



ENGLISH

Student's Book 1

6



CD-ROM inside

Classroom language

I'm sorry I'm late. Извините, я опоздал. / Прас-
бух не, а минава! Ёси.

Qui Legum? — Musum? — Musum? — Musum?

Can I take my seat? - Можно сесть на место?
Можна сесці на месца?

Can I go out? Можно выйти? / Можна вийти?

Sorry, I left my exercise-book at home. Извините, я забыл тетрадь дома. / Прибавлю, я забылся унылым дома.

Excuse me, I have a problem. – Извините, у меня проблема. / Прабачце, у мяне праблема.

Sorry, I don't understand. – Извините, я не понимаю. / Простите, я не понимаю.

Sorry, I don't know. – Извините, я не знаю. / При-
бачие, я не ведаю.

Sorry, I don't remember. — Извините, а не помню. / Прощайте, я не помню.

Could you help me, please? Помогите, пожалуйста.
 - Да, конечно. / Конечно, конечно, конечно.

Could you say it again, please? — Повторите, пожалуйста. / Паўтарыце, калі ласка.

Can we listen again, please? – Можно послушать еще раз? / Можна послухати янче раз?

Can I have a copy, please? – Можно мне взять копию? / Можно мне взять копию?

Can you give me a pen, please? – Дай мне ручку, пожалуйста. / Дай мне ручку, кали ласка.

Here you are. Возьми, пожалуйста. / Vaz'mi,
 kazni lyubka.

Shall I read? Мне читать? / Мне читать?

Shall I go to the board? — Мне идти к доске? / Мне
іти до дошки?

Is it my turn? – Mos oweran? / Mos apen?

It's my turn. — Моя очередь. / Моя черга.

What page? Какая страница? / Якая старонка?

What exercise? – Какое упражнение? / Якое прак-
тыкаванне?

What sentence? – Какое предложение? / Яко́е сказа́?

I'm ready. / I'm done. - Я готов. / Я готовый.

Can I answer? - Можно мне ответить? / Можно
мне ответить?

What does the word 'school' mean? 'Iro obozna-
chaet li on 'school'? / Iliro oboznaet li on 'school'?

How do you spell the word 'school'? — Как пишется слово 'school' по буквам? / Як пишадца слова 'school' па літарам?

What's the word 'school' in Russian (Belarusian)? —
Как будет слово 'school' по-русски (по-беларус-
ски)? / Як будзе слова 'school' па-руску (па-белару-
ску)?

What's the word 'школа' in English? Как будет слово 'школа' по-английски? / Як буде слова 'школа' по-англійськи?

[illegible]

I've got a stomach ache. - У меня болит живот.
У мене болить живот.

Английский язык / Англійская мова

Учебное пособие для 6 класса
учреждений общего среднего образования
с белорусским и русским языками обучения
(повышенный уровень)

С электронным приложением

В 2 частях
Часть 1

*Допущено Министерством образования
Республики Беларусь*



МИНСК
«ВЫШЭЙШАЯ ШКОЛА»
2018

Правообладатель Вышэйшая школа

УДК 811.111(075.3=163.1=161.1)
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Listen



Moving activity (on the disk)



Grammar



Surf the Internet



Moodle (e-vedy.adu.by)



Boardgame



Test



Write



Project Project

Английский язык / Англійська мова : учебное пособие для 6-го кл. учреждений общ. сред. образования с белорус. и рус. яз. обучения (повыш. уровень) : с электронным приложением. В 2 ч. Ч. 1 / Н. В. Демченко [и др.]. – Минск : Вышэйшая школа, 2018. – 167 с. : ил. + 1 электрон. опт. диск (CD)
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Правообладатель Вышэйшая школа

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UNIT 1

World of hobbies

Lesson 1. The most popular summer activities

 **Challenge 1:** Ask your classmates about their favourite summer activities and tell them about yours.

 **Must use:** camper, pal, selfie, snap; describe.

1. In pairs make a list of summer activities, which you tried for the first time this summer. Present it to the classmates.

- ✓ collecting the rubbish near the river or in the forest,
- ✓ climbing,
- ✓ making new friends,
- ✓ learning about different cultures,
- ✓ ...

2a. Alex is back at school as well as all Belarusian schoolchildren. Read the text and say what schoolchildren talk about on the first day of school.

Summer holidays

On the first day of school in September there is much talk about the summer holidays. All students ask each other, “Where did you go for your holidays?”

or “Where did you spend your holidays?”

The answers are very different. You may hear, “We spent the summer in the country”, or “I spent my holidays by the sea”. Other boys and girls **describe** how they went swimming in the river every day, and all your friends are ready to talk about their wonderful holidays, showing the cool **snap**s and **selfies** from *Instagram* or *Snapchat* stories.



Life at a summer camp is another story which is always interesting to hear. When you come back from a camp, you can tell not only about what you did there but about your new friends, too. Almost every **camper** has a new **pal** from another school or another town, sometimes from another country if we speak about international summer camps, which are popular among schoolchildren nowadays.

Some students stay at home during summer holidays. But they always say that the holidays are going too quickly, they have little time for all the things they want to do.

At the end of August, after the holidays all boys and girls like going back to school. When they go there, their teachers are glad to meet them and say, “You are very big now!”



b. Answer the questions in pairs.

1. How and where do schoolchildren spend their summer holidays?

2. What do students like to show each other after the holidays?
3. Where do students usually make new friends in summer?
4. What is popular among schoolchildren nowadays? Why?

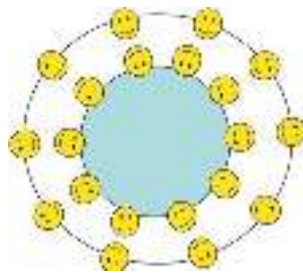
c. Match the words with the given definitions.

1. To describe	a. a person who goes camping
2. A snap	b. to present something using the words
3. A camper	c. a self-portrait photograph taken with a phone camera
4. A pal	d. a close friend
5. A selfie	e. a photograph taken with a simple camera
6. Instagram, Snapchat	f. social media websites and their mobile versions

d. How did you spend your summer holidays? Talk with your partner.

3. 🧑🏻‍🎒 Moving activity “Merry-go-round”.

4a. In two teams (*Inner Circle Team and Outer Circle Team*) decide which summer activities are the most popular in your class. Try to remember what you have just learnt from the moving game.



b. Compare the results together. Choose one leader from each group to make a list of summer activities on the board for common discussion.

5.  Write 8–10 sentences about your favourite summer activities and what activity/activities you tried for the first time this summer.

Lesson 2. International summer camps

 **Challenge 2:** Learn about different types of summer camps and share your experience as a camper.

 **Must use:** lullaby, schedule.

1a. Read the CISV¹ song. Can you guess the missing words?

Here in this village you may see
Children living happily,
Different race and different ...
Here we come to understand
One another's ... of view
Learning through the ... we do
How alike am I to you.
Here we live and eat and sleep,
Talk and laugh and sometimes weep²;
Here we share our hopes and fears,
Build a bridge across the ...,
Sow a seed³ and plant a tree
Beneath whose branches there may be
All the nations gathered



b.  Fill in the gaps while listening.

¹ CISV – Children's International Summer Villages

² weep – плакать, рыдать / плакать, рыдать

³ Sow a seed – посеять зерно / посеять зерно

c. What do children do in CISV camps?

d. What else do children do in summer camps? Take part in a brainstorm competition in pairs. You have 1 minute to write down your ideas. After the time is over you cannot name the activity, which you don't have in your list.

2a. Read the names of the two international summer camps. Whose song did we listen to at the beginning of the lesson? Which camp is in Poland, which one is in different countries?

**PULAWY INTERNATIONAL
SUMMER CAMP**

**CHILDREN'S INTERNATIONAL
SUMMER VILLAGES**

b. Look through the daily schedules of the camps. Match the camps with their schedules, prove your choice.

Schedule A

Time	...camp life starts at ...
8.00 a.m.	Waking up
8.25	Flag time (gathering outside to sing a camp song around the camp flag)



Time	... camp life starts at ...
8.30	Breakfast
9.00	Cleaning the rooms and common areas in teams of 5 people
10.00	Activity I (a game which helps to understand each other and different cultures better)
12.30 p.m.	Lunch
13.15	Siesta time
14.00	Planning activities for the camp in teams of 5 people
15.00	Activity II (moving games)
17.00	Free time (playing ping-pong, table football, basketball, taking a nap)
18.30	Dinner
19.00	Activity III (discussions about the world problems, for example, human rights: the right to go to school, the right to work, the right to rest)
21.00	Flag time (gathering outside to sing a camp song around the camp flag)
21.05	Singing together lullabies
22.30	Wishing each other good night, lights out

Schedule B

Time	... camp life starts at ...
8.00 a.m.	Waking up
8.30	Breakfast
9.00–12.00	4 lessons of English with native speakers from different countries
12.30 p.m.	Lunch
13.00–14.00	Free time (playing board games, having a nap, etc.)
14.00–17.00	Swimming in the local water park
18.00	Dinner
19.00–21.00	Watching films in English, having a disco, making a campfire and singing songs together, hiking, etc.
21.00–22.00	Free time (chatting with family members on the phone or with native speakers)
22.30	Wishing each other good night, lights out

c. Which of the camps would you like to take part in? Why?

3.  Moving activity “Let’s sing the CISV camp song”.

4a. Work in pairs. Complete the questions about the given camp schedules.

1. When ... start?
2. When ... finish?

3. How many ... every day?
4. How long ... last
5. How long ... the break ...?
6. What ... during the free time?
7. What activities ... part in?
8. What activities ... the most ...?
9. What ... before going to bed?

b. Work in new pairs. Make up a dialogue between Kate, who has a CISV experience, and Alex, who visited Pulawy International Summer camp last summer.

Act it out.

5.  **Write a typical schedule of the Belarusian summer camp. Give information about your camp life. If you have never been to a summer camp, make up your own schedule of the ideal camp.**

Lesson 3. Hobbies differ

 **Challenge 3:** Ask your classmates about their hobbies and interests.

 **Must use:** Do you like / dislike / love / hate (doing, reading, playing)?

1a. What is a hobby? Finish the sentence with your ideas. What do you like doing in your free time?

A hobby is what you...



b. Read the quotations about hobbies. Which do you agree with? Why?

“A hobby is our best friend.”

“Tastes differ. Different people like different things, different people have different hobbies.”

“A hobby a day keeps the doldrums¹ away.”

c. Take part in a brainstorm competition with your partner. You have 1 minute to write down as many hobbies as you know. Each pair is to tell the teacher one hobby in turn. You cannot name the activity, which you don't have in your list.



2a. Unscramble the conversations, paying attention to what is used after the verbs *love*, *like*, *hate*.

1

Kate: I want to go camping or dancing.

Kate: How about karaoke? Do you **like** singing?

Kate: Alex, do you **like** camping?

¹ the doldrums ['dɒldrəmz] – подавленное состояние / прыг-нечаны настрой

Alex: I love singing. Let's go!

Alex: I don't really. Why?

Alex: I hate dancing.

2

Tom: Sure, I love going there.

Tom: Amazing picture, Ann!

Tom: I also like it, but I like drawing more.

Ann: Do you want to come with me to the gallery?

Ann: Let's go.

Ann: Thank you. I love painting.

b. Answer the questions.

1. What does Kate want?
2. Does Alex like dancing?
3. What does Alex like?
4. Who is Tom's friend?
5. What does Tom like?
6. What is Ann good at?
7. Where are the friends going?
8. Does Ann like dancing?

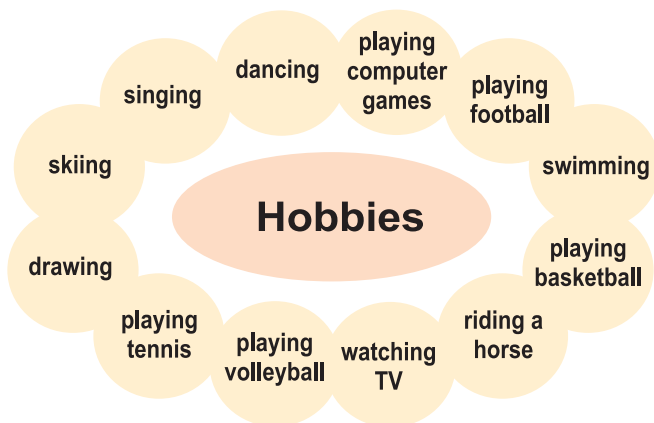
Grammar box

When we want to say that we like or don't like doing something we use the pattern:

like / dislike / hate / love + verb + *ing*

Examples: I like swimming. Alex hates dancing.
Kate loves hiking. Ann doesn't like going to karaoke clubs. Do you like ice-skating? Does she dislike running?

3. Moving activity “Walkie-talkie”.



4a. Listen to the text about Alex’s free time and say what hobbies he has. While listening find 9 grammar mistakes and correct them.

My cousin’s name is Alex. He is very smart because he likes read. He also love draw pictures of animals because he want to illustrate children’s books when he grows up. But he hate swim because he is afraid of deep water. He never go to the beach alone. So I accompany him because I really love swim. We both enjoy play beach volleyball with our friends.

b. Match the beginning of the sentence from column A with its ending from column B.

A	B
1. I woke up at 10 a.m. I really	a. likes riding it.
2. Mary has a horse. She	b. love sleeping.
3. My parents are in Brazil. They like	c. travelling.
4. Nick likes driving his car but	d. loves painting.
	e. books so much?

- | | |
|---------------------------------------|------------------------------------|
| 5. Frank bakes delicious cakes.
He | f. hates drinking
black coffee. |
| 6. Kate bought some milk. She | g. he hates walking. |
| 7. His brother is an artist. He | h. likes eating. |
| 8. Do you really like reading | |

IN Moodle. English 6. Unit 9. My likes and dislikes.

5a.  Write 6 sentences about your hobby. Then write 2 sentences about the things you hate doing. Report to the class.

b. Find two classmates who have the same hobbies.

Do you like travelling?

Do you enjoy reading?

Lesson 4. Tell me why

 **Challenge 4:** Explain why you chose your hobbies.

 **Must use:** give up, take up, turn into; bird-watching, doing quests, keeping pets, riding a self-balancing scooter, sewing, sightseeing, writing a blog.

1. Read Confucius's quotation and explain its idea to your partner. Do you want to make your future job your favourite hobby?

“Choose a job you love, and you will never have to work a day in your life.”

Confucius [kən'fju:ʃəs]



2. Which of the hobbies in the pictures are enjoyable?

enjoy (v)

enjoyable (adj)



riding a self-balancing scooter



making "LEGO" models



collecting things (fridge magnets)



keeping pets



programming



sightseeing



doing quests



sewing



writing a blog



doing sports

3a. Why do you like your hobby? Use the table below to make true sentences about yourself.

I like (love, enjoy, dislike, hate)	keeping pets riding a self-balancing scooter learning languages collecting things listening to music programming making “LEGO” models shopping making selfies sightseeing writing a blog making <i>YouTUBE</i> videos sewing doing sports painting / drawing bird-watching	because it’s (it isn’t)	awesome. boring. dangerous. difficult. exciting. interesting. great. enjoyable. hard. ideal for me. wonderful.
---	---	--------------------------------------	--

b. Compare your ideas with your partners.

4. Moving activity “Bluffing”.

5a. Read the sentences and try to guess the meaning of the underlined words.

1. I am proud of my father! He gave up smoking.
2. Mary wanted to take up dancing classes, but she had problems with her heart, so she gave up on that dream.
3. You cannot turn a rat into a horse. Such magic things may happen only in fairy-tales.
4. Every American basketball player wants to turn his hobby into professional career and play in the NBA (*the National Basketball Association in the USA*).

b.  Listen to Kate asking Alex about his hobbies. Which of his hobbies can you see in one of the pictures in ex. 2?

c.  Listen to the conversation again and answer the questions.

1. What does Alex like doing in his spare time (*free time*)?
2. What can he present to his friends on special occasions (*birthdays, holidays, etc*)?
3. Does Alex practise any sports?
4. When does he do his favourite activities?
5. Are there any new hobbies that Alex would like to **take up** doing in the future?
6. Did he think of **turning** one of his hobbies **into** a future career?
7. Does he have any plans for this upcoming weekend?
8. Where did Kate invite Alex to go in the evening?
Did he agree?

6. Work with your partner. Make up a similar dialogue. Explain why you took up your hobbies and how they help you in life. What hobby could be ideal for you? Why? Would you like to turn your hobby into your future work?

Lesson 5. Sport as a popular hobby

 **Challenge 5:** Choose the best activities for you to try and explain why.

 **Must use:** look for, put on weight; available, couch potato, fit, equipment, laziness, quiet.

1a. Have a look at the picture and try to explain the idiom *couch potato* ['kaʊtʃ pə'tetəʊ].



b. Read the text and choose the best definition of the idiom *couch potato*.

1. Someone who enjoys energetic sports and active hobbies.
2. Someone who takes little or no exercise, and who spends their free time doing very little.
3. Someone who doesn't like doing sports but is active in other ways.
4. Someone who likes indoor gardening.

Are you a couch potato?

Centuries ago, people didn't have much free time, because everybody was working too hard. In Britain in the nineteenth century people had more spare time, but because the Victorians¹ hated relaxing and doing nothing, they invented football, rugby and cricket. People took up more gentle activities too, like gardening, bird-watching and it was even possible to watch a sport and give the impression that you were actually doing something. Now there is a new type of person who thinks that lying on the sofa watching television, reading the news on the tablet



¹ the Victorians – «викторианцы», условное название деятелей английской культуры в годы царствования королевы Виктории (1837–1901). / «віктарыянцы», умоўная назва дзеячаў англійскай культуры ў гады праўлення каралевы Вікторыі (1837–1901).

or adding **endless hashtags** to their posts in *Instagram* is the most exciting activity they can manage. This is the twenty-first-century **couch potato**. For them, every activity is too much trouble, and **laziness** is an art form! So how do you spend your free time?

c. Give your own definitions to the remained words in bold.

d. In pairs answer the question which is the headline to the text in ex. 1b.

2a. The people below all want to take up a sport or an activity because they don't want to become a couch potato. There are descriptions of eight sports and activities. Decide which sport or activity (letters A–H) would be more suitable for each person (numbers 1–5). Work with a partner.

1. Ann is a doctor who is married with two small children. She is **looking for** a relaxing, creative activity. Her younger daughter is learning to swim.
2. David is a teacher, he teaches teenagers and spends a lot of time sitting at his desk. He wants to do a **quiet** activity on his own but with someone **available** to help him when necessary.
3. Edward is a businessman. He loves ball games but he mustn't run as he has a weak heart. His doctor has recommended swimming but he hates water.
4. Jane is a student. She has **put on** a lot of **weight** so she needs a sport which will make her run a lot. She wants to be outside more often.
5. Mary works in a bank where she spends most of her day sitting in front of a computer. She'd like to become **fit** quickly but she has very little free time.

A Swimming

We have two new pools. So, if you've had a stressful day, this is the place for you!

B Billiards

A new billiard table has just been installed in a room beside the **indoor** swimming pool. You won't get fit, but it's better than sitting in front of the TV all evening. So come on all you 'couch potatoes'!

C Squash

Two new courts! We now have six indoor courts so you should always find one available. It just takes half an hour a day to get fit with squash!

D Handicrafts

You've been asking for this for a long time! Now while you are waiting for your children to finish their classes, you can make beautiful baskets, cushions – all kinds of lovely things!



E Body-building

Do you want to build some **muscle**? Welcome to our gym. Paul, our qualified trainer, will always be around to help you.

F Table tennis

Fast and exciting! Table tennis is becoming very popular again. You don't need expensive **equipment** as we have plenty of bats and balls and you can play inside in all weathers.

G Tennis

Two of the four outdoor courts are now floodlit¹. This means you can play till 10 o'clock at night.

H Chess

We can't be all sporty, can we? If you'd like to get out of the house and meet some new people, try chess. It's a quiet activity which will make you forget all about your work or study problems.

b. Report your ideas to the class.

c. Find synonyms to the words from the text above:

- 1) calm, noiseless;
- 2) to search;
- 3) at hand;
- 4) tools;
- 5) strength;
- 6) being inside;
- 7) healthy, slim, slender;
- 8) to become thick, grow fat.

3.  Moving activity "The hot chair".

4. Work with a partner. Which activity would you choose to try from ex. 2a? Why?

¹ floodlit – освещаются прожекторами / асвятляюцца пражэктарамі

5.  Think of three more activities to add to the given list and describe them in writing. Use 3–4 sentences for each.

Lesson 6. DIY and life hacks are getting popular

 **Challenge 6:** Exchange opinions and speak about different hobbies and your abilities in some of them.

 **Must use:** as easy as ABC, be good at, be keen on, fix, hobby horse, knitting, knots, life hacks.

- 1a. Read the proverb and try to find the Russian (Belarusian) equivalent. What does it mean?

Every man has his hobby horse.

A hobby horse is a toy consisting of a stick with a figure of a horse's head at the end.



- b. Read about the history of the word 'hobby'. Answer the question that serves as a headline to the text.

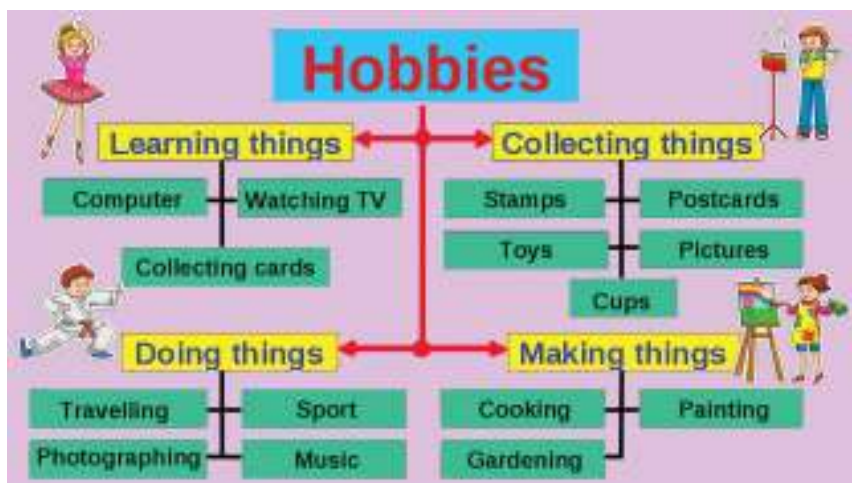
How did the word “*hobby*” appear in English?

In the 16th century a favourite toy for children of all ages was the hobby horse. A hobby horse was a stick with an imitation horse's head. Children used them for the games of the time involving war and knighthood, much as children in the early part of the 20th century played cowboys and Indians. So in other words the hobby horse was one of the **life hacks** how to entertain

little children. The pleasure of doing something outside the routine activities of daily life brought a new word into the language – the word *hobby* – which is a shortened form of hobby horse.

c. Explain the word combination in bold.

2a. Have a look at the different categories of hobbies. Give three more examples for each category. To which category would you add life hacking?



b. Read what schoolchildren from different countries write about their hobbies. What unites them? Discuss with your partner.

A

My name's Narumi. My hobby is watching YouTube and DIY (do-it-yourself) videos. In Japan a person who **uploads** videos on YouTube is called a *youtuber*. Some female youtubers **are** very **good at** doing-it-yourself. Sometimes I copy their DIY ideas in putting make-up on. I always follow their life hacks in tidying my room. It takes much less time!

B

I am Guillermo from Spain. My favourite hobby is DIY. I love **fixing** things around the house. It makes my mum absolutely happy because she says she is proud of my hobby. If I don't know how to fix a thing, I browse the Internet for help.

C

Hi, my name's Alex. I come from Belarus. I have a younger sister Ann, who is collecting Barbie dolls. So you won't be surprised when I tell you that I **am keen on** building dollhouses. I want to become an architect in the future, so I hope this hobby will help me in my profession.

D

I am Mary-Jane from the USA. *Knitting* is a fun and relaxing hobby. Some people are afraid of this hobby because they don't know how to make different *knots*. But in fact it is **as easy as ABC**. You always have a special YouTube channel to help you.



C. Find antonyms to the words below from the written posts:

- 1) very difficult;
- 2) not to be interested in smth;

- 3) to break;
- 4) to download;
- 5) to be bad at smth.

d. In pairs share if you are good at DIY and keen on using life hacks.

3.  Moving activity “Guess your hobby, buddy!”

4. Why do people like using life hacks? Can you share your own life hacks with your partner? In pairs present at least three life hacks to the classmates.

Lesson 7. Taking photographs is enjoyable

 **Challenge 7:** Give recommendations on how to take better pictures.

 **Must use:** have a good eye, snap; indoors, manual, outdoors, settings, trendy.

1a. Read the poem about the meaning of a photograph [ˈfəʊtəɡrɑːf]. Can you give your own definition to a photograph?

A photograph is more than just
A gift to bring or send.
And more than just the likeness of
A relative or friend.

It is a kindly greeting and
A memory to hold.
Of happy times and pleasant things.
However new or old.

b. Do you agree or disagree with the statement that *Photos are like a time machine that takes us to the past...*? Share your point of view with the partner.

2a. Read the text about the role of photography [fə'tɒgrəfi] in everyday life and explain the words in bold.

When you go out with friends to have fun, someone in your group will surely bring a camera to **snap** a picture. Or when you're home alone with your cat, you can take a picture of him when he does something cute. Photographs are a great way to keep a memory forever on your phone or hard disk. But there are a lot of bad pictures that are too dark or too light because taking a great photo takes practice.

Photography has become so popular that most cities have classes to teach people how to use their cameras and how to take the best picture. Some of these classes take place **outdoors** to teach students about nature photography, other classes concentrate on taking pictures of people **indoors**.

b. Discuss in pairs.

1. Are you good at taking pictures?
2. How often do you use your mobile camera?
3. Do you think photography is an art?
4. What programmes do you know that help make pictures better?
5. Where do you keep your snapshots?
6. Do your grandparents prefer paper photographs or electronic ones?

3.  Moving activity "The best photographer".

4a. Read the definitions of the given words.

settings – a system of options (you can choose a language, the volume of the sound) on your mobile phone or camera;

a manual – a book with instructions how to use a device (a camera, a computer, etc.);

have a good eye – to be good at taking photos;

trendy – very popular, stylish.

b.  Listen to Kate and Alex talking about how photography has become popular and why it is important to learn to use a camera. Find out how to become a good photographer [fə'tɒgrəfə].



c.  Listen again and say what's wrong with Instagram photos. What did Kate recommend Alex to start doing to become a good photographer?

d. In pairs make a list of your recommendations for Alex.

Lesson 8. Why do people need a hobby?

 **Challenge 8:** Give advice to a friend on a hobby choice.

 **Must use:** be bored, look forward to; on behalf of somebody, scrapbooking.

1. Brainstorm your ideas to the question “Why do people need a hobby?” In pairs write them down. You have 2 minutes. Report your ideas to the class in turn. Choose the best three answers.

2a. Read the letter and say what Mary asks her friend about. Explain the words in bold.

Dear Ann,

Thanks for your letter. It was so great to hear from you! I also miss you and our funny chats and long walks.

You asked me to tell you about my life in Rome. So I like a new school here very much because Italian students and teachers are very kind and helpful. But sometimes they are so emotional that I think they all are just great actors. I haven't made new friends yet, so I have a lot of free time and I don't know what to do not to **be bored**. I want to take up a hobby, which will help me to find good friends. There are so many hobbies that my classmates do that it is difficult to choose. I have a problem with my leg, so I cannot dance and do sports for some time. I am not sure about choosing chess, knitting or **scrapbooking**. As you guess I need your advice!

I **am looking forward to** getting a letter from you.

Yours,
Mary.



b. How many parts are there in the letter? Where is the main body (the introduction, the conclusion)?

c. What advice can you give Mary? What leisure time activities can you recommend and why? Work in pairs.

3.  Moving activity “Survey”.

4.  Write the answer to Mary on behalf of Ann. Use the help box below. Follow the example how to write a letter in ex. 2a.

Help box

It's a pity that you can't dance now. I hope it will not take you long to restart your dancing lessons. All three hobbies are ideal for making friends. I recommend you to ... I advise you to ... I am looking forward to seeing you ...

Lesson 9. Hobbies

Project 

 **Challenge 9:** Tell your classmates about your hobbies and the ones of your family members and friends.

 **Must use:** the grammar structures and active vocabulary of Unit 1.

1a. Read the given words and their definitions.

a railway set – a toy which imitates the system of railways and railway stations with toy trains;

tiny – very small in size;

to trade – to exchange things;

whenever – at any time that ...;

dime – a coin of 10 cents in the USA and Canada;
spare – free.

b. In pairs make up sentences using the new words.
In each sentence try to use two of the given words.

2a.  Kate likes making projects. The teacher asked her to tell the classmates about her own favourite hobbies and the ones of her family members and friends. Listen to her report and put the plan components in the correct order.

1. My parent's hobbies.
2. Future jobs and hobbies.
3. What is a hobby?
4. My friends' favourite activities.
5. My collections.

b.   Listen to Kate's presentation again and take part in the moving activity "True or false".

1. Hobbies are interesting things that people like doing in their spare time.
2. Kate's mother still collects dolls.
3. Kate has got fridge magnets from all over the world.
4. Kate's father teaches her how to collect things.
5. Kate collects comic books, stamps and coins.
6. Ann sews clothes only for herself.
7. Alex's hobby is sailing.
8. Sometimes people's hobbies lead them to their future careers.

3. Make up the plan of your project. Ask the partner for help.

4. Prepare the project about your hobbies and the hobbies of your family and friends. Follow the written plan. Remember to use the active vocabulary of Unit 1. Bring some pictures to support your speech.



Lesson 10. Culture corner: a nation of animal lovers

 **Challenge 10:** Read the article and express your viewpoint on keeping a pet as a hobby.

1a. Read the sentences and say “yes” or “no”. The results of the quiz will help you to understand if you can take care of pets. Maybe taking care of animals is just what you need for your free time.

1. A good owner must be responsible.
2. A dog mustn't be aggressive.
3. Cross-breeds¹ are not so clever as their pedigreed² brothers.
4. A dog depends upon its owner for all its needs.
5. Small dogs live longer than big ones.
6. Dogs can eat the same food their owners have.

¹ Cross-breeds – дворняжки / дварнякі

² pedigreed – родословные / радаслоўныя

7. The normal temperature of the dog is between 38–39 degrees.
8. Daily exercises are not necessary for small dogs.
9. After a year, a dog can have two or even one meal a day.
10. Regular visits of a vet are not necessary for a healthy dog.

Check your score:

1, 2, 4, 5, 7, 9 – “yes”. **3, 6, 8, 10** – “no”.
Congratulations! You’ll be a good owner.

1, 2, 4, 5, 7, 9 – “yes”. One of **3, 6, 8, 10** – “no”.
You have a chance to become a good owner. Try to learn more about dogs.

1, 3, 6, 8 – “Yes”. Three or more of **2, 4, 5, 7, 9** – “no”.
Stop! Do you really want to have a dog? Start with a gold fish. And don’t forget to ask your mum to feed it from time to time.

b. Do you agree with your quiz result? Discuss with your partner.

2a. Read the rule about personal pronouns and animals.

Grammar box

It is possible to use the personal pronouns *he / she* when we talk about pets. You can use them when you treat your pet as your family member:

I have got a pet. She is a cat. Her name is Fluffy.

I have got a dog. His name is Snoopy.

b. Read the article and say if the British people are good pet keepers. Why?

A nation of animal lovers

Do you have a pet? The British people love their pets very much and do everything to make their life more enjoyable.

As you walk in Britain, you can see a lot of smiling cats. Well, British cats have every reason to smile. British pet owners spend around 3.5 billion pounds a year on pet care and products. Owners can even clean their pets' teeth and buy special pet contact lenses. It is legal to use organ transplants to treat serious pet illnesses such as kidney failure¹.

There are a number of pet accessories available to pets and their owners. Special flashing collars for walking at night, water-resistant dog jackets, car ramps for old or overweight dogs.



There is even a special pet hotel in Newcastle-upon-Tyne that offers cats and dogs an opportunity to exercise in the indoor gym, relax in the Jacuzzi or watch videos of their owners on personal TV and video sets.

There are a number of organisations that protect animals in Britain, but the most important is

¹ kidney failure – почечная недостаточность / нырачная не-
дастатковасць

the RSPCA – the Royal Society for the Prevention of Cruelty to Animals¹.

c. Do the Belarusians take care of their pets? Do you or your friend have a pet? Is it easy to look after pets? Why? Discuss in groups. Make a conclusion to report to the class.

3.  Moving activity “Find who...”.

4.  There is a saying: “The dog is a man’s best friend”. Do you agree/disagree with it? Why?/Why not? Would you like to have a dog? Will you be a good owner? What is important if you want to become a good owner of a dog? Discuss with the partner. Then write down your thoughts.

Lesson 11. Boardgame “Kaboom”



 **Challenge 11:** Revise the material of the unit. Guess the words and explain their meaning.

1a. The word “kaboom” means a loud noise heard with an explosion.



b. Read the board game rules and ask your teacher if you don’t understand some points.

1. Revise the words of the unit and close the books.
2. The teacher will divide you into teams of 4–5 students.

¹ the Royal Society for the Prevention of Cruelty to Animals –
Королевское общество защиты животных от жестокого обращения / Каралеўскае таварыства па ахове жывёл ад жорсткага абыходжання

3. Each team gets the envelope with the cards inside (20–25 words).
4. Player 1 fishes out 1 card without showing it to other players and explains the word in English (you can say synonyms, antonyms, give sentences with the word “beep” instead of your word, etc.).
5. The first player to raise the hand and to give the correct answer is given this card, so it means he / she gets 1 point.
6. You should play clockwise. Don’t cheat. Don’t scream. Don’t interrupt the others.
7. If nobody can guess the word, the player should put it in the middle for everyone to see and explain one more time.
8. If a player doesn’t know how to explain the word, he / she should put it back into the envelope and skip the turn.
9. If a player gets a card with the word “kaboom”, it means that he / she loses 1 point and should put one of his / her cards in the middle of the table. There are 3 such cards.
10. If a player gets a card with the word “bonus”, it means that he / she gets 1 point and should keep this card.
11. The winner of the game is the player with the most number of cards.

2. In your teams make up a short play “People and their hobbies”, using words from the game.

3.  Moving activity “Let’s act out your play!”

4. Who is good at acting? Have you ever thought about becoming an actor/actress? Who goes to the Theatre Club? Can acting be a hobby? Why?

Lesson 12. Progress Test



 **Challenge 12:** Test your reading, listening and speaking skills.

I. READING

1. Read the blog post and put the parts of the plan in the correct order.

- | | |
|-------------------------|------------------|
| A. A bird area | D. A cheap hobby |
| B. An exciting hobby | E. Taking photos |
| C. Travelling for birds | |

Bird watching

August 4, 2016 • by Chris • 7 Comments

Bird watching is one of my family's favourite hobbies. I'm keen on this activity because it's something you can do anywhere, it's exciting and free!

I took up bird watching two years ago. My dad and I started watching the birds in our backyard. We made a nice bird feeder and hung it on the tallest tree. There is a bird area in the living-room right next to our back door where we have a good view of our backyard bird feeder. My dad also made a bookshelf and fixed it on the wall. We keep our books about birds there.

When we see a new bird out on the bird feeder, we can easily get our books. I take photos of all the birds we watch. Later, we try to find information about these birds in the books. If we get it, I hang photos of the birds on the wall and write their names below them. Some snaps aren't very good because I take them through a screen door but they work! I also decorated the bird area with colourful paper birds.

We always take our bird books with us on walks and road trips. When we see a bird, it is fun to find its name in a book and learn about it. I've got a notebook where I write down the names of the birds.

Bird watching isn't expensive. You need a notebook, a bird book, a camera and binoculars. Birding is like a quest. You go out to see birds and you get a lifetime ticket to the theatre of nature.



2. What does Chris's family do when they see a bird on the bird feeder? Read an extract to answer the question.

3. Why is Chris keen on bird watching?

4. How did Chris decorate the walls of the bird area in his house?

II. LISTENING

 Listen to the conversation between Linda and Jack and answer the questions below.

1. What are Jack's hobbies?
2. What does Linda like doing in her free time?
3. What are they going to do now?



III. SPEAKING

1. What do you like doing in your spare time?
2. What activities did you do in summer?
3. Are your friends couch potatoes?
4. Do you enjoy quiet or active sports?
5. What hobby would you like to take up?

 **Moodle.** English 6. Unit 9. Webquest "Best free time activities".

UNIT 2

Bells and breaks

Lesson 1. Welcome to the Royal Alexandra and Albert School!

 **Challenge 1:** Describe your school building, compare terms and holidays in the UK and Belarus.

 **Must use:** to be founded, to be situated, to be proud of; boarding / day school, dining hall, department, pitch, well-equipped, huge, covered, term.

1. Speak in groups. What do you like in your school?

Classrooms teachers classmates lessons
sports grounds activities school trips...

2a. Kate studies at the Royal Alexandra and Albert School. Alex has found its site on the Internet. Read a page from the site and try to guess why Kate is happy at school.

Help box

I think ... I guess ... Maybe ... Perhaps ...
... she likes / enjoys

Example. Perhaps she enjoys riding a horse in the Riding School.

General information	Virtual tour	School day	Time-table	Rules	Activities
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The Royal Alexandra and Albert School was **founded** in 1758. It is **situated** in the green parkland near London. Over 800 boys and girls from 7 to 18 years old study in Years 3–13. It is a day and **boarding** school. Boarding school students live in eight comfortable houses. The Royal Alexandra and Albert School has modern classrooms, two **well-equipped** ICT (*Information and Computer Technology*) rooms, a **huge** school hall, a large Music **Department**, and a **dining hall**. The Arts Centre is also a 400-seat Theatre. There are all-weather football, rugby and cricket **pitches**, an indoor swimming pool, a Fitness Centre, an outdoor gym, a dance studio, a **covered** games area and a fishing lake. We **are proud of** our fantastic Riding School with our own horses.

b. What is in the photos?

c. Guess the meaning of the words in bold and answer the questions.

1. When **was** the Royal Alexandra and Albert School **founded**?
2. Where **is** it **situated**?
3. Where do **boarding** school students live?
4. What rooms are **well equipped**?
5. What do students do in the **dining hall**?
6. What is **huge** in the school?
7. What **department** is for singing and playing musical instruments?
8. What games do students play on the **pitches**?
9. Can students play in the **covered** games area when it is raining?
10. What is the school **proud of**?

d. Match the words and make sentences about the Royal Alexandra and Albert School. Use *There is a/There is an/There are*.

1. comfortable	a. classrooms
2. modern	b. houses
3. well-equipped	c. games area
4. huge	d. ICT rooms
5. large	e. gym
6. all-weather	f. Music department
7. covered	g. pitches
8. dance	h. school hall
9. Fitness	i. Riding School
10. indoor	j. swimming-pool
11. outdoor	k. studio
12. fantastic	l. Centre

e. What rooms and facilities are there in your school? Use the adjectives from ex. 2c.

3. Moving activity “Walk and talk”.

4a. Read the next text and answer the question: How many terms and holidays do students in the Royal Alexandra and Albert School have?

Term Dates 2017 / 2018

Autumn Term	<i>September 4th – December 17th</i>
Half Term ¹	<i>October 21st – November 5th</i>
Christmas Holidays	<i>December 18th – January 7th</i>
Spring Term	<i>January 8th – March 28th</i>
Half Term	<i>February 10th – February 18th</i>
Spring Holidays	<i>March 29th – April 15th</i>
Summer Term	<i>April 16th – July 6th</i>
Half Term	<i>May 26th – June 3rd</i>
Summer Holidays	<i>July 7th – September 2nd</i>

Interesting to know

The school year in the UK is 39 weeks, but some independent schools have shorter terms and longer holidays. For many regions of the UK there are six terms in the school year:

- September to October
- October to December
- January to February
- February to March
- April to May
- June to July

Some areas of England have only three terms in the school year.

¹ half term – a short holiday in the middle of a term

The main school holidays are:

- Christmas (two weeks)
- Spring (two weeks)
- Summer (six weeks)

There are usually one-week holidays at the end of October, mid February and at the end of May.

b. Compare terms and holidays in the UK and in Belarus.

5.  Write a page for the school site. Give general information about your school, terms and holidays.

Lesson 2. The shape of the day

 **Challenge 2:** Speak about your school day, ask a British student about his / her school day, compare your school day with a school day in a British school.

 **Must use:** break, form tutor, leisure time, registration, last; take part.

1a. How many days a week do you go to school? How many lessons a day do you have? Do you think you have more lessons a week than Kate or not? Read her timetable and check your guesses.

Monday – Friday

6.45–7.00 a.m.	Wake up
7.30–8.15	Breakfast
8.30–8.50	Registration
8.55–9.45	Lesson 1
9.50–10.40	Lesson 2

10.40–11.00	Break time
11.00–11.50	Lesson 3
11.55–12.45	Lesson 4
12.45–1.50 p.m.	Lunch time
1.50–2.40	Lesson 5
2.45–3.35	Lesson 6
3.35	Return to houses
4.00–5.00	Activities
5.20–6.25	Tea
6.30–8.45	Leisure time
8.45	Bed time
9.15	Lights out

On Saturdays students have three lessons and finish at 12.00.



b. 🗣️ Kate speaks about her timetable. What is her most favourite part of the day?

c. 🗣️ Complete her story. Listen and check.

We wake up at (1)... and have (2)... at 7.30 in the dining room. Our school starts at (2)... with **registration**. The **form tutor** reads out our names and we say “Yes, Miss Wellington.” Our first lesson begins at (3)... Then we have the (4)... lesson at 9.50. One lesson **lasts** 50 minutes. We have **break** time from 10:40 until 11:00. During break time, we have a snack and play games. Then we go back in for two more lessons until (5)... 12:45.

Afternoon lessons begin at 1:50 and at (6)... Lessons end at 3:35 and we go back to our houses. From 4.00 to 5.00 students **take part** in different activities. I have Art lessons in the Arts (7)... twice a week and go swimming three times a week. (8)... time is at 5.20. After tea we have **leisure** ['leɪzə] time. Students do their homework and go to different school clubs. There are 140 clubs in our school. I go to the Riding School where I learn to (9)... a horse. I also help to look after horses: feed and wash them, clean the stables. It's my favourite part of the day. We go to bed at (10)...

Interesting to know

In the Royal Alexandra and Albert School students are set in forms. Each form has a name. For example, Kate is in *7MRW*. She is in Year 7 and her form tutor is Miss R Wellington. Her cousin is in *12DTE*. He is in Year 12 and his form tutor is Mr D Tell. Kate's friend George is in Year 8 and his form tutor is Mrs M Spencer. What form is he in?

d. Complete the sentences with the words in bold from ex. 1c.

1. ... is a ceremony when a teacher reads out students' names.
2. ... is time between lessons.
3. ... time is the time when you are not working or studying.
4. A ... is a teacher who looks after a class of students and helps them with their problems.
5. To ... means to continue for some time.
6. To ... in an activity means to do it with other people.

2. Moving activity “Question words”.

3a. Work in pairs. Complete the questions and act out the interview with Kate.

- | | |
|---------------------------------|---|
| 1. When ... start? | At 8.30. |
| 2. What ... at registration? | The teacher reads out students' names. |
| 3. How many ... every day? | Six.
50 minutes. |
| 4. How long ... last? | One break after the second lesson and lunch break |
| 5. How many ... every day? | 20 minutes. |
| 6. How long ... the break? | We have a snack and play games. |
| 7. What ... during the break? | I have Art lessons and go swimming. |
| 8. What activities ... part in? | At 5.20. |
| 9. When ... time? | I ride a horse at the Riding School. |
| 10. How ... your leisure time? | I'm in Year 7 MRW. |
| 11. What form ... in? | Her name's Miss R Wellington. |
| 12. What ... name? | |

b. Work in new pairs. Make up an interview about your timetable and act it out.

c. Compare your school day and Kate's.

4. Write a page for the school site. Give information about your school day.

Lesson 3. What's on the timetable?

 **Challenge 3:** Speak about your school timetable, compare your school timetable with a timetable in a British school, discuss the school subjects.

 **Must use:** Biology, Chemistry, Drama, Geography, History, ICT, Literature, PE, Science, Physics, Religious Studies.

1a. This is Kate's timetable. There is no time in it. Use the information in Lesson 2 and complete Kate's timetable.

Example. Registration starts at 8:30. The first lesson starts at ...

TIMETABLE Year 7 MRW

REGISTRATION

Monday	Tuesday	Wednesday	Thursday	Friday
English	Maths	Geography	Spanish	English
Geography	PE	Maths	Spanish	Science <i>Physics</i>

BREAK

ICT	French	Technology	Science <i>Chemistry</i>	Maths
Art	French	PE	History	PE

LUNCH BREAK

Literature	History	English	Maths	Life Skills
Life Skills	Science <i>Biology</i>	Literature	R S	Music

Saturday: English and Drama.

Culture note

ICT – Information and Computer Technology;

R S – Religious Studies;

PE – Physical Education (gymnastics, swimming, games, ...);

Science – Chemistry, Physics, Biology.

b. Read the names of the subjects.

Geography [dʒiˈɒɡrəfi]

Physics [ˈfɪzɪks]

Chemistry [ˈkemɪstri]

Biology [baɪˈɒlədʒi]

Literature [ˈlɪtrətʃə]

History [ˈhɪstəri]

Drama [ˈdrɑːmə]

Religious Studies [rəˈlɪdʒəs ˈstʌdiz]

Science [ˈsaɪəns]

Physical Education [ˈfɪzɪkəl ˌedʒuˈkeɪʃən]

c. Read the timetable and answer the questions.

1. How often does Kate have Science?
2. How often does Kate have Geography and History?
3. How often does Kate have Technology and ICT?

4. On which days does Kate have Literature?
5. What is the first lesson on Tuesday?
6. What is the second lesson on Thursday?
7. What is the last lesson on Monday?
8. What lessons does Kate have on Saturday?

Help box

on Mondays at 9 o'clock once a week twice a week three times a week

d. Is Kate's timetable different from your timetable? Find as many differences as you can.

2a. Speak in pairs. Use the Help box as well as your own ideas.

- What's the most difficult subject? Why?
- What's the easiest subject? Why?
- What's your favourite subject? Why?

Help box

I like / I enjoy / I hate / I'm good at / I'm not good at + *Noun* / *Ving*

solving problems / equations [ɪ'kwɛɪʒənz]; doing experiments / projects / reports; making things; writing / reading / listening to stories; playing games / sports / musical instruments; working on the computer; speaking / painting / drawing / singing; learning (about) ...

... is interesting / exciting / enjoyable / cool / ...

b.  Moving activity "The chart".

3a.  Listen to Kate telling the way to a new student. Fill in the gaps.

New student: Excuse me, where's the ... *classroom*?

Kate: It's on the ... floor. Go along the corridor, then turn ... and you'll see the staircase.

New student: OK.

Kate: Go ... to the ... floor and go past the ... The ... *classroom* is next to the ..., opposite the ... *rooms*.

New student: Thank you very much.

Kate: You're welcome.

b. Help a visitor from the UK to find the way from your English classroom to different classrooms and places in your school. Act out the conversation.

Help box

go along turn right / left
go past go upstairs / downstairs
It's next to / opposite / between ...

4. Make up an ideal school timetable. Compare it with your classmates' and choose the best one.

Lesson 4. School rules

 **Challenge 4:** Discuss your school rules, compare your school rules with the school rules in a British school.

 **Must use:** bully, in case of, miss lessons; necessary, permission, *must / mustn't / have to / don't have to*.

1a. Work in pairs. What rules are there in your school?

Students **must** ...

Students **mustn't** ...

b. Sort out the rules of the Royal Alexandra and Albert School. Ask the teacher to explain the meaning of the words which you don't know.

Be polite. Be rude. Behave well. Do home-work. Respect others.

Chew gum or eat in class. Wear a uniform. Run along the corridors. Fight.

Come on time to lessons. Keep school clean and tidy. Steal. Bully others.

Use mobile phones in class. Miss lessons without permission.

Go out of the school gates without permission. Know what to do in case of a fire.

Look smart. Bring all necessary things to each lesson.

School rules

Students **MUST**

...

Students **MUSTN'T**

...

2a. **Read the conversation and answer the questions.**

A. The teacher: "You **must** wear a uniform."

B. Mike: "I **have to** wear a uniform."

must V1

have to V1



1. *Who is the speaker in sentence A? Does he decide what to wear?*
2. *Who is the speaker in sentence B? Does he decide what to wear?*

b. The form tutor gives instructions to the students. What do they say to their friends?

Example. I have to come on time to lessons.



1. You must come on time to lessons.
2. You must do your homework.
3. You must keep the school clean and tidy.
4. You must put up your hand if you want to speak during the lesson.
5. You must behave well.
6. You must follow the school rules.

3a. Read about the dress code at the Royal Alexandra and Albert School. Do all students have to wear a uniform?

3–11 Year students must look smart and wear a school uniform.

Girls: a white blouse with a school tie, a black skirt, a grey jumper, a maroon (*red-brown*) blazer with the



school crest (*emblem*), black or natural coloured tights or black or white socks and black shoes.

Boys: a white shirt with a school tie, black trousers, a grey jumper, a maroon blazer with the school crest, black socks and black shoes.

12–13 Year students don't have to wear a school uniform. They must wear business-style clothes.

3–13 Year students mustn't wear jeans, leggings, stretched trousers, trainers, boots, jumpers with logos, hoodies (*sweatshirts with a hood*), T-shirts or bright make-up.

b. Kate is in Year 7 and her cousin James is in Year 12. Read the sentences and answer the questions.

A. Kate's form tutor: You **must** wear a school uniform. You **mustn't** wear jeans.

B. Kate: We **have to** wear a school uniform.

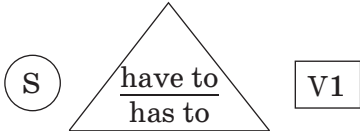
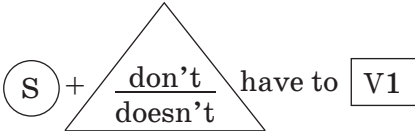
James: We **don't have to** wear a school uniform.

Kate **has to** wear a school uniform.

James **doesn't have to** wear a school uniform.

1. *Is it necessary for Kate to wear a uniform at school?
Can she choose what to wear?*

2. *Is it necessary for James to wear a uniform at school? Can he choose what to wear?*

must ≈ have to mustn't ≠ don't have to	
Positive (+)	Negative (-)
	

c. Speak about your school dress code.

We have to wear... We don't have to wear...
 We mustn't wear...

4. Moving activity “Three teams”.

5. Compare the rules at the Royal Alexandra and Albert School and your school rules.

6. Write about your school rules. Use the ideas from the lesson as well as your own ideas.

- We have to ...
- We don't have to ...
- We mustn't ...

Lesson 5. Do you have to ...?

 **Challenge 5:** Compare school rules in the past and nowadays.

 **Must use:** *had to / didn't have to, Do / Does / Did ... have to ...?*

1a. Kate asks Alex about his school. Answer some of her questions.

1. Do you have to buy school textbooks?
2. Do you have to stand up when the teacher comes into the classroom?
3. Do you have to wear black shoes to school?
4. Do you have to have breakfast and lunch at school?
5. Do you have to clean the classrooms?

b. Write 3–5 questions to ask your teacher about her school days.

Example. Did you have to come to school early?

c. Fill in *Do/Does/Did* and answer the questions.

1. ... your teacher have to wear business-style clothes?
2. ... your parents have to pay for your school breakfast?
3. ... your friend have to take a bus to get to school?
4. ... your mum have to wear a school uniform when she was 12?
5. ... you have to bring books to each lesson?
6. ... you have to stay at school in the afternoon when you were 7?
7. ... the students of your school have to take part in after class activities?

2a. Alex is doing a project about the Victorian school. Read the article and match the titles with the paragraphs.

A. The Teacher and Punishment¹
B. The School Day C. Education in the Past
D. The Victorian School E. Writing

¹ panishment – наказание / пакарание; to punish – наказывать / караць



Queen
Victoria



marbles



a cane



a dip pen and ink



a skipping rope



a slate



hopscotch



tag

1. When Queen Victoria came to the throne in 1837 education was only for rich children. They had a governess who taught them at home. Older boys went to public schools¹ but girls had to continue their study at home. Most poor children didn't go to school because they had to work and help their parents. After

¹public school – частная школа в Британии / приватная школа ў Брытаніі

1870 all children aged between 5 to 10 years old had to go to weekday school.

2. In those days many schools were quite ugly places, often with windows high up so that children couldn't see out. Boys and girls studied in different rooms. Some classes were very big, for example, the British School in Hitchin had a classroom for 300 boys! Village schools had smaller classes, but often classes had students of different ages.

3. Teachers were often strict and sometimes very scary. Children had to stand up when the teacher came in and do what the teacher asked. The Victorian teacher often used a cane to punish naughty children. Students also wrote lines after lessons: a child had to write a sentence 100 times on a sheet of paper, for example, "I must behave well at school."

4. A teacher usually wrote things on the blackboard and students had to copy and learn them. Young children didn't write in copybooks. When they learnt to write, they had to use a slate – a small blackboard, and a slate pencil. Older students wrote in a copybook and used a dip pen with blue-black ink.

5. School began at 9.00 a.m. and finished at 5.00 p.m. There was a two-hour lunch break. Children went home for a midday meal or ate at the school. Victorian schoolchild's life was hard and boring, but the bright light was playtime. They played hoops, skipping ropes and marbles. Other popular games were tag, hopscotch and football. Children didn't have a ball and had to play with an inflated pig's bladder¹.

¹inflated pig's bladder – надутый мочевой пузырь свиньи / надзьмути мачавы пухыр свінні

b. What did Victorian school children have to do? Find the facts in the text.

c. Make up sentences with the words illustrated in the pictures above (see p. 57).

d.  Moving activity “A pig’s bladder”.

e. Compare your school life with the Victorian school children’s life. Find as many differences and similarities as you can.

f. Do you agree you must be happy at school? Why?/Why not?

3.  Ask your parents or grandparents about their school life. Start with *Did you have to ...?* Write a short paragraph about their school years. Use *they had to ...* and *they didn’t have to ...*.

Lesson 6. A bad day at school

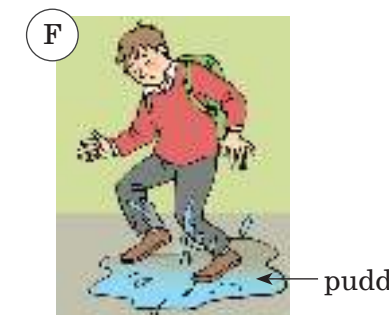
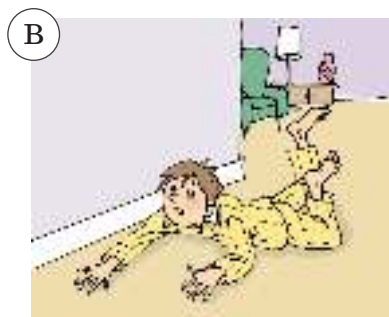
 **Challenge 6:** Speak about events which were in progress in the past.

 **Must use:** the Past Continuous Tense.

1a. Yesterday Frank had a bad day. Look at the pictures (p. 60). What happened to him? Use the help box.

Help box

to have a fight	to wake up late	to fall over
to hurt a knee	to make a noise	to mess up sth
to write lines	to step into a puddle	



b. Read Frank's story and put the pictures in the correct order.

It was one of those days when everything goes wrong.

To start with, in the morning I didn't hear my alarm clock and woke up late. When I opened my eyes, the sun was shining brightly. I ran to the bathroom to brush my teeth. When I was running, I fell over and hurt my knee. I didn't have time for breakfast,

so I put on my uniform and left the house. As I was walking, I stepped into a puddle and messed up my trousers. When I got to school, it was 10 o'clock. My classmates were having a Maths test. Mr Ruler let me come in and I took my seat. While I was sitting in the lesson, my stomach was making funny noises all the time. The students started laughing and made Mr Ruler angry. After the lessons I had to stay and write lines "I mustn't be late for school". To make the matter worse, when I was walking home, I met Peter Johnson who bullied me. Of course, we had a fight and I came home with a black eye.

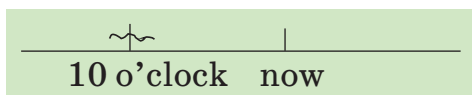
It was my bad day at school.

c. **Read these sentences and answer the questions.**

1. At 10 o'clock the students **were having** a Maths test.
2. When Frank **opened** his eyes, the sun **was shining**.
3. As he **was walking**, he **stepped** into a puddle.
4. While he **was sitting** in the lesson, his stomach **was making** funny noises.

1. *Look at the verbs. Do they describe present or past actions?*
2. *Which verbs describe long actions? Which verbs describe short actions?*
3. *Look at sentence 1. Was the action in process at a definite time? What time?*
4. *Look at sentences 2 and 3. Which action interrupted another one?*
5. *Which verbs are in the Past Simple Tense? Which verbs are in the Past Continuous Tense?*
6. *What are signal words of the Past Continuous Tense?*

The Past Continuous Tense



Positive (+)	Negative (-)
was S were Ving	wasn't S weren't Ving
Yes / No-questions	Wh-questions
Was Were S Ving ...?	Wh was were S Ving ...?
Subject questions	
Who was Ving ... ?	

d. Find more examples of the Past Continuous Tense in Frank's story.

2a. It was 4 p.m. Frank was writing lines. Look at the picture. What were the others doing? Make up short dialogues.



Example. 1. A: What was the teacher doing?

B: He was reading a book.

2. A: What were the boys doing?

B: They were playing football.

b. What were you doing at 12 a.m., 2 p.m., 7 p.m., 10 p.m. yesterday? Ask and answer in pairs.

Example. A: What were you doing at 12 o'clock yesterday?

B: I was reading a story.

3.  Moving activity “Memory game”.

4. Speak in pairs.

- When did you get home yesterday?
- What were you doing when your parents came home?
- When did you come to school today?
- What were your friends doing when you came to school?
- What were you doing when your English teacher came into the classroom?

 Moodle. English 6. Unit 4. Past Simple or Past Continuous?

Lesson 7. A school story

 Challenge 7: Tell a school story.

 Must use: the Past Simple Tense and the Past Continuous Tense.

1. Do you like school stories? Do any interesting things happen in your school? Do you know any school stories?

2a. Read a school story about Albert Einstein [¹ˈaɪnstam], a famous scientist. Put the words in brackets in the Past Simple Tense or the Past Continuous Tense.



One day Albert Einstein ... (1. write) a formula on the blackboard, when he ... (2. hear) a strange sound. The next moment a dark shadow ... (3. appear) and ... (4. start) to erase the formula. While the shadow ... (5. jump) up and down the board, Einstein ... (6. look) at it in surprise. Suddenly it ... (7. disappear). The scientist ... (8. turn) to the students and ... (9. wink) at them: “Eureka [juˈri:kə]! There ... (10. be) a mistake in the formula. Now it’s correct!”

b. Work in pairs. Use the words and make up another school story about Jim, a student from Britain. Read it to the class.

whiteboard	Science	appear	disappear
gym	ghost	scared	Albert Einstein
	shadow	wink	

c.  Listen to the school story and compare it with your version. Have you guessed any things?

d.  Listen to the story again and say if the sentences are true or false. Correct the false sentences.

1. Jim’s school was 50 years old.
2. A whiteboard from the Geography classroom disappeared.
3. Jim found the board in the library.

4. The school ghost wanted to meet the teachers in the evening.
5. The teachers were very happy.
6. When it was getting dark, the children went to the gym.
7. They were waiting quietly in the dark when the window opened slowly and a white shadow appeared.
8. The scientist told the children to study Physics and Chemistry.
9. After that day, Jim studied hard.
10. When Jim was walking past Albert Einstein's portrait in the school corridor, the scientist smiled at him.

3.  **Moving activity “Pass the envelope”.**

4. **Work in pairs. Tell the story about Jim but say one false fact. The partner has to spot it. Then swap the roles.**

5. **Would you like to be a scientist when you grow up? What do you want to be? Do you have to study hard to fulfill your dream?**

Lesson 8. Funny story writing competition

 **Challenge 8: Write a funny school story.**

 **Must use:** the Past Simple Tense and the Past Continuous Tense, adjectives, adverbs.

1. **Unscramble the words. Do you agree with the statement?**

Students klei writing isrteso.

2. Work in pairs and take part in class writing. Use the Past Simple or Past Continuous Tense.

Step 1. Take a sheet of paper and draw the face of a person in the top right-hand corner of the page.

Step 2. Give the person a name. It will be the main character of your story.

Step 3. Write the first sentence “It was a cold autumn day and ...” *Where was the main character? In what classroom?*

Step 4. Stop and pass the paper to the pair on their right (this means that every pair of students now has a new character).

Step 5. Read the beginning of the story and then add one more sentence to it. *What was the main character doing?*

Step 6. Pass the paper to the pair on their right again and add another sentence. *What was the teacher and the classmates doing?*

Steps 7–14. Pass the paper around the class and add a sentence to answer the questions.

Step 7. *What happened next?* Start with “Suddenly, the door opened and ...”

Step 8. *What was he / she wearing?*

Step 9. *What did he / she do? What did the main character do?*

Step 10. *What did he / she start to do the next moment?*

Step 11. *What happened when they were doing that?*

Step 12. *Why couldn't they believe their eyes? What did they see?*

Step 13. *What was he / she doing?*

Step 14. *What did the main character say and do?*

Step 15. Finish the story. Write 2–3 sentences.

3a. These are the sentences from Alex's story. Look at the highlighted words. What parts of speech are they? What other adjectives and adverbs do you know?



1. "The teacher was doing a Chemistry experiment and the children were writing something **quietly** in their exercise-books."
2. "**Suddenly**, the door opened and Winnie-the Pooh ran into the room."
3. "He was wearing **purple** jeans and a **red** T-shirt."
4. "The next moment, he jumped onto the desk and started to dance **happily**."
5. "While he was dancing, they heard a **loud** noise outside."
6. "They couldn't believe their eyes when they saw a **giant** spaceship."
7. "Winnie-the-Pooh said: 'It's for me! Goodbye, friends!' and stepped onto the spaceship **quickly**."

b.  Moving activity "Paper ball".

c. Add adjectives and adverbs to your story to make it more interesting.

d. Step 16. Read your story. Which story is the most amusing?

4.  Take part in the funny story writing competition. Write a new story with new characters. Use adjectives, adverbs, the Past Simple Tense and the Past Continuous Tense. Read your story in the next lesson. Whose story is the most amusing/the most touching/the most exciting?

Lesson 9. Brochure “My dream school”.

Project 

 **Challenge 9:** Make a brochure about your dream school.

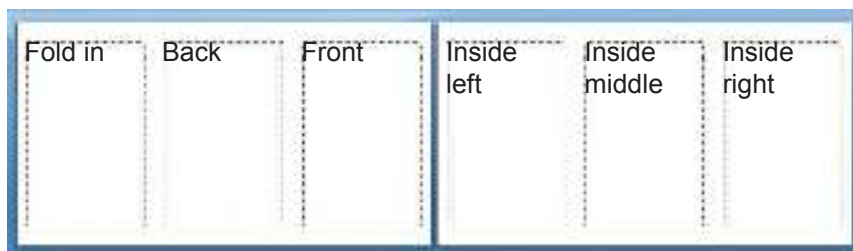
BEFORE THE LESSON

You are going to make a brochure
“My dream school”.



1. Ask your teacher when the presentation day is.
 2. Ask your teacher if you are going to work in pairs or by yourself.
 3. If you are working in pairs, decide when you can work together. Then do steps a–e.
- a. Write a text for your brochure. Follow the plan:

Brochure layout



Page 6: Name (Front)

Think of an interesting name for your dream school.

Page 1: General information (Inside left)

Is it a day school or a boarding school? Where is it located (in the forest, on the Moon, etc.)? How old are the students?

Page 2: Terms and holidays (Inside middle)

How many terms and holidays are there in the school year? How long do they last?

Page 3: Building and facilities (Inside right)

How many classrooms are there in your school? Is there a gym, a library, a football pitch, etc.?

Page 4: Timetable (Fold in)

What subjects are there on the timetable? How many lessons do students have every day? How long does a lesson last? How long does a break last? When and where do students have lunch? What do students do after lessons?

Page 5: Rules (Back)

What must / mustn't students do? What don't students have to do? What must / mustn't teachers do? What don't teachers have to do?

b.  **Moving activity “Clap, stand still or stamp”.**

c. Take an A4 sheet of paper. Fold it twice to get three parts.

d.  Write the information about your school. See the brochure layout above. If you are good at using the computer, you can use the Microsoft Word processor to make your school brochure on the computer.

- e.**  Find photos on the Internet and stick them to the pages or create pictures yourself.

IN THE LESSON

- 1.** Put your brochures on the desks around the class.
- 2.** Walk around the class. Read all the brochures and choose one school you would like to go to. You can't choose your own project.
- 3.** Explain to the class why you have chosen this school.
- 4.** Talk to 1–2 classmates who haven't chosen your school. Invite them to go to your school. Say why they should choose it.
- 5.** Whose dream school is the most unusual? Why?

Lesson 10. Culture corner: school of the air

 **Challenge 10:** Read the article and speak about a school in Australia.

- 1.** Speak in pairs. What do you usually do when you don't feel well and have to miss school?
 - Who helps you to do lessons?
 - Do you do your homework?
 - Do you call or skype your teachers for help?
- 2a.** Look at the pictures and guess the answers.



1. What country is Jack from?
 - a) The USA.
 - b) Australia.
2. Where does he live?
 - a) In town.
 - b) In a remote area¹.
3. How does he speak to his teacher and classmates?
 - a) Via the Internet.
 - b) On the radio.
4. How many lessons a day does he have?
 - a) Seven.
 - b) One.
5. How often does he meet his classmates face-to-face?
 - a) Once a term.
 - b) Once a year.

¹ In a remote area – в отдаленной местности / у аддаленай мясцовасці

b.  Listen, read and check your guesses.

The largest classroom in the world

Many children in Australia live in remote areas. How do they get an education? This is a story about a day in the life of an 8-year-old child living in Australia on the farm, 300 kilometres away from the nearest school.

Jack wakes up at 6 a.m. to feed the chickens and help his dad on the farm. Then he is back to the house at 7 a.m. for breakfast. His class with his teacher is at 8 a.m. He leaves the kitchen and goes to the study room. He sits in front of the computer and waits for his classmates and teacher to come online. This system is called Interactive Distant Learning (IDL). He has seven half-hour lessons using IDL with the School of the Air each week. The Alice Springs School of the Air has 120 students who live on an area over a million square kilometres, which makes it the largest classroom in the world.

Today's lesson is about using fractions (дроби / дроби) in Maths. The teacher uses an electronic whiteboard to demonstrate the use of fractions. After the demonstration the teacher asks the students questions and all can hear their answers. There is a quick quiz on the website for the students to do at the end of the lesson. Finally, the students get their online homework. Each term Jack gets a learning package by mail with audio and video materials, library books and computer software.

After the lesson, Jack has quiet time to work alone on his projects. Sometimes a tutor comes to help him through difficult subjects. It takes him 5 hours a day to do his homework. Now Jack is free to go back out-

side. His new horse is waiting for him but he will study his Maths eLearning later in the afternoon.

Once a year all his friends go to a camp in the town for one week. Jack's favourite day is when they play football on Friday. During the week, he meets his on-line teacher. They usually practise reading together. Jack is looking forward to camp again next year.

Jack's dad finished the School of the Air in 1975. They didn't have the Internet back then but things weren't so different. Jack's dad had to sit in front of his radio each morning for a ten-minute lesson with his teacher. After finishing school he stayed on the farm like his father before him and as Jack plans to do when he grows up. Jack's son will likely be a student of the School of the Air.

c. Moving activity “True or false?”

1. Jack has to get up early.
2. He studies in the kitchen.
3. His lesson lasts an hour.
4. Jack's teacher writes on the blackboard.
5. Jack can hear his classmates' answers.
6. Jack gets his learning package at the beginning of the year.
7. After finishing his homework, Jack goes horse riding.
8. Jack played football with his teacher at camp.
9. Jack's dad used a radio to get lessons from the teacher.
10. Jack is going to leave the farm when he grows up.

d. Work in pairs. Act out an interview with Jack. S1 is Jack, S2 is a reporter.

3. Would you like to go to the School of the Air? Why?/ Why not?

Lesson 11. Boardgame “Schools in Belarus and the UK”



🔒 Challenge 11. Revise the material of the unit. Ask and answer the questions about Belarusian and British schools.

1. Play the boardgame in pairs. Each person will represent a student from Belarus or a student from the Royal Alexandra and Albert School.

- Throw the coin before the game. The student whose coin shows “heads” can choose who he / she will represent: a Belarusian student or a British student.
- Put your counters on the “Start” point and begin to play. If the coin shows “heads”, your counter moves two squares. If the coin shows “tails”, your counter moves one square.
- When your counter gets on the square, you should ask your opponent a question about school in his / her country. The question must contain the word in the square, e.g. you have ‘timetable’. You ask: “*How many subjects are there on your timetable?*” Your partner answers the question.
- The winner is the student who gets to the “Finish” point first.

START

timetable 	well-equipped	founded	situated	leisure
1	2	3	4	5
break	term	holiday	form tutor	take part
10	9	8	7	6
pitch	rules	favourite	proud	have to
11	12	13	14	15
uniform	boarding	huge	department	ICT
20	19	18	17	16
dining hall	lunch	mobile phone	difficult	easy 
21	22	23	24	25

FINISH

2.  Moving activity “Find your match”.

3. Take part in the debate: *Do schools in Belarus and the UK have a lot in common or are they very different?* Express your opinion.

Lesson 12. Progress Test



Challenge 12: Test your reading, listening and speaking skills.

I. READING

1. Read the story and choose the best summary.

- A. The story is about a girl who went to a new school. No one spoke to her and she felt lonely. So, she cried and ran home.
- B. The story is about a girl who went to a new school. At first, she felt lonely. Then, she found a friend.
- C. The story is about a girl who went to a new school. At first, no one spoke to her. Then, she found a lot of friends.



A New School

It was my first day in Year 7 at a new school. I put on my best skirt, a white blouse, a green V-neck sweater, knee socks and new brown shoes. With butterflies in my stomach, I started my journey to school. I didn't know anyone and I had no friends.

I didn't want to be late, so I came to school early. The registration was at 7.50 and school started at 8 a.m.

My first class was Maths. I sat at one of the desks near the window. The kids were talking to each other, but no one spoke to me. No one spoke to me in the next three classes. I felt lonely.

At 12.30 all the students went to the dining hall for lunch. I took my lunch and found a seat at the table where two of my classmates, Jane and Pam, were sitting.

"Can I join you?" I asked.

They looked at me but didn't say a word. I thought it was "Yes" and took the seat. While we were eating our lunch, the girls were talking about their holiday adventures. They didn't see me.

After lunch, we had our Art class. Mrs Harrison asked us to paint our school. At first, I didn't have any imagination but then I looked through the window and got an idea. I took the brush and started painting. I painted a girl sitting on the windowsill and looking through the window at the football pitch. On the pitch, some kids were playing football. When the bell rang, the teacher collected our art works and put them on the walls in the corridor.

In the next lesson I found a note on my desk that said "I'd like to be your friend. Come to the football pitch after classes. You can play in our football team." I turned around but no one was looking at me.

I couldn't play football well but after classes I ran to the pitch as fast as I could. That day I found my best friend.

2. What happened in the Maths lesson? Find an extract (отрывок/урывак) and read it aloud.

3. Was the girl happy during the lunch break? Why?/ Why not?

4. How did she find a friend?

II. LISTENING



Listen to the conversation between Greg and Tina and answer the questions.

1. What time do classes begin in Greg and Tina's school?
2. Do Greg and Tina have to wear a school uniform?
3. Why is Greg proud of his school?

III. SPEAKING

1. What is your school like?
2. Speak about your school day.
3. Ask a British student about their school life.
4. What school rules do you have?
5. How is your school different from a British school, e.g. the Royal Alexandra and Albert School?

UNIT 3

Helping about the house

Lesson 1. As busy as a bee

 **Challenge 1:** Speak about (your most and least favourite) household chores.

 **Must use:** do chores, do the laundry, do the washing-up (the cleaning, the shopping), dust the furniture, make the bed, mop the floors, mow the lawn, pick up the toys, rake the leaves, take out the rubbish, water the plants.

1a. Work in pairs and write down as many things you do every day as possible. Compare your lists. Report back to the class what your partner does every day.

b. Do you help your parents about the house? Do you do any chores?

c. What chores do you do?

Chore *noun*
[tʃɔ:(r)] a routine task around the house or yard.

2.  Listen and read the poem.
Do you think the boy's life is easy? Why?

My mother told me: "Do your chores!
Clean up your room and mop the floors,
Then make your bed and dust the shelves!"
"I think I'll have to call the elves!"



My father told me: “Walk the dog.
Then feed the hamster and the
frog,
Then rake the leaves and mow
[məʊ] the lawn [lɔ:n].”
“Come on, his words just make
me yawn.”



My sister joined: “Take out the
trash (= rubbish)
And then I’ll give you some more
cash.
Please water the plants and wash
the dishes!”
“I’ll need a fairy to grant their
wishes!”

My younger brother took his turn:
“Clear up my toys and in return
I’ll do the laundry, sort your socks
If you pick up my Lego blocks.”



My life is crazy as you see
I’m always busy as a bee.
Instead of helping anyone
I’d rather go and have some fun!



3. Read the poem again. What do these people ask the boy to do?

Mum

Dad

Sister

Brother

dust the shelves, rake the leaves, wash the dishes, clear up the toys, water the plants, mow the lawn, clean up the room, mop the floor, do the laundry, feed the hamster, make the bed, sort the socks, pick up the Lego blocks

Example: His mother asks him to dust the shelves.

Are there any activities left? Who will do them?

4. Divide the following words into columns.

breakfast, the floor, dinner, clothes, the washing, homework, lunch, the cooking, your chores, a mistake, the shopping, the dishes, your pet, the laundry, the house, the room, the windows, the housework, the bed, the car, the washing-up

do	make	clean	wash
...	...	...	...

5. Moving activity “Stand up/Sit down”.

6. What about you? Do you often help your parents about the house? When do you do household chores? Are there any chores you never do? What chores do you like doing and what chores do you hate doing? Work in pairs and interview your partner. Use the words from ex. 3–4. Share three interesting facts about your partner with the class.

Example: A: Do you have to do any chores?

B: Yes, I do. I have to clean up my room.

A: When do you usually do it?

B: I always clean up my room on Sundays.
It's my cleaning-up day.

A: Do you like cleaning up your room?

B: Not really. But I think I should do it anyway.

Listen to your classmates and decide who helps their parents the most.

 **Moodle.** English 6. Unit 5. Vocabulary Test. Jobs around the House.

Lesson 2. Are you doing your fair share?

 **Challenge 2:** Speak about family household responsibilities.

 **Must use:** be responsible for, take care of.

1. Work in teams. Write as many household chores as you remember from the previous lesson. The team with the longest list wins. Listen to the second group and add the activities which are not on your list.

2. Divide the chores from your list into 2 groups: activities which men usually take care of and which women typically take care of.

to take care of chores = to do chores =
= to be responsible for chores
to take care of children = to look after children

3.  Listen to the psychologist talking about typical chores done by men and women and compare your ideas. How many points did you get right?

4.  Listen again and fill in the gaps. Write the answers in your copybooks.

1. An average person spends ... year(s), ... months and ... days over a lifetime doing chores.

2. Women spend ... hour(s) and ... minutes of their day on domestic work and ... minutes on taking care of children.
3. Men spend ... hour(s) and ... minutes on domestic work and ... minutes on taking care of children.

5. What household chores from your list from ex. 1 can children take care of and at what age can they do it? Divide the chores into 5 groups:

2–3 year olds 4–5 year olds 6–8 year olds
9–11 year olds teenagers

6.  Listen to the 2nd part of the talk and check your guesses.

7.  Listen again and add the chores which are not on the list.

8.  Moving activity “Find a partner with the same chore”.

Example: Do you have to mop the floor?

9. Work in pairs. Tell your partner about your family: who takes care of what household chores.

Example: My mother takes care of doing the laundry and my father is responsible for repairing broken things. I take care of our pet.

10a. Work in groups of 4. Discuss the questions below.

1. Do you agree with the list you made in exercises 2 and 3? Do you think children should do household chores? Why? / Why not?
2. When did you start doing household chores? What chores did you do when you were 3, 5, 8, 10 years old?
3. What household chores are dangerous for children?

b. Report back to the class.

Lesson 3. Household disasters

 **Challenge 3:** Speak about household devices and their functions, describe household disasters.

 **Must use:** the Past Continuous Tense; alarm clock, tin opener, dishwasher, iron, kettle, microwave oven, oven, sewing machine, toaster, vacuum cleaner, washing machine; turn on / off.

1. Discuss the questions below.

1. What can help us do household chores?
2. Do you use any household devices? How often?

2. Match the household devices to the pictures and say what we use them for.



- to wash the dishes



- to sew / mend clothes



- to make toast



- to wake up



- to vacuum the floor and furniture



- to cook food



- to iron things



- to wash clothes



- to boil water



- to heat up



- to open tins and cans

an oven, a vacuum cleaner, a sewing machine, a toaster, a microwave oven, a dishwasher, a kettle, an alarm clock, a washing machine, an iron, a tin opener

3a. What problems can you have when you use these devices?

b. Match the problems with the devices.

Flood [flʌd] the floor, cut your finger, start the fire, burn a hole, oversleep.

4. Read Nick's diary and say what problems he had when his mum went away.

Do you know much about household chores? I didn't... That is until my mum had to go on a business trip for a week. That was when we realized who takes care of the housework.

Monday 25th

Monday was the first day I tried to wake up myself, but it didn't work out so well. I usually just ignore the alarm clock on my phone and continue sleeping. So I decided to use an old-style **wind-up** [waɪnd ʌp] alarm clock. Before going to bed I tested it to see if it



still worked. It sure did. The noise it made! Nobody could ever sleep through it. I hid it under my bed. And you know what? I felt like sleeping on top of a bomb. The clock was ticking loudly under my bed and kept me awake. So I sleepwalked through my day at school.

Tuesday 26th

Today my brother was responsible for cooking. He bought some chicken on the way home, but, unfortunately, he forgot to take the plastic wrap (обертка / абортка) off before he put it in the oven. So we had to eat shiny meat for dinner.

Wednesday 27th

On Wednesday we decided not to experiment with the oven anymore and had beans on toast instead. While I was opening the tin with the tin opener, I cut my finger. It took me some time to find a plaster and I completely forgot about the toast. When I rushed back into the kitchen, it was full of smoke and the fire alarm was ringing. Five minutes later, the fire brigade was at our house.

Thursday 28th

Thursday was more relaxed: just sandwiches and tea. What could possibly go wrong with the tea? Absolutely nothing, just the burned kettle. As I turned

it on, I forgot to check the water level and there was no water in it. I realized that something was wrong only when it started to smell funny.

Friday 29th

On Friday I looked at my socks, which felt like cardboard (картон / кардон), and understood that I didn't have any clean clothes. As I was invited to a party, I had to do my laundry myself. The problem was I used too much washing powder. In the middle of the washing cycle I saw strange bubbles coming out of the washing machine. Of course, I decided to check. So I stopped the machine and opened the door. Then I had to mop the flooded floor for the next two hours. As for the clothes, my dad found the old sewing machine and mended the hole in my old shirt.



Saturday 30th

Saturday was a cleaning-up day, because my mother was coming on Sunday and we wanted the house to be spotless (безупречно чистый / бездакорна чысты). We spent the whole day vacuuming, dusting the furniture, picking up and sorting out the toys, these kinds of things. In the end, we were so tired that I decided to do the last chore tomorrow: to take out the rubbish. I put the rubbish bags in the hall and left my socks on the TV to remember to do my chore the next morning. You know how some people leave notes to themselves

or put crosses on their hands? But my dad didn't like the look of my socks while he was watching his favourite comedy show and took them away. So next morning, I couldn't remember about the rubbish.



Sunday 31st

You can't imagine how happy we were when mum rang the doorbell ... and discovered the rubbish bags. There was one more thing she was sad about: the plants. Unfortunately, they all died as we had completely forgotten to water them.

5. 🧑🏻 Moving activity “Mime and guess”.

6. Work in pairs. Have you ever had any problems with household devices?

7. Make up a story about a household disaster. Use the words from the box to help you.

Help box

at first when I was doing ... something happened
suddenly so I had to finally

Lesson 4. What a mess!

 **Challenge 4:** Describe your room.

 **Must use:** *few / a few, little / a little*; all over the floor, it's a mess, messy, rubbish, tidy, untidy.

1. Work in pairs. What household chores did you do yesterday? Did you have any problems while you were doing them? Tell the class about your partner.

2. Look at the pictures of Kate's and Alex's rooms. Where can you see chocolate wrappers [¹ræpəz]? Spilt (пролитый/разлиты) tea?



Say which teenager likes:

playing computer games? cycling? figure skating? reading? playing the guitar? collecting stamps? listening to music? watching movies? eating chocolate? drinking tea? Which room looks messy and which room looks tidy? Who is good at cleaning up and who isn't?

3.  Listen to the dialogue and say why mum is angry with Kate.

What's wrong with Kate's room? Who will give her a hand (= help her)?

4.  Listen again to the dialogue and complete the sentences. Write the answers in your copybooks. Compare and discuss your answers in pairs.

1. There are **a lot of** ... everywhere and **spilt** ... on the desk.
2. There's **so much** ... on the computer screen that I can't see the picture.
3. There are just **a few** ... under my table and **some** ... on the bed.
4. And yes, there's **a little** ... on the table, but you know, I was doing my homework and I needed **a little** ... to keep my brain going.
5. I know very **few** ... whose rooms look worse than that.
6. Mum, but with this new school I really have so **little** ... to tidy up.
7. OK, give me **a few** ...
8. I really need **a little** ...

5. Look at the sentences in ex. 4. Do we use the words below with countable or/and uncountable nouns?

a lot of some few/a few little/a little so much

 What is the difference between *few/a few* and *little/a little*?

6. Choose the best option to complete the sentences: *few/a few/ little/a little*.

1. He needs ... minutes to tidy up his room.
2. Helen has very ... chores. Her mother does everything.
3. I have ... time today. I can't help you.
4. I'm going shopping. I need to buy ... things for the party.

5. The room is tidy. There are very ... things on the desk. 6. The room is empty. There's ... furniture in it. 7. I have ... money. I can't buy this new computer game. 8. I have ... money. I can give you some.

7.  **Moving activity** “Few or Little: take a picture, run and write”.

8. **Work in pairs. Describe your room to your partner. Is his/her room like Kate's or Alex's?**

Lesson 5. Do you need a helping hand?

 **Challenge 5:** Learn the rules how to clean your room.

 **Must use:** *something, anything, nothing, somebody, anybody, nobody, everything*; dustbin.

1. **Do you know how to clean up your room? Do you follow any rules when you do it?**

2. **Look at the sentences below. Do you agree or disagree?**

1. It's a good idea to switch on (= turn on) **some** music when you tidy up.
2. If there is **something** on the bed, you should throw it on the floor.
3. You can always pay **somebody** to clean up your room.
4. If there aren't **any** clothes lying around, your room is tidy.
5. If you don't have **anything** to wear, it's time to do your laundry.

6. If there is **something** on the floor, your room looks messy.
7. There is **no** need to clean up your room at all. Your mother can always do it.
8. **Nobody** needs any household devices. It's easy to do household chores ourselves.

3.  **Look at the words in bold. What do they mean? When do we use the words below?**

some	any	no
something	anything	nothing
somebody	anybody	nobody

4. Read the text and say which statements from ex. 2 are discussed in it.

How to clean your bedroom in ten minutes

Are you always happy when you look at your room? And what about your parents? Do you think they like what they see? I'm sure very ... of them do. Here are some tips on how to tidy up any room if you have very ... time.

All you need is to have an organised plan to clean the room as quickly as possible. Here's our easy to remember six-step cleaning routine.

1. The first and most basic thing you have to do is to turn on ... music you enjoy. It's better to choose ... fast because it will make you move faster than normal.

2. Is there ... on the bed? Throw ... down on the floor. I know, I know. This is how the mess was created in the first place. But it is also an important step in cleaning the room. When there is ... on the bed, it is

easy to make it. And, a made bed makes any room look cleaner.

3. Now ... is ready to start cleaning your room. Are there ... clothes lying around? Pick up ... you can wear and put it on the bed. Put ... dirty clothes straight into the laundry basket.

4. Do you see ... things that are not from your room? Put clothes, dishes and magazines that go into other rooms into ... sorting boxes and put them just outside the door.

5. Now it's time to put everything in its place. If ... things are too (слишком / занадта) high for you, ask ... to help you.

6. Take ... time to think. If there is ... you don't use, ask yourself if you really need it. Put the dustbin in the middle of the room and quickly throw all the rubbish into it.

7. After taking care of things, do the dusting in the room using a cloth to brush dust, rubbish and dirt onto the floor. Dust off your desk, dresser and bookshelves. Try to spend as ... time on this task as possible. The music will help you.

8. Look under your bed and check if there is ... (or ...) there. If you see ... things, take them from under the bed and sort ... out.

9. When there is ... on the floor, start vacuuming or mopping the floor. Don't forget to check the corners. When you are finished, put away the vacuum cleaner or the mop and don't forget the dustbin.

10. Congratulations! You are done! Now you can Instagram your room or invite ... to see how clean it is. Be careful, though. If you invite too many friends, you'll have to start cleaning all over again. And remember, ... will keep your room tidy if you don't do it.

5a. Read the text one more time and complete the gaps. Use the words: *few/a few, little/a little, some, somebody, something, any, anybody, anything, nobody, nothing, everything*. Some words can be used more than once.

b. Check with your partner. Explain why you used these words.

c. Check with the teacher.

6.  Moving activity “Find somebody who ...”

7. Work in pairs. Discuss the questions below.

- How long does it usually take you to clean your room?
- Is it possible to clean a room in 10 minutes?
- Do you agree with the rules from the text?
- Do you follow any other rules when you tidy up?

 **Moodle.** English 6. Unit 5. Some or Any?

Lesson 6. Survey time!

 **Challenge 6:** Ask your friends about household chores, do a class survey.

 **Must use:** vocabulary for household chores; *something, anything, nothing, somebody, anybody, nobody*.

1. Read the quotes (цитаты/цытаты) about housework and complete them with *something, anything, nothing, everybody, nobody* or *everything*. How do you understand these quotes? Do you agree or disagree with them?

1. There's ... better than reading a good book when there's a repair work to be done around the house. – *Joe Ryan*.

2. A bright person can always think of ... better to do than housework. – *Ruby Lou Barnhill*.

3. You can't get ... clean without getting ... else dirty. – *Cecil Baxter*.

4. There is no need to do ... about the house at all. After the first four years the dirt doesn't get any worse. – *Quentin Crisp*.

5. I hate housework. You make the beds, you wash the dishes and six months later you have to start ... all over again. – *Joan Rivers*.

6. ... wants to save the Earth; ... wants to help mom do the dishes. – *P.J. O'Rourke*.

2. Kate wants to write a survey report for a school newspaper about household chores. What questions do you think she asks? Work in groups of three and write down as many questions as you can in 5 minutes. Use the words from the previous lessons.

to do a survey ['sɜ:veɪ] – to collect information about something from a group of people.

3.  Listen and check. What questions did Kate ask? Write down the questions.

4.  Listen again and answer the questions.

1. What household chores does Patrick do?
2. Does Kevin ever help his mum?
3. Who takes care of all housework in Ann's family? Why?
4. Is Quentin's room always tidy?
5. Has Luke ever had any household disasters?
6. What does Jennifer enjoy doing and what does she hate doing about the house?

5.  Moving activity "Ball game: *Like/Dislike/Can't Stand*".

6. It's time to do your own survey! Prepare 6–7 questions. Write them on a separate piece of paper. You can use your questions from ex. 2 or Kate's questions from ex. 3.

7. Interview your classmates. Make notes of their answers. You will need them for the next lesson.

Lesson 7. A survey report

 **Challenge 7:** Write a survey report.

 **Must use:** a survey, to do a survey, the survey shows; about / over / less than / only 35% of students, another 5%, one in ten, two out of five.

1. Read the definition of a survey report and answer the questions.

A survey report presents the results of a survey. It is usually written in a formal style and consists of three parts: introduction, main body and conclusion. The introduction describes the aim (цель / мѐта) of the report. The body presents the main results of the survey. As a rule, we don't describe each answer to the question but try to group them. The facts are presented in the form of percentages and / or proportions. We usually use the present tense to describe the results of the survey. The conclusion summarizes the information. Sometimes you can include your opinion when you describe the results.

1. What is a survey report?
2. How many parts does it have?
3. What do we describe in each part?
4. What tense do we use to present the results?
5. Can you give your opinion in the survey report?

We use the word **per cent (or percent)** with numbers (e.g. 15 per cent) and the word **percentage** without numbers (e.g. the percentage of people).

2. Look at these expressions. In what part of the report do we usually use them? We can use some words in several groups.

Introduction Main Body Conclusion and Opinion

I believe, one in ten, in conclusion, the survey shows that, two out of five, twenty per cent, we have found out, the aim of this report is to ..., only a few, in my

opinion, this report describes, I would like to present the results, most people, to sum up, over half of the students, from my point of view, for example.

3. Read the survey report which Kate wrote for her newspaper. Does she follow the rules from ex. 1?

I 've asked more than 50 people about their household chores. In my opinion, the results were a little bit surprising.

About 35% of students do not do anything about the house. In their families mums, dads and grandparents take care of all housework. I think they are lucky because they don't have to spend any time cleaning, washing or mopping.

Over 25% of students agree to do something only after their parents get very serious or angry. In some cases their parents make a list of chores for them to do and don't let them go and play until they do their share of housework.

Another 5% do not do anything without some kind of pay. This can be money, sweets, new clothes or even time to watch TV or play computer games.

Less than 25% of students help at home from time to time.

Only 10% of sons and daughters help their parents regularly. They usually do such things as washing up the dishes and taking pets for a walk. They also clean up their rooms and sometimes take care of younger brothers and sisters.

Most parents think that some jobs are too dangerous for kids, so they don't let them use irons, lawnmowers, vacuum-cleaners or sewing machines alone. In 80% of families kids can only use the microwave oven and electric kettle.

I've found out that my classmates had a few accidents while they were doing housework. For example, 2 people burnt a hole in their clothes when they were ironing, and 5 people cut their fingers when they were opening a tin.

The survey clearly shows that just a few teenagers are ready to help their parents about the house and they use very few household devices when they do chores.

4.  **Moving activity “Snowball fight”.**

5.  **Use the information you collected from your group-mates and other students and write your own survey report. Ex. 3 can help you.**

6. **Compare the results of your survey with Kate's. How different are they?**

Lesson 8. Give me a robot!!!

 **Challenge 8:** Read a story about a household robot, speak about the advantages and disadvantages of household devices.

1a. **Write down three chores you think are boring, three chores which are fun and three chores which are dangerous.**

b. **Work in pairs and compare your answers. Do you have the same chores in each group?**

2a. **Work in pairs. Answer the questions below.**

1. What devices can help us save time?
2. What devices can help us prepare food?

3. What device can we use to do boring chores?
4. Are there any devices that can clean up the house quickly?
5. What devices can make our life easier?

b. Share your answers with the class and compare your ideas.

3. Look at the words and match them with their definitions.

1. an advertisement [əd'vɜ:tismənt]
2. free trial
3. a pile of books (clothes, toys)
4. a remote control
5. a package
6. to chew [tʃu:]

- a. *the act or process of testing;*
- b. *to bite something to small pieces;*
- c. *a public notice that tells people about products, services, or things that are happening;*
- d. *a number of things on top of each other;*
- e. *a container for transporting something;*
- f. *a device we use to control a television set, a toy, or some other mechanical object from a distance.*



4. You are going to read a story about Dave. Look at the picture and the words in ex. 3. What is the story about?

5. Read the first part of the story and check your guesses.

Dave was a typical 12 year-old-boy. He went to school, did his homework, and sometimes played football with his friends. There was, though, one thing that he really couldn't live without: his computer. He spent most of his free time playing games. In fact,

the games took so much of his spare time that he could hardly do anything else. His room was so untidy, his mother could hardly get in.

“David! You are the laziest boy in the world!” cried Mrs Green as she tried to get into David’s room making her way through piles of books, toys and clothes. “Look at all this mess! All you do is play on the computer all day!” she said angrily. Dave was so much involved (увлечен / захвачены) in the game that he didn’t even turn around. “Now, you have one week to clean up this mess or I’ll have to take the computer away!” threatened (пригрозила / прыгрозил) his mother.

The last words got Dave’s attention. He couldn’t imagine losing his computer. But there was no way he could do the cleaning himself. “I need some help,” he thought. He spent the next three hours surfing the net for cleaning companies, but they were all too expensive. Suddenly, he noticed a small advertisement on one of the pages. “Unique household assistant: it can sweep, polish, and sort out your things. Free 7 day trial.”

“Unique household assistant:
it can sweep, polish, and sort out your things.
Free 7 day trial.”



“That’s exactly what I need!” cried Dave. “I don’t have to pay any money. It will clean my room and then I will send it back.”

A week later the package arrived at David’s house. He opened the box and read the instruction booklet. Then he took the remote control and pressed a red button. The robot started moving. He sorted out David’s

clothes and neatly put them away. Then he organised his toys and books, vacuumed the carpet and dusted the furniture. Ten minutes later the bedroom was spotless.

6a. Was it a good idea to get a robot? What do you think happened next?

b. Read the second part of the story and check.



At this moment David's puppy ran into the room and started to play with the remote control. "No!" – cried David. – "Give it back!" But it was too late. The dog chewed two buttons to pieces. The remote control was broken and the robot went crazy.

It threw around David's things and zoomed into the living room. It vacuumed his father's documents and the puppy. In the kitchen it spilt a lot of water on the floor and broke a lot of cups and plates.

It went through every room in the house making a lot of mess till its battery went dead. So David spent the next two hours sweeping, mopping and tidying up. Then he put the robot away.

He was so tired that he completely forgot about his room. He was sleeping when his mother came in.

She shook her head and took away the computer.

7. Read the sentences and say if they are true (T) or false (F). Discuss them in pairs. Give reasons for your answers.

1. Dave was a typical teenager.
2. His room was always tidy.

3. His mother helped him clean up his room.
4. Dave loved his computer.
5. He had to pay a lot of money for his robot.
6. The robot cleaned up his room.
7. Dave broke the remote control.
8. Dave's room was in a mess when mum came back.

8. **Moving activity “Let’s play robots”.**

9. **Work in pairs. Discuss the questions.**

- Should parents punish or reward ([rɪ'wɔ:d] вознаграждать / узнагароджваць) children if they don't do or do some chores?
- How do your parents punish or reward you?
- Is it a good idea to have a household robot?
- Do you think in the future all families will have a robot?
- Will household robots help people or make them too lazy to do anything?

Lesson 9. Future starts today!

Project 

 **Challenge 9:** Create and present your own robot.

 **Must use:** expressions for making presentations.

BEFORE THE LESSON

1. **Work in groups and discuss the questions below.**

1. Do you remember what happened to Dave?
2. Do you use any household robots?
3. What household chores can robots do?

2. Look at the pictures of three household robots. Match the description of each robot to the picture.

(A)



(B)



(C)



a) Do you like doing the laundry and ironing your clothes? If not, the Swash can help you. You only need to put your clothes inside the robot and take them out clean and fresh. You only have to pay \$500 to get one.

b) The Roomba can clean and vacuum the floor. It can connect to the Internet and your smartphone. It returns to the charging station when its batteries get low. It costs nearly \$900, but you'll never have to vacuum or mop the floors again.

c) The bigger brother of the Roomba can mow your lawn while you relax. We are not sure if it can rake the leaves or shovel ['ʃʌvəl] the snow, but who knows, maybe in the future it will do these chores and many more. You can buy the Robomow for \$2,499.

3. Work in groups of three. Do you remember the list of chores that you dislike doing from Lesson 8? Create a robot which can help you do them. Think about the following points:

1. what chores your robot will do;
2. what it will look like;
3. how much it will cost.

IN THE LESSON

1.  Draw a picture and present your robot to the class. Use the expressions below.

Good morning.

My name is ...

Today, I'm going to talk to you about ...

Here's our ...

We would like to describe our ...

Thank you for listening.

Do you have any questions?

2. Listen to your classmates. Make notes. Use ex. 3. Which robot would you like to get?

Lesson 10. Culture corner

 **Challenge 10:** Compare the attitude to doing household chores in different countries.

1. Read the questions and guess the answers.
1. How many children around the world do chores?
- a) 10%
 - b) 87%
 - c) 49%
2. How many children complain¹ about doing chores?
- a) 96%
 - b) one out of ten
 - c) one in four



¹complain [kəm'pleɪn] – жаловаться /скардзіцца

3. How many parents think their children don't do enough chores?

- a) 50%
- b) very few
- c) 91%



2. Compare your answers with your partner. Check them with the teacher. Are you surprised?

3. Do you think children in different countries do different chores? Make a list of chores for African, Asian, European, Latin and North American countries and compare it with your partner.

4. Read the text and check if any of your ideas from ex. 3 are mentioned.

Chores around the globe

Helping at home is a universal thing. It doesn't mean that we equally like doing all chores. Kids' least favourite chores include picking up toys around the house, cleaning the bathroom and washing the dishes. There are chores that kids don't mind doing such as caring for pets, helping with cooking and setting the table. There are some chores that kids in some countries no longer have to do, for example, chopping firewood, polishing the silver and milking the cows. But working together to keep our homes happy and healthy is one important thing we have in common.

In **Haiti**, Valdo washes his own school uniform by hand and helps his mother sweep the porch (крыльцо / ганак). Gabou feeds the pig that they keep behind

the house, helps wring out (выжимать / выкруचाць) the laundry, and sweeps the dirt from the walkway in front of their house.

In **New York City**, Lucian takes plastic bottles to the shop to be recycled.

Both Floor and Lars in **the Netherlands** help with shopping for food and making dinner. If you live in **Spain**, you must do your household chores, do your homework and respect your parents by law (по закону / па законе).

In **Burundi**, Jenissa helps feed and babysit her baby sister. Kids in **Kenya** play a huge role in helping out with cooking, farming, and fetching water (which can take up to 4 hours of walking per day). Many children are so busy with household that they don't even have time to go to school.

In **Indonesia**, Aji washes the dishes and moves his mattress from the living room to the bedroom after he wakes up. In **Japan**, kids as young as 5 make meals and fold (складывают / складваць) laundry with their parents. Some schools have students clean their own classrooms regularly. To the **Chinese**, housework has traditionally been good physical and mental exercise. But now the situation is changing and more and more parents focus on their children's education and don't make their kids do as many chores as before.

5.  **Moving activity. "Hot potato".**

6. Work in groups. Discuss the questions below.

1. Do you think there are chores that your parents did but you don't have to do anymore? 2. What chore do children have to do in Belarus? What chores do they like doing and what chores are not so popular

with children? 3. Do you think parents in Belarus focus on their children's education more than on doing chores?

Lesson 11. Boardgame "Will you survive?"



 **Challenge 11:** Revise the material of the unit.

1. Discuss the questions below.

1. When you play games, are you very unhappy if you lose or do you take it easy? 2. Are you ready to help your friends if they have some problems?

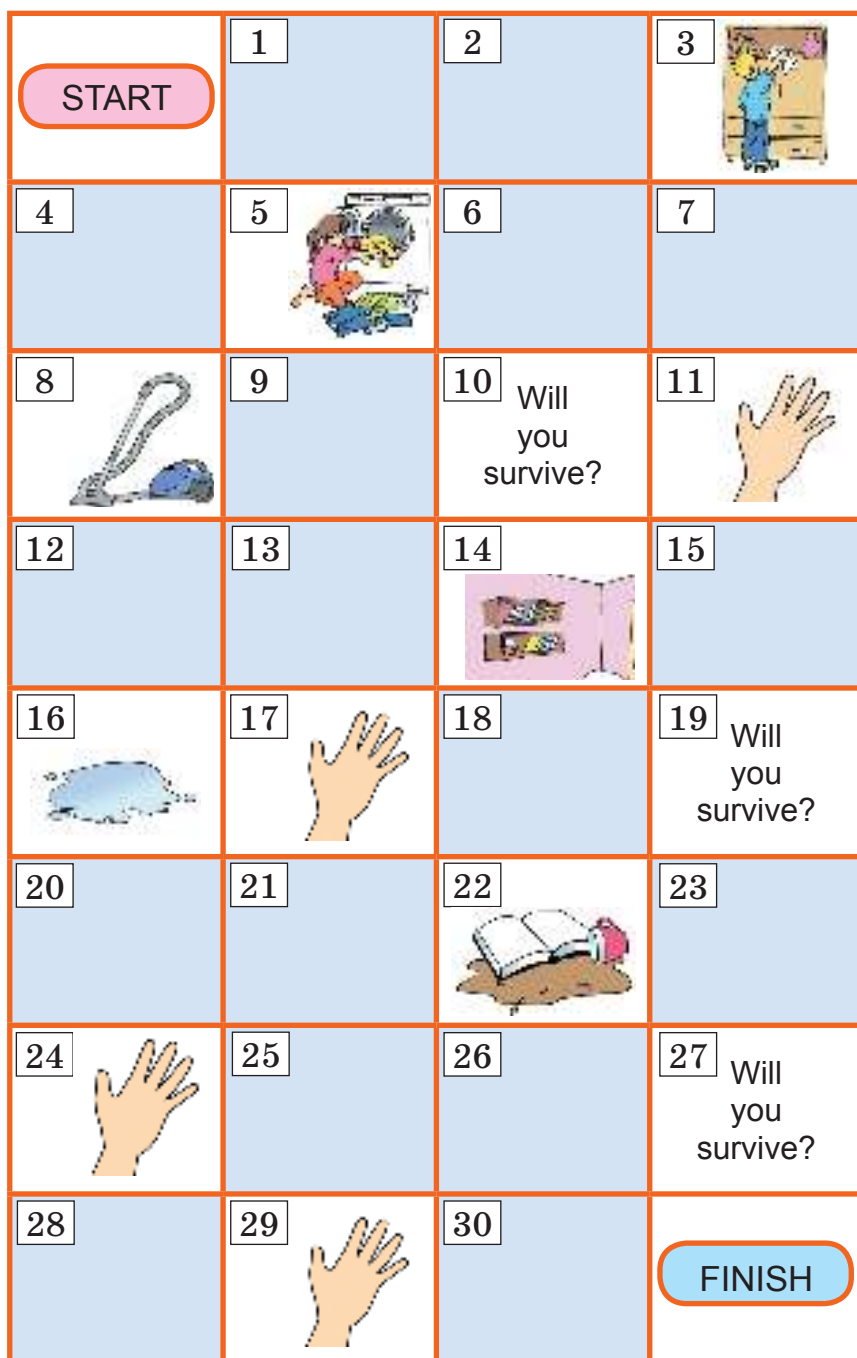
2. You are going to play a board game. Read the rules and answer the questions.

Rules

1. Throw the coin. If you get heads, move two squares. If you get tails, move one.
2. If you land on a 'Household disaster' square, you miss a turn.
3. If you land on a 'Will you survive?' square, you have to take a card and speak for 1 minute about a situation on it. If you survive for one minute, you can throw the coin again.
4. If you land on 'A helping hand' square, you can throw the coin again.
5. The person who comes first to the finish, gets a medal.

Will you survive?

1. Name three household chores that you can do outside.
2. Name three household chores that you can do inside.
3. What is the boy doing in the picture?
4. What chores did you do yesterday?
5. What is the girl going to do?
6. Speak about your favourite chores.
7. Speak about the chores that you can't stand doing.
8. 'Household disaster' square.
9. Name three household devices. What do they do?
10. 'Will you survive?' square.
(Speak for one minute about who does what in your family.)
11. 'A helping hand' square.
12. Remember three rules to tidy up your bedroom.
13. What did Nick's mother see when she came back home from her business trip?
14. Whose room is it: Kate's or Alex's? Why?
15. What's the opposite of *tidy*?
16. 'Household disaster' square.
17. 'A helping hand' square.
18. Complete the sentences.
 - a) ... else is at home. I'm alone.
 - b) I want ... to eat. I'm very hungry.



- 
19. 'Will you survive?' square.
(Describe a household robot.)
 20. Correct the sentences.
 - a) I have a few time. I can help you.
 - b) I need a little minutes to finish this task.
 21. Name three household disasters.
 22. 'Household disaster' square.
 23. What three questions about household chores can you ask in a survey?
 24. 'A helping hand' square.
 25. Do you remember what happened to Dave's robot?
 26. What chores in most countries do kids no longer have to do?
 27. 'Will you survive?' square.
(Describe a household disaster.)
 28. How many children get money for doing chores?
 29. 'A helping hand' square.
 30. 'Household disaster' square.

Lesson 12. Progress Test



 **Challenge 12:** Test your reading, listening and speaking skills.

I. READING

1. Read the story and say in a few sentences what it is about.

Many hands make light work?

Once upon a time there was a big family called Mudd. One day Mrs Mudd bought an apple tree in the market and brought it home. “Look at this lovely apple tree!” she said to her big family. “Would anybody like to help me to plant it in the garden?” But everybody said no!

Mr Mudd was very busy reading his newspaper. John and Sally were doing their homework. Dick was making a pirate ship. Betty was washing her doll. Hoover was feeding the cat. And little Joe was just too little. So Mrs Mudd had to plant the apple tree all by herself. In the summer the sun was very hot and the earth as dry as sand and as hard as rock. The leaves on the apple tree began to go yellow.

“Look at our poor little apple tree,” said Mrs Mudd to her big family. “Would anybody like to help me water it?” But everybody said no! Mr Mudd was busy dreaming in a chair in the garden. John and Sally were painting a picture. Dick was polishing his shoes. Betty was sewing a new pink dress for her doll. Hoover was

playing with his little puppy. And little Joe was just too little. So Mrs Mudd had to water the little apple tree all by herself.

In the autumn the apple tree was covered in big juicy apples.

“Look at all the apples on our tree!” said Mrs Mudd. “Would anybody like to help me pick them?” But everybody said no! ...

2. Decide which of the sentences below are false. Correct the false sentences.

1. Mr Mudd was a hard-working man.
2. The Mudds' children were very helpful.
3. Betty was most interested in making things from paper.
4. Mrs Mudd was happy when no one could help her.
5. Joe couldn't help his mother because he was too little.

3. Put the following actions in the logical order.

- a) Watering the apple tree. b) Planting the apple tree.
c) Buying an apple tree. d) Eating the apple pie. e) Picking apples. f) Making an apple pie.

4. Finish the story using ideas from ex. 3 and the ideas below.

a) Mrs Mudd asks everyone to help her make an apple pie. What do they all say?

b) Mrs Mudd asks everyone if they would like to share her apple pie. What does everybody say? What does Mrs Mudd reply?

Can you think of your own ending?

II. LISTENING

1.  Listen to Yan and Nick talking about household chores. What problem has Nick got?

2.  Listen again. Are the following sentences true or false?

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

III. SPEAKING

1. Speak about your household chores. Describe how you help your parents about the house.
2. Speak about some household chores you like doing and you hate doing.
3. Describe how household chores are divided in your family.
4. Describe some problems that can happen when you do household chores.
5. Speak about household devices that can help you do your chores.

UNIT 4

Are you a foodie?

Lesson 1. Basic foods

 **Challenge 1:** Speak about basic foods.

 **Must use:** buckwheat, canned, corn, cream, enough, flour, frozen, oil, salmon, tinned, tuna; revision: *there is / there are; some, any, no.*

1. Compete in teams. Write up on the board as many basic foods as you remember.

2a. Unjumble the words. The first and last letters have been done for you:

R R I T A E E O G F R R F Z E E E R R
C B O U A P R D

b. Sort the foods out. Work in pairs. Make three lists to put some of the foods into the fridge, some – into the freezer and some – onto the shelves of the cupboard.



tinned corn



buckwheat



tinned tuna



oil



frozen fish



flour



cream



tinned salmon



tinned beans

c. Add more foods to the fridge, freezer and cupboard.

3a. 🗣️ Listen to the best housewife of Bacon County, Georgia and check yourselves.

b. 🗣️ Listen again. Look at your list of food from ex. 1, 2. Name the foods that are mentioned in the conversation. Which foods from your lists are not mentioned? Where should you keep them?

c. Read the sentence from the listening. Guess the meaning of the word *enough*.

Well, I usually go shopping on Saturdays, so there is enough food in my fridge for a week.

4. 🧑🏫 Moving activity “A survey”.

5a. Explain the difference between the sentences.

- Is there **any** coke in your fridge?
- There is **no** coke in my fridge. There aren't **any** other unhealthy drinks there either. But there is **some** juice and mineral water there.

b. Play the guessing game with your partner.

Student A: Choose and write down five foods from the fridge list. Keep them secret. Guess what your partner has got in their cupboard.

Student B: Choose and write down five foods from the cupboard list. Keep them secret. Guess what your partner has got in their fridge.

Example: Is / Are there any ... in your fridge / cupboard?

– No, there isn't any ... there. / Yes, there is some ... there.

6. Talk in pairs.

Student 1: What is there in your fridge, freezer and cupboard? Tell your partner.

Student 2: Is there enough food in your partner's kitchen for a week? For a month?

Lesson 2. Pizza toppings

 **Challenge 2:** Speak about quantities of food and about favourite pizza toppings.

 **Must use:** bacon, basil, garlic, ham, mushrooms, pineapple, olives, topping; *few / a few; little / a little, a lot of, a couple of.*

1a. What do you think all these foods can be used for?



onion



garlic



basil



mushrooms



pineapple



cheese



peppers



tomatoes



olives



bacon



ham



sausage

b. Which of them do you like? Do you dislike any of them?

2a.  Listen to children speaking about their favourite pizza toppings.

- What are the most popular toppings?
- How many children don't like pizza?



b.  Match the words with their meanings:

few
a few
little
a little
a couple of
a lot of

many or much
not much and not enough
not many and not enough
two or a few things or people
not much, but enough
not many, but enough

c.  Listen again. Make notes of the words that will complete the sentences below.

A lot of (1) ... and a lot of (2) ... – that is my favourite pizza topping! My favourite pizza is a few (3) ... with ham. I prefer little (4) ... or no garlic at all. A little (5) ... and a lot of (6) ... for me. I like few (7) ... on my pizza. I'm not an olive fan. A couple of (8) ..., a little (9) ... and some (10) ... – I love pizza Margherita. Chicken, a few (11) ... and a few (12) ... are the perfect trio for me. I like my pizza topped with a lot of (13) ..., a lot of (14) ... and a little (15)



3. Put the words you have filled in (see ex. 2c) into six columns:

a couple of few a few little a little a lot of

4a.  Explain the use of *few/a few*; *little/a little* and *a lot of* in ex. 2c.

b. Make lists of countable and uncountable foods you know. Which of them can be used with *a couple of*, *little/a little*; *few/a few*, *a lot of*?

5a. Look at the pictures. What do you think the book characters are saying?



Eeyore



Winnie-the-Pooh



Rabbit

- | | |
|---------------------------|--------------------------|
| 1. I've got ... presents. | 4. I've got ... honey. |
| 2. I've got ... friends. | 5. I've got ... friends. |
| 3. I've got ... love. | 6. I've got ... food. |
| 7. I've got ... food. | |
| 8. I've got ... honey. | |
| 9. I've got ... visitors. | |

b. 🎧 Listen and check.

6. Talk in pairs. How much do you eat and drink? Ask and answer.

Example: A: How much water do you drink? – B: A lot.
A: How many sweets do you eat? – B: Few.

7. 🏃 Moving activity “Pizza topping”.

a. What are your favourite pizza toppings? Write sentences with all foods from ex. 1. Use *little/a little, few/a few, a lot of* or *no*.

Example: I like a few olives on my pizza.

b. Go round the classroom. Compare your tastes with those of your classmates'. Who likes the same pizza toppings?

c. What are the most popular pizza toppings in your group?

Lesson 3. A cup of coffee

 **Challenge 3:** Speak about food quantities.

 **Must use:** containers – bag, bottle, bowl, can, carton, cup, jar, packet, pot, tea spoonful, tub; litre; loaf, piece, slice; a couple of.

1a.  Listen to the tongue twister. Follow in the book.

There's ə propə cup əf coffee
in ə coppə coffee pot.

Schwa [ʃwɑ:] – [ə]
E.g. teacher ['ti:tʃə]



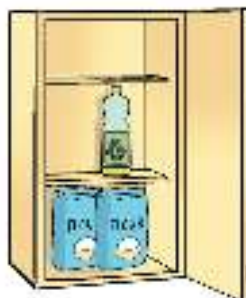
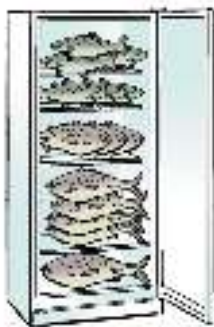
b. Which words or syllables in the tongue-twister were replaced with schwas? What do they all have in common?

c.  Listen and repeat after the speaker. Make the tongue-twister rhythmical by pronouncing your schwas correctly.

2a. Which of the quantity words in the box are pronounced with schwas?

some, little, a little, few, a few, a lot of, much,
many, a couple of

b. Describe what you can see in the fridge and in the cupboard. Use the words in the box.



3a. Match the foods and containers / quantities.



a bottle



a bowl



a carton



a tin / can



a tub



a bag



a tea spoonful



a jar



a litre



a cup



a kilo(gram)



a packet



a piece



a slice



a loaf

milk, cake, soup, jam, pizza, tuna, beans, oil, tea, bread, juice, ice cream, flour, potatoes, mineral water, biscuits, honey, eggs, salt, rice, buckwheat, sour cream

b.  Listen and repeat after the speaker. Remember to pronounce your schwas!

4. Choose the pictures which will help you to complete the sentences. Use quantity/container words.

1. My Granny brought us ... from the village. Her friend is a bee-keeper. 2. Mum's going to make tuna sandwiches. I'll get ... out of the cupboard. 3. I'd like to cook a cake. I need to buy ... 4. You shouldn't put more than ... into the pot. 5. You look so tired. Would you like ...? 6. To make 'draniki' you need one ... 7. ... is enough for two people to eat 'draniki' with. 8. Give me another Italian food is my favourite! 9. There must be ... in every kitchen. 10. I can't make an omelet. There is only one egg in the fridge. And yesterday there was ...



5. Moving activity “Noughts and crosses”.

some	few	much
little	a few	many
a little	a lot of	a couple of

6. Work in pairs.

a. You are going on a bus trip from Minsk to Vitebsk. What food are you going to pack for the trip? How much?

b. You are going to your summer house for two weeks. Make a list of foods your family will need. Write down the quantities of foods. Compare with your partner's. Who's got a longer list?

TN Moodle. English 6. Unit 6. Few or little?

Lesson 4. Would you like anything to eat?

 **Challenge 4:** Learn to order a meal and pay for it.

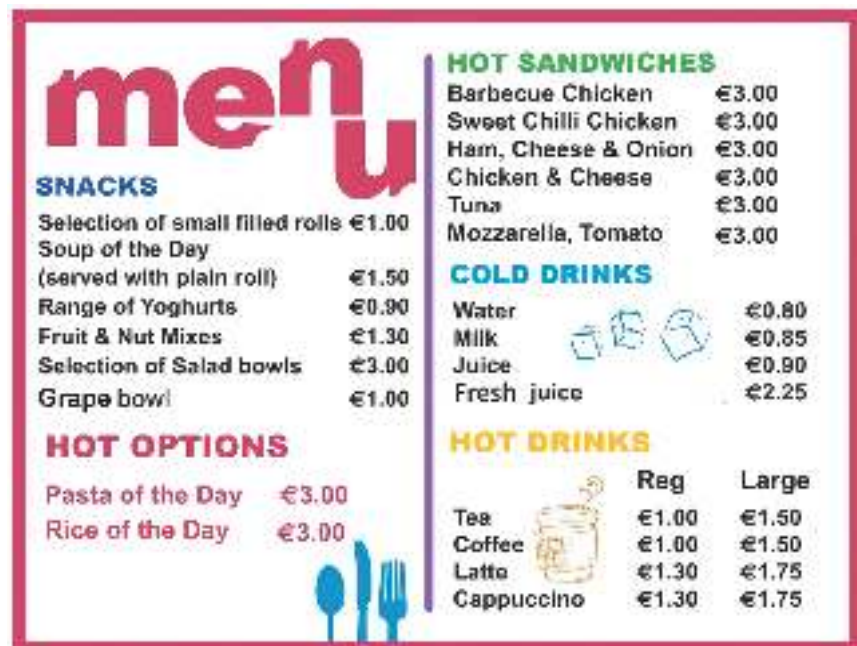
 **Must use:** articles with names of foods and dishes.

1. Choose the endings for the questions below and discuss the questions in pairs.

Do you pack ... What do you think ... Do you think that ... How do you choose ... What are some of ...

...about your school canteen? ... what you eat in the cafeteria? ... your favourite food on the school menu? ... or do you buy school lunch? ... the canteen food is healthy?

2a. Look at the school canteen menus. Which menu looks more appetizing? Why?



The menu board is titled 'menu' in large red letters. It is divided into several sections: SNACKS, HOT SANDWICHES, COLD DRINKS, HOT DRINKS, and HOT OPTIONS. Each section lists items and their prices in Euros. There are also small illustrations of a spoon, knife, and fork at the bottom, and a glass of juice next to the hot drinks section.

SNACKS	HOT SANDWICHES	COLD DRINKS	HOT DRINKS
Selection of small filled rolls €1.00	Barbecue Chicken €3.00	Water €0.80	Tee €1.00 (Reg) €1.50 (Large)
Soup of the Day (served with plain roll) €1.50	Sweet Chilli Chicken €3.00	Milk €0.85	Coffee €1.00
Range of Yoghurts €0.90	Ham, Cheese & Onion €3.00	Juice €0.90	Latto €1.30
Fruit & Nut Mixes €1.30	Chicken & Cheese €3.00	Fresh juice €2.25	Cappuccino €1.30
Selection of Salad bowls €3.00	Tuna €3.00		
Grape bowl €1.00	Mozzarella, Tomato €3.00		
HOT OPTIONS			
Pasta of the Day €3.00			
Rice of the Day €3.00			

CANTEEN		SNACKS <i>dessert or lunch</i>	
		Rice crackers	\$1
		Cheese & rice crackers	\$1.50
		Cheese ~~pasta~~ served cold	\$1
		Popcorn air popped & lightly seasoned	\$1
		Apple slinky or fresh fruit in season	\$1
DRINKS		Watermelon slice	\$1
		Jelly & fruit bowl	\$1
		Jelly, fruit & cream bowl	\$1.50
		Ice lollipop 99% fruit juice stick	\$1
		Adventure cookies small packet	\$1
Plain milk \$1.50 Choc or Strawberry milk \$2 Organic juice 200ml Apple, Orange, Tropical or Apple & Blackcurrant \$2 Water bottle \$2 Free cold water BYO cup or bottle		Carrot fingers	50c
		Vegie chips	\$2
		Rice pudding	\$1
			

b.  Listen to some conversations in a school canteen. Which menu are the pupils ordering from?

c.  Moving activity “Competition”.

3a. There is something wrong with each of the scripts below. Read through the conversations and find the mistakes.

1

- Hi! Can I have a **chicken and cheese sandwich** and **green bean salad**, please?
- All right. Would you like anything to drink?
- Just **some water**, please.
- That’s 4.50.

- Here you are. Thank you.
- You are welcome. Have a good day!

2

- Hello! Can I help you?
- Can I have beetroot salad?
- And a bowl of grapes for me, please.
- A bowl of grapes? Aren't you hungry, Maria?
- Not really. I have had **a large portion of curry rice** and my throat is on fire.
- Here you go, girls.

3

- What's the pasta of the day today, madam?
- It's **the pesto spaghetti**, miss.
- Is it vegetarian?
- Just a moment. I'll ask the chef. Yes, it is.
- I'd like the pasta of the day and a cup of coffee, then.
- Large or regular?
- Large, please.
- OK. That will be 4.50.

4

- Help! Help! Give me your tea! Now!
- Why? What's happened?
- I had two bowls of porridge for breakfast today.
- Have some of my yoghurt. It could help.

5

- Could you pass me **the salt**, please?
- OK. That's 6.80.
- Thank you.

b.  **Work in pairs. Who said each of the lines (a pupil or a dinner lady)? Listen, repeat and check your answers. Mind the intonation.**

4a.  **Look at the phrases in bold and complete the rule on articles.**

1. We use the indefinite article 'a / an' with ...
2. We use the definite article 'the' with ...
3. We use the pronoun 'some' with ...

- A. ...*names of dishes on the menu.*
- B. ...*countable singular nouns meaning 'one of many'.*
- C. ...*definite food which is clear from the context.*
- D. ...*uncountable nouns.*

b. Find more examples of using articles with dishes and foods in the dialogues.

5. Work in pairs. Look at the second menu. Change the food pupils are ordering and role-play the conversations.

6.  Listen to a counting out rhyme. What is the correct transcription for the word **potato**: [pə'teɪtəʊ] or [pə'teɪtəʊ] or [pə'teɪtə] or [pə'teɪtə]?

One potato, two potatoes, three potatoes, four,
Five potatoes, six potatoes, seven potatoes, more.

7. Work in groups of 5–6.

Step 1: Do the counting out rhyme to choose two canteen workers.

Step 2: Choose a menu to order from and think over your choice.

Step 3: Practise. Come up to your canteen workers to make your order. Wait in a line if you have to.

Step 4: Role-play your school canteen episode in front of the class.

Lesson 5. Grocery shopping

 **Challenge 5:** Learn how to buy food, ask for and give information about food in a shop.

 **Must use:** grocery, instead, kefir, pickled, sour cream.

1a.  Listen to the tongue twister. Follow in the book.

Petə Pipə picked ə peck əf pickled peppəs,
ə peck əf pickled peppəs Petə Pipə picked.
If Petə Pipə picked ə peck əf pickled peppəs,
where's the peck əf pickled peppəs Petə Pipə
picked?



b. Which words or syllables in the tongue twister were replaced with schwas?

c.  Listen and repeat after the speaker. Make sure you pronounce your schwas correctly.

2. Talk in small groups. Ask and answer the questions.

1. Do you often buy pickled peppers or other pickles when you go shopping? 2. How often do you go shopping? 3. Where do you or your family do grocery shopping (buy food) on a regular basis? 4. What do you usually



buy and how much does your family spend on groceries per week?

3a. 🧑🏻 Moving activity “Draniki”.

b. Kate is going to make Belarusian draniki. Look at the list of ingredients she has received from Alex. What ingredients does she have? What does she need to buy for the famous potato pancakes?

Example: She has got ... She needs to buy two kilograms of potatoes, ...

Draniki (Potato Pancakes) Ingredients

10 medium-sized potatoes
1 medium / large onion ✓
1–2 eggs
1/2 cup kefir
1/2 cup flour
1/2 tsp salt ✓
3/4 cup sour cream
1/2 tsp baking soda ✓
vegetable oil ✓ (to fry them in)



medium – in the middle between big and small



A grocery – a shop selling food and small items for the home

Groceries – the food that you buy in a grocer's shop or supermarket

c. 🗣️ Kate has some questions to Alex about the ingredients. Listen to their telephone conversation. What does Kate want to know?

d.  Listen again. Explain the meaning of the word 'instead'.

4a. Kate is at the grocery. Who do you think says these words – Kate or the shop assistant?

1. How can I help you? 2. Have you got any sour cream? 3. How much do you need? 4. A tub of sour cream, please. 5. How much is it? 6. It's not very expensive. 7. Here you are. 8. Anything else? 9. That will be 27 pounds. 10. Thank you. 11. You're welcome.

b.  Listen to Kate's conversation with the shop assistant and check.

c.  Listen again. Choose the correct answers.

1. How much sour cream does Kate buy?
a) a carton; b) a tub; c) a jar.
2. Why does she buy buttermilk¹?
a) she's going to drink it;
b) she's going to use it instead of kefir;
c) she's going to use it instead of flour.
3. How much was the buttermilk?
a) £2.15; b) £2.05; c) £2.50;
4. Which of these did Kate NOT buy?
a) a carton of eggs; b) a litre of milk;
c) a kilo of butter.
5. What does Kate ask for at the end of the conversation?
a) a bar of chocolate; b) an ice cream;
c) a tub of ice cream.

¹ buttermilk – молочная сыворотка, которая остается от молока при производстве масла / сыроватка, якая застаецца ад малака пасля вырабу масла

d. Has Kate got everything for the potato pancakes now?

5a. Make up a similar conversation at the grocery. Use the names of other foods. Make changes in the conversation if necessary.

b. Work in pairs. Role-play the conversation at the grocery.

Lesson 6. My favourite dish

 **Challenge 6:** Write a recipe.

 **Must use:** bake, boil, cut, dish, fry, mix, peel, serve.

1. Recall the counting rhymes and tongue-twisters from this unit. Which is your favourite? Recite it.

2. Talk in pairs. Ask and answer the questions.

1. Who usually cooks in your family? 2. Are you good at cooking? 3. What can you cook? 4. Do you like cooking?

3a. Match the verbs in the box with the pictures.

cut, peel, boil, fry, bake, serve, mix, add, grate, wash





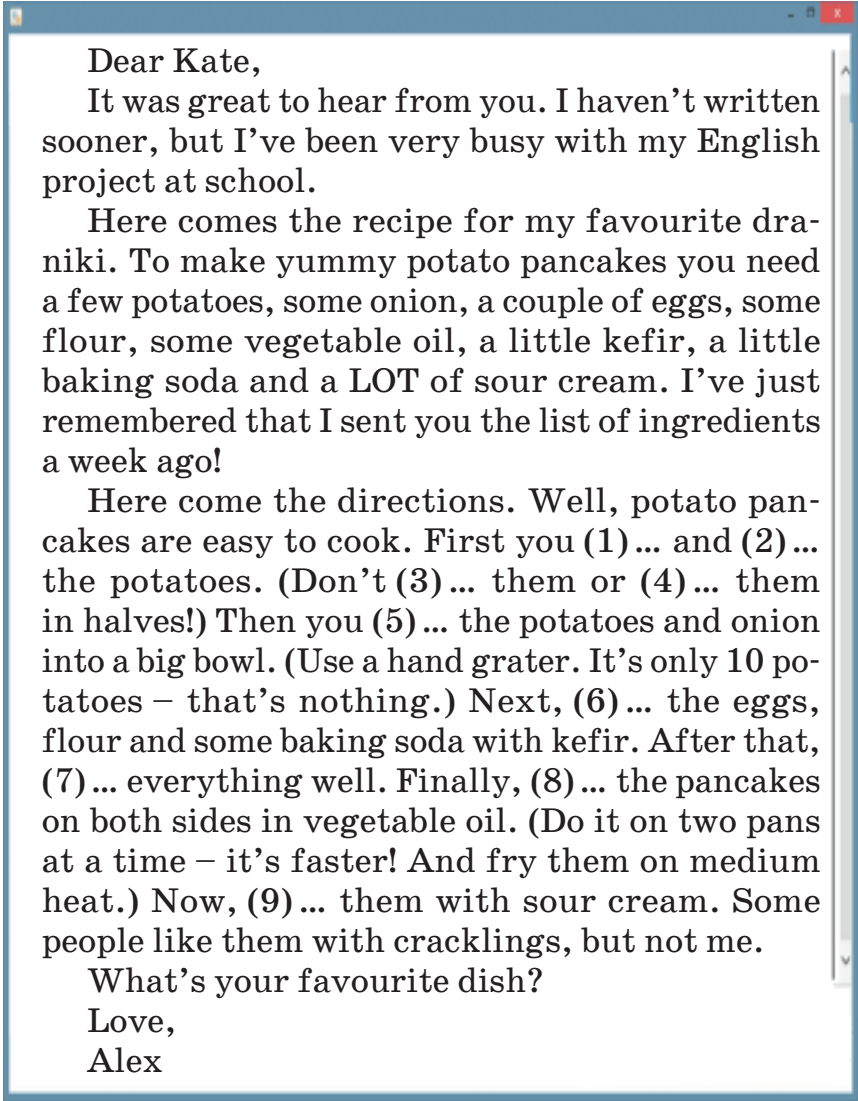
b. Say when you do these things. Use the words in the box.

1. I wash and ... potatoes before boiling them.
2. I ... water when I want to make tea or coffee.
3. I ... milk to coffee when I want to have white coffee.
4. I ... and ... vegetables when I want to make a salad.
5. I ... meat when my grandpa comes to visit.
6. I ... eggs sunny side up for breakfast.
7. My Granny ... yummy cakes.

c. Which of these foods can you peel, cut, fry, boil, bake, mix with oil, serve with sour cream?

potatoes, eggs, pancakes, oranges, apples, fish, meat, chicken, onions, cake, bananas, tomatoes, sausage, buckwheat, rice, salmon, mushrooms, bacon, ham, carrots, cabbage

4a. Read Alex's email to Kate. What is his favourite dish? What does he like to eat it with?



Dear Kate,

It was great to hear from you. I haven't written sooner, but I've been very busy with my English project at school.

Here comes the recipe for my favourite draniki. To make yummy potato pancakes you need a few potatoes, some onion, a couple of eggs, some flour, some vegetable oil, a little kefir, a little baking soda and a LOT of sour cream. I've just remembered that I sent you the list of ingredients a week ago!

Here come the directions. Well, potato pancakes are easy to cook. First you (1) ... and (2) ... the potatoes. (Don't (3) ... them or (4) ... them in halves!) Then you (5) ... the potatoes and onion into a big bowl. (Use a hand grater. It's only 10 potatoes – that's nothing.) Next, (6) ... the eggs, flour and some baking soda with kefir. After that, (7) ... everything well. Finally, (8) ... the pancakes on both sides in vegetable oil. (Do it on two pans at a time – it's faster! And fry them on medium heat.) Now, (9) ... them with sour cream. Some people like them with cracklings, but not me.

What's your favourite dish?

Love,
Alex

b. Read the letter again. Complete it with the verbs from ex. 3 to make the recipe clear (you will not need one of the verbs).

c. Reread the email. Find a caption for the photo.



d.  Moving activity “Cooking”.

5a. Read the potato pancakes instructions Kate has found on the Internet. Reorder them. Begin with line 2.

1. *Then you grate the potatoes and onion into a big bowl.*
2. ***First, wash and peel the potatoes.***
3. *Finally, fry the pancakes on both sides in vegetable oil.*
4. *Next, add the eggs, flour and some baking soda with kefir.*
5. *Now, serve them with sour cream.*
6. *After that, mix everything well.*



b.  What linking words does Alex use in his email (ex. 4a) to make the order of actions clear? What other words can you use?

6a. Choose the recipe you would like to write. Write the list of ingredients with quantities of foods and the directions for making the dish.

Omelet: eggs, salt, milk, cheese, butter, herbs 	Pancakes: flour, eggs, milk, salt, oil, baking soda 	Mixed salad: tomatoes, cucumbers, onion, salad, salt, oil 
--	--	--

b.  Write instructions for your friend. Use the linking words from ex. 3b.

Lesson 7. How ice cream is made

 **Challenge 7:** Read about the process of making ice cream.

 **Must use:** flavour, mixture; cool, heat, pack, sell; V₃ of irregular verbs, the Present Simple Passive.

1. Answer the question.

Why did Kate buy a tub of ice cream in the grocery shop?

- a) She has a sweet taste. b) She is a sweet girl.
c) She's got a sweet tooth.

2a. Look at the pictures. They show the process of making ice cream. In what order do you think ice cream is made?





b. Match the pictures with the sentences.

Ice cream is made of sugar, milk and some flavouring. In fact, it is frozen cream. Some of the ice cream flavours¹ children like the most are chocolate, vanilla, strawberry and banana. Some companies make ice cream with salted caramel and sour cherry. In Japan they add seafood to ice cream!

This is how ice cream is made.

1. The ingredients – milk, cream and sugar – are mixed together.
2. The mixture is heated to kill off the bacteria.
3. The mixture is treated to make it smooth².
4. The mixture is left for at least four hours to cool.
5. Flavours and colours are added from vanilla to chocolate.
6. The mixture is whipped (beaten to make it thick and hard³) and half-frozen.

**I scream,
you scream,
we all scream
for ice cream!**

¹ flavour – вкус / смак

² treated to make it smooth – перемешать до гладкого состояния / змяшać да гладкага стану

³ hard – плотный / тугі

7. Fruits, nuts, sweets or biscuits are added to the mixture to make ice cream.
8. The ice cream is packed. It is placed into containers.
9. The ice cream is put into a freezer at -30° to -40°C to make it harder.
10. The ice cream is sold in shops and cafes.
11. It is eaten by YOU!

c. Answer the questions below:

1. What ingredients are mixed to make ice cream?
2. The mixture is heated and treated, isn't it?
3. For how long is it cooled?
4. What is added after cooling?
5. What else is added to the mixture?
6. Where is ice cream put after packing?

d. Add the linking words from the box to the sentences above.

then, now, later, after that, next, finally

3. Compare the pairs of sentences and answer the questions below.



A. 1. Ice cream is **made of sugar, milk and some flavouring.**

2. Some companies **make ice cream with salted caramel and sour cherry.**

B. 1. Flavours and colours **are added to the mixture.**

2. In Japan they **add seafood to ice cream.**

1. *What is the difference between the sentences?*
2. *Do we know who does the actions? Is it important to say who it is?*
3. *How is the Present Simple Passive formed?*

4. Choose the correct form. Sometimes both active and passive forms are possible.

1. In summer, more ice cream **eats / is eaten** than in winter. 2. Bananas **are grown / grow** near the equator. 3. Tons of orange marmalade **eat / are eaten** in Great Britain every year. 4. In Japan vegetarian ice cream **sells / is sold**. 5. My father **sells / is sold** cars. 6. More white cars than red ones **sell / are sold** by him. 7. Judy **reads / is read** a lot of books. 8. Milk **keeps / is kept** in the fridge. 9. The grass near their house **cut / is cut** once a week. 10. In India English **speaks / is spoken**, too. 11. Milk bottles **leave / are left** near the door every morning. 12. Cheese **makes / is made** from milk. 13. New houses **build / are built** in our town every year. 14. Mary **sells / is sold** vegetables at the market.

5. Moving activity "True or false".

6. Play the guessing game. Get cards from the teacher.

Student A: Read the food facts to your partner.

Student B: Guess which of the food facts are true.



7. Ask and answer the questions.

- Do you have a sweet tooth?
- Do you like ice cream? What is your favourite flavour?
- Do you think ice cream can be made at home?
- Can you make ice cream?

 **Moodle.** English 6. Unit 6. The Present Simple Passive Tense.

Lesson 8. National dishes of Belarus and the UK

🏠 Challenge 8: Ask a British friend about their national dishes and tell them about your national dishes.

1. What traditional Belarusian and British dishes do you know? Discuss with your partner, then report to the class.

2a. Alex and Kate are talking on Skype. Have a look at the cloud of words (“wordle”) and say what they are discussing.



b. Read the dialogue and check your guesses.

A: Hi, Kate! How was your day? You look a bit tired.

K: Hello, Alex. I am OK, thanks. I'm just back from school. How are you getting on?

A: Fine, I am calling you to ask about British national dishes. We are doing a project at school. Can you help me?

K: Sure!

A: *What is the most popular British food?*

K: Let me think ... Have you heard of “Fish and chips”? It is our traditional take-away food, and my favourite one! It is not usually home-cooked; you buy it in a special Fish and chips shop and go to eat it somewhere else.

A: Yep, but it’s fat. Do you really like it?

K: To be honest, it depends on the shop, but we are lucky to have a good fish and chips shop at the corner. *And what dish is number one in Belarus?*

A: Well, I think it’s draniki.

K: Oh, yes! I remember that nice recipe that you sent me. Thick pancakes, made from grated potatoes and traditionally served with sour cream. I managed to make them! My mum was really surprised!

A: Good for you! My mum makes draniki perfectly well. I love them! Kate, *what other dishes can you tell me about?*

K: Well, another traditional British dish is “Bangers and mash”. Bangers are fried sausages served with mashed potatoes. Sausages were called bangers during the wartime: they had so much water in them that they often went ‘Bang!’ when fried.

A: I thought it was our Belarusian dish only because we like mashed potatoes with sausages made from pork or beef. You see, we have some dishes in common.

K: How interesting! Maybe this dish spread (распространилось / распаўсюдзілась) during the wartime. Also, pies are very popular in Britain. In the past, pies helped the problem of cooking simple dinners in poor families and often were used as a whole dinner in one piece to take to the field or to the mine (шахта / шахта) by workers. Cottage pie is a bit heavy, but really delicious and easy to cook. It is

a meat pie baked with mashed potatoes and served with peas. *Do you have anything like cottage pie?*

A: I don't think so. We have a pie, called "Babka". It is a national dish made from grated potato, fried bacon and onion. The dish is baked in the oven and served with sour cream or milk.

K: Yes, it sounds different. The British are famous for their love for puddings. Black pudding (a kind of sausage) and Yorkshire pudding, made from flour, eggs and milk, are not eaten as a dessert but usually as part of the main meal or as a starter. Rice pudding, bread and butter pudding, as well as Christmas pudding are served with jam or ice cream as a dessert. My granny makes the best Christmas pudding. *How about Belarusian deserts?*

A: Belarusians like pancakes with honey or sour cream and pies. Baked apples are often cooked with honey. The traditional Belarusian soft drinks are – kvass, kissel and cranberry juice. We also like tea. *I know that Britain is a tea-drinking nation, right?*

K: Absolutely! Teas are different in style, taste and colour. The British drink tea every day, often many cups a day. Most Britons like their tea strong and dark, with a lot of milk.

A: I like tea with milk, too. Maybe I have some distant roots (корні / карані) with the British.

K: Who knows? Maybe we are relatives!

A: Thanks for help, Kate! See you!

K: You are welcome, Alex!

C. Name the Belarusian and British dishes and drinks in the pictures.



d. What other Belarusian and British dishes do you know?

3.  Moving activity “Stations”.

4a. Find the questions in italics in ex. 2b. What other questions can you ask your foreign friend about their national food? Brainstorm in pairs.

b. In pairs make up your own dialogues using your knowledge about Belarusian and British national dishes and the ideas from ex. 2b.

c. Act out your dialogue in front of the class. Whose dialogue is the most creative/informative? Which pair of students was the most artistic?

5.  Write an email to your British pen pal about Belarusian dishes.

Lesson 9. School canteen menu *Project*

 **Challenge 9:** Make a school canteen menu.

1. Work in groups. Your task is to work out and present a new canteen menu for your school.

BEFORE THE LESSON

1. Find out who of your classmates is in your group. Remember you have to be a team to win.

2. Ask your teacher for a deadline (when it's time to do a presentation).

3. Work in your group. Discuss the main idea of your menu. Is it going to be healthy or tasty? What sections is it going to have? What is it going to look like? Are you going to use drawings or pictures from magazines?

4. In your group decide what everybody's task is. Who is going to do the drawings / collect the pictures? Who is going to do the writing? Who is going to put everything together? Who is going to be a speaker? Who is going to write for the speaker? You can do some tasks individually, share a task with your groupmates or work in a team.

5. Do your part of work.

6. Before the deadline meet up together and look at all the materials you have got. Check the written pieces for spelling and grammar mistakes. Decide how you are going to present your menu. What are you going to say about it?

IN THE LESSON

2a. Hang up your menu for everybody to read. Walk around and look through the other groups' menus.

CANTEEN MENU	
Hot food Chicken Curry Chicken burger Porridge Mixed vegetables Rice Boiled potatoes	Salads Cucumber salad Tomato salad Cabbage salad Mixed vegetables salad
	
Drinks Still water Juice (apple, orange, grape) Kissel Black tea Green tea Milk	Deserts Chocolate cake Carrot cake Apple pie
	

b. Present your menu for your classmates.

3. Listen to other presentations and fill in the evaluation chart the teacher has given you. (1 means disagree, 2 – not sure, 3 – agree).

4. Work as a class. Say which menu project you like most and explain why you think so.

Lesson 10. Culture corner. Tea time

🔒 Challenge 10: Compare tea drinking traditions around the world.

1. Step into the Magic Mirror and find yourself at Mad Hatter's tea party. What do you think the characters are saying? What do you prefer: the book or the film?



2a. Get back to reality. Do you know where tea in the pictures comes from?

b. Read the traditional tea recipes in different countries. Name the tea in the pictures and the countries it comes from.

- Matcha is a powdered green tea using very fine green tea leaves. It is traditionally used in Japanese tea ceremonies.
- Black tea in Britain is served with milk and /or sugar and is taken several times a day.



- Tibetan Po cha, or butter tea, combines tea, salt, and yak butter. It takes three hours to make it.
- Mint is added in green tea for this drink, popular in Morocco and across North Africa.
- Bubble tea (or boba milk tea) has become famous worldwide, but it comes from Taiwan. It can be served hot or cold, and made of tea mixed with fruit or milk. Fruit jellies are often added.
- Sweet iced tea is popular in the American South. It is usually made using strong black tea and sugar. You can also add lemon.
- For a cup of Russian tea, strong black tea is made. Then it is poured into the cup and boiling water is added. You also put sugar and a piece of lemon into the cup.
- The Rooibos plant makes a bright red tea, and is found only in South Africa. It is served without sugar or milk, because the tea is naturally mild and sweet.

- People in Iran put a cube of sugar in the mouth before drinking their hot tea.

c. Which tea recipe would you like to try? Which tea do you find unappetising?

3a. Read about where tea came from. Put the paragraphs in the right order.



A. By the time of the Han Dynasty, about 200 BC, Chinese doctors told sick people to drink tea as a kind of medicine. There was also a tradition of offering tea to guests when they came to your house. People who were too poor to buy tea offered their guests hot water. At that time mostly men drank tea, while women only made it.

B. 200 years later, traders brought tea from northern China to the Islamic Empire where it soon became a popular drink. People in the Islamic Empire could get sugar from India, so they soon began to put sugar in their tea (but people in China drank their tea without sugar).

When European travellers first began coming to China in the 1600s AD Chinese people offered them tea to drink. The English word “tea” comes from the Chinese word “te” for tea.

C. Today tea is the world’s second most popular drink next to water!

D. Wild tea bushes grew in southern China. There people first began to make tea by drying tea leaves and then boiling them in hot water. By about 2000 BC, even before they were farming wheat, people in south-

ern China were growing tea bushes on farms. Everybody in the world got their tea bushes from those first tea farmers.

E. These Europeans took lots of tea back to Europe, where tea became very popular. But tea bushes didn't grow well in Europe's wet cold climate. Tea bushes need to be hot and dry. So the Europeans had to buy all their tea from China. The British who had conquered India began to grow tea there. Now a lot of the world's tea comes from India.

b. Are the statements below true or false?

1. Tea was discovered nearly 5,000 years ago.
2. In the 17th century tea came to Europe from India.
3. Tea plant isn't a tree or grass.
4. Tea doesn't grow in Europe.
5. It's the most popular drink in the world.
6. Only men drink tea in China.

4. Moving activity "Tea house".

5a. Read the jokes below. Which one is the funniest?

A. A homeless man stopped me in the street today. "Can you give me something for a cup of tea?" he asked. I gave him half my Twix.



B. Last night I said to my witch girlfriend, "Make me a cup of tea." Now I'm a cup of tea.

C. In a plane: "Tea or Coffee?" "Tea." "Wrong. Coffee."

D. How to drink hot tea: 1. Make a cup of tea. 2. Try your tea. 3. It is too hot. 4. Let it cool. 5. Forget you have a cup of tea.

E. "Doctor, my eye hurts when I drink tea!" "Take the spoon out of the cup!"

b. Work in pairs or small groups. Choose one joke to role-play in front of the class.

Lesson 11. Boardgame “Snakes and ladders”.



 **Challenge 11:** Revise the material of the unit.

1.  **Play the boardgame “Snakes and Ladders” in small groups (p. 151). Make questions and answer them.**

1. from / ice cream / made / what / is / ? 2. are / made / how / draniki / ? 3. British / what / know / do / you / dishes / ? 4. You washed the dishes. 5. you / your / cook / dish / how / do / favourite / ? 6. did / what / last / you / the / at / buy / supermarket / ? 7. You ate too many crisps. 8. at / café / did / last / you / order / what / a / ? 9. know / containers / do / what / you / food / ? 10. You fed the birds. 11. are / dishes / in / popular / Belarus / what / ? 12. dishes / there / what / on / menu / are / school / the / ? 13. You drank too much cola. 14. pizza / your / toppings / what / favourite / are / ? (Use *a lot of, much, many, few, a few, little, a little*) 15. cook / you / carrots / how / can / ? (I can grate them, ...)

2.  **Moving activity. “Find your match.”**

3. Work in pairs. Role-play a conversation about the dish you have in your statement in ex. 2. You can order a dish at the restaurant, discuss the ingredients and make a shopping list or cook the dish.

START



FINISH

Lesson 12. Progress Test



Challenge 12: Test your reading, listening and speaking skills.

I. READING

1a. Look at the photos. Can you name the dishes?



b. Read the text below and find the pictures that illustrate traditional American dishes. Name them.

America has so many cultures that it is difficult to describe American food. Some well-known American dishes have come from other places. Hot dogs and hamburgers for example are based on traditional German dishes.

When it comes to American breakfasts, there is one winner: pancakes. They are light and fluffy served with butter, honey and blueberries.

Roast turkey is the most popular main dish of a Thanksgiving dinner. More than 10 million turkeys are eaten for Christmas in America with more than a hundred recipes to cook them. The traditional filling ingredients are bread, carrots and onions. Another Thanksgiving dish is pumpkin pie: delicious, creamy, and oh, so American.

A banana split is a traditional American dessert that comes from Pennsylvania. It is made with ice cream and served in a long dish called a boat. A banana is cut in half, vanilla, chocolate and strawberry ice cream, fruit, berries and cream are put in between.

Apple pie was brought to the colonies from Europe in the 17th century. There are American apple pie recipes from the 18th century, and since then this 9-inch home-made dessert has been welcome at any American holiday.

In the United States, iced tea is more popular than hot tea (85% of tea which is drunk in America is iced tea). This cold tea first appeared in the USA during the 1860s. Iced tea is traditionally served with sugar and a slice of lemon. It is also often sold in bottles or cans.

2. What is the traditional Thanksgiving dish in the USA? Read aloud the extract about it.

3. Why is it difficult to describe American food?

4. What American dishes are often served with berries?

II. LISTENING



Listen to the TV programme about marmalade, a traditional British sweet and answer the questions below.



Proper names: Dundee, James Keiller

1. When and how did marmalade appear (появился / з'явіўся)?
2. When was the first marmalade factory (фабрыка / фабрыка) built?
3. How is marmalade made? Describe the recipe.

III. SPEAKING

1. What is your favourite dish? How is it cooked?
2. What are traditional dishes of Belarus and the UK?
3. Do Belarus, Britain and America have any common food traditions? What are they?
4. What British dish would you like to taste?
5. What dishes in the school canteen do you like?

Vocabulary

Unit 1

- available** [ə'veɪləbl̩] *adj* доступный, имеющийся в наличии / даступны, наяўны
- bored** [bɔ:d] *adj* скучающий / які сумуе
- be keen** [ki:n] *on* увлекаться / захапляцца
- camper** ['kæmpə] *n* отдыхающий в лагере / які адпачывае ў лагеры
- carpentry** ['kɑ:pɪntri] *n* плотничное дело / цяслярства
- couch potato** [kaʊtʃ pə'tetəʊ] *n* лежебока / абібок
- describe** [dɪ'skraɪb] *v* описывать / апісваць
- dime** [daɪm] *n* монета в 10 центов (в США) / манета коштам 10 цэнтаў (у ЗША)
- endless** ['endləs] *adj* бесчисленный, бесконечный / незлічоны, бязмежны
- equipment** ['ɪkwɪpmənt] *n* оборудование, оснащение / абсталяванне, аснашчэнне
- fix** [fɪks] *v* чинить / папраўляць
- give up** [ˌgɪv 'ʌp] *phr v* отказаться, бросить что-л. делать / адмовіцца, кінуць што-н. рабіць
- handicraft** ['hændɪkra:ft] *n* ремесло, ручная работа / рамяство, ручная работа
- hobby horse** ['hɒbihɔ:s] *n* лошадка (детская игрушка) / конік (дзіцячая цацка)
- invent** [ɪn'vent] *v* изобретать, создавать / вынаходзіць, ствараць
- knitting** ['nɪtɪŋ] *n* вязание / вязанне
- knot** [nɒt] *n* узел, узелок / вузел, вузельчык
- laziness** ['leɪzɪnəs] *n* лень / лянота
- leisure** ['leɪzə] *n* досуг, свободное время / вольны час
- look for** [ˌlʊk 'fɔ:] *phr v* искать / шукаць

lullaby ['lʌləbaɪ] *n* колыбельная песня / калыханка
manual ['mænjuəl] *n* руководство (к пользованию техникой) / інструкція (на карыстанні тэхні-кай)
muscle ['mʌsl] *n* мускул, мышца / мускул, мышца
pal [pæl] *n* друг, приятель / сябар, прыяцель
put on weight [ˌput ɒn 'weɪt] набирать вес / таўсцець
quiet ['kwaɪət] *adj* спокойный, тихий / спакойны, ціхі
schedule ['ʃedju:l] *n* программа, расписание / прагра-ма, расклад
settings ['setɪŋz] *n* настройки / настройкі
sew [səʊ] *v* шить / шыць
snap [snæp] *v; n* фотографировать; фотография / фа-таграфаваць (каго-н.); фотаздымак
spare [speə] **time** *n* свободное время / вольны час
take up [ˌteɪk 'ʌp] *phr v* браться за что-л., занимать-ся / брацца за што-н., займацца
tiny ['taɪni] *adj* маленький, крошечный / маленькі, малюсенькі
trade [treɪd] *v* обмениваться / абменьвацца
trendy ['trendi] *adj* сверхсовременный / звышмодны
turn into [ˌtɜːn 'ɪntə] *phr v* превращать / ператвараць
whenever [wen'evə] *conj* когда бы ни; всякий раз, ког-да / калі б ні; усякі раз, калі

Unit 2

be founded ['faʊndɪd] быть основанным / быць засна-ванным
be proud of ['praʊdəv] гордиться / ганарыцца
be situated ['sɪtʃueɪtɪd] располагаться / размяшчацца
Biology [baɪ'ɒlədʒi] *n* биология / біялогія
boarding school ['bɔːdɪŋ 'sku:l] *n* закрытое учебное за-ведение / школа-інтэрнат

break [breɪk] *n* перерыв / перапынак
bully ['bʊli] *v* запугивать, задира́ть / запалохваць, задзіраць
Chemistry ['kɛmɪstri] *n* химия / хімія
covered ['kʌvəd] *adj* крытый / крыты
department [dɪ'pɑːtmənt] *n* факультет, отделение / факультэт, аддзяленне
dining hall ['daɪnɪŋ ˌhɔːl] *n* столовая / сталовая
Drama ['drɑːmə] *n* урок актерского мастерства / урок акцёрскага майстэрства
form tutor ['fɔːm 'tjuːtə] *n* классный руководитель / класны кіраўнік
Geography [dʒiː'ɒɡrəfi] *n* география / геаграфія
History ['hɪstəri] *n* история / гісторыя
huge [hjuːdʒ] *adj* огромный / вялізны
ICT [ˌaɪ siː 'tiː] *n* информатика / інфарматыка
in case of [ɪn'keɪsəv] в случае / у выпадку, калі
last [lɑːst] *v* длиться / працягвацца
Literature ['lɪtrətʃə] литература / літаратура
miss [mɪs] (**lessons**) *v* пропускать (уроки) / прапускаць (уроки)
necessary ['nesəs(ə)ri] необходимый / неабходны
permission [pə(r)'mɪʃ(ə)n] *n* разрешение / дазвол
Physics ['fɪzɪks] *n* физика / фізіка
pitch [pɪtʃ] *n* футбольное поле / футбольнае поле
Registration [ˌredʒɪ'streɪʃ(ə)n] регистрация / рэгістрацыя
Religious Studies [rə'lɪdʒəs 'stʌdɪz] религиоведение / рэлігіязнаўства
Science ['saɪəns] *n* естественные науки / прыродазнаўчыя навукі
take part [ˌteɪk 'pɑːt] принимать участие / браць удзел
term [tɜː(r)m] *n* четверть, семестр / чвэрць, семестр

well-equipped [ˌwelɪ'kwɪpt] хорошо оборудованный /
добра абсталяваны

Unit 3

alarm clock [ə'laɪm klɒk] *n* будильник / будзільнік

allowance [ə'laʊəns] *n* пособие, плата за выполнение
домашней работы / грашовая дапамога, плата
за выкананне хатніх спраў

be responsible [rɪ'spɒnsəbl] **for smth** быть ответственным
за что-то / быць адказным за што-н.

burn a hole [həʊl] прожечь дыру / прапаліць дзірку

chocolate wrapper ['tʃæpə] обертка от шоколадных
конфет / абгортка ад шакаладных цукерак

disaster [dɪ'zɑːstə] катастрофа / катастрофа

dishwasher ['dɪʃ,wɒʃə] посудомоечная машина / ма-
шина для мыцця посуду

do a survey ['sɜːveɪ] проводить опрос / рабіць апы-
танне

do a household chore ['haʊshəʊld tʃɔː] выполнять до-
машние обязанности / выконваць хатнія абавязкі

do the laundry ['ləʊndrɪ] заниматься стиркой / займаць-
ца мыццём бялізны

do the washing-up [ˌwɒʃɪŋ 'ʌp] мыть посуду / мыць
посуд

dust the furniture ['fɜːnɪtʃə] вытирать пыль с мебели /
сціраць пыл з мэблі

find out [ˌfaɪnd 'aʊt] *phr v* узнать / даведацца

flood [flʌd] *v* затопить / затапіць

heat up [hi:t 'ʌp] *phr v* разогреть / разагрэць

help about the house помогать по дому / дапамагаць
у хатняй гаспадарцы

household device [di'vaɪs] домашний прибор / хатняя
прылада

iron ['aɪən] *n* утюг / прас
iron clothes ['aɪən 'kləʊðz] гладить одежду / прасавать
 впопратку
kettle ['ketl] *n* чайник / чайнік
lawn mower ['lɔ:n 'məʊə] газонокосилка / газонакасілка
make the bed застилать кровать / засцілаць ложак
messy ['mesi] неопрятный, неряшливый / неахайны
mor [mɒr] *n, v* швабра; мыть шваброй / швабра;
 мыць швабрай
mow the lawn ['məʊ də 'lɔ:n] косить газон / касіць газон
oven ['ʌvn] *n* духовка / духоўка
pick up the toys собирать игрушки / збіраць цацкі
pile [paɪl] *n* куча, груды / куча
rake [reɪk] *v* собирать граблями / збіраць граблямі
remote control [rɪ'məʊt kən'trəʊl] *n* дистанционный
 пульт управления / дыстанцыйны пульт кіра-
 вання
sew [səʊ] *v* шить / шыць
sewing machine ['səʊɪŋ mə'si:n] *n* швейная маши-
 на / швейная машына
shovel snow ['ʃvəl snəʊ] убирать снег лопатой / згра-
 баць снег шуфлем
spill [spɪl] *v* пролить / разліць
survey ['sɜ:veɪ] *n* опрос / апытанне
sweep [swi:p] *v* подметать / падмятаць
take care of [,teɪk 'keə əv] заботиться о / клапаціцца
 пра
take out the rubbish ['rʌbɪʃ] выносить мусор / выно-
 сіць смецце
tidy ['taɪdi] *adj* аккуратный, опрятный / акуратны,
 ахайны
tin opener ['tɪnəpənə] открывалка / адкрывалка
tidy up [,taɪdi 'ʌp] приводить в порядок / прыбіраць
toaster ['təʊstə] *n* тостер / тостар

vacuum ['vækju:m] *v* пылесосить / пыласосіць
vacuum cleaner ['vækju:m 'kli:nə] *n* пылесос / пыласос
walk the dog выгуливать собаку / виводзіць гуляць сабаку
washing machine [mə'ʃi:n] *n* стиральная машина / пральная машына
water the plants [plɑ:nts] поливать цветы / паліваць кветкі

Unit 4

bacon ['beikən] *n* бекон / бекон
bake [beik] *v* печь в духовом шкафу / пячы ў духоўцы
basil ['bæzl] *n* базилик / базілік
boil [bɔil] *v* варить / варыць
buckwheat ['bʌk,wɪt] *n* гречневая крупа / грэцкія крупы
canned [kænd] консервированный / кансерваваны
canteen [kæn'ti:n] *n* столовая, буфет / сталовая, буфет
cool [ku:l] *v* охлаждать / астуджаць
corn [kɔ:n] *n* кукуруза / кукуруза
cream [kri:m] *n* сливки / вяршкі
cut [kʌt] *v* резать / рэзаць
delicious [dɪ'liʃəs] *adj* вкусный / смачны
dish [dɪʃ] *n* блюдо / страва
enough [ɪ'nʌf] *adv* достаточно / даволі
flavour ['fleɪvə] *n* вкус, привкус / смак, прысмак
flour [flaʊə] *n* мука / мука
frozen ['frəʊzn] *adj* замороженный / замарожаны
fry [fraɪ] *v* жарить / смажыць
garlic ['gɑ:lik] *n* чеснок / часнок
grocery ['grəʊsəri] *n* продуктовый магазин / прадук-
товы магазін
ham [hæm] *n* ветчина / в'яндліна

heat [hi:t] *v* подогревать / падаграваць
instead [in'sted] *adv* вместо / замест
mix [miks] *v* перемешивать / перамешваць
mixture ['mɪkstʃə] *n* смесь / сумесь
mushroom ['mʌʃru:m] *n* гриб / грыб
oil [ɔɪl] *n* масло растительное / алей
olive ['ɒlɪv] *n* оливка / аліва
pack [pæk] *v* упаковывать / упакоўваць
peel [pi:l] *v* очищать (от кожуры) / абіраць (ад лупіны)
pickled ['pɪkld] *adj* маринованный / марынаваны
pineapple ['paɪn,æpl] *n* ананас / ананас
salmon ['sæmən] *n* лосось / ласось
sell [sel] *v* продавать / прадаваць
serve [sɜ:v] *v* подавать (блюдо) / падаваць (страву)
sour cream [,sauə 'kri:m] *n* сметана / смятана
tinned [tɪnd] консервированный / кансерваваны
topping ['tɒpɪŋ] *n* верхняя часть / верхняя частка
tuna ['tju:nə] *n* тунец / тунец

Irregular verbs

be [bi:]

become [bi'kʌm]

begin [bi'gɪn]

blow [bləʊ]

break [breɪk]

bring [brɪŋ]

build [bɪld]

burn [bɜ:n]

buy [baɪ]

catch [kætʃ]

choose [tʃu:z]

come [kʌm]

cost [kɒst]

cut [kʌt]

was, were

[wəz], [wə]

became [bi'keɪm]

began [bi'gæɪn]

blew [blu:]

broke [brəʊk]

brought [brɔ:t]

built [bɪlt]

burnt [bɜ:nt]

bought [bɔ:t]

caught [kɔ:t]

chose [tʃəʊz]

came [keɪm]

cost [kɒst]

cut [kʌt]

been [bi:n]

become [bi'kʌm]

begun [bi'gʌn]

blown [bləʊn]

broken [brəʊkn]

brought [brɔ:t]

built [bɪlt]

burnt [bɜ:nt]

bought [bɔ:t]

caught [kɔ:t]

chosen [tʃəʊzn]

come [kʌm]

cost [kɒst]

cut [kʌt]

быть / быць

становиться / станавіцца

начинать / пачынаць

дуть / дзьмуць

ломать / ламаць

приносить / прыносіць

строить / будаваць

жечь, гореть / паліць, га-
рэць

покупать / купляць

ловить, хватать / лавіць,
хватаць

выбирать / выбіраць

приходить / прыходзіць

стоять / каштаваць

резать / рэзаць

do [du:]	did [dɪd]	done [dʌn]	делать / рабіць
draw [drɔ:]	drew [dru:]	drawn [drɔ:n]	рисовать / маляваць
drink [drɪŋk]	drank [dræŋk]	drunk [drʌŋk]	пить / піць
drive [draɪv]	drove [drəʊv]	driven ['drɪvɪn]	водит / весці (машыну)
eat [i:t]	ate [et]	eaten ['i:tɪn]	кушать, есть / есці
fall [fɔ:l]	fell [fel]	fallen ['fɔ:lɪn]	падать / падаць
feed [fi:d]	fed [fed]	fed [fed]	кормить / карміць
feel [fi:l]	felt [felt]	felt [felt]	чувствовать / адчуваць
fight [faɪt]	fought [fɔ:t]	fought [fɔ:t]	сражаться, бороться / змагацца
find [faɪnd]	found [faʊnd]	found [faʊnd]	находить / знаходзіць
fly [flaɪ]	flew [flu:]	flown [fləʊn]	летать / лятаць
forecast ['fɔ:kɑ:st]	forecast ['fɔ:kɑ:st]	forecast ['fɔ:kɑ:st]	предсказывать / прадказваць
forget [fə'get]	forgot [fə'gɒt]	forgotten [fə'gɒtɪn]	забывать / забываць (-цца)
forgive [fə'grɪv]	forgave [fə'gɪv]	forgiven [fə'grɪvɪn]	прощать / дараваць
freeze [fri:z]	froze [frəʊz]	frozen ['frəʊzn]	замерзать / замярзаць
get [get]	got [gɒt]	got [gɒt]	получать / атрымліваць
give [grɪv]	gave [gɪv]	given ['grɪvɪn]	давать / даваць

go [gəʊ]
grow [grəʊ]

hang [hæŋ]
have [hæv]
hear [hɪə]
hide [haɪd]
hit [hɪt]
hold [həʊld]

hurt [hɜ:t]

keep [ki:p]

know [nəʊ]
lay [leɪ]
lead [li:d]

learn [lɜ:n]
leave [li:v]

went [went]
grew [gru:]

hung [hʌŋ]
had [hæd]
heard [hɜ:d]
hid [hɪd]
hit [hɪt]
held [held]

hurt [hɜ:t]

kept [kept]

knew [nju:]
laid [leɪd]
led [led]

learnt [lɜ:nt]
left [left]

gone [gɒn]
grown [grəʊn]

hung [hʌŋ]
had [hæd]
heard [hɜ:d]
hidden ['hɪdn]
hit [hɪt]
held [held]

hurt [hɜ:t]

kept [kept]

known [nəʊn]
laid [leɪd]
led [led]

learnt [lɜ:nt]
left [left]

ідти / ісці
 раіі, выраііваіі / ра-
 іі, выраііваіі
 веіі / веіі
 імеіі / меіі
 іііі / іііі
 ііііі (-іі) / ііііі (-іііі)
 ііііі / іііі
 ііііі і іііі / ііі-
 іііі і іііі
 ііііііі іііі / ііііііі
 ііііі іііі
 ііііі / ііііі
 ііііі, ііііііі / ііі-
 ііііііі, ііііііі
 ііііі / ііііі
 ііііі, ііііііііі / ііііі,
 ііііііі
 ііііі (іііі) / ііііііі
 ііііііі / ііііііі,
 ііііііі

let [let]
lie [lai]
lose [lu:z]
make [merk]

mean [mi:n]

meet [mi:t]
pay [pei]
put [put]
read [ri:d]
ride [raid]

ring [riŋ]
rise [raiz]
run [rʌn]
say [sei]
see [si:]
sell [sel]

let [let]
lay [lei]
lost [lɒst]
made [meɪd]

meant [ment]

met [met]
paid [peɪd]
put [put]
read [red]
rode [rəʊd]

rang [ræŋ]
rose [rəʊz]
ran [ræn]
said [sed]
saw [sɔ:]
sold [səʊld]

let [let]
lain [leɪn]
lost [lɒst]
made [meɪd]

meant [ment]

met [met]
paid [peɪd]
put [put]
read [red]
ridden [ˈrɪdn]

rung [rʌŋ]
risen [ˈrɪzn]
run [rʌn]
said [sed]
seen [si:n]
sold [səʊld]

позволять / дазваляць
лежать / ляжаць
терять / губляць
делать, производить / ра-
біць, вырабляць
подразумевать, значить /
разумець, значыць
встречать / сустракаць
платить / плаціць
класть / класці
читать / чытаць
ездить верхом / ехаць
вярхом
звонить / званіць
подниматься / падымацца
бежать / бегчы
говорить / казаць
видеть / бачыць
продавать / прадаваць

send [send]**set** [set]**shake** [ʃeɪk]**shine** [ʃaɪn]**show** [ʃəʊ]**sing** [sɪŋ]**sink** [sɪŋk]**sit** [sɪt]**sleep** [sli:p]**smell** [smel]**speak** [spi:k]**spend** [spend]**spoil** [spɔɪl]**spread** [spred]**stand** [stænd]**sent** [sent]**set** [set]**shook** [ʃʊk]**shone** [ʃɒn]**showed** [ʃəʊd]**sang** [sæŋ]**sank** [sæŋk]**sat** [sæt]**slept** [slept]**smelt** [smelt]**spoke** [spəʊk]**spent** [spent]**spoilt** [spɔɪlt]**spread** [spred]**stood** [stud]**sent** [sent]**set** [set]**shaken** [ˈʃeɪkn]**shone** [ʃɒn]**shown** [ʃəʊn]**sung** [sʌŋ]**sunk** [sʌŋk]**sat** [sæt]**slept** [slept]**smelt** [smelt]**spoken** [ˈspəʊkn]**spent** [spent]**spoilt** [spɔɪlt]**spread** [spred]**stood** [stud]

посылать / пасылаць

устанаўліваць / устанаў-

ліваць

трясти / трэсці

светить / свяціць

показывать / паказваць

петь / спяваць

тонуть, погружать / тануць,

апускаць

сидеть / сядзець

спать / спаць

пахнуть; нюхать / пах-

нуць; нюхаць

говорить / размаўляць

тратить / траціць; марна-

ваць

портить / псаваць

распространяться / рас-

паўсюджацца

стоять / стаяць

steal [sti:l]
swim [swim]
take [teik]
teach [ti:tʃ]
tell [tel]

think [θɪŋk]
throw [θrəʊ]
understand
 [ˌʌndə'stænd]
wake [weɪk]

wear [weə]

win [wɪn]
write [raɪt]

stole [stəʊl]
swam [swæm]
took [tʊk]
taught [tɔ:t]
told [təʊld]

thought [θɔ:t]
threw [θru:]
understood
 [ˌʌndə'stʊd]
woke [wəʊk]

wore [wɔ:]

won [wʌn]
wrote [rəʊt]

stolen ['stəʊln]
swum [swʌm]
taken ['teɪkn]
taught [tɔ:t]
told [təʊld]

thought [θɔ:t]
thrown [θrəʊn]
understood
 [ˌʌndə'stʊd]
woken ['wəʊkn]

worn [wɔ:n]

won [wʌn]
written ['rɪtn]

красть / красти
 плавать / плаваць
 брать / браць
 учить / вучыць, навучаць
 рассказывать / расказваць,
 апавядаць
 думать / думаць
 бросать / кідаць
 понимать / разумець

 просыпаться; будить /
 прачынацца; будзіць
 носить (*одежду*) / насіць
 (*адзенне*)
 выигрывать / выйграваць
 писать / пісаць

Учебное издание

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АНГЛИЙСКИЙ ЯЗЫК / АНГЛІЙСКАЯ МОВА

Учебное пособие для 6 класса учреждений общего среднего образования
с белорусским и русским языками обучения (повышенный уровень)

С электронным приложением

В 2 частях

Часть 1

Редактор *Л.Д. Касьянова*. Художественный редактор *Е.А. Агунович*. Технический редактор *Н.А. Лебедевич*. Корректоры *Л.Д. Касьянова*, *Т.К. Хваль*, *Т.В. Кульнис*. Компьютерная верстка *А.Н. Бабенковой*.

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(Наименование учреждения общего среднего образования)

Учебный год	Имя и фамилия учащегося	Класс	Состояние учебного пособия при получении	Отметка учащегося за пользование учебным пособием
20 /				
20 /				
20 /				
20 /				

Учебное пособие издано за счет средств государственного бюджета для фондов библиотек по заказу Министерства образования Республики Беларусь

Правообладатель Вышэйшая школа

Classroom language

I'm sorry I'm late. Извините, я опоздал. / Прабачце, я спазніў/це.

Can I come in? – Можно войти? / Можна ўвайсці?

Can I take my seat? – Можно сесть на место? / Можна сесці на месца?

Can I go out? – Можно выйти? / Можна выйсці?

Sorry, I left my exercise-book at home. Извините, я забыл тетрадь дома. / Прабачце, я забыўся/забыла дома.

Excuse me. I have a problem. – Извините, у меня проблема. / Прабачце, у мяне праблема.

Sorry, I don't understand. – Извините, я не понимаю. / Прабачце, я не разумею.

Sorry, I don't know. – Извините, не знаю. / Прабачце, я не ведаю.

Sorry, I don't remember. – Извините, а не помню. / Прабачце, я не памятаю.

Could you help me, please? – Помогите, пожалуйста. / Дзякуй, калі можа.

Could you say it again, please? – Повторите, пожалуйста. / Паўтарыце, калі ласка.

Can we listen again, please? – Можно послушать еще раз? / Можна паслухаць яшчэ раз?

Can I have a copy, please? – Можно мне взять копию? / Можна мне ўзяць копію?

Can you give me a pen, please? – Дай мне ручку, пожалуйста. / Дай мне ручку, калі ласка.

Here you are. – Возьми, пожалуйста. / Вазьмі, калі ласка.

Shall I read? – Мне читать? / Мне чытаць?

Shall I go to the board? – Мне идти к доске? / Мне ісці да дошкі?

Is it my turn? – Моя очередь? / Мая чарга?

It's my turn. – Моя очередь. / Мая чарга.

What page? – Какая страница? / Якая старонка?

What exercise? – Какое упражнение? / Якое практыкаванне?

What sentence? – Какое предложение? / Якое сказ?

I'm ready. / I'm done. – Я готов. / Я гатовы.

Can I answer? – Можно мне ответить? / Можна мне адказаць?

What does the word 'school' mean? – Что обозначает слово 'school'? / Што абазначае слова 'school'?

How do you spell the word 'school'? – Как пишется слово 'school' по буквам? / Як пішацца слова 'school' па літарках?

What's the word 'school' in Russian (Belarusian)? – Как будет слово 'school' по-русски (по-белорусски)? / Як будзе слова 'school' па-рускі (па-беларуску)?

What's the word 'школа' in English? – Как будет слово 'школа' по-английски? / Як будзе слова 'школа' па-англійску?

I've got a headache. – У меня болит голова. / У мяне баліць галава.

I've got a stomach ache. – У меня болит живот. / У мяне баліць живот.