

Т. Ю. Севрюкова, А. И. Калишевич

АНГЛИЙСКИЙ ЯЗЫК

7 КЛАСС

ТЕСТЫ

РЕКОМЕНДАЦИИ ДЛЯ УЧИТЕЛЯ

УЧЕБНОЕ ЭЛЕКТРОННОЕ ИЗДАНИЕ

3-е издание, пересмотренное



Минск
Аверсэв
2024

УДК 811.111(075.3)

ББК 81.2Англ-922

Рецензент

учитель англ. яз. первой квалификац. категории гос. учреждения образования
«Гимназия № 6 г. Минска» *Е. В. Скакун*

В рекомендациях для учителя содержится методика работы с пособием «Английский язык. 7 класс. Тесты», а также тексты аудиозаписей и ответы.

Аудиоприложение, которое содержит материалы, необходимые для выполнения заданий раздела «LISTENING», можно скачать на сайте aversev.by.

Ответственный за выпуск *Н. Н. Чернушевич*

Дизайнеры *Д. С. Лебедева, А. А. Барбук*

Изображения используются по лицензии Shutterstock.com

Системные требования: ПО для просмотра документов в формате PDF.

Дата размещения: июнь 2024.

Объем: 1,8 Мб.

Общество с дополнительной ответственностью «Аверсэв».

Свидетельство о государственной регистрации и издателя, изготовителя,

распространителя печатных изданий № 1/15 от 02.08.2013.

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

12+

Охраняется законом об авторском праве и смежных правах. Копирование, воспроизведение в любой форме, а также размещение в сети интернет материалов данного издания, как полностью, так и частично, без разрешения издательства является незаконным и влечет уголовную, административную и гражданскую ответственность.

ISBN 978-985-19-8021-1

© Севрюкова Т. Ю., Калишевич А. И., 2019
© Севрюкова Т. Ю., Калишевич А. И., 2024,
с изменениями
© ОДО «Аверсэв», 2024

РЕКОМЕНДАЦИИ ПО ОЦЕНИВАНИЮ ТЕСТОВ

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

Если в заданиях встречаются незнакомые учащимся слова (допускается учебной программой) и их значение важно для понимания при выполнении заданий, эти слова сопровождаются переводом.

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

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

Основная цель тестов — определить уровень сформированности речевых и языковых умений и навыков у учащихся. В конце каждого теста дана шкала оценивания, которая поможет учащимся понять, насколько хорошо они усвоили материал каждой темы, и будет стимулировать к получению лучшего результата в будущем.

1. Тесты ЛЕКСИКА, ГРАММАТИКА, ПИСЬМО

Для проверки уровня сформированности лексико-грамматических навыков учащихся к каждому разделу учебного пособия «Английский язык 7» предлагается по шесть заданий: три задания на проверку лексики, два — на проверку грамматики и одно задание на творческое письмо в рамках пройденной темы.

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

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

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

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

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

2. Тесты ГОВОРЕНИЕ

К каждому разделу учебного пособия «Английский язык 7» предлагается по три задания:

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

2. Диалог с одноклассником.

3. Монолог.

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

Максимальное количество баллов — 10 (соответствует отметке).

Рекомендации по оцениванию тестов **Говорение**:

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

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

3. Тесты ВОСПРИЯТИЕ И ПОНИМАНИЕ РЕЧИ НА СЛУХ

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

К каждому заданию учащиеся слушают отдельную аудиозапись, которую следует проигрывать дважды. Тексты аудиозаписей приведены в данном пособии.

Аудиозаписи размещены на сайте www.aversev.by.

4. Тесты ЧТЕНИЕ

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

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

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

Максимальное количество баллов — 30.

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

ТЕСТЫ «ГОВОРЕНИЕ»

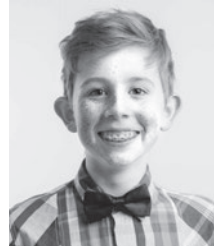
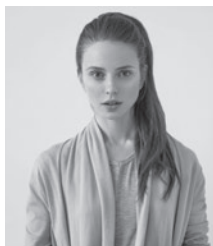
Unit 1. Appearance

1 Your friend is unhappy about their appearance. Answer some of their questions.

1. What do you think is more important: appearance or character? Why?
2. Who do you take after in appearance?
3. Are you wearing braces or glasses? Do you think braces and glasses make people ugly? Why?
4. Who is your favourite actor / singer? Do you like his / her appearance? Why?
5. Do you compare your appearance with others'? Why?
6. I'm very unhappy with my appearance: I'm short and overweight. I've got small eyes and short curly hair. My skin is too pale. And I've got lots of freckles on my big nose. I want to be pretty. What should I do?

2

2 Work in pairs. Share your opinion on the people's appearance in the photos. Do you agree with your partner? Say 5–6 phrases each.



4

3 Describe the appearance of two people you like. They can be real people or fictional characters. Use the words from the box as a plan.

- ✓ Who they are
- ✓ Their age
- ✓ Their body type, height (рост)
- ✓ Their face features (особенности)
- ✓ Their hair
- ✓ What you like about their appearance
- ✓ Why you like them

4

Your total score:

10

0–4 — not very good

7–8 — good

5–6 — OK


9–10 — very good













Unit 2. Character

1. You are invited to a school radio show. The topic is “Character”. Answer some of the host’s questions.

1. Name any character trait of yours that you like. Explain.
2. Name any character trait of yours that you don’t like much. Explain.
3. Are you an introvert or extravert? Explain.
4. Are you a friendly person? Explain.
5. Are you curious? Explain.
6. Are you loyal to your friends and family? Explain.
7. Should people be selfish or selfless? Explain.
8. Should friends be honest? Explain.
9. How can one become more punctual?
10. Do you feel confident around witty people? Explain.

2

2.  Work in pairs. Throw a dice twice – once for column A and once for column B – to choose two words. Then, your partner gives their opinion on which character trait is more important for the world. Then, your partner throws the dice and chooses two words for you.

Column A		Column B	
	responsible		sensitive
	patient		arrogant
	bossy		generous
	punctual		reliable
	reserved		creative
	sensitive		cheerful

4

3. Describe the person you admire (восхищаешься).

- ✓ What does he / she look like? ✓ What is he / she like?
- ✓ What are his / her hobbies and interests?
- ✓ Why do you admire him / her?

4

Your total score: 10

0–4 — not very good

7–8 — good

5–6 — OK

9–10 — very good

Unit 3. Shopping

1 Answer some questions for the teens fashion magazine.

1. What kind of shopper are you?
2. Do you like window-shopping? Explain.
3. How often do you go shopping?
4. What's your favourite shop? Why do you like it?
5. What was the last thing you bought?
6. Do you always read ads about new products? Explain.
7. Do you buy products advertised on TV? Explain.
8. How much money do you spend on clothes?
9. What are your favourite clothes? Explain.
10. What baggy / tight / checked / striped items of clothing have you got?
11. What school uniform would you like to have?
12. Do you think it is important to follow the latest fashion? Explain.
13. What clothes do you wear to parties / discos / picnics?

2

2 You are at the shop. You are choosing an outfit for your classmate's birthday party. Act out a conversation with a shop-assistant. Then swap the roles. Say 5–6 phrases each.

Customer

- Tell the shop-assistant what you are looking for.
- Look at the clothes and choose the items you like. Ask for your size.
- Ask the shop-assistant where you can try them on. Go to the changing room.
- Ask the shop-assistant what he / she thinks about your clothes.
- Ask for a bigger / smaller size / another colour.
- Ask how much the item is. Pay.

Shop-assistant

- Ask the customer how you can help him / her.
- Say where the changing room is.
- Help the customer. Say that the clothes are too big / small / short / long.
- Bring another item.
- Say a compliment.
- Say how much the item is. Take the money.



4

3 Your British friend's family is staying in your city / town for a week. Tell them about shops in your city / town. Say about 8–10 sentences.

- Say what kinds of shops there are in your city / town and what they can buy there.
- Speak about your favourite shop. Recommend it to your friend's family.

	4
--	---

Your total score:

	10
--	----

0–4 — not very good

7–8 — good

5–6 — OK

9–10 — very good

Unit 4. Friendship

1 You are invited to a school radio show. The topic is “Friendship”. Answer some of the host’s questions.

1. How many friends have you got?
2. Have you got a BFF, a best friend forever? How long have you been friends?
3. What do you have in common with your friends?
4. How are you different from your friends?
5. Have you ever fallen out with your friends? Explain.
6. What does friendship mean to you?
7. What is your advice on how to make friends?
8. What is your advice on how to keep friends?
9. What is your advice on how not to have a toxic friendship?
10. How did you meet your best friend?

2

2 Work in pairs. Ask and answer questions. Use the words from the boxes: student A – from Box A, student B – from Box B. Then swap the boxes.

Box A. Would you like... ?

1. live / near the sea / in the mountains / in a city
2. speak / Chinese / Spanish
3. an apple / some chocolate
4. have / a pet pig / a pet rabbit / a pet monkey
5. have / one BFF / many friends

Box B. Do you... ? How long... ?

1. play (sports game)
2. live in our city / town / village
3. use your phone
4. have a BFF
5. have a pet

4

3 Work in pairs. First, describe your ideal friend. Speak about their appearance, personality, interests and hobbies. Then, student A, say how much you and student B have in common. Student B, say what differences you and student A have.

4

Your total score: 10

0–4 — not very good

7–8 — good

5–6 — OK

9–10 — very good

Unit 5. Sports

1 Your English-speaking friend wants to know about you and sports. Answer some of their questions.

1. What sports have you done or played?
2. What sports are you doing or playing now?
3. How long have you been doing or playing them?
4. What sports would you like to take up? Why?
5. Do you prefer playing team sports or doing individual sports? Why?
6. When you play a sport, do you prefer taking risks or playing it safe? Why?
7. What is your favourite sport to watch? Why?
8. How is your favourite sport played? What are the rules? How many players are involved?

What equipment is needed?

9. How popular is your favourite sport in Belarus? In Great Britain? In the USA?
10. Are you a fan of any sports team? What is it? Why do you like the team?

2

2 Work in pairs. Choose a sport and explain what it is without naming it (you can explain the rules and equipment, name famous sportspeople, etc.). You can't use miming or gestures. The other student will guess the sport. Speak and guess in turn. Each student should explain 5 words.

aerobics	football	darts	ice hockey
athletics	swimming	fencing	karate
baseball	basketball	figure skating	rugby
boxing	cycling	gymnastics	weightlifting

4

3 Work in pairs. Speak about your favourite sportsperson. Give as much information as you can. Your partner guesses who it is. Then swap the roles. You can use the words from the box as a plan.

RULES

1. When you speak, don't say the name of the sportsperson; give information about them. Say all you know.

2. When you listen, don't interrupt (не перебивай). When your partner finishes, you can ask questions if you need more information.

- ✓ sport / sports game
- ✓ name of team (if it's a sports game)
- ✓ appearance
- ✓ character
- ✓ habits (привычки)
- ✓ achievements (достижения): medals, records, etc.
- ✓ what makes him / her popular
- ✓ other facts

4

Your total score: 10

0-4 — not very good

7-8 — good

5-6 — OK

9-10 — very good

10

Unit 6. Town and village

1 Your friend from Britain wants to know what city in Belarus he / she should visit next summer. If you like several Belarusian cities, choose one. Answer some questions.

1. What is the city called?
2. Where is it situated?
3. How can he / she get there?
4. Is the city old or modern?
5. What can he / she see there?
6. What can he / she do there?
7. How many days should he / she stay there?
8. What is the history of the city?
9. What is the city famous for?
10. Why do you like the city?

	2
--	---

2 Work in pairs. First, speak about how you get to school from home every day. Then, student A, say how much you and student B have in common. Student B, say what differences you and student A have.

	4
--	---

3 Work in pairs. First, student A, do the task in Box 1; student B, do the task in Box 2. Then, explain each of your statements. Finally, say which you like better: life in a village or in a city, and why.



Box 1. Village

1. Think about three advantages and three disadvantages of living in a village.
2. Share your ideas and explain.

Box 2. City

1. Think about three advantages and three disadvantages of living in a city.
2. Share your ideas and explain.

	4
--	---

Your total score:

	10
--	----

0-4 — not very good

7-8 — good

5-6 — OK

9-10 — very good

Unit 7. A tour around the world's capitals

1 Your sister / brother is making a report on ways of travelling. Answer some of her / his questions.

1. What is your favourite means of transport?
2. Have you ever travelled by train? If yes, how long did the journey take?
3. Have you ever travelled by car? If yes, when was the last trip, and where to?
4. Have you ever travelled by plane? If yes, did your plane arrive on time?
5. Have you ever travelled by coach? If yes, what was the hardest part?
6. Have you ever travelled by ship? If yes, what did you do while you were travelling?
7. What do you think is the best way to travel in Belarus? Why?
8. What do you think is the best way to travel in Europe? Why?
9. Do you have plans to travel in the coming summer holidays? If yes, which means of transport is your choice? Why?
10. What is the best way of travelling for you: with parents / with friends / alone? Why?

2

2 Work in pairs. Look at the list of 10 famous sights in London. Discuss and agree on the sights you want to see during your three-day stay in London. Rank them from the most interesting to the least interesting. Be prepared to justify your order to another pair.

✓ The Tower of London ✓ Buckingham Palace ✓ Hyde Park ✓ St Paul's Cathedral
✓ Madame Tussaud's Museum ✓ Trafalgar Square ✓ Tower Bridge ✓ Big Ben
✓ The Houses of Parliament ✓ Westminster Abbey

4

3 Choose one of the cities you are travelling to. Don't say the name of the city. Student A, describe the itinerary for one day to your partner. Use different ways of expressing the future tense. Say 8–10 sentences. Student B, listen and don't interrupt. When student A finishes, ask two questions to get more information. Guess your partner's city. Then, swap the roles.

Student A

City 1: Canberra, Australia

8:00–9:00 – breakfast

9:30–13:00 – hop on hop off bus tour

13:00–14:00 – lunch

14:00–16:00 – botanical gardens

16:00–18:45 – water park

19:00–19:30 – dinner

19:30–21:00 – flight simulator – watch the city from above

City 2: Dublin, Ireland

8:00–9:00 – breakfast

9:30–12:00 – zoo – founded in 1831; now home to 400 animals

12:30–13:00 – the president's house – home of the country's rulers

13:00–15:30 – Phoenix [ˈfiːnɪks] Park – picnic, quiet time or games

15:45–17:45 – historical walking tour; many of the city's famous landmarks

17:45–18:45 – free time – gift shops (optional)

19:00–19:30 – dinner

19:30–21:00 – storytelling night

Student B

City 1: Washington D.C., the USA

8:00–9:00 – breakfast

9:30–12:30 – museums: choose one or two from the Air and Space Museum, the National Museum of History, the National Museum of Natural History

13:00–14:00 – lunch

14:00–19:00 – hop on a bike tour; lots of monuments and parks

19:00–19:30 – dinner

19:30–21:00 – baseball game at one of the city’s stadiums

City 2: New Delhi [ˈdɛli], India

7:30–8:30 – breakfast

9:00–12:00 – tiger safari

12:00–13:00 – free time – gift shops (optional)

13:00–14:00 – lunch

14:00–19:00 – hop on hop off bus tour

19:00–19:30 – dinner

19:30–21:00 – room escape game

4

Your total score: 10

0–4 – not very good

7–8 – good

5–6 – OK

9–10 – very good

Unit 8. Travelling from A to Z

1 Your school radio journalist is collecting information about how different families travel. Answer some of their questions.

1. When your family travels, who usually makes decisions about the journey?
2. What happens if someone doesn't like something about the itinerary?
3. What happens if someone doesn't like the means of transport?
4. What happens if someone gets sick right before the trip?
5. Where does your family usually stay if you go to the seaside?
6. Where do you usually eat when you travel with your family?
7. What will you do if you stay in a big city?
8. What will you do if you stay at the shore?
9. What kind of gifts from Belarus will you buy for your friends abroad?
10. What kind of gifts from Australia won't you buy if you travel there?

2

2 First, work individually. Complete the sentences to make your own proverbs. Then read your proverbs to your partner. The partner chooses one proverb that he / she likes and explains why. Swap the roles.

1. You can't discover new lands unless... .
2. Better be alone unless... .
3. A tree doesn't move unless... .
4. If you can't beat them,
5. If life gives you lemons,
6. If you don't know how deep the river is,

4

3 Work in pairs. Choose one option of travelling to Australia. Tell your partner about your trip. Say 8–10 sentences. Use the words from the box.

Option 1. To Australia by ship



Leaves from Southampton, a port city on England's south coast
Arrives in Sydney, a port city in New South Wales in Australia
Duration of journey: 42 nights

The price includes: cabin for two, food, entertainment, kids' club, medical service (can help you if you get seasick)

Entertainments: family-friendly shows, comedy shows, concerts, circus performances, quiz nights, festivals on board, films and cartoons, lectures from marine biologists and other scientists

The price doesn't include: wi-fi, shore excursions, drinks

Option 2. To Australia by plane

Flight details

From **Moscow (DME)** to **Canberra (CBR)**

Tuesday, 10 Dec 19				
Moscow (DME) to Dubai (DXB)				
DME	5 hrs 25 mins	DBX	Flight number	Aircraft type
23:50	→ Non-stop	06:15 ^{+1 day}	EK123	Airbus A380-800

Wednesday, 11 Dec 19				
Dubai (DXB) to Melbourne (MEL)				
DBX	13 hrs 30 mins	MEL	Flight number	Aircraft type
09:55	→ Non-stop	06:25 ^{+1 day}	EK406	Airbus A380-800

Thursday, 12 Dec 19				
Melbourne (MEL) to Canberra (CBR)				
MEL	1 hr 15 mins	CBR	Flight number	Aircraft type
09:15	→ Non-stop	10:20	EK5418	Boeing 737-800

Airlines: Emirates

Flight from Moscow to Canberra, 2 connections in Dubai and Melbourne

Total duration of flight: 26 h 30 m

Flight from Canberra to Moscow, 2 connections and 1 stop

Total duration of flight: 33 h 45 m

Luggage: 30 kg (checked), 7 kg (cabin)

Change fee (плата за обмен билета): 50 euros

Refund (плата за возврат билета) fee: 100 euros

Food: choose from our menu of long-time favourites and new delicious dishes; tell us if you have a special diet, and we'll serve you a meal that's right for you

Entertainment: choose from over 4,000 channels of the latest and greatest movies and must-see TV shows, cartoons, live news, live sports and more; relax to music from around the world or play our range of fun games

4

Your total score: 10

0-4 — not very good

7-8 — good

5-6 — OK

9-10 — very good

Unit 9. English

1 During your holidays, you're going to attend an English summer school. Answer some questions.

1. At what age did you start learning English?
2. What first words did you learn?
3. Who was your first English teacher?
4. Could you count in English before you could read?
5. Could you speak English before you could read?
6. When were you able to read in English?
7. When were you able to write compositions in English?
8. Are there any challenges for you in English?
9. What are your favourite activities in an English lesson?
10. Why is English important for you?

2

2 Work in pairs. Together, make a list of rules for an ideal English lesson. First, work individually and create (write) your list of rules (6 sentences). Then, present them to your partner and listen to his / her suggestions. Choose 8 best. Use the words: *have to, don't have to, should, shouldn't, must, mustn't*.

4

3 Work in pairs. Discuss if these recommendations for learning a foreign language are useful or useless. Add your own useful tips (five per person) to the list. See how many recommendations are the same.

Read aloud to yourself.

Translate every word that you don't understand.

Repeat dialogues in films.

Practise speaking to yourself. Take roles in dialogues.

Learn dialogues from films by heart.

Learn English songs or poems by heart.

Watch films in English.

Change the settings on your mobile phone from Russian to English.

Make shopping lists and other lists in English.

Make a group for your friends in a messenger, e.g. Viber, and use English to communicate with them.

4

Your total score: 10

0-4 — not very good

7-8 — good

5-6 — OK

9-10 — very good

Unit 1. Appearance

Unit 2. Character

1 Listen to the description of five fictional characters. Match them to their photos. One photo is extra.

One. This character is a 16-year-old girl. She is quite slim but very strong. Her hair is long and black.

Two. This character has long black hair. She is very strong and super quick. She can fly and understand animals' language. She is one of the most popular superheroes of all time.

Three. This character looks extraordinary. It is bald with no hair at all. The shape of its head is unusual, and its eyes are quite large. It is skinny. However, the character doesn't look ugly. It looks friendly.

Four. This character looks shy. He doesn't wear a beard or moustache, but his eyebrows are quite bushy. His hair and eyes are dark. He usually wears a tweed jacket and a thin red tie.

Five. This character looks like a human, but he is not. He has short legs, hairy feet and slightly pointed ears. His hair is brown and a bit shorter than shoulder-length. He doesn't have a beard.

2 Listen to the brief description of Mr. Bean mentioned in ex. 1. Are these statements true (T) or false (F)?

Mr. Bean is a comic character created for the British comedy television program. Mr. Bean is curious and selfish as a child. Most of the time, he is totally absent-minded. However, he is very competitive, and this often gets him in tricky situations. Mr. Bean does silly things all the time. He keeps a straight face and speaks very little, but the viewers can't stop laughing watching him. This character is loved by children and adults.

3 Listen to the presentation about the superheroes in ex. 1. Circle the correct items.

Host: Superman and Wonder Woman are superheroes, just two out of many. Let's look into their superpowers and character traits to see what makes them special. Let's start with Superman. What are his superpowers?

Student 1: Superman is very strong and can lift cars, planes and even mountains! Also, he can fly. In addition, Superman is bullet-proof as bullets don't hurt him but bounce off like rubber balls. He gets energy from the sun.

Host: Superman has amazing superpowers! What are his character traits?

Student 1: Superman is kind-hearted. He cares deeply about people. Superman is also very loyal to the truth, and he fights for it. Also, the superpowers he has could make him arrogant, but he isn't. Instead, Superman is quite shy and humble.

Host: I see. Now, let's talk about Wonder Woman. What are her superpowers?

Student 2: Wonder Woman is super strong and can punch through walls. She has bullet-proof bracelets. Also, she can fly. She got her superpowers from the God Zeus, her father.

Host: That's awesome! What are her character traits?

Student 2: Wonder Woman is extremely brave. She is also loyal to her friends and family and fearlessly protects them. In addition, she is kind-hearted and believes in love and peace.

Host: Superman and Wonder Woman are superheroes with very special superpowers. However, some of their character traits are similar. Is there anything else that they have in common?

Student 1: I think both Superman and Wonder Woman, teach us to be better and stand for the right.

Host: We couldn't agree with you more!

4 Listen to the brief description of Katniss Everdeen mentioned in ex. 1. Answer the questions.

Katniss Everdeen is a brave and selfless girl who must fight to survive. She volunteers to take her sister's place in the Hunger Games, showing her love and loyalty. Katniss is a skilled hunter and gatherer. She took these skills after her dad. She is intelligent and quick-witted. She is the best in the arena where the Hunger Games happen. Katniss looks strong but she is very kind-hearted and supportive of her friends. Katniss is loyal to her friends and family, ready to sacrifice herself so that they are safe. Katniss is a symbol of hope in the world filled with darkness. She is a role model for young people teaching them to be strong, brave and true to themselves.

Unit 3. Shopping

Unit 4. Friendship

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

Mum: What are you doing, dear?

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

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

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

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

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

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

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

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

Jenny: Thanks, mum.

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

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

Lucy: We are just looking.

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

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

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

Shop-assistant: Have you found your size?

Mum: Is this a small size?

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

Lucy: I like the green one!

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

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

Shop-assistant: Over there.

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

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

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

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

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

Lucy: OK. Is it better now?

Mum: Much better! You look beautiful!

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

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

Shop-assistant: 32 pounds, please.

Mum: Here you are.

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

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

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

Mum: Would you like me to help you?

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

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

Jenny: Yeah, but her hair is much longer!

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

Jenny: Tell me about your teen years.

Mum: Well, I used to be slightly overweight.

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

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

Jenny: Did you have to wear a school uniform?

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

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

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

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

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

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

Mum: I love you too!

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

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

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

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

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

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

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

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

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

Unit 5. Sports

Unit 6. Town and village

Unit 7. A tour around the world's capitals

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

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

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

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

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

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

Friends support each other. Join a sports team at your school or at the local sports centre. By playing a team sport, you will learn how to win, lose and support each other. To win a game, all team members need to think about what is good for the team, not for individual players. To win a game, all team members need to learn to communicate. Sport also teaches people to lose. Losing a game is easier when you have support from your teammates.

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

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

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

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

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

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

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

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

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

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

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

Unit 8. Travelling from A to Z

Unit 9. English

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

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

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

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

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

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

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

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

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

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

Passenger: *Oh? OK. Here you are.*

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

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

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

Passenger: *Yes, just this one.*

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

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

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

Passenger: Thank you!

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

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

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

School Radio DJ: Right! But when exactly?

Girl / Karina: In 1905!

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

Girl / Karina: The same year! 1905!

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

Girl / Karina: Before World War II?

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

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

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

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

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

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

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

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

Boy / Stepan: 1980!

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

(signal to finish the game)

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

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

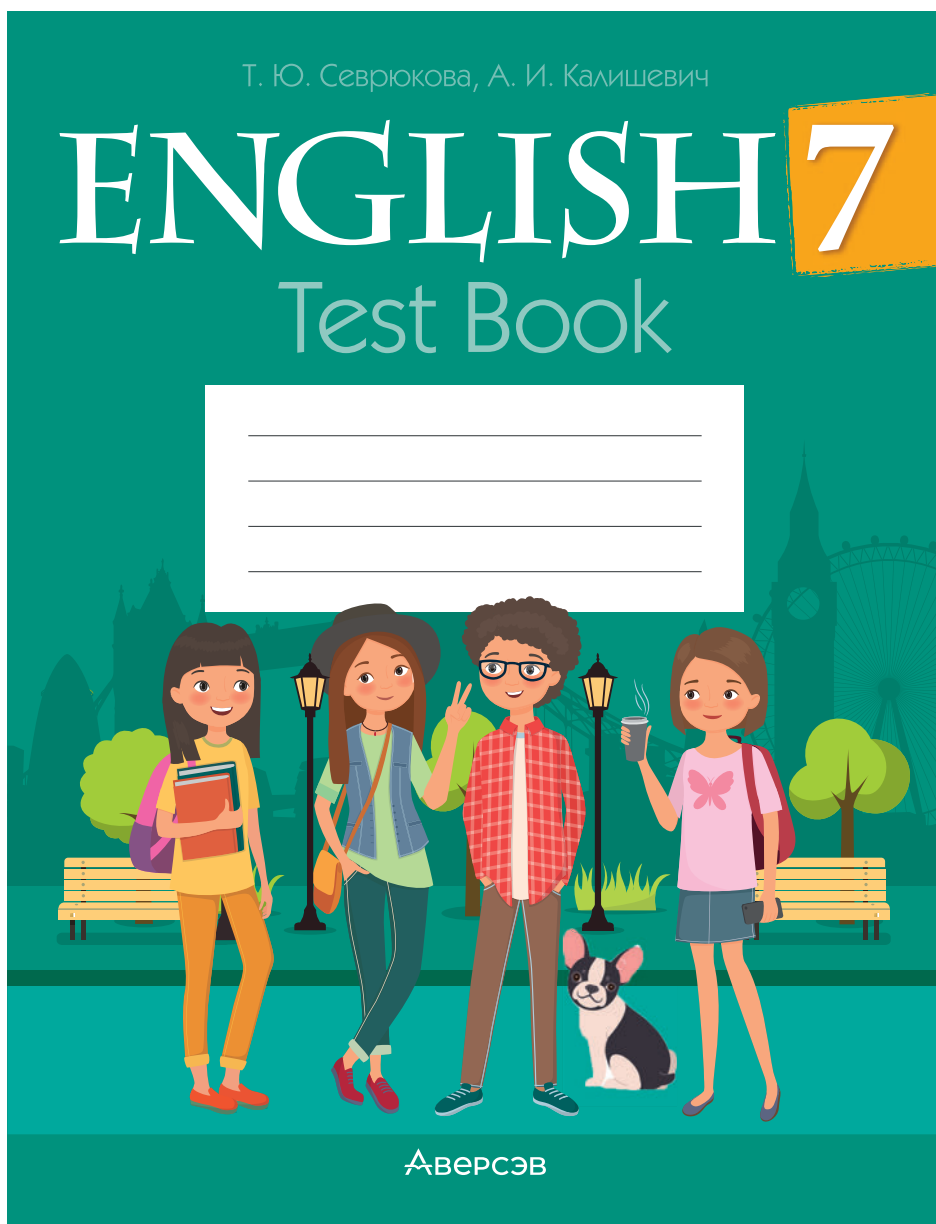
The Tale of the Hunchback

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

When the tailor and hunchback arrived, the table was laid for dinner, and in the middle of the table there was a huge dish of freshly cooked fish. The hunchback liked the fish a lot. He was eating it and telling funny jokes, and when he laughed again, a fishbone got stuck in his throat. The tailor and his wife tried to help the hunchback, but they couldn't, because the fishbone was too big and too sharp. The hunchback was dead. Oh, no! The tailor and his wife felt sorry for the poor man, but they were also very frightened and afraid to get into prison for killing a man. They thought and thought and thought, and they decided to take the dead body to someone else's house. The tailor picked up the hunchback by his head, and his wife took his feet, and they carried the body to the doctor's house, knocked on his door and ran away. The doctor lived in a two-storey house, and when he rushed to the door, he fell down the stairs right onto the hunchback. The doctor thought that he had killed a patient and was horrified of the thought that the police would take him to prison. The doctor pulled the body

*inside his house, frightened his wife to death, but they had to wait for the night to come. The doctor thought hard but he wasn't able to think of anything good. Then his wife said that she had an idea. The doctor had to agree with his wife because that was the only idea they had. So, when it got dark and quiet, the doctor and his wife pulled the body upstairs and on the roof and from there — to their neighbour's roof and through the chimney down into the neighbour's bedroom. That night, the neighbour had been at a party. When the neighbour came home very late at night and went into his dark bedroom, he saw a man who was standing near the fireplace. The neighbour grabbed a stick and hit the man. The man fell down. When the neighbour looked at him, the night guest was dead. Oh, no! He had killed a man! Not to get arrested, the neighbour pulled the dead body outside his house and put him against a wall near a shop. When in the morning the policeman found the dead man, he saw that the dead man was the hunchback who used to sing and play music for the Sultan... You can learn what happened next if you read *The Tale of the Hunchback*. I can only tell you that the hunchback was never dead.*

ОТВЕТЫ



Unit 1. Appearance

1. 2C, 3D, 4B, 5A, 6F, E — extra.
2. 2. pale, 3. good-looking, 4. friendly, 5. slim, 6. straight.
3. 2. straight, 3. curly, 4. freckles, 5. pretty, 6. overweight, fair — extra.
4. 2a, 3c, 4c, 5a, 6c.
5. 2. lovely, 3. friendly, 4. monthly, 5. weekly, 6. daily, year — extra.
6. *Learners' own answers.*

Unit 2. Character

1. 2E, 3G, 4A, 5D, 6C, cheerful — extra.
2. 2. dishonest, 3. punctual, 4. arrogant, 5. cheerful, 6. creative.
3. 2. kind-hearted, 3. imaginative, 4. quick-witted, 5. easy-going, 6. open-minded, patient — extra.
4. 2b, 3c, 4c, 5a, 6b.
5. 2. used to draw in coloured pencils, 3. used to spend each summer in the country with his grandparents,
4. used to go to camps each summer as a camper, 5. used to work at camps as a camp counsellor, 6. used to read books on paper.
6. *Learners' own answers.*

Unit 3. Shopping

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

Unit 4. Friendship

1. 2D, 3A, 4F, 5G, 6E, respect — extra.
2. 2. names, 3. friendship, 4. common, 5. trustworthy, 6. supportive.
3. 2. neither, 3. common, 4. kind-hearted, 5. bullies, 6. forever, likes — extra.
4. 2a, 3b, 4b, 5c, 6a.
5. 2. What **does** she like? 3. What **is** your best friend like? 4. **Since I was** 16 years old. 5. How many games has your team **won**? 6. **Neither** of my parents... .
6. *Learners' own answers.*

Unit 5. Sports

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

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

Unit 6. Town and village

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

Unit 7. A tour around the world's capitals

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

Unit 8. Travelling from A to Z

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

Unit 9. English

1. 2E, 3C, 4B, 5G, 6A, F — extra.
2. 2. disabled, 3. study, 4. cartoon, 5. challenge, 6. careless.
3. 2. translate, 3. important, 4. study, 5. use, 6. compositions, return — extra.
4. 2b, 3a, 4c, 5a, 6a.
5. 2. were, 3. could, 4. Can, 5. able, 6. Should.
6. *Learners' own answers.*

LISTENING

Unit 1. Appearance / Unit 2. Character

1. 1A, 2E, 3D, 4F, 5B; C — extra.
2. 1F, 2F, 3T, 4T, 5F.
3. 1b, 2c, 3b, 4a, 5b.
4. 1. Because she volunteers to take her sister's place in the Hunger Games / dangerous games. 2. Her dad. 3. That she is intelligent and quick-witted. 4. Loyalty. 5. Because she teaches them to be strong, brave and true to themselves.

Unit 3. Shopping / Unit 4. Friendship

1. 1A, 2C, 3D, 4B, 5E, F — extra.
2. 1F, 2T, 3F, 4T, 5F.
3. 1a, 2c, 3a, 4a, 5b.
4. 1. It's (a little) expensive. 2. Her phone dies very quickly (and her power bank has saved her lots of times). 3. Jeans, skirts, dresses or shorts. 4. A (lovely) baggy sweatshirt. 5. Two years ago.

Unit 5. Sports / Unit 6. Town and village / Unit 7. A tour around the world's capitals

1. 1. India, 2. 5,000, 3. 300,000,000, 4. ages, 5. happy.
2. 1T, 2F, 3F, 4T, 5T.
3. 1b, 2a, 3c, 4c, 5a.
4. 1. Because Sky's favourite toy was her dad's skateboard. / Because Sky liked skateboarding. 2. Nobody. Sky taught herself to skateboard by watching youtube videos. 3. Because her parents have a home in the United States / the USA, and Sky goes to school there half the school year. 4. She started taking part in skateboarding competitions. 5. No. / No, there isn't. / No. She thinks / believes that girls can do anything that boys can.

Unit 8. Travelling from A to Z / Unit 9. English

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

READING

Unit 1. Appearance / Unit 2. Character

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

Unit 3. Shopping / Unit 4. Friendship

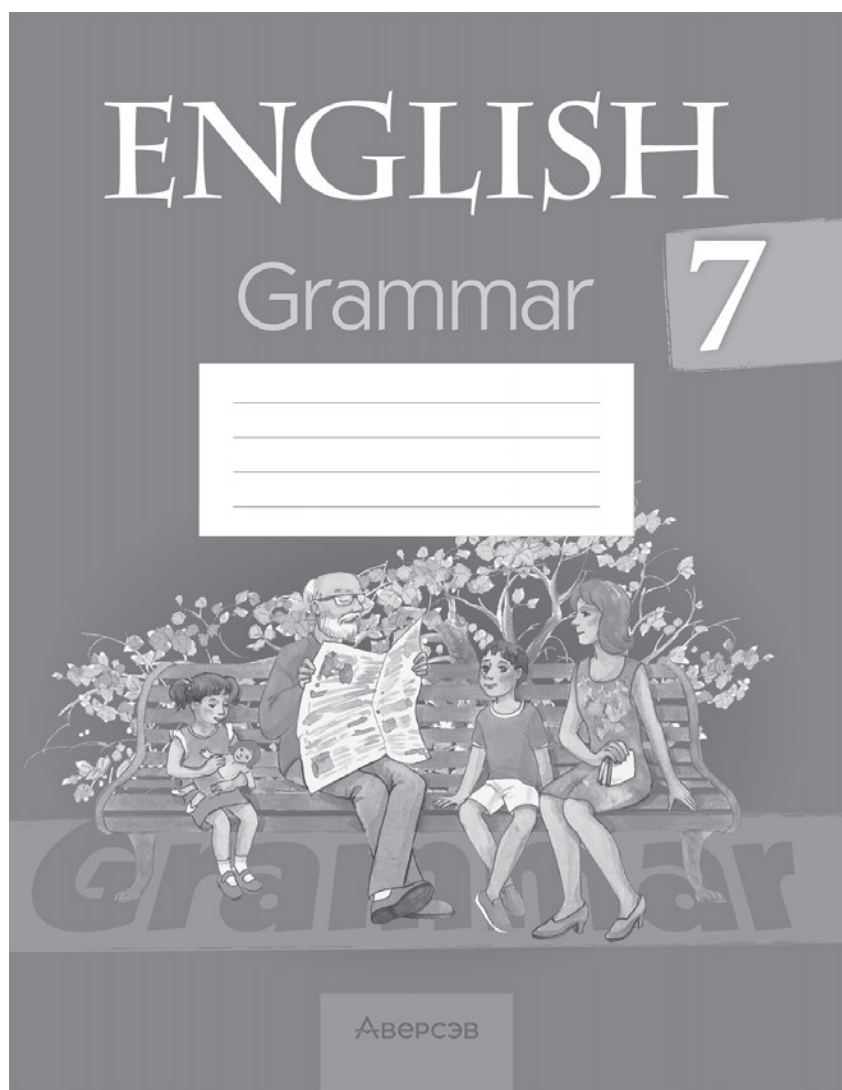
1. 1D, 2A, 3C, 4E, 5F, B – extra.
2. 1F, 2F, 3T, 4F, 5T.
3. 1. Friends / They teach people important social skills, develop character and bring fun and joy (радость). People who have friends are happier and live longer. 2. It means playing together and having fun. 3. Because friends play a huge role in a teenager's life. 4. Independent people support themselves and their families. They raise children and take care of their own parents who have become old. They have a job, can have what they need. 5. They need to be needed.
4. 1. Because they care about them / us, support them / us and love them / us. 2. Because children need to learn how to share and listen. 3. Because it helps teenagers practise social skills, develop their own understanding of life and start building their identities. 4. Because they need to have someone who shares their interests and accepts them. They need help and advice. 5. Because it will make them feel happier.

Unit 5. Sports / Unit 6. Town and village / Unit 7. A tour around the world's capitals

1. 1B, 2F, 3C, 4E, 5D; A – extra.
2. 1T, 2F, 3F, 4T, 5F.
3. 1. Virtual reality. 2. Virtual reality. 3. Both. 4. Both. 5. None.
4. 1. Diverse / Different / All. 2. They will have / provide choices of sports programs for different interests and skill levels. 3. From a young age. 4. It will become more personalized. 5. Innovation, inclusivity and personalization.

Unit 8. Travelling from A to Z / Unit 9. English

1. 1A, 2E, 3C, 4F, 5B, D – extra.
2. 1T, 2T, 3F, 4F, 5F.
3. 1. Teenagers who can speak a foreign language can make new friends, read books and watch films that have not been translated, or study in a college or university abroad. 2. Most of the monolinguals are found in them. 3. 43 % of the world population. 4. Sir Richard Burton translated the book into English. 5. There is one official language in Russia, and two in Belarus.
4. 1. Because you can study or work abroad. 2. It is probably because English speakers think that learning a second language is not very important as many people in the world speak English. 3. Yes, they often do. To get a job. 4. He was an explorer, geographer, translator, writer and diplomat, and could speak 29 languages and translated many famous books into English. 5. It's a country that has one official language.



Английский язык. 7 класс. Практикум по грамматике

Т. Ю. Севрюкова, Э. В. Бушуева, Н. В. Юхнель

Издание дополняет учебное пособие «Английский язык. 7 класс» авторов Н. В. Юхнель и др. Представленные задания помогут учащимся усвоить основные грамматические структуры английского языка.

Ответы к заданиям можно бесплатно скачать на сайте aversev.by.

aversev.by

Полный каталог учебной литературы, полезные материалы и специальные предложения