

Национальный институт образования

**Контрольно-
измерительные
материалы**

**Английский язык.
Дидактические
материалы**

**5-9
классы**

«Высшая школа»

Национальный институт образования

Контрольно-измерительные материалы

Английский язык. Дидактические материалы 5-9 классы

Пособие для учителей
учреждений общего среднего образования
с белорусским и русским языками обучения

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ПРЕДИСЛОВИЕ

Настоящий сборник предназначен для учителей учреждений общего среднего образования.

Дидактические материалы для оценки уровня сформированности коммуникативной компетенции учащихся 5–9 классов составлены в соответствии с нормами и требованиями образовательного стандарта учебного предмета «Иностранный язык» и учебной программы по английскому языку. Особенности построения содержания данного сборника обуславливаются целями и задачами изучения иностранного языка и ориентированы на формирование поликультурной многоязычной личности учащихся посредством овладения ими иноязычной коммуникативной компетенции.

Учитывая цели коммуникативно ориентированного иноязычного образования и требования к подготовке учащихся к устному экзамену по иностранному языку, предлагаемые задания носят преимущественно коммуникативный характер и позволяют создавать оптимальные условия для моделирования речевого поведения учащихся и контроля уровня сформированности соответствующих речевых навыков и умений.

Дидактические материалы для 5–8 классов предназначены для оценки учебной деятельности и включают три раздела: *«Говорение»*, *«Чтение и говорение»* или *«Восприятие и понимание иноязычной речи на слух и говорение»*, *«Грамматика и лексика»*. Таким образом, основными объектами контроля выступают уровни сформированности языковой и речевой компетенций, входящих в компонентный состав коммуникативной компетенции.

Дидактические материалы для 9 класса представлены в блоках, а именно: Assessment Module I и Assessment Module II. Задания блока I (Assessment Module I) ориентированы на оценку уровня владения одним определенным видом рече-

вой деятельности. При этом, по каждой предлагаемой теме учитель имеет возможность самостоятельно выбрать тот или иной вид речевой деятельности в соответствии с особенностями данной учебной группы или удельного веса того или иного вида работы, выполненного на определенном этапе обучения. Следовательно, по отдельным темам представлены несколько разновидовых заданий, которые могут быть выборочно использованы по усмотрению учителя. Комплексные задания блока II (Assessment Module II), содержащие три вида речевой деятельности, помогут осуществить контрольно-оценочную деятельность.

Представленные материалы и задания могут быть использованы по усмотрению учителя как образцы для проведения текущей или промежуточной аттестации на уроках английского языка в 5–9 классах.

CLASS 5

HOLIDAYS. A DAY OUT

TEST 1

A. SPEAKING

1. Talk to your classmate about your last summer holidays. Ask and answer at least 4 questions. Take turns.

Pupil 1:

Where ... last summer?

When ... there?

Who ... with?

What ... there?

Did you ... your holidays? / How ... there?

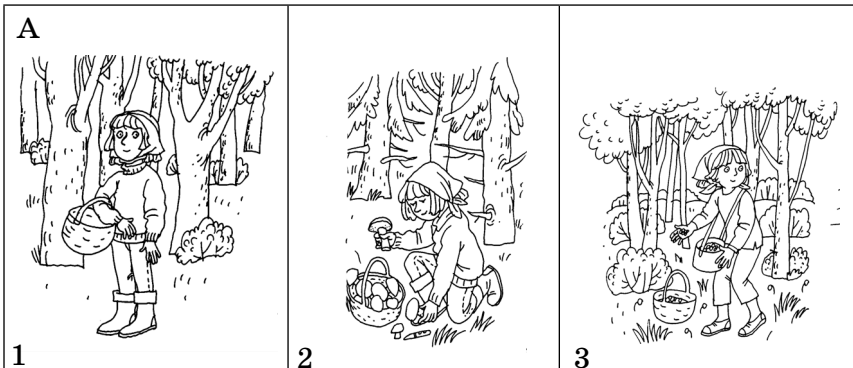
Pupil 2:

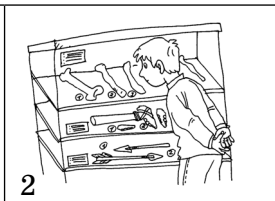
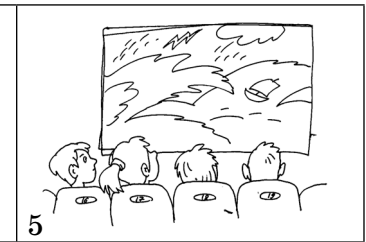
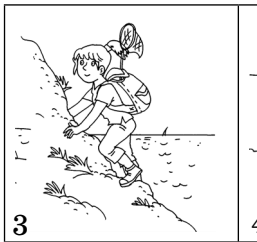
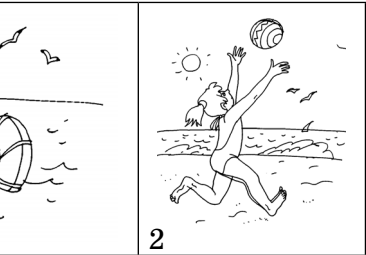
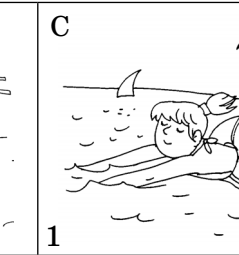
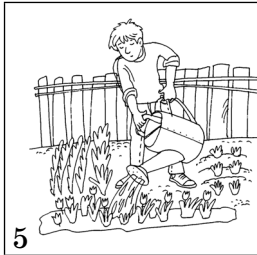
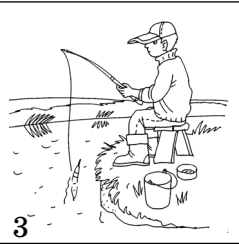
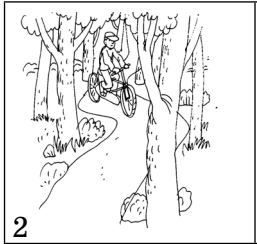
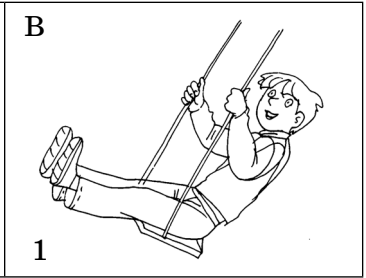
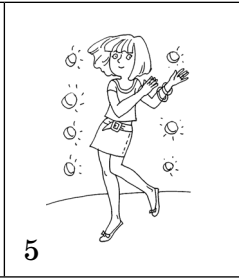
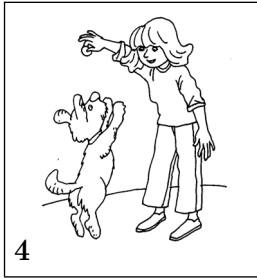
And what about you? Where ...?

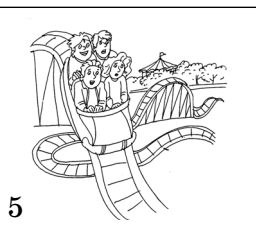
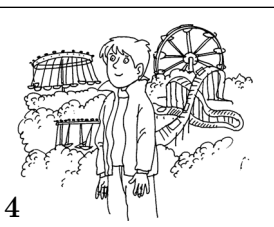
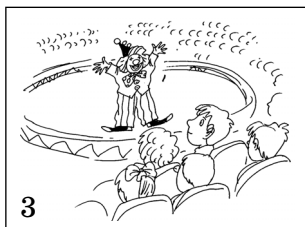
2. Speak about the children's holidays. Say at least 5 sentences.

Pupil 1: Choose one child and speak about his or her holidays.

Pupil 2: Listen to your classmate and guess which child it is.







3. Speak about your best summer holidays. Say at least 5 sentences. Take turns.

Pupil 1: Tell your classmate what you did on those holidays and why you liked them.

Pupil 2: Guess where your classmate spent his best summer holidays.

Test 1.1

B. READING AND SPEAKING

1. Read about the holiday camp and match the titles with parts of the text.

A. The address. B. Evening. C. Breakfast. D. Morning.
E. Afternoon. F. Lunch-time.

Example: 1 – C, 2 – ...

Lake Dawn¹ Holiday Camp



1. Start the day with a big American breakfast at the Lake Dawn Diner² at eight o'clock.

2. Come to the lake at nine. The weather is good. It's warm and sunny. It's a great day to go

surfing³ or fishing on the lake. Our instructors [ɪn'strʌktəz] are ready (готовы) to help you. If the weather is not very good, you

can go swimming in the swimming pool. Our instructors are there, too.

3. Are you hungry at one o'clock? The Diner has hot-dogs, pizzas, salads, ice-creams, fruit [fru:t] – all your favourite food for lunch, and as much as (столько, сколько) you can eat!

4. It's video time after lunch. Or (или) would you like to play computer games in the computer room? And our instructors can help you to write your own⁴ programmes in BASIC on one of the twenty 'Apple' computers there.

Or do you want to read your book quietly (тихонько) in the garden? You can do that, too.

What else? You can ride a horse, or ride a bike, or roller-skate, or climb the mountains near the lake! Again, the instructors are ready. Let's go! Or do you want to do some cooking in the 'Cookhouse'? You can make your own cakes there!

5. In the evening there's a barbecue⁵ at the lake or dinner in the Diner. There's singing round the fire and dancing at the Lake Dawn disco. Or would you like to play a quiet game of chess (шахматы)? Choose anything (выбирайте любое) ...

6. Are you ready to have a good time with us? Write now! We are at:

Lake Dawn Holiday Camp Inc.

P. O. Box 1494 – BR,

Snake River, Colorado 85385, USA

¹ Lake Dawn [dɔ:n] – озеро Рассвет

² Diner – the room where people can have dinner, lunch and breakfast

³ Go surfing ['sɜ:fɪŋ] – заниматься сёрфингом

⁴ Own [əʊn] – собственный

⁵ Barbecue ['bɑ:bɪkju:] – барбекю, т.е. еда, приготовленная на открытом огне

2. Put the sentences in the correct order.

Example: 1 – E, 2 – ...

A. You can play a quiet game of chess.

B. You can watch a video, play computer games, write a computer programme or read a book after lunch.

- C. You can ride a horse, ride a bike, roller-skate, and climb the mountains in the afternoon.
- D. You can make your own cakes.
- E. You can have a big American breakfast.
- F. You can sing round the campfire or dance at the disco in the evening.
- G. You can have lunch in the Diner.
- H. You can go surfing, fishing or swimming in the morning.
- I. You can eat a barbecue or have dinner in the Diner.

3. How well do you remember the details from the text? Answer the questions (speak to your teacher).

- 1. Which country is Lake Dawn Holiday Camp in?
- 2. What can you have for lunch in the Diner?
- 3. What can you do in the afternoon at Lake Dawn Holiday Camp?

4. Read aloud the answer to the following question.

What can you do in the morning at Lake Dawn Holiday Camp?

5. Discuss the following questions with your classmate.

- 1. Do you think it's a good camp? Why or why not?
- 2. What would you like to do at Lake Dawn Holiday Camp?

C. GRAMMAR AND VOCABULARY

1. Choose the correct sentence.

- 1. a. I play on the swings yesterday.
b. I played on the swings yesterday.
- 2. a. We weren't abroad last summer.
b. We wasn't abroad last summer.
- 3. a. Was your dad in the mountains last winter?
b. Were your dad in the mountains last winter?

4. a. Were you in the country last month?
b. Was you in the country last month?
5. a. Last week we have dinner together.
b. Last week we had dinner together.

2. Write the verbs in the past form.

Tina, Jen and Pam (1) *went* (go) to the mountains. Tina and Jen sat down on the grass and (2) ... (start) eating their picnic. But Pam (3) ... (go) to look at the river. It (4) ... (be) dangerous, but she stood on a rock.

The rock (5) ... (start) falling (падать) into the river, and Pam's foot got under the rock.

Tina (6) ... (run) to Pam and Jen (7) ... (run) to the police station. She (8) ... (say) that the girls (9) ... (want) help.

Test 1.2

B. READING AND SPEAKING

1. Read about the holiday camp and match the titles with parts of the text.

- A. Evening. B. Breakfast. C. Lunch-time. D. The address.
E. Morning. F. Afternoon.

Example: 1 – B, 2 – ...

Lake Dawn¹ Holiday Camp



1. Start the day with a big American breakfast at the Lake Dawn Diner² at eight o'clock.

2. Come to the lake at nine. The weather is good. It's warm and sunny. It's a great day to go

surfing³ or fishing on the lake. Our instructors [ɪn'strʌktəz] are ready (готовы) to help you. If the weather is not very good we

can go swimming in the swimming pool. Our instructors are there, too.

3. Are you hungry at one o'clock? The Diner has hot-dogs, pizzas, salads, ice-creams, fruit [fru:t] – all your favourite food, and as much as (столько, сколько) you can eat!

4. It's video time after lunch. Or (или) would you like to play computer games in the computer room? And our instructors can help you to write your own⁴ programmes in BASIC on one of the twenty 'Apple' computers there.

Or do you want to read your book quietly (тихонько) in the garden? You can do that, too.

What else? You can ride a horse, or ride a bike, or roller-skate, or climb the mountains near the lake! Again, the instructors are ready. Let's go! Or do you want to do some cooking in the 'Cookhouse'? You can make your own cakes there!

5. In the evening there's a barbecue⁵ at the lake or dinner in the Diner. There's singing round the fire and dancing at the Lake Dawn disco. Or would you like to play a quiet game of chess (шахматы)? Choose anything (выбирайте любое) ...

6. Are you ready to have a good time with us? Write now! We are at:

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⁴ Own [əʊn] – собственный

⁵ Barbecue ['bɑ:bɪkju:] – барбекю, т.е. еда, приготовленная на открытом огне

2. Put the sentences in the correct order.

Example: 1 – C, 2 – ...

A. You can ride a horse, ride a bike, roller-skate, and climb the mountains in the afternoon.

- B. You can watch a video, play computer games, write a computer programme or read a book after lunch.
- C. You can have a big American breakfast.
- D. You can sing round the campfire or dance at the disco in the evening.
- E. You can play a quiet game of chess.
- F. You can eat a barbecue or have dinner in the Diner.
- G. You can go surfing, fishing or swimming in the morning.
- H. You can have lunch in the Diner.
- I. You can make your own cakes.

3. How well do you remember the details from the text? Answer the questions (speak to your teacher).

- 1. What can you have for breakfast at the Lake Dawn Diner?
- 2. Where can people have dinner?
- 3. What do instructors help you with at Lake Dawn Holiday Camp?

4. Read aloud the answer to the following question.

What can you do in the evening at Lake Dawn Holiday Camp?

5. Discuss the following questions with your classmate.

- 1. Do you like the food at the camp? Why or why not?
- 2. Would you like to go to Lake Dawn Holiday Camp? Why or why not?

C. GRAMMAR AND VOCABULARY

1. Choose the correct sentence.

- 1. a. I play in the park last Sunday.
b. I played in the park last Sunday.
- 2. a. We went to the theatre a week ago.
b. We go to the theatre a week ago.

3. a. Was your mum at home yesterday?
b. Were your mum at home yesterday?
4. a. Were you at the seaside last month?
b. Was you at the seaside last month?
5. a. Yesterday I watched an interesting film at the cinema.
b. Yesterday I watch an interesting film at the cinema.
6. a. Last week I wasn't at school.
b. Last week I weren't at school.

2. Write the verbs in the past form.

Jen told the policemen about Pam and (1) *asked* (ask) them to help her. The police (2) ... (jump) into the helicopter (в вертолет).

In ten minutes they (3) ... (be) with Pam. They tied a rope round the rock¹ and pulled it. Pam's leg (4) ... (be) not under the rock any more. She (5) ... (be) lucky! Her leg was not broken (не сломана).

The policemen and the girls (6) ... (sit) down on the grass. Pam (7) ... (say) she (8) ... (be) very happy. Together they (9) ... (eat) the picnic.

¹ They tied a rope round the rock – обвязали камень веревкой

DO YOU LIKE TV?

TEST 2

A. SPEAKING

Students work in pairs.

1. Take part in a survey 'Is TV popular in your family?'

a) Pupil 1:

You are a reporter. Ask at least 4 questions.

Use the clues:

How often *do you / do your parents / does your brother ...?*

What programmes ...?

What ... your favourite programmes?

... TV popular ... ?

Pupil 2: Answer the questions.

- b) Exchange (поменяйтесь) your roles.
- c) Do you and your classmate think TV is popular in your families?

2. Compare (сравните) how much you and your classmate watch TV every week.

- a) *Pupil 1:* Say how often you watch different TV programmes (use pictures 1–7)

Pupil 2: Listen to your friend and write how often he /she watches the following TV programmes.



Use the clue:

Always = 7 times a week

Often = 5 times a week

Sometimes = 3 times a week

Rarely = 1 time a week

Never = 0 times a week



Example:

Pupil 1: I sometimes watch the news.

Pupil 2: 3 times a week.

b) *Pupil 1 and Pupil 2:* Exchange your roles.

c) *Pupil 1 and Pupil 2:* Count who watches more TV.

3. What do you think about TV programmes?

a) *Pupil 1:* Tell your classmate what TV programmes you like or don't like and why.

Pupil 2: How many programmes does your classmate like?

b) *Pupil 1 and Pupil 2:* Exchange your roles.

c) *Pupil 1 and Pupil 2:* Do you like the same TV programmes?

Test 2.1

B. LISTENING AND SPEAKING

1. Listen to the text and choose the best title.

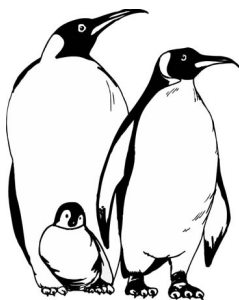
A. At the zoo. B. A wonderful programme. C. Animal planet.

2. In what order does the programme show the animals? Number them.

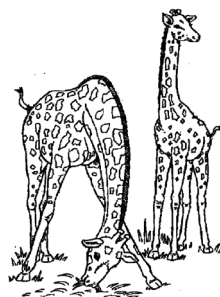
Example: 1 – B, 2 – ...



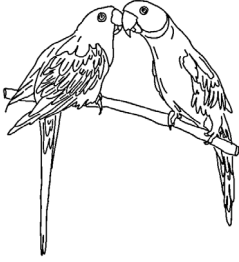
A. zebras



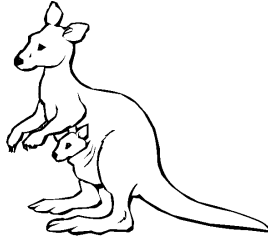
B. penguins



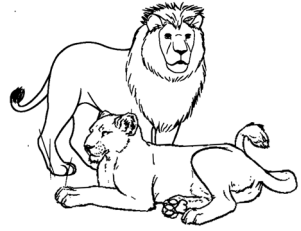
C. giraffes



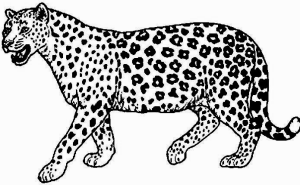
D. parrots



E. kangaroos



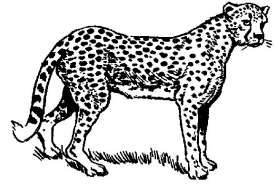
F. lions



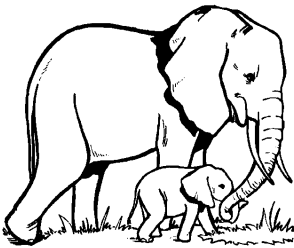
G. leopards



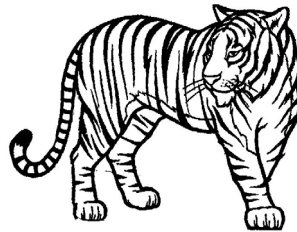
H. polar bears



I. cheetahs



J. elephants



K. tigers

3. Write, which of the animals

- A. lives where it's cold.
- B. eats fish.
- C. is the tallest.
- D. comes from India.
- E. is brightly coloured.

- F. is the fastest.
- G. runs and walks quietly (тихо).
- H. jumps all the time.
- I. is very angry.
- J. is strong.
- K. is black and white.

Example: A – the polar bear (lives where it's cold).

4. Which of the animals from the story do you like? Why? What else do you know about the animal?

5. Do you like going to the zoo or watching programmes about animals? Why?

C. GRAMMAR AND VOCABULARY

1. Choose the correct word.

- 1. Comedies are funny. I like *they* / *them*.
- 2. Johnny Depp is my favourite actor. I like *he* / *him*.
- 3. Horror films aren't for little children. *They* / *Them* are on TV very late at night.
- 4. My mum likes films with Orlando Bloom. *He* / *Him* is from Britain.
- 5. My parents listen to 'The Beatles'. *They* / *Them* listen to *they* / *them* every day.
- 6. We're going to watch the football match tonight. Come to *we* / *us*.
- 7. *I* / *Me* don't watch the news. I think *it's* / *its* the most boring TV programme.
- 8. My aunt works in Australia. *She* / *Her* draws pictures for cartoons.
- 9. I didn't see that film. My granny watches romantic films every day. You can ask *she* / *her* about it.

2. Write the sentences in your exercise-book.

- 1. watch / I / in / evening / the / TV / often /.

2. comedy / yesterday / I / funny / saw / a / .
3. hates / my / sports / mum / programmes / .
4. dad / always / the / my / news / watches / .
5. is / favourite / 'Shrek' / cartoon / my / .
6. watch / romantic / I / never / films / .
7. TV / yesterday / friend / didn't / my / watch / .

3. Choose the correct sentence.

1. a. I like watching comedy.
b. I like watching comedies.
2. a. He sometimes watches cartoons.
b. He watches sometimes cartoons.
3. a. 'Tarzan' is my favourite cartoons.
b. 'Tarzan' is my favourite cartoon.
4. a. I like nature programmes. – I like it, too.
b. I like nature programmes. – I like them, too.
5. a. Does your dad watch the news? – Yes, he do.
b. Does your dad watch the news? – Yes, he does.
6. a. Yesterday I watched an interesting film on TV.
b. Yesterday I watch an interesting film on TV.
7. a. I get home at half past two.
b. I get home in half past two.

Test 2.2

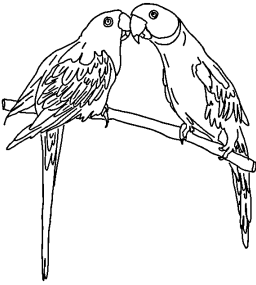
B. LISTENING AND SPEAKING

1. Listen to the text and choose the best title.

A. Animal planet. B. At the zoo. C. A wonderful programme.

2. In what order does the programme show the animals? Number them.

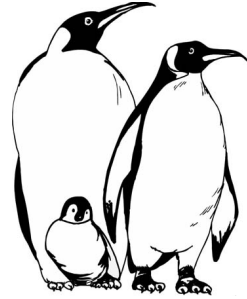
Example: 1 – C, 2 – ...



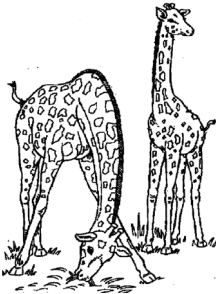
A. parrots



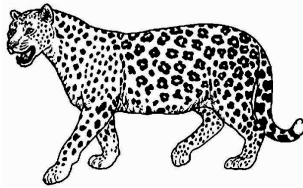
B. zebras



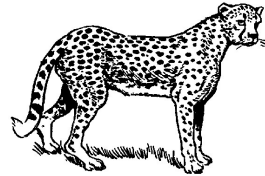
C. penguins



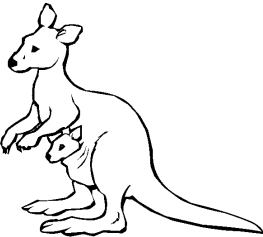
D. giraffes



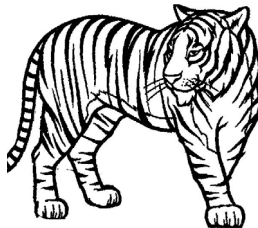
E. leopards



F. cheetahs



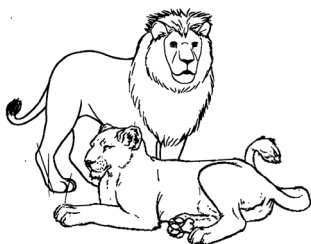
G. kangaroos



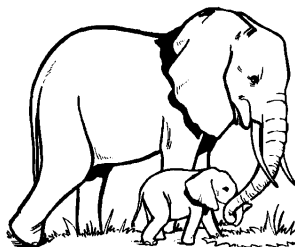
H. tigers



I. polar bears



J. lions



K. elephants

3. Write, which of the animals

- A. comes from India.
- B. lives where it's cold.
- C. eats fish.
- D. is brightly coloured.
- E. is the tallest.
- F. is the fastest.
- G. is very angry.
- H. is strong.
- I. is black and white.
- J. jumps all the time.
- K. runs and walks quietly (тихо).

Example: A – the elephant (comes from India).

4. Which of the animals from the story do you like? Why? What else do you know about the animal?

5. Do you like going to the zoo or watching programmes about animals? Why?

C. GRAMMAR AND VOCABULARY

1. Choose the correct word.

- 1. Circus shows are for little children. *They / Them* are usually on TV at the weekend.

2. Sharon Stone is my favourite actress. I like *her* / *she*.
3. Programmes about nature are very interesting. I like *they* / *them*.
4. My mum likes films with Dmitry Dyuzhev. *He* / *Him* is from Russia.
5. My brother watches trivia quizzes every Sunday. *Him* / *He* likes *they* / *them* very much.
6. My aunt works in Hollywood. *She* / *Her* draws pictures for cartoons.
7. I didn't see that film. My sister always watches horror films. You can ask *she* / *her* about it.
8. We're going to the theatre tonight. Let's go with *we* / *us*.
9. *I* / *Me* don't want to watch the football match today. I think *it's* / *its* the most boring TV programme.

2. Write the sentences in your exercise-book.

1. watch / I / on / Sundays / TV / usually /.
2. interesting / yesterday / I / film / saw / an / .
3. likes / my / sports / dad / programmes /.
4. brother / always / the / my / news / watches / .
5. is / favourite / 'Tom and Jerry' / cartoon / my /.
6. films / horror / I / never / watch /.
7. TV / yesterday / mum / didn't / my / watch /.

3. Choose the correct sentence.

1. a. I like watching sports programme.
b. I like watching sports programmes.
2. a. He sometimes watches detective films.
b. He watches sometimes detective films.
3. a. 'Shrek' is my favourite cartoons.
b. 'Shrek' is my favourite cartoon.
4. a. I like detective films. – I like it, too.
b. I like detective films. – I like them, too.
5. a. Does your mum watch the news? – Yes, she do.
b. Does your mum watch the news? – Yes, she does.

6. a. Yesterday I watched an interesting music programme on TV.
b. Yesterday I watch an interesting music programme on TV.
7. a. I usually come home at two o'clock.
b. I usually come home in two o'clock.

SPECIAL DAYS

TEST 3

A. SPEAKING

Students work in pairs.

1. Look at the pictures and talk about the holidays.

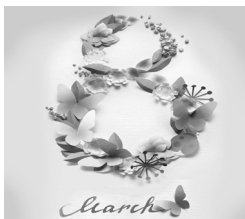
1



2



3



4



5



6



a) Pupil 1:

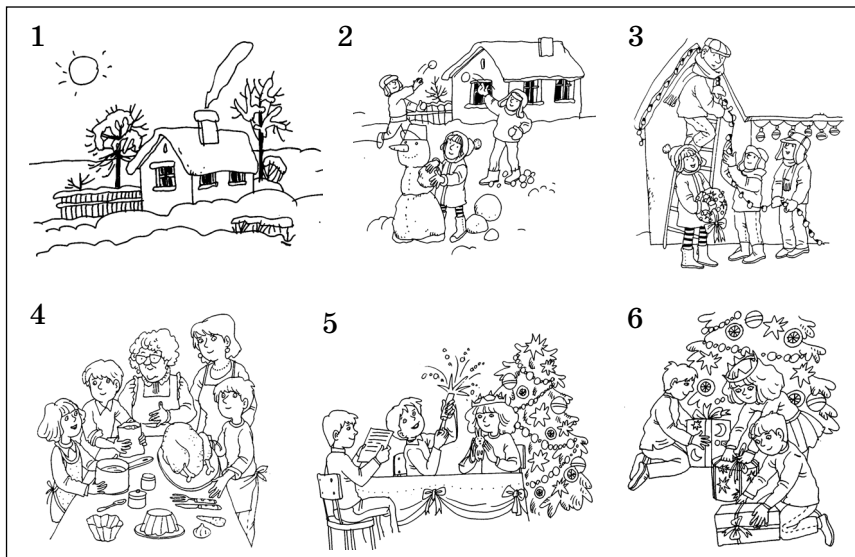
Don't name the holiday, but say when, where and how people celebrate it.

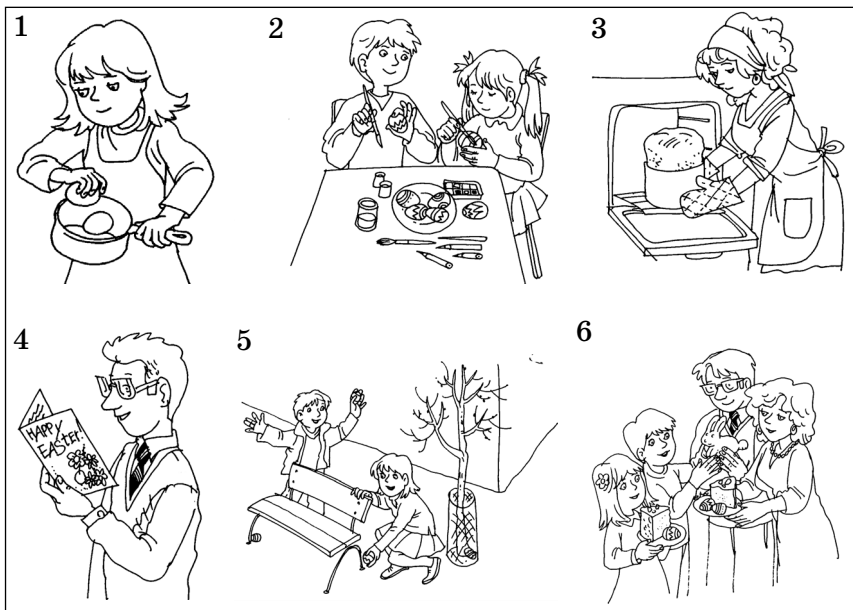
Pupil 2:

Guess the holiday.

b) Exchange your roles.

2. Look at the pictures and speak how the children celebrated the holiday last year.





a) Pupil 1: Choose one series of pictures and tell your classmate how the children celebrated the holiday last year.

Pupil 2: Guess which series of pictures it is.

b) Exchange your roles.

3. Make up a dialogue about your favourite holiday. Use the clues.

a) Pupil 1: You are from Britain. Ask your Belarusian friend at least 4 questions about his or her favourite holiday.

Pupil 2: Answer your British friend's questions about your favourite holiday.

Clues:

Invite friends and relatives, watch a parade, decorate ... with, play jokes on ... , get presents, give presents, watch fireworks, send cards, paint eggs, give flowers, sing songs, dance.

b) Exchange your roles.

4. How did you celebrate your favourite holiday last time?

Test 3.1

B. READING AND SPEAKING

1. Read the text and give it a title.

Puddleton is a small village (деревня). There are some houses in Puddleton. They are not large. There aren't any cinemas, theatres, museums or amusement parks in the village. There's one shop (магазин). There's a church (церковь) and a school. There are some farm-houses, too. They stand in the fields (в полях) near the village.



There aren't any people in the street. It's early in the morning. It's six o'clock.

The people of Puddleton are sleeping and the village is very quiet.

The houses in the village have similar (похожие) doors and similar windows.

There are gardens in front of the houses, and there are hedges (живые изгороди) in front of the gardens. The gardens and hedges are similar too.

The people of Puddleton are sleeping, but one man isn't sleeping. He is working in the garden. His name is Joe Selby.

Joe has a farm (ферма), but today he is not working on the farm. He is digging a hole (копает яму) in his garden.

Today is April 1st. It is April Fool's Day, and Joe is going to play a joke on the village people.

A man is walking in the street. It is 'Nosey'¹ Parker. Joe has some news for Nosey. Joe smiles. He wants to talk to Nosey.

'Good morning, Joe. What are you doing?' asks Parker. 'I'm digging a hole.' 'I can see that, but why?' 'Oil (нефть), Nosey. There's oil in the ground in our village. I can be a rich man. But don't tell your friends, Nosey!' 'OK,' says Nosey.

In the afternoon all the men are digging holes in their gardens. They want to be rich. Joe laughs (смеется): 'Ha-ha-ha! Fools! It's April Fool's Day! I like to play jokes on people!' says Joe. Now all the people are laughing.

¹ 'Nosey' – 'любопытный'

2. Are the following sentences true or false?

Example: 1 – true, 2 – ...

1. The houses and the gardens in the village are very similar.
2. There are a lot of houses, but no cinemas, theatres, museums or amusement parks in the village.
3. Puddleton is a little village.
4. In the evening all the men are digging holes in their gardens because they want to be rich.
5. Joe says he is digging for oil, because he wants to be rich.
6. It's 6 o'clock in the morning, and all the people are in the garden.
7. Joe Selby is working in the street.

3. Read aloud the answer to the following question.

What's there in Puddleton?

4. Answer the following questions about the story (speak to your teacher).

1. Who isn't sleeping at six o'clock in the morning?
2. What does Joe Selby tell 'Nosey' Parker?
3. Why are all the men digging holes in their gardens in the afternoon?

5. Answer the following questions about you (speak to the teacher).

1. What do you think of Joe and his joke?
2. Do you like playing jokes on other people on April Fool's Day?
3. What's your favourite joke?

C. GRAMMAR AND VOCABULARY

1. Copy the verbs and write their past forms and translation.

watch
decorate
invite
get
play
send
paint
give
sing
dance

2. Write about your favourite special day.

My favourite holiday is
We celebrate it
We always ..., ... and
We usually ... on this day.
Last time we
It was great!

Test 3.2

B. READING AND SPEAKING

1. Read the text and give it a title.

Puddleton is a small village (деревня). There are some houses in Puddleton. They are not large. There aren't any cinemas, theatres, museums or amusement parks in the village. There's one shop (магазин). There's a church (церковь) and a school. There



are some farm-houses, too. They stand in the fields (в полях) near the village.

There aren't any people in the street. It's early in the morning. It's six o'clock.

The people of Puddleton are sleeping and the village is very quiet.

The houses in the village have similar (похожие) doors and similar windows.

There are gardens in front of the houses, and there are hedges (живые изгороди) in front of the gardens. The gardens and hedges are similar too.

The people of Puddleton are sleeping, but one man isn't sleeping. He is working in the garden. His name is Joe Selby.

Joe has a farm, but today he is not working on the farm. He is digging a hole (копает яму) in his garden.

Today is April 1st. It is April Fool's Day, and Joe is going to play a joke on the village people.

A man is walking in the street. It is 'Nosey'¹ Parker. Joe has some news for Nosey. Joe smiles. He wants to talk to Nosey.

'Good morning, Joe. What are you doing?' asks Parker. 'I'm digging a hole.' 'I can see that, but why?' 'Oil (нефть), Nosey. There's oil in the ground in our village. I can be a rich man. But don't tell your friends, Nosey!' 'OK,' says Nosey.

In the afternoon all the men are digging holes in their gardens. They want to be rich. Joe laughs (смеется): 'Ha-ha-ha! Fools! It's April Fool's Day! I like to play jokes on people!' says Joe. Now all the people are laughing.

¹ 'Nosey' – 'любопытный'

2. Are the following sentences true or false?

Example: 1 – true, 2 – ...

1. Puddleton is a little village.
2. There are a lot of houses, but no cinemas, theatres, museums or amusement parks in the village.
3. The houses and the gardens in the village are very similar.

4. It's 6 o'clock in the morning, and all the people are in the garden.
5. Joe Selby is working in the street.
6. Joe says he is digging for oil, because he wants to be rich.
7. In the evening all the men are digging holes in their gardens, because they want to be rich.

3. Read aloud the answer to the following question.

What news has Joe Selby got for 'Nosey' Parker?

4. Answer the following questions about the story (speak to your teacher).

1. Do you think Puddleton is a good village?
2. Why is Joe Selby digging a hole in his garden?
3. What do you think about the people of Puddleton?

5. Answer the following questions about you (speak to the teacher).

1. Do you like Joe's joke?
2. What are the most popular jokes in your class?
3. What's your favourite joke?

C. GRAMMAR AND VOCABULARY

1. Copy the verbs and write their past forms and translation.

invite
watch
decorate
play
get
give
send
dance
sing
paint

2. Write about your favourite special day.

My favourite holiday is

We celebrate it

We always ..., ... and

We usually ... on this day.

Last time we

It was great!

BE HEALTHY

TEST 4

A. SPEAKING

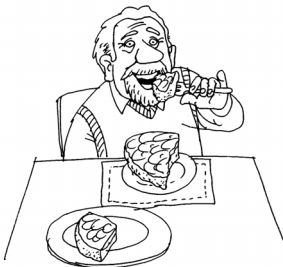
1. Explain what a healthy diet is. (Speak to your teacher)
2. What should you do to be healthy? (Speak to your teacher)
3. Act out one of the situations 'At the doctor's.' Work in pairs.



Test 4.1

B. LISTENING AND SPEAKING

1. Listen to the story 'Greedy Grandad' ('Жадный дедушка'). What's the main idea of the story? Choose sentence A, B or C.



- A. Eating too much is bad for us.
- B. You should think about other people (о других людях).
- C. Grandad was very greedy.

2. Put the sentences in the correct order.

Example: 1 – E, 2 – ...

- A. Grandad was hungry and he ate the apple pie.
- B. On Saturday morning Granny went to the supermarket.
- C. Grandad went to the shop and bought a new pie.
- D. Grandad ate a lot of pie again.
- E. Granny invited Emma to tea and apple pie on Saturday.
- F. Granny was angry with Grandad.
- G. When Emma came, they had tea with the apple pie together.
- H. The doctor asked Granny to phone him every hour.
- I. The doctor told Grandad to take some pills and to sit quietly.
- J. Grandad was fine in three hours.
- K. Granny phoned the doctor.
- L. Grandad got a stomachache.

3. Read the extract aloud and choose the question it answers.

- A. What did Grandfather think about the pie?
- B. What happened to (случилось с) Grandmother?
- C. Why did Grandad eat the pie?

On Saturday morning at quarter to ten Grandmother went to the supermarket, and Grandfather was at home, watching TV. Grandfather was hungry and he thought about Grandmother's apple pie. He went to the kitchen and ate some pie. He liked it very much. He wanted some more pie. Little by little he ate all the pie.

4. Answer the questions.

- 1. Who invited Emma to tea?
- 2. What did Granny want to treat (угостить) Emma with?
- 3. Why did Grandad feel bad?

5. What advice (совет) can you give Emma's Grandad?

C. GRAMMAR AND VOCABULARY

1. Group the words.

Milk, sausages, cheese, ice cream, tea, juice, fish, water, coffee, cake

We eat	We drink
sausages,	milk,
...	...
...	...
...	...
...	...

2. Write in a *lot of*, *much*, *many*.

Example: We've got *a lot of* trees in front of our house.

1. Does your mum drink ... tea?
2. Have you got ... cake?
3. We shouldn't eat ... hot dogs.
4. I haven't got ... tomatoes and cucumbers today.
5. People should eat ... vegetables.
6. Little children should eat ... fruit.

Test 4.2

B. LISTENING AND SPEAKING

1. Listen to the story 'Greedy Grandad' ('Жадный дедушка').
What's the main idea of the story? Choose sentence A, B or C.



- A. Grandad was very greedy.
- B. Eating too much is bad for us.
- C. You should think about other people (о других людях).

2. Put the sentences in the correct order.

Example: 1 – D, 2 – ...

- A. Grandad went to the shop and bought a new pie.
- B. Grandad ate a lot of pie again.
- C. On Saturday morning Granny went to the supermarket.

- D. Granny invited Emma to tea and apple pie on Saturday.
- E. Grandad was hungry and he ate the apple pie.
- F. When Emma came, they had tea with the apple pie together.
- G. The doctor told Grandad to take some pills and to sit quietly.
- H. The doctor asked Granny to phone him every hour.
- I. Granny phoned the doctor.
- J. Grandad got a stomachache.
- K. Grandad was fine in three hours.
- L. Granny was angry with Grandad.

3. Read the extract aloud and choose the question it answers.

- A. Why did they eat the pie?
- B. How did the doctor help Grandad?
- C. What happened to (случилось с) the pie?

Emma came, and together they had tea with the apple pie. Again Grandad ate a lot of pie, but in half an hour he felt bad – his stomach ached.

Granny phoned the doctor, and the doctor told Grandad not to eat anything for three hours, to take some pills and to sit quietly for some time. He asked Grandmother to phone him every hour. He was ready to come if Grandad got worse.

4. Answer the questions.

- 1. Why did Grandad eat the apple pie?
- 2. Where did they get a pie for Emma?
- 3. Who helped Grandad?

5. What advice (совет) about food can you give?

C. GRAMMAR AND VOCABULARY

1. Group the words.

Water, pizza, soup, yoghurt, tea, juice, chicken, coffee, milk, meat

We eat	We drink
pizza,	water,
...	...
...	...
...	...
...	...

2. Write in a *lot of*, *much*, *many*.

Example: We've got *a lot of* flowers in the garden.

1. Have you got ... sweets?
2. Do you eat ... meat?
3. We don't have ... apples and bananas at home.
4. We shouldn't drink ... coffee.
5. Little children should drink ... milk.
6. I've got ... vegetables.

CITY AND COUNTRY

TEST 5

A. SPEAKING

Students work in pairs.

1. Where is it better to live – in the country or in the city?

a) *Pupil 1:*

Give arguments for living in the country and against living in the city.

Pupil 2:

Give arguments for living in the city and against living in the country.

b) Compare your arguments and answer the question:
Where is it better to live – in the country or in the city?

2. Where would you like to live – in the country or in the city?

a) *Pupil 1:*

Explain, where you would like to live and why – in the country or in the city.

Pupil 2:

Say if you agree (согласен).

b) Exchange your roles.

3. Act out a dialogue ‘How can I get to ...?’

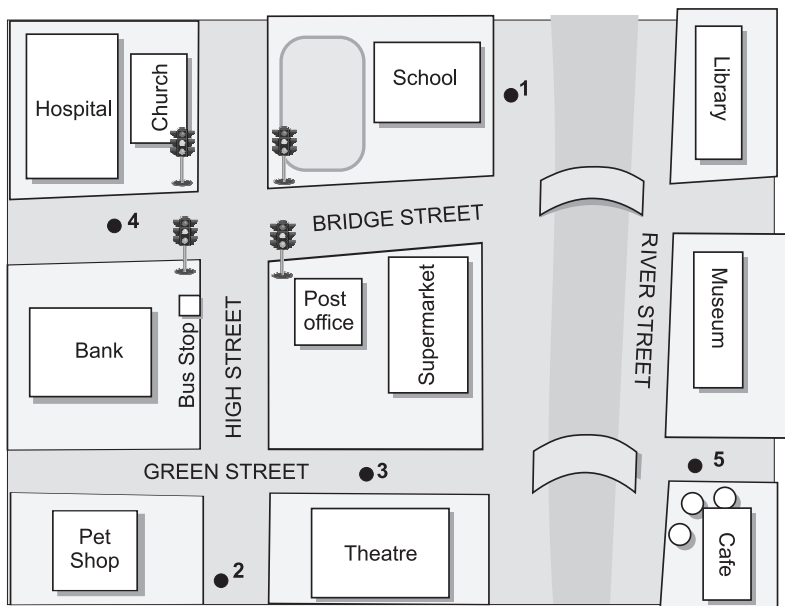
a) *Pupil 1:*

Look at the map and ask the way to the place you’d like to go to.

Pupil 2:

Explain how to get to the place.

b) Exchange your roles.



Test 5.1

B. READING AND SPEAKING

1. Read the text and write the names of the main characters (главных героев) and the name of the place (места) where they lived.

The Storm

Dorothy Gale lived in a small house in Kansas, with Uncle Henry, who was a farmer, and Aunt Em, who was the farmer's wife. Uncle Henry worked a lot, but they were not rich.

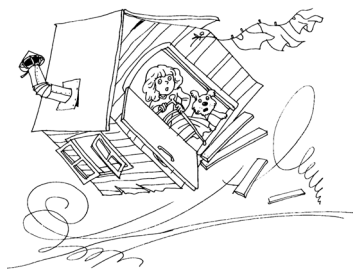
Their house was very small. The four walls, the floor and the roof (крыша) made one room.

There was a cooker, a cupboard for the dishes, a table, three or four chairs, and two beds. Uncle Henry and Aunt Em had a big bed, and Dorothy had a little bed. There was a small hole with a ladder (яма с лестницей) under the house where they hid during a storm (во время урагана). Very often there are storms in Kansas, and winds are very strong (сильные) during a storm.

Kansas was not a beautiful place. When Dorothy stood near the house she could see only the grey prairie (преприя) without any trees or green grass. The grass was grey, because the sun was very hot in Kansas. Once they painted their house, but the sun and the rain made it grey too.

Uncle Harry's and Aunt Em's faces were grey, too, and they never laughed (никогда не смеялись).

Dorothy was a happy little girl and she had a happy little dog, named Toto. Toto made Dorothy laugh, and stopped her from being grey. Toto was not grey. He was a little black dog, with long hair, a little black nose and small black eyes that were



always happy. Toto played all day long, and Dorothy played with him, and loved him very much.

One day Dorothy and Toto were playing near the house when they saw black clouds and heard a strong wind. They ran into the house. Dorothy wanted to climb down the hole under the house, but Toto hid under the bed. Aunt Em and Uncle Henry went down into the hole and they called Dorothy. But Dorothy didn't want to go without Toto.

At that moment the wind lifted (поднял) the house and it flew in the air (в воздухе). They flew a long time, and then the house landed on the ground with a loud noise. Dorothy opened the door and saw beautiful green trees and beautiful flowers. 'It's so beautiful,' said Dorothy. 'But where are we?'

2. Are the following sentences true or false?

Example: 1 – false, 2 – ...

1. Dorothy lived with her mum and dad.
2. Uncle Henry was a worker.
3. Kansas and its people looked grey.
4. Their house wasn't big.
5. Dorothy and her little dog Toto were not happy in Kansas.
6. Dorothy and Toto went down into the hole under the house during the storm.
7. The storm took the house with Dorothy and Toto to a beautiful place.

3. Read aloud the answer to the following question.

What did Dorothy's house look like (выглядел)?

4. Answer the questions.

1. Why were Uncle Henry and Aunt Em unhappy?
2. Why was Dorothy happy?

5. Give arguments for and against living on a Kansas prairie farm.

C. GRAMMAR AND VOCABULARY

1. Choose the correct sentence.

1. a. I live in 14, F. Skorina Street, Flat 86.
b. I live at 14, F. Skorina Street, Flat 86.
2. a. Go straight ahead and turn left at the traffic lights.
b. Go straight ahead and turn left to the traffic lights.
3. a. Excuse me! How do I get to the nearest shop?
b. Excuse me! How do I get to the near shop?
4. a. You mustn't drive a car if you're over 18.
b. You mustn't drive a car if you're under 18.
5. a. My town was founded on November, 1872.
b. My town was founded in November, 1872.
6. a. There is a bank and two shops opposite the café.
b. There are a bank and two shops opposite the café.

2. Write the sentences in your exercise-book.

1. see / animals / you / on / can / a farm / domestic /.
2. a giftshop / behind / there's / the café /.
3. hands / you / wash / your / must / after / animals / touching /.
4. interesting / the country / more / than / is / the city /.
5. can / lambs / bottle-feed / you / the /.
6. usually / a lot of / there / farm / are / in the park / children /.

3. Correct the sentences.

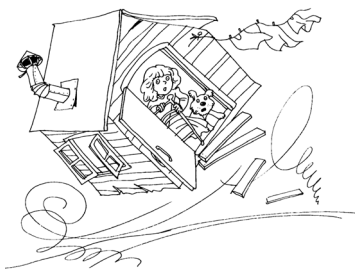
1. The hospital is next the supermarket.
2. There are a supermarket near my house.
3. London is the oldest than Minsk.
4. The elephant is biggest animal.
5. The theatre is opposite of the church.
6. The lamp behind the sofa.

Test 5.2

B. READING AND SPEAKING

1. Read the text and write the names of the main characters (главных героев) and the name of the place (места) where they lived.

The Storm



Dorothy Gale lived in a small house in Kansas, with Uncle Henry, who was a farmer, and Aunt Em, who was the farmer's wife. Uncle Henry worked a lot, but they were not rich.

Their house was very small. The four walls, the floor and the roof (крыша) made one room. There was a cooker, a cupboard for the dishes, a table, three or four chairs, and two beds. Uncle Henry and Aunt Em had a big bed, and Dorothy had a little bed. There was a small hole with a ladder (яма с лестницей) under the house where they hid during a storm (во время урагана). Very often there are storms in Kansas, and winds are very strong (сильные) during a storm.

Kansas was not a beautiful place. When Dorothy stood near the house she could see only the grey prairie (преприя) without any trees or green grass. The grass was grey, because the sun was very hot in Kansas. Once they painted their house, but the sun and the rain made it grey too.

Uncle Harry's and Aunt Em's faces were grey, too, and they never laughed (никогда не смеялись).

Dorothy was a happy little girl and she had a happy little dog, named Toto. Toto made Dorothy laugh, and stopped her from being grey. Toto was not grey. He was a little black dog, with long hair, a little black nose and small black eyes that were

always happy. Toto played all day long, and Dorothy played with him, and loved him very much.

One day Dorothy and Toto were playing near the house when they saw black clouds and heard a strong wind. They ran into the house. Dorothy wanted to climb down the hole under the house, but Toto hid under the bed. Aunt Em and Uncle Henry went down into the hole and they called Dorothy. But Dorothy didn't want to go without Toto.

At that moment the wind lifted (поднял) the house and it flew in the air (в воздухе). They flew a long time, and then the house landed on the ground with a loud noise. Dorothy opened the door and saw beautiful green trees and beautiful flowers. 'It's so beautiful,' said Dorothy. 'But where are we?'

2. Are the following sentences true or false?

Example: 1 – false, 2 – ...

1. Uncle Henry was a worker.
2. Their house wasn't big.
3. Dorothy and her little dog Toto were not happy in Kansas.
4. Dorothy lived with her mum and dad.
5. The storm took the house with Dorothy and Toto to a beautiful place.
6. Dorothy and Toto went down into the hole under the house during the storm.
7. Kansas and its people looked grey.

3. Read aloud the answer to the following question.

What was Toto like (каким был Toto)?

4. Answer the questions.

1. Where did Dorothy live?
2. What happened to Dorothy and Toto?

5. What do you think about the life on a Kansas prairie farm?

C. GRAMMAR AND VOCABULARY

1. Choose the correct sentence.

1. a. Excuse me! How do I get to the nearest bank?
b. Excuse me! How do I get to the near bank?
2. a. You mustn't play ball in the street.
b. You must play ball in the street.
3. a. I live in 23, Soltysa Street, Flat 86.
b. I live at 23, Soltysa Street, Flat 86.
4. a. My town was founded on October, 1777.
b. My town was founded in October, 1777.
5. a. There is a library and two shops opposite the café.
b. There are a library and two shops opposite the café.
6. a. Go over the bridge and turn right at the traffic lights.
b. Go over the bridge and turn right to the traffic lights.

2. Write the sentences in your exercise-book.

1. see / chickens / you / on / can / a farm / funny /.
2. a café / behind / there's / the bridge /.
3. hands / you / wash / your / with / must / after / animals / playing /.
4. interesting / the city / more / than / is / the country /.
5. can / rabbits / bottle-feed / you / the /.
6. usually / a lot of / there / farm / are / in the park / children /.

3. Correct the sentences.

1. The elephant is the biggest than the horse.
2. The giraffe is tallest animal.
3. The café is next the cinema.
4. There are a church near my house.
5. The dress behind the sofa.
6. The school is opposite of the museum.

OUR WONDERFUL WORLD (COUNTRIES AND CONTINENTS)

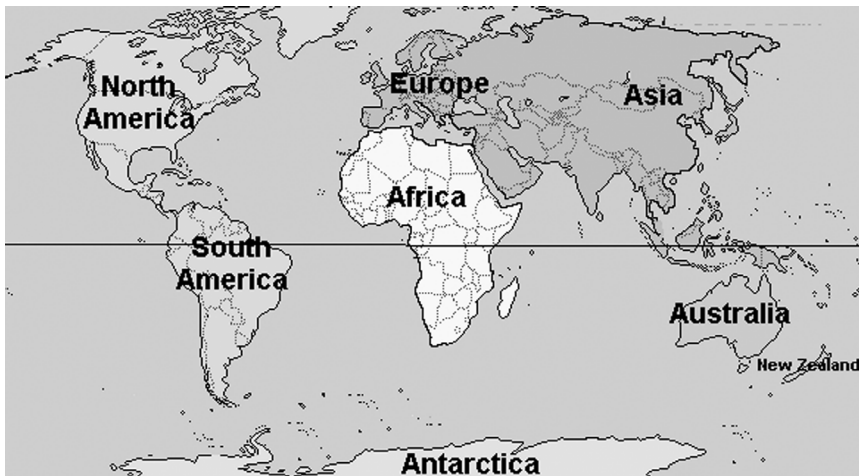
TEST 6

A. SPEAKING

1. Speak about the continents. Use the clues. Speak to your teacher.

Clues:

the biggest, the smallest, the hottest, the coldest, the longest



2. What do you know about the nature of different continents?

a) *Pupil 1:*

Speak about the nature of the continents (choose one). Use the model.

Pupil 2:

Listen and say if *Pupil 1* is right. What don't you agree with?

b) Exchange your roles.

Model:

Europe is a beautiful continent. There are a lot of green *woods*, *blue rivers* and some *mountains* in *Europe*.

The weather in *Europe* is *warm* in summer. It's sunny, sometimes it's windy and cloudy. It's *wet* in autumn and spring. It often rains in autumn and in spring. It's *cold* in winter. Some countries are warmer, some countries are colder in *Europe*.

3. What do you know about the animals on different continents?

a) *Pupil 1:*

Speak about the animals which live on the continents (choose one continent). Use the words from the box and the model.

Pupil 2:

Listen and say if *Pupil 1* is right. What don't you agree with?

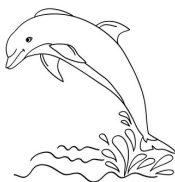
b) Exchange your roles.



foxes, bears, polar bears, tigers, lions, elephants, rhinos, cheetahs, giraffes, monkeys, sloths, rabbits, kangaroos, koalas, pandas, camels, lizards, snakes, tortoises, crocodiles



swans, parrots, eagles, butterflies, penguins, ostriches



whales, sharks, dolphins, octopuses

beautiful ugly angry kind slow fast quiet noisy lazy nice
--

Model: *Europe* is a home to thousands of birds and animals. Foxes, ... live in *Europe*.

Foxes are *beautiful* and interesting. They are orange. They can *run* and *swim*. They can't *fly*, but they can also *jump* very well. They eat *mice*, *rabbits*, *frogs*. They live alone (in big families / small families) because it helps them to get food.

4. What do you know about the continents and their nature?

Class:

Ask four questions about continents and their nature.

Pupil:

Answer your classmates' questions.

Test 6.1

B. LISTENING AND SPEAKING

1. Listen to the story 'On the Top of the World' ('На вершине мира') and answer the questions.

1. Where is Junko from?
2. When did she climb to the top of Everest?
3. How many people climbed to the top of Everest?

2. Put the sentences in the correct order.

Example: 1 – B, 2 – ...

- A. After eight hours Junko Tabei became the first woman to stand on the top of Mount Everest.
- B. The climbers and the Sherpas walked for more than 100 kilometres to come to Mount Everest.

- C. On 16th May, 1975 four climbers started to climb to the top of Everest very early in the morning.
- D. Ten climbers went up to their Base Camp¹ on 15th May, 1975.
- E. After three hours two of the other climbers stopped.

¹ Base Camp – Базовый лагерь

3. Write in the missing words.

- 1. They had good ... on 14th and 15th May.
- 2. On 15th May they climbed ... metres to Base Camp.
- 3. Junko Tabei stood on the ... after eight hours.
- 4. The Sherpas carried their ... , tents and oxygen.
- 5. Mount Everest is the highest ... in the world.

4. Answer the questions. The class listen and agree or disagree.

- 1. How many people went to the expedition's Base Camp?
- 2. How high was the Base Camp?
- 3. How many climbers from the expedition tried to climb to the top?
- 4. When did they start to climb from Base Camp to the top?
- 5. When did Junko Tabei climb the top of Mount Everest?

5. Would you like to climb a high mountain?

C. GRAMMAR AND VOCABULARY

1. Write in *I'll*, *we'll*, *he'll*, *she'll*, *they'll* or *it'll*.

Example: I'd like to see animals. I think *I'll* go to the zoo today.

- 1. Wendy likes dinosaurs. I think ... go to the Natural History Museum.
- 2. We like dancing. I think ... go to the disco.
- 3. My parents want to buy presents. I think ... go to the gift shop.

4. Jim likes walking. I think ... go to the park.
5. Put on your scarf and hat. I think ... be cold today.
6. I want to watch a cartoon. I think ... go to the cinema tomorrow.
7. Mike is ill. I don't think ... go for a walk with us.

2. Choose the correct sentence.

1. a. Penguins swim very good.
b. Penguins swim very well.
2. a. I think I go to New Zealand next summer.
b. I think I'll go to New Zealand next summer.
3. a. Cheetahs run very fast.
b. Cheetahs run very fastly.
4. a. I like India films.
b. I like Indian films.
5. a. USA is a big country.
b. The USA is a big country.
6. a. Whales are the most biggest water animals.
b. Whales are the biggest water animals.
7. a. Rhinos are smaller than elephants.
b. Rhinos are smaller elephants.

3. Correct the sentences.

Example: The coldest continent ^{isn't} ~~is~~ Australia.

1. Tortoises walk slow.
2. I think I ride a camel next month.
3. Dolphins are cleverest than sharks.
4. Asia food is very hot (острая).
5. Kangaroos live in Africa.
6. A ostrich can't fly.
7. Koala are nice animals.
8. Lizards can hide very good.

Test 6.2

B. LISTENING AND SPEAKING

1. Listen to the story 'On the Top of the World' ('На вершине мира') and answer the questions.

1. Who is Junko?
2. What is she famous for (чем она знаменита)?
3. How did she feel on the top of the world?

2. Put the sentences in the correct order.

Example: 1 – A, 2 – ...

- A. The climbers and the Sherpas walked for more than 100 kilometres to come to Mount Everest.
- B. On 16th May, 1975 four climbers started to climb to the top of Everest very early in the morning.
- C. Ten climbers went up to their Base Camp¹ on 15th May, 1975.
- D. After three hours two of the four climbers stopped.
- E. After eight hours Junko Tabei became the first woman to stand on the top of Mount Everest.

¹ Base Camp – Базовый лагерь

3. Write in the missing words.

1. They ... more than a hundred kilometers on 14th May.
2. Base ... was at 8,500 metres.
3. Four people wanted to ... to the top of Mount Everest from Base Camp.
4. Yuri and Miwa stopped because they could not go
5. May 16th was a very ... day for Junko Tabei, because she climbed the top of Mount Everest.

4. Answer the questions. The class listen and agree or disagree.

1. When did Junko climb the top of Everest?
2. How high was the last camp?
3. How many people tried to climb the top of Everest?
4. Why were they lucky?
5. Who climbed the top of Everest?

5. Would you like to climb a high mountain?

C. GRAMMAR AND VOCABULARY

1. Write in *I'll*, *we'll*, *he'll*, *she'll*, *they'll* or *it'll*.

Example: I'd like to watch a good film. I think *I'll* go to the cinema today.

1. My brother likes dancing. I think ... go to the disco.
2. Tom likes robots. I think ... go to the Robot Museum.
3. Jane likes walking. I think ... go to the park.
4. My grandparents want to buy presents. I think ... go to the gift shop.
5. My friend is ill. I don't think ... go for a walk with us.
6. I want to watch clowns. I think ... go to the circus tomorrow.
7. Put on your scarf and hat. I think ... be cold today.

2. Choose the correct sentence.

1. a. My friend can swim very good.
b. My friend can swim very well.
2. a. I think I go abroad next summer.
b. I think I'll go abroad next summer.
3. a. Leopards run very fast.
b. Leopards run very fastly.
4. a. USA is a big country.
b. The USA is a big country.

5. a. I like America cartoons.
b. I like American cartoons.
6. a. Dolphins are smaller than whales.
b. Dolphins are smaller whales.
7. a. Elephants are the most biggest land animals.
b. Elephants are the biggest land animals.

3. Correct the sentences.

Example: The warmest continent ^{isn't} ~~is~~ Australia.

1. Tortoises walk fast.
2. I think I go to Britain next year.
3. Dolphins are cleverest than whales.
4. I like Belarus food.
5. Bears lives in Canada.
6. A elephant can't fly.
7. Penguins are nice animals.
8. Tortoises can hide very good.

TRAVELLING

TEST 7

A. SPEAKING

1. How can you get there?

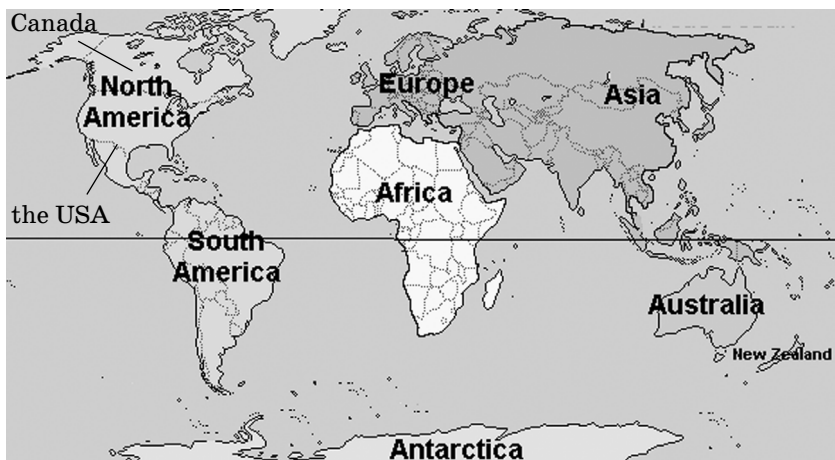
a) Pupil 1:

You are going to visit your friend in Canada. Choose the best transport to get there. Explain why this transport is the best.

Pupil 2:

Say if you agree.

b) Exchange your roles. Pupil 2 is going to Australia.



2. Work in pairs. Think of 8 safety rules for a traveller. Take turns presenting them.
3. Plan your trip to the USA. Make up a dialogue.

Clue:

Where are you ... ?

When are you ... ?

How are you ... ?

Who are you ... with?

What are you ... there?

When are you ... back?

Test 7.1

B. READING AND SPEAKING

1. Read the story and write what continents Tiger-pig went to.

The Story of Tiger-pig

(based on the idea of 'The Story of Tiger-pig' by John Ryan)

Once there lived a small animal. He was round, with big ears, little black eyes, and a long nose which was round at the end. He had short legs and a short tail. He looked like a pig, but he had brown hair with black stripes (полоски) on his back. His teeth



were very big. When he opened his mouth, he roared¹ angrily like a tiger.

His mum and dad were dark brown and had no stripes. They called their son Tiger-pig.

He lived on an island² near Australia. His dream (мечта) was to see the world. His mum and dad did not want to let him go alone (отпускать его одного). So one day he jumped into the sea and swam and swam and swam till he saw a beautiful big castle³ on a big island. Tiger-pig went into the yard of the castle and saw a lot of yellow people. They were around a young Prince, who was painting a picture. The people said to the Prince: 'Look!! What a nice tiger!' 'It's not a tiger', said the Prince. 'It's a tiger-pig. Oh, your hair is good for my paintbrush (кисточка). Can I have some?'

But Tiger-pig didn't want to give his hair, so he ran to the sea. He swam and swam, and then he saw land (земля). He walked through cool, dark, wet forests and over hot, dry, sandy deserts, and he saw black people. They wanted to eat the Tiger-pig, but he didn't like the idea and he ran to the ocean. He swam across the ocean and came to a country of white people. When they saw him, they ran to him. 'Let's show him on television!' 'He'll be great in my circus!' 'Let's put him in the zoo!'



But Tiger-pig wanted to see his parents and brothers and sisters very much. He didn't want to be on TV or in a circus or in a zoo. He jumped into the ocean and swam back, and because the world is round like a ball (круглая, как мяч), Tiger-pig came

to his island. His mother and father, his sisters and brothers were happy to see him. He was happy to see them, too.

¹ Roared [rɔ:d] – рычал

² An island ['aɪlənd] – остров

³ A castle ['kɑ:st(ə)l] – замок, дворец

2. Put the sentences in the correct order.

Example: 1 – C, 2 – ...

- A. His dream was to see the world.
- B. White people wanted to see Tiger-pig on TV, in the circus, in the zoo, but he didn't want to.
- C. Once there lived a small animal, which looked like a pig, but had black stripes on his back.
- D. One day Tiger-pig jumped into the sea and swam to a beautiful castle.
- E. He ran away, swam across the ocean and saw white people.
- F. He swam in the sea, walked through dark forests and over dry deserts and came to black people who wanted to eat him.
- G. There lived a Prince who liked painting and wanted Tiger-pig's hair for a paintbrush.
- H. Tiger-pig swam again and was very happy to be at home.
- I. But Tiger-pig didn't want to give his hair for a paintbrush and he ran away.

3. Are the following sentences true or false?

Example: 1 – false, 2 – ...

- 1. Tiger-pig was a big animal.
- 2. He lived on an island with his relatives.
- 3. His father and mother were brown with dark stripes.
- 4. His dream was to see his brothers and sisters.
- 5. A yellow Prince lived in a castle.
- 6. Black people wanted to teach him to paint.
- 7. Tiger-pig didn't want to stay with white people.
- 8. He was happy to see his relatives again.

4. Read the answer to the question.

What did Tiger-pig look like?

5. Answer the questions. The class listen and agree or disagree.

1. Why did Tiger-pig run away from the country of yellow people?
2. Why did Tiger-pig come back to his island?
3. What do you think about Tiger-pig?

6. Draw the route of his travelling round the world and describe the nature of the places he went to.

C. GRAMMAR AND VOCABULARY

1. Write the words in the correct form.

Example: Trains are *slower* (slow) than buses.

1. Travelling by train is ... (comfortable) way.
2. Walking is ... (slow) than travelling by bicycles.
3. Buses are ... (cheap) than planes.
4. Planes are ... (expensive) way of travelling.

2. Write the questions in your exercise-book.

1. summer / are / this / you / going / Where / ?
2. you / summer camp / going / to / Are / ?
3. by bus / going / you / Are / there / ?
4. with / are / you / Who / going / ?
5. take / going / to / What / you / are / ?
6. do / going / to / you / there / What / are / ?

Test 7.2

B. READING AND SPEAKING

1. Read the story and write the title to each paragraph.

The Story of Tiger-pig

(based on the idea of 'The Story of Tiger-pig' by John Ryan)

Once there lived a small animal. He was round, with big ears, little black eyes, and a long nose which was round at the

end. He had short legs and a short tail. He looked like a pig, but he had brown hair with black stripes (полоски) on his back. His teeth were very big. When he opened his mouth, he roared¹ angrily like a tiger.

His mum and dad were dark brown and had no stripes. They called their son Tiger-pig.

He lived on an island² near Australia. His dream (мечта) was to see the world. His mum and dad did not want to let him go alone (отпускать его одного). So one day he jumped into the sea and swam and swam and swam till he saw a beautiful big castle³ on a big island. Tiger-pig went into the yard of the castle and saw a lot of yellow people. They were around a young Prince, who was painting a picture. The people said to the Prince: 'Look!! What a nice tiger!' 'It's not a tiger', said the Prince. 'It's a tiger-pig. Oh, your hair is good for my paintbrush (кисточка). Can I have some?'

But Tiger-pig didn't want to give his hair, so he ran to the sea. He swam and swam, and then he saw land (земля). He walked through cool, dark, wet forests and over hot, dry, sandy deserts, and he saw black people. They wanted to eat the Tiger-pig, but he didn't like the idea and he ran to the ocean. He swam across the ocean and came to a country of white people. When they saw him, they ran to him. 'Let's show him on television!' 'He'll be great in my circus!' 'Let's put him in the zoo!'

But Tiger-pig wanted to see his parents and brothers and sisters very much. He didn't want to be on TV or in a circus or in a zoo. He jumped into the ocean and swam back, and because the world is round like a ball (круглая, как мяч), Tiger-pig came to his island. His mother and father, his



sisters and brothers were happy to see him. He was happy to see them, too.

¹ Roared [rɔ:d] – рычал

² An island ['aɪlənd] – остров

³ A castle ['kɑ:s(ə)l] – замок, дворец

2. Put the sentences in the correct order.

Example: 1 – E, 2 – ...

- A. His dream was to see the world.
- B. One day Tiger-pig jumped into the sea and swam to a beautiful castle.
- C. White people wanted to see Tiger-pig on TV, in the circus, in the zoo, but he didn't want to.
- D. He swam in the sea, walked through dark forests and over dry deserts and came to black people who wanted to eat him.
- E. Once there lived a small animal, which looked like a pig, but had black stripes on his back.
- F. There lived a Prince who liked painting and wanted Tiger-pig's hair for a paintbrush.
- G. He ran away, swam across the ocean and saw white people.
- H. Tiger-pig swam again and was very happy to be at home.
- I. But Tiger-pig didn't want to give his hair for a paintbrush and he ran away.

3. Are the following sentences true or false?

Example: 1 – true, 2 – ...

- 1. A yellow Prince lived in a castle.
- 2. Tiger-pig was a big animal.
- 3. His dream was to see his brothers and sisters.
- 4. His father and mother were brown with dark stripes.
- 5. Black people wanted to teach him to paint.
- 6. He was happy to see his relatives again.
- 7. He lived on an island with his family.
- 8. Tiger pig didn't want to stay with white people.

4. Read the answer to the questions.

What happened (случилось) in the country of yellow people? Why?

5. Answer the questions.

1. Why did Tiger-pig run away from the country of black people?
2. Why did Tiger-pig run away from the country of white people?
3. What can you say about Tiger-pig's family?

6. Draw the route of his travelling round the world and describe the nature of the places he went to.

C. GRAMMAR AND VOCABULARY

1. Write the words in the correct form.

Example: Planes are *faster* (fast) than trains.

1. Trains are ... (comfortable) than buses.
2. Walking is ... (slow) way of travelling.
3. Planes are ... (expensive) than buses.
4. Bicycles are ... (cheap) way of travelling.

2. Write the questions in your exercise-book.

1. summer / are / in / you / going / Where / ?
2. there / getting / How / you / are / ?
3. with / Are / you / your parents / going / ?
4. take / going / to / What / you / are / ?
5. you / stay / going / at / Are / to / a hotel / ?
6. do / going / to / you / there / What / are / ?

TAPESCRIPTS

Tests 2.1, 2.2 (p. 15, 18)

It's Christmas today and I can do what I want to. And I want to watch 'Animal Planet'. It's my favourite programme. I always watch it. Today it's about London Zoo.

Look at the penguins! They're eating fish. Penguins cannot fly, but they are very good swimmers! Can you see the baby penguins standing on their mother's feet to keep warm?

The polar bears like to have water to swim in. Polar bears usually live where it's cold, so they have very thick hair. Oh, no! Don't play with them.

Giraffes come from Africa. They have long legs and very long necks. When they live in the wild, they eat leaves on the trees. The leaves are very sweet, but the trees are very high. That's why giraffes have long necks and long legs. Giraffes are very tall.

Zebras come from Africa too. All zebras have black and white stripes. Zebras can run very fast.

The lions are sleeping. They are big and strong animals. I like them.

The tigers look very angry indeed! They have big teeth and very big strong paws¹. How do zoo keepers give them meat and clean their place²?

The leopards live next to the tigers. They are in the big cat family, like lions and tigers. Just like the small cats that people keep as pets, leopards can walk and run about very quietly.

Here are the cheetahs. They are not as big as the other big cats but they can run the fastest. They are the fastest animals in the world!

Look at the kangaroos hopping to and fro³! They come from Australia. Can you see the baby in its mother's pouch⁴?

There are two elephants at this zoo – a mother and her baby. They are Indian elephants. Indian elephants have small ears.

There are elephants in Africa too. African elephants have big ears.

Do you like these parrots? They are beautiful and brightly coloured.

What a wonderful programme! There are lots of animals and birds at the zoo. They are so interesting!

¹ Strong paws – сильные лапы

² Place – место

³ Hopping to and fro – прыгающих туда и сюда

⁴ Pouch – сумка

Tests 4.1, 4.2 (p. 31. 33)

Greedy Grandad

One morning Emma got a letter from her Grandmother. She read it: 'Dear Emma, please come and see your Grandfather and me. Come to our house on Saturday at half past ten. We have a big apple pie for you here. Grandmother.'

On Saturday morning at quarter to ten Grandmother went to the supermarket, and Grandfather was at home, watching TV. Grandfather was hungry and he thought about Grandmother's apple pie. He went to the kitchen, and ate some pie. He liked it very much. He wanted some more pie. Little by little he ate all the pie.

When Grandmother came home, she saw that there was no pie. She was very angry with Grandfather.

It was ten past ten. Grandmother told Grandfather to go and buy another pie. In the shop they put a new pie in the box.

Grandmother was happy again. The pie was beautiful and looked tasty¹.

Emma came, and together they had tea with the apple pie. Again Grandad ate a lot of pie, but in half an hour he felt bad – his stomach ached.

Granny phoned the doctor, and the doctor told Grandad not to eat anything for three hours, to take some pills and to sit

quietly for some time. He asked Grandmother to phone him every hour. He was ready to come if Grandad got worse.

Luckily², Grandad was OK in three hours, and he said: 'It's bad to be greedy.' 'Yes', said Grandma. 'You should watch how much you eat.'

¹ Looked tasty – выглядел вкусным

² Luckily – к счастью

Tests 6.1, 6.2 (p. 45. 48)

On the Top of the World

Junko Tabei is a small, strong woman. She has short, black hair and a bright, smiling face. She lives with her family near Tokyo, in Japan.

Junko was the first woman to climb to the top of the highest mountain in the world, Mount Everest. She climbed the top of Everest on 16th May, 1975.

Here are some pages from her expedition diary:

14th May

We have walked¹ more than a hundred kilometres. Now we are at 7, 500 meters. The Sherpas are strong, brave² people – they have carried our tents³, our food and our oxygen⁴ to this camp. Tomorrow ten of us will move up to Base Camp at 8,500 metres.

It is already difficult to breathe here – the air is very thin⁵. Tomorrow we will need oxygen for our climb. The weather is very good. It's sunny. I can see all the shining mountain tops across Nepal to India and to China⁶.

15th May

We have climbed 1,000 metres today and we are now at Base Camp. This is our last camp and tomorrow we will climb to the top. There are ten of us here, but only four of us will go to the top tomorrow. We will be the first women on Mount Everest! We are the first! We have had good weather again today. We are very lucky.

16th May

Four of us started from Base Camp at four o'clock this morning. Yuri and Miwa climbed together and I was with Sherpa Anking Norgay.

After three hours Yuri and Miwa stopped. They could not go higher. I went on with Sherpa Anking Norgay and after five hours we stood on the top of the world! ... But I am very tired now!

Now we are safely back at Base Camp and I have had a very long sleep. I feel strong again and I am very happy. It's a very exciting day for me. I was on the top of the highest mountain in the world, Everest!

¹ We have walked – мы прошли (вспомогательный глагол *have* указывает на действие, совершенное к настоящему моменту, он не переводится; глагол *walked* отвечает на вопрос *что сделали?*)

² Brave – храбрый, смелый

³ Have carried our tents – несли наши палатки

⁴ Oxygen – кислород

⁵ It is already difficult to breathe here – the air is very thin. – Здесь уже трудно дышать – воздух очень разреженный.

⁶ Nepal, India, China – Непал, Индия, Китай

CLASS 6

NATURE

TEST 1

A. SPEAKING

1. Have you travelled a lot? Work in pairs. Look at the pictures given below and talk with your partner about the places you have already been to and haven't been to yet.

Use the clues:

- Where have you been?
- When ... you there?
- Who ... you there with?
- What ... you see there?
- What ... you do there?



Egypt



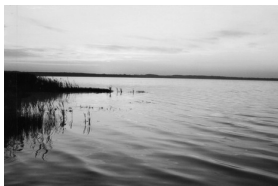
Lake Baikal



The Black Sea



Brest



Lake Naroch



Belovezhskaya
Pushcha

2. a) Work with your partner. Talk about animals and birds you know. Act out a dialogue.

Student A:

Find out:

- what interesting facts about animals and birds your classmate knows;
- what animals and birds he/she would like to have in your school zoo.

Student B:

- Give some interesting facts about animals and birds you know.
- Tell your classmate what animals and birds you would like to have in your school zoo.

b) Change your roles.

3. Tell about one of the animals of Belarus but don't name it. The other pupils of the group should guess it.

Test 1.1

B. READING AND SPEAKING

1. Read the text about dinosaurs and say what happened to them. Choose the correct items:

- A. People killed dinosaurs.
- B. Dinosaurs didn't have any food to eat.
- C. Dinosaurs died because the weather changed.
- D. Dinosaurs died because of storms.

Why the Dinosaurs Disappeared¹?

The dinosaurs lived on the land 250–65 million years ago. The nature was very different. The dinosaurs were reptiles and some of them were very dangerous. They lived on every conti-



ment, even Antarctica. The smallest dinosaur was like a bird. The largest dinosaur weighed² more than 80 tons.

Some scientists³ believe the dinosaurs were green and brown, but some of them think they were brightly coloured. Some species couldn't swim, but some of them lived in the rivers or lakes.

Have you ever thought what happened to the dinosaurs? Many scientists are looking for an answer to this question.

Some scientists think the dinosaurs died out⁴ because the weather changed. These animals liked warm and sunny weather. The earth⁵ became colder many, many years ago. The animals could die.

Other scientists think the dinosaurs died out because there was a change in plant life. Many of these animals ate plants. The plants died out, so there was no food for the plant-eating animals. They could die.

Other dinosaurs ate meat. They ate other wild animals. The plant-eating animals died, so the meat-eating animals had no food. They could die, too.

In August 2010 scientists said that two asteroids hit to the earth, and killed the dinosaurs. It is also possible that dinosaurs got ill⁶ and died out.

There are scientists who have other ideas. They think these animals did not all die out. They say there are places on the earth, like swamps⁷, where a dinosaur could eat and sleep. They think some of these animals are still living today.

¹ disappeared – исчезли

² weighed – весил

³ scientists – ученые

⁴ died out – вымерли

⁵ earth – земля

⁶ got ill – заболели

⁷ swamps – болота

2. Mark the following sentences true or false.

1. Some dinosaurs could swim.
2. Some scientists think the dinosaurs died out because the weather changed.
3. Other scientists think the dinosaurs died out because there was a change in animal life.
4. The plant-eating dinosaurs and the meat-eating dinosaurs died out because they had no food.
5. Some scientists think these animals live in the forests today.

3. Read the answer to the question from the text.

Why did scientists think the dinosaurs died out because of the weather?

4. Answer the questions.

1. Do people know what happened to the dinosaurs?
2. What weather did they like?
3. What did they eat?
4. Could dinosaurs live in rivers?
5. Where could they live?

5. a) Tell the class what happened to the dinosaurs. The other pupils should ask questions.

b) What points of view do you agree with?

C. GRAMMAR AND VOCABULARY

1. Fill in the missing forms of the verb to be: *am, are, is, were*.

1. What ... you doing now? – I ... reading comics at the moment.
2. My phone number ... 775 – 356.
3. Amanda's birthday ... in August.
4. Whose cameras ... these?
5. ... you at a camp last year?

2. Open the brackets using Past Participles.

1. Have you ever ... (to be) to Belarus?

2. She hasn't ... (to eat) her breakfast yet.
3. I have never ... (to see) a real koala.
4. Bob has just ... (to fly) by plane.
5. Look! I've just ... (to take) a photo of a beaver!

3. Fill in the gaps with the right article where necessary.

1. There are high mountains in ... USA.
2. ... Mississippi is the longest river.
3. I've bought ... new plant today.
4. ... Australia is one of the continents.
5. Where are you going next summer? – To ... Black Sea.

4. Use the verbs in brackets in the correct form (Present Simple, Present Continuous, Past Simple).

1. I ... (to like) sitting by the camp fire in summer.
2. When you ... (to go) roller-skating last?
3. Are you busy? – Sorry, I ... (to take) photos.
4. Let's ... (to go) on a trip together!
5. I ... (to be) going to play board games.

Test 1.2

B. READING AND SPEAKING

1. Read the text about dinosaurs and say what happened to them. Choose the correct items.

- A. Dinosaurs died because the weather changed.
- B. Dinosaurs didn't have any food to eat.
- C. Dinosaurs died because of storms.
- D. People killed dinosaurs.

Why the Dinosaurs Disappeared¹?

The dinosaurs lived on the land 250–65 million years ago. The nature was very different. The dinosaurs were reptiles and

some of them were very dangerous. They lived on every continent, even Antarctica. The smallest dinosaur was like a bird. The largest dinosaur weighed² more than 80 tons.

Some scientists³ believe the dinosaurs were green and brown, but some of them think they were brightly coloured. Some species couldn't swim, but some of them lived in the rivers or lakes.

Have you ever thought what happened to the dinosaurs? Many scientists are looking for an answer to this question.

Some scientists think the dinosaurs died out⁴ because the weather changed. These animals liked warm and sunny weather. The earth⁵ became colder many, many years ago. The animals could die.

Other scientists think the dinosaurs died out because there was a change in plant life. Many of these animals ate plants. The plants died out, so there was no food for the plant-eating animals. They could die.

Other dinosaurs ate meat. They ate other wild animals. The plant-eating animals died, so the meat-eating animals had no food. They could die, too.

In August 2010 scientists said that two asteroids hit to the earth, and killed the dinosaurs. It is also possible that dinosaurs got ill⁶ and died out.

There are scientists who have other ideas. They think these animals did not all die out. They say there are places on the earth, like swamps⁷, where a dinosaur could eat and sleep. They think some of these animals are still living today.



¹ disappeared – исчезли

² weighed – весил

³ scientists – ученые

⁴ died out – вымерли

⁵ earth – земля

⁶ got ill – заболели

⁷ swamps – болота

2. Mark the following sentences true or false.

1. Some scientists think the dinosaurs died out because the weather changed.
2. Some dinosaurs could swim.
3. Some scientists think these animals live in the forests today.
4. The plant-eating dinosaurs and the meat-eating dinosaurs died out because they had no food.
5. Other scientists think the dinosaurs died out because there was a change in animal life.

3. Read the answer to the question from the text.

Why did scientists think the dinosaurs died out because of the weather?

4. Answer the questions.

1. What weather did they like?
2. Where could they live?
3. Do people know what happened to the dinosaurs?
4. What did they eat?
5. Could dinosaurs live in rivers?

5. a) Tell the class what happened to the dinosaurs. The other pupils should ask questions.

b) What points of view do you agree with?

C. GRAMMAR AND VOCABULARY

1. Fill in the missing forms of the verb to be: *am, are, is, was*.

1. ... you going on a trip? – No, I ... not.
2. It ... a very cold day yesterday.
3. She ... abroad at the moment.
4. Lake Narooh ... very beautiful.
5. Wait, please! I ... taking photos.

2. Open the brackets using Past Participles.

1. We have already ... (to go) roller-skating.
2. She has never ... (to sit) by the camp fire.
3. Children have ... (to be) to London.
4. I have never ... (to see) a bison.
5. Nick has just ... (to sing) a new song.

3. Fill in the gaps with the right article where necessary.

1. They have travelled a lot around ... South America.
2. Nick and Yan read a lot about ... elk in the wild.
3. Where are you going on a trip? – To ... Red Sea.
4. Is ... Asia one of the continents?
5. Can I ask you ... question?

4. Use the verbs in brackets in the correct form (Present Simple, Present Continuous, Past Simple).

1. She ... (to like) going on a hike.
2. We ... (to pack) our suitcases yesterday.
3. I ... (to be) going to visit France next week.
4. You ... (to have) any dreams?
5. Is Kate at home? – Yes, she ... (to play) board games with her brother.

BELARUS AND ENGLISH-SPEAKING COUNTRIES

TEST 2

A. SPEAKING

1. a) **Work in pairs. Act out a dialogue ‘A tour around Belarus’.**

Student A:

You are a tourist, who came to Belarus and would like to have a tour around the country. Ask your Belarusian friend.

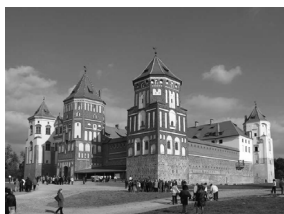
- where you can go;
- how you can get there;
- what sights you can see;
- what's interesting about them.

Student B:

Your friend from Great Britain came to visit you on summer holidays. Take him / her on a tour around Belarus. Plan your trip together.

- where and how to get there;
- what places to see and why.

b) Change your roles.



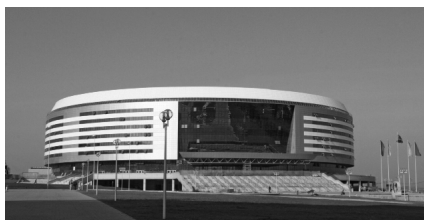
Mir Castle



Victory Monument



St. Sophia's
Cathedral



Minsk-Arena



The National Library



Nesvizh Castle

2. a) What can you tell your foreign friends about Belarus? Prepare a factfile and speak about our country.

Belarus Factfile

Population: ...

Symbols: ...

Places of interest: ...

Famous people: ...

Other information I know: ...

b) Whose factfile is the most interesting to foreign people? Why?

Test 2.1

B. READING AND SPEAKING

1. Read the text about our country and name some new facts you haven't known before.

Belarus

Belarus is our Motherland¹. It is the place where we were born. Sometimes people from other countries call Belarus 'White Russia'. Belarus as a geographic name was mentioned in the 14–15th century. Our country has its symbols: national anthem, emblem, costume, flag.

Belarus is situated² in Europe, between Poland³ and Russia. The area of Belarus is more than 200 thousand square kilometres. It is much bigger than Austria, Bulgaria, Greece, Slovakia. Its population is about 9.5 million people. The largest cities are: Minsk, Gomel, Vitebsk, Mogilev, Grodno and Brest. Minsk is the capital city of Belarus. Its population is about two million people.

Belarus has beautiful nature. There are more than 3000 rivers in Belarus. Some of them are more than 500 kilometres long. They are the Dnieper, Neman, Berezina, Vilia.

Belarus is a lake country. There are about 10,800 lakes here. You can find lots of them in the north⁴. The largest is Lake Na-

rock – 80 square kilometres. The lakes are famous for their clean water.

A third of Belarus is under the forests. The largest forests are called pushchas. Belovezhskaya Pushcha is famous for its European bison¹. You can see elk², deer, wolves, bears, foxes, millions of birds there.

Belarusians like to spend their free time in the forest. A lot of people pick mushrooms and then cook soups. Our traditional dishes are mochanka with hot pancakes³, potato dishes, borscht.

Our people are welcoming and friendly. We meet guests with bread and salt. We like to give them gifts⁴.

Our people are proud of their country.

¹ Motherland – Родина

² is situated – расположена

³ Poland – Польша

⁴ in the north – на севере

⁵ pancakes – блины

⁶ gifts – подарки

2. Correct the following statements.

1. Belarus is situated between Greece and Russia.
2. It is smaller than Austria, Bulgaria, Greece, Slovakia.
3. There are more than 10,800 rivers in Belarus.
4. Belovezhskaya Pushcha is famous for its lakes.
5. Belarusians meet guests with bread and butter.

3. a) Find the sentences in the text to prove that Belarus is famous for its lakes.

b) Read them aloud.

4. a) Complete the list of questions a foreigner can ask you about Belarus. Use the text.

- What are...?
- Where is ...?
- What is its ...?

- How many rivers are ...?
- What lakes ...?
- What animals can you find...?

b) Discuss the questions in pairs.

5. a) You are at the international summer camp. What can you tell boys and girls from other countries about Belarus?

b) Whose story is the most interesting?

C. GRAMMAR AND VOCABULARY

1. Choose the right variant.

1. My uncle gets *hundred* / *hundreds* of telephone calls every day.
2. Five *hundred* / *hundreds* new toys were presented to children last year.
3. You can see *million* / *millions* of stars in the night sky.
4. *Million* / *millions* of pupils try to study well.
5. Our library has five *thousand* / *thousands* books.

2. Choose the correct word from the box and fill in the gaps.

national, population, famous, stripes, comfortable

1. What's the ... of the Republic of Belarus?
2. The American flag is called stars and
3. Belarus is ... for its beautiful lakes, rivers and forests.
4. Planes are more ... than trains.
5. Belarus has its ... symbols: a stork and a cornflower.

3. Use the adjective in the comparative degree.

1. This man is ... (tall) than that one.
2. Germany is ... (large) than Belarus.

3. The Volga is ... (short) than the Mississippi.
4. The Alps are ... (high) than the Urals.
5. She speaks Italian ... (good) than English.

4. Open the brackets using Present Perfect or Past Simple.

1. We ... (to travel) around Poland last year.
2. I ... (to see) Pete today.
3. She ... (to watch) this film last Sunday.
4. Alex ... (to meet) his friend two hours ago.
5. I never ... (to visit) Nesvizh castle.

Test 2.2

B. READING AND SPEAKING

1. Read the text about our country and name some new facts you haven't known before.

Belarus

Belarus is our Motherland¹. It is the place where we were born. Sometimes people from other countries call Belarus 'White Russia'. Belarus as a geographic name was mentioned in the 14–15th century. Our country has its symbols: national anthem, emblem, costume, flag.

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roch – 80 square kilometres. The lakes are famous for their clean water.

A third of Belarus is under the forests. The largest forests are called pushchas. Belovezhskaya Pushcha is famous for its European bison¹. You can see elks, deer, wolves, bears, foxes, millions of birds there.

Belarusians like to spend their free time in the forest. A lot of people pick mushrooms and then cook soups. Our traditional dishes are mochanka with hot pancakes², potato dishes, borscht.

Our people are welcoming and friendly. We meet guests with bread and salt. We like to give them gifts³.

Our people are proud of their country.

¹ Motherland – Родина

² is situated – расположена

³ Poland – Польша

⁴ in the north – на севере

⁵ pancakes – блины

⁶ gifts – подарки

2. Correct the following statements.

1. There are more than 10,800 rivers in Belarus.
2. It is smaller than Austria, Bulgaria, Greece, Slovakia.
3. Belarus is situated between Greece and Russia.
4. Belarusians meet guests with bread and butter.
5. Belovezhskaya Pushcha is famous for its lakes.

3. a) Find the sentences in the text to prove that Belarus is famous for its lakes.

b) Read them aloud.

4. a) Complete the list of questions a foreigner can ask you about Belarus. Use the text.

- What are...?
- What animals can you find...?
- What is its ...?

- Where is ...?
- What lakes ...?
- How many rivers are ...?

b) Discuss the questions in pairs.

5. a) You are at the international summer camp. What can you tell boys and girls from other countries about Belarus?

b) Whose story is the most interesting?

C. GRAMMAR AND VOCABULARY

1. Choose the right variant.

1. There are *hundred* / *hundreds* of castles in Europe.
2. She is proud of her two *thousand* / *thousands* CDs.
3. *Million* / *millions* of people visit this place every year.
4. Three *thousand* / *thousands* boys and girls from our city are going to have summer holidays in Italy.
5. There are *thousand* / *thousands* of photos in our family album.

2. Choose the correct word from the box and fill in the gaps.

wear, costume, symbol, unusual, national
--

1. The green stripe on our flag is a ... of our green forests.
2. Can you describe the Belarusian national ... ?
3. I'm going to ... my new party dress on Sunday.
4. What ... symbols of Belarus do you know?
5. White tigers are ... animals.

3. Use the adjective in the comparative degree.

1. Which is ... (fast) transport?
2. Minsk is ... (big) than Grodno.
3. Lake Naroch is ... (large) in Belarus.

4. Scotland is ... (small) than Belarus.

5. It is ... (hot) day of the month.

4. Open the brackets using Present Perfect or Past Simple.

1. We ... (to travel) a lot around Europe.

2. I ... (to dream) to be a vet last year.

3. We ... (to go) to Mir last Sunday.

4. Sam never ... (to be) to Nesvizh.

5. My aunt ... (to come) back three days ago.

HELPING ABOUT THE HOUSE

TEST 3

A. SPEAKING

1. a) Speak about how people prepare for the New Year.

Student A:

You are a reporter for a teen magazine. You are going to write an article¹ about how children in Belarus prepare for the New Year. Think of 5 questions to find out:

- what they buy;
- what they do about the house;
- if they send cards;
- if they decorate a New Year tree;
- if they invite guests.

Ask your partner these questions.

Student B:

A reporter for a teen magazine writes an article for British boys and girls about New Year holidays in Belarus. Think how you and your family prepare for the New Year. Answer his / her questions.

¹ article – статья

b) Change your roles.

2. a) Mr. Rambler and Nick are interested where you would like to live: in the countryside or in a city. Explain your point of view.

Use the clues:

Well, I'd like to live in a ... because

I like /don't like

Moreover¹, I can

I think...

¹ moreover – кроме того

b) Whose explanation did you like? Why?

3. a) Imagine your parents have bought a new house. Describe it using the clues. Say at least 6 sentences.



Oh, home, sweet home...

Clues:

Tell the class:

- where it is situated;
- what it looks like;
- how many rooms there are in your house;
- what they are;
- what modern machines you have got.

b) Invite your classmates to visit your place.

Test 3.1

B. LISTENING AND SPEAKING

1. Listen to the text 'Andrew's New Flat' and say where the boys had lunch.



2. Mark the statements true, false or don't know. Correct the false statements.

1. Andrew went to see Mike's flat last Tuesday.
2. Andrew sometimes helps his mum tidy up.
3. There was a wardrobe in the bedroom of Andrew's parents.
4. The boys washed up in the washing machine after meal.
5. Andrew had a very small kitchen.

3. Answer the questions.

1. Does Andrew live far from school?
2. What does the hall in his flat look like?
3. Was Andrew's mum at home or at work?
4. What did the boys have for lunch?
5. Did Mike like his friend's flat?

4. Make a list of things Andrew and his sister Jane do to help their mum.

5. Do you help your parents about the house? Tell the class what things you often, always or sometimes do and what things you never do.

C. GRAMMAR AND VOCABULARY

1. Fill in the suitable word from the box. One word in it is extra¹.

tidy up, lay the table, mess, wash up,
do the washing, washing machine

Mum: Sandra, what a (1) ... ! Can you (2) ... your room?

Sandra: Sorry, Mum. I'll put my clothes into the (3)

Mum: Don't worry, I'll (4) ... myself. Later I'll need your help to (5) ... for breakfast.

Sandra: Sure, Mum.

¹ extra – лишний

2. Choose the correct word from the box and fill in the gaps.

punish, believe, capital, while, wear

1. What do you like to ... in cold weather?
2. Do you ... in aliens?
3. Rome is the ... of Italy.
4. Martin was sleeping in the car ... his dad was driving.
5. Don't ... the dog! I have broken the plate.

3. Choose the correct pronoun.

1. What a surprise! *Some* / *nobody* / *somebody* has washed the dishes.
2. There is *nothing* / *anything* / *something* white in the box.
3. I didn't take *any* / *some* / *anything* money with me, so I couldn't buy *anything* / *something* / *some*.
4. Has *somebody* / *any* / *anybody* tidied up?
5. You must find *anybody* / *some* / *somebody* who can help you.

4. Open the brackets using Past Continuous or Past Simple.

1. They ... (to meet) at the airport two hours ago.
2. When I ... (to come) to the theatre, my friend ... (to wait) for me.
3. I ... (to write) a story while my mum ... (to cook) dinner.
4. You ... (to believe) his story? It was a joke.
5. We ... (to have) an unusual trip to the mountains last summer.

Test 3.2

B. LISTENING AND SPEAKING

- 1. Listen to the text 'Andrew's New Flat' and say where the boys had lunch.**



- 2. Mark the statements true, false or don't know. Correct the false statements.**

1. There was a wardrobe in the bedroom of Andrew's parents.
2. The boys washed up in the washing machine after meal.
3. Andrew sometimes helps his mum tidy up.
4. Andrew had a very small kitchen.
5. Andrew went to see Mike's flat last Tuesday.

3. Answer the questions.

1. What did the boys have for lunch?
2. Did Mike like his friend's flat?
3. Was Andrew's mum at home or at work?
4. Does Andrew live far from school?
5. What does the hall in his flat look like?

4. Make a list of things Andrew and his sister Jane do to help their mum.

5. Do you help your parents about the house? Tell the class what things you often, always or sometimes do and what things you never do.

C. GRAMMAR AND VOCABULARY

1. Fill in the suitable word from the box. One word in it is extra¹.

yoghurt and marmalade, sweep the floor, make the bed,
do the ironing, dishwasher, do the washing up

Dick: Helen, will you (1) ... ? I'm going shopping.

Helen: OK. Can you buy some (2) ... for lunch? I will go to the bedroom to (3)

Dick: Did you (4) ... after breakfast?

Helen: Yes, I did. But I didn't (5)

Dick: Don't worry. I will do it later.

¹ extra – лишний

2. Choose the correct word from the box and fill in the gaps.

a little, hungry, boils, toasts, mess

1. Water ... at 100 C°.

2. Would you like some cake? – Just ... , please.

3. What a ... ! Tidy up your room, please.

4. I'm so Have you got anything to eat?

5. Would you like some ... for breakfast? – Yes, please.

3. Choose the correct pronoun.

1. I'm going to buy *nothing* / *something* / *some* to drink. I'm so thirsty.

2. There is *anything* / *nothing* / *some* in the washing machine.

3. We didn't have *any* / *some* / *anything* crisps, so we ate *some* / *nothing* / *something* cakes.
4. *Nobody* / *any* / *some* was at home.
5. Would you like *nothing* / *anything* / *something* sweet?

4. Open the brackets using Past Continuous or Past Simple.

1. Bob ... (to wash) the dishes, while Sue ... (to do) the ironing.
2. We ... (to lay) the table at 7 o'clock in the evening.
3. When I ... (to phone) Jack, he ... (to serve) drinks.
4. She ... (to make) yoghurt and put it in the fridge.
5. My friends ... (to help) me serve supper yesterday.

FOOD

TEST 4

A. SPEAKING

1. a) People can't live without food. What food do children like? Work in groups of three. Ask each other about:

- what food children like most of all;
- what food they don't like at all;
- what food is your favourite as a group;

b) Complete the table.

Children's best food	Children's worst food	Our group's favourite food

2. Mr. Rambler and Nick are going to visit you. Say what you will cook:

- for breakfast;

- for lunch;
- for supper.

3. Act out one of the situations.

a) *Student A:*

You are at the cafe. You'd like a low calorie meal¹. Ask the waiter for advice.

Student B:

You are a waiter. The customer wants a low calorie meal. Give him advice.

b) *Student A:*

You are at your friend's. Discuss what menu you'll have for tomorrow's party.

Student B:

Your friend has come to you to help with the party menu. Plan out together.

c) *Student A:*

You are going to make a cake. You have a friend from Britain. Ask him / her what cakes he / she makes at home and what the recipe is.

Student B:

You are from Britain. At the moment you are on holidays at your Belarusian friend's. He / she asks you how to make any cake you know. Give him / her any recipe.

¹ low calorie meal – низкокалорийная еда

Test 4.1

B. READING AND SPEAKING

1. Read the instructions and choose a title for each paragraph.

- A. Beads¹
- B. Chocolate cereal
- C. Yummy toasts

1.

To make these tasty cakes all you need is a cup of cereal, some chocolate and very little marmalade. First melt² the chocolate in a bowl³, and add the cup of cereal and a table spoon of marmalade. Mix well so all the cereal are covered in chocolate and marmalade. Make them into small cakes and leave them to dry⁴. Serve them with tea or coffee.

¹ beads – бусы

² melt – растопите

³ bowl – миска

⁴ dry – высохнуть

2.

Are you hungry? Open a jar of peanut butter¹. Cut bread into slices², and make toasts. Then spread³ the peanut butter onto toasts. You can take some marmalade and spread it on top of the peanut butter. Your toasts are ready. Put them on a plate. Have them with a glass of juice or milk.

¹ peanut butter – арахисовое масло

² slices – кусочки

³ spread – намажьте

3.

Here's what you can make with an old newspaper, 100–150 grams of flour, some water and some coloured paints¹. First cut the newspaper into very small pieces. Then mix some flour and water together into a paste². Add the newspaper and make small balls of wet paper. Make a hole³ and leave them to dry for two days. Paint the beads different colours and make a beautiful necklace⁴. You can't eat it, of course!

¹ paints – краски

² paste – тесто

³ hole – дырочка

⁴ necklace – ожерелье

2. Choose the correct answer A, B, C or D.

1. To make chocolate cereal you need some ...
 - A. small cakes and some chocolate
 - B. cereal and a bowl
 - C. chocolate, some cereal and very little marmalade
 - D. chocolate to melt
2. To make yummy toasts you need to ...
 - A. mix peanut butter and yoghurt
 - B. add chocolate into peanut butter
 - C. melt marmalade
 - D. spread peanut butter onto toasts and then spread some marmalade on top of the peanut butter
3. To make beads you need some ...
 - A. flour, water, newspaper and paints
 - B. balls of wet paper and a necklace
 - C. a hole and some beads
 - D. paste, newspaper and paints

3. Read aloud the recipe you liked most of all.

4. You've got a list of ingredients. In pairs discuss what dish you can make.

Ingredients:

- fish
- vegetables
- water
- salt
- rice
- eggs



5. Describe the ingredients of one of your favourite dishes, but don't name it. The class will try to guess what dish it is.

C. GRAMMAR AND VOCABULARY

1. Fill in *little, a little, few, a few*.

1. I drink very ... tea, I like coffee.
2. Mum gave us ... sandwiches for breakfast.
3. He has ... English books.
4. There are very ... children who don't like crisps.
5. I have ... money, so we can't go to the cinema.

2. Make the sentences passive.

1. We drink milk in our family every day.
2. My friend makes pizza every weekend.
3. People speak English and French in Canada.
4. We need six green apples for the apple-pie.
5. Granny takes my younger brother to school every day.

3. Make a menu for an expensive¹ dinner.

Menu

Main course²: ...

Drinks: ...

Dessert³: ...

¹ expensive – дорогой

² main course – основное блюдо

³ dessert [di'zɜ:t] – десерт

Test 4.2

B. READING AND SPEAKING

1. Read the instructions and choose a title for each paragraph.

- A. Yummy toasts
- B. Chocolate cereal
- C. Beads¹

1.

To make these tasty cakes all you need is a cup of cereal, some chocolate and very little marmalade. First melt² the chocolate in a bowl³, and add the cup of cereal and a table spoon of marmalade. Mix well so all the cereal are covered in chocolate and marmalade. Make them into small cakes and leave them to dry⁴. Serve them with tea or coffee.

¹ beads – бусы

² melt – растопите

³ bowl – миска

⁴ dry – высохнуть

2.

Are you hungry? Open a jar of peanut butter¹. Cut bread into slices², and make toasts. Then spread³ the peanut butter onto toasts. You can take some marmalade and spread it on top of the peanut butter. Your toasts are ready. Put them on a plate. Have them with a glass of juice or milk.

¹ peanut butter – арахисовое масло

² slices – кусочки

³ spread – намажьте

3.

Here's what you can make with an old newspaper, 100–150 grams of flour, some water and some coloured paints¹. First cut the newspaper into very small pieces. Then mix some flour and water together into a paste². Add the newspaper and make small balls of wet paper. Make a hole³ and leave them to dry for two days. Paint the beads different colours and make a beautiful necklace⁴. You can't eat it, of course!

¹ paints – краски

² paste – тесто

³ hole – дырочка

⁴ necklace – ожерелье

2. Choose the correct answer A, B, C or D.

1. To make chocolate cereal you need some ...
 - A. chocolate, some cereal and very little marmalade
 - B. cereal and a bowl
 - C. small cakes and some chocolate
 - D. chocolate to melt
2. To make yummy toasts you need to ...
 - A. spread peanut butter onto toasts and then spread some marmalade on top of the peanut butter
 - B. add chocolate into peanut butter
 - C. melt marmalade
 - D. mix peanut butter and yoghurt
3. To make beads you need some ...
 - A. balls of wet paper and a necklace
 - B. paste, newspaper and paints
 - C. a hole and some beads
 - D. flour, water, newspaper and paints

3. Read aloud the recipe you liked most of all.

4. You've got a list of ingredients. In pairs discuss what dish you can make.

Ingredients:

- fish
- vegetables
- water
- salt
- rice
- eggs



5. Describe the ingredients of one of your favourite dishes, but don't name it. The class will try to guess what dish it is.

C. GRAMMAR AND VOCABULARY

1. Fill in *little, a little, few, a few*.

1. They have very ... CDs.
2. Put ... jam on the toast, it's very sweet.
3. I don't like meat, so I can eat very ... of it.
4. There are very ... eggs in the fridge, will you buy some?
5. I have ... English books, I can give you one.

2. Make the sentences passive.

1. Sue drinks yoghurt for breakfast.
2. My Mum makes spaghetti every weekend.
3. They need little sugar for the cake.
4. Children love crisps.
5. Bob learns English and German at school.

3. Make a menu for a cheap¹ dinner.

Menu

Main course²: ...

Drinks: ...

Dessert³: ...

¹ cheap – дешевый

² main course – основное блюдо

³ dessert [di'zɔ:t] – десерт

SCHOOL

TEST 5

A. SPEAKING

1. a) What do you know about British schools? Talk to your class-mate about them.

Student A: Ask at least five questions:

- ... children in Britain go to school five or six days a week?
- What subjects ... pupils have on their timetable?
- How many lessons ... pupils have every day?
- ... they have to wear a uniform?
- When ... pupils come home from school?

Student B: Answer the questions.

b) Change your roles.

2. Your foreign friend is interested in what you have to do at school and at home. Talk to him / her.

a) *Student A:*

Ask your Belarusian friend about his / her every day routine¹.

¹ routine – повседневные занятия

Student B:

Tell your foreign friend about things you have / don't have to do at school and at home.

b) Change your roles.

c) Compare what things you both have / don't have to do.

3. Speak about an ideal school (9 sentences). Whose story is the most original?

Test 5.1

B. LISTENING AND SPEAKING

1. Listen to the story about Evelyn and Rosy and answer the question: did the girls become friends again?

2. Read the sentences and mark them as true or false.

1. Pupils were rude to Evelyn. Nobody liked her.
2. Evelyn got good marks.
3. Rosy didn't help Evelyn when she needed her.
4. Rosy said to her other friends, 'Evelyn is my best friend'.
5. Evelyn understood Rosy was her friend again.

3. Match the parts of the sentences according to the text.

1. Evelyn and Rosy had been friends ¹ before they ...	a. forgave her.
2. When Evelyn had an asthma attack ...	b. went to a new school.
3. When Evelyn was in danger, Rosy ...	c. didn't tell her.
4. Evelyn's mum didn't know anything because Evelyn ...	d. she came to Rosy to ask for help.
5. Now Rosy is very happy because Evelyn ...	e. didn't help her.

¹ had been friends – были подругами (раньше)

4. Put the sentences in a logical order.

1. Evelyn couldn't breathe.
2. Evelyn and Rosy became best friends again.
3. The girls were playing in the school grounds.
4. Pupils didn't like Evelyn. They were not polite to her.
5. Rosy had a lot of new friends at her new school.

6. Rosy came to hospital to say sorry to Evelyn.
7. Some girls became friends with Evelyn.

5. Answer the questions. Use the information from the text.

1. What kind of friend was Rosy to Evelyn?
 2. What kind of friend was Evelyn to Rosy?
 3. Why did Rosy leave Evelyn when she needed help?
 4. Why did Evelyn forgive Rosy?
 5. Why did the other girls become friends with Evelyn?
- 6. What is the main idea of the text? Do you agree with it?**

C. GRAMMAR AND VOCABULARY

1. Choose *must* or *have / has to* and complete the sentences.

1. John: 'You ... work hard at your English!'
2. Mary: 'Ted ... get good marks, if he wants to have a new computer.'
3. Bob: 'It ... be very difficult to learn Chinese.'
4. Doctor: 'You ... drink this medicine twice a day.'
5. Teacher: 'You ... not make notes in the books.'

2. Insert the missing words from the box.

uniform, subject, timetable, difficult, made a mistake
--

1. Literature is my favourite ... at school.
2. Do you have to wear a ... at school?
3. What's the most ... subject for you?
4. Read the letter once again, you have
5. Science is the fourth lesson on our ... today.

3. Write what you have to do to know English well (5 sentences).

Test 5.2

B. LISTENING AND SPEAKING

1. Listen to the story about Evelyn and Rosy and answer the question. Did the girls become friends again?

2. Read the sentences and mark them as true or false.

1. Rosy said to her other friends, 'Evelyn is my best friend'.
2. Evelyn got good marks.
3. Pupils were rude to Evelyn. Nobody liked her.
4. Rosy didn't help Evelyn when she needed her.
5. Evelyn understood Rosy was her friend again.

3. Match the parts of the sentences according to the text.

1. Evelyn and Rosy had been friends ¹ before they ...	a. she came to Rosy to ask for help.
2. When Evelyn had an asthma attack ...	b. went to a new school.
3. When Evelyn was in danger, Rosy ...	c. didn't help her.
4. Evelyn's mum didn't know anything because Evelyn ...	d. didn't tell her.
5. Now Rosy is very happy because Evelyn ...	e. forgave her.

¹ had been friends – были подругами (раньше)

4. Put the sentences in a logical order.

1. Some girls became friends with Evelyn.
2. Evelyn and Rosy became best friends again.
3. Rosy had a lot of new friends at her new school.
4. Pupils didn't like Evelyn. They were not polite to her.
5. Evelyn couldn't breathe.

6. Rosy came to hospital to say sorry to Evelyn.
7. The girls were playing in the school grounds.

5. Answer the questions. Use the information from the text.

1. Why did Evelyn forgive Rosy?
2. What kind of friend was Evelyn to Rosy?
3. Why did Rosy leave Evelyn when she needed help?
4. What kind of friend was Rosy to Evelyn?
5. Why did the other girls become friends with Evelyn?

6. What is the main idea of the text? Do you agree with it?

C. GRAMMAR AND VOCABULARY

1. Choose *must* or *have / has to* and complete the sentences.

1. Kate: 'People ... be polite to each other.'
2. Children: 'We ... get up early on weekdays.'
3. Mum: 'You don't ... do the washing up, I have done it.'
4. Jack: 'She ... do her homework every day.'
5. Teacher: 'Students ... behave well at school.'

2. Insert the missing words from the box.

Science, follow, gets good marks, daybook, easy

1. Do you learn ... at school?
2. I often forget my ... at home.
3. I don't think French is an ... subject.
4. You must ... our school rules.
5. My younger sister ... at school. She is very clever.

3. Write what you have to do to learn well (5 sentences).

FILMS AND BOOKS

TEST 6

A. SPEAKING

1. Look at the picture below and talk about 'Pocahontas'. Ask and answer the questions in pairs. Take turns.

- Is it an action film / a western / a cartoon / a comedy?
- Have you watched it?
- Who are the main characters?
- What do you think about 'Pocahontas'?
- Would you like to watch it again? Why?



2. a) Do you like watching films? Work in pairs.

Ask each other questions about your favourite films, actors / actresses.

b) Tell your classmates about your partner's favourite film.

c) Say how often you go to the cinema or watch films at home.

3. a) Talk to your classmate about the book he / she has read. Act out a dialogue.

Student A:

Ask about:

- its type;
- the main characters;
- what it is about;
- what he / she thinks about it.

Student B:

Your classmate is very interested in the book you have read. Answer his / her questions.

b) Change your roles.

4. a) Describe the book you like to the class, but don't name it. Your classmates should guess what it is.



b) Say why you like it.

Test 6.1

B. LISTENING AND SPEAKING

1. Look at the phrases below. Try to guess what the story will be about.

- to steal a painting¹;
- to go to the police;
- to make a plan;
- to help the police;
- to thank the children.

¹ to steal a painting – украсть картину

2. Listen to the story about Steven and Sue's adventure and say if they stopped the burglars¹.

¹ burglars – грабители

3. Correct the following statements.

1. Steven and Sue are friends from a small town in England.
2. The children's hobby is playing the piano.
3. Steven likes love stories.

4. Jane thinks action films are amusing.
5. The children wanted to help burglars.

4. Answer the questions.

1. What did two men want to do?
2. Did the police listen to Steven and Sue?
3. Did the butler, the lord and the lady listen to the children?
4. What plan did the children make?
5. What happened to the burglars?
6. Were the butler, the lord and the lady happy?
7. How did they thank the children?

5. You are Steven and Sue. Tell what happened to you.

C. GRAMMAR AND VOCABULARY

1. Choose the right word.

1. Alex thinks *action films* / *comedies* are funny.
2. All children love *westerns* / *cartoons*.
3. I've just *looked* / *watched* an action film.
4. Bob enjoyed *fairy tales* / *fantasy* when he was a boy.
5. They read that *amusing story* / *romantic film* a month ago.

2. Insert the missing words from the box.

comedy, action film, touching, exciting, cartoon, Hollywood

1. Let's watch this ... together, I think it's
2. What do you think of this romantic film? – It's
3. What's your favourite ...? – 'Tom and Jerry'.
4. '101 Dalmatians' is a
5. ... is one of the most famous places in the USA.

3. Put down questions to the sentences. Begin them with the words given in brackets.

1. 'The Lord of the Rings' is an exciting film. (What kind ...?)

2. Jane has been to Disneyland with her parents. (With whom ...?)
3. My brothers love comedies. (Who ...?)
4. Jack has never seen 'Pocahontas'. (Has ...?)
5. This film tells us about Masha and Vitya's adventures. (Does ... or ...?)

Test 6.2

B. LISTENING AND SPEAKING

1. Look at the phrases below. Try to guess what the story will be about.

- to steal a painting¹;
- to go to the police;
- to make a plan;
- to help the police;
- to thank the children.

¹ to steal a painting – украсть картину

2. Listen to the story about Steven and Sue's adventure and say if they stopped the burglars¹.

¹ burglars – грабители

3. Correct the following statements.

1. Steven likes love stories.
2. The children's hobby is playing the piano.
3. Jane thinks action films are amusing.
4. Steven and Sue are friends from a small town in England.
5. The children wanted to help burglars.

4. Answer the questions.

1. What did two men want to do?
2. Did the police listen to Steven and Sue?

3. Did the butler, the lord and the lady listen to the children?
4. What plan did the children make?
5. What happened to the burglars?
6. Were the butler, the lord and the lady happy?
7. How did they thank the children?

5. You are Steven and Sue. Tell what happened to you.

C. GRAMMAR AND VOCABULARY

1. Choose the right word.

1. Detectives are *exciting* / *romantic*.
2. 'Titanic' is a *western* / *a romantic film*.
3. I enjoy musicals. They are so *amusing* / *exciting*.
4. 'Mickey Mouse' is *a cartoon* / *a comedy*.

5. Insert the missing words from the box.

comedies, adventure film, fairy tale, exciting
cartoon, watched

1. 'Star Wars' is a (an) ... film.
2. I have never ... 'Home Alone'.
3. What do you think of adventures films? – They are
4. Is 'Shrek' a ... ?
5. Do you like watching ... ?
6. 'Cinderella' is my favourite

3. Put down questions to the sentences. Begin them with the words given in brackets.

1. Peter watched an exciting film yesterday. (What kind ...?)
2. I often go to the cinema. (With whom ...?)
3. 'Donald Duck' is my favourite character. (Who ...?)
4. My sister has got a new film. (Has ...?)
5. This film tells us about Laura's adventures. (Does ... or ...?)

HOBBIES

TEST 7

A. SPEAKING

1. a) Move around the class. Find someone in your group who likes the hobbies given below.

1. keeping pets
2. collecting something
3. making models
4. painting
5. playing chess
6. diving
7. knitting
8. learning languages

b) Ask why he / she likes it.

c) Write down his / her name.

d) Report your results to the teacher.

Example: 3 people are fond of keeping pets. They are fantastic and never boring. They are good friends.

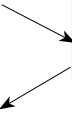
2. Work in pairs. Talk about hobbies of your families. Act out a dialogue. Use the clues below.

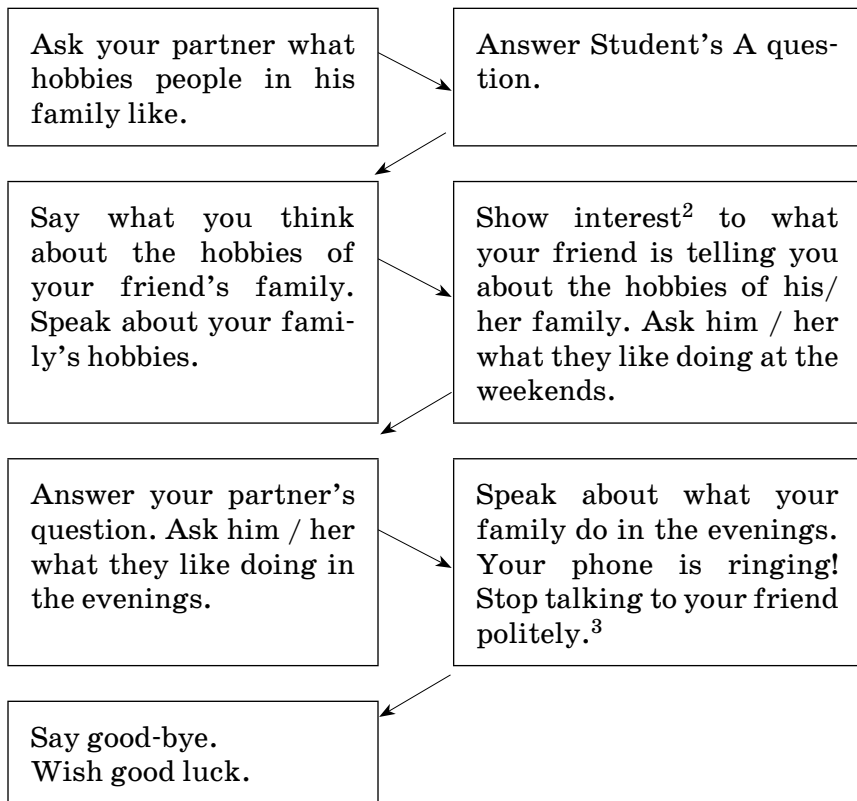
Student A

Say hello to your friend,
ask how he / she is.

Student B

Greet¹ your friend, answer
how you are.





¹ greet – поприветствуй

² show interest – прояви интерес

³ politely – вежливо

3. a) Do you know what your friend's hobbies are? Talk about each other's hobbies. Act out a dialogue.

Student A:

Make a list of questions for your classmate about his / her hobbies. Let him / her answer them.

Student B:

What do you like doing in your free time? Tell your friend about things you enjoy.

b) Change your roles.

c) Tell the class about your friend's hobby.

Say:

- what he / she likes;
- how often he / she does his favourite things;
- what he / she does in the evenings, at the weekends;
- why he / she likes his / her hobbies.

Test 7.1

B. READING AND SPEAKING

1. What is your idea of good summer holidays? Use the clues given below. Is it a good idea ...



Clues:

- to go to the seaside?
- to travel by plain?
- to visit modern cities?
- to do nothing?
- to see old places?
- to go to the lake?
- to be with friends?
- to sleep outdoors?

2. Read the text and give it a title.

Two weeks until the summer holidays! Are you active? Do you have any plans? No?! Come on, let's have an adventure this summer. Plan some fun with your friends.

Last summer I went to a town with two friends. It's called Lake End and it's in England. A hundred years ago people found a lot of gold¹ there. Now there isn't any gold and there aren't any people. It's a quiet place. There are some old, empty² houses.

We took everything with us. We walked all day and carried heavy backpacks³. We looked for gold in the river but we didn't find anything! We were tired and went sunbathing. In the evening we sang, played chess and made jokes. We liked to cook our food over a campfire⁴. At night we slept under the stars in our sleeping-bags.

Before we went to Lake End, we planned our trip very carefully⁵. There aren't any shops in the town. You will need to make a list⁶ of things to take with you: food, clothes, books, and maps⁷. Make a list: how many people will go there, how many days you will spend, how many meals you will have. Think what food to take and how much. For each day take some soup, rice, meat or fish, crisps, milk or cheese, some fruit and vegetables. Drinking water is very heavy to carry, so go somewhere where there is water. You will also need it for rice and packet soup. Learn how to read a map and use a compass. Don't forget to tell your parents where you're going! Have an enjoyable trip.

¹ gold – золото

² empty – пустые

³ backpacks – рюкзаки

⁴ campfire – костер

⁵ carefully – внимательно

⁶ list – список

⁷ maps – карты

3. Read the text and correct the following sentences.

1. The author and his two friends went to the mountains last summer.
2. The city is called Lake.

3. The friends went fishing during the day.
4. Their parents helped them plan the trip to Lake End.

4. Read aloud the sentences describing the boys' last trip to Lake End.

5. What food does the author suggest¹ that you take? Do you like it?

¹ suggest – предлагает

6. a) Work in groups of three. Ask each other about the place where you can go on a trip together on summer holidays.

b) Make two lists: one for things that you need as a group, the other one for each of you personally.

Group things:

- ...
- ...
- ...

Personal things:

- ...
- ...
- ...

c) Report your ideas to the class.

7. You don't have enough time to do all the shopping for your trip. Write a short note¹ to your friends. Tell them what to buy and what to bring. Use the clue:

Dear ...,

Sorry, but I can't ...

Could you ...

Please, don't forget to ...

Love, ...

¹ note – записка

C. GRAMMAR AND VOCABULARY

1. Choose the correct item.

1. I ... a letter to my mum yesterday.
A. write B. am writing C. wrote
2. A: What's your brother doing?
B: He ... the car.
A. washes B. is washing C. washed
3. Kim ... the bus to work every day.
A. taking B. take C. takes
4. A: Where are you going?
B: We ... to the beach.
A. are going B. go C. went
5. Jerry ... to music in his free time.
A. is listening B. listens C. listen
6. I ... History at university 2 years ago.
A. studied B. am studying C. studies
7. Sophie doesn't often ... TV in the evening.
A. is watching B. watched C. watch

2. Put in *too* or *either*.

1. I've had an enjoyable time. – I've had an enjoyable time
2. Sue doesn't like knitting. – Mary doesn't like knitting
3. Barbara can't drive a car. – She can't ride a bicycle
4. Making models is my hobby. – It is my hobby
5. Kate and Sandra are going to take up collecting butterflies. – We are going to take it up

3. Fill in *so* or *such*.

1. Diving is ... exciting.
2. I don't think that playing computer games till 12 o'clock is ... a good thing.
3. Nature of Belarus is ... beautiful.
4. Don't worry, Science isn't ... a difficult subject.
5. I love marmalade, it's ... tasty and sweet.

Test 7.2

B. READING AND SPEAKING

1. What is your idea of good summer holidays? Use the clues given below. Is it a good idea ...



Clues:

- to go to the seaside?
- to go to the lake?
- to visit modern cities?
- to be with friends?
- to sleep outdoors?
- to see old places?
- to travel by plain?
- to do nothing?
- to sleep outdoors?

2. Read the text and give it a title.

Two weeks until the summer holidays! Are you active? Do you have any plans? No?! Come on, let's have an adventure this summer. Plan some fun with your friends.

Last summer I went to a town with two friends. It's called Lake End and it's in England. A hundred years ago people found a lot of gold¹ there. Now there isn't any gold and there aren't any people. It's a quiet place. There are some old, empty² houses.

We took everything with us. We walked all day and carried heavy backpacks³. We looked for gold in the river but we didn't find anything! We were tired and went sunbathing. In the evening we sang, played chess and made jokes. We liked to cook our food over a campfire⁴. At night we slept under the stars in our sleeping-bags.

Before we went to Lake End, we planned our trip very carefully⁵. There aren't any shops in the town. You will need to make a list⁶ of things to take with you: food, clothes, books, and maps⁷. Make a list: how many people will go there, how many days you will spend, how many meals you will have. Think what food to take and how much. For each day take some soup, rice, meat or fish, crisps, milk or cheese, some fruit and vegetables. Drinking water is very heavy to carry, so go somewhere where there is water. You will also need it for rice and packet soup. Learn how to read a map and use a compass. Don't forget to tell your parents where you're going! Have an enjoyable trip.

1 gold – золото

2 empty – пустые

3 backpacks – рюкзаки

4 campfire – костер

5 carefully – внимательно

6 list – список

7 maps – карты

3. Read the text and correct the following sentences.

1. The city is called Lake.
2. The friends went fishing during the day.
3. The author and his two friends went to the mountains last summer.
4. Their parents helped them plan the trip to Lake End.

4. Read aloud the sentences describing the boys' last trip to Lake End.

5. What food does the author suggest¹ that you take? Do you like it?

¹ suggest – предлагает

6. a) Work in groups of three. Ask each other about the place where you can go on a trip together on summer holidays.

b) Make two lists: one for things that you need as a group, the other one for each of you personally.

Group things:	Personal things:
• ...	• ...
• ...	• ...
• ...	• ...

c) Report your ideas to the class.

7. You don't have enough time to do all the shopping for your trip. Write a short note¹ to your friends. Tell them what to buy and what to bring. Use the clue:

Dear ...,

Sorry, but I can't ...
Could you ...
Please, don't forget to ...
Love, ...

¹ note – записка

C. GRAMMAR AND VOCABULARY

1. Choose the correct item.

1. A: Where's Peter?

B: He ... the shopping at the moment.

A. does B. is doing C. did

2. I ... my grandparents last week.

A. visited B. am visiting C. visits

3. ... do lions live?
A. How many B. Where C. What
4. Are there ... cars in the street?
A. a B. some C. any
5. A: ... Alice?
B: She's my sister.
A. Whose B. Who's C. What's
6. ... you like some ice cream?
A. Can B. Would C. Do
7. Mark sometimes ... long hours.
A. works B. is working C. work

2. Put in *too* or *either*.

1. I'm interested in painting. – My cousin is interested in painting
2. She can play musical instruments. – I can play musical instruments
3. My brother isn't good at learning languages. – She isn't good at learning languages
4. I love diving. – I love diving
5. My cat isn't quiet. – My dog isn't quiet

3. Fill in *so* or *such*.

1. Making models is ... an enjoyable hobby.
2. Is playing chess ... popular in your country?
3. My aunt is ... an ideal mum.
4. Diving is ... interesting.
5. Keeping pets is ... a popular hobby all over the world.

TAPESCRIPTS

Tests 3.1, 3.2 (p. 79, 81)

Andrew's New Flat

My name is Mike. I'm twelve. I have got a friend. His name is Andrew. Last Tuesday after classes I went to see Andrew's new flat. It was not far from our school. There was a beautiful garden with a lot of trees and flowers. We came into the hall and took off our caps and jackets. The hall was not large but the carpet on the floor made it very comfortable. I saw a big book-case in the corner, a mirror and three pictures on the walls. In fact the hall was like a little room.

Then we went in to Andrew's room, which was behind the sitting-room and next to his parents' bedroom. There was not much furniture¹ in Andrew's room. There was a wardrobe near the sofa and a desk with a lot of exercise-books on it. I liked Andrew's computer very much. It was his dad's present.

My friend's flat was very comfortable and tidy. Andrew doesn't like the mess. He always helps his mum tidy up. Every day he makes his bed and on Saturdays he cleans the carpets in their flat with the vacuum cleaner. Andrew's elder sister Jane does the washing.

Andrew's mother wasn't at home. We went into the kitchen. We warmed the soup on the cooker and took some cold meat and vegetables from the fridge². Andrew laid the table in the sitting room and we had lunch. Andrew took some cookies from the cupboard and we had them with milk. Everything was very tasty. We washed up in the dishwasher and swept the floor after the meal. At five o'clock I left...

I think Andrew's flat is very nice.

¹ furniture – мебель

² fridge – холодильник

Tests 5.1, 5.2 (p. 93, 95)

Evelyn and Rosy went to a new school. They were best friends, but at a new school Rosy made a lot of new friends. They didn't like Evelyn. She wasn't good at Literature, History, Geography or Science. She didn't wear nice clothes and didn't do any sports because she had asthma¹. Everybody didn't like Evelyn. They thought she was boring. Rosy understood that the girls were rude² to her, but she wanted to be with them, and they laughed at Evelyn together.

One day at the break they were playing in the school grounds when Evelyn came. She couldn't breathe³. It was an asthma attack⁴ and the girl needed help. Rosy understood this, but didn't look at Evelyn.

Suddenly Evelyn fell down. But the girls said, 'Let's leave her here. Somebody will find her', and they ran away.

Next day Evelyn wasn't at school. Rosy worried about her, but she couldn't phone her parents. Finally, Rosy phoned and talked to her mum. 'Evelyn is in hospital, but she is better', she said. She was happy to talk to Rosy. Evelyn didn't tell her anything.

Next morning Rosy went to the hospital. Evelyn smiled when she saw her and was very polite. Rosy didn't smile back. Rosy cried and cried. 'I am really sorry'. She said. 'It's OK', Evelyn answered.

When Evelyn came back to school, she became Rosy's best friend again. Rosy understood that she made a mistake. They went everywhere together. At first the girls laughed, but then some of them made friends with Evelyn. Now they help her with difficult subjects.

Rosy is so happy that Evelyn forgave⁵ her.

When we choose friends, we should look at who the people are and not what clothes they wear or what they can do.

¹ asthma – астма

² were rude – были грубы

³ breathe – дышать

⁴ asthma attack – приступ астмы

⁵ forgave – простила

Tests 6.1, 6.2 (p. 98, 100)

Steven and Sue's Adventure

Steven and Sue are a brother and a sister from a small town in England. Their hobbies are playing sports games and reading books. But most of all they like watching films. Steven's favourite films are detectives and comedies. He thinks they are exciting. Jane likes musicals. She also watches cartoons. They are amusing.

Once Steven and Sue found out that two men wanted to steal a painting from a house. They wrote down the address: 48 Lane Street. Then they went to the police station. They told the police about them. 'You watched too many detectives', one policeman said. So Steven and Sue went to the house in Lane Street. The butler¹ opened the door. They told him about the burglary². The lady, the lord and the butler laughed at them and showed them Rex, the dog. The children went away.

Steven and Sue made a plan. They got into the house through a window. They gave Rex a sausage. The children hid behind the sofa. When they heard the burglars, Steven phoned the police. The children put on white sheets and made horrible noises³. The burglars were very afraid. Then the police came and arrested the burglars. In the end the lord, the lady and the butler thanked the children and suggested making an adventure a film.

¹ butler – дворецкий

² burglary – кража

³ made horrible noises – издавали ужасные звуки

CLASS 7

APPEARANCE

TEST 1

A. SPEAKING

1. Speak about yourself when you were 6 years old. Use the following questions to help you.

- A. What were you like?
- B. What was your hair like?
- C. What were you interested in?
- D. What were you good at?

If necessary use the phrases from the box below.

When I was younger ... I used to be slightly ... I used to be a bit ... I looked really ... My hair was a bit ... I was good at ... I used to be interested in ...
--

2. Choose one of the following cards and get ready to speak using your active vocabulary on appearance and character.

Speak about your favourite singer / actor. Say what he / she looks like, what character he / she has got?	Speak about your favourite book or film character. Say what he / she looks like, what character he / she has got?
---	---

Speak about your favourite TV star. Say what he / she looks like, what character he / she has got?

Speak about a member of your family (mum, / dad, sister / brother, uncle / aunt, cousin). Say what he / she looks like, what character he / she has got?

3. Interview your partner. Find out what he / she was like when he was a little boy / girl?

B. LISTENING

1. Read the sentences. Then listen and choose the correct sentence.

- A. This is a news programme about a song contest.
- B. This is a radio programme about a boy who wants to win a song contest.
- C. This is an interview with an ex-winner of a song contest.

2. Read the sentences. Then listen. Are these sentences true or false?

- 1. Dino studies at college in Germany.
- 2. Dino learnt that it's important to be and look professional.
- 3. Dino became the winner of Eurovision Song Contest for Kids in 2003.
- 4. Before the contest he used to dream of becoming a doctor.
- 5. Now Dino sings and plays the keyboards alone.
- 6. He used to look like his brother.
- 7. His brother likes getting complements from Dino about his singing.

3. Listen again. Name four things that have changed in Dino's life.

4. Imagine you've won a contest. What contest was it? Tell about three things that have changed in your life after the contest.

C. GRAMMAR AND VOCABULARY

1. Complete with ‘used to’ in the appropriate form ‘+’, ‘-’, ‘?’:

When my grandpa was a schoolboy he 1. ... (live) in a small village in the north of the country. There was no TV at that time so he 2. ... (listen) to the radio a lot. People 3. ... (travel) much so he and his sister usually stayed at home on all the holidays. He 4. ... (go) to school by bus or by car as it took him five minutes to get there on foot. All the kids in his class 5. ... (spend) a lot of time in the library reading books because there was no Internet at school. They even 6. ... (have) computers at home! And how 7. ... they (make) ... projects or school reports if they didn’t have printers? But they 8. ... (have) much more exciting hobbies than we do now, for example, my grandpa 9. ... (collect) butterflies and insects. And they 10. ... (swim) in the river in summer though my grandpa says it could be very dangerous sometimes!

SHOPPING

TEST 2

A. SPEAKING

1. Choose one of the following cards and get ready to speak using your active vocabulary on appearance and character.

Have you ever worn a carnival costume? Describe what it looked like?	Think about the best item of clothes that you’ve ever bought. Describe it. Where do you usually wear it?
--	--

Think about the worst item of clothes you or your parents have ever bought for you. Describe it. Why don't you like it?	What clothes do you usually wear at the weekend? Describe them.
What clothes do you usually wear to school? Describe them.	What are the best clothes to wear to do sports? What do you usually wear to the gym or to your PE class?

2. Work with your partner. Imagine you are in a clothes shop. Prepare a dialogue using the ideas below.

Can I help you? What are you looking for?
 Size
 Colour
 Trying it on
 Price

B. READING

1. Look at these three carnival costumes. Match each costume with one of the descriptions below.



Anna



Brian



Cindy

1. 'This is my costume for our school Halloween party. I think that's the best costume I've ever had. I was window shopping when I saw this lovely striped skirt with the matching top. It took me half an hour to try it on and decide to buy it. When I came back home and showed it to my parents my mum found that bright red scarf to put on my head. I also spent some time trying to find tight black leggings and a funny belt with a skeleton on it. When I appeared at the school party my costume attracted every eye and I believe I looked fantastic and was in the centre of attention. Oh, have I mentioned that I got a big box of sweets in the carnival costume competition!'

2. 'Look at my picture from the party we had with my friends last Christmas. I spent a lot of time looking for something unusual, but couldn't find anything smart enough. Finally, one of my friends said that her aunt worked in a store where they make and sell carnival costumes. We went there one week before the party, looked through some catalogues and I chose a funny baggy black and white costume of a panda. But it turned out that it was too big for me. The only costume in my size was that striped dress with yellow flowers on it. At first I didn't like it much, but when I tried it on, it fit me perfectly well. Besides I liked the wings I put on my back. That was an excellent party and my costume was great too!'

3. 'Here is my costume I've been wearing every December since I was 15. My dad is from Scotland, so on the 31st of December we usually celebrate Hogmanay. It's a traditional Scottish festival, so everyone there wears a traditional checked skirt called kilt and a checked scarf with a white or red shirt and a traditional red or black hat. I bought it in a special store and it was quite expensive. What's more it was very difficult to put this costume on. I remember the first time I tried it on. I felt not very comfortable and a bit stupid. But when I got to Hogmanay I felt much better because all men and boys were wearing kilts.'

2. Read the sentences below. Who is each sentence about? Put A for Anna; B for Brian; C for Cindy.

1. Who wore something striped to the party?
2. Whose mum helped to prepare a costume?
3. Who got a costume from a shop?
4. Who got a prize for the costume?
5. Who liked a different costume at first?
6. Who felt uneasy in the costume?
7. Who wears one and the same costume every year?
8. Who felt like a queen of the party?

3. Look at the carnival costumes again. Which costume would you like to wear to a party? Why? Which costume would you never put on? Why?

4. Your friend invites you to a Halloween party. Describe the costume you are going to wear.

C. GRAMMAR AND VOCABULARY

1. Choose the correct variant in every sentence.

Jennifer is a very unusual and independent girl. For example she's *been doing* / *done* the shopping herself *since* / *for* she was 10. She can do the shopping at a bakery, chemist's or department *market* / *store*. She knows that money *is* / *are* important and she doesn't like wasting it. That's why she hates toy shops. She hasn't been to a toy shop *since* / *for* 3 years now. She thinks she's *too* / *enough* big to buy dolls and teddy bears.

Jennifer likes *old-fashioned* / *modelled* skirts. She *has been wearing* / *wore* such skirts *since* / *for* the fifth class. She believes modern skirts aren't beautiful *too* / *enough*. She often puts on *baggy* / *tight* sweaters that make her look fat and clumsy.

Some of her classmates think that Jennifer is *too* / *enough* proud and even a bit strange. She's got only one true friend. They've *been* / *were* friends *since* / *for* five years when Kate and her parents moved to live to Jennifer's block of flats. The girls walk to school every day because it's close *too* / *enough* to their home.

2. Write where you can buy these things.

1. Your English student's book
2. A cherry cake
3. Some food for your hamster
4. Some chocolate
5. A postcard and an envelope
6. A puzzle for your little brother
7. A pair of shoes
8. Some pills for your headache

FRIENDSHIP

TEST 3

A. SPEAKING

1. Think about your best friend. Tell what he or she is like. Use the notes below to help you.

- Appearance. Clothes that he / she usually wears.
- Good points of character.
- Bad points of character.
- Where and when did you meet?
- How long have you been friends? Why are you friends?

Things you have in common.

2. Work with your partner. Imagine you're making a radio programme about friends and friendship. Prepare an interview about your friends. One of you is a journalist, the other is a guest.

B. LISTENING

1. Listen to three people talking about their friends. Match the speaker with the information.

Speaker 1

- Has only one friend.

Speaker 2

- Thinks he / she has an unusual friend.

Speaker 3

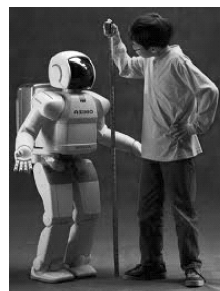
- Has a lot of friends on the Internet.

2. Listen again and decide who every sentence below is about. Write 1 for Speaker 1, 2 for Speaker 2 and 3 for Speaker 3.

1. Who says a person can have only one true friend?
2. Who has friends from Belarus?
3. Who is shy?
4. Whose friend lives next door?
5. Who wants to be a scientist?
6. Who never goes out with his / her friends?
7. Who has a lot of fun with his / her best friend?

3. Think about Oscar's, Josh's and Angelina's friends. Whose story did you like best? Why?

4. Imagine you're going to call the 'Chat Show' and tell about the most unusual friend you've ever had. Look at the pictures below and choose which one you are going to speak about. Think what you are going to say, which words you need to describe your unusual friend.



C. GRAMMAR AND VOCABULARY

1. Open the brackets using the Present Perfect Simple or Present Perfect Continuous.

Joe ... (always, want) to be an astronaut. He ... (dream) about a space travel since he was five. He ... (visit) a space mu-

seum several times and ... (read) hundreds of books about famous astronauts and astronomers, so now he can speak about them for hours and hours. He ... (study) astronomy since his kindergarten and he ... (collect) newspaper articles about different space missions and as a result he ... (learn) many amazing facts about our galaxy. Besides he ... (watch) different TV series about aliens for many years. The only thing he feels unhappy about is that he ... (not, meet) an alien or ... (not, see) a UFO with his own eyes yet.

2. Read what each child says. Write the best word to describe their characters. Use the first letter to help you.

1. Sue: 'I'm always ready with my homework. I also practise playing the piano every day and I spend a lot of time getting ready for my music school too.' Sue's really h...
2. Ania: 'I love other people's secrets. I always try to find out as many exciting details as I can!' She is so n...
3. Ben: 'I spend a lot of time chatting on the phone with my friends, the only problem is that it costs a lot of money!' He's very t...
4. Roger: 'I don't like meeting new people and I don't feel comfortable talking to them.' He's a bit s...
5. Joan: 'I think you always need to tell the truth because if you love your parents and friends you can't lie to them'. She's an h... girl.
6. Chris: 'I don't' like sports, I spend all my free time watching films and series and comedies and other TV programmes.' He's a real c...
7. Nancy: 'I believe, you need to think twice before you make a decision or choose something. It's important not to hurry.' She's always s...

SPORTS

TEST 4

A. SPEAKING

1. Do you think you have a healthy or unhealthy lifestyle? Why? Use the box below to help you.

- Say what food you eat. Do you take any vitamins?
- Speak about physical exercise you do. How often do you do it?
- Speak about sports you've taken up or given up recently.
- What do you do to keep fit in winter and in summer?
- Say who in your family keeps fit and how they do it.

2. Talk to your partner. Find out who has a healthier lifestyle you or your partner. Find out what your partner does to keep fit, what kinds of sport he / she likes and hates. Use 'So..' and 'Neither...' to agree with your partner's ideas.

3. Choose one of the following cards and get ready to speak using your active vocabulary on sports.

Speak about a kind of sport you like. Say why you like it and what you should be like to do this sport.

Speak about a kind of sport you would like to take up one day. Why do you want to try it? What should you do and what should you be like to do it?

Speak about a sportsman or a sportswoman you know. What kind of sport does he / she do? Has he / she got any medals / broken any records? What is he / she like?

Speak about a Belarusian sportsman or a sportswoman you know. What kind of sport does he / she do? Has he / she got any medals / broken any records? What is he / she like?

Speak about a kind of sport you think is the most popular in Belarus. Say why you like it and what you should be like to do this sport.

Speak about a kind of sport you think is the most popular in the world. Say why you like it and what you should be like to do this sport.

B. READING

1. Read. What is the best idea of the article?

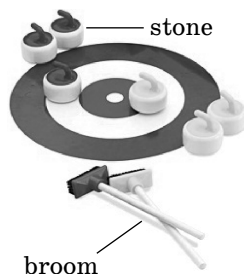
1. Curling has a long history, but it's a boring game that will never become popular all over the world.
2. Curling is a very young game, but it has already become popular with people in different countries.
3. Curling has been played for a long time and it's becoming more and more popular in many countries.

The History of Curling

Have you ever heard of CURLING? No? But this game has been extremely popular in Britain, Switzerland, Norway, the USA and Canada for many years. It has also been an Olympic winter sport since 1998.

The idea of the game is very simple. Two teams play on an ice rink. All they need is a BROOM and a STONE. Every team throws eight stones into the 'house'. It's a large red and blue circle drawn at the opposite side of the ice rink. The winner is the team whose stone gets in the very centre of the 'house'. The players can use their brooms to help the stone find the way to the 'house'.

Curling has had a long and exciting history. Specialists believe that this game first appeared in Scotland many years ago. Well, the first paintings of people playing with a stone on ice go back to 1541. A bit later in 1620 a Scottish writer Henry





Adamson used the word ‘curling’ in one of his poems. At that time people didn’t make special brooms or stones for the game. They took the brooms they were using for cleaning their homes and they found river stones of the necessary size and shape. It was a good way to relax

for poor people. As a result it became so popular that the first curling clubs appeared in 1716.

Today curling players can practise indoors in comfortable ice centres, but in the 17th century people could play only in winter when there was real ice on a river or lake. As a result curling turned out to be a very dangerous sport especially in late autumn or early spring. The ice was so thin that it cracked, so that some players fell in cold water and drowned.

Curling players call this sport ‘chess on ice’ because you not only have to be fit and sporty, but also have to be intelligent to choose the best way for your stone. You also have to be sociable to work in a team and cooperate with other team members. It’s a fantastic sport! That is why there appear more and more curling clubs all over the world including Belarus.



2. Read the article again. Choose true sentences.

1. a. People in Europe play curling.
b. People in Europe and America play curling.
2. a. Players use their brooms to throw a stone into the ‘house’.
b. Players use their hands to throw the stone into the ‘cottage’.
3. a. Curling first appeared in a picture.
b. Curling first appeared in a poem.

4. a. Poor people used brooms and stones they bought in a special shop.
b. Poor people used brooms they took from home and stone they found in rivers.
5. It was a dangerous game because
a. people could fall on ice and break a leg or an arm.
b. People could fall in the water and die.
6. Curling is called 'chess on ice' because
a. you have to play alone and think a lot.
b. you have to be clever and get on well with your team partners.
7. a. The the author of the article likes curling.
b. The the author of the article doesn't like curling.

3. Have you ever heard about curling before? Would you like to take up curling? Why? Why not? Make a list of things you *should* do to play curling.

C. GRAMMAR AND VOCABULARY

1. Choose the best variant A, B or C for each gap.

1. If you want to become a ... and be famous you should train a lot every day.
A. champion B. loser C. professional
2. Soccer is the most popular ... sport in the world.
A. group B. team C. friends'
3. Belarusian canoeing team ... a Gold medal in 2008 in Beijing.
A. lost B. gave up C. won
4. I hate ... every morning!
A. do exercise B. doing exercise C. to do exercise
5. A lot of Belarusian sportsmen have broken many world ... in different competitions.
A. records B. games C. champions
6. My parents and I ... swimming in winter and ... badminton in summer.
A. do, play B. play, go C. go, play

7. After my holidays I will ... up jogging and ... up eating so many sweets.
 A. take, give B. start, give C. give, start
8. – I take vitamins to be healthy. – So
 A. do I B. I do C. am I
9. Ben comes from Sweden and that's why he enjoys
 A. skiing B. to ski C. doing skiing
10. It's interesting that all boys in my class ... karate and the girls ... yoga!
 A. do, go B. go, go C. do, do
11. – I've never taken part in any competitions. – ... I.
 A. Neither have I B. So did I C. Neither did I
12. People who want to ... should eat less and exercise more.
 A. keep fit B. become a sport fan C. give up a sport
13. Amanda has never ... any badminton match. She's a real ...
 A. lost, gamer B. lost , professional C. won, professionalism
14. – Tim wants to become an Olympic champion. – ... his brother.
 A. So wants B. Neither wants C. So does
15. Mike is really afraid of ..., he's fallen off his bike and has broken his arm.
 A. cycling B. to cycle C. go cycling

TOWN AND VILLAGE

TEST 5

A. SPEAKING

- 1. Talk to your classmate about the place he / she wants to live in. Ask and answer at least 6 questions. Take turns.**

You may begin your questions with:

Is it situated ...?

Is there / Are there ...?

Where ...?

Why is ...?

Which of the...?

How ...?

2. a) Describe the place you want to live in. Speak about its location, size, streets, buildings, green zones, places of interest, transport, conveniences, people. Give your reasons why it is attractive to people and convenient for living.

b) Listen to your classmates and say if the places they have described will be suitable for you.

B. LISTENING AND SPEAKING

1. You will hear two people talking about town and country life. Read the following sentences and then listen and fill in the missing parts.

1. Cities offer such good things as big department stores, cafes, theatres, cinemas, art galleries, museums, theme parks, ...
2. Life is more ... and never dull in a city.
3. All big cities have problems with
4. And urban garbage – like food, paper, cans – on the ground or in the street makes the city ..., and it spoils the view.
5. People are born for countryside where they can enjoy such simple things as sunlight and

2. Which of the following was not mentioned in the conversation?

1. types of buildings: block of flats – fitness centres – galleries – museums
2. problems: pollution – heavy traffic – crime – rush hours
3. advantages: fresh air – friendly people – quiet life – modern conveniences
4. people: friendly – pleasant – hard-working – hospitable

3. Who in the conversation said the following: a town person (TP) or a village person (VP)?

1. There is far more entertainment in the city than in the country.
2. Life is never dull in the city.
3. Noise pollution is also a big problem.

4. Many people love a busy city life.
5. But annually more and more young people go from the countryside for a better life to the city because it is difficult to find a job in the country.

4. Answer the following questions.

1. What inconveniences of a city life do people suffer from?
2. Why is the life in the city more convenient?
3. Why do people in Europe and America try to live far from big cities?
4. What things do people enjoy living in the country?
5. Where will most of the world population live in future?

5. Which of the statements do you agree with? Explain why.

1. ... by nature man belonged to a city.
2. People are born for the countryside.

C. GRAMMAR AND VOCABULARY

1. Choose the right variant to complete the sentences.

1. Our family live in a *two-storeyed* / *picturesque* house with a white chimney on its roof.
2. There is a *garage* / *balcony* on the first floor of our cottage.
3. Mogilev *was founded* / *was situated* in 1267 on the banks of the river Dnieper.
4. Many ancient houses have been *reconstructed* / *built* this year and a lot of new houses will be built next year.
5. In 1834 the Palace *was destroyed* / *suffered* by fire, but it was restored in the 20th century and now it looks very attractive to visitors.
6. The fitness centre has something for everyone with its swimming pool, high-tech gym, car park and cafeteria and it *is visited* / *has been visited* by thousands of people every month.
7. Only 52 of two *hundred* / *hundreds* of passengers survived in that awful accident.

8. The windows of *skyscrapers* / *cottages* are washed by a robot.
9. The cathedral *was mentioned* / *was situated* near the river bank.
10. They are proud to live in such a (an) *lovely* / *inconvenient* place where people are so friendly and kind-hearted.

FROM AUSTRALIA TO BELARUS

TEST 6

A. SPEAKING

1. You are pleased to meet a girl / a boy from Australia at the international festival. Ask him/ her about the capital, the nature, the climate, the landmarks, the languages, the people of the country.

2. a) You are taking part in the international Geography Olympiad. Get ready to speak about Australia. Do your best. Don't forget to mention:

- the geographical position of the country,
- its flora and fauna,
- the main cities,
- in what way it is divided
- the way the country is governed,
- the things the country produces,
- the places of interest.

b) Listen to your classmates and decide who will be the winners of the Olympiad. Explain why.

B. READING AND SPEAKING

1. Read the article about New Zealand. What are the other names the country? Choose from the names given below.

- A. The Land of the Long White Cloud; B. Aotearoa;
C. The Land Under the White Wings.



New Zealand is a country in the south-western Pacific ocean. The country is the size of Colorado. It is separated from Australia by the Tasman Sea. It consists of two main islands: the South Island, the North Island, and a number of smaller islands. The North Island is long and volcanic in its south central part. This area has many springs and geysers. The South Island has the Southern Alps along its west coast, with Mount Cook the highest point.

The first settlers of New Zealand were Maoris. The Maori named New Zealand Aotearoa, which is usually translated into English as 'The Land of the Long White Cloud'. The Dutch cartographers called the islands Nova Zeelandia, after the Dutch province of Zeeland.

The population of New Zealand, about 4 million people, is mostly of European descent. The official languages are English

and Maori. New Zealand English is close to Australian English in pronunciation.

The climate in the country is mild. Of the main cities, Christchurch is the driest (640 mm of rain per year) and Auckland is the wettest. As grass grows very quickly, the main industry in New Zealand is agriculture, especially cattle farming, marine fishing, fruit production.

Because of its long isolation from the rest of the world, New Zealand has extraordinary flora and fauna. About 80% of the flora in New Zealand occurs only in New Zealand. The varied landscape of New Zealand has made it a popular location for the production of television programmes and films, including 'The Lord of the Rings' and 'The Last Samurai'.

Queen Elizabeth II is the Queen of New Zealand and the Head of state but her position is largely symbolic. The Head of Government is the Prime Minister.

2. Are these statements true or false?

1. New Zealand is bigger than Colorado.
2. It is separated from Australia by the Atlantic ocean.
3. New Zealand is a popular place for film production.
4. The South Island has the mountains along its west coast.
5. There are springs and geysers in the North Island.

3. Choose the best variant A, B or C for each gap.

1. The first settlers of New Zealand were
A. Maories B. the Dutch C. the English
2. New Zealand English is close to ... English in pronunciation.
A. American B. Australian C. Maori
3. About ... of flora in New Zealand occurs only in New Zealand.
A. 18% B. 8% C. 80%
4. New Zealand consists of two main
A. territories B. states C. islands

5. The main cities of New Zealand are
A. Sydney and Canberra B. Christchurch and Auckland
C. Melbourne and Perth

4. Answer the questions below.

1. Where is New Zealand situated?
2. What is the population of the country?
3. What are the official languages in New Zealand?
4. What are the main industries in New Zealand?
5. Who is the Head of state?

5. Prove the following statement (5–6 sentences).

New Zealand is worth visiting.

C. GRAMMAR AND VOCABULARY

1. Complete the sentences with *if* or *when*.

1. He will be a traveller ... he grows up.
2. What will you be ... you are 20?
3. ... they have a holiday, they will go for a walk along the beach.
4. I will read Maori legends ... I want to know more about their culture.
5. ... she goes to New Zealand, she will learn the Maori language.

2. What will you do if you have the following problems?

Example: You are tired. – If I am tired, I will take a shower.

1. You are airsick.
2. You don't speak English very well.
3. You are late for the flight.
4. You want to help endangered animals.
5. You can't see anything from your aisle seat.

3. Choose a word from the box to complete each sentence.

landscape, cattle, central, state, marine

1. New Zealand is famous for the beauty of its
2. The main industry of the country is agriculture, especially cattle farming, ... fishing, fruit production.
3. Queen Elizabeth II is the Queen of New Zealand and the Head of
4. Cows and bulls especially are kept on farms for milk or meat and are called
5. The island is volcanic in its south ... part.

TAPESCRIPTS

TEST 1 (p. 116)

Pr = Presenter, D = Dino Jelusic

Pr: Hi, everyone. This is Radio Star and here today we have the first winner of Eurovision Song Contest for Kids in 2003 Dino Jelusic. Hi, Dino!

D: Hi, Nick! And hello to everyone from Croatia!

Pr: Croatia??? But I've heard that you've moved from Croatia to Australia, isn't it right?

D: Well, I used to live in Croatia before, but last year I thought it was a good idea to change something in my life. And I took some exams and entered a musical college in Australia.

Pr: Wow! So now you are going to be a professional musician!

D: That's right! I really like my college. I've already learnt so many things there. For example that it's important not only to sing well, but also to look like a real professional. You need to look handsome, neat and fit, so that people like you and start listening to your songs.

Pr: So you mean it's important to be beautiful both inside and outside?

D: That's right!

Pr: Great! So tell us if there were any other changes in your life after you won in 2003?

D: Well, the first and the most important is that I used to dream of becoming a designer, but now I'm sure I want to be a singer and a musical producer. Also before 2003 I used to sing alone, but right after the contest my friends and I started a music band, where I now sing and play the keyboards. And, of course, I look different these days. I used to look like my brother. I used to have dark wavy hair and I was really short. But now I'm tall and my hair is straight and not as dark as it used to be.

Pr: Yes, I can see that you look really different. And what about your family? Do they help you in your career?

D: Oh, my mum and dad say if I have a good character it doesn't matter what job I choose. And my little sister dreams of becoming a singer, too. So she practises a lot and is always fishing for my compliment when I come home on holidays!

Pr: Thanks, Dino, and now let's listen to your song and ...

TEST 3 (p. 121)

H = Host, S1 = Speaker 1, S2 = Speaker 2, S3 = Speaker 3

H: Good evening everybody! Here's Jenny Chatterbox and our radio show 'Let's Chat'! And today we'll talk about people we enjoy spending time with, people we usually share our secrets with, we'll talk about our best friends. Do you have a lot of friends? Do you have an unusual friend? Is it difficult for you to find a true friend? Phone us and tell your story! And here's the first call! Hello! What's your name?

S1: Hello! I'm Oscar. And ... well, I've got a lot of friends, and I chat with them and we get on really well, but ... I don't see them very often, well, I don't see them at all!

H: What do you mean?

S1: Mm, I met them on the Internet and we see each other only there. I've never met them in real life! You know, they are nice and funny, and we have a lot in common, but I'm afraid that in real life they are different! So I never go to the cinema or café with them.

H: How many 'computer' friends do you have?

S1: More than ten, well, they are those friends who I talk to every day. I feel quite happy about this situation, I can make friends easily, and I don't have to do much, go somewhere... I can just sit with my computer and find real people who have the same interests. Yes, have I mentioned I have some friends from other countries: from Poland, Belarus, Romania...

H: Great story! Thank you, Oscar! Hope you'll have a chance to meet your on-line friends one day! Bye, Oscar! And we have the second caller... Hi there!

S2: Hi, I'm Angelina! I'm 12 and I have a lot of friends at school, but I want to tell you about my special friend. It's my sister, well, to be exact, she is my twin sister!

H: Really!? That's very unusual!

S2: Yes! I know. A lot of my classmates have brothers or sisters, but they don't get on well, they say their sisters call them names and don't give them a hand in a difficult situation! My sister Kathy is different. She's talkative and active. I share good and bad times with her. I'm a bit shy and my sister always helps me to feel more confident. I've never had a better friend! And we often have a lot of fun when people try to understand who is Kathy and who's Angelina!

H: Wonderful! Good luck to you and your sister! And hello to our next caller! Hello!

S3: Hello! Is it 'Let's Chat'?

H: Yes! And you are...?

S3: Josh, Josh Nolen. And I think it's silly to say that you have a lot of friends! It's impossible!!!

H: Well, how many friends do you have?

S3: One, of course! It's Andy, he lives next door. We've been friends for more than 10 years. He's clever and serious like me! We both like Maths and Science. I can share my ideas with him and make experiments together. After school we want to be scientists!

H: Cool! Thank you Josh for being so honest! And we're waiting for more of your calls and for more stories.

TEST 5 (p. 129)

S1 = Speaker 1, S2 = Speaker 2

S1: If I could choose where to live I would have the best of both places as each of them has its own advantages to say nothing of disadvantages. But life in a modern city is much easier than in the country and has more entertainment. Cities offer such good things as big department stores, cafes, theatres, cinemas, art galleries, museums, theme parks, exhibition and fit-

ness centres. Life is more convenient and never dull in a city; people always have something to do there. In 330 BC Aristotle wrote that by nature man belonged to a city. Many people love the busy city life. It is enough for them to go to the countryside at the week-ends. They easily adapt to various inconveniences of a city life and ready to suffer from noise, traffic and pollution.

S2: Oh yes, that's absolutely right. All big cities have problems with air pollution. Noise pollution is also a problem. And urban garbage – like food, paper, cans – on the ground or in the street makes the city look dirty, and it spoils the view. And rush hours with crowded streets, packed trains, full buses that happen twice a day. Life is not quiet in the cities, it causes stresses and heart attacks. Everyone who cares about health tries to move out from the city. Most people in Europe and America try to live in non-industrial areas far from big cities because they don't want to be killed by pollution and traffic.

S1: But annually more and more young people go from the countryside for a better life in a city because it is difficult to find a job there.

S2: This problem can be solved. Nowadays we can witness the revival of many villages. People are born for countryside where they can enjoy such simple things as sunlight and fresh air. Those who like to be close to nature and want to live with friendly, pleasant, hard-working people choose the country.

S1: Sure, all you say is true but scientists consider that future belongs to cities and towns and in the middle of this century 84% of the population in the world will live in cities and towns.

CLASS 8

ABOUT THE UK AND BELARUS

Test 1.1

A. SPEAKING

1. Have an interview with a British student in Belarus. Work in pairs.

Student 1: Your British friend is visiting you in Belarus. He / She presents his / her country at a meeting in your school. Ask him / her minimum six different questions about the UK (geographical position, what countries it is made up of, nature and landscape, places to visit, people and languages).

Student 2: You are visiting your Belarusian friend, and you have come to his / her school. The school students ask you questions about your country. Answer their questions.

2. Speak about the places of natural beauty. Work in pairs.

Student 1:

Advise your Belarusian friend to see two interesting places of natural beauty in Britain.



Plains



the Grampian mountains



valleys



the Cheviot Hills



Ben Nevis



Lough Neagh

Student 2:

Listen to your friend, choose the place that you liked more and ask additional questions (how far it is, how you can get there, when you can go).

3. Students take part in a trivia quiz 'What do you remember about the UK?' They work in pairs.

Student 1:

Give general information about the UK, but make two mistakes for your groupmate to notice and correct them:

- Official name of the country
- UK countries and their national symbols
- Head of state
- Head of the government
- Area of the country
- Population
- Languages
- Capital
- The largest cities

Student 2:

Listen to your groupmate and spot two mistakes in his / her talk about the UK.

**4. What geographical facts about the UK do you remember?
Students speak in pairs, taking turns.**

Students 1 and 2:

Look at the map of the UK and speak about the geography and landscape of the UK. Who remembers more facts?



B. LISTENING AND SPEAKING

1. Listen to the talk and answer:

1. What's the girl's name?
2. What's her hometown?
3. What does she think about it?

2. Number in which order she speaks about these places:

Example: 1 – D, 2 – ...



A. the Bristol
Suspension Bridge



B. Bath



C. the Downs



D. Bristol



E. the Avon Gorge



F. London

3. Choose the correct option.

1. Bristol is situated in a very picturesque place ...
a) near London. b) near Bath.
2. Bristol's got a lot of ...
a) landscaped gardens. b) big green areas.

3. Bristol's got a place called the Downs, which is ...
 a) a big wide area with lots of grass and trees.
 b) her favourite park.
4. The Bristol Suspension Bridge is ...
 a) in the Downs. b) in the Avon Gorge.
5. The Avon Gorge is in the middle of ...
 a) the city. b) the mountains.
6. The Avon Gorge is ...
 a) nature's work. b) built by man.

4. Answer the questions.

1. Why does the girl like Bristol?
2. What do people usually do in the Downs?
3. What happened to the Avon Gorge in the 18th and 19th centuries?

5. Read the extract and answer: What place are the legends about?

And there are a few legends about this place. The legend of the two giants, one named Goram and the other called either Vincent or Ghyston, has several versions – that they wanted to make a place for the animals to drink; that they were fighting for the love of a beautiful lady, called Avona; ... or that they were giant brothers, who had nothing else to do and decided to make the gorge and surprise all the people who would ever see the place. There is a sad end to each version. Usually one of the giants dies from some accident, and the other one dies because of unhappiness.

C. GRAMMAR AND VOCABULARY

1. Choose the correct sentence.

1. a. Belarus borders with five countries.
 b. Belarus borders on five countries.

2. a. Railway lines links Minsk with lots of cities and countries.
b. Railway lines link Minsk with lots of cities and countries.
3. a. The US makes up 50 states.
b. The US is made up of 50 states.
4. a. Brest region is in the south-west of Minsk region.
b. Brest region is to the south-west of Minsk region.
5. a. You should to see as many countries as you can.
b. You should see as many countries as you can.
6. a. The area of Belarus is nearly as large as the area of the UK.
b. The area of Belarus is nearly so large as the area of the UK.
7. a. You ought read more about this interesting island.
b. You ought to read more about this interesting island.
8. a. An island is dry land surrounded with water.
b. An island is dry land surrounded by water.
9. a. Lake Baikal's deep is really amazing.
b. Lake Baikal's depth is really amazing.
10. a. What places of interest you recommend me to see in Canada?
b. What places of interest do you recommend me to see in Canada?

Test 1.2

A. SPEAKING

1. Have an interview with a Belarusian student in Britain. Work in pairs.

Student 1: Your Belarusian friend is visiting you in Britain. He / She presents his / her country at a meeting in your school. Ask him / her minimum six different questions about Belarus (geographical position, what regions it is made up of, nature and landscape, places to visit, people and languages).

Student 2: You are visiting your British friend, and you have come to his / her school. The school students ask you questions about your country. Answer their questions.

2. Speak about the places of natural beauty. Work in pairs.

Student 1:

Advise your British friend to see two interesting places of natural beauty in Belarus.



The Pripyat marshes



Lake Naroch



the Dnieper



Belovezhskaya Pushcha

Student 2:

Listen to your friend, choose the place that you liked more and ask additional questions (how far it is, how you can get there, when you can go).

3. Students take part in a trivia quiz ‘What do you remember about Belarus?’ They work in pairs.

Student 1:

Give general information about Belarus, but make two mistakes for your groupmate to notice and correct them:

- Official name of the country

- National symbols
- Head of state
- Head of the government
- Area of the country
- Population
- Languages
- Capital
- The largest cities

Student 2:

Listen to your groupmate and spot two mistakes in his / her talk about Belarus.

4. What geographical facts about Belarus do you remember?
Students speak in pairs, taking turns.

Student 1 and 2:

Look at the map of Belarus and speak about the geography and landscape of the country. Who remembers more facts?



B. LISTENING AND SPEAKING

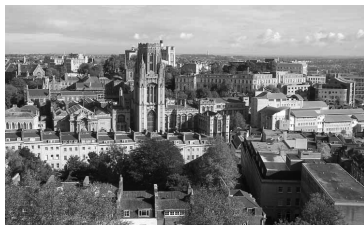
1. Listen to the talk and give it a title.

2. Number in which order she speaks about these places:

Example: 1 – B, 2 – ...



A. Bath



B. Bristol



C. the Bristol
Suspension Bridge



D. the Downs



E. the Avon Gorge



F. London

3. Choose the correct option.

1. Bristol is situated in a very picturesque place ...
a) near a famous old Roman town. b) near the capital.
2. Bristol's got a lot of big green areas with ...
a) children's playgrounds, landscaped gardens, tennis courts and places to sit in some larger ones.
b) children's playgrounds, landscaped gardens, tennis courts and places to sit in all of them.
3. Bristol's got a place called the Downs, which is ...
a) her favourite park.
b) her favourite big wide area with lots of grass and trees.
4. The Bristol Suspension Bridge is ...
a) the only suspension bridge ever built.
b) the first suspension bridge ever built.
5. There are a few legends about the Avon Gorge and there is ...
a) a sad end to each version.
b) a happy end to each version.
6. People took stone out of the gorge to build roads ...
a) in the 19th century. b) in the 18th and 19th centuries.

4. Answer the questions.

1. What's there in the green areas of Bristol?
2. What is a real landmark in Bristol?
3. What does the Avon Gorge look like today?

5. Read the extract and answer: What is the place called?

It's not exactly a park. Actually, it's just a big wide area of greenery with lots of grass and trees, where you can play football. I mean there are football matches sort of every week. You can go fly your model planes. You can take your children there. And that joins on to the Avon Gorge, which is where the Bristol Suspension Bridge is, which is very famous, because, I think, it's the first suspension bridge ever built.

C. GRAMMAR AND VOCABULARY

1. Choose the correct sentence.

1. a. Canada makes up ten large provinces.
b. Canada is made up of ten large provinces.
2. a. Numerous roads link Minsk with lots of cities, towns and villages.
b. Numerous roads links Minsk with lots of cities, towns and villages.
3. a. The UK borders with one country.
b. The UK borders on one country.
4. a. The longest UK's river is twice as long as that in Belarus.
b. The longest river in Belarus is twice as long as that in the UK.
5. a. Wales is to the west of England.
b. Wales is in the west of England.
6. a. You ought learn more about the geography of different countries.
b. You ought to learn more about the geography of different countries.
7. a. You should travel to as many countries as you can.
b. You should to travel to as many countries as you can.
8. a. The British Isles are surrounded with four seas.
b. The British Isles are surrounded by four seas.
9. a. What landmarks you recommend me to see in Russia?
b. What landmarks do you recommend me to see in Russia?
10. a. The Amazon's width is really amazing.
b. The Amazon's wide is really amazing.

SCHOOL TRADITIONS

TEST 2

A. SPEAKING

1. Two students meet at school. One of them is new to the school.

a) *Student 1:*

Your teacher asked you to tell him / her about your school.
Answer his / her questions.

Student 2:

You are a new student. Ask your new classmate about the school. Use the box below to help you.

- Ask your classmate about things you need or don't need at school.
- Ask about the things that your classmate likes or dislikes about his / her school.
- Ask about clubs and societies you can join in your new school.
- Ask about school lunches.

b) *Student 1* and *Student 2* – exchange your roles.

2. You are taking part in a TV programme about the best schools in your region.

Student:

Speak about your school:

- Your school facilities and your favourite place at school.
- The clubs and societies students can join in your school.
- The traditions of your school.
- The teachers and students.

Class:

Listen to a few classmates and vote for the most interesting participant in the programme.

3. Take part in a meeting.

Student:

You are a headmaster of a school. You meet students and their parents who are choosing a school. Speak about the aims of your school, school rules, out-of-class activities and traditions.

Class:

Listen to a few classmates and choose the best school.

Test 2.1

B. READING AND SPEAKING

1. Read the article about one of schools in London. Why does the author think that this school is special? Choose one option.

- A. This school is the oldest school in London.
- B. This school was the school where a famous person studied.
- C. This school has a lot of unusual traditions.

1. Have you ever heard of Hogwarts? I'm sure you have as it is one of the most famous British schools in the world where Harry Potter and his friends studied magic.



Look at the boys in the picture. They don't go to Hogwarts, but their school is very special, too. It's the school where Harry Potter really appeared every day. Well, of course it wasn't Harry Potter, but a well-known British actor Daniel Radcliffe. The name of this

school is City of London School and you can find it in the very heart of London.

2. The history of the school goes back to the 15th century. At that time it was situated in a different place, but in some time it outgrew the building and was moved to Queen Victoria Street in 1883. The new building was opened by the Prince of Wales, (the future king Edward VII).

3. Today City of London School gives excellent education to about 900 boys aged 10 to 18 and prepares the boys for life in modern facilities. Most of the pupils enter at age 11. The headmaster David Levin says that the aim of the school is to help the students become independent and confident in their thoughts and actions.



in a swimming pool. Outside the school building the children can find football pitches, tennis courts and running tracks. Inside you can spend time in a library, music practice rooms or in a drama studio.

5. One of school traditions is wearing school uniform which is a red blazer with black stripes, a white shirt and a school tie (black with red stripes). There're other unusual school traditions. For example, every year the student of City of London School visit ill children in hospitals. They make special presents for them and also sing and dance for them in a special Christmas concert.



4. The school boys don't only go to usual classes such as Biology, Chemistry, Physics, Mathematics, English Literature and English. They can choose a lot of various extra activities. They can practise sports inside the school in a large sports gym or three squash courts or



2. Match each paragraph with one of the headings below.

- A. In-class and out-of-class activities.
- B. Harry Potter's real school.
- C. School traditions.
- D. City of London School today.
- E. City of London School History.

3. Mark the sentences below as true or false.

- A. Harry Potter studied magic in City of London School.
- B. City of London School is in the city centre.
- C. The school moved to a new building because Queen Victoria didn't like the old one.
- D. You can go to City of London School when you are 11.
- E. This school helps the students to become famous.
- F. In City of London School you can play football and go swimming.
- G. The most unusual school tradition is wearing a black and red tie.

4. Read aloud the paragraph which answers the question:

What out-of-class activities can you take part in at this school?

5. What do you like about this school? Is there anything you dislike about it?

C. GRAMMAR AND VOCABULARY

1. Choose either infinitive or gerund.

- 1. I want *to join* / *joining* one of the clubs at our school.
- 2. She's fond of *dancing* / *dance* modern dances.
- 3. Can you teach me *working* / *to work* in the photoshop in your computer club?

4. Children enjoy *to play* / *playing* ball games during the break at school.
5. My younger brother is very good at *solving* / *solve* maths problems.
6. I would like *to take part* / *taking part* in our school drama club.
7. I'm interested in *watching* / *watch* ice-hockey.

2. Write the infinitives *with* or *without to*.

1. There are a lot of out-of-class activities at our school. You can ... join any club.
2. Our school library helps ... enrich our knowledge in all subjects.
3. I think everybody should ... join a club – it will make school years more interesting.
4. I would like ... spend some time in the chemistry laboratory. I have to conduct an experiment.
5. I must ... spend more time on doing homework.

3. Write if 'need' is the modal or the main verb.

1. You needn't come so early.
2. Today students don't need to bring anything to the class.
3. Everybody needs to work hard to achieve their aims (достигать цели).
4. Our school has the best facilities. Need I say more?
5. Do I need to wear any special clothes for this activity?

Test 2.2

B. READING AND SPEAKING

1. Read the article about one of schools in London. Why does the author think that this school is special? Choose one option.

- A. This school has a lot of interesting traditions.

- B. This school is one of the best schools in London.
C. This school is famous in the whole world.



1. Have you ever heard of Hogwarts? I'm sure you have as it is one of the most famous British schools in the world where Harry Potter and his friends studied magic.

Look at the boys in the picture. They don't go to Hogwarts, but their school is very special, too. It's the school where Harry Potter really appeared every day. Well, of course it wasn't Harry Potter, but a well-known British actor Daniel Radcliffe. The name of this school is City of London School and you can find it in the very heart of London.

2. The history of the school goes back to the 15th century. At that time it was situated in a different place, but in some time it outgrew the building and was moved to Queen Victoria Street in 1883. The new building was opened by the Prince of Wales, (the future king Edward VII).



3. Today City of London School gives excellent education to about 900 boys aged 10 to 18 and prepares the boys for life in modern facilities. Most of the pupils enter at age 11. The headmaster David Levin says that the aim of the school is to help the students become independent and confident in their thoughts and actions.



4. The school boys don't only go to usual classes such as Biology, Chemistry, Physics, Mathematics, English Literature and English. They can choose a lot of various extra activities. They can practise sports inside

the school in a large sports gym or three squash courts or in a swimming pool. Outside the school building the children can find football pitches, tennis courts and running tracks. Inside you can spend time in a library, music practice rooms or in a drama studio.



5. One of school traditions is wearing school uniform which is a red blazer with black stripes, a white shirt and a school tie (black with red stripes). There're other unusual school traditions. For example, every year the student of City of London School visit ill children in hospitals. They make special presents for them and also sing and dance for them in a special Christmas concert.

2. Match each paragraph with one of the headings below.

- A. City of London School today.
- B. Harry Potter's real school.
- C. In-class and out-of-class activities.
- D. City of London School History.
- E. School traditions.

3. Mark the sentences below as true or false.

- A. City of London School is in the city centre.
- B. You can go to City of London School when you are 11.
- C. Harry Potter studied magic in City of London School.
- D. The school moved to a new building because Queen Victoria didn't like the old one.
- E. This school helps the students to become famous.
- F. The most unusual school tradition is wearing a black and red tie.
- G. In City of London School you can play football and go swimming.

4. Read aloud the paragraph which answers the question:

What are the school's traditions?

5. Would like to be a student of this school? Why or why not?

C. GRAMMAR AND VOCABULARY

1. Choose either infinitive or gerund.

1. I think she is very good at *dance* / *dancing* ballet.
2. My friend is fond of *playing* / *play* basketball.
3. Can you teach me *making* / *to make* web pages in your computer club?
4. Usually a lot of school students want *to join* / *joining* one of the clubs at our school.
5. I'm interested in *learn* / *learning* to use my new mobile phone.
6. We would like *to get* / *getting* a good command of English, because it is an international language.
7. My classmates usually enjoy *doing* / *to do* projects in English.

2. Write the verbs *with* or *without to*.

1. I must ... do my homework every day. It will help me ... be a better student.
2. Our physics laboratory helps ... conduct interesting experiments.
3. I would like ... spend more time in the library. I have to carry out a project in history.
4. There are a lot of out-of-class activities at our school, but I want ... join a photography club.
5. I think you should ... search for information on the Internet – it will give you more opportunities.

3. Write if 'need' is the modal or the main verb.

1. We need new equipment for our school gym.

2. Our school is very well-equipped. Need I give more arguments?
3. You needn't bring anything to our club meeting.
4. Do you need to be very skillful to dance beautifully?
5. Students need to work hard to get good marks.

FOOD

Test 3.1

A. SPEAKING

1. Work in pairs. Imagine you are staying at your host family in Belarus.

Student 1: ask a member of your host family about

- their breakfast
- a traditional Belarusian dinner
- the food they like and dislike
- school lunches
- eating out

Student 2: answer your guest's questions.

2. You are going to have a party in Belarus.

Student 1: tell your friend

• which dishes you would like to have on your party menu and why

- which dishes you are going to cook yourself
- describe the way you will cook the dish.

Student 2: Listen to your friend and say which ideas you like most.

B. LISTENING AND SPEAKING

1. Listen to the radio programme and say what it is about, using 1–3 sentences.



Sushi



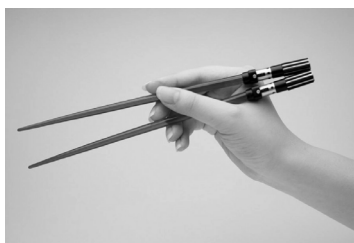
Tempura



Soybeans



Tōfu



Chopsticks

2. What was not mentioned in the conversation?

1. bread, eggs, tea, cereals;
2. sushi, tempura, green beans, tōfu;
3. Russian, Chinese, Japanese, Western cooking;
4. a knife, a fork, a bowl, chopsticks.

3. Give full answers to the following 'Yes / No' questions.

1. Have the Japanese eating habits changed much?
2. Does a typical Japanese dinner consist of hamburgers, curry and rice?
3. Do the Japanese eat sushi every day?
4. Do Japanese children prefer western food?
5. Do Japanese people always eat with chopsticks?

4. Speak about Japanese eating habits. Complete the sentences using the information you have learnt.

1. For breakfast many Japanese people eat
2. It is a fact that many Japanese feel like eating
3. Sushi, raw fish, is
4. In the eyes of foreigners, sushi and tempura may be
5. Many young people are not able to hold chopsticks properly because

5. Say if you have ever tried Japanese food. Compare Belarusian and Japanese eating habits.

C. GRAMMAR AND VOCABULARY

1. Match the sentences (1–5) with the answers (a–e).

1. Would you like bangers and mash?
2. Have a sandwich.
3. Do you like fish and chips?
4. What is for dinner today?
5. Have you ever tried Irish stew?

- a. I have already had some.
- b. Yes, I have.
- c. I'd love chop and boiled potatoes instead.
- d. No, I love fish fingers.
- e. Roast chicken and vegetables, sweet pepper and tomato salad, pudding for dessert.

2. Correct one mistake in each sentence below.

1. Dinner they gave us yesterday was delicious.
2. The lunch consisted of two sandwiches and cup of coffee.
3. I advise you light supper.
4. My sister and I normally cook breakfast yourself.
5. Can they fry potatoes ourselves?

Test 3.2

A. SPEAKING

1. Work in pairs. Imagine you are staying at your host family in Britain.

Student 1: ask a member of your host family about

- their breakfast
- a traditional British dinner
- the food they like and dislike
- school lunches
- eating out

Student 2: answer your guest's questions.

2. You are going to have a party in Britain.

Student 1: tell your friend

- which dishes you would like to have on your party menu and why
- which dishes you are going to cook yourself
- describe the way you will cook the dish.

Student 2: Listen to your friend and say which ideas you like most.

B. LISTENING AND SPEAKING

1. Listen to the radio programme and say what it is about, using 1–3 sentences.



Sushi



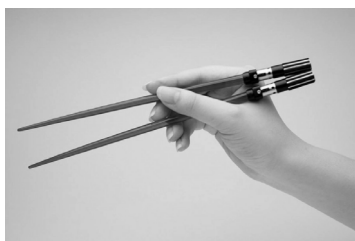
Tempura



Soybeans



Tōfu



Chopsticks

2. What was not mentioned in the conversation?

1. bread, pan cakes, eggs, milk;
2. sushi, noodles, vegetable soup, tōfu;
3. American, Chinese, Japanese, Western cooking;
4. a knife, a fork, a spoon, chopsticks.

3. Give full answers to the following 'Yes / No' questions.

1. Did Japanese people use to eat bread?
2. Do Japanese children prefer traditional Japanese dishes?
3. Are hamburgers, spaghetti, curry and rice favourite dishes in restaurants nowadays?
4. Is it difficult to learn to eat with chopsticks?
5. Is sushi often eaten at home?

4. Speak about Japanese eating habits. Complete the sentences using the information you have learnt.

1. A typical dinner consists of rice, soup and
2. Sushi and tempura may be typical Japanese dishes, but
3. Tōfu is made of soybeans and rich in
4. Many people are used to eating food with a knife and fork nowadays, but
5. For some people it takes a lot of time and effort to

5. Say if you have ever eaten sushi. Compare Belarusian and Japanese food.

C. GRAMMAR AND VOCABULARY

1. Match the sentences (1–5) with the answers (a–e).

1. Would you like some gravy?
2. Have a piece of toast with jam.
3. What would you recommend me to try?
4. What do you usually have for breakfast?
5. Have you ever eaten tempura?

- a. I've already had some.
- b. No, I haven't.
- c. Just a cup of tea and a sandwich.
- d. No, thanks. I hate it.
- e. Yorkshire pudding will be a nice choice.

2. Correct one mistake in each sentence below.

1. The lunch is the meal eaten in the middle of the day.
2. Her breakfast is usually consists of cornflakes with milk, toast with marmalade and a cup of tea.
3. I never eat bread at supper.
4. My granny knows many different receipts.
5. Can you cook goulash ourselves?

MONEY

TEST 4

A. SPEAKING

1. How can you buy an expensive thing?

Student 1:

You are talking to your brother or sister. Advise him / her how he/she can save money to buy a good thing. Use the clues:

- waste money
- spend money
- cut down expenses
- can't afford
- (not) borrow money
- earn money

Student 2:

Listen and say which pieces of advice you agree with.

2. Should children be given pocket money?

Students 1 and 2:

You are two parents discussing whether to give or not to give their children pocket money. Decide

- how much money you should give to your child;
- whether you should ask your child what he is going to buy with the money;
- whether you should control your child's expenses.

Class:

Listen to a few talks and decide whose ideas you like most.

3. How can you get money for a present?

Student 1 and 2:

You are a brother and a sister. It's your mum's birthday soon. Together decide what present you will buy. Discuss how much money you need and how you can save this money.

Class:

Listen to a few talks and decide whose ideas you like most.

Test 4.1

B. LISTENING AND SPEAKING

1. Listen to a radio programme with Nigel Todfrey, the author of the book 'Kid's Money'. What is the main idea of his talk with a journalist?

1. It's important to give children money.
2. It's important to teach children to be clever with money.
3. It's important to control your child's expenses.

2. Listen and write the numbers of the three ideas about money Nigel mentions. There are two extra ideas.

1. Children should understand that money is difficult to get.
2. Children should know where their parents get money.
3. Children can get money for doing chores.

4. Children should know how to pay in the shop.
5. Children should learn to control their expenses.

3. One of the listeners was taking notes of Nigel's recommendations. Listen again and fill in the missing words.

1. Explain that money doesn't grow on
2. Teach a kid to ... the money he has.
3. Teach a child to be ... for his money and to control his
4. Playing some board ... like 'Monopoly' can help.
5. Take a kid to the shop, explain he has a sum of money he can ... today or ... up and get something more expensive next time.

4. Read aloud the following extract and say which question it answers.

1. Why did you write the book 'Kid's Money'?
2. Where do I start when I want to teach my kid how to manage money?
3. Is it really so important to talk to your children about money?

I'm absolutely sure we should talk and teach our kids successful money management. Remember saving and spending money for the first time! I think you had hundreds of questions to ask and who could help you? School? Friends? TV? Most of us learnt from our own mistakes. That's why I've decided to write a book and help people.

5. Look at the ideas of Nigel Todfrey (ex. 3). Which of them do you agree with? Explain one of his ideas.

C. GRAMMAR AND VOCABULARY

1. Write out the correct option.

1. Luc *has saved* / *has been saving* money to buy a new bike, but he *hasn't got* / *has been getting* enough yet.

2. *I've never paid / I've never been paying* by credit card in the supermarket.
3. Angie *has been wasting / has wasted* her parents' money for a long time, so now she can't make the ends *meet / cross*.
4. Fred has to *sell / buy* his house now because he *hasn't cut down / hasn't been cutting down* his expenses.
5. Rachel can't afford going on this trip so she decided to *lend / borrow* some money from her grandparents.
6. Have you ever *spent / been spending* money on charity?
7. Kim thinks that *the rich / rich* should help *the poor people / the poor* by giving them credits.
8. She can't afford anything at the moment, because she *has been spending / has spent* money on expensive clothes for a long time.

Test 4.2

B. LISTENING AND SPEAKING

1. Listen to a radio programme with Nigel Todfrey, the author of the book 'Kid's Money'. What is the main idea of his talk with a journalist?

1. It's important to teach children to earn money.
2. It's important to teach children to save up money.
3. It's important to teach children money management.

2. Listen and write the numbers of the three ideas about money Nigel mentions. There are two extra ideas.

1. Children should know how their parents earn money.
2. Children should understand that money isn't easy to earn.
3. Children should know how to pay in the shop.
4. Children should learn to budget their money.
5. Children can get money for doing chores.

3. One of the listeners was taking notes of Nigel's recommendations. Listen again and fill in the missing words.

1. Explain that money doesn't grow on
2. Teach a kid to ... the money he has.
3. Teach a child to be ... for his money and to control his
4. Playing some board ... like 'Monopoly' can help.
5. Take a kid to the shop, explain he has a sum of money he can ... today or ... up and get something more expensive next time.

4. Read aloud the following extract and say which question it answers.

1. How can we teach our child to pay money in the shop?
2. What's an important thing if we want to teach our child to manage money?
3. How can we teach our kid to save money?

The third and the last and maybe the most important. Teach your child to be responsible for his money and to control his expenses. Give him some pocket money. Take your kid to the shop with you, explain that he has a sum of money he can spend today or save up and get something more expensive next time. First your child will spend everything and buy a real waste, but don't worry, be patient and he'll learn to cut down his expenses! That's for sure!

5. Look at the ideas of Nigel Todfrey (ex. 3). Which of them do you agree with? Explain one of his ideas.

C. GRAMMAR AND VOCABULARY

1. Write out the correct option.

1. My friend *has been buying* / *has bought* a lot of things recently, so now she can't make the ends *cross* / *meet*.
2. Jeff *has been saving* / *has saved* money to buy a new car, but he *hasn't got* / *has been getting* enough yet.

3. *I've never used / I've never been using* a credit card, so I need your help.
4. Dennis *has wasted / has been wasting* money, so now he has to *buy / sell* his car.
5. She *hasn't cut down / hasn't been cutting down* her expenses for a long time, no wonder she can't afford a new computer.
6. I think that *the rich people / rich people* should help *the poor / the poor people* by giving them work.
7. Have you ever *thought / been thinking* you should spend some money on charity?
8. Mike can't afford buying a new computer, so he decided to *lend / borrow* some money from his parents.

CUSTOMS AND TRADITIONS

TEST 5

A. SPEAKING

1. Take part in a TV programme about special days celebrated in the UK.

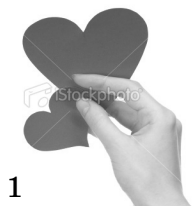
Student:

Choose one series of pictures and speak about the special day.

Class:

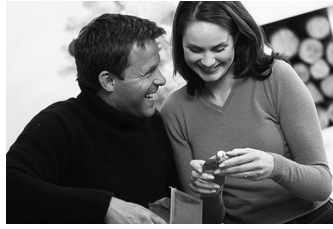
Listen to a few students and express your opinion about the presentations.

A.





4



5

B.



1



2



4



3



5

C.



1



2

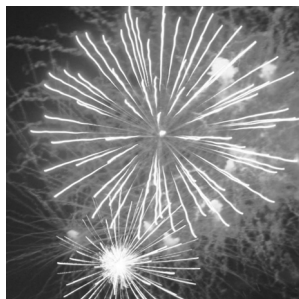


3

4



5



2. Speak about celebrating special days in Belarus.

Student:

Choose one of the special days, celebrated in Belarus (New Year, St. Valentine's Day, Easter, Victory Day, Independence Day, Mother's day) and speak about it without naming it.

Class:

Listen to your classmate and guess what special day it is.

3. Talk to a friend about your favourite holiday. Work in pairs.

Student 1:

You are from Britain. Ask your Belarusian friend about his / her favourite holiday. Ask

- what holidays people celebrate in Belarus;
- what his / her favourite holiday is;
- when and where it is celebrated;
- how it is celebrated.

Student 2:

You are from Belarus. Answer your British friend's questions.

Test 5.1

B. READING AND SPEAKING

1. Read and answer: How do they celebrate Thanksgiving Day (День Благодарения) in the US? Write 2 sentences.

My Wonderful Thanksgiving (after Christina Ledzion)

Dear Diary, it's the first of November. Mom and Dad want me to think of what I am thankful (благодарна) for and then share it with my family at our huge Thanksgiving dinner.

EVERYONE will be there. My Uncle John and Aunt Kim will come up from New York with my Cousin Anthony. And my Uncle Ken and Aunt Mary-Ellen will be here with my Cousin Megan from Texas, and, gosh, everyone in my family will be there!

Well I should go. I'll write more next week, and tell you what I have put on my 'I'm thankful for' list.

'Chloe, darling, time for dinner,' Mom said with a big shout.

'Ok. Be there in a second.' As I hid my dairy in my desk I could smell (чувствовать запах) the pizza from the kitchen.

I ran downstairs and took my seat next to my elder Brother Steven who is 16, and my little Sister Briana who is 10. Oh yeah, and me. I'm Chloe Tiver and I'm 13 years old.

'It's time for a family meeting,' my Mom said. She loves family meetings, she says she doesn't talk to us enough.

'I'm just here for the pizza, Mom, so I'll leave now,' Steven said. 'Can I leave? I'd like to play 'Kingdom Hearts' ('Сердца королевства').'

'NO, YOU MAY NOT, YOUNG MAN! WE NEVER GET TO SPEND ANY TIME WITH ONE ANOTHER!' Then she started crying as she ran up the stairs.

'Steven, Chloe, go upstairs,' said Dad. 'And, Steven, no more games for a week, and, Chloe, you, can't come out of your room till we know what you're thankful for. Write it on a piece of paper and give it to me when you've finished.'

'Dad, she will never make a better list that I made last year. Right?'

'Son, how can you be so sure? Try to be a quiet boy. Now both of you, go to your rooms and we will call you down for pizza when we start to feel sorry for you.'

My Brother and I ran up the stairs very fast. My Brother then closed his door, very upset (расстроенный) that he couldn't play his new game.

I knew that I could be in my bedroom until tomorrow. So I got out a piece of paper, and sat at my desk thinking. 'If I could say what I am really thankful for, it's a phone in my room and a satellite dish connected to the TV in my room. Oh, that will warm my relatives' heart and soul (душа).'

I started drawing pictures of hearts, and then I thought to myself: 'What do I have that other people don't?' And that's how I got this poem:

What are you thankful for?

When I'm asked the question 'What are you thankful for?', what do I say?

I say that I'm thankful for a roof (крыша) over my head every day,

And for my great parents who show their love and how to pray (молиться),

For my friends who show me a whole new world and how to play,

And for the teacher who shows me how to make different things out of clay (из глины),

And that is how I learned it all . . . Day by Day.

Dear Diary, when I read my poem at our Thanksgiving dinner, Mom started to cry and Dad looked at me happily. My family was so proud of me (гордилась мной). Wow! I made it after all. I'm so happy it's over. My Brother's happy, too. Not for me but he's **THANKFUL** that the week is over. He can play 'Kingdom Hearts' again.

Briana is **THANKFUL** that my Cousin Megan is sleeping over today; and me – I'm **THANKFUL** that now my family can be proud of me.

2. Write the plan of the story in the correct order.

Example: 1 – C, 2 – ...

- A. Upstairs in their rooms
- B. Pride (гордость) of the family
- C. Future Thanksgiving Day
- D. Usual dinner time
- E. 'What are you thankful for' poem

3. Read and answer who in the family:

- 1. lived in New York?
- 2. was 16?
- 3. was 10?
- 4. was 13?
- 5. lived in Texas?
- 6. was very strict (строгий)?
- 7. cried much?
- 8. played 'Kingdom Hearts'?
- 9. wrote a poem?
- 10. was thankful for the phone and satellite TV?

4. Read aloud part of the text to answer the question:

What is Chloe thankful for?

5. Express your opinion.

Is Thanksgiving an important holiday? Why?

C. GRAMMAR AND VOCABULARY

1. Choose the correct sentence.

- 1. a. A lot of jokes are played on my classmates on April Fool's Day last year.
b. A lot of jokes were played on my classmates on April Fool's Day last year.
- 2. a. Evergreens are used as Christmas decorations in many countries.
b. Evergreens are uses as Christmas decorations in many countries.

3. a. When Christmas were decorations taken down last year?
b. When were Christmas decorations taken down last year?
4. a. Some traditions have been around centuries.
b. Some traditions have been around for centuries.
5. a. At any event people must be protected of any risk of fire.
b. At any event people must be protected against any risk of fire.
6. a. Young people usually don't care about their health.
b. Young people usually don't care of their health.
7. a. She said they would join hands when the clock struck midnight, and then they would make a wish.
b. She said they will join hands when the clock struck midnight, and then they will make a wish.
8. a. We knew they saw in the New Year together with their family the year before.
b. We knew they had seen in the New Year together with their family the year before.
9. a. Historical victories were usually commemorated in most countries.
b. Historical victories are usually commemorated in most countries.
10. a. I saw she is filming the next door family, but I didn't understand why she is doing it.
b. I saw she was filming the next door family, but I didn't understand why she was doing it.

Test 5.2

B. READING AND SPEAKING

1. Read and answer: How do they celebrate Thanksgiving Day (День Благодарения) in the US? Write 2 sentences.

My Wonderful Thanksgiving (after Christina Ledzion)

Dear Diary, it's the first of November. Mom and Dad want me to think of what I am thankful (благодарна) for and then share it with my family at our huge Thanksgiving dinner.

EVERYONE will be there. My Uncle John and Aunt Kim will come up from New York with my Cousin Anthony. And my Uncle Ken and Aunt Mary-Ellen will be here with my Cousin Megan from Texas, and, gosh, everyone in my family will be there!

Well I should go. I'll write more next week, and tell you what I have put on my 'I'm thankful for' list.

'Chloe, darling, time for dinner,' Mom said with a big shout.

'Ok. Be there in a second.' As I hid my dairy in my desk I could smell (чувствовать запах) the pizza from the kitchen.

I ran downstairs and took my seat next to my elder Brother Steven who is 16, and my little Sister Briana who is 10. Oh yeah, and me. I'm Chloe Tiver and I'm 13 years old.

'It's time for a family meeting,' my mom said. She loves family meetings, she says she doesn't talk to us enough.

'I'm just here for the pizza, Mom, so I'll leave now,' Steven said. 'Can I leave? I'd like to play 'Kingdom Hearts' ('Сердца королевства').'

'NO, YOU MAY NOT, YOUNG MAN! WE NEVER GET TO SPEND ANY TIME WITH ONE ANOTHER!' Then she started crying as she ran up the stairs.

'Steven, Chloe, go upstairs,' said Dad. 'And, Steven, no more games for a week, and, Chloe, you can't come out of your room till we know what you're thankful for. Write it on a piece of paper and give it to me when you've finished.'

'Dad, she will never make a better list that I made last year. Right?'

'Son, how can you be so sure? Try to be a quiet boy. Now both of you, go to your rooms and we will call you down for pizza when we start to feel sorry for you.'

My Brother and I ran up the stairs very fast. My Brother then closed his door, very upset (расстроенный) that he couldn't play his new game.

I knew that I could be in my bedroom until tomorrow. So I got out a piece of paper, and sat at my desk thinking. 'If I could

say what I am really thankful for, it's a phone in my room and a satellite dish connected to the TV in my room. Oh, that will warm my relatives' heart and soul (душа).'

I started drawing pictures of hearts, and then I thought to myself: 'What do I have that other people don't?' And that's how I got this poem:

What are you thankful for?

When I'm asked the question 'What are you thankful for?', what do I say?

I say that I'm thankful for a roof (крыша) over my head every day,

And for my great parents who show their love and how to pray (молиться),

For my friends who show me a whole new world and how to play,

And for the teacher who shows me how to make different things out of clay (из глины),

And that is how I learned it all . . . Day by Day.

Dear Diary, when I read my poem at our Thanksgiving dinner, Mom started to cry and Dad looked at me happily. My family was so proud of me (гордилась мной). Wow! I made it after all. I'm so happy it's over. My Brother's happy, too. Not for me but he's **THANKFUL** that the week is over. He can play 'Kingdom Hearts' again.

Briana is **THANKFUL** that my Cousin Megan is sleeping over today; and me –I'm **THANKFUL** that now my family can be proud of me.

2. Write the plan of the story in the correct order.

Example: 1 – B, 2 – ...

- A. 'What are you thankful for' poem
- B. Future Thanksgiving Day
- C. Upstairs in their rooms
- D. Pride (гордость) of the family
- E. Usual dinner time

3. Complete the sentences:

1. The story began on the ... of November.
2. Chloe had to think of what she was ... for.
3. Chloe's mother cried one day because they ... little time together.
4. Her cousin Anthony was from
5. Her cousin Megan came from
6. Chloe had a sister who was ... years old.
7. She had a brother who was ... years old.
8. Chloe was thankful that
9. Briana was thankful that
10. Steven was thankful that

4. Read aloud part of the text to answer the question:

What special day was Chloe's family going to celebrate?

5. Discuss the following questions.

Did the teenagers feel it was an important holiday? Why do you think so?

C. GRAMMAR AND VOCABULARY

1. Choose the correct sentence.

1. a. When New Year decorations are taken down in your country?
b. When are New Year decorations taken down in your country?
2. a. Ivy, holly, mistletoe are uses as Christmas decorations in Britain.
b. Ivy, holly, mistletoe are used as Christmas decorations in Britain.
3. a. I've stopped playing jokes on anybody on April Fool's Day last year.
b. I've stopped playing jokes on anybody on April Fool's Day lately.

4. a. Easter celebrations have been around for centuries.
b. Easter celebrations have been around centuries.
5. a. At any time children must be protected against any danger.
b. At any time children must be protected of any danger.
6. a. Teenagers sometimes don't care of their studies at school.
b. Teenagers sometimes don't care about their studies at school.
7. a. I saw she is making something, but I didn't understand what she is making.
b. I saw she was making something, but I didn't understand what she was making.
8. a. She said she will lay the table when everybody came, and then they will have dinner.
b. She said she would lay the table when everybody came, and then they would have dinner.
9. a. Important events are usually commemorated in most countries.
b. Important events were usually commemorated in most countries.
10. a. We knew they had celebrated Christmas together with their family the year before.
b. We knew they celebrated Christmas together with their family the year before.

MUSIC

TEST 6

A. SPEAKING

1. Work in pairs. One of you has a couple of tickets to a musical performance.

Student 1:

Invite your friend to go to a concert / musical performance of your favourite singer / folk group / jazz band / orchestra. Ask

- what kind of music he / she enjoys
- if he / she would like to go
- if he / she knows anything about the performance you are inviting her / him to

Student 2:

Ask your friend about the musicians who are going to perform, the date, the place and the price of the performance. In the end, make a decision to go or not to go.

2. You have joined the Music Lovers' Club and you are in the first meeting.

Student: You are asked to speak about music in your life. Speak about your musical preferences, how music helps you, your favourite musicians, your favourite musical events and which of them you attended or would like to go to.

Class: You are in the Music Lovers' Club. Listen to a few new music lovers in your club and vote for the most interesting story. Give at least three reasons why you think so.

Test 6.1

B. READING AND SPEAKING

1. Read the article and choose one of the words below to complete the title.

- 1) folk music 2) jazz 3) Mozart 4) hard rock 5) rap

Turn on Some ... – I've Got an Exam

Maybe, like a lot of teenagers, you often study with a background of noisy rock music. It takes away some of the boredom of homework. But science suggests you may be on the wrong track and that diet of Mozart could in fact be your key to getting the high marks. People have thought for a long time that music can have an important effect on your development.

Frances Rauscher, who works at the Centre for the Neurobiology of Learning and Memory in Berkley, California, has claimed that listening to Mozart for 10 minutes improved her students' performance in a test. The classical composer **had a more stimulating effect** than relaxation music or a period of sitting in silence. 10–15 minutes is long enough for students to get higher marks. Frances Rauscher thinks that if children used to listen to complex, serious music from an early age, **it will improve their intellectual skills** and help to study well. But she also believes that listening to simple music such as pop or rock, **could have the opposite effect**, making learning more difficult.

Other scientists are not so sure about Dr. Rauscher's theories. Dr. Sue Hallan, of the Institute of Education in London, believes that listening to music definitely helps people do some tasks better but this could be because **music touches their emotions and moods**. In order to test the effects of different kinds of music, Dr. Hallan helped to set up a national experiment. Three different radio channels and hundreds of school children all over Britain took part in this experiment. The children took intelligence tests after listening to pop music on one channel; classical music on another, and a discussion programme on the third. The results of the test have not been announced. So, don't throw out your Michael Jackson records just yet. But on the other hand if you had an exam tomorrow, **it wouldn't hurt to listen to a Mozart symphony**. You never know!

2. Read the article and match the phrases in bold with their translations.

1. ... музыка затрагивает их эмоции и настроение...
2. ... не повредило бы послушать симфонию Моцарта.
3. ... могло бы иметь противоположный эффект...
4. ... произвел более стимулирующий эффект...
5. ... это улучшит их интеллектуальные умения...

3. Mark the sentences below as true, false or no information.

1. A lot of young people often listen to music when they do their homework.
2. Classical music is the most popular music with young people.
3. Frances Rauscher thinks that listening to Mozart is more effective for studying than listening to pop music.
4. Frances Rauscher tested the effects of different kinds of music.
5. Dr. Sue Hallan has already announced the results of the test.

4. Answer the questions below.

1. What do the scientists think of the effect of music on people's development?
2. What does the American scientist think about positive effects of music?
3. What does the English scientist think about positive effects of music?
4. What is the aim of Dr. Hallan's experiment?
5. What does the author of the article advise to do / not to do?

5. Discuss with your classmate.

1. What do you think about the results of the experiment?
2. What channel would you listen to if you were asked to take part in the experiment?
3. Does music help you to do your homework?
4. In what way does music help you?

C. GRAMMAR AND VOCABULARY

1. Complete the sentences with the words in the box. One word is extra.

are, musician, harp, the lyrics, opera, bands, violinists,
excited, rhythmic, bored, relaxing

1. Nigel Kennedy, born in London, is one of the most famous ... in the world.
2. No one is interested in ... today, are they?
3. He gets very ... when he listens to jazz. He is crazy about it.
4. I am surprised at how popular ... is now. I think it is because of singers like Pavarotti.
5. Cecilia thinks that many rock ... can't play their own music.
6. You don't have to know much about music to be a pop ... these days, do you?
7. Julio Iglesias is still the greatest singer, isn't he? He is so
8. Markus thinks that the ... is a wonderful instrument.
9. I'm sure rap is ... but repetitive.
10. Young Japanese ... into such music as rock, hip-hop, reggae, Eurobeat, and new techno pop.

2. Correct mistakes in the sentences below.

1. My favourite music is the jazz.
2. One of the most important instruments in pop music is electric guitar.
3. My mum can't stand hard rock. She find it awful.
4. The Belarusian group 'Pesnyary' is very popular by many people because they play melodious and touching music.
5. My brother is fond of folk music and he has bought a red and black big accordion.
6. My friend plays violin and often performs in concerts.
7. Kate is in classical music. She never misses opera performances.
8. Would you like take part in the international song contest?
9. I had learned to play the guitar before I learned to play the tennis.
10. Yesterday we went to the Minsk-Arena. Everyone seemed to get crazy about the music the group perform.

Test 6.2

B. READING AND SPEAKING

1. Read the article and choose one of the words below to complete the title.

- 1) rock music 2) jazz 3) Mozart 4) pop music
5) techno music

Turn on Some ... – I've Got an Exam

Maybe, like a lot of teenagers, you often study with a background of noisy, rock music. It takes away some of the boredom of homework. But science suggests you may be on the wrong track and that diet of Mozart could in fact be your key to getting the high marks. People have thought for a long time that **music can have an important effect on your development.**

Frances Rauscher, who works at the Centre for the Neurobiology of Learning and Memory in Berkley, California, has claimed that listening to Mozart for 10 minutes improved her students' performance in a test. The classical composer had a more stimulating effect than relaxation music or a period of sitting in silence. 10–15 minutes is long **enough for students to get higher marks.** Frances Rauscher thinks that **if children used to listen to complex, serious music from an early age,** it will improve their intellectual skills and help to study well. But she also believes that listening to simple music such as pop or rock, could have the opposite effect, making learning more difficult.

Other scientists are not so sure about Dr. Rauscher's theories. Dr. Sue Hallan, of the Institute of Education in London, believes that **listening to music definitely helps people do some tasks better** but this could be because music touches their emotions and moods. In order to test the effects of different kinds of music, Dr. Hallan helped to set up a national experiment. Three different radio channels and hundreds of school children all over Britain took part in this experiment. **The children took intelligence tests after listening to pop music on one channel;**

classical music on another, and a discussion programme on the third. The results of the test have not been announced. So, don't throw out your Michael Jackson records just yet. But on the other hand if you had an exam tomorrow, it wouldn't hurt to listen to a Mozart symphony. You never know!

2. Read the article and match the phrases in bold with their translations.

1. ... музыка может оказывать важное влияние на наше развитие...
2. ... Дети выполняли интеллектуальные тесты после прослушивания поп музыки на одном канале....
3. ... если дети привыкли слушать серьезную музыку в раннем возрасте...
4. ... слушание музыки определенно помогает людям выполнять некоторые задания лучше...
5. ... достаточно для студентов, чтобы получить более высокие отметки...

3. Mark the sentences below as true, false or no information.

1. Listening to classical music can improve students' intellectual performance in tests.
2. Rock music is more popular with young people than classical music.
3. According to Frances Rauscher, simple music doesn't help students to study well.
4. All school children all over Britain took part in the national experiment.
5. If you have an exam tomorrow, listen to the music which will help you to concentrate.

4. Answer the questions below.

1. What helps some students to do their homework?
2. What kind of music can improve students' intellectual skills?

3. What kind of music can make learning difficult?
4. What experiment did many school children in Britain take part in?
5. What was the result of the experiment?

5. Discuss with your classmate.

1. What kind of music helps you to do your homework?
2. Would you like to take part in the experiment? Why?
3. What do you think of the effect of music on your development?
4. Can music have a negative effect?

C. GRAMMAR AND VOCABULARY

1. Complete the sentences with the words in the box. One word is extra.

get, disc-jockey, experiences, playing, musician,
melodious, opera singer, perform, sound, listening, cello

1. The quartet was founded after a well-known ... had met a fine musician called Jonas Berggren.
2. The life of a ... is very difficult.
3. She has succeeded in becoming a famous
4. When I write the lyrics, I draw on my personal ..., my own thoughts and ideas.
5. Their music is based on two main ingredients: the ... of their music and the extraordinary singing voices.
6. He used to dream of ... the guitar.
7. The musicians in this group can play a wide range of musical instruments such as the drums, the trumpet, the accordion, the ... and many others.
8. The Belarusian group 'Pesnyary' play very ... music.
9. I didn't ... into techno music as much as most of my classmates.
10. Do you enjoy ... to symphonies?

2. Correct mistakes in the sentences below.

1. I used to spend all the evenings listening to music and playing piano.
2. Their new album became success.
3. My elder sister is keen to jazz.
4. When the concert begins?
5. He is into folk music. – So do I.
6. He has got a yellow and brown new bass guitar.
7. My father used to play the football and didn't use to play the piano.
8. Who is fond of listening country music in your family?
9. Did you ever been to a musical performance?
10. Was you watching a concert at 5 p.m.?

THERE IS NO LIFE WITHOUT BOOKS

TEST 7

A. SPEAKING

1. What are your favourite genres?

Student 1:

You live in a wonderful world of books, representing lots of genres. Explain what your favourite genre is and why.

Class:

Listen to a few students and decide what the most popular genre with your classmates is.

2. Who is your favourite author?

Student:

Speak about your favourite author:

- when he / she was born;
- where he / she lived;
- his / her family and education;

- when and where he / she started writing;
- his / her famous books;
- interesting facts about his / her life.

Class:

Listen to a few students and decide if your classmates choose authors, writing in the same genres.

3. What's your favourite book?

Student:

Speak about the book you like:

- its title, author and genre;
- the setting;
- the characters;
- the plot;
- the theme and the main idea;
- your opinion.

Class:

Listen to a few students and say which books you would like to read and why.

Test 7.1

B. READING AND SPEAKING

1. Read the text and write:

What are the 'unanswered questions', mentioned in the title?

Shakespeare: Unanswered Questions

Nearly 450 years after his birth, William Shakespeare is still thought to be the greatest writer in the English language. Yet little is known about the man himself and some critics actually doubt (сомневаются) whether he wrote the plays at all.

People believe that Shakespeare was born on the 23rd April, 1564 in Stratford-upon-Avon in Warwickshire, England, in the family of a glove (перчатка) maker. He died on the same day in

1616, at the age of 52, in the same town. He was buried in the church where he had been baptized¹.

Very few facts are known of Shakespeare's early life. He married at 18, but he soon left Stratford and his family for London to start his acting career. By 1610, Shakespeare had already written most of his 37 plays and his poetry. In this year, 400 years ago, at the age of 46, he left London, where he had been living and working for many years.

It is certain that this later period in Shakespeare's life after 1610 was quieter. It was the time when his acting company toured much less across the country. Shakespeare was also in a very comfortable financial position and he was officially a 'gentleman', much admired by King James² and other important people. He had a very large house in Stratford and was the owner and landlord of other property (собственность). In addition, he part-owned (совместно владел) two theatres in London, where his plays were regularly performed.

However, this historical person is still surrounded by mystery (тайна) including details of Shakespeare's early life and his private life. For a literary genius, his education and also his life experiences seem surprisingly limited (ограничены). Some critics even question whether the plays are actually his, and have suggested more educated, widely-travelled authors³. Others think the size of his house and wealth (богатство) tell us that William Shakespeare was in fact a businessman, not a playwright. He certainly was good at business, as well as a remarkable writer. That is if you believe he wrote the plays⁴!

James Shapiro, a Professor of English, recently published his book 'Contested Will', the latest in a line of books examining exactly who wrote these famous works. He concludes with certainty (делает заключение с уверенностью) that the plays are Shakespeare's own, although he does highlight the theory that many of the later plays were actually co-written (написаны совместно). This, of course, is not a popular theory with many lovers of Shakespeare who will prefer not to think of him as a

team-player. It is unlikely that this book will end the mystery which surrounds this literary giant.

¹ Where he had been baptized – где его крестили

² Much admired by King James – им очень восхищался король Джеймс

³ Francis Bacon, the Earl of Oxford, and the Earl of Derby, a well-known figure in the theatre, both published authors, are just some of the writers suggested.

⁴ That is if you believe he wrote his plays! – Это в том случае, если вы верите, что именно он написал пьесы!

2. Put these events in Shakespeare's life in the correct order. Complete the sentences.

- A. He left his hometown ...
- B. He was buried ...
- C. He got married ...
- D. He was baptized ...
- E. He was born ...
- F. He stopped working so hard and returned to his home town ...
- G. He lived in the city, acting and writing ...
- H. He died ...
- I. He started acting ...

3. Mark the sentences below as true, false or no information.

- 1. Shakespeare died on his birthday.
- 2. His father was a professional actor.
- 3. He had many children.
- 4. Shakespeare was born in the spring.
- 5. He did not live with his wife and family for much of his working life.
- 6. Shakespeare became poorer as he grew older.
- 7. He enjoyed his life in Stratford after return.
- 8. He had a very good education.
- 9. He wrote most of his plays when he came back from London.
- 10. Shakespeare and the King were friends.
- 11. Shapiro's book will clear up the mysteries about Shakespeare.
- 12. Shakespeare was a good businessman.

4. Read the extract about Shakespeare's mature (зрелая) life.

5. What do you find interesting or surprising in the text? Pick out two pieces of information and then tell the class.

C. GRAMMAR AND VOCABULARY

1. Choose the correct sentence.

1. a. Books often keep people amusing.
b. Books often keep people amused.
2. a. Folklore is a collection of stories, sayings, and believes made up by people in different countries.
b. Folklore is a collection of stories, sayings, and beliefs made up by people in different countries.
3. a. One of the last books by Jacqueline Wilson is about friends.
b. One of the latest books by Jacqueline Wilson is about friends.
4. a. Some people think biographies are boring, but actually they are very exciting.
b. Some people think biographies are bored, but actually they are very exciting.
5. a. V. Korotkevich's last book 'Unforgettable' was published in 1982.
b. V. Korotkevich's latest book 'Unforgettable' was published in 1982.
6. a. Nothing is more fascinating than poetry for me.
b. Nothing is more fascinated than poetry for me.
7. a. I think non-fiction makes a good read for the clever.
b. I think non-fiction makes a good read for clever.
8. a. Fairy tales make children feel fascinating.
b. Fairy tales make children feel fascinated.
9. a. Last week I read a book about friendship which lasted the whole life.
b. Last week I read a book about friendship who lasted the whole life.

10. a. Isaac Azimov is a very prolific author which wrote about 500 books and 9,000 letters.
b. Isaac Azimov is a very prolific author who wrote about 500 books and 9,000 letters.

Test 7.2

B. READING AND SPEAKING

1. Read the text and write:

What two important conclusions does Shapiro reach in his new book about Shakespeare?

Shakespeare: Unanswered Questions

Nearly 450 years after his birth, William Shakespeare is still thought to be the greatest writer in the English language. Yet little is known about the man himself and some critics actually doubt (сомневаются) whether he wrote the plays at all.

People believe that Shakespeare was born on the 23rd April, 1564 in Stratford-upon-Avon in Warwickshire, England, in the family of a glove (перчатка) maker. He died on the same day in 1616, at the age of 52, in the same town. He was buried in the church where he had been baptized¹.

Very few facts are known of Shakespeare's early life. He married at 18, but he soon left Stratford and his family for London to start his acting career. By 1610, Shakespeare had already written most of his 37 plays and his poetry. In this year, 400 years ago, at the age of 46, he left London, where he had been living and working for many years.

It is certain that this later period in Shakespeare's life after 1610 was quieter. It was the time when his acting company toured much less across the country. Shakespeare was also in a very comfortable financial position and he was officially a 'gentleman', much admired by King James² and other important people. He had a very large house in Stratford and was the own-

er and landlord of other property (собственность). In addition, he part-owned (совместно владел) two theatres in London, where his plays were regularly performed.

However, this historical person is still surrounded by mystery (тайна) including details of Shakespeare's early life and his private life. For a literary genius, his education and also his life experiences seem surprisingly limited (ограничены). Some critics even question whether the plays are actually his, and have suggested more educated, widely-travelled authors³. Others think the size of his house and wealth (богатство) tell us that William Shakespeare was in fact a businessman, not a playwright. He certainly was good at business, as well as a remarkable writer. That is if you believe he wrote the plays⁴!

James Shapiro, a Professor of English, recently published his book 'Contested Will', the latest in a line of books examining exactly who wrote these famous works. He concludes with certainty (делает заключение с уверенностью) that the plays are Shakespeare's own, although he does highlight the theory that many of the later plays were actually co-written (написаны совместно). This, of course, is not a popular theory with many lovers of Shakespeare who will prefer not to think of him as a team-player. It is unlikely that this book will end the mystery which surrounds this literary giant.

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² Much admired by King James – им очень восхищался король Джеймс

³ Francis Bacon, the Earl of Oxford, and the Earl of Derby, a well-known figure in the theatre, both published authors, are just some of the writers suggested.

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2. Put these events in Shakespeare's life in the correct order. Complete the sentences.

- A. He was buried ...
- B. He got married ...
- C. He left his hometown ...
- D. He lived in the city, acting and writing ...
- E. He was born ...

- F. He stopped working so hard and returned to his home town ...
- G. He was baptized ...
- H. He started acting ...
- I. He died ...

3. Mark the sentences below as true, false or no information.

- 1. Shakespeare was born in the spring.
- 2. Shakespeare died on his birthday.
- 3. He had many children.
- 4. His father was a professional actor.
- 5. He did not live with his wife and family for much of his working life.
- 6. He enjoyed his life in Stratford after return.
- 7. Shakespeare became poorer as he grew older.
- 8. Shakespeare and the King were friends.
- 9. He wrote most of his plays when he came back from London.
- 10. He had a very good education.
- 11. Shakespeare was a good businessman.
- 12. Shapiro's book will clear up the mysteries about Shakespeare.

4. What do you find interesting or surprising in the text? Pick out two pieces of information and then tell the class.

5. Read aloud the extract about the mysteries of Shakespeare's life.

C. GRAMMAR AND VOCABULARY

1. Choose the correct sentence.

- 1. a. This film is really amusing.
b. This film is really amused.
- 2. a. Collections of stories, sayings, and beliefs made up by people in different countries are called folklore.
b. Collections of stories, sayings, and believes made up by people in different countries are called folklore.

3. a. J. Wilson's last book was a few months ago.
b. J. Wilson's latest book was a few months ago.
4. a. Shakespeare's last books were published centuries ago, but they are still popular.
b. Shakespeare's latest books were published centuries ago, but they are still popular.
5. a. Some people think historical novels are bored, but actually they are very exciting.
b. Some people think historical novels are boring, but actually they are very exciting.
6. a. I believe science-fiction makes a good read for clever.
b. I believe science-fiction makes a good read for the clever.
7. a. Fairy tales keep children entertained.
b. Fairy tales keep children entertaining.
8. a. I prefer authors which can write about details in an interesting way.
b. I prefer authors who can write about details in an interesting way.
9. a. A lot of people enjoy reading detective stories which keep them excited and make them think.
b. A lot of people enjoy reading detective stories who keep them excited and make them think.
10. a. Romantic stories seem fascinating to lots of people.
b. Romantic stories seem fascinated to lots of people.

CINEMA

TEST 8

A. SPEAKING

1. Work in pairs. You are going out to the cinema. Use the clues:

Let's ... / How about ... / Do you fancy going ...? / Do you mind going to ...?

What kind of film ...?

Who ... ?

What ... about? Where ... take place?

I think ... worth seeing.

Let's meet ...

2. Take part in a Film Lovers' Club discussion to decide which film to watch.

Student:

Speak about your favourite film (genre, plot, director, actors and their acting, why you adore it).

Class:

Listen to a few students, express your opinions and choose one film to watch.

Use the clues:

Spectacular, charismatic, gripping, breathtaking, exciting, fantastic, boring, adore, can't stand, crazy about, don't mind.

Test 8.1

B. READING AND SPEAKING

1. Look through the magazine article 'The Rubber Face Sensation' and say what it is about.

1) a famous producer 2) a popular actor 3) a film director

The Rubber Face Sensation

A lot of people adore Jim Carrey. This famous comedian was given the nickname 'rubber face'. To understand why, you only have to see his wild performances in 'The Mask', 'Dumb and Dumber' and 'Batman Forever'. He has an incredible gift for facial mimes, the ability to change the expressions on his face. But behind his infectious grin, however, hides a



past which wasn't always so funny as he tells us in this interview.

A.

Sure. I was born on 17 January, 1962, in the suburb of Burlington, near Toronto, in the province of Ontario. My family came from French origins. There were my parents, three brothers and me. My childhood wasn't always so enjoyable. My father lost his job as an accountant at the age of 51. He was a lovely guy, really active, but it was hard to find work at that age and he ended up having to take a job as a night watchman. That meant that he earned a lot less than he had before, and the family had to leave our home and move into a camper to live. It was a difficult time, very painful.

B.

The first place I guess I performed in was my primary school classroom. Sometimes the teacher asked me to do impressions (исполнять роль) of famous people like Elvis Presley and the actor Jimmy Stewart. My classmates had a great time, and so did the teacher.

C.

I wanted to perform, entertain people. I always wanted to be a comic actor. I never thought about being anything else. So when I left school I decided to try out in cabaret. I started in local places, then I moved from Toronto to Los Angeles, and I got a part in a television series called 'The Duck Factory', which was unsuccessful. Then I took part in a variety show. It was a big hit and helped me to get a part in 'Ace Ventura'.

D.

I don't follow the exact plan. Every performance is based on a long preparation of mimicry, anything useful that can help add personality to the character. My comic style is founded on the pain and strangeness of life.

E.

Really pleased. Lewis is a legend, one of my heroes. But I am not a new version of Jerry. The ways we perform are really dif-

ferent. When I was a kid, I also adored another great actor, Dick Van Dyke. But I think I am developing my own personal comic style, and I want to go on improving it all the time.

2. Read Jim Carrey's answers and match them to the interviewer's questions below.

1. How do you create your characters?
2. When did you start trying the difficult art of making people laugh?
3. Could you tell us something about yourself?
4. What made you decide to become an actor?
5. Some critics have compared you to Jerry Lewis, one of the most famous comedians. How do you feel about that?

3. Mark the sentences below as true or false.

1. Jim Carrey is a comedian.
2. Jim began to perform in Los Angeles.
3. Jim Carrey has a special talent for gestures.
4. He never wanted to entertain people.
5. He was always successful.

4. Answer the following questions.

1. What is the genre of the films Jim Carrey performed in?
2. What are the names of the films he acted in?
3. What does Jim Carrey think about his comic style?
4. How does he create his characters?
5. Why was Jim Carrey given the nickname 'rubber face'?

5. Discuss the following questions with your classmates.

1. Have you seen any of the films in which Jim Carrey starred?
2. Why do many people adore comedies?
3. What Belarusian or Russian comic actors do you know? Do they have their own comic styles?

C. GRAMMAR AND VOCABULARY

1. Choose the correct item to complete the sentences.

I can't say that I'm a *1. cinemagoer / film star*. I can't stand *2. horror / plot* films. They are *3. scary / western*. But most of my friends say that they are breathtaking. I am fond of comedies because they are *4. dramatic / amusing* and make people laugh. I also *5. adore / hate* romantic films. Once my friend invited me to the cinema. The *6. critic's / director's* review was good. And we really watched a fantastic film with Mel Gibson in the main part. Mel Gibson is very *7. charismatic / gripping*. He is an actor *8. which / who* is well-known as a film star and a talented director. I know that he hardly ever goes to big, Hollywood-style parties. As soon as he has a moment free, he goes to and stays with his family on his farm in Australia. And as he says, that's where he can be just *9. yourself / himself* and enjoy the things he most *10. cares / crazy* about – living a normal peaceful life.

Test 8.2

B. READING AND SPEAKING

1. Look through the magazine article 'The Rubber Face Sensation' and say what it is about.

- 1) a cameraman 2) a famous actor 3) a circus performer

The Rubber Face Sensation

A lot of people adore Jim Carrey. This famous comedian was given the nickname 'rubber face'. To understand why, you only have to see his wild performances in 'The Mask', 'Dumb and Dumber' and 'Batman Forever'. He has an incredible gift for facial mimes, the ability to change the expressions on his face. But behind his infectious grin, however, hides a past which wasn't always so funny as he tells us in this interview.

A.

Sure. I was born on 17 January, 1962, in the suburb of Burlington, near Toronto, in the province of Ontario. My family came from French origins. There were my parents, three brothers and me.



My childhood wasn't always so enjoyable. My father lost his job as an accountant at the age of 51. He was a lovely guy, really active, but it was hard to find work at that age and he ended up having to take a job as a night watchman. That meant that he earned a lot less than he had before, and the family had to leave our home and move into a camper to live. It was a difficult time, very painful.

B.

The first place I guess I performed in was my primary school classroom. Sometimes the teacher asked me to do impressions (исполнять роль) of famous people like Elvis Presley and the actor Jimmy Stewart. My classmates had a great time, and so did the teacher.

C.

I wanted to perform, entertain people. I always wanted to be a comic actor. I never thought about being anything else. So when I left school I decided to try out in cabaret. I started in local places, then I moved from Toronto to Los Angeles, and I got a part in a television series called 'The Duck Factory', which was unsuccessful. Then I took part in a variety show. It was a big hit and helped me to get a part in 'Ace Ventura'.

D.

I don't follow the exact plan. Every performance is based on a long preparation of mimicry, anything useful that can help add personality to the character. My comic style is founded on the pain and strangeness of life.

E.

Really pleased. Lewis is a legend, one of my heroes. But I am not a new version of Jerry. The ways we perform are re-

ally different. When I was a kid, I also adored another great actor, Dick Van Dyke. But I think I am developing my own personal comic style, and I want to go on improving it all the time.

2. Read Jim Carrey's answers and match them to the interviewer's questions below.

1. Why did you want to become an actor?
2. How do you set about creating your characters?
3. Where did your acting career begin?
4. How do you feel when you are compared to such a famous actor as Jerry Lewis?
5. You came from Canada, didn't you?

3. Mark the sentences below as true or false.

1. Jim Carrey is a film producer.
2. Jim began to perform in Toronto.
3. Jim Carrey has a special talent for facial mimes.
4. He never took part in a television series.
5. The ways comic actors perform are different.

4. Answer the following questions.

1. What did the teacher often let Jim Carrey do?
2. What films made Jim Carrey famous?
3. What makes Jim Carrey different from other comic actors?
4. What is his comic style based on?
5. What does he do to create his character?

5. Discuss the following questions with your classmates.

1. What films with Jim Carrey have you seen?
2. Why are comedies popular with people?
3. Which of Belarusian or Russian comedians do you adore? Why?

C. GRAMMAR AND VOCABULARY

1. Choose the correct item to complete the sentences.

Charlie Chaplin is known all over the world as a great comic actor. His *1. character / personality* is a little tramp, whose hat and coat were too small, his trousers and shoes were too big. He was a little man with a funny walk and carrying a walking stick in his hand.

Charlie Chaplin was born in a poor area of London. His parents, *2. who / which* were both *3. spectacular / stage actors*, separated and Charlie's mother had to struggle hard to support him and his brother. Once her voice broke when she *4. sang / was singing* and Charlie, who was 5 years old, had to take her place. He copied her songs so *5. amusing / well* that the audience threw money on the stage. This was the beginning. The real success only came when Charlie went to America to make films. There he *6. relaxed / appeared* in many silent films. All of them were *7. entertainment / a success*. The films with Charlie Chaplin are shown again and again. A lot of people *8. can't stand / adore* him because they find *9. themselves / him* *10. breathtaking / charming*.

TAPESCRIPTS

Tests 1.1, 1.2 (p. 142, 148)

– So, Eli, can you talk a little about England, and maybe about its climate and its weather?

– Weather, hmm. It's not the greatest weather in the world, I'm afraid. England is often cold, very often I would say. I'd be happy to have more sunny days.

– Now, you're from Bristol, right?

– Yeah!

– What's your hometown like?

– Bristol's situated ... in a very picturesque place. It's very near Bath, which is a very famous old Roman town, where the Roman baths were... So there's all sort of architecture in the city, which is very old. The houses, the churches – all of it's very pretty. Bristol is fantastic! I used to live in London, which is the capital of England, and it's very grey and big and unfriendly, but when I moved to Bristol it was just great. It is a city, but it's a very small city. So you can always meet your friends when you go for a walk, um-m, always meet people. It's got big green areas. Some are large, others are much smaller, but all have children's playgrounds, tennis courts, landscaped gardens, places to sit and enjoy the view / nature. They all are different.

– Have you got your favourite park?

– Yes. Bristol's got a place called the Downs.

– You said the Downs. What are the Downs like? Is that a park?

– It's.... It's not exactly a park ... Actually, it's just a big wide area of greenery with lots of grass and trees, where you can play football. I mean there are football matches sort of every week. You can go fly your model planes. You can take your children there. And that joins on to the Avon Gorge, which is where the Bristol Suspension Bridge¹ is, which is very famous, because, I think, it's the first suspension bridge ever built.

– Oh, really!?

– Yes, and standing on the bridge and looking out into the gorge, you'd think you're in the middle of the mountains, not in the middle of the city. It's a really pretty area. And I can say that the Avon Gorge is a real landmark.

– Landmarks are usually tall and built by man. The Avon Gorge isn't like that at all, is it?

– Right! Bristol's greatest landmark is deep, and it's nature's work. And there are a few legends about this place. The legend of the two giants, one named Goram and the other called either Vincent or Ghyston, has several versions – that they wanted to make a place for the animals to drink; that they were fighting for the love of a beautiful lady, called Avona; ... or that they were giant brothers, who had nothing else to do and decided to make the gorge and surprise all the people who would ever see the place. There is a sad end to each version. Usually one of the giants dies from some accident, and the other one dies because of unhappiness. During the 18th and the 19th centuries the gorge was changed by people – they took stone out of the gorge to make roads in the city. It all stopped by the end of the 19th century. Today many of the rocks are covered with greenery – grass, trees, wild flowers, some usual, some rare... it's so attractive!

– Mm-m, sounds like a nice place.

Suspension Bridge – подвесной мост

Tests 3.1, 3.2 (p. 160, 163)

Japanese eating habits have changed a lot. One of the major changes is the introduction of bread. Many Japanese people eat bread, eggs, milk, and drink coffee or tea for breakfast.

Some years ago workers often took packed lunches to work, but nowadays they can eat in restaurants and cafés near their office buildings.

Most schools have school-lunch programmes.

Dinners served at home include Japanese, Chinese and Western cooking. A typical dinner consists of rice, soup and other dishes with meat, fish and vegetables.

Generally speaking, children prefer western food, such as hamburgers, to traditional Japanese dishes. It is a fact that many Japanese feel like eating rice at least once a day and many have bread for breakfast and noodles for lunch. Hamburgers, spaghetti, curry and rice are favourite dishes in restaurants and at home.

In the eyes of foreigners, sushi and tempura may be typical Japanese dishes, but the Japanese do not eat them every day. Sushi, raw fish, is not often eaten at home as it needs special skills to prepare it. White-meat fish is eaten as tempura, or deep-fried. One of the traditional Japanese dishes is tōfu. It is made of soybeans and rich in vitamin B, calcium and vegetable protein. There are several hundreds of recipes using tōfu.

Many people are used to eating food with a knife and fork nowadays, but traditionally the Japanese use chopsticks. For some people it takes time and effort to learn to eat with chopsticks.

Tests 4.1, 4.2 (p. 166, 168)

N = Nigel, J = journalist.

J: Hello everyone! We all know that money talks, but only some people know how to talk about money with your kid or your little brother or sister. Today we've invited a person who is an expert in this subject, Nigel Todfrey. Hello, Nigel!

N: Hello, Ben!

J: So, Nigel, is it really so important to talk to your children about money?

N: I'm absolutely sure we should talk and teach our kids successful money management. Remember saving and spending money for the first time! I think you had hundreds of questions to ask and who could help you? School? Friends? TV? Most of us learnt from our own mistakes. That's why I've decided to write a book and help people.

J: Cool! Well, where do I start when I want to teach my kid how to manage money?

N: There are three most important things you need to explain to your son or daughter. Number one is 'money doesn't grow on trees'. If your kid realizes that mummy and daddy should work hard to earn some money for the family, you won't argue about money with him. So it's a good idea to let him earn money doing some chores.

J: Really? But a lot of parents don't like the idea of paying for chores!

N: Oh, there's nothing to worry about if you explain to the child that he can get a certain sum of money for doing a number of chores during the whole week, but you won't pay him a dollar every time he makes his bed!

J: I see! What about the second thing?

N: The second point is that you teach the kid to budget the money he has.

J: How can we do that?

N: Well, you see that the idea of a budget is very difficult for a child to understand. You should show him that there's a limit! It can be easily done by playing some board games like 'Monopoly'.

J: OK, and the third is...?

N: The third and the last and maybe the most important. Teach your child to be responsible for his money and to control his expenses. Give him some pocket money. Take your kid to the shop with you, explain that he has a sum of money he can spend today or save up and get something more expensive next time. First your child will spend everything and buy a real waste, but don't worry, be patient and he'll learn to cut down his expenses! That's for sure!

J: Great! Thank you, Nigel. And I want to repeat it again. Talk to your children, help them to earn, save and spend money cleverly! And please remember that money doesn't make you happy!

CLASS 9

ASSESSMENT MODULE I. SINGLE ACTIVITY TASKS

ACTIVITY ONE. LISTENING EFFECTIVELY TOPIC: ATTITUDES AND RELATIONS

1. Before you listen:

a) read the note.

Reunions

Universities and some schools in Britain and the USA usually have reunions for their former students. They often have a magazine, too, with news of former students' lives.

Reunions are big events. They are normally used to raise money for the university or school.

Now there are websites, too, where people can find old friends.

b) check that you know the meaning of these words.

insurance company – страховая компания

trumpet ['trʌmpɪt] – труба (муз.)

band – оркестр

2. Listen. Paul and Helen are at a university reunion. Answer the questions.

1. Which person ...

- a) has worked for the same company since university?
- b) has had a lot of different jobs?

2. Who are Troy and Georgina?

3. Listen again and answer who each statement is about: Paul or Helen.

1. ... has travelled a lot.
2. ... has got three children.
3. ... lives in Manchester.
4. ... worked for an insurance company.
5. ... lives in London.
6. ... shares a flat with a friend.
7. ... lives in a house in the suburbs.
8. ... works for a computer company.
9. ... works at a bank.
10. ... was a singer in a band.

4. Listen again and note why Paul and Helen mention these periods of time.

1. six months ...
2. a couple of years ...
3. three years ...
4. four years ...
5. nine years ...

5. What do Paul and Helen think about each other's life?

Helen says: ...

Paul says: ...

ACTIVITY TWO. USE OF ENGLISH

TOPIC: ATTITUDES AND RELATIONS. REVISION OF TENSES

1. Complete this letter by putting each verb in brackets in the correct tense.

Dear Donna,

I have some wonderful news for you. Clive (1) ... (return) at last. He (2) ... (stay) with us at present. He (3) ... (become) much thinner and he (4) ... (lose) the good looks he (5) ... (have) when he was a little boy. I (6) ... (buy) him some smart new clothes but he

(7) ... (refuse) to accept anything I give him. He says he (8) ... (feel) more comfortable in jeans. Now he (9) ... (not/quarrel) with his father as much as he used to.

The thing that really upsets me is that he hasn't forgotten that dreadful girl who had such a bad influence on him in the old days.

I know that you and he got on so well together when you were children. Would you like to come and stay for a few days? I am sure you (10) ... (help) him forget the past.

Give my love to your parents.

*With love from
Aunt Silvia*

2. Find and correct ten mistakes in the use of tense-forms. The first is done for you. Put down the correct version of the text.

Hi,

My name is Stephano and I'm an Italian student. I ~~am coming~~^{come} from Rome, which I am thinking is the most beautiful city in the world. At the moment I studying engineering at university in Pisa, so I lived in a flat with three other students. We have a lot in common and are sharing the same sense of humour.

Most nights we are listened to music, and on Saturdays we usually go to a disco and dance all night. All except Marco, who has studying chemistry. He is very boring and is never going out.

This year I am study English twice a week because I would really like to work for an American company when I am finish my degree.

Look forward to hearing from you soon.

All the best

Stephano

P.S. I have attached some photos of me and the Leaning Tower.

3. Match the sentences (1–8) with the tenses (a–g) below.

1. I've lived here since I was a child.

2. She **is studying** French in Paris.
3. We **left** the office at about 7.00 pm.
4. I've already **eaten** lunch so I am not hungry.
5. He **was playing** his guitar when the string broke.
6. I'll **call** you next Sunday.
7. I **write** about fifteen emails a day.
8. I **am going** to Brest next week.

- a) The Present Simple
- b) The Present Continuous
- c) The Future Simple
- d) The Present Perfect
- e) The Past Simple
- f) The Past Continuous
- g) The Present Continuous (for future actions)

4. Put in the article *a* or *the* where necessary.

This evening, Shells and I were looking at (1) ... photographs from my skiing trip in (2) ... Alps. That was my first experience on (3) ... skis, so (4) ... pictures were really funny. Especially, (5) ... one when I was falling down the hill.

5. Complete the sentences with prepositions where necessary.

In the future, robots will perform more and more tasks (1) ... humans. This will have both positive and negative effects. (2) ... the one hand, while robots are doing boring and dangerous jobs, people will devote more time (3) ... interesting things. (4) ... this way robots will make people's life easier. But (5) ... the same time it means that more and more people will lose their jobs.

6. Use the word on the right to form a word that fits each gap.

1. We all wished them ... and success. *happy*
2. David believes that education is of great ... *important*
for every person.

3. This nice toy is ... for children aged five to seven who are sure to like it. *suit*
4. Go through the document ... before you put your name on it. *care*
5. Animals born in jungles can't live in cold areas of our planet because of their ... environment for them. *nature*

7. Choose the correct word in brackets.

1. Let's ... *take / make / do* a walk along this quiet street, shall we?
2. Most young people want to ... *carry / put / wear* fashionable clothes.
3. Scientists have described a language that parents should ... *say / speak / tell* to their babies.
4. As soon as they ... *made / did / had* all the housework, they went out to play.
5. ... *Studying / Learning / Teaching* to swim when you are a small child is easy, isn't it?

ACTIVITY THREE. SPEAKING EFFECTIVELY
TOPIC: ENTERTAINMENT AND PASTIME

1. Answer these questions. Discuss them with a partner or the teacher.

1. What events in a person's life are usually celebrated in your country?
2. What about giving gifts? Are there particular presents that are given on particular holidays? If yes, what are they?
3. Celebrations such as weddings or birthdays are often times when families gather together. What effect does this have on family relationships?
4. Has the way you celebrate birthdays, national or religious holidays changed?

5. Do you think such changes are a good or bad thing? Why?
6. What ways of celebrating holidays are popular with young people? Why do you think young people choose them?

2. Below are some phrases which can be used to introduce a point relating to your own experience or knowledge. (Think about a number of events that people celebrate, and specifically how they are celebrated in your culture. Describe one or two events remembering to use the phrases in the box to give details from your own experience). Explain why it is memorable for you.

To my knowledge, ...
To the best of my knowledge, ...
As far as I know, ...
In my experience, ...

My experience has been that ...
I have found / noticed / realized (that) ...
I remember when I was younger / was living in ...

***Example:** To the best of my knowledge, the most memorable birthday in my life was when I was five and got a large wooden horse as a present.*

Events could include:

- birthdays
- coming of age
- weddings
- funerals
- religious days
- special holidays

3. Describe a celebration you remember.

You should say:

- what event was celebrated
- the form the celebration took
- where the celebration took place

- who was there
- why it was enjoyable

ACTIVITY FOUR. WRITING EFFECTIVELY

TOPIC: ENTERTAINMENT AND PASTIME

1. Write a mini-story. Your story must be 50 words only and must include at least 5 adjectives. First choose one of the topics below.

1. A holiday adventure / romance I'll never forget.
2. I hated that holiday.
3. I'll never celebrate it like that another time.

2. Think of a plot. Then write a first draft without worrying about the number of words.

3. Now count the words and then try to cut or add words until the story is the right length. Write your final version.

4. Listen to the other students' stories. Which did you like best? And what did they say about your story? Did you like what they said?

ACTIVITY FIVE. USE OF ENGLISH

TOPIC: ENTERTAINMENT AND PASTIME. BUILDING ADJECTIVES

1. Match the reasons with the feelings of the people in the pictures.



1. tired



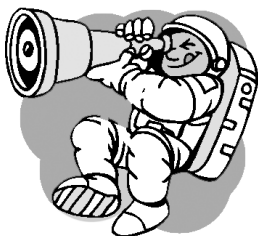
2. hungry



3. thirsty



4. bored



5. interested



6. worried



7. angry



8. excited



9. relaxed



10. frightened



11. sad



12. proud

- a) He's got a question.
- b) He's got lots of presents.
- c) He's having a day off.
- d) She's got an interview tomorrow.
- e) He's lost his way on a hot day.
- f) He has won a school prize.

- g) She didn't have any lunch.
- h) His laptop isn't working.
- i) He didn't catch the bus.
- j) There is nobody to talk to.
- k) It's the worst horror film they've seen.
- l) He's had a hard day.

2. Write down an example about yourself when you felt:

- 1. angry
- 2. proud
- 3. surprised
- 4. sad
- 5. bored
- 6. worried

3. Go through the adjectives below and name the adjectives which are: a) positive; b) negative; c) neutral in their meaning.

- | | |
|----------------|-----------------|
| 1. sociable | 11. lazy |
| 2. melancholic | 12. horrible |
| 3. typical | 13. ambitious |
| 4. patriotic | 14. creative |
| 5. careful | 15. careless |
| 6. nostalgic | 16. inventive |
| 7. funny | 17. religious |
| 8. historical | 18. ethic |
| 9. optimistic | 19. competitive |
| 10. generous | 20. personal |

4. Add five adjectives you know to each group that are formed with the help of the same suffixes.

Funny, ...
 patriotic, ...
 generous, ...
 sociable, ...
 competitive, ...

personal, ...

beautiful, ...

5. Write down the adjectives from the box that you would use to characterize a person who

friendly, caring, selfish, sensitive, polite, patient,
honest, bossy, rude, impatient, optimistic, generous,
greedy, cruel, broad-minded, vain, easy-going

1. has good manners.
2. likes to hurt or upset people.
3. shows understanding of other people's needs.
4. is very proud of his / her looks.
5. expects good things to happen.
6. cares only about himself / herself.
7. doesn't get upset or angry.
8. gives more than is usual.
9. has got a lot of interests.
10. never tells lies.

ACTIVITY SIX. WRITING EFFECTIVELY

TOPIC: ENTERTAINMENT AND PASTIME. USE OF ADJECTIVES

1. First read quickly what the two people say about their own national features.

Speaker 1.

Generally speaking, I think we, the Irish, are very sociable and easy-going, and we're great storytellers. People are also quite religious and family oriented, we're also very patriotic. Maybe this is because we are a small country and so many of us live abroad. Historically there has always been a lot of emigration. Weaknesses? I think we can be very melancholic and nostalgic, you only have to listen to our music to hear this – it's often quite sad and slow. It's probably because of our climate

and our history. The stereotypical image is that one minute we are laughing and telling you a funny story and the next minute we are crying into our beer. I think I'm quite typical in many respects, although I'm not particularly melancholic.

Speaker 2.

As a nation we, the Scottish, are very proud of our identity and our cultural heritage. We're inventive people. We're very sociable and like to have a good time. We're also great travellers and people often compliment us on the good behaviour of our sports fans abroad.

On the other hand, we have a tendency to melancholy – maybe it's something to do with the weather, you know we tend to think that life is hard. There's also a negative attitude towards our neighbour, that is England, and it can be seen in humorous stories. And although we are keen travellers, we can be quite negative towards foreigners. Some people would like to see the country kept only for us, without understanding how negative that could be. I don't think of myself as a typical example. I love the country, and think it has some of the most beautiful scenery in the world, but I feel that we focus too much on the wrongs done to us in the distant past and that's no good. We should move on.

2. Write down the positive and the negative adjectives they use to characterize their people.

Speaker 1.

(+) ...

...

(-) ...

...

Speaker 2.

(+) ...

...

(-) ...

...

3. Complete the sentences to describe what is quite typical about your own people.

1. Generally speaking I think we are ...
2. My people are also quite ...
3. We are very ...
4. We also have some weaknesses, I think ...
5. I think (don't think) about myself as a typical example because ...

4. Improve the description of the event by putting a *suitable adjective* or *adverb* from the box in each space. Do it in writing.

former, delicious, really, very, wonderful, local,
extremely, happy, favourite, professional

I remember a (1) ... party I went to when I was a young girl. As far as I remember it was to celebrate the retirement of my (2) ... uncle. He had reached the age of 65 and the (3) ... company for which he had worked over the last 30 years organized a party in a (4) ... restaurant to mark his retirement. The celebration was attended by many people. A lot of them were his work colleagues, as well as family and friends. We all had a (5) ... meal and then there was dancing till late at night. The music was provided by a (6) ... band and everyone had a (7) ... wonderful time. It was a (8) ... enjoyable occasion as most people knew each other and were very relaxed. The celebration is memorable for me because I was a young girl and for once I was allowed to stay up late with the adults. I also remember that everyone was (9) ... happy, especially my uncle, who had a (10) ... smile on his face throughout the evening.

ACTIVITY SEVEN. READING EFFECTIVELY

TOPIC: SCHOOL AND SCHOOL ACTIVITIES

1. Read the text 'Study at Birkback' and say which type of text it is.

- | | |
|---------------|---------------------|
| A. A lecture | C. An advertisement |
| B. An article | D. A story |

Study at Birkback

Birkback is a College of London University for working people. We specialize in providing degree-level teaching and research facilities for students who are, in the words of the College Charter, 'engaged in earning for their living during the daytime', and are, therefore, only able to study on a part-time evening basis.

If you want to be admitted as a part-time student at Birkback, you must be engaged in earning your living and you must be prepared to produce evidence of this, if required.

If you are not working because you have to look after your children or an elderly or disabled relative in the daytime, please make this clear on your application form.

If you are temporarily out of work, please ask for advice from the Assistant Registrar, Miss E.O. Harris (071-631-6307) before submitting your application.

Arrangements for Part-time study

All our B.A. (Bachelor of Arts) and B.Sc. (Bachelor of Science) programmes are specially designed for the part-time student. They may be completed entirely by part-time study.

Formal teaching takes place on weekday evenings in term-time, starting at 6.00 p.m. and finishing at 9.00 p.m. (except for a few B.Sc. practical sessions which finish at 9.30 p.m.).

Attendance requirements vary with the subject chosen, but for a B.A. or B.Sc. degree programme, you should attend formal lectures, classes or seminars from two to four evenings a week over four years (although a few programmes may be completed in three years).

For an M.A. (Master of Arts) or M.Sc. (Master of Science) and for the Diploma in Computer Science, you should expect to attend from one to three evenings a week over two years.

For advice on the amount of independent study required to supplement formal teaching for B.A., B.Sc., M.A., and M.Sc. degrees or the diploma, contact the Admissions Tutor for your chosen course.

2. Read the text another time and choose one of the suggested answers (A, B, C or D) which you think fits best. Read each passage right through before choosing your answers.

1. Birkback College is open
 - A. to everybody.
 - B. only to people with part-time jobs.
 - C. to people who can show they are earning their living.
 - D. to people who are still at school.
2. If you do not have a job because you have children or relatives who are unwell
 - A. you may still be able to study at Birkback.
 - B. you are not allowed to study at Birkback.
 - C. you should arrange for them to be looked after by relatives.
 - D. you should get in touch with Miss Harris.
3. Teaching takes place
 - A. every evening of the week.
 - B. on Mondays and Fridays in the evenings.
 - C. two to four evenings a week.
 - D. between 6 a.m. and 9 a.m. on weekdays.
4. To get a B.A. degree
 - A. usually takes 3 years.
 - B. usually takes 4 years.
 - C. takes less time than an M.A.
 - D. may take 2, 3 or 4 years, it depends on the subject chosen.
5. Students
 - A. should have much time for study at home.
 - B. should study at home each morning.

- C. should take advice about how much they should study at home.
- D. do not have to attend formal lectures if they study at home.

3. Find in the text the words that mean:

- 1. зарабатывать на жизнь
- 2. быть зачисленным (в колледж)
- 3. представить подтверждение
- 4. присматривать за детьми
- 5. бланк заявления
- 6. частичное обучение
- 7. требования посещаемости
- 8. посещать обязательные лекции

**ACTIVITY EIGHT. SPEAKING EFFECTIVELY
TOPIC: SCHOOL AND SCHOOL ACTIVITIES**

1. Make a list of changes that have taken place in education in your country in the last years. Compare your list with those of the other students. Do you think these changes have improved education?

2. Say what your school is like. Talk about some of the following in your description.

- the size of the school;
- whether there are separate classes for pupils specializing in different subjects;
- whether there are separate classes or groups for clever and less able pupils;
- whether optional lessons are popular with senior pupils;
- whether there are school fees;
- what the minimum school-leaving age is;
- whether there's a school uniform;
- what happens to pupils who leave school with low academic record;
- the school rules;
- the teachers.

3. Imagine that you could choose your own English language programme. What kind of programme would you choose? Describe it. Here is a questionnaire to help you describe the programme you would like to have. Try to touch upon these issues.

1. How many pupils would you like to have in your class?
2. Would you prefer to learn English with pupils of the same age as yourself or with older children?
3. How many hours per week would you like to learn English?
4. Do you want to learn all the language skills (speaking, listening, reading and writing) or only some of them? Are some of them more important than the others?
5. Would you prefer to follow a single textbook or to use several?
6. Would you like to work in a language laboratory?
7. Would you like to do plenty of language drill to speak correct English?
8. Would you like to work in groups of other pupils or mainly with a teacher?
9. What else would you like in your programme?

4. Discuss some of the questions of Ex. 3 with a partner or in a small group. Choose the questions you are most concerned about. See if they share your views on most ideas.

ACTIVITY NINE. SPEAKING EFFECTIVELY

TOPIC: FEELING GOOD AND LOOKING SMART

1. Imagine you are at the same café or restaurant. In groups of three, take roles and act out dialogues. Make your order.
2. Look at Picture A, then read the text and name the adjectives that make the description interesting.

In this picture there are two smartly dressed people sitting at the table in a restaurant. They may be celebrating something, or they may be colleagues having dinner together. They are

A



talking to a waiter. He looks helpful. There are lots of dishes on the table. The food looks delicious. The restaurant has a stylish décor. It looks quite expensive to me. The people seem to be enjoying their meal.

3. Describe Picture B to your partner. Mention the aspects given below.

- people and clothes
- place
- reason for being there
- activities
- people's feelings
- the food they order

B



4. What conclusion can you draw from the following information? Say what you think about people in such cases.

- A man who wears an earring in one ear.
- A girl with an earring in her nose.
- A man with a beard or a moustache.
- A girl who wears heavy make-up.
- A 60-year-old man with long grey hair.
- Someone who is always laughing.
- Someone who has tattoos.

5. Work with a partner. Ask and answer the following questions.

1. Are you a spender or a saver of money?
2. What sort of shops do you often go to?
3. Do you like going shopping?
4. Who helps you choose your clothes?
5. Do you decide quickly what to buy?
6. Do you like buying presents?

6. Say in what your shopping habits are different from your partner's.

ACTIVITY TEN. WRITING EFFECTIVELY

TOPIC: SCHOOL AND SCHOOL ACTIVITIES

1. Think about a good (or bad) teacher from your past. Use the questions to help you write a few notes.

1. What did he / she look like? What clothes did he / she use to wear?
2. What subject did he / she teach?
3. What did he / she do that was so special / bad?
4. Did all the students particularly like / dislike this teacher? Why?
5. How did this teacher treat you personally? Was he / she very different from the other teachers you had?
6. Would you like to meet him / her again? What would you say to him / her now?

2. Think about a teacher from your past and complete the text.

My best teacher ever was my ... teacher. She / He was a ... woman / man, who was ... and She / He always ... , and She / He was ... too, and always I will never forget

3. Look through the websites where the English students wrote about their school teachers.

My best teacher ever was my Geography teacher. He was a short, slightly fat man, who was calm and understanding. He would always listen to you, and had some kind words to say, whatever your problem. He was knowledgeable too and always explained everything clearly. I will never forget some of the things he taught me.

Mrs. Manley was of medium height, and had a very friendly face. She dressed conservatively, but she was very good-looking. She taught History and she was very enthusiastic about her

subject. She taught it because she loved it, and she made us love it too.

She was always encouraging, and she had a great imagination. The characters she described came to life and the dates of battles became unimportant even though we had to learn them by heart for exams. When she left the school to teach in Scotland, I missed her terribly.

The best teacher I ever had was Miriam Starkey. She taught us Chemistry, and she was organized, respectful and interesting. She was a tall, slim lady, she wore glasses and always had her hair tied back. She looked fierce, but she was always kind and polite.

4. Write an entry for the website below about a favourite teacher from your past.

GREAT TEACHER		
Log-in	News	Events
<p>The College of Education is compiling stories of great teachers and the qualities that made them memorable. You can help by submitting a memory of your special teacher below.</p> <ul style="list-style-type: none">• Your favourite teacher's name.• The first characteristic that you think of when you remember this teacher.• A specific memory of this teacher.• How this teacher treated you as a student.• Any other special pleasant memory.		

ACTIVITY ELEVEN. READING EFFECTIVELY
TOPIC: THE WORLD OF ART. THEATRE. CINEMA

1. Read the text 'Waiter!' quickly and choose the correct answer A, B, C or D.

1. What kind of film did the speaker see?
A. A drama B. A thriller C. A comedy D. A documentary
2. What did the restaurant owner feel when she saw the film?
A. Happy B. Angry C. Excited D. Worried

Waiter!

I went to the cinema last week and laughed all the way through the new film *Waiter!* which is set in a restaurant. American actor Tom Waters plays the worst cook the world has ever seen and he employs one of the worst waiters, played by Joe Vermont.

The London restaurant where the filming took place does actually exist. Jane Connors, the owner, runs a successful business with many regular customers. However, although she thinks *Waiter!* is a good film, she is very annoyed with the director. When she agreed to the filming, she wasn't told that the film is about a restaurant where everything goes wrong and the food is disgusting. Although the film might make Jane's restaurant famous if it is a success, she is afraid that people will stop coming because they will think the food and service are terrible – like it is in the film. Jane is worried that she will lose business and may even have to close and start again with a new restaurant.

Having seen the film, I agree that she has a problem. The film company paid her a very small fee, and she has since asked for more. The best solution, though, is for her to contact the newspapers. I am sure they will be interested in her story and it will actually help her business in the end.

2. Read the text again and for each question mark the correct answer A, B, C or D.

1. What is the writer trying to do in the text?
 - A. Advertise a restaurant.
 - B. Review a film.
 - C. Explain someone's problem.
 - D. Take someone's advice.
2. What do we learn about Jane's restaurant?
 - A. It is very popular.
 - B. The food is not good.
 - C. It is in a beautiful building.
 - D. The waiters are unhelpful.
3. What did the director not tell Jane?
 - A. That the film would be a success.
 - B. That the restaurant in the film would be very bad.
 - C. That she would not be paid.
 - D. That she would need to employ extra staff.
4. What does the writer think Jane ought to do?
 - A. Open a new restaurant.
 - B. Ask the film company for more money.
 - C. Improve the quality of the food in her restaurant.
 - D. Write to the newspapers.

3. Which of these is an advert for the film described? Choose the one that suits best.

A

Waiter!

The film is set in a typical town.
Laugh at the mistakes of crazy cook (Tom Waters) and
mad waiter (Joe Vermont).

B

Waiter!

Learn how to cook and be amused at the same time as this film is made specially for television by well-known cook, Tom Waters.

C

Waiter!

All the action in the thriller takes place in a famous London restaurant. Find out the truth about what happens in the kitchens.

D

Waiter!

Sit back and enjoy the performances of Tom Waters and Joe Vermont in this comedy filmed in a London restaurant.

**ACTIVITY TWELVE. USE OF ENGLISH
TOPIC: THE WORLD OF ART. THE ACTIVE AND PASSIVE
TENSE FORMS**

1. Underline the correct form of the verb in the following sentences.

1. Where *is/has been* the worst place to sit in a cinema?
2. I think no good film *is shown/has been shown* on TV for weeks.

3. How many different film versions of the *Titanic* story *have made/have been made*?
4. This DVD player *has been bought/was bought* when Nicolas got his new job.
5. She *has never visited/has never been visited* the cinema on her own.
6. They say a large sum of money *has spent/has been spent* on advertising this film.
7. He *has hardly had/had hardly* any time last week to send emails to anybody.
8. Arrangements for the film festival *have already made/have already been made*.
9. They *have sent/have been sent* some information about financial support for young filmmakers.
10. The music festival *has attended/has been attended* by thousands of young people.

2. Choose the correct variant to complete the sentences.

1. Our house has a large kitchen in ... we all gather for dinner.
a) what b) which c) that
2. ... is easier: to write in English or to speak English?
a) What b) Which c) How
3. The bus ... I take to school every morning is always crowded.
a) what b) whose c) that
4. ... Nick is a tall boy, he can't reach the ceiling.
a) Because b) Even c) Although
5. He ... to work six days a week instead of five.
a) mustn't b) doesn't have c) shouldn't
6. I felt ... at the end of the discussion than at the beginning of it.
a) more disappointed b) more disappointing
c) most disappointed
7. She asked me ... her at the café at 6.
a) don't meet b) not meeting c) not to meet
8. I am sorry but we can't do ... about it.
a) something b) anything c) nothing

9. I have ... need of a moped than of a computer.
 a) less b) little c) least
10. My friend and I were tired, ... we went home early.
 a) as b) that c) so

3. Put in the article a (an) or the where necessary.

Board games are popular all over the world and chess is (1) ... example of one of them. My uncle kept (2) ... set of (3) ... old Chinese chess figures in a beautiful box in (4) ... living-room. Each of them had (5) ... Chinese character on them. To me they were the most fascinating things.

4. Put in prepositions where necessary.

Jim arrived (1) ... the station at four o'clock (2) ... Saturday afternoon. He parked the car on the corner of Palm Street and joined (3) ... the crowd of people waiting (4) ... the train to stop (5) ... platform three.

5. Put the words in order to make up correct sentences.

- me / didn't / you / do / homework / you / why / tell / didn't / your /?
- took / medals / shelf / to / her / Pat / from / the / show / the / them / to / friends /.
- possible / friends / it / that / become / is / good / will / they /?

6. Use the word on the right to form the word that fits the space in the same line on the left.

- | | |
|--|------------------|
| 1. Do you know what the ... of the river is? | <i>deep</i> |
| 2. I don't doubt his ... to do this job. | <i>able</i> |
| 3. He said 'Good morning' in a most ... way. | <i>friend</i> |
| 4. This door operates | <i>automatic</i> |
| 5. ... drivers often have accidents. | <i>Care</i> |

7. Choose the correct word to complete each sentence.

1. Mike was the ... *lowest/shortest/littlest* in his family; all his brothers were much taller.
2. You'll ... *spend/have/save* yourself a lot of time if you go by plane.
3. The purpose of the examination is to ... *try/test/inspect* the pupils' knowledge of the subject.
4. At night the bus hardly ... *does/makes/lets* any stops at all.
5. He ... *failed/fell/felt* asleep as soon as his head touched the pillow.

ACTIVITY THIRTEEN. READING EFFECTIVELY
TOPIC: THE STYLE OF LIFE

1. Read and choose one of the suggested answers (A, B, C or D) which you think fits best. Read each passage right through before choosing your answers.

A Swedish monastery has demonstrated to scientists the advantages of freezing books in order to preserve them.

The library at the monastery is housed in an unheated room with open grills. In winter the temperature inside falls below -10° Centigrade which is extremely uncomfortable for the monks (монахи) but ideal for the books, which have survived remarkably well over 300 years.

Storage at low temperatures slows down the rate at which acid attacks paper and brings down relative humidity (влажность), reducing damage to both ink and binding (переплёт). Photographs and microfilm, which are even less durable, also last longer in cold storage.

'Freezing or cold storage certainly helps preserve material, but the difficulties come when you want to use it,' says Marie Jackson of the National Preservation Office, which is funded by the British Library.

Libraries in some countries have already begun to build cold storage facilities. The East German State Film Archive keeps

much of its material at -10°C , but the greatest investment has been made by the National Library of Australia in Canberra, which recently built over three kilometers of shelf space for storing only low-use materials at -8°C . Material required by readers first has to be acclimatized for 24 hours at a higher temperature.

Most of the original material in the cold store has already been microfilmed, and the originals are therefore rarely required. Among the cold-stored originals are some newspapers, including a set of the *Illustrated Australian News*. Master copies of microfilm are also held in the cold store with a working film kept at room temperature. The National Preservation Office is following Canberra's work with interest. 'They are at the forefront of preservation techniques, but so far no libraries in Britain are using cold storage,' Miss Jackson said.

1. The library in a Swedish monastery
 - A. specializes in scientific books.
 - B. is always below freezing point.
 - C. is ideal for keeping books in good condition.
 - D. helps monks to live longer.
2. Low temperatures in libraries
 - A. create increased humidity.
 - B. damage the ink and binding of books.
 - C. prevent acid from attacking paper.
 - D. help preserve books, photographs and microfilm.
3. According to Marie Jackson, freezing books
 - A. makes it difficult to store them.
 - B. makes it difficult to use them.
 - C. is expensive.
 - D. is recommended by the British Library.
4. In the National Library of Australia
 - A. books kept in cold storage cannot be given directly to readers.
 - B. books which are often used are kept at low temperature.

- C. readers need special permission to use books.
 - D. readers have to spend 24 hours at a higher temperature before they are given books.
5. The National Preservation Office in Britain
- A. is following the Australian example.
 - B. has more advanced techniques for preserving books.
 - C. is interested in the Australian experiment.
 - D. is telling British libraries to keep books in cold storage.

2. Write down the words from the text that mean the same.

- | | |
|--------------------------------|----------------------------------|
| 1. чтобы сохранить | 6. относительная влажность |
| 2. неотапливаемая комната | 7. монахи |
| 3. при низких температурах | 8. идеально для книг |
| 4. вред и чернилам и переплёту | 9. замедлять скорость |
| 5. хранение в холоде | 10. редко используемые материалы |

ASSESSMENT MODULE II. INTEGRATED TASKS

ACTIVITY ONE. LISTENING AND SPEAKING

TOPIC: ATTITUDES AND RELATIONS

1. Listen to Tom talking about his friends. Give one reason why they get along well and name one thing they do together:

- 1. Tom and his old friend Jeff;
- 2. Tom and his new friend Erica.

2. Compare your answers. Then discuss these questions.

- 1. Who is your best friend? How did you first meet?
- 2. Who is your newest friend? How did you meet?
- 3. Why did you stop being friends with someone? Give reasons.
- 4. Why are friends important to you?

3. Look at the list below. Say which things you expect a good friend to do *for you*. Which things do you do *for a friend*?

- listen to your problems
- phone you every day
- tell the truth, even if it hurts
- keep a secret
- not hold a grudge
- support you when times are hard
- do as you tell him / her to do
- lend you money
- let you be the leader
- remember your birthday
- give advice
- not talk behind your back
- never say no when you ask for his / her help

4. Imagine that your partner has just moved to your town (village). Describe the four young people below. Your partner will choose one person to be friends with. Ask your partner about his / her choice.

Nina

age: 14

occupation: pupil

hobbies: ballroom dancing, gymnastics, going to the cinema, visiting discos

motto: Actions speak louder than words.

Denis

age: 16

occupation: college student

hobbies: playing the guitar, swimming, travelling

motto: If at first you don't succeed, try, try again.

Galina

age: 15

occupation: pupil

hobbies: painting, playing the piano, going to the cinema, dancing, cooking

motto: Take time to stop and smell the flowers.

Peter

age: 17

occupation: school leaver

hobbies: web design, football, skating, travelling

motto: Look before you leap. (Не зная броду, не лезь в воду).

ACTIVITY TWO. READING AND WRITING

TOPIC: ATTITUDES AND RELATIONS

1. Read the text *friendsters.com* and say if the statements below are true or false.

1. You can make friends only with people who live on the same continent.
2. Friendsters never meet.
3. The Internet gives a good chance to make friends.

friendsters.com

Any Friend of Yours is a Friend of Mine

Louise Henry, a 31-year-old business woman from London, arrives at her desk and turns on her computer. She is happy as she is expecting a message from her new best friend Juanita, a museum worker who lives in Vancouver, Canada.

Louise and Juanita email every day, and by doing this they are part of a new social trend that is spreading around the world. From London to Sydney, New York to Singapore, you don't have to live in the same city or even on the same continent to make new friends. You can form new friendships on the Internet.

In the past there were pen pals. Now there is *friendsters.com*, which has over 1.5 million members. And a British service, *everyonesconnected.com*, has over 500,000 members and more are joining every day.

The potential for making friends on the Internet is huge, but there are also dangers to meeting people you don't know. Because of this, these websites only accept members who are invited by their real-life friends. When members are accepted they can put their whole social network on this website. This way, friends can get to know friends' friends, without going out to parties to meet them.

Friendsters can chat, meet for a coffee and, of course, become friends.

Louise became friends with Juanita by five steps: her friend Colin, a computer consultant, knew Jess, a secretary, who was friends with Catherine, who went to school with Peter, who worked with Juanita a few years ago. The connections became apparent when they both joined *everyonesconnected*. The two friends have been in touch ever since.

Louise says: ‘Juanita and I chat over the Internet all the time, about films, religion and her new flat. Although she lives in Canada, we have a lot in common. We’re both doing photography courses at the moment. I’m on the site to meet new people in a society where I don’t think it’s easy to make new friends.’

2. Read the text again and write short answers to these questions.

1. How often are Louise and Juanita in touch with each other?
2. Where do they live?
3. What is the ‘new social trend’?
4. How do people join one of these websites?
5. According to the article, what is the advantage of meeting your friends’ friends on the Internet?
6. What do Louise and Juanita have in common?
7. Why does Louise Henry use the Internet site?

3. Write extended answers to these questions.

1. If one of your friends invited you, would you join a website like *friendsters.com*? Why / Why not?
2. Do you think it’s easy to make new friends? Why / Why not?
3. Have you made any new friends on the Internet? If yes, when and where?

4. Now look at these phrases and sentences from letters and email messages. Decide if they are: formal (f) or informal (i).

1. Hi, Gloria,
2. Dear Dr. Barnes,
3. Dear Nicolas,

4. I am writing to express my concern about the closure of the Westgarth Cinema.
5. Thank you for letting me know about the grants for young filmmakers.
6. I got your message about next Friday. Let's meet outside the entrance at 6 p.m.
7. It was a lovely surprise to hear from you after all this time.
8. I am really glad that you and your family are planning to come to my country.
9. I am sure some other solutions can be found and I look forward to receiving your response.
10. Love Ana
11. With kind regards Ana Hawk
12. Best wishes Ana

ACTIVITY THREE. READING, WRITING AND USE OF ENGLISH.
TOPIC: ATTITUDES AND RELATIONS

1. What kind of letter is this: formal or informal? Read it to find out the sender's reason for writing.

26 Glendale Road
Chester CH4 7HB
3, May 1996

Dear Marco,

Thank you for your letter. I was pleased to hear about your exam results. Congratulations!

I have some exciting news for you. I'm not frightened of aeroplanes any more! I told you about the first time I tried to go on a plane, didn't I? I had a panic attack and had to be taken off screaming. It was so dreadful that I never wanted to try it again.

Then last month I went to an 'air anxiety' (боязнь летать) seminar. There they explained exactly how planes manage to stay in the sky, taught us some breathing exercises to do when we felt panicky and put us in a flight simulator. It was horribly bumpy and noisy!

Next we visited the airport just to get used to planes taking off and landing. After that we actually flew to Paris. I didn't enjoy it, but I didn't scream, either.

I will soon be ready for the long flight to Brazil. Does your invitation still stand?

Give my best wishes to all your family. Please write to me again soon.

With love from Jill

- a) It's a / an ... letter.
- b) Jill wrote this letter because

2. Look at the letter and complete these notes about the layout and organization of a letter to a friend.

- 1. Your address should go
- 2. The ... comes underneath the address. Remember the names of months always have a ... letter.
- 3. The correct punctuation after the salutation (Dear + your friend's name) is a
- 4. You should start your letter with a general friendly beginning such as
- 5. In the first paragraph you should give
- 6. You should organize what you want to say to your friend in
- 7. If you add one or two general closing sentences, it will sound
- 8. You should ... your letter with an expression such as ... or 'With best wishes from'.
- 9. The last thing you write is

3. Here are some things you might write in a letter to a friend. Sort them into two groups: 1) those used at the beginning of a letter (b); 2) those used at the end of the letter (e).

- 1. I'm sorry I haven't written for a long time.
- 2. I'm looking forward to seeing you soon.
- 3. Take care of yourself.

4. It's ages since I last heard from you. I hope you and your family are all well.
5. Have a wonderful time and be sure to write and tell me all about it.
6. I passed by our old school yesterday and I couldn't help thinking of you.

4. Match each of the following reasons for writing with the appropriate sentences. The first is done for you.

Example: 1. c.

- | | |
|----------------------------|--|
| 1. to give news | a. I'm having a party next Saturday. I wonder if you would like to come and stay the whole weekend. |
| 2. to invite | b. I want to thank you for the really wonderful weekend I spent with you. I will never forget all your kind hospitality. |
| 3. to accept an invitation | c. You'll never guess what happened to me the other day. |
| 4. to refuse an invitation | d. I can see you're in a difficult situation. This is what I think you should do. |
| 5. to thank | e. I'm afraid I'm in a bit of trouble and I don't know who to turn to. I wonder if you could possibly help me. |
| 6. to apologise | f. Thank you very much for your kind invitation. I should love to come. |
| 7. to ask a favour | g. Thank you very much for your kind invitation. I'm very sorry that I won't be able to come because ... |
| 8. to give advice | h. I don't know how to tell you this. You remember that book you lent me? Well, I'm afraid it had a slight accident. I'm terribly sorry. |

Use of English

1. Use the correct tense form of the verbs in brackets to complete the sentences.

1. I can't phone. I (1) ... (lose) my mobile. I (2) ... (leave) it on the bus yesterday. I (3) ... (never lose) anything before.
2. I (4) ... (decide) to change my lifestyle. From now on I (5) ... (eat) only healthy food. I (6) ... also (cut) down on sugar and fat.
3. Some people in cold countries (7) ... (be) happy if the world (8) ... (get) warmer.
4. I (9) ... (miss) that TV programme last night because I (10) ... (sleep) at that time.

2. Put in the article *a* / *an* or *the* where necessary.

Why do (1) ... people round (2) ... world like to go to (3) ... parks? I think because they offer both adults and children (4) ... chance to forget about the problems of everyday life. They also offer a wide variety of (5) ... rides and games.

3. Put in prepositions where necessary.

Annie advised (1) ... me to join (2) ... the Outdoor Adventure Club and I finally did it. I went to my first meeting (3) ... Sunday morning. (4) ... first I didn't want to go (5) ... a hiking trip (6) ... them, but the leader was so nice and I put my name (7) ... the list. After the meeting all the members (8) ... the club went (9) ... a coffee shop and I came (10) ... home fairly late.

4. Put the words in the right order to make up correct sentences.

1. someone / the / tell / way / I / in / asked / street / the / to / station / the / me / to /.
2. piece / we / new / bought / the / is / of / beautiful / furniture / really /.
3. seventy / enough / to / is / pounds / buy / in / a / this / thousand / house / area /?

5. Complete the sentences with the correct derivatives formed from the words given in the same line.

- | | |
|--|-----------------|
| 1. There is no ... between the two dresses, they are practically the same. | <i>differ</i> |
| 2. After several hours of debate they came to a certain | <i>decide</i> |
| 3. David believes that one day he will become a ... lawyer. | <i>success</i> |
| 4. The conference room was ... empty. | <i>practice</i> |
| 5. As children grow older they become more and more ... and want to do what they think is right. | <i>depend</i> |

ACTIVITY FOUR. LISTENING AND SPEAKING

TOPIC: ENTERTAINMENT AND PASTIME

1. Look at the pictures below. Listen to the story and choose the correct answer.



1. How many festivals are described?
a) two b) three c) four
2. What are the names of the countries where the festivals are celebrated in?
a) China, Thailand, Mexico b) Brazil, Russia, Mexico
c) Thailand, Mexico, Russia

2. Listen again. Name the number of the festival (1, 2 or 3) to answer the questions below. Some variants are not needed.

1. Which festival (1, 2 or 3) is celebrated
a) to say thank you for the sun?

- b) to remember dead friends or relatives?
 - c) to say goodbye to winter?
 - d) to celebrate the New Year?
 - e) to say thank you for the water?
2. Which festival is celebrated
- a) at the end of the rainy season?
 - b) on the second Sunday in November?
 - c) at the beginning of winter?
 - d) on the second of November?
 - e) at the end of winter?

3. Listen again. Answer these questions about each festival.

1. What do people make on each festival?
- 1. ...
 - 2. ...
 - 3. ...
2. What are the things made from?
- 1. ...
 - 2. ...
 - 3. ...
3. What happens to the things?
- 1. ...
 - 2. ...
 - 3. ...
4. Are any special kinds of foods eaten? If yes, write them down for each festival.
- 1. ...
 - 2. ...
 - 3. ...

4. Speak about a holiday in your country. Follow the pattern.

I live in ... (place). My favourite holiday is ... (name). It's celebrated ... (when?). It marks ... (what?). For the holiday, ... (what?) are made from ... (what?) They are ... (what do people do with the things?). People eat lots of ... (what food?) and they ... (what do they do?)

5. Describe how you feel about your favourite holiday and what you do on it. Do people in Belarus often send greeting cards?

The average person in Britain sends 53 greeting cards every year. Most of them (85%) are bought by women. Cards are usually sent for

- | | |
|-------------------|------------------|
| – birthdays | – anniversaries |
| – Christmas | – weddings |
| – Valentine’s Day | – births |
| – Mother’s Day | – deaths |
| – Father’s Day | – passing exams. |

6. Are you for or against traditional celebrations? Should or shouldn’t they be preserved? Look through the young people’s opinions on traditional celebrations and say if they are worth keeping in your opinion and which celebrations in particular. Give reasons. (See the list of some holidays in Ex. 5).

For

- Every country has its own traditions, some of which have existed for centuries. We should do everything possible to preserve them. They are our historic heritage.

- Traditional celebrations are important, as they bring communities together and make us think about other people and not just computers.

- Traditional celebrations brighten up our lives with entertainment and colour. Moreover, some celebrations attract many tourists and their money.

Against

- In today’s high-tech world traditional celebrations are too old-fashioned and not interesting to teenagers. You can enjoy watching many more catching events on the Internet.

- Traditional celebrations are expensive to organize, especially fireworks and parades. It’s better to spend money on youth’s clubs and sports centres.

- Some traditional customs have lost their original meaning and importance. Young people don’t even know their origin and aim.

ACTIVITY FIVE. READING AND SPEAKING

TOPIC: ENTERTAINMENT AND PASTIME

1. Read the text 'Bizarre (причудливый) Annual Events in the UK' and answer the questions below.

Bizarre Annual Events in the UK

A. *The Bognor Bridman Competition* takes place in Bognor Regis in May. Competitors build strange homemade flying machines or wear unusual costumes and try to 'fly' off the pier (пирс). The person who flies the furthest wins a large cash prize. Many of the fliers take part to raise money for charity. As many as 40,000 spectators watch this competition every year.



B. *The Cooper's Hill Cheese Rolling Competition* is held in Gloucester every year in May. Contestants stand at the top of a very steep hill. A huge cheese is rolled down, and the contestants have to chase it down the hill. Nobody ever manages to catch the cheese, but the person who gets to the bottom first is the winner, and keeps the cheese as a prize!

C. *Up-Helly-Aa* is held every year on the last Tuesday of January in the Shetland Isles. Up to 1000 people dressed as Vikings and holding flaming torches (горящие факелы) pull a Viking galley (галера) through the streets. When



they reach a certain place, they throw their torches into the galley and burn it. Then, they stage on short funny plays in local concert halls. The festival is very popular with locals and tourists alike.



D. *The Peel Dip* takes place every New Year's Day on the Isle of Man. About 200 people jump into the freezing waters of the Irish Sea to raise money for charity. The dip attracts people of all ages. All the swimmers get a medal and a certificate.

In which festival(s) (A, B, C or D)

1. can you eat the prize?
2. is money collected to help people?
3. is speed important?
4. do the participants act?
5. do the people wear strange clothes?

2. Find in the text the words that mean the same.

1. to collect money (A, D) – ...
2. help to the poor (A, D) – ...
3. people who take part in competitions (B) – ...
4. to run after (B) – ...
5. to perform a play (C) – ...
6. people who live in this place (C) – ...

3. Match the words in bold type that describe quantity with their Russian equivalents.

- | | |
|----------------------------------|--------------|
| 1. Many of the fliers ... | a) До ... |
| 2. As many as 40,000 ... | b) Все ... |
| 3. Up to 1000 people ... | c) Около ... |

4. **About** 200 people ...

d) Многие ...

5. **All** the swimmers ...

e) В количестве ...

4. Imagine you are at one of these events. Share your impressions of the event with your partner. Speak about the event that seems most attractive to you.

5. Think about a bizarre event in your country, then describe it to the class. Mention its name, place, date and the things people do.

ACTIVITY SIX. READING AND SPEAKING TOPIC: SCHOOL AND SCHOOL ACTIVITIES

1. What can you remember about your first day at school? How did you feel? What did you do? What did you think of the teachers?

2. Look at the picture below. What do you think this teacher is like?



3. Read the extract from *Matilda* by Ronald Dahl. Were you right about Miss Trunchbull when you were looking at the picture?

After the usual business of going through all the names of the children, Miss Honey handed out a brand-new exercise-book to each pupil.

‘You have all brought your own pencils, I hope,’ she said.

‘Yes, Miss Honey,’ they answered.

‘Good. Now this is the very first day of school for each one of you. It is the beginning of at least eleven long years of schooling that all of you are going to have to go through. And six of those

years will be spent right here at Crunchem Hall, where, as you know, your headmistress is Miss Trunchbull. Let me for your own good tell you something about Miss Trunchbull. She insists upon **strict discipline** throughout the school, and if you **take my advice** you will do your very best to **behave yourselves** in her presence. Never **argue** with her. Never **answer** her **back**. Always do as she says. If you get on the wrong side of Miss Trunchbull she can liquidize you like a carrot in a kitchen blender. It's nothing to laugh about, Lavender. Take that grin (ухмылка) off your face. All of you will be wise to remember that Miss Trunchbull **deals very severely with** anyone who **gets out of line** in this school. Have you got the message?

'Yes, Miss Honey,' whispered eighteen little voices.

4. Mark the statements as true or false.

1. Miss Honey reads the names of all the children.
2. The school provides pencils for the children.
3. All the children are new to the school.
4. They will stay at Crunchem school for eleven years.
5. Miss Trunchbull is the class teacher.
6. Miss Honey tells the children how to behave in front of the headmistress.
7. Miss Honey advises the children not to argue with each other.
8. The children are happy about being at school.

5. Look at the words / phrases from the text and choose their correct definition given in italics.

1. **strict discipline**: making people obey rules / have fun
2. **take my advice**: do what I suggest / give me a suggestion
3. **behave yourselves**: act like a good / bad child
4. **argue**: agree / disagree with someone by talking or shouting
5. **answer back**: reply politely / rudely
6. **deals severely with**: punishes / praises
7. **gets out of line**: behaves in the correct / incorrect way

6. Complete the sentences using some of the words / phrases given in Ex. 5.

1. I didn't ... myself when I was in junior forms.
2. I believe that ... is important when you are bringing up children.
3. I think you should ... your father's He is usually right.
4. My brother and I ... a lot, but we still get on well.
5. Some of my teachers ... with anyone who arrives late at school.

7. Choose a few of the sentences in Ex. 6 and say which are true for you. Compare with your partner's opinion.

8. Check your understanding of the meaning of the words / phrases in the box. Say if they are the qualities of a good teacher or if they are about a bad teacher.

A. Things a teacher does	B. What a teacher is like
<ol style="list-style-type: none"> 1. loses his / her temper 2. shouts 3. smiles 4. talks slowly 5. asks difficult questions 6. punishes students who behave badly 7. gives clear answers to your questions 	<ol style="list-style-type: none"> a. patient b. boring c. knowledgeable d. understanding e. inspiring f. strict g. cheerful h. open-minded

9. Choose the correct alternative.

1. Her class was so *open-minded* / *boring* / *inspiring* that some of us fell asleep.
2. Our teacher is very calm. She never *talks slowly* / *behaves badly* / *loses her temper*.
3. My teacher is very *patient* / *knowledgeable* / *strict*. He explains things many times.

4. The students know a lot about the topic. They are extremely *patient / knowledgeable / open-minded*.
5. If we do stupid things, our teacher *inspires / smiles at / punishes* us.
6. When students have problems, our teacher helps them. She is very *boring / understanding / open-minded*.
7. Our teacher gets angry if we *shout / do our homework / arrive on time*.
8. My English teacher was really *inspiring / boring / open-minded*. All the students wanted to speak English fluently.

10. Choose the suitable characteristics from Ex. 8 to describe one of your teachers. Don't give the teacher's name. Do you think your classmates guess who you are talking about?

ACTIVITY SEVEN. READING AND SPEAKING

TOPIC: SCHOOL AND SCHOOL ACTIVITIES

1. Here are descriptions of three language schools in Britain. Read each description in turn and do the exercise below. It will help you to compare what the schools offer.

Comparing Language Schools



SCHOOL A

The School was opened in 1955 and is part of a non-profit-making educational foundation. Its 200 students, from 30–40 countries, work in large, attractive buildings situated in extensive, beautiful gardens, within easy reach of the centre of Cambridge. The School has dining-rooms, a library, video filming studio, language laboratories, listening and study centres, computers, as well as facilities for tennis, table-tennis, volleyball, basketball, badminton and football.

General English classes are for students aged 16 + . Complete beginners are not accepted. Students have classes for 21 hours a week. Other subjects within the General English timetable include English for Business and English Literature. The cost of tuition, materials and books per term is £1130. Accommodation is with local families. Lunch is provided in the School Monday to Friday. All other meals are taken with the family. There is a full range of social activities including excursions, discos and theatre visits. The total cost of all non-tuition services is £670 per term. There are 3 terms of 10 weeks and a half.

SCHOOL B

This school can accept 220 students. It occupies a 19th century building in a quiet area close to Victoria Station in central London.

General courses, either in the mornings or afternoons, comprise fifteen 50-minute periods per week. We provide a wide range of classes from beginners to advanced students.

We place students at the level indicated by the special entry test which all students take. There are usually no more than 14 students in a class. In addition to the fifteen lessons,

there are daily individual laboratory sessions and lectures on life in Britain at no extra cost.

There are 8 classrooms, a multi-media learning centre, language laboratory, video, computer, lecture hall, canteen. We are open from January to December for courses of 3 to 14 weeks. There is a special 2-week Easter Course and Refresher Courses for overseas teachers of English in summer. Fees are approximately £46 per week for general courses.

Accommodation can be arranged with selected families with half-board. There is a full special programme and regular excursions.

SCHOOL C

This school, founded in 1953, is a non-profit-making Charitable Trust. Situated in residential North Oxford, 3 km from the city centre, the College occupies a complex of 14 large Victorian houses providing academic and residential accommodation. Facilities include an excellent library, video room, language laboratories, computer room, science laboratories, assembly hall and coffee bar.

A particular benefit for the foreign students is the opportunity to live and study with native English speakers taking courses at university level.

All students are encouraged to participate in social and extracurricular activities including sports, horse riding, drama, art, crafts, photography, films, concerts and excursions.

Academic Year Courses (21 hours per week) are leading to all principal examinations, concentrating on language with selected studies in Literature, Politics, History, Art History, Computing. Most students live in college houses each supervised by a resident warden, but some prefer family accommodation.

Describe each school (A, B, C). Mention these characteristics.

1. Town
2. Kind of building
3. Number of students
4. Length of courses
5. Hours per week
6. Size of classes
7. Cost of tuition

2. Read again and write down the English equivalents from the text.

- | | |
|------------------------|-----------------------------|
| 1. легко добираться до | 7. специальный вступитель- |
| 2. в рамках расписания | ный тест |
| 3. обучение | 8. иностранные учителя |
| 4. проживание | 9. полупансионат (частичное |
| 5. общая стоимость | питание) |
| 6. в неделю / семестр | 10. некоммерческий трест |

3. Read the descriptions of schools A and C again and write down the names of a) sports activities and b) social activities they offer.

4. Imagine that you are going to Britain to study English. You want to pick a language school. Which language school would you choose A, B or C? Say why?

You can choose one of the three schools described above and give reasons for your choice. Or, if none of the three suits you, you can describe the kind of school you would like to go to.

When you have made your decision, work with a partner. Tell him / her your decision and ask about his / hers. Make sure you both explain your choices fully.

5. Prepare a short talk describing the kind of English language programme you would like to follow. You can make use of these expressions:

If I could choose my own language programme, I would like to have ...

I would prefer ... to ...
I would like to have the opportunity to ...
My programme should include ...
It would be better to ... than to ...

6. Give your talk to the rest of the class and be ready to answer questions when you have finished.

ACTIVITY EIGHT. READING AND SPEAKING

TOPIC: SCHOOL AND SCHOOL ACTIVITIES

1. Read the text and do the exercises that follow.

Languages

About 6,000 years ago in southern Russia, lived a tribe (племя) of people whose language is known as Indo-European. This language is now extinct (исчез), but it was the ancestor (предшественник) of many modern languages which are spoken in every continent of the world today.

We do not know when the Indo-Europeans left their homeland. They travelled both to the north-west into Europe and to the south-east into Iran and India. In modern times, the languages of Europe have been taken across the oceans to America, Australia and Africa. The modern Brazilian speaks a language that is distantly related to the Slavonic languages, like Polish and Russian, to Punjabi, which is spoken in India, and to Farsi, which is spoken in Iran.

The Indo-European family of languages has nine branches: Indo-Iranian, Celtic, Romance, Germanic, Slavonic, Greek, Albanian, Armenian and Baltic. Some of these groups contain many languages. For example, the Romance group contains seven languages including French, Spanish, Portuguese and Italian. These all came from Latin, which is now dead. The Germanic group contains two branches: the Scandinavian languages (Norwegian, Icelandic, Danish and Swedish), and the Germanic languages (Dutch, German and English). Some other

branches of the Indo-European family, however, contain only one language, for example, Greek, Albanian and Armenian.

The importance of these languages has changed a lot through history. In Roman times, the Celtic languages were spoken from Greece to the North of Scotland. Today, there are only a few speakers in the west of Britain (Welsh and Gaelic), in Ireland (Irish) and in France (Breton). In contrast, Old English was spoken by only a few tribes in northern Germany in Roman times.

English is an unusual language in the Indo-European family because it really comes from three different languages: German, Old Norse and French. The English tribes first came to Britain in the 5th century. They spoke a kind of German. So most of the ordinary words of English come from German, for example, 'man', 'house', 'and' and 'summer'.

Later, tribes from Scandinavia attacked Britain. These Vikings, as they were called, brought many Norwegian words into the English language. The verb 'get' and words beginning with 'sk' come from Norwegian.

The biggest change in the language came in 1066. The Normans, whose language was French, conquered Britain. They brought words like 'language', 'parliament', 'hotel' and 'example' into English. English has borrowed words from other European languages, too. We got 'guitar' from Spanish, 'bank' from Italian and 'robot' from Czech. In science there are a lot of words from Greek like 'helicopter' and from Latin, like 'temperature'.

English has also taken words from countries further away. 'Pyjamas' and 'bungalow' come from Indian languages. 'Tea' comes from Chinese. 'Coffee' and 'sugar' come from Arabic.

English has been a great borrower of words. Today a lot of languages borrow words from English.

2. Say if the following statements are true, false or you don't know.

1. The Indo-European family of languages came from India.
2. The people in southern Russia today still speak Indo-European.

3. Punjabi is spoken in Brazil.
4. No Indo-European languages are spoken in Africa.
5. All the branches of the Indo-European family contain seven languages.
6. Portuguese is a Romance language.
7. The Celtic languages were more widely spoken in Roman times.
8. Portuguese and Spanish are only distantly related.
9. English is spoken by everyone in the world.

3. Name the languages from which these words came into English. Consult the text if necessary.

- | | |
|---------------|----------------|
| 1. helicopter | 7. robot |
| 2. guitar | 8. temperature |
| 3. pyjamas | 9. tea |
| 4. coffee | 10. sky |
| 5. man | 11. language |
| 6. parliament | |

4. Learning English is not easy. In fact, it needs a great effort and hard work. What are some of the things that we must do to learn English? Read the list below. Say which are the things that you do well and which you are not very good at in your opinion.

- pronounce the sounds of the language
- know the alphabet
- spell correctly
- remember the words I learn
- use the verb tenses correctly
- read with understanding
- understand spoken English on the tape
- speak English in class
- sing songs in English
- other.

5. Which are the easiest and the most difficult things for you about learning English? Think of three ideas and speak about them. Brainstorm as many ideas as you can and talk about them in your group.

6. Share with each other some of the best suggestions for learning English. Which of these aspects and activities are more important in your opinion and why?

- | | |
|-----------------|------------|
| – vocabulary | – speaking |
| – pronunciation | – writing |
| – listening | – grammar |
| – reading | |

ACTIVITY NINE. READING AND USE OF ENGLISH

TOPIC: SCHOOL AND SCHOOL ACTIVITIES

1. Read the text 'Back to School' and do the exercises that follow.

Back to School

§ 1. Have you ever heard anyone say something like this? 'When I was your age, I had to walk to school. It was three miles each way. We walked in all kinds of weather. It was all uphill, too!'

§ 2. Much has changed in education over the years in many countries. People may exaggerate how hard things used to be. But it is true that most students of today are fortunate when compared to those of long ago. There are many places in the world today where education is still a privilege. Many children stop going to school at an early age in some African and Asian countries. Families need children to work and help with **expenses**. Some children go to school and work, too. To them, it must seem amazing that in other countries, until the age of 16 or so, a child's only responsibility is to go to school! Even in European countries free schooling for all has only come about in the last 100 years.

§ 3. Early education consisted of listening and memorizing. Students did not often get books and paper was **scarce**. Students were required to memorize and recite long lists of facts. Classrooms were very different as well. There were no centres or group projects. Students stayed in their seats. They spoke only

when spoken to. Or they paid the consequences! Only very recently education has become as interesting and exciting as it is today. Teachers try to motivate students to learn. They try to show students how what they are learning is related to their own lives. Classrooms are full of colour, experimentation, and fun.

§ 4. Today, there is still much for students to learn. The basics are still as important as they used to be. Our changing world also makes it important for students to learn and experience much more than reading, writing and arithmetic. School has taken on a **huge** role in today's society. You may ride the bus or walk three miles to get there. But be sure to jump in and make the most of your time at school!

2. Choose the correct variant a, b or c to complete the sentences according to the text.

1. This story is mostly about
 - a) schools long ago.
 - b) what students learn.
 - c) how schools have changed.
2. What may people say today about old schools?
 - a) They were so bad.
 - b) They were worse than they really were.
 - c) It was a privilege to study in them.
3. Students of long ago
 - a) were short of several things at school.
 - b) were more responsible and hard-working.
 - c) were more fortunate and more disciplined.
4. How do today's teachers try to interest their students?
 - a) By telling jokes.
 - b) By making the work easy.
 - c) By comparing learning to real life.
5. How might children from poor countries feel when they come to a European school?
 - a) Angry.

- b) Surprised.
- c) Afraid.

3. Choose the meaning a, b or c in which these words are used in the text.

1. expenses

- a) housework
- b) farming
- c) money

2. scarce

- a) not enough
- b) of poor quality
- c) not needed

3. huge

- a) unusual
- b) great
- c) useful

4. Choose the correct translation of these sentences.

1. Have you ever heard anyone say something like this? (§ 1)

- a) Вы когда-нибудь слышали или говорили кому-нибудь нечто подобное?
- b) Вы когда-нибудь слышали, чтобы кто-то говорил, что ему это нравится?
- c) Вы когда-нибудь слышали, чтобы кто-то говорил нечто подобное?

2. They spoke only when spoken to. (§ 3)

- a) Они говорили только тогда, когда к ним обращались.
- b) Они говорили только тогда, когда им было что сказать.
- c) Они разговаривали только между собой.

3. The basics are still as important as they used to be. (§ 4)

- a) Базовые знания и сейчас также важны, как и раньше.
- b) Сейчас также важно использовать прежние базовые знания.

- с) Важные базовые знания все еще используются и сегодня.

Use of English

1. Choose the correct variant *a*, *b* or *c* to complete the sentences.

1. I can't expect her to make ... an important decision right now.
a) so b) this c) such
2. Jim ran the fastest of ... the players on the team.
a) all b) some c) any
3. Use your strength for others, don't use it just for
a) you b) yourself c) your's
4. There is no other way to reach the city centre than by bus, ... ?
a) isn't there b) is there c) isn't it
5. You ... to wait a bit until we ... hot chocolate on the fire.
a) will have, make b) will have, will make
c) have, will make
6. It's the best show I ... lately.
a) was really enjoyed b) was really enjoying
c) have really enjoyed
7. He ... his mobile phone in his car and the police stopped him.
a) has used b) uses c) was using
8. Since her first championship Martina ... many International competitions.
a) has won b) was winning c) won
9. Will you let me ... if you need anything?
a) to know b) know c) knowing
10. Little babies ... get plenty of sleep which helps them stay happy.
a) should b) may c) can
11. This is a poem about a man who ... between two roads in a forest.
a) choosed b) chose c) chosed

12. In ... century Spanish explorers brought horses to America in their ships.
a) fifteen b) the fifteenth c) fifteenth
13. He is a well-known astronomer and he has ... of space research.
a) many knowledge b) many knowledges
c) much knowledge
14. In old times castles ... for safety and defense from attack.
a) were building b) were built c) built
15. I am not satisfied with my composition. I think I have written it ... than I could.
a) worser b) worse c) more worse

2. Put in *a* or *the* where necessary.

1. I was shivering though it was ... warm night.
2. They live in ... north of England.
3. He likes to be in ... centre of everything.
4. I always eat my soup with ... brown bread.
5. Many people gathered in ... Times Square to celebrate the holiday.

3. Put in prepositions where necessary.

1. ... the end ... the story the criminal was found and arrested.
2. We decided to go ... bus, but we had to wait ... an hour ... the bus-stop.

4. Put the words in the correct order to make up sentences.

1. humans / have / always / and / helped / animals / comforted /.
2. parcel / yesterday / I / arrived / in / condition / the / received / a / terrible /.
3. you / finally / change / do / David / his / think / will / mind /?

5. Build the necessary word that suits the meaning of the sentence in the same line and put it in.

- | | |
|--|------------------|
| 1. What are the ... aspects of life in the country? | <i>tradition</i> |
| 2. These fitness programmes were made by some qualified ... of our club. | <i>instruct</i> |
| 3. ... is her hobby. | <i>Tourist</i> |
| 4. I've never eaten ... food before. | <i>China</i> |
| 5. We respect the ... of those who defended the country. | <i>hero</i> |

TAPESCRIPTS

ASSESSMENT MODULE I. SINGLE ACTIVITY TASKS

Activity One. Listening Effectively (p. 208)

Topic: Attitudes and Relations

Paul: Helen, it's good to see you.

Helen: Yes, and you, Paul. How are you?

Paul: Great, thanks. And you?

Helen: Fine. Are you married?

Paul: Yes, I've been married for nine years and we've got three children.

Helen: Oh, lovely. What do you do? Didn't you get a job at a bank after university?

Paul: Yes, I'm still there, but I'm a manager now.

Helen: Where do you live?

Paul: In Manchester. We've been there for three years. We've got a nice house in the suburbs, and Georgina – that's my wife – teaches at a local school. What about you?

Helen: Oh, well, when I left university, I got a job with an insurance company, but I didn't take it, so I was there only for six months.

Paul: What did you do?

Helen: I travelled to Australia, south-east Asia, and Canada.

Paul: Great! What did you do there?

Helen: I worked on farms, in hotels, in shops – and I met my husband! His name was Troy and he played the trumpet in a band.

Paul: Wow! Cool!

Helen: Yes, I was a singer with the band for a couple of years. It was fun but then I wanted to do the normal thing – get a real job, buy a house, have children. But Troy didn't.

Paul: So, what happened?

Helen: We got divorced and I came back to England. I've been back for four years now. I work for a computer company.

Paul: In London?

Helen: Yes. I share a flat with a friend there.

Paul: I always wanted to travel and play the guitar in a band.

Helen: Yes, but you've got a good job, a nice house, a family. You've got all the things that I've always wanted.

Paul: But you've done all the things that I wanted to do. That's life, eh?

ASSESSMENT MODULE II. INTEGRATED TASKS

Activity One. Listening and Speaking (p. 234)

Topic: Attitudes and Relations

- Who is your best friend, Tom?
- My best friend is this guy, Jeff Subek. He's been my friend for a long, long time, what's called, since school days.
- How did you meet?
- We actually met very-very young, in the kindergarten, first grade. Right from the beginning, you know, we were friends.
- Why do you think you're such good friends?
- Maybe, we share a lot of interests, you know, and he and I like a lot of same things. I think he is funny and I think I am funny. I don't see him much anymore. There's a large distance between us now. But ... I see him two or three times a year and what we do, we, you know, try to do something special.
- Like what?
- Well, we went to a basketball game last year. We were camping for a week last summer.
- Who's your newest friend?
- In my new job I met a girl, Erica, so she is my newest friend.
- Where did you meet?
- Well, we met at the job. We both got a train on the same day, you know. We can help each other through the training process and this was how we became friends. I like people who are funny and she is just lively and cheerful and she makes me

laugh all through, you know. We've been seeing a lot of each other lately. We've been to the movies together ... and we've been enjoying each other's company lately.

Activity Four. Listening and Speaking (p. 242)

Topic: Entertainment and Pastime

1. I'm from Thailand. My favourite festival is Loy Krathong. It's celebrated at the end of the rainy season. It's to say thank you for the water. Small boats are made from banana leaves. A candle, flowers, and coins are put in the boat. In the evening, people take their boats to the nearest river, canal, or lake. The candles are lit and the boats are pushed out onto the water. It looks really beautiful. We believe that our bad luck is taken away by the boats, so we feel happy.

2. The Day of the Dead is one of the biggest festivals in Mexico. It's celebrated on the second of November every year. It's when dead friends and relatives are remembered. Big models of skeletons are made from paper, wood, and cardboard. These skeletons are carried through the streets. Small skeletons are eaten. They are made from sugar and bread. They're sold in shops and markets. In their houses, people have flowers, candles, food, and photographs of their dead friends and relatives. We remember the good times with them.

3. My favourite festival here in Russia is Maslenitsa. It's celebrated at the end of the winter. Winters are very long and cold in Russia, so we're all happy when it finishes. For the festival a model of a woman is made from straw. It's dressed in women's clothes. This is Lady Maslenitsa. There are lots of parties and people visit their relatives. And – this is the best part for the children – they eat lots of pancakes. They're delicious. At the end of the week, Lady Maslenitsa is burnt and we say goodbye to winter.

ANSWER KEY

ASSESSMENT MODULE I. SINGLE ACTIVITY TASKS

Activity One. Listening Effectively (p. 208)

Topic: Attitudes and Relations

2. 1. a) Paul; b) Helen. 2. Troy is Helen's ex-husband; Georgina is Paul's wife.
3. 1. H; 2. P; 3. P; 4. H; 5. H; 6. H; 7. P; 8. H; 9. P; 10. H.
4. 1. Helen worked in an insurance company.
2. Helen was a singer.
3. Paul has lived in Manchester.
4. Helen has been back to England.
5. Paul has been married.
5. Helen says: You've got all the things that I've always wanted.
Paul says: You've done all the things that I wanted to do.

Activity Two. Use of English (p. 209)

Topic: Attitudes and Relations. Revision of Tenses

1. (1) has returned;
(2) is staying;
(3) has become;
(4) has lost;
(5) had;
(6) have bought;
(7) has refused / refuses;
(8) feels;
(9) doesn't quarrel;
(10) will help.

2.

Hi,

My name is Stephano and I'm an Italian student. I ~~am~~ ^{come} coming from Rome, which I ~~am~~ ^{think} thinking is the most beautiful city in the world. At the moment I ~~am~~ ^{am} studying engineering

at university in Pisa, so I ~~am living (live)~~ lived in a flat with three other students.

We have a lot in common and ~~are share~~ sharing the same sense of humour.

Most nights we ~~listen~~ are listened to music, and on Saturdays we usually go to a disco and dance all night. All except Marco, who ~~has studies~~ studying chemistry. He is very boring and ~~is never goes~~ going out.

This year I ~~am study~~ study English twice a week because I would really like to work for an American company when I ~~am finish~~ finish my degree.

Look forward to hearing from you soon.

All the best

Stephano

P.S. I have attached some photos of me and the Leaning Tower.

3. 1. d; 2. b; 3. e; 4. d; 5. f; 6. c; 7. a; 8. g.

4. 1. the; 2. the; 3. -; 4. the; 5. the.

5. 1. for; 2. On; 3. to; 4. In; 5. at.

6. 1. happiness;
2. importance;
3. suitable;
4. carefully;
5. unnatural.

7. 1. take;
2. wear;
3. speak;
4. did;
5. Learning.

Activity Five. Use of English (p. 214)

Topic: Entertainment and Pastime. Building Adjectives

1. 1. l; 2. g; 3. e; 4. h; 5. a; 6. d; 7. i; 8. b; 9. c; 10. k; 11. j; 12. f.
3. 1. a); 2. b); 3. c); 4. a); 5. a); 6. c); 7. a); 8. c); 9. a); 10. a);
11. b); 12. b); 13. a); 14. a); 15. b); 16. a); 17. c); 18. c); 19. a);
20. c).

5. 1. polite;
2. cruel;
3. caring;
4. vain;
5. optimistic;
6. selfish;
7. easy-going;
8. generous;
9. broad-minded;
10. honest.

Activity Six. Writing Effectively (p. 217)

Topic: Entertainment and Pastime. Use of Adjectives

2. *Speaker 1.*

(+) sociable, easy-going, religious, family oriented, patriotic.

(-) melancholic, nostalgic.

Speaker 2.

(+) inventive, sociable, keen travellers

(-) negative towards foreigners.

4. (1) wonderful;
(2) favourite;
(3) former;
(4) local;
(5) delicious;
(6) professional;
(7) very;
(8) really;
(9) extremely;
(10) happy.

Activity Seven. Reading Effectively (p. 220)

Topic: Schools and School Activities

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

3. 1) earn one's living;
2) be admitted;
3) produce evidence;
4) look after children;
5) application form;
6) part-time study;
7) attendance requirements;
8) attend formal lectures.

Activity Eleven. Reading Effectively (p. 227)

Topic: The World of Art. Theatre. Cinema

1. 1. C; 2. B.
2. 1. C; 2. A; 3. B; 4. D.
3. D. The film is a comedy and was filmed in a London restaurant (not in a typical town). It doesn't claim to be the truth about the kitchen and it will not teach you to cook.

Activity Twelve. Use of English (p. 229)

Topic: The World of Art. The Active and Passive Tense Forms

1. 1. is;
2. has been shown;
3. have been made;
4. was bought;
5. has never visited;
6. has been spent;
7. had hardly;
8. have already been made;
9. have sent;
10. has been attended.
2. 1. b; 2. b; 3. c; 4. c; 5. b; 6. a; 7. c; 8. b; 9. a; 10. c.
3. (1) an; (2) a; (3) -; (4) the; (5) a.
4. (1) at; (2) on; (3) -; (4) for; (5) at.
5. 1. Why didn't you tell me you didn't do your homework?
2. Pat took the medals from the shelf to show them to her friends.
3. Is it possible that they will become good friends?

6. 1. depth; 2. ability; 3. friendly; 4. automatically; 5. Careless.
7. 1. shortest; 2. save; 3. test; 4. makes; 5. fell.

Activity Thirteen. Reading Effectively (p. 232)
Topic: The Style of Life

1. 1. C; 2. D; 3. B; 4. A; 5. C.
2. 1. in order to preserve;
2. an unheated room;
3. at low temperatures;
4. damage to both ink and binding;
5. cold storage;
6. relative humidity;
7. monks;
8. ideal for books;
9. slow down the rate;
10. low-use materials.

ASSESSMENT MODULE II. INTEGRATED TASKS

Activity One. Listening and Speaking (p. 234)
Topic: Attitudes and Relations

1. 1. share a lot of interests / try to do something special.
2. enjoy each other's company / go to the movies.

Activity Two. Reading and Writing (p. 236)
Topic: Attitudes and Relations

1. 1 F; 2 F; 3 T.
2. 1. email every day;
2. London and Vancouver, Canada;
3. form new friendships on the Internet;
4. they should be invited by their real-life friends;
5. they may not go to parties to meet them;
6. films, religion, photography;

7. to meet new people.
4. 1. i; 2. f; 3. i; 4. f; 5. f; 6. i; 7. i; 8. f; 9. f; 10. i; 11. f; 12. i.

Activity Three. Reading, Writing and Use of English (p. 238)

Topic: Attitudes and Relations

1. a) an informal letter;
b) to tell her friend some exciting news.
2. 1. in the top righthand corner;
2. the date, capital;
3. comma;
4. Dear ... / Thank you;
5. information about yourself;
6. the following paragraphs;
7. polite;
8. finish 'With love from';
9. your name.
3. (b) 1, 4, 6; (e) 2, 3, 5.
4. 1. c; 2. a; 3. f; 4. g; 5. b; 6. h; 7. e; 8. d.

Use of English

1. (1) have lost;
(2) left;
(3) have never lost;
(4) have decided;
(5) will eat;
(6) have cut;
(7) will be;
(8) gets;
(9) missed;
(10) was sleeping.
2. (1) –; (2) the; (3) –; (4) a; (5) –.
3. (1) –; (2) –; (3) on; (4) At; (5) on; (6) with; (7) on; (8) of; (9) to;
(10) back.
4. 1. I asked someone in the street to tell me the way to the station.
2. The new piece of furniture we bought is really beautiful.

3. Is seventy thousand pounds enough to buy a house in this area?
5. 1. difference;
2. decision;
3. successful;
4. practically;
5. independent.

Activity Four. Listening and Speaking (p. 242)
Topic: Entertainment and Pastime

1. 1. b; 2. c.
2. 1. (a) –; (b) 2; (c) 3; (d) –; (e) 1.
2. (a) 1; (b) –; (c) –; (d) 2; (e) 3.
3. 1. 1. Small boats.
2. Big and small models of skeletons.
3. A model of a woman.
2. 1. Banana leaves.
2. Paper, wood, cardboard, sugar, bread.
3. Straw.
3. 1. The boats are pushed out onto the water.
2. The skeletons are carried through the streets. Small skeletons are eaten or sold in shops and markets.
3. Lady Maslenitsa is burnt.
4. 1. –
2. Skeletons made from sugar and bread.
3. A lot of pancakes.

Activity Five. Reading and Speaking (p. 245)
Topic: Entertainment and Pastime

1. 1. B; 2. A, D; 3. B; 4. C; 5. A, C.
2. 1. to raise money;
2. charity;
3. contestants;
4. to chase;
5. to stage on;

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

Activity Six. Reading and Speaking (p. 247)

Topic: School and School Activities

4. 1 T; 2 F; 3 T; 4 F; 5 F; 6 T; 7 F; 8 F.
5. 1. obey rules;
2. do what I suggest;
3. act like a good child;
4. disagree with someone;
5. reply rudely;
6. punishes;
7. behaves in the incorrect way.
6. 1. behave;
2. strict discipline;
3. take advice;
4. argue;
5. deal severely.
8. A. 1-; 2-; 3 +; 4 +; 5-; 6-; 7 +.
B. a +; b-; c +; d +; e +; f-; g +; h +.
9. 1. boring;
2. loses her temper;
3. patient;
4. knowledgeable;
5. punishes;
6. understanding;
7. shout;
8. inspiring.

Activity Seven. Reading and Speaking (p. 250)

Topic: School and School Activities

1.	A	B	C
1	Cambridge	London	Oxford

2	large, attractive	19th century building	large Victorian houses
3	200	220	no information
4	3 terms of 10 weeks and a half	3 to 14 weeks a special 2-week-course Refresher Courses	Academic year Courses
5	21	15	21
6	no information	14	no information
7	£ 1130	£ 46 per week	charitable

2.
 1. within easy reach;
 2. within the timetable;
 3. tuition;
 4. accommodation;
 5. the total cost;
 6. per week/term;
 7. special entry test;
 8. overseas teachers;
 9. half-board;
 10. non-profit-making trust.
3. School A. a) tennis, table-tennis, volleyball, basketball, badminton, football;
b) excursions, discos, theatre visits.
- School C. a) sports and horse riding;
b) drama, art, crafts, photography, films, concerts, excursions.

Activity Eight. Reading and Speaking (p. 254)

Topic: School and School Activities

1. 1. DK; 2. F; 3. F; 4. T; 5. F; 6. T; 7. T; 8. F; 9. F.

3. 1. Greek;
2. Spanish;
3. Indian;
4. Arabic;
5. German;
6. French;
7. Czech;
8. Latin;
9. Chinese;
10. Norwegian;
11. French.

Activity Nine. Reading and Use of English (p. 257)
Topic: School and School Activities

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

Use of English

1. 1. c; 2. a; 3. b; 4. b; 5. a; 6. c; 7. c; 8. a; 9. b; 10. a; 11. b;
12. b; 13. c; 14. b; 15. b.
2. 1. a; 2. the; 3. the; 4. -; 5. -.
3. 1. At, of; 2. by, for, at.
4. 1. Animals have always comforted and helped humans.
2. The parcel I received yesterday arrived in a terrible condition.
3. Do you think David will finally change his mind.
5. 1. traditional;
2. instructors;
3. Tourism;
4. Chinese;
5. heroism.

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