

ENGLISH

Student's book

7



IRREGULAR VERBS LIST

Verb (V ₁)	Belarusian equivalent	Past tense (V ₂)	Past participle (V ₃)
begin	пачынаць	began	begun
break	разбіваць, ламаць	broke	broken
bring	прыносіць, прывозіць	brought	brought
build	будаваць	built	built
buy	купляць	bought	bought
catch	(з)лавіць	caught	caught
choose	выбіраць	chose	chosen
come	прыходзіць, прыязджаць	came	come
cut	рэзаць, секчы	cut	cut
do	рабіць	did	done
draw	маляваць	drew	drawn
dream	марыць, бачыць у сне	dreamed, dreamt	dreamed, dreamt
drink	піць	drank	drunk
drive	весці машыну	drove	driven
eat	есці	ate	eaten

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

Verb (V₁)	Belarusian equivalent	Past tense (V₂)	Past participle (V₃)
lay	накрываць (на стол)	laid	laid
learn	вывучаць, пазнаваць	learned, learnt	learned, learnt
leave	з'язджаць, сыходзіць, пакідаць	left	left
lie	ляжаць	lay	lain
lose	губляць	lost	lost
make	рабіць, вырабляць	made	made
pay	плаціць	paid	paid
put	класці, ставіць	put	put
read	чытаць	read	read
ride	ехаць верхам	rode	ridden
run	бегаць, бегчы	ran	run
say	сказаць	said	said
see	бачыць	saw	seen
sell	прадаваць	sold	sold
send	пасылаць	sent	sent
sew	шыць	sewed	sewn

Verb (V₁)	Belarusian equivalent	Past tense (V₂)	Past participle (V₃)
sing	спяваць	sang	sung
sit	сядзець	sat	sat
sleep	спаць	slept	slept
spend	праводзіць, траціць	spent	spent
spread	намазваць, распаўсюджваць	spread	spread
stick	прыклеіваць	stuck	stuck
swim	плаваць, плыць	swam	swum
take	браць, узяць	took	taken
teach	вучыць, навучаць	taught	taught
tell	гаварыць, сказаць, загадаць	told	told
think	думаць	thought	thought
throw	кінуць, кідаць	threw	thrown
wear	насіць, быць апанутым у што-н.	wore	worn
win	выйграць, перамагчы	won	won
write	пісаць, напісаць	wrote	written

АНГЛІЙСКАЯ МОВА

Вучэбны дапаможнік для **7** класа
ўстаноў адукацыі, якія рэалізуюць
адукацыйныя праграмы
агульнай сярэдняй адукацыі
з беларускай мовай навучання і выхавання

*Дапушчана
Міністэрствам адукацыі
Рэспублікі Беларусь*

3-выданне, перапрацаванае і дапоўненае



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Правообладатель Вышэйшая школа

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ЯК ПРАЦАВАЦЬ З ВУЧЭБНЫМ ДАПАМОЖНІКАМ

Звярніце ўвагу на рубрыкі, якія ўжываюцца ў вучэбным дапаможніку:

-  – вы даведаецеся, чаму навучыцеся да канца ўрока;
-  – вы знойдзеце выразы, якія дапамогуць вам будаваць выказванні;  – вы даведаецеся пра значэнні слоў;
-  – вы знойдзеце інфармацыю, якая дапаможа выканаць заданні;  – вы даведаецеся пра цікавыя факты аб краінах, мову якіх вы вывучаеце;  – вы пазнаёміцеся з граматычнымі правіламі.

У саміх практыкаваннях вы таксама сустрэнеце ўмоўныя абазначэнні:

-  – работа ў групах
-  – работа ў парах
-  – самастойная работа
-  – знайдзіце інфармацыю
-  – праект
-  – электронны дадатак да вучэбнага дапаможніка размешчаны на рэсурсе lingvo.adu.by



Спасылка (QR-код) на электронны дадатак

 – паслухайце

 – гульня

У канцы вучэбнага дапаможніка вы знойдзеце тэматычны слоўнік для абавязковага засваення; на форзацах – спіс няправільных дзеясловаў.

Аўтары жадаюць поспехаў у вывучэнні англійскай мовы!



1

UNIT

Appearance

LESSON 1. You look great!



Communicative area: describing appearance

Active vocabulary: curly, fair, fit, freckles, friendly, good-looking, handsome, overweight, pale, pretty, skin, straight, suntanned

Active grammar: to look, to look like

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



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

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

- | | |
|-------------------------------|------------------------|
| 1. freckles all over the face | a) fit |
| 2. pale skin | b) short straight hair |
| 3. overweight [ˌəʊvəˈweɪt] | c) no freckles |
| 4. long curly hair | d) fair hair |
| 5. dark hair | e) green eyes |
| 6. brown eyes | f) quiet |
| 7. active (and friendly) | g) suntanned skin |

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



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

skin

1. She looks like...
2. She looks...
3. She also looks...
4. She doesn't look...
5. The boy looks..., too.
6. He looks so...
7. If he wears glasses, he'll look like...
8. And he looks...

a celebrity ♦ fit ♦ romantic ♦ suntanned ♦
very friendly and active ♦ quiet ♦
Harry Potter ♦ handsome

b. Do you use nouns or adjectives after **look and **look like**?**

A. She looks...

B. She looks like...

c. Look at the words and phrases in the box on page 7. Which words can complete sentence A? Which words can complete sentence B?

sporty, very young, a British schoolgirl, someone I know, messy, tired, overweight, healthy, nice, a fox, terrible, a professional sportsman, thirsty, worried, an excellent pupil, pale, a waiter, a film star, a cartoon character, fit, dangerous and wild, a tourist, mysterious

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

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

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

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

1. Who has had his / her hair cut? 2. Whose hair has grown longer? 3. Whose hair has got lighter? 4. Who has got freckles? 5. Whose skin looks pale / suntanned? 6. Who looks fitter? 7. Who has grown taller?

b. Report to the class.

LESSON 2. How old is “old”?



Communicative area: describing appearance, giving opinion

Active vocabulary: a beard, bushy, cheeks, elderly, eyebrows, a forehead, lips, middle-aged, a moustache, wrinkles

1. a. The words in the box describe age. Order them from the youngest to the oldest.

young, in his late twenties, old, elderly, middle-aged, in his mid-thirties

b.  Discuss in pairs how old exactly young, middle-aged, elderly and old people are.

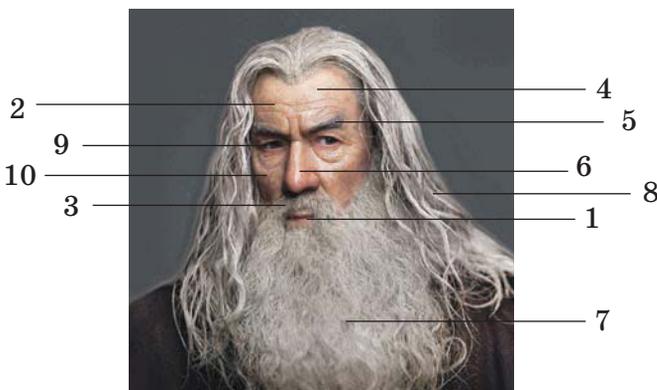
c.  Listen to a World Health Organisation expert speaking about age and check your ideas.

d. How old are your parents and grandparents? Are they still young?

2. a. What do you know about the man in the picture below? How old is he?

b.  Listen to the description and check.

3. a. Look at the picture and match the parts of the face to the numbers.



a) beard; b) cheeks; c) eyes; d) eyebrows; e) forehead; f) hair; g) lips; h) nose; i) moustache; j) wrinkles.

b. What parts of the face can these adjectives describe?

1. long / short; 2. straight / wavy / curly; 3. fair / dark; 4. suntanned / pale; 5. high / low; 6. full; 7. thick / thin; 8. bushy.

c.  Complete the sentences that describe Gandalf's appearance. Then listen again and check.

Gandalf is described as an (1. ...) man with a pointed hat that covers his high (2. ...). He has wise blue (3. ...) and bushy (4. ...). His long (5. ...) hair, silver (6. ...), and his broad shoulders, make him look like a (7. ...) of an ancient legend. The (8. ...) on his face make Gandalf's age even clearer.

4. Look at the picture of Dipper Pines from Gravity Falls and choose the correct words. Check as a class.

Dipper Pines is 12 years old and he is (1. elderly / younger) than his twin sister Mabel Pines by 5 minutes. Dipper wears a dark blue and white baseball (2. T-shirt / cap) with a blue pine tree on the front. He has (3. messy / curly) brown hair and pale skin, and his nose looks (4. pale / suntanned), because it is a bit darker than the rest of his face. He has (5. big / small) round eyes and (6. thin / bushy) eyebrows. His eyes are brown, like Mabel's. Dipper has a birthmark on his (7. cheek / forehead) shaped like a group of stars, which he hides under his hair. He is exactly one millimetre shorter than his sister, however, he grows (8. taller / fitter) than she throughout the show.



5. a.   Describe the appearance of your favourite video game or cartoon character in your exercise book.

b. Read out your description. Can your classmates guess the character?

LESSON 3. In my opinion



Communicative area: describing appearance, giving opinion

Active vocabulary: appearance, lovely, an opinion, ugly.

Word-building: suffix *-ly*

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

Healthy people always look good.

Life is easier and more enjoyable for beautiful people.

2. a.  **Look at the adjectives. Listen to a student explaining what these adjectives mean and put them into the right order.**

Beautiful, good-looking, handsome, lovely, pretty, ugly.

b.  **Listen again and answer the questions below.**

Which adjective(s) ...

1. are opposites?
2. is used to describe men only?
3. are not used to talk about men?
4. is negative?
5. describe you?

3. a. Look at the examples. Does suffix *-ly* turn a noun or a verb into an adjective?



week + ly = weekly, hill + ly = hilly

b. Add suffix **-ly** to the nouns below. Write down the adjectives. Check spelling with your teacher.

1. love; 2. friend; 3. leisure; 4. bubble; 5. curl; 6. day; 7. wrinkle; 8. smell; 9. month; 10. oil.

c. Complete the sentences with the adjectives you have written.

1. The old woman's face was ..., and looked a little pale. 2. My skin got tanned from long ... walks along the beach. 3. Jim's hair is just naturally thick and 4. The teacher looked at me with a ... smile. 5. Tonya looks ... in white. 6. Phill is fit. Exercise is a part of his ... routine.

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



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

i

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

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

Help
box

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

5. a.  You are going to give your opinion about one of the people in ex. 4 on page 11. Take notes.

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

Help
box

If you disagree with your partner, be polite.

Agreeing: Yes, that's right. I agree.

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

LESSON 4. Changeable Tina



Communicative area: describing appearance

Active vocabulary: a bit, blond, a fringe, hairdresser's, a ponytail, shoulder-length, slightly, wavy

Active grammar: a bit, a little, a lot, far, much, slightly (modifiers with comparative adjectives)

1.  Discuss the questions below in pairs.

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

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



blond
wavy hair



red curly
hair



a ponytail



a fringe



shoulder-
length hair

1. What other adjectives can you use to describe hair?
2. What kind of hair have you got?
3. Would you like to have different hair?
4. Where do you go to have a haircut?

3. a. Read the beginning of the story about Tina. Is Tina happy with her appearance? What did Tina decide to do?

Tina didn't like the way she looked. She had bright blue eyes, a small nose and full lips. All her friends, family and even teachers told her she was very pretty, but she didn't listen to anybody. So, one winter day she thought she would change her appearance. First, she decided to become blond.

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

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

In March Tina still thought she was ugly. So she went to the hairdresser's and had her hair cut again and looked lovely with short wavy red hair. She looked pale after winter, but her eyes were **a lot** brighter.

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

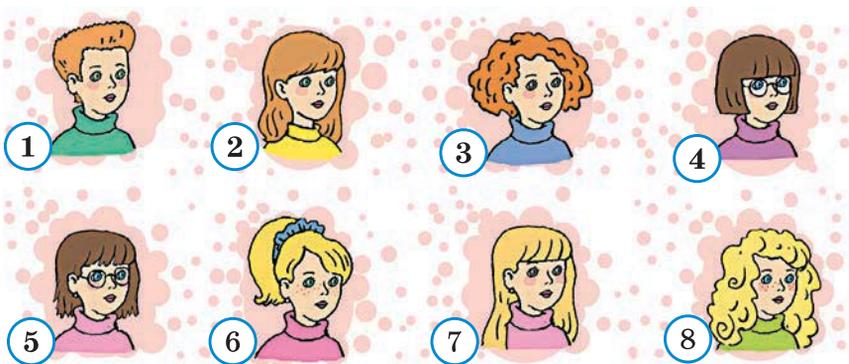
In June she went to the seaside and got **a little** more suntanned. Tina's hair was straight and shoulder-length again. She had a fringe and looked like Hermione Granger.

In July she had freckles and her hair was straight, long and fair. She looked lovely with a ponytail.

In August she had long curly blond hair. She was **far** more suntanned and had freckles all over her face. Her eyes looked blue and she looked like an angel.

In October Tina had to have her hair cut shorter as it wasn't thick and healthy anymore. She had a fringe again and started wearing glasses to look cleverer.

In December Tina still wore glasses. She looked **a bit** paler but she took up jogging and was **much** fitter. Unfortunately, her hair looked terrible.



c. How did the story end? What should Tina do now?

4. Look at the words in bold in the story and complete the rule.



To show a big difference we use **a lot / much / far +**
To show a small difference we use **a bit / a little / slightly +**

5. a. Complete the sentences below with a bit / slightly / a little / a lot / far / much.

a) In picture 3 Tina's hair looks ... brighter than in picture 2. b) Tina looks ... younger in picture 3 than in picture 1. c) In picture 8 Tina looks ... more suntanned. d) In picture 1 her hair is ... shorter. e) In picture 4 Tina looks ... smarter. f) In picture 3 her hair looks ... healthier than in picture 5.

b.  Compare your ideas in pairs.

6. Use modifiers a bit / slightly / a little / a lot / far / much and the comparative degree of adjectives in brackets to make true sentences about yourself. Write them down.

1. I look ... (smart / silly / old / handsome) when I wear glasses. 2. When I was 10, my hair was ... (short / long / wavy). 3. In summer I am ... (suntanned). 4. I look ... (friendly / happy / lovely) with a smile. 5. I think I will be ... (fit / overweight / tall) by Christmas.

7.  Discuss the questions below in pairs.

1. How often do you go to the hairdresser's? 2. Do you think it was a good idea for Tina to change her hair colour? Why (not)? What did she do wrong?

LESSON 5. Far too much



Communicative area: describing appearance, comparing

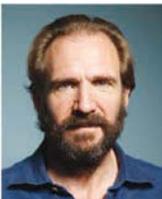
Active vocabulary: bald

Active grammar: a bit, a little, a lot, far, much, slightly

1. a. Look at the photos of film characters. What are their names? What movies are they from? Are they good or evil in the movies?



b. Match the actors in ex. 1a to the characters they played. Does their appearance change **a lot** or **slightly**?



Chris
Hemsworth

Emma
Stone

Orlando
Bloom

Angelina
Jolie

Ralph
Fiennes

2. a.  Listen to two people doing the activity above. What characters are they discussing? What do they think about the change in their appearance?

b.  Read the conversation on page 17. Fill in **a bit**, **slightly**, **a little**, **far**, **a lot**, **much**. Then listen again and check.

– Ok, I can do the first one. This is Lord Voldemort from Harry Potter, the one “who must not be named”! And here is the actor, Ralph Fiennes. He doesn’t really look like Lord Voldemort. He is not bald, he’s got short dark hair, a beard and a moustache. Lord Voldemort *is* bald; he doesn’t have eyebrows and his eyes look (1. ...) bigger and lighter.

– His skin is (2. ...) paler, too. It’s almost blue. He’s got more wrinkles. And, what’s wrong with his nose? It’s (3. ...) shorter.

– In fact, Lord Voldemort doesn’t really have a nose, it’s disappeared. Probably, because of the dark magic.

– Oh, I see. The actor looks (4. ...) more handsome, to be honest. Well, number two is Cruella, I watched the film last month on Disney+. And the actress is Emma Stone. She looks very much like Cruella, but her hair is (5. ...) shorter and it is red. Cruella’s got natural black and white hair. It’s also the fringe that’s different. Cruella has a front fringe and Emma Stone is wearing a side fringe. It’s really pretty. But I think she looks (6. ...) older.

– Not at all. She’s got a lovely smile and her face is (7. ...) friendlier. Cruella looks pale and she’s (8. ...) thinner. She doesn’t really look healthy.

– This is just the make-up, that makes her look pale: the red lipstick and black eyebrows, too. Cruella rocks!

c.  **Role-read the conversation in pairs to check your answers.**

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

1. When can you say the person is bald [bɔ:ld]? 2. What other book or film characters are bald? 3. Can you show or explain the difference between a front fringe and a

side fringe? Which do you prefer? 4. Do you wear make up? 5. How can you change your appearance? 6. Why does Cruella wear a lot of make up in the film? 7. What other characters wear a lot of make-up?

4. a. 👤 Look at the rest of the photographs. Compare the actors with their characters. Spot as many differences as possible. Use **a bit, slightly, a little, far, a lot, much** to show how big the difference is. Write down your sentences.

Example: Angelina Jolie looks a lot friendlier than Maleficent.

b. 👤👤 In pairs check your sentences for grammar and spelling mistakes.

5. 👤👤 With a new partner compare actors and characters in the pictures. Use the conversation in ex. 2b as an example.

LESSON 6. The ugly duckling



Communicative area: asking questions about appearance

Active vocabulary: braces, chubby, slim, skinny

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



skinny



...



slim/fit



chubby



overweight



...

2. a. Look at the photos of Billie Eilish. Compare Billie's appearance in the photos.



b. Read what people say about Billie's appearance and fill in the gaps.

different ♦ eyebrows ♦ braces ♦ hair ♦ looks ♦
shoulder-length

1. She is so sweet and smiley. ... make her look much younger. 2. Tall, slim, crazy hair, lovely smile. Trying so hard to look ... 3. Weird ... colour. I prefer natural colours. 4. It's good she's growing up and ... like more of a beautiful young woman and less like a kid. 5. She looks slightly paler in this picture, but still very pretty with her wavy ... hair. 6. Black ..., blond hair. Unnatural.

c.  Discuss the questions below in pairs.

1. Which pictures do the speakers refer to? 2. Do you agree / disagree with these opinions? Why? 3. Are there more positive or negative opinions in ex. 2b? 4. Why do some people prefer to see something bad about others?

3. a. Look at the lesson title on page 18. What is the story behind it? What happened in the story? Do stories like this happen in real life?

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



before



after



before



after

c.  Listen again. Who...

1. was overweight? 2. mentioned the ugly duckling story? 3. got much fitter? 4. was not popular? 5. had freckles? 6. had skin problems? 7. wore braces at school? 8. didn't like their haircut?

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

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

5. a.   Match the questions to the answers on page 21. Then, read the conversation in pairs.

1. Is it a man or a woman?
2. How old is he?
3. Is he tall?
4. Does he look fit?
5. What colour eyes has he got?
6. Has he got a moustache or a beard?
7. Is he bald?
8. Is his hair long?
9. Is it Thor?

- a) Yes, he does.
- b) He's in his mid-30s.
- c) I think, blue.
- d) No, he hasn't.
- e) Shoulder-length.
- f) It's a man.
- g) Yes, much taller than Mr Tucker.
- h) Yes, you are right!
- i) He's got straight fair hair.

b.   **Play the question game above in pairs.**

Student A: Think of a famous character or a celebrity.

Student B: Ask questions about appearance to guess the character or a celebrity.

LESSON 7. Like father, like son!



Communicative area: describing a family member

Active vocabulary: identical, resemblance, to resemble, to take after

1. a. Look at the pictures below. What do you know about this family?



1



2

b. Match the names to the people in the photographs on page 21.

William, Catherine, Charlotte, Elizabeth, Charles, George, Louis.

c. Who are they? Name and show in the photographs.

1. He is Queen Elizabeth's son. 2. She married a prince. 3. They are princes. 4. They are princesses. 5. His name is King Charles III. 6. She was the queen of Britain for 70 years. 7. He has two sons, William and Harry. 8. Their family name is Windsor. 9. Her surname is Middleton. 10. Their faces are on the money. 11. She passed away at the age of 96 in September 2022. 12. She's Queen Elizabeth's great-granddaughter. 13. One day he will be the King of Britain.

2. a. Read what British media write about the royal family members. What are they discussing?

(A) One thing was clear from the picture: the Windsor family **genes** are strong. Prince George looks just like his dad, Prince William at age 9. Both royals have the same sandy blond hair—with a similar hair cut—and **identical** toothy smile. Like father, like son!

(B) “Who did he **take after**? His older brother, Prince George? With his chubby cheeks and button nose, we think Louis looked like a copy of baby Prince George!

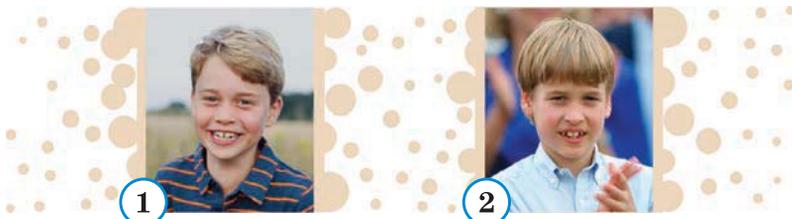
(C) If you look past their hairstyles, you'll notice the **resemblance** between the Queen and Charlotte, including their eyes and nose. Don't even get us started on their nearly identical smiles. I've always thought she **resembles** the Queen a lot more than any other of her grandchildren or great-grandchildren.

b. Match the words in bold in the text with the definitions below.

i

a) to look or behave like an older member of your family;
b) the same; c) a likeness in the way people look; d) they carry information that makes you who you are and what you look like; e) looks like someone.

3. a. Which lines in the text do the photos below illustrate?



b. Describe and compare the photographs above in pairs.

4. Complete the sentences with the words in the box.

resemble ♦ identical ♦ resemblance ♦ take after

1. It's amazing how strongly I ... my grandpa in appearance. 2. My brother and I are ... twins. 3. I don't look exactly like my father, but there is some ... 4. I don't ... my parents in any way.

5. What does the title of the lesson on page 21 mean? Is there the same proverb in your language?

6. a. Complete one of the sentences below about yourself.

1. I don't look exactly like my ..., but there is some resemblance.

2. I strongly resemble my
3. I don't take after my ... in any way.

b.   **Prepare to prove that your statement in ex. 6a is true. Follow the steps.**



1. Describe your relative's appearance. If possible, show a photograph.
2. Compare your appearance and your relative's appearance.
3. Say what you feel about it.

c. Share with the class.

LESSON 8. True beauty



Communicative area: describing appearance

1. Would you rather be beautiful, rich or intelligent? Choose one. Explain.
2. Read what Marcia thinks about beauty. How has her idea of beauty changed?

True beauty



When most people think of the word “beautiful”, they think of models and celebrities. I must say I was one of them. I wanted to be much skinnier, have fuller lips, or eyes that were blue not grey. My friends and I could talk for hours about how we wanted to be tall and skinny, with

perfect suntanned skin like models. Now my ideas have changed.

The day that I discovered what true beauty really is, I was with my parents and little brothers at a cafe.

As I was studying the people around, I suddenly saw a woman with the half-dozen children (all about the same age). She was sitting at a table two tables away and I could look at her without her knowing.

The mother had an ageless quality about her. I could tell that when she was young, she had been very good-looking. Her skin was light brown, and soft-looking, she had light wrinkles around her eyes. Her thick dark-brown hair, greying slightly, was pulled back in a ponytail. She was wearing casual clothes, but that was not why she looked so beautiful to me.

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

Instead of wishing to be like the skinny model, I now wish to be like that Mexican mother – full of light and happiness. She makes a difference in her children's lives. Instead of making them feel bad about themselves, she makes them feel great about everything. That is true beauty. She made my life different too.

3. a. Find in the story...

1. some facts from the woman's life; 2. the lines that describe the woman's appearance; 3. the lines that describe the woman's character; 4. the comparison Marcia makes to show us the woman's nature.

b. Discuss the questions in pairs.

1. What did Marcia think about the way she looked? What made her change her mind? 2. Where did Marcia meet the woman? 3. What was the woman doing? 4. What made the woman beautiful in Marcia's eyes? 5. What is the true beauty in Marcia's opinion?

4. a. Look at the nouns Marcia uses in her description. What common suffix do they have? What adjectives are they made from? What is the spelling rule?

happiness

kindness

b. Complete the phrases with the **-ness** nouns.

1. the (dark) of the room; 2. the (lovely) of the baby; 3. the girl's (pretty); 4. the (sweet) of the apple; 5. the (great) of the writer; 6. the (mysterious) of the detective; 7. the (ready) to try something new; 8. the unknown (ill); 9. the dog's (friendly); 10. new (fit) centre.

c. Make some sentences with the nouns with suffix **-ness**.

Example: The darkness of the room scared the boy.

5. a. You are going to describe someone you think is beautiful. You could write about...

1. this person's age, body, face, eyes, hair, clothes, habits;

2. something special or unusual about this person;
3. what makes this person beautiful.

b.  **Plan your writing and write a draft.**

LESSON 9. Fishing for a compliment



Communicative area: saying compliments

Active vocabulary: a compliment

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



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

1. How often do you say compliments? 2. How often do you hear compliments? 3. What do you say when someone gives you a compliment?

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

(A) – Barbara! Look at you! Your hair looks fantastic! Have you been to the beauty salon?

– Thank you, Tina! Your party is great!

(B) – You look so handsome, Brian! I haven't seen you wearing a tie before!

– Thanks, Barbara! Have you seen Paul anywhere?

(C) – Hi, Paul! You look a bit pale! Are you feeling well?

– Just a little tired. Don't worry.

– Would you like something to drink?

– No, thank you. That's very kind of you, Barbara!

– That's all right. And, Paul! Brian was looking for you.

D – Hello, Tina! You look slightly different. Is it your hair?

– It's the freckles, I think. I've just come from the seaside.

– Mmm. You look lovely!

– Thank you, Brian. I like your glasses. And your hair looks different. Is it a new barbershop?

E – Hi, Brian! Nice shoes!

– They are new! Look at Tina! She's so pretty!

– And Barbara's got such a friendly smile.

– She looks like an angel with those curls.

– But Barbara's got straight hair!

– I'm talking about Tina.

b. Read the conversations again and find different ways to make a compliment.

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

2. Read out different ways to respond to a compliment.

3. Do you have to give a compliment back? What else can you say? Give examples.

c.  **Work in groups of four. Role-play the conversations in ex. 2a.**

3. a.  **Listen to the compliments and repeat. Mind the intonation.**

b.  **Listen again and respond to the compliments.**

4. a. **Make a list of compliments for your classmates. Think about: their appearance, their character, something they are good at.**

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



2 UNIT

Character

LESSON 1. Handwriting and personality



Communicative area: describing a personality

Active vocabulary: arrogant, bossy, confident, creative, curious, dishonest, generous, greedy, honest, however, impatient, intelligent, a loner, patient, personality, punctual, reliable, reserved, selfish, selfless, sensitive, sociable, traits, unpunctual, unreliable, witty

1. a. Look at the proverb below. What does it mean? Do you agree with it?

You can't tell a book by its cover.

b. Write the proverb down on a piece of paper. Is your handwriting neat and tidy or messy and unclear?

2. a. Read the entry below and answer the question at the end.



Graphology is the study of handwriting. It's used to analyse a writer's character, personality, abilities, etc. Your handwriting can indicate more than 5,000 different personality traits. So, what are graphologists looking at?

b.  Listen to the programme about graphology and follow in the book. Check your answer.

So, what do graphologists look at?

Size

Large letters: You are active, cheerful and **witty**, enjoy sharing a joke and have a great sense of humour. You are very **confident**, which means you always know what you are doing.

Average letters: You are **reserved** and can hide your feelings. On the other hand, you can sometimes appear cold and unfriendly.

Small letters: You are shy and **sensitive**; you can be easily hurt.

Spacing between words

Wide spacing: You are **independent**, enjoy your freedom and don't like control as well. However, people often think you are **arrogant**, that you believe you are better and more important than others.

Narrow spacing: You are talkative and **sociable**; you enjoy being with other people. On the other hand, you tend to be **bossy** and often tell other people what to do.

Slanting

No slant: You are **punctual** and **honest**; you usually come on time and always tell the truth.

Slants to the right: You are adventurous, you have a brave heart and ready to take risks.

Slants to the left: You work better behind the scenes. You are a bit of a **loner** – prefer being alone to spending time with other people.

Shape of letters

Rounded letters: You are kind and **generous**, you share and give more than people expect. You are also artistic and **creative**. You have a great imagination and enjoy inventing new words, things and stories.

Pointed letters: You are very intelligent and **curious**, you like learning new things. However, you can be a little **nosy** – too interested in what other people are doing. You can sometimes be **greedy**, and it means you don't like sharing your things, ideas or space.

Writing pressure

Heavy pressure: People trust you, because you are very **reliable**, you never break a promise. On the other hand, you tend to be **stubborn** and never change your opinion, even if you are not right.

Light pressure: You are helpful and **selfless**, you care about other people's interests.

Writing speed

If you write quickly: You are often **impatient**, dislike waiting or time wasters. In addition, you can often be loud and emotional.

If you write slowly: You are well-organised, careful and **patient**. You can wait to get a result. It can also mean you are a bit lazy and don't like hard work.

3. a. Read the text and explain the words in bold.

b. Find more adjectives in the text that describe personality traits.

c. Find antonyms to the adjectives below. Write them down in pairs.

Dishonest, friendly, greedy, lazy, patient, quiet, selfish, shy, sociable, talkative, unpunctual, unreliable.

Example: lazy – active, ...

d. Study the sentences. What words are used to soften negative personality traits? Why is it important to use them?

1. You can be a little nosy. 2. You are often impatient. 3. You can sometimes appear cold and unfriendly. 4. You tend to be bossy.

4.  Work in pairs. Exchange the strips of paper with the proverb. Discuss what your handwriting says about you. Do you agree with the results? Why (not)? Share with the class.

5. a. Find the words below in the text. Which of them are used to link positive and negative ideas?



On the other hand / In addition / Also / However / As well

b. Use the words above to link the ideas.

1. My mum is very intelligent. Sometimes she tends to be bossy.

2. We are a friendly, sociable family. We are very talkative and emotional.

3. I am really curious. I can be nosy.

4. My little brother is active and witty. He can be stubborn and naughty.

5. My grandparents are loving and patient. They can be forgetful at times.

6. a.  Write some sentences about your personality traits on a piece of paper. Use the linkers to join the ideas.

b. Work as a class. Collect and mix your papers. Read out your descriptions in turns. Can you guess who they belong to?

LESSON 2. What are you like?



Communicative area: asking questions about one's character

Active vocabulary: compound adjectives: absent-minded, easy-going, kind-hearted, open-minded, quick-witted, self-centred, thin-skinned

1. Work as a class. Brainstorm as many personality adjectives as possible. Who is the last to name an adjective?

2. a.  Listen to three people answer a survey question. What is the question?

b. Check your memory. Who said the following: Tanya, Louis or Jacob?

1. We also tend to be self-centred and a bit absent-minded when it comes to other people's needs.

2. We are both short, dark-haired, and a little overweight.

3. My mum is more thin-skinned and she is quiet too.

4. She is really hard-working and a bit stubborn at times.

5. I took after my dad because I am more of an open-minded, easy-going person just like him.

6. He is tall and skinny, blue-eyed, just like me.

7. We are quick-witted and love a good joke.

c.  Listen again and check your answers.

3. a. Read about compound adjectives. Find compound adjectives in the sentences above and write them down.



A **compound adjective** is an adjective that contains two or more words. Usually, a hyphen “-” (or hyphens) is used to link the words together to show that it is one adjective.

b.  Discuss the meaning of the adjectives in your list in pairs.

4. Match the compound adjectives below to their form.

1. number + noun

2. adjective +

Past Participle

3. noun + adjective

4. noun + Present Participle

(-ing)

5. noun + Past Participle

6. number + noun +

adjective

7. adverb + Past Participle

a) **kind-hearted** person

b) **well-known** actress

c) **record-breaking** show

d) **9-year-old** girl

e) **middle-aged** man

f) **three-week** holiday

g) **world-famous** writer

5.  Discuss the questions below in pairs.

1. How are the adjectives in your list formed?

2. Which of these adjectives describe you? 3. Which adjectives describe someone in your family?

6. a. You are a blogger. Walk around the class and role play the street interview. Use the questions below to collect the information. Take notes.

1. Who do you take after?
2. What does he / she look like?
3. What kind of person is he / she?

b. Report on your findings.

LESSON 3. I used to be a river



Communicative area: speaking about changes

Active vocabulary: *used to*

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

1. Complete the sentence below about yourself and share with the class.

When I was younger, I...

Example: When I was younger, I was much more curious. I loved exploring nature.

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

Hi, Yan! I hope you've found the photo album and everything is ok with your school project. The photograph I'm sending was taken four years ago. Of course, we look very different today, but I haven't changed much. As you can



see, I used to have longer hair, but I've had it short since my 10th birthday. I think I used to look shy, but now I'm much more confident.

Rosie has changed a lot! She used to be short and fat. Now she looks much fitter. Her hair used to be curly and she used to have it shoulder-length and now it's longer. And she didn't use to have freckles, too. She used to be a quiet little girl and behave really well. She was so caring and selfless, she used to make sandwiches for me! However, two years ago, after she took up hockey, things have changed. Now she's self-centred and bossy, in addition, she is telling me to make sandwiches for her! She used to be an ideal sister – easy-going and fun, but now she's really arrogant, she acts like a know-it-all. We used to go roller-skating and watch horror films together. All she can talk about now is boys and shopping. And she's only 10!



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

I used to be a river, but now I'm an ocean.
I used to be letters, but now I'm a poem.
I used to be greedy, but now I have a heart of gold.
I used to be shy, but now I am self-confident.
I used to have a sister, but now I have a boss.
She used to be a dolphin, but now she's a shark.
P.S. The second picture is Rosie now. Bye. Nick

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

1. Did Nick have longer hair when he was younger? Does he have it long now? 2. Was Rosie short and fat? Is she short and fat now? 3. Did Rosie have freckles when she was little? Does she have them now? 4. Was

Rosie self-centred and bossy in the past? Is she bossy now? 5. Does *used to* mean *something that happened in the past* or *something that is still true*? 6. How do you translate *used to* into your language? 7. How do you make a negative sentence with *used to*?

3.  **Work in pairs. Find sentences with *used to* / *didn't use to* in Nick's letter. Are any of them true for you?**

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



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

Example: *We lived in Minsk. Now we live in Polatsk.*
– *We used to live in Minsk.*

1. I wasn't a sociable child. Now I have many friends. 2. My elder brother has grown a moustache. 3. My granny took up karate a year ago. 4. I've got suntanned, so I don't look pale now. 5. I resembled my dad as a baby, however now I don't look like him at all. 6. My sister was really unpunctual. She always comes on time now. 7. I saw an alien last night. Now I believe in aliens. 8. My dad is bald now.

5. a. Read Nick's philosophical poem again. Write at least one sentence about changes. Use your imagination.

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

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

LESSON 4. Did you use to...?



Communicative area: asking and answering questions about past habits

Active grammar: *used to* + infinitive (questions)

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



The X Factor is a British television talent show, in which people who want to be singers compete for a recording contract and a money prize. It is one of the most popular shows on British television and all over the world. Today there have been about 200 winners of The X Factor in more than 50 countries worldwide.

2. a.  At the age of 19 Adam Keating won the *X Factor*. Speak in pairs. How do you think his life has changed? Use **used to** to speak about the changes.



Example: I think he didn't use to have so many fans.

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

c.  Listen again and correct the false statements below.

1. Adam used to sleep less. 2. He didn't use to be reserved. 3. He used to have many interviews. 4. He didn't use to have short hair. 5. Adam used to look

fitter. 6. He didn't use to go to gym. 7. He used to sing pop-songs. 8. He used to play the guitar.

d.  **Work in pairs. Discuss the changes in Adam's life. What changes are positive and what are negative?**

3. Check your memory. Complete the questions from the interview.

... you ... look different? ... you ... sing different songs?

4. Use the ideas below to write questions with **used to.**

Example: Where / go? – Where did you use to go?

1. What games / play?
2. What hobby / have?
3. What / look like?
4. What clothes / wear?
5. Where / live?
6. What sports / do?
7. What time / go to bed?
8. What pets / have?
9. What food / dislike?
10. What / be afraid of?

5. a.  **Choose five questions from ex. 4 to ask your partner about his / her childhood.**

b.  **Work in pairs. Ask and answer the questions in turns. Copy the chart and take notes on your partner's answers.**

Name: <u>Artsyom</u>	
6 years old	Now
used to play with Lego bricks ...	now plays Brawl Stars ...

c. Use your notes to speak about your partner.

Example: When Artsyom was 6, he used to play with Lego bricks, and now he plays Brawl Stars.

LESSON 5. Question time



Communicative area: asking questions about the past

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

1. a. Who could say the following?

1. I used to be a shy kid like you, now I can climb skyscrapers. 2. I have always been curious; however, I didn't use to talk to caterpillars. 3. I used to be selfless and listen to my stepmother, but since I got married, I don't have to listen to her anymore.

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

Spiderman, Jack Sparrow, Cruella, Tom Sawyer, Harry Potter, Shrek, Alice, Darth Vader, Robinson Crusoe, Pocahontas, Sherlock Holmes, Cinderella, Captain America, Hermione Granger, Greg Heffley, Mowgli, Groot, Pippi Longstocking

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

2. Which of the statements below are false? Correct them.

1. If we say we *used to do something* in the past, it means we still enjoy doing it.

2. If we say we *didn't use to* do something, it means we didn't do something in the past, but probably do it now.

3. We use *did you use to + infinitive* to ask about actions in the past that don't happen anymore.

3. Make sentences using the correct form of **used to**.

1. you / ride a bike with training wheels? 2. She / be so nosy, now she wants to know everything. 3. She / resemble her mother, however now she looks like her granny on the father's side. 4. you / wear a fringe before you had this haircut? 5. Nick / be my best friend, but he lives in Canada now. 6. I / be a reliable person, but I've been so absent-minded since I fell in love. 7. My dad / go to a barber shop every month, but now he is bald. 8. I / be so skinny, now I weigh 3 kilos less than I should.

4. a.  You are going to play *Find someone who* game. What question will you ask if you need to find someone who used to be a greedy child?

b. What will a person answer if...

1. they were greedy and never shared their toys at the age of 5? 2. they were generous as a child, but now they hate to share? 3. they've never been greedy? 4. they have always been greedy?

5. a.  Write the questions you are going to ask your groupmates. You need to find someone...

1. whose sister used to be chubby as a baby; 2. who used to be dishonest and lied a lot as a child; 3. who used to dislike their appearance; 4. who used to be a loner in elementary school; 5. who used to have an unreliable friend; 6. who used to have fair hair as a baby; 7. who used to watch Peppa Pig cartoon. 8. who used to wear braces.

b. What mistake do people often make asking questions with **used to**? Check your questions for this mistake.

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

d. Report to the class.

LESSON 6. Life in the past



Communicative area: speaking about life in the past

Active vocabulary: imaginative

1. Was life 100 years ago different from life today? What did (didn't) people use to have? What did they use to do?

Example: People didn't use to have washing machines.

2. a. Look at these objects from the past. What are they? What do you know about them?



1



2



3

b.  Listen to children speaking to their grandmother and check your ideas. Are her memories happy or unhappy?

c. Complete the dialogue using **used to** or **didn't use to**.

– Hey, Gran. Can you tell us about your life in the past? Was it hard?

– Young people always think that life (1. ...) be very hard. But it was not bad really, it was just different. And in many ways life was better in the past. For example, when I was a girl, most people (2. ...) lock their doors. We didn't have anything to steal, so it wasn't a problem.

– Did you have a TV?

– Yes, we did. However, I (3. ...) watch much TV. We (4. ...) have three TV channels that had cartoons once a day on the Good Night Show.

– What did you do in your free time?

– I (5. ...) play outside all day long. Children (6. ...) play in the streets. They can't do this now in most places because everyone's got a car, so there's too much traffic and it's dangerous. Today's children spend all their time indoors.

– Did you have any toys?

– Yes, I (7. ...) play with dolls and plush toys. I had a plush puppy I called Lily. Kids were a bit more imaginative in those days. We didn't have Lego or Barbies, but we played with cards, stones, buttons, we made dolls out of flowers and houses with chairs and blankets.

– Wasn't life boring without video games?

– Of course, we didn't have a lot of the things that we have today, like computers or mobile phones. Life (8. ...) be much slower and simpler. People were far more easy-going, they (9. ...) rush around like they do today. The best thing about the time when I was young was that people were more sociable. People (10. ...) spend more time together.

– Did you use to travel by horses?

– Of course, not. We (11. ...) have horses, because my grandparents lived on a farm, however we (12. ...)

travel by them. We had cars and buses and planes. I am not that old!

d.  Listen again and check.

3. a. What personality traits does grandma use to describe the people in the past? How different are people today in her opinion? Do you agree?

b. Compare people in the past with people today. Explain your opinion.

Were people in the past more or less...

adventurous, greedy, hard-working, intelligent, polite, punctual, selfish, unsociable?

4. Look at the dates some things appeared. What did / didn't people in the past use to do?

1. personal computer – 1971;
2. mobile hand-held phone – 1984;
3. Internet – 1989;
4. online shopping – 1995;
5. first Harry Potter book – 1997;
6. YouTube – 2005;
7. TikTok – 2016.

5.  Work in pairs. Continue the dialogue in ex. 2c. Then role-play it.

LESSON 7. Dog people vs cat people



Communicative area: describing a personality

Active vocabulary: cheerful, an extrovert, an introvert, loyal, responsible

1. Discuss the questions below.

1. Do you have a pet? What is it? What is it like?
2. Did you use to have other pets?
3. Who chose your pets? What pet would you like to have? Why?
4. Do you think pets resemble their owners?



2. a. Read the article and choose the correct title.

A. Pets, pets everywhere: the world's most popular pets

B. The truth about cat people and dog people

C. Cats vs dogs: which does the world prefer?

To some people, dogs are the perfect pets. Loyal, loving, playful friends that make your life happier and healthier. To others, dogs are noisy and needy creatures that take all your time either begging for food or taking over your bed. Some people see cats as intelligent, elegant, calming companions, that can take care of their own exercise and cleaning. To others, they are arrogant, uncaring and selfish.

So it's no wonder the scientists have found a link between some personality traits and the type of pet owned.

A 2018 study at the University of Texas found that those who were identified as “dog people” tended to be more active and easy-going, whereas “cat people” tended to be more open-minded: meaning curious, imaginative and creative.

The study found that dog people prefer to plan in advance, they are punctual and reliable. They also tend to follow rules closely. On the other hand, cat owners – who can leave their pets alone for longer periods – are a bit more relaxed when it comes to planning ahead, and are more independent and adventurous.

Cat owners tend to experience more negative emotions than dog owners. According to studies, those who own cats are more thin-skinned. Dog owners are much more thick-skinned and patient.

The recent Facebook survey of 160,000 users, has also found that pets are closely related to the personality of their owners. Most cat owners are introverts, living in big cities, and spending most of their leisure time indoors, watching movies, TV, and reading. Most dog owners are extroverts, they are more sociable and cheerful, with an average of 26 friends more than cat owners.

In addition, dog people are also more selfless. They are generous and kind-hearted. Those who love cats, on the other hand, are more self-centred and arrogant at times.

“Well, let’s talk about the common traits too,” says the survey author and psychologist Sam Gosling, PhD, “Most pet owners are caring and responsible”. He also adds that the differences between cat and dog people aren’t huge. “There are certainly many, many cat people who are extroverts and many, many dog people who aren’t,” Gosling says.

b. Are the sentences true or false according to the article? Find the sentences in the text that prove your ideas.

1. Dogs can make your life better.
2. More people prefer cats to dogs because cats are intelligent, elegant and calming.

3. Cats need less attention than dogs.
4. Dog owners are better-organised in contrast to cat people.
5. Dog people are more cheerful than cat people.
6. These characteristics are not always true.

3. a. Copy the chart. Fill it in with the adjectives from the article that describe personality traits.

Dogs: ...	Cats: ...
Dog owners: ...	Cat owners: ...

b.  Analyse the chart in pairs. Do pet owners and their pets have identical personalities?

4. Discuss the questions.

1. What common traits do cat and dog owners have?
2. What does it mean to be a responsible pet owner?
Are you a responsible pet owner?
3. What are the personal traits of an extrovert?
What are the qualities of an introvert? Do you agree that dogs are more extroverted than cats? What other pets are extroverts?
4. Why do you think dogs are so loyal to people?
Why are cats so independent?

5. a.  Listen to Martha speaking about her aunt. In your chart tick the personal traits she mentions.

b. In your opinion, is aunt Teresa a cat person or a dog person? Why?

6. Speak about your character traits. Let your classmates guess what animal could make a perfect pet for you.

LESSON 8. The person I admire

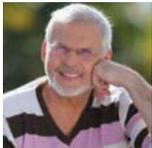


Communicative area: describing a personality, writing a descriptive essay

1. What can you speak about when you want to describe a person? Write down your ideas.

2. a. Read a student's descriptive essay about her grandfather. Is her description complete?

The person I admire is my grandfather. He is in his early seventies. He looks like Santa Claus. He is tall. He has white hair, many wrinkles and a cheerful smile. He is very generous and witty. I like his jokes. He used to be an actor, but now he works as a bus driver. He is also very stubborn. My mum says I take after him. I love him very much.



b. What do you think the teacher's comments will be? How could you make the description better?

c. Read the teacher's comments on this description. Did you have the same ideas?

You could improve your essay by:

- organising your essay by paragraphs;
- linking short sentences to make longer ones;
- illustrating some of your sentences with examples.

You could also add more details: What makes your grandpa look like Santa Claus? In what way is your grandpa generous? What does he like or dislike about

his job? What are his interests? In what way do you take after your grandpa? What do you do together?

3.  Work in pairs. How would you change the description following the teacher's comments?

4. a. Think of a family member you admire and complete the sentences below about him or her.

1. One of the first things you notice about him / her is ... 2. He / She looks ... 3. The reason I admire him / her is ... 4. He / She is always ... 5. In addition, ... 6. I admire the way he / she ... 7. On the other hand, ... 8. In conclusion, ... 9. Thanks to him / her I ...

b.  Exchange the sentences with your partner. Correct the mistakes if necessary and choose the most interesting sentence.

5. Read the paragraph plan below. In which paragraphs will you write the sentences from ex. 4a?



Introduction:

Paragraph 1: Say who you are writing about. Give background information.

Main body:

Paragraph 2: Describe the person's age and appearance.

Paragraph 3: Write about the person's character. Illustrate some traits with examples. Add more information about his / her interests.

Conclusion:

Paragraph 4: Write what this person makes you feel like, in what way he/she changes your life.

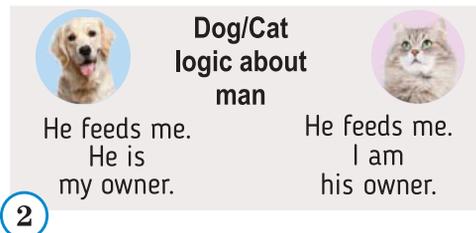
6.   Write your descriptive essay. Use your notes and the plan above.

LESSON 9. Game time!



Communicative area: speaking about the past, describing personalities

1. a. **Work in pairs. Look at the jokes below.**



b. What lessons in this unit could they illustrate?

2. **You are going to play a board game in groups of three. Read the rules. What happens if you don't know what to say?**



1. You need a dice and three counters.
2. Players take it in turns to roll the dice and move their counter along the board.
3. When a player lands on a square and has a question to answer or a task to do, he / she has to speak for 30 seconds.
4. If a player is stuck, students ask follow-up questions.
5. The first student to reach the finish square wins the game.

3. Did you learn any interesting information about your groupmates? Share with the class.



3 UNIT

Shopping

LESSON 1. Shops and stores



Communicative area: asking questions about shopping in the UK and in Belarus

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

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

1. Discuss the questions below in pairs.

1. Do you enjoy shopping? 2. How often do you go window-shopping? 3. Can shopping be a hobby? 4. Is it a good way to spend free time?

2. a. Look at the pictures and listen to Rosie talking about shopping in the UK. Which shops has she been to?



supermarket



bakery



newsagent's



chemist's



shopping centre



pet shop



sweet shop



book shop



department store



grocery store

b. 👤👤 Discuss the questions in pairs.

1. What is the difference between a shopping centre and a department store? Which of these places has got many different shops that share one building? 2. Are the corner stores Rosie mentions small local shops or

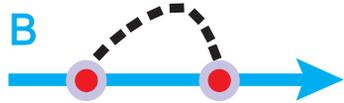
large stores in the city centre? 3. What things are sold in each of the shops in the pictures? 4. What kind of shops are there in your neighbourhood?

3. a.  Listen to Rosie again and complete the sentences below.

September ♦ Christmas ♦ months ♦ ages

1. I haven't been there **since** 2. I haven't been to the shopping mall **for** 3. I haven't bought anything at the newsagent's **for** 4. I haven't been to the pet shop **since**

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



c. Put the words below into two columns: **for** or **since**.

summer, two weeks, my birthday, last year, 2009, more than 10 days, 5 months ago, half a year, 5 minutes, yesterday, three hours, 11 a.m.

4. a. Write statements with Present Perfect. Use **for** or **since**.

1. My sister (have) her pet guinea pig ... Easter.
2. I (know) my best friend ... three years. 3. We (write) 2 tests ... the beginning of the school year. 4. I (not do) the washing up ... we bought a dishwasher. 5. I (have) freckles ... ages. 6. I (not be) to the hairdresser's ... June.

b. Change the sentences in ex. 4a to make them true for you. Read them out.

5. a. Check your memory. Did Rosie answer the following questions? Listen again if necessary.

1. Do you enjoy shopping / window-shopping?
(I enjoy / don't mind / dislike...)

2. What shops have you been to? (I've been to...)

3. How long is it since you went there? (I haven't been there...)

4. What did you buy when you went there last time?
(I bought...)

5. What shops are there in your neighbourhood?
(There are...)

6. What shop did you use to go to? (I used to...)

7. What is your favourite shop? (My favourite...)

8. When did you go there last? (I haven't been there...)

b.  Check in pairs. Role-play the interview with Rosie. Ask and answer about shops in the UK.

6. a. Look at the types of shops in ex. 2a. Are there similar shops in Belarus?

b.  In pairs ask and answer the questions in ex. 5a.

LESSON 2. Nation of shoppers



Communicative area: asking and answering questions about shops in the UK and in Belarus

Active vocabulary: a brand, goods, quality, a souvenir

1. 👤👤 Work in pairs. Put the places below in order from the smallest to the largest.

shopping mall (shopping centre), grocery store, corner shop, supermarket, department store, newsagent's kiosk

2. a. Look at the pictures below. Do you know these shopping sites? Where are they?



1



2



4



3

b. 🎧 Listen to some facts about shopping in the UK and follow in the book. Label two of the pictures above.

Napoleon once described the British as “a nation of shopkeepers”. Today the Brits could be described as “a nation of shoppers”, as shopping has become the most popular national leisure activity.

The main shopping street in most towns is called **the “High Street”** and it’s traditionally been the place to

buy everything from food to clothes, with a mixture of all types of stores and often a street market. Oxford Street in London is the world's biggest High Street, offering more than 100 stores of the world-famous **brands**.

Most large towns will have a department store selling **household goods and clothing**. In London, go to Harrods, the largest department store in Europe. Some of its 300 departments, including the seasonal Christmas department and **the food halls**, are really well known.

London is one of the most visited city in the world, and so unsurprisingly there are a lot of **souvenirs**. For something truly **unique** and **of high quality**, head to Covent Garden with its street markets, live music, trendy cafes and great souvenir shops.

c. Find the words in bold that mean...

1. shopping street; 2. something you buy to remind you of a holiday; 3. things you can buy; 4. trade names; 5. an area in a shopping mall where fast food is sold around a common eating area; 6. very well-made; 7. one of a kind; 8. go in the direction.

3. a. Discuss the questions below in small groups.

1. Can you call Belarusian people the nation of shoppers? 2. Are there any large shopping malls in Belarus? 3. What are the most popular department stores? 4. Where can you buy souvenirs? 5. Do you know any old markets? 6. Is online shopping popular in Belarus? 7. Do you know any high-quality products made in Belarus? 8. What Belarusian brands are famous in the world?

b. Read an article about shopping in Belarus and find the answers to the questions in ex. 3a.

People come to Belarus to see unique architecture, learn about the Belarusian culture, enjoy the nature and see top sports competitions. In addition, holidays in Belarus can include a good shopping programme.

Belarus has shops of all kinds: large malls, department stores, markets, and fairs.

In Minsk there are some popular shopping malls that offer a wide choice of goods: the famous HUM and TsUM department stores, Niamiha, Stalitsa, Dana Mall, Arena City shopping centres, etc. They sell everything from socks to dictionaries.

For more traditional shopping, go to one of the many local markets. The most popular is Kamarouski Market in Minsk, one of the city's oldest food markets.

Tourists often buy Belarusian brands known for their high quality. They include clothes, shoes, cosmetics, home textiles, sweets and local Belarusian drinks. Two well-known brands making chocolates are Kamunarka and Spartak.

Traditional souvenirs include dolls in national costumes, hand-painted wooden toys and spoons, tablecloths and napkins.

4. a.  You are going to play *Find someone who*. How are you going to start each question? Get a chart from your teacher and fill in the columns.

b. Walk around the class and ask questions.

c. Report on the information you've found out.

5. a.  **Work in pairs.**

Student A: You are a tourist from the UK. Prepare your questions about shopping in Belarus. Be ready to answer some questions about shopping in the UK.

Student B: You are going to speak to a tourist from the UK about shopping. Prepare to answer his / her questions. Ask questions about the types of shops in the UK.

b.  **Role-play your conversation.**

LESSON 3. You are what you wear



Communicative area: describing one's clothes

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

Active grammar: singular nouns / plural; use of articles with items of clothing

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



There is no singular form of clothes. However, you can say a piece of clothing, an item of clothing.

clothes [kləʊðz] (*n., pl.*)

1. What types of shops sell clothes?
2. What clothes shops are there in your neighbourhood?
3. Where do you usually buy clothes?
4. What are your favourite clothes shops?

2. a. Think of as many items of clothes as possible. Copy the chart and continue the list.

I am wearing...	
a / an + item of clothing (<i>sing.</i>)	<i>a T-shirt, ...</i>
item of clothing (<i>pl.</i>)	<i>jeans, ...</i>

b. Choose the right answer.

1. We use (a/ an) with clothes words in the first column because these nouns are...

a) singular; b) singular and uncountable; c) singular and countable.

2. We do not use the indefinite article (a / an) with...

a) plural nouns; b) plural and uncountable nouns; c) uncountable nouns.

3) When the object is known to the reader, we use...

a) the definite article (the); b) some / any; c) no article.

c. Match examples to the rules.

a) I'd like to buy a new belt.



a belt

b) They don't sell ties here.



a tie [taɪ]

c) The trainers she is wearing are very trendy.



trainers

3. a. Add articles to the sentences below if necessary.



checked



striped

1. Today I'm wearing ... trousers and ... checked shirt.

2. My sister loves shopping: she always buys ... trendy brands.

3. I don't really like ... striped socks I got from my grandma for Christmas.

4. ... jumper I was wearing yesterday looks great on me.

5. I'd like to buy ... new belt.

6. I've put on some weight and can't wear ... tight jeans any more.

7. Since the beginning of the school year I've lost ... two T-shirts, ... tie and ... pair of trainers.

b.  Listen and check.

c.  In pairs change the sentences in ex. 3a to make them true for you.

4. a. Match the opposites of the adjectives that describe clothes.

- | | | |
|-------------|--|------------------|
| 1. trendy | \| | a) tight |
| 2. everyday | \| | b) old-fashioned |
| 3. baggy | \| | c) smart |

b.  **Work in small groups. Look at the pictures from catalogues and find someone wearing...**

a pair of trainers; a belt; something striped; a tie; something baggy; something tight; something old-fashioned; smart clothes; something checked; everyday clothes; more than four items of clothing; trendy clothes.



5. a.  **Listen to two friends discussing one of the pictures above. What picture are they discussing?**

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

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

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

c. Do you agree with the description? Why (not)?

6.  In pairs discuss the other pictures in the catalogue on page 61. Say what you like and what you don't like about the clothes. Explain why.

LESSON 4. Grandma's presents



Communicative area: expressing opinion about clothes

Active grammar: too, enough

1. a. Look at the photograph. What problem does the girl have?



b.  Discuss the questions in pairs.

1. How many clothes do you have?
2. Where do you keep them?
3. Do you have enough space for them?
4. Who helps you choose your clothes?

2. Look at the shopping list on page 63. What shops do you have to visit to buy all the things on the list? Whose shopping list do you think it is?

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

3. a. Look at the pictures. Which clothes do you think granny has bought for Nick and Rosie? Why do you think so?



b.  Granny came to visit her grandchildren. Listen and say why Nick and Rosie are unhappy.

c.  Look at the pictures on page 63 again. What clothes has granny chosen for Nick and Rosie? Listen and check.

4. a. Who says these words: granny, Nick or Rosie?

1. It's too beautiful! 2. You are old enough to wear a tie. 3. You are too generous. 4. All these clothes are fantastic, but they are too expensive. 5. This dress is a bit too short for a school party, Gran. 6. I think I have enough shirts, Gran. Besides, I am too messy. 7. I'm not good enough to wear it. 8. It's too smart, and too expensive, and too traditional. 9. Well, I think I'm not thin enough to wear this lovely dress. 10. I think I'm too old-fashioned to buy clothes for you.

b.  Check in pairs.

c. Do you like the clothes that granny bought for Nick and Rosie? Why didn't Nick and Rosie tell grandma that they didn't like her presents?

5. a. Read the sentences in ex. 4a again and look at the box. Find examples for each grammar structure.

	too + adj.
	not + adj. + enough
	adj. + enough

b.  Discuss the questions.

1. Do we use adverb **enough** before or after the adjective?

2. Do we use adverb **too** before or after the adjective?

3. Which construction means **more than necessary/less than necessary/as many or as much as necessary**?

c. Change the sentences with **too to the sentences with **enough**.**

*Example: My jeans are too short. –
They are not long enough.*

1. These trousers are too baggy. 2. Her dress is too old-fashioned. 3. This beauty salon is too expensive. 4. The belt is too short. 5. The shop-assistant is too slow. 6. This tie is too dark. 7. My coat is too old. 8. He is too greedy.

6. Use the prompts below to write true sentences about you.

*Example: I / tall / to switch on the light.
– I'm (not) tall enough to switch on the light.*

1. My family / sociable. 2. My mum / strong / to lift a car. 3. My pet / (im)patient / to wait for its food. 4. I / thin / to get under my bed. 5. I / confident. 6. I / (un)punctual / to do my homework in time. 7. My clothes / trendy / for school. 8. I am / generous / to buy a new pair of earrings for my mum.

7.  Work in small groups. Look at the pictures from a catalogue on page 63. Say what clothes you don't like. Explain why you don't like them. Use **too... and **not... enough**.**

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

LESSON 5. On sale



Communicative area: asking and answering *How long...?* questions

Active vocabulary: online, a sale

Active grammar: Present Perfect Continuous

1. a. Look at the poster and discuss the questions.

1. What is a sale? 2. Why do people like buying goods on sale? 3. Are sales popular in Belarus? 4. When are the major sales in Belarus? 5. What kind of shops offer sales?



b. Read some information about sales in Belarus and check your answers to the questions above.

Belarusian shops offer sales and many bonus programmes. They include Christmas and New Year sales, holiday sales around Women's Day (8 March), Defenders' Day (23 February), St Valentine's Day, Easter. In August, before a new school year begins, most shopping malls and markets around the country organise "back to school" sales and fairs.

In addition, both online and offline shops have nights of sales, Black Fridays and weekend sales.

2. a. Look at the pictures of people shopping during the sales. Choose **for** or **since** in each statement.

I've been waiting for my dad (for / since) an hour.



I've been standing here (for / since)
30 minutes.



The tie isn't long enough. I've been
looking for the right tie (for / since) ages!

We've been shopping (for / since)
10 a.m.



b. Have you ever bought anything on sale? What was that?

c.  Read the sentences in the pictures again and answer the questions.

1. Which grammar structure is used in the sentences?

- a) have / has + Past Participle;
- b) am / is / are + V_{ing};
- c) have / has been + V_{ing}.

2. What tense is used in these sentences? Reorder the words.

Continuous / Present / Perfect

3. Do these sentences describe past, present or future situation? Are people still doing what they are speaking about?

4. What question do all the sentences in the pictures answer?

a) How much...? b) What time ...? c) How long...?

d. Copy and complete the chart below.

Tense	the (1. ...) Perfect (2. ...)
Form	(3. ...) + been + (4. ...)
Examples	+ (5. ...) – <i>She hasn't been shopping all day.</i> <i>? Have you been waiting for a long time?</i>
Signal words	all day, for, (6. ...)
Action	started in the (7. ...), continues up to now
Focus	time period – (8. ...) long ...?

3. a. Match the phrases a-g with a possible idea of what has been happening.

1. Tim is very tired. 2. Claire's still learning to play the guitar. 3. Josh can buy a new car. 4. Pat's French is really good. 5. Tara looks really fit. 6. John's trainers are dirty. 7. Chris looks suntanned.

a) She's been learning it for 5 years. b) He's been saving money for 3 years. c) He's been sunbathing. d) He's been working hard lately. e) She's been taking music lessons for 2 years. f) She's been doing yoga for 3 years. g) He's been skateboarding in the rain.

b.  Read the grammar reference section. What rule do the statements above illustrate?

4. a. Rosie is telephoning her friends. They are very busy. What have they been doing? Write sentences with the Present Perfect Continuous. Use **for** or **since**.

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

Barbara and Mary



fish since 5 a.m.

Valery



iron for half an hour

Bridget



knit for a week

John



sell lemonade
since 8 o'clock

Simon



try on
for 20 minutes

Mike



do shopping
for 2 hours

Christal



sit by campfire
since yesterday

Chris and Ben



pack a suitcase
since Monday

b.  Role-play Rosie's telephone conversations with her friends in pairs.

5. a. Unjumble the dialogues below.

1. **Chris:** What's your hobby?

Chris: How many cards have you got?

Chris: How long have you been collecting them?

Rita: I collect baseball cards.

Rita: For more than five years.

Rita: About three hundred.

2. **Maria:** Do you cycle in winter?

Maria: What do you like doing in your free time, Peter?

Maria: How long have you been cycling?

Peter: Yes, but only when it's warm enough.

Peter: I love cycling.

Peter: Since I was 10.

b.   Read the dialogues in pairs. Then listen and check.

6. Walk around the class and ask your groupmates about their hobbies and interests.

LESSON 6. I've been waiting



Communicative area: in a clothes shop (conversation)

Active vocabulary: to try something on

Active grammar: Present Perfect Continuous (questions)

1. a.  Work in pairs. Do you think a boy or a girl said the phrases on page 71? Why do you think so?

1. Sales make my heart beat faster. 2. I always make a shopping list. 3. I have to try on the clothes before I buy them. Usually twice or even three times. 4. I am not patient enough to stand in lines.



She's going to try some clothes on.

b. Which statements are true for you?

2. a.  Nick and Rosie are in the department store. Listen to their conversation. What does Rosie buy?

b.  Listen again and follow in the book. Use the adjectives in the box to describe Nick and Rosie.

arrogant, bossy, dishonest, happy, helpful, honest, impatient, patient, reserved, selfish, stubborn, unhappy

Nick: Rosie! What are you doing there? I've been waiting for you for ages!

Rosie: I'm sorry, Nick. I've been trying on these clothes. And I haven't decided yet.

Nick: You've been choosing for hours. Come on! Decide!

Rosie: Well, I'm not sure. I have already found a T-shirt for the party and I need to choose a skirt. But I'm not sure about the colour.

Nick: What about this striped one?

Rosie: Oh, no. It's too long.

Nick: Not at all. It's knee-length. Have you tried it on? Go on! It looks very smart.

Rosie: All right, then. I'll take the skirt too. I'll wear it with my green shoes and this T-shirt.

Nick: Brilliant! Now, let's go to the sports department.

3. a. Look at the conversation again. Write the sentences in bold into two columns: **finished action** or **unfinished action**.

b.  Answer the questions and complete the rule with **Present Perfect** or **Present Perfect Continuous**.



1. If an action has finished and the result is important, we use the ... tense.

2. We use the ... tense when an action is unfinished and the time period is more important than the result.

Present Perfect

have } + V₃
has }

+

Present Perfect Continuous

have been } + V_{ing}
has been }

1. In which column do the sentences focus on the result?
2. What sentences focus on the time period?
3. What grammar tenses are used in the sentences?
4. How do we form these tenses?

c. Check as a class.

4. Read the e-mail and choose the correct tense form.

Hi, Kate.

How are you doing? I hope you are enjoying the holidays.

Not much is happening here. Bill (1. has caught / has been catching) a cold. So, he has 2. (lied / has been lying) in bed

all day long. I think he (3. has read / has been reading) all his comics twice. He (4. hasn't listened / hasn't been listening) to mum at all. She told him to do homework, because his school report was bad, as usual.

Hanna (5. has bought / has been buying) a new dress in an online shop. The dress is too tight, so Hanna (6. has done / has been doing) morning exercises every day for the past two weeks. She (7. has tried / has been trying) to lose weight.

I (8. haven't seen / haven't been seeing) Dave and Ted for two weeks. They (9. have shopped / have been shopping) since the end-of-the-year sales started. However, they (10. haven't bought / haven't been buying) anything yet.

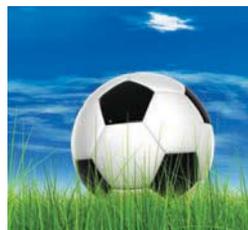
Anyway, write soon.

Alice

5. a. Write questions. Use Present Perfect Continuous.

How long...

1. you (do) sports?
2. you (learn) English?
3. you (play) your favourite video game?
4. you (sit) at your desk?
5. you (wait) for a lunch break?
6. you (live) in one place?



b. 👤👤 Ask and answer the questions in pairs.

6. a. 👤👤 Work in pairs. Read the conversation in ex. 2b on page 71 again. Make up a similar conversation.

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

LESSON 7. Shopping habits



Communicative area: discussing, interviewing

Active vocabulary: a model, money

Active grammar: nouns (only singular, only plural)

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

2. a. One of the most promising British models Kade Massey, 15 has been interviewed for *Dress* magazine. Read Kade's answers and say what the topic of the interview is.



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

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

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

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

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

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

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

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

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

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

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

- a) How long have you been working as a model?
- b) What was the last thing you bought?
- c) Have you already done your Christmas shopping?
- d) What do you always pack in your suitcase?
- e) What kind of shopper are you, Kade?
- f) Where do you buy your clothes?
- g) How much do you spend on clothes?
- h) That's brilliant! What's the best thing in your wardrobe?
- i) Did you use to buy cheaper clothes before you started working in modelling business?
- j) They look great on you, Kade! Do you always buy clothes yourself?

3. 👤👤 Discuss the questions below in small groups.

1. Do you know someone who likes window-shopping?

2. Would you like to work as a model? Why (not)? What is positive and negative about being a model?

3. What do you spend a lot of money on: clothes, books, food, gadgets?



4. a. Look at the box below. Are the nouns in bold in the text countable or uncountable?



trousers (*uncount., pl.*): My old trousers **are** a little tight.
news (*uncount., sing.*): The news **is** good today!

b. Think of more examples of countable and uncountable nouns. Are they plural or singular?

c. Fill in the gaps with one word.

1. These skinny jeans ... too tight. 2. This pair of glasses ... broken. 3. Money ... grow on trees. 4. Your clothes ... amazing! 5. My checked pyjamas ... coffee stains on them. 6. No news ... good news. 7. The tea ... not hot enough. 8. The scissors ... been missing again. 9. Time ... money. 10. Mathematics ... always been my weakest subject.

5. Interview your teacher about their shopping habits and clothes. Use the questions from the interview with Kade and your own ideas.

6. a. Imagine yourself in 10 years' time. Think about your job, lifestyle and shopping habits.

b.  Work in pairs.

Student A is the interviewer. Ask your partner (student B) to introduce themselves and then ask questions about their shopping habits. Then, change roles.

LESSON 8. Many questions



Communicative area: asking for the information about the product

Active vocabulary: cotton, glass, metal, plastic, rubber, size

1. Discuss the questions below as a class.

M XL S XS L XXL



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

2. a.  Listen to the conversations. What kind of shops are the people in?

Supermarket, department store, chemist's, online shop, souvenir shop.

b. Check your memory. What did the customers ask questions about?

Size, quality, length, country it's made in, materials, price (how much it is).

c.  Listen again and read. Write the missing questions.

(A)

– Hi! Can I ask you some questions about a skateboard? Product number S0457.

– Yes. What would you like to know?

– Where (1. ...)?

– Well, just a minute. It's made in Germany. It's of a very good quality.

– What (2. ...)? Is it plastic?

– No, madam, it's made of wood. It's hand-painted in a unique style by a German street artist.

– How (3. ...)? My brother is 5'5". Is it long enough for him?

– Yes, it is the right size. Let me check. The maximum height is 5'8".

– All right. Thank you.

(B)

– Can I help you?

– Yes, please. What (4. ...)?

– They are 8 and a half. What size do you take?

– Size 8. I'm afraid they are too big. Can I try them on?

– Sure. You can sit here.

– Oh, they are just the right size! Where (5. ...)?

– They are made in Korea. The quality is excellent.

– How (6. ...)?

– They used to be 49,99, sir. But they are on sale now, so it's 50% off which makes less than 25 pounds.

– Thank you. I think I'll take them.



3. a.  Listen and repeat the questions. What is the correct intonation pattern for the Wh-questions? Is it rising  or falling ?

b.  Role-read the conversations in ex. 2c in pairs.

4. Look at the list of materials. What are the things around you made of?



plastic



glass



metal



wood



rubber



cotton

5. a. 👤👤 Look at the things in the pictures below and discuss the questions.



T-shirt



3D wolf lamp



bean chair



football



backpack

1. What are they made of? 2. What types of shops sell them? 3. What other questions can you ask about the objects? 4. Which of them would you like to buy?

b.  **Work in pairs.**

Student A: You are going to buy one of the objects above.

Student B: You are a shop-assistant.

Role-play your conversation. Then, change your roles.

LESSON 9. Unusual shops



Communicative area: speaking about the most unusual shops

1. Look at the photographs. What kind of shops are they? What can you buy in these shops?



2. a. Read about the shops on pages 81–82 and match the texts to the pictures above.

Mr B's Emporium of Reading Delights (Bath, UK)

A magical book shop is located on the three floors of an 18th century house in the heart of Bath. Mr B's is a beautiful and energetic place where talks about books seem never-ending. The shop has a reading room upstairs, a book spa with relaxing music, big armchairs next to the fireplace and free tea and coffee for visitors. The shop was opened in 2006 and it has twice been named the UK's best book shop. There simply is no better book shop for the book collection, service and welcoming atmosphere.

Hamley's (London, UK)

It began with a dream – William Hamley's dream to be the owner of the best toy shop in the world. It led him to open his first shop in London in 1760.

Over two and a half centuries later, Hamleys, the oldest and the largest toy shop in the world, continues to make and sell its magical toys. This huge shop has seven floors filled with more than 50,000 toys, including computer games, plush toys, classic games and specialist collector areas. In addition, there is a large Harry Potter department. Around five million people visit the store each year. There are fifteen other Hamley's stores in the United Kingdom and more than 90 stores worldwide.

The Evolution Store (New York, USA)

A hot-pink lollipop with a scorpion inside, life-size human skeleton, meteorites. No, it's not the Museum of Natural History. It's The Evolution store, a science- and art-lovers' favourite place in New York City. It is a favourite store for science and natural history collectables, where locals and tourists have been coming for 30 years to look around and simply ask questions. The store is a small family business and

most of the people that work there have an art or science background and are the fans of the store.

The store offers a museum quality atmosphere creating a unique shopping adventure. It is really like a museum you can shop in.

b. Read the texts again and say which store(s)...

1. is the oldest; 2. isn't in Britain; 3. are very popular with tourists; 4. are a family business; 5. is the largest; 6. is a great place to relax; 7. have friendly and helpful shop-assistants; 8. offers a snack for visitors.

c. What makes each of these stores unique? Which of the stores would you like to visit? Why?

3.  Discuss in pairs.

1. Are there any unusual shops where you live? 2. Have you ever been to an unusual store? 3. What was different about the store? 4. What kind of shop would you like to have in your area? 5. What goods would you like to be sold there?

4.    Work alone or in pairs. William Hamley's dream about the best toy shop in the world came true. Imagine you are going to open a store.



Think of the type of store, its name, where it is situated, what products it sells, what makes it different and unique. Take notes.

5. a.  Walk around the class, tell your classmates about your store, answer their questions. Get the chart from your teacher and take notes about your classmate's stores.

b. Choose two stores you would like to visit. Who's got more people in the shop?



4

UNIT

Friendship

LESSON 1. About friends



Communicative area: describing a friend

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

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

My friends

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

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



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

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

My best friend is my granddad. We've been friends since I was a baby. My granddad has a great personality: he is generous and witty and we **get on** really **well**. I hope I take after him. When I was little, we used to live by the sea and spend all days long swimming and playing in the sand. Now we go hiking in summer and skiing in winter, I help my granddad with gardening and housework. We also have a large collection of toy soldiers that we've been painting ourselves.

Mark Antony, Plymouth

I think that my computer makes an ideal friend for me. My classmates are not interested in reading or studying, they spend time **hanging out** at the mall down the street, but I can find a lot of friends in the Internet who **share** my interests. I think I am an introvert. At school kids think that I am a loner and often **call me names**, however, with my online friends we never **fall out**. If you don't want to talk, you can play games or watch a film. The computer is a loyal friend – it's always **there for you**.

Rimma, Liverpool

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

Tony, Highcomb

c. Match the definitions below with the words from the text.

1. to hang out;
2. to be there for someone;
3. to share;
4. to have a lot in common;
5. to fall out;
6. to get on well;
7. to call someone names.

i

- a) to have the same interests, ideas as someone else;
- b) to be no longer friends with someone;
- c) to use bad words to describe someone;
- d) to be good friends with someone;
- e) to give some of yours to someone;
- f) to be ready to help someone if they want to talk or feel sad;
- g) to spend a lot of time in a place or with someone.

3. a. Put the words from ex. 2c in the correct form to fill in the gaps.

1. I didn't use to ... with my sister when we were little, but now we are best friends. 2. My friends have been ... at the school sports ground since it was built last autumn. 3. I never ... my friends' secrets with anybody. 4. I don't like school because other children often 5. In my opinion, real friends must 6. When we ... with my best friend, I always call first to say how sorry I am. 7. My mum and dad are my best friends. They ... always ... me.

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

4.  Discuss the questions below in pairs.

1. Do you get on well with arrogant or bossy people?
2. Who are the people that are always there for you?
3. What do you feel if someone is calling you names?
4. What do you have in common with your partner?

5. Do you find it hard to share things? 6. What do you do when you fall out with your best friend? 7. What do you usually do when you hang out with friends?

5.  **Work in small groups. Make a list of questions Mark Antony, Rimma and Tony answer in their letters.**

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

b.  **Give your writing to your groupmate for proofreading. Then make the improvements.**

LESSON 2. Tell me who your friends are



Communicative area: asking about a friend's character, describing a character

Active vocabulary: like (*prep.*), supportive

1. a. Look at the dictionary definitions and say what part of speech is **like** in the sentences below.



like (*v.*) – to find pleasant or attractive, enjoy.

like (*prep.*) – having the characteristics of, the same as; such as, for example

1. I don't like sharing my clothes. 2. People say I look like a film star. 3. If I don't tidy up, my room smells like a hamster's cage. 4. The teacher I like the most is imaginative and witty. 5. I really like wearing baggy oversized clothes. 6. I didn't use to like hanging out with my sisters, but now we get on very well. 7. My

pen looks like metal but it feels like plastic. 8. Our art teacher is like the Swiss clock. He is always punctual.

b. Work in pairs. Are the sentences in ex. 1a true for you? Change the false sentences to make them true.

2. a. Reorder the words to make three questions. Write them down. Which question is about character / appearance / hobby?

1. does What like he? 2. is he What like? 3. he like does look What?

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

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

3. a.  Listen to people speaking about their friends. Which of the questions are they answering?

b. Match the character descriptions from the text.

- | | |
|--|---|
| 1. He is very supportive. | a) She shares with us her time, money, and love. |
| 2. He is a little shy with new people. | b) He enjoys all outdoor activities. |
| 3. She is very punctual. | c) For years, she has been picking me up from school exactly on time. |
| 4. My grandma has a generous giving heart. | d) I mean he doesn't talk much. |
| 5. Sarah is slightly nosy. | e) He is kind and helpful to me when I feel sad. |
| 6. Brendon is very active. | f) She knows all the news about people around and shares it with me. |

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

4. a. Look at the sentences in the chart in ex. 3b on page 87. The first sentence describes a personality trait. What is the second statement for?

b.  Work in pairs. Think about the additional statements for the sentences below.

1. He is so stubborn. 2. She has always been very imaginative. 3. He used to be very disorganised. 4. She is the most reliable person I know. 5. She is very curious. 6. He has always been supportive.

5.  Think about 3–5 personality traits of your best friend. Write a paragraph to describe his / her character.

LESSON 3. BFF



Communicative area: asking questions and speaking about hobbies

Active vocabulary: common, forever, jewellery, jogging, photography, programming

Active grammar: Present Perfect and Present Perfect Continuous

1. Look at the piece of jewellery in the picture and discuss the questions.

1. What do the letters BFF stand for?
2. Can people be friends forever? 3. How long have you known your friend?



2. a. 👤👤 Work in pairs. What group do the hobbies in the pictures refer to? Add more ideas to each group.



jewellery
making



photography



jogging



programming

Creative hobbies

playing the guitar, DIY (do it yourself), knitting, candle making, magic, ...

Active hobbies

skateboarding, hiking, fishing, gardening, kite flying, ...

Collection hobbies

stamp collecting, comic book collecting, collecting cards, ...

Other hobbies

playing video games, Sudoku, doing quests, ...

b. 🎧 Listen to Liz speaking about her friends. How many close friends has she got? Who's her BFF?

c.  Listen again and put the verbs in brackets into the correct form.

1. We (know) each other for five years, but our mums (be) friends since they were little. 2. For years we (collect) Marvel comic books. 3. We (wear) identical clothes to school on Fridays since we became friends. 4. We (share) one room for 8 years. 5. We (make) jewellery together for years. 6. We (go) to Sunday photography school for a year.

3. a. Read the rule and label the columns. What tenses are the sentences in ex. 2c?

...	...
have / has + V ₃	have / has been + V _{ing}
finished action, result	unfinished action, time period
Stative verbs (<i>be, like, believe, know, mean, think (opinion), want...</i>) are not used with Continuous tenses.	

b. Find the sentences with stative verbs in ex. 2c.

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

Example: Mark has been collecting stamps for 3 months. He has collected more than 120 stamps from all over the world.

1. Mark / collect stamps / 3 months. 120, from all over the world. 2. Bridget / eat sweets / 6 minutes. Eat /

2 boxes. 3. Tara / shop for clothes / morning. Try on / 10 dresses. 4. Crystal / jog / 6 o'clock. Run / 3 km. 5. Daniel / play tennis / he was 10. Win 3 medals. 6. Liz / be friends with Nick / 5 years. Fall out twice. 7. Tony / read Harry Potter books / a year. 2 books.



5. Fill in the gaps in these conversations using the words in the box.

since I was 10 ♦ for 2 months ♦ 12 cards ♦
more than a hundred

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

- Do you collect stickers with baseball players?
- Yes, I do.
- How long have you been collecting them?
- (3. ...)
- How many of them have you got in your collection?
- (4. ...)

6. a.  Work in pairs. Make up and practise a similar dialogue with your partner.

b. Role-play your conversations in front of the class.

LESSON 4. How many of your friends...?



Communicative area: asking questions about friends

Active vocabulary: none

Active grammar: all, no / none

1. Discuss the questions below.

1. Do you like playing board games? 2. Do you play board games with friends? 3. What are your favourite board games?

2. a. Unjumble the conversation between Paul and his friend Gina. What do they have in common?

- | | |
|---|--|
| 1. I have no idea. I think he likes all of them. He can play any game you can think of. | a) Really? What are his favourite games? |
| 2. Some of my friends are coming over for a board game night, would you like to come? | b) Why? What's he like? |
| 3. He's very reserved, he doesn't talk much. He's also very good at board games. He wins in most games. | c) None of my friends love board games. |
| 4. Oh, don't worry. All of them are very friendly and easy-going. Hmm. Well, David is a bit different. | d) I'd love to. I really love board games! What are your friends like? |
| 5. That's sad. | |

b.  Listen and check.

c.  Work in pairs. Find the emotional reaction phrases in the text.

d.  Listen and repeat.

3. a.  Read the rules below. What is the difference between **no** and **none**? How is **all** different?



1. We use **all / most / some / any / no + noun** (without of).
2. We use **all / most / some / any / none + of + the / this / my / them / Tom's ... etc.**
3. We can say **all the ... / all my ... etc.** (without of).

b. Find example sentences in the conversation in ex. 2a. Read them out and match them to the rules.

4. a. Choose the correct word in each sentence.

1. I have (no / none) friends at school.
2. It's amazing that (none / all) of my friends like music, but (any / none) of them listen to classical music.
3. (No / None) of my friends wear a tie.
4. I am very confident; I never ask (no / any) of my friends for advice.
5. (Any / None) student in class can call me a friend.
6. I didn't have (any / all) close friends in elementary school.
7. (All / No) of my friends have been to my house.
8. (All / any) my friends can make jewellery.

b.  Work in pairs. Are the statements in ex. 4a true for you? Change the wrong sentences to make them true.

5. Play a paper ball game.



1. Write three *How many of your friends...?* questions.
2. Toss a paper ball and ask each other the questions. The possible answers are: *None of them. / Some of them. / Most of them. / All of them.*

Example: – *Masha, how many of your friends can speak Chinese?* – *None of them.*

6. a. You are going to interview a student about his / her friends for a school blog. Prepare a list of questions you are going to ask.

b.   Work in pairs. Practise your interview. Remember to be interested and emotional. Then change roles.

LESSON 5. Ideal pet



Communicative area: speaking about a pet friend
Active vocabulary: both, either, neither
Active grammar: both, either, neither

1.  Discuss the questions below in pairs.

1. Can a pet be a friend? 2. What pets can make good friends to people? 3. Do you have a pet? 4. Is your pet your friend?

2. a.  Listen to Kate doing a survey and follow in the book on page 95. Why is Carol upset?

1. Would you like to have a dog or a cat? – **Both** of them. And I would like to have a hamster and a tortoise too. All animals are great! 2. Would you like to have a dog or a cat, Jason? – **Either** of them. I don't care.



3. How about you, Carol? Would you like to have a dog or a cat? – **Neither** of them. Sadly, I'm allergic to animal hair.

b. Match the words in bold in the conversation to the definitions below.



- a) the one or the other;
- b) not one or the other; not either;
- c) the one and the other; two.

3. a.  **Read the rule and match example sentences to the rules.**



1. We use **both** / **either** / **neither** + **noun** (without of).
2. We use **both** / **either** / **neither** + **of + the / this / my / them / Tom's** ... etc.
3. We can say **both** the ... / **both** my ... etc. (without of).

a) Neither shoe feels comfortable. b) Either of Anna's sons can help you. c) I liked both presents. d) Both Tom's brothers have beards. e) Neither of your answers is right. f) Both of us took up jogging.

b. Answer the questions in pairs.

1. Do we use *both*, *either*, *neither* to speak about **two** or **more than two** things or people?

2. Which pronouns do we use to speak about three people or more?

3. Can we use a singular noun after *both*?

4. Can we use a plural noun after *either / neither*?

4. a. Read the animal quiz and choose one correct word in each case.

Your ideal pet

1. You are at a Maths lesson and you have (no / neither) idea what the teacher is talking about. What do you do?

a) Look out of the window.

b) Ask your friend to explain.

c) Repeat what the teacher has just said so it looks like you understand.

d) Put your hand up and ask the teacher to explain again.

e) (Neither / None) of it. You are great at Maths.

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

a) Listen attentively to (all / both) of them.

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

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

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

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

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

a) Get up ready to help.

b) Oversleep.

- c) Wake up your brother holding a bucket of water.
- d) Ask your friend to come around and help too.
- e) None of it. You have (neither / no) time for helping anybody.

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

- a) Sing louder.
- b) Look surprised.
- c) Think you are really cool. You know (both / all) the popular songs.
- d) Start dancing around the room.
- e) Wonder how the DJ knew you were singing it.

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

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

b. Read again, choose one option and find out what pet is ideal for your personality on page 98.

Work out your score

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

Keys

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

17–20: You can have either a guinea pig or a rabbit. They are shy and quiet animals that like comfort. You will be a super owner for them.

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

9–12: Your ideal pet is a cat. It is a very independent animal. It can easily hide its real feelings, but you will get on well.

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

c. Do you agree with the quiz results? Why (not)? Do you have anything in common with this pet?

5. a. Fill in the blanks.

both ♦ either ♦ neither ♦ all ♦ any ♦ none ♦ no

1. I believe, that if you have ... friends, your pet will always be there for you.

2. ... of the parrots I've seen could speak.

3. ... of my pets, a dog and a rat, are curious and quick-witted.

4. Snakes and frogs are the prettiest of ... animals. I'd like to have ... of them as a pet.

5. ... of my friends has had a pet tortoise.

6. I didn't use to have ... pets when I was a child.

b.  Work in pairs. Are the statements above true for you? Change the statements you disagree with.

6. a. Do you have a lot in common with your classmates? Write as many sentences as you can with **both** or **neither** that show what you have in common.

*Example: Masha and I: Both of us love trendy clothes.
Neither of us is punctual.*

b. Read your sentences. Are they true?

LESSON 6. A true friend



Communicative area: describing a true friend, giving arguments

Active vocabulary: friendship, trust, trustworthy, respect, support

1. Read the proverbs about friendship. Do you agree with them?

A friend in need is a friend indeed.

A friend's eye is a good mirror.

2. a. Read an article. What is the best title for it?

How many friends do you have? There's no need to count! But just give it some thought. You have friends at school and in your neighbourhood. You could call your family members your friends. How many of your friends would you call true friends? What exactly makes a true friend?



When you ask people what makes a true friend, you'll often get answers that a true friend is there for you when you need them. It's listening when you need to talk or being by your side when you're sick, good friends are with you in good times and bad.

Another important quality of a true friend is loyalty. We all have times when we've done something wrong or we are in a bad mood. Friends know that you're not perfect, but support you anyway.

In addition, true friends are honest. Some people only want friends who will tell them what they want to hear. Good friends will tell you what you need to hear, even if you don't want to hear it.

Along with good friends who are supportive, loyal, and honest, most people want friends who are trustworthy. They don't talk about you behind your back and do not share your secrets. True friends feel safe talking to each other about their feelings and problems.

True friends respect each other. Friends may not always agree with you, but they respect you enough to respect your choices. They don't want to change you.

There are many more qualities of good friends that we could discuss. Remember, you can't make someone be your friend. A friendship won't last long if only one person wants to make it work. Friendship is created by two people. But when it works, it's beautiful.

A. 7 qualities of true friendship

B. What does it mean to be a true friend?

C. A true friend vs a false friend

b. Find the words in the text that mean the following.

Paragraph 3: a) the state of being loyal; b) to give help or advice.

Paragraph 5: reliable, honest.

Paragraph 6: to be polite and pay attention to one's opinion.

Paragraph 7: the state of being friends.

3.  Discuss the questions in pairs.

1. Are all of your friends trustworthy? 2. Do your friends support you when you are feeling down? 3. Do your friends respect your opinion? 4. How do you support your friends? 5. Can your friends trust you? 6. Have you always been respectful to your friends?

4. a. Look through the article again. Find the key statements (opinion) about what makes a true friend. Find the arguments that support each statement.

b. Why do we need arguments? Choose the statements you agree with.

1. They prove that your opinion is right. 2. They help understand your opinion better by explaining what it means. 3. They support your opinion by giving examples.

5. Find the arguments in the article that support the proverbs in ex. 1 on page 99. Read them out.

6.  Work in pairs. Which of the statements below describe a true friend?

A true friend...

1. shares everything with you; 2. makes you feel good about yourself; 3. shouts at you when you make

a mistake; 4. laughs at you; 5. laughs with you; 6. doesn't want you to have other friends; 7. is bossy and always tells you what to do; 8. feels happy for you when you are sharing good news.

7. 🧑 Write a paragraph about a true friend (60–80 words). Support your opinion with arguments.

LESSON 7. The story of friendship



Communicative area: telling a friendship story

1. a. Look at the comments below. What question do they answer?

posted by angela, ⌚ 10:44

I moved in the house across the road from her when we were 11. She saw me hanging out in the yard one day, came over and said, "Wanna come over to my house?" I said "No thanks" and walked away. Somehow, after that we became best friends.

posted by mayday, ⌚ 10:50

My best friend's dog bit my younger brother and she came over to my house to say how sorry she was and check if he was all right! He was ok, of course, and we've been friends ever since!

posted by NapoleonU, ⌚ 11:21

We were ten and we were paired up for a project. He resembled my cousin John and I kept calling him John and his name is Louis. I felt really bad about it, but he just laughed at that and we've been best friends ever since.

b. Which of the friendship stories is the most unusual?

2. a. Describe the photograph.



b. Read the questions below. How could the children in the photograph answer these questions?

1. Where did you meet?
2. When did you meet?
3. What were you doing?
4. Why did you become friends?
5. What do you have in common?
6. Has this friendship changed your life?

c.  Listen to Pete and Maria speaking about their friendship. Were your guesses right?

d.  Listen again. Make notes using the questions in ex. 2b.

3.  Work in pairs. Use your notes to retell Pete and Maria's friendship story.

4. Think of your friend. How did you become friends? Take notes to answer the questions in ex. 2b.

5. a. Put the expressions in the box into three columns.

Time	Result	Feelings
...

at first, later on, luckily, on that day, then, as a result, in the end, because of this, finally, to my surprise

b.  **Write your friendship story.**



Remember! Use a comma, to separate an adverb or a prepositional phrase from the sentence. For example: *Luckily, Jack was interested in science. As a result, we became close friends.*

LESSON 8. The best friend of the year



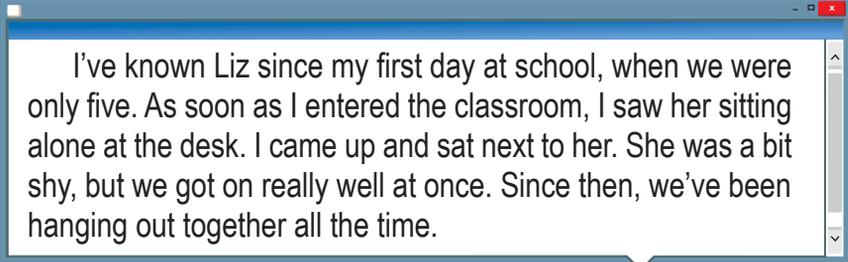
Communicative area: writing about a friend

1. a. Add the endings to make a list of personal traits.

1. support...; 2. reli...; 3. respect...; 4. punctu...;
5. sensit...; 6. gener...; 7. loy...; 8. soci...; 9. imaginat...;
10. forget...; 11. respons...; 12. cheer... .

b. Circle three most important qualities for a friend. Underline three qualities that make you a true friend. Cross out three least important qualities for friendship.

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



I've known Liz since my first day at school, when we were only five. As soon as I entered the classroom, I saw her sitting alone at the desk. I came up and sat next to her. She was a bit shy, but we got on really well at once. Since then, we've been hanging out together all the time.

Liz is quite tall and looks very fit because she does sports. She's got pale skin and bright blue eyes. When she doesn't wear her hair in a ponytail, she looks like Kara, the Supergirl from the TV show, however, she is not so interested in brands or fashion. Liz prefers comfortable clothes and often wears jeans and a T-shirt.

Liz is sometimes bossy, but she has always been very supportive. She gave me her brother's trainers when I decided to take up jogging and helped me with my computer class. She's been programming since she was a kid. She has created her own website and now we are working on a new video game together.

One of Liz's favourite hobbies is cycling. She is also fond of watching horror films. Both of us like going to the cinema but quite often we can't agree on what film to see.

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

b. Copy the table. Read Nick's description of Liz and fill in the information from the text.

	Liz	My friend
Appearance
Character
Interests
Things in common

c. Fill in the information about your friend.

3. a. Read Nick's essay again. Match the points a-f with the plan.

- | | |
|-----------------|---|
| 1. Introduction | a) Friend's hobbies, interests |
| | b) Name of the person, age |
| | c) Personal qualities |
| 2. Main Body | d) Comments / feelings about the person |
| | e) Appearance |
| | f) The story of friendship |
| 3. Conclusion | g) Things you have in common |

b. Do you think Nick's composition can win? Why?

4. a. Rosie decided to follow Paul's example and write about her friend. Read her description. Did Rosie follow the plan?

Kate's a very good friend of mine. She's 12. I met her at Sarah's birthday party, because she is her cousin.

Kate is tall. She's got a nice face and brown eyes.

She is intelligent, but sometimes stubborn. She is a real introvert, but I like her.

Kate's favourite hobby is playing board games. We sometimes play together. We both like shopping malls.

I'm glad she is my friend.

b. What should Rosie change / add / write to make her essay better? Make a list of tips for Kate in pairs.

Example: Use more adjectives.

5.   A youth magazine is running *The best friend of the year* competition and has asked its readers to write essays describing their friends. Write a draft essay. Follow the plan in ex. 3a.

LESSON 9. Friendship in literature



Communicative area: speaking about famous friends in literature

1. Look at the pictures of famous friends from British and American literature. Can you name them?



1



2



3



4



5

2. a. Read the excerpts from the books' reviews, match them to the pictures and check your ideas.

The comic strip *Peanuts* by Charles M. Schulz

Snoopy is Charlie Brown's dog, and they are very close friends, although sometimes they fall out. Charlie Brown does many things for Snoopy, and Snoopy is usually thankful for these things, but sometimes he is not. Snoopy is often lazy, self-centred and very imaginative. It often upsets Charlie Brown and he asks, "Why can't I have a normal dog like everyone else?" However, Charlie still loves Snoopy and one day he leaves camp early, because he misses Snoopy too much. In the end, both

of them realise how unique and important their friendship is.

The Harry Potter series by J. K. Rowling

The true friendship between Harry, Ron and Hermione, also known as the Golden Trio, is the backbone of the Harry Potter stories. All friendships have their ups and downs, and the trio's relationship is no different. But still, despite their fights, they always come together and work on their problems. They are loyal and honest, they cover for each other and support each other at school, in sports and in their epic fight with dark magic.

The Jungle Book by Rudyard Kipling

Mowgli is a kid who is raised by wild animals in the jungle. Mowgli and Baloo's friendship is heart-warming. Mowgli learns the ways of the jungle from Baloo, who in turn treats Mowgli like a brother and is always ready with answers to Mowgli's questions on life. The beauty of their friendship comes from the fact the characters seem to be completely different but end up as close friends who will do anything for each other.

***The Adventures of Sherlock Holmes* by Sir Arthur Conan Doyle**

Sherlock Holmes and Doctor Watson are nothing alike and yet they stick to each other like iron and magnet! Sherlock being arrogant and smart, Watson, often disorganised and absent-minded, the friends are ready to work hard together, talk a lot and even attend

concerts. Their friendship is based on trust and understanding, as well as respect for each other and common interest in solving crime.

The Adventures of Tom Sawyer by Mark Twain

The true friendship of Huckleberry Finn and Tom Sawyer is based on situations that make two completely different personalities work together. Throughout the stories, bossy and often selfish Tom is often the leader. Huck's ideas are simple and practical, but together they always get on with Tom's imaginative plans.

b. Read the reviews again and describe each character's personality.

Example: Charlie Brown is caring.

c. What book(s) is it about? Explain your answer.

1. The friends meet each other for a reason. 2. The friends share a lot of adventures together. 3. These two friends have very different personalities. 4. One of these friends is a leader. 5. The two of them share the same hobby. 6. One of the friends needs support and is learning from the other. 7. Their friendship has had good and bad times.

3.  Discuss the questions in small groups.

1. Which of the books have you read? Have you watched any films or cartoons with these characters? Did you like them? Why (not)?

2. Which book would you like to read? Why?

3. Which characters do you like the most? What do you like about them? Would you like him / her to be your friend? Why?

4. a. Do you know any other books or films about friendship? What are they?

b.   Describe the characters of your favourite book about friendship. Why are they good friends? Take notes.

c. Share your description with the class.

5 UNIT

Sports

LESSON 1. Kinds of sports



Communicative area: agreeing / disagreeing; talking about kinds of sports

Active vocabulary: aerobics; athletics; baseball; boxing; darts; fencing; figure skating; gymnastics; ice hockey; karate; rugby; weightlifting

Active grammar: So do I / Neither do I

1. a. Play the game *Three minute sports*. With a partner write three examples in each category within three minutes.

sports with a ball

indoor sports

winter sports

individual sports

b. Compare your ideas with the group. Each unique answer is one point. Who got the most points?

2. a. Match the names of the sports with the pictures.



1



2



3



4



5



6



7



8



9



10



11



12

- a) baseball;
- b) gymnastics;
- c) boxing;
- d) athletics;
- e) rugby;
- f) ice hockey;

- g) karate;
- h) aerobics;
- i) fencing;
- j) weightlifting;
- k) darts;
- l) figure skating.

b.  Listen and check your ideas. Then listen and repeat the names of the sports.



Some nouns that end in “s” are not plural. These nouns are often kinds of sports or branches of sciences – *athletics, aerobics, darts, gymnastics, billiards, mathematics, physics, economics, etc.*

*Darts **is** my favourite game.*

*Physics **explains** how the world works.*

c.  **Work in pairs. Discuss the questions.**

1. Which of the sports from ex. 2a do you do?
2. Which of them would you like to do? Why?
3. Which of them are popular in your country?

3. a.  **Listen to the dialogue between two classmates. What sports from ex. 2a on page 112 do they talk about?**

b. **Look at these sentences from the recording. Do the speakers have the same or different opinions?**

1. **Ann:** I’m not a big fan of baseball.
Sam: Neither am I.
2. **Sam:** I love watching this kind of programmes.
Ann: So do I!
3. **Sam:** To be honest, I can’t play darts.
Ann: Neither can I!

c.  **Check with your teacher.**

d. **Write the replies that agree with the statements.**

1. I hate playing football indoors. 2. I never win when we play table-tennis at school. 3. I don’t think winning is important in sport. 4. I enjoy doing athletics. 5. Peter does weightlifting to look stronger. 6. I believe aerobics can help you keep fit. 7. Mike doesn’t like watching boxing. 8. I don’t think fans can help sportsmen a lot.

4. a.  Write 6-8 sentences about what you think of sports in ex. 2a.

*Example: I think golf is really boring to play. /
I can't play darts.*

b. Walk around the classroom. Read your sentences from ex. 4a. Your classmates should reply using **So do I. / Neither can I.**, etc. if they agree with your idea.

*Example: Student A: I think figure skating is one of the most beautiful sports to watch.
Student B: So do I.*

c. Who are you most similar to in your group? What do you have in common? Share your ideas with the class.

5. a.  Write 3–4 questions to ask your partner's opinion about sports from ex. 2a on page 112.

b. In pairs, ask and answer your questions. Use **So do I / Neither** (Neither = Nor) **can I**, etc. to agree with your partner.

c. Role-play your conversations for the class.

LESSON 2. My favourite sport



Communicative area: talking about kinds of sports

Active vocabulary: an athlete; a court; equipment; a net; an opponent; a puck; a ring; a rink; a stadium; a stick; a team

Active grammar: gerund

1. a. Think of an idea that everybody in your class will agree with. Go around the classroom and tell your idea. If they agree with you, they must reply with **So do I / Neither can I**, etc. If somebody doesn't agree, start over with a new idea until everybody agrees.

b. Did you find any of the replies surprising? Why? Share with the class.

2. a. Look at the words below. Are they places, people or equipment (some objects you need to play a sport, such as a racket for playing tennis)?

Team, net, court, athlete, ring, opponent, rink, stick, puck, stadium.

b.  Listen and check. Listen again and repeat.

c. Add two more words to each category. Use a dictionary if necessary.

d.  Work in pairs. Discuss which sports the words from ex. 2a are related to.

Example: Football and basketball are team sports. / You use a net for playing tennis or fishing.

 Check your ideas.

3. a.  Listen to the speakers. Which sports are they talking about?

Speaker A: ...

Speaker B: ...

Speaker C: ...

b.  Are these sentences **true** or **false**? Listen again and check.

Speaker A: 1. This sport is played on a ring.

2. There are three 20-minute periods.

Speaker B: 1. It's a team sport.

2. The matches last 90 minutes.

Speaker C: 1. The athlete fights with the opponent.

2. There are 13 rounds.

c.  Listen again. Correct the false statements from ex. 3b.

d. Get ready to talk about a sport. Talk about what type of sport it is (individual / team / outdoor, etc.), the place where it's played, the clothes and equipment you need, how many players there are and how long the match lasts.

e.  Work in groups. Tell your partners about the sport you've chosen. Don't name it. Your partners must listen to you and try to understand what kind of sport you are talking about.

f. Which sports were the easiest to guess? Which were the most difficult? Why?

4. a. Read the statements. Do you agree with them? Why (not)?

1. Walking is a form of exercise and it's fun to do.
2. Yes, I really enjoy skating it's fun and it's also a really good feeling when you can do a new trick.
3. I hate shooting.
4. My mum thinks boxing is dangerous.

b.  Look at the underlined words. Read the rule on gerunds. Answer the grammar questions. Match the sentences from ex. 4a with the rules.

c. Complete the sentences with the correct form of the verbs.

1. I like (play) sport games.
2. I like (run) in the morning.
3. I am afraid of (skate).
4. I think (weightlift) is fun.
5. In my opinion (swim) is the best way to keep fit.
6. I enjoy (swim) and I would like to try (dive).
7. (Keep) fit is difficult.

d. Change the sentences in ex. 4c to make them true about yourself. Compare with a partner.

5. a. 👤 Get ready to talk about your favourite sport. Talk about: what type of sport it is; what place, clothes, equipment is necessary; why you like this sport.

b. 💡 Present your sport to the class. If you have some photos or videos of you doing the sport, share them with the group.

LESSON 3. Popular sports



Communicative area: describing popular sports

Active vocabulary: a bat; to be crazy about something; a competition; a field; a hit; to take part in something; to throw

1. a. 👤👤 Work in pairs. Try to guess top five most popular sports in the world.

b. 🌐 Check the answers with your teacher. Were your answers the same?

2. a. Look at the pictures. Do you know the sports? Can you guess the countries they are popular in?



b. 🎧 Listen and check your answers in ex. 2a.

c.  **Listen again and answer the questions.**

1. How many players are there in a cricket team?
2. How long is a cricket match?
3. How are New York and Cincinnati connected to baseball?
4. How long is a baseball game?
5. Can you hold or kick the ball in rugby?
6. How long is a rugby match?

d.  **Are these sports popular in your country? Discuss in pairs.**

3. a. Match the words and phrases with their meaning.

- | | |
|-----------------------------|---|
| 1. be crazy about something | a) an organised event in which people try to win a prize by being the best, fastest, etc. |
| 2. take part in something | b) a specially shaped piece of wood used for hitting the ball in some games |
| 3. a competition | c) send something from your hand through the air by moving your hand or arm quickly |
| 4. a field | d) be actively involved in something with other people |
| 5. a bat | e) bring your hand, or an object you are holding, against somebody / something quickly and with force |
| 6. throw | f) be very interested in something or love someone very much |
| 7. hit | g) an area, usually covered with grass, used for playing sports |

b. Complete the questions with the words and phrases from ex. 3a.

1. Are you ... any sports? What do you like about them? 2. Is there a ... near your school to play sports? Do you often go there? 3. In which sports do you need to ... the ball with another object? What are these objects? 4. Have you ever ... school Olympiads? What was the subject? How did you do? 5. Have you ever lost a ... ? Why didn't you win? 6. In which sport do you need to ... and catch a ball? Have you ever played any of them?

c.  Discuss the questions in groups.

4. a.  Work in groups. Prepare a quiz based on the information you learnt in this lesson. Write 7–8 questions for other groups.

b. Books closed. Ask your quiz questions. For each correct answer your team earns one point. Which group won most points?

5.   Write a paragraph (60–80 words) about popular sport / sports in your country. Use the texts in ex. 2b as an example.

LESSON 4. Extreme sports



Communicative area: reading and speaking about extreme sports

1.  Work in pairs. Discuss the questions below.

1. Why do people do sports?
2. Do you do any sports? Why (not)?
3. Can a sport be dangerous? In what way?

2. a.  **Work in groups. One group reads text A, the other – text B. Get ready to discuss the questions below.**

1. What is the sport? Where and how is it done?
2. Do you need any special equipment or training?
3. Why is it an extreme sport?

Text A

BASE jumping



BASE jumping is basically like skydiving without the airplane. It consists of parachuting from fixed objects. In fact, the word BASE comes from the four main categories of objects people jump from:

Buildings, Antennas, Spans (bridges), and Earth (cliffs, for example). BASE jumping is considered an extreme sport, because it is extremely dangerous. To date, over 300 BASE jumpers have died as a result of accidents that happened during BASE jump attempts.

BASE jumping is much more difficult than skydiving. Skydivers usually use their parachutes at about 600 metres over the ground. BASE jumpers, however, often jump from objects well under 600 metres tall. This means BASE jumpers must open their parachutes very quickly after they jump, and there isn't much time to deal with any problems. Fortunately, BASE jumpers can use modern parachutes that give them greater control. These custom parachutes can cost \$1,500 or more.

In the early 2000s, BASE jumpers started to use the wingsuit. Developed in the mid-1990s by French skydiver and BASE jumper Patrick de Gayardon, the wingsuit lets a jumper to glide through the air a bit

like a flying squirrel. Jumpers wearing wingsuits can fly as fast as 225 kilometres per hour before opening their parachutes to make a safe landing.

Typically, BASE jumpers first become experts in skydiving before moving on to BASE jumping. After becoming an expert BASE jumper, they will then go back to skydiving to learn how to glide in a wingsuit while skydiving.

adapted from wonderopolis.org

Text B

Heliskiing

Helicopter skiing, abbreviated as heli skiing or heliskiing, is an extreme winter sport. Heliskiing is only recommended for advanced skiers, because you need to have special physical and technical skills. Heliskiing is taking a helicopter to a ski site, because there is no other way to get there.



Heliskiing companies specialise in downhill skiing trips, they offer skiers transportation to the site and pickup at the other end, if necessary. Usually only small groups of skiers go at a time for safety reasons, and there is also a guide who knows the place well.

If you are thinking of a heliskiing trip, you must be an experienced skier. At a minimum, you should be an expert in regular mountain skiing. You should also have some training in outdoor survival in case you become separated from the group.

Heliskiing is more risky than traditional skiing, particularly the risk of avalanche. The helicopter may

disturb the snow and create instability. Companies which offer heliskiing also have special people to monitor the weather, and they decide if it is possible for the skiers to go out.

Heliskiing can be an exciting adventure for the experienced skier. If they follow all the instructions of tour leaders, heliskiers can return home with thrilling stories.

adapted from heliski.travel

b.  Discuss the questions in ex. 2a with your group.

c.  Work in pairs. In each pair there is a student who's read text A and a student who's read text B. Describe the sport you've read about to your partner. Use your answers in ex. 2a.

d. Would you like to do any of the sports? Why (not)?

3. a.  Listen to the speakers. Which sport is each speaker talking about?

Speaker A: ...

Speaker C: ...

Speaker B: ...

Speaker D: ...

b. Match the speakers with their ideas.

Speaker A

Speaker B

Speaker C

Speaker D

1. BASE jumping brings together people who have the same experience and emotions. 2. Heliskiing gives you a chance to see the most beautiful places on Earth. 3. BASE jumping helps you understand your priorities in life. 4. You can experience different kind of weather conditions during one heliskiing jump. 5. Heliskiing is the closest thing to flying. 6. There is a chance for

skiers of different levels to try heliskiing. 7. BASE jumping might become illegal because it's very risky. 8. In BASE jumping your success totally depends on your skills and preparation.

c. Which of the speakers' ideas do you agree? Why (not)?

4. a.  Find some information about another extreme sport. Get ready to present the sport to your group.

b. Present your sport to the group. Decide which sport is...

a) the riskiest; b) the most exciting; c) the strangest.

c.   Write a paragraph (60–80 words) about an extreme sport you would / wouldn't like to try. Explain your choice.

LESSON 5. Top five



Communicative area: talking about professional sports and the qualities of an extraordinary sportsperson

Active vocabulary: to break a record, a coach, competitive, to set a record, to take up

1.  Discuss the questions below in pairs.

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

2. a. Read about Serena Williams. What makes her an extraordinary sportsperson?

Serena Williams, (born 26 September, 1981, Saginaw, Michigan, U.S.), an American tennis player who



revolutionised women's tennis with her powerful style of play.

Serena and her older sister Venus **took up** tennis when they were young children. Their father took the girls to public tennis courts in the area. He was a strict **coach** and the girls spend hours practising. They have always been really **competitive** which helped them win a lot of competitions. Serena turned professional when she was fifteen and during her career she became one of the greatest tennis players of all time.

Serena won more Grand Slam singles titles (**23**) than any other woman or man during the open era. Serena has also **set 25 Guinness World Records** in total. She **broke two of her personal records** during her last match at the US Open.

b. Match the words and phrases in bold with their meanings.

i

- a) a person who trains a person or a team in sport;
- b) (of a person) trying very hard to be better than others;
- c) to learn or start to do something;
- d) to achieve something no other person or thing has achieved;
- e) to perform better than anyone or anything else or to achieve something no other person or thing has achieved.

c. Complete the questions with the correct form of the words and phrases in bold from ex. 2a.

1. What personal qualities does a good ... need?
2. Have you ever ... a personal ...? What did you do?
3. Would you like to ... a new hobby? Which one? / Why not?

4. Do you think a sportsperson can ... their own ...?
Do you know any stories about that?

5. Are you ...? How do you feel when you win/lose a game?

3. a.  Listen to the parts of interviews with some sports fans. What sportsperson is each of them talking about?



Alena Isinbayeva
(athletics)



Cristiano Ronaldo
(football)



Lewis Hamilton
(Formula 1)



Hanna Huskova
(freestyle)



Ina Zhukava
(gymnastics)

b.  Listen again and answer the questions below.
Who...

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

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

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

4.  Work in groups. Discuss the statements below. Who do you agree with most?

1. Team sports are better than individual sports.
2. Kids should take up sports when they are 4 or 5 years old.
3. Winning a silver medal is just as good as winning a gold medal.
4. It would be great to work as a football coach.
5. Watching sports on TV is more fun than playing sports.
6. The idea of professional sport is to set new records.

LESSON 6. An interview with an athlete



Communicative area: listening for detail, talking about a sportsperson's routine

1. a. Imagine that you are a famous athlete.

1. What is your day like?
2. How do you feel about your job?

b.  Share your ideas with a partner. Do you have similar feelings?

2. a.  Listen to the interview with a sportsperson. Answer the questions.

1. What sport does he do? 2. Why did he take up this sport? 3. How is his life different from other people?

b.  Listen again. Mark the statements as **true (T)**, **false (F)** or **doesn't say (DS)**.

1. Michael joined a professional youth team when he was ten.
2. He has been playing baseball for twelve years.
3. His father is a big fan of baseball.
4. His first coach was a special person for him.
5. His friends don't have to wake up early.
6. Michael's diet is different from other people's diet.

c. Do you know any young athletes like Michael? What do they have in common?

3. a. These are Michael's answers from the second part of the interview. Can you guess the questions?

1. The main reason is that I never feel lonely. Whenever we take part in competitions, I know that my teammates feel exactly the same and it helps me to deal with the stress.

2. I'm a highly competitive person, so when our team is winning or I beat my personal record I feel that I'm the happiest person in the world.

3. It was the first time my team won the regional championship. That was when I first felt I was doing the right thing and all my hard work paid off.

4. I think they should understand that it's going to be a long way. Success doesn't come fast. Only if you work hard and believe in yourself, there will be a chance for you in professional sport.

5. Thank you for your love and support. It means a lot for me. I always read your comments on my website and they help me stay strong. I hope I will make you feel happy and proud of me in the next match!

b.  Listen and check your ideas.

c. Which questions do you think are good for an interview with a sportsperson? Why?

d.  Write 4–5 other questions for an interview with a sportsperson.

4. a.  Work in pairs.

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

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

b.  Work in pairs. Role-play the interview. Change your roles.

c. Role-play your interviews for the class.

d. Vote for the most professional interview.



LESSON 7. National sport



Communicative area: reading and talking about national sports in Belarus

1. Look at the photos. Discuss the questions below.



1



2

1. Where were these photographs taken?
2. What are the most popular sports in Belarus and the UK?
3. What competitions take place there?

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

Britain has a rich sports history. In fact, many of the world's most popular sports began in Britain. The United Kingdom has given birth to lots of great international sports including: football, rugby, cricket, golf, tennis, badminton, squash, hockey, boxing, and billiards. It has also played a key role in the development of such sports as sailing and Formula One.

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

The most popular individual sports include athletics, golf, motorsport, and horseracing. Tennis is

the top sport for the two weeks of the Wimbledon Championship.

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

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

b.  **Answer the questions below in pairs.**

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

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

1. 171 stadiums; 357 swimming pools; 4,522 gyms; 60 indoor sports centres; 43 ice rinks. The most popular sports are: track and field athletics, football, gymnastics, skiing, hockey and tennis.

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

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

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

4. At the XXXII Summer Olympics, which were held in Tokyo in 2021, 107 Belarusian athletes took part in 20 different competitions. They brought 7 medals back home including 1 gold, 3 silvers and 3 bronze medals. Ivan Litvinovich won the gold in trampolining.

At the XXIV Winter Olympics, which were held in Beijing in 2022, Belarus won 2 silver medals. Anton Smolski (biathlon) and Hanna Huskova (freestyle) took the second places.

5. Iryna Kurachkina is a Belarusian freestyle wrestler. She won the silver medal in the women's 57 kg event at the 2020 Summer Olympics held in Tokyo, Japan. Vanesa Kaladzinskaya is a Belarusian freestyle wrestler. She won one of the bronze medals in the women's 53 kg event at the 2020 Summer Olympics.

adapted from belarus.by, noc.by

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

4. a.   Prepare a webpage for your school's website about most popular sports in Belarus. Take a sheet of paper and write your ideas there. Include some photos or drawings if you want.

b. Present your ideas to the group. Vote for the best project.

LESSON 8. Olympics



Communicative area: reading about the history of the Olympics

Active grammar: articles with sports

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

Great news!

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



Congratulations!

b. Why are these records important for Belarus?

2. a. Look at the picture. Do you know the symbol? What does each element of the symbol represent?



b.  Check the ideas with your teacher. Were your answers correct?

c. Read the text about the history of the Olympic games on page 133. What facts are new for you?

The first known Olympics were held in the summer of 776 BC¹ at Olympia, a site in southern Greece where people went to worship their gods. In fact, the Olympics were created in honour of ancient Greece's most famous god: Zeus, king of the gods. Athletes prayed to Zeus for victory and left gifts to thank him for their successes.

Divided into different city-states, the Greeks were often at war with each other. But they agreed to stop fighting so their athletes could take part in the Olympics. But unlike today's games, only men were allowed to compete.

Many events, including sprinting and wrestling, are still part of the modern games. Other sports such as chariot racing² are history. Here's another one that's long forgotten: Called the pankration, the event was known as the ultimate fighting sport. There were no weight classes, no time limits, and only two rules: no biting and no punching in the eye. Competitors fought until one gave up or died.

The Romans eventually banned the Olympics in 393 AD³, after Rome conquered Greece in the 2nd century BC. But the games were revived in 1896 in Athens, Greece, and have been celebrated every four years since. And in 1924, the Winter Olympics were added for sports such as cross-country skiing, speed skating, and ice hockey.

A fire was kept burning during the celebration of the ancient Olympics. In today's modern games, a torch is lit in Greece before being transported to the city where the next Olympics are being held.

¹ BC – before Christ;

² **chariot racing** – гонки на калясніцах;

³ AD – anno domini (Latin) – after the birth of Christ

Today thousands of athletes from hundreds of countries all over the world compete for the gold (or silver or bronze) in the summer and winter events. The modern Olympics aim to bring people from different parts of the world together and encourage friendly competition and peace among nations.

adapted from kids.nationalgeographic.com

d. Read the sentences about the modern Olympic Games. Decide which of them are true.

1. The first Summer Olympic Games had just 14 participating countries. 2. Motor boat sailing, hot air ballooning, and tug of war all used to be Olympic sports. 3. From 1921–1948, artists participated in the Olympics too. 4. Until 1912, first-place Olympic medals were made of solid gold. 5. The Olympic flame is always lit.

e.  Check the ideas with your teacher. How many did you get right?

f.  Close your books. Work in groups and try to remember as many facts about the Olympic Games as possible.

3. a. Read the rule below and complete the sentences on page 135 with the articles where necessary.



You do not use an article when talking about sports: *My son plays football. / Tennis is expensive.*

Some names of major sport competitions are used with “the”: **The** modern Olympic Games or “Olympics” are the leading international multi-sport event in which thousands of athletes from more than 200 countries participate.

1. I have seen ... Olympic Games on TV. 2. I'm not really good at playing ... team sports. 3. I think ... aerobics is fun. 4. It would be great if ... Olympic Games were held in my country. 5. I think ... figure skating is the most beautiful Olympic sport.

b. Do you agree with the statements in ex. 3a? Why (not)?

4.  **Hold your own Olympic games in the classroom!**

a. Work in teams. Each team prepares 10 questions about sport. Use your student's book or the Internet.

b. Teams ask each other questions. If the team's answer is correct, they get two points. If they are wrong, they can do the sports challenge and get one point if they manage to do it.

The sports challenge

Roll the dice. Each side stands for a different exercise.

10 push-ups



20 jumping jacks



30 seconds plank



40 high knees



50 situps



60 seconds on one foot



LESSON 9. How the game is played



Communicative area: reading about game rules

Grammar Revision: Present Simple Passive

1. a. What's wrong with these names of sports? Put the parts of the words right to make names of three famous sports.

Ricking, baset, curlball.

b. What do you know about these sports?

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

1. People play this sport in winter. They play it with a special stick.

2. This sport is played in winter. It is played with a special stick.

2. a. Read about the three famous sports. Match the names from ex. 1a with the descriptions.

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

The game is most popular in Australia, England, India, Pakistan, Southern Africa, New Zealand, Sri Lanka, Jamaica, Dominica, Zimbabwe, South Africa and Bangladesh.

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

Each team tries to score more runs than the opponents. The ball is thrown by a pitcher with a bat and a player of this team tries to run around four bases: first, second, third and home plate. A run is scored when the player runs around the bases safely and returns “home”. The team of the opponents tries

not to let the other team score a run. There are nine innings and the team with the greater number of runs at the end of the game wins.

The following **equipment** is used in this game: the ball, the bat and the glove or mitt.

The game is mostly played in the US and Canada, but it is also popular in Latin America, Europe and other countries like Japan, for example.

Ⓒ This game is played by two teams, each of four players. The teams take turns to slide heavy granite stones across the ice to the house which is marked on the ice. The ice may be natural or frozen. Each team has eight stones of 17–20 kilos. Each stone has got a handle in the colours of the team. The broom or brush is used for sweeping ice and balancing the stone. Two sweepers with brooms help the curler to move the stone. The shoes for the game are different for each foot. Gloves and mittens are worn to keep the hands warm and make it easier to hold the broom. Points are scored for the stones coming closest to the centre of the house. The game is made of eight or ten ends. Each end is completed when both teams have thrown all of their stones. The game is not easy to play: a lot of teamwork is needed; that is why it is called “chess on ice”. This sport was first played in Scotland in the 16th century. Today the game is played in Canada, where it was brought by the Scottish emigrants, all over Europe, in Japan, Australia, New Zealand, China and Korea.

b.  **Work in pairs. Find answers to the following questions in the descriptions.**

1. Where is the game played? 2. How many players is it played with? 3. What equipment is used to play the game? 4. How are points scored? 5. What do you

have to do to beat your opponent? 6. In which countries is the game played? 7. Is it an Olympic sport? 8. Is it played by professionals or amateurs?

c. Compare the games. Which of them is...

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

3. a. Look at the underlined verb forms and complete the rule for the Present Simple Passive.



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

b. Find some more examples of the Present Simple Passive in texts B and C.

c. Rewrite the sentences in the Present Simple Passive.

1. Somebody sends emails. 2. Somebody cuts the grass. 3. Somebody plays loud music. 4. Somebody buys flowers for the flat. 5. Somebody loves the London parks. 6. Somebody writes articles. 7. Somebody loves Julie. 8. Somebody reads a lot of books. 9. Somebody cooks dinner every day. 10. Somebody washes the cars every week.

4. a. What game would you like to learn to play? Why?

b. Get ready to describe the game you chose in ex. 4a. Use the Present Simple Passive forms.

c. Have a class vote on the most popular sports game.

6

UNIT

Town and village

LESSON 1. All over town



Communicative area: describing a town

Active vocabulary: an avenue, a car park, a clock tower, an exhibition centre, a fire station, a fitness centre, high-rise, a monument, a river bank, a skyscraper, a town hall

1. Where do you live: in a town, a city or a village? What do you like about living there?

2. a. Choose the right words for the pictures.

Example: 1. It must be a clock tower. It isn't a barber shop, it isn't a beauty salon, and I see a clock there.



1

- a) Hairdresser's;
- b) Clock tower;
- c) Church.



2

- a) Petrol station;
- b) Monument;
- c) Hospital.



3

- a) River bank;
- b) Traffic lights;
- c) Park.



4

- a) Railway station;
- b) Post office;
- c) Fitness centre.



5

- a) Bus stop;
- b) Bridge;
- c) Car park.



6

- a) Restaurant;
- b) Stadium;
- c) Department store.



7

- a) Book shop;
- b) Town hall;
- c) Theatre.



8

- a) Stadium;
- b) Mall;
- c) Gallery.



9

- a) Exhibition centre;
- b) Botanical garden;
- c) Library.



10

- a) Newsagent;
- b) Cafe;
- c) Fire station.

b.  Listen and check. Repeat after the speaker.

c.  How do we say these words? Find the odd one out in each line. Then, listen and check.

1. castle, bank, church, tower, bridge;
2. gallery, library, exhibition, monument, hospital;
3. chemist's, exhibition, stadium, circus, station;
4. department, newsagent's, supermarket.

3. a. What kind of place is it? Use the words from the chart to complete the descriptions.

It's...

1. ... land alongside a river or lake;

2. ... a place where you go to exercise;

3. ... a place where firefighters stay until they are needed and where they keep all they need for putting out fires;

4. ... a place where paintings, photographs, or other things are put on show;

5. ... an area where people can park their cars;

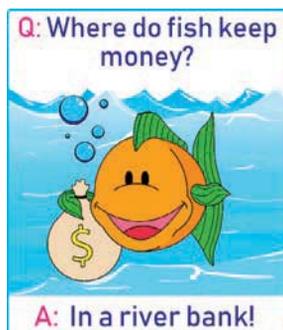
6. ... a building, a statue, or some other large structure that is built to honour an important event or a famous person;

7. ... a public building where the town's officials work and have meetings;

8. ... a place where you can buy and eat a meal;

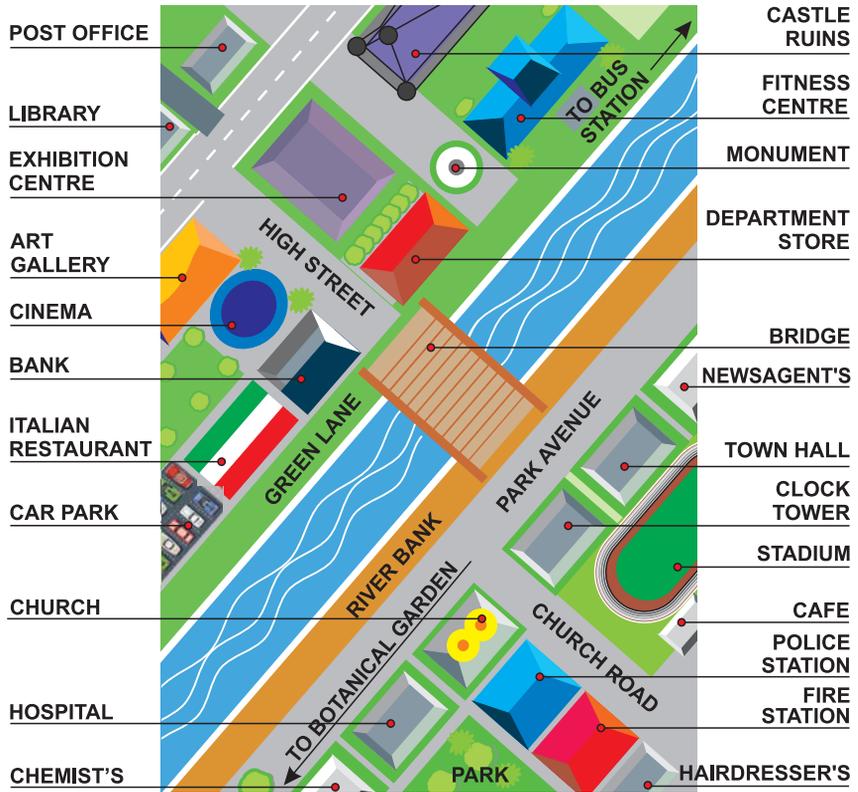
9. ... a tall building with a clock on it;

10. ... a large building where people can see famous pieces of art.



b. Which of these buildings can you find close to your house or your school?

4. a. Look at the town map. Complete the sentences below.



1. ... is opposite the department store.
2. The fitness centre is next to the
3. Behind the hospital there is a
4. You can see a monument between ... and
5. There is a ... across the river.
6. The ... is near the Italian restaurant.
7. The town hall looks out onto the
8. Main Street will take you to the

b.  Work in pairs. Take turns to make up more sentences like those in ex. 4a.

c.  Listen to Mia describing her home town. What mistakes does Mia make?

5. a.  Listen again and write in the words below.

1. tall (about a building) – h...; 2. a very tall building in a city – s... ; 3. another name for a chemist – p...; 4. three more names for a street – r..., a... and l...; 5. all the words that can be used with “station” – b..., t..., f..., p...; 6. opposite to “old” or “traditional” – m... .

b.  How well do you remember Mia’s description? Answer your partner’s questions. Ask your partner...

Student A: the town is; the ruins of the castle are; the exhibition centre is; the car park is; the post office is; the fitness centre is; the chemist’s is.

Student B: the newsagent’s is; the fire station is; the bridge is; the church is; the monument is; the department store is; the library is; the houses are.

Where is / are the ...?

6. a.  Interview your partner.

1. Can you name cities that are famous for their skyscrapers? 2. Are there any high-rise buildings in the place where you live? 3. Is your town hall old or modern? 4. Is there a fitness centre in the place where

you live? What about an exhibition centre? 5. Do you often go for a walk along the river bank? What can be found on your town's avenue? Which is closer to your home: the newsagent or a car park? Do you ever go past the fire station? What is the most famous clock tower that you know?

b. Look through ex. 4a. Write similar sentences about the town / village you live in or the nearest town.

c.  Tell your partner about your favourite place in your town. Why do you like it?

LESSON 2. My house is just round the corner



Communicative area: describing a house

Active vocabulary: a balcony, a bench, a block of flats, a chimney, a cottage, an entrance, a fence, a garage, a gate, a kitchen garden, a lift, a playground, a roof, two-storeyed, view

1. a. Match the halves of the proverbs about home.

Beginnings: East or West..., Home is home..., There is no place..., Dry bread at home is better...

Endings: ...like home.; ... – home is best.; ... than roast meat abroad.; ... though it be never so homely.

b.  In pairs, find equivalents of the proverbs in your language.

c. Which of the proverbs do you like best?

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

1. Do you live in a house or in a flat? Do you like living there/ Why (not)?

2. Do people in your town / village live mostly in houses or flats?

3. a. Match the parts of the pictures with the words in the box.



garage, balcony, chimney, lift, roof, slide, swing, fence, entrance, gate, kitchen garden, bench

b.  Listen to the descriptions of the two houses and check yourselves.

c.  Fill in the missing words. Listen and check.

Amelia: I live in a (1. ...) building not far from the city centre. My house is just round the corner. It's a block of flats with just one (2. ...). My flat is on the 11th floor, so I have to take the (3. ...) to get to our flat. My bedroom window looks onto the (4. ...) with blue swings, red-and-yellow slides and comfortable wooden (5. ...). The school I go to is quite far from my house, so it takes me fifteen minutes to get there.

Arthur: I live in a (6. ...) house in a village. It looks like a fairy-tale (7. ...). The house has a bright green (8. ...) around it, a light brown (9. ...) with a white

(10. ...) and a big balcony. There is a beautiful wooden (11. ...) in the fence. There is a (12. ...) for two cars next to the house and a large (13. ...) behind the house. My bedroom window looks out onto the village green¹. It's such a beautiful (14. ...)! My school is just round the corner, so it takes me five minutes to get there. Two doors down from my house, there is a newsagent. It's my favourite place in the village. I always pass it on my way to school. Actually, I never pass it. Guess why!

d. Point to and name the elements of the pictures on page 145 which are described with the words in the box.

e. Answer the questions.

1. Who gets to school faster: Arthur or Amelia?
2. Who, do you think, has got a better view from their bedroom window?
3. Why do you think Arthur never passes the newsagent's?
4. How do you understand the phrase "two doors down from my house"?

4. a. Put the words below in three groups according to stress pattern.

■
roof

■ ■
chimney

■ ■ ■
block of flats

roof, chimney, block of flats, two-storeyed, garage, gate, building, playground, cottage, lift, slide, swing, fence, entrance, bench, monument

b.  **Listen and check. Then – listen again and repeat.**

¹village green – grassy area in a village, usually in the centre

5.  Tell your partner about the house you live in. Do you have a lot in common? Who has a better view from their window?

6. a. This is a part of the letter Sarah wrote to her pen-friend. She spilt some water on it and you can't read some words. Complete the letter. Use the picture for help.



Dear Sandra,

In your last letter you asked me to tell you about the place I live in. As you know I live in a small quiet village in Somerset. Many tourists visit my village because of its famous castle. You won't find any skyscrapers or high-rise buildings in my village. There are a lot of nice old cottages here with beautiful gardens. My family live in a lovely (1. ...) house with a red roof and a little (2. ...) on it. As you enter through the old oak gate in the (3. ...) you find yourself in a colourful front garden. Once a year we have an Open Gardens Day in our village, and a lot of people always come to our garden to have a look at the beautiful roses my mother grows. To the left of the house there's a two-car (4. ...). My father usually collects me from school on the way home from work. On the first floor there's a (5. ...), and when the weather is sunny, we like to have a cup of tea there. The (6. ...) from the balcony is amazing! It's very relaxing to live in the country and the air is so lovely and crisp here ...

b.  Write a letter to Sarah. Describe your house and your neighbourhood. Use ex. 3c and 6a for help. Use a proverb about home from ex. 1a as well.

LESSON 3. How can I get to the city centre?

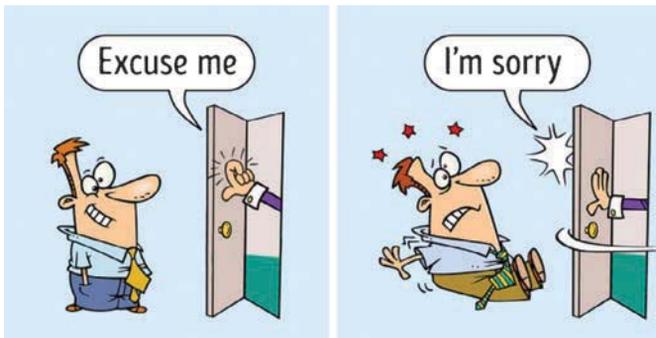


Communicative area: asking for and giving directions

Active vocabulary: crossroads, excuse me, a roundabout

1.  Play the game in two teams. Take turns to remember what you can find in a town. The winner is the team that doesn't run out of names.

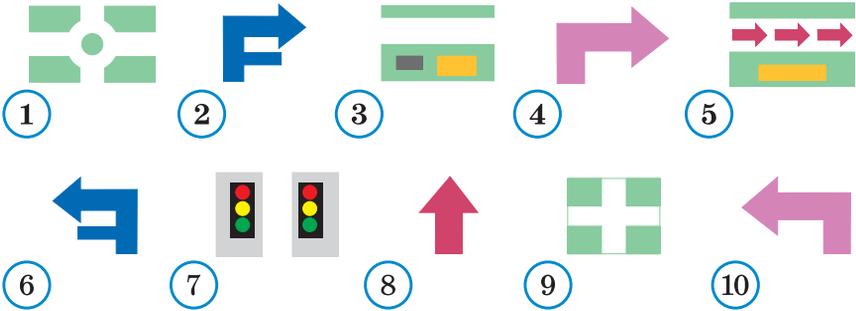
2. a.  Work in pairs. Study the picture. Then decide what you should say in the following situations. Choose between **excuse me** and **sorry**.



1. when you're late for the English class?
2. when you want to ask someone a question?
3. when you want to ask someone for directions.

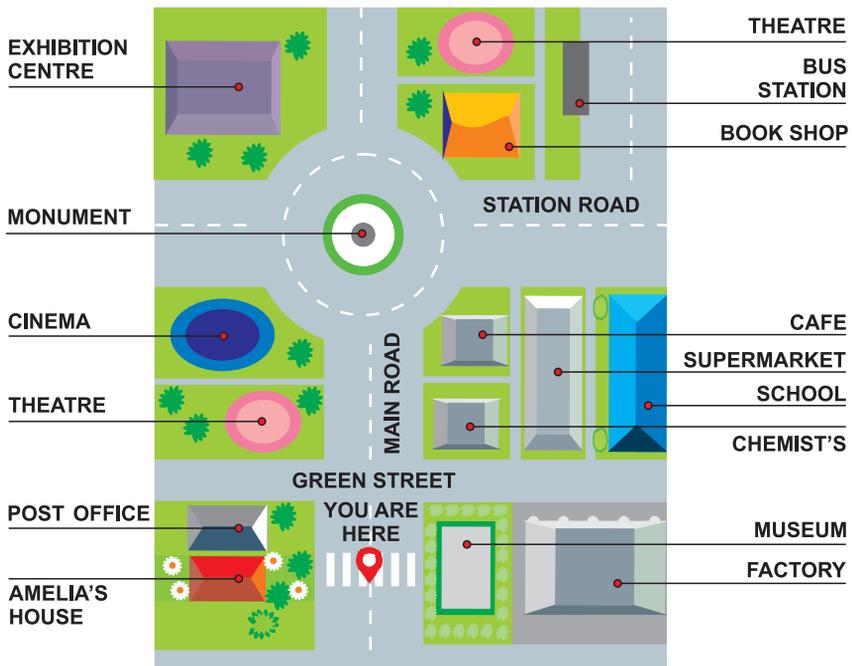
b.  Listen to the conversations. Check yourselves. Then listen and repeat.

3. a. Match the pictures with the phrases.



a) turn right; b) turn left; c) go straight on; d) take the second left; e) take the second right; f) roundabout; g) crossroads; h) traffic lights; i) go past; j) next to.

b. Listen to Amelia talking to her new neighbours. Follow on the map. There are two conversations. Which of them is the best way to give directions? Why?



c. Study the expressions in the box. Put them into two groups: **asking for directions** and **giving directions**.

**Help
box**

Excuse me, how can I get to (the church)? Excuse me, where's the (park)? Turn right / left at the (traffic lights). Go straight (along the avenue). Go past the (exhibition centre). Go along the road until (the crossroads). Cross the street. The building is on your right / left. Where's the nearest (chemist's)?

d.  Listen to the conversations again. Tick the expressions in the box used in them.

e.  Listen to the expressions in the box. Which words are stressed?

f.  Listen and repeat after the speaker.

4. a.  Imagine you are at Amelia's house. Work in pairs. Prepare to give directions to someone who wants to get...

1. to the bus station; 2. to the book shop; 3. to the hairdresser's; 4. to the chemist's.

b. Compare your instructions with your classmates'.

5. a.  Work in pairs. Student A – go to page 170. Student B – go to page 199. Use the expressions in the box above to ask for and give directions.

b.  Role-play one of the conversations for the class.

6.  Write a note to someone who wants to get to your house from your school.

LESSON 4. Digging up in the past



Communicative area: reading for detail

Active vocabulary: ancient, an archaeologist, a fortress, a grave, a palace, ruins, to bury, to die, a tomb, to settle, a treasure

Receptive grammar: Past Simple Passive

1. Guess the country where the most ancient gold treasure was found. Give your reasons.

Syria

Greece

Belarus

Italy

Egypt

Bulgaria

2. a.  Listen to the guide talking to an international group of children. Check your guesses.

b. Match the words with the pictures.

a) treasure;

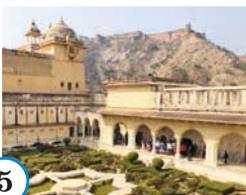
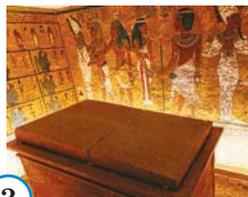
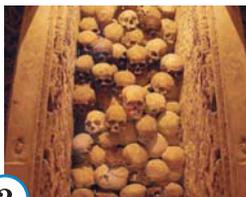
c) tomb;

e) palace;

b) grave;

d) ruins;

f) fortress.



c.  Listen again. Follow in the book. Guess the meaning of the words in bold. Match some of them with the definitions.



My name's Christo. I'm an **archaeologist**. Archaeologists work like detectives. We find clues in the past that help us understand what happened hundreds of years ago.

Let's go along the streets of ancient Varna. Varna was founded by the Greeks in the 6th century BC. Thousands of people settled here. The **ancient** Varna has disappeared now, but archaeologists have discovered a **treasure** under this city – hundreds of golden cups, bowls and vases. They were used by the ancient residents of Varna in rituals. The treasure **was buried** about 4560–4450 BC! It is displayed in Bulgarian museums now.

Thousands of years ago, when people **died**, they were buried in **graves**. In one of the graves **deep** below the streets and buildings of the modern city we found three skeletons – a man and a woman were buried together with their horse.

Another archaeological site in our country is Starosel. It is a small village today, but in the 5th century AD it used to be a king's residence. In 2000 a king's **tomb** was found near the village with some fine things for the afterlife.

An ancient city with a **palace** – a large beautifully decorated building – was found in the Rhodope Mountains some time ago. Many old **fortresses** – large strong buildings – were built by the ancient

people on the territory of Bulgaria to help protect the country from dangerous neighbours. Also, under today's Bulgarian capital, some **ruins** of an ancient Roman city were discovered. We can still see them now, because the ancient Romans built things to last a long, long time.



- a) to come to stay and live;
- b) to stop living;
- c) to put someone who has died under the ground (in a grave);
- d) very old;
- e) going far down;
- f) someone whose job is to find out about the past

d. Look at the underlined phrases in the text. Study the information in the box. Find similar examples in the text.



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

3. 👤👤 How much have you learnt about ancient Bulgaria? Check your partner's memory.

1. What does Christo do?
2. What was found in ancient Varna?
3. How many people settled there?
4. When people died, how were they buried in olden days?
5. Where did the archaeologists find the ancient tomb?
6. What else was found in Bulgaria?
7. What is the difference between a palace and a fortress?
8. Where are the ancient treasures displayed?

4. a. Read about the ancient city of York in England. Complete the article using the correct forms of the new words from the lesson.



York was founded by the Romans in 71 AD. They built a strong (1. ...) with thick walls between two rivers. After the Romans came the Vikings. They arrived from Scandinavia, (2. ...) in Jorvik, as they called it, and completely rebuilt the city.

(3. ...) look for old buildings buried in the ground and use their findings to tell us about the past of York. They still find wooden Viking houses (4. ...) under the streets of the modern city. When Vikings (5. ...), relatives used to (6. ...) their dead with gold and silver. Lots of such (7. ...) are found in the (8. ...) of Viking York.

Later, over the (9. ...) of the Roman fortress, a huge church was built – York Minster. Many famous people were buried there. On 9 November 2022, a monument to Queen Elizabeth II appeared in York Minster.

Visit York, a city with a rich history, a real (10. ...) of Britain.

b.  Listen and check yourselves.

5.  Work in pairs. Answer the questions. Report to the class.

1. Would you like to visit Bulgaria? 2. Would you like to visit York? 3. Would you like to become an archaeologist? Why (not)? 4. If you could travel in time, where would you like to go? Why?

LESSON 5. Minsk was not built in a day



Communicative area: listening for detail

Active vocabulary: to found, to mention

Receptive grammar: Past Simple Passive

1. a. Complete the English proverbs with the name of **one** famous ancient city.

All roads lead to

... was not built in a day.

When in ..., do as the Romans do.

b.  Work in pairs. Guess the meaning of the proverbs. Explain the title of the lesson.

c. When was Rome founded? Who was it founded by?

2. a.  Listen to the conversation. Answer the question: When was Minsk founded?

b. Check your memory. Together with your partner, answer the questions.



find – found – found;

found – founded, founded;

The Past Simple Passive: was / were + V₃;

Minsk was founded in 1067.

1. What was found near Vitsebsk? 2. When was Vitsebsk founded? 3. When was it first mentioned? 4. When was Minsk first mentioned? 5. Was Minsk

founded in 1067? 6. When was it actually settled by people? 7. What was built where the Niamiha River and the Svislach River merged? 8. Was Minsk built in a day?

c.  Listen and check your answers.

3. a. Do the sentences from the conversation tell us about the present or the past?

1. Lots of ancient treasures **are found** in Belarus.
2. An old spoon **was found** near Vitsebsk. 3. When was Vitsebsk **founded**? 4. Minsk **wasn't built** in a day.

b.  Answer the grammar questions.



Past Simple Passive: to be + V₃

4. Read the article about the Roman Forum. Fill in the gaps with the correct form of the verb **to be**. Use **not** if necessary.



The Roman Forum (1. ...) sometimes known by its Latin name – Forum Romanum and (2. ...) also called Forum Magnum or just the Forum. It (3. ...) located between two hills – Palatine and Capitoline – in the city of Rome. It is the central area around which the life of the Ancient Roman civilization developed.

The Forum (4. ...) first settled in the 7th century BC. It (5. ...) used as a city centre and (6. ...) thought to be the centre of the Roman Republic and the Roman Empire.

The Forum (7. ...) rebuilt many times in ancient history. It (8. ...) fully excavated only in the early 20th century. In Ancient Rome new constructions (9. ...) built over earlier ruins, so now, in this open-air museum, many centuries of history (10. ...) shown together. As the old saying goes, Rome (11. ...) built in a day.

5. 👤👤 Answer your partner's questions about a city / memorial / monument you know.

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

LESSON 6. A city on the map

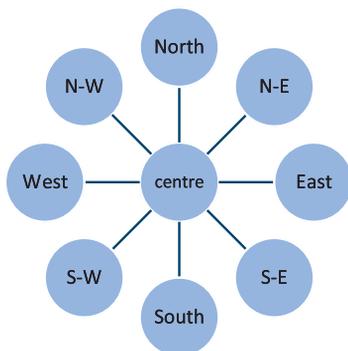


Communicative area: reading for detail, describing Belarusian cities

Active vocabulary: to be situated, to suffer, to survive, a place of interest, picturesque, worth visiting, a factory, a plant. Word-building: prefix *re-*

1. Imagine the map of Belarus. Where is Minsk on the map? How many regions are there in Belarus? Where are all the other regional centres situated? Use the diagram to describe their position on the map.

in the North-West of ...



2. a. Look at the photo of the town hall. Do you know what Belarusian city it is? What do you know about it?



b. Read about Vitsebsk. Which facts do you find most surprising?

Vitsebsk is **worth visiting** because it is one of the most romantic and beautiful cities in Belarus. It is **situated** in the North-East of Belarus in a **picturesque** place on the banks of three rivers: the Neman, the Vitsba and the Luchosa River. Vitsebsk was first mentioned in chronicles in 1021, but there is a legend about Princess Volha of Kiev who founded this Belarusian city in 974.

Vitsebsk has a long history. It used to be an important fortress and even a part of Russia.

Vitsebsk **suffered** a lot in the World War II. It was left in ruins by the fascists and only 118 people **survived** from about 170,000 of population.

After the war Vitsebsk was reconstructed and today it is an important city of the Republic of Belarus with lots of **factories** and **plants**, schools and universities, hospitals, monuments, exhibition and fitness centres, theatres and museums. More than 350,000 people live and work here.

Today there are 10 bridges over the river in Vitsebsk. Kasmanautau Street is the central street in Vitsebsk and most of cafes, department stores and high-rise buildings are there.

Mark Chagall, the world-famous artist, was born in Vitsebsk. He loved his home town dearly and even when he moved to Paris, he often painted Vitsebsk in his works.

There are many **places of interest** in Vitsebsk: the Vitsebsk Art Museum, Chagall's Museum and the Green Theatre where Slaviansky Bazaar festival is held. Go down the streets of Vitsebsk and feel the atmosphere of this city – the jewel in the crown of Belarus.

3. a.  In pairs, guess the meaning of the words in bold. Explain the meaning of prefix **re-** in the box.



was built – was **rebuilt**
was constructed – was **reconstructed**

b. Look through the text again. Are the statements below true or false?

1. The population of Vitsebsk is smaller than the population of Minsk. 2. Vitsebsk is situated in the South-East of Belarus. 3. Vitsebsk is older than Minsk. 4. Vitsebsk is the birthplace of a famous French painter. 5. When Vitsebsk was a part of Russia, there was an important palace there. 6. Vitsebsk was left in ruins after World War II and no one survived. 7. There are no places of interest in Vitsebsk. 8. Vitsebsk is worth visiting because it is one of the most beautiful cities of Belarus.

4. a.   You are planning a visit to a Belarusian city during your spring holidays. Work in pairs. Exchange information on the cities of Belarus.

Student A: Use the card the teacher has given you to speak about your city.

Student B: Listen to your partner and fill in the table. Change roles.

b.  **Discuss the questions below in groups of four.**

1. Where are Hrodna and Homiel situated? Are they close to or far away from each other?
2. Did they suffer a lot in the World War II? Did many of the old buildings survive?
3. Are they picturesque places?
4. Are they worth visiting? Why?
5. What other places of interest are there in Belarus?

LESSON 7. A photo album of Minsk



Communicative area: listening and reading for detail; describing Belarusian cities and people

Active vocabulary: a cathedral, a hotel, a sight, a visitor, underground, attractive, hospitable, hard-working, convenient

Receptive grammar: Future Simple Passive

1. Ask and answer.

1. Where is your city / town / village situated? Is it a picturesque place? 2. When was it founded or when was it first mentioned? 3. Did it suffer a lot in the World War II? 4. What places of interest are there in your city / town / village? 5. Have many of the old buildings survived? 6. Is it attractive? Is it worth visiting?

2. a. Look at the photos Mr Rambler has made for his Minsk photo album on page 161. What sights can you see?

1



The Holy Spirit Cathedral

Niamiha street. The oldest church in Minsk – 1613.
The Yellow Church

b)

saw its first visitors in 1968

a)

2



The Minsk Hotel

3



The Trayetskaye Suburb

Nezalezhnast Square. Was built in 1910. Another name:
The Red Church

d)

Svaboda Square – 1642

c)

4



The Church
of Piotr and Pavel

5



The Church of Symon and Alena

one of the oldest parts of Minsk –
the 19th century. Narrow streets,
small squares. A suburb in the
centre

e)

b. Match the photos with the notes on the back of the photos.

c. Which of the sights above could be the symbol of Minsk? What do you think is the symbol of Minsk?

3. a.  Listen to Mr Rambler dictating an article for his photo album to his secretary. Check your ideas.

b. Check your memory. Do you remember what sights Mr Rambler thinks are the symbols of Minsk for these people: children, young people, old people, parents with children, tourists, businessmen?

4. a. Read Mr Rambler's article. Fill in the missing words.

Have you ever been to Minsk? If you haven't, you must visit the capital of Belarus. It's an (1. ...), clean and green city that stands on the river Svislach. Minsk is situated in the centre of the Republic. It is the largest city of Belarus with the population of about two million. And it is one of the oldest cities too. There is no clear historical record for the date when Minsk was founded but it was first mentioned as Mensk in 1067. There are many beautiful sights in Minsk – parks and gardens, churches and (2. ...), museums and exhibition centres, sports and fitness centres, cinemas and theatres, (3. ...) and night clubs, monuments and department stores, the famous building of the National Library and the picturesque river banks.

What are the symbols of Minsk? Belarusian boys and girls would say that they are Chaluskintsy Park, Horki Park, the Circus, Minsk cinemas and shopping malls. Mums with babies will choose the Botanical Garden. Students will say that Minsk is famous for its

cafes and discos, gyms and night clubs and, of course, for its universities. Businessmen are sure that modern high-rise buildings of banks and offices are the symbols of the capital. (4. ...) think that Minsk can be proud of its Opera and Ballet theatre. For some (5. ...) Belarusians the true symbols of Minsk are the factories of the capital. People from other Belarusian towns and villages are sure that the Minsk (6. ...) is the best symbol of Minsk. It is so comfortable to travel in and so (7. ...) – it can take you to many places of interest of the city.

Come to Minsk to see with your own eyes the (8. ...) of its beautiful city. You will understand that the (9. ...) and kind people of Minsk are the true symbol of the capital. Welcome to Minsk!

b.  Listen again. Check yourselves.

5. Have you been to any of the places of interest mentioned in the text? Do you agree that Belarusian people are hard-working, kind and hospitable? What are the symbols of your city / town / village?

6. a. Read the news. Unjumble the active vocabulary of lessons 6 and 7 in the article.

Lots of ancient treasures are found by **drah-kingrow** Belarusian archaeologists. The artefacts (*артэфакты, экспанаты*) are displayed in **hepsitablo** Belarusian museums. Biarestsye archaeological museum was opened in 1982 and reconstructed in 2019 to celebrate the 1000th birthday of Brest. The museum is definitely **thwor insitiv**. It was built around the wooden fortress of the 13th century. The **viettatcar** building of the museum is made of glass, concrete and aluminum.

It was made to look like a giant roof. There are hundreds of exhibits in the museum. About 60,000 **sortsiv** come to see them every year.

Another museum complex will be built in Minsk soon. It will be constructed near the **Niamiha uurrdeognn** station, close to the **pueqtricus** river bank. It is in this part of Minsk that the ancient city was founded. A strong fortress was made from pine trees, and thanks to this fortress, the residents of Minsk **ursdeviv** enemy (*варожья*) attacks. The new museum will be put up around the place where the ancient city gate (Brama) was built in the 11th century. It is hoped that the museum will be visited by thousands of people.

b. What does the news tell us about?

c. Find the verb forms that tell us: 1. about the past, 2. about the present and 3. about the future. How do we make these forms?



Future Simple Passive: will be + V₃



What do they all have in common? Answer the grammar questions.

d. Would you like to visit the museums? Tell your partner.

LESSON 8. Town or village?

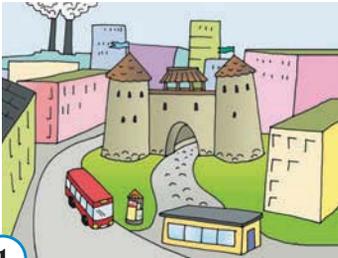


Communicative area: proving your point, providing arguments

1. a.  In teams, brainstorm the new words from the unit.

b. Which of these words can be used to speak about towns, which – about villages?

c. Compare the two pictures. Use the words in the box to help you.



1



2

quiet, boring, modern, noisy, big, old, dirty, picturesque, exciting, unhealthy, safe, clean, dangerous, healthy, beautiful, attractive, charming, uncomfortable, convenient, comfortable

2. a.  Copy the descriptions on pages 165–166 into your exercise book. Listen to the children discussing life in the country and in the city. The student...

Student A: writes down the advantages of living in the country

Student B: the advantages of living in the city

Student C: the disadvantages of living in the country

Student D: the disadvantages of living in the city

b.  **Work in groups of four – Students A, B, C and D. Share your information and complete the whole table. Add more advantages and disadvantages.**

3.  **Look through the phrases below. Listen again and say which of them are used in the conversations.**

1. I completely agree with you here! 2. Sure! That's exactly what I think! 3. Yes, but 4. True, but 5. Also 6. Yes, but on the other hand 7. From my point of view 8. On the one hand..., on the other hand 9. As a result, 10. For example 11. Personally, I think / don't think 12. First of all, 13. Secondly, 14. I see what you mean 15. Another thing is that 16. In my opinion 17. I think I agree with you.

4. **Read the opinions about living in the city and living in the village. Who do you agree with? Make notes on how you can prove your point of view. Use ex. 3 for help.**

1. Life in the country is boring. 2. Life in the country is safe. 3. Life in the city is fascinating. 4. People in the city suffer from noise and pollution.

5.  **Work in groups of four. Have a discussion. Where is life better: in the country or in the city? Use your notes in ex. 3 and 4 for help.**

LESSON 9. Ideal town



Communicative area: describing an ideal town

- 1.**  In groups of four make a list of your seven favourite words from this unit. Exchange your lists with another group. Make up a story with all the words the other group has given you.
- 2. a.** Read the boy's description of his dream-town and find four mistakes in the picture.

The town of my dreams is quite small but it is not far from a big city, so my family can go to the city at weekends to do some shopping or to go to the theatre.

There are a lot of nice cottages in my town with lovely bright roofs and chimneys on them. There is no underground in our town and you can walk anywhere you need. There are no skyscrapers or other modern high-rise buildings there, the tallest buildings are the town hall and the bank. The most famous local sight is the ruins of the ancient castle. They are situated in a very picturesque place. It was built in the 12th century and ruined in the 13th century, but some of the ancient walls have survived.

There's a river running through my town. There are no factories in my dream-town and the air is very fresh. The streets are wide, that is why we have no problems with traffic jams. There are very few car parks as people mostly keep their cars in garages.



There are a lot of things to do and sights to see in our town. There's a cinema, a fitness centre and an exhibition centre as well as nice cafes by the river. It is lovely there with trees and flowers planted along the river bank. Visitors come here at weekends to enjoy boat trips and local food. Our town is very convenient for living. Also, the people of my town are very hospitable and hard-working. My town is very attractive and worth visiting.

Welcome to the town of my dreams!

b.  **Work in pairs. Find sentences in the boy's description which speak about...**

1. the size of the town;
2. the buildings;
3. what makes the town attractive;
4. what makes the town comfortable to live in.

3. a. Match the nouns and the adjectives from the text.

Nouns:

1. food
2. town
3. city
4. roofs
5. buildings
6. cottages
7. castle
8. air
9. streets
10. place
11. people

Adjectives:

- a) wide
- b) nice
- c) modern, high-rise
- d) ancient
- e) fresh
- f) small, attractive
- g) local
- h) lovely, bright
- i) big
- j) hard-working, hospitable
- k) picturesque

b. Which of the adjectives in the box on page 169 can you use to describe life in an ideal town?

fantastic, enjoyable, lovely, horrible, quiet, comfortable, convenient, super, easy, difficult

4. a. Read about the Japanese city of the future. Complete the article with the following phrases.

- | | |
|-------------------------|------------------|
| a) will be used; | f) will become; |
| b) will be delivered; | g) will be made; |
| c) will be checked; | h) will live; |
| d) will be built; | i) will settle. |
| e) will be transported; | |

An unusual city is being built in the most picturesque place of Japan – at the base of Mount Fuji. It is Woven City – the town of the future. Woven City (1. ...) home to over 2000 residents, where they (2. ...) their best lives. The health of the residents (3. ...) by special AI sensors. Only healthy food (4. ...) to the people who (5. ...) in the city.



Three different kinds of streets (6. ...) for pedestrians (people who travel on foot), cyclists and cars. Solar energy (7. ...) in the city. The residents of the city (8. ...) by self-driving cars. The city (9. ...) as an eco-friendly, human-centred place.

b.  Listen and check yourselves. Which of the verb forms are Future Simple Passive forms?

c. Would you like to live in the city of the future? Use the phrases from Lesson 8 to tell your partner.

Example: In my opinion, this city ...

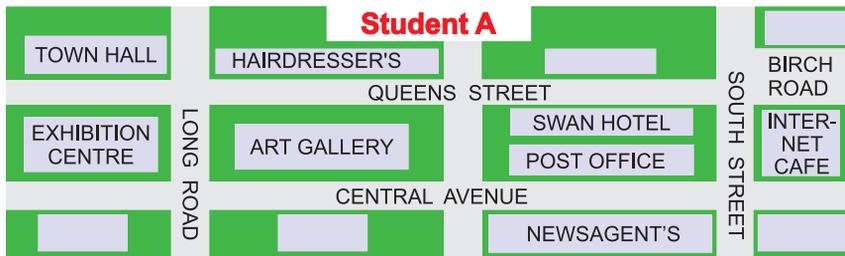
5. a. You are going to make a presentation of your ideal town. Note down your ideas using the points from ex. 2b. You can do it in the form of an outline or a mind map.

b.  Work in pairs. Compare your notes. Choose the points you agree on.

c.   Work in pairs. Draw a map of your ideal town. Get ready to describe it to your classmates.

d. Listen to your classmates and decide if their towns are worth visiting.

For ex. 5a, page 150



A Ask student B for directions to the places above and mark the locations on the map.

B Now, give student B directions to the places to your map.



7 UNIT

A tour around the world's capitals

LESSON 1. Capitals



Communicative area: buying tickets in an English-speaking country

Active vocabulary: adult, a one-way / single ticket; a return ticket, a round trip

Active grammar: articles with place names

1. a. Find the odd one out in the list of capital cities.

Minsk, Moscow, Rome, London, Beijing, Brighton, Wellington, Washington, Warsaw.

b. Match the countries with their capital cities.

The Republic of Belarus, the United Kingdom, the United States of America, Russia, China, Italy, New Zealand, Poland.

c. Have you been to any of the capitals in ex. 1a? What do you know about these cities?

2. a.  Kate is buying a ticket from Brighton to London to meet with her aunt. Put the conversation in the correct order. Listen and check. Choose the right ticket.

 **UK TRAINS**

CLASS	TICKET TYPE	PRICE
STD	SINGLE	8.50
DATE VALID		PASSENGER
27 JULY 2023		TYPE <input type="radio"/>
FROM: BRIGHTON		ADULT <input type="radio"/>
TO: LONDON 		

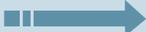
1

 **UK TRAINS**

CLASS	TICKET TYPE	PRICE
STD	RETURN	8.50
DATE VALID		PASSENGER
27 JULY 2023		TYPE <input type="radio"/>
FROM: BRIGHTON		ADULT <input type="radio"/>
TO: LONDON 		

2

 **UK TRAINS**

CLASS	TICKET TYPE	PRICE
STD	SINGLE	8.50
DATE VALID		PASSENGER
27 JULY 2023		TYPE <input type="radio"/>
FROM: BRIGHTON		CHILD <input type="radio"/>
TO: LONDON 		

3

That's 20 pounds.

Child or adult?

Single or return?

I'd like to buy a ticket to London, please.

Platform 7.

Here are your tickets.

Excuse me?

There's one every 20 minutes.

Here you are.

Thank you.

Child, please.

Are you going to make a one-way trip or a round trip?

Single, please. When does the train leave?

Thank you. What platform is it?

b.  With a partner, practise reading the conversation until you have learnt it by heart.

c.  Role-play the conversation. Change the transport, the price, etc. Change roles.

3. a.  Listen to another conversation. Who is Kate talking to? What do they agree on?

b.  Listen again. Which place names do you hear?

Victoria Station, the Tower of London, London Bridge Station, the Shard, Buckingham palace, St James's Park, the Grosvenor Hotel, the Station Hotel, the Odeon Cinema, the Apollo Victoria Theatre, the River Thames, the English Channel, the Tate Gallery.



Interesting to know

The Shard (The Shard of Glass or Shard London Bridge) is a supertall skyscraper. Standing at 309 metres high, it is the first-tallest building in the UK and the seventh-tallest building in Europe. See the book cover.

c. Find examples of articles use with place names in this lesson.



article "the"	no article
Names of countries including common nouns or plurals: the Czech Republic, the Netherlands	Continents and most countries: <i>Africa, Peru, Cambodia</i>

article “the”	no article
Seas, rivers, canals: the Red Sea, the Dnieper	Towns: <i>Prague, Brussels</i>
Hotels, cinemas, theatres, museums / galleries, organisations: the Ritz, the British Museum, the BBC	Names of shops, restaurants, hotels, banks named after people who started them: <i>McDonald’s, Harrods (shop)</i>
Unique buildings: the Empire State building, the Festival Hall	Town / person + place: <i>York Airport, London Zoo</i>
Names with <i>of</i> : the Great Wall of China	Most streets: <i>Oxford Street</i>

4. Which of the capitals mentioned in the lesson would you like to see with your own eyes? Why?

LESSON 2. My flight’s on time



Communicative area: expressing future

Active vocabulary: a flight, (to) check in, a luggage, to see off, to catch (a plane), on / in time

Active grammar: Present Simple, Present Continuous, Future Simple, *going to*

1.  In pairs, ask and answer the questions.

1. How did Kate travel from Brighton to London?
2. Have you ever travelled by train? If not, find someone

who has travelled and interview them. 3. When was the last time you travelled by train? 4. Who bought the tickets? 5. Was it a one-way trip or a round trip? 6. Did anyone come to see you off? 7. Was it a good journey? Why?

2. a.  Kate's aunt Jill, is at Heathrow Airport (London). Kate has come to see her off. Listen to the conversation at the airport. Answer the questions.



1. Who is flying to Australia? 2. Why is aunt Jill in a hurry? 3. Where is she flying? 4. What is Kate doing at the airport? 5. Have they arrived in time to catch the plane? 6. Is Aunt Jill going to catch the plane or miss it? 7. Is her flight on time? 8. When does the flight leave? 9. When does it arrive in Sydney? 10. Why do you think Aunt Jill forgot about the luggage? 11. Where does she have to go now? Why?

Help
box

on time ≠ **in time**

on time = neither early, nor late;

in time = early enough (to do something else):

*I got up **in time** to have a shower and have breakfast.*

*I arrived at school **on time**.*

b.  Read the sentences from the conversation. Match them with the names of the tenses and structures: **Present**

Simple, Present Continuous, Future Simple, to be going to. Answer the grammar questions.

I think we're going to be late.

I'm not leaving,

I'm leaving for Sydney in an hour.

You'll be all right.

Your flight leaves at 12:45.

I'm seeing my aunt off.

Next time we'll fly together.

Then I'm going to travel to New Zealand, but I haven't bought the ticket yet.

3. a. Who says these words? When? Why?

What a relief!

I'm jealous now!

Promise?

Don't worry!

Have a safe flight!

b.  Listen to the phrases. Mark the sentence stress. Does the voice go up or down?

c. Repeat the phrases after the speaker. Imitate the intonation.

4. a.  Listen to the conversation in ex. 2a on page 175 again. Check yourselves.

b.  In groups of three, role-play the conversation.

5. In pairs, ask and answer the questions.

1. Have you ever travelled by plane? Do you know anyone who has? 2. When was the last time you / they travelled by plane? Where were you / they flying? Was your / their flight on time? Did you / they arrive in time to catch the plane? Did you / they have a lot of luggage/ Did it take you / them long to check in? When did the flight leave? When did it arrive? How long did the journey take? Did you have a good flight? 3. Have you ever missed a plane, a train or a bus? Do you like to arrive at the station / airport in time to catch your train / bus / plane?

LESSON 3. Tickets for a guided tour



Communicative area: learning how to book tickets; expressing future

Active vocabulary: aisle / window seat, to book a ticket, a guide, a guided tour, a journey, outing, a passenger, a seat belt, a tour, (to) travel, a trip, a voyage

1. a. Read the dictionary definitions. Choose the right words in the questions on page 178.



Travel (travelling) – moving from place to place. *He came home after two years of travel. I do a lot of travelling abroad.*

Journey – time spent and distance covered when you go somewhere, especially if you do it regularly. *My journey to work takes me 30 minutes.*

Voyage – a journey by sea. **Flight** – a journey by air. (*You take a flight and go on a voyage.*)

i

Trip – a journey to a place and back (usually short), especially not regularly. *This is my first trip abroad.*

Tour – a planned journey during which a politician or a royal visits several places within a fixed period of time. *The King has left on a six-week tour of Australia and New Zealand.*

Guided tour – a trip around the city or building with someone who tells people about the place. The guided tour of the palace was amazing!

Outing – a short journey on which a group of people go to visit a local place of interest, the theatre, etc. *This city is a great place for a school outing.*

1. How long does your (travel / journey) to school take? 2. How often do you go on a school (journey / outing) with your classmates and teacher? 3. Do you do a lot of (outing / travelling)? 4. Would you like to go on a (voyage / guided tour) of London? Why? 5. How often does the head of your country go on a (tour / flight)? 6. Would you prefer to take a (voyage / flight) to Australia or to go on a (flight / sea voyage) to this continent?

b.  In pairs, ask and answer the questions. Report to the class.

2. a. Kate is calling the Original Sightseeing Tours. Read the conversation. Use the correct forms of the verbs in brackets.



– The Original Sightseeing Tours. How can I help you?

– My name's Kate. I (take) a tour of London with my granny. The leaflet says it's 'a hop-on hop-off tour'. Does that mean we can

get off the bus, visit Madame Tussaud's Museum and get on the bus again? You see we (go) to Madame Tussaud's at 2 o'clock tomorrow. We've got tickets.

– You're absolutely right. You can get on and off the bus at any stop.

– I'd like to book **window seats**. I hate **aisle seats**. You can't see anything from them.

– Sorry, Kate. You can't **book** any seats on our tours. Your bus will be a double-decker, so if you want to see everything really well, go to the top deck.

– OK, I (sit) on the top deck. I don't know about my granny, though. Could you answer some questions for her? Are the **passenger** seats comfortable?

– Don't worry, Kate. **Your grandmother** (be) comfortable enough.

– Are there any **seat belts**?

– No, there aren't. But our buses are safe enough.

– The leaflet says it's a guided tour. Is it in English or only in a foreign language?

– Our **guides** speak English, but you can listen to commentaries in other languages if you want.

– One last question. When do you start working?

– **The first bus** (leave) at 9 o'clock in the morning tomorrow.

– Thank you very much.

– I'm sure you (enjoy) the tour, Kate. Goodbye.

– Bye.

b.  Listen and check. Guess the meaning of the words in bold.

c. Reread the conversation. What do the highlighted sentences tell us about?

d.  In pairs, role-play the conversation.

3. a. Interview your classmate. Take notes.

1. Have you ever been on a guided tour? Where did you go? Did you book the ticket or did you just buy it?



A coach – a bus with comfortable seats used to take groups of people on journeys.

2. Did you travel by coach? Where did you get on the bus / coach? Where did you get off the bus / coach?

3. How many passengers were there on the bus? Were the passenger seats comfortable? Were there any seat belts?

4. Did you take a window seat or an aisle seat? Was the tour exciting and enjoyable? Did the guide tell you a lot of interesting things? Would you like to go on a guided tour again?

b. Write a paragraph about your classmate's guided tour.

LESSON 4. Around London



Communicative area: discussing ways of travelling; speaking about London landmarks

Active vocabulary: to get around, a landmark, to be surrounded by

1. a. What do you think is the best way to travel from Minsk to London? Why?

b. What is the best way to get around in your city / town / village? What is the best way to get around in Minsk? What is the best way to get around London? Why do you think so?



London is the third most popular European capital after Paris and Rome.

2.  Kate is travelling around London and listening to the guide's commentaries. Listen along with Kate. Follow in the book. Match the fragments of the comments with the photos of London landmarks.



Westminster
Abbey



Hyde Park



Madame
Tussaud's



The Tower
of London



St Paul's
Cathedral



The Shard by the
Tower Bridge



The Houses of Parliament
with Big Ben



Trafalgar Square with
Nelson's Column



London Eye



Piccadilly Circus



Buckingham Palace

A. It's a cathedral built by the famous architect Sir Christopher Wren, where an earlier cathedral used to be before the Great Fire of London in 1666.

B. This famous museum is found in Marylebone Road, near Baker Street. The wax figures of famous people are all life-size. Open daily.

C. This is a popular London park with Speaker's Corner where you can say anything you like to the public.

D. Now a museum, it used to be a prison (*турма*), the Royal residence and a treasury.

E. And now you can see the official London home of the King. The Palace with 600 rooms is open to the public in summer, when the King is on holiday.

F. The Palace of Westminster, as the Houses of Parliament are officially known stands beside Westminster Abbey, by the Thames. The clock tower, 98 m high, is known as Big Ben. Big Ben is in fact the tower bell, which weighs 14 tonnes.

G. Look at London's most famous square with a column named after Admiral Nelson who won the battle of Trafalgar. The square is surrounded by many famous buildings (The National Gallery, The National Portrait Gallery).

H. This is the most famous bridge over the River Thames. There is a museum inside.

I. It's a large church where the coronations of many kings and queens took place.

J. One of the most famous London landmarks is a square surrounded by souvenir shops and places to eat, from where Piccadilly runs to Hyde Park Corner. The square is round!

K. A giant vertical rotating wheel with passenger cars is now the most popular paid tourist attraction in the UK. It is 135 metres tall and 120 metres in diameter. Its official name is the Millenium Wheel.

3.  In pairs, answer the questions. Which of the London landmarks...

1. is in fact a palace? 2. is Europe's tallest Ferris wheel? 3. has a monument in the centre? 4. is good for speaking to the public? 5. is surrounded by shops and restaurants? 6. used to be a dangerous place? 7. has a museum inside? 8. is important for the Royal family? 9. is a rebuilt cathedral? 10. is open to tourists when the King is away?

4. Find examples of the use of articles in the text. Use ex. 3c in Lesson 1 on pages 173–174 for help.

5. a. Which is your favourite landmark of the British capital? Why?

b. Would you recommend visiting the capital of the UK? Why?

LESSON 5. Plans for the trip



Communicative area: speaking about holiday plans; expressing future

Active vocabulary: a business trip, to pick up, a travelling companion, a destination

1. In pairs, ask and answer the questions.

1. Do you travel to school by bus? Where do you get on the bus and where do you get off? When you travel by bus, train or plane, do you prefer window seats or aisle seats?

2. Do your parents sometimes pick you up from school? Has your family got a car? How many passengers does it take? Are there seat belts for the driver and the passengers in the car? Do you always fasten your seat belt when you travel by car?

2. a. Match the beginnings and the ending of the conversations. There are two possible endings for each beginning. Explain the use of the tense forms.

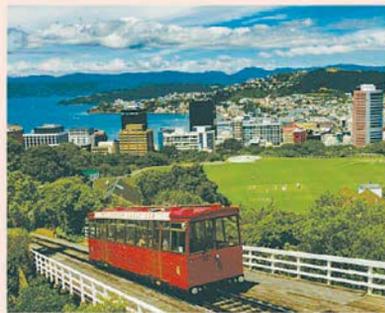
- | | |
|---|--|
| 1. Where are you going for the holidays? | a) We'll go to Italy or Greece. We haven't decided yet. |
| 2. My plane arrives at 5. | b) Is anyone picking you up from the airport? |
| 3. Do you know that there are very cheap plane tickets to Turkey available now? | c) OK, then I'll pick you up.
d) I do, we're going to book them.
e) Well, we've already booked the tickets. We're going to Spain.
f) Really? We'll go to Turkey then. |

b. Complete the questions with the correct verb forms to speak about future events.

1. When your holidays (begin) this year? When they (end)?
2. Where do you think you (go) on holidays?
3. ... you (fly) by plane or (go) by train or by car? Why?
4. Have you booked the tickets yet? Who (do) that in your family?
5. Are cheap tickets available to where you (go)?
6. Who (take care) of the luggage?
7. Do you think you (enjoy) your holidays? Why?



Sydney



Wellington

c.  In pairs, ask and answer the questions above.

3. a.  Listen to the conversation on the plane. What are aunt Jill's plans for the trip?

b.  Listen again. Which word from the box is not in the conversation?

aisle seat, local, arrive, journey, view, catch a plane, leave, flight, miss a plane, on time, business trip, to be surrounded, book a hotel, stay with, pick up, ticket, landmark, public, destination, seat belt

c. Choose the right definition.



Travelling companion

- a) a person whose company you're travelling in;
- b) a person from your company who likes travelling.

Destination

- a) a railway station;
- b) the place where you're going.

Pick up

- a) let someone get into your car and take them somewhere;
- b) help someone with the luggage at the airport.

4. a. Fill in the missing auxiliary verbs.

1. What ... the local time be in Sydney, when the flight arrives there? 2. Who ... aunt Jill's travelling companion? 3. ... both passengers going on a business trip to Australia? 4. When ... the flight to Canberra Leave from Sydney? 5. What ... aunt Jill have to do before her flight to Canberra? 6. Who ... meeting her in Canberra? 7. Why ... she book a hotel? 8. What ... she going to do in Australia? 9. What ... she be surrounded with in Australia? 10. When ... they going to book tickets to Uluru? 11. When ... both their planes leave? 12. What ... aunt Jill's next destination?

b. In pairs, answer the questions.

LESSON 6. Canberra – Australian capital



Communicative area: reading about Canberra

Active vocabulary: a government, a parliament

1. Canberra is the capital of Australia. What do you think *Canberra* means in the local language?

Is it...

1. a friendly place? 2. a lovely place? 3. a meeting place? 4. a public place?

2. a. Look through the article on Canberra from a tourist site and check your guess.

Canberra is halfway between Sydney and Melbourne – two largest cities of Australia. The city of Canberra has been the capital of the country since 1927. It is the home of the Government, the city where you can visit the Government House, the Parliament House, the Old Parliament House and many Nationals – the National Library, the National Museum of Australia, the Australian National Botanic Gardens and others. It is difficult to travel round the Nationals because there isn't enough public transport.

But it's not at all bad in the "berra". The name is believed to mean "a meeting place" in the local language. It is surrounded by green hills making it a great place for bushwalking, cycling and skiing. The National Parks of the Canberra region are worth visiting.

Architect Walter Burley Griffin planned an ideal city of the future. The population of the capital is over 300,000 people who live in an area with around 12 million trees. Famous author of travel books Bill Bryson first arrived in Canberra in the late 1990s and said that it looked like a very large park with a city hidden in it. Canberra is worth visiting.

b. Read the article carefully and say if the statements below are **true or **false**.**

1. Canberra lies between Sydney and Melbourne.
2. Canberra has always been the capital of Australia. 3. It

is easy to travel in the capital. 4. The area around the capital is good for summer and winter sports. 5. Canberra and the area around the capital are very green. 6. Canberra is a city with a huge population. 7. There is only one national building in Canberra – the National Library.

c. Read the information below. Tell your partner where you would like to go and why.

The National Zoo: It is a fun zoo for all ages with many species of animals which has the largest collection of big cats.

The National Capital Exhibition: It tells the story of Canberra from the start of Aboriginal times until the present.

The Parliament House: It was opened in 1988 and a flag on top of the building can be seen from almost any place in the city. It is in 3 kilometres from the city centre and you can go on a guided tour of the Parliament House when Parliament is not sitting.

The Australian National Botanic Gardens: The Gardens are over two kilometres to the west of the city centre. They have the best collection of Australian flora in the world. You can go on a guided tour of the gardens.

The Australian Institute of Sport: It was opened in 1981 and has trained most of Australia's greatest athletes since then. There are some fun and interesting tours with famous sportsmen as tour guides.

The National Library: The building looks both modernist and classic at the same time. Its collection is huge and the local café is one of the best public places in the capital.

3. a.  Listen to Mr Rambler asking about the details of a Hop-On Hop-Off Bus Tour of Canberra. Fill in the missing information on pages 189–190.



The National Museum building



The National Library of Australia



The National Botanical Garden



Bush walking in Australia

- Hop-On Hop-Off Tours. How can I help you?
- I'd like to know more about my tour of Canberra.
- When are you going on a tour?
- (1. ...) . When does the first bus leave?
- It leaves quite early, at (2. ...) in the morning. You should be on time, sir.
- Where does it leave from?
- From (3. ...) . Northbourne Avenue.
- What attractions do I visit?
- The National Library, the National Portrait Gallery, the National Gallery of Australia, (4. ...), (5. ...), the National Museum of Australia and some others.
- Do I visit (6. ...)?
- I'm afraid you don't, sir. You can go there by yourself, if you like.
- Is it (7. ...)?

- Yes, it is. Your guide will be speaking English, sir.
- Ok. When do I arrive back at the city centre?
- You know, you can (8. ...). So you can see as much or as little of the city as you like.
- I'm going to see as much as I can. Thank you.
- You're welcome. I hope you'll enjoy your tour.

b. Explain the use of grammar in the highlighted sentences.

c.  Role-play the conversation with your classmate.

4. Compare Canberra and Minsk.

1. Is Belarus surrounded by oceans and seas?
2. What does *Minsk* mean in the local language?
3. What famous landmarks can you see on a guided tour of Minsk?
4. Are the Parliament House and the Government House open to the public in your country?
5. What do Minsk and Canberra have in common?

LESSON 7. Royal itinerary



Communicative area: expressing future; listening and reading about travel itineraries

Active vocabulary: an itinerary, probably, a schedule, to expect, well-travelled

1. a.  Do the quiz on the famous British Queen. Check the results.

1. Queen Elizabeth II travelled to...
 - a) more than 220;
 - 2) more than 120;
 - 3) 102 countries.

2. Her first trip as a monarch was to ...
a) New Zealand; b) Kenya; c) Nigeria.
3. She visited Australia ...
a) 8; b) 18; c) 28 times.
4. She never travelled to ...
a) Madagascar or Cuba; b) Israel or Peru; c) Greece.

b. Would you like to be as well-travelled as Queen Elizabeth II?

2. a.  Listen to the press-secretary of the Royal family. What is he talking about?

b. Match the words with the definitions.

i

1. programme; 2. schedule; 3. itinerary
- a) a detailed plan of what someone is going to do and when they will do it, especially talking about something important;
- b) a plan that shows the order of activities at a ceremony, sport meeting, public event, etc.;
- c) a plan or list of the places you will visit on your journey, usually with the date or time that you will be there.

3. a. Read the text of the speech and fill in the correct future forms.

The Prince and Princess of Wales (1. visit) New Zealand and Australia as part of a three week tour. The Royal Tour (2. begin) on Monday 7 April in New Zealand and (3. finish) on Friday 25 April.



The Prince and Princess have been invited to visit by the New Zealand and Australian governments. While the Prince has already visited both countries

several times, The Princess has been to both countries only once.

We expect that their Royal Highnesses (4. visit) a number of towns and cities across both countries. We also hope they (5. see) how much both countries have done in the fields of technology, tourism, sport and arts. They also (6. remember) the people from both countries who died in the World War I.

The schedule for the Tour is very busy. The Prince and Princess (7. visit) New Zealand from 7 to 14 April and Australia – from 15 to 23 April. They (8. begin) their tour in the capital of New Zealand, the city of Wellington, travel to Canberra – the Australian capital and (9. finish) it in Fiji and Tonga. The full itinerary of the Tour is on our website.

And now – some details of their programme for Canberra. On day nine of their Australian Tour, the Prince and Princess (10. visit) the sights of the nation's capital: the Zoo, the National Portrait Gallery, the Australia War Memorial. They (11. have) a meeting with a group of parents and little children, to plant a tree at Canberra's National Arboretum¹ and to have a meeting in Parliament House in Canberra. They (12. fly) back to the UK at 2 p.m. on 25 April.

b.  **Listen again and check. Match the verb forms with the functions.**

1. predictions / promises; 2. intentions or plans that can be changed; 3. timetables and travel arrangements; 4. fixed plans.

¹ arboretum [ˌɑːb(ə)ˈrɪ:təm] – 1. a collection of trees only; 2. a botanical garden with living collections of woody plants used for scientific study

c. Complete the rule in the box. Give your example.



After **expect, hope, think, be afraid** and with **probably** ... is used.

4. 👤👤 In pairs, answer the questions.

1. Who do you think makes itineraries for royal trips? 2. Do you have a busy schedule? 3. Do you have an interesting programme for the coming summer? 4. If a friend from abroad asks you to make a travel itinerary for a tour around Belarus, what places will you include into it? 5. What do you expect will happen during the next school year?

LESSON 8. Writing about your plans



Communicative area: reading and writing about the news and plans for the future; using letter-writing conventions

Active vocabulary: to look forward to

1. a. 👤👤 What sights would you like to include into a 3-day itinerary for a visit to London / Canberra? Compare with your partner.

b. Are you looking forward to summer holidays? What are your plans for the summer? Have you made an itinerary for your holiday trip yet?

2. a. Look through the e-mail plan. In which part of the email can you use the phrases from the box?

1. addressing the reader;
2. mentioning the reason for writing;

3. commenting on the previous letter;
4. giving the news;
5. informing about plans for the future;
6. asking for information;
7. inviting;
8. finishing off the letter;
9. postscript.

**Help
box**

I'm looking forward to **seeing** you / **hearing** from you
I can't wait to see you soon / hear from you,
I hope to be hearing from you soon,
See you soon,
Send my love to ... / Give my regards to ...

b. Put the parts of the letter in the correct order. Which point from ex. 2a is missing?

A

I don't think I'll travel anywhere far this year. Instead I'm going to see some places in my country I haven't been to yet. I'll probably go to Edinburgh, the capital of Scotland. It is an amazing city in the North of the country. I can go on a guided tour of the castle. Also, it is very convenient to get to Liverpool from there. Guess what! My father and I are going to the match of our favourite team on 27 July! We've already got the tickets! We'll probably go to the Beatles Museum in Liverpool, too. In August I'm going to stay in Brighton. Last week I was invited to join our school cricket team and tomorrow I'm meeting the team members. So, in summer I'll have to keep fit to prepare for the competitions.

B	P.S. Aunt Jill is travelling to Belarus soon. She's already made travel arrangements. I hope you'll meet her.
C	Why don't you come over to the UK in August? You could take wonderful pictures with your new camera.
D	Thanks for your letter. Congratulations on winning the competition! Keep going! I was also happy to learn about your new camera. It is miles better than mine.
E	Look forward to hearing from you. With kind regards, Kate
F	What about you? What are your plans for the summer?
G	Dear Alex,
H	I hope you are well. I'm fine, but a little tired. My school year is over only in the middle of July. So, you are luckier than me.

C. Answer the questions.

1. Who will travel to Edinburgh? 2. Why is Kate staying in Brighton in August? 3. What news did Alex write about in his previous letter? 4. Why is Alex luckier than Kate? 5. Which lines from the e-mail can be good captions for the photos?

3. Explain the use of: articles; ways of expressing future in the letter.

4.  Write your email to an English-speaking friend. Follow the plan in ex. 2c. Include the future forms you practised in the unit.

LESSON 9. Belarusian travel itinerary



Communicative area: making a travel itinerary for a trip around Belarus; talking about Belarusian attractions

1. What places in Belarus have you been to? What did you like about them?

2. a. Mr Rambler is coming to Belarus for ten days. Look through the three itineraries his Belarusian friend has sent him. Which of the itineraries would you choose? Why?

10-day trip itineraries for Belarus

Itinerary 1: City break¹

Minsk with: a) Khatyn memorial; b) museums and theatres; c) National Library; d) Minsk Victory Square + Vitsebsk with Marc Chagall Museum + Polatsk + Mahiliou + Homiel + Brest with Brest Fortress

Itinerary 2: Ecology break

Narachanski National Park + Biarezinski Biosphere Reserve + Braslau Lakes National Park + Belavezhskaya Pushcha + Prypiatski National Park

Itinerary 3: Castle and fortress tour

Lida Castle + Kreva Castle ruins + Mir Castle + Niasvizh Palace + Brest Fortress

¹ break – a short holiday

b.  Listen to the conversation between Mr Rambler and his friend via Zoom. Which of the itineraries has he chosen?

3. a. Which of the itineraries do these descriptions come from?

A This Fortress, one of the most important places in Belarus, dates back to the 19th century and is one of the symbols of the World War II. It is the largest tourist attraction in Brest. The fortress was not rebuilt after the end of the war, but was turned into a war memorial. When you enter the fortress, you see a huge star cut into stone. The radio informs you about the beginning of the war. As you walk up to the centre of the fortress, you see “Thirst” – a large monument showing a soldier who is trying to get some water from the river. The soldiers of the fortress fought there for many days and nights without water or food. There are other monuments and a museum on the territory of the fortress.

B This city is a popular tourist attraction in Belarus. It was founded in 862 and it is the oldest city not only in Belarus, but in the whole Slavic region. Throughout its long history it has fought against the Vikings, crusaders ([kru:'seidə(r)z], *крыжаносцы*), Ivan the Terrible, Napoleon's soldiers and the Nazis. Euphrosyne of Polatsk and Frantsysk Skaryna were born there. It is also one of the most beautiful cities of Belarus as it is situated on the picturesque banks of the Western Dvina. There is a huge cathedral in the centre of the city – the Cathedral of St Sophia. It was built between 1044 and 1066. Much of the cathedral has been destroyed

and rebuilt, but some parts are original. The city is full of historical buildings and monuments: Red Bridge from the 12th century, several museums and a monastery.

C This memorial is situated in the Minsk region of Belarus and is one of the most memorable places in the country. It used to be a usual Belarusian village, but on 22 March 1943, 149 people were burned alive by the Nazis there – like people in other 628 Belarusian villages. Only one of the villagers survived. After the war a memorial was built in this village to all those who died across Belarus during the war. The memorial has 26 chimneys with bells – one for each of the houses in the village – which ring every hour. The Square of Memory has three birch trees and an eternal flame ([ɪ'tʃ:n(ə)l flem], *вечны агонь*) as a symbol of each forth Belarusian who died in the war and the other three who survived.

D This National Park is situated in Homiel region in the South of the country, 250 km from Minsk. It is a huge park where you can find about 50 mammal species, 37 species of fish, 246 species of birds and other animals. In 1987 the European bison was brought to the park. Now, after Chernobyl, scientists say that the danger to visitors is minimal. The area of the park is strictly controlled and some parts of it cannot be visited by tourists. There are over 30 lakes in it and it is a wonderful place for boating, fishing and bird watching. There you can travel back several hundred years looking at the untouched beauty of Belarusian nature.

b. Which facts from the descriptions are well-known? Which are new for you?

c. Match the descriptions in ex. 3a with the pictures on page 199. Read out the parts of the text which describe the pictures.



d. Tell your partner which of the places...

1. you have visited;
2. you would like to travel to;
3. you would recommend to your friends from abroad.

Give as many details as possible.

For ex. 5a, page 150

	Student B		
	HAIRDRESSER'S	BOOK SHOP	HOSPITAL
QUEENS STREET			
FITNESS CENTRE	SCHOOL		BIRCH ROAD
CENTRAL AVENUE			
FIRE STATION	MUSEUM		CHURCH

- A** Give student A directions to the places on your map.
- B** Now, ask student A for directions to the places above and mark the locations on the map.



8 UNIT

Travelling from A to Z

LESSON 1. Great travellers' code of conduct

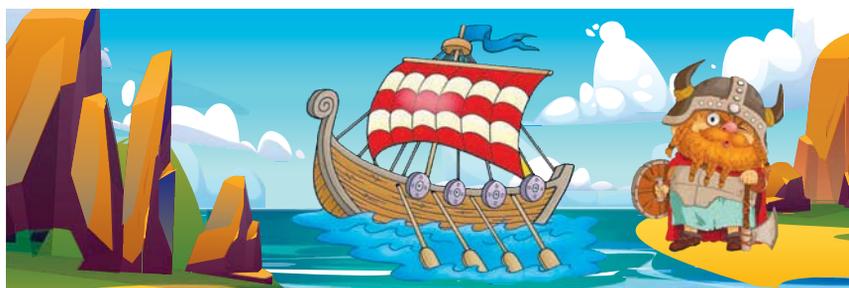


Communicative area: learning how to speak about rules and future events based on conditions

Active vocabulary: unless

Active grammar: Conditional 0, Conditional 1

1. a. Do the quiz. Choose the right answers.



1. The word *Viking* originally used to mean...
a) traveller; b) raider; c) adventurer.
2. The Vikings were from...
a) the British Isles; b) Scandinavia; c) Kievan Rus.

3. The Vikings travelled as far as...
 - a) North America;
 - b) Polynesia;
 - c) North Africa.
4. They settled in...
 - a) the British Isles;
 - b) Belarus and Ukraine;
 - c) Iceland.

b.  Listen and check yourselves.

2. a. Read the Viking Code of Conduct (rules for Vikings). Which of the rules do you agree with?

The Viking code of conduct

1. If a Viking takes a decision, he gives a word to himself.
2. If a Viking gives a word, he keeps it.
3. If a Viking breaks his word, he loses all his friends.
4. A Viking can't break his word unless he gives his word to a foreigner or to a Viking from an unfriendly clan.
5. If a Viking is in friendly territory, he'll always find food and help.
6. If a Viking takes unnecessary risks, he behaves like a fool.
7. If a Viking wants men to follow him, he must behave well and be fair.
8. A Viking is a good man to follow if he is lucky.

b. Reread the Viking code of conduct. There are seven rules there and one prediction. Find the prediction.

c.  Answer the grammar questions about the sentences.

d. Find examples for the following rules in the Viking code of conduct.



Conditional 0: If + Present, Present

Conditional 1: If + Present, Future

e. Which rules from the Viking code of conduct do you like? Why?

3. a. The two sentences below have the same meaning. What is the meaning of **unless**? Complete the rule.



unless = if + ...

1. A Viking **can't** break his word **unless** he **gives** his word to a foreigner or to a Viking from an enemy's clan.

2. A Viking **can** break his word **if** he **gives** it to a foreigner or to a Viking from an enemy's clan.

b. In some of the English proverbs below **unless** can be used instead of **if**. Rewrite the proverbs that can be changed.

1. When you're in Rome, do as the Romans do.

2. If you can't beat them, join them.

3. If you want something done right, you have to do it yourself.

4. Don't talk the talk if you can't walk the walk.

5. If you don't have anything to say, don't say anything at all.

6. If a job is worth doing, it is worth doing well.

7. If you don't know where you're going, then the journey is never ending.

8. If you can't stand the heat, stay out of the kitchen.

c. What form of Conditional do the sentences illustrate? Do you know similar proverbs in your language?

4.  Which of the proverbs in ex. 3b can be good for traveller's code of conduct? Discuss with your partner. Report the results of your discussion to the group.

LESSON 2. Travel blog tips



Communicative area: talking about tips for travellers to Australia

Active vocabulary: a difference, a jet lag, to backpack

Active grammar: Conditionals 0 and 1; when- and if-clauses to speak about the future

1. a. Complete the scientific facts below.



When it is winter in Belarus, it is ... in Australia.

When it is 3 p.m. Friday in Minsk, it is ... in Canberra.

b. Check with your teacher. Can you explain the time and season difference with Australia?

c. What is the best way to travel to Australia? Would you like to go there? Why? Would you prefer to travel alone or with family or friends?

2. a. Match the beginnings and the endings of the sentences.

- | | |
|--|--|
| 1. When you travel by sea, | a) I enjoy travelling more. |
| 2. If you practise English while travelling, | b) you get seasick. |
| 3. If I plan my travels, | c) they always make new friends. |
| 4. When people travel, | d) unless you talk to the local people. |
| 5. You won't understand a new culture | e) it'll get much better. |
| 6. If you travel to Australia by plane, | f) they'll put you on the next flight. |
| 7. If you check in late, | g) the flight will take more than 20 hours. |
| 8. If you miss your flight, | h) when people travel with kids. |
| 9. It's difficult to sleep on the plane | i) you can get the best seats. |
| 10. Unless you want to spend a lot of time waiting at the airport, | j) you should fly as early in the day as possible. |
| 11. If you're suffering from jet lag, | k) good night's sleep will help you. |

b.  Which of them do you agree with? Discuss in pairs.

c. Which of the sentences tell us about rules and general truths, and which – about the future results of certain actions?

d. Use **if** instead of **unless**. Make other changes if necessary.

e. Complete the rule.



In **if**- and **when**- clauses we use ... to speak about the future.

3. a. Read the introduction to a travel blog. Will you go on reading it if you find it on the Internet?

Boomerang travel blog

This blog is for you if...

- you're planning a trip to Australia;
- you're looking for advice on where to travel in Oz and what to do;
- you're looking for tips from a backpacker who has lived and worked in Australia.



Backpacking is a low-cost, independent way of travelling. Backpackers take little luggage – just a backpack. They use public transport, stay at cheaper hotels, meet the locals and see the sights.

b. Read some advice from the blog and put the if-sentences from page 205–206 into four groups.

1. How to prepare

2. Things to see

3. Activities to do

4. Things to remember

a) If you (want) to travel light, (try) backpacking.

b) If you (be going) to travel to Australia, (remember) about the difference in seasons. When you (arrive) in Australia, winter will turn into summer.

c) If you (think) Australia is always hot, you (be) wrong! It does get COLD sometimes. There are even ski fields outside Melbourne.

d) If you (go) to Australia, you (do) loads of interesting things: learn to surf, go sailing, diving,

scuba diving, snorkeling, shark cage diving, swimming with sharks and manta rays.

e) When you (arrive) in Australia, you (see) that there are lots of places to go: the Great Barrier Reef, Uluru, Canberra, Sydney, Melbourne, you name it!

f) If you (plan) to backpack in Oz, (not / forget) about the distances. Australia is HUGE!

c. Put the verbs in brackets in the correct forms.

4. a. Fill in the missing words.

1. What is the time d... between the UK and Belarus? What about Belarus and Russia? 2. Have you ever suffered from j...? 3. Would you like to go b... in Australia or New Zealand?

b.  In pairs, ask and answer the questions.

5. a. Use the beginnings below to make sentences that are true for you.

1. When I travel to Australia...
2. If I travel to Australia...
3. If I go...

b.  Compare your ideas with your partner's. Do you have a lot in common? What are the differences?

LESSON 3. Let's hit the road!



Communicative area: expressing opinions on travelling

Active vocabulary: at a crossroads, off the beaten track, to drive somebody mad, to live out of a suitcase, to take someone for a ride; "travel" idioms: to hit the road

1. a. Put the words connected with travelling into groups.

mountains, beach, trip, catch a plane, backpack, tram, guided tour, car, plane, travel, breathtaking view, bicycle, passport control, train, ferry, check-in, ticket, flight, voyage, round trip, taxi, return ticket, suitcase, outing, see off, journey, landscape, hot air balloon, fantastic, tour

Transport	At the airport	Buying tickets	Luggage	Scenery	Types of travelling
...

b. Add two more words to each category.

c.  In pairs, make sentences about travelling, using the words in the box. Who makes more sentences?

2. a. Read the statements on travelling in the table on pages 207–208. Circle the numbers that best express your opinions.

- 1 – I completely agree; 4 – I mostly disagree;
 2 – I mostly agree; 5 – I completely disagree.
 3 – I'm not sure;

If you want to learn about other cultures and people, you should travel.	1	2	3	4	5
Travelling is fun.	...	...	...	...	...
Travelling is dangerous.	...	...	...	...	...
Travelling is expensive.	...	...	...	...	...

Travelling with family or friends is better than travelling by yourself.	...	...	...	...	...
Travelling is a great way to improve your English.	...	...	...	...	...
You should learn the language of the country you are going to travel to.	...	...	...	...	...

b.  Compare your answers with your classmate's. Give reasons.

3. a.  Listen to a young girl talking about travelling. Only one of the statements below is false. Which one?

1. She travels very often. 2. When she doesn't know what decision to make, she takes a trip. 3. When she's tired of studying too hard, she goes travelling. 4. When her friend has tricked her, she goes on a journey. 5. When she gets angry, she goes travelling. 6. She likes travelling to popular destinations.

b. Match the phrases highlights with the travel idioms below.

- a) off the beaten track;
- b) lives out of a suitcase;
- c) hits the road;
- d) is at a crossroads;
- e) has taken her for a ride;
- f) something drives him mad.

Which of the idioms are not illustrated?



4.  In pairs, ask and answer the questions.

1. Do you know someone who lives out of a suitcase?
2. Who do you ask for advice when you're at a crossroads?
3. Has anyone ever taken you for a ride?
4. What do you do when something or somebody drives you mad?
5. How often do you hit the road?
6. Would you like to travel off the beaten track?

LESSON 4. Kia ora!



Communicative area: speaking about New Zealand

Active vocabulary: a colony, an earthquake, (to) export, a head (of the country); to be prone to, marine, (to) point, a state, to trade

1. a. Read the title of the lesson. What do you think this Maori phrase means?

b.   What do you already know about New Zealand? Get a card from your teacher and ask your partner questions about New Zealand.

2. a. Look through New Zealand's profile from an Internet site. Does it answer any of the questions from ex. 1b?



New Zealand's profile

Nicknames: Country – Aotearoa. People – kiwis.
Language – Newzild – a mixture between (1. ...) English and Maori languages.

Government: Prime-Minister – (2. ...) actual head of the country; (3. ...) King Charles III – the official head of the state, though NZ is an independent state.

National holiday: Waitangi Day – 6 February.

Capital – Wellington.

History: Appeared in the ocean 23 million years ago after volcanic activity. Was settled by (4. ...) Maori about 1000 years ago. In 1642 was explored by Abel Tasman (from (5. ...) Netherlands) and in 1769 – by James Cook (from (6. ...) Britain). Became a colony of the British Empire in 1840.

Language: Most people speak (7. ...) English or Maori.

Money: New Zealand dollar.

Geography: Located in (8. ...) Pacific Ocean. Consists of two main islands, divided by (9. ...) Cook Strait) and over 600 smaller islands. About the same size as (10. ...) UK – 269,000 square km. The North Island is long and volcanic with many hot springs and beautiful geysers. (11. ...) Lake Taupo – (12. ...) largest lake in New Zealand (as big as Singapore!) The South Island has (13. ...) Southern Alps with (14. ...) Mount Cook (Aoraki – “cloud piercer” in Maori) – the highest point of the country (3,754 m). Covered with forests, grasslands, snow-capped volcanoes (over 50) and glaciers. Prone to earthquakes.

Climate: Warm and mild in the North Island and colder in the South Island. Changeable weather.

Population: About 4.5 million people. One of (15. ...) least populated countries in (16. ...) world.

Economy: Dairy, fish, meat, wool and kiwifruit are the largest exports. Two sheep per every person in NZ. Trades with (17. ...) Japan, (18. ...) Australia, (19. ...) USA and (20. ...) China.

Tourism: About 2 million visitors (21. ...) year.

Sports and favourite activities: rugby, football, cricket, golf, basketball, skiing; tramping (overnight walking or hiking), kayaking, fishing, white-water rafting.

Wildlife: flightless birds, marine animals: seals, dolphins; black swans.

Interesting to know: Lord of the Rings was filmed in NZ. The country has 2 national anthems. NZ has won more Olympic gold medals per person than any other country.

Famous people: Edmund Hillary – (22. ...) first person to climb (23. ...) Everest; Dame Tiri Te Kanawa – opera singer, Russel Crowe – actor (“Gladiator”).

b. Read the information carefully and decide if the statements are true or false.

1. New Zealand became a British colony in the 19th century. 2. King Charles III is the Prime-Minister of New Zealand. 3. New Zealand is much smaller than UK. 4. The highest point of the country is Everest. 5. New Zealand is prone to tornadoes. 6. The main exports of the country are dairy products, fish, meat, wood and kiwi-fruit. 7. There are twice as many sheep in the country as people. 8. You can see only marine animals in New Zealand. 9. The people of New Zealand like tramping.

3. Use the, a or no article to complete the text in ex. 2a. Explain the use of articles.

4. The sentences in the text are shortened. Turn them into complete sentences.

Example: Nicknames: Aotearoa. People – kiwis. Language – Newzild – a mixture between (1. ...) English and Maori languages. New Zealand’s nickname is Aotearoa. The people of the country are called kiwis. The

language which is spoken in New Zealand is called Newzild. It's a mixture of English and Maori.

5. a. Complete the questions about Belarus and New Zealand. Fill in the missing words.

1. Is Belarus an independent s... or a c... of some other country?
2. Who is the h... of our country?
3. What language do most people speak in Belarus?
4. Is the area of Belarus larger or smaller than that of New Zealand? How about the population?
5. Is Belarus p... to e...?
6. What is the highest p... of our country?
7. Do the climate and weather in New Zealand and Belarus have a lot in common?
8. Can we see m... animals in Belarus?
9. What are the largest e... of our country?
10. What countries do we t... with?
11. Do the people of Belarus like the same activities as New Zealanders?
12. Has Belarus won any Olympic gold medals?
13. Are any Belarusians famous all over the world?

b.  In pairs, ask and answer the questions.

LESSON 5. Awesome Australia or Unique UK?



Communicative area: describing a country

Active vocabulary: cattle, flat, gold mining, holy, landlocked, liveable, mild, rock, wheat

1.  What five things do you think about when you hear the word *Australia*? Compare with your partner.

2. a.  Listen to the museum guide speaking about Australia. Is it a liveable country?

b.  **Listen again. Take notes on the following topics.**

Geography, government, climate, area, landscape, exports, language, population.

3. a. Match the words with the definitions.

i	1. holy	a) extracting gold out of the ground
	2. flat	b) cows and other similar domestic animals
	3. gold mining	c) a cereal from which flour for white bread is made
	4. wheat	d) morally good, related to God
	5. cattle	e) without mountains, not rounded, having no high points
	6. mild	f) not serious or severe and harsh

b. Complete the questions with the missing words.

1. Is Belarus famous for c... growing? 2. Is w... one of the largest exports of our country? 3. What is Belarus famous for: salt m... or gold m...? 4. Is Belarus d... into states and territories? 5. Where is the central g... of our country? 6. Is the climate of Belarus m...? 7. Are there any h... places in Belarus?

4. a.  **Alex and Kate are having a chat via Zoom. They're playing a game called *What country am I thinking of?* Listen to the first part of their chat. Guess the country Alex is thinking of. Prove that you are right.**

b.  **Listen to the second part. Check yourselves.**

c. What type of questions does Alex ask Kate: WH-questions, YES / NO questions, OR-questions or Tag

questions? Give examples. Does Kate answer the questions only with **yes** or **no**?

d. What does **landlocked** mean? Choose the right option. Give examples of landlocked countries.

1. a country surrounded by seas and oceans;
2. a country surrounded by other countries.

e. Play the guessing game with a partner.

LESSON 6. What is the best means of transport?



Communicative area: comparing means of transport; talking about travelling

Active vocabulary: inconvenient, (in)efficient, crowded, empty; long / short-distance; fare, fly a plane, drive a car

1. a.  Ask your partner: How long will it take you if you travel from ... to ... by ...? Use the pictures on page 216 for help.



Example: – How long will it take you to travel from Minsk to Brest on foot?
 – If you travel from Minsk to Brest on foot, it will take you about three days and three nights non-stop.

5 km/h



20 km/h



50 km/h



70 km/h



80 km/h



900 km/h



b. Add any other means of transport to those in the diagram.

2. a. Put the means of transport into different categories

personal and public

marine, land and air

long-distance and short-distance

b. Choose adjectives in the box to describe every means of transport.

cheap, safe, inconvenient, (un)reliable, fast, crowded, expensive, dangerous, (un)comfortable, (in)efficient, slow, empty



efficient – well-organised, always on time; **crowded** – full of people, packed; **empty** – opposite to crowded; **inconvenient** – not convenient, giving trouble

c. **Tell your partner how you prefer to travel. Explain why. Do you have a lot in common?**

3. a. **In pairs, ask and answer the questions.**

1. How well can you ride a bike?
2. Can you drive a car?
3. How old do you have to be to drive in Belarus?
4. Would you like to fly a plane? Why?



You have to be only 15 to drive a car in New Zealand!

b. **Class survey.**

Get a card from your teacher with three questions. Walk around the classroom. Do a class survey on bus travel: ask everyone your questions. Take notes.

c. **Report the most interesting findings to the class.**



Most people think that ... / Several students say that ...
 Very few people agree that ...
 Only two people think that ... / Nobody thinks that ...
 All students agree that ...

LESSON 7. Take a trip and take only photos!



Communicative area: reading tips for animal lovers

Active vocabulary: a shore, seasick

1. Would you like to make a sea voyage to some islands in the Pacific or Indian Ocean? How about Australia or New Zealand? Why? Tell your classmates.

2. a. Read the dictionary definitions of the words **coast**, **shore**, **beach**, **bank** and choose the correct word for sentences 1–5 below.

i

Coast – the area where the land meets the sea. *Most of the population of Australia live in big cities along the east coast of the continent.*

Shore – the land along the edge of a large area of water, such as an ocean or a lake. *There was a little hut on the opposite shore of the lake.*

Bank – land along the sides of a river. *These flowers usually grow on river banks.*

Beach – an area of sand or small stones beside the sea or a lake; the place where people usually enjoy themselves. *We spent the day lying on the beach.*

1. We could see beautiful white sailing boats about a mile from the

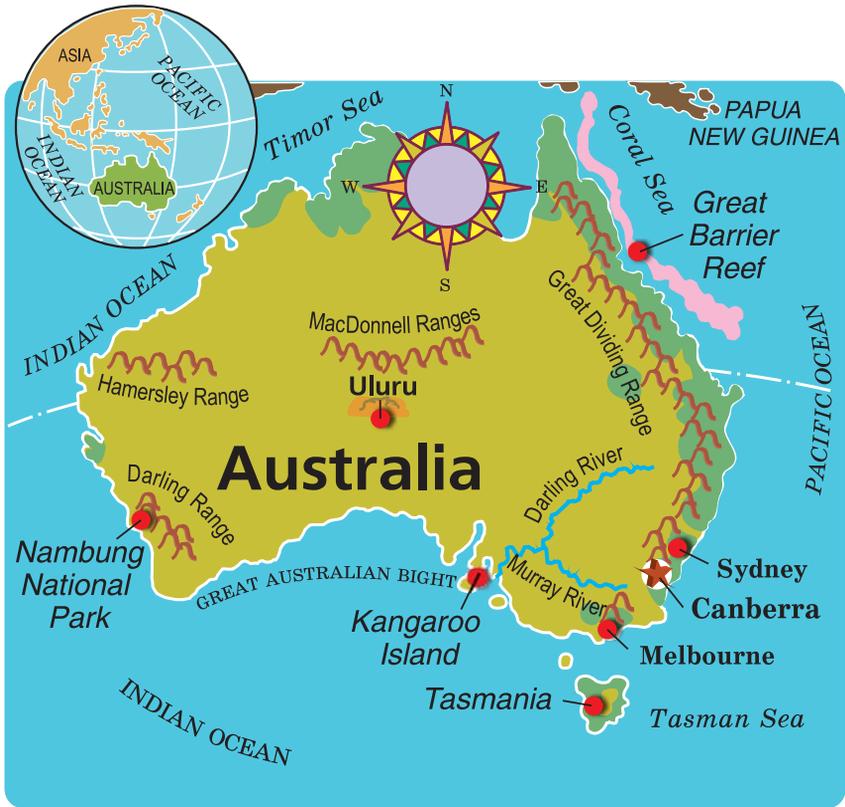
2. In summer people love sunbathing

on the 3. The west ... of Australia is washed by the Indian Ocean. 4. You can get to the opposite ... of the river by the bridge. 5. I used to live in a small village on the ... of the Pacific Ocean.

lay lie
on the beach

b. Complete the questions with the words from ex. 2a.

1. Would you like to sail along the ... of Africa down to the point where two oceans meet: the Indian and the Pacific? 2. Would you like to walk for several miles along the ... somewhere in California? 3. Would you like to live by the sea ...?



c.  Work in pairs. Ask and answer the questions. Find equivalents of the words in your language.

3. a.  Listen to the tongue-twister. Follow in the book. What sounds are repeated?

She sells sea shells on the shore of the Seychelles, and the shells that she sells are seashells, I'm sure.



b.  Listen and repeat. Practise saying the tongue-twister as fast and well as you can.

c. All the words in the list except two have the [ʃ] sound. Find the odd words out.

National, shark, unfinished, special, sheep, fishing, station, shell, machine, chocolate, suffer, sure, Asia, ocean, show, T-shirt, shower, dishes, sweatshirt, shoe, mushroom, should, ship, shorts, Russian, beach.

4. There are two words missing in the rules for animal lovers – **always** and **never**.

a. Fill in either **always** or **never**. Check with your partner.

1. ... buy things like ivory, bone souvenirs, tortoiseshell, feathers or shells; 2. ... buy something that the local people produce without using animals; 3. ... take a piece of coral reef home with you; 4. ... touch coral reefs; 5. ... visit small private Zoos; 6. ... make animals suffer; 7. ... go on a photo safari; 8. ... leave litter on the beach after a picnic.

b. Check with the tips for animal lovers from a nature magazine.

Souvenirs



Don't buy ivory, bone, tortoiseshell, feathers or shells. Animals die to make them. If you want a souvenir, buy something that the local people make without using animals.

Coral reefs

If you go diving, don't take a piece of coral reef home with you. Coral reefs are alive and lots of animals live there. Touching coral reefs is bad and dangerous for them as reefs take many years to grow. Coral reefs look so much prettier alive and underwater! If you want to remember your holiday, buy an underwater camera.



Attractions

Try not to go to circuses and other places where animals are shown to the public, because animals suffer for the entertainment of tourists. Some zoos are awful, too. Animals often live in very small dirty cages so it's a good idea not to visit small private zoos.



Litter

On a sunny day it's great to have a picnic on the beach. But remember never to leave litter on the beach or in the forest. Plastic litter kills more than one million sea birds and 100,000 sea animals only in the UK every year. On many beaches you'll have to pay a lot of money now if you leave litter.



5. Have a class discussion: How do animals suffer because of tourists? Answer the questions below. Use the tips for animal lovers. Explain your answers.

What will happen if you...

1. go to a small private Zoo or circus?
2. leave litter on the beach?
3. buy souvenirs made from animals?
4. touch a coral reef?

LESSON 8. Safety tips



Communicative area: writing safety tips for visitors to Belarus

1. a. Put the words below in the correct order to make an Italian proverb.

cannot / to lose sight / of / unless / enough / you / you / are / see / oceans / the / new / brave / shore

b. Rewrite the sentence above using **if instead of **unless**.**

c. Change more proverbs and sayings with **unless into sentences with **if**.**

1. Never give advice unless you are asked. (*German*)
2. Don't open a shop unless you know how to smile. (*Jewish and Chinese*)
3. You do not really understand something unless you can explain it to your grandmother. (*Russian*)
4. Don't tell a secret to anybody, unless you want the whole world to know it. (*Latin*)
5. Do not kill an animal unless you intend to eat it. (*Klingon – a humanoid*)

species from Star Trek) 6. Don't become a sheep unless you want to be a wolf's meal. (*Sicilian*) 7. Unless you stop dreaming, you are not lost. (*Australian*)

d. Which of the proverbs and sayings do you like best and why?

2. a. What do you think Australians do on the beach? Choose from the list.

a) They celebrate Midsummer; b) They celebrate Christmas; c) They have picnics; d) They read books; e) They sunbathe; f) They play ball.

b. Ask your teacher for the answers.

3. a. Read the Beach safety tips leaflet for holiday-makers in Australia. Find the two tips that have been misplaced.



If you come to Australia to enjoy your holiday...

DO: swim and fish in company; swim on beaches with lifeguards; watch little children; swim in calm sea; sit under rocks; be helpful to others; find out about weather and waves before leaving home for the beach; tell someone at home about your plans for the day; follow beach rules; call the emergency if someone else is in danger.

DON'T: swim for an hour after meals; climb rocks; go out too far into the sea; fish alone; swim in big waves or bad weather; swim in cold sea; swim if you feel unwell; shout for help or call a lifeguard if you are in danger.

b. Which of the tips above are appropriate for Belarus?

4. a.  **Work in pairs. Create a list of safety tips for visitors to Belarus. Make notes.**

IF YOU COME TO BELARUS TO ENJOY YOUR HOLIDAY,	
Do	Don't
swim and fish in company ...	swim in cold water ...

b.  **Work individually. Write your safety tips.**

Example: If you come to Belarus to enjoy your holiday, always swim and fish in company. If you swim in company, you will always get help.

LESSON 9. Travel guide on Belarus



Communication area: speaking about travelling around Belarus

1.  **What places of interest in Belarus have you visited? Compare with your partner.**

2. a. Look through the pages from the Travel Guide on Belarus. Which of the places of interest is the furthest away from Minsk? Which of them is the closest to where you live?

b. Prepare to tell your classmates about one of the places.



1. National Park “Braslau Lakes” (250 km from Minsk) is one of the most attractive places in Belarus. The area of the lakes is 183 km². One of them – Lake South Volas – is about 40 m deep. The lakes are surrounded with beautiful landscapes. The Braslau Lakes have more than 800 species of plants, 20 of them are disappearing and they are in the Red Book. There are more than 30 species of fish in the lakes. 45 species of the birds are in the Red Book too – they are in danger. Such animals as badgers, brown bears, elks, wild boars and deer live in the forests around the lakes. The centre of the National Park is Braslau – one of the most ancient towns in Belarus. It was first mentioned in early 11th century.

2. Sport Complex “Raubichy” (22 km from Minsk). This sports complex in the central part of Belarus was built for ski competitions. Now it is a popular place for festivals and weekend holidays – tourists can stay in comfortable three-star hotels and lovely little cottages. There is a forest and a lake there and in winter you can ski-jump and ride on sledges. Right here there is a historical monument – a Cross Mount Roman-Catholic church with a museum of local costume from all regions of Belarus.

3. Dudutki (40 km from Minsk) is an open-air museum. This is a museum of handicrafts which was founded in 1993. Here the past and present are brought together and you can feel the atmosphere of the 19th century and

discover the secrets of ancient handicrafts. It makes Dudutki one of the centres of cultural life in Belarus.

4. **Hrodna** (275 km from Minsk). Hrodna was first mentioned in 1128 AD. It is one of the oldest cities in Belarus. It was founded in the 11th century on the picturesque banks of the Neman River. Monuments of all periods of history have survived in Hrodna: the Church of St Barys and Hleb (the only 12th century church in Belarus); the Old Castle (a monument of the 16th century); the New Castle (the 18th century); catholic churches of the 17–18th centuries. The Old Town is one of the most interesting sights of Hrodna.

5. **Lake Narach** (170 km from Minsk). The Narachanski land is famous for Lake Narach, a pearl of the Belarusian nature, and the most picturesque Blue Lakes. The beauty of Lake Narach, its wonderful forests, golden beaches and mild climate bring thousands of tourists to the lake's shores. A third of the area of the park is covered with forests. There are 42 lakes here. The Narach land has the largest number of pine forests in the country. The area is famous for its mineral waters. The Blue lakes are very attractive for visitors.

c. Go round the classroom, telling your classmates about your place of interest.

d.  Work in pairs. Answer the questions.

If you decide to travel round Belarus, where will you go? Why?

3. a.  In pairs, discuss what you can include into **travel tips or **code of conduct** for your country. Make notes.**

b. Use Conditional 0 and Conditional 1 to write 5–7 travel tips for your country. Present your travel tips to the class. Do you have similar ideas?



9 UNIT

English

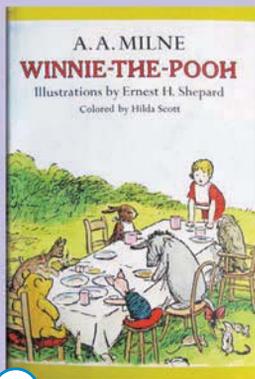
LESSON 1. Wow! It's English!



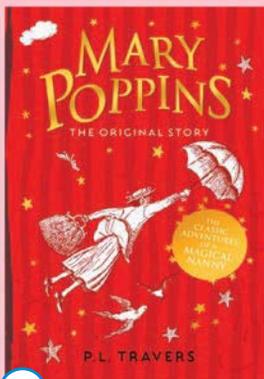
Communicative area: talking about English in books, films, cartoons and comics

Active vocabulary: a comic

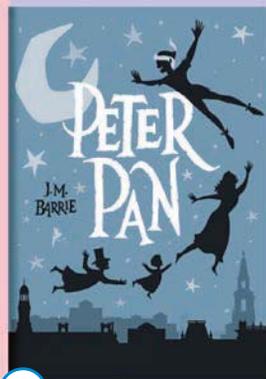
1. a. Do you recognise these book characters? When they first appeared, what language did they speak?



1



2



3

b. Match the words with the situations.

- | | |
|-----------|---|
| 1. Boo! | a) A gun goes off. |
| 2. Oops! | b) You want someone to be quiet. |
| 3. Cheer! | c) You have eaten something bad. |
| 4. Yuck! | d) You've cut your finger. |
| 5. Bang! | e) You want to show that you don't like someone. |
| 6. Ugh! | f) You disagree with someone. |
| 7. Huh! | g) You're looking at something ugly. |
| 8. D'oh! | h) You have made a silly mistake. |
| 9. Ouch! | i) You want to show that you like someone. |
| 10. Shh! | j) You understand you have said something stupid. |
| 11. Wow! | k) You've seen something surprising. |

c.  **Listen and check yourselves.**

d.  **Work in pairs. Ask and answer the questions.**

1. When did you first hear the words in ex. 1b?
2. Did you read the books from ex. 1a when you were a child? Did you read them in English or in your language?
3. When did your first meeting with English take place? How did it happen?

2. a.  **Work in pairs. Describe the characters from the first column of the chart on page 229. What do you know about them?**

b. Match the characters with the correct information about them.

c. Add more characters to the list. Describe them.

Character's name	Kind of character	Additional information
1. Fred Flinstone	a) book character	1. romantic heroine from Aladdin
2. Batman	b) Book character	2. a princess with dwarfs, created by the Brothers Grimm
3. Jasmine	c) cartoon character	3. the boy whose nose grew when he told a lie
4. Hello Kitty	d) comics character	4. was first made for a film, where a detective looks for a diamond called the Pink Panther
5. Mickey Mouse	e) cartoon character	5. white female kitten who lives in a perfect world
6. The Pink Panther	f) cartoon character	6. Walt Disney's famous mouse in white gloves and red shorts
7. Pinocchio	g) Cartoon character	7. the man of steel from the planet Krypton
8. Superman	h) comics character	8. Stone Age family man; wife – Wilma, daughter – Pebbles
9. Snow White	i) comics character	9. superhero fighting crime in Gotham city

d. Answer the questions.

1. Did you use to watch any cartoons in English when you were a child? Do you watch them now? If yes, what are your favourites? Who are your favourite cartoon characters? What about film characters?

2. Do you like comics? Who are your favourite characters from comics?

3. a. Read the definitions below. What is the difference between **cartoons** and **comics**? What do they have in common?

i **A cartoon** – a) a short film that is made by photographing a series of drawings; b) = a cartoon strip / a comic strip – a set of drawings inside boxes that tell a funny story, especially in a newspaper or magazine.
A comic – a magazine, esp. for children, which contains a set of stories told in pictures with a small amount of writing.

b. Write your own text in the speech bubbles of the comic strip below. Don't forget to use the words from ex. 1b.



c. Present your comic strip to your classmates. Whose comic strip...

1. uses most words from ex. 1b?
2. is the funniest?
3. is the best?

LESSON 2. Let's read in English



Communicative area: inferring meaning from context, speaking about abilities / possibilities in the past

Active vocabulary: a grown-up, a cover, a teenager, by heart, to borrow, to return

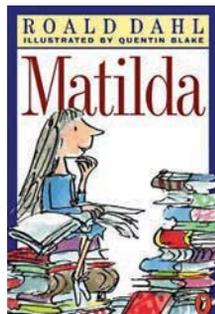
Active grammar: *could* for expressing ability and possibility in the past

1. Ask and answer...

1. Do you read a lot? 2. What are your favourite books? 3. Do you ever read in English? 4. Have you read any books by Roald Dahl?

2. a.  Listen to the adapted version of an extract from *Matilda* by Roald Dahl. Follow in the book.

Matilda's brother was a perfectly normal boy but his sister, as I said, was different. **By the age of one and a half she could speak perfectly well** and she knew as many words as most grown-ups. The parents called her a noisy chatter-box and used to tell her that small girls should be seen and not heard.



By the time she was three, Matilda had taught herself to read by studying newspapers and magazines that lay around the house. **At the age of four, she could read fast and well** and she naturally began looking for books. The only book in the house was something called *Easy Cooking*. When Matilda had read it from cover to cover and had learnt all the recipes by heart, she decided she wanted something more interesting.

“Daddy”, she said, “do you think you could buy me a book?”

“A book?” he said. “What d’ you want the book for?”

“To read, Daddy.”

“What’s wrong with the telly? We’ve got a lovely telly and now you come asking for a book! You’re getting naughty, my girl!”

Nearly every weekday afternoon Matilda was left alone in the house. Her brother (5 years older than her) went to school. Her father went to work and her mother went out playing bingo in a town 8 miles away. **So, Matilda could do anything she liked.** On the day when her father had refused to buy her a book, Matilda set off all by herself to the public library in the village. When she arrived, she introduced herself to the librarian, Mrs Phelps. She asked if she could sit a while and read a book.

“Would you like me to help you find a nice one with lots of pictures in it?”

“No, thank you,” Matilda said. **“I’m sure I can find a book myself.”**

From then on, every afternoon, as soon as her mother had left for bingo, Matilda would go down to the library. The walk took her only ten minutes **and then she could sit in a cozy corner for two hours reading one book after another.**

“I’m wondering what to read next,” she said one day. “I’ve finished all the children’s books.”

“You mean you’ve looked at the pictures?”

“Yes, but I’ve read the books as well.”

Mrs Phelps was surprised. “Exactly how old are you, Matilda?” she asked.

“Four years and three months,” Matilda said.

“What sort of book would you like to read next?” she asked.

Matilda said, “I would like a really good one that grown-ups read. A famous one. I don’t know any names.”

“Try this,” Mrs Phelps said at last. “It’s very famous and very good. If it’s too long for you, just let me know and I’ll find something shorter and a bit easier.”

b. Which age group does Matilda belong to: babies (0–1); young children (1–7); older children (8–12); teenagers (13–19); grown-ups? What books does she read?

c.  What book do you think the librarian gave Matilda? Check your guess. Have you ever read any books by this author? Were they amusing / exciting / touching / boring / interesting?

d. Look through the underlined phrases. Guess their meaning.

3. a.  Read the sentences in bold. Answer the grammar questions.



Present: *can – can’t*; Past: *could – couldn’t*

b. Complete the sentences below. Make them true for you. Share and compare.

1. I could speak perfectly well at the age of ...
2. By the age of ... I could read fast and well.
3. When I was a little boy / girl I could / couldn’t go ... because ...

4. a.  Listen to the end of the first chapter from *Matilda*. What do we say to mean “to take out books from the library” and “to take books back to the library”?

b.  Listen again. Do you agree that with a good book you can stay at home and travel all over the world at the same time? Can you give examples of such books?

c. Answer the questions.



1. Who do you think reads more: teenagers or grown-ups? 2. How often do you go to a public library? 3. What books do you usually borrow? How many? 4. Do you always return books in time (early enough)? 5. Do you always read books from cover to cover? 6. Do you like learning things by heart? 7. Would you like to read *Matilda* by Roald Dahl? 8. There is a film made by the book. Would you like to see this film?

LESSON 3. Prodigy children



Communicative area: speaking about abilities in the past, present and future

Active vocabulary: to use, to recite (poems), an age, to be able (to do something)

Active grammar: to be able (to do something) and can / could for ability

1. What could you do when you were six? Use the expressions from the box to ask your classmate.

Example: Could you recite poems at the age of six?
– Yes, I could. / No, I couldn't.

recite poems; read; draw pictures; tell the time; use a mobile phone; play football; go shopping; swim; play a musical instrument; cook; count to a hundred; take photos; ride a bike; climb trees; use a computer; use a calculator; say the alphabet; write your own name; sing songs; get dressed without help; borrow books from a public library

2. a. Use the pictures to complete the conversation between two teenagers.

– Could you  *Merci* when you were six?
I could.

– No, I couldn't. But I could  at the age of six.

– I can swim. I'd like to be able to  when I'm 18.

– So would I.

b.  Listen and check. Study the grammar information in the box.



I can swim = I'm able to swim.

I could swim = I was able to swim.

... is used to speak about ability in the present and sometimes in the future.

... is used to speak about ability in the past.

For other tenses and forms we use **to be able to**.

c.   Listen and repeat. Role-play the conversation in ex. 2a.

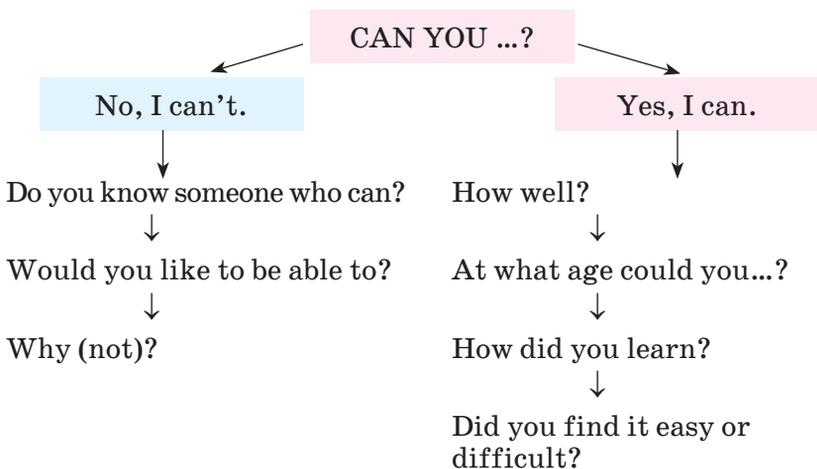
d. Change the information in the boxes. Role-play the conversation again.

3. a. What would you like to be able to do in the future? Choose five things. Write five sentences.

Speak French, ride a horse, climb mountains, write poems, read *Matilda* from cover to cover, play chess, paint pictures, build skyscrapers, play the guitar, do yoga, sing in a group, fly a plane, travel round the world, design clothes, give clever advice, write computer programmes, find a treasure, make an invention, make a long journey, to work in the government, go on a guided tour of London, stay in the most expensive hotels, settle down close to a beach, learn a long poem by heart, write books, become famous.

b.  Compare with your partner. Do you have anything in common?

4. a.  Interview your partner. Use the examples on page 237 and the questions below for help.



Can you ... recite poems in English, sing songs in English, write stories in English, drive a car, play the piano, dance the tango, speak Belarusian, use the Internet, learn other languages?

b. Who was a prodigy child? Report to the class.

i

A **prodigy** – someone with a very great ability which usually shows itself when that person is a young child.

LESSON 4. Supernatural abilities



Communicative area: listening for detail, discussing supernatural abilities of film characters

Active vocabulary: an ability, a hero, a power

1. a.  **Work in pairs. Look at the photo. Ask and answer the questions.**



1. What is the boy doing?
2. Have you ever done the same? Why?
3. Would you like to have the “night vision” – to be able to see in the dark? What for?

b. Match the characters with abilities with their abilities.

to be able (*v.*) –
ability (*n.*)



Power – a natural or special ability to do something.

- | | |
|------------------|---------------------|
| 1. Mary Poppins; | 3. Winnie the Pooh; |
| 2. Peter Pan; | 4. Matilda. |
-

- a) has no brain, but sometimes is able to produce a clever idea; an ability to create poems and songs;
- b) great intellectual abilities; secret telekinetic abilities – an ability to move objects with the power of her mind and her eyes;
- c) magical powers;
- d) ability to fly; ability not to grow old.

2. a. Look at the photos of the famous film characters. Have you seen the films with them? What supernatural abilities do they have?



b. 🐾 Work in small groups. Make sure in each group there is a film fan. Look through the list of super powers. Do you remember which film characters had them?

Super powers (supernatural abilities)

X-ray vision – for example an ability to see behind closed doors;

Weather control – an ability to control the weather;
Healing ability – an ability to get back to normal after breaking an arm;

Mind control – an ability to control another person's thoughts;

Time travel – an ability to travel in time – e.g. to see your favourite band from the past play, to see what your grandchildren will look like when you are only 20, etc.;

Immortality – ability to live forever;

Teleportation – ability to transport oneself from one place to another;

Telepathy – ability to read thoughts and talk to others without saying anything;

Superspeed – ability to move very fast;

Super strength – ability to be very strong;

Invisibility – ability not to be seen by others;

Flight – ability to move through the air;

Danger warning – an ability to feel the coming danger;

Super intelligence – ability to think faster than anyone and knowing the secrets of the Universe.

c. Look through the list again. Choose the super powers that Superman had.

3. a. What do you know about film series Superman?

b.  Listen to some facts about Superman. Decide if the statements below are true or false.

1. Superman comics first appeared on 18 April, 1938.
2. Superman was born on the planet Jupiter.
3. He grew up in California.
4. He grew up in the family of a farmer.
5. He started to display his supernatural abilities when he was quite young.

6. He usually wears a red costume with the letter “S” on it.

7. When he grew older, he lost some of his powers.

8. Green-coloured things are dangerous for him.

c. Check your memory. Answer the question.

What supernatural abilities does Superman have?

d.  Listen again and check yourselves.

4. What supernatural abilities would you like to have? Why?

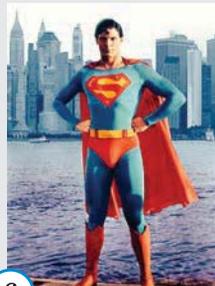
LESSON 5. A real superman



Communicative area: reading and listening for detail

Active vocabulary: disability, disabled

1. How do you think the photos are connected?



2. a. Read the first part of a short biography. What made Christopher Reeve special?

Superman: before and after

Before: Christopher Reeve – an American actor, film director, producer, author and activist – was born in September, 1952 in New York. One of Reeve’s great-grandfathers was a veteran of World War I and the first national commander of the American Legion. One of his great-great-great-grandfathers was a *Mayflower* passenger, another one – a younger brother of King Henry V of England. Reeve’s father could speak Russian. Though Reeve was born into a rich family, he always spent summers working at the docks. At school he was a brilliant student, a great sportsman and showed a lot of talent playing in the theatre. He was very sporty: he could play soccer, baseball, tennis and hockey very well. He could speak very good French. When studying to become an actor, he started a close friendship with Robin Williams. His first Superman film was a huge success and he became a star.

Reeve lived like Superman. He had a pilot’s license and flew by himself across the Atlantic twice. He took part in making a television documentary on dinosaurs because he had been interested in them since he was a child. He built a sailboat, *The Sea Angel*, and went sailing a lot. In 1987 he flew to Chile to help save the lives of 77 Chilean actors from the dictator Pinochet. When he was very popular, a group of children saw him in a park. They threw their Frisbee over a fence and asked him to fly after it. He said he couldn’t fly because his Superman clothes were in the washer, so he just brought the Frisbee back without flying. The children were happy.

b.  Listen to the second part of his biography called *After*. Answer the questions.

1. How did Christopher Reeve become disabled?
2. How did he live with his disability?

i **Disability** – a physical or mental condition that makes it difficult for someone to use part of their body or to learn.

c. Which facts from Christopher Reeve's life surprised you most? Why do you think his biography is called *Superman: before and after*?

3. a. Read what Superman said. Explain the meaning of the sayings. Compare your ideas with those of your classmates.

Either you decide to stay in the shallow¹ end of the swimming-pool or you go out in the ocean.

What makes Superman a hero is not that he has power, but that he can use the power wisely².

b. Read what was said about Superman. Discuss the questions that follow.

For a lot of people, Superman is and has always been America's hero. He stands for what we believe is the best within us. He stands for what we all feel we would like to be able to stand for, when standing is hardest.

J. Michael Straczynski

¹shallow – мелкі; ²wisely – мудра

I grew up watching Superman as a child. When I first learned to dive into a swimming-pool, I wasn't diving, I was flying like Superman.

Tom Hiddleston

When I was nine, I had this girlfriend and we used to have running races in the park. I wanted to be like Superman and fly in and rescue her.

Orlando Bloom

My Dad was Superman to me and in my mind he always will be.

Artie Lange

Questions

1. Have you ever wanted to be like Superman? 2. Who is a hero for the people of your country? 3. What films were you watching when you were growing up? 4. What books were you reading when you were growing up? 5. Who is Superman to you? 6. Do you think people with disabilities feel comfortable in today's world? 7. What can be done to make their life more convenient? 8. Is the ability to speak English important?

LESSON 6. My English class



Communicative area: speaking about English classes

Active vocabulary: to attend, a dictionary, a composition, aloud, to translate, a project,

Grammar revision: *have to* for necessity, *must* for rules, *should* for advice

1. Interview your partner.

1. When did you start learning English? 2. When were you able to say the English alphabet / to read / to write? 3. How many English classes a week do you have this year? 4. Can you speak a little English now? 5. When do you think you'll be able to speak English really well? 6. If you don't know a word, do you: a) ask your teacher, b) use the Internet or c) use a dictionary?

2. a.  Listen to Marta from Poland, Hans from Germany and Irina from Russia talking about their English classes. Who had the best English classes?

b. Who (M for Marta, H for Hans and I for Irina)...

1. wasn't able to ask a question? 2. had a very good teacher? 3. had fantastic English classes? 4. was too scared to speak? 5. did projects? 6. was able to speak well at school? 7. had a very strict teacher? 8. learnt to speak English as a teenager? 9. learnt to speak English in Britain? 10. learnt how to use dictionaries? 11. had quiz-shows? 12. had horrible English classes? 13. used to learn songs by heart? 14. had two classes of English a week? 15. translated from English to their own language? 16. loved English at school? 17. had difficult grammar tests? 18. started learning English at the age of eleven? 19. didn't want to attend English classes? 20. used to learn English only at school? 21. wrote compositions at school? 22. recited poems in their English classes? 23. was good at talking? 24. read aloud a lot in their English classes?

c.  Listen and check yourselves.

3. a.  What do you **usually** have to do in your English class? Use the box to ask your partner.

attend all classes, learn and recite poems, learn songs by heart, write compositions, do difficult tests, read aloud, translate, read newspapers, learn grammar rules, use a dictionary, have quiz-shows, do projects, ask and answer questions in English, write exercises, play language games, read English books, listen to English people speaking, think carefully

b.  Write what you had to do in your **last** English class. Did you enjoy it? Why?

We had to... I liked ... because...

4. a. Use the table of rules for school students to complete the sentences. Add **must** or **mustn't**.

1. You ... all classes. 2. ... English classes. 3. ... naughty and noisy. 4. ... in school books. 5. ... for lessons on time. 6. ... daybook to school. 7. ... homework. 8. ... to the school library.

	Yes	No
Attend all classes	✓	
Miss English classes		✓
Be naughty and noisy		✓
Write in school books		✓
Arrive for lessons on time	✓	
Bring your daybook to school	✓	
Do homework	✓	
Return books to the school library	✓	

b.  From the list from ex. 3a choose the rules that work in your school. Compare with your partner.

5. a.  What do you think teachers, parents and children should do or shouldn't do? Work with your partner. Use the ideas in the list to give advice.

help with the housework, give tests, give a lot of homework, watch too much television, do homework regularly, have longer holidays, listen to their parents, behave badly in class, help with homework, give better marks, give more pocket money, get more free time

b.  Compare with another pair.

6. a.  Answer the grammar questions.

b. Complete each sentence with **have to**, **must** or **should**. Explain your choice.

1. I ... get up at 6 every weekday, because my school begins at 8 and it takes me 30 minutes to get to school.

2. I think he ... get up earlier. He's never on time, always late. 3. You ... leave now! You can't miss your English class today – you've got a test!

7. a. Divide the word snake below into 21 questions. Check with your classmates and teacher.

Do you have a convenient timetable what are your favourite subjects are you interested in learning languages is it easy or difficult for you to learn English have you got a good dictionary do you like writing compositions is it easy for you to translate from Russian into English hand back h

How often do you do projects in English? Are your English lessons enjoyable? What do you have to do in your English lessons? How often do you get good marks in English? Do you make many mistakes in your tests? Do you make mistakes while speaking English? Is English boring or interesting for you? Are you mostly active or quiet in your English class? Do you attend all your English classes or do you miss some of them? Do you always behave well in English classes? Are you sometimes too talkative? Are you often punished for being naughty? What is an ideal teacher like? Are you a hard-working student?

b.   Use the questions above to interview your partner. Report their answers to the group.

LESSON 7. Word-building



Communicative area: working with dictionaries, analysing word structure

Active vocabulary: again, without, regularly, helpful, helpless, careful, careless, useless, useful

Word-building: verb prefix *re-*; noun suffix *-ness* and adjective suffixes *-ly*, *-less* and *-ful*

1.  Ask your classmate.

Example: Billy came to class without his school books.



without – (*adv., prep.*) – not having or doing something

1. Have you got a good dictionary or do you have to borrow one from your school library or friends?

2. Is it an English-Russian dictionary or an explanatory dictionary?
3. How big is the dictionary?
4. How often do you use it?
5. Do you do your homework with or without a dictionary?

2. a. Read the dictionary entries. Find equivalents of the words in your language.



friendly (*adj.*) – someone who has a nice character, is like a friend; a place in which people behave in a friendly way to each other: *She had a very friendly and kind teacher. The atmosphere in the class was very friendly.*

helpful (*adj.*) – about someone who gives useful help or is always ready to help people: *Nick is a very helpful child. He does a lot of housework. I wanted to find information about the town and the guidebook was very helpful.*

helpless (*adj.*) – about someone who needs help or unable to do something for themselves: *If you want to make a good translation, you must have a big dictionary. You'll be helpless without it.*

careful (*adj.*) – about someone who does something with care and tries not to make mistakes: *You must be very careful if you want to make a good translation of this poem. Read every word before you translate.*

careless (*adj.*) – about someone who doesn't think before doing something, does something without care: *Your composition is full of mistakes. You shouldn't be so careless!*

carelessness (*n.*) – state or condition of being careless: *He is famous for his carelessness – he makes so many silly mistakes!*

i

useless (*adj.*) – about something or someone that is not helpful to you: *This dictionary is absolutely useless! It has no words on computers.*

useful (*adj.*) – about things or people that are helpful to you because you can use them to do or get something: *This book is full of useful information. I think I'll borrow it.*

again (*adv.*) – one more time, once more: *Can you say that again? I didn't hear you.*

return (*v.*) – give back or come back: *He returned two books he borrowed from me last year.*

b. Choose the correct answers to the questions below.

1. What does the adjective suffix *-ly* mean?
a) like someone; c) without something;
b) having something; d) able to do something.
2. What does the noun suffix *-ness* mean?
a) a person; c) a science of;
b) condition or state; d) result.
3. What does the adjective suffix *-ful* mean?
a) without something; b) having something;
c) able to do something; d) like someone.
4. What does the adjective suffix *-less* mean?
a) having something; b) without something;
c) able to do something; d) like someone.
5. What does the verb prefix *re-* mean?
a) together; b) too much;
c) again or back; d) before.

3. a. Add suffixes or prefixes to the following words and put the words into five different groups.

re- (return)

-ness (carelessness)

-less (useless)

-ful (careful)

-ly (friendly)

read, father, man, beauty, write, happy, build, sad, visit, home, fit, clever, busy, woman, appear, helpless, kind, construct, late, do, end, sleep, hope, friend, think, age, child, love

b.  Listen and check yourselves.

4. a. Read one more dictionary entry. What part of speech is the word? Try to say the word and the sentence in the example. Repeat after the teacher.

i

regularly – adv; many times and often at the same time, for example, every week: *Our English club meets regularly once a month.*

b. Put the words into two groups according to the stress pattern: ■ ■ ■ ■ or ■ ■ ■ ■.

appearance, compliment, championship, competitive, professional, badminton, businessman, interesting, vegetables, carelessness

c.  Listen and repeat.



regularly (*adv.*): He regularly reads English books.

friendly (*adv.*): She is a very friendly person.

ly ≠ ly

5. a. Complete the questions with the words from this lesson.

1. Do you do your homework ... or from time to time? 2. Do you always ... the books you have borrowed from the public library in time? 3. Are your classmates ...? 4. Are you ... or ... while doing tests? 5. When you are at school, what is the most ... thing for you? 6. Could you live ... a computer? 7. Who is the most ... person in your class? 8. What are you ... without? 9. What book would you like to read ... and ...?

b.  Use the questions to ask your partner. Report the most interesting answers to the class.

LESSON 8. A test or a challenge?



Communicative area: discussing tips for doing tests

Active vocabulary: to study, a challenge, important, during, until, in case, before, after

1. Do a mini-test. Give short answers to the questions below.

1. Which of the words and phrases in bold in ex. 2 means **if**? 2. Which of them matches this pattern: _____

TEST ? 3. Which of them matches this pattern: **TEST**

- ___ ? 4. Which of them matches this pattern: TEST ?
5. Which of them matches this pattern:  TEST ?

2. Interview your partner.



to study – to learn about a subject at school or by reading books: *I can't come out tonight, I have to study – there's a test tomorrow.*

a challenge – smth difficult that must be done well and that tests what you're really able to do: *I think the final test will be a bigger challenge than the last one.*

1. Do you hate tests or do you think a test is a challenge? 2. What is your favourite type of test: multiple choice, true / false, short answers or essay (composition)? 3. How do you study **before** the test? 4. How do you behave **during** the test? 5. What do you do **in case** you can't answer a question? 6. Do you do the test **until** the last minute or do you leave some time to find and correct the mistakes? 7. What do you do **after** the test? 8. Are the marks you get for tests important or unimportant?

3. a. Read the tips (advice) for students. One of the recommendations is not correct. Decide which one.

How to study for tests

Before the test:

1. Find out which material the test will cover and what type of test it will be.
2. Study at a time when you are energetic and not hungry or sleepy.
3. Don't wait until the last minute! Short daily sessions are better than having a sleepless night before the test.

4. Repeat, repeat and repeat! Read and reread your notes and the most important parts of the textbook.

5. While studying, cover up your notes and retell them out loud.

During the test:

1. Read the instructions carefully. Ask the teacher if you are unsure about anything.

2. Answer the most difficult questions first.

3. Keep busy! If you can't answer a question, return to it later. The answer may come to you while you are working on another part of the test.

4. When you are doing a multiple-choice test, first decide which of the answers are absolutely wrong. Then, take a guess. Your first guess is more likely to be correct. So, you shouldn't return and change your answer later. Do it only in case you are sure it is wrong.

5. On an essay test, take a moment to plan your writing. Write down the most important things you want to write about.

6. Keep it tidy! If your teacher is not able to read your writing, you might get a bad mark.

7. Don't do unimportant things such as rewriting test questions.

8. Leave time at the end to look over your work. Did you answer every question? Did you find and correct mistakes? It is easy to make careless mistakes while taking a test.

After the test:

1. Read the teacher's comments carefully. Learn from your mistakes.

2. Keep tests. They will be useful while studying for end-of-year tests.

b.  **Discuss your ideas with your partner. Then, listen and check yourselves.**

c.  Which of the tips do you think are the most helpful and useful? Are there any useless tips? Discuss with your partner.

4. a.  Find someone who...

1. always studies before the test;
2. likes to study for a test with a friend or a group;
3. always reads the instructions carefully;
4. likes multiple-choice tests most;
5. likes true / false tests most;
6. likes short answers test most;
7. studies only on the last night before the test;
8. likes writing compositions;
9. reads teacher's comments carefully after the test;
10. has never been able to get the highest mark for the test;
11. is never happy until they get the highest mark for the test;
12. always keeps test for studying later;
13. is never careless during the test;
14. is often careless during the test;
15. could do tests very well earlier but can't do them well now;
16. never does unimportant things during the test.

b. Report to the class.

LESSON 9. English in my life



Communicative area: discussing the role of English in today's world in one's life

1. a.  Listen to the poem. What is it about?

Absent or present (by Bernard Young)

Dear teacher,
my body's arrived,
it sits at a table
a pen in its hand
as if it is able
to think and to act
perhaps write down the answer
to the question you've asked
but don't let that fool you.
My mind is elsewhere.
My thoughts far away.
So, apologies, teacher,
I'm not here today.



- b.  Listen to the poem again. Follow in the book. Do you ever feel like that in your English class? Is the poem optimistic or pessimistic?

- c.  Listen to another poem. Is it optimistic or pessimistic? What is this poem about?

by Shel Silverstein

Listen to the mustn'ts, child,
Listen to the don'ts.
Listen to the shouldn'ts,
The impossibles, the won'ts.
Listen to the never haves,
Then listen close to me –
Anything can happen, child,
Anything can be.

d. Which of the poems could be Superman's favourite poem? Why? What kind of illustration would you choose for this poem?

e. When is it easier for you to understand English: while reading or while listening? Is it easier for you to speak or write in English?

2. a. Work in pairs to do the quiz.

1. What is the world's most widely spoken language:
a) Spanish; b) Mandarin Chinese; c) Russian;
d) English?

2) How many people speak English in total:
a) one out of every five people on the planet; b) one out of every ten people on the planet; c) one out of every three people on the planet?

3) What percentage Internet is in English:
a) more than 50%; b) more than 80%; c) 100%?

4) How many words does an average native speaker know:

a) between 5,000 and 8,000; b) between 8,000 and 12,000; c) between 12,000 and 20,000?

5) How many words does an average native speaker use in everyday life:

a) between 1,200 and 2,000; b) between 4,000 and 6,000; c) between 8,000 and 10,000?

6) How many words do you need to communicate in most situations:

a) 500–1,000; b) 1,500–2,000; c) 3,000–5,000?

b.  Listen to the radio programme about English and check yourselves.

c. Go back to the end of your book. Count how many new words you have learnt this year. How many words have you

learnt since you started learning English? Can you understand English well? Are you able to speak and write in English?

3. Read what people say about English. What do you agree with? Discuss with your partner. Share and compare with other pairs.

1. English is very difficult to learn. English grammar is terrible and English spelling is a problem for me.

2. Though English is not a very easy language, I like it a lot. It's like a challenge for me. I like the history of the UK and I also like British music. I find the lyrics of songs in the Internet and then sing along with the music.

3. English is very useful in life. It's very helpful when you travel – it makes travelling more enjoyable. You can read local newspapers and menus at restaurants. If you learn English really well, you'll be able to understand books and films in English. You'll be able to read Harry Potter or Lord of the Rings in English!!!

4. English doubles your chances in life. If you learn it, your boss will send you to an English-speaking country on a business trip and you will get more money in your job.

5. It's important to know English very well. You can use the Internet then and chat with people from other countries. And English is a world language. Everyone must know it.

6. If you learn English at school, you'll have good test results and be able to go to University.

7. English has always been my favourite subject at school. It's so enjoyable to be able to speak English with your classmates and your teacher, to listen to songs, recite poems, watch the news in English! I think, I'll learn French or German later.

4. 👤👤 Make an outline for a composition *English in my life*. Use your imagination and as many new words and ideas from this unit as you can.



Спис запозычаних ілюстрацій, розміщаних у вучібним дапаможніку для выкарыстання ў адукацыйным працэсе

ACTIVE VOCABULARY

Unit 1

appearance [ə'prɪərəns] (*n.*) – знешнасць, знешні выгляд

bald [bɔ:ld] (*adj.*) – лысы

a bit [ə bit] (*adv.*) – няшмат

beard [biəd] (*n.*) – барада

beauty ['bjʊ:ti] (*n.*) – прыгажосць

blond [blɒnd] (*adj.*) – бландын (*прым.*), бялявы

braces ['breɪsɪz] (*n.*) – брэкеты

bushy ['bʊʃɪ] (*adj.*) – густы, пушысты, пухкі

chubby ['tʃʌbi] (*adj.*) – круглатвары, пухленькі

curly ['kɜ:li] (*adj.*) – кучаравы

elderly ['eldəli] (*adj.*) – пажылы, у гадах

eyebrow ['aɪ,braʊ] (*n.*) – брыво

fair [fɛə(r)] (*adj.*) – светлы

fit [fit] (*adj.*) – падцягнуты

forehead ['fɒrɪd], ['fɔ:hed] (*n.*) – лоб

freckle ['frekl] (*n.*) – вяснушка

friendly ['frendli] (*adj.*) – прыязны

fringe [frɪndʒ] (*n.*) – чубок

good-looking [ˌgʊd 'lʊkɪŋ] (*adj.*) – прыгожы

handsome ['hænsəm] (*adj.*) – прыгожы (*пра мужчыну*)

identical [aɪ'dentɪkəl] (*adj.*) – ідэнтычны, дакладна
такі ж

lip [lɪp] (*n.*) – губа

look [lʊk] (*v.*) – выглядаць

look like ['lʊk laɪk] (*v. phr.*) – быць падобным да

lovely ['lʌvli] (*adj.*) – цудоўны

make up [meɪkʌp] (*n.*) – макіяж, касметыка

middle-aged [ˌmɪdl'eɪdʒd] (*adj.*) – сярэдняга ўзросту

moustache [mə'sta:ʃ] (*n.*) – вусы

opinion [ə'pɪnjən] (*n.*) – меркаванне

overweight [ˌəʊvəˈweɪt] (*adj.*) – з залішняй вагой
pale [peɪl] (*adj.*) – бледны
ponytail [ˈpɒniˌteɪl] (*n.*) – хвост з валасоў
pretty [ˈprɪti] (*adj.*) – мілы, прыгожанькі
resemblance [rɪˈzembələns] (*n.*) – знешняе падабенства
resemble [rɪˈzembəl] (*v.*) – нагадваць знешне, быць па-
 добным
shoulder-length [ˈʃəʊldəˌleŋθ] (*adj.*) – даўжынёй да
 плячэй
skin [skɪn] (*n.*) – скура
skinny [ˈskɪni] (*adj.*) – вельмі худы
slightly [ˈslaɪtli] (*adv.*) – злёгка, крыху
slim [slɪm] (*adj.*) – стройны
straight [streɪt] (*adj.*) – прамы
suntanned [ˈsʌnˌtænd] (*adj.*) – загарэлы
take after [teɪk ˈɑːftə(r)] (*phr. v.*) – пайсці па слядах,
 атрымаць у спадчыну
thick [θɪk] (*adj.*) – тоўсты; густы
thin [θɪn] (*adj.*) – тонкі; худы
ugly [ˈʌɡli] (*adj.*) – выродлівы
wavy [ˈweɪvi] (*adj.*) – хвалісты
wrinkle [ˈrɪŋkəl] (*n.*) – маршчына

Unit 2

absent-minded [ˌæbsəntˈmaɪndɪd] (*adj.*) – рассяяны
arrogant [ˈærəɡənt] (*adj.*) – пагардлівы
bossy [ˈbɒsi] (*adj.*) – які любіць камандаваць
character [ˈkærəktə(r)] (*n.*) – характар
cheerful [ˈtʃɪəfl] (*adj.*) – жыццярадасны
confident [ˈkɒnfɪdənt] (*adj.*) – упэўнены
creative [kriˈeɪtɪv] (*adj.*) – творчы
curious [ˈkjʊəriəs] (*adj.*) – дапытлівы
dishonest [dɪsˈɒnɪst] (*adj.*) – несумленны
extrovert [ˈekstrəvɜːt] (*adj.*) – таварыскі

for [fɔ:] (*prep.*) – на працягу
forgetful [fə'getfəl] (*adj.*) – няпамятлівы
generous ['dʒenərəs] (*adj.*) – шчодры
greedy ['gri:di] (*adj.*) – прагны
hard-working [ˌhɑ:d'wɜ:kɪŋ] (*adj.*) – працавіты
honest ['ɒnɪst] (*adj.*) – сумленны
however [haʊ'veə(r)] (*adv.*) – аднак
imaginative [ɪ'mædʒɪnətɪv] (*adj.*) – з багатым уяўленнем
impatient [ɪm'peɪʃnt] (*adj.*) – нецярплівы
intelligent [ɪn'telɪdʒənt] (*adj.*) – разумны, кемлівы
introvert [ˌɪntrəvɜ:t] (*adj.*) – замкнёны
kind-hearted [ˌkaɪnd'hɑ:tɪd] (*adj.*) – добры
loner (['lɒnə] *n.*) – адзіночка
loyal ['lɔɪəl] (*adj.*) – верны, адданы
nosy ['nəʊzi] (*adj.*) – цікаўны, дапытлівы
open-minded [əʊpən'maɪndɪd] (*adj.*) – адкрыты, непрадужаты
patient ['peɪʃənt] (*adj.*) – цярплівы
personality [ˌpɜ:sə'næləti] (*n.*) – асоба, характар
punctual ['pʌŋktjuəl] (*adj.*) – пунктуальны
quick-witted [ˌkwɪk'wɪtɪd] (*adj.*) – дасціпны, здагадлівы
reliable [rɪ'laɪəb(ə)l] (*adj.*) – надзейны
reserved [rɪ'zɜ:vɪd] (*adj.*) – стрыманы
responsible [rɪ'spɒnsəbl] (*adj.*) – адказны
self-centred [ˌself'sentəd] (*adj.*) – эгаістычны, самалюбівы
selfish ['selfɪʃ] (*adj.*) – эгаістычны
selfless ['selfləs] (*adj.*) – бескарыслівы
sensitive ['sensətɪv] (*adj.*) – пачуццёвы (*opp. insensitive*)
since [sɪns] (*prep.*) – з тых часоў як
sociable ['səʊʃəb(ə)l] (*adj.*) – таварыскі
stubborn ['stʌbən] (*adj.*) – упарты

take after [teɪk 'ɑ:ftə] (*phr. v*) – быць падобным да сваяка

talkative ['tɔ:kətɪv] (*adj.*) – гаварлівы, гаваркі, балбатлівы

thick-skinned [θɪk'skɪnd] (*adj.*) – таўстаскуры, неўспрымальны

thin-skinned [θɪn'skɪnd] (*adj.*) – танкаскуры, чулівы

trait [treɪt] (*n.*) – рыса

unpunctual [ˌʌn'pʌŋktʃuəl] (*adj.*) – непунктуальны

unreliable [ˌʌnrɪ'laɪəbl] (*adj.*) – ненадзейны

used to [ju:stə] (*v.*) – меў (мелі) звычай (рабіць што-небудзь раней)

witty ['wɪtɪ] (*adj.*) – дасціпны

Unit 3

baggy ['bæɡɪ] (*adj.*) – мехаваты

bakery ['beɪkəri] (*n.*) – пякарня, булачная

belt [belt] (*n.*) – пояс, рэмень

brand [brænd] (*n.*) – гандлёвая марка

checked [tʃekt] (*adj.*) – у клетку

chemist's ['kemɪsts] (*n.*) – аптэка

cotton ['kɒtn] (*n.*) – бавоўна

department store [dɪ'pɑ:tməntstɔ:] (*n.*) – універмаг

for ages [fɔ:r eɪdʒəz] (*prep. phr.*) – даўно, сто гадоў

glass [glɑ:s] (*n.*) – шкло

goods [ɡudz] (*n.*) – тавары

grocery ['grəʊsəri] (*adj.*) – прадуктовы, агароднінны

mall [mɔ:l] (*n.*) – гандлёвы цэнтр

metal ['metl] (*n.*) – метал

model ['mɒdl] (*n.*) – мадэль

money ['mʌni] (*n.*) – грошы

newsagent's ['nju:z,eɪdʒənts] (*n.*) – газетны кіёск

old-fashioned [ˌəʊld'fæʃnd] (*adj.*) – старамодны

online [ˌɒn'laɪn] (*adv.*) анлайн, у інтэрнэце

plastic ['plæstɪk] (*n.*) – пластык

product ['prɒdʌkt] (*n.*) – прадукт, выраб
quality ['kwɒlɪtɪ] (*n.*) – якасць
rubber ['rʌbə(r)] (*n.*) – гума
sale [seɪl] (*n.*) – распродаж
size [saɪz] (*n.*) – памер
shopping list ['ʃɒpɪŋlɪst] (*n.*) – спіс пакупак
smart [smɑ:t] (*adj.*) – прыбраны
souvenir [ˌsu:və'niə] (*n.*) – сувенір
store [stɔ:(r)] (*n.*) – магазін
striped [straɪpt] (*adj.*) – у палоску
tie [taɪ] (*n.*) – гальштук
tight [taɪt] (*adj.*) – вузкі
trainers ['treɪnəz] (*n.*) – красоўкі
trendy ['trendɪ] (*adj.*) – модны
try on ['traɪɒn] (*v.*) – прымяраць
window shopping ['wɪndəʊ 'ʃɒpɪŋ] (*n.*) – разгляданне
вітрын

Unit 4

be there for smb (*v.*) – быць побач, падтрымліваць
both [bəʊθ] (*adj.*) – абодва
call smb names (*v.*) – абзываць
common ['kɒmən] (*adj.*) – агульны, сумесны
either ['aɪðə(r)] (*pron.*) – любы
fall out ['fɔ:laut] (*v.*) – сварыцца
friendship ['frendʃɪp] (*n.*) – сяброўства
forever [fə'revə(r)] (*adv.*) – назаўжды, навечна
get on well (*v.*) – ладзіць, быць у добрых адносінах
have smth in common – мець нешта агульнае
hang out ['hæŋ,ɒt] (*phr. v.*) – тусавацца, праводзіць
час, завісаць
jewellery ['dʒu:əlrɪ] (*n.*) – упрыгожванні, біжутэрыя,
ювелірныя вырабы
jogging ['dʒɒgɪŋ] (*n.*) – бег трушком, прабежка

like [laɪk] (*prep.*) – як, падобны, падобна
neither [ˈnaɪðə] (*pron.*) – ні адзін
none [nʌn] (*pron.*) – ні адзін, ніхто
photography [fəˈtɒɡrəfi] (*n.*) – фатаграфаванне, фотаздымка
programming [ˈprəʊɡræmɪŋ] (*n.*) – праграмаванне
respect [rɪsˈpekt] (*v.*) – паважаць
respect [rɪsˈpekt] (*n.*) – павага
respectful [rɪsˈpektfʊl] (*adj.*) – паважлівы, пачцівы
share [ʃeə(r)] (*v.*) – дзяліць, дзяліцца
support [səˈpɔ:t] (*n.*) – падтрымка
support [səˈpɔ:t] (*v.*) – падтрымліваць
supportive [səˈpɔ:tɪv] (*adj.*) – які падтрымлівае
trust [ˈtrʌst] (*n.*) – давер
trustworthy [ˈtrʌst,wɜ:ðɪ] (*adj.*) – годны даверу, надзейны

Unit 5

aerobics [eəˈrəʊbɪks] (*n.*) – аэробіка
athlete [ˈæθli:t] (*n.*) – атлет, спартсмен
athletics [æθˈletɪks] (*n.*) – лёгкаая атлетыка
baseball [ˈbeɪsbɔ:l] (*n.*) – бейсбол
bat [bæt] (*n.*) – біта (для бейсбола, крыкета)
be crazy about something [bi ˈkreɪzi əˈbaʊt] (*v.*) – быць без розуму ад чагосьці
boxing [ˈbɒksɪŋ] (*n.*) – бокс
break a record [breɪk e ˈrekɔ:d] (*v.*) – пабіць рэкорд
coach [kəʊtʃ] (*n.*) – трэнер
competition [kəmpeɪtɪʃ(ə)n] (*n.*) – спаборніцтва
competitive [kəmˈpetətɪv] (*adj.*) – які любіць супернічаць, канкурэнтаздольны; спаборніцкі
court [kɔ:t] (*n.*) – корт
darts [dɑ:ts] (*n.*) – дартс

equipment [ɪ'kwɪp mənt] (*n.*) – экіпіроўка
fencing ['fensɪŋ] (*n.*) – фехтаванне
field [fi:ld] (*n.*) – поле
figure skating ['fɪgə ,skeɪtɪŋ] (*n.*) – фігурнае катанне
gymnastics [dʒɪm'næstɪks] (*n.*) – гімнастыка
hit [hɪt] (*v.*) – стукнуць
ice hockey ['aɪs ,hɒki] (*n.*) – хакей на лёдзе
karate [kə'rɑ:tɪ] (*n.*) – каратэ
net [net] (*n.*) – сетка
opponent [ə'pɒnənt] (*n.*) – супернік, апанент
puck [pʌk] (*n.*) – шайба
ring [rɪŋ] (*n.*) – (баксёрскі) рынг
rink [rɪŋk] (*n.*) – каток
rugby ['rʌgbɪ] (*n.*) – рэгбі
stadium ['steɪdɪəm] (*n.*) – стадыён
set a record [set ə'rekɔ:d] (*v.*) – устанавіць рэкорд
stick [stɪk] (*n.*) – клюшка для хакея
take part in something [teɪk pɑ:t ɪn] (*v.*) – прымаць
 удзел у чым-небудзь
take up [teɪk ʌp] (*v.*) – заняцца якім-небудзь спортам,
 хобі
team [ti:m] (*n.*) – каманда
throw [θrəʊ] (*v.*) – кідаць
weightlifting [weɪt'lɪftɪŋ] (*n.*) – цяжкая атлетыка

Unit 6

ancient ['eɪnʃ(ə)nt] (*adj.*) – старажытны
archaeologist [ˌɑ:kɪ'ɒlədʒɪst] (*n.*) – археолаг
attractive (*adj.*) [ə'træktɪv] – сімпатычны, прывабны
avenue ['ævənju:] (*n.*) – праспект
balcony ['bælkəni] (*n.*) – балкон
be situated ['sɪtuətɪd] (*v.*) – быць размешчаным
bench [bentʃ] (*n.*) – лава, лаўка

block of flats [blɒk əv flæts] (*n.*) – шматкватэрны дом
bury ['berɪ] (*v.*) – пахаваць, хаваць
car park [kɑ: pɑ:k] (*n.*) – аўтастаянка
cathedral [kə'thi:drəl] (*n.*) – сабор
chimney ['tʃɪmni] (*n.*) – труба, комін
clock tower [klɒk 'təʊə] (*n.*) – гадзіннікавая вежа
convenient [kən'vi:niənt] (*adj.*) – зручны, блізкі, які
знаходзіцца пад рукой
cottage ['kɒtɪdʒ] (*n.*) – загарадны дом, катэдж
crossroads ['krɒsrəʊdʒ] (*n.*) – скрыжаванне
die [daɪ] (*v.*) – памерці, паміраць
entrance ['entrəns] (*n.*) – уваход у пад'езд
excuse me [ɪk'skju:z] (*v. phr.*) – прабачце
exhibition centre [ˌeksə'biʃən 'sentə] (*n.*) – выставачны
цэнтр
factory ['fæktəri] (*n.*) – фабрыка, завод
fence [fens] (*n.*) – плот
fire station [faɪə 'steɪʃən] (*n.*) – пажарнае дэпо
fitness centre ['fɪtnəs'sentə(r)] (*n.*) – фітнес-цэнтр
fortress ['fɔ:tris] (*n.*) – крэпасць
found [faʊnd] (*v.*) – засноўваць
garage ['gærɪdʒ, 'gærɑ:ʒ] (*n.*) – гараж
gate [geɪt] (*n.*) – брамка, вароты
grave [greɪv] (*n.*) – магіла
hard-working [hɑ:d 'wɜ:kɪŋ] (*adj.*) – працавіты
high-rise [haɪraɪz] (*adj.*) – вышынны
hospitable [hɒ'spɪtəb(ə)l] (*adj.*) – гасцінны
hotel [həʊ'tel] (*n.*) – гасцініца, гатэль
kitchen garden ['kɪtʃɪn 'gɑ:dn] (*n.*) – агарод
lift [lɪft] (*n.*) – ліфт
mention ['menʃən] (*v.*) – згадаць
monument ['mɒnjumənt] (*n.*) – помнік, манумент
palace ['pælɪs] (*n.*) – палац
picturesque [ˌpɪktʃə'resk] (*adj.*) – маляўнічы

place of interest [pleɪs əv 'ɪntrɪst] (*n.*) – славутасць
plant [plɑ:nt] (*n.*) – завод
playground ['pleɪgraʊnd] (*n.*) – пляцоўка для гульні
river bank ['rɪvə bæŋk] (*n.*) – бераг ракі
roof [ru:f] (*n.*) – дах
roundabout ['raʊndəbaʊt] (*n.*) – участак з кругавым
рухам, кальцавая развязка, кальцо
ruins ['ru:ɪnz] (*n.*) – руіны, разваліны
settle ['set(ə)l] (*v.*) – атабарыцца (*разм.*), асесці,
пасяліцца
sight [saɪt] (*n.*) – выгляд, відовішча, славутасць
skyscraper ['skaɪ,skreɪpə] (*n.*) – небаскроб
suffer ['sʌfə(r)] (*v.*) – пакутаваць
survive [sə(r)'vaɪv] (*v.*) – выжываць
tomb [tu:m] (*n.*) – грабніца
town hall ['taʊnhɔ:l] (*n.*) – будынак муніцыпалітэта
treasure ['trezə] (*n.*) – скарб
two-storeyed [tu:stɔ:ɪd] (*adj.*) – двухпавярховы
underground ['ʌndəgraʊnd] (*n.*) – метро
view [vju:] (*n.*) – выгляд
visitor ['vɪzɪtə] (*n.*) – наведвальнік
worth (visiting) [wɜ:θ] (*adj.*) – які стаіць, годны

Unit 7

adult ['ædʌlt] (*n.*) – дарослы
aisle seat [aɪl si:t] (*n. phr.*) – месца каля прахода
book a ticket [bʊk ə 'tɪkɪt] (*v. phr.*) – загадаць білет
catch a plane [kætʃ ə pleɪn] (*v. phr.*) – паспець на самалёт
check in [tʃek ɪn] (*phr. v.*) – зарэгістравацца (на рэйс)
destination [destɪ'neɪʃən] (*n.*) – мэта падарожжа
expect [ɪks'pekt] (*v.*) – чакаць
flight [flaɪt] (*n.*) – палёт, рэйс
get around [get ə'raʊnd] (*phr. v.*) – перамяшчацца
(па горадзе і г.д.)

guide [gaɪd] (*n.*) – гід, екскурсавод
guided tour [ˈgaɪdɪd tuə] (*n. phr.*) – паездка з гідам
in time [ɪnˈtaɪm] (*n. phr.*) – так каб паспець нешта зрабіць
itinerary [aɪˈtɪnərəri] (*n.*) – маршрут, расклад, план маршруту
journey [ˈdʒɜːni] (*n.*) – падарожжа
landmark [ˈlændmɑːk] (*n.*) – славутасць
look forward to [lʊk ˈfɔːwəd tu] (*phr. v.*) – чакаць з нецярпеннем
luggage [ˈlʌɡɪdʒ] (*n.*) – багаж
on time [ɒn taɪm] (*n. phr.*) – падчас, без спазнення
one-way (single) ticket [wʌnweɪ ˈsɪŋgl ˈtɪkɪt] (*n. phr.*) – білет у адзін бок
outing [ˈaʊtɪŋ] (*n.*) – сумесны выезд
passenger [ˈpæsɪndʒə] (*n.*) – пасажыр
pick up [pɪk ʌp] (*phr. v.*) – забраць (з аэрапорта)
probably [ˈprɒbəbli] (*adv.*) – магчыма
return ticket [rɪˈtɜːn ˈtɪkɪt] (*n. phr.*) – білет у абодва бакі
round trip [raʊnd trɪp] (*n. phr.*) – паездка туды і назад
schedule [ˈʃedjuːl] (*n.*) – расклад
seat belt [siːt belt] (*n. phr.*) – прышпільны рэмень (у транспарце)
see off [ˌsiːˈɒf] (*phr. v.*) – праводзіць
tour [tuə] (*n.*) – паездка, турнэ, тур
travel [ˈtrævl] (*n.*) – падарожжа
travelling companion [ˈtrævlɪŋ kəmˈpænjən] (*n. phr.*) – спадарожнік
trip [trɪp] (*n.*) – паездка
voyage [ˈvɔɪdʒ] (*n.*) – марское падарожжа
well-travelled [welˈtrævlɪd] (*adj.*) – той, хто шмат падарожнічаў
window seat [ˈwɪndəʊ siːt] (*n. phr.*) – месца каля акна

Unit 8

at a crossroads [ət ə 'krɒs,rəʊdz] (*idiom*) – на розстанях

backpack ['bæk,pæk] (*v.*) – вандраваць з рюкзаком за плячыма

be prone to [bi prəʊn tu] (*v. phr.*) – быць схільным

beach [bi:tʃ] (*n.*) – пляж

cattle ['kætl] (*n.*) – буйная рагатая скаціна

colony ['kɒləni] (*n.*) – калонія

crowded ['kraʊdɪd] (*adj.*) – перапоўнены, людны, цесны

difference ['dɪfrəns] (*n.*) – розніца, адрозненне

drive a car [draɪv ə kɑ:] (*v. phr.*) – вадзіць машыну

drive somebody mad [draɪv 'sʌmbədi məd] (*idiom*) – зважаць кагосьці, даводзіць да шаленства

earthquake ['z:θkweɪk] (*n.*) – землятрус

efficient [ɪ'fɪʃənt] (*adj.*) – эфектыўны, дзейсны

empty ['empti] (*adj.*) – пусты

export ['eksɔ:t] (*n.*) – экспарт

fare [feə] (*n.*) – плата за праезд

flat [flæt] (*adj.*) – плоскі

fly a plane [flaɪ ə pleɪn] (*v. phr.*) – весці самалёт

gold mining [gəʊld 'maɪnɪŋ] (*n. phr.*) – здабыча золата

head (of the country) [hed] (*n.*) – кіраўнік

hit the road [hɪt ðə rəʊd] (*idiom*) – адправіцца ў падарожжа

holy ['həʊli] (*adj.*) – святы, свяшчэнны

inconvenient [ɪnkən'vɪniənt] (*adj.*) – нязручны, не-мэтазгодны, які не падыходзіць

landlocked ['lændlɒkt] (*adj.*) – без выхада да мора, акружаны з усіх бакоў іншымі краінамі

live out of a suitcase [lɪv aʊt əv ə 'sju:tkeɪs] (*idiom*) – жыць на чамаданах; бясконца падарожнічаць (не распакоўваючы чамадан)

liveable ['lɪvəbl] (*adj.*) – зручны для жыцця

long / short-distance [lɒŋ / ʃɔ:t 'dɪstəns] (*n. phr.*) – далёкі / блізкі (пра падарожжы)

marine [mə'ri:n] (*adj.*) – морські

off the beaten track [ɒf ðə 'bi:t(ə)n træk] (*idiom*) – непра-
тораны, удалечыні ад вялікіх дарог (пра падарож-
жы)

rock [rɒk] (*n.*) – скала

seasick ['si:sɪk] (*adj.*) – які пакутуе на морскую хваробу

shore [ʃɔ:] (*n.*) – узбярэжжа, бераг

state [steɪt] (*n.*) – дзяржава, штат

suffer from jet lag ['sʌfə frəm dʒet læg] (*v. phr.*) – дрэнна
адчуваць / пакутаваць з-за змены часавых паясоў

take someone for a ride [teɪk 'sʌmwʌn fər ə raɪd] (*idiom*) –
падмануць каго-небудзь, абдурыць, «пракаціць»

trade [treɪd] (*n.*) – гандляваць, абменьваць

unless [ən'les] (*conj.*) – калі не

wheat [wi:t] (*n.*) – пшаніца

Unit 9

ability [ə'bɪlɪtɪ] (*n.*) – здольнасць, магчымасць рабіць
што-небудзь

after [ɑ:ftə] (*prep.*) – пасля, за (паказвае на следаван-
не ў часе); праз (паказвае на прамежак часу)

again [ə'geɪn, ə'geɪn] (*adv.*) – зноў, ізноў

age [eɪdʒ] (*n.*) – узрост

aloud [ə'laʊd] (*adv.*) – услых

attend [ə'tend] (*v.*) – наведваць, прысутнічаць

be able (to do) ['eɪbəl] (*v. phr.*) – быць здольным, маг-
чы, быць у стане (рабіць што-небудзь)

before [bɪ'fɔ:] (*prep., adv.*) – перад тым як, да, раней

borrow ['bɒrəʊ] (*v.*) – займаць, браць на час, напа-
зычаць

by heart [ha:t] (*adv.*) – на памяць

careful ['keəfəl] (*adj.*) – асцярожны, старанны, аку-
ратны; уважлівы, дбайны

careless ['keələs] (*adj.*) – нядбайны; неакуратны,
няўважлівы, неасцярожны

challenge ['tʃæləndʒ] (*n.*) – выклік; складаная задача,
праблема

comic [ˈkɒmɪk] (*n.*) – гумарыстычная газета (звычайна з коміксамі)
composition [ˌkɒmpəˈzɪʃən] (*n.*) – сачыненне
cover [ˈkʌvə(r)] (*n.*) – вокладка, пераплёт; адзін бок вокладкі; абгортка
dictionary [ˈdɪkʃənəri] (*n.*) – слоўнік
disability [ˌdɪsəˈbɪlɪti] (*n.*) – непрацаздольнасць, інваліднасць
disabled [dɪsˈeɪbld] (*adj.*) – скалечаны; выведзены з ладу
during [ˈdʒʊərɪŋ] (*prep.*) – падчас, на працягу
grown-up [ˈgrəʊnʌp] (*n.*) – дарослы (чалавек)
helpful [ˈhelpfəl] (*adj.*) – карысны
helpless [ˈhelpləs] (*adj.*) – бездапаможны
hero [ˈhɪərəʊ] (*n.*) – герой
(un)important [ˌʌnɪmˈpɔːtənt / ɪmˈpɔːtənt] (*adj.*) – (ня)важны
in case [keɪs] (*conj.*) – (у выпадку) калі
power [ˈpaʊə] (*n.*) – здольнасць, магчымасць; сіла, моц; магутнасць
project [ˈprɒdʒekt] (*n.*) – праект
recite (poems) [rɪˈsaɪt] (*v.*) – дэкламаваць, выступаць, чытаць услых
regularly [ˈregjələli] (*adv.*) – рэгулярна
return [rɪˈtʌn] (*v.*) – вяртаць
study [ˈstʌdi] (*v.*) – займацца, вучыцца, рыхтавацца
teenager [ˈtiːneɪdʒə] (*n.*) – падлетак
translate [trænsˈleɪt, trænz-] (*v.*) – перакладаць
until [ˌʌnˈtɪl, ən-] (*prep., conj.*) – (да таго часу) пакуль (не)
use [juːz] (*v.*) – выкарыстоўваць
useful [ˈjuːsfəl] (*adj.*) – карысны, прыдатны
useless [ˈjuːsləs] (*adj.*) – бескарысны; нікуды не прыдатны
without [wɪðˈaʊt] (*prep.*) – без

(Назва ўстановы адукацыі)

Навучальны год	Імя і прозвішча вучня	Стан вучэбнага дапаможніка пры атрыманні	Адзнака вучню за карыстанне вучэбным дапаможнікам
20 /			
20 /			
20 /			
20 /			
20 /			

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