>were</b><br>happy. | – <i>He <b>wasn't</b> sad. They <b>weren't</b> sad.</i> |
|    |                                |                          | ? <i><b>Was</b> he happy? <b>Were</b> we sad?</i>       |

He is / was a student. Is / Was he a teacher?  
 He is / was n't (not) a teacher.

## TO BE: FUTURE

### Глагол to be в будущем времени

|           |                                                                                        |                                                                                                |                                                                                                                                                                     |
|-----------|----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>BE</b> | (I, we)<br><b>shall / will be</b><br><br>(he, she, it,<br>they, you)<br><b>will be</b> | <b>I'll be (shall / will be) 11</b><br>this year.<br><br><b>He'll be (will be) 11</b><br>year. | + <i>I'll be 11 this year. He'll be 11 this year.</i><br>- <i>I shan't (won't) be 12 this year. He won't be 12 this year.</i><br>? <i>Will you be 12 this year?</i> |
|-----------|----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## PRESENT SIMPLE

### Настоящее простое время

- **Употребляется для обозначения:**




1. Обычных повторяющихся действий в настоящем времени. *I **drink** coffee in the morning.*

2. Фактов в настоящем времени и общеизвестных истин. *In summer birds **fly** South.*

- **Употребляется со словами** *usually, every day, often, sometimes, always.*

- **Образуется**

**S** = Subject (подлежащее); **V** = Verb (глагол в 1-й форме без окончания); **V(s)** = глагол с окончанием (**-s, -es**).

| +                                                                                                                                                                                                         | -                                                                                                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                          |                                                                                                |
| <p>(I, we, you, they) <b>write</b><br/>         (he, she, it) <b>writes</b><br/> <i>I often <b>write</b> letters.</i><br/> <i>He often <b>writes</b> letters.</i></p>                                     | <p>(I, we, you, they) <b>don't write</b><br/>         (he, she, it) <b>doesn't write</b><br/> <i>I <b>don't write</b> poems.</i><br/> <i>He <b>doesn't write</b> poems.</i></p> |
| ?                                                                                                                                                                                                         |                                                                                                                                                                                 |
|                                                                                                                          |                                                                                                                                                                                 |
| <p><b>do</b> (I, we, they, you) <b>write</b><br/> <b>does</b> (he, she, it) <b>write</b><br/> <i><b>Do</b> you often <b>write</b> letters?</i><br/> <i><b>Does</b> he often <b>write</b> letters?</i></p> |                                                                                                                                                                                 |

### Questions for ex. 5a (Unit 1, Lesson 3)

1. Какое грамматическое время используется в английском языке для описания регулярных действий в настоящем?
2. Какие слова обычно употребляются с этим временем?
3. Как задать вопрос в этом времени? Как образовать отрицательный ответ?
4. Какие полные и сокращённые формы глагола используются в предложениях с отрицанием?

## PRESENT CONTINUOUS

### Настоящее продолженное время

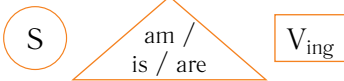
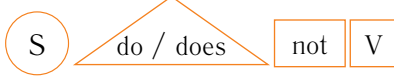

- Употребляется для обозначения:

1. Действия, которое происходит в момент речи (сейчас). *I **am doing** my homework at the moment.*  
*My friends **are playing** football now.*

2. Действия, которое охватывает некоторый период времени в настоящем. Этот период может быть достаточно большим, пусть даже несколько лет, но про него будут говорить «сейчас». *Mr Rambler is travelling around the world now. She is working really hard this year.*

- **Употребляется со словами** *now, at the moment.*
- **Образуется**

Настоящее продолженное время образуется с помощью вспомогательного глагола **to be** в настоящем времени (**am / is / are**) и основного глагола с окончанием **-ing**.

| +                                                                                                                                                                                                                                                                            | –                                                                                                                                                                                                                                                                                                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                             |                                                                                                                                                                                                                                  |
| <p>(I) <b>am writing</b><br/>           (he, she, it) <b>is writing</b><br/>           (we, you, they) <b>are writing</b></p> <p><i>I'm (I am) writing a letter now.</i><br/> <i>He's (he is) writing a letter now.</i><br/> <i>We're (we are) writing a letter now.</i></p> | <p>(I) <b>am (I'm) not writing</b><br/>           (he, she, it) <b>is not (isn't) writing</b><br/>           (we, you, they) <b>are not (aren't) writing</b></p> <p><i>I am not writing a poem now.</i><br/> <i>He isn't (is not) writing a poem now.</i><br/> <i>We aren't (are not) writing a poem now.</i></p> |
| ?                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                   |
|                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                   |
| <p><b>Am (I) writing</b><br/> <b>Is</b> (he, she, it) <b>writing</b><br/> <b>Are</b> (we, you, they) <b>writing</b></p>                                                                                                                                                      | <p><i><b>Am I writing a letter now?</b></i><br/> <i><b>Is he writing a letter now?</b></i><br/> <i><b>Are we writing a letter now?</b></i></p>                                                                                                                                                                    |

## Questions for ex. 3a (Unit 1, Lesson 2)

1. О чём говорят подписи к фотографиям: о прошлом, настоящем или будущем?
2. Что описывают подписи к фотографиям: момент из жизни или регулярные действия и события?
3. Как называется грамматическое время, в котором употребляются глаголы в подписях? Как оно образуется?
4. Какие слова обычно употребляются с этим временем?
5. Как задать вопрос в этом времени? Как построить отрицательный ответ?
6. Какие полные и сокращённые формы вспомогательных глаголов?

## PAST SIMPLE Прошедшее простое время

### • Употребляются для обозначения:

1. Действия, которое произошло в прошлом, и никак не связано с настоящим моментом. *We **went** fishing last Thursday.*

2. Последовательности действий при описании развития событий в прошлом. *Yesterday I **came** home at 5 o'clock. Then I **had** a cup of tea. After that I **watched** TV.*

3. Повторяющихся действий в прошлом, на которые указывают такие слова и выражения как: *every day / week / month ...*, *usually*, *often*, *always*. *Last summer we **went** fishing every day.*

• Употребляется со словами *yesterday*, *(two days) ago*, *last (year / month ...)*, *in 2003*.

### • Образуется

S = Subject (подлежащее); V<sub>2</sub> = глагол во второй форме

| +                                                                                                                                                                                    | -                                                                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (S)    [V <sub>2</sub> ]<br>write — <b>wrote</b><br>open — <b>opened</b><br><i>He <b>wrote</b> a letter <u>yesterday</u>.</i><br><i>I <b>opened</b> the parcel <u>last week</u>.</i> | (S)    did    [not]    [V]<br><b>did not write</b><br><b>did not open</b><br><i>He <b>didn't write</b> a letter <u>yesterday</u>.</i><br><i>He <b>didn't open</b> the parcel <u>last week</u>.</i> |
| ?                                                                                                                                                                                    |                                                                                                                                                                                                    |
| did    (S)    [V <sub>1</sub> ]<br><b>Did he write / open?</b><br><i><b>Did he write</b> a letter <u>yesterday</u>?</i><br><i><b>Did he open</b> the parcel <u>yesterday</u>?</i>    |                                                                                                                                                                                                    |

### Questions for ex. 4b) (Unit 1, Lesson 4)

1. О чём говорят предложения: о прошлом, настоящем или будущем?
2. Как называется грамматическое время, в котором употребляются глаголы в предложениях?
3. Какие слова обычно употребляются с этим временем?
4. Как задать вопрос в этом времени? Как построить отрицательный ответ?
5. Выделенные глаголы являются правильными или неправильными?
6. Какие полные и сокращённые формы вспомогательных глаголов?

## PRESENT PERFECT

### Настоящее совершённое время

- Употребляется для обозначения:

1. Действия, (не)закончившегося к моменту речи (часто с *just* (только что), *yet* (ещё не)). **Have you**

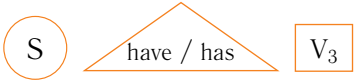
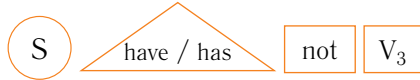
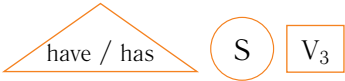
*finished your job? — Yes, I have / No, I haven't. He has just come back. She hasn't done the test yet.*

2. Действия, произошедшего в прошлом, но важного в настоящем. *We can't get into the house. I've lost my key.* В настоящем совершенном времени никогда не используются указания на точные даты в прошлом (*yesterday, five days ago, last winter, in 1979...*). Подобные указатели используются только в прошедшем простом времени.

- **Употребляется со словами** *just, already, ever, yet, never.*

- **Образуется**

**S** = Subject (подлежащее); **V<sub>3</sub>** = Verb (глагол в 3-й форме — причастие прошедшего времени).

| +                                                                                                                                                                                                                    | -                                                                                                                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                     |                                                                                                                                                                           |
| <p>(I, you, we, they) <b>have written / opened</b><br/>           (he, she, it) <b>has written / opened</b></p> <p><i>I've (I have) just written a letter.</i><br/> <i>He's (he has) just opened the parcel.</i></p> | <p>(I, you, we, they) <b>have not (haven't) written / opened</b><br/>           (he, she, it) <b>has not (hasn't) written / opened</b></p> <p><i>I haven't (have not) written a letter yet.</i><br/> <i>He hasn't (has not) opened the parcel yet.</i></p> |
| ?                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                            |
|                                                                                                                                   |                                                                                                                                                                                                                                                            |
| <p><b>have</b> (I, we, you, they) <b>written / opened</b><br/> <b>has</b> (he, she, it) <b>written / opened</b></p>                                                                                                  | <p><i><b>Have</b> you <b>written</b> a letter yet?</i><br/> <i><b>Has</b> he <b>opened</b> the parcel yet?</i></p>                                                                                                                                         |

### Questions for ex. 4 (Unit 2, Lesson 1)

1. О чём говорят предложения из упражнения 3а: о прошлом, настоящем или будущем?
2. Как образуется The Present Perfect Tense?
3. Где в предложениях ставятся слова *never*, *always*?

### Questions for ex. 3a (Unit 2, Lesson 2)

1. Как образуются утвердительные, вопросительные и отрицательные предложения в настоящем совершенном времени?
2. Где в предложениях ставятся слова *yet*, *already*, *ever*, *never*, *always*?

### Questions for ex. 4a (Unit 2, Lesson 6)

1. Назовите неопределённую форму глагола *been* в предложении *We've **been** friends all my life*. Назовите неопределённую форму глагола *been* в предложении *I've **been** to Africa with him*. Назовите неопределённую форму глагола *gone* в предложении *He's **gone** to Belarus again*.
2. Вернулся ли Ник из Африки? Вернулся ли дядя Эндрю из Беларуси? В чём разница между *been* и *gone* в предложениях *I've **been** to Africa with him* и *He's **gone** to Belarus again*?
3. Назовите три формы глагола *to go*. Назовите третью форму глагола *to be*.
4. Что означает *so far*: а) до настоящего времени, пока; б) какое-то время тому назад? Можно ли использовать *already* вместо *so far* в предложении *He's been to 77 countries so far*? В чём разница между *already* и *so far*?
5. Знаем ли мы, когда точно Мистер Рэмблер спас горилл? Какое из слов ближе по значению к настоящему моменту: *just* или *so far*?
6. В английском языке говорится *do karate, judo or aerobics* и *go bird-watching, travelling or swimming*. Сформулируйте правило использования *do* и *go* в отношении различных видов деятельности.

### Questions for ex. 3b (Unit 3, Lesson 3)

1. В каких предложениях упражнения 3а сообщаются новости?
2. В каких предложениях упражнения 3а раскрываются подробности этих новостей?



3. Какое время используется в первом случае, какое — во втором?
4. Какие слова используются с каждым из этих времён?
5. Почему на весах одна из чаш тяжелее?

## PAST CONTINUOUS

### Прошедшее продолженное время

- **Употребляется для обозначения:**

1. Действия, которое происходило в определённый момент в прошлом. *Yesterday at 5 o'clock I **was doing** homework.*

2. Действия, на фоне которого произошло другое действие, которое, в свою очередь, обязательно должно быть выражено прошедшим простым временем. Придаточное предложение со сказуемым в прошедшем времени соединяется с главным при помощи союза *when*. *He **was walking** home **when** somebody called his name.*

3. Двух параллельных действий, происходящих в определённый момент в прошлом. Ни одно из параллельных действий предложения не является фоновым для остальных. Части сложного предложения со сказуемым в прошедшем продолженном времени могут соединяться при помощи союза *while*. *The boy **was reading**, while the girl **was playing** the piano.*

В прошедшем продолженном времени возможно употребление нескольких смысловых глаголов с одним глаголом-связкой при одном подлежащем. *She **was watching** TV and **talking** on the phone.*

- **Употребляется со словами** *then, at that moment, at 5 o'clock yesterday, when you came.*

• **Образуется**

| +                                                                                                                                                                                                                               | -                                                                                                                                                                                                                                                            |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                              |
| <p>(I, he, she, it) <b>was writing</b><br/>           (we, you, they) <b>were writing</b></p> <p><i>I <b>was writing</b> a letter at 5 o'clock yesterday.</i><br/> <i>We <b>were opening</b> the parcel at that moment.</i></p> | <p>(I, he, she, it) <b>was not (wasn't) writing</b><br/>           (we, you, they) <b>were not (weren't) writing</b></p> <p><i>I <b>wasn't (was not) writing</b> a poem when you came.</i><br/> <i>We <b>weren't (were not) writing</b> a poem then.</i></p> |
| ?                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                              |
|                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                              |
| <p><b>was</b> (I, he, she, it) <b>writing</b><br/> <b>were</b> (we, you, they) <b>writing</b></p>                                                                                                                               | <p><i><b>Was he writing</b> a letter then?</i><br/> <i><b>Were they writing</b> a letter then?</i></p>                                                                                                                                                       |

## PAST SIMPLE and PAST CONTINUOUS

### Прошедшее простое и прошедшее продолженное времена

**Past Simple (прошедшее простое время) выражает:**

1. Законченное действие в прошлом (т. е. совершившийся в прошлом факт): *John **did** his homework yesterday.*
2. События в прошлом, происходящие друг за другом: *John **got up** early, **washed**, and **did** his morning exercises.*

**Past Continuous (прошедшее продолженное время) выражает:**

1. Длительное действие в прошлом, начавшееся до определённого момента в прошлом и продолжавшееся

в тот момент: *John was doing his homework when his mother came home.*

2. События, на фоне которых совершается действие: *When I got up yesterday, it was raining.*

### Questions for ex. 3a (Unit 4, Lesson 2)

1. О чём говорят предложения: о прошлом, настоящем или будущем?
2. О чём говорят предложения: о действии или ситуации, которые происходили или развивались в определённый момент в прошлом, или о законченном действии в прошлом?
3. Как называется грамматическое время, в котором употребляются глаголы в предложениях?
4. В чём разница между The Present Continuous и The Past Continuous tenses?
5. Как задать вопрос в The Past Continuous Tense? Как построить отрицательный ответ?
6. Какие слова или выражения обычно употребляются с этим временем?

### Questions for ex. 4a (Unit 4, Lesson 3)

1. Какие глагольные формы употребляются в предложениях?
2. О чём говорят предложения: о прошлом, настоящем или будущем?
3. Какие из глагольных форм говорят нам о законченных действиях в прошлом, какие — о действиях, происходивших в определённый момент в прошлом?
4. Союз *when* используется как с The Past Simple Tense, так и с The Past Continuous Tense. Какой союз используется в основном с The Past Continuous Tense?

### Questions for ex. 5a (Unit 4, Lesson 4)

1. Who appeared when Midas was counting his gold?
2. What did the magician do when he gave Midas the golden touch?
3. Who appeared when Midas was crying?
4. Какие из глагольных форм в предложениях 1, 2 и 3 говорят нам о коротком действии, какие — о длительном?

5. Какие времена используются для описания однократных и длительных действий?

## FUTURE SIMPLE

### Будущее простое время

Для образования всех типов предложений в будущем простом времени используются вспомогательные глаголы *shall* или *will*. Формально *shall* употребляется с первым лицом единственного (I) и множественного (we) числа. Но в современной речи встречается практически только *will*.

- Future Simple употребляется для обозначения:

1. Действия, которое произойдёт в будущем. *I think I'll go to the seaside next summer. People **will live** to be 200 in the future.*

2. Будущих намерений, которые возникают в момент принятия решения. *The phone is ringing. — I'll get it.*

- Употребляется со словами *tomorrow, next year (summer, week, month, etc.), in 2025, in the future, etc.*

- **Образуется**

| +                                                                                                                                                                                    | -                                                                                                                                                                                                                         |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                      |                                                                                                                                                                                                                           |
| <p>(I, we) <b>'ll (shall / will) write</b><br/>         (you, he, she, they, it) <b>'ll (will write)</b></p> <p><i>I'll write you a letter.</i><br/> <i>We'll write letters.</i></p> | <p>(I, we) <b>won't (will not) / shan't (shall not) write</b><br/>         (you, he, she, they, it) <b>won't (will not) write</b></p> <p><i>I won't (shan't) write a letter.</i><br/> <i>You won't write letters.</i></p> |

?



**shall / will** (I, we) write?  
**will** (you, he, she, they, it)  
**write?**

*Will (shall) I write a letter?*  
*Will you write letters?*

## TO BE GOING TO

### Структура *to be going to do something*

(I) **am / m going to do**  
 (we, you, they) **are / 're going to do**  
 (he, she, it) **is / 's going to do**

*I'm going to write a letter.*  
*We're going to write letters.*  
*He's going to write a letter.*

(I) **am / m not going to do**  
 (we, you, they) **are / 're not going to do**  
 (he, she, it) **is not / isn't going to do**

*I'm not going to write a letter.*  
*We're not (aren't) going to write letters.*  
*He is not (isn't) going to write a letter.*

**Am** (I) **going to do?**  
**Are** (you, we, they) **going to do?**  
**Is** (he, she, it) **going to do?**

*Am I going to write a letter?*  
*Are you going to write a letter?*  
*Is he going to write a letter?*

**Различия в употреблении будущего простого времени и структуры *to be going to*.**

Структура *to be going to* всегда подразумевает запланированное намерение. Future Simple используется только для выражения незапланированных намерений. *I've passed all the exams, I'm going to celebrate it. Somebody is knocking on the door. — I'll open it.*

Когда не ясно, запланировано ли действие, можно использовать обе конструкции. *I will / am going to climb that mountain one day. I won't / am not going to tell you the secret.*

### Questions for ex. 3a (Unit 1, lesson 6)

1. Какие грамматические структуры используются, чтобы говорить о будущем?
2. Как они образуются?
3. Какая из грамматических структур говорит о том, что мы принимаем решение в момент речи, а какая — о том, что решение было принято раньше?
4. Какие слова обычно употребляются с грамматическими структурами, описывающими будущее?
5. Как образуются вопросы со структурой *to be going to*? Как строятся предложения с утверждением и отрицанием?
6. Как образуются вопросы с Future Simple? Как строятся предложения с утверждением и отрицанием?
7. Какие полные и сокращённые формы вспомогательных глаголов?

## PASSIVE VOICE Страдательный залог

**Залог** — это форма глагола, которая показывает, является ли подлежащее предложения производителем или объектом действия, выраженного сказуемым. В английском языке имеется два залога: **the Active Voice** (действительный залог) и **the Passive Voice** (страдательный залог).

**Страдательный залог** используется, когда исполнитель действия очевиден или несуществен или когда действие или его результат более интересны, чем исполнитель. Страдательный залог образуется при помощи глагола *to be* в соответствующем времени и 3-й формы глагола.

## Сравнение действительного и страдательного залогов

**Active Voice.** Tom **does** homework.

**Passive Voice.** Homework **is done** by Tom.

### Questions for ex. 3c (Unit 6, lesson 6)

1. Чем различаются предложения в упр. 2a и 2b?
2. Всегда ли необходимо называть того, кто выполняет действие? Почему? Всегда ли мы знаем, кто выполняет действие?
3. Как образуется the Present Simple Passive?

## DEGREES OF COMPARISON OF ADJECTIVES Степени сравнения имён прилагательных

| Adjective               | Comparative degree |                |        |
|-------------------------|--------------------|----------------|--------|
| long                    | longer             | —              | —      |
| nice                    | nicer              | —              | —      |
| hot                     | hotter             | —              | —      |
| happy (hap-py)          | happier            | —              | —      |
| beautiful (beau-ti-ful) | —                  | more beautiful | —      |
| good                    | —                  | —              | better |
| bad                     | —                  | —              | worse  |

| Adjective               | Superlative degree |                    |           |
|-------------------------|--------------------|--------------------|-----------|
| long                    | the longest        | —                  | —         |
| nice                    | the nicest         | —                  | —         |
| hot                     | the hottest        | —                  | —         |
| happy (hap-py)          | the happiest       | —                  | —         |
| beautiful (beau-ti-ful) | —                  | the most beautiful | —         |
| good                    | —                  | —                  | the best  |
| bad                     | —                  | —                  | the worst |

По способу образования сравнительной и превосходной степеней прилагательные делятся на три группы:

1. Прилагательные, состоящие из одного или двух слогов (*short — shorter — the shortest*).

2. Прилагательные, состоящие из двух и более слогов (*interesting — more interesting — the most interesting*).

3. Прилагательные-исключения (*good — better — best*).

**Степени сравнения имён прилагательных образуются следующим образом:**

1. Односложные прилагательные образуют степени сравнения с помощью суффиксов **-er**, **-est**: *old — older — oldest*.

В односложных прилагательных, оканчивающихся на **-e**, добавляется **-r** в сравнительной степени и **-st** в превосходной степени: *nice — nicer — nicest*.

В односложных прилагательных, оканчивающихся на одну гласную + одну согласную, удваивается последняя согласная и добавляется **-er**, **-est**: *fat — fatter — fattest*. Но если последняя согласная **w**, то она не удваивается: *low — lower — lowest*.

В двусложных прилагательных, оканчивающихся на **-y**, буква **y** меняется на **i** и добавляется **-er**, **-est**: *easy — easier — easiest*.

2. Большинство двусложных прилагательных, а также прилагательные, состоящие из трёх и более слогов, образуют сравнительную степень с помощью **more** и превосходную степень — с помощью **the most**: *boring — more boring — most boring; beautiful — more beautiful — most beautiful*.



Следует запомнить **исключения**:

good — better — the best

bad — worse — the worst

far — farther / further — the farthest / furthest.

Если для описания существительного используется прилагательное в превосходной степени, то обычно оно употребляется с определённым артиклем *the*. *He is **the tallest** person in his family.*

При выделении одного объекта из всех остальных в группе, выраженной существительным единственного числа (в семье, классе, команде и т. д.), в предложениях после превосходной степени сравнения прилагательного употребляется предлог *in*. *Mike is the fastest runner **in** the team. Mark is the most intelligent person **in** his class.*

Предлог *in* также употребляется в предложениях, когда выбор определяется местом (лучший в комнате, доме, городе, стране и т. д.). *This is the best football team **in** Belarus. London is the biggest city **in** Britain.*

В других случаях после существительных в превосходной степени сравнения употребляется предлог *of*. *He's the tallest **of** the three brothers. Our bedroom is the smallest **of** the three rooms.*

При сравнении двух предметов или категорий предметов используется союз *than*. *She's more beautiful **than** anybody. This exercise is easier **than** that.*

### Questions for ex. 4b (Unit 3, Lesson 6)

1. Как мы сравниваем вещи, предметы и т. п.?
2. Какое слово употребляется при сравнении двух предметов, вещей и т. п.?
3. Какие суффиксы используются в сравнительной степени сравнения прилагательных?

4. У каких прилагательных формы степеней сравнения состоят из более чем одного слова?

### Questions for ex.3b (Unit 3, Lesson 7)

1. Какие суффиксы употребляются в превосходной степени сравнения прилагательных?
2. У каких прилагательных формы степеней сравнения состоят из более чем одного слова?
3. Какой артикль используется в превосходной степени сравнения? Почему?

## SO and SUCH

### Слова *so* и *such* для усиления значения

Слово **so** употребляется с прилагательными без существительных. *She is so beautiful.*

Слово **such** употребляется с существительными и существительными, которые сопровождаются прилагательными. *She is such a beautiful girl.*

## HUNDRED, THOUSAND, MILLION

### Сто, тысяча, миллион

В английском языке слова *hundred* (сто), *thousand* (тысяча), *million* (миллион), *milliard / billion* (миллиард / миллиард) употребляются с неопределённым артиклем *a / an* или числительным *one*: *a hundred / one hundred*.

Обратите внимание, что такие числительные не меняют своей формы во множественном числе. *There are 9 hundred people in the train.*

Однако эти числительные могут стать существительными, если обозначают большое, но неточное количество. Тогда они употребляются во множественном числе и после *hundred, thousand, million* используется предлог *of*. *There are hundreds of people in the streets.*

## ARTICLES

### Артикли

Существуют три варианта употребления артиклей с существительными:

1. Неопределённый артикль **a** или **an**. *It's a cat. It's an apple.*

2. Определённый артикль **the**. *The cat is black.*

3. Отсутствие артикля. *Cats can't fly.*

С названиями **континентов, стран и городов артикли, как правило, не употребляются**: *\_\_ Southern America, \_\_ England, \_\_ Paris.*

#### **Исключения:**

а) названия некоторых городов: *the Hague* (Гаага), *the Athens* (Афины).

б) названия стран: *the Sudan, the Yemen, the Argentina* (могут употребляться и без артикля); *the Netherlands, the Philippines*;

в) Названия стран со словами **штаты, республика, федерация, королевство**: *the United States of America (the USA), the United Kingdom, the Russian Federation.*

#### **Артикль с названиями природных водных резервуаров**

1. Названия океанов, морей, рек, каналов и водопадов употребляются с определённым артиклем: *the Indian Ocean, the Black Sea, the Volga* (но *the Volga River*), *the Suez Canal, the Niagara Falls.*

2. Названия озёр употребляются с определённым артиклем: *the Ontario, the Baikal.* Но, если перед названием присутствует слово *Lake*, то определённый артикль не употребляется: *Lake Narach.*

## PLURAL OF NOUNS

### Множественное число имён существительных

Множественное число имён существительных образуется прибавлением окончания **-s** или **-es**: *a bag — bags, a glass — glasses.*

1. Если существительное заканчивается на **-o**, **-ch**, **-sh**, **-ss** или **-x**, то множественное число образуется при помощи окончания **-es**: *tomato — tomatoes, church — churches, bush — bushes, kiss — kisses, box — boxes.*

2. Если слово иноязычного происхождения оканчивается на **-o**, то во множественном числе к существительному добавляется окончание **-s**: *kilo — kilos, photo — photos, piano — pianos, soprano — sopranos.*

3. Если существительное оканчивается на букву **y** и перед ней стоит согласная, то **y** меняется на **i** и добавляется окончание **-es**: *baby — babies, fly — flies.*

Если существительное оканчивается на букву **y** и перед ней стоит гласная, то добавляется только окончание **-s**: *a boy — boys, a day — days.*

4. У некоторых существительных, оканчивающихся на **-f** или **-fe**, при образовании множественного числа **-f** или **-fe** меняются на **-ves**: *life — lives, wife — wives, wolf — wolves.*

**Исключение:** *roof — roofs, safe — safes.*

5. У некоторых существительных множественное число образуется не по правилу: *foot — feet, tooth — teeth, man — men, woman — women, mouse — mice, goose — geese, child — children.*

6. У некоторых существительных формы единственного и множественного числа совпадают: *species, deer, bison, fish, sheep.*

## PRONOUNS SOME / ANY / NO

### Местоимения *несколько / сколько-нибудь / нисколько*

*Some* — несколько, немного; *any* — сколько-нибудь; *no* — нет, нисколько.

В английском языке в утвердительных предложениях употребляется местоимение *some*. *Take **some** glasses from that shelf.*

В отрицательных — *any* или *no*. *Don't take **any** books from the case. There is **no** milk in the jug*

В вопросительных предложениях употребляется местоимение *any*. *Have you got **any** money?*

| Nouns                                      | +      | —              | ?      |
|--------------------------------------------|--------|----------------|--------|
| singular countable nouns<br>( <i>cat</i> ) | a / an | not a(an) / no | a / an |
| singular plural nouns<br>( <i>cats</i> )   | some   | not any / no   | any    |
| uncountable nouns<br>( <i>milk</i> )       | some   | not any / no   | any    |

## PRONOUNS SOMETHING, ANYTHING, NOTHING / SOMEBODY, ANYBODY, NOBODY

### Местоимения *что-то, что-нибудь, ничто / кто-то, кто-нибудь, никто*

От местоимений *some, any, no* образуются сложные местоимения *somebody, anybody, nobody* и *something, anything, nothing*. Эти местоимения употребляются в предложениях, аналогично тому, как употребляются местоимения *some, any, no*.

Местоимения, образованные с помощью *-body*, употребляются лишь в отношении людей и согласуются с глаголом только в единственном числе. *There is somebody in the office.*

Местоимения, образованные с помощью *-thing*, употребляются в отношении неодушевлённых предметов и понятий. *There is something wrong with him.*

**Запомните.** В английском языке может быть только одно отрицание в предложении. Поэтому при употреблении отрицательных местоимений *nobody*, *nothing* отрицательная частица *not* не требуется. *Nobody knows anything about it.*

| Nouns  | +                                 | —                                                     | ?                               |
|--------|-----------------------------------|-------------------------------------------------------|---------------------------------|
| things | <i>something</i>                  | <i>not anything</i><br><i>nothing</i>                 | <i>anything</i>                 |
| people | <i>somebody</i><br><i>someone</i> | <i>not anybody / anyone</i><br><i>nobody / no-one</i> | <i>anybody</i><br><i>anyone</i> |

## Pronouns *few / a few, little / a little* Местоимения *мало / немного / несколько*

Местоимение *few* (*мало*) употребляется только с исчисляемыми существительными во множественном числе. *He has few friends. He is very lonely.*

Местоимение *little* (*мало*) употребляются с неисчисляемыми существительными (абстрактные понятия, вещества). *There is little milk in the cup. I have very little time.*

Сочетание *a few* (*несколько*) употребляется только с исчисляемыми существительными. *I bought a few apples.*

Сочетание *a little* (*немного*) употребляется с неисчисляемыми существительными. *Will you give me a little water?*

Местоимения *a few*, *a little* означают *немного*, но *достаточно*, а местоимения *few*, *little* — *мало*.

(a) little + uncountable nouns  
(a) *little water*

a little = some, but not much  
(a positive idea)

*I speak a little Italian.  
She didn't eat anything but she  
drank a little water.*

little = nearly no, nearly nothing  
(a negative idea)

*There was little food in the  
fridge. It was nearly empty.*

(a) few + plural nouns  
(a) *few books*

a few = some, but not many  
(a positive idea)

*I speak a few words of Italian.  
Yesterday I wrote a few  
postcards.*

few = nearly no  
(a negative idea)

*There were very few people in  
the park. It was nearly empty.*

### Questions for ex. 5b (Unit 6, Lesson 1)

1. Какие слова употребляются в значении *несколько, немного*?
2. Какое из этих слов употребляется с исчисляемыми существительными, а какое — с неисчисляемыми?
3. Какие слова используются в значении *мало*?
4. Какое из этих слов употребляется с исчисляемыми существительными, а какое — с неисчисляемыми?

## MODAL VERB HAVE TO Модальный глагол *have to*

Модальный глагол *have to* используются для выражения необходимости выполнить действие в силу обстоятельств. *I **have to** do it today, I can't leave it for tomorrow. He can't play football with you now, he **has to** do his homework.*

Отрицательная форма *have to* образуется при помощи вспомогательного глагола *do / does* и отрицательной частицы *not*. *You **do not (don't) have to** stay*. Чаще всего отрицательная форма глагола *have to* используется для выражения отсутствия необходимости или отсутствие в необходимости разрешения со стороны говорящего выполнять действие.

Вопросы с модальным глаголом *have to* образуются при помощи вспомогательного глагола *do / does*, который ставится перед подлежащим. ***Does he have to** write it?*

|                                                                                      |                     |                     |
|--------------------------------------------------------------------------------------|---------------------|---------------------|
| +                                                                                    |                     |                     |
| I / we / you / they                                                                  |                     | have to             |
| He / she / it                                                                        |                     | has to              |
| <i>I've got terrible toothache. I <b>have to</b> go to the dentist.</i>              |                     |                     |
| -                                                                                    |                     |                     |
| I / we / you / they                                                                  |                     | don't have to ...   |
| He / she / it                                                                        |                     | doesn't have to ... |
| <i>Yan <b>doesn't have to</b> get up early tomorrow. His lessons start at 12:30.</i> |                     |                     |
| ?                                                                                    |                     |                     |
| Do                                                                                   | I / we / you / they | have to ...         |
| Does                                                                                 | He / she / it       | have to ...         |
| What time <b>do</b> you <b>have to</b> get up tomorrow?                              |                     |                     |



### Questions for ex. 4c (Unit 7, Lesson 2)

1. Глаголы *have to* и *must* выражают необходимость. Какой из этих глаголов употребляется для выражения внутреннего ощущения необходимости, а какой — о навязанной кем-то необходимости?
2. Какой из глаголов может употребляться во всех временах?
3. После какого из глаголов используется инфинитив с частицей *to*?
4. С каким из этих глаголов необходимо употреблять вспомогательный глагол в вопросительных и отрицательных предложениях?

### Questions for ex. 3a (Unit 7, Lesson 3)

1. Модальный глагол *have to* используется, чтобы: а) дать совет, б) сказать о том, что необходимо сделать, в) сказать об умениях?
2. Как задать вопрос с модальным глаголом *have to*?
3. Как образовать отрицательное предложение?

## FIVE TYPES OF QUESTIONS Пять типов вопросов

|                                                                                                    |
|----------------------------------------------------------------------------------------------------|
| Yes / No questions                                                                                 |
| <i>Do you like chips?</i><br><i>Have you ever been to Spain?</i>                                   |
| Alternative questions (or)                                                                         |
| <i>Are you going to the park <b>or</b> to the cafe?</i><br><i>Is Bob or Ben sixteen?</i>           |
| Tag-questions                                                                                      |
| <i>Clare has done her homework, <b>hasn't she</b>?</i><br><i>You aren't ready, <b>are you</b>?</i> |

|                                                                           |                                                            |
|---------------------------------------------------------------------------|------------------------------------------------------------|
| <b>Wh-questions</b>                                                       |                                                            |
| <i>When are you leaving?</i><br><i>What time did he arrive yesterday?</i> |                                                            |
| <b>Subject questions</b>                                                  | <b>Object questions</b>                                    |
| <i>Who said that?</i><br><i>What happened?</i>                            | <i>Who did you see?</i><br><i>What is she going to do?</i> |

## **FROM ... TO STRUCTURE** **Структура from ... to**

1. Структура *from ... to* используется для приведения примеров в виде перечисления. *She's been to many countries **from** Australia **to** Zimbabwe.*

Обычно первый и последний пример являются противоположностями. *These are the facts about Agatha Christie **from** A **to** Z.*

2. Структура *from ... to* может использоваться для обозначения начальной и конечной точек периода времени, в течение которого происходили определённые события. *She wrote mystery stories **from** 1916 **to** 1976.*

3. Также *from ... to* может употребляться для указания примерного количества. *Usually she wrote **from** 2 **to** 3 books a year.*

(Название учреждения образования)

| Учебный год | Имя и фамилия учащегося | Состояние учебного пособия при получении | Оценка учащегося за пользование учебным пособием |
|-------------|-------------------------|------------------------------------------|--------------------------------------------------|
| 20 /        |                         |                                          |                                                  |
| 20 /        |                         |                                          |                                                  |
| 20 /        |                         |                                          |                                                  |
| 20 /        |                         |                                          |                                                  |
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