



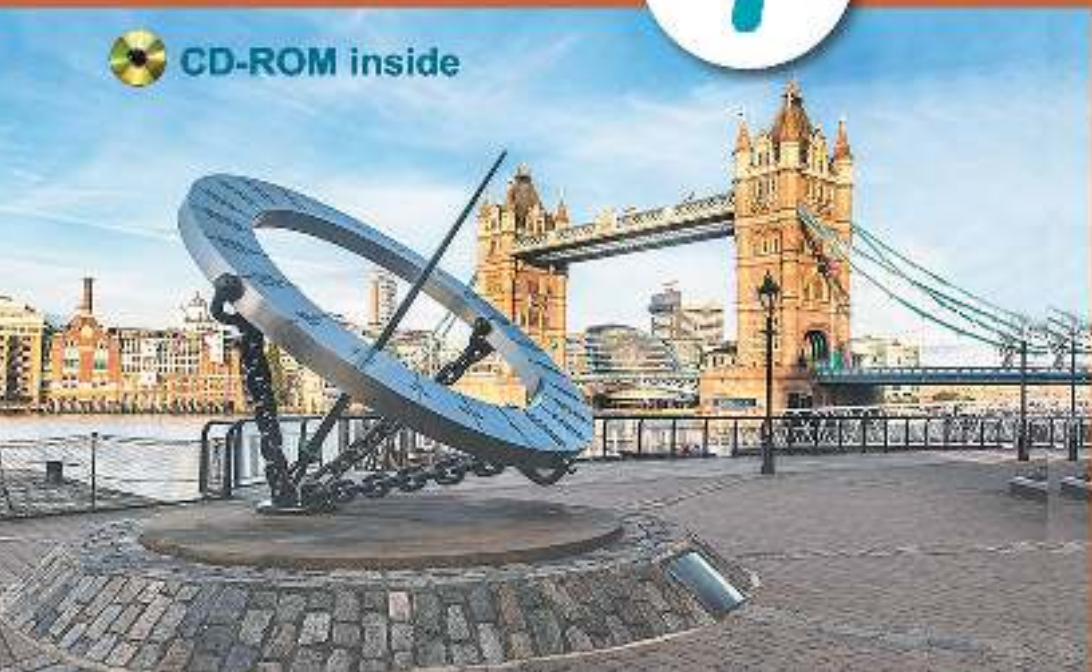
ENGLISH

Student's Book 1

7



CD-ROM inside



Английский язык

Англійская мова

Учебное пособие для 7 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»
2019

Правообладатель Вышэйшая школа

УДК 811.111(075.3=161.1=161.3)
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Авторы: Н.В. Демченко, Т.Ю. Севрюкова, Н.В. Юхнель, Е.Г. Наумова,
А.В. Манешина, Н.А. Маслѐнченко

Рецензенты: кафедра теории и практики перевода факультета социокультурных коммуникаций Белорусского государственного университета (кандидат психологических наук, доцент *О.И. Уланович*); учитель английского языка высшей квалификационной категории, заместитель директора по учебной работе государственного учреждения образования «Гимназия № 2 г. Бреста» *Л.Н. Шимко*



Listen



Moving activity (on the disk)



Grammar



Use the Internet



Электронный образовательный ресурс /
Электронны адукацыйны рэсурс e-vedy.adu.by



Board game



Test



Write



Project

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Правообладатель Вышэйшая школа

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UNT1

Appearance

LESSON 1. You've changed a lot!

Communicative area: describing appearance

Active vocabulary: curly, fit, freckles, good-looking, pale, skin, straight, suntanned, plump

Active grammar: very = really = so, rather = quite = pretty, a bit = a little = slightly

1. a. 🎧 Today is the first school day. Look at the girls. What do you think they are talking about? Listen to their conversation and check your guesses.



b. Find the opposite expressions in the columns below.

1. freckles all over the face
2. pale skin
3. plump
4. long curly hair
5. dark hair
6. tall

- a) fit
- b) short straight hair
- c) no freckles
- d) short
- e) suntanned skin
- f) fair hair

c. Which of the expressions in 1b describe Kate? Which ones describe Jill?

2. a.  Listen to the conversation again. Use the words in the box to complete the sentences.

very = really = so ♦ rather = quite = pretty ♦
a bit = a little = slightly

Kate: Hi Jill! How are you?

Jill: I'm fine, thank you! And you?

Kate: I'm (1) ... well. I'm (2) ... happy to be back at school.

Jill: Me too. You've got suntanned and I like your freckles!

Kate: Thank you. I went to the seaside with my parents and spent a lot of time on the beach. The hotel was (3) ... comfortable and the sea was fantastic!

Jill: I see. I had fun in summer too. I went on a two-week hiking trip in the countryside with my uncle's family. The days were (4) ... hot but my pale skin doesn't like the sun so it hasn't got darker at all!

Kate: But you've got fitter! Actually, you've changed a lot! You look taller and you've had your hair cut. It's (5) ... cool!

Jill: Thanks a lot. And your hair looks longer and (6) ... curlier. You look like a princess!

Kate: Really? I like it but ... don't you think I've got (7) ... plump?

Jill: Not at all. You look (8) ... pretty, my dear friend. Will you show me your summer photos?

Kate: Sure!

- b.** Make up true sentences about you completing them with the words from the box in ex. 1a. Compare your sentences with your partner. Do you have anything in common?

Help box

I'm ... happy / excited to be back at school.
My holidays were ... cool / boring / usual / unusual.
My skin is ... suntanned / pale.
My classmates are ... nice / friendly / helpful.

- 3. a.** Match the sentences with the tenses and their usage.

- A. You look so beautiful!
B. I went to the seaside with my parents.
C. You've changed a lot!

1. Present Perfect 2. Present Simple 3. Past Simple	a. describes a past event which is not connected with the present b. describes personal changes c. describes a present state
---	--

- b.**  Moving activity "Three tenses".

- c.** Find more examples of Present Simple, Present Perfect and Past Simple in ex. 2a.

- 4.** Look at Michael's pictures before and after the summer holidays. How has he changed? Use the comparative degree of the adjectives from the box.

Example. He's grown taller. He looks more suntanned.

tall ♦ suntanned ♦ fit ♦ serious ♦
old ♦ light ♦ short ♦ straight



He's grown ... He's got ... He
looks ...
His hair looks ...

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

Who has had his / her hair cut?

Who has grown taller?

Whose hair has grown longer?

Who has got freckles?

Whose skin looks pale?

Who looks fitter?

Who has got suntanned?

Whose hair has got lighter / darker / curlier / more straight?

b. Report to the class.

6. Work in pairs. Act out your conversation “After the summer holidays”. Use the conversation in ex. 1 as an example.

LESSON 2. You look great!

Communicative area: paying compliments, expressing opinions

Active vocabulary: good-looking, handsome, gorgeous, attractive, charming, pretty, lovely, cute

Active grammar: look + adjective, look like + noun

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

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



1. How often do you pay compliments?
2. How often do you hear compliments?
3. What do you answer when someone says something nice to you?

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

A

- Helen! Look at you! Your hair looks **gorgeous**!
- Thank you, Sarah! Your party is really great!

B

- You look so **handsome**, Harry! I haven't seen you wearing a jacket before!
- Thanks, Helen! I like your dress. It's beautiful!

C

- Hello, Sarah! You look a bit different. Is it your hair?
- It's freckles, I think. I've just come from the seaside.
- Mmm. You look **lovely**!
- Thank you, John. I like your glasses. They're **cute**!

D

- Hi, Harry! **Nice** shoes!
- They are new! Look at Sarah! She's so **pretty**!
- And Helen's got such a **charming** smile.
- She looks like an angel with those curls.
- But Helen's got straight hair!
- I'm talking about Sarah.

b. The adjectives in bold are synonyms to the word 'good-looking'. Which adjective is used to describe men only? Which adjectives are not usually used to talk about men? Read the explanation and check your guesses.

These adjectives are often used to describe someone's appearance:

Beautiful means having beauty in it. This is the strongest adjective in the list.

Lovely is beautiful, too. But this adjective can also describe someone's character. A lovely girl often means friendly and kind.

Attractive and charming mean nice to look at.

Good-looking just means looking good.

Handsome is the same as good-looking but used to describe a man, not a woman. For example, you can say: He's got a handsome face.

Pretty is about girls or women. It also means that the girl is nice-looking, but without being very beautiful.

Ugly is opposite to beautiful, something you wouldn't like to look at.



c.  Listen to the compliments in ex. 2a again and repeat. Mind the intonation.

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

3.  Moving activity “Paying compliments”.

beautiful ♦ handsome ♦ gorgeous ♦ charming ♦
pretty ♦ lovely ♦ cute

4. a.  Look at the sentences below. What parts of speech follow each of these constructions?

A She looks lovely.

B She looks like an angel.

sporty – very young – a princess – tired – plump –
healthy – a teacher – cute – a famous designer –
pretty – gorgeous – a British pupil – suntanned –
friendly – quiet – pale – a film star – a cartoon
character – fit – dangerous and wild – Harry
Potter – charming – sisters

b. Look at the words and phrases in the box. Which words can complete – sentence A? Which words can complete sentence B?

5. a. Look at the photographs below. What adjectives and phrases from ex. 4b can describe these people's appearance? Use the phrases in the boxes.

He / She looks ...

He / She looks like ...



b.  Listen to some people giving their opinions about the photos. Which people are they talking about? Compare their opinion with yours.

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



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

Help box

Giving opinion:

I think ...

In fact ...

I can't say that... but ...

In my opinion ...

I believe...

6. a. You are going to give your opinion about a film star's appearance. Take notes.



Ryan Gosling



Sean Connery



Meryl Streep



Kirsten Stewart

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

LESSON 3. What do they look like?

Communicative area: describing actors and film characters

Active vocabulary: to be in ... early/mid/late (twenties), middle-aged, elderly, well-built, slim, wrinkles, moustache, beard, forehead, lips, scar, cheeks, cheekbones, glasses, eyelashes, eyebrows, chin, pointed, full, thick, thin, wide, narrow

1. a. Would you like to look like a popular actor or actress? What actor/actress? Would you like to look like your favourite film character? What character?

b. Keira Knightley and Johnny Depp haven't changed much since they acted in the world famous "The Pirates

of the Caribbean”. How old are they? Use the structure below.



He / She is **young** / **middle-aged** / **elderly** / **old**.
I think he / she is in his / her **early** / **mid** / **late** ...
(teens / twenties / thirties / forties / fifties / etc).

20–23 – in ... early twenties

24–26 – in ... mid-twenties

27–29 – in ... late twenties

c. Surf the Internet to find out which of your classmates has the closest answer.

d. Look at the photos in Lesson 2. In your opinions, how old are the people in them?

2. a. Describe the photos. What do the famous film characters, Jack Sparrow and Elizabeth Swan, look like?



b. Read the descriptions below. Are there any of your ideas?

Jack Sparrow is quite tall and well-built with long dark wavy hair, a goatee **beard** and a **moustache**. He wears colourful beads and coins in his dreadlocks. His high **forehead** is always covered with a red bandana. He's got big brown eyes, a straight pointed nose and high **cheekbones**. A **scar** coming through his right **eyebrow** makes him even more handsome. When he is angry or surprised, a few **wrinkles** appear on his forehead, just between the eyebrows.

Elizabeth Swan is a gorgeous slim woman of medium height with long fair hair which falls down on her shoulders in charming locks. She's got bright almond-shaped brown eyes with long **eyelashes** and thick **eyebrows**, a narrow nose, slightly full lips and a strong **chin**. Her pink **cheeks** look lovely on her pale face. Her perfect long neck hasn't got any **wrinkles**. She wears gold and pearl earrings and a hat with a wide white band.

c. Read the descriptions again and name the face parts.



d. Complete the table with appropriate words in your exercise books. Consult your teacher if you don't know the word.

built ♦ hair ♦ face ♦ eyes ♦ forehead ♦
cheeks ♦ cheekbones ♦ nose ♦ ears ♦ eyelashes ♦
eyebrows ♦ chin ♦ lips ♦ skin ♦ special features

1...	tall, short, of medium-height, fit, plump, thin, slim, skinny, well-built, overweight
2...	long, short, shoulder-length, straight, curly, wavy, thin, thick, (dread)locks
3...	round, oval, square, freckled (with freckles), wrinkled (with wrinkles)
4...	large, small, round, almond-shaped, narrow, bright, sad, curious
5...	small, big, long, pointed, upturned, wide, narrow, straight, bulbous, hooked
6...	full, thin
7...	small, big, pointed, pierced
8...	high, low, wrinkled
9...	thick, thin, fluffy

10...	long, short, thin, thick, wavy
11...	square, strong, massive, double, pointed
12...	high
13...	pale, suntanned
14...	pink, rosy, thin, chubby
15...	freckles, a moustache, a beard, a scar, a tattoo, glasses, lenses

e. Which adjectives describe Jack Sparrow's and Elizabeth Swan's features?

3. 🧑🏻 Moving activity "Change places if ...".

4. Rephrase.

*Example. She's a tall girl. She's got blue eyes.
She's a tall girl with blue eyes. She's a tall blue-eyed girl.*

1. She's a pretty woman. She's got long legs.
2. He's a handsome man. He's got dark hair.
3. He's a plump boy. He's got a big head.
4. She's a slim girl. She's got thin lips.

5. Play a guessing game in pairs. Student A: Think of one of your relatives or friends whose photo you have in your mobile phone. Student B: Ask questions about your part-

ner's person until you guess five features. Then swap the roles.

Help box

Is he / she ...? Has he / she got ...?

6. a. Compare Keira Knightley and Johnny Depp with their characters. What differences can you spot?

b. Compare actors and their characters. Use the vocabulary of the lesson.



Jim Carrey / the Grinch
("How the Grinch stole
Christmas")



Zoe Saldana / Neytiri
("Avatar")



Helena Bonham Carter /
the Red Queen
("Alice in Wonderland")



Orlando Bloom / Legolas
("The Lord of the Rings")

7. Compare your favourite film character with the actor who plays the role. Show their photos if possible.

LESSON 4. Keep your chin up!

Communicative area: telling stories based on body idioms

Active vocabulary: body idioms

1. a. Read the title of the lesson. What does this idiom mean? Do you always keep your chin up?

b.  Fill in the idioms with body parts. Listen and check.

eye ♦ chin ♦ skin ♦ ears ♦ hair ♦
fingers ♦ eyebrows

1. You are all ... when you are very interested in hearing about something.

2. To see something with the naked ['neɪkɪd] ... means to see it without an instrument.

3. You raise your ... if you are surprised or shocked.

4. To keep someone's ... crossed means to wish luck and hope for a good result.

5. You pull or tear [teə] your ... out when you feel very worried about something because you do not know what to do about it.

6. People who have a thick ... don't care when someone criticises them while people who have a thin ... are easily hurt by someone's words.

7. When you keep your ... up, you stay cheerful in a difficult or unpleasant situation.

c. **Complete the story with the idioms above. Put the verbs in the correct form. Listen and check.**

Every day the Evil Queen asked her magic mirror: “Mirror, Mirror on the wall! Who’s the most beautiful in the world?” She was always (1) ... while listening to the answer: “You, my Queen, are the most beautiful in the world!” But Snow White was growing and getting prettier and prettier. Soon everyone could see (2) ... that she was the most gorgeous woman in the kingdom. One day, the queen asked the mirror her usual question and she (3) ... when she heard the answer: “You’re beautiful, my Queen, but Snow White is more beautiful!” She didn’t start crying because she had (4) ... but she got very angry! The queen started (5) Then she stopped. “(6) ... !” she said to herself. She knew what to do. She had an idea to send Snow White to the thickest forest in the kingdom. She smiled and (7) ... hoping her cruel plan would work.



2. **Moving activity “Mime an idiom”.**

3. a.  **Choose three idioms and write true or false sentences about you, your family or friends.**

b. **Work in pairs. Read your sentences to each other and guess if they are true or false. Report the most interesting fact about your partner to the class.**

4. a. **Sometimes it is not so easy to understand the meaning of idioms. Play the game “Call my bluff” and check your intuition. Three dwarfs Happy, Sleepy and Doc**

tell their stories to explain the meaning of the idiom “break a leg”. Only one explanation is correct. Which of them do you believe?

Happy: “Believe me and only me! I always tell the truth. This is my story. I was walking in the forest. Suddenly I saw a pretty girl. She was sitting



under a tree and crying. I wanted to help her so I ran towards her very fast and fell over. She looked at me and said: “Break your leg!” I said, “Thank you!” So, when people say “Break your leg!”, it means “I hope you are OK.”

Sleepy: “Do you believe him? It’s a mistake. He’s so happy that he doesn’t notice when he tells a lie. I’m the most honest dwarf in the world. Listen to my story. You know I like to sleep. It’s my favourite activity. I have such beautiful dreams.



Sometimes it takes a long time for my friends-dwarfs to wake me up. They say, “Break your leg!” It means “Wake up!” And it works.”

Doc: “Ha-ha-ha! Don’t listen to them. They’re the greatest liars. I’m Doc and I’m the cleverest dwarf. I will tell you the truth and only the truth. Last year I took part in the Kingdom Drama competition for dwarfs. Before the competition, my friends told me, “Break a leg!” “Thank you”, I answered and climbed the stage. You know, my friends’ words helped me. I won the competition. The phrase “Break a leg!” means “Good luck!”



b. Play “Call my bluff”. Work in groups of three. Choose an idiom from the list below.

1. break a leg
 - a) to hope that someone is OK
 - b) to wake someone up
 - c) to wish good luck
2. to pull someone's leg
 - a) to tell someone something that is not true, as a joke
 - b) to borrow money and not give it back
 - c) to buy something that you don't need
3. to keep an eye on something / someone
 - a) to fall in love with something / someone
 - b) to watch someone or something carefully
 - c) to remember something / someone
4. to be long in the tooth
 - a) to be a foodie
 - b) to be rather old
 - c) to be mean
5. to turn the other cheek
 - a) to show the bad side of your personality
 - b) to stop talking with someone whose words or actions hurt you
 - c) to ignore someone's words or actions which hurt you
6. to iron out the wrinkles (of or in something)
 - a) to give details to something
 - b) to stop being angry
 - c) to solve not serious problems



Write three short stories to illustrate each meaning a), b) and c). Use the dwarfs' stories as an example.

Read or tell your stories to the other groups. Your teacher says which answer is correct. If your classmates guess the correct meaning, their team gets a point.

c.  Guess the meaning of the rest of the idioms. Listen and check.

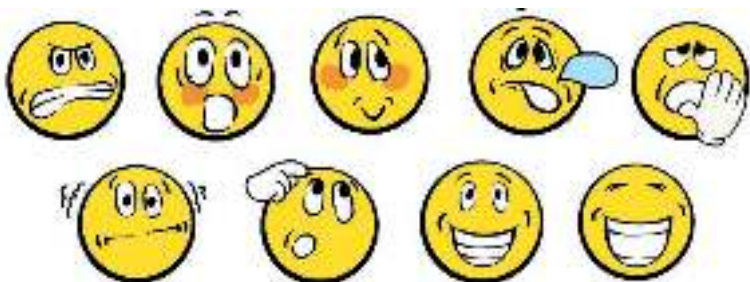
5.  What body idioms do you know in your native language? What do they mean? Translate three body idioms into English and write down their meaning. Read your description to your classmates. Can they guess the idioms?

LESSON 5. Feelings and body parts

Communicative area: speaking about feelings, telling stories

Active vocabulary: confused, embarrassed, nervous, stressed, upset, furious, surprised, excited, pleased, bored, frown, raise, rub, sigh, blush, tremble, yawn

1. a. Look at the pictures of emojis [ɪ'məʊdʒɪz]. What feelings do they show? Which of them shows your feelings now?



confused ♦ embarrassed ♦ nervous / stressed ♦
upset ♦ angry / furious ♦ surprised ♦ excited ♦
happy / pleased ♦ bored

b. Discuss in pairs. When do you usually have such feelings? Compare your ideas with another pair.

Example. I feel confused when I can't solve a problem.

Help box

solve a problem, know the answer to the teacher's question, get a good / bad mark, be on holiday, have a test, hurt someone, get / give a present, see stray animals, do something wrong, swim in the sea, hang out with friends, let somebody down, tell a lie, etc.

c.  Look at the pictures above and complete the sentences with the names of feelings. Listen and check.

1. When your eyebrows meet making some wrinkles on your forehead, you **frown** [fraʊn]. This means you feel

2. When you **raise** your eyebrows, it means you are

3. When you feel ..., your cheeks go red. You **blush**.

4. When you **sigh** [saɪ], you breathe out slowly with a long sound. You feel

5. When you are ... or sleepy, you **yawn** [jɔːn]. Don't do it in the lesson!

6. When you are ..., you bite your lips or nails and your hands **tremble**.

7. When you **rub** your head or your chin, you feel

d. Guess the meaning of the verbs in bold.

e. What motions do you do when you feel **confused / **embarrassed** / **nervous** / **stressed** / **upset** / **angry** / **furious** / **surprised** / **excited** / **happy** / **pleased** / **bored**?**

2. 🧑🏻 Moving activity “Guess my emotion”.

3. a. 🎧 Listen to people telling their stories. Match the four speakers with their feelings (See ex. 1a). In some cases, one person has more than one feeling. Why did they feel so?

b. 🎧 Listen to the first three stories again and reconstruct them from the notes below.

1

8 years old ♦ restaurant ♦ family ♦ dinner ♦
waiter ♦ a bowl with lemonade ♦ drink ♦
warm ♦ ice, sugar and salt ♦ laugh ♦ finger
bowl ♦ blush

2

travel by train ♦ eight ♦ the eldest ♦ change
trains ♦ leave the train ♦ the train's whistle ♦
move ♦ six ♦ on the platform ♦ adults ♦
on the train ♦ cry ♦ confused and scared ♦
stop ♦ get off the train ♦ safe

Science Olympiad competition ♦ part of the team ♦
 months of preparation and hard work ♦ awards
 ceremony ♦ nervous ♦ everyone ♦ get a medal ♦
 knees tremble ♦ sixth place ♦ get a prize ♦
 on cloud nine

c. **Listen to the last speaker again and fill in the verbs in the correct form, Past Simple or Past Continuous.**

Well, I (1) ... in year 8. I (2) ... prepare for my Maths test so I (3) ... to bed very late, at around 2 am. In the morning, my hands (4) ... but finally I did well in the test. The next lesson was Geography. The teacher (5) ... us about volcanoes and tsunamis when I (6) ... loudly. Actually, I (7) ... bored as Geography was my favourite subject. I was just sleepy. The teacher (8) ... but he didn't say a word. Then I (9) ... again and my classmates started yawning too! It was a natural reaction but it (10) ... the teacher furious! He (11) ... my parents to the school. In the evening, I had a serious talk with my parents. My mum (12) ... all the time. She was very upset. In the end, I promised to do all my homework in time and went to bed.

d. How do you understand the phrase said by Speaker 1: "If life gives you lemons, you can either make lemonade or a finger bowl"?

4. Work in pairs or groups and make up your story. Try to include as many new words as possible. Whose story is the most **exciting** / **touching** / **amazing** / **amusing** / **original**?

LESSON 6. Who is happy?

Communicative area: discussing the idea of beauty and happiness

1. a. Read the proverbs and match them with their meaning.

1. Beauty is only skin deep.	a. A person's character is more important than how they look.
2. Don't judge the book by its cover.	b. A smile is one of the best ways for you to show your feelings.
3. Beauty is in the eye of the beholder (зритель / глядач).	c. The inner beauty of a person cannot be seen by everyone, only few of them who have inner beauty themselves can see it.
4. Everything has beauty, but not everyone sees it.	d. You cannot know what something or someone is like by looking only at that person or thing's appearance.
5. Beauty is power; a smile is its sword.	e. Different people have different ideas and views about what is beautiful.

b. Which of them do you agree with? Why?

c. Are all beautiful people happy?

2. a. Read the moral story. Who is happy in the story? Why?

Who is Happy? The Peacock and The Crow

A crow [krəʊ] lived in the forest and he was absolutely pleased with his life. But one day he saw a swan. "This swan is so white", he thought, "and I am so black. This swan must be the happiest bird in the world."



He told the swan about his thoughts. "Actually", the swan sighed, "I was feeling that I was the happiest bird around until (*до тех пор, пока не / да того часу, пока не*) I saw a parrot, which has two colours. I now think the parrot is the happiest bird in the world." The crow then found the parrot. The parrot surprised the crow, "I lived a very happy life until I saw a peacock. I have only two colours, but the peacock has many colours."

Then the crow visited a peacock in the zoo and saw that hundreds of people wanted to see him. They were very excited. After the people had left, the crow came up to the peacock. "Dear peacock", the crow said, "you are gorgeous. Every day thousands of people come to see you. When people see me, they immediately shoo me away. I think you are the happiest bird on the planet."



The peacock frowned, "I thought that I was the most beautiful and the happiest bird on the planet. But because of my beauty, I am entrapped in this zoo. I have examined the zoo very carefully, and I have seen that

the crow is the only bird not kept in a cage. Now I think that if I were a crow, I could happily live everywhere.” The crow was a bit confused but then he realised everything.

That’s our problem too. We make unnecessary comparisons with others and become upset. We don’t value what we have. This all leads to unhappiness. Learn to be happy in what you have instead of (*вместо / замест*) looking at what you don’t have. There will always be someone who will have more or less than you have. A person who is pleased with what he / she has is the happiest person in the world.

b. Match the parts of the sentences.

1. The crow (x2)
2. The swan
3. The parrot
4. The peacock
5. The zoo visitors

A. surprised the crow B. was pleased C. were excited D. frowned E. sighed F. was confused	a) because he thought that the parrot was more beautiful and happier. b) when he said that the peacock was the happiest bird in the world. c) because the peacock was gorgeous. d) until he saw a white swan. e) when the peacock said he wanted to be a crow. f) because he was very unhappy.
---	--

- c. Read the moral of the story. Do you agree with it?
- d. Tell this story to your friend who isn't pleased with their appearance.
- 3.  Moving activity "Beautiful and happy". What makes a person beautiful? What makes a person happy?

LESSON 7. What hairstyle is yours?

Communicative area: describing hair styles

Active vocabulary: ponytail, loose, dreadlocks, plait, fringe, bald, spiky, bun, haircut, dyed

- 1. a. Discuss in pairs. Would you like to change your hairstyle? Would you like to look like someone famous?
- b. Emily and Matt have met after the summer holidays. Which celebrities' hairstyles are they wearing?



c. 🎧 Listen to the programme about Red Carpet celebrities and their hairstyles. What hairstyles have they got in the photos?

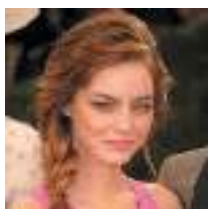
Who is wearing a **plait** [plæt] / **ponytails** / a **half ponytail** / a **bun**?

Who is wearing her hair **loose**?

Who's got a **short haircut** / a **side fringe** / a **front fringe** / **dyed** [daɪd] hair?



Jennifer Lopez



Emma Stone



Rachel McAdams



Jennifer Lawrence



Emma Watson



Zooey Deschanel

d. 🎧 Listen to the programme about football stars and their hairstyles. What hairstyles have they got in the photos?

Who is wearing a **man bun** / **dreadlocks** / a **mohawk** ['məʊ,hɔ:k] / a **faux hawk** ['fəʊhɔ:k]?

Who's got **spiky** hair?

Who's **bald** [bɔ:ld]?



Neymar



Kyle Beckerman



Gareth Bale



Cristiano Ronaldo



Zidane



Lionel Messi

2. a. What kind of hair have you got? How do you usually wear it? Use the words from the help box.

Help box

long / short / shoulder-length
 straight / curly / wavy / spiky
 dark / fair / blond / brown / red / dyed
 to wear ones hair loose / in a ponytail / in a plait /
 in pigtails / in a (man / high/low) bun
 to wear / to have (got) a half ponytail / dreadlocks /
 a mohawk / a faux hawk / a (front / side) fringe /
 a short haircut
 to be / get bald

b. Work in pairs. Describe your classmates' hairstyles in turn. Don't say the name. Guess the people your partner describes.

3. 🏃 Moving activity "Football".

4. Work in two teams. Describe a celebrity.

Choose an actress and a footballer from ex. 2. Find out as many things about these celebrities. Write them down. Use the vocabulary of Lessons 1–6.

You get points either for the number of details you have found, or for every detail you have found that no one else hasn't.

5. Work in pairs. Draw a portrait.

Get a picture of a celebrity / film character from your teacher. Don't show it to your partner. One student asks Yes / No questions about the person in their partner's picture and tries to draw what they hear. Swap the roles. Present the drawings to the class. Compare them with the originals. Who is the best artist in your class?

Help box

Is it a man or a woman? Is she ...? Has he / she got ...? Does she wear his / her hair ...? Are there any ... on his / her ...?

LESSON 8. Introducing a character in a story

1. a. What makes a character's description in a story interesting to you? Choose from the list below.

adjectives and adverbs ♦ details ♦ actions ♦
special features ♦ feelings ♦ comparison

b.  Listen to three students' descriptions of their story characters and match them to the pictures. One picture is extra.



A



B



C



D

c.  Complete the first description. Listen again and check.

1. David stood with his arms (1). He was a tall (2) man, quite (3). He looked like an (4) with his long (5) nose and (6) lips. He had a small (7) on his massive (8) chin, (9) cheekbones, a short thick (10) and he was wearing his long dark hair in a (11). His blue jeans and a long black coat looked (12) with age. His (13) eyes were sad. He (14) heavily and went up to the window. Different feelings were attacking him. On the one hand, he was a bit (15). On the other hand, he was really (16). "What can I do? How can I iron out the (17)?" he asked himself.

d.  Work in pairs. Reconstruct the second description. Put the verbs in the correct form. Add words (articles, prepositions, pronouns, conjunctions, the verb to be) if necessary. Listen again and compare.

When / I / see / spiky pink faux hawk / move quickly / past window, / I / know / new neighbour / arrive / home. I / decide / get out / say hello. He / raise /

eyebrows/ he / see / me. Jack / young man/ medium height / early twenties. He /rather / thin / long arms / fingers / sausages. He / have / freckled face / curious green eyes/ fluffy eyelashes / pointed nose / pierced ears/ mouth / a little upturned / corners. “Could / keep / eye / house / while I / away / holiday / next week?” he / ask / smile / me / show / perfect white teeth. Now / it / turn / surprised. “Sure”, I / answer / smile / back.

e.  Listen to the third description and take notes. Work in small groups. Write down the description using the words from the box. Listen again and compare.

dye, artist, plait, bun, loose, narrow, straight, forehead, pretty, upturned, lips, chubby, student, bright, respect, bite, tremble, blush

2.  Moving activity “Pass the ball”.

3. a.  Work in small groups. Write your description of the character in the third picture.

b. Read your descriptions. Whose description is the most detailed / interesting / original / amusing?

Project 

LESSON 9. I couldn't believe my eyes

BEFORE THE PRESENTATION LESSON

1. Use your imagination and complete the beginning of the story:

“I didn’t know where I was running. I was trembling with cold. Suddenly I saw a dark wooden house. The door was open and I got in. I couldn’t believe my eyes. In the middle of the room, there was a ...”

2. Follow the plan:

Who / What was that?

What did he / she / it look like? (Describe in detail: height, built, age, skin, face, hair, special features)

What was he / she / it doing?

What did he / she / it do when he / she / it saw you? (*frowned, sighed, yawned, etc.*)

What did he / she / it say?

How did you feel? Why? (*pleased, embarrassed, confused, etc.*)

3. Moving activity “Charades”.

4. Read the tips for writing:

1. Use as much of the active vocabulary of the unit as possible.

2. Try to use a variety of adjectives and adverbs (quite, a bit, slightly, etc.)

3. Use the structures he / she / it looked ... and he / she / it looked like ...

4. Mind the use of past tenses: Past Simple for completed actions and Past Continuous for actions in progress.



5. Print out or draw a picture of your character.

IN THE PRESENTATION LESSON

- Show the picture of your character and describe him / her / it.
- Make two mistakes in your description, e.g. you say: “He was wearing his hair loose.”, but in the picture the character is wearing his hair in a man bun.
- Your classmates have to spot your mistakes.
- Whose character is the most attractive? Why do you think so?

LESSON 10. Culture corner: St Patrick's Day

Communicative area: reading and speaking about a traditional Irish holiday

1. a. Read the article about St Patrick's Day and put the pictures in the order they go in the text.

St Patrick's Day is celebrated on March 17. It became an official holiday in Ireland in 1903 and its first parade took place in Waterford in the same year. According to legend, St Patrick was a real man who drove all the snakes from Ireland. The symbol of Ireland and St Patrick's Day is the shamrock. People wear it on their clothes and believe that it brings luck. Green is the colour of the day and the leprechaun ['leprəkɔ:n], a small Irish red-haired man with a red beard and pointed ears. He is dressed in green like a shoemaker

with pointed shoes and hat. Leprechauns live in forests, make shoes and guard [gɔ:d] their treasures – pots of gold. Most people, Irish or not, wear green on this day – from T-shirts to sunglasses. One of the Irish traditions is to pinch anyone who is not wearing green on St Patrick's Day. Many people wear red wigs and fake red beards.

In a way, it's a redhead holiday because the Irish are often associated with red hair. Many people believe that touching red hair is good luck because it's so rare. Most natural redheads have brown or green eyes. Blue-eyed redheads are super rare. Redheads are *N-Eiri An T-Adh Leat* ('lucky' in Gaelic-Irish) to have pale skin and freckles. Many think it isn't "cool." But, for women who take care of their skin and use sunscreen, redheads always look younger! Also, red hair is thicker than other colours. Let's be honest, redheads are the coolest. They make up only two percent of the world's population, and being super unique is definitely something to be proud of... whether you're lucky or not.

On this day there are lots of festivities, parades and parties across the world. Listen to Irish music and learn to dance traditional Irish dances. River dancing is the most famous kind of Irish dancing. You will definitely have a lot of fun! Who doesn't want to eat green foods on St Patrick's Day? Put on the aprons and make green popcorn, biscuits, cakes, jelly and other desserts. Salted meat and cabbage is a traditional St Patrick's Day dish. It is delicious! In the evening while having a bath, don't forget to dye the water green. You can buy non-toxic bath dyes which stain the water, not your body. You won't look like the Green Giant when you get out of the tub!

St Patrick's Day has become a holiday all around the world and for one day out of the year anyone can be Irish and join in the celebration.



A



C



B



D



F



E



G



H



I



J

b. Find the sentences in the article to illustrate the pictures. Read them aloud.

c. Explain why ...

1. ... you should wear green on St Patrick's Day.
2. ... people touch red hair.
3. ... red-haired people are lucky.
4. ... people must be proud to be redheads.
5. ... St Patrick's Day is a great holiday.

2. 🧑🏻 Moving activity "Happy St Patrick's Day!".

3. Speak in pairs.

1. Have you ever taken part in St Patrick's Day celebrations?
2. Is St Patrick's Day celebrated in Belarus?
3. What activities would you like to see or take part in?
4. Do you know any red-haired people?
5. How would you like to celebrate a day of your hair colour?

4. Imagine you visited Ireland in March last year. Share your experience of celebrating St Patrick's Day.

5. Cook green desserts and have a school party on St Patrick's Day!



LESSON 11. “Appearance” Jeopardy Game



Instructions for playing Jeopardy:

Communicative area: playing a revision game.

1. Play individually or in groups.
2. Pick a category and a point value.
3. Click on the chosen box for the question.
4. Students must give the answer before clicking again.
5. The teacher may want to set a time limit for answering the question.
6. To see if a student or a group is right, click again for the answer.
7. Click the “Home” button on the slide to return to the main board.
8. If the student or a team is right, they are awarded the point value of the question.
9. Continue until all questions have been answered. The team with the most points wins.



Jeopardy

looks	face	hair	idioms	feelings
£100	£100	£100	£100	£100
£200	£200	£200	£200	£200



The game is on the disk.

2. Moving activity “In the film studio”.

LESSON 12. Progress test 🕒

Communicative area: Test your reading, listening and speaking skills.

I. READING

1. Read the first part of Wilhelm Hauff's fairy tale "Little long nose" and match the main characters with the adjectives describing them. One adjective is extra.

the cobbler	slim
Hanna	long in the tooth
Jacob	thin
the old woman	long-legged
	well-built

Many years ago there lived a poor cobbler (*сапожник / шавец*) and his wife. The man was quite tall and thin with a long face and short straight dark hair. He had suntanned skin as he spent most of his days outside mending boots and shoes. His wife was a gorgeous woman with big almond-shaped eyes, long eyelashes and long curly fair hair which she wore in a bun or a plait. She was slim and had a charming smile. She sold fruit and vegetables from her garden. The man and his wife had a handsome son, named Jacob. He was twelve years old but he was tall like his father and well-built. He had shoulder-length wavy fair hair, a



narrow nose and a lot of freckles on his cheeks. He sat by his mother in the market and helped housewives and cooks to carry (*нести / нести*) home the fruit and vegetables they had bought in the market. He was a cheerful boy, and everybody liked him.

One day an ugly woman came slowly across the market place. She was long in the tooth and dressed in old worn clothes. She had a little, pointed face, all wrinkled with age, small tired eyes, and a sharp hooked nose that nearly met the pointed chin. Her head was shaking and her hands were trembling. She helped herself along with a stick. The cobbler's wife felt a bit scared as the woman really looked like a witch.

"Are you Hannah, the vegetable seller?" she said in a cracked unpleasant voice. "Yes, that is my name", answered the cobbler's wife, "Is there anything I can serve you with?"

"I must see, I must see", the woman replied. She plunged her brown skinny fingers into the basket of herbs (*с травами / з травами*), put them to her long hooked nose and smelt them. The cobbler's wife wasn't very pleased but she didn't say a word. Finally, the old woman said, "Rubbish, rubbish, this is good for nothing."

These words made young Jacob blush. "You are a rude old woman", he said angrily. "First you touch our beautiful fresh herbs with your old dirty fingers, put them to your long, hooked nose and then call them rubbish when even the king's cook buys our greens!"

The old woman looked at Jacob and frowned. Then she started laughing nervously, "Ah, my little man, do you like my nose, my nice long nose? Then you will have a nice long nose too, one that will go from the middle of your face right down below your chin."

“Please, don’t talk this way to the child”, said the cobbler’s wife. “If you want to buy anything, make your choice!”

“Very well”, answered the old woman smiling, “I will buy these six cabbages. But you must let your little son carry them home for me because I have to use my stick and can’t carry the vegetables myself. I will pay him for his help.”

2. What did the old woman look like? Read aloud the extract about it.

3. Who or what in the story ...

1. ... wore his / her hair in a bun?
2. ... had freckles?
3. ... was charming?
4. ... was skinny?
5. ... frowned?

4. Explain why ...

- ... Jacob’s father was suntanned.
- ... everybody liked Jacob.
- ... Jacob’s mother was scared.
- ... Hanna wasn’t pleased.
- ... Jacob blushed.

II. LISTENING

1.  Listen to the second part of the fairy tale and answer the questions below.



2. Complete the sentences:

1. The boy's mother told Jacob to keep his ... up and help the woman.
2. When Jacob went inside, he raised his
3. After the meal, Jacob started ... and soon fell asleep.
4. He felt ... when he saw his mother.
5. She was pale, and looked
6. "My son was a ... boy!" said Hannah and started crying.
7. That was his father. His hair was ... and he had a lot of ... on his forehead.
8. Jacob was ...and asked in a trembling voice, "Where is your son then?"

3. What did Jacob look like when he looked in the mirror? Describe his eyes, nose, arms, hands, body, legs.

III. SPEAKING

1. When do you feel embarrassed / confused / pleased / upset / furious?
2. What does your mum look like?
3. What does your favourite actor/actress look like?
4. Describe the family. What do they look like?



5. Look at the pictures from the fairy tale "Little long nose" above. Compare Jacob's appearance before and after he visited the old woman's house.

UNT2



Personality

LESSON 1. Zodiac signs

Communicative area: describing a personality

Active vocabulary: personality trait, bossy, sensible, stubborn, sociable, intelligent, imaginative, reserved, (in)sensitive, confident, courageous, arrogant, selfish, selfless, (un)reliable, neat, greedy, (dis)organised, (im)patient, witty, stubborn, loner, forgetful

1. a. Do you believe in horoscope? What is your Zodiac sign ['zəʊdi.æk 'saɪn] (see ex. 1b)?

b.  Listen to the programme about Zodiac signs. Which sign has only positive characteristics?

Believe it or not, but astrologists say that our personality traits depend on the Zodiac sign you were born under. Read your sign description and find out if it is true.

1. Aries ['æri:z]
Key phrase: “I am”



Aries people are brave and energetic. They will never stop if they have decided to do something. As the first Zodiac sign they are born leaders and tend to be **bossy**. They like to tell other people what to do. **In addition**, they are quite **impatient** as they don't like waiting.

2. Taurus ['tɔ:ɪrəs]

Key phrase: "I have"



Taurus people are practical and **sensible**. They usually think carefully before doing something. They can be **stubborn** at times. They will never change their opinion even if they are not right.

3. Gemini ['dʒemɪnaɪ]

Key phrase: "I think"



Being talkative, friendly and **sociable**, they enjoy being with other people. They are also **intelligent** and curious. They are good at understanding difficult ideas and their curiosity drives everything! **However**, they can be **forgetful** at times which makes them **unreliable** as well.

4. Cancer ['kænsə]

Key Phrase: "I feel"



Cancer people are **imaginative** and creative. They enjoy creating beautiful worlds from their imagina-

tion. They are often shy and **reserved** [rɪ'zɜ:vɪd]. Cancerians prefer a good book or film to a company of others and hide their feelings under their protective shell. They are also quite **sensitive** and can be easily hurt.

5. Leo ['li:əʊ]

Key Phrase: “I will”



Leos are kings of the jungle gym. They are active rulers of this world. They are **confident** as they always know what they are doing. These big cats are **courageous**— they are real brave-hearts. **On the other hand**, they are sometimes **insensitive** and **arrogant**. They believe they are better and more important than others.

6. Virgo ['vɜ:(r)gəʊ]

Key Phrase: “I analyse”



Virgo people are caring and **selfless**. They put other people's needs and interests first. They are **also** practical. They try to examine and understand everything. **However**, it makes them rather **fussy**: they pay too much attention to details.

7. Libra ['li:bərə]

Key Phrase: “I balance”



Libras are **organised**, **neat** and tidy people. They love to keep their things in order and clean. They are

fans of beauty, harmony and peace. On the other hand, they can be **selfish** when they forget about other people's interests and think only about themselves.

8. Scorpio ['skɔːpiəʊ]

Key Phrase: "I desire"



People born under this Zodiac sign are real warriors for truth and justice. They are honest and **reliable**. They always keep their promises and you can trust them to do their job well. They are usually very **intelligent** but can be **greedy** at times. They have a strong sense of territory and don't like sharing space, things or ideas with others.

9. Sagittarius ['sædʒɪˌteəriəs]

Key Phrase: "I do"



Energetic and optimistic, they are the sunshine of the world! Being cheerful, they always have a smile on their face and a song on their lips. Sagittarius people are curious and adventurous, which makes them great risk takers. They are also independent and love freedom. They are often **disorganised**: they are not planners but DOERS.

10. Capricorn ['kæprɪˌkɔːn]

Key Phrase: "I use"



Capricorns are serious and **patient**. They understand that everything good takes time. They continue doing something and never give up. They tend to be very shy and enjoy only the company of their best friends.

11. Aquarius [ə'kweəriəs]

Key Phrase: "I know"



Aquarius born people are independent, strong, intelligent and loyal. They are usually **witty** and have a great sense of humour. Their clever jokes make everybody smile. However, they can be **stubborn** at times and it is very difficult for them to change their opinion.

12. Pisces ['paɪsɪz]

Key Phrase: "I believe"



These people are creative and imaginative so they are often good at arts. They are also generous, caring and extremely sensitive. They will always help those in need. On the other hand, they are sometimes too emotional and become **loners**. They prefer being alone to spending time with other people.

c. Read the descriptions of the Zodiac signs and explain the words in bold.

d. Find other adjectives which describe personality traits.

e. Do you agree with the description and the motto of your Zodiac sign? Why / Why not?

I'm a(n) people are ..., ... and

I think / don't think it's true about me because ...

2.  Moving activity “Pass the envelope”.

3. a. Work in pairs. Sort the adjectives from ex. 1 into positive and negative ones. Compare your lists. Add other adjectives you learnt last year.

b. Study the sentences. What words are used to soften negative personality traits?

They are born leaders and tend to be bossy.

They are often shy and reserved.

They are usually very smart but can be greedy at times.

They are sometimes too emotional and become loners.

4. a. Look at the highlighted words in ex. 1b. Which of them link positive / negative ideas?

b. Join the ideas using the linking words in addition, also, as well, however, on the other hand.

1. Helen is intelligent. She is forgetful at times.

2. Jack is witty. He is generous.

3. Peter is reserved. He is arrogant.

4. Linda is big-headed. She is extremely organised.

5.  Work in groups according to your Zodiac sign. Write your own horoscope describing your sign. Present it to the class. Do they agree with it?

LESSON 2. Who do you take after?

Communicative area: Asking and answering questions about a person's personality and appearance

Active vocabulary: take after, a dark horse, a lone wolf, a heart of gold

Active grammar: compound adjectives: kind-hearted, thick-skinned, thin-skinned, big-headed, self-centred

1. Who do you take after in character and appearance?

Example. *I take after my mum in character because we're both sensitive and responsible.*

I take after my aunt in appearance as we both have long straight fair hair which we often wear in a ponytail or a bun and freckles on our cheeks.

2. a. 🎧 Listen to Jessica and her friend talking about her cousin. Does Pam want to meet him? Why / Why not?

Pam: Hello Jessica! Do you fancy going to the cinema at the weekend?

Jessica: Hi Pam! I'd love to but I can't. You know my cousin Ted is coming on Friday. Have you ever met him?

Pam: No, I haven't.



Jessica: He's a kind of **dark horse**.

Pam: Really, why do you say so? What's he like?

Jessica: Actually, he **takes after** his father, my uncle.

Ted seems to be big-headed and thick-skinned at times but he isn't self-centred at all! He's a **lone wolf** who has a **heart of gold**. He never pulls his hair out and always turns the other cheek. He's also imaginative and quite talented. He's fond of writing science-fiction stories.

Pam: Sounds interesting. How old is he?

Jessica: Fifteen.

Pam: What does he look like?

Jessica: Well, he's tall and well-built with curly dark hair. He's got very clever eyes and a strong chin which he always keeps up. Ted sometimes wears glasses.

Pam: He's rather handsome! I think he could go to the cinema with us. A new episode of *The Star Wars* is on.

Jessica: Great idea!

b. Match the phrases in bold with their meaning.

1. to be a very kind person
2. a person with a secret
3. a person who likes to be or work alone
4. to look or behave like an older relative

c. Who do you take after? Why do you think so?

d.  Moving activity "Find your match". Guess the meaning of the compound adjectives from the conversation and match them with their synonyms.

The stress in compound adjectives is on the second word.



- | | |
|------------------------------------|------------------------|
| 1. kind-hearted
[ˌkamd ˈhɑːtɪd] | A. sensitive |
| 2. thin-skinned | B. insensitive |
| 3. thick-skinned | C. selfish |
| 4. big-headed | D. caring and generous |
| 5. self-centred | E. arrogant |

e. Look through the conversation again. What question asks about a person's appearance? What question asks about a person's personality?

3. a. Think of the description of your real or imaginary relative who doesn't live with you. Use the help box and the adjectives describing people's appearance and personality. Take notes.

Help box

To be a dark horse, a lone wolf, kind-hearted, thick-skinned, thin-skinned, big-headed, self-centred, all ears; to have a heart of gold; to keep smb's chin up, an eye on smth; to turn the other cheek; to pull smb's hair out, smb's leg; to iron out the wrinkles; to take after.

b. Work in pairs. Act out your conversation similar to the one in ex. 2a. Would you like to meet your partner's relative? Why / Why not?

LESSON 3. Heroes Vs Villains

Communicative area: comparing qualities of heroes and villains

Active grammar: suffixes of nouns

1. a. Look at the book and film characters. Which of them are heroes and which of them are villains ['vilənz]? What other heroes and villains do you know?

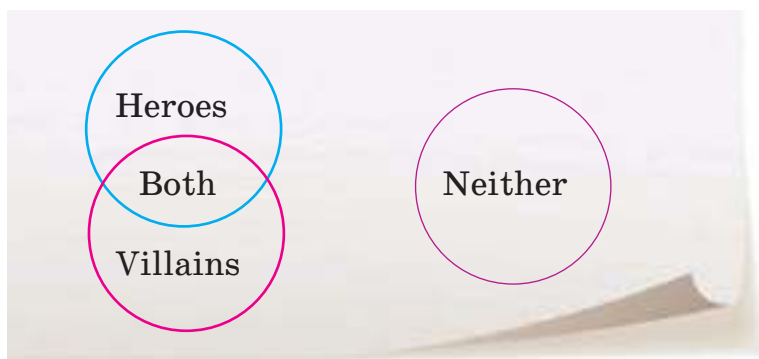


Harry Potter ♦ Maleficent ♦ Spiderman ♦
Voldemort ♦ the Sheriff of Nottingham ♦
Katniss Everdeen

b. Work in groups. Sort out the personality traits into four groups:
1) describing heroes; 2) describing villains; 3) describing both heroes and villains; 4) describing neither heroes nor villains. Compare your results with the other groups.

Help box

Serious, weak, strong, powerful, shy, mean, polite, rude, kind, clever, honest, cowardly, naughty, silly, funny, wise, caring, dishonest, strict, generous, curious, cheerful, loyal, hard-working, helpful, lazy, friendly, responsible, have a sense of humour, bossy, sensible, stubborn, sociable, intelligent, imaginative, reserved, (in)sensitive, confident, courageous, arrogant, selfish, selfless, (un)reliable, neat, greedy, (dis)organised, (im)patient, witty, stubborn, loner, forgetful



2. a. Read the forum discussion “Film / Book Heroes Vs Villains”. Do heroes have any negative traits in the writers’ opinions? Do villains have any positive traits in the writers’ opinions?

Wasp: The main qualities that can be found in a hero are courage [ˈkʌrɪdʒ], wisdom [ˈwɪzdəm] and power. He or she needs courage to face any difficult situation. Wisdom helps the hero to use his power to protect good and beat the villain. However, villains must have these

qualities, too. But there is a big difference: they help them to protect evil.

Zeta: In my view, kindness and generosity [ˌdʒenəˈrɒsəti] make heroes different from villains. A hero's actions always help the planet or others. In contrast, a villain is thick-skinned and greedy. They never think of others and fight for money and power.

Onion: As for me, not all “good guys” are Heroes and not all “bad guys” are Villains. Heroes always have some weakness, for example, arrogance, impatience or sensitivity [ˌsensəˈtɪvəti]. On the contrary, Villains have some positive traits, like intelligence and strength. This makes the characters of heroes and villains more interesting.

b. In the forum comments find the nouns derived from the adjectives below. Do they describe heroes or villains?

courageous ♦ intelligent ♦ wise ♦ arrogant ♦
sensitive ♦ impatient ♦ weak ♦ powerful ♦
generous ♦ strong

c. Sort out some other nouns into groups according to their suffixes. What adjectives do they correspond?

-ance	-ence	-y, -ty, -ity, -ry
arrogance ...	intelligence (im)patience ...	sensitivity generosity ...

-dom	-ness
wisdom boredom	kindness weakness ...
Other: strength, courage, power ...	

greed, sensibility, selfishness, honesty, selflessness, carefulness, carelessness, bravery, seriousness, happiness, cheerfulness, boredom, helpfulness, pride, shyness, politeness, rudeness, laziness, curiosity, meanness, care, hard work, loyalty, cowardice, responsibility, confidence, reliability, forgetfulness, stubbornness, wits, humour

d. What personality traits do you value (ценишь / шануеш) most of all? What personality traits can't you stand?

3. Play the “Say a noun” card game.

1. Study the table of nouns in ex. 2c. Try to memorise the suffixes of the nouns.
2. Work in pairs. Get a set of cards from your teacher.
3. In turn take a card, read the adjectives and your partner derives nouns from these adjectives. If your partner makes a mistake, help him / her by giving the correct answer.



The cards are on the disk.

4. a.  Participate in the forum discussion and write your comment on heroes and villains.

b.  Moving activity “Do you think the same?”

5. a. Work in groups. Create an image of a typical hero or villain. Describe their personality. Justify your opinion with reasonable arguments.

b. Read aloud your description. What personality traits do both heroes and villains have in your descriptions?

LESSON 4. I used to be different

Communicative area: talking about past habits

Active grammar: used to + infinitive

1. What talent shows do you know? Do you know any talent shows' winners?

2. a. Ian Grey was crowned as the first winner of the Pop Game show in 2017. How do you think his life has changed? Choose ideas from the box.



Help box

I think his life has become more exciting / busier / more tiring / more expensive.

I think he's become fitter / more handsome / more arrogant / more generous / more hard-working / more confident / more organised.

b.  Listen to the interview and check your predictions.

c.  Read the sentences from the interview and answer the questions below.

Ian: *My life **used to be** very different. I **used to** sleep more. I **didn't use to** travel so much. I **used to** spend more time with my friends. Now I **don't have** much free time. I **used to enjoy** different things. I **used to be** a different person.*

1. Did Ian sleep a lot before he took part in the competition? Does he sleep a lot now?

2. Did he travel a lot? Does he travel a lot now?

3. Did he spend a lot of time with his friends? Does he spend a lot of time with his friends now?

4. Are sentences with **used to + infinitive** about the past or the present?

5. How do we translate sentences with **used to + infinitive**?

6. How do we make negative sentences?

3.  Listen to the interview again. Make a list of changes in Ian's life using **used to / didn't use to** and the help box. What changes are positive and what are negative?

sleep ♦ travel ♦ interviews ♦ lazy ♦ forgetful ♦ hard-working ♦ organised ♦ a lone wolf ♦ suntanned ♦ short hair ♦ play sports ♦ pop-songs

Example. Ian used to sleep more. He didn't use to travel so much.

4. a.  Look at the questions from the interview with Ian. How do we ask questions with **used to**?

Reporter: *Did you use to look different too? Did you use to sing different songs?*

+ positive statement	—	♂	—	used to
– negative statement	—	♂	didn't	use to
? question	Did	♂	—	use to
... + infinitive				

b.  Moving activity “Did you ...?”.

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

Example: 1. What games did you use to play?

1. What games / play? 2. What / look like? 3. What TV programs / watch? 4. What housework / do? 5. What pet / have? 6. What books / read? 7. When / go to bed? 8. Where / spend summer? 9. What / believe in? 10. What food / like? 11. What hobby / have? 12. What clothes / wear?

6. a. Choose 5 questions from ex. 5 to ask your partner about their childhood.

b. Work in pairs. Ask and answer the questions in turns. Take notes on your partner's answers.

your partner when he was 6 – used to play chess
your partner now – plays computer games

c. Use your notes to talk about your partner.

Example: When Vasya was 6, he used to play chess, and now he plays computer games.

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LESSON 5. I used to be a river...

Communicative area: talking about changes

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

1. a. Read the philosophical poem Alex wrote for the competition. Has he changed for the better?

I used to be a river
But now I'm an ocean.
I used to be letters
But now I'm a poem.
I used to be a dark horse
But now I'm an open book.
I used to be **much greedier**
But now I have a heart of gold.
I used to be **far weaker**
But now I'm Superman.
My life used to be **a lot darker**
But now it's full of light.



b.  Look at the highlighted phrases in ex. 1a and complete the rule:

To show a big difference we use **much / far / a lot + ...**



2. 🏃 Moving activity “Running dictation”.

3. a. How was life different 50 years ago? Express your opinion using intensifiers **much** / **far** / **a lot** and the comparative degree of adjectives in brackets.



***Example.** In my opinion, life used to be a lot more boring 50 years ago.*

Life used to be ... (boring / amazing / fast / slow / peaceful / stressful / easy / difficult).

People used to be ... (friendly / aggressive / greedy / generous / kind / rude / polite).

Food used to be ... (healthy / unhealthy).

Shops used to be... (cheap / expensive).

City streets used to be ... (clean / dirty / quiet / noisy / dangerous / safe).

b. 🎧 Listen to Kate’s granny speaking about her life fifty years ago. Did you have the same ideas?

c. Read what Kate’s granny says about people 50 years ago and complete the rule.

*Maybe people were **a bit more polite** in the past.*

In order to show a small difference we use

a bit / a little / slightly + ...



4. a. Compare the pictures of Kate's granny 50 years ago and now. Make up sentences with the words from the box and **much / far / a lot / a bit / a little / slightly**.



***Example.** Mrs Sparrow used to be **much younger**. She used to have **slightly curlier** hair.*

young ♦ curly ♦ pale ♦ cheap ♦ cheerful ♦
organised ♦ confident ♦ thin ♦ slim ♦ small

b. Work in pairs. Make true sentences about you, your family, friends using **used to / didn't use to** and intensifiers **much / far / a lot / a bit / a little / slightly**. Speak about the changes in people's appearance and character.

***Example.** My friend didn't use to wear glasses. Now he wears glasses and looks **much more serious**.*

5. a. Work in pairs. Read another philosophical poem written by Alex's classmate.

Can you complete it?

I used to play outside,
But now I am reading ...
I used to be a flower
But now I am a ...
I used to look sweet
But now I look ...
I used to be nothing
But now I am

b. 🎧 Listen and check your ideas.

6. a. Write at least one sentence about changes. Use your imagination.

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

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

c. 📝 Write your philosophical poem “**I used to ...**” for the poetry competition. Have a poetry competition. Whose poem is the most philosophical / amusing / romantic / original?



LESSON 6. The person I admire

Communicative area: describing a person, writing a composition

1. a. What do you admire? Why? Brainstorm the ideas.

Example: I admire Belarusian nature because it's amazing.

b. Who do you admire? Why? Brainstorm the ideas.

Example: I admire Daria Domracheva because she's a talented sportswoman and a strong, confident person.

2. a. Read a student's description of her grandfather. What's wrong with the description? How can you improve it?



The person I admire

The person I admire very much is my grandfather. He is in his early sixties. He looks like Santa Claus. He is quite tall. He's got grey hair, wrinkles and a nice smile. He is always fun to be with. His clothes are old-fashioned but I like them. He is a courageous person. He used to be a pilot. He is stubborn. He always does what he likes. He does care what other people think about him. My mum says that I take after my grandfather. He is a very optimistic person. I admire his wisdom and generosity. I really love him.



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

Comments

You could make your writing more interesting by

- linking short sentences to make longer ones;
- giving more details;
- using adjectives and idioms.

Example:

Is your grandfather your father's or your mother's father?

Does he look older or younger than his age?

What makes him look like Santa Clause?

Is his hair straight or curly?

Why is your grandfather fun to be with? What sort of things does he do or say? Does he laugh a lot?

Is he a dark horse? Does he have a heart of gold?

In what way does he do what he likes? Give an example.

In what way do you take after your grandfather?

c. How would you change the description following the teacher's comments?

3.  Moving activity "Jump, clap or stand still".

4. a. Think of somebody you admire and complete these sentences about him / her in any way you like.

1. One of the first things you notice about him / her is

2. He / She looks

3. He / She looks like a(an)
4. He / She used to ...
5. The reason I admire him / her is because
6. I'll always remember the time when he / she
7. He / She may not be ... but

b. Exchange your pieces of writing with your partner. Read your partner's sentences and correct them if necessary. What is the most interesting sentence?

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

INTRODUCTION

Paragraph 1: Give background information.
Say who you are writing about.
Say how you know the person.
Say where he / she lives and what he / she does.

MAIN BODY

Paragraph 2: Describe the person's appearance.
Paragraph 3: Describe the person's personality.
Say why you admire his / her traits.

CONCLUSION

Paragraph 4: Explain why you admire the person and mention how you would feel if they were not around.

b.  Write a composition about the person you admire. Use the plan above.

LESSON 7. Time to change for the better

Communicative area: reading a moral story, analysing the story characters

1. Discuss in small groups.

1. How do people usually feel on Christmas Eve and Christmas Day? Why?
2. What do you like about Christmas?
3. Do you know any books or films about Christmas? Do you like them? Why?

2. a. Read the first part of the most famous British story about Christmas. Who are the main characters? How did they feel on Christmas Eve?

A Christmas carol: Part I

After Charles Dickens

Many Christmases ago, there lived a businessman by the name of Ebenezer Scrooge. Everyone knew Scrooge, but not because he was generous or kind-hearted. He was famous for his greed and selfishness. Scrooge used to work with his friend and business partner Jacob Marley. Marley was a mean man, too. Their hearts were as hard and cold as the gold coins they loved so much. Jacob Marley died seven years ago and now their business belonged¹ to Scrooge.

It was Christmas Eve. Old Scrooge sat busy in his dark office. It was very cold outside and in Scrooge's office it was not much warmer. Scrooge frowned as he

¹ belong [bɪ'lɒŋ] – принадлежать / належаць

looked at his assistant, a kind and shy person, named Bob Cratchit.



“Cratchit, have you finished filing those papers yet?” he shouted. “Not yet, Mr Scrooge. I think I could go faster if it was a little warmer in here”, said Bob quietly. “I pay you not for your comfort, but for your work! If you don’t finish your work today, you must do it tomorrow!” Scrooge’s voice was trembling with anger. “But ... Mr Scrooge! Tomorrow is Christmas. I need to be with my family, especially with Tiny Tim. You know he’s very ill. Maybe it’ll be his last Christmas.” “That’s very touching, Mr Cratchit”, said Scrooge dryly, “but you can’t take a day off tomorrow. Be here early in the morning.” “I will, Mr Scrooge.” Bob Cratchit put on his old thin coat and left the office.

Suddenly, a cheerful person came into the office. It was Scrooge’s nephew¹. “A merry Christmas, uncle!” Fred said. “Humbug!” said Scrooge. “You don’t mean that, I am sure?” his nephew was confused. “I do”, said Scrooge. “What’s Christmas time to you? You have to pay bills (*счета / рахунки*) without money!



¹nephew ['nefju:] – племянник / пляменнік

You're a year older but not an hour richer!" Fred, who was a very friendly young man, invited his uncle for Christmas dinner but Scrooge said no and sent him out.

Scrooge rubbed his hands and went back to his work. Suddenly he heard a strange noise. It was coming from the upstairs where he lived. He took a candle and went to his bedroom. Scrooge's face turned white as he saw a ghost. It was Jacob Marley's ghost wearing long heavy chains. "Marley? What are you doing here?" asked Scrooge in horror. "Ebenezer Scrooge! I've come here to warn¹ you. Look at my long heavy chains. I have to wear them because I was greedy and selfish. I only



cared about business but not about the people around me. You have a chance, Ebenezer. Three spirits² will visit you at night. They will try to open your heart", said the ghost and disappeared.

b. Ask WH-questions to the answers below.

1. A businessman. 2. For his greed and selfishness. 3. Seven years ago. 4. Because he needed to be with his family on Christmas Day. 5. For Christmas dinner. 6. From the upstairs. 7. A candle. 8. About business, not people.

c. 🧑🏻‍🎒 Moving activity "Snowball game".

3. a. 🎧 Listen to the second part of the story and put the pictures in the correct order.

¹ warn [wɔ:n] – предупредить / папярэдыць

² spirit – дух / дух



b.  Listen again and complete the sentences.

1. The Ghost of Christmas Past looked like ...
2. He took Scrooge to the place where ...
3. The little boy was ...
4. The Ghost of Christmas Present was a big ...
5. He took Scrooge to
6. They were all happy to have ...
7. Scrooge was very upset because ...
8. He wanted to stay in Fred's house because ...

c. Compare Scrooge with Bob Cratchit and his nephew.
Use the modifiers **much** / **far** / **a lot** / **a bit** / **a little** / **slightly** and the adjectives below.

Example. Scrooge was much richer than Bob.

rich, mean, cheerful, greedy, kind, poor, polite,
happy, selfish, friendly, arrogant, sociable,
insensitive, rude

4. Describe the main characters. Support your ideas with examples from the story.

LESSON 8. Personal growth

Communicative area: reading a moral story, discussing the idea of personal growth

1. a. Play the last sentence game. What do you remember about Ebenezer Scrooge?
- b. 🎧 Listen to the third part of the story. Was Scrooge happy when he saw his future?
- c. What feelings did Scrooge have when the spirit showed him his future? Choose from the box. Explain your choice.



sad, surprised, excited, shocked, scared, upset, embarrassed, pleased

2. a. How do you think Scrooge changed his life?

Example. I think he became a lot / a little more generous.

- b. Read the last part of the story and check your guesses.

A Christmas carol: Part IV

After Charles Dickens

Scrooge woke up in his bed in his room. It was morning. He yawned and rubbed his head thoughtfully. Then he remembered his night. It made him the happiest of all because the time before him was his own and he could make the best of it. "I don't know what to do! I don't know what day of the month it is." He ran to the window, opened it, and put out his head. "What day is it today?" shouted Scrooge to a boy walking down the street in Sunday clothes. "Today?" answered the boy. "Why, Christmas Day, sir!" "It's Christmas Day!" said Scrooge. "I haven't missed it! Hey, boy! Take the money, go and buy the biggest turkey in the shop round the corner. I'll give you a shilling for it." The boy ran away for the turkey. "I'll send it to Bob Cratchit", said Scrooge cheerfully. "It's twice the size of Tiny Tim."



He dressed himself all in his best, and then went to church. He walked through the streets and watched the people. He felt very pleased. In the afternoon, he went to his nephew's house. He passed the door ten times before he had the courage to go up and knock. "Fred", said Scrooge, "It's your uncle Scrooge. I have come to dinner. Will you let me in, Fred?" Of course, Fred let him in. He was at home in five minutes. It was a very warm welcome and they all had a wonderful party.

But Scrooge was early at the office next morning. Oh, he was early there. Bob was eighteen minutes and a half late. "I am very sorry, sir", said Bob. "I am behind my time." Scrooge sat with his door wide open, that he might see him come in. "Now, I'll tell you what, my friend", said Scrooge, "I am not going to stand this sort of thing any longer. That's why I will pay you more money and help your nice family. A merry Christmas, Bob! Now make the fire warmer." Bob Cratchit was very surprised.

Many people were surprised. Scrooge was better than his word. Scrooge became a better person. To Tiny Tim, who did not die, he was a second father. Scrooge became as good a friend, as good a master, and as good a man, as the good old city knew, or any other good old city or town in the good old world. Some people laughed to see the change in him, but he let them laugh. His own heart laughed. The three spirits never visited him again and he knew how to keep Christmas well.

c. Work in pairs. Explain why ...

1. ... Scrooge was happy in the morning. 2. ... he opened the window. 3. ... he gave some money to the boy. 4. ... he dressed himself all in his best. 5. ... he passed the door of his nephew's house ten times. 6. ... Scrooge was early at the office next morning. 7. ... Bob Cratchit was surprised. 8. ... Tiny Tim didn't die. 9. ... some people laughed at Scrooge. 10. ... his own heart laughed.

d.  Moving activity "A Christmas bag". What lesson does this story teach us?

3. What would you like to change in your character / in your life?

LESSON 9. “My life then and now” Poster

Communicative area: Comparing life at present and in the past, making a poster

1. a.  Kate's class is doing a project “My life then and now”. They have to show how their life has changed since they were five. Listen to Kate's project presentation and put the plan parts in the correct order.



- A. Appearance.
 - B. Family / Place of living.
 - C. Hobbies and interests.
 - D. Character.
- b. Read Kate's presentation and say what she used to / didn't use to do in the past.

Well, my life has changed in many ways since I was five. You know, I used to be a cute plump kid with pink cheeks. I used to wear my long wavy hair in a ponytail or two plaits. Now I'm quite fit but my granny says I'm skinny. My plump cheeks have disappeared. My shoulder-length fair hair has become

dark. I usually wear it loose or in a bun. I didn't use to wear glasses and my ears weren't pierced. Now I have to wear glasses when I'm at school. And I have pierced my ears. Look! I'm wearing three earrings in my left ear.

I think I've changed for the better in character. I used to be quite naughty and a bit greedy when I went to kindergarten. I didn't like to give my toys to other kids. Now I'm much calmer and more generous. And I've become a lot more confident.

When I was five, we used to live in a block of flats in the city centre. It was rather noisy there. Now we live in a lovely cottage in a quiet area in the east-west of the city. There are some changes about my family, too. When I was five, I didn't have a sister or a dog. Now I've got them both! My sister is four years old. She looks like me at her age but she's got nice freckles. My dog Rex is my best friend. We spend a lot of time together. My mum used to be a housewife, now she works as a manager at the supermarket. And my dad has got a much bigger car!

As for my hobbies and interests, I used to draw and paint a lot. Everyone thought I had a talent. Now I prefer Drama. I want to be an actress when I grow up. Also I didn't use to play sports. Now I'm in the school football team. It's awesome!

2.  **Moving activity “Find your match”.**

3. a. **Make your poster “My life then and now”. Compare your life when you were five and now. Follow the plan from ex. 1a. Use the active vocabulary of Unit 1.**

b. **Present your project in class. Who has experienced the greatest changes?**

LESSON 10. Culture corner: The British and their pets

Communicative area: reading an article about British pets, comparing pets and their owners

1. British people are famous pet lovers. Their most popular pets are dogs and cats. Work in pairs. Make a list of the dog's and the cat's most typical character traits, then compare your ideas with the other pairs.
2. a. Look at the photos. Why do you think they are the most popular pets' breeds in the UK? Read the article and check your guesses.

The English Bulldog

The English Bulldog is a very popular pet in Britain. British people believe that it is their national treasure. It is a charming dog with a big head, a thick neck and a wrinkled body on strong short legs. The nose is black and slightly upturned. The wrinkles on the English Bulldog's face should be cleaned regularly to stop skin infections.



This dog is one of the most loyal and courageous dogs on the planet. They are extremely patient with children of all ages. However, they are a bit stubborn. It is really hard to make them do something they don't want to do. They are not very clever so they don't learn to do tricks fast. Like many other dogs, English bull-

dogs are very sociable. They prefer their owner's company and get upset and nervous when they are left alone for a long time. English bulldogs usually enjoy meeting and playing with other dogs when they are young, but they are one of the slowest and laziest breeds of dog! It means they need daily exercise and a healthy diet to keep fit. If not, they can quickly get overweight.

The British Shorthair

The British Shorthair is one of the oldest cat breeds. They are often called “teddy bears” because of their plump round face and a short thick coat. These cats attract their owners with their gorgeous amber



(янтарные / буры́тынавыя) eyes and a lovely smile: their mouth is a bit upturned at the corners.

This cat is more than just a pretty face. The British Shorthair has a friendly, cheerful nature. They like to spend time with children as they are active, sociable and playful cats who enjoy exercise. On the other hand, they get bored and tired of games quite fast. They are famous for their intelligence, loyalty and independence. British Shorthairs like to be around their owners. They may even follow you from room to room but they don't like to be held in arms or in laps (на коленях / на каленях). They are usually quiet and they enjoy quietly sleeping in their comfortable bed. Cat trainers find their reserved and peaceful nature ideal for films and TV shows.

b. 🧑🏻 **Moving activity** “An English bulldog or a British Shorthair?” Look at the photos and read the article again. Which pet or pets:

1. ... is called a “teddy bear”?
2. ... is called a national treasure?
3. ... has an upturned nose?
4. ... has a mouth upturned at the corners?
5. ... has a big head?
6. ... has a thick neck? ...
7. ... has a thick coat?
8. ... has a lovely smile?
9. ... has a wrinkled body?
10. ... has large amber eyes?

c. What do the English Bulldog and the British Shorthair have in common? What makes them different?

d. Explain why:

1. ... it takes a long time to teach the English Bulldog some tricks? 2. ... you should clean the English Bulldog’s wrinkles? 3. ... English Bulldogs need exercise? 4. ... the British Shorthair is good for films and TV? 5. ... British shorthairs don’t like to be held in arms or in laps?

e. Would you like to own an English Bulldog or a British Shorthair? Why / Why not?

Interesting to know

It is a fact that pets usually look like their owners. Moreover, people often choose a pet that mirrors their personality. Prince William and Kate Middleton, the Duke and Duchess of Cambridge have a cocker spaniel, Lupo, who is like his owners intelligent, friendly and careful.

Have you or your relatives got a pet? Do you / they have anything in common with your / their pets?



3. Work in groups of three or four. Present your pet at the pets' exhibition. If you don't have a pet, present an English Bulldog or a British Shorthair. Whose pet gets a prize as the most intelligent / cheerful / stubborn / friendly / etc. pet?

LESSON 11. Board game

“Half a minute talk”



Communicative area: playing a revision game.

1. How do you feel when you play / win / lose a board game?

2. Read the rules and answer the questions.

1. Throw a coin. If you get heads, move two squares. If you get tails, move one. Answer the question. You must talk for half a minute.

2. If you land on a villain's square, you miss a turn.

3. If you land on a hero's square, you can throw the coin again.

4. The person who comes first to the finish is the winner.



The game is on the disk.

2.  Moving activity “Hot potatoes”.

3. a.  Work in pairs. Get a set of 10 cards with active vocabulary and write a story that happened to any book / film character. Each sentence should include one of the vocabulary words you have on your cards.

b. Read your story to the class. Whose story is the most amusing / touching / exciting / serious?

LESSON 12. Progress test 🧐

Communicative area: Testing, reading, listening and speaking skills.

I. READING

1. Read a school story and choose the best summary.



- (A) The three friends were not confident and lost the match.
- (B) Some famous people won the match.
- (C) The boys lost their confidence and someone helped them.

Kevin, Mark and Steve were very good at football. They were loyal and reliable friends. They were strong, confident and hard-working. They practised every day to prepare for the championship between schools. Their PE teacher, Mr Collins was very proud of them. The three

friends became the hope of the school. On the day of the competition the boys did their best to win but the other team had prepared much better than them and won the match. Everyone at school was upset and criticised their performance and overconfidence. They called them names like losers' and the three friends felt embarrassed.

The next day Mr Collins asked someone to call them to the classroom. They got worried when they saw their teacher frowning. Mr Collins said, "You played like courageous lions. It's really sad that you lost the game. But it doesn't mean you must give up like cowards. I want you to write a composition about one of the three people, Albert Einstein, Walt Disney and Henry Ford. The boys looked at each other confused but the next day they brought their compositions. "Now think about these famous people and say what all of them had in common", said the teacher. "All of them were rich and famous but there was time when their life was difficult and everyone criticised them", answered Steve. "You're right. All these people had failures (*неудачи / няўдачы*) in their lives but they got up and worked harder on their weak points. They were patient and, finally, they became the most successful people of their time."

The boys felt excited. They found their weaknesses and worked harder than before for weeks. On the day of the competition, they won the match! They learnt to learn from their mistakes, to be patient and got back their confidence.

**2. Why did Mr Collins call the boys to the classroom?
Read aloud the extract about it.**

3. Explain why ...

1. ... the boys were good friends.
2. ... Mr Collins was proud of them.

3. ... they lost the match.
4. ... they were embarrassed.
5. ... the PE teacher asked the boys to write a composition.

4. How did the boys become confident again?

II. LISTENING

1.  Listen to a boy speaking about the teacher he admires and answer the questions below.

- a. What is Mr Ryan like?
- b. What doesn't he do when students make mistakes or feel confused?
- c. What things does he teach his students apart from (*кроме / акрамя*) English?
- d. What does he hate?
- e. What weaknesses does he have?

III. SPEAKING

1. Answer the questions below. Discuss.

- a. Who do you admire? Why?
- b. Ask your friend about his / her favourite film or book character.
- c. Describe your favourite film or book character.
- d. What personality traits do you value most?
- e. Compare Brad Pitt as a boy and now. Say five sentences. Use 'used to'.



UNT3



Shopping

LESSON 1. Shops and stores

Communicative area: asking about types of shops in the UK

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

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

1. Discuss the questions below in pairs.

Are you keen on shopping?

How often do you go window-shopping?

Can shopping be a hobby?

Is it a good way to spend your leisure time?

2. a.  Look at the pictures below and listen to Kate talking about the types of shops in England and her shopping experience. Which of the shops below has she been to?





supermarket



bakery



newsagent's



chemist's



shopping centre



pet shop



sweet shop



book shop



department store

b. Discuss the questions in pairs.

1. What is the difference between a shopping centre and a department store? Which of these places has got many different shops that share one building?

2. Are the corner stores Kate mentions small local shops or large stores in the city centre?

3. What goods are sold in each of the shops in the pictures?

4. What kind of shops are there in your neighbourhood?

3. a. 🎧 Listen to Kate again and complete the sentences below. Use the words in the box.

September ♦ Christmas ♦ half a year ♦ ages

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

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



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

summer, two weeks, my birthday, last year, 2009, more than 10 days, 5 months ago, months, 10 minutes, yesterday

4. Moving activity “Ball toss”.

5. a. Use the prompts to write complete statements with Present Perfect. Use **for** or **since**.

1. My sister (have) her pet guinea pig ... Easter.
2. I (know) my best friend ... three years. 3. In our family we (not watch) TV ... 2016. 4. My mum (not buy anything to eat) ... Monday. 5. We (write) two tests ... the beginning of the school year. 6. I (not do) the washing up ... we bought a dishwasher. 7. My cousin (not talk) to me ... ages. 8. We (not have) any homework ... two weeks.

b. Change the sentences in ex.5a to make them true about you. Read them out.

6. a. Listen to Kate again. Does she answer these questions?

1. What types of shops are there in your country?
(*There are...*)

2. What do they sell? (*They sell...*)

3. Do you enjoy shopping/window-shopping?
(*I enjoy/like/dislike ...*)

4. Have you been to many shops? (*I have/haven't ...*)

5. What shop would you like to tell about? (*I've been to ...*)

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

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

8. What shops have you got not far from your house? (*There are...*)

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

10. Why don't you go there any more? (*Now ...*)
11. How long is it since you bought anything there last time? (*I haven't bought...*)
12. What is your favourite shop? (*My favourite...*)
13. Did you go there in 2018? (*I haven't been there...*)
14. Why is it your favourite shop? (*I like it because...*)

b. Check in pairs. Ask and answer about shops in the UK.

7. a. Choose the questions you would like to answer. Get ready to talk about different types of shops in Belarus and shopping in your life.

b. Work in pairs. Listen to your partner speaking. How many questions does he / she answer?

8. 📺 Use the Internet. Go to clck.ru/HM8Pa to watch a video about types of shops in the UK and the USA.



LESSON 2. You are what you wear

Communicative area: describing one's clothes, giving opinion

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

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

1. Discuss in pairs.

clothes [kləʊðz] – n, pl. There is no singular form of clothes. You can say a piece of clothing, item of clothing or name the piece of clothing you are talking about.

- What types of shops sell clothes?
- What clothes shops are there in your neighbourhood?
- What are your favourite clothes shops?

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

CLOTHES	
WHAT ARE YOU WEARING?	
I'M WEARING	
A + SINGULAR	+ PLURAL
• A T-SHIRT • A BLOUSE • ...	• BOOTS • JEANS • ...

b. Choose the right answer:

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

- a) singular
- b) singular and uncountable
- c) singular and countable

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

- a) plural nouns
- b) plural and uncountable nouns
- c) uncountable nouns

3) When we know which object we are talking about, it's something specific or unique we use

- a) the definite article **the**
- b) some / any
- c) no article

c. Match the examples below to the rules:

I'd like to buy a new coat.

The jeans she is wearing are very trendy.

They don't sell shoes here.

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



striped



a tie [taɪ]



checked



a belt



trainers

1. Today I'm wearing ... trousers and ... checked shirt. 2. My sister loves shopping: she always buys ... trendy clothes. 3. I don't really like ... striped socks,

I got from my grandma for Christmas. 4. ... jumper you were wearing yesterday looks great on you. 5. I'd like to buy ... new belt. 6. I've put on some weight and can't wear ... tight jeans any more. 7. Since the beginning of the school year I've lost ... two T-shirts, ... tie and ... pair of trainers.

b.  Listen and check.

c. Change the sentences in ex. 3a to make them true about you.

4.  Moving activity "Picture dictation".

5. a. Match the opposites of the adjectives that describe clothes:

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

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



a pair of trainers, a belt, something striped, a tie, something baggy, something tight, something checked, something old-fashioned, smart clothes, everyday clothes, more than 4 items of clothing.

c.  Listen to two friends discussing one of the pictures above. Say which picture they are discussing and explain why you think so.

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

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

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

e. Do you agree with them? Why / why not?

6. a. Work in pairs. Discuss the other pictures in the catalogue. Say what you like and what you don't like about the clothes. Explain why. Use the adjectives below for help.

short ♦ cheap ♦ expensive ♦ beautiful ♦
dark ♦ messy ♦ striped ♦ tidy ♦ checked ♦
summer ♦ smart ♦ pink ♦ black and white ♦
formal ♦ fantastic ♦ boring ♦ old-fashioned ♦
long ♦ bright ♦ baggy ♦ tight ♦ lovely

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

7. 📱 Use the Internet. Go to clck.ru/HM8Tq to revise clothes vocabulary.



📖 Moodle. English 7. Unit 2. Vocabulary test.
Types of clothes.

LESSON 3. Grandma's presents

Communicative area: expressing opinion about clothes

Active grammar: too + adjective, enough

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



b. Discuss the questions in pairs.

Do you have a lot of clothes?

Where do you keep them?

Do you have enough space for them?

Where do you usually buy clothes?

Who helps you choose them?

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

*vitamins,
a jar of marmalade,
a board game,
a packet of cereals,
a new red hat,
some party clothes (for Paul and Kate),
10 post cards, some bread, a pair of shoes*

3. a. Look at the pictures. What clothes do you think granny has bought for Paul and Kate? Why do you think so?



b. 🗣️ Granny came to visit her grandchildren. Listen and say why Paul and Kate are unhappy.

c. 🗣️ Look at the pictures again. What clothes has Granny chosen for Paul and Kate? Listen and check.

d. Who says these words? Use “G” for granny, “P” for Paul and “K” for Kate.

- It’s too beautiful.
- You are old enough to wear a tie.
- All these clothes are fantastic, but they are too expensive.
- This dress is a bit too short for a school party, Gran.
- I look too pale in this shirt and I’m so messy.
- I’m not good enough to wear it.
- It’s too smart, and too expensive, and too traditional.
- I don’t think I’m thin enough to wear this lovely dress.
- I think I’m too old-fashioned to buy clothes for you.

Check with your classmates.

e. Do you like the clothes that Granny has bought for Paul and Kate? Why didn’t Paul and Kate tell Grandma that they didn’t like her presents?

4. a.  Read the sentences in ex. 3d again and look at the box. Find examples for each rule.

b. Discuss the questions.

	too + adj
	not + adj + enough
	adj + enough

Do we use adverb **enough** before or after the adjective?
Do we use adverb **too** before or after the adjective?
What means **more than necessary** / **less than necessary**? What means **just as much as necessary**?

The adjective **enough** used before plural or uncountable nouns means as many or as much as necessary.

Have you made enough cupcakes?



c. Look at the photo in ex.1 again. Write sentences with **too** and **enough** about the girl's problem.

She hasn't got...

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

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

1. These socks are too small. 2. Her dress is too old-fashioned. 3. This tie is too narrow. 4. These trousers are too baggy. 5. The belt is too short. 6. These lovely shoes are too expensive. 7. My wardrobe is too messy. 8. This shopping centre is too far.

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

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

1. My brothers / friendly. 2. My mum / strong / to lift a car. 3. My pet / (im)patient / to wait for its food. 4. I / thin / to get under my bed. 5. I / kind-hearted. 6. I / (dis)organised / to do my homework in time. 7. My clothes / smart / for school. 8. My allowance / large / to buy a new pair of trainers.

b. 🧑🏻 Moving activity “Enough questions”.

7. Work in small groups. Look at the pictures from catalogues in lesson 2. Say what clothes you don't like. Explain why you don't like them. Use **too** and **not enough**.

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

LESSON 4. Nation of shoppers

Communicative area: speaking about shops and shopping in the UK and Belarus

Active vocabulary: souvenir, shopping mall, quality, online, hypermarket, brand, goods

1. Arrange the words below from the smallest to the largest.

shopping centre (*Am. mall*) ♦ grocery store ♦
corner shop ♦ hypermarket ['haɪpəˌmɑːkɪt] ♦
supermarket ♦ department store ♦
newsagent's kiosk

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



A



B

C



D



E



F



b.  Listen to the text about shopping in the UK; follow it in the book. Match four pictures from ex. a.

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

The main shopping street in most towns is called the ‘High Street’ and it’s traditionally been the place to buy everything from food to furniture, with a mixture of all types of stores and often a street market. Oxford Street in London is the world’s biggest high street, offering more than a hundred stores of the world famous **brands**.

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

There aren't many out-of-town shopping centres in the United Kingdom. They are usually in town and city centres. Westfield London, the largest **shopping centre** in Europe, has an area of 240,000 m² (the size of about 50 football pitches). It houses over 300 shops including 4 large department stores. There is a 17-screen cinema and 75 restaurants and cafes.

London is the second-most visited city in the world. This is why there are a lot of **souvenirs** there. For something truly unique and of **high quality**, go to the Covent Garden with its street markets, live music, trendy cafes, English pubs, and great souvenir shops.

However, 51% of UK shoppers prefer to buy goods **online**.

c. Which of the words in bold mean:

1. very well-made
2. shopping mall
3. things you can buy
4. on the Internet
5. trademark
6. something you buy to remind you of a holiday

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

1. Can you call Belarusian people the nation of shoppers?
2. Do you know any large shopping malls in Belarus?
3. Can you name any popular department stores?
4. Are there any souvenir shops you've heard about?
5. Do you know any old markets?
6. Is online shopping popular in Belarus?
7. Do you know any high-quality products made in Belarus? What Belarusian brands are famous in the world?

b. Read an article about shopping in Belarus and find the answers to the questions above.

People come to Belarus to see unique architectural sites, learn about the Belarusian culture, enjoy the nature and see top sports competitions. Besides, the Belarusian holidays can include a good shopping programme.

Belarus has shops of all kinds: large malls, department stores, hypermarkets, food markets and fairs (including international ones).

In Minsk there are several popular shopping malls that offer a wide choice of goods: the famous GUM and TsUM Department Stores, the Nemiga shopping centre, the shopping centres Stolitsa, Arena City, Zamok, etc. They sell everything from socks to dictionaries.

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

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

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

Online shopping is popular in Belarus as well. It's often easier and cheaper to buy concert or theatre tickets and tickets for trains and planes online. Despite this fact more than half of online shoppers in Belarus buy household items, mobile devices and computers.

4. a. Fill in the sentences below with **too or **enough**.**

1. Kommunarika chocolate are good
2. The quality of household devices made in Belarus is high

3. I'm ... old to visit the play areas in large shopping malls.

4. There are ... shopping centres in your town.

5. The goods in our market are cheap

6. The newsagent's in our street sells ... many souvenirs.

7. Large shopping centres are situated ... far from where I live.

8. There aren't ... online shops in Belarus.

9. It's ... expensive to buy clothes in large department stores.

10. Our local supermarket isn't big

b. Work in pairs. Agree or disagree with the statements above. Change the wrong statements.

5. a. Get a chart from your teacher. You are going to walk around the class and ask your classmates about shopping. What questions are you going to ask? Fill in the second column of the chart.

b. Work in pairs. Check if your questions are correct.

c.  Moving activity "Find someone who..."

6. a. Work in small groups.

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

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

b. Role-play your conversation.

 **Moodle.** English 7. Unit 2. Vocabulary test. Types of shops.

LESSON 5. On sale

Communicative area: speaking about sales in the UK and Belarus, asking *How long...?* questions.

Active vocabulary: to try smth on, sale, customer

Active grammar: Present Perfect Continuous

1. a. Look at the posters. What is a sale? Why do people like buying goods on sale?



b. Discuss the questions.

Are sales popular in Belarus?

When are the major sales in Belarus?

What kind of shops offer sales?

2. a. Read some information about sales in Belarus and check your answers.

Belarusian shops offer sales and many bonus programs for the customers. They include Christmas and New Year sales, holiday sales around Women's Day

(8 March), Defenders' Day (23 February), St. Valentine's Day, Easter. In August, before a new school year starts, most shopping malls and markets around the country organise "back to school" sales and fairs. The popular fashion events (Belarusian Flax, Belarusian Knit-Wear, Meet Summer in Belarusian Style, etc.) often offer seasonal sales for all kinds of clothes.

Both online and offline shops have sales nights, black Fridays, weekend sales and special offers for the customers.

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

3. a. Look at the pictures of people buying goods on sale. How do the customers in the pictures feel? (happy, impatient, tired, bored, etc.)



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

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



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



We've been shopping **for** / **since** 10 a.m. in the morning.

Why do they feel like that?

b. Choose **for** or **since** in each statement.

c.  Read the sentences in the pictures again and follow the instructions.

1. What grammar structure is used in the sentences?
 - a) have / has + Verb III
 - b) am / is / are + Verb + ing
 - c) have / has + been + Verb + ing
2. Reorder the words to make the name of the tense.

Continuous / Present / Perfect

3. Do these sentences describe past / present or future situation?

4. Are the verbs in the sentences (*try on, wait, shop, look for, stand*) action verbs or stative verbs?

Stative verbs

They do not normally have continuous tenses because they describe a state (not an action.) Stative verbs often relate to thoughts (remember, know...), feelings / emotions (hate, love...), senses (feel, see...) and states.



5. Do we use Continuous tenses with stative verbs (have, see, be, like, know, etc.)? What tense do we use instead of the Present Perfect Continuous?

(I've known about the sale since Monday.)

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

a) How much...?

b) What time ...?

c) How long...?

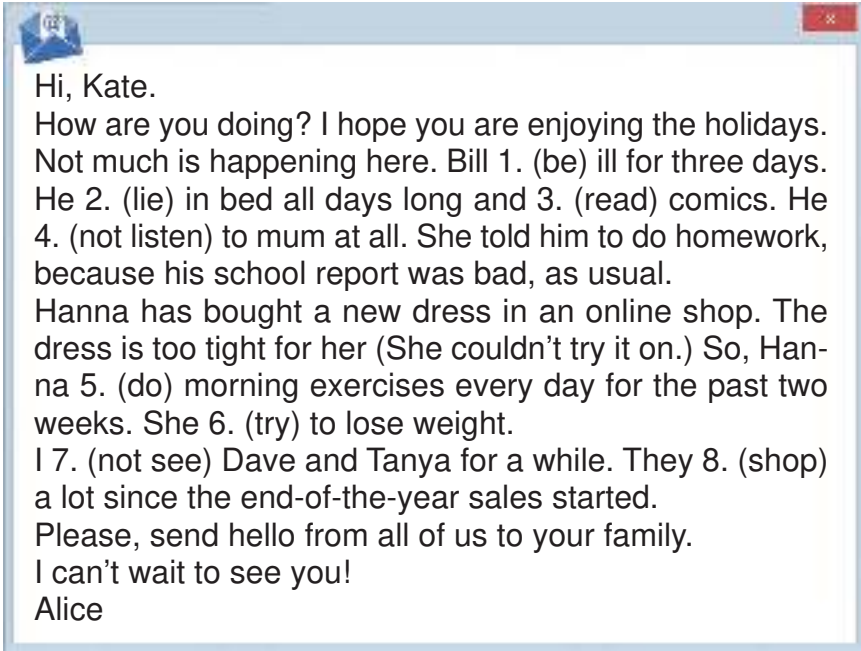
7. Are these people still doing what they are talking about?

d. Copy and complete the table below.

tense	the (1) Perfect (2)
form	(3) + been + (4)
examples	+ (5) – She hasn't been shopping all day. ? Have you been waiting for a long time?
signal words	all day, for (7)
action	started in the (8), continues up to now
focus	time period (how long)

4.  Moving activity “Make a sentence”.

5. a. Read e-mail and put the words below into **Present Perfect Continuous**. Use **Present Simple** or **Present Perfect** for stative verbs.

A screenshot of an email window. The window has a blue header bar with a small icon on the left and a red close button on the right. The email content is as follows:

Hi, Kate.
How are you doing? I hope you are enjoying the holidays.
Not much is happening here. Bill 1. (be) ill for three days.
He 2. (lie) in bed all days long and 3. (read) comics. He
4. (not listen) to mum at all. She told him to do homework,
because his school report was bad, as usual.
Hanna has bought a new dress in an online shop. The
dress is too tight for her (She couldn't try it on.) So, Han-
na 5. (do) morning exercises every day for the past two
weeks. She 6. (try) to lose weight.
I 7. (not see) Dave and Tanya for a while. They 8. (shop)
a lot since the end-of-the-year sales started.
Please, send hello from all of us to your family.
I can't wait to see you!
Alice

b. Check your answers in pairs.

6. a. Put the verbs in brackets into the right tense and write questions.

How long...

1. you (do) sports?
2. you (learn) English?
3. you (not eat)?
4. you (sit) at your desk?
5. you (wait) for a lunch break?
6. you (live) in one place?

b. Ask and answer the questions in pairs.

7. a. Write 3–5 questions starting with **How long** to ask some of your classmates.

b. Play in class. Student A asks Student B a question. Student B answers the question and then asks Student C a new question from the list.

 **Moodle.** English 7. Unit 2. Present Perfect Continuous.

LESSON 6. I've been waiting

Communicative area: giving advice in a shop (conversation)

Active grammar: Present Perfect Continuous

1. a. Work in pairs. Do you think a boy or a girl said the following? Why do you think so?

1. Sales make my heart beat faster. 2. I only buy high quality goods. 3. I have to try on the clothes before I buy them. 4. When I go shopping, it never takes less than two hours. 5. In my opinion, window-shopping is silly. 6. Shopping is tiring. My mum buys all my clothes. 7. I always buy the well-known brands. 8. I'm an impatient customer.

b. Which statements are true about you?

2. a.  Kate is in the department store with her brother Paul. Listen to their conversation. How can you describe Paul?

stubborn ♦ impatient ♦ arrogant ♦ selfish ♦
excited ♦ pleased ♦ bored

b.  Listen again and follow in the book. Does Paul like shopping?

Paul: Kate! What are you doing there? I've *been waiting* for you for an hour!

Kate: I'm sorry, Paul. I've *been trying* on these clothes. And I *haven't decided* yet.

Paul: You've *been doing* it for ages. Come on! Decide!

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

Paul: What about this striped one?

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

Paul: Not at all. It's knee-length. Try it on! It looks very smart.

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

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



c. What do Kate and Paul think about the skirt? Why does Kate change her opinion? What do you think about Kate's look for the party?

3. a.  Look at the parts of sentences in italic in ex. 2 and answer the questions.

1. Do the sentences describe a finished or unfinished action?

2. What sentences focus on the result?

3. What sentences focus on the time period?

4. What grammar tenses are used in the sentences?

5. How do we form these tenses?

6. How do we make negative sentences and questions with them?

b. Fill in the gaps in these sentences with Present Perfect or Present Perfect Continuous.

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

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



4. 🧑🏻 Moving activity “Up and down”.

5. Kate is telephoning her friends. They are very busy. Write the sentences to say what they have been doing. Use for or since.

Example: Bridget has been knitting for a week.

Barbara and Mary



fish since 5 am

John



sell lemonade since
8 o'clock

Bridget



knit for a week

Valery



iron for half an hour

Simon



try on for 20 minutes

Christal



sit by campfire
since yesterday

Mike



do shopping for
2 hours

Chris and Ben



pack a suitcase
since Monday

6. a. Work in pairs. Read the conversation in ex. 2 again. Make up a similar conversation. Use the cards the teacher has given you.



The cards are on the disk.

b. You can make your conversation more fun. Choose your characters from the list below:

You are someone who:

- is very old-fashioned;
- is bossy;
- loves trendy clothes;
- is in a hurry;
- wears only black clothes;
- is very talkative;
- loves trying on clothes;
- is very stubborn;
- hates shopping;
- loves top brands;
- is very absent-minded and forgetful.

c. Practise your conversation in pairs.

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

LESSON 7. Many questions

Communicative area: asking for and giving the information about the product

Active vocabulary: plastic, cotton, rubber, size, price

1. Discuss the questions below as a class.

- a) What's the problem in the picture?
- b) What size shoes do you take?
- c) What do these letters stand for? Arrange them from the smallest to the largest size.

M XL S XS L XXL



- d) What size clothes do you take?
- e) What can you do if you don't know what size you need?

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

supermarket, department store, clothes shop, online shop, souvenir shop

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

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

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

A

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

– Yes. What would you like to know?

– Where 1 ...?

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

– What 2 ...? Is it plastic?

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

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

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

– All right. Thank you.



B

– Can I help you?

– Yes, please. What 4...?

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

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

– Sure. You can sit here.

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

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

– How 6 ...?



– They used to be 49.99, sir. But they are on sale now, so it's 50% off which makes less than 25 pounds.

– Thank you. I think I'll take them.

d. 🎧 Listen and repeat the questions. What is the correct intonation pattern for the Wh-questions? Is it rising ↗ or falling ↘?

3. Role-play the conversations in ex. 2 in pairs.

4. 🧑 Moving activity “Asking questions”.

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



plastic



glass



metal



wood



rubber



cotton

b. Give more examples of goods made of the materials above.

6. a. Look at the things in the pictures below. What are they made of? What types of shops sell them? What other questions can you ask about them? Which of them would you like to buy?



T-shirt



3D wolf lamp



bean chair



football



backpack

b. Work in pairs. Role-play your conversation.

Student A: You are a customer. You are going to buy one of the items above.

Student B: You are a shop-assistant.

LESSON 8. ADS

Communicative area: giving advice, writing about a product

Active vocabulary: advertise, an ad, product

1. Look at the picture and discuss the questions below.

1. What has the man been doing too much? 2. Do you always buy what you really need? 3. Is there too much advertising around? 4. Where can you see it? 5. Do you sometimes feel you want it all?



2. a. Read what school kids say about advertising. Are their comments mostly positive or negative?

Maya: Advertising is everywhere! It's in magazines, newspapers, television, shops and in the streets. The problem is you can't hide, you have to look at them!

Nathan: Some ads advertise good things, like dog shelters, keeping streets clean from litter, healthy eating or helping old people.

Jacob: Anything good about advertising? Well, it surely is entertaining and fun to watch. It also gives you information about new products.

Martha: Very few ads for kids have been for healthy foods, most advertise junk food. There are so many overweight kids today! But all they think about is how much money they get.

Oliver: The problem is false advertising. Ads show perfect world. They just "forget" to say that babies cry, children fight, and a yoghurt has 5 teaspoons of sugar in one cup.

b. Discuss the questions below in pairs.

Whose ideas do you agree / disagree with? Why?
What do you think about advertising?

3. a. Look at the ads below and discuss the questions in groups.



1. What product is advertised in each picture?
2. Describe the people in the ads. How do they feel? Why?
3. What does each ad promise (what will happen if you buy this product)?
4. Does it really work this way?
5. Which ad do you think shows false advertising?
6. What makes people look at these ads?

b. Match the statements to the ads above.

1. It's funny and it works, because every child wants to be like an adult.
2. They show a famous sportsman to make it more popular.
3. The children look happy because they've got something cool.
4. It means that if you buy it you will be like a champion.
5. It's fun but it can't make you really happy or popular.

c. Which ad do you like most? Why? Which of these three products would you buy?

4. 🧑🏻 Moving activity “Advertising”.

5. a. Read the text messages. What problems do the children have?



b. Work in pairs. What do you think Trish and Daniel should do? Use the phrases in the box.

Help box

Giving advice

I think you should / shouldn't...

Why don't you ...?

How about ... ing ...?

If I were you, I would ...

It is / isn't a good idea to ...

6. Imagine Trish and Daniel are your friends. Reply to their messages. Give advice.

Project

LESSON 9. Shops and shopping

Communicative area: speaking about shops and shopping

1. BEFORE THE PRESENTATION LESSON

1. You are going to make a presentation about shops and shopping. You can make:

- a poster,
- a mini book,
- a shopping diary,
- a video or a film,
- a Power Point Presentation, etc.



2. a. Look at the list of questions below and choose the ones you would like to speak about.

– Are you keen on shopping? Could you call shopping your hobby? What do you like / dislike about it? Do you enjoy window-shopping? How do you feel about shopping in large department stores or malls? How much time can you spend shopping? How often do you do it?

– What type of goods do you buy yourself? Do you prefer shopping alone? Why? Do you enjoy shopping for other people? Why? / Why not?

– What shops are there in your neighbourhood? What are the most popular places to go shopping in your town / village? What are your favourite shops? Why? What are your least favourite shops? Why?

– Do you look for sales? What do you usually buy on sales? Are brand names and quality of products important for you?

– Where do you buy clothes / toys / sports equipment? Do you like trying clothes on? How long does it take you to choose something? Have you ever bought anything online?

– What was the last thing you bought? Where did you buy it? Was it expensive? Did anyone help you choose it? Why did you buy it? Have you already used it?

b. Think about putting the information together. Does it go well together or is it necessary to divide it in two-three parts.

c. Choose a type of presentation you are going to make.

d.  Write the first draft of your presentation.

e. Think how you can make your presentation more interesting.

Help box

Be imaginative: use pictures, photographs, bring goods, make a questionnaire, hold a survey, draw a diagram, or prepare some jokes and questions for the listeners.

f. Practise your presentation in front of your family or friends, record your speech or make a video.

g. Make some final changes.

2. IN THE PRESENTATION LESSON

1. You are going to make a presentation about shopping in your life, listen to your classmates and give feedback.

2. Copy the chart and take notes while listening to your classmates. Use either the ideas below or your own ideas.

+ clear, informative, interesting, fun, well-organised, confident, lots of material, well-prepared, great vocabulary, perfect grammar, witty, clever, etc.

– a bit too short, not enough presentation material, not loud enough, too many mistakes, a little disorganised, etc.

Name	
Type of presentation	

Something you like about the presentation	
Something that could be improved	

3. 📺 Write some short feedback notes and give them to your teacher.

In my opinion Paul's presentation was ... Next time he could / should ... But I think ...

LESSON 10. Culture corner

Communicative area: speaking about the most unusual shops

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



2. a. Read about the shops and match the texts to the pictures.

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

A magical bookshop is located on the three floors of an 18th century house in the heart of Bath. This is the kind of place where you can quite happily lose yourself for hours. Mr B's is a beautiful and energetic place where talks about books, advice and book-related activities seem never-ending. The shop has a reading room upstairs, a book spa with relaxing music, big armchairs next to the fireplace and free tea and coffee for visitors. The shop was opened in 2006 and it has twice been named the UK's best bookshop. In 2015 the Guardian named Mr B's one of the ten best bookshops in the world.

There simply is no better bookshop for the book collection, service and welcoming atmosphere.

Hamley's (London, UK)

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

Over two and a half centuries later, Hamleys, the oldest and the largest toy shop in the world, continues to make and sell magical toys that attract children and the young at heart. This huge shop has seven floors filled with more than 50 000 toys, including computer games, plush toys, latest gadgets, classic games and specialist collector areas. In addition, there is a large Harry Potter department. Around five million people visit the store each year. There are ten other Hamley's stores in the United Kingdom and more than 60 stores worldwide.

The Evolution Store (New York, USA)

A hot-pink lollipop with a scorpion inside, life-size human skeleton, meteorites. No, it's not the Museum of Natural History. It's The Evolution store, a science and art-lovers favourite place in New York City's Greenwich Village. It is the favourite store for science and natural history collectables, artefacts, gifts, where locals and tourists have been coming for 25 years to look around and simply ask questions. The store is a small family business and most of the people that work there have an art or science background and are the fans of the store.

Unlike a museum, you are welcome to come into The Evolution Store and touch things. The store offers quality atmosphere creating a unique shopping adventure. It is really like a museum you can shop in.

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

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

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

3. Discuss in pairs:

1. Are there any unusual shops where you live?
2. Have you ever been to an unusual store?

3. What was different about the store?
4. What kind of shop would you like to have in your area?
5. What would you like to be sold there?

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

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

5. a. 🧑🏻💪 Moving activity “Stores”.

b. Copy the chart below and take notes about your classmate's stores. Ask questions about their stores.

Name	Type of store	Details
...	...	...
...	...	...

c. Choose two stores you would like to visit. Who has got more customers?

6. 🤖 Use the Internet. Go to clck.ru/HM8VR to watch an ad for the Hamley's shop, London.



LESSON 11. Board game “Alphabet Shopping”

Communicative area: speaking about shops and goods.

1. You are going to play a “shopping scrabble” in groups of 3 or 4. Read the rules below and answer the questions:

Who starts the game?

How many points do you get for a 6-letter word?

What happens if you get on an “advertise” square?

What happens if you get on a “Question” square?

Rules

You need: a game board, a piece of paper, a pen.

1. Play in turns. The youngest student starts the game. The next student to play sits on his / her left.

2. The task is to write a word starting with any letter of the alphabet. The word must be a product you can buy in a shop. You must explain what shop sells it, for example:

My word is “pen”. You can buy a pen at a newsagent’s.

3. Start writing with the first empty box on the left. You can write more than one word for one letter of alphabet if there are enough empty boxes.



d	d	o	g	d	r	e	s	s	
e									

Scoring

1. You get as many points as there are letters in the word you write. You get 3 points for the word “dog” and 5 points for the word “dress”.

2. If you write a letter of your word on a “ad” box, you must stand up and advertise your product, for example:

This dress is the latest collection. It is made of high-quality cotton. If you wear it, you will look like a film star! Look at the colour! It's shining! And the price is not too high!

If you advertise your product well and someone says “Ok, I'll take it”, the points you get double. You get 10 points for the word “dress”. The buyer gets one point, too.

3. If you write a letter of your word on a “question” box, you must answer the questions about your product, for example:

– *My word is “dress”. You can buy a dress in a clothes shop.*

– *What's it made of?*

– *It's made of silk.*

– *What size is it?*

– *It's size 10, etc.*

The students get 1 point for each Wh- question. You get 1 point for each answer.

4. The game ends when the timekeeper (the teacher) says it's over. The winner is the student with the most points.



2.  Moving activity “Grouping”.

3. Play the game.



The game is on the disk.

LESSON 12. Progress test 🕒

I. READING

1. Read the interview with a 15-year-old British model Mark Massey for “dress” magazine and match the questions below to his answers.



Questions:

1. How long have you been working as a model?
2. What was the last thing you bought?
3. Have you already done your Christmas shopping?
4. What kind of shopper are you, Mark?
5. Where do you buy your clothes?
6. How much do you spend on clothes?
7. They look great on you, Mark! What's the best thing in your wardrobe?
8. Did you use to buy cheaper clothes before you took up modelling?

Answers:

A. Even if I go window-shopping, I almost always buy something in the end. I'm always looking for that special something, and if it catches my eye and it is good enough I just have to buy it.

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

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

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

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

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

G. My favourite buy in the last year is my checked brown jacket. I like it because it's trendy and makes me look handsome. I usually wear it with a white T-shirt and white trainers. Whenever I wear that, I get a lot of compliments.

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

2. Which of the facts below is true?

- (A) Mark loves shopping. He usually buys clothes in Britain. He has bought a new pair of jeans there recently.
- (B) Mark has been a model since he was 12. Sometimes he goes window-shopping, but he buys something if he really likes it. The last thing Mark bought was a pair of jeans that he wore for the interview.
- (C) Mark likes clothes. His favourite piece of clothing is a jacket that he usually wears with a white T-shirt. He doesn't like bright colours.

3. Discuss the questions below in small groups.

1. Would you like to work as a model? Why? / Why not?
2. Are your shopping habits the same as Mark's? What is different?
3. Which of Mark's answers are true about you?

II. Listening

1. Kate's family are shopping. Listen to the conversation and say if the statements below are True or False.

1. Kate wants to buy a new dress.
2. The shop assistant is too talkative.
3. Kate takes size S.
4. The dress isn't tight enough.
5. Paul is very helpful.
6. The striped dress makes Kate look too pale.
7. Mum thinks the green dress is much better.
8. The dress isn't cheap enough to buy.

2. Listen again. Correct the false statements.

III. Speaking

1. Speak together about:

1. shopping in Belarus.
2. the types of shops.
3. shopping in your life.

UNT4



Friendship

LESSON 1. My friends

Communicative area: speaking about friends in your life

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

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

My Friends

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



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

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

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



My best friend is my granddad. He has a great personality. He is very intelligent and witty. I hope I take after him! We've been friends since I was a baby. We **get on** really well and we always find lots of enjoyable things to do together. When I was little, we used to live by the sea and spend all days long swimming and playing in the sand. Now we go hiking in summer and skiing in winter, we play chess and my X-box. We also have a large collection of toy soldiers that we have been painting ourselves.

Mark, Plymouth

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

Rimma, Liverpool

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

Tony, Highcomb

c. Match the definitions below with the words in bold.

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

3. a. Use the words in bold to complete the statements below.

1. I didn't use to ... with my sister when we were little, but now we are best friends. 2. My friends and I have been ... at this playground since it was built last autumn. 3. I don't like school because other children often 4. In my opinion, real friends must 5. When my best friend and I ... , I always call first to say how sorry I am. 6. My mum is my best friend – she ... me.

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

4. Moving activity “Fist bump, high five, hug”.

5. Discuss the questions below in pairs.

Do you get on well with arrogant or bossy people?
Who are the people that are always there for you?
What do you feel if someone is calling you names?

What do you have in common with your partner?

Do you find it hard to share things?

What do you do when you fall out with your best friend?

What do you usually do when you hang out with friends?

6. a. Work in small groups. In your group, appoint a Writer, a Grammarian and a Spellchecker to be responsible for writing down the questions, correct grammar and spelling. Make a list of questions Mark, Rimma and Tony answer in their letters.

b. Place all the questions together on the board. Help your classmates correct the grammar and spelling mistakes.

7. a.  Write about your friend. Choose at least 3 questions on the board to answer.

Help box

Remember to answer at least 3 questions, to use new vocabulary, to check for grammar and spelling mistakes, to make your writing clear and interesting.

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

8. Leave your exercise book open on your desk. Walk around the class and read about your classmates' best friends. Choose the best writer.

LESSON 2. What's your friend like?

Communicative area: describing a friend's character.

Active vocabulary: like (prep.), punctual

1. Read the proverb below. What does it mean? Is there an equivalent in your language?

Like father, like son.



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

like (verb) to find pleasant or attractive, enjoy.

like (preposition) having the characteristics of; the same as; such as.



Example:

- a) I don't like sharing my clothes.
- b) People say I look like a famous person.
- c) If I don't tidy up, my room smells like a hamster's cage.
- d) The teacher I like most is imaginative and witty.
- e) I really like wearing loose oversized clothes.
- f) I didn't use to like hanging out with my sisters, but now we get on very well.
- g) My pen looks like metal but it feels like plastic.
- h) James is like the Swiss clock. He is always punctual.

b. Work in pairs. Are the sentences in ex. 2a true for you? Change the false sentences to make them true.

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

1. does what like he?

2. is he what like?

3. he like does look what?

b. Match the answers to the questions in ex. 3a.

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

4. a.  Listen to Hannah and Steve speak about their friends. Which of the questions above are they answering?

b. Complete the personality traits adjectives from the recording. Write them down in your exercise book. Then check the spelling in pairs.

1. s _ _ _ _ s;

4. n _ _ _ _ y;

2. h _ _ _ _ l;

5. t _ _ _ _ _ e;

3. k _ _ _ - _ _ _ _ _ d;

6. s _ y.

c.  Listen again. Write G next to the adjectives that describe Hannah's grandma and C next to the adjectives that describe Colin's personality.

5. a.  Moving activity "Up and down".

Teacher reads out the verbs to students. Students stand up if they hear a state verb and sit down if they hear an action verb.

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

1. He is so stubborn. 2. She has always been very imaginative. 3. He used to be so disorganised. 4. She is a bit arrogant. 5. She is the most selfless person I know. 6. She is very curious. 7. She is a little too sensitive. 8. He has always been punctual.

6. a. Speak in pairs. Which of the statements in 5c are true for your best friend?

b.  Think about 3–5 personality traits of your best friend. Write down some sentences to describe his / her character.

7. What is your friend like? Speak about your friend in a small group.

LESSON 3. BFF

Communicative area: asking questions and speaking about hobbies

Active grammar: Present Perfect vs Present Perfect Continuous

Active vocabulary: common, creative, photography, jewelry, programming, jogging

1. a. Discuss the questions below in pairs.

What do the letters in the picture stand for?
Can people be friends all life?

How long have you known your friend?

Do you know any people who have been friends for many years?

Do these people have common interests?



b. Work in pairs. What groups do the hobbies in the pictures refer to? Add more ideas to each group.



jewellery-making



jogging



stamp
collecting



program-
ming

Creative hobbies:

playing the guitar, DIY, knitting, sewing, candle making, magic

Active hobbies:

skateboarding, stretching, fishing, rock climbing, gardening, kite flying

Collection hobbies:

coin collecting, comic book collecting, insect collecting, collecting cards

Other:

surfing the Net, playing video games, Sudoku, doing quests

c. What are you fond of doing in your leisure time?

2. a.  Listen to Kate speaking about her friends. How many close friends has she got? Who's her BFF?

b.  Listen again. Who is each sentence about (Susan, Christine or Brendon)?

1. They've known each other for 5 years. 2. They've never fallen out. 3. They've been wearing the same clothes to school since they became friends. 4. They've been sharing one room for 8 years. 5. They've been collecting information about famous people. 6. Their parents have been friends since their childhood. 7. They have become the king and the queen of Halloween. 8. They've been doing shopping together. 9. They've been going to Sunday Drama School for a year.

3. a.  What tenses are the sentences in ex. 2b? Label the columns.

...	...
have / has + Verb 3	have / has been + Verb + ing
finished action, result	unfinished action, time period
Stative verbs (know, like, believe, etc.) are not used with Present Perfect Continuous.	

b. In pairs, name the tense in each of the sentences in ex. 2b and explain why this tense is used (result, time period is more important, unfinished action, stative verb, etc.).

c. Are any sentences in ex. 2a true about you and your BFF?

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

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

1. Mark / collect stamps / 3 months. 120, from all over the world. 2. Bridget/ eat sweets / 6 minutes. Eat / 2 boxes. 3. Tara / shop for clothes/ morning. Try on / 10 dresses. 4. Crystal / jog / 6 o'clock. Run / 3 km. 5. Daniel / be fond of tennis / he was 10. Win 3 medals. 6. Liz / be friends with Nick / 5 years. Fall out twice. 7. Tony / read Harry Potter books / a year. 2 books.



b. 🧑🏻 Moving activity “My hobby”.

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

since I was 10 ♦ for 2 months ♦
once ♦ 16 ♦ 234 ♦ for 3 years

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

- Yes, I can.
- How long have you been skiing?
- (3) ...
- How many times have you been on a skiing holiday?
- (4) ...
- Do you collect stickers with soccer players?
- Yes, I do.
- How long have you been collecting them?
- (5) ...
- How many of them have you got in your collection?
- (6) ...

6. a. Work in pairs. Make up and practice a similar dialogue with your partner. Change roles.

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

7. What hobbies or interests do you share with your friend? How long have you been doing it?

 **Moodle.** English 7. Unit 3. Present Perfect with for / since vs Present Perfect Continuous.

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

Communicative area: asking questions about friends

Active vocabulary: none

Active Grammar: all, any, no / none

1. Discuss the questions below in small groups.

Do you find it easy to make new friends?

What are your friends like?

How often do you meet with your friends?

What do you usually do with your friends?
Where do you usually hang out?
What do you and your friends have in common?

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

Paul:

1. My school friends are coming over for a board game night, would you like to come?
2. Don't worry. *All of them are very friendly and sociable.* Mmm. David is different.
3. He's very reserved, he doesn't talk much. He's very good at board games. *He wins all the time.*
4. I have no idea. I think he likes all of them. *He can play any game you can think of.*
5. That's sad. What do you usually do with your friends?
6. I'm sure, you will like it. The last time we played Pictionary at Oliver's house, we had so much fun, that *none of us wanted to leave.*
7. We meet at someone's place once a month. Today is my turn. I think I must go and tidy up. Can you help?

Gina:

- a) Really? What are his favourite games?
- b) Well, we just hang out in the park or go to the cinema. But we never play board games.
- c) Why do you say so? What's he like?
- d) *None of my friends love board games.*
- e) I'd love to. I really love board games! What are your friends like?
- f) How exciting! How often do you meet?

b.  Listen and check.

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

d.  Listen, follow the intonation and repeat.

e. Role-play the conversation in pairs.

3. a.  Read the sentences in *italic* in the conversation. Which table do they illustrate?

1.	all, any, no	+ noun
----	---------------------	--------

2.	all	(of)	the
	any	of	this / that / these / those...
	none		my / his / Tom's ...

3.	all/any/none	of	us / them / you / it
----	---------------------	-----------	----------------------

b. Look at the charts again. Can we use the pronouns **some** and **most** in the same phrases?

4.  Moving activity “How many of your friends...?”

5. a. Look at the phrases below. Choose the correct word.

1. I have **no** / **none** friends at school.
2. It's amazing that **none** / **all** of my friends like music, but **any** / **none** of them listen to classical music.
3. **No** / **None** of my friends wear a tie.

4. I always know what's best for me, I don't ask **no** / **any** of my friends.

5. **Any** / **None** student in class can call me a friend.

6. I didn't have **any** / **all** close friends in elementary school.

7. **All** / **No** of my friends have been to my house.

8. I have never fallen out with **any** / **no** of my friends.

9. **All** / **Any** my friends can make jewellery.

b. Work in pairs. Are the statements in 5a true about you? Change the wrong sentences to make them true.

6. What pronoun do we often use in questions? Discuss the questions in pairs.

Do you have any friends outside school?

Are there any students in your class that you can ask for help?

Have you fallen out with any of your friends because they were late?

Have you been doing any sport with a friend?

7. a. You are going to interview a student about his / her friends for a school blog. Make a list of questions you are going to ask. You can use the ideas from ex.1, the conversation in ex.2 and the moving activity questions.

b. Work with a new partner. Practise your interview. Try to be interested and emotional. Then change roles.

c. Role-play one of your interviews in front of the class. You can also record your interview and play the recording for the class.

LESSON 5. Ideal pet

Communicative area: speaking about a pet friend

Active vocabulary: both, either, neither

Active Grammar: both, either, neither, all, any, none (no)

1. Discuss the questions below in pairs.

Can a pet be a friend?

What pets can be good friends to people?

Do you have a pet?

Is your pet your friend?

What pet would you like to have, if you don't have one?

2. a. Read and listen to Kate who is doing a survey. Why is Carol upset?

A

– Would you like to have a dog or a cat?

– **Both** of these pets are nice. I would like to have a hamster or a tortoise too. **All** animals are great!



B

– Would you like to have a dog or a cat, Jason?

– **Either** of them. I don't care.

C

How about you, Carol? Would you like to have a dog or a cat?

– **Neither** of them. I'm allergic to animal hair. I've got a large aquarium at home. But **none** of my fish is cute or fluffy. And you can't walk **any** of them in the park!



b. Read the conversations again. Use the words in bold to caption the pictures.

3. a.  Look at the tables and answer the questions that follow.

1.	both, either/neither	+ noun
----	-----------------------------	--------

2.	both	(of)	the...
	either neither	of	this / that / these / those ... my / his / your / Tom's ...

3.	both / either /neither	of	us / them / you
----	-------------------------------	-----------	-----------------

1. Do we use **both, either, neither** to talk about two or more than two objects?

2. What pronouns do we use to speak about three objects or more?

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

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

b. Choose the correct pronoun.

Help box

neither = not + either

none / neither

1. ... of my friends wear glasses. 2. ... of the twins was punctual.

both / all

3. ... Rose's children, a boy and a girl, go to drama school. 4. We couldn't find a place to eat: ... the restaurants were full.

either / neither

5. I have never met ... of her brothers. 6. ... of his parents cared about him.

either / both

7. Would you like a vanilla or chocolate ice-cream? – ... I'm very hungry. 8. Would you prefer a ham or a chicken pizza? – ... You choose.

either / any

9. My dad doesn't like ... of my friends. 10. My friends would be happy to meet ... of my parents.

c.  Use the Internet. Watch a presentation about both, either, neither at clck.ru/HM8WG



4.  Moving activity “Pets”.

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

Your ideal pet

1. You are at a Maths class and you have **no / neither / none** idea what the teacher is talking about. What do you do?

a) Look out of the window.

- b) Ask your friend to explain.
c) Repeat what the teacher has just said so it looks like you understand.
d) Put up your hand and ask the teacher to explain again.
e) **No / Neither / None** of it. You are great at Maths.
2. Your two friends have fallen out and they need to talk to you about it. What do you do?
a) Listen attentively to **no / all / both** of them.
b) Keep quiet because you don't want to listen to anything bad about **any / either / neither** of them.
c) Tell them that it's a good thing because they didn't get on well together.
d) Don't want to talk. **Both / Either / Neither** of them is interested in your opinion anyway.
e) None of it. Real friends never fall out.
3. Your elder brother asks you to help him clean his new car this Saturday morning. What do you do?
a) Get up ready to help.
b) Oversleep.
c) Wake up your brother holding a bucket of water and cloth.
d) Ask your friend to come around and help too.
e) None of it. You have **all / none / no** time for helping anybody.
4. You start singing your favourite song and when you turn on the radio, you hear the song playing. What do you do?
a) Sing even louder.
b) Look surprised.
c) Think you are really cool. You know **either / all / any** the popular songs.

- d) Start dancing around the room.
 - e) Wonder how the DJ knew you were singing it.
5. You really like someone at school and you want to go out with them. What do you do about it?
- a) Try and talk to them.
 - b) Fall over in front of them.
 - c) **Either / Both / All** answer a or b. Something will work.
 - d) Invite them out with you and your friends.
 - e) None of it. You are too shy.

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

Work out your score

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

Keys:

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

17 – 20: You can have either a guinea pig or a rabbit. They are sensitive animals that like comfort. Rabbits are slightly shy and they are afraid of the things they don't know. You will be a super owner for them.

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

9 – 12: Your ideal pet is a cat. It is a very independent animal. It's usually difficult to say if the cat is angry or happy for it can easily hide its real feelings, but you will get on well.

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

c. Do you agree with the quiz results?

6. a. Fill in the blanks with the words in the box.

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

1. If you are a loner and have ... friends, your pet will always be there for you.
2. ... of the parrots I've seen could speak.
3. ... of my pets, a dog and a rat, are intelligent and courageous.
4. Snakes and frogs are the most attractive of ... animals. I'd like to have ... of them as a pet.
5. ... of my two best friends has had a pet tortoise.
6. I didn't use to have ... pets when I was a child.

b. Work in pairs. Do you agree with the statements above? Change the statements you disagree with.

7. Work in pairs. Imagine you have a pet friend or speak about your real pet. Use the questions below for help.

What is your pet?

What's its name?

How did you choose the name?

How old is it?

What does it look like?

Where did you get it from?

What is it like?

Can it do any tricks or understand any words?

Do you ever talk to your pet?

If so, what do you say?

What do you and your pet have in common?

Is your pet your friend?

8. 🧑🏻💪 Moving activity “Lots in common”.

📺 Moodle. English 7. Unit 3. Either / neither / none.

LESSON 6. A true friend

Communicative area: speaking about a true friend, giving arguments

Active vocabulary: loyalty, trustworthy, respect, respectful, support, supportive

1. a. Match the halves of the proverbs about friendship.

1. A friend in need
2. A man who has friends
3. A friend's eye
4. A true friend is one who walks in
5. Friends are born,

- a) is a good mirror.
- b) not made.
- c) when the rest of the world walks out.
- d) must himself be friendly.
- e) is a friend indeed.

b. Discuss what these sayings mean in pairs.

c. Which saying do you like best? Why?

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

7 qualities of true friendship

What does it mean to be a true friend?

A true friend vs a false friend

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



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

Another important quality of a true friend is loyalty. We all have times when we're not the most popular person to be around. Either we've done something wrong or we're in a bad mood. Friends

understand that you're not perfect, but support you anyway.

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

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

True friends respect each other. Friends may not always agree with you, but they respect you enough to respect your choices. They don't want to change you. Be who you are, and look out for friends who allow you to be who you are and not someone else.

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

But when it works, it's beautiful.

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

Paragraph 3:

- a) the state of being loyal
- b) to give help or advice

Paragraph 5: reliable and honest

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

c. Discuss the questions below in pairs.

Are all of your friends trustworthy?

Has any of your friends supported you when you were feeling down?

Do your friends respect your opinion?

What do you respect your friends for?

Are you a supportive person?

How do you support your friends?

Are you a trustworthy person?

Have you always been respectful to your friends?

3. Moving activity “Hot potato”.

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

b. Why do we need arguments? Read the statements below and choose the one(s) you agree with.

1. They prove that your opinion is true.

2. They help understand your opinion better by explaining what it means.

3. They illustrate your opinion by giving examples.

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

6.  Use the Internet. Go to clck.ru/HM8YC to watch British children answer the question “What makes a true friend?”

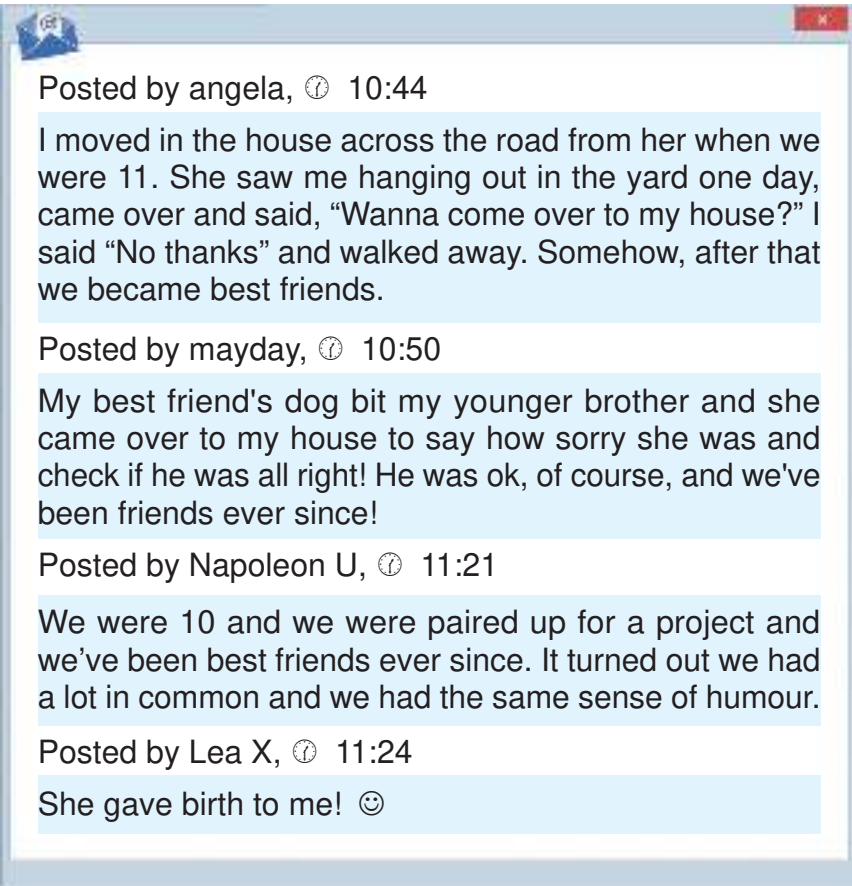


7.  Write a paragraph about a true friend. Support your opinion with arguments.

LESSON 7. The story of friendship

Communicative area: telling a friendship story

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



The screenshot shows a social media interface with three posts. Each post has a profile picture, a name, a timestamp, and a text body. The posts are as follows:

- Posted by angela, 10:44**
I moved in the house across the road from her when we were 11. She saw me hanging out in the yard one day, came over and said, "Wanna come over to my house?" I said "No thanks" and walked away. Somehow, after that we became best friends.
- Posted by mayday, 10:50**
My best friend's dog bit my younger brother and she came over to my house to say how sorry she was and check if he was all right! He was ok, of course, and we've been friends ever since!
- Posted by Napoleon U, 11:21**
We were 10 and we were paired up for a project and we've been best friends ever since. It turned out we had a lot in common and we had the same sense of humour.
- Posted by Lea X, 11:24**
She gave birth to me! 😊

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

c. How did you meet your best friend? Who has known their friend the longest?

2. a. Describe the photograph.



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

Where did you meet?

When did you meet?

What were you doing?

Why did you become friends?

What do you have in common?

Has this friendship changed anything in your life?

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

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

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

4. Moving activity "Ball toss 2".

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

6. a. Look at the following expressions. Put them in the correct column.

Time	Result	Feelings
...	...	...

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

b.  Write your friendship story.

Help box

Remember! Use a comma, to separate an adverb or a prepositional phrase from the sentence.

Example: Luckily, Jack was fond of dancing. As a result, we became close friends.

7. Work in small groups. Share your friendship stories.

LESSON 8. The Best Friend Of The Year

Communicative area: writing about a friend

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

1. support... 2. reli... 3. respect... 4. punctu... 5. sensi... 6. sensi... 7. loy... 8. soci... 9. imaginat... 10. forget...

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

c. Compare your lists in pairs. What do they have in common?

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

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

Liz is quite tall and looks very fit because she does yoga. She's got an oval face and bright blue eyes. When she doesn't wear her blond hair in a ponytail, she looks like Kara, the Supergirl from the TV show, but she is not so keen on fashion. Liz prefers comfortable clothes and you can often see her wearing jeans and a T-shirt or a jumper.

Although Liz is sometimes bossy, she's always there for me. She has always been hugely supportive. She helped me a lot when I decided to take up jogging and also with my computer class. She's been programming since she was a kid. She has created her own website and we have been working on a new video game together.

One of Liz's favourite hobbies is doing yoga. She is also fond of watching horror films. Both of

us like going to the cinema but quite often we can't agree on what film to see.

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

b. Look at the table. Read Paul's description of Liz and fill in the information from the text.

	Appearance	Character	Interests	Things in common
Liz				
My friend				

c. Fill in the information about your friend.

3. a. Read Paul's essay again. Match the points with the parts of the plan.

- | | |
|--|--|
| 1. Introduction
2. Main Body
3. Conclusion | a) Activities he / she takes part in: hobbies, interests
b) Name of the person, age
c) Personal qualities
d) Comments/feelings about the person
e) Appearance
f) The story of your friendship |
|--|--|

b. Do you think Paul's composition can win in the competition? Why?

4.  Moving activity "My friend".

5. a. Work in new pairs. Kate decided to follow Paul's example and write about her friend. Read her description. Can this essay win? Why / why not?

Jane's a very good friend of mine. She's 12. I met her at Paul's birthday party, because she is his sister.

Jane is rather tall. She's got a nice funny face and brown eyes.

She is sensible, but sometimes stubborn. She is a real couch potato, but I like her.

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

I'm glad she's my friend.



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

Example: Use more adjectives.

6. A youth magazine is running "The Best Friend of the Year" competition and has asked its readers to write essays describing their friends. Write a draft essay. Follow the plan in ex. 3.

LESSON 9. Project Time. Friendship Survey

Communicative area: asking questions about friendship

BEFORE THE LESSON

1. Read about a survey and answer the questions below in pairs.

A survey is a common method of collecting information by asking people questions. Gathering information is an easy way to help people make decisions about topics of interest. Surveys can help decide what needs changing, where money should be spent, what products to buy, what problems there might be, or lots of other questions you may have at any time. There are four steps to make a successful survey: think about the questions and write them down, ask the questions, count the results, present the results.



What is a survey?

What do we need surveys for?

Have you ever taken part in a survey?

What was it about?

Do you like answering survey questions?



2. You are going to make a survey about friendship. You can work alone or in pairs.

a. Choose the topic of your questionnaire.

friendship in school, best friends, you as a friend, things to do with friends, common interests, a true friend, falling out with a friend, friendship story, loyalty and trust

b. Think what questions you want to be answered.

Example: Topic: you and your friends

Questions: How many people have friends who make them happy? What exactly are they happy about? What makes them unhappy?

c. Make a list of questions you are going to ask your classmates.

Help box

You can ask direct questions. You can ask a question and then give a choice of answers.

What would you like to change?

- a) I'd like to have more friends.
- b) I'd like to have better friends.
- c) I'd like to have one true friend.
- d) None of the above.
- e) All of the above.

d. Make a survey handout for the others to fill in or a survey sheet for yourself to take notes and write down the answers.

3. 🗺️ Use the Internet. You could go to clck.ru/HM8ZF to create an online survey about friendship.



IN THE LESSON

1. Do the survey.
2. Add up the results of your survey.
Prepare your report.
3. a. Read the presentation Kate made in her class. How many students took part in Kate's survey?

You can use:

- tables
- statistics
- graphs

8 out of 10 students say that their friends make them happy.

4 of them are happy to have many friends and a best friend who is always there for them.

3 students are happy, because their friends are imaginative and witty.

One student is happy because all of his friends are very helpful and supportive.

One student says he has no friends.

One student thinks his best friend is not trustworthy. Neither of them is happy about it.

- b. Present the results of your survey to the class.
4. Vote for the most interesting survey and the most informative report.

LESSON 10. Culture Corner.

Friendship in literature

Communicative area: speaking about famous friends in literature

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



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

1. The comic strip “Peanuts” by *Charles M. Schulz*

Snoopy is Charlie Brown’s dog, and they are very close friends, although sometimes they become annoyed with each other. Charlie Brown loves Snoopy and cares for him deeply. He does many things for Snoopy, and Snoopy is usually thankful for these things, but sometimes he is not. Snoopy’s laziness and fantasy life often upset Charlie Brown and he asks, “Why can’t I have a normal dog like everyone else?” However, Charlie still loves Snoopy and one day he leaves camp early, because he missed Snoopy too much. In the end, both of them realise how unique and important their friendship is.

2. “My Two Blankets” by Irena Kobald

A young girl (her aunt called her Cartwheel¹) leaves her country because of war and arrives in Australia. She dresses differently, looks differently, and she doesn't speak a word of English. She finds life there hard and cold, so she wraps herself in the blanket from her homeland. This “blanket” is a physical symbol of the language Cartwheel spoke at home. It gives her comfort when she feels sad or lonely. One day, Cartwheel meets a friend who helps build her vocabulary and teaches her new words, creating a new “blanket” for her. As she learns new words, she soon finds comfort in knowing that she is safe even under a new blanket.

Loneliness, warm friendship, sharing and kindness make this story heart touching.

3. The “Harry Potter” series by J.K. Rowling

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

4. “The Jungle Book” by Rudyard Kipling

Mowgli is a kid who is raised by wild animals in the jungle. Mowgli and Baloo's friendship is heart-

¹ a large wooden wheel from a cart

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

5. “The Adventures of Sherlock Holmes” *by Sir Arthur Conan Doyle*

Sherlock Holmes and Doctor Watson are nothing alike and yet they stick to each other like iron and magnet! Sherlock being arrogant (*высокомерный / назардливый*) and smart, Watson, often disorganised and forgetful, the friends are ready to work hard together, talk a lot and even attend concerts. Their friendship is based on trust and understanding, as well as respect for each other and common interest in solving crime.

6. “The Adventures of Tom Sawyer” *by Mark Twain*

The true friendship of Huckleberry Finn and Tom Sawyer – like so many others in literature – is based on situations that make two completely different personalities to work together. Throughout the stories, bossy and often selfish Tom is often the leader. Huck's ideas are simple and practical, but together they always get on with Tom's imaginative plans. Together, the two of them represent one of the great classic friendships of English literature.

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

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

3. Moving activity “Find someone who... 2”.

4. Discuss the questions in small groups.

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

Which book would you like to read? Why?

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

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

**LESSON 11. Board game “Perfect!” **

Communicative area: asking and answering questions

1. You are going to play a board game in small groups. Read the rules.

You need: a coin, counters, a game board

1. Put the counters on the “start”. The tallest student starts the game.

2. Toss the coin. If the coin shows “heads”, move your counter 2 squares ahead. If the coin shows “tails”, move your counter 1 square ahead.

3. When you land on a square, read out the question and answer it. If you make a grammar mistake, go back.

4. The winner is the one who gets to the “finish” first.



2. Play the game.



The game is on the disk.

3. Moving activity “Questions”.

a. Work in small groups. Role-play the situation below. Use the questions from the board game and your own ideas.

Friends are hanging out in a shopping mall. Another friend comes up to them. They haven't seen each other for a week.

b. Role-play the scene in front of the class.

LESSON 12. Progress test

I. READING

1. Read the text. Is it a diary page, a magazine article, a letter or an essay?

I met her in the kindergarten. When introduced by another little girl, we took a moment to look at each other. I admired her blonde hair and she loved my glasses. I decided that she was my friend before speaking a word to her. I couldn't spell her last name right, but I could draw her. I still have the old papers with crayon drawings of the two of us. A brunette and a blonde, wearing triangular dresses, holding hands on a hill, smiling happily.

In the third grade, she told me she wanted to be a singer. I decided I wanted to be a singer too and sang every night in front of the mirror. We weren't exactly best friends then but I always enjoyed her liveliness and being around her.

In the fifth grade we spent hours on the phone each night. We talked about everything, but mostly about clothes and other friends. She has always been popular. I used to be a loner at that time. That year we didn't talk for a month after she said she was taller than me. I yelled that I was smarter, and she yelled back that no, I wasn't.

We had our first class together in the 7th grade. We sat at the same table in Science, which was a bad idea because we couldn't stop talking. I loved that table group.

The first time we hung out outside of school I went to her house. I remember thinking about how cute her house was. It looked like it could have come out of a fairy tale. It was red on the outside and inside

there were lots of paintings of beautiful birds and butterflies. I loved it! I wanted to stay there forever. I thought it was the coolest thing ever that her parents let her have a dog, a cat, and two birds!

The summer between the 7th and the 8th grade was when our friendship got the strongest. We spent all days together except for when I had camp or she had Judo. When she came over to my house we danced to rock music or walked down to the shopping mall. There we shared a cup of cappuccino and walked around or met up with some other friends.

This year (the 8th grade) we have all classes together. I think the teachers have realised that they shouldn't put us at the same table as we always have something to talk about.

My best friend is the liveliest, funniest, and most amazing person I know. She taught me to be proud of who I am. She is a part of me now and I hope I'll never lose my best friend, Julia, because my life would never be the same without her.

2. Choose the right answer.

1. When the girls first met:
 - a) they liked each other;
 - b) they drew their portrait holding hands;
 - c) they played with a friend.
2. Both girls wanted to be:
 - a) ornithologists;
 - b) singers;
 - c) dancers.
3. In the fifth grade the girls:
 - a) talked on the phone each night;
 - b) had a huge fall out;
 - c) were only interested in shopping.

4. The girls have been the best friends:
 - a) since kindergarten;
 - b) since last summer;
 - c) for 3 years.
5. In summer the girls:
 - a) did lots of shopping;
 - b) went out a lot;
 - c) stayed at home and danced.
6. Julia is:
 - a) talkative, sociable and fun;
 - b) sociable, kind-hearted and lively;
 - c) talkative, smart and lively.

3. Is your best friend like Julia? How are they different? What do they have in common?

II. LISTENING

1.  Listen to three children speaking about their best friends: Iggy, Sarah, Brendon and Jason. Copy and fill in the chart.

Name	Appearance	Character	Interests
Iggy			
Sarah			
Brendon			
Jason			
More information			



The chart is on the disk.

2. Answer the questions:

- a. Who is not very sociable?
- b. Who is good-looking?
- c. Whose story of friendship do we know?
- d. Who is greedy?
- e. Who knows all the latest news?
- f. Who hangs out with their friend in the park?
- g. Who is keen on sports?
- h. Who is trustworthy?
- i. Whose skin is green in the daylight?
- j. Who's got brown eyes?

3. Speak about Iggy, Sarah, Brendon and Jason.

III. SPEAKING

1. Speak about your best friend. Describe their appearance, character, their interests.

2. Tell the story of your friendship.

3. Say what a true friendship is like.



Vocabulary

Unit 1

attractive [ə'træktiv] (*adj.*) привлекательный / прывабны

bald [bɔ:ld] (*adj.*) лысый / лысы

beard [biəd] (*n.*) борода / барада

blond [blɒnd] (*n., adj.*) светловолосый, блондин / светлавалосы, бландзін

blush [blʌʃ] (*v.*) вспыхнуть, покраснеть / успыхнуць, пачырванець

bored [bɔ:d] (*adj.*) скучающий / маркотны, які сумуе

braces [breisiz] (*n.*) брекеты / брэкеты

bun [bʌn] (*n.*) пучок, узел из волос / пучок, вузел з валасоў

charming ['tʃɑ:mɪŋ] (*adj.*) очаровательный / чароўны

cheek [tʃi:k] (*n.*) щека / шчака

cheekbone ['tʃi:k,bəʊn] (*n.*) скула / скула

chin [tʃɪn] (*n.*) подбородок / падбародак

confused [kən'fju:zd] (*adj.*) озадаченный / азадачаны

cute [kjʊt] (*adj.*) милый / мілы

dreadlocks ['dred,lɒks] (*n.*) дреды / дрэды

dyed [daɪd] (*adj.*) покрашенный / пафарбаваны

elderly ['eldəli] (*adj.*) пожилой / пажылы

embarrassed [ɪm'bærəst] (*adj.*) смущенный / збянтэжаны

excited [ɪk'saɪtɪd] (*adj.*) взволнованный, возбужденный / усхваляваны, узбуджаны

eyebrow ['aɪbraʊ] (*n.*) бровь / брыво

eyelash ['aɪ,læʃ] (*n.*) ресница / вейка

fat [fæt] (*adj.*) толстый / тоўсты

fit [fɪt] (*adj.*) подтянутый, здоровый / падцягнуты, здаровы

forehead ['fɒrɪd], ['fɔːhed] (n.) лоб / лоб
freckle ['frekl] (n.) веснушка / вяснушка
fringe [frɪndʒ] (n.) челка / грыўка; чубок (у муж.)
frown [fraʊn] (v.) хмуриться / хмурыцца
full [fʊl] (adj.) полный / поўны
furious ['fjʊəriəs] (adj.) разъяренный / раз'юшаны
glasses ['glɑːsɪz] (n.) очки / акуллары
good-looking [gʊd 'lʊkɪŋ] (adj.) красивый / прыгожы
gorgeous ['gɔːdʒəs] (adj.) великолепный / цудоўны
haircut ['heəklʌt] (n.) стрижка / стрыжка
handsome ['hænsəm] (adj.) красивый (о мужчине) / прыгожы (пра мужчыну)
lip [lɪp] (n.) губа / губа
loose [luːs] (adj.) распущенный (о волосах), свободный (об одежде) / распущчаны (аб валасах), свободны (аб адзенні)
lovely ['lʌvli] (adj.) прелестный / прывабны
middle-aged [ˌmɪdl'eɪdʒd] среднего возраста / сярэдняга ўзросту
moustache [mə'staːʃ] (n.) усы / вусы
narrow ['nærəʊ] (adj.) узкий / вузкі
nervous ['nɜːvəs] (adj.) нервный / нервовы
overweight [ˌəʊvə'weɪt] с избыточным весом / з залішняй вагой
pale [peɪl] (adj.) бледный / бледны
plait [plæt] (n.) косичка / касічка
pleased [pliːzd] (adj.) довольный / задаволены
plump [plʌmp] (adj.) полный / поўны
pointed ['pɔɪntɪd] (adj.) вытянутый, заостренный / вытягнуты, заостраны
ponytail ['rəʊniːteɪl] прическа «конский хвост» / прычоска «конскі хвост»
pretty ['prɪti] (adj.) милый, хорошенький / мілы, прывабны

raise [reɪz] (*v.*) поднимать / падымаць
rub [rʌb] (*v.*) тереть / церці
scar [skɑ:] шрам / шрам
shoulder-length ['ʃəʊldəˌleŋθ] длиной до плеч /
 даўжынёй да плячэй
sigh [saɪ] (*v.*) вздыхать / уздыхаць
skin [skɪn] (*n.*) кожа / скура
skinny ['skɪni] (*adj.*) очень худой / вельмі худы
slim [slɪm] (*adj.*) стройный / стройны
spiky ['spaɪki] (*n.*) прическа «ежик» / прычоска «во-
 жык»
straight [streɪt] (*adj.*) прямой / прамы
stressed [strest] в состоянии стресса / у стане стрэсу
suntanned ['sʌnˌtænd] (*adj.*) загорелый / загарэлы
surprised [səˈpraɪzd] (*adj.*) удивленный / здзіўлены
thick [θɪk] (*adj.*) толстый, густой / тоўсты, густы
thin [θɪn] (*adj.*) тонкий, худой / тонкі, худы
tremble ['tremb(ə)l] (*v.*) дрожать / дрыжаць
upset [ʌpˈset] (*adj.*) расстроенный / расстроены
wavy ['weɪvi] (*adj.*) волнистый / хвалісты
well-built [,wel ˈbɪlt] (*adj.*) хорошо сложенный / добра
 складзены
wide [waɪd] (*adj.*) широкий / шырокі
wrinkle ['rɪŋkəl] (*n.*) морщина / маршчына
yawn [jɔ:n] (*v.*) зевать / пазяхаць

Unit 2

arrogant ['ærəɡənt] (*adj.*) высокомерный / пагардлівы
bossy ['bɒsi] любящий командовать / які любіць ка-
 мандаваць
confident ['kɒnfɪdənt] (*adj.*) уверенный / упэўнены
courageous [kə'reɪdʒəs] (*adj.*) смелый / смелы
forgetful [fə'getfəl] (*adj.*) забывчивый / забыўчывы
greedy ['ɡriːdi] (*adj.*) жадный / прагны

imaginative [ɪ'mædʒɪnətɪv] с богатым воображением / з богатым уяўленнем
intelligent [ɪn'telɪdʒənt] (*adj.*) умный, сообразительный / разумны, кемлівы
loner ['ləʊnə] (*n.*) одиночка / адзіночка
neat [ni:t] (*adj.*) опрятный / ахайны
organised ['ɔ:gənaɪzd] (*adj.*) организованный / арганізаваны (*opp. disorganised*)
patient ['peɪʃənt] (*adj.*) терпеливый / цярплівы (*opp. impatient*)
reliable [rɪ'laɪəb(ə)l] (*adj.*) надежный / надзейны (*opp. unreliable*)
reserved [rɪ'zɜ:vɪd] (*adj.*) сдержанный / стрыманы
selfish ['selfɪʃ] (*adj.*) эгоистичный / эгаістычны
selfless ['selfləs] (*adj.*) бескорыстный / бескарыслівы
sensible ['sensəb(ə)l] (*adj.*) благоразумный / разважлівы
sensitive ['sensətɪv] (*adj.*) чувственный / пачуццёвы (*opp. insensitive*)
sociable ['səʊʃəb(ə)l] (*adj.*) общительный / таварыскі
stubborn ['stʌbən] (*adj.*) упрямый / упарты
take after быть похожим на родственника / быць падобным на сваяка
trait [treɪt] (*n.*) черта / рыса
witty ['wɪti] (*adj.*) остроумный / дасціпны

Unit 3

baggy ['bæɡɪ] (*adj.*) мешковатый / мехаваты
bakery ['beɪkəri] (*n.*) пекарня, булочная / пякарня, булачная
belt [belt] (*n.*) пояс, ремень / пояс, рэмень
brand [brænd] (*n.*) торговая марка / гандлёвая марка
checked [tʃekt] (*adj.*) в клетку / у клетку
chemist's ['kemɪsts] (*n.*) аптека / аптэка

cotton ['kɒtn] (*n.*) хлопок / бавоўна
customer ['kʌstəmə] (*n.*) покупатель, клиент / пакупнік, кліент
department store [dɪ'pɑ:tmənt, stɔ:] (*n.*) универмаг / універмаг
for [fɔ:] (*prep.*) в течение / на працягу
for ages [fɔ:'reɪdʒəz] (*prep. phr*) давно / даўно
goods [gudz] (*n.*) товары / тавары
hypermarket ['haɪpə,mɑ:kɪt] (*n.*) гипермаркет / гіпермаркет
item ['aɪtəm] (*n.*) предмет, товар, изделие; пункт / прадмет, тавар, выраб; пункт
mall [mɔ:l] (*n.*) торговый центр / гандлёвы цэнтр
newsagent's ['nju:z,eɪdʒənts] (*n.*) газетный киоск / газетны кіёск
old-fashioned [əʊld'fæʃnd] (*adj.*) старомодный / старомодны
online [ɒn'laɪn] (*adv.*) онлайн, в интернете / анлайн, у інтэрнэце
plastic ['plæstɪk] (*n.*) пластик / пластык
price [praɪs] (*n.*) стоимость, цена / кошт, цана
product ['prɒdʌkt] (*n.*) продукт, изделие / прадукт, выраб
quality ['kwɒləti] (*n.*) качество / якасць
sale [seɪl] (*n.*) распродажа / распродаж
since [sɪns] (*prep.*) с тех пор как / з той пары як
size [saɪz] (*n.*) размер / памер
shopping list ['ʃɒpɪŋlɪst] (*n.*) список покупок / спіс пакупак
smart [smɑ:t] (*adj.*) нарядный / прыбраны
souvenir [su:və'niə] (*n.*) сувенир / сувенир
striped [straɪpt] (*adj.*) в полоску / у палоску
tie [taɪ] (*n.*) галстук / гальштук
tight [taɪt] (*adj.*) узкий / вузкі

trainers ['treɪnəz] (*n.*) кроссовки / красоўкі
try on ['traɪn] (*v.*) примерять / прымяраць
window shopping ['wɪndəʊ'ʃɒpɪŋ] (*n.*) рассматривать
витрины / разглядаць вітрыны

Unit 4

be there for smb (*v.*) – быть рядом, поддерживать /
быць побач, падтрымліваць
both [bəʊθ] (*adj.*) оба / абодва
call smb names (*v.*) обзывать / абзываць
common ['kɒmən] (*adj.*) общий, совместный / агуль-
ны, сумесны
creative [kri:'eɪtɪv] (*adj.*) творческий, креативный /
творчы, крэатыўны
either ['aɪðə] (*pron.*) любой / любы
fall out ['fɔ:l,ʌʊt] (*v.*) ссориться / сварыцца
fond of (*phr.v.*) любить, увлекаться / любіць, заха-
пляцца
get on (*v.*) ладить, быть в хороших отношениях /
ладзіць, быць у добрых стасунках
have smth in common иметь что-то общее / мець
штосьці агульнае
hang out (*phr. v.*) тусоваться, проводить время, за-
висать / тусавацца, бавіць час, завісаць
jewellery, jewelry (*Amer.*) ['dʒu:əlɪ] (*n.*) украшения,
бижутерия, ювелирные изделия / упрыгажэнні,
біжутэрыя, ювелірныя вырабы
jogging ['dʒɒɡɪŋ] (*n.*) бег трусцой, пробежка / бег
трушком, прабежка
like [laɪk] (*prep.*) как, похож(е) / як, падобны (ая)
loyalty ['lɔɪəltɪ] (*n.*) преданность, верность / адда-
насць, вернасць
neither ['naɪðə] (*pron.*) ни один / ніводны
none [nʌn] (*pron.*) ни один, никто / ніводны, ніхто

photography [fə'tɒgrəfi] (*n.*) фотографирование, фото-
съемка / фатаграфаванне, фотаздымка

programming ['prəʊgræmɪŋ] (*n.*) программирование /
праграмаванне

punctual ['pʌŋktjuəl] (*adj.*) пунктуальный / пунк-
туальны

respect [rɪs'pekt] (*v.*) уважать / паважаць

respect [rɪs'pekt] (*n.*) уважение / павага

respectful [rɪs'pektfʊl] (*adj.*) уважительный, почти-
тельный / паважлівы, пачцівы

support [sə'pɔ:t] (*n.*) поддержка / падтрымка

support [sə'pɔ:t] (*v.*) поддерживать / падтрымліваць

supportive [sə'pɔ:tɪv] (*adj.*) поддерживающий / які
падтрымлівае

trustworthy ['trʌst,wɜ:ði] (*adj.*) достойный доверия,
надежный / дастойны даверу, надзейны

Irregular verbs

be [bi:]	was, were [wəz], [wə]	been [bi:n]	быть / быць
become [bi'kʌm]	became [bi'keɪm]	become [bi'kʌm]	становиться / станавіцца
begin [bi'gɪn]	began [bi'gæn]	begun [bi'gʌn]	начинать / пачынаць
blow [bləʊ]	blew [blu:]	blown [bləʊn]	дуть / дзьмуць
break [breɪk]	broke [brəʊk]	broken ['brəʊkn]	ломать / ламаць
bring [brɪŋ]	brought [brɔ:t]	brought [brɔ:t]	приносить / прыносіць
build [bɪld]	built [bɪlt]	built [bɪlt]	строить / будаваць
burn [bɜ:n]	burnt [bɜ:nt]	burnt [bɜ:nt]	жечь, гореть / паліць, гарэць
buy [baɪ]	bought [bɔ:t]	bought [bɔ:t]	покупать / купляць
catch [kætʃ]	caught [kɔ:t]	caught [kɔ:t]	ловить, хватать / лавіць, хва- таць
choose [tʃu:z]	chose [tʃəʊz]	chosen ['tʃəʊzn]	выбирать / выбіраць
come [kʌm]	came [keɪm]	come [kʌm]	приходить / прыходзіць
cost [kɒst]	cost [kɒst]	cost [kɒst]	стоить / каштаваць
cut [kʌt]	cut [kʌt]	cut [kʌt]	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]
eat [i:t]
fall [fɔ:l]
feed [fi:d]
feel [fi:l]
fight [faɪt]
find [faɪnd]
fly [flaɪ]
forecast ['fɔ:kɑ:st]
forget [fə'get]
forgive [fə'grɪv]
freeze [fri:z]
get [get]
give [grɪv]
go [gəʊ]
grow [grəʊ]

hang [hæŋ]
have [hæv]
hear [hiə]
hide [haɪd]
hit [hɪt]

drove [drəʊv]
ate [et]
fell [fel]
fed [fed]
felt [felt]
fought [fɔ:t]
found [faʊnd]
flew [flu:]
forecast ['fɔ:kɑ:st]
forgot [fə'gɒt]
forgave [fə'gɜ:v]
froze [frəʊz]
got [gɒt]
gave [gɜ:v]
went [went]
grew [gru:]

hung [hʌŋ]
had [hæd]
heard [hɜ:d]
hid [hɪd]
hit [hɪt]

driven ['drɪvɪn]
eaten ['i:tɪn]
fallen ['fɔ:lɪn]
fed [fed]
felt [felt]
fought [fɔ:t]
found [faʊnd]
flown [fləʊn]
forecast ['fɔ:kɑ:st]
forgotten [fə'gɒtɪn]
forgiven [fə'grɪvɪn]
frozen ['frəʊzn]
got [gɒt]
given ['grɪvɪn]
gone [gɒn]
grown [grəʊn]

hung [hʌŋ]
had [hæd]
heard [hɜ:d]
hidden ['hɪdn]
hit [hɪt]

водить / вадзіць (машыну)
 кушать, есть / есці
 падать / падаць
 кормить / карміць
 чувствовать / адчуваць
 сражаться, бороться / змагацца
 находить / знаходзіць
 летать / лятаць, лётаць
 предсказывать / прадказваць
 забывать / забываць(-цца)
 прощать / дараваць
 замерзать / замярзаць
 получать / атрымліваць
 давать / даваць
 идти / ісці
 расти, выращивать / расці,
 вырашчваць
 вешать / вешаць
 иметь / мець
 слышать / чуць
 прятать(-ся) / хаваць(-цца)
 ударять / біць

hold [həʊld]	held [held]	held [held]	проводить (<i>что-н.</i>) / праводзіць (<i>што-н.</i>)
hurt [hɜ:t]	hurt [hɜ:t]	hurt [hɜ:t]	причинять боль / прычыняць боль
keep [ki:p]	kept [kept]	kept [kept]	хранить, держать / захоўваць, трымаць
know [nəʊ]	knew [nju:]	known [nəʊn]	знать / ведаць
lay [leɪ]	laid [leɪd]	laid [leɪd]	класть / класці
lead [li:d]	led [led]	led [led]	вести, руководить / весці, кіраваць
learn [lɜ:n]	learnt [lɜ:nt]	learnt [lɜ:nt]	учить / вучыць
leave [li:v]	left [left]	left [left]	оставлять, уезжать / пакідаць, ад'язджаць
let [let]	let [let]	let [let]	позволять / дазваляць
lie [laɪ]	lay [leɪ]	lain [leɪn]	лежать / ляжаць
lose [lu:z]	lost [lɒst]	lost [lɒst]	терять / губляць
make [meɪk]	made [meɪd]	made [meɪd]	делать, производить / рабіць, вырабляць
mean [mi:n]	meant [ment]	meant [ment]	подразумевать, значить / мець на ўвазе
meet [mi:t]	met [met]	met [met]	встречать / сустракаць
pay [peɪ]	paid [peɪd]	paid [peɪd]	платить / плаціць
put [pʊt]	put [pʊt]	put [pʊt]	класть / класці
read [ri:d]	read [red]	read [red]	читать / чытаць

ride [raid]
ring [rɪŋ]
rise [raɪz]
run [rʌn]
say [seɪ]
see [siː]
sell [sel]
send [send]
set [set]
shake [ʃeɪk]
shine [ʃaɪn]
show [ʃəʊ]
sing [sɪŋ]
sink [sɪŋk]

sit [sɪt]
sleep [sliːp]
smell [smel]

speak [spiːk]

spend [spend]

rode [rəʊd]
rang [ræŋ]
rose [rəʊz]
ran [ræn]
said [sed]
saw [sɔː]
sold [səʊld]
sent [sent]
set [set]
shook [ʃʊk]
shone [ʃɒn]
showed [ʃəʊd]
sang [sæŋ]
sank [sæŋk]

sat [sæt]
slept [slept]
smelt [smelt]

spoke [spəʊk]

spent [spent]

ridden ['rɪdn]
rung [rʌŋ]
risen ['rɪzn]
run [rʌn]
said [sed]
seen [siːn]
sold [səʊld]
sent [sent]
set [set]
shaken ['ʃeɪkn]
shone [ʃɒn]
shown [ʃəʊn]
sung [sʌŋ]
sunk [sʌŋk]

sat [sæt]
slept [slept]
smelt [smelt]

spoken ['spəʊkn]

spent [spent]

ездить верхом / ездзіць вярхом
 звонить / званиць
 подниматься / падымацца
 бежать / бегчы
 говорить / казаць
 видеть / бачыць
 продавать / прадаваць
 посылать / пасылаць
 устанавливать / устанаўліваць
 трясти / трэсці
 светить / святціць
 показывать / паказваць
 петь / спяваць
 тонуть, погружать / тануць, апус-
 каць
 сидеть / сядзець
 спать / спаць
 пахнутъ; нюхать / пахнуць;
 нюхаць
 говорить / гаварыць, размаў-
 ляць
 тратить / траціць; марнаваць

spoil [spɔɪl]
spread [spred]

stand [stænd]

steal [sti:l]

swim [swim]

take [teɪk]

teach [ti:tʃ]

tell [tel]

think [θɪŋk]

throw [θrəʊ]

understand
[ˌʌndə'stænd]

wake [weɪk]

wear [weə]

win [wɪn]

write [raɪt]

spoilt [spɔɪlt]
spread [spred]

stood [stʊd]

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]

spoilt [spɔɪlt]
spread [spred]

stood [stʊd]

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]

портить / псаваць
распространяться / распаў-
сюджацца

стоять / стаяць

красть / красці

плавать / плаваць

брать / браць

учить / вучыць, навучаць

рассказывать / расказаць,
апаважаць

думать / думаць

бросать / кідаць

понимать / разумець

просыпаться; будить / прачы-
нацца; будзіць
носить (*одежду*) / насіць
(*адзенне*)

выигрывать / выйграваць

писать / пісаць

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**Демченко Наталья Валентиновна
Севрюкова Татьяна Юрьевна
Юхнель Наталья Валентиновна и др.**

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АНГЛІЙСКАЯ МОВА**

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С электронным приложением

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Художник *С.Л. Рыжикова*
Художественный редактор *Е.Э. Агунович*
Технический редактор *Н.А. Лебедев*
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Учебный год	Имя и фамилия учащегося	Состояние учебного пособия при получении	Отметка учащемуся за пользование учебным пособием
20 /			
20 /			
20 /			
20 /			
20 /			

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