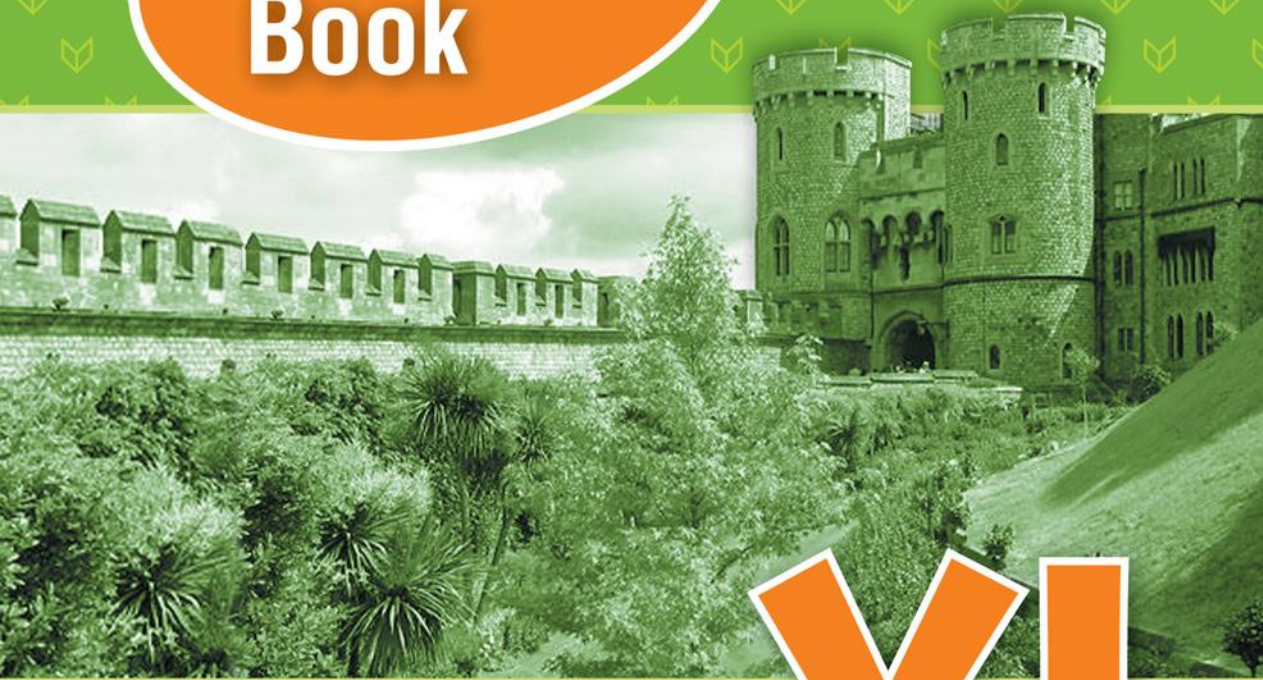


O. V. Afanasyeva  
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# ENGLISH

## Teacher's Book



# VI

  
**PROSVESHCHENIYE**  
PUBLISHERS

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**ENGLISH**

**АНГЛИЙСКИЙ  
ЯЗЫК  
Книга для учителя**

**VI класс**

**Пособие для общеобразовательных  
организаций и школ с углублённым  
изучением английского языка**

Москва «Просвещение» 2014

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А94

**Афанасьева О. В.**  
А94 Английский язык. Книга для учителя. VI класс : пособие для  
общеобразоват. организаций и шк. с углубл. изучением англ. яз. /  
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175 с. — ISBN 978-5-09-032313-0.

Книга для учителя является составной частью учебно-методического комплекта для VI класса общеобразовательных организаций и школ с углублённым изучением английского языка.

Она содержит методические рекомендации по организации и проведению занятий для данного этапа обучения.

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## Дорогие коллеги!

Эта книга для учителя к учебнику английского языка для VI класса общеобразовательных организаций и школ с углублённым изучением английского языка является одним из основных компонентов УМК-VI, который продолжает серию учебно-методических комплектов для II—V классов авторов И. Н. Верещагиной, О. В. Афанасьевой и др.

УМК-VI построен на тех же принципах, что и предыдущие УМК, и обеспечивает достижение образовательной, воспитывающей, развивающей и практической целей при ведущей роли последней.

Однако VI класс имеет свои особенности. С одной стороны, к этому времени у учащихся уже складывается существенная база знаний, умений и навыков в овладении иностранным языком, с другой, по мнению многих педагогов и психологов современности, одиннадцать-двенадцать лет — это возраст наибольшего раскрытия потенциала учащихся в овладении иностранным языком, пик развития их естественных способностей к его восприятию. Всё это позволяет использовать на занятиях достаточно сложный, разнообразный материал, требующий логического осмысления, и отличает УМК-VI от предыдущих УМК.

Авторы не считают необходимым давать подробные рекомендации по проведению уроков в книге для учителя и ограничиваются лишь отдельными методическими советами и разъяснениями наиболее сложных явлений языка, встречающихся в учебнике, и рассчитывают на творческий подход учителя к работе с УМК-VI.

*Авторы*

# Предисловие

За последние годы существенно изменились роль и место иностранного языка в системе школьного образования. Новые политические, социально-экономические и культурные реалии в России и во всём мире, влияние технологических достижений цивилизации на развитие мировой языковой индустрии потребовали расширения функций иностранного языка как учебного предмета и, соответственно, уточнения целей его изучения в современном обществе.

С современной точки зрения обучение иностранному языку необходимо для того, чтобы дать в руки учащимся инструмент межкультурного общения и познания других стран и народов, а также их культур. Кроме того, через изучение чужого языка школьник имеет возможность более глубоко осмыслить родную культуру и родной язык.

УМК-VI соответствует требованиям **Федерального государственного образовательного стандарта основного общего образования** и учитывает требования, изложенные в действующей **примерной программе** обучения английскому языку в общеобразовательной школе<sup>1</sup>.

В соответствии с упоминавшейся выше примерной программой целями обучения в школах с углублённым изучением иностранного языка являются:

- «развитие иноязычной коммуникативной компетенции (речевой, языковой, социокультурной, компенсаторной, учебно-познавательной);
- развитие личности учащихся посредством *реализации воспитательного потенциала* иностранного языка:
  - формирование у учащихся потребности изучения иностранных языков и овладения ими как средством общения, познания, самореализации и социальной адаптации в поликультурном полиэтническом мире в условиях глобализации на основе осознания важности изучения иностранного языка и родного языка как средства общения и познания в современном мире;
  - формирование общекультурной и этнической идентичности как составляющих гражданской идентичности личности; воспитание качеств гражданина, патриота; развитие национального самосознания, стремления к взаимопониманию между людьми разных

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<sup>1</sup> Примерные программы по учебным предметам. Иностранный язык. 5—9 классы. — 4-е изд., испр. — М.: Просвещение, 2011.

сообществ, толерантного отношения к проявлениям иной культуры; лучшее осознание своей собственной культуры;

— развитие стремления к овладению основами мировой культуры средствами иностранного языка;

— осознание необходимости вести здоровый образ жизни путём формирования об общественно признанных формах поддержания здоровья и обсуждения необходимости отказа от вредных привычек»<sup>1</sup>.

Согласно современным воззрениям на обучение иностранному языку в средней школе, всё большее значение приобретает интерактивный подход, который предусматривает решение задач воспитательного, культурного, межкультурного и прагматического характера наряду с развитием умений иноязычного речевого общения.

Особенности содержания УМК-VI обусловлены спецификой развития школьников данной возрастной группы. **Личностно ориентированный и деятельностный** подходы к изучению английского языка позволяют учитывать те изменения в развитии 12—13-летних учащихся, которые характеризуют период перехода от детства к отрочеству. В этот период развития личности у подростков ярко проявляется возрастающая тенденция к самовыражению, к принятию самостоятельных решений. Данные изменения учитываются в предлагаемом УМК. В учебник и рабочую тетрадь включены задания для осуществления самоконтроля и оценки своей деятельности, самостоятельного поиска информации, проведения анализа фактов языка и выведения соответствующих правил.

Таким образом, в соответствии с требованиями ФГОС особый акцент в УМК делается на развитии личности шестиклассников, их воспитании, а также на осуществлении элементов процесса самообразования на основе развития универсальных учебных действий, которые вырабатываются при овладении ключевыми компетенциями: речевой, языковой, социокультурной, компенсаторной, учебно-познавательной.

В совокупности эти компетенции формируют коммуникативную компетенцию, понимаемую как способность личности осуществлять межкультурное общение на основе усвоенных языковых и социокультурных знаний, речевых навыков и коммуникативных умений и отношений.

Подобный подход предполагает тесную связь с другими дисциплинами школьного курса и даже их интеграцию, в результате чего у учащихся должно сложиться целостное представление о мире, людях,

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<sup>1</sup> Примерные программы по учебным предметам. Иностранный язык. 5—9 классы. — 4-е изд., испр. — М.: Просвещение, 2011. — С. 6—7.

населяющих нашу планету, общечеловеческих ценностях, об истории мировых цивилизаций, о мировой культуре, общих проблемах человечества и т. д. При этом объём знаний и умений по иностранному языку сориентирован на общеевропейский стандарт, а доля страноведческого материала существенна.

УМК-VI строится на тех же **методических принципах**, что и предыдущие УМК: коммуникативной направленности всего процесса обучения, дифференцированного и интегрированного обучения всем аспектам языка и видам речевой деятельности, сознательности и активности учащегося в овладении материалом, использовании всех видов наглядности. Так же как и в предыдущих УМК, в новом комплекте применяется принцип избыточности, который играет весьма существенную роль на этом этапе обучения английскому языку, так как даёт учителю возможность вариативно и избирательно задействовать предлагаемые в УМК материалы, чтобы успешно проводить занятия в группах с разным уровнем языковой подготовки учащихся.

Учебно-методический комплект для VI класса включает в себя:

- 1) **рабочие программы (V—IX классы);<sup>1</sup>**
- 2) **учебник (в 2 частях) в комплекте с электронным приложением АВВУУ и аудиокурсом (CD);**
- 3) **рабочую тетрадь;**
- 4) **книгу для чтения;**
- 5) **книгу для учителя;**
- 6) **контрольные и проверочные задания.**

Для учителя, работающего по учебно-методическим комплектам данной серии, целесообразно познакомиться со всеми вышеперечисленными компонентами, что позволит увидеть новый УМК в комплексе, а также понять отличие структуры учебника и других компонентов УМК-VI от УМК предыдущих этапов.

В УМК-VI не используется принцип устного опережения при подаче нового материала, что было характерно для всех предыдущих четырёх лет обучения. Это обусловлено тем, что к началу пятого года обучения английскому языку у учащихся должны были сложиться достаточные навыки и умения для адекватного восприятия иноязычной речи как в устной, так и в письменной форме. Кроме того, сам языковой матери-

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<sup>1</sup> *Апальков В. Г. Английский язык. Рабочие программы. Предметная линия учебников И. Н. Верещагиной, О. В. Афанасьевой, И. В. Михеевой. V—IX классы: пособ. для учителей общеобразоват. учреждений и шк. с углубл. изучением англ. яз. — М.: Просвещение, 2012.*



ал, усложнившийся и более абстрактный по своей сути, не даёт достаточных оснований для использования принципа устного опережения.

Продолжая традиции серии, УМК-VI нацелен на **филологическое воспитание** учащихся. Это прежде всего предполагает развитие языковой догадки, умения наблюдать, сопоставлять различные явления изучаемого языка, сравнивая их с аналогичными элементами в структуре родного языка. Фактически эта идея пронизывает весь учебник, значительную часть книги для чтения (раздел **Let Us Widen Our Scope**) и рабочей тетради, но в наиболее концентрированном виде работа над развитием филологических навыков учащихся проводится в учебнике в рубриках под названием **Focus**, в заданиях типа *Guess what the underlined words mean* и т. д. В последнем случае языковая догадка формируется на основе восприятия новой лексической единицы в рамках определённого контекста, а не на уровне слова, как в предыдущих УМК.

Единицей построения **учебника** для шестого класса является блок (Unit). Каждый блок рассчитан на работу в течение 5—9 учебных часов (periods). Исключением являются заключительные блоки по темам, а также блок 12, который проводится в конце второй четверти и посвящён рождественским праздникам.

Новый учебник состоит из двух частей, однако два базисных раздела — **Round-up Lessons** (блоки повторения 1—6) и **Basic Course** (блоки 7—22 основного курса) сохранены. В конце второй части учебника помещён краткий грамматический справочник (**Reference Grammar**), призванный помочь учащимся в освоении нового грамматического материала, а также англо-русский словарь (в конце обеих частей), включающий лексику, изученную в пятом классе и изучаемую в шестом. Также в учебник были введены три **проектных задания**, которые предназначены для выполнения индивидуально или в небольших группах и связаны с самостоятельным изучением школьниками отдельных аспектов страноведческого материала. Результатом их исследовательской работы должна стать краткая презентация на уроке найденной ими информации. При этом следует стимулировать учащихся к использованию любой формы наглядности, включая рисунки, фотографии и компьютерную презентацию. Учителям также необходимо поощрять творческий, оригинальный подход к выполнению проектных заданий и помнить о том, что их ученики делают лишь первые шаги в исследовательской работе.

Каждый блок учебника состоит из последовательно расположенных разделов: **Let Us Review**, **Let Us Read and Learn**, **Let Us Read**, **Let Us Talk**, **Let Us Write**, **Let Us Listen and Discuss**. Блоки повторения и блоки основного курса по структуре аналогичны. Они начинаются с



раздела **Let Us Review**, в котором происходит повторение ранее изученного материала как грамматического, так и лексического. Подраздел **Brush Up Your Grammar**, типичный для уроков повторения в УМК-IV и УМК-V данной серии, в УМК-VI специально не выделяется. Однако ведущая и сопутствующая учебные ситуации, которые повторяются в каждом конкретном блоке, представлены графически в начале этого блока и составляют основу раздела **Let Us Review**.

Раздел **Let Us Review** предлагает учащимся вспомнить пройденный лексико-грамматический материал преимущественно в коммуникативно направленных упражнениях, как чисто устных, так и со зрительной графической опорой. Упражнения несложные и должны выполняться в быстром темпе. Явления грамматического порядка повторяются в этом разделе на основе оппозиций. Например, в первом блоке сопоставляются прошедшее и настоящее время группы *indefinite (simple)* и *continuous (progressive)*. Во втором блоке в сопоставлении даются *past indefinite* и *present perfect resultative*, а также *present perfect durative* и *present perfect continuous* и т. д.

Весь грамматический материал подробно объясняется в соответствующих блоках при помощи таблиц и многочисленных иллюстративных примеров. Необходимая же для учителя дополнительная информация по грамматическому материалу, изучаемому в шестом классе, находится в книге для учителя в разделе «Методические рекомендации по работе над учебными ситуациями». Кроме этого, за последние годы расширился доступ к большому количеству пособий отечественных и зарубежных авторов по грамматике. Авторы УМК-VI могут рекомендовать учителям следующие пособия: 1) *Carter R., McCarthy M., Mark G., O'Keefe A. English Grammar Today. An A-Z of Spoken and Written Grammar.* — Cambridge: Cambridge University Press, 2011; 2) *Carter R., McCarthy M. Cambridge Grammar of English (A Comprehensive guide. Spoken and Written English Grammar in Usage).* — Cambridge: Cambridge University Press, 2006; 3) *Murphy R. Essential Grammar in Use.* — Cambridge: Cambridge University Press, 2012; 4) *Swan M. Practical English Usage.* — Oxford: Oxford University Press, 2005.


Блоки повторения включают в себя и элементы нового материала, который вводится в разделе **Let Us Read and Learn**. Этот раздел знакомит учащихся с новыми лексическими единицами и структурами речи, а также предлагает стихи, песни, пословицы и диалоги, тематически связанные с повторяемой учебной ситуацией.

Данный раздел готовит учащихся к работе с материалом раздела **Let Us Read**. Цель этого раздела — продолжение обучения чтению как

виду речевой деятельности, т. е. деятельности, направленной на поиск нужной информации из печатного текста. Определённые части текстов этого раздела учащиеся могут прослушать в аудиозаписи, готовясь к выразительному чтению, что является требованием программы.

Упражнения раздела **Let Us Talk** составлены на основе материала предыдущих разделов. Авторы считают необходимым нацелить учащихся на творческое выполнение предлагаемых заданий. Желательно, чтобы учитель стимулировал разнообразие высказываний, учитывал индивидуальные особенности и возможности говорящих.

В разделе **Let Us Write** продолжается работа над письменной речью, при этом письмо рассматривается как средство обучения языку, чем объясняется ограниченное количество творческих заданий в этом разделе. Здесь же предлагается выполнить в письменной форме ряд упражнений предыдущих разделов. Поскольку учебник построен по принципу избыточности, учитель может выбрать те из этих упражнений, которые считает необходимыми для группы учащихся, с которой работает.

Обучение аудированию ведётся по возможности на всех уроках целенаправленно и регулярно. В учебнике используется привычная учащимся маркировка заданий на аудирование . Подобным значком помечены задания, при выполнении которых требуется прослушивание аудиозаписи, представленной на диске. В отличие от II—V классов, в VI классе занятия по аудированию не выносятся в отдельный урок (period), а являются логическим продолжением практически каждого блока учебника. Текст, чаще всего фабульного характера, прослушивается в аудиозаписи. Задания для обсуждения текста даны в разделе **Let Us Listen and Discuss**. В текстах на аудирование повторяется лексический и грамматический материал учебной ситуации.

В структуру учебника введены четыре блока **Consolidation** (блоки 6, 11, 19 и 22), обобщающие материалы четырёх больших учебных ситуаций (*Ecology, Great Britain, The USA и Australia*). В отличие от других блоков, блоки **Consolidation** не вводят никакого нового материала, а строятся в основном вокруг таких видов речевой деятельности, как говорение и чтение. Соответственно рубрики подобных блоков — это **Let Us Talk, Let Us Listen and Discuss, Let Us Read и Let Us Write**.

В конце каждого из четырёх больших разделов введена новая рубрика **Summing Up**, в которой учащимся предлагается вспомнить, что нового они узнали во время работы над разделом, а также проанализировать и прокомментировать полезность изучаемых тем и степень интереса, который они вызывают. Кроме того, учеников просят оценить собственные успехи в изучении материала, свои сильные и слабые сто-

роны. Хочется надеяться, что подобная рефлексия поможет школьникам более сознательно подойти к изучению предмета, с помощью анализа своей работы понять, над чем необходимо трудиться более усердно и вдумчиво, а чем можно гордиться.

В УМК-VI представлены различные виды заданий, направленные на достижение разных целей.

Ряд заданий учебника соответствует формату Государственной итоговой аттестации (ГИА). Такие задания снабжены специальным значком **SFA** (State final assessment). В основном они направлены на проверку понимания письменного текста и текста, воспринимаемого на слух (No. 19 Unit 1, No. 18 Unit 2, No. 22 Unit 3, No. 20 Unit 8 и др.).

На осознание своих успехов и слабых мест направлены введённые в учебник задания с элементами самоконтроля, связанные с подготовкой к диктантам и их написанием (No. 27 Unit 1, No. 34 Unit 3, No. 32 Unit 4 и др.). После проверки словарных диктантов учителем или вместе в классе школьники подсчитывают, сколько слов из диктанта было написано ими правильно, и оценивают свою работу. Таким образом они могут проследить, изменились ли их результаты в течение года, удалось ли им в конечном счёте справиться с трудностями английской орфографии.

Говоря о диктантах, необходимо отметить ещё одну особенность нового учебника: время от времени школьников просят обратиться за помощью к близким или друзьям. Так, при подготовке к словарным диктантам помощь заключается в том, чтобы кто-то продиктовал ученикам слова на русском языке несколько раз, а они попрактиковались бы в их написании. Это не единственный случай, когда учебник отправляет школьников за помощью к родителям или друзьям. Например, такая совместная работа может принести пользу и при выполнении проектных заданий. Совместный поиск информации, её анализ и оформление могут способствовать решению не только учебных, но и воспитательных задач, привлечению родителей к делам школы.

Новым требованиям к учебным изданиям соответствует и целый ряд других заданий УМК. К примеру, от школьников требуется составить план высказывания или составить собственное высказывание в соответствии с планом. Этому учат такие упражнения, как No. 19, 30 Unit 2, No. 26 Unit 3, No. 34 Unit 4 и др.

Развитию компенсаторной и учебно-познавательной компетенций способствуют такие многочисленные задания учебника, в которых школьников просят догадаться о значении незнакомых слов, используя свои знания о словообразовательных моделях английского языка,

а затем проверить свою догадку с помощью двуязычного словаря. Формированию учебно-познавательной компетенции способствуют и такие задания, в которых нужно обратиться к географической карте (No. 1 Unit 3, Nos. 5, 6 Unit 6, Nos. 24, 26 Unit 8 и др.). Крайне необходимыми для умственного развития шестиклассников являются те задания, в которых им приходится проявить самостоятельность мышления, умение делать выводы, логически обосновывать то или иное положение, а также категоризировать явления действительности (Nos. 20, 21 Unit 2, No. 10 Unit 3, No. 28 Unit 4 и др.). Достижению этих целей служат многочисленные задания, в которых после прочтения текста учащиеся определяют его основную идею или подбирают к текстам заголовки (No. 20 Unit 3, No. 8 Unit 4, No. 20 Unit 4 и др.).

Ряд упражнений УМК-VI носят развивающий или творческий характер. Это и задания, в которых школьники выступают в той или иной роли, примеряя на себя определённые жизненные обстоятельства, и написание текстов творческого характера, предназначенных для различных целей (надпись на футболке, призывающая охранять природу, открытка другу с пожеланием скорейшего выздоровления, сочинение продолжения рассказа и т. п.).

Работа над каждой учебной ситуацией завершается одним или двумя резервными уроками и уроком домашнего чтения, построенными на лексико-грамматическом материале, составляющем основу изучаемой учебной ситуации.

Материалы для этих уроков находятся в **книге для чтения**, которая в шестом классе также имеет несколько иную структуру. По аналогии с предыдущими книгами для чтения весь материал расположен в двух больших разделах — основная (обязательная) часть и часть, содержащая рассказы для дополнительного чтения (**Supplementary Material**). Однако основная часть книги имеет некоторые структурные отличия. Каждый из 15 обязательных уроков домашнего чтения предлагает фабульный текст, упражнения для его обсуждения, а также подраздел **Let Us Widen Our Scope**, в котором даётся дополнительная информация, тематически связанная с учебной ситуацией. Включённый в этот подраздел информативный материал (чаще всего страноведческого характера) весьма интересен и важен с познавательной точки зрения и готовит учащихся к соответствующей работе над чтением в последующем седьмом классе. Это достаточно сложные, малоадаптированные оригинальные тексты. Предполагается, что этот раздел по желанию преподавателя может быть предложен учащимся для самостоятельной работы. Эти тексты позволяют одновременно решить следующие задачи: а) подготовить учеников

к работе с настоящим двуязычным англо-русским словарём; б) развить интерес учеников в области изучаемой темы посредством чтения максимально приближенных к оригиналу материалов; в) расширить кругозор и эрудицию школьников. Проверка понимания данных текстов может осуществляться путём краткого пересказа их на русском языке или любым другим способом, удобным учителю, с тем условием, что такая проверка не будет занимать много времени на уроке. Задания к этому разделу в книге для чтения не предлагаются.

Раздел **Supplementary Material** включает тексты различных жанров, стихи и т. д., читать которые можно как в течение года в виде дополнительных заданий, так и во время каникул.

В книгу для учителя по традиции включено планирование изучаемого материала по четвертям. В нём указаны предлагаемые учебные ситуации, последовательность введения новых явлений языка, объём языкового материала, а также распределение резервных уроков и уроков домашнего чтения внутри каждой четверти<sup>1</sup>.

Ещё одним компонентом УМК является **рабочая тетрадь** (Activity Book). Она включает в себя упражнения на закрепление лексико-грамматического материала учебных ситуаций. Для удобства проверки практически все упражнения снабжены ключами, которые находятся в книге для учителя.

Рабочая тетрадь состоит из 22 блоков (Units), которые тематически соотносятся с соответствующими блоками учебника. Большинство представленных в тетради заданий рекомендуется для выполнения дома, однако при необходимости часть этих заданий может выполняться учащимися на уроке.

Большинство блоков рабочей тетради начинается с рубрики **Today's Quotation**, в которой приводятся известные афористические высказывания. Учитель может дать учащимся разнообразные задания, связанные с конкретными высказываниями. Например, можно использовать то или иное высказывание как заголовок собственного рассказа или развить заключённую в нём основную мысль. Можно придумать ситуацию, подтверждающую справедливость конкретного утверждения. Учитель может выяснить мнение учащихся по поводу того или иного высказывания, обсудить его с классом.

Структура последующих заданий определяется материалом соответствующего блока учебника. Прежде всего это упражнения на отработку

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<sup>1</sup> Все материалы *Today's Quotation* и *Tongue-twister Challenge* представлены в соответствующих циклах рабочей тетради.

лексико-грамматического материала того или иного блока, включающие в себя задания на так называемое *раскрытие скобок*, или, иными словами, определение необходимой грамматической формы глагола для получения логически выдержанного повествования.

В рабочей тетради представлены также подобные задания в формате ГИА, которые помечены аналогичным учебнику значком SFA. Так, начиная с пятой учебной ситуации (Unit 5), в рабочую тетрадь вводятся упражнения на освоение деривационных моделей (No. 10 Unit 5, No. 10 Unit 6, No. 7 Unit 7 и др.), а также упражнения на употребление глаголов в нужной форме (No. 9 Unit 8, No. 2 Unit 11 и др.). Эти задания последовательно распределены в тетради и охватывают все модели, вводимые и закрепляемые в заданиях учебника.

В рабочей тетради часто встречаются задания на выбор правильной грамматической формы, отработку новой лексики, подстановку или выбор предлогов и артиклей. В тетради также имеются творческие задания и задания игрового характера. Необходимо отметить, что хотя УМК-VI построен по принципу избыточности, который, как уже говорилось выше, даёт возможность учителю вариативно и избирательно использовать предлагаемые в УМК материалы, тем не менее желательно, чтобы учащиеся по возможности с максимальной полнотой выполняли и задания рабочей тетради, так как в этом случае обучение, как показывает практика, происходит наиболее эффективно, поскольку большинство предлагаемых в тетради заданий ориентировано на закрепление нового материала.

Практически все задания подобного типа знакомы учащимся и не должны вызывать у них трудностей при самостоятельном выполнении. Однако при выполнении, например, задания 2 (Unit 5) следует обратить внимание учащихся на то, что включение слов в одну строчку не происходит по одинаковому принципу. Учащиеся должны исключить из каждой строчки слово, логически не связанное с остальными. Логика же построения оппозиций варьируется от строки к строке. Так, в первой строке глаголы «разрушения» противостоят глаголу «созидания» **to create**, вторая строка включает в себя имена прилагательные и противопоставленное им существительное **mammal**, оппозиция в третьей строке представлена именами существительными, образованными при помощи суффикса **-tion**, и противопоставленным им существительным **environment** с суффиксом **-ment**. В четвёртой строке в оппозиции находятся названия животных (рептилии, птицы, насекомые — это тоже животные) и наименование **habitat**, в пятой названия материалов противопоставляются имени существительному **waste**.

Большинство блоков рабочей тетради завершается работой над скороговорками (**Tongue-twister Challenge**). Эти материалы представлены в аудиозаписи (на диске они располагаются после записи всех аудиоматериалов к учебнику). После снятия языковых трудностей учащимся рекомендуется прослушать скороговорку со зрительной опорой на текст (a) Listen to the tongue twister), затем повторить её за диктором сначала медленно (b) Now listen to the tongue twister again and read it slowly line by line), а затем в убыстряющемся темпе, стараясь приблизиться к темпу речи диктора (c) Now say the tongue twister as quickly as you can). Скороговорки полезно заучивать наизусть. Можно посоветовать учителям иногда устраивать соревнование на лучшее (самое быстрое и правильное) воспроизведение скороговорки. В аудиозаписи к рабочей тетради представлено также стихотворение “Why?” (No. 11,  15 Unit 21). Работа над стихотворением аналогична работе над скороговорками. Учащиеся сначала слушают стихотворение (a) Listen to the poem), затем повторяют его за диктором медленно (b) Now listen to the poem again and read it slowly), а затем выразительно читают стихотворение, стараясь приблизиться к темпу речи диктора (c) Now read the poem artistically in a natural manner).

**Электронное приложение** к учебнику и рабочей тетради включает следующие материалы:

- Аудиокурс для занятий дома и в классе;
- Список треков к аудиокурсу;
- Учебные словари ABBYY Lingvo;
- Учебно-игровую программу для быстрого запоминания слов;
- Знакомство с диском.

Дополнительным компонентом УМК-VI является **сборник контрольных и проверочных заданий “Tests”<sup>1</sup>**, ключи к заданиям которого предлагаются в конце книги для учителя.

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<sup>1</sup> Английский язык. Контрольные и проверочные задания. VI класс: пособ. для учащихся общеобразоват. учреждений и шк. с углубл. изучением англ. яз. / [О. В. Афанасьева, И. В. Михеева, К. М. Баранова, Ю. Е. Ваулина]. — М.: Просвещение, 2012.







# Планирование




## Part 1







### Round-up Lessons







#### I четверть

Учебная ситуация	№ блока	Часы	Новые слова		Грамматика и вокабуляр	Текст на чтение	Текст на аудирование	Песни, стихи, пословицы, цитаты, скороговорки
			Слова на узнавание и пассивное использование	Слова на изучение и активное использование				
“WEATHER”: “Holidays”. “Weather Forecast”. “Travelling”	1	1—6	1. a rainbow 2. a rain-storm 3. a barometer 4. a shower 5. a weatherman	1. a forecast 2. to forecast 3. to expect 4. daily 5. calm 6. a mist 7. misty 8. changeable	1) present indefinite; past indefinite; present continuous; past continuous; 2) to look out for <i>sth</i>	“The Weather Forecast”  5 <sup>1</sup>	“Why Does It Rain on the Road?”  6	<i>Today’s Quotation (TQ):</i> While there is life, there is hope.  <i>Tongue-twister Challenge (TT):</i> She sells seashells on the seashore.  1 Activity Book (AB)  Short sayings about weather.  3

<sup>1</sup> В данной графе даны номера заданий со знаком диска, обозначающие фрагменты текста, которые учащиеся могут прослушать в аудиозаписи.

Учебная ситуация	№ блока	Часы	Новые слова		Грамматика и вокабуляр	Текст на чтение	Текст на аудирование	Песни, стихи, пословицы, цитаты, скороговорки
			Слова на узнавание и пассивное использование	Слова на изучение и активное использование				
“CLIMATE”: “Weather and Weather Forecast”. “Climatic Changes”. “Seasons”	7		OPTIONAL LESSON					
	8		HOME READING LESSON 1					
	9–14	2	6. climatic 7. sunshine 8. effect 9. sunlight	9. an influence 10. to influence 11. human 12. a human 13. to ruin 14. a greenhouse 15. heat 16. to produce 17. huge 18. a coast 19. fragile	1) present perfect (resultative); past indefinite; present perfect (durative); present perfect continuous; 2) to be/get in (out), to come/ stay in (out), to breathe in (out), to eat in (out), to sleep in (out), to influence sb/ sth, to have an influence on sb/ sth, the greenhouse effect	“Climate”  9	“How Climate Can Influence Meals”  10	<p><i>TQ</i>: Do all the good you can By all means you can ...</p> <p><i>TT</i>: Swan swam over the sea</p> <p>Swim, swan, swim!  2</p> <p>AB</p>
	15		OPTIONAL LESSON					
	16		HOME READING LESSON 2					

<p><b>“THE NATURAL WORLD”:</b>          “Weather and Climate”.          “Plants and Animals”.          “Free Time”.          “Clothes”.          “Pets”.          “Hobbies”</p>	3	17–21	<p>10. a reptile          11. a savanna</p>	<p>20. extinct          21. a pigeon          22. to endanger          23. species (<i>sing</i> and <i>pl</i>)          24. an insect          25. a mammal          26. to destroy          27. a habitat          28. cardboard          29. to damage          30. to include          31. to cure          32. a creature</p>	<p>1) present/past indefinite passive; future indefinite passive; possible constructions with modal verbs (? + -);  <b>2) should must can have/ought to be done</b>  <b>3) Reflexive pronouns; Possessive pronouns;</b>  <b>4) to be created to be cured to be damaged to be endangered to be destroyed</b></p>	<p>“Natural World in Danger”   13</p>	<p>“Mice and Lions”   14</p>	<p><i>TQ</i>: What is a butterfly?          At best he is a caterpillar dressed.  <i>TT</i>: If a dog chews shoes ...   3 AB  <i>Poem</i>: “Dogs” (after Ogden Nash)   12</p>
		22	OPTIONAL LESSON					
		23	HOME READING LESSON 3					
<p><b>“MAN AND THE NATURAL WORLD”:</b>          “Plant and Animal Life”.          “Town and Country”.          “Pollution”</p>	4	24–30	<p>12. a resource          13. to test          14. a ton          15. a filter          16. ecology          17. ozone</p>	<p>33. an environment          34. to pollute/pollution          35. to cause          36. destruction          37. a shortage          38. a population</p>	<p>1) Degrees of comparison of adjectives;          2) “if”, “when” clauses;          3) So do I. Neither do I.</p>	<p>“This Fragile Planet”   18</p>	<p>“Why Don’t We Stop Him?”   19</p>	<p><i>TQ</i>: Better to give than to take.  <i>TT</i>: Peter Piper picked a peck of pickled</p>




Учебная ситуация	№ блока	Часы	Новые слова		Грамматика и вокабуляр	Текст на чтение	Текст на аудирование	Песни, стихи, пословицы, цитаты, скороговорки
			Слова на узнавание и пассивное использование	Слова на изучение и активное использование				
			18. ultraviolet 19. radiation	39. waste 40. a dump/to dump 41. a poison/to poison 42. nuclear 43. a weapon 44. to survive				peppers.  4 AB <i>Poems</i> : "He Loves the Ocean"; "I Meant to Do My Work Today"  17
		31	OPTIONAL LESSON					
		32	HOME READING LESSON 4					
"ECOLOGY": "Man and the Natural World". "Keeping Fit". "Man the Creator". "Man the Destroyer". "Food"	5	33—42	20. an accent 21. a cooperation 22. a picknicker 23. global 24. a crisis 25. international 26. energy 27. Hoorah! 28. personally 29. a shock (to be shocked)	45. a term 46. to clear 47. a pile/to pile 48. a bit 49. a mess 50. a society 51. a can/to can 52. to spoil 53. a praise/ 54. disaster	1) Reported speech; 2) -er -ment -less -tion -ness -ly; 3) N → V; Adj → V; 4) to be in a mess; to set to work; a little bit	"Clean Up the Countryside", "Society,"  23	"Choosy Mr White"  24	TQ: Try to wake up happy.  TT: If a three-month truce Is a truce in truth ...  5 AB <i>Poem</i> : "I Go Forth to Move About the Earth"  22

	43	OPTIONAL LESSON		
	44	HOME READING LESSON 5		
6	45	CONSOLIDATION ONE	“Ecology of Man” 27	“Weather Forecasts on the Radio” 25

## Basic Course




### II четверть

Учебная ситуация	№ блока	Часы	Новые слова		Грамматика и вокабуляр	Текст на чтение	Текст на аудирование	Песни, стихи, пословицы, цитаты, скороговорки
			Слова на узнавание и пассивное использование	Слова на изучение и активное использование				
<b>GREAT BRITAIN:</b> “How Much Do We Know about Britain?”	7	46 (1)	General revision			“Halloween Party”		
“England”	8	47–53 (2–8)	30. lowlands 31. highlands 32. a waterfall 33. a holidaymaker 34. a birthplace 35. a pirate	55. to admire 56. scenery ( <i>sing</i> ) 57. a plain 58. a meadow 59. a valley 60. a hedge 61. to excite/ exciting	1) Participle I; Participle II; 2) the rest (of) <i>sb/sth</i> ; <b>to be famous for</b> ; 3) its, it's = it is	“Discover Britain: England” 30	“Playing with God” 32	TQ: Rome was not built in a day.  TT: Three grey geese in the green grass grazing ... 6 AB



Учебная ситуация	№ блока	Часы	Новые слова		Грамматика и вокабуляр	Текст на чтение	Текст на аудирование	Песни, стихи, пословицы, цитаты, скороговорки
			Слова на узнавание и пассивное использование	Слова на изучение и активное использование				
			36. a position 37. a university 38. a ruler/to rule	62. to attract/attractive 63. flat ( <i>adj</i> ) 64. rest 65. a shape 66. to connect				
		54 (9)	OPTIONAL LESSON					
		55 (10)	OPTIONAL LESSON					
		56 (11)	HOME READING LESSON 6					
"England"	9	57-63 (12-18)	39. official 40. a ceremony 41. a residence 42. an avenue 43. a procession 44. public 45. a character 46. a monarch 47. politics ( <i>pl</i> ) 48. control ( <i>n</i> ) 49. a throne	67. to own 68. a crown/to crown 69. to reign/a reign 70. to defeat/ (a) defeat 71. undefeated 72. to remind 73. to touch/touching 74. a reason	1) to remind <i>sb</i> of <i>sth</i> ; to remind <i>sb</i> to do <i>sth</i> ; at the baker's; etc. 2) such/so (It is such good news. This news is so good.); 3) Exclamatory sentences: <b>What (a) ...!</b> (With countables and uncountables.)	"Royal London" 35 	"Driving to the Royal Hotel" 36 	TQ: Sunny thoughts make the whole day brighter.  TT: My dame has a lame tame crane ...  7 AB

		50. a tragedy 51. classical 52. an empire	What a pleasant journey it is! How pleasant the journey is!		
	64 (19)	OPTIONAL LESSON			
	65 (20)	OPTIONAL LESSON			
	66 (21)	HOME READING LESSON 7			



## Part 2








“Shakespeare’s Land”	10	67-73 (22-28)	53. a glove-maker 54. a company 55. a teenager 56. a criminal 57. poetry	75. a twin 76. a deer ( <i>sing</i> and <i>pl</i> ) 77. to please/ pleased 78. stupid 79. a thief (thieves) 80. to scream 81. wicked/ wickedly 82. exact/ exactly 83. to act 84. a law 85. a bank 86. to earn 87. a top	1) Complex Object: to expect } <i>sb</i> to want } to do would like } <i>sth</i> ; 2) to earn <i>one’s</i> living; for a while; at the top of <i>one’s</i> voice; as you please	“The Actors Come to Town” 40 	“How to Make Everybody Happy” 41 	TQ: There is more to life than money. Life must have meaning.  TT: Whatever one toucan can do ...  8 AB
		74 (29)	OPTIONAL LESSON					
		75 (30)	OPTIONAL LESSON					
		76 (31)	HOME READING LESSON 8					








Учебная ситуация	№ блока	Часы	Новые слова		Грамматика и вокабуляр	Текст на чтение	Текст на аудирование	Песни, стихи, пословицы, цитаты, скороговорки
			Слова на узнавание и пассивное использование	Слова на изучение и активное использование				
	11	77-78 (32-33)	CONSOLIDATION TWO			"Greetings Cards"	"The Wrong Family" 43 	
"Holidays"	12	79-80 (34-35)				"A Christmas Carol" (after Ch. Dickens)		Song: "Jingle, Bells!" 45 





## III четверть

"Scotland"	13	81-87 (1-7)	58. to concentrate 59. contrast 60. military 61. busy (street) 62. busy (town)	88. trade 89. a grave 90. a rock 91. devotion 92. to bury (buried, buried) 93. to hang (hung, hung) 94. prosperous 95. picturesque 96. modest 97. smart 98. to strike (struck,	1) make sb + Adj (to make sb happy); let/make sb do sth; to be made to be allowed 2) a) to strike a blow; b) the clock is striking;	"Scotland the Beautiful" 49 	"He Didn't Like Saying 'No'"; 50 	TQ: The most important three words you can say to yourself: "No" Yes, I can! TT: Round and round the rugged rock the ragged rascal ran How many Rs are there in that Now tell me if you can.
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			struck) 99. striking	c) to be struck. How does it strike you? 3) to be lined with			 9 AB  <i>Poem:</i> “My Heart’s in the Highlands” (by R. Burns)  46  <i>Song:</i> “My Bonnie Lies Over the Ocean”  47	
	88 (8)	OPTIONAL LESSON						
	89 (9)	HOME READING LESSON 9						
“Wales”	14	90–97 (10–17)	63. a passport 64. a visitor 65. a climber	100. to enter 101. agriculture 102. agricultural 103. to argue 104. an argument 105. to injure (to be injured) 106. injured 107. to rescue 108. rescue 109. to serve 110. service 111. brief 112. a cathedral 113. fluent/fluently 114. a stream 115. a path	1) to enter college; Rescue Service; at one’s service; Everest; 2) + have/has to ... = have/has got to ... – don’t/doesn’t have to ... = haven’t/hasn’t got to ...  Wh? When do you have to	The dialogue  52	“Three Answers”  53	TQ: The greatest risk in life is doing nothing.  TT: Yellow butter, purple jelly, red jam, brown bread ...  10 AB  Proverb: He Who Knows  51




24

<b>The USA:</b> “How Much Do We Know about the USA?”	<b>15</b>	100–101 (20–21)	General revision		Uncountables: money, hair, advice, work, information, weather, knowledge, progress	“A Trip to the USA” 55 		
“Geographical Outlook”	<b>16</b>	102–108 (22–28)	66. farmland 67. grassland 68. wildland 69. great-grandparents 70. a canoe 71. endless 72. a waterway	116. mighty 117. to rise (rose, risen) 118. to stretch (about rivers) 119. a shore 120. a beach 121. a desert 122. a chain 123. an attraction 124. a sky-scraper 125. a mixture 126. to melt	1) past perfect [had + V <sub>3</sub> /Ved] ... by 5 o'clock; ... when ...; after ...; before ...; 2) a melting pot; a bank of the river; a shore of the lake (sea, ocean); 3) Nouns: millions of stars; thousands of people; hundreds of books; Numerals: 5 million dollars; 6 thousand cars; 3 hundred letters	“Country and People” (after T. Tomsha and T. Cox) 58 	“How Had We All Met?” 59 	<p><i>TQ:</i> The grass is always greener on the other side of the fence.</p> <p><i>TT:</i> A flea and a fly in a flue ... 11 AB </p> <p><i>Song:</i> “This Land Is Your Land” (by W. Guthrie) 56 </p>
		109(29)	OPTIONAL LESSON					
		110(30)	HOME READING LESSON 11					

Учебная ситуация	№ блока	Часы	Новые слова		Грамматика и вокабуляр	Текст на чтение	Текст на аудирование	Песни, стихи, пословицы, цитаты, скороговорки
			Слова на узнавание и пассивное использование	Слова на изучение и активное использование				
“Political Outlook”	17	111 – 117 (31–37)	73. a constitution 74. an election 75. a congress 76. a congressman 77. a congresswoman 78. a senator 79. the Press 80. religion 81. a helper 82. a vice-president 83. a cabinet 84. to guarantee 85. to end 86. slavery	127. a representative 128. to represent 129. a trunk 130. a support/to support 131. to obey 132. a term 133. an amendment 134. to declare 135. a bill 136. a decision 137. to vote 138. a court 139. to judge/a judge 140. a citizen 141. armed forces	1) past perfect in reported speech: He said he <b>was born</b> in 1989. He said the Earth <b>is</b> round. 2) <b>no matter how (what, where, when, who, why); all in all; a leap year</b>	“Who Rules the Country?”  62	“A Very Important Person (VIP)”  63	TQ: Real success comes in small portions every day.  TT: All I want is a proper cup of coffee Made in a proper copper coffee pot ...  12 AB  Song: “America, the Beautiful”  60
		118 (38)	OPTIONAL LESSON					
		119 (39)	HOME READING LESSON 12					

“American Presidents”	18	120–126 (40–46)	88. a lady 89. a gentleman 90. honesty 91. a militia 92. a storyteller 93. educated 94. a major 95. faraway ( <i>adj</i> ) 96. horseback 97. a chance	142. private 143. to shoot (shot, shot) 144. to measure/measure 145. to trust 146. to respect 147. wisdom 148. an event 149. shy 150. to retire 151. a crowd 152. to push 153. poverty 154. a step-mother 155. a stepfather 156. a step-child 157. a step-daughter 158. a stepson 159. a step-brother 160. a step-sister 161. to encourage 162. to borrow	1) Comparison of tenses: past simple, past progressive, past perfect; 2) Phrasal Verb to take: to take after to take away to take off to take back to take down 3) enough with nouns, adjectives, verbs, adverbs	“Two American Presidents” 66	“How He Saved 5 Pounds” 67	TQ: Nothing is impossible to a willing heart. TT: A tutor who tutored the flute ... 13 AB Poem: “The Arrow and the Song” (by H. W. Longfellow) 64
		127 (47)	OPTIONAL LESSON					
		128 (48)	HOME READING LESSON 13					
19	129–130 (49–50)	CONSOLIDATION THREE		“American Food And Drink” 68	“It’s No Good to Be a Workaholic” 69			

IV четверть

Учебная ситуация	№ блока	Часы	Новые слова		Грамматика и вокабуляр	Текст на чтение	Текст на аудиор-вание	Песни, стихи, пословицы, цитаты, скороговорки
			Слова на узнавание и пассивное использование	Слова на изучение и активное использование				
AUSTRALIA: "Geographical Outlook"	20	131–138 (1–8)	98. an automobile 99. tropical 100. a territory 101. leading 102. citrus 103. icy 104. generally 105. naturally 106. nearly	163. a hemisphere 164. wheat 165. a peach 166. an apricot 167. a pear 168. a berry 169. a swamp/ swampy 170. sand/ sandy 171. vast 172. humid 173. lonely 174. except 175. only ( <i>adj</i> ) 176. to occupy 177. to inhabit (inhabited/ uninhabited) 178. least ( <i>adj</i> )	1) future continuous; 2) Comparison of tenses: past continuous and future continuous; 3) Phrasal Verb to give: to give back to give away to give up; 4) least of all; most/least; 5) in- + <i>Adj</i> (inhospitable) un- + <i>Adj</i> (uncomfortable)	"The Geography of Australia" 72 	"Worse Than a Small Child" 73 	TQ: Better unborn than untaught. TT: The sixth sheik's sheep is sick. 14 AB 
		139 (9)	OPTIONAL LESSON					
		140 (10)	OPTIONAL LESSON					
		141 (11)	HOME READING LESSON 14					



21	“Climate and Wildlife”	142–149 (12–19)	<p>107. primitive</p> <p>108. a kangaroo</p> <p>109. a platypus</p> <p>110. a duckbill</p> <p>111. an emu</p> <p>112. an (a spiny) anteater</p> <p>113. an echidna</p> <p>114. a rat</p> <p>115. a koala</p> <p>116. an eucalyptus</p> <p>117. a dingo</p> <p>118. a kookaburra</p> <p>119. a lyrebird</p> <p>120. a cockatoo</p> <p>121. a buffalo</p> <p>122. a rabbit</p>	<p>179. extraordinary</p> <p>180. extremely</p> <p>181. to surf</p> <p>182. to lay (laid, laid)</p> <p>183. to grow up</p> <p>184. grown-up</p> <p>185. a grown-up</p> <p>186. to resemble</p> <p>187. a bush</p> <p>188. bushy</p> <p>189. constant</p> <p>190. curious</p> <p>191. graceful</p> <p>192. to notice/a notice</p> <p>193. suitable</p> <p>194. to escape</p>	<p>1) Word order in a sentence;</p> <p>2) to lay the table;</p> <p>to lay eggs;</p> <p>to beat about</p> <p>the bush;</p> <p>3) Phrasal Verb to make:</p> <p>to make up</p> <p>to make out</p> <p>to make off</p>	<p>“The Most Extraordinary Country to Explore” 75</p>	<p>“He Never Told a Lie” 76</p>	<p><i>TQ</i>: Quarrels never could last long If one side were all the wrong.</p> <p><i>TT</i>: Betty Botter bought some butter ... 16 AB</p> <p><i>Poem</i>: “Why?” (by R. Wilson) 15 AB</p>
		150 (20)	OPTIONAL LESSON					
		151 (21)	HOME READING LESSON 15					
22		152–153 (22–23)	CONSOLIDATION FOUR					
				<p>“Words We Use” 78</p>	<p>“Don’t Speak Too Soon” 79</p>			

# Методические рекомендации по работе над учебными ситуациями

## I четверть

Первая четверть учебника посвящена повторению пройденного и изучению нового материала, который введён в структуру уроков повторения в значительно большем объёме, чем в V классе. При этом новый материал не только включает новую лексику в рамках изученных тем и дополнения к уже пройденным грамматическим структурам и явлениям, но и предлагает новую, незнакомую учащимся учебную ситуацию «Экология. Загрязнение окружающей среды». С этой ситуацией учащиеся знакомятся в 4-м и 5-м блоках учебника, а фрагментарно она вводится также в первых трёх блоках повторения.

Материал первой четверти рассчитан на 45 учебных часов (4 часа в неделю в течение девяти учебных недель). Каждый блок изучается за 5—9 часов работы в классе. Каждый блок повторения завершается свободным уроком (Optional lesson), который учитель использует по своему усмотрению. После свободного урока следует урок домашнего чтения из книги для чтения.

### Unit 1 (Periods 1—6)

На первом занятии учитель знакомит учащихся с учебником и его структурой, акцентируя внимание на новом. При этом желательно отметить, что изучение языка в новом учебном году будет проходить в рамках одного большого путешествия по англоязычным странам (Великобритания, США, Австралия). Рекомендуется напомнить учащимся о принятых в учебнике формулировках заданий, встречающихся сокращениях и о том, как работать со словарём учебника, в который вошли слова, изученные в V классе, и те слова и выражения, с которыми учащиеся знакомятся в VI классе.

Первый блок предлагает материал для повторения настоящего и прошедшего времени глаголов (группы indefinite и continuous) в сопоставлении. Основной акцент делается на то, чтобы учащиеся вспомнили специфику каждой глагольной формы.

Важная задача первого блока — восстановить в памяти учащихся учебную ситуацию «Погода». При этом логично повторить лексику, связанную с темами «Путешествия» и «Каникулы». Основная учебная

ситуация, естественно, расширяется из-за подтемы «Прогноз погоды», которая требует введения новых лексических единиц (упр. 12, 13) и структуры *it's ... degrees above/below zero* (упр. 10, 11). Введение нового материала и активизацию старого следует проводить преимущественно в рамках времён, повторяемых в разделе **Let Us Review**.

Как в первом блоке, так и в последующих (3—5) приводятся новые стихи, связанные с темами для повторения. В первом цикле таковыми являются “Words about the Weather” (упр. 15).

В разделе **Let Us Read**, где предлагается основной текст для чтения, последние абзацы текста даются в аудиозаписи для отработки техники чтения и, по усмотрению учителя, для проведения контрольного чтения данного отрезка. При подготовке отрывков для выразительного чтения (фрагменты текстов, диалоги, стихи и т. д.) учитель может работать над техникой чтения либо фронтально в классе, либо давать учащимся соответствующие задания на дом. В любом случае рекомендуется осуществлять проверку выполнения подобных заданий с помощью контрольного чтения.

В разделе **Let Us Talk**, который следует за разделом **Let Us Read**, осуществляется обучение такому виду речевой деятельности, как говорение. На основе изученного лексико-грамматического материала с опорой на текст учащихся просят обсудить ряд вопросов изучаемой темы. При желании учитель может расширить этот раздел, увеличив количество подобных заданий.

Раздел **Let Us Write** завершается упражнением 27, в которое включены новые слова, изученные учащимися в первом блоке. После тренировки на написание этих слов дома предполагается проведение проверочного орфографического диктанта.

Последним разделом блока является новый, введённый впервые в учебник для VI класса раздел **Let Us Listen and Discuss**. В нём, так же как и во всех последующих аналогичных разделах, предлагается фабульный текст юмористического характера, включающий новые слова блока. Методика работы с текстами для аудирования та же, что и в предыдущих УМК, однако задания для обсуждения текстов включены в материал учебника.

## Unit 2 (Periods 9—14)

Материал повторения второго блока строится на основе настоящего совершенного времени (*present perfect*) в сопоставлении с прошедшим неопределённым временем (*past indefinite*). Нелишне будет напомнить учащимся, что прошедшее неопределённое время предполагает ис-

пользование реального или подразумеваемого маркера прошедшего времени (*ago, last, yesterday, the day before yesterday, the other day* и т. д.). Важно ещё раз подчеркнуть, что данное время используется, если известно, *когда*, а часто и *где* произошло действие в прошлом. Это как бы ответы на вопросы *When?.. Where?..* Описываемое действие не связано с настоящим моментом. Настоящее совершённое время используется для описания: а) действия, которое произошло в прошлом, но результаты этого действия проявляются в настоящем (*I have broken the plate*), б) действия или состояния, начавшегося в прошлом и продолжающегося до сих пор (*I have always wanted to visit London. She has been here for 3 days. We have known them since 1995. How long have you had this bike?*). Здесь важно подчеркнуть, что *present perfect durative* (случай «б») употребляется чаще всего с глаголами **to be, to know, to have**. Все же остальные глаголы для описания указанных действий употребляются в форме настоящего совершённого продолженного времени (*present perfect continuous*). Образуется эта форма при помощи вспомогательного глагола **to be** в настоящем перфектном времени (*have been/has been*) и причастия настоящего времени (*Participle I*) смыслового глагола (*He has been working here since morning*).

Данный материал в сопоставлении даётся в рубрике **Focus** после упражнения 8 второго блока и отрабатывается учащимися в упражнениях 8 и 9, а также в соответствующих упражнениях тетради для самостоятельной работы. Следующая таблица в рубрике **Focus** знакомит учащихся с различными глаголами в сочетании с наречиями **in** и **out**. Важно сконцентрировать внимание учащихся на наречиях **in** и **out**, первое из которых изменяет глагол, указывая на размещение объекта внутри чего-то или приближение к нему. А второе, **out**, указывает на действие, происходящее вне чего-то, или отдаление от чего-то. Упражнения 10, 25, 26 учебника и задания рабочей тетради закрепляют этот материал.

Повторение лексики во втором блоке сгруппировано вокруг ведущей учебной ситуации *Climate*, которая даёт возможность весьма логично присоединить к процессу повторения слова, связанные с темами *Seasons, Weather Forecast, Climatic Changes*. При введении новой лексики для обсуждения этих тем желательно объяснить учащимся по-русски, что из себя представляет *парниковый эффект* (*the greenhouse effect*). Важно, чтобы учащиеся понимали, что суть проблемы заключается в постепенном повышении температуры атмосферы, так как тепло, исходящее от солнца, концентрируется в атмосферных слоях и не может их покинуть. Это происходит из-за загрязнения воздуха и

скопления в верхних слоях атмосферы углекислого газа. Специальной отработки заслуживает употребление глагола **to influence** и его аналога — словосочетания **to have an influence on somebody/something**. Этот материал предлагается в рубрике **Focus** и закрепляется в упражнениях рабочей тетради.

### Unit 3 (Periods 17—21)

Ведущей учебной ситуацией при повторении лексики данного блока является тема *The Natural World*. Логично вокруг неё группируется вокабуляр, уже повторённый в предыдущих блоках по темам *Weather* и *Climate*. Ведущая учебная ситуация содержит достаточно обширный лексический материал, включающий названия одежды, увлечений, представителей растительного и животного мира.

Возможно, учителю стоит напомнить учащимся, что категория «животные» (animals) включает в себя людей, птиц, рыб, насекомых и рептилий (т. е. все живые существа противопоставляются представителям растительного мира). Таким образом, часто встречающееся в учебниках сочетание *birds and animals* неверно по сути, хотя и прочно вошло в лексикон английского и русского языков.

Хочется обратить внимание учителя на то, что среди слов, предлагаемых на пассивное использование, есть слово *саванна*, которое имеет два варианта написания: а) принятый в учебнике **savanna** и б) **savannah**. Особую сложность может представлять усвоение слова **species**, которое имеет одинаковую форму в единственном и множественном числе: **a species** — *вид, род, разновидность* и **species** — *виды, разновидности*.

Предлагаемый новый лексический материал по теме *The Natural World* (упр. 18, 19) содержит лексику, которая позволит вести обсуждение по проблемам охраны окружающей среды, уделяя особое внимание исчезающим видам животных и среде их обитания.

Основной акцент при повторении грамматики здесь рекомендуется сделать на: а) употреблении наречий неопределённого времени с глаголом **to be** (наречия употребляются перед глаголом **to be**) и другими глаголами (наречия употребляются после этих глаголов); б) употреблении различных видов местоимений (personal, possessive, reflexive); в) употреблении глаголов в страдательном залоге в настоящем и прошедшем времени.

Раздел **Let Us Read and Learn** вводит пассивные конструкции в будущем времени и пассивные конструкции с модальными глаголами, отработка которых идёт в упражнениях 15, 16 и 17.

## Unit 4 (Periods 24—30)

Основным грамматическим материалом на повторение в этом блоке является употребление степеней сравнения прилагательных, с одной стороны, и употребление настоящего неопределённого времени (*present indefinite*) для выражения будущего действия в придаточных времени и условия — с другой. Здесь также даётся материал на повторение структуры *И я (он) тоже (So do I/So does he, Neither do I/Neither does he)*, которая употребляется как ответ на позитивную или негативную реплику. При повторении степеней сравнения нелишне напомнить о двух основных правилах образования степеней сравнения (односложные и многосложные слова), обратив особое внимание на случаи нерегулярного образования степеней сравнения (прилагательные **good, bad, old, far, little, much, many**).

При повторении придаточных времени и условия целесообразно ещё раз обратить внимание учащихся на пунктуацию, правила которой требуют употребления запятой после придаточного, если оно стоит в начале сложноподчинённого предложения (*If it is misty tomorrow, it will be difficult to drive a car*). Однако если сложноподчинённое предложение начинается с главного предложения, после него запятая не ставится.

Повторение лексики в этом блоке сгруппировано вокруг ведущей учебной ситуации *Man and the Natural World*, а также связанных с ней тем *Plant and Animal Life, Town and Country*. Новая учебная ситуация *Pollution* логично примыкает к ведущей и содержит достаточно обширный новый лексический материал. Текст раздела **Let Us Read** и упражнения раздела **Let Us Talk** (упр. 24—28) предполагают дальнейшую работу над новой учебной ситуацией.

## Unit 5 (Periods 33—42)

Лексика для повторения в этом блоке группируется вокруг новой учебной ситуации *Ecology*, которая предполагает использование большого количества новых слов (упр. 13, 14), их отработку и закрепление (упр. 15—18). Выполняя послетекстовые упражнения 21—23, а также упражнения раздела **Let Us Talk**, следует постараться узнать личное мнение учащихся о состоянии окружающей среды в месте их проживания, стране, мире.

В разделе **Let Us Review** повторяется правило употребления времён в косвенной речи. Упражнение 3 предлагает вспомнить слова-заместители (**tomorrow — the next day, in three days — three days later, next day — the following day, this — that, these — those, now — then, yesterday —**

**the previous day** и т. д.). Подробно об этом говорится в грамматическом справочнике второй части учебника V класса, с. 139—141.

При выполнении упражнения 4, в котором учащимся предлагается прочитать приведённый диалог в косвенной речи, необходимо подчеркнуть, что глагол, вводящий косвенную речь, должен стоять в прошедшем времени: **Frank said** they had had an ecology class the day before. Хотя не все фразы данного диалога требуют изменения времени глагола (случаи исключений из правила согласования времён предлагаются учащимся в блоке 17), целесообразно просить учащихся при выполнении этого упражнения всюду соблюдать правило согласования времён.

Материал в рубрике **Focus** напоминает учащимся, как образуются новые слова при помощи суффиксов и конверсии (упр. 5—7).

Вводя слова **to can — a can** (консервировать — консервная банка), следует подчеркнуть, что имя существительное **can** в современном английском языке обычно употребляется для обозначения консервных банок с напитками (например, **a can of soda water, a can of beer, a can of coke**) в отличие от имени существительного **tin**, с которым учащиеся познакомились в пятом классе и которое употребляется только для обозначения банок с мясом, рыбой, овощами и фруктами.

## Unit 6 (Period 45)

Блок 6 является завершающим блоком первой четверти и содержит материалы для повторения новых учебных ситуаций, тем и лексики, которые изучались в первой четверти. При выполнении упражнения 7 учащиеся могут обратиться к русско-английскому словарю, если они не знают необходимых слов, или спросить у учителя, которому надо быть готовым ответить на их вопросы (см. ключи).

## II четверть

В основном курсе ведётся работа над новым языковым материалом (лексикой и грамматикой) по следующим учебным ситуациям:

- **Great Britain** — *England. Shakespeare's Land. Scotland. Wales.*
- **The USA** — *Geographical Outlook. Political Outlook. American Presidents.*
- **Australia** — *Geographical Outlook. Climate and Wildlife.*

Важно отметить, что так как материал, вводимый в блоках второй четверти, является достаточно сложным и предполагает усвоение большого количества лексических единиц, блоки 8—10 завершаются двумя свободными уроками и рассчитаны на семь учебных часов.



## Unit 7 (Period 46)

Этот блок имеет своей целью освежить в памяти учащихся их знания о Великобритании. В основном повторение строится на материале уроков 24—30 учебника IV класса, а также уроков 5 и 6 домашнего чтения УМК-IV, уроков 5, 12—14 учебника V класса, уроков 12, 17, 18 и 20 книги для чтения УМК-V. Четыре раздела седьмого блока **Let Us Review, Let Us Read, Let Us Talk** и **Let Us Write** нацелены на достаточно подробное повторение фактологического материала. При выполнении упражнения 8 раздела **Let Us Talk** целесообразно порекомендовать учащимся вернуться к уроку 5 учебника УМК-V и просмотреть упражнение 20.

## Unit 8 (Periods 47—53)

По существу, данный блок является первым блоком, в котором предлагается материал о Великобритании для более углублённого изучения. Поскольку основной курс — это как бы путешествие по странам изучаемого языка, в восьмом блоке начинается путешествие по самой большей части Великобритании — Англии.

Предполагается, что на уроках географии учащиеся уже получили достаточные навыки работы с географическими картами, и потому они смогут легко ориентироваться в представленном картографическом материале этого и последующих блоков. В восьмом блоке учащиеся знакомятся с основными районами Англии. Предлагаемый в упражнении 20 текст даёт каждому району краткую характеристику. Желательно, чтобы к концу изучения материала восьмого блока учащиеся ясно представляли себе характерные черты пяти регионов Англии и могли бы кратко описать их. Упражнения 21—23 служат достижению именно этой цели.

Упражнения 13—16 ориентированы на использование новой лексики. Знакомя учащихся со словом **ruler** (*правитель*), образованным от глагола **to rule**, целесообразно напомнить им о существовании такого явления, как омонимия: **a ruler** — *линейка* и *правитель*. Можно попросить учащихся привести примеры омонимии из русского языка (*песчаная коса, девичья коса; крупный град, древний град* и т. д.) или из английского языка (**ball** — *мяч, бал*; **capital** — *столица, капитал*; **fall** — *осень, падение*; **flat** — *квартира, плоский*). Необходимо также обратить внимание учащихся на специфику употребления имени существительного **scenery**, которое употребляется только в единственном числе и согласуется с глаголом также в единственном числе. Вводя

слова **lowlands** и **highlands**, необходимо подчеркнуть, что они употребляются как имена нарицательные и как имена собственные. В первом случае они пишутся с маленькой буквы и обозначают просто рельеф местности, соответственно низменности и плоскогорья (нагорья). Во втором случае слова пишутся с заглавной буквы, так как являются частью конкретного географического наименования.

В этом же блоке повторяется уже известная учащимся структура **to be famous for** (упр. 22) и вводится новая структура **the rest of**, которая в русском аналоге не имеет предлога. Сравните: **the rest of the books** — *остальные книги*, **the rest of the fruit** — *остальные фрукты*. Соответствующие упражнения рабочей тетради направлены на развитие навыка употребления данной конструкции.

Необходимо подчеркнуть, что раздел **Let Us Review** этого и следующих блоков базисного курса включает в себя не только материал предыдущих блоков, но и материал, пройденный на предыдущих этапах обучения.

Нелишнее напомнить, что причастие — это особая форма глагола, которая обозначает признак предмета по действию. В английском языке причастия разделяются на причастие 1 (Participle I) и причастие 2 (Participle II). Причастие 1 образуется от основы инфинитива путём добавления **-ing** (**ask** — **asking**). Если глагол оканчивается на букву “e”, то при образовании причастия 1 он утрачивает эту букву (**smoke** — **smoking**; **hope** — **hoping**). Однако если глагол оканчивается на две буквы “ee”, изменений в правописании не происходит (**see** — **seeing**; **agree** — **agreeing**). У глаголов с одной согласной на конце, перед которой стоит ударная гласная, происходит удвоение конечной согласной (**stopping**, **planning**, **beginning**), но, если на конце слова находится неударный слог, согласная не удваивается (**visiting**, **listening**, **remembering**). Исключением из этого правила являются глаголы, заканчивающиеся на букву “l”, в частности, слово **travel**, где происходит удвоение согласной в причастии — **travelling** в британском варианте английского языка.

Причастие 1 чаще всего переводится на русский язык причастием настоящего времени (**writing** — *пишущий*, **reading** — *читающий*, **playing** — *играющий*). В данном блоке учащиеся знакомятся с употреблением причастия 1 в функции определения (**films showing the life of famous people**, a **sleeping child**). Причастие 2 совпадает с третьей формой глагола. Оно, как правило, имеет страдательное значение и переводится на русский язык страдательным причастием прошедшего времени и употребляется в функции определения.

## Unit 9 (Periods 57—63)

Раздел **Let Us Review** данного блока предполагает повторение восклицательных предложений с неисчисляемыми и исчисляемыми именами существительными. При этом учащиеся повторяют уже известную им структуру восклицательного предложения **What (a) ... !** Внимание учащихся следует обратить на группу неисчисляемых существительных — **news, work, scenery, weather, knowledge, information, success**. Перед этими существительными невозможно употребление неопределённого артикля, и согласуются они с глаголом в единственном числе, хотя многие из этих существительных переводятся на русский язык соответствующими аналогами во множественном числе. (Ср.: *Какие важные сведения!* **What important news it is!**)

В разделе **Let Us Read and Learn** в сравнении предлагаются единицы **such** и **so**, которые служат для усиления наречий, прилагательных и существительных. Важно, чтобы учащиеся понимали, что **such** может усиливать значение существительного независимо от того, есть перед ним прилагательное или нет. (Ср.: *It is such a fine day!* *Это такой замечательный день!* **It is such a day!** *Это такой день!*)

Слово **so** может усиливать значения прилагательных (или наречий). (Ср.: *The day is so fine!* *День такой замечательный!* *I know him so well!* *Я так хорошо его знаю!*) Важно, чтобы учащиеся понимали различия в сочетаниях этих слов. Упражнение 10 учебника и упражнение 5 рабочей тетради помогут учащимся освоить этот материал.

Можно провести параллель между рассмотренными выше структурами восклицательных предложений, начинающихся с восклицательных слов “**What ... !**” и “**How ... !**”. Структура с **what** усиливает значение существительного, в то время как аналогичная структура с восклицательным словом **how** усиливает значение прилагательного (или наречия). (Ср.: **What a brave girl she is!** **How brave the girl is!**) Упражнение 11 помогает закрепить этот материал.

При введении новой лексики (упр. 12, 13) целесообразно ещё раз напомнить учащимся о случаях образования новых слов по конверсии в английском языке. В предыдущем блоке учащиеся освежили в памяти основные способы словообразования, одним из которых является конверсия. В этом блоке, объясняя слова **a crown — to crown, a reign — to reign, defeat — to defeat**, можно сконцентрировать внимание учащихся на основных моделях конверсионного словообразования: **N — V; V — N; Adj — V; Adj — N**. Например: **a house — to house; to make — a make; cool — to cool; classical — a classical** и т. д.

Предваряя работу над текстом (упр. 19), учитель может кратко рассказать о значении монархии в жизни британского общества, упомянув о том, что Соединённое Королевство — одна из немногих стран, где данная форма правления сохранена, и не забыв упомянуть об ограниченном характере британской монархии (упр. 21, урок 13, УМК-V, часть 2). Целесообразно подчеркнуть, как важно знать историю не только зарубежных стран, но и своей страны. В частности, при работе над упражнением 23 можно попросить наиболее заинтересованных учащихся подготовить материал о жизни любого российского монарха, а при работе над упражнением 24 логично дать задание по восстановлению генеалогического древа царской семьи в России.

## Unit 10 (Periods 67—73)

Новым ведущим грамматическим материалом этого блока является сложное дополнение (complex object). Это грамматическое явление весьма распространено в английском языке и представляет значительную сложность для русскоговорящих учащихся, что объясняется, с одной стороны, наличием нескольких структур в рамках данного грамматического явления (1. I want you to do it; 2. I watched you doing it), а с другой — отсутствием аналогичных структур в русском языке. В данном блоке учащимся предлагается первый подтип сложного дополнения.

Сложное дополнение состоит из *существительного* в общем падеже или *местоимения* в объектном падеже, за которым следует *инфинитив*. В первом подтипе данная грамматическая структура употребляется после глаголов **to want**, **to expect** и выражения **would like**. Данные глаголы обозначают *желание* или *предложение*. Объясняя это явление, важно подчеркнуть три момента: 1) сложное дополнение не включает в себя глаголы **want**, **expect** и т. д.; 2) инфинитив смыслового глагола употребляется с частицей **to**; 3) местоимения используются в объектном падеже. Последний момент является наиболее сложным для усвоения, так как русский аналог содержит местоимение в именительном падеже. (Ср.: His mother wants him to become a doctor. *Его мама хочет, чтобы он стал врачом.*) Упражнения 7—9 помогут учащимся снять эту трудность.

В разделе **Let Us Review** учащиеся повторяют числительные на **-ty** и **-teen** (упр. 1). Как показывает опыт, похожесть звучания окончаний при произнесении, например слов **fifty** и **fifteen**, представляет значительную сложность для адекватного восприятия текста, в котором есть такие слова. Без специальных упражнений на аудирование здесь обой-

тись достаточно сложно. Учитель может сам составить аналогичные задания, провести игру и т. д. Не менее важно, чтобы учащиеся не забыли, как читаются даты по-английски. Это особенно касается тех случаев, когда в ряду цифр, обозначающих год, встречаются один или два ноля. Ср.: 1900 (nineteen hundred), 1803 (eighteen oh three), 2000 (two thousand).

При введении новой лексики (упр. 10, 11) особое внимание стоит обратить на сложное слово **glove-maker**. По этой модели можно образовать целый ряд сложных слов (см. упр. 12). При этом возможны три вида написания — слитное, через дефис и раздельное. Значение большинства сложных слов, образованных по этой модели, — деятель, создатель (**shoemaker** — *баумачник*, **clock-maker** — *часовщик*). Однако сложное слово **coffee maker** означает *кофеварка*.

Текст для чтения (упр. 18) повествует о жизни Шекспира. Логически он делится на две части, первая из которых (биографическая) имеет описательный характер. Вторая часть, озвученная диктором, представляет собой эпизод из жизни Шекспира, рассказанный одним из его друзей. Предполагается, что этот художественный текст учащиеся должны читать по ролям в манере, максимально приближенной к манере диктора, работая над техникой чтения и его выразительностью. Текст даёт хороший материал для последующего обсуждения жизни У. Шекспира и его творчества. При этом можно поговорить о театре вообще, классических и современных пьесах и в частности о любом произведении Шекспира, с которым знакомы учащиеся. Предполагается, что изучение материалов о Шекспире завершается своеобразной экскурсией по городу, в котором он родился, жил и умер (упр. 24). Иллюстрации, включённые в упражнение, и краткий комментарий к ним предлагают основной материал для того, чтобы провести воображаемую группу туристов по улицам Стратфорда. Полезным будет любой дополнительный материал, который может предложить учитель или сами ученики. Кроме того, можно организовать проведение аналогичной воображаемой экскурсии по своему родному городу. Важно, чтобы как можно больше учащихся выступили в роли гидов.

## Unit 11 (Periods 77—78)

Данный блок на повторение рассчитан на два академических часа. Цель этого блока — повторить фактический материал по Великобритании, с которым учащиеся познакомились в течение второй четверти. Весьма важным в этом плане представляется упражнение 6, где учащимся предлагается дописать диалог и воспроизвести его. Хотя

в задании имеется фраза Compare your version with the version of the recording, это не означает, что на диске записан единственно возможный вариант. Учителю рекомендуется ознакомиться с предложенными учащимися вариантами до того, как они будут озвучивать их в классе.

Хотелось бы обратить внимание учителей на упражнение 8, в котором предлагаются две ролевые игры. Первая из них рассчитана на знание фактического материала об Англии, вторая предполагает разговор об интересных местах в России. Учитель может дать ученикам дополнительную информацию, которая поможет им справиться с ролевой игрой, которую логично провести на завершающем этапе блока повторения.

Текст на чтение (упр. 9) на базе изученной лексики знакомит учащихся с известной традицией написания поздравительных и других открыток, что весьма распространено в Великобритании. Текст представляет собой интересный страноведческий материал и даёт повод для обсуждения этой традиции в сопоставлении с русскими обычаями.

## Unit 12 (Periods 79—80)

Предполагается, что данный блок, рассчитанный на два академических часа, будет завершать вторую четверть во время празднования Рождества в западных странах и накануне новогодних праздников. Праздничная новогодняя и рождественская атмосфера во время проведения занятий по этому блоку является не просто желательным, но и обязательным атрибутом. Текст упражнения 3 читается учителем. Учащиеся не просто слушают чтение учителя, но одновременно следят за текстом, тем самым получая более детальную информацию по сравнению с чистым аудированием. При этом снимаются трудности, связанные с техникой чтения, которые имели бы место, если бы ученик читал подобный текст сам. Учителю необходимо прочитать «Рождественскую сказку» Ч. Диккенса максимально выразительно, эмоционально воздействуя на учащихся. Цель этого блока не только познакомиться с сюжетом сказки, но и создать праздничную, сказочную атмосферу в классе (зажечь свечи, создать негромкий музыкальный фон и т. д.). Важно, чтобы урок как можно меньше походил на стандартное школьное занятие. Дальнейшее обсуждение текста можно опустить, если группа слабая. В этом случае можно ограничиться проверкой понимания текста, а вот выучить и спеть песню “Jingle, Bells!” (упр. 2) было бы весьма желательно, равно как и познакомить учащихся с традиционными рождественскими открытками и поздравлениями.

### III четверть

В течение этой четверти учащимся предлагаются две учебные ситуации, связанные с Великобританией — «Шотландия» и «Уэльс», и три учебные ситуации (блоки 16—19), которые продолжают знакомить учащихся с США.

#### Units 13, 14 (Periods 81—97)

Основным грамматическим материалом, над которым продолжается работа в этих блоках, является структура сложного дополнения.

Рубрика **Let Us Read and Learn** блока 13 информирует учащихся о структуре **to make/let sb do sth**. При этом важно показать, что, если эти глаголы употреблены в действительном (активном) залоге, инфинитив сложного дополнения употребляется без частицы **to**. Однако в аналогичных пассивных конструкциях наличие частицы **to** необходимо. (Ср.: *Who will make her come on time? She was made to come on time.*) Особо следует подчеркнуть, что глагол **to let** в пассивных конструкциях не употребляется (вместо него в пассивном залоге, как правило, употребляется глагол **to allow**). (Ср.: *I won't let you go there. He was not allowed to go there.*)

В разделе **Let Us Listen and Discuss** при работе над аудиотекстом *“He Didn't Like Saying ‘No’”* учитель может расширить работу над устной речью и, помимо упражнений учебника, дать ученикам дополнительные задания, например: 1) *Say what people usually do, eat and wear when they go camping;* 2) *Do you think Tim was a good friend? Why?*

Рубрика **Let Us Read and Learn** блока 14 знакомит учащихся с третьим подтипом сложного дополнения, когда после глаголов физического восприятия **see, watch, hear, notice, feel** возможно употребление сложного дополнения, в структуре которого содержится либо инфинитив основного глагола без частицы **to**, либо причастие 1. Хотя между этими двумя вариантами существует смысловая разница (причастие выражает длительный характер действия, действие в процессе его осуществления, а инфинитив — действие законченное, что в переводе на русский язык фиксируется различными видовременными формами глагола), на этом этапе обучения объяснять учащимся подобные нюансы не представляется целесообразным. По этой же причине здесь не показывается употребление глагола **to see** в значении *понимать* и глагола **to hear** в значении *узнать*, после которых должно употребляться дополнительное придаточное предложение: *I hear your brother has come back*. Однако перед введением нового материала по структуре сложного



дополнения после достаточно длинных зимних каникул важно вспомнить первый подтип предложений со сложным дополнением (I want you to answer this question).

С третьей четверти начинается планомерная работа по повторению системы времён, которой владеют учащиеся к этому моменту. Упражнения на раскрытие скобок (упр. 6 блок 13 и упр. 29 блок 14) направлены именно на это. С третьей же четверти регулярно проводится работа по изучению фразовых глаголов. Первым из них является глагол **to look**, работа над которым проводится в разделе **Let Us Read and Learn** блока 14.

Блок 14 также расширяет знания учащихся по употреблению эквивалента глагола **must** в современном английском языке. К данному моменту учащиеся уже знают, что долженствование, зависящее от обстоятельств, передаётся оборотом **to have to do sth.** Точно так же им известно, что вопросительная и отрицательная формы этой конструкции образуются с помощью вспомогательного глагола **to do.** (Ср.: He has to get up early every morning. When do you have to get up on Sunday?) В шестом классе учащимся следует показать, что наряду с этой знакомой им конструкцией всё большее употребление приобретает её разговорный аналог **to have got to do sth**, не требующий вспомогательного глагола для образования вопросов и отрицаний. (Ср.: They **haven't got** to get up early. When **have** you **got** to go home? I've **got** to go.)

Блоки 13 и 14 являются завершающими в серии блоков, посвящённых Великобритании. Блок 13 даёт подробный страноведческий материал по Шотландии, а блок 14 — по Уэльсу.

Вводимая в этих блоках лексика особенных сложностей не представляет, однако при повторении словообразовательной модели  $N + -al = Adj$  (culture — cultural) следует обратить особое внимание на разницу в произношении следующих пар слов: nature ['neɪtʃə] — natural ['nætʃrəl]; nation ['neɪʃn] — national ['næʃnəl].

Так как на каждый из блоков третьей четверти планируется по семь учебных часов, после каждого из них предполагается только один свободный урок.

## Unit 15 (Periods 100—101)

Этот блок, рассчитанный на два учебных часа, имеет своей целью напомнить учащимся некоторые основные сведения о США, с которыми они познакомились в течение четырёх лет изучения английского языка. В основном повторение строится на материале уроков 40, 43—52 учебника для IV класса и урока 14 книги для чтения для IV класса, а также урока 5 учебника V класса.



Четыре раздела блока 15 **Let Us Review, Let Us Read, Let Us Talk** и **Let Us Write** позволяют учащимся достаточно подробно повторить факты по истории образования США, по государственной атрибутике, географии и городам страны и тем самым готовят учащихся к восприятию нового страноведческого материала, который будет им предложен в блоках 16—19.

## Unit 16 (Periods 102—108)

Тематически данный блок предоставляет новые подробные сведения о географии США и людях, которые населяют эту страну. При этом акцент делается на разнообразии климатических зон, рельефов местности США. Целесообразно дать учащимся возможность провести небольшое исследование на тему «Моё открытие Америки», изучив материалы, которые они могут найти в энциклопедиях, книгах, журналах, Интернете. Определяя темы сообщений, имеет смысл сосредоточить внимание на тех районах и местностях США, которые упоминаются в упражнении 18. Учителю самому следует объяснить учащимся понятие “melting pot”, с которым обычно сталкиваются люди, изучающие английский язык, при разговоре об истории и этническом составе страны.

Лексические единицы блока 16 не составляют особого труда для изучения. Среди единиц, которые вводятся на пассивное использование, есть слова *farmland*, *grassland*, *wildland*, о значении которых ученики могут догадаться сами. При этом надо учитывать, что эти сложные слова непросто перевести на русский язык. Если **grassland** в переводе может означать *луг* или *пастбище*, то слова *farmland* и *wildland* следует переводить описательно. **Farmland** — *земля, пригодная для ведения сельскохозяйственных работ* (land used or suitable for farming). Соответственно **wildland** — *невозделанная земля или земля, непригодная для сельскохозяйственной обработки* (land that is uncultivated or not suitable for cultivation).

Также следует обратить внимание учеников на различие уже знакомого им слова **bank** и новой единицы **shore**, которые переводятся на русский язык одинаково — *берег*. Различия в сочетаемости этих существительных помещены в рубрику **Focus** перед упражнением 13 и отрабатываются в упражнениях рабочей тетради. Кроме того, стоит упомянуть, что знакомый учащимся глагол **to rise** (*вставать, подниматься*) используется для описания рек в значении *брать начало, быть истоком*.

Весьма непростым материалом для усвоения могут быть омонимичные формы имён существительных и числительных **million**, **thou-**

**sand, hundred.** Имена существительные имеют формы единственного и множественного числа, и потому логичными являются сочетания типа **millions of stars**. Соответствующие им числительные не изменяются по числам. (Ср.: *one million people, five million people*.)

Самым сложным материалом данного блока является первая часть раздела **Let Us Read and Learn**, предлагающая объяснение предпрошедшего времени (*past perfect*). Формально с этой глагольной формой учащиеся познакомились в V классе, когда им предлагалось объяснение того, как переводить высказывания в косвенную речь. В этом году надо помочь учащимся понять, что данное время весьма распространено в английском языке при описании событий, происходивших в прошлом. Чаще всего глаголы в *past perfect* характеризуют действия, которые закончились к определённом моменту в прошлом, и употребляются тогда, когда в описываемой ситуации есть два действия и одно из них произошло значительно раньше другого: *Before Nina **did** the room, her elder sister **had** already **cooked** lunch. Julia **was** **excited** because she **had** never **been** to a dance before.* Важно также объяснить, что если одно действие в прошлом происходило сразу же за другим, то при таком перечислении событий оба глагола используются в простом прошедшем времени: *After she **came** home, she **had** a shower. No: After she **had been** on holiday, she **felt** much better.* Указание на определённый момент в прошлом, по отношению к которому описываемое действие уже завершилось, может передаваться в предложении при помощи предлога **by**: *They had written their test **by** eleven o'clock.* Упражнения 7 и 8 учебника, а также упражнения рабочей тетради помогут учащимся овладеть этой сложной глагольной формой.

При работе над заданиями раздела **Let Us Listen and Discuss** учитель может предложить учащимся дополнительные задания, связанные с прослушанным текстом “*How Had We All Met?*”. Например, учащимся можно задать вопрос: *Why do you think Dick couldn't understand how he and his parents had met?* Можно также попросить учащихся, используя воображение, описать героев прослушанного рассказа.

Так как материал, предлагаемый в этом блоке, равно как и в двух последующих блоках, является достаточно ёмким, на овладение им выделяется по семь учебных часов и по одному свободному уроку.

## Units 17, 18 (Periods 111—117; 120—126)

Данные блоки тематически примыкают к предыдущему и сообщают учащимся некоторые новые детали политического и государственного устройства США. При этом упражнение 16 (блок 17) в историческом

ракурсе предлагает информацию о трёх ветвях власти в США и кратко знакомит с основами американской конституции. Текст упражнения 21 блока 18 предлагает исторические факты из жизни двух американских президентов — Джорджа Вашингтона и Авраама Линкольна. Основываясь на этой информации, можно подвести учащихся к выводу о сходстве и различии в правительственном устройстве США и России. Однако детальное обсуждение этих тем с мини-докладами, сообщениями и т. д. можно порекомендовать только для самых продвинутых групп как с точки зрения языка, так и с точки зрения умения обобщать, сопоставлять, дифференцировать.

В упражнениях этих блоков продолжается работа по изучению грамматических явлений блока 16. Так, рубрика **Focus** перед упражнением 7 блока 17 иллюстрирует случаи несоблюдения правила согласования времён в современном английском языке, а упражнения 7 и 8 закрепляют этот материал. Блок 18, с одной стороны, подводит итог изучаемому сложному грамматическому времени *past perfect*, а с другой — позволяет проанализировать его употребление в сравнении с грамматическими временами *past simple* и *past progressive*.

Здесь нужно заметить, что в учебниках данной серии для обозначения видовременных форм английского глагола часто используются синонимические термины: *past simple/past indefinite*; *past progressive/past continuous*. Данная терминологическая альтернатива не является небрежностью со стороны авторов, а продиктована желанием познакомить учителей и учащихся с наиболее типичными наименованиями одних и тех же грамматических явлений, которые встречаются в большей части литературы, связанной с преподаванием английского языка как иностранного.

В блоке 18 продолжается работа над фразовыми глаголами и вводится для детального изучения фразовый глагол **to take** (раздел **Let Us Read and Learn**). С некоторыми из предлагаемых словосочетаний учащиеся уже знакомы. Сложность при изучении этого глагола заключается в том, что некоторые единицы, например **to take down**, **to take off**, многозначны. Учащихся необходимо научить вычленять искомые значения с помощью контекста. Упражнения 7 и 8 учебника и упражнения в рабочей тетради должны помочь учащимся справиться с этой проблемой.

Хотелось бы ещё раз обратить внимание учителей на то, что одной из отличительных особенностей учебника УМК для шестого класса является контекстуальная направленность многих заданий, которые должны научить учащихся не только выбирать то или иное значение слов в зависимости от контекста, но и догадываться о значении незнакомых слов по контекстуальному окружению.

Особого внимания заслуживает место слова **enough** в предложении при его сочетании с именами существительными, прилагательными, глаголами и наречиями, так как аналогичные структуры русского языка имеют другой порядок слов: *достаточно приятный* — **pleasant enough**, *достаточно хорошо* — **well enough**, *достаточно зарабатывать* — **to earn enough**, но *достаточно овощей* — **enough vegetables**. Выполняя упражнения 9, 10 и 11, учащиеся тренируются в употреблении этих структур.

## Unit 19 (Periods 129—130)

В блоке 19 завершается работа над темой «США» и подводятся итоги изученному в 16, 17 и 18 блоках материалу. Текст упражнения 8 знакомит учащихся с темой «Еда» в новом ракурсе, акцентируя внимание на историческом и культуроведческом аспектах. Как и в предыдущих блоках повторения, раздел **Let Us Write** этого блока содержит упражнения на раскрытие скобок. Данный тип упражнений встречается во всех блоках учебника, так как даёт возможность повторить всю систему временных форм английского глагола в действии и к тому же является одним из основных тестовых заданий, предлагаемых отечественной и зарубежной методиками. В упражнении 11 повторяются фразовые глаголы **to look** и **to take**, которые были введены в третьей четверти.

В качестве продолжения работы над текстом для аудирования “*It’s No Good to Be a Workaholic*” можно предложить учащимся пересказать прослушанную историю и ответить на вопросы: How do you understand the word workaholic? Do you think the businessman was one of them?

На протяжении всех блоков трёх четвертей учащимся постоянно предлагался материал на усвоение трёх основных способов образования новых слов в современном английском языке: а) **конверсия** (a judge — to judge, respect — to respect, measure — to measure); б) **аффиксация** — образование новых слов при помощи суффиксов или префиксов (an attraction, a helper, endless, honesty) и в) **словосложение** (grassland, a congresswoman, a stepmother). Помимо специальных упражнений, которые содержатся в учебнике и рабочей тетради, неплохо дать ученикам задание выбрать из новых слов первой, второй или третьей четверти единицы, образованные при помощи этих трёх типов, и попытаться классифицировать их.

## IV четверть

Четвёртая четверть объединяет три блока, два из которых (блоки 20, 21) посвящены изучению жизни Австралии, а третий (блок 22) является блоком повторения.

Четвёртая четверть — одна из самых сложных с точки зрения того, что в конце учебного года учащимся значительно труднее усваивать новый лексико-грамматический материал, к тому же необходимо время для постоянного и регулярного обращения к пройденному материалу. Именно этим фактом объясняется несколько видоизменённая структура чередования обязательных и свободных уроков, отводимых на изучение каждой учебной ситуации (соответственно 7 + 2, в отличие от 7 + 1, принятой в третьей четверти).

## Unit 20 (Periods 131—138)

Данный блок нацелен на повторение в сопоставлении следующих времён: *present indefinite/present continuous*; *present continuous/past continuous*, что позволит подготовить учащихся к восприятию нового времени *future continuous*. Данная форма не представляет особого труда для учащихся благодаря системе упражнений в разделах **Let Us Review** и **Let Us Read and Learn**.

В этом же блоке учащиеся знакомятся ещё с одним вариантом образования прилагательных с помощью префикса отрицательной семантики **in-**. Учащимся следует объяснить, что употребление префиксов **un-** и **in-** для передачи отрицательного значения закреплено традицией. Список прилагательных на **in-** следует просто выучить. Новым для учащихся является также знакомство с третьим фразовым глаголом **to give**. Среди сложностей лексического характера следует остановиться на уже известных учащимся словообразовательных моделях *N + -y* для образования прилагательных (**sand — sandy, a swamp — swampy**) и *Adj + -ly* для образования наречий (**natural — naturally, general — generally, near — nearly**). При этом следует подчеркнуть, что суффикс **-ly** является типичным для большинства английских наречий. Однако не все слова, оканчивающиеся на **-ly**, могут быть отнесены к этой группе. В английском языке есть небольшой, но очень важный ряд прилагательных на **-ly**, с некоторыми из них учащиеся уже знакомы (**lovely, ugly, friendly**), а с некоторыми знакомятся в этом уроке (**lonely**).

Раздел **Let Us Read** предлагает фактический материал об Австралии. Являясь по содержанию новым, материал расположен в уже привычном для учащихся ракурсе ознакомления с географией стран изучаемого языка, т. е. может быть рассмотрен в определённом смысле как повторение уже известного, так как описание идёт на хорошо знакомом учащимся лексическом материале.

## Unit 21 (Periods 142—149)

Этот блок является естественным продолжением предыдущего и знакомит учащихся с весьма необычным животным миром Австралии. Хорошо известные детям всего мира австралийские животные уникальны, их названия на разных языках мира звучат примерно одинаково, и для учащихся не будет большой сложностью правильно произнести слова **kangaroo**, **koala**, **dingo** и т. д. Сами же животные, рисунки которых даются в учебнике, несомненно вызовут интерес учащихся своей внешностью и необычными повадками. С некоторыми из них учащиеся познакомились на уроках зоологии.

Фразовый глагол **to make** рассматривается в разделе **Let Us Read and Learn**. Однако наиболее сложным материалом, представленным в этом разделе, пожалуй, является не совсем новый, но чётко упорядоченный материал о последовательности членов предложения в структуре английской фразы. При этом особый акцент делается на месте в предложении наречий неопределённого времени со смысловыми глаголами и глаголом **to be** в роли связки (**He is always late/They always come on time**).

## Unit 22 (Periods 152—153)

Блок 22 посвящён повторению материала четвёртой четверти. В течение двух учебных часов учащимся предлагается вспомнить всё, что они узнали нового об Австралии. Упражнения раздела **Let Us Write** дадут возможность учащимся вспомнить лексико-грамматические конструкции, изученные в четвёртой четверти.

Таковы основные лексико-грамматические особенности и сложности, с которыми учащиеся встретятся на страницах учебника для шестого класса. Как и в предыдущих книгах для учителя (УМК-IV и УМК-V), авторы намеренно уделили основное внимание филологическому аспекту, поскольку концептуальные положения по работе с УМК данной серии изложены в книгах для учителя УМК для начальных этапов. Методика же работы над материалом УМК-VI достаточно ясно изложена в самом учебнике и, думается, не вызовет каких-либо затруднений. Авторы надеются, что вышеизложенные комментарии могут быть полезны работающим по УМК-VI.

# Приложение

## Аудиокурс к учебнику

### Part 1

#### Unit 1

**No. 1. Exercise 8.** *Listen to the announcer and check your reading.*

1. [v], [z:], [ʊ], [əʊ], [aʊ], [ʊə], [aʊə]
2. [ɪ—i:], [v—ɔ:], [ʌ—ʊ], [ə—z:], [e—æ], [ʊ—u]
3. [eɪ—aɪ], [ɔɪ—eɪ], [əʊ—aʊ], [ɪə—eə]

**No. 2. Exercise 9.** *b) Listen to the announcer and check your reading.*

industrial, language, follow, climate, below, audience, enemy, greedy, legend, store, worse, tailor, thought, refuse

**No. 3. Exercise 15.** *a) Listen to the sayings.*

#### Words About the Weather

1. A sunshiny shower  
Won't last an hour.
2. Rainbow at night  
Is the sailor's delight;  
Rainbow at morning,  
Sailor, take warning!
3. When the days begin to lengthen,  
Then the cold begins to strengthen.
4. Evening red and morning grey  
Are the signs of a bonny day.  
Evening grey and morning red,  
Bring down rain on the farmer's head.
5. If bees stay at home,  
Rain will soon come.  
If they fly away,  
Fine will be the day.

*b) Now listen to the sayings again and read them slowly.*

**No. 4. Exercise 16.** *a) Listen to the dialogue for good weather.*



## I

A: It's a fine day today, isn't it?

B: Yes, it's nice and bright this morning.

A: Yes. Much better than yesterday. It's good to see the sun again.

B: Let's hope it will keep fine for the weekend.

b) *Now read the same dialogue slowly.*

## II

a) *Now listen to the dialogue for bad weather.*

A: What a nasty day! It has been raining since yesterday morning.

B: They say it is going to get even colder.

A: Oh, no. I hate cold and rain.

B: So do I. Let's hope it won't last.

b) *Now read the same dialogue slowly.*

c) *Now read the dialogues artistically in a natural manner.*

**No. 5. Exercise 18.** *"The Weather Forecast". Listen to the BBC weather forecast and try to read it in the same manner<sup>1</sup>. (См. учебник, часть 1, с. 13.)*

**No. 6. Exercise 28.** a) *Listen to the text and say why Tom asked his father about the rain on the road.*

### Why Does It Rain on the Road?

A small boy called Tom and his father were having a walk in the country. The sun was shining brightly in the cloudless sky. The day was nice and calm, as the weather forecast said "dry and warm in the morning with possible showers in the afternoon". But we all know that weathermen sometimes make mistakes and it is a fact that weather in Europe has become really changeable. So, though Tom and his father didn't expect any rainstorm it suddenly began to rain very hard. The father and the son did not have their umbrellas with them, and there was nowhere to hide from the rain. Soon they were very wet, and the small boy did not feel happy.

For a long time while they were walking home through the rain, the boy was thinking. Then at last Tom turned to his father and asked, "Why does it rain, Father? It isn't very nice, is it?"

"No, it isn't very nice, but it's very useful, Tom," answered his father. "It rains and the fruit and vegetables grow for us and the grass grows for the cows and the sheep."

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<sup>1</sup> Учителю рекомендуется вернуться к началу текста и отработать чтение, прерывая его паузами для повторения.



Tom thought about his father's words for a few seconds, and then he said, "Then, why does it rain on the road, Father?"

*b) Listen to the text again and do the tasks from the section "Let Us Listen and Discuss" in your Student's Book.*

## Unit 2

**No. 7. Exercise 7.** *Listen to the announcer and check your reading.*

shower, expect, changeable, misty, rainbow, forecast, barometer, calm, rainstorm, daily

**No. 8. Exercise 14.** *a) Listen to the dialogue and say which is colder: the South Pole or the North Pole.*

### At the Zoo

A: Just look at that great white polar bear! Isn't it nice? I think it looks absolutely like a big soft toy.

B: It does, doesn't it? A toy indeed! For your information it's one of the strongest animals in the world and very fierce.

A: Is it? An animal with such funny button eyes and thick soft fur?

B: Don't be silly. And speaking of the fur, though it's thick I can't understand how the polar bear can live in the coldest place of the world.

A: This is where you're making a mistake. North only sounds colder than South.

B: What do you mean?

A: Actually, the little penguins of the Antarctic live in a colder climate than the bears of the Arctic where the temperature is a few degrees higher.

*b) Now listen to the dialogue again and read it slowly.*

*c) Now read the dialogue artistically in a natural manner.*

**No. 9. Exercise 16.** *Listen to the final part of the text "Climate" and try to read it in the same manner. (См. учебник, часть 1, с. 22—23.)*

**No. 10. Exercise 28.** *a) Listen to the text "How Climate Can Influence Meals" and say why Mr Jenkins had to drink his soup.*

### How Climate Can Influence Meals

In southern countries, where there is a lot of sunlight and it is usually hot, many people like eating their meals in the fresh air. In these areas people often eat under trees or big umbrellas during the day because the heat is generally very strong. While in the evening they eat under the moon and stars which produces a romantic effect on people. This, for

example, is often done in Italy. The restaurants put tables in a garden or in the street and most people eat there and not inside the restaurants.

Renato was born in Italy and lived in a small town on the sea coast. When he was thirty-two, he moved to London and bought a restaurant there. At first London seemed huge, grey and unfriendly to him. But by and by he began to like this city. Though he couldn't forget Italy and his home town.

So, it's not surprising that one day he put some of his tables out in the street. As you know it rains much more in England than it does in Italy. That's why Renato's idea was not really good and did not work. What happened to Mr Jenkins, a Londoner, one rainy afternoon, proves it. Mr Jenkins went to Renato's restaurant and in the evening he said to his wife, "I had lunch at that new Italian restaurant today, and it rained all the time. It took me twenty-five minutes to drink my soup."

b) Listen to the text again and do the tasks from the section “Let Us Listen and Discuss” in your Student’s Book.

## Unit 3

**No. 11. Exercise 14.** *Listen to the announcer and check your reading.*

sunshine, effect, sunlight, climatic, influence, human, heat, ruin,  
produce, huge, coast, fragile, greenhouse

**No. 12. Exercise 21.** *a) Listen to the poem “Dogs”.*

## Dogs

(after Ogden Nash)

The dog is man's best friend.

He has a tail on one end.

Up in front he has teeth.

And four legs underneath.

Dogs like to bark.

They like it best after dark.

A dog that is indoors wants to be outdoors.

But let him out — and what then?

He wants to be in again.

Dogs cheer up people who are  
frowning

And rescue people who are  
drowning.

Dogs in the country have fun.

They run and run and run.

But in the city this species is  
walked around on leashes.

Dogs are friendly, loyal and honest.

Of all the pets I like them most.

*b) Now listen to the poem again and read it slowly.*

c) Now read the poem artistically in a natural manner.

**No. 13. Exercise 22.** *Listen to the final part of the text and try to read it in the same manner. (См. учебник, часть 1, с. 39.)*

**No. 14. Exercise 35.** *a) Listen to the text “Mice and Lions” and explain its title.*

### **Mice and Lions**

It was a beautiful morning in early spring. The sun was shining so brightly that it was impossible to stay in. That was the reason why Tom Robinson, who was a young biology teacher, decided to take his class to London Zoo. He phoned his pupils and said that he would meet them at the zoo. He wanted to show his class some rare species of animals, especially mammals, as that was the subject they were doing at the moment. So Tom Robinson took his class directly to the cages where animals of savannas were kept. Not far from the cages there were big baskets for rubbish, where people who bought ice creams and other things could throw the papers from them. While Tom was looking at the lions and thinking of those beautiful huge creatures, he forgot about his pupils for a second. When he turned to them again, he was surprised to see that there was nobody near the lions' cages. But he was even more surprised when he saw a crowd around the rubbish basket.

He went towards the crowd. They were his class. He looked over their heads and saw a little mouse which was running about among the pieces of paper in the basket and looking for bits of food.

It was only a few centimetres from the children, but it was not afraid, and the children were happy and more interested in this small, common mouse than the wonderful lions.

*b) Listen to the text again and do the tasks from the section “Let Us Listen and Discuss” in your Student’s Book.*

## »»» Unit 4

**No. 15. Exercise 7.** *Listen to the dialogue to check up your version.*

### **Where Do You Want to Live?**

*Dave:* Paul! You know, what? My father’s got a new job! We’re going to live in New York!

*Paul:* In New York? Really? Have you ever lived in a big city?

*Dave:* No, I haven’t. Have you?

*Paul:* Yes, I have. I lived in San Francisco with my grandparents for a few years. I didn’t like it there.

*Dave:* But why? Were there too many people or too much noise and traffic?

*Paul:* Yes, there were. And I don't like crowds and pollution. There isn't enough fresh air in big cities, you know.

*Dave:* You're right. But there are a lot of parks in New York, aren't there?

*Paul:* There certainly are. But I'm sure there are a lot more cars and car parks there. I really prefer a quiet life in a small village.

**No. 16. Exercise 13.** *Listen to the announcer to check your reading.*

pigeon, creature, species, extinct, destroy, cure, damage, reptile, mammal, habitat, insect, endanger, cardboard, include, savanna

**No. 17. Exercise 18.** *a) Listen to the poem "I Meant to Do My Work Today".*

### **I Meant to Do My Work Today**

*(by Richard Le Yalleinne)*

I meant to do my work today —  
But a brown bird sang in the apple tree,  
And a butterfly flitted across the field,  
And all the leaves were calling me.  
And the wind went sighing over the land  
Tossing the grasses to and fro,  
And a rainbow held out its shining hand —  
So what could I do but laugh and go?

*b) Now listen to the poem again and read it slowly.*

*c) Now read the poem artistically in a natural manner.*

**No. 18. Exercise 20.** *Listen to the final part of the text B and try to read it in the same manner. (См. учебник, часть 1, с. 53.)*

**No. 19. Exercise 33.** *a) Listen to the text "Why Don't We Stop Him?" and say why the young member of the Women's Club wanted to stop the car producer.*

### **Why Don't We Stop Him?**

The Women's Club had a meeting every Friday. And every Friday they invited someone to come and talk to them about important things. After that they had tea and asked questions.

One Friday a gentleman came and talked to the club about different problems of ecology. He spoke about air and water pollution, acid rains and the greenhouse effect and then he mentioned the growth of population and shortage of food. "There is not enough food in the world for everybody," he said. "More than half the people in the world are hungry."

After that he spoke about cars and buses — their positive and negative effects. He said that cars bring help quickly and this is very important for the police and fire brigades and ambulances. Cars and buses do important work — they transport goods, take people to and from work. But they are dangerous, noisy, expensive and unhealthy. And there are often traffic jams. They do a lot of harm to the city atmosphere and ruin the beauty of the countryside because many new roads are built everywhere. Though the cars are very convenient and comfortable and they are much faster than trains and boats, people suffer a lot from them because nowadays people don't have much exercise. Everybody knows that it is much healthier to walk or to ride a bicycle. But fewer people every year do that. Most of us prefer to go by car. "And there are more and more cars produced each year!" the gentleman said. "Just imagine a car producer is making a car every minute day and night somewhere in the world. How can we solve the problem?" He waited for a few seconds before he continued, but before he began to speak again, one of the club members, a young woman, had a ready answer. "Well, why don't we find that man and stop him?"

*b) Listen to the text again and do the tasks from the section "Let Us Listen and Discuss" in your Student's Book.*

## Unit 5

**No. 20. Exercise 12.** *Listen to the announcer and check your reading.*

test, radiation, ultraviolet, ton, resources, ozone, filter, waste, dump, cause, destruction, pollute, environment, poison, nuclear, safe, mix, survive, weapon

**No. 21. Exercise 18.** *Listen to the right version of the text "Apple Jam" and check yourself.*

### Apple Jam

On the last day of the term Jane decided to surprise her mother and make a few cans of apple jam. She cleared the table, piled a lot of apples on it and bravely set to work. The whole job was a bit difficult as Jane thought, but she knew she could do it. She worked and worked with a lot of energy and a quarter of an hour later she put the cut apples on the cooker and went out to watch the telly leaving the kitchen in a terrible mess. The film was interesting, so she forgot all about the jam.

Luckily, Jane's mother returned from work a bit earlier that day. She was just in time to turn off the gas before the jam was spoiled. The kitchen looked ugly but the mother was not shocked, she didn't say anything but quietly cleared the mess, called Jane and praised her little daughter for the tasty jam.

**No. 22. Exercise 19.** a) *Listen to the poem “I Go Forth to Move About the Earth”.*

### **I Go Forth to Move About the Earth**

I go forth to move about the Earth.

I go forth as the owl, wise and knowing.

I go forth as the eagle, powerful and bold.

I go forth as the dove, peaceful and gentle.

I go forth to move about the Earth in wisdom, courage, and peace.

b) *Now listen to the poem again and read it slowly.*

c) *Now read the poem artistically in a natural manner.*

**No. 23. Exercise 20.** *Listen to the first part of the text “‘Clean up the Countryside’ Society” and try to read it in the same manner. (См. учебник, часть 1, с. 65.)*

**No. 24. Exercise 34.** a) *Listen to the text “Choosy Mr White” and say what lesson Mr White was taught.*

### **Choosy Mr White**

You know that the British climate is very mild and the British don't see much snow during the winter. So when it begins snowing hard it can become a real disaster.

Last winter happened to be especially frosty and one night there was a heavy snowstorm. So when Mr White woke up in the morning, he saw that his garden was full of snow. The snow was so deep that Mr White couldn't take his car out. That's why he paid a man to clear the snow away from the path that led from his garage to his gate. He said to this man, “Don't throw any snow on that side, because it will spoil the bushes in my garden and they will look ugly; and don't throw any on the other side, because it will damage my fence. And don't throw any into the street, or the police will be angry.” Then Mr White walked to his office and the man set to work.

When Mr White came back, the path was clean and the snow from it was not on the bushes, or the fence, or the street. Mr White was pleased until he opened the garage to get the car out.

You can imagine how shocked Mr White was when he saw that all the snow from the path was piled on top of his car. The garage was so full of it that Mr White had to dig his car from under the snow.

b) *Listen to the text again and do the tasks from the section “Let Us Listen and Discuss” in your Student's Book.*

## Unit 6

**No. 25. Exercise 5.** *Listen to the radio forecast.*

### Weather Forecasts on the Radio

In New York — home of the Statue of Liberty and the skyscrapers — it'll be sunny and mild, a little bit cloudy, but nice and warm. What a beautiful day to walk about the city!

Down in the southeast today the weather will be wonderful. In Miami, Florida, a popular vacation place, it's going to be sunny and very hot. It's ninety degrees Fahrenheit. A perfect day for the beach.

Not so in Springfield, Illinois, it's cool and windy, we expect rain this afternoon. So get out your umbrellas.

It's thirty-two degrees Fahrenheit. That's zero degrees Celsius outside Denver, Colorado. There's two feet of snow already and it's going to snow some more. It's a perfect place for skiing.

And on the west coast in Los Angeles, California — home of Hollywood movie stars and the best cars — it's sunny and warm. It will be a beautiful day for a drive up the coast. And that's the weather in the USA today.

**No. 26. Exercise 7.** *Listen and check yourself.*

1. — a sheep. 2. — kids. 3. — parrots and other birds, hamsters, mice, squirrels, rabbits. 4. — because they feed their young with milk. 5. — a cuckoo. 6. — an ostrich, an emu. 7. — lions, tigers, panthers, leopards, cheetahs, lynxes. 8. — the Indian elephant. 9. — a deer. 10. — spiders, eight legs. 11. — a hole. 12. — a turtle, a tortoise.

**No. 27. Exercise 8.** *Listen to the text "Ecology of Man" and try to read it in the same manner. (См. учебник, часть 1, с. 74.)*

## Unit 8

**No. 28. Exercise 17.** *a) Listen to the dialogue and read it, then learn it by heart and act it out.*

### A Holiday in Scotland

*Mr Adams:* Well, kids, I've got wonderful news for you!

*Duncan:* What is it, Daddy? Are we going to the circus?

*Liz:* I know, we are going to the zoo!

*Mr Adams:* No, kids. It's much better. You've been so good this school year that I decided to take you on a holiday.

*Duncan:* Wow! Where are we going? Is Mummy coming too?

*Mr Adams:* Of course, she is. We're going to the Highlands of Scotland, my birthplace.

*Duncan:* Great! Dennis was there last summer with his parents and he loved it.

*Liz:* I think that's terrific, Dad! You know, Miss Hunter, our Geography teacher, told us only yesterday that the Highlands of Scotland are famous for their scenery, and people from all over the world go there to admire it.

*Mr Adams:* Miss Hunter is quite right. There is nothing like the high mountains, deep valleys and grassy plains of my bonny Scotland. My heart's in the Highlands, as Robert Burns wrote. You know, when I speak of Scotland, I become something of a poet myself.

*Liz:* Oh yes, we know that. When are we going? Where are we going to stay? In a hotel? How are we going to get there? Shall I take my skis? Is there any snow? Is it cold in Scotland in summer? Oh, Dad, it's so exciting!

*b) Now read the same dialogue slowly.*

*c) Now read the dialogue artistically in a natural manner.*

**No. 29. Exercise 18.** *Read these words after the announcer.*

Bath, Birmingham, Bristol, Cambridge, Dover, Hadrian's Wall, Manchester, Liverpool, the Midlands, the Southeast, Stonehenge, the Thames, Newcastle-upon-Tyne, Brighton, Oxford, Sheffield, the County of Kent, the Fens (area), Heathrow (airport), Land's End, the Lake District, Northern Ireland, the Southwest, Stratford-upon-Avon, Wales, York

**No. 30. Exercise 20.** *Listen to the first part of the text "Discover Britain: England" and try to read it in the same manner. (См. учебник, часть 1, с. 90—91.)*

**No. 31. Exercise 24.** *Listen and check yourself.*

1 — Hadrian's Wall. 2 — the Lake District. 3 — Liverpool. 4 — London. 5 — Sheffield. 6 — Stratford-upon-Avon. 7 — Oxford and Cambridge. 8 — the Fens. 9 — Brighton. 10 — Stonehenge. 11 — Dover. 12 — Kent. 13 — Heathrow.

**No. 32. Exercise 32.** *a) Listen to the text "Playing with God" and say why the story is called "Playing with God".*

### **Playing with God**

Neil was five years old. He lived with his parents in the North of England not far from the city of York. The place where they lived had



very attractive scenery with some beautiful hills and valleys, green meadows and a wonderful river with a lot of small waterfalls. Neil and his parents loved and admired the place very much. But there was one little problem. There were no neighbours near their house and as Neil had no brothers or sisters, there was nobody for the boy to play with.

Neil's father worked in the University of York, and his good friend Mr Fred Brown often visited him and his family. Mr Brown was a politician and a member of the government. But as he didn't have his own children, he loved to talk to Neil when he came to visit his parents.

One Sunday Mr Brown had lunch with the family, and then Neil's mother went into the kitchen and washed the dishes, and his father went to his study and had a very important telephone talk. "Stay here and talk to Mr Brown," Neil's father said to him.

"And show him your toys," his mother said. Neil showed Mr Brown his toys, and they talked for half an hour. Then Neil said to Mr Brown, "I'm going to go out and play with God in the garden now."

Fred Brown was surprised. "How do you play with God, Neil?" he asked him.

"Oh, it's very easy but quite exciting," Neil answered. "I just throw the ball up, and then God throws it back down to me."

*b) Listen to the text again and do task b) from ex. 32 in your Student's Book.*

## Unit 9

**No. 33. Exercise 17.** *a) Listen to the dialogue.*

### Queen's Presents

*Olga:* What's that, Stephen? Have you got a new camera?

*Stephen:* Yeah. Just what I've always wanted. It's a Christmas present from my parents.

*Olga:* Really? I'm so happy for you. I love presents. I wish I were a queen, then I would get presents every day.

*Stephen:* Believe it or not, Olga, but this is what happens in real life. I've read in a magazine that for Queen Elizabeth, for example, every day is Christmas Day.

*Olga:* You're kidding.

*Stephen:* Not at all. And some of the presents are very unusual. Once an American hot dog firm sent her a big box of hot dogs with mustard.

*Olga:* Oh no! What did she do with them?

*Stephen:* I have no idea. But it's clear that presents can be a big problem. Once, when the Queen returned from Canada, she brought home a mink coat, a large statue of a horse, a pair of snowshoes, a motorboat, a piece of iron, a silver jug and a large painting of a power station.

*Olga:* What does the Queen do with these presents? Where can she put a large statue?

*Stephen:* There are 600 rooms in Buckingham Palace, and the Queen tries to use all of her presents. And she gives many of her presents to museums, especially the British Museum.

*Olga:* I'd so much like to go to London one day and visit the British Museum and see Buckingham Palace and Hyde Park and Big Ben.

*Stephen:* I hope your dream will come true.

*b) Now read the same dialogue slowly.*

*c) Now read the dialogue artistically in a natural manner.*

**No. 34. Exercise 18.** *Listen and check yourself.*

Buckingham Palace, Queen Elizabeth II (the Second), Trafalgar Square, St James's Park, Hyde Park (the Park), Regent's Park, London Zoo, Roman Catholic Church, Parliament, the Crown, the Royal Family, the Church of England, the Spanish Armada, the Royal Albert Hall, the Victoria and Albert Museum, the British Throne, the Mall

**No. 35. Exercise 19.** *Listen to the final part of the text "Royal London" and read it in the same manner. (См. учебник, часть 1, с. 106—107.)*

**No. 36. Exercise 32.** *a) Listen to the text and say if it took the friends long to get to the hotel.*

**Driving to the Royal Hotel**

Paul, a businessman from France, told his friend Ian he wanted to visit London and see its places of interest. He added he was going to travel by car. Ian knew how much his friend was interested in the British Royal Family and everything connected with the Crown. Ian was sure that Paul should see the official royal residence in Buckingham Palace and the rest of the palaces that the Queen owned. He advised Paul to visit the British Museum, the Tower of London and Hyde Park. But he reminded his friend that all those places were in the centre of London and driving in London was very difficult.

Paul was not afraid and said he would easily find all those places and his hotel. He was going to stay at the Royal Hotel, one of the best in the city. On his way to the hotel Paul stopped to have a look at the bright

procession walking along the Mall. Paul admired the procession and even followed it in his car and then, suddenly, he understood that he had lost his way. He looked at the city map, but it didn't help much: he couldn't find his hotel. He drove round and round for an hour and then he stopped and got out of his car. A taxi came, and Paul stopped it. "Take me to the Royal Hotel," he said. But he didn't get into the taxi; he got back into his car. The taxi man laughed, but then he drove to the Royal Hotel. And Paul followed him in his car. They got to the hotel in two minutes.

*b) Listen to the text again and do the tasks from the section "Let Us Listen and Discuss" in your Student's Book.*

## Part 2

### Unit 10

**No. 37. Exercise 1.** *Listen to the word combinations and put down the endings of the numerals.*

fifty reptiles, sixteen reasons, seventeen pigeons, thirty insects, fourteen mammals, eighteen species, ninety habitats, forty creatures

**No. 38. Exercise 2.** *Listen and check yourself.*

eighteen thirty-one; nineteen hundred, nineteen seventy-nine; fifteen oh-one; nineteen ninety-seven, eighteen oh-four; ten sixteen, seventeen hundred, twelve twenty-two, nineteen fifteen; two thousand

**No. 39. Exercise 16.** *a) Listen to the dialogue.*

*Alice:* Are there any seats for Saturday night?

*Box-office clerk:* There isn't a performance on Saturday.

*Alice:* Isn't there? Oh, sorry. My mistake. Then I'd like to have two seats for Sunday.

*Box-office clerk:* Would you like them in the stalls?

*Alice:* Haven't you got anything cheaper?

*Box-office clerk:* Certainly. I've got some free seats in the dress circle and two seats in the gallery which are even cheaper.

*Alice:* Are there any seats in the boxes?

*Box-office clerk:* No, I'm afraid that's all there is.

*Alice:* Fine. How much are the seats in the dress circle?

*Box-office clerk:* Would you like the third row? The seats there are £ 7.50 each.

*Alice:* OK, I'll take them. Here is £ 15. Thank you very much.

*Box-office clerk:* There you are. I hope you will enjoy the performance.

*b) Now listen to the dialogue again and read it slowly.*

*c) Now read the dialogue artistically in a natural manner.*

**No. 40. Exercise 18.** *Listen to the text “The Actors Come to Town” and try to read it in the same manner. (См. учебник, часть 2, с. 12—13.)*

**No. 41. Exercise 28.** *a) Listen to the text and say which of the two men wanted to be friendly — Kevin or his uncle.*

### **How to Make Everybody Happy**

Kevin lived in a big city and earned his living working for a large company. But Kevin didn't like living in a city. He didn't like the noise and the traffic and the crowds in the streets. He got so tired of the city that he decided to go away for a short while.

Once he decided to visit his Uncle Ronald who lived in the country and stay with him for a few weeks. It was a very good idea because Uncle Ronald lived in a wonderful little village situated on the bank of a small river. The village consisted of several twin cottages that looked exactly the same and there was a lovely church on the top of the hill. Kevin loved it there so much that he felt sorry he didn't know much about poetry, so that he could describe the countryside in a poem.

Anyway, Kevin enjoyed his stay in the country. Often he and his uncle went for a walk or for a drive in the car, and Kevin was so happy that he sang at the top of his voice, and Uncle Ronald sang along. They both laughed, and Kevin never felt stupid. Once Kevin noticed a strange thing: whenever they passed somebody, his uncle waved. Kevin was surprised and said, “Uncle Ronald, you know everybody here! Where did you meet all these people?” “I don't know all of them,” said his uncle. “Then, why do you wave to them?” asked Kevin. “Well,” answered his uncle, “when I wave to somebody and he knows me, he is pleased. But when I wave to someone and he doesn't know me, he is surprised and he starts asking himself, ‘Who is that man? Why did he wave to me?’ So he has something to think about during the rest of his journey, and the journey seems shorter to him. So I make everybody happy.”

*b) Listen to the text again and do the tasks from the section “Let Us Listen and Discuss” in your Student's Book.*

## Unit 11

**No. 42. Exercise 6.** *Listen and check yourself.*

*Ben: Well, Alice, did you enjoy the play?*

*Alice: Oh, yes, I did. And you?*

*Ben:* I think it was wonderful. I like Shakespeare's plays. I've always wanted to see "Romeo and Juliet" in Stratford.

*Alice:* Did you like the actors?

*Ben:* Oh, yes. The actors were really good, especially the actress playing Juliet.

*Alice:* How did you like the Shakespeare Memorial Theatre? It's the biggest I've ever seen.

*Ben:* Yes, it's huge. I'm glad our seats were in the stalls.

*Alice:* Now I understand why we have come to Stratford all the way from London. I enjoyed every minute of the play.

*Ben:* So did I. Just wait, tomorrow we are going to visit the house in Henley Street.

*Alice:* What is it famous for? Why do we want to see it?

*Ben:* Don't you know? It's Shakespeare's birthplace.

*Alice:* Really? Did Shakespeare live all his life in the same house?

*Ben:* Not quite. For a long time Shakespeare lived in London. And his family lived in Stratford in a big house which he had bought for them.

*Alice:* I didn't know that. Did Shakespeare have a large family?

*Ben:* He had a wife, a son and two daughters. But his son died when he was quite young.

*Alice:* I'd like to know more about William Shakespeare and see all his plays in the theatre.

**No. 43. Exercise 17.** *a) Listen to the text and say who was sent to the house to get the exact details.*

### **The Wrong Family**

Jim was a clever young man who hated to work. He preferred to earn his living in a different way. He became a thief, but he didn't want to steal things himself. So he found wicked people who were rather stupid and explained to them his plans saying what exactly they should do. One day Jim got interesting information about the head of the glove-making factory who had a teenager daughter and lived in a large and beautiful house just outside the town. The house was situated on the bank of the river, and there were no other buildings nearby. Jim was pleased to get the information and sent one of his people to the house to get the exact details, to check the information, just to watch the house for a while.

It was evening, and when the man looked through one of the windows, he saw a man and a girl playing a duet on a piano.

When he went back to Jim, he screamed at the top of his voice, "That's

the wrong family. They can't have much money. Two people were playing on the same piano there."

*b) Listen to the text again and do the tasks from the section "Let Us Listen and Discuss" in your Student's Book.*

## Unit 12

### **No. 44. Exercise 1.** *Listen and check yourself.*

1. When is Christmas celebrated in Europe? — It is celebrated on the twenty-fifth of December.

2. Do Russians celebrate this holiday? — Yes, they do. When do they celebrate it? On the seventh of January.

3. Whose birthday is celebrated at Christmas? — Jesus Christ's birthday, though the actual date of his birth is not known.

4. What country gave us the tradition of decorating the Christmas tree? — Germany did.

5. Who introduced the tradition to decorate the Christmas tree in Russia? — Peter the Great did.

6. When was the custom of decorating Christmas trees with candles and presents introduced into Britain? — After Queen Victoria married Prince Albert who was a German.

7. Where does the most famous Christmas tree stand in London? — In Trafalgar Square. Whose present is it? — It's a present from the people of Norway.

8. What do they call Father Frost in the west? — Santa Claus or just Santa. Sometimes — Father Christmas. Where does he live? — He lives in the Far North, at the North Pole where he spends most of the year making toys for children.

9. What does Santa Claus look like? — He is usually fat and merry, he has a long white beard and is dressed in red.

10. How does Santa Claus travel? — He travels on a sleigh pulled by deer that can fly.

11. How does Santa Claus enter houses to give children Christmas presents and where does he put them? — Climbing down the chimney. He puts presents in long socks called "Christmas stockings" at the end of the children's beds or by the chimney.

12. What are the traditional Christmas colours? — Red and green.

13. Why do little children sometimes write letters to Santa Claus? — To tell him what presents they would like to have for Christmas.

14. When did the custom of sending Christmas cards to friends, colleagues and relatives appear? — In the 19th century.

15. What is the traditional Christmas food? — In the 19th century and before goose was the traditional meal at Christmas. A 20th-century dinner is roast turkey with vegetables. This is followed by Christmas pudding, Christmas cake or mince pies.

16. What are Christmas carols? — Christmas carols are special religious songs of joy and praise sung at Christmas.

17. What is the day after Christmas called? — The day after Christmas is called Boxing Day.

18. How do people decorate their houses at Christmas? — People decorate their houses with holly, mistletoe, candles and coloured paper chains and lanterns.

**No. 45. Exercise 2.** *a) Listen to the song “Jingle, Bells!”.*

### **Jingle, Bells!**

*Chorus:*

Jingle, bells! Jingle, bells!  
Jingle all the way!  
Oh what fun it is to ride  
In a one-horse open sleigh. } twice

I. Dashing through the snow  
In a one-horse open sleigh,  
O’er the fields we go,  
Laughing all the way.

II. Bells, on bobtail ring,  
Making spirits bright.  
What fun it is to ride and sing  
A sleighing song tonight.

*Chorus.*

*b) Listen and sing along.*

## Unit 13

**No. 46. Exercise 21.** *a) Listen to the poem.*

### **My Heart’s in the Highlands**

*(Robert Burns)*

My heart’s in the Highlands, my heart is not here,  
My heart’s in the Highlands a-chasing the deer,  
A-chasing the wild deer and following the roe —  
My heart’s in the Highlands, wherever I go!

Farewell to the Highlands, farewell to the North,  
The birthplace of valour, the country of worth!  
Wherever I wander, wherever I rove,  
The hills of the Highlands for ever I love.

Farewell to the mountains high cover'd with snow,  
Farewell to the straths and green valleys below,  
Farewell to the forests and wild-hanging woods,  
Farewell to the torrents and long-pouring floods!

My heart's in the Highlands, my heart is not here,  
My heart's in the Highlands a-chasing the deer,  
A-chasing the wild deer and following the roe —  
My heart's in the Highlands, wherever I go!

*b) Now listen to the poem again and read it slowly.*

*c) Now read the poem artistically in a natural manner.*

**No. 47. Exercise 22.** *a) Listen to the song.*

### **My Bonnie Lies Over the Ocean**

#### **I**

My Bonnie lies over the ocean,	} twice
My Bonnie lies over the sea,	
My Bonnie lies over the ocean,	
Oh bring back my Bonnie to me.	

*Chorus:*

Bring back, bring back —  
Bring back my Bonnie to me, to me.  
Bring back, bring back —  
Oh bring back my Bonnie to me.

#### **II**

Last night as I lay on my pillow,  
Last night as I lay on my bed,  
Last night as I lay on my pillow,  
I dreamed that my Bonnie was dead.

*Chorus.*

#### **III**

Oh, blow you winds over the ocean,  
Oh, blow you winds over the sea,



Oh, blow you winds over the ocean,  
And bring back my Bonnie to me.

*Chorus.*

#### IV

The winds have blown over the ocean,  
The winds have blown over the sea,  
The winds have blown over the ocean,  
And brought back my Bonnie to me.

*Chorus:*

Brought back, brought back.  
Brought back my Bonnie to me, to me.  
Brought back, brought back,  
Have brought back my Bonnie to me.

*b) Listen and sing along.*

**No. 48. Exercise 23.** *Read the names after the announcer.*

Highlands, Lowlands, Glasgow, Edinburgh, Athens, Athens of the North, Holyrood Palace (House), Princes Street, Sir Walter Scott, the Clyde, the Clyde Valley, the Royal Mile, the Cannongate, the Scott Monument

**No. 49. Exercise 25.** *Listen to the first part of the text "Scotland the Beautiful" and try to read it in the same manner. (См. учебник, часть 2, с. 42—43.)*

**No. 50. Exercise 36.** *a) Listen to the text and say what Tim agreed to do.*

#### He Didn't Like Saying "No"

Jim and Tim were good friends. But they were very different. Jim was hard-working, smart and modest. He was a loyal friend too. But Tim was very lazy and slow, though he was devoted to Jim and kind. The contrast between the young men was so striking that people couldn't understand how Jim and Tim could be friends.

Once the two friends were camping together. They found a picturesque place at the foot of a huge rock and put up a tent there. In the evening Jim said to Tim, "Here's some money. Go to the village and buy some meat."

"I'm so tired," answered Tim. "You go." Jim didn't say a word but went to the village and bought some meat and bread. When he came back, he said to Tim, "Here's the meat. Could you please cook it?" But Tim

answered that he wasn't good at cooking. Jim had nothing to do but cook the meat himself. Cooking the meat kept Jim so busy that he asked his friend to cut the bread. "I don't want to," answered Tim, so Jim cut the bread.

Then he said to Tim, "I'd like you to go and get some water, please."

"No, I don't want to get my clothes dirty," Tim answered, so Jim got the water.

Finally Jim said, "The meal is ready. Come and eat it."

"Well, I'll do that," answered Tim. "I don't like saying 'No' all the time."

*b) Listen to the text again and do the tasks from the section "Let Us Listen and Discuss" in your Student's Book.*

## Unit 14

**No. 51. Exercise 17.** *a) Listen to the proverb.*

### He Who Knows

He who knows not, and knows not that he knows not, is a fool. Shun him.

He who knows not, and knows that he knows not, is a child. Teach him.

He who knows, and knows not that he knows, is asleep. Wake him.

He who knows, and knows that he knows, is wise. Follow him.

*b) Now listen to the proverb again and read it slowly.*

*c) Now read the proverb artistically in a natural manner.*

**No. 52. Exercise 18.** *Listen to the dialogue and try to read it in the same manner.*

**Ann:** Hi, Susie, haven't seen you for a long time! What have you been doing? Where have you been hiding?

**Susie:** I've been working on my talk about Wales for the last week and spent many hours in the library.

**Ann:** Wales? What can be interesting about that part of Britain? No big cities, no picturesque scenery, no interesting facts on the history of the country.

**Susie:** Aren't there? You can't imagine, Ann, how wrong you are here. The book I'm reading says, "Though visitors don't need passports to cross the border from England into Wales, they soon realize that they are entering a country with its own geography, culture, traditions and language."

*Ann:* What do you mean? Don't the Welsh speak English?

*Susie:* They do. But the Welsh language is spoken widely, especially in the north of the country and it is still the first language for many people. By the way English is taught side by side with Welsh in schools.

*Ann:* Is Welsh different from English?

*Susie:* Very much so. Welsh is one of the Celtic languages, like Scottish and Irish Gaelic. Even if your English is fluent you won't be able to understand Welsh.

*Ann:* Interesting. And what about the cities? I hear that Wales is agricultural, there are few cities there and they are rather small and unimportant.

*Susie:* Let's not argue, but look up in the book I'm reading. I know at least one big city in Wales. It's Cardiff, the capital and the main port.

*Ann (looking through the book):* You are right. It says, "Cardiff is an industrial city, which also has a castle, a cathedral, a university. There are other big towns in Wales too, Swansea and Newport among them." OK. But what about the scenery, the history, the culture?

*Susie:* The west coast, Mid Wales and North Wales are wild and beautiful. Wales has high mountains, including Snowdon, the second highest mountain in Britain.

*Ann:* I have always thought that Wales is a land of green fields, forests and farms.

*Susie:* And you have been right. But it is also a land of mountains and valleys, streams and waterfalls. In North Wales you can follow mountain paths for miles and miles.

*Ann:* Tell me a few words about Mount Snowdon.

*Susie:* Got interested? OK. In summer, when the sun is shining, Snowdon looks very peaceful and beautiful. A little train runs to the top and the walk is not at all hard. But in winter the mountains can become very dangerous.

*Ann:* But do people climb the mountains in winter?

*Susie:* They do, but every year climbers get lost in bad weather or fall and injure themselves. When this happens, the Mountain Rescue Service has to go out to look for the climbers.

*Ann:* I see. And what about Welsh traditions and the history of the country?

*Susie:* Sorry, Ann. I've got to run. Here are my notes. I made them during the lecture by Mr Roger Davis, a visiting professor from Wales. If you're really interested, you can look through my notes. They are all on Welsh traditions and culture. Though they are very brief you can find them useful.

**No. 53. Exercise 31.** *a) Listen to the text and say what the three answers were.*

### Three Answers

Ed Newby was a very smart journalist and worked for a popular newspaper. As a journalist Ed had to travel a lot. He had been to the most picturesque places of the world, climbed high rocky mountains, taken part in rescue expeditions, crossed dangerous rivers and streams and wrote about all that in his articles. He was very nice and strikingly modest. But Ed had one weak point: he liked arguing very much. He argued with anybody and about anything. Sometimes the people whom he argued with were as smart as he was, but often they were not.

When arguing with stupid people Ed realized that they sometimes said very unusual and funny things.

Once Ed had an argument with a man who was not very clever. At the end of the argument the man said something which Ed couldn't forget. He said, "Well, sir, you should never forget this: there are always three answers to every question: your answer, my answer and the correct answer."

*b) Listen to the text again and do the tasks from the section "Let Us Listen and Discuss" in your Student's Book.*

## Unit 15

**No. 54. Exercise 5.** *Repeat these names after the announcer.*

Kennedy Airport, Hollywood, Disneyland, California, Philadelphia, Texas, Manhattan, the Bronx Zoo, the Metropolitan (Museum), the Niagara Falls

**No. 55. Exercise 6.** *Listen to the dialogue and try to read it in the same manner.*

### A Trip to the USA

*Teacher:* Hi, everybody! I've got great news for you. At the end of April your group — the winners of "English Learners Contest" — is going to the USA!

*Tanya:* It's fantastic!  
*Misha:* Wow!

} together

*Volodya:* I can't believe it! It's too good to be true.

*Irina:* I knew it! I knew it!

*Teacher:* Please be quiet. I'm here to tell you all you want to know, but if you make so much noise, I won't be able to do it.

*Volodya:* When are we leaving? What places are we going to visit?

*Teacher:* We are starting on the 23rd of April and we are flying from Sheremetyevo to New York, Kennedy Airport.

*Tanya:* How long are we going to stay in New York?

*Teacher:* Only two days, but it's long enough to see the main sights: the Statue of Liberty, Manhattan, the famous skyscrapers, the Metropolitan and the Bronx Zoo.

*Irina:* But New York is in the east and I have always wanted to see Hollywood and Disneyland. Are we going to go to California too?

*Teacher:* Yes, we are, but only at the end of our trip. Between New York and California we'll go to Philadelphia, the birthplace of American democracy, and Washington, D.C.

*Misha:* Just Philadelphia and Washington? Aren't we going to Texas? I've always wanted to meet cowboys or even take part in a rodeo [rəʊ'deɪəʊ].

*Tanya:* What's a rodeo, Misha?

*Misha:* Don't you know? It's when cowboys ride wild horses or catch wild horses throwing a lasso. I saw it in a film.

*Volodya:* I'd like to see the Niagara Falls. Could we please go there?

*Teacher:* Sorry, boys, not this time. We've got only ten days and four wonderful places to see. I'm sure you'll love them. But if you win another contest (and we're having it in May), who knows ... we may have a chance ...

## Unit 16

**No. 56. Exercise 16.** *a) Listen to the song.*

### **This Land Is Your Land**

*(words and music by Woody Guthrie)*

This land is your land, this land is my land,  
From California to the New York island,  
From the Redwood forest to the Gulf Stream water;  
This land was made for you and me.  
As I was walking that ribbon of highway  
I saw above me that endless sky-way,  
I saw below me that golden valley,  
This land was made for you and me.

*b) Listen and sing along.*

**No. 57. Exercise 17.** *Read the names after the announcer.*

Alaska, Hawaii, Florida, Yosemite Valley, Yellowstone, the Mississippi, the Missouri, the Appalachians, European, China, Southeast Asia,

the Caribbean Sea, the Grand Canyon, the Colorado, the Rocky Mountains (Rockies)

**No. 58. Exercise 18.** *Listen to the final part of the text "Country and People" and try to read it in the same manner. (См. учебник, часть 2, с. 78—79.)*

**No. 59. Exercise 30.** *a) Listen to the text and say where Dick's parents were born.*

### **How Had We All Met?**

When Dick was six years old, he went and stayed with his great-grandparents on their farm for a few weeks in the summer. The farm was situated on the bank of the mighty Mississippi which rises in the north of the US. Dick talked a lot with his great-grandmother while he was there, and she told him a lot of interesting things about their family which he had not known before. When he came home again to his own parents, who lived in New York, the city of skyscrapers, he said to his father, "Is it true that I was born on the shores of Lake Michigan?"

"Yes, it is, Dick," his father answered.

"And were you really born in Germany?" Dick asked. "Yes, that's right," his father answered. "I was." "And is it true that Mummy was born in Ireland, in a small village on the coast of the Irish Sea?" Dick continued.

His father said, "Yes, it is. It was a very small village then without any attractions but for beautiful green meadows stretching for long distances and a small chain of hills. But why are you asking me all these questions?"

Dick answered, "Because when Granny told me all those things while I was with her, I couldn't understand how we had all met with such a mixture of birthplaces."

*b) Listen to the text again and do the tasks from the section "Let Us Listen and Discuss" in your Student's Book.*

## Unit 17

**No. 60. Exercise 14.** *a) Listen to the song.*

### **America, the Beautiful**

*(music by Samuel Ward, words by Katherine Lee Bates)*

O beautiful for spacious skies, for amber waves of grain,  
For purple mountain majesties above the fruited plain.  
America! America! God shed this grace on thee,

And crown thy good with brotherhood  
From sea to shining sea!

*b) Listen and sing along.*

**No. 61. Exercise 15.** *Read the names after the announcer.*

the Civil War, the US Capitol, the US Constitution, the Revolutionary War, the War of Independence, the House of Representatives, the Commander in Chief, the US Congress, the Supreme Court, the US Senate

**No. 62. Exercise 16.** *Listen to the text “Who Rules the Country?” and try to read it in the same manner. (См. учебник, часть 2, с. 90—91.)*

**No. 63. Exercise 24.** *a) Listen to the text and say where Mr Brown was flying and why.*

### **A Very Important Person (VIP)**

During the Second World War it was difficult to travel by plane. The number of British planes was not great and many seats were needed for government representatives and army people. Mr Brown worked for the armed forces during the war. Very few people knew how important he was because he was doing very secret work. But a lot of people obeyed him, he took very serious decisions and in fact he often represented the government.

One day it was declared that Mr Brown had to fly to Edinburgh to give a lecture to some army officers. When he arrived at the airport, the airport clerk told him that a VIP from the armed forces was going to Edinburgh too. As Mr Brown was just a British citizen, he had to give his seat to the man. So Mr Brown was not able to fly to the city to give his lecture.

The officer arrived in Edinburgh and found out that he could not listen to the lecture because Mr Brown had not arrived.

*b) Listen to the text again and do the tasks from the section “Let Us Listen and Discuss” in your Student’s Book.*

## **Unit 18**

**No. 64. Exercise 19.** *a) Listen to the poem.*

### **The Arrow and the Song** *(by Henry W. Longfellow)*

I shot an arrow into the air,  
It fell to earth, I knew not where;  
For so swiftly it flew, the sight  
Could not follow it in its flight.

I breathed a song into the air,  
It fell to earth, I knew not where;  
For who has sight so keen and strong,  
That it can follow the flight of a song?

Long, long afterward, in an oak  
I found the arrow still unbroke;  
And the song from beginning to end,  
I found again in the heart of a friend.

*b) Now listen to the poem again and read it slowly.*

*c) Now read the poem artistically in a natural manner.*

**No. 65. Exercise 20.** *Read the names after the announcer.*

Virginia, Philadelphia, Mount Vernon, New York City, Kentucky, Indiana, Aesop's Fables, Robinson Crusoe, Ford's Theatre, George Washington, Abraham Lincoln, Abe

**No. 66. Exercise 21.** *Listen to the final part of the text "Two American Presidents" and try to read it in the same manner. (См. учебник, часть 2, с. 105—106.)*

**No. 67. Exercise 34.** *a) Listen to the text and say how much patients paid to Dr Smith.*

### **How He Saved 5 Pounds**

Henry was a major in the US Army. He was a very good officer: he could shoot well and he liked his soldiers, and his soldiers respected him.

Once Henry decided to go away for a holiday. His friends encouraged him to go to a faraway country and take a chance to do some sightseeing. So Henry went to Great Britain.

It was a long journey and when Henry came to London, he didn't feel well. He asked the clerk in the hotel where he was staying to give him the name of a good doctor, whom he could trust.

The clerk looked in a book and then said, "Dr Martin Smith. He was educated in Oxford and all his patients like him for his wisdom and honesty."

Henry said, "Thank you very much. Is he expensive?" "Well," the clerk answered, "his patients pay him 15 pounds for their first visit to him and 10 pounds for later visits."

Henry was a little greedy, besides he didn't have enough money, so he decided to save 5 pounds. When he went to see the doctor in his private office, he pushed the door and said, "I've come again, doctor."



For a few seconds the doctor looked at his face carefully and didn't say anything. Then he nodded and said, "Oh yes." The doctor examined Henry and then said, "Everything is going on just fine. Continue to take the medicine I gave you last time."

*b) Listen to the text again and do the tasks from the section "Let Us Listen and Discuss" in your Student's Book.*

## Unit 19

**No. 68. Exercise 8.** *Listen to the text "American Food and Drink" and try to read it in the same manner. (См. учебник, часть 2, с. 114—115.)*

**No. 69. Exercise 12.** *a) Listen to the text and say what the doctor advised his patient to do.*

### It's No Good to Be a Workaholic

An important businessman went to see the doctor whom he trusted and said he could not sleep at night. The doctor examined him carefully and then declared his decision. "Your trouble is that you need to learn to relax. Concentrate on pleasant things. Your business is prosperous. There is nothing to worry about. Have you got any hobbies?"

The businessman thought for a few moments and then said, "No, doctor, I haven't. I don't have any time for hobbies." That was a striking answer.

The doctor looked at the businessman and said, "That is your main trouble, you see. You don't have time for anything except your work. No matter how hard you work you should rest and have some hobbies. Why don't you find some hobbies? Why don't you go to some picturesque place in Scotland, for example? The scenery is beautiful there: high mountains, romantic valleys with streams and small rivers, a lot of wild flowers along the paths. Or why don't you learn to paint pictures? If you don't find some hobbies and don't learn to relax with them, you will be buried in less than five years." "All right, doctor," the businessman said. "I'll try that." The next day he telephoned the doctor and said, "That was a very smart idea, doctor. Thank you very much. I've already painted fifteen pictures since I saw you."

*b) Listen to the text again and do the tasks from the section "Let Us Listen and Discuss" in your Student's Book.*

## Unit 20

**No. 70. Exercise 18.** *a) Listen to the dialogue.*

### What Do We Know About Australia?

*Alex: Have you had a nice evening?*

*Boris:* Yes, I've been watching a documentary film on TV.

*Alex:* Really? What was it about?

*Boris:* About the largest island in the world.

*Alex:* The largest island? Do you mean Australia?

*Boris:* I do. Though I'm sure that Australia is the biggest island I know that many people think it's a continent.

*Alex:* Yes. That's what I think: it's the smallest continent on the Earth.

*Boris:* And it is an independent country too.

*Alex:* I know that. What is its capital? Sydney?

*Boris:* No. It's Canberra, but Sydney is the largest city in the country.

*Alex:* Is English the official language?

*Boris:* Yes, it is, though it is a bit different from the language they speak in the USA and Britain.

*b) Now read the dialogue slowly.*

*c) Now read the dialogue artistically in a natural manner.*

**No. 71. Exercise 19.** *Read the proper names after the announcer.*

the Indian Ocean, the Pacific Ocean, the Murray River, the Gibson Desert, Europeans, Australia, Antarctica, Sydney, Canberra, Melbourne, Darwin, the Great Sandy Desert, the Great Victoria Desert, the Southern Hemisphere, the Australian Capital Territory, New Zealand, New South Wales, Queensland, Brisbane, Adelaide, Western Australia, Northern Territory, Alice Springs, Tasmania

**No. 72. Exercise 20.** *Listen to the first part of the text and try to read it in the same manner. (См. учебник, часть 2, с. 128—129.)*

**No. 73. Exercise 34.** *a) Listen to the text and say what Mr Harris liked most of all at the funfair.*

#### **Worse Than a Small Child**

Mr and Mrs Harris had four children. One Saturday Mrs Harris thought that it would be a good idea to take the children to a funfair in the park. At first Mr Harris didn't want to go: he worked five days a week except Saturdays and Sundays and got very tired. But Mrs Harris and the children were very eager to go. Naturally, Mr Harris had to agree. He took out his automobile, and the family drove to the park. The territory of the park was vast and very beautiful.

Mr Harris was forty-seven years old but he enjoyed the funfair more than the children. He ate a lot of sweets, nuts, apricots, peaches and ices. He went from one ride to another. Most of all he liked the roller coaster and least of all — the shooting competition. But generally he enjoyed every minute of it.

Mrs Harris and the children looked at him in surprise and then one of the children said to her mother, "Daddy's just like a small child, isn't he, Mummy?"

Mrs Harris was quite tired after she had followed her husband from one ride to another and she answered, "He's worse than a small child, Mary, because he's got his own money."

*b) Listen to the text again and do the tasks from the section "Let Us Listen and Discuss" in your Student's Book.*

## Unit 21

**No. 74. Exercise 20.** *Read the names of the animals and plants after the announcer.*

a kangaroo, a platypus or a duckbill, an emu, an echidna or a spiny anteater, a rat, a koala, an eucalyptus, a dingo, a kookaburra, a lyrebird, a cockatoo, a buffalo, a rabbit

**No. 75. Exercise 21.** *Listen to the final part of the text "The Most Extraordinary Country to Explore" and try to read it in the same manner. (См. учебник, часть 2, с. 144—146.)*

**No. 76. Exercise 33.** *a) Listen to the text and answer the questions.*

### He Never Told a Lie

Once there lived a teacher who had worked at school for very many years. He was an extremely good teacher but then he became old and retired. Now he had a lot of free time and often went for a walk in the park. This was the most suitable place to escape from the city noise.

One day he was taking his usual walk in the park and noticed a group of young boys standing near the bushes. In one of the bushes there was a graceful small cat that resembled his own cat Pussy. The old gentleman came to the boys and asked what was happening. One of the boys explained to him, "We are having a competition. We're telling lies, and the one who tells the biggest lie will keep the cat."

The old gentleman was just like all grown-ups: he thought it was a good chance to teach the boys a useful lesson, so he said to them, "This is quite an extraordinary competition. But you know, boys, I've never told a lie in my life." All at once there was a great laughter from the boys, and they cried, "You've won! Now you can take the cat."

*b) Listen to the text again and do the tasks from the section "Let Us Listen and Discuss" in your Student's Book.*

## Unit 22

**No. 77. Exercise 5.** *Listen to the dialogue and check yourself.*

*Ralph:* Can I help you?

*Masha:* Oh, please. Could you hold my bag while I'm taking this picture?

*Ralph:* Certainly. It's not at all heavy.

*Masha:* OK. I've done it. Thanks for your help. Sydney looks great in this light. Thank you again.

*Ralph:* You're welcome.

*Masha:* Wonderful. That's very kind of you.

*Ralph:* Are you from Sydney?

*Masha:* No, I'm from Russia.

*Ralph:* Russia? When did you come here?

*Masha:* Two weeks ago. I've been here since May 5.

*Ralph:* Your English is very good.

*Masha:* Thanks. I learn English in school. I hope that after my stay in Australia I'll speak English better.

*Ralph:* Do you find it difficult to understand Australian English?

*Masha:* Quite. The accent is a little bit unusual. Though I understand nearly everything. And you? Do you live here?

*Ralph:* No. I live in Canberra, I'm here to visit my granny. And what is Russia like?

**No. 78. Exercise 8.** *Listen to the text "Words We Use" and try to read it in the same manner. (См. учебник, часть 2, с. 150—151.)*

**No. 79. Exercise 12. a)** *Listen to the text and say what Jack wanted to borrow from Nick.*

### Don't Speak Too Soon

Jack was a young man. He worked in an office. Every day Jack looked through a lot of mail: telegrams, telexes, periodicals and official papers. He often got tired and used to say, "Sitting on a chair for eight hours every day and then sitting at home in the evening is not very good for health." Every summer during a holiday he went to some faraway picturesque places by train and then walked every day for five or six hours or rode a horse.

Last spring he took a map to his stepbrother Nick and said, "Nick, you've been to many continents and countries. You have walked the Alps and the Rockies. I am going to America in August and I would like to walk from this place to this place on the day of my arrival." And Jack

showed Nick the places on the map. “Can I borrow your rucksack?” Jack asked.

“You certainly can,” answered Nick. “But how can you do it in one day? The map is flat and the mountains are not.”

*b) Listen to the text again and do the tasks from the section “Let Us Listen and Discuss” in your Student’s Book.*

## Аудиокурс к рабочей тетради

### Unit 1

**No. 1. Exercise 12.** *a) Listen to the tongue twister.*

She sells seashells on the seashore.

*b) Now listen to the tongue twister again and read it slowly.*

*c) Now say the tongue twister as quickly as you can.*

### Unit 2

**No. 2. Exercise 15.** *a) Listen to the tongue twister.*

Swan swam over the sea,

Swim, swan, swim!

Swan swam back again.

Well swum, swan!

*b) Now listen to the tongue twister again and read it slowly line by line.*

*c) Now say the tongue twister as quickly as you can.*

### Unit 3

**No. 3. Exercise 13.** *a) Listen to the tongue twister.*

If a dog chews shoes

What shoes would he choose to chew?

Too few for sure.

You’re a choosy shoe-chewer.

*b) Now listen to the tongue twister again and read it slowly line by line.*

*c) Now say the tongue twister as quickly as you can.*

### Unit 4

**No. 4. Exercise 13.** *a) Listen to the tongue twister.*

Peter Piper picked a peck of pickled peppers.

- b) Now listen to the tongue twister again and read it slowly.*  
*c) Now say the tongue twister as quickly as you can.*

## Unit 5

**No. 5. Exercise 12.** *a) Listen to the tongue twister.*

If a three-month truce  
Is a truce in truth,  
Is the truth of a truce in truth  
A three-month truth?

- b) Now listen to the tongue twister again and read it slowly line by line.*  
*c) Now say the tongue twister as quickly as you can.*

## Unit 8

**No. 6. Exercise 14.** *a) Listen to the tongue twister.*

Three grey geese in the green grass grazing,  
Grey were the geese and green was the grazing.

- b) Now listen to the tongue twister again and read it slowly line by line.*  
*c) Now say the tongue twister as quickly as you can.*

## Unit 9

**No. 7. Exercise 12.** *a) Listen to the tongue twister.*

My dame has a lame tame crane,  
My dame has a crane that is lame,  
Let my dame's tame crane  
Feed and come home again.

- b) Now listen to the tongue twister again and read it slowly line by line.*  
*c) Now say the tongue twister as quickly as you can.*

## Unit 10

**No. 8. Exercise 17.** *a) Listen to the tongue twister.*

Whatever one toucan can do  
Is sooner done by toucans two  
And three toucans (it's very true)  
Can do much more than two can do.

- b) Now listen to the tongue twister again and read it slowly line by line.*  
*c) Now say the tongue twister as quickly as you can.*

## Unit 13

### No. 9. Exercise 13. a) *Listen to the tongue twister.*

Round and round the rugged rock  
The ragged rascal ran  
How many Rs are there in that?  
Now tell me if you can.

b) *Now listen to the tongue twister again and read it slowly line by line.*

c) *Now say the tongue twister as quickly as you can.*

## Unit 14

### No. 10. Exercise 18. a) *Listen to the tongue twister.*

Yellow butter, purple jelly, red jam, brown bread  
Spread it thick  
Say it quick.  
Yellow butter, purple jelly, red jam, brown bread  
Spread it thicker  
Say it quicker.  
Yellow butter, purple jelly, red jam, brown bread  
Now repeat it  
While you eat it.

b) *Now listen to the tongue twister again and read it slowly line by line.*

c) *Now say the tongue twister as quickly as you can.*

## Unit 16

### No. 11. Exercise 13. a) *Listen to the tongue twister.*

A flea and a fly in a flue  
Were imprisoned. So what could they do?  
Said the flea, "Let us fly."  
Said the fly, "Let us flee."  
And they flew through the flaw in the flue.

b) *Now listen to the tongue twister again and read it slowly line by line.*

c) *Now say the tongue twister as quickly as you can.*

## Unit 17

### No. 12. Exercise 15. a) *Listen to the tongue twister.*

All I want is a proper cup of coffee  
Made in a proper copper coffee pot;  
I may be off my dot,

But I want a cup of coffee  
From a proper coffee pot.  
Iron coffee pots and tin coffee pots,  
They are no use to me  
If I can't have a proper cup of coffee  
From a proper copper coffee pot,  
I'll have a cup of tea.

*b) Now listen to the tongue twister again and read it slowly line by line.*

*c) Now say the tongue twister as quickly as you can.*

## Unit 18

**No. 13. Exercise 12.** *a) Listen to the tongue twister.*

A tutor who tutored the flute  
Tried to teach two young tooters to toot  
Said the two to the tutor,  
"Is it harder to toot, or  
To tutor two tooters to toot?"

*b) Now listen to the tongue twister again and read it slowly line by line.*

*c) Now say the tongue twister as quickly as you can.*

## Unit 20

**No. 14. Exercise 14.** *a) Listen to the tongue twister.*

The sixth sheik's sheep is sick.

*b) Now listen to the tongue twister again and read it slowly.*

*c) Now say the tongue twister as quickly as you can.*

## Unit 21

**No. 15. Exercise 11.** *a) Listen to the poem.*

### WHY

*(by Raymond Wilson)*

Why should the world be usual?

It surely isn't right!

I don't want to confuse you all,

BUT

Why shouldn't day be night?

Why shouldn't snow be hot and black?

Why shouldn't pigs have wings?

Why shouldn't the front be at the back?



AND

Why shouldn't dustmen be kings?  
Why shouldn't marmalade taste like meat?  
Why shouldn't grass be red?  
Why must we always stand on our feet?

WHEN

We can stand on our head?  
Why shouldn't starfish sing like thrushes?  
Why shouldn't elephants fly?  
Why shouldn't pork-pies grow on bushes?

AND

Why shouldn't the sea be dry?  
I won't let the world be usual.  
And if you disagree  
I really confuse you all,

'COS

Why shouldn't you be me?

*b) Now listen to the poem again and read it slowly.*

*c) Now read the poem artistically in a natural manner.*

## Unit 21

**No. 16. Exercise 12.** *a) Listen to the tongue twister.*

Betty Botter bought some butter,  
But she said, "My butter's bitter.  
If I put it in my batter,  
It will make my batter bitter.  
If I buy some better butter,  
It will make my batter better."  
So she bought some better butter,  
And it made her batter better.

*b) Now listen to the tongue twister again and read it slowly line by line.*

*c) Now say the tongue twister as quickly as you can.*

# Ключи к упражнениям учебника

## Unit 1

**Exercise 6.** 1) **Yesterday:** it was raining, it was wet; it was cloudy; the temperature was 5° above zero; it was windy, a wind was blowing (there was a wind blowing). **Today:** it's sunny; it is not foggy and cloudy; it's very warm, the temperature is 20° above zero.

2) **Yesterday:** it was cloudy; it was snowing; a wind was blowing (there was a wind). **Today:** the sun is shining brightly; it's very cold; it's 20° below zero; the sky is clear, it is not cloudy; it is frosty.

**Exercise 7.** a) 1) are; 2) are you fishing; 3) are you swimming; 4) are you lying; 5) are enjoying; 6) fished; 7) swam; 8) lay; 9) is; 10) am; 11) is raining; 12) shone; 13) is; 14) is a wind blowing; 15) write.

**Exercise 14.** misty, mist, calm, expect, a rainstorm, barometer, changeable, out, shower, rainbow, daily, weathermen, forecast

**Exercise 19.** 1. false; 2. true; 3. false; 4. true; 5. true.

**Exercise 24.** 1) It was snowing (snowy) on Sunday. 2) It was raining (rainy) on Monday. 3) It was foggy on Tuesday. 4) It was cloudy (there were clouds in the sky) on Wednesday. 5) It was frosty on Thursday. The temperature was 5 degrees below zero. 6) It was sunny on Friday. The sun was shining brightly. 7) It was windy (a wind was blowing/there was a wind) on Saturday.

**Exercise 26.** a) I. 1. It is sunny. It is not raining (it is not rainy/there is no rain). 2. It is cold. It is snowing (it is snowy). 3. It is cloudy. A cold wind is blowing. 4. It is frosty, but the sun is shining (it is sunny). 5. It is raining. It is foggy. It is wet. 6. Is it snowing? — No, it is not. It is clear outside (outdoors/in the street).

II. 1. It was warm yesterday, though it was raining (rainy). 2. Last Wednesday it was windy but clear. The sun was shining (it was sunny). 3. A strong wind was blowing yesterday night (evening) and it was cold. 4. There was no sun yesterday morning (the sun was not shining/it was not sunny). 5. There was a light mist three days ago, but it was warm. 6. It was snowing last week. It was frosty.

b) Autumn has come (Autumn is here). The days have become shorter. There are a lot of nasty (dull) days with showers. And just recently it was warm and dry, the sun was shining and the days were clear. Last Sunday I had a walk in the forest and listened to the birds' singing

(I was walking in the forest listening to the birds' singing). And now I am sitting at the desk (and) doing my homework (lessons). But I like autumn, and I like school. This year I'll learn English again.

## Unit 2

**Exercise 3.** 1) a barometer; 2) a rainbow; 3) daily; 4) to forecast weather; 5) a mist; 6) calm; 7) changeable; 8) a shower; 9) to expect; 10) a weatherman.

**Exercise 6.** I. have never been; lived; Have you ever been?; stayed; enjoyed. II. have just seen; have not finished; explained; have lost; have not found; have never done; have not written; have only written; were.

**Exercise 8.** 1. Sam is tired because he has been riding a bike for (half an hour) and has ridden 3 miles. 2. Mary has been doing the shopping since (morning) and has bought a lot of food. 3. Bill has been reading detective stories for (a week) and has read 2 stories. 4. Sally has been making pancakes since (3 o'clock) and has made 50 big pancakes. 5. Roy has been watching videos for (five hours) and has seen 2 films. 6. Jack has been training since (August) and has thrown the ball 100 metres. 7. Sarah has been washing up for (an hour) and has broken a few plates. 8. The children have been planting flowers since (after) breakfast and have planted a lot of primroses.

**Exercise 9.** 1. — Hi, Jack. How long have you been here? — (For) three days. I came last Thursday. 2. — When and where did you buy this dress? — I bought it in Moscow, but I can't remember in what (which) shop. I have had it for half a year. 3. — It has been raining since morning. The rain began (it began raining) at nine and hasn't stopped yet. — What a pity! 4. — We have been waiting for Victor for fifteen minutes. Where has he gone? The match has already begun. — Don't worry. I have just seen him. He was buying (an) ice cream a minute ago. 5. — How long have you known Mr Jones? — I have known him for three years. He has been teaching me English since 2002.

**Exercise 10.** 1. in, out; 2. in; 3. in; 4. in, out; 5. out; 6. out; 7. out.

**Exercise 18.** 1. c; 2. b; 3. a.

**Exercise 26.** a) 1. Ann has been living in London since 1985. She works in a bank. She has been working there for three years. 2. Billy has always wanted to visit Brighton. He has read a lot of books about this resort. 3. — The Browns (The Brown family) haven't (hasn't) built

their new house yet. — How long have they been building it? — They have been building it for two years already. 4. — I haven't seen you for ages. Where have you been? Where have you been hiding? I am writing a book about my travels. I have been writing it for a month and a half, that's why I have been living in my country house since May.

**b)** 1. — What is the weather like in Los Angeles today? — It is sunny and warm. It's a wonderful day to go to the seaside, to swim and to lie in the sun. 2. — How long has it been raining? — It has been raining for three days. It's windy, wet and cloudy outside. We are having autumn weather (It's like autumn). 3. — What was the weather like in Moscow yesterday? — It snowed (was snowing), the temperature was 10 degrees below zero, but it was sunny.

**c)** 1. Glass is very fragile. 2. We burned (the) old leaves in the garden. 3. Heat influences people badly (Heat has a bad influence on people). 4. The influence of teachers on their students is great. 5. Have you ever been in a greenhouse? 6. Have you heard anything about the "greenhouse effect"? 7. What does this factory produce? 8. In northern Africa there are more than 4000 hours of sunshine every year. 9. It's cool at the seaside, isn't it? 10. What influence do climatic changes have on people?

**Exercise 28.** 3, 1, 6, 5, 2, 4.

## Unit 3

**Exercise 2.** 1. It's bad to plant flowers in rainy and cold weather or when it's too dry. It's good to plant flowers on warm wet days. 2. It's bad to make a snowman on very frosty days when the temperature is below five degrees of frost. It's good to make a snowman on warmer days in winter, especially when it snows heavily. 3. It's bad to camp out in a tent in cold, windy or rainy weather. It's good to camp out on clear, warm, sunny days. 4. It's bad to do the sights of a city in cold or frosty weather, especially when it rains. It's good to do the sights on warm or cool sunny days. 5. It's bad to go out in a small boat in stormy or foggy weather when it rains or when a strong wind blows. It's good to go out in a small boat on calm, warm and sunny days. 6. It's bad to go skating in windy weather or when it's too cold. It's good to go skating on clear, sunny days when the frost is not too hard. 7. It's bad to take someone out to the zoo in cold, windy or nasty weather. It's good to take someone out to the zoo on warm or hot, dry, sunny days. 8. It's bad to gather harvest in nasty weather. It's good to gather harvest on clear, dry and warm days.

**Exercise 3.** » Mr White: 1. a skiing cap; 2. an anorak; 3. a scarf; 4. gloves; 5. winter boots; 6. a sweater; Mr Black: 1. light summer trousers; 2. sunglasses; 3. a T-shirt; 4. sandals; 5. shorts; 6. a bathing suit/swimsuit.

**Exercise 6.** » 1) She gave me her phone number and I gave her mine. 2) They gave you their car and you gave them yours. 3) He gave them his documents and they gave him theirs. 4) We gave her our books and she gave us hers. 5) You gave us your computer games and we gave you ours.

**Exercise 8.** » 1. Weather is forecast every day. 2. Is English spoken all over the world? 3. Textbooks are brought to the lessons (by everyone). 4. Rain wasn't expected this week. 5. Cabbages are not grown in front of the house. 6. Books are often read to children at bedtime (by their parents). 7. Animals are kept in cages. Isn't it awful! 8. Lessons are never done late at night by pupils.

**Exercise 9.** »

- Coffee is grown in South America, Africa and Asia.
- Moscow was founded in 1147.
- Butter is made from milk.
- The best tulips are grown in Holland.
- The Lada cars are produced in Tolyatti.
- Warm winter sweaters are usually made of wool.
- Pushkin was born in 1799.
- Hamsters, rabbits, mice and birds are generally kept in cages.
- English and French are two official languages spoken in Canada.
- The battle of Borodino was fought in 1812.

**Exercise 15.** » a) Aunt Polly will be met at the station on Tuesday. A letter to John Baxter will be written on Wednesday. The flat will be cleaned on Thursday. A meal for the family will be cooked on Friday. A birthday present for Mum will be looked for on Saturday. Brother Peter will be taken to the Natural History Museum on Sunday.

b) 2. The flat won't be cleaned. 3. Granny won't be visited. 4. A story for the Young Writers' Competition won't be written. 5. New flowers won't be planted in the garden.

**Exercise 17.** » a) 1. This news will be discussed after the classes. 2. The windows will be cleaned at the end of the month. 3. The delegation will be met tomorrow. 4. They will be told about our arrival. 5. The film will be watched. 6. The kittens will be given some milk. 7. These pictures will be bought for the city museum. 8. These pupils will be asked at the next lesson.

b) 1. The stadium must be built this year. 2. The work can be done in three days. 3. Animals must be protected. 4. These new songs must be sung at the concert. 5. This battle can be won. 6. The plants will have to be watered. 7. The sick boy ought to be visited. 8. The old papers will have to be burnt.

**Exercise 20.** » mammals, reptiles, insects, includes, species, habitat, extinct, destroyed, damaged, creatures, endangered, cardboard

**Exercise 32.** » a) 2) They will be washed (in the evening). 3) It can be finished (later). 4) It must be (will be) met soon. 5) They will be bought (tomorrow).

b) 2) They must be typed (in the afternoon). 3) It should be brought (soon). 4) He has to be invited (later). 5) They ought to be given their food (three times a day).

**Exercise 33.** » 1. Yesterday my younger brother cut himself with a knife. 2. Don't burn yourself. Don't hurt yourself. Don't cut yourself. 3. She was going (to go) to the party and at home was looking at herself attentively in the mirror. 4. She never talks to herself. 5. I have no time. Wash the plates yourself. 6. I hope he'll enjoy himself at the concert. 7. I hope you'll enjoy yourselves at the play. 8. Goodbye, look after yourselves (take care of yourselves) and come back soon. 9. I don't like him because he thinks only about himself. 10. I'm sorry, I can't explain this rule to you: I don't understand it myself.

## »»» Unit 4

**Exercise 1.** » **Animals:** mammals, humans, insects, pigeons, reptiles.

**Weather effects:** mists, rainbows, rainstorms, showers, sunlight, the greenhouse effect, temperature, climate changes.

**Places:** savannas, coasts, habitats, area.

**Exercise 2.** » Diseases can be cured. Forests can be ruined. Weather can be forecast. Sick people can be cured. Animals can be endangered. Rivers can be destroyed. Mists can be expected. Villages can be ruined. Weather can be influenced. Habitats can be created. Habitats can be destroyed.

**Exercise 3.** » **Mammals:** a fox, a wolf, a bear, a rabbit, a horse, a cow.

**Insects:** a spider, a butterfly, a fly, a caterpillar.

**Reptiles:** a snake, a tortoise, a turtle, a crocodile.

**Exercise 5.** » 1. If you go to the country, you will be able to watch wildlife. 2. When you stay in the country, you will be able to enjoy the

beauty of the countryside. 3. If you spend your holidays in the country, you will be able to take long walks in the forest. 4. When you return to the city, you will be able to go to the theatre. 5. If you live in a city, you will be able to visit museums and picture galleries. 6. If you prefer to stay in a city, you will be able to have a lot of fun in city parks.

**Exercise 7.**» (См.  15, с. 54.)

**Exercise 9.**» а) 1) dirty, dangerous, modern, big, expensive, noisy, boring, interesting, busy. 2) clean, slow, healthy, friendly, boring. 3) dirty, interesting, busy, clean, beautiful.

б) 1. cleaner / dirtier / more dangerous / more modern / bigger / noisier / busier / more beautiful / less beautiful / less quiet; 2. dirtier; 3. more modern / bigger / more beautiful / less beautiful; 4. less beautiful; 5. slower / healthier / less dangerous / less expensive / more boring / less boring / quieter (more quiet) / less interesting / more interesting / less busy; 6. less healthy / more dangerous / more expensive / more boring / less boring / more interesting / less interesting; 7. slower / healthier / friendlier / less modern / less busy / busier.

**Exercise 10.**» In Literature Dan is the best. Linda is better than Kate. Kate is worse than Linda or Dan. Kate is the worst of the three. In Geography Kate is the best. Dan is better than Linda. Linda is the worst of the three ... Linda is the best in Maths. Dan is the worst. Kate is the best in French. Dan is the worst. Dan is the best in Biology. Linda is the worst.

**Exercise 11.**» 1. less; 2. more, more; 3. fewer; 4. more, less; 5. fewer; 6. more; 7. more/less.

**Exercise 12.**» 1. So do I. 2. Neither have I. 3. So did I. 4. Neither can I. 5. So am I. 6. So was I. 7. So must I. 8. So will I.

**Exercise 16.**» 1. population; 2. shortage; 3. population; 4. waste; 5. destruction; 6. pollution; 7. poison(ous); 8. nuclear weapons.

**Exercise 17.**» а) nuclear — ядерная война, ядерное оружие, ядерные испытания (испытания ядерного оружия), ядерная энергия; to solve — раскрыть тайну, разрешить (снять) проблему, разгадать загадку, устранить сложность, решить головоломку; to cause — вызывать (быть причиной) загрязнение, вызывать смерть (быть причиной смерти), вызывать разрушение, быть причиной неприятностей, вызывать болезни; shortage of — нехватка товаров, нехватка (недостаток) оружия, нехватка пищи, нехватка воды, нехватка рабочих; destruction — крушение

надежд, разрушение озонового слоя, уничтожение тропических лесов, нанесение вреда морям и рекам; safe — безопасное путешествие, безопасная поездка, безопасное морское путешествие, безопасная машина, безопасное место.

**Exercise 21.** 1) to live in a town environment, 2) to solve the environmental problems, 3) to endanger people's lives, 4) water pollution, 5) air pollution, 6) destruction of wildlife, 7) beauty of the countryside, 8) shortage of natural resources, 9) drinking water, 10) to be used as a dump, 11) to test nuclear weapons, 12) industrial and nuclear waste, 13) nuclear-poisoned fish, 14) to leave the habitats, 15) to pour (waste) into rivers, 16) damaged the statue badly, 17) nuclear power stations, 18) to go wrong.

**Exercise 23.** Pollution — 2; Environment — 1; Ecology — 1; Greenhouse effect — 3.

**Exercise 30.** a) 1. If we are able to solve (can solve) ecological problems, we will save the Earth. 2. People will be healthier if air pollution is stopped. 3. If different countries test nuclear weapons, it will cause radioactive pollution. 4. If factories pour waste into rivers, the water in them will be poisoned. 5. We shall survive if we protect nature together.

b) 1. When you go to the south, try not to stay long in direct sunlight. 2. When we take part in the TV show, we will discuss ecological problems. 3. When ecology becomes (gets) better, animals will come back to their habitats. 4. You will know about extinct species of animals when you read this book. 5. Little Peter will be able to see different species of mammals, birds, reptiles and insects when he goes to the zoo with his mother.

**Exercise 34.** 3, 1, 2, 4.

## Unit 5

**Exercise 1.** 1) poison; 2) safe; 3) a dump; 4) a weapon; 5) a population; 6) polluting; 7) a ton; 8) a shortage; 9) waste.

**Exercise 2.** 1) Where did they survive? How did they survive? Why did they survive? When did they survive? Who survived? 2) What was mixed? When was it mixed? Where was it mixed? Why was it mixed? How well was it mixed? 3) What poisons them? Who(m) does it poison? Why does it poison them? Where (when) does it poison them? How often does it poison them?

**Exercise 4.** Frank said they had had an ecology class the day before. He added that they had discussed different environmental problems. Chris



was not surprised and exclaimed that they were (are) the most important problems those days (these days). Frank thought many people understood they should protect the environment. Chris asked if they really understood that. He said that he was not quite sure because factories dumped waste into rivers and air pollution was getting worse too. Frank agreed that was true. But he added that more and more people fought against nuclear tests, weapons and other things. Chris was not sure if they would win. He wanted to know when they would win those battles. Frank asked his friend not to lose hope. He wanted to hope for the best.

**Exercise 5.** a) 1. speaker, buyer, destroyer, creator, dumper, picnicker; 2. operator, operation, illustrator, illustration, radiator, radiation, cooperator, cooperation; 3. calmness, illness, softness, readiness, darkness.

**Exercise 6.** a) penniless, landless, hairless, luckless, sunless, moonless, hopeless, lifeless, sleepless, endless, useless, careless.

**Exercise 7.** 1. Бездомные люди; защита окружающей среды; город с населением свыше трёх миллионов; дальнейшее развитие страны; истинная свежесть воздуха; ясно видеть; выполнить работу с лёгкостью; безводные территории; загрязнять атмосферу; населять территорию; править/управлять страной; лично я полагаю...; важное сотрудничество; говорить убедительно.

2. Подогреть обед, отравить врага, предсказать погоду, сбрасывать отходы, проводить испытания ядерного оружия, наносить вред окружающей среде, оказывать влияние на правительство.

**Exercise 8.** Poisoned water — stomach, the whole body; polluted air — lungs, eyes, skin; traffic noise — ears, brain; nuclear radiation — brain, the whole body; television, computer — eyes, brain; bad food — stomach, blood, the whole body, brain; little physical activity — legs, arms, the whole body; radiation from the sun — brain, skin.

**Exercise 16.** A little = a bit; a crisis = a disaster; help = cooperation; litter = rubbish; to try = to test; to make dirty and dangerous = to pollute; to surprise unpleasantly = to shock; to take away = to clear away; to begin working = to set to work.

**Exercise 17.** crisis — глобальный кризис, энергетический кризис, ядерный кризис, экологический кризис; international — международная помощь, международная индустрия, международное сотрудничество, международная организация; disaster — ядерная катастрофа,

экологическая катастрофа, глобальная катастрофа; **pile (of)** — стопка книг, груда ящиков, стопка газет.

**Exercise 18.** term, cans, cleared, piled, set, bit, energy, mess, bit, spoiled, shocked, cleared, mess, praised

**Exercise 30.** 1. The teacher asked Ann what international organizations she knew. 2. There was an awful mess in the room. (The room was an awful mess/in an awful mess.) 3. Little Nick said his father had praised him. 4. Mary wanted to know where we should plant (the) trees. 5. Granny said the weather would change for the better three days later. 6. Andrew said that last winter had been (was) very cold and they had to feed the animals. 7. Masha asked me not to leave rubbish in the garden. 8. Bob said that he always switched off the light when he went out. 9. The speaker advised us to save energy and to use less electricity and gas. 10. The cook has spoiled the soup; he has put too much salt in it. 11. Sally always helps her mother to clear the table.

**Exercise 34.** (См.  24, с. 57.)

## Unit 6

### Exercise 2.

*Shop assistant:* Good afternoon. Can I help you?

*Customer:* Yes, you can. I'm looking for a pet for my little daughter. What can you recommend?

*Shop assistant:* What kind of pet would she like? Something usual or unusual, exotic?

*Customer:* I'm not quite sure. I know she wants to have a snake or a crocodile, but she isn't going to have one.

*Shop assistant:* How about a cat or a hamster?

*Customer:* Hmm. They are not as friendly as dogs, are they?

*Shop assistant:* No. But they're very clean and they eat less. Then maybe you'd prefer a bird, a parrot or a pigeon, for example?

*Customer:* Which would you recommend?

*Shop assistant:* Well, you can't teach a pigeon to speak.

*Customer:* But parrots speak too much and too loudly. I would like something quiet.

*Shop assistant:* A quiet pet? How about a goldfish or a tortoise? They are the quietest pets I know.

**Exercise 7.** (См.  26, с. 58.)

**Exercise 9.** » to stop air and water pollution, to keep waters in the rivers and lakes clean, to stop nuclear tests, to plant new forests and keep them clean, to eat ecologically clean food, to drink clean water, to be physically active, to spend more time out of towns, *etc.*

**Exercise 11.** » to forecast weather, climatic changes, to solve a problem, a shortage of drinking water, nuclear power, to cause destruction, air pollution, to survive, a habitat, below zero, the greenhouse effect, ozone holes, to influence the environment (to make an influence on the environment), extinct species of animals, to cure illnesses, to destroy forests, to dump waste in (to) rivers.

## »»» Unit 7

**Exercise 2.** » 1 a); 2 b); 3 a); 4 d); 5 c); 6 c); 7 b); 8 d); 9 a); 10 b); 11 a); 12 d).

**Exercise 3.** » 1. They came in the 1st century BC. 2. Londinium; 50,000 people. 3. Soon after the year 400 (four hundred). 4. In 1066 he built the White Tower in London to live in it. 5. It started in the house of the king's baker, near London Bridge. It lasted 4 days. It destroyed 80%. 6. A strong wind from the river did. 7. The United Kingdom of Great Britain and Northern Ireland. 8. a) the whole country (state); b) the biggest island of the British Isles. 9. Scotland, England, Wales and Northern Ireland. Their capitals are: London, Cardiff, Edinburgh, Belfast. 10. The Strait of Dover. 11. No, they aren't. Some of them are English, some of them are Scottish, etc. They are all British. 12. The flag is red, white and blue. It is made up of 3 flags (the crosses of Saints George, Andrew and Patrick), which represent England, Scotland and Northern Ireland. 13. The Commonwealth is an organization of about 50 independent states. They are Britain and its former colonies. It was founded in 1949. 14. To the British Parliament and to the British Government. 15. The House of Commons does.

**Exercise 4.** » *Questions:*

1. What part of London do you like most of all and why?
2. What did the Tower of London use to be and what is it now?
3. Why do Londoners keep black ravens in the Tower of London?
4. What place in London is believed to be its geographical centre?
5. Where does the Queen live?
6. Why is the clock on one of the towers of the Houses of Parliament called Big Ben?

7. How often can people hear the sound of Big Ben?
8. Can tourists get into the Houses of Parliament and watch its sessions?
9. What is the difference between the House of Lords and the House of Commons?
10. What is Poets' Corner and in what London Church can it be found?
11. Why do British people speak so much about the weather?
12. In what way do the British people differ from people on the Continent?

*Answers:*

2. The Tower of London used to be a fortress, a prison, a zoo and a royal residence. Now it is a museum of armour.
3. Because they believe that the Tower will stand only so long as the ravens are there.
4. Trafalgar square is believed to be a geographical centre of London.
5. The Queen lives in her residences; one of them is Buckingham Palace.
6. Big Ben is the name of the clock and the bell of the clock tower of the Houses of Parliament. They got their names after Sir Benjamin Hall whose nickname was Big Ben.
7. They can hear the sound of Big Ben every hour in London.
8. Yes, they can.
9. The House of Lords and the House of Commons are the two Houses of the British Parliament. The House of Lords doesn't have much power but it is very important as it can discuss, change and delay laws. Its members are not elected, they are selected. These members are permanent. They are often aristocrats, people of the church, lawyers, former politicians or life peers. The House of Commons makes laws about the policy of the country, taxes and many other things. The members of the House of Commons are elected. The British people elect 650 members of the House of Commons every five years.
10. Poets' Corner is situated in Westminster Abbey. In this part of the Abbey many great writers are buried there, Charles Dickens and Rudyard Kipling among them.
11. Because the weather in the country is very changeable.
12. They say the British people are more conservative and carefully keep up their traditions.

## Unit 8

**Exercise 2.** » southeast, south, southwest, northwest, northeast, north, east, west

**Exercise 5.** » a) Stockholm — Sweden; Rome — Italy; Paris — France; Moscow — Russia; Sofia — Bulgaria; Vienna — Austria; Berlin — Germany; London — the United Kingdom; Madrid — Spain; Athens — Greece; Dublin — Ireland.

**Exercise 7.** » 1. its, its; 2. its; 3. it is, it is; 4. its; 5. its; 6. it is; 7. it is.

**Exercise 8.** » a laughing girl, playing children, falling leaves, a smiling woman, a flying bird, a swimming duck

**Exercise 9.** » а) девочка, болтающая с Томом; самолёт, летящий в небе; птица, поющая на дереве; дети, плавающие в море; фабрики, производящие продукты питания; люди, живущие в городах;

b) 1) The girl talking to Tom is his sister. 2) There were many clouds and we could not see the plane flying in the sky. 3) The bird singing in the tree is not a pigeon, dear. 4) Let's get up early tomorrow and go and watch the rising sun. 5) The children swimming in the sea were laughing loudly.

**Exercise 10.** » a finished letter, a written poem, a forgotten rule, a destroyed city, a prepared dinner, a broken plate

**Exercise 11.** » а) история, рассказанная бабушкой; фотографии (снимки), сделанные в Лондоне; ошибки, допущенные в контрольной работе; подарок, купленный для брата; обеды, приготовленные мамой; разрушенные замки; письма, полученные вчера;

b) 1) I have brought you the pictures taken in London. 2) The teacher was surprised at Tim's mistakes made in the test. 3) I can tell you the story told by my granny. 4) Vegetables cooked by mother are always tasty. 5) The letters received yesterday should be translated immediately.

**Exercise 12.** » 1. shown; 2. separating; 3. called; 4. built; 5. brought; 6. discovered; 7. defending; 8. living.

**Exercise 20.** » 1. e; 2. c; 3. g; 4. a; 5. f; 6. d.

**Exercise 22.** » 1. c; 2. f; 3. e; 4. b; 5. a; 6. d.

**Exercise 24.** » (См.  31, с. 59.)

**Exercise 25.** » 1. The Southeast; 2. East Anglia; 3. The Southwest; 4. The North of England; 5. The Midlands.

**Exercise 30. »** a) 1. Oxford is an old English university city. It is situated in the Midlands to the northwest of London. Oxford University was founded in the twelfth century. 2. Sheffield is famous for its steel industry. It is situated to the east of Manchester. 3. Brighton is a resort, situated in the south of England. 4. It's interesting to visit the County of Kent. Tourists always admire its wonderful gardens. The County of Kent is called the "Garden of England". 5. The Lake District (of England) is situated in the northwest of the country. It's a very romantic place, famous for its valleys, mountains, lakes and waterfalls. The Lake District is connected with the Lake Poets who lived there and wrote about it. 6. Heathrow Airport is situated 24 km west of London. It is the largest airport in Britain.

b) 1. The Southeast of England is famous for its flat plains, where a lot of farms are situated (where there are a lot of farms). 2. The valleys and meadows of Scotland always attract a lot of tourists. 3. In England hedges are separating fields. 4. In England scenery is famous for its picturesque hedges and green meadows. 5. I admire people who travel, discover new lands and explore them. 6. My father has already been to Northern Ireland, but he hasn't seen the rest of Great Britain yet (the other parts of ...). 7. The famous English resorts are situated in the Southeast.

## »»» Unit 9

**Exercise 2. »** 1. Stratford-upon-Avon is connected with history and theatre as it is the birthplace of William Shakespeare. 2. Sheffield is connected with industry as it has a lot of plants and factories. 3. Brighton is connected with holidaymaking as it is a famous seaside resort (it is situated at the seaside). 4. Liverpool is connected with trade as it is one of the biggest ports in England. 5. The Lake District is connected with holidaymaking as it is a very beautiful place; it's also connected with culture as some famous English poets lived and worked there. 6. Cambridge is connected with education as it has a famous university. 7. Dover is connected with trade as it has a big port. 8. London is connected with history as it is a very old city, with education as it has a lot of colleges and a big university, with culture as it has a lot of theatres, museums ... practically speaking it is connected with everything.

**Exercise 7. »** 1. What dry weather! 2. What important news! 3. What a bitter orange! 4. What an exciting idea! 5. What beautiful long hair! 6. What fresh vegetables! 7. What big potatoes! 8. What sweet carrots! 9. What unusual scenery! 10. What wet climate!

**Exercise 8.** » I can buy fish at the fishmonger's; flour at the grocer's; a cake at the confectionery; sour cream at the dairy; a loaf of bread at the baker's; carrots at the greengrocer's; yogurt at the dairy; beef at the butcher's; fresh milk at the dairy; sausages at the butcher's; a carton of cream at the dairy; a pound of bacon at the butcher's; a tin of fruit at the greengrocer's; a bar of chocolate at the confectionery.

**Exercise 9.** »

- a) — Hello. Can I have a tin of fish soup, please?  
— Here you are. Anything else?  
— No, thanks.  
— One pound ten, please.  
— Thanks.  
— Thank you.
- b) — Good morning.  
— Morning. Can I help you?  
— Can I have a hamburger and a cup of coffee, please?  
— OK. Here you are.  
— Thanks. How much is that?  
— Three pounds twenty.  
— Thank you.
- c) — Hello.  
— Hello.  
— One kilo of English Cox's apples, please.  
— Here you are.  
— How much are they?  
— They're 90 p for a kilo.  
— Oh, I forget, I need a plastic bag, please.  
— They are 20 p.  
— Here's the money and thanks a lot.  
— Thank you.  
— Goodbye.
- d) — Bill, would you go and get some rice?  
— Yes. How much shall I get?  
— Get one packet.  
— Shall I get anything else?  
— Oh, yes, get a bottle of milk — or perhaps two and, yes, some yogurt too.  
— Yogurt?  
— Yes, two cartons.  
— All right.

**Exercise 10.** 1. so; 2. such; 3. so; 4. so; 5. so; 6. such; 7. such; 8. such; 9. so; 10. such.

- Exercise 11.** 1. What dirty trousers! Oh! How dirty they are!  
2. What a clever boy! Oh! How clever he is!  
3. What a boring party! Oh! How boring it was!  
4. What unusual scenery! Oh! How unusual it is!  
5. What interesting books! Oh! How interesting they are!  
6. What green fields! Oh! How green they are!  
7. What a tasty cake! Oh! How tasty it is (was)!  
8. What a nice day! Oh! How nice it is!

**Exercise 16.** 1. reasons; 2. crowns; 3. reminds; 4. character; 5. politics; 6. owns; 7. residence; 8. classical; 9. reigns; 10. touched; 11. defeat; 12. residence.

**a)** 1. son; 2. granddaughter; 3. daughter; 4. mother; 5. grandson; 6. sister; 7. cousin; 8. brother.

**b)** Актуальную информацию для ответов на вопросы можно найти в Интернете.

**Exercise 29.** **a)** 1. What a beautiful procession! The people are so happy and their clothes are so bright! 2. How wonderful the world is! 3. My elder brother is so clever and so kind! 4. What wonderful weather we are having today! (What wonderful weather it is!) The sky is so blue! And the sun is so warm! 5. What a boring film it is, it's so long. I don't like such films. 6. What a wide avenue it is and how green it is!

**b)** 1. What palace is the official residence of the Queen? 2. Where is London Zoo situated? 3. Who reigned (in) England at the end of the sixteenth century? 4. Why was King Henry VIII one of (the) important monarchs in Britain? 5. Whose reign was the longest in the history of England? 6. When was the Spanish Armada defeated? 7. What museum in London is connected with the names of Queen Victoria and Prince Albert? 8. When did Queen Elizabeth II come to the throne? 9. What places in London remind us of the royal family? 10. Queen Elizabeth II is Queen Victoria's great-great-granddaughter, isn't she?

**Exercise 33.** 5, 2, 1, 3, 7, 6, 4.

## Unit 10

**Exercise 1.** (См.  37, с. 62.)

**Exercise 3.** to win a victory in a war = to defeat; making a feeling of pity = touching; to get in contact with something or somebody = to



touch; a king or a queen = a monarch; a sign of royal power worn on the head = a crown; to be a king or a queen = to reign; the place where one lives = a residence; to bring to memory = to remind.

**Exercise 9.** 1. Nobody wants him to do all this work alone. 2. I expect your friends to help you (to) make a map of the British Isles. 3. Alice would like the teachers to be kind. 4. Little Red Riding Hood didn't expect the wolf to run to her grandmother's house. 5. We wanted you to be comfortable. 6. She wouldn't like us to give her advice. 7. I don't expect them to come back early: it's a long way. 8. My parents don't want me to read in bed. 9. The children would like him to show them a (the) new film. 10. I don't want her to make this mistake again.

**Exercise 13.** 1. teenager; 2. deer; 3. stupid; 4. twins; 5. banks; 6. thief; 7. scream; 8. poetry.

**Exercise 14.** 3. A baker makes bread. 4. A journalist writes for a newspaper. 5. A greengrocer sells vegetables and fruit. 6. A doctor helps people to become healthy. 7. A teacher teaches students. 8. A writer writes novels, stories. 9. An actor plays in a theatre. 10. A glove-maker makes gloves. 11. A shoemaker makes shoes. 12. A football player plays professional football.

**Exercise 16.** занавес; балкон; галлёрка; ложа; место; бельэтаж; зрительный зал; партер; оркестровая яма; сцена

**Exercise 19.** 1. true; 2. false; 3. false; 4. false; 5. true; 6. true; 7. false; 8. true; 9. false; 10. false.

**Exercise 23.** Комедии: *The Comedy of Errors* («Комедия ошибок»), *A Midsummer Night's Dream* («Сон в летнюю ночь»), *The Merchant of Venice* («Венецианский купец»), *As You Like It* («Как вам это понравится»), *Twelfth Night* («Двенадцатая ночь»), *All's Well That Ends Well* («Всё хорошо, что хорошо кончается»).

Трагедии: *Romeo and Juliet* («Ромео и Джульетта»), *Julius Caesar* («Юлий Цезарь»), *Hamlet* («Гамлет»), *Othello* («Отелло»), *King Lear* («Король Лир»), *Macbeth* («Макбет»).

**Exercise 26.** 1. to, to; 2. —; 3. to, to; 4. to, to, to; 5. to, —.

**Exercise 28.** 1. false; 2. true; 3. not stated; 4. false; 5. false; 6. not stated; 7. true.

## Unit 11

**Exercise 3.** 1. Big Ben; 2. Tower Bridge; 3. Buckingham Palace; 4. the Tower of London; 5. Trafalgar Square; 6. Albert Hall; 7. the Houses of Parliament.

**Exercise 4.** near Buckingham Palace; in the Tower of London; in Trafalgar Square; on the Houses of Parliament; in Albert Hall; in Hyde Park; in Oxford Street and many other places; in the National Gallery

**Exercise 6.** (CM.  42, c. 63.)

**Exercise 15.**

- a) A birthday is a special day,  
A day that's all your own.  
So I hope this one proves to be  
The happiest you've known.
- b) A little card to wish "Good Luck",  
In everything you do  
Bringing you every happiness.  
In the years ahead of you.
- c) Sorry to hear that you are leaving,  
But wherever you go —  
Whatever you do.  
The best of good wishes go with you too.

## Unit 12

**Exercise 1.** (CM.  44, c. 65.)

**Exercise 4.** *Part I:* 7, 2, 3, 6, 1, 4, 5. *Part II:* 7, 2, 1, 3, 5, 6, 4.

**Exercise 5.** 1. false; 2. false; 3. true; 4. false; 5. false; 6. true; 7. false; 8. not stated; 9. true.

## Unit 13

**Exercise 1.** 1. top; 2. twins; 3. deer; 4. to please; 5. stupid; 6. a bank; 7. a thief; 8. to scream; 9. to act; 10. a glove-maker; 11. to earn; 12. a teenager.

**Exercise 5.** Nick's father earns his living by building houses. Nick's mother earns her living by cooking (meals). Nick's uncle earns his living by driving a bus. Nick's aunt earns her living by making clothes. Nick's

granny earns her living by selling things at the baker's. Nick's granddad earns his living by writing for newspapers or/and magazines. Nick's elder sister earns her living by dancing.

**Exercise 6.** ask, speak, to speak, like, to name, to mention, to be, to become, to become

**Exercise 9.** 1. Theresa [tə'ri:zə] wants the twins to help her about the house. 2. The teacher did not expect his students to like poetry so much. 3. "I don't want you to shout (scream) at the top of your voice," said the mother to her son. 4. We would like you to walk along the bank of the river for a short while. 5. Nobody expects (the) teenagers to earn their living. 6. I wouldn't like you to read crime (detective) stories. 7. Did William Shakespeare's parents want him to become a glove-maker? 8. Do you really expect a lot of deer to live in our forest soon? 9. I don't want you to be friends with this bad (terrible) boy. 10. I expect you to act as you please.

**Exercise 11.** 1. make; 2. made; 3. let; 4. let; 5. were made; 6. were allowed.

**Exercise 12.** 1. —; 2. to; 3. to; 4. —; 5. to; 6. to; 7. to.

**Exercise 13.** 1. We were allowed to visit the royal palace. 2. Tom Kenty was made to rule England, though he was not (the) king. 3. "I'll make you remember this," shouted the woman. 4. We want you to do exactly what we ask you to (do). 5. I did not expect him to know poetry so well. 6. The children wanted their parents to read them a book about pirates. 7. "I'll make you tell me the truth!" shouted Nelly at the top of her voice.

**Exercise 16.** 1. so smart that; 2. so striking that; 3. so busy that; 4. so modest that; 5. so high that; 6. so picturesque that; 7. so prosperous that.

**Exercise 17.** busy — busier — (the) busiest; picturesque — more picturesque — (the) most picturesque; modest — more modest — (the) most modest; striking — more striking — (the) most striking; fragile — more fragile — (the) most fragile; exciting — more exciting — (the) most exciting; attractive — more attractive — (the) most attractive; touching — more touching — (the) most touching; stupid — more stupid — (the) most stupid; wicked — more wicked — (the) most wicked.

**Exercise 18.** 1) In Stratford-upon-Avon; 2) with houses and trees; 3) the USA; 4) at parties, in the theatre, *etc.*; 5) Moscow, St. Petersburg, *etc.*; 6) every quarter of an hour.

**Exercise 20.** 1. Few people know where Pushkin's grave is (situated). 2. Pushkin was buried in Svyatogorsky Monastery. 3. What a wonderful woman! She knows six foreign languages. 4. Don't wear this smart dress to school. 5. During our travel we saw a lot of huge mountains and picturesque valleys. 6. I can't call this town prosperous: there are so many poor people in it. 7. Unlike her elder sister she always wears modest clothes. 8. What devotion! 9. We want to hang (put up) your pictures in the classroom before the New Year party. 10. The castle stood on the top of the mountain and looked huge and dangerous.

**Exercise 26.** 1) The Edinburgh military tattoo is a show that takes place five or six nights a week in August and September. 2) The Royal Mile is a line of streets that connects the Castle and Holyrood Palace. 3) The Cannongate is the most picturesque part of the Royal Mile. 4) Princes Street is connected with the name of Walter Scott. 5) Holyrood House is a royal palace. 6) Glasgow is an industrial centre of Scotland. 7) The Castle is the oldest part of Edinburgh. 8) The Edinburgh festival is a festival of performances that started in 1947.

**Exercise 29.**

*Mike:* Excuse me, I don't think we've met before. I'm Mike Crawford from London.

*Duncan:* Nice to meet you. I'm Duncan Adamson from Edinburgh.

*Mike:* Edinburgh? I've never been to Scotland, but I'd love to go there some day. Is Edinburgh bigger than London?

*Duncan:* It's a big city, but it's not so big as London. It's the most beautiful and the most wonderful city in the world.

*Mike:* If everything you say is true, it must be a great place to live! When I'm in Edinburgh, what should I see first?

*Duncan:* The Castle, Princes Street and ...

*Mike:* That will take me several days, I'm sure. And what's the best place to buy souvenirs?

*Duncan:* Any big shop in Princes Street, which is a shopping centre of Edinburgh.

*Mike:* Princes Street. I must remember that. When is the best time to come to Edinburgh?

*Duncan:* The end of August, or the beginning of September, I think. This is the time when Edinburgh military tattoo takes place.

*Mike:* The military tattoo? What is it? What a strange name!

*Duncan:* It's a show in which about 600 people play military music and march to it.

*Mike:* Thank you. I'll talk to Dad and ask him if we can go to Scotland instead of Spain next August.

**Exercise 36.** 1. Jim; 2. Tim; 3. Jim; 4. Jim; 5. Tim; 6. Jim; 7. Tim.

**Exercise 38.** Jim, Tim, Both, Tim, Jim, Jim, Don't know, Jim, Jim, Jim, Jim, Tim

## Unit 14

**Exercise 2.** **Verbs:** please, strike, act, scream, bury, hang, earn, concentrate.

**Nouns:** twin, bank, act, trade, scream, rock, grave, deer, devotion, thief.

**Adjectives:** picturesque, prosperous, modest, striking, stupid, smart, busy, military.

**Adverbs:** wickedly, exactly.

**Exercise 4.** 1. Mr Stones wants Jimmy to stop screaming at the top of his voice. 2. Jimmy's sister doesn't want Jimmy to tell her silly stories. 3. Jimmy's friend would like (wants) him to include all the boys on the list. 4. Jimmy's mother wouldn't like him to stay in. 5. Jimmy's teacher wants him to set to work. 6. Andrew would like Jimmy to go to the Highlands of Scotland. 7. Jimmy's granny doesn't want him to eat so fast. 8. Jimmy's father would like Jimmy to remind him of the football match.

**Exercise 5.** 1) We were made to set to work. 2) They didn't allow the children to take part in the procession. 3) I made him solve the problem immediately. 4) My friend was not allowed to buy a collection of beautiful stones. 5) The nurse was made to test the patient's blood pressure again. 6) They made most of European governments stop nuclear tests. 7) We are not allowed to mix these two gases. 8) Sam's parents never let him smoke. 9) I am not allowed to give sugar to the dog. 10) My friends made me act on the stage, though I don't like performing.

**Exercise 6.** 1. Ann has got to run. 2. Billy has got to play the piano every evening. 3. We haven't got to wake him so early. 4. Where have you got to go? 5. They haven't got to learn Welsh. 6. I have got to phone Phil.

**Exercise 8.** 1. at; 2. for; 3. after; 4. through; 5. up; 6. for; 7. after.

**Exercise 11.** 1. I have never heard this girl laugh (laughing). I have never seen her cry (crying). 2. We didn't notice him leave the classroom.

3. Betty liked to watch yellow leaves falling (down) from the trees.  
4. Does everyone like to hear Michael Jackson singing? 5. I felt something hot touch my leg. 6. Have you ever seen the sun rising? 7. The Little Prince watched the sun setting every day. 8. The mother proudly watched her daughter playing the piano. 9. Do you like to watch her dancing? 10. I heard her reading books to her little children many times.

**Exercise 14.** 1. dangerous, dangerously; 2. quickly, quick; 3. fluent, fluently; 4. brief, briefly; 5. carefully, careful; 6. different, differently.

**Exercise 15.** 1) industrial (промышленный, индустриальный); 2) cultural (культурный); 3) regional (региональный, районный); 4) traditional (традиционный); 5) natural (естественный); 6) national (национальный); 7) agricultural (сельскохозяйственный); 8) comical (комический, комедийный).

**Exercise 16.** 1. on; 2. on; 3. in; 4. in; 5. in; 6. on; 7. in.

**Exercise 19.** 1. Susie; 2. Ann; 3. Susie; 4. Susie; 5. Ann; 6. Susie; 7. Ann; 8. Susie; 9. Susie; 10. Susie.

**Exercise 28.** after, for, up, in, at, through

**Exercise 29.** 1) set, 2) was, 3) lived, 4) had, 5) had, 6) went, 7) left, 8) to look, 9) came, 10) ran, 11) saw, 12) hid, 13) ran, 14) fought, 15) killed, 16) lay, 17) returned, 18) saw, 19) noticed, 20) took, 21) killed, 22) was sleeping, 23) heard, 24) cry/crying, 25) found, 26) saw, 27) understood, 28) carried, 29) collected, 30) see.

**Exercise 32.** (См.  53, с. 71.)

## Unit 15

**Exercise 1.** 1. c; 2. a; 3. a; 4. d; 5. c; 6. a; 7. a; 8. a; 9. b; 10. b; 11. d; 12. b.

**Exercise 2.** 1. It was Christopher Columbus. He was born in Italy. He lived in Spain. He was looking for India. 2. The first English settlements appeared in North America at the beginning of the 17th century. The colonists sailed from the English city of Plymouth on board "Mayflower". 74 men and 28 women landed in the northeast of America and set up a colony. They called that part of the country "New England". They led a life full of danger. 3. Yes, there were. 4. They wanted to be free and independent from the English king, they didn't want to pay him money. 5. They were brave, independent people who loved their country and

fought for its freedom. 6. New York, Washington, D.C., Los Angeles, Philadelphia, Chicago, San Francisco, etc. 7. 100; pennies, nickels, dimes, quarters; 5 cents in a nickel, 10 cents in a dime, 25 cents in a quarter. 8. San Francisco. They were jeans. 9. Red, white and blue. There are 50 states in the USA. Each star is for each state. There were 13 colonies in the United States at first, so one stripe is for each of them. They call it "The Stars and Stripes". 10. Yes, it did. An olive branch is a symbol of peace. Arrows are a symbol of strength. You can see it on the back of a dollar bill. 11. The Independence Day. 12. Yes, it is. The letters D.C. stand for the District of Columbia. Because there is a state that is called Washington in the north of the USA. People say Washington, D.C. to be sure they speak about their capital.

**Exercise 3.** 1. Washington D.C. is the capital of the country. It doesn't belong to any of 50 states but is situated on a special territory called the District of Columbia.

2. The Atlantic Ocean washes the US in the east and the Pacific Ocean in the west.

3. The Statue of Liberty is a symbol of the US. France gave this statue to America in 1884 as a symbol of friendship. The Statue is in New York on Liberty Island. It is one of the first things people see when they arrive in New York by sea.

4. The American flag is called "The Stars and Stripes". There are three colours on the flag – red, white and blue. As there are 50 states in the US, there are 50 stars on the American flag: one star for each state. The flag has 13 stripes. The stripes are red and white, there are seven red stripes and six white stripes on it: one stripe for each of the first thirteen colonies of the US.

5. See Lesson 47, exercise 16 in Student's Book IV.

6. See Lesson 46, exercise 17 in Student's Book IV.

7. See Lesson 45, exercise 15 in Student's Book IV.

**Exercise 4.** such sad news, a few people, a person, a lot of people, such a person, good advice, important things to learn

**Exercise 16.** 1. What colour is your sister's hair? 2. What colour are your sister's eyes? 3. This (It) is very interesting information. 4. These (They) are very interesting short stories. 5. This is a very interesting fairy tale. 6. What sad news! 7. What sad children (they are)! 8. What a sad woman (she is)! 9. They (These) are such funny kittens! 10. It is such a funny monkey! 11. It is such funny news!

## Unit 16

**Exercise 3.** A—2, B—3, C—1, D—4.

**Exercise 4.** 1) Let Nelly wash up. 2) Let Alan ride the bicycle. 3) Let Henry and Mike play chess. 4) Let the puppy come in. 5) Let Sam swim. 6) Let Alice turn on the television.

**Exercise 5.** 1. I noticed Susie pass/passing our school. 2. I heard David playing rock music. 3. I watched Chris climb/climbing that dangerous hill. 4. I saw Peter speaking to Mark. 5. I watched Betty put/putting a white dress on her doll.

**Exercise 6.** 1. Let us stay with you. 2. We expect our parents to come back soon. 3. I would like you to drink a glass of milk. 4. I heard someone ringing at the door. 5. We watched the ducks swimming in the river. 6. I want my brother to enter Moscow University. 7. I noticed Nicholas sleeping in the armchair. 8. I heard Doctor Smith playing the violin. 9. We expect (the) spring to come/to be here soon.

**Exercise 7.** 2. Mother had cooked dinner before Alex came back home from school. 3. Granny had done the shopping before ... 4. Father had washed the car before ... 5. Caroline and Ann had just fed the chickens before ... 6. Fred had had a ride on his bicycle (had ridden his bicycle) before ... 7. Uncle Roger had bought a computer before ... 8. Frieda had watered the flowers before ...

**Exercise 8.** Her cousins had grown up. The roads in the city had become wider. The streets had become cleaner. The shops in her street had got more modern. A lot of Japanese cars had appeared on the roads.

**Exercise 11.** A chain is a number of connected things. Mighty means strong, powerful. A skyscraper is a very high building. Great-grandparents are your grandparents' parents. A melting pot is a place where there is a mixing of people of different races and nationalities. A mixture means different things put together. To rise is to begin. A desert is a sandy country with little water and few plants. Grassland is wild, opened land covered mainly with grass.

**Exercise 13.** **Northern Africa** — the Sahara Desert; two mountain ranges; ... **Siberia** — mighty rivers with high banks; endless tall forests; **The Scottish Highlands** — high mountains; mighty waterfalls; ... **East Anglia** — farmlands; flat tulip fields; ...



**Exercise 14.** 1. waterways; 2. canoe; 3. beach; 4. a mixture; 5. attractions; 6. melt; 7. rises; 8. shore; 9. shore; 10. beach; 11. mighty.

**Exercise 15.** a) millions of letters, thousands of questions, hundreds of lakes, millions of faces, thousands of smiles, hundreds of voices;

b) five hundred words, six thousand houses, seven million trees, three hundred balls, eight hundred toys, three million pounds, twenty-seven thousand roubles, two hundred towns.

**Exercise 28.** 1. By the end of August they had earned a lot of money. 2. By the end of the year they had defeated the enemy fleet. 3. He reminded me about that event only after John had left. 4. We had burned the dry leaves before snow fell out (before it began snowing). 5. The rainbow appeared in the sky after the rain had stopped. 6. She had cut the flowers before we came to the greenhouse. 7. The dodo is an extinct bird. They disappeared after people had started shooting them. 8. The fire had destroyed the building before the firemen came. 9. Miss Marple had solved the difficult problem before the policemen could do it. 10. Little Robert had spoiled the new toy before his father explained to him how to play with it.

**Exercise 30.** 1. Dick; 2. Dick; 3. father; 4. father; 5. Dick.

## Unit 17

**Exercise 1.** 1. hundreds; 2. hundred; 3. millions; 4. million; 5. thousand; 6. thousands.

**Exercise 2.** 1. great-grandparents; 2. lakes have shores, rivers have banks; 3. a melting pot; 4. the Sahara Desert; 5. skyscrapers; 6. zero degrees; 7. in mountains; 8. mighty; 9. the Kremlin ...; 10. the Urals.

**Exercise 3.** weatherman, skyscraper, glove-maker, rainstorm, greenhouse, sunshine, lowlands, farmland, holidaymaker, wildlands

**Exercise 4.** Bill had repaired his bicycle ... Nelly had done her homework ... Sarah had digged the garden ... Tim had written a story ... Polly had cooked dinner ... Sam had cleaned his room ... The children had planted twenty trees ... Chris had lain in the sun ... The rainbow had appeared ... The play had ended ... The rain had begun ... The race had finished ... The sky had cleared ... The concert had started ... The storm had stopped ... The snow had started ...

**Exercise 5.** » has baked a cake ... has done shopping ... has taken the dog for a walk ... has hung a picture ... has rescued a fox ... has watched a film ... has looked through the magazine

**Exercise 6.** » 1. Kitty asked what I had found on the beach. 2. Oleg asked where I had seen a canoe. 3. Frank asked how long they had travelled in the Sahara Desert. 4. Alice asked how far the plain stretched. 5. Sam asked what I called the mixture I had prepared. 6. Nick asked if there had been many people on the bank of the river. 7. Betty asked if I had heard anything of the mighty American rivers.

**Exercise 7.** » 1. The teacher said the Earth moves round the Sun. 2. The student said two by two is four. 3. Socrates said nothing can harm a good man. 4. The professor said the Brooklyn Bridge is the most famous bridge in New York. 5. The history teacher explained that the War of Independence began in 1775 and ended in 1783. 6. Nick added that the Civil War in America began in 1861 and ended in 1865. 7. Kate thought Alexander Pushkin was born in 1799. 8. Nelly mentioned that New York is not the American capital. 9. Tom said it never snows in Africa. 10. The officer added that Neil Armstrong, an American astronaut, stepped on the Moon in 1969.

**Exercise 8.** » 1. Anna explained that ice melts at the temperature of zero degrees. 2. Philip said that he came to Russia in July. 3. Ann added that Philip liked travelling. 4. Susie knew that Shakespeare was born in 1564 and told her friends about it. 5. Robert asked when Leo Tolstoy died. 6. The teacher told us that Romans first came to the British Isles in the first century BC. 7. John said that he had visited Russia three times. 8. We all knew that Ch. Columbus discovered America in 1492. 9. Anna wanted to know where the Volga rises. 10. Boris said he had never been to a desert.

**Exercise 11.** » an amendment is a change to make a rule (law) better; a judge is a person who settles questions brought before a court; a trunk is a long round nose of an elephant; a citizen is a person who lives in this or that city, state or country; a term is any of three or four periods of time into which a school year is divided; a representative is a person who is chosen to act in place of others; a support is an active help to get success; a court is a room or building in which law cases can be heard or judged

**Exercise 12.** » 1. to; 2. by; 3. for, against; 4. of; 5. —, for; 6. at; 7. on; 8. For, against; 9. to; 10. for.

**Exercise 13.》** 1. declared; 2. obey; 3. represent; 4. vote; 5. judge; 6. support.

**Exercise 17.》** 1. c; 2. b; 3. a.

**Exercise 22.》** 1. The US Constitution was written more than 200 years ago. 2. The US President is Commander in Chief (of the country's armed forces). 3. The judges work in the Supreme Court as long as they live. 4. The President's term is four years. 5. There are 26 amendments to the US Constitution. 6. The Bill of Rights guarantees to people of the USA such important rights as the right to go to court, have a lawyer, and some others. 7. In 1971, the 26th amendment gave people of 18 years old and older the right to vote. 8. The second branch of government is the President and his helpers. 9. The Congress is a meeting of representatives from all states. 10. The Congress meets in the US Capitol in Washington, D.C. 11. There are one hundred senators in the Senate. 12. The number of congressmen from each state depends on the number of people who live in the state. 13. One important power of the Congress is the power to declare war. 14. The President signs bills and then they become law(s).

**Exercise 24.》 b)** 1. It was difficult to travel by plane during the Second World War.

3. Mr Brown was a very important person.

4. Mr Brown wanted to go to Edinburgh to give (read) an important lecture.

7. Mr Brown was not given another seat on the plane, he did not fly to Edinburgh.

8. The important officer arrived in Edinburgh to listen to a lecture.

9. Mr Brown was not late for the lecture, he did not come to read it at all.

## 》》》 Unit 18

**Exercise 2.》** 1. leap year; 2. support; 3. citizen; 4. all in all; 5. decision; 6. amendments; 7. no matter how; 8. judge; 9. judges; 10. trunk; 11. religions; 12. representatives; 13. press; 14. Election.

**Exercise 3.》** 1976, 1984, 1992, 1996

**Exercise 4.》** 1. discovered, was; 2. took; 3. had done; 4. came, had seen; 5. is; 6. is; 7. had seen; 8. had made; 9. didn't declare; 10. had supported; 11. is.

**Exercise 5.》** 1) b; 2) a; 3) c; 4) a; 5) c; 6) c; 7) b; 8) c.

**Exercise 6.** 1. ran, took; 2. had begun, was explaining; 3. took, had never seen; 4. was cleaning, came, shook; 5. arrived, had finished; 6. were you doing, called, was cooking; 7. got, had already left, did not see; 8. had, had done (will have, do).

**Exercise 7.** 1. off; 2. back; 3. after; 4. down; 5. away; 6. off; 7. back; 8. down; 9. away.

**Exercise 8.** 1. Can (May) I take off my sweater? It's very warm outside. 2. As soon as the plane took off my head began aching. 3. I want you to take down my new address. 4. All the children take after their father, they are all full of joy and hard-working. 5. Please take this book back to the neighbour, it's her book (it is hers). 6. This map on the wall is very old, let's take it down. 7. Take your toys away from here.

**Exercise 9.** 1. There's not enough sugar in this cup of tea. 2. He didn't do enough exercises. 3. He didn't plant enough trees. 4. You don't eat enough. 5. They have enough rooms. 6. The boy is not strong enough. 7. He knows English well enough to translate this article.

**Exercise 11.** cold enough; well enough; good enough; cute enough; to earn enough; clean enough; enough food; to work enough

**Exercise 14.** 1) Nick respects Philip because he is brave. 2) Nick respects Sue because she does everything herself. 3) Nick respects Ann and Polly because they read a lot and know much. 4) Nick respects Andy and Alan because they are honest. 5) Nick respects Peter because he helps birds and animals

**Exercise 15.** 1) books, money, pens, pencils, *etc.* 2) by praising them and giving them presents, *etc.* 3) house, room, land, plane, *etc.* 4) because when on holiday people often stay in hotels and travel by bus or train. 5) on beaches, on river banks, in parks and gardens, *etc.* 6) when they are over 55 or 60 or 65. 7) ... 8) by saying clever things and doing clever things, by giving good advice, *etc.* 9) Oliver Twist, Huckleberry Finn, *etc.* 10) unlock the door and then push it.

**Exercise 17.** *Can be shy:* girls, boys, a look, a smile, poets. *Can't be shy:* flowers, a book, a chance. *Can hardly ever be shy:* kings, generals, queens.

**Exercise 18.** 1. Mr Brown is John's stepfather. 2. Sara is Mr Brown's stepdaughter. 3. Don is Mary's stepson. 4. Mary is Alice's stepmother. 5. Mr Brown is Sara's stepfather. 6. Alice is Mary's stepdaughter.

### Exercise 23.》

#### George Washington

- was the 1st American president
- was born into a rich family
- had private teachers
- when a young man he learned to ride a horse, to hunt, to shoot, to sail and to swim
- took part in the Revolutionary War
- he was a professional soldier
- people had a lot of respect for him because of his courage, honesty and wisdom
- people remember him because he was the first American president and was among those who wrote the US Constitution

#### Abraham Lincoln

- was the 16th American president
- was born into a poor family
- had no teachers
- when a young man he learned to do the hard work of the pioneer, to cut trees, to take care of the crops
- took part in an Indian War and the Civil War
- he was a professional lawyer
- people had a lot of respect for him because of his honesty and courage
- people remember him because he led the country through the Civil War and made all the slaves free

### Exercise 24.》

- |               |                |
|---------------|----------------|
| 1) Washington | 7) Washington  |
| 2) Washington | 8) Washington  |
| 3) Lincoln    | 9) Lincoln     |
| 4) Washington | 10) Washington |
| 5) Lincoln    | 11) Lincoln    |
| 6) Lincoln    | 12) Lincoln    |

**Exercise 28.》** 1. F, Franklin Delano Roosevelt; 2. A, Abraham Lincoln; 3. B, John F. Kennedy; 4. D, George Washington; 5. C, Thomas Jefferson; 6. E, Bill Clinton.

**Exercise 32.》** 1. Peter said he had never respected such people. 2. Nelly asked when my grandfather would retire. 3. John wanted to know if my sister was shy. 4. Bob said he had never lived in poverty before. 5. The children told their father that they trusted their new friend. 6. Dan asked me to push forward his bicycle (to give the bicycle a push). 7. She said she always tried to encourage her pupils. 8. Ann added she had worked in the hotel service (for) eight years. 9. Do you remember that I asked you not to shoot? 10. She said that she hadn't taken that (the) chance.

**Exercise 34.** » b) 2. Henry went to London to do some sightseeing.

3. The doctor was not Henry's friend.

5. Doctor Smith's patients paid him not fifty but fifteen pounds for their first visit.

7. The doctor didn't explain anything to Henry, he just told him to continue taking the same medicine.

## »»» Unit 19

**Exercise 3.** » 1. Holyrood Gate; 2. Monument to Bobby, the dog; 3. Cannongate; 4. Monument to Walter Scott.

**Exercise 5.** »

*Ludmila:* Hi, Dmitry! Where have you been? I haven't seen you for ages.

*Dmitry:* Hi, I've been to St. Petersburg and then to the USA.

*Ludmila:* To the United States? Great! Some people are luckier than others. Did you like it there?

*Dmitry:* Yes, it was wonderful. Our group visited several big cities in the US.

*Ludmila:* Big cities? Which of them did you like most?

*Dmitry:* We went to New York. But the most interesting was Washington, D.C.

*Ludmila:* Why Washington? I was sure it was not so important as New York.

*Dmitry:* Washington, D.C. is very important: it's the capital of the USA and the US government works there.

*Ludmila:* Did you go to the place where the US government works?

*Dmitry:* What do you mean by the US government? It is not as easy as you think. There are three branches in the US government — the legislative, the executive and the judicial branches. The legislative branch is the Congress, they work in the Capitol. The executive branch is the President and his helpers. They work in the White House. And the judicial branch is the Federal Court, which works in its own building.

*Ludmila:* All this is very interesting but I didn't quite get what they do in the Capitol and in the White House.

*Dmitry:* In the Capitol they make laws and in the White House the President lives and works.

*Ludmila:* I hope I'll have a chance to go to the US some day, see the White House and walk about the Capitol.

**Exercise 7. » The USA:** 1. John F. Kennedy (the 35th president) is remembered as the youngest US president who helped to solve the Cuban Crisis. Bill Clinton (the 42nd president) is famous for the fact that he refused to take part in the Vietnam War in his youth. He plays the saxophone. 2. In the Congress. 3. The Missouri rises in the Rocky Mountains and flows into the Mississippi River. The Mississippi rises in the State of Minnesota and flows into the Gulf of Mexico. 4. In the north of the country between the USA and Canada. 5. Because it's a vast country with all types of climate. 6. Because it's very big and you can walk along it.

**Scotland:** 1. A thistle. 2. Glasgow. 3. the Old Town of Edinburgh (the Castle, the Holyrood Palace), the Edinburgh military tattoo, the Edinburgh festival.

**Wales:** 1. Cardiff, Swansea, Newport. 2. Wales is agricultural in the north and has some industrial areas in the centre and in the south of the country.

**Exercise 10. »** was; came; saw; had fallen; did not know; had not seen; could; was (would be); had; put; sent; thought; would melt; arrived; were; saw; had sent; put; had never seen

**Exercise 11. »** 1. after; 2. off; 3. through; 4. for, back; 5. down; 6. away; 7. at; 8. after.

**Exercise 12. »** b) 1. doctor; 2. businessman; 3. doctor; 4. doctor; 5. businessman.

## »»» Unit 20

**Exercise 1. »** 1. The sportsman is shooting. 2. The snowman is melting. 3. The girl is entering the room. 4. The boys are burning dry leaves. 5. The man is hanging a (the) picture on the wall. 6. The woman is holding her child in her arms. 7. The people are admiring the picture. 8. The man is taking away the dirty dishes. 9. The doctor is measuring his patient.

**Exercise 2. »** 1. is thinking; 2. think; 3. likes; 4. are planting; 5. remember; 6. is travelling; 7. is beginning; 8. want.

**Exercise 3. »** 1. was doing; 2. was playing; 3. was watching; 4. was looking; 5. were decorating; 6. were writing down.

**Exercise 5. »** 1. I'll be doing; 2. we'll be travelling; 3. will you be writing; 4. who will be waiting for; 5. my friend will not be playing;

6. will be walking his dog; 7. will Mary be playing the piano; 8. he will be driving home.

**Exercise 6.** 1. will be lying in the sun on the beach; 2. will be shooting; 3. will be buying ice cream; 4. will be watching films in the cinema; 5. will be walking with a/the girl along the beach; 6. will be dancing with a/the girl; 7. will be taking pictures of beautiful landscapes; 8. will be playing the guitar and singing; 9. will be swimming in the sea; 10. will be playing volleyball.

**Exercise 7.** 1. I'll be cooking a special dinner (lunch) on Sunday. 2. We won't be watching television in the evening, we will be reading the new book. 3. We will be meeting mother at the railway station at seven o'clock. 4. When you come, they won't be having dinner (lunch), they will be waiting for you. 5. Tomorrow morning we will be planting flowers near our school. 6. The sixth-form students (sixthformers) won't be writing a dictation at their next lesson of English (at their next English lesson); they will be reading new texts. 7. Come to the meeting with this writer, he will be speaking about his books. 8. What will you be doing after lunch (dinner) tomorrow? 9. Will they be dancing after the concert? 10. Next year my elder brother will be learning French.

**Exercise 8.** 1. won't be using; 2. will be telling; 3. was wearing; 4. will you be doing; 5. will be having; 6. Were you reading.

**Exercise 9.** 1. away; 2. up; 3. back; 4. out; 5. up; 6. away; 7. back; 8. up.

**Exercise 10.** 1. Can I give out all these plates and cups? Will you help me, please? (Could you help me?) 2. Never give up hope. 3. — Guess, which of the two cities Sydney or Canberra is the capital of Australia? — I don't know. I give up. Tell me. 4. Why have you given the magazine away? I haven't read it yet. 5. I gave up dancing when I was ten. 6. I can't give up the idea of visiting London to see the city with my own eyes. 7. Kate has already given the book of stories back. Now you can take it. 8. Try again, don't give up. You can do it.

**Exercise 15.** a swamp is land filled or covered with water; an apricot is a round soft orange or yellow fruit like a peach but smaller; to inhabit means to populate; vast is very large; a hemisphere is one half of the earth; a berry is a small soft fruit; humid — with a lot of water; a pear is a fruit that looks like a bell; wheat is a plant from which flour is made



**Exercise 17.** a known/unknown address; a hospitable/inhospitable (known/unknown) city; a known/unknown writer; a populated/unpopulated (dependent/independent) territory; a complete/incomplete article; definite/indefinite time; a hospitable/inhospitable place; an educated/uneducated child (student, population); cooked/uncooked dinner (lunch, supper); a declared/undeclared war (battle, decision); an expressive/inexpressive story (sentence, fable, fairy tale); a known/unknown artist (poet, architect); a built/unbuilt house (castle, palace); a dependent/independent country (man, government, Press); a comfortable/uncomfortable chair (shoes, coat, room)

**Exercise 21.** 1. False. Europe together with Asia are. 2. True. 3. True. 4. True. 5. True. 6. True. 7. True. 8. False. It is washed by the waters of two oceans. 9. False. Most people live in the east and southeast. 10. True.

**Exercise 24.** 1) One. 2) In the centre of the continent and in the west. 3) Lake Eyre. 4) The Murray River, the Darling River, the Lachlan, the Flinders River, the Diamantina River. The Murray River is most important. 5) Canberra. 6) Sydney, Melbourne, Brisbane, Perth, Adelaide, Hobart, Darwin, Canberra. 7) Alice Springs, Kalgoorlie, Newcastle, Townsville.

**Exercise 30.** 1. most, least; 2. least (most)/most (least); 3. least; 4. most; 5. most.

**Exercise 32.** 1. will you be doing, I'll tell; 2. will be dancing, laughing and enjoying themselves (will dance, laugh and enjoy themselves); 3. will help; 4. will be.

**Exercise 34.** (Cm.  73, c. 77.)

## Unit 21

**Exercise 3.** 2) her son will be having breakfast; 3) her daughter will be playing the piano; 4) her husband will be working on the computer.

**Exercise 4.** 1) will be playing a computer game; 2) will be talking to the passenger next to him; 3) will be sleeping; 4) will be watching a film; 5) will be looking through the window.

**Exercise 5.** 1. arrive; 2. will be having dinner, will be able to join; 3. what will you do (will you be doing), arrive; 4. comes, will go; 5. will see, climb; 6. who will play (will be playing); 7. will you look (will you be looking), dance (am dancing); 8. when will you tell me.

**Exercise 6.** » 1) a pear; 2) an apple; 3) an apricot; 4) lemons; 5) an orange; 6) plums; 7) a peach; 8) grapes; 9) strawberry.

Oranges and lemons are citrus fruits.

**Exercise 7.** » 1. if; 2. as soon as/before/when; 3. as soon as/when; 4. before; 5. when/as soon as; 6. if; 7. if; 8. when/as soon as.

**Exercise 8.** » a) sandy — песчаный; swampy — болотистый; watery — водянистый; windy — ветреный; cloudy — облачный; grassy — травянистый; rainy — дождливый; sunny — солнечный; snowy — снежный; salty — солёный; sugary — сахарный; misty — туманный.

b) inhabited — uninhabited; occupied — unoccupied; dependent — independent; definite — indefinite; covered — uncovered; populated — unpopulated; comfortable — uncomfortable; complete — incomplete; known — unknown.

**Exercise 9.** » 1. The teacher asked me who populated the territory of that huge country. 2. Citrus trees usually grow in the tropical climate, don't they? 3. He wanted to know where wheat is (was) grown in England. 4. This coast is famous for its vast sandy beaches. 5. I like pears least of all fruit. 6. What English-speaking countries except Britain and the US do you know? 7. Which (what) continents are situated in the Northern Hemisphere? 8. What leading industrial countries can you name?

**Exercise 10.** » 1. Today people have got a lot of environmental problems. 2. She has met a lot of friends since August. 3. I have never seen hedges in Australia. 4. Mike was born in London in 1990. 5. Every summer the Niagara Falls attract a lot of tourists (every summer).

**Exercise 11.** » 1. My sister *often* borrows ... 2. Are they *all* well ... 3. People in many countries *often* live ... 4. Real gentlemen *always* stand up ... 5. Mary Drake is *still* ... 6. Have you *already* seen ... 7. Do they *usually* choose ... 8. The climate here is *also* ... 9. You can't *generally* see ... 10. Are they *both* fluent ...

**Exercise 12.** » 1. out; 2. off; 3. up; 4. up; 5. up; 6. up; 7. off; 8. up.

**Exercise 13.** » 1. We made it up very soon and went for a walk together. 2. He always makes up the songs himself and then sings them. 3. Can you help me? I can't make out what is written here without glasses. 4. She is very young. It will be difficult to make her up as an old woman. 5. You made off so quickly that I couldn't say goodbye to you. 6. What did he say? I couldn't make it (that) out.

**Exercise 16.》** Nouns: bush, notice, escape, suit.

**Verbs:** notice, surf, grow up, resemble, escape, suit.

**Adjectives:** extraordinary, primitive, bushy, graceful, suitable, constant.

**Exercise 18.》** school: a school uniform, jeans, shoes, trainers;

a picnic: trainers, a sweater, shorts, a bathing suit, a jacket, jeans,  
a T-shirt;

skiing: a sweater, a cap, a jacket;

a PE lesson: trainers, shorts, a T-shirt;

a seaside holiday: trainers, shorts, a bathing suit;

a formal party: shoes, a tie, a suit.

**Exercise 19.》** to surf on the waves, to notice the difference, to lay eggs, to resemble something that you saw before, to escape from prison, to beat about the bush

**Exercise 21.》** 1. c; 2. f; 3. b; 4. e; 5. a.

**Exercise 22.》** 1. false; 2. false; 3. false; 4. false; 5. true; 6. true; 7. false; 8. true.

**Exercise 23.》** 1. “the upside-down world”. 2. July ... December. 3. often sunbathe, surf and swim. 4. in the Southern Hemisphere. 5. humid. 6. Most of the dry land is uninhabited. 7. animals. 8. ran ... hopped.

**Exercise 24.》** 1. What animals are found only in Australia? 2. What mammals lay eggs? 3. How many kinds of kangaroos are there (can be found) in Australia? 4. What animal resembles a teddy bear? 5. What’s the name of the animal that was brought to Australia from India? 6. How did rabbits become wild? 7. Why do people have constant wars against rabbits? 8. Why is Australia such an extraordinary place to explore?

**Exercise 30.》** 1. Grown-ups never smoke in my family. 2. My grandparents have recently become pensioners. 3. Does it often rain in Tasmania? 4. Yesterday I had a chance to ride a horse in the park. 5. Mr Brown’s stepchildren never lived in poverty. 6. They are both full of wisdom and kindness. 7. Sometimes I feel (am) sad (lonely) in the evening. 8. My brother sometimes eats too much in the morning.

## 》》》 Unit 22

**Exercise 1.》** 1. an emu; 2. a kangaroo; 3. a duckbill; 4. a rat; 5. an echidna/a spiny anteater; 6. a dingo; 7. a koala; 8. a kookaburra; 9. a cockatoo; 10. a buffalo; 11. a lyrebird; 12. a rabbit.

Exercise 5. » (См.  77, c. 79.)

Exercise 6. » 1. Mary has always been ... 2. She has just gone out. 3. Nick often resembles ... 4. Is it still raining? 5. They were both late ... 6. (Generally) My aunt doesn't generally eat out (generally). 7. What do you usually have ... 8. My elder brother is never ill. 9. They also stay ... 10. We all live ...

Exercise 7. » b) 1. take; 2. give; 3. take; 4. give; 5. taking; 6. take; 7. made; 8. made; 9. give; 10. give.

Exercise 9. » 1. true; 2. not stated; 3. false; 4. true; 5. not stated; 6. false; 7. true; 8. true. 9. true.

Exercise 10. » a) 1. I saw Ann laying (setting) the table. 2. We watched the children surfing. 3. I want you (would like you) to find a suitable place on the beach. 4. Don't beat about the bush. I expect you to explain everything to me. 5. Let me visit (go to) Australia, Daddy!

b) 1. Some (several) nuclear-power stations were closed on the territory of Russia because people thought they were dangerous. 2. The problems of environmental pollution will be discussed at Melbourne conference. 3. The members of the royal family were (have been) invited to visit (come to) Russia again. 4. Mother said that the table would be laid on time. 5. This uninhabited land is seldom visited by explorers.

Exercise 11. » **She asked:** 1. if they had heard something of that mysterious Mr Hyde; 2. if they had read May's periodicals; 5. when they had sent a telegram to their uncle Peter.

**She said:** 3. she had received a lot of mail (the day before); 4. they would go to the opera house two days later; 6. when they arrived in Sydney they would take a taxi; 7. she was sure their granny would get over the pain in her leg; 8. their cousin was nearly sixteen.

Exercise 12. » b) 1. Jack; 2. Nick; 3. Jack; 4. Jack.

# Ключи к упражнениям рабочей тетради

## Unit 1

**Exercise 2.** A. Kate really liked it in the holiday camp. Every day there was different. They went to the forest and watched the birds. The weather kept fine, so they swam in the lake and lay in the sun a lot. It seldom rained and the children had to water the plants in the garden every evening, but Kate enjoyed doing it.

Kate had some very good friends in the camp — a boy and two girls. The boy played the guitar and sang very well. In the evenings they sometimes made a fire, sat around it and sang together. Sometimes they got up early in the morning and watched the sunrise. To Kate it seemed to be the best summer in her whole life.

**Exercise 4.** The boy(s) *used to* dig the kitchen garden, drive a car, swim.

The girl(s) *used to* take photos, buy fruit.

The children *used to* draw (from nature).

**Exercise 5.** 1. I was not sleeping; I was just thinking with my eyes closed. 2. I wasn't wearing it, I just tried it on (was just trying it on). 3. Sorry, I wasn't listening. 4. We didn't play it, it was raining. 5. We didn't swim, the weather was cold. 6. I was doing the shopping at the time. 7. I didn't. I was joking. 8. We didn't run. A thunderstorm began. 9. I was whispering the answer to John. 10. I didn't tell her; she was busy, she was talking on the phone.

**Exercise 7.** 1. happened; 2. came; 3. had; 4. began; 5. was doing; 6. rang; 7. was; 8. said; 9. had; 10. asked; 11. left; 12. was; 13. was shining; 14. was blowing; 15. felt; 16. knew; 17. was; 18. came; 19. found; 20. came; 21. was sitting; 22. stood/was standing; 23. was looking; 24. came; 25. looked; 26. were; 27. have always wanted; 28. is; 29. were playing; 30. was; 31. chose; 32. thanked; 33. went; 34. thought; 35. were looking; 36. felt.

**Exercise 8.** Three degrees below zero. Zero degrees. Seventeen degrees above zero. Nineteen degrees below zero. Twenty-five degrees above zero. Fourteen degrees below zero.

**Exercise 9.** 1. "The News" is a daily TV programme. 2. Through the mist we saw the towers of an old town. 3. Have you heard the weather forecast today? 4. We are not expecting guests today. 5. How many

different colours has the rainbow got? — Seven. 6. The day was calm and bright. There was no wind. 7. To forecast (forecasting) the weather is difficult. 8. “My parents used to read newspapers daily,” said mother in a calm voice. 9. The fog cleared by the morning when we were leaving the camp. 10. How do people use the barometer? — It helps to forecast weather.

**Exercise 10. » Adjectives:** happy, hard, daily, early, fast, late, calm.

**Adverbs:** happily, hard, daily, early, fast, late, calmly.

## »»» Unit 2

**Exercise 1. »** 1. Врач велел мне вдохнуть и выдохнуть несколько раз. 2. Вот и такси, быстренько садитесь. 3. Ну входите же, мы вас ждали. 4. Погода прекрасная, и я не хочу сидеть дома. 5. «Убирайтесь отсюда!» — сердито закричал мужчина. 6. Дверь была заперта, и бедная собачка провела на улице всю ночь. 7. «Кто-нибудь есть дома?» — спросила Златовласка. 8. Летом дети жили в горах и научились готовить на костре и спать на открытом воздухе.

**Exercise 2. »** 1. in; 2. in; 3. out; 4. out; 5. out, out; 6. out; 7. out; 8. in; 9. out; 10. out.

**Exercise 4. »** 1. time; 2. hot; 3. warm; 4. cold; 5. rainy (nasty, dull); 6. daily; 7. misty; 8. thunderstorms; 9. raincoat; 10. wonderful (good).

**Exercise 5. »** 1. My parents have always had a great influence on me. 2. His words influenced the pupils greatly. 3. Radio and television have (some) influence on people's lives. 4. Chekhov's plays still strongly influence modern writers. 5. Did anybody have an influence on your decision? 6. Climate always influences man's behaviour.

**Exercise 6. »** 1. ... plants, animals and humans. 2. ... is in the north of Siberia. 3. ... the winter temperatures are very low. 4. ... things. 5. ... in our country, especially in its European part. 6. ... warmer. 7. ... long hard winters and short summers. 8. ... the heat can't go back into space. 9. ... breathe in oxygen, and breathe out carbon dioxide. 10. ... produce oxygen.

**Exercise 7. »** 1. work/am working; 2. have been working; 3. love; 4. am; 5. to have; 6. don't have to; 7. opens; 8. is; 9. come; 10. ask; 11. to help; 12. have met; 13. came; 14. was looking; 15. learnt; 16. use; 17. have found; 18. had; 19. opened; 20. saw; 21. was; 22. was.

**Exercise 9.** 1. have read; 2. have you been reading; 3. has been cooking; 4. have already made; 5. have been working, have made; 6. have never been, have always wanted; 7. has drunk; 8. have been playing, have played; 9. have been washing, have broken; 10. has been working, haven't worked.

**Exercise 10.** A. weatherman, rainstorm, sunlight, greenhouse, sunshine, rainbow.

**Exercise 11.** 1. Look! What a beautiful rainbow! — Yes, I've never seen such a beautiful rainbow. 2. Nick has been living on the (sea) coast all his life. 3. His books always have a great influence on children. 4. At the end of the 20th century people talked (spoke) a lot about (the) climatic changes. The weather has become very changeable. 5. The rainstorm (has) destroyed the fields. 6. What (how much) do you know about the greenhouse effect? 7. I love sunlight and sunny weather. I have always loved them, but I hate heat. 8. What were you burning in the garden yesterday evening at about eight o'clock? 9. You have broken mother's favourite cup! — Yes, (I have). It was so fragile. 10. People and animals breathe in oxygen and breathe out carbon dioxide. 11. How (In what way) do people produce (make) carbon dioxide? 12. Recently the climate on the planet has changed a lot (greatly). 13. The day is misty (foggy) today. What kind of weather are we expecting (do we expect) tomorrow? 14. He has been sleeping out since he was ten and he has never had (caught) (a) cold. 15. It's expensive (it costs a lot) to eat out nowadays. 16. How long have you known Williams? — I have known him for three years. 17. I have had this watch for five years already. My father bought it for me in St. Petersburg. It hasn't stopped yet. 18. What wonderful weather we are having today! (The weather is so wonderful today!) The sun is shining brightly, there are no clouds in the sky, but it's a little cool. A cool wind is blowing. 19. What's the temperature today? (What's today's temperature?) — It's zero degrees. It's not the right (kind of) weather for skiing.

### Unit 3

**Exercise 1.** always → often → generally/usually → sometimes/occasionally → seldom → hardly ever.

B. 1. Mammals seldom live in the trees. 2. Boxes are often made of cardboard. 3. One can hardly ever see this wonderful bird. 4. You can generally (usually) find the most interesting species of animals

in zoological gardens. 5. When people sometimes (occasionally) ruin natural habitats, birds and animals always leave them. 6. We often say “birds and animals” forgetting that birds are also animals. 7. It is sometimes difficult to cure this disease. 8. In this part of the country it hardly ever rains in summer. 9. People seldom keep reptiles as pets. 10. You can sometimes (occasionally) see swans on the ponds in our cities.

**Exercise 2.** » 1. **her**, **mine**; 2. **their**, you gave them **yours**; 3. **his**, they gave him **theirs**; 4. **our**, she gave us **hers**; 5. **her**, showed her **mine**; 6. us, **his**, showed him **ours**; 7. **their**, told them **hers**; 8. me, **her**, **mine**; 9. **my**, brought me **theirs**; 10. **our**, **his**.

**Exercise 3.** » **Forests and mountains** are usual habitats for foxes, snakes, eagles, bears, mice, wolves. **Deserts** are usual habitats for snakes, tortoises. **Savannas** are usual habitats for giraffes, snakes. **Rivers, seas and lakes** are usual habitats for snakes, crocodiles, turtles.

**Exercise 4.** » 1. Pictures *are* always *taken* on holidays. 2. *Are* letters *written* nowadays? 3. Rainstorms *are* never *expected* in winter. 4. Daily newspapers *are* usually *brought* in the morning (by postmen). 5. Fragile things *are* often *broken*. 6. Vegetables and flowers *are* often *grown* in greenhouses. 7. Dry leaves *are* occasionally *burnt* in autumn (by schoolchildren). 8. Marmalade *is* hardly ever *made* from lemons. 9. Your dog *was cured* in no time. 10. A lot of funny characters *were created* by Walt Disney in his cartoons.

**Exercise 5.** » doing crosswords, walking, listening to music, taking photographs, playing computer games, reading, going to the cinema, playing football, playing table games, fishing, watching videos

**Exercise 7.** » 1. This name should be included. 2. These trees shouldn't be damaged. 3. Animals die out if their habitats are destroyed. 4. The dog was cured with great difficulty. 5. Animals must not be endangered. 6. A lot of cities and villages were destroyed during the war.

**Exercise 8.** » 1. A rainbow can be seen in the sky after rain when the sun is shining. 2. Heat should be expected only at the end of June. 3. Where can the barometer be bought nowadays? 4. These species of animals must (should/ought to/have to) be put to our zoo this year. 5. Your fragile cup can be easily broken. Be careful! 6. These wonderful forests mustn't be destroyed (ruined). 7. The coast of France can be seen from here. 8. Some serious (bad) diseases cannot be cured. 9. Two



hundred and fifty cars must (ought to) be produced at the plant daily.  
10. How many names must (should/ought to/have to) be included on our list?

**Exercise 9.** 1. species, extinct; 2. endanger; 3. insects; 4. pigeons; 5. creature; 6. cardboard; 7. habitats (2); 8. include; 9. mammal; 10. cure.

**Exercise 10.** A. 1. herself; 2. yourself; 3. yourselves; 4. himself; 5. ourselves; 6. myself; 7. himself; 8. themselves; 9. herself.

B. 1. To buy some cardboard and paper we went to the shop “Do It Yourself”. 2. He was so tired that he threw himself on the ground and fell asleep at once. 3. I am sure you will enjoy yourself (yourselves) at the concert. 4. They never let themselves be late for the lessons. 5. She looked at herself in the mirror and smiled. 6. You’re so wet, take a (the) towel and dry yourself quickly. 7. Don’t worry. I’ll do everything myself.

**Exercise 11.** A. To damage — *испортить, повредить*; to destroy — *разрушить, полностью привести в негодность*.

B. 1. to destroy an/the army; 2. to destroy some/the papers; 3. to damage a/the ship; 4. to damage the luggage; 5. to destroy hopes; 6. to damage eyes; 7. to destroy someone’s plans; 8. to destroy (the) forests; 9. to damage a/the dress.

## Unit 4

**Exercise 1.** B. 1, 7, 9 — comma.

**Exercise 3.** mammal, savanna, reptile, creature, species, endanger, habitat, pigeon, insect

**Exercise 5.** A. 1. Nowadays weather *is forecast(ed)* more accurately. 2. Animals *should be taken care of*. 3. Nuclear weapons *must not be tested*. 4. Water in the rivers *must not be poisoned* (by factories and plants). 5. Our environment *should be kept* clean. 6. Waste *should not be dumped* into lakes, rivers and seas. 7. Dangerous diseases *should be cured*. 8. Endangered animals and plants *ought to be saved*. 9. Climate *should not be influenced* so much.

B. 1. Pictures *are* always *taken* on holidays. 2. *Are* letters often *written* nowadays? 3. What *are* salads usually *made* from? 4. A rainstorm *is expected* tomorrow (by the weathermen). 5. Flowers *are* generally *grown* in front of the houses. 6. Wonderful fairy tales *are* usually *told* by grannies. 7. St. Petersburg *was founded* in 1703 by Peter the Great.

8. What languages *are spoken* in India? 9. The palace *was destroyed* by the fire. 10. Our meeting *won't be forgotten*, it *will be remembered*.

**Exercise 6.** » worse, drier, easier, more interesting, bigger, more pleasant, happier, longer, more difficult, more expensive

**Exercise 7.** » 1) Which is the largest city in the USA? 2) Which is the highest mountain in the world? 3) Which is the largest country in the world? 4) Which is the longest river in Africa? 5) Which is the longest river in South America? 6) Which is the largest ocean in the world? 7) Which is the coldest state in the USA? 8) Which is the hottest continent in the world?

**Exercise 8.** » Neither can I.  
Neither do I.  
So do I.  
So will I.  
So have I.  
So can I.  
So am I.  
Neither do I.  
So have I.  
So do I.

**Exercise 10.** » 1. hurt; 2. dry; 3. rains; 4. growing; 5. green, green, green; 6. dancing.

**Exercise 11.** » 1. Many plants and factories produce waste and pour (dump) it into rivers. This is how the water in these rivers becomes poisoned. 2. The holes in the ozone layer are very dangerous for people: ultraviolet radiation goes through them and reaches the Earth. Such radiation can cause dangerous diseases. 3. The population (people) in many countries suffer(s) from the shortage of water. 4. Nuclear weapons can cause terrible destruction (damage) on our planet. Nuclear power stations are not so “clean” as some people think: they cause nuclear pollution. 5. The environment is everything that you see around. Today people understand that it should be kept clean, if the humanity wants to survive.

## »»» Unit 5

**Exercise 1.** » I. 4 — 6 — 2 (6 — 4 — 2)  
II. 5 — 3 — 1

**Exercise 2.** » 1. to create; 2. mammal; 3. population; 4. habitat; 5. waste.

**Exercise 3.** A. 1. Australia; 2. Russia; 3. Italy; 4. India; 5. Great Britain; 6. Japan.

**Exercise 4.** A. *a* Scottish accent, *a* global crisis, *a* scientific society, international cooperation, dangerous energy, *a* terrible shock, *a* huge pile, *a* smiling picnicker

**Exercise 5.** 1. We can call him (her) a picnicker. 2. The room is (in) a mess. 3. They can them. 4. The pie can burn (get burned/burnt). 5. A school year is divided into terms. 6. We call it a disaster (catastrophe). 7. They praise the children.

**Exercise 6.** 1. can; 2. tin/can; 3. tins/cans.

1. spoiled; 2. ruined; 3. be (get) spoiled; 4. spoil.

1. disaster; 2. disaster; 3. crisis.

1. a bit, a lot; 2. a lot/a bit; 3. a bit; 4. a lot.

**Exercise 7.** **Sports:** to row, chess, boating, rugby, cricket, athletics, hockey, golf, a team, horse-riding, a competition.

**Health:** headache, sick, a stomach, earache, ill, toothache, to hurt, blood pressure, pulse, lungs, to recover, to cough, to sneeze, a throat, to cure, pain, a prescription, medicine.

**Food:** pancakes, cream, a loaf of bread, pork, a jar of honey, cottage cheese, dairy products, sour cream, a pound of bacon, a soft drink, a packet of biscuits, to fry, a bar of chocolate.

**Shopping:** the baker's, a loaf of bread, pork, the grocer's, the butcher's, to buy, a jar of honey, cottage cheese, dairy products, sour cream, to sell, a pound of bacon, a soft drink, a packet of biscuits, to wrap, the fishmonger's, to pay, a sweet shop, a bar of chocolate.

**Exercise 8.** См. учебник (часть 1, упр. 20, с. 65).

**Exercise 9.** 1. the; 2. the; 3. —; 4. the; 5. —; 6. —; 7. the; 8. —; 9. (the); 10. the; 11. the; 12. the; 13. the; 14. the; 15. an; 16. the; 17. a; 18. the; 19. the; 20. the; 21. a; 22. the; 23. the; 24. the; 25. the; 26. a.

**Exercise 10.** 1. unpleasant; 2. driver; 3. easily; 4. freshness; 5. pollution, really; 6. government, homeless.

**Exercise 11.** A. 1. John began working at three o'clock and at half past three he already finished it. 2. The room was in a terrible mess. I understood that I would have to tidy it up. 3. We decided to wait a bit. 4. Nowadays everybody understands how important international cooperation is. 5. Nelly knew nothing (didn't know anything) about the

work of her literary society. 6. John works on the computer for hours. He has spoiled his eyes (eyesight). 7. Vicki and her friends were pleased when their teacher praised them. 8. There was a pile of new books on the table. 9. It was the last week of the term. 10. His little sister asked Victor to buy a can of coke.

**B.** 1. Alice said that John spoke with an accent. 2. Jane wanted to know where her cousins had been the day before. 3. Mother said that we should go to Greece in summer. 4. Andrew answered that he had known nothing about the disaster. 5. Kitty knew that her sister could not cook. 6. She was surprised when she understood that Ann had canned apples. 7. Father showed me the book that (which) he had bought for my brother. 8. I asked where our aunt had gone.

## Unit 6

**Exercise 1.** 1. mammal; 2. praise; 3. society; 4. shortage; 5. greenhouse; 6. atmosphere.

**Exercise 2.** 1. If nuclear power stations go wrong, they will cause nuclear pollution. 2. If people stay in direct sunlight for a long time, they will get ultraviolet radiation from the sun. 3. If there is no ozone layer in the atmosphere, we won't be protected from ultraviolet radiation. 4. If people use filters at nuclear power stations, they will clean air again. 5. If factories dump their waste in the rivers, they will become dirty and poisoned. 6. If people want to survive, they will solve the environmental problems.

**Exercise 3.** **B.** а) поливать; б) побледнеть; в) успокоить(ся); г) зажечь/осветить; е) литься ливнем; ф) идти (о дожде); г) тестировать/контролировать; h) фильтровать; и) тратить понапрасну; j) вызывать/являться причиной; к) расчистить; л) доить/давать молоко; м) пристально разглядывать.

**C. Nouns:** 2 (light), 4, 5, 6 (water), 9. **Verbs:** 1, 2 (waste), 3, 6 (filter), 7, 8, 10.

1. Очень сухо; мы должны полить сад. 2. Не трать электричество напрасно, выключай свет, когда уходишь. 3. Начался ливень, лучше возьми с собой зонт. 4. Ядерные отходы — опасная вещь (опасны). 5. Завтра обещают ливневые дожди. 6. Вы должны фильтровать питьевую воду. 7. Огонь никак не разгорается. 8. Люди, живущие в деревне, встают рано, чтобы подоить коров. 9. Он — причина моих несчастий. 10. Когда море успокаивается и непогода утихает, становится тихо и спокойно.

**Exercise 4.** » Mary asked to tell Colin that she couldn't come and see him yet. She was very busy in the garden. Martha was not happy to hear that. She said to Mary he would become angry when she told him that. But Mary replied that she couldn't stay. Dickon was waiting for her. She had not been in the garden the day before. She asked her to tell Colin to read or look through his books. Martha said he had been waiting for her since seven o'clock. She asked Mary to come just for a minute. But Mary said that she couldn't and didn't want to. She would come to see him in the evening. She asked Martha not to look at her in that way.

**Exercise 5.** »

- Do you keep to a diet and why?
- How do you understand healthy eating?
- Do you take a lot of medicines? When do you do it?
- What are you planning to do to keep in good health?
- How many meals a day do you have? Are they huge meals?
- Where do you spend your free time?
- How many hours a day do you read?
- When do you go to bed?

**Exercise 6.** » A. 1) b; 2) c; 3) a.

B. 1. In her book Lucy writes that small children should ... . 2. As a result many small children become not active and unfit. 3. Lucy writes that parents should begin exercises with very small babies. 4. But it is not clear if the classes influence their future development. 5. But their younger brothers and sisters spend most of the time ... .

**Exercise 10.** » 1. sleepless; 2. creation; 3. illness; 4. cooperation; 5. unfortunately; 6. usually; 7. teacher.

## »»» Unit 7

**Exercise 2.** » 1. small; 2. northwestern; 3. population; 4. London; 5. pound; 6. English; 7. mild; 8. rains; 9. Atlantic; 10. falls; 11. north; 12. temperatures; 13. sightseeing.

**Exercise 5.** » 1. b; 2. c; 3. c; 4. a; 5. b; 6. b; 7. c; 8. c; 9. a; 10. a.

**Exercise 7.** » 1. endless; 2. illustrations; 3. softness; 4. careless; 5. personally; 6. population; 7. protection.

## Unit 8

**Exercise 1.** 2. She said there were so many holidaymakers there. 3. She said my face was so attractive. 4. She said she had never met such a strong man. 5. She said she had never been so excited. 6. She said our two countries were connected. 7. She said we could see beautiful scenery there. 8. She said she would never forget that trip. 9. She said she could see I also admired that place. 10. She said she liked our journey.

**Exercise 2.** 2. He asked me if I went to university. 3. He asked me if there were some waterfalls in Canada. 4. He asked me if I liked hedges in England. 5. He asked me if we had any meadows in the place where I lived. 6. He asked me if the fields were as flat in my country as they were in East Anglia. 7. He asked me when I was going home. 8. He asked me why I didn't stay in East Anglia a bit longer. 9. He asked me what countries I had been to. 10. He asked me if I would come back to England some day.

**Exercise 3.** 1. The old castle *built* five hundred years ago belongs to the university. 2. The holidaymakers *wearing* light clothes walked along the beach. 3. The lands *discovered* by Columbus were rich in gold. 4. The children *excited* by the news shouted "Hoorah!" three times. 5. The hedges *dividing* the fields were getting yellow. 6. The young lady *standing* at the door looked very attractive. 7. The two banks *connected* by a bridge were high and looked dangerous. 8. The chocolate factory *run* by Mr Wonker made the best chocolate in the world. 9. Betty Smith heard the noise of a *crying* child. 10. He entered the yard and smelt leaves *burning*.

**Exercise 4.** *Bill*: excited, interesting

*Liz*: frightening

*Bill*: surprised

*Bill*: bored, exciting

**Exercise 6.** Kent is famous for fruit growing and gardens. Stonehenge is famous for a group of huge stones of prehistoric times. Land's End is famous for the fact that it's the most westerly point in the country. Liverpool is famous for a big port on the western coast. Cambridge is famous for its university. Washington, D.C. is famous for the White House. New York is famous for the skyscrapers. Paris is famous for the Eiffel Tower. St. Petersburg is famous for Winter Palace (the Hermitage). Rome is famous for the Coliseum.

**Exercise 7.** 2. interviewer; 3. player; 4. eater; 5. painter; 6. sleeper; 7. ruler; 8. killer; 9. explorer.

**Exercise 9.** 1. was raining; 2. changed; 3. were leaving; 4. was shining; 5. turned; 6. looked; 7. had been raining; 8. stopped; 9. had; 10. was played; 11. lost; 12. decided; 13. to stop; 14. thought; 15. was getting; 16. was burning; 17. felt; 18. does not want; 19. will be sorry; 20. have never felt; 21. spoke; 22. said; 23. was; 24. became.

**Exercise 10.** 1. is; 2. has come; 3. to give; 4. is talking; 5. have spent (spent); 6. exploring; 7. has always been; 8. did you get interested; 9. was; 10. to read; 11. gave; 12. was looking; 13. saw; 14. admired; 15. decided; 16. to become; 17. did you first go; 18. left; 19. took; 20. spent; 21. have you explored; 22. have been; 23. have never been; 24. I am going; 25. will start; 26. will arrive; 27. will you go (are you going); 28. am taking; 29. to discover; 30. will be.

**Exercise 11.** A. 1. Towns situated on the coast are often ports. 2. Fields divided by hedges always look very attractive. 3. Poisoned rivers are dangerous not only for fish but also for humans. 4. In every country there are factories and plants polluting the environment. 5. The places connected with Shakespeare are mainly situated in Stratford-upon-Avon. 6. What do you think about people polluting the environment? 7. What do we call people living in Scotland and speaking the Scottish dialect? 8. The children excited by the circus show decided to become acrobats. 9. Are there areas covered with forests in Britain? 10. The fruit canned last year was very tasty.

B. 1. Which region of England is rich in coal? 2. Where are the famous English resorts situated? 3. Where were William Shakespeare and Oliver Cromwell born? 4. Why did the Roman ruler Adrian order (ask) to build a wall in the North of England? 5. Which English cities are connected with English culture? 6. Which part of England was covered by sea? 7. Why does the Southwest attract holidaymakers? 8. Is Heathrow Airport situated far from London? How far is it?

**Exercise 12.** 1. leader, powerful; 2. freshness, calmness, traveller; 3. development; 4. waterless; 5. useless; 6. operation; 7. wonderful.

## Unit 9

**Exercise 1.** A. 1. a; 2. a; 3. —; 4. a; 5. a; 6. —; 7. —; 8. an; 9. —; 10. —; 11. —; 12. —; 13. an; 14. —; 15. —.

## B.

Countable nouns, singular	Countable nouns, plural	Uncountable nouns
1. a rainbow 2. a barometer 3. a cup 4. a forecast 5. a disaster 6. a journey	1. weathermen 2. habitats 3. people 4. children 5. hedges	1. sunshine 2. knowledge 3. weather 4. scenery

**Exercise 2.** » Nouns: 1. b; 2. a; 3. a; 4. a; 5. a; 6. a; 7. b; 8. a; 9. a.

Verbs: 1. a; 2. b; 3. b; 4. b; 5. b; 6. b; 7. a; 8. b; 9. b.

**Exercise 3.** » 1. не доится, молока; 2. шторм, штурмовали; 3. завтрак, завтракали; 4. звезда, с участием ... в ведущей роли; 5. продукт, производят; 6. яда, отравить; 7. короновали, корон.

**Exercise 4.** » a loaf of bread, a cake — **at the baker's**; sheets and blankets, a towel, shoes — **at the department store**; pork — **at the butcher's**; a map of England — **at the bookshop**; a bar of chocolate, biscuits — **at the sweet shop**; a goldfish, a tortoise — **at the pet shop**.

**Exercise 6.** » A. Steve — *a disk* — Tony; Tony — *an album* — Steve; Arnold — *a toy dog* — Liz; Liz — *a book* — Arnold; Jenny — *a ring* — Fiona; Fiona — *a box of chocolates* — Jenny; Mary — *a Santa* — Ian; Ian — *a fir tree* — Mary.

B. 1. No, he didn't. He gave the toy dog to Liz. 2. No, he didn't. He gave the fir tree to Mary. 3. No, she didn't. She gave the Santa to Ian. 4. No, she didn't. She gave the book to Arnold. 5. No, she didn't. She gave the box of chocolates to Jenny. 6. No, she didn't. She gave the ring to Fiona. 7. No, he didn't. He gave the album to Steve.

**Exercise 7.** » 1. The Mall, a wide avenue used for royal processions, runs from Trafalgar Square to Buckingham Palace. 2. Buckingham Palace is the official residence of Queen Elizabeth II. 3. There are ten royal parks in and around London. 4. London Zoo is situated in Regent's Park. 5. King Henry VIII had six wives. 6. King Henry VIII became head of the Church of England in 1534. 7. Queen Victoria ruled England in the 19th century. 8. In front of Buckingham Palace there is a monument to Queen Victoria. 9. The Royal Albert Hall is used for concerts. 10. Britain became



an empire with a lot of colonies during the reign of Queen Victoria.  
11. Queen Victoria ruled for the longest period in the English history.

**Exercise 8.** 1 — e; 2 — f; 3 — d; 4 — c; 5 — b; 6 — a.

**Exercise 9.** 1. exciting; 2. different; 3. connection; 4. ruler; 5. living; 6. discovered; 7. swimming.

**Exercise 10.** 1. What a touching story! 2. The narrow streets of this town remind me of Venice. 3. The British Queen reigns but she doesn't rule. 4. One can see the most famous crowns of British monarchs in the Tower of London. 5. Who in your family is interested in politics? 6. How many parks in and around London are owned by the royal family? 7. Queen Elizabeth II has several official residences in Great Britain, one of them is in Scotland. 8. Hyde Park, Regent's Park, St James's Park are London's royal parks. 9. Many places in London are closely connected with the royal family.

## Unit 10

**Exercise 1.** 1. to clean; 2. to cook; 3. to wash; 4. to do; 5. to help; 6. to cook; 7. to clean; 8. to wash; 9. to marry; 10. to make.

**Exercise 2.** 1. I want you to know more about politics. 2. Nobody expected Queen Victoria to reign so long. 3. I would like you to earn your own living. 4. The poor woman didn't want them to become thieves. 5. Nobody expected him to take part in the official ceremony. 6. I would like her to own this farm. 7. Queen Elizabeth I didn't want Mary Stuart to rule England. 8. He advised us to say these very words. 9. Teachers always want teenagers to study well. 10. I ask you not to shout.

**Exercise 3.** (*sample version*) 1. Mr Brown tells (wants, expects, advises ...) Mary to get up. 2. Mr Brown tells John to give him the apple. 3. Mr Brown tells the boy not to touch the sweets. 4. Mr Brown tells the girls to stop talking. 5. Mr Brown tells the ladies to do as they please. 6. Mr Brown tells the girl to put her money in the bank. 7. Mr Brown tells the boy not to scream at the top of his voice. 8. Mr Brown tells me to wait for a while. 9. Mr Brown tells the boys not to be stupid and to be their age. 10. Mr Brown tells us to follow the law.

**Exercise 4.** 1. — i (e, f); 2. — c (d, j); 3. — a; 4. — g; 5. — h; 6. — f (c); 7. — e (b, i, j); 8. — d (j); 9. — j; 10. — b.

**Exercise 5.** 1. what; 2. when; 3. where; 4. who; 5. why; 6. which; 7. how.

**Exercise 6.** public, avenue, politics, throne, control, tragedy, empire, classical, monarch

**Exercise 7.** In 1492 Columbus discovered America. In 1901 Queen Victoria died. In 1994 Queen Elizabeth II visited Russia. In 1066 William the Conqueror invaded the British Isles. In 1918 Moscow became the capital of Russia again. In 1666 the Great Fire of London took place. In 1782 the monument to Peter the Great was opened in St. Petersburg. In 1564 William Shakespeare was born. In 1952 Queen Elizabeth II came to the throne. In 1812 the Battle of Borodino took place.

**Exercise 8.** (*sample version*) 1. How long Queen Victoria reigned! 2. What good news! 3. It is such a serious problem! 4. It is so old! 5. They are so exciting (interesting)! 6. They are such beautiful places! 7. How beautiful it is! 8. What a pity!

**Exercise 9.** 1. against; 2. as; 3. at; 4. on; 5. at; 6. for; 7. as; 8. —.

**Exercise 10.** 1. the; 2. —; 3. a; 4. —; 5. the; 6. —; 7. —; 8. the; 9. a; 10. —; 11. a; 12. the; 13. a; 14. a; 15. a; 16. the; 17. the; 18. a; 19. —; 20. the.

**Exercise 11.** 1. lawmaker; 2. shoemaker; 3. holidaymaker; 4. troublemaker; 5. coffee maker; 6. dressmaker; 7. film-maker.

**Exercise 12.** A. 1. theatre hall; 2. balcony; 3. gallery; 4. box; 5. curtain; 6. stage; 7. stalls; 8. dress circle; 9. seat; 10. orchestra pit.  
B. 1. of; 2. to; 3. for; 4. in; 5. in; 6. in; 7. in; 8. in; 9. about; 10. at; 11. in; 12. on; 13. of.

**Exercise 13.** 1. closely; 2. touching; 3. changeable; 4. undefeated; 5. procession, colourful; 6. pleased; 7. exactly.

**Exercise 14.** tragedy, Macbeth, Othello, William, sonnet, comedy, Stratford, Hamlet, Shakespeare, Henley

**Exercise 15.** 1. Where is Stratford situated? 2. On what day did Shakespeare die? How old was he? 3. What did Shakespeare write? 4. What else is he famous for? 5. What was his wife's name? 6. Where are Shakespeare's plays performed in Stratford? 7. Who gave the bronze statue of Shakespeare to Stratford? 8. Where is Shakespeare buried?

9. How many children did Shakespeare have? 10. Why do tourists visit Stratford-upon-Avon?

**Exercise 16.** » (*sample version*) 1. Shakespeare was born there. 2. The church where he is buried is there. 3. The cottage where his wife used to live is near the city. 4. The grammar school he used to attend is there. 5. There is a monument to Shakespeare's characters in the city. 6. Mary Arden's house is not far from the city. 7. The place where the house in which Shakespeare died is shown to tourists. 8. The Royal Shakespeare Theatre is there. 9. The bronze statue of Shakespeare is in the city. 10. I would like to walk the streets Shakespeare had walked.

## »»» Unit 11

**Exercise 1.** » 1. living; 2. including; 3. eating; 4. taken; 5. visiting; 6. given; 7. sent; 8. looking; 9. seen; 10. known.

**Exercise 2.** » 1. has/has had; 2. to be; 3. expect; 4. to do; 5. knows; 6. must; 7. work; 8. to get; 9. can't; 10. arrive; 11. be; 12. is; 13. thinks; 14. has become; 15. am; 16. repeats; 17. do you want; 18. to come; 19. walked; 20. was; 21. felt; 22. heard; 23. turned.

**Exercise 3.** » 1. Donald Duck, Mickey Mouse, Minnie, Goofy, Pluto, *etc.*  
2. to separate fields  
3. Julius Caesar, Mark Antony  
4. the Panama Canal  
5. flat  
6. the Tower of London, English legends  
7. It is the birthplace of William Shakespeare.

**Exercise 4.** » 1. actor, education; 2. visiting; 3. peaceful; 4. tasty; 5. beautiful; 6. touching; 7. interesting.

**Exercise 5.** » sit, waves; night, name; sea, home

## »»» Unit 12

**Exercise 1.** » 1. What are carols?  
2. Why could Bob Cratchit hardly write?  
3. What kind of nephew did Scrooge have?  
4. Who did Scrooge see at the door when he opened it?  
5. How did the Ghost of Christmas Present change Scrooge's home?  
6. What did Scrooge see in Bob Cratchit's house?

7. What did the Ghost of the Future show Scrooge?
8. What did Scrooge promise to change in his life?
9. Did Scrooge keep his word?

**Exercise 2.** 1. wonderful; 2. information; 3. useful/useless; 4. absolutely; 5. decorations; 6. penniless; 7. collection.

**Exercise 3.** 1. exciting; 2. presents; 3. give; 4. stockings; 5. fireplace; 6. stockings; 7. sweets; 8. toys; 9. toys; 10. books; 11. dessert; 12. Day; 13. "Merry Christmas".

**Exercise 6.** merry, peace, happiness, every

## Unit 13

**Exercise 1.** A. 1. C; 2. D; 3. B; 4. F; 5. E; 6. A.

B. (*sample version*) Herman thanked the giant and took the rag to his father. He explained to him how important the old rag was. When they came home, Herman made some iron and steel things silver and his father sold them. They became rather rich. And with the rag Herman cured people from all diseases till the end of his life.

**Exercise 2.** 1. happy; 2. sad; 3. pleased; 4. healthy; 5. dirty; 6. interested; 7. tragic; 8. sorry; 9. pleasant, easy; 10. picturesque.

**Exercise 3.** 1. to; 2. —; 3. to; 4. to; 5. to; 6. —; 7. to, to; 8. to; 9. —, —; 10. to.

**Exercise 4.** 1. I am made to laugh. 2. I am never allowed to go to the river alone. 3. I will be made to apologise. 4. Little Johnny is not allowed to stay up late. 5. My elder brother is allowed to read whatever he likes. 6. Henry is never made to iron his clothes. 7. I am always made to clean up my room. 8. Liza is allowed to have parties in their house.

**Exercise 5.** 1. I was not allowed to select (choose) a school. 2. "Let me go to Scotland with Granny," little Nelly asked her mother. 3. We didn't expect him to strike a blow. 4. The boy was made to stay at home as he was ill. 5. We want you to concentrate on this work (job). 6. Last year some new trade centres were built in our city, but we were not allowed to build a stadium. 7. We would like them to visit the most picturesque place in the North of England — the Lake District. 8. Don't make me shout at the top of my voice. He won't hear us. 9. The pupil's answer made the old teacher happy. 10. The children were not allowed to play on the computer.

**Exercise 6.** 1. a) sun, b) son; 2. a) maid, b) made; 3. a) hour, b) our; 4. a) their, their; b) there; 5. a) write, b) right; 6. a) night, b) knight; 7. a) flower, b) flour; 8. a) bury, b) berry; 9. a) tail, b) tale.

**Exercise 8.** 1. invitation; 2. visitors; 3. pleased; 4. healthy; 5. beginning, descriptions; 6. completely; 7. speechless.

**Exercise 9.** 1. deer; 2. picturesque; 3. devoted; 4. striking; 5. prosperous; 6. trading; 7. modest.

**Exercise 10.** 1. What is Edinburgh sometimes called? 2. What street lies between the Old Town and the New Town? 3. What did the Castle use to be? 4. Why does the Castle attract many tourists? 5. What is the Royal Mile? 6. In what part of the city is the monument to the dog Bobby situated? 7. What makes Edinburgh especially attractive? 8. Who lives in Holyrood Palace? 9. What kind of music do the performers play in the square in front of the Castle? 10. How high is the monument to Sir Walter Scott?

**Exercise 11.** (*sample version*) 1. It is a very picturesque place. 2. Sir Walter Scott lived there. 3. I would like to see the Edinburgh military tattoo. 4. The famous Edinburgh festival takes place in Scotland. 5. I would like to see Holyrood House, a big royal palace which is also the residence of the Queen when she is in Scotland.

**Exercise 12.** My heart's in the Highlands / A-chasing the wild deer and following the roe / ... farewell to the North, / The birthplace of valour, the country of worth! / Farewell to the mountains high cover'd with snow, / Farewell to the forests and wild-hanging woods / (long-pouring) floods ... my heart is not here.

## Unit 14

**Exercise 1.** 1. sportswomen; 2. valleys; 3. thieves; 4. mice; 5. sheep; 6. wolves; 7. deer; 8. shelves; 9. potatoes; 10. brushes; 11. berries; 12. children; 13. radios; 14. teeth; 15. Englishmen; 16. heroes; 17. videos; 18. wives; 19. geese; 20. photos.

**Exercise 2.** 1. London, 53 million, the red rose; 2. Cardiff, the leek/the daffodil, Mount Snowdon, the 2nd highest mountain in Britain; 3. Scotland, over 5 million, clans/tartans.

**Exercise 3.** 1. h, e; 2. b, d, a; 3. e, f, g; 4. f, g, e; 5. c, f; 6. e; 7. g, d, c; 8. a, e.

**Exercise 4.** 1. sleep/sleeping; 2. discussing/discuss; 3. look, name; 4. destroy; 5. to stop; 6. join/joining; 7. to be; 8. to defeat; 9. remind/reminding; 10. to get.

**Exercise 5.** 1. процветать; 2. каменистый; 3. кладбище; 4. скромность; 5. нарядно; 6. торговец; 7. вешалка; 8. милитарист; 9. контрастный; 10. концентрация.

**Exercise 6.** 1. devotion; 2. striking; 3. developed; 4. immediately; 5. governments; 6. argument; 7. injured.

**Exercise 7.** 1. scenery; 2. valleys; 3. streams; 4. agriculture; 5. argue; 6. picturesque; 7. path; 8. castles; 9. visitors; 10. served.

**Exercise 8.** 1. вход; 2. беглость (речи); 3. слуга; 4. кратко; 5. течь; 6. земледелец; 7. восхождение; 8. непроходимый.

**Exercise 9.** 1. paths; 2. rocks; 3. streams; 4. look; 5. brief; 6. passports; 7. including; 8. injured; 9. rescue service

**Exercise 11.** 1. Has Steve got to ...?/Steve hasn't got to ... . 2. Has mother got an ...?/Mother hasn't got an ... . 3. Do we have to ...?/We don't have to ... . 4. Have they got a ...?/They haven't got a ... . 5. Have all the people got to ...?/All the people haven't got to ... . 6. Have we got a ...?/We haven't got a ... . 7. Has this country got a ...?/This country hasn't got a ... . 8. Does she have to ...?/She doesn't have to ... . 9. Have we got to ...?/We haven't got to ... . 10. Do teenagers have to ...?/Teenagers don't have to ... .

**Exercise 12.** 2. a talk on the history of Russia; 3. a mark in geography; 4. a book on (about) computer studies; 5. an exam in literature; 6. notes on (about) the problem of population; 7. lessons in music; 8. a class in English Grammar.

**Exercise 15.** 1. What are you looking at? 2. Look after yourself during the trip. 3. She sat on the sofa looking through a (the) magazine. 4. What are you looking for? 5. Who will look after the child while I am out (away)? 6. He said he did not know where to look for her. 7. Where shall I take this information? — Look it up in the dictionary. 8. Mr Johnson is looking for a job. 9. What papers (documents) are you looking through? 10. Who are you looking after?

**Exercise 17.** (*sample version*) 1. daffodil; 2. leek; 3. Cardiff; 4. Mount Snowdon; 5. picturesque valleys; 6. streams; 7. the Welsh language; 8. the Mountain Rescue Service; 9. agricultural land; 10. waterfalls.

## Unit 15

**Exercise 1.** 1. sat; 2. was sewing; 3. was; 4. say; 5. to have; 6. was; 7. wanted; 8. to be; 9. liked; 10. to watch; 11. play (playing); 12. feeding; 13. forgot; 14. was; 15. was called; 16. grew; 17. (had) died; 18. married; 19. was; 20. did not want; 21. to be; 22. asked; 23. answered; 24. was; 25. did not expect; 26. to become; 27. to be; 28. told; 29. heard; 30. was; 31. felt; 32. went; 33. got; 34. said; 35. had become; 36. made; 37. wanted; 38. to take; 39. (to) kill.

**Exercise 2.** (*sample version*) 1. a) I don't know why Mr O'Connor cleans the garage; b) I wonder how often Mr O'Connor cleans the garage; c) I'd like to know when Mr O'Connor cleans the garage; d) I am not sure if Mr O'Connor really cleans the garage.

2. a) I don't know why Larry Little learns to fly; b) I wonder where Larry Little learns to fly; c) I'd like to know how Larry Little learns to fly; d) People ask me if Larry Little learns to fly.

3. a) I don't understand why the cat could not find a mouse; b) I don't believe that the cat could not find a mouse; c) I asked where the cat that couldn't find a mouse lived; d) I am sure that the cat could not find a mouse, *etc.*

**Exercise 3.** 1. What long hair! 2. This is (the) necessary information. 3. Your advice is good. 4. These are such funny puppies. 5. This is such a clever dog. 6. This is such sweet coffee. 7. What big money! 8. What deep knowledge! 9. What bad weather (we are having today)!

**Exercise 4.** 1. is; 2. is; 3. is; 4. are; 5. is; 6. is; 7. are; 8. are; 9. is.

**Exercise 5.** 1. fluently; 2. traditional; 3. whiteness; 4. agricultural, central; 5. carefully; 6. cultural; 7. useful.

**Exercise 6.** 1. Where can you (one) get information about the first settlements in New England? 2. Where are the Capitol and the White House situated? 3. How do Americans greet people when they see them for the first time? 4. Do Americans have an official song? What is it called? 5. Do all the US states have their own flags, symbols and songs? 6. What do you know about "ghost towns"? 7. Which are the largest and which are the smallest US states? 8. When were the first skyscrapers built? 9. Do Americans travel much? Where do they usually spend their holidays? 10. Are there many interesting museums in Washington and New York?

## Unit 16

**Exercise 1.** 1. I expect my friend to come to see me after dinner. 2. I heard her play(ing) the piano at the party. 3. I would like you to read this story aloud. 4. Let Peter make the birthday cake himself. 5. We saw the footballers win(ning) the important match. 6. Alex wants Uncle Jim to take him out for dinner. 7. Nobody noticed the thief entering the house. 8. I wouldn't like them to spend the weekend at home. 9. No one expected the train to arrive five minutes early. 10. We made Liza recite her poem.

**Exercise 2.** 1. bank; 2. shore; 3. banks; 4. bank; 5. shore; 6. shores; 7. bank; 8. bank; 9. shore; 10. shores.

**Exercise 3.** A. 1. the shore of the/a lake; 2. the shore of the sea; 3. the bank of the/a river; 4. the shore of the ocean.

**Exercise 4.** 1. millions; 2. hundred; 3. dozen; 4. thousands; 5. hundreds; 6. hundred; 7. dozen; 8. million; 9. hundreds; 10. hundred.

**Exercise 5.** 1. celebration; 2. winner; 3. noisy; 4. nearly; 5. attraction; 6. admiration; 7. mighty.

**Exercise 7.** 1. катание на каное; 2. могущество; 3. тот, кто встаёт; 4. пространство (полоска); 5. тянущийся, растягивающийся; 6. носилки.

**Exercise 9.** 1. The King told (asked) his minister to collect the money. 2. The King told the tailor to set to work. 3. The King asked the girl not to cry. 4. The King ordered his generals to defend their kingdom. 5. The King asked the singer to sing him a song. 6. The King asked the doctor not to tell him anything bad. 7. The King told the magician to turn the metal into gold. 8. The King told the baker to bake him some bread. 9. The King asked the Queen not to go to the forest alone. 10. The King asked the fairy to show him her magic mirror.

**Exercise 10.** 1. John decided that he would visit his grandparents three days later. 2. I didn't know that their house stood on the shore of a lake. 3. Ann asked us if we had ever been to (on) the banks of the Mississippi. 4. The pupil (student) said he could not name the deserts in (of) Australia. 5. I wanted to understand why they had done it. 6. Little John did not know at what temperature metals melt. 7. We asked when we should (would) go to London again. 8. He did not believe that I had never seen skyscrapers. 9. The teacher asked what mighty rivers in Russia and in America (of Russia and America) we know.



**Exercise 11.**» (*sample version*) 1) shore, bank, climb, path; 2) river, country, king, queen; 3) mountains, islands, shops, events; 4) book, story, tale, poem; 5) tourists, children, young ladies, cinemagoers; 6) salt and sugar, red and blue, flour and milk, happiness and sadness.

## »»» Unit 17

**Exercise 1.**» A. The king told his people: 1. he had declared war on Spain; 2. they must obey his orders; 3. his helpers gathered in the palace the day before; 4. he would speak to all the citizens at the end of the week; 5. he needed their support.

B. The king told his people: 1. there are (were) many beaches in their kingdom; 2. they had endless grasslands and wildlands; 3. the biggest river in the kingdom was their most important waterway; 4. their Queen was having her birthday the next day. She was born in 1626; 5. the armed forces were mighty and strong.

**Exercise 3.**» 1. how; 2. where; 3. who; 4. what; 5. which; 6. whose; 7. when; 8. why.

**Exercise 4.**» 1. put; 2. shut; 3. hid; 4. knew; 5. had become; 6. sent; 7. could not; 8. find; 9. stood; 10. happened; 11. had lost; 12. walked; 13. saw; 14. standing/stand; 15. heard; 16. speaking/speak; 17. wanted; 18. to know; 19. had come; 20. was going; 21. answered; 22. had lost; 23. said; 24. would help; 25. promised; 26. to come; 27. (to) marry; 28. agreed.

**Exercise 5.**» **Scenery:** meadow, shore, bank, mountain, rock, coast, desert, path, valley, hedge.

**Water bodies:** ocean, river, stream, channel, sea.

**Exercise 7.**» 1) snow, ice, metal; 2) the sun, the river, the moon; 3) a valley, a plain, woollen things.

**Exercise 8.**» 1. религиозный; 2. президентский; 3. работать до изнеможения/надрываться; 4. сторонник/болельщик; 5. подчинение/послушание; послушный; 6. заявление/объявление; 7. избиратель; 8. суждение; 9. гражданство.

**Exercise 9.**» A. 1. on; 2. —, for, for; 3. for; 4. of; 5. for; 6. of; 7. on. B. 1. for, against; 2. —; 3. in/at; 4. by; 5. for; 6. to.

**Exercise 10.**» 1. asked, had seen; 2. was measuring, tried; 3. were shooting, arrived; 4. were, had finished; 5. worked; 6. was watching,

came; 7. happened; 8. knew, had happened; 9. did not know, was; 10. met, was writing.

**Exercise 11.** 1. 1783; 2. Philadelphia; 3. a) the Congress, b) the President and his helpers, c) the Supreme Court; 4. laws, Capitol, Senate, House of Representatives; 5. 100; 6. six; 7. 435; 8. two; 9. President, his helpers; 10. four, two; 11. nine; 12. they live.

**Exercise 12.** 1. How many colonies were there in the United States at first? 2. Why did the states send their representatives to Philadelphia? 3. Where does the Congress meet? 4. How many senators are there in the Senate? 5. How many congressmen are there in the House of Representatives? 6. What is the term of the US congressmen and senators? 7. What do the President and his helpers do? 8. What do the Vice President and the Congress do? 9. How old must be a person who wants to become the US President? 10. When do Americans vote for the President? 11. What do the judges of the Supreme Court do? 12. How long do the judges work in the Supreme Court? 13. When was the American Constitution written? 14. What are changes in the Constitution called? 15. Which amendment to the Constitution ended slavery? 16. Which amendment gave women the right to vote?

**Exercise 13.** 1. endless; 2. stretching; 3. rocky; 4. connected; 5. natural; 6. powerful; 7. melting.

**Exercise 14.** a) tent, river, sent, present, eat, ate, site, repeat, rest, press, test, nest, seat, native, satire, rat, rent, treat, *etc.* b) send, tea, meat, mend, ant, seat, eat, ate, am, man, men, team, name, dame, seed, mad, damned, sad, nest, *etc.*

## Unit 18

**Exercise 1.** 1. a; 2. b; 3. c; 4. b; 5. a; 6. b; 7. c; 8. b; 9. a; 10. b; 11. c; 12. b.

**Exercise 2.** **Nouns:** support, judge, vote, citizen, amendment, trunk, decision, number, representative.

**Verbs:** represent, support, judge, vote, declare, obey.

**Exercise 3.** You can *represent* your class, some people, a government, a country, a team, *etc.* You can *judge* a situation, a problem, a decision, somebody's behaviour, a game, *etc.* You can *obey* a rule, regulations, a law, your parents, your teachers, *etc.* You can *support* an idea, your

friends, your parents, a political party, *etc.* You can *vote* for/against a decision, a law, a rule, an amendment, a person, *etc.* You can *declare* a war, freedom, independence, your decision, *etc.*

**Exercise 4.** 1. geographical, political; 2. preparations; 3. helpers; 4. decision; 5. competition; 6. elections; 7. amendments.

**Exercise 5.** 1. The King asked the Queen if she was happy. 2. The King asked the fairy if she was a good fairy or a wicked one. 3. The King asked the baker how much bread he had baked that day. 4. The King asked the little girl what she was doing there. 5. The King asked the tailor if he had made clothes for any other kings. 6. The King asked the generals if they had won the war. 7. The King asked the doctor if he would like to play chess with him. 8. The King asked his minister if he could get him more money. 9. The King asked the magician where he was from. 10. The King asked the young man if he looked after his roses well.

**Exercise 6.** 1. told; 2. had happened; 3. added; 4. had asked; 5. to bring; 6. to make; 7. did not want; 8. to go; 9. had given; 10. understood; 11. had to; 12. keep; 13. decided; 14. to make; 15. stay; 16. sent; 17. could not; 18. make; 19. worked; 20. asked; 21. did; 22. showed; 23. had never been; 24. were sent; 25. started; 26. reached; 27. began; 28. had worked; 29. made; 30. looked; 31. saw; 32. shone (was shining); 33. was nicely dressed.

**Exercise 7.** A. 1. off; 2. back; 3. after; 4. down; 5. away; 6. down; 7. off; 8. back.

B. 1. takes after; 2. took away the knife; 3. to take down; 4. took off; 5. took off; 6. take back; 7. took off; 8. take off; 9. to take down the curtains; 10. took down.

**Exercise 8.** A. Enough toys, silly (stupid) enough, enough bread, hot enough, enough plates, enough flowers, sad enough, enough friends, merry enough.

B. 1. I don't know him well enough. 2. You have asked me enough questions today. 3. They have enough time to do the job. 4. She looks pretty enough to be photographed. 5. You know enough English words to translate the text. 6. Be good enough and do it. 7. There are enough vegetables in the house.

**Exercise 9.** 1. Who(m) does he trust? Why does he trust her? How long does he trust her? 2. Who has measured it? What has she measured?

How has she measured it? With what has she measured it? 3. Who shot at it? What did they shoot at? (At what did they shoot?) When did they shoot at it? Why did they shoot at it? 4. Who retired? Why did he retire? When did he retire? How long ago did he retire?

**Exercise 10.** 1. The teacher asked at what temperature ice melts. 2. We knew that Jacob and Wilhelm Grimm had written a lot of fairy tales. 3. The guide said the State Capitol building was finished in 1792. 4. The teacher told us there are more than 450,000 words in English. 5. We learnt that Louis Sullivan had designed the first skyscraper. 6. I read that the US Congress voted for the Declaration of Independence on the 4th of July 1776. 7. We read a lot about the first colonists in America in our history classes and we learnt that the pilgrims gathered their first harvest in the autumn of 1621. 8. The American colonists did not want the king to rule them. They sent to England a letter, in which they wrote they would fight for their independence. 9. We didn't know that the 19th amendment to the US Constitution gave women the right to vote in 1920. 10. Did you know that an amendment is a change to the constitution or to the law?

- Exercise 11.** 1. ..., did they?  
2. Were they allowed ...?  
3. ... to meet with other women to try to change laws?  
4. ... did women from all over the country meet ...?  
5. ... happened ...?  
6. ... did the women fight for?  
7. ..., didn't they?  
8. ... did many women ...?

## Unit 19

**Exercise 1.** 1. liked; 2. began; 3. to work/working; 4. could; 5. thought; 6. had never seen; 7. knew; 8. would make; 9. did; 10. took; 11. said; 12. had been; 13. had suffered; 14. thanked; 15. had saved; 16. told; 17. wanted; 18. to go; 19. expected; 20. to marry; 21. agreed; 22. had already fallen; 23. asked; 24. to let; 25. go; 26. say; 27. agreed; 28. did not look; 29. wanted; 30. to speak; 31. to come.

**Exercise 4.** Mrs Miller has got a few apples, eggs, oranges. She has got a little butter, bread, meat, ham, cheese, fish, mineral water.

**Exercise 5.** 1. The USA has got a written Constitution. 2. In Scotland people wear kilts. 3. The highest mountain in Britain is situated

in Scotland. 4. The second highest mountain in Britain is situated in Wales. 5. The tradition of Thanksgiving Day is typical of the USA. 6. The military tattoo takes place in Scotland. 7. The people of Wales call themselves Cymry and their country Cymru. 8. The city which is called Athens of the North is situated ... in Scotland. 9. The daffodil is the national symbol of Wales. 10. A monument to a dog which has become the symbol of devotion can be found in the capital of Scotland. 11. The USA is sometimes called “the melting pot”. 12. The Grand Canyon, one of the main tourist attractions, is situated in the USA.

**Exercise 6.** 1. education, educated; 2. admiration; 3. movement, painful; 4. occupation; 5. workers; 6. attraction; 7. touching; 8. endless.

**Exercise 7.** 1. Push the door harder, and it will open. 2. Everybody respected Mr Green for his wisdom and honesty and thought that he was a real gentleman. 3. Cinderella was a nice, modest and shy girl, but her stepmother did not like her. 4. “Sometimes it is difficult to obey rules,” said the judge. 5. America is a country of endless plains, picturesque valleys, savannas and mighty waterfalls. 6. I support your idea to thank this wonderful man for his devotion. 7. There are a lot of skyscrapers and millions of citizens in this big city. 8. The Congress consists of 100 Senators and 435 Congressmen — members of the House of Representatives — all in all. 9. Brave people from the Mountain Rescue Service help those who are in trouble (danger). 10. This mountain range stretches to the shore of the ocean. It is very picturesque and attracts crowds of tourists.

## Unit 20

### Exercise 1.

Roger will be boxing.  
Colin will be riding.  
Max will be skating.  
Ron will be playing basketball.  
Robin will be running.  
George will be swimming.  
Harry will be surfing.  
Kevin will be cycling.  
Ian will be jumping.

**Exercise 2.** 1) vast plain (sea, field, ocean); 2) humid climate (weather, day, morning); 3) uninhabited land (city, town, island); 4) lonely person (tree, house, dog); 5) sandy beach (path, road, coast); 6) tropical

climate (lands, islands, heat, fruit); 7) swampy area (land, country); 8) inhabited area (land, island, city); 9) icy breath (wind, cold, look).

**Exercise 3.** » 1. definition; 2. tropical; 3. icy; 4. generally, quietly; 5. swampy, dangerous; 6. inhospitable; 7. independent.

**Exercise 4.** » a) 1. am having; 2. lives; 3. exports; 4. is smiling, knows.  
b) 1. will phone; 2. will be, will be working; 3. will type 4. will be playing; 5. will tell.

c) 1. did you see; 2. were they reading, rang; 3. saw, were you talking about, were discussing; 4. went, didn't know.

**Exercise 5.** » 1. is taking down; 2. was visiting; 3. were walking, were arguing/argued; 4. is doing; 5. will be flying; 6. will be watching; 7. were bathing; 8. is melting; 9. will be living; 10. was telling/told.

**Exercise 6.** » A. juicy, grassy, starry, bony, skinny, watery, misty.  
B. 1. grassy; 2. skinny; 3. misty; 4. juicy; 5. bony; 6. sandy; 7. watery; 8. rocky; 9. starry; 10. swampy.

**Exercise 7.** » A. 1. un-                      4. in-                      7. un-                      10. in-  
   2. in-                      5. in-                      8. un-                      11. un-  
   3. un-                      6. un-                      9. un-                      12. in-

B. 1. The armchair was big, expensive but *uncomfortable*. 2. There was an *undeclared* war between the two kingdoms. 3. There were a lot of *uneducated* people in the village, weren't there? 4. Why are you wearing *informal* clothes? — It isn't a formal meeting. 5. It is the most *inconvenient* flat I have ever lived in. 6. The country has become (became) free and *independent*. 7. This is *unimportant* news. 8. There are no *uninhabited* islands in this area. 9. There was an *unpleasant* smile on the young man's face. 10. The story was short and *inexpressive*.

**Exercise 8.** » A. 1. back; 2. out; 3. away; 4. up; 5. up; 6. out; 7. up; 8. back.

B. 1. Please *give out* the albums and pencils to everybody. 2. We *gave up* the idea to win this match. 3. In fairy tales many kings *give away* their kingdoms. 4. *Give me back* my collection of stamps, please. 5. Never *give up* hope, will you? 6. We have looked through these magazines and want to *give* them *back*. 7. Here is the money for the whole group. *Give it out*, please.

**Exercise 9.** » A. 1. Australia; 2. Melbourne; 3. Darwin; 4. Asia; 5. Canberra; 6. Queensland; 7. Adelaide; 8. Tasmania; 9. Sydney; 10. Antarctica; 11. Brisbane.

B. 1. Indian; 2. Northern; 3. Gibson; 4. Zealand; 5. Murray;  
6. Springs.

**Exercise 10.** *This is a/an* 1. apple; 6. tomato 9. peach; 11. pear;  
13. pumpkin; 15. orange.

*These are* 2. plums; 3. cabbages; 4. potatoes; 5. berries; 7. apricots;  
8. cherries; 10. grapes; 12. onions; 14. carrots.

**Exercise 11.** 1. the unknown southern land — Australia; 2. its smallest  
continent; 3. by the Pacific Ocean; 4. the Great Sandy Desert, the Great  
Victoria Desert and the Gibson Desert; 5. cover the coast; 6. Australia's  
leading industrial state; 7. apricots are grown along the Murray River;  
8. long beautiful sandy beaches; 9. is too dry for farming; 10. is dry and  
inhospitable except the southwestern corner of the state; 11. the apple  
isle; 12. the only large settlement in the north; 13. is Canberra.

**Exercise 12.** **Water bodies:** 1. the Indian Ocean; 2. the Timor Sea;  
3. the Coral Sea; 4. the Tasman Sea; 5. the Pacific Ocean.

**Lands:** 6. Asia; 7. New Zealand.

**Exercise 13.** Far away from Russia in the Southern Hemisphere there  
is an unusual country which (that) is called Australia. Australia occupies  
the whole continent. This is a country of striking contrasts. You (one)  
can find everything there: large busy cities, vast deserts, swampy tropical  
forests with a humid climate, sandy beaches and fields of golden wheat.  
Citrus fruits, apples, pears, peaches and apricots grow on one coast. The  
other coast, inhabited by very few people, is hot and dry (It is hot and  
dry on the other coast ...). Here you can see only lonely farms.

## Unit 21

**Exercise 1.** 1. In the evening my friends often play football in the  
school yard. 2. Yesterday we met two hunters in the forest. 3. They both  
borrow books from the library. 4. Nowadays you can seldom see a dingo  
in a zoo. 5. They never grow cabbages in the garden. 6. Once my father  
saw two little foxes in the forest. 7. You can always find some curious  
insects in this museum.

**Exercise 2.** 1. striking; 2. central, uninhabited; 3. industrial; 4. tropical;  
5. unproductive; 6. producer, different; 7. government, learning.

**Exercise 3.** 1. It meant "the unknown southern land". 2. Asia is.  
3. Two. 4. In the east and southeast. 5. Canberra is. 6. There are six states  
and two territories in Australia. They are: New South Wales, Victoria,

Queensland, Western Australia, South Australia, Tasmania (states); Northern Territory and the Australian Capital Territory. 7. Northern Territory is. 8. The duckbill and the anteater do. 9. The kookaburra can.

**Exercise 4.** » extraordinary, same, a grown-up, laughter, poverty, to take off, suitable, uncomfortable

**Exercise 5.** » 1) *New South Wales*, Sydney; 2) *Victoria*, Melbourne; 3) *Queensland*, Brisbane; 4) *Western Australia*, Perth; 5) *South Australia*, Adelaide; 6) *Tasmania*, Hobart; 7) *Northern Territory*, Darwin; 8) *the Australian Capital Territory*, Canberra.

**Exercise 6.** » **Do you want me** 1. to wait for you?  
2. to make some coffee?  
3. to water the flowers?  
4. to lay the table?  
5. to buy some berries?  
6. to measure you?

**Exercise 7.** » 1. The letters *will be posted* ... ; 2. Videos like these *are bought* ... ; 3. Flowers *are watered* ... ; 4. The window *was broken* ... ; 5. Potatoes *were brought* ... ; 6. Cheese *is made* ... ; 7. The battle *was fought* ... ; 8. Australia *was explored* ... .

**Exercise 8.** » 1. was; 2. sat; 3. dreamed/dreamt; 4. heard; 5. have I done; 6. have sold; 7. won't be able; 8. to have; 9. looked; 10. saw; 11. was crying; 12. remembered; 13. had not drunk; 14. must; 15. have; 16. will die; 17. said; 18. went; 19. wanted; 20. to give; 21. saw; 22. standing; 23. shouted; 24. are you doing; 25. do not have; 26. go; 27. have; 28. will give; 29. knew; 30. had told; 31. decided.

**Exercise 9.** » (*sample version*) 1. In Australia winter comes in July and summer begins in December. 2. Primitive animals live there. 3. Birds laugh there. 4. Australia has an extraordinary collection of birds. 5. The birds run instead of flying there and animals hop instead of running.

**Exercise 10.** » (*sample version*) The emu. It is a large Australian bird. It has a long neck and long legs. It looks very much like an ostrich, but it doesn't have such beautiful feathers as ostriches have. Its neck is shorter. So are the legs. Its wings are very small. One can see them with much difficulty. Its colour is brownish. The emu cannot fly. It used to live all over Australia, but nowadays its habitat is the central part of the country. Its voice is rather unpleasant.



## Unit 22

**Exercise 1.** 1. cloudless; 2. unfriendly, inhospitable; 3. extremely; 4. graceful; 5. suitable; 6. uninhabited; 7. brilliantly; 8. misty.

**Exercise 2.** 1. was not; 2. was shining; 3. was; 4. saw; 5. had; 6. said; 7. Do you think; 8. are going; 9. to have; 10. answered; 11. don't think; 12. are you carrying; 13. smiled; 14. explained; 15. am; 16. are not; 17. has become; 18. carry; 19. say; 20. look; 21. feel; 22. don't like; 23. carry; 24. say; 25. look.

**Exercise 3.** 1. had; 2. were; 3. was; 4. were; 5. had won; 6. was reading; 7. rang; 8. got up; 9. went; 10. opened; 11. saw; 12. was; 13. was holding; 14. am selling (sell); 15. do you want; 16. are; 17. are; 18. have just cut; 19. are never bought; 20. have; 21. to buy; 22. have got; 23. said; 24. are; 25. have cut; 26. are.

**Exercise 5.** 1. b; 2. d; 3. b; 4. c; 5. c; 6. b; 7. d; 8. a; 9. d; 10. b; 11. d; 12. a.

**Exercise 6.** 1. Scotland; 2. Australia; 3. Wales; 4. the USA; 5. England.

**Exercise 7.** (*sample version*) **Australia** — Sydney, Melbourne, Brisbane, Perth, Adelaide, Hobart, Darwin, Canberra, Alice Springs. **The USA** — Washington, D.C., New York, Philadelphia, Los Angeles, San Francisco, Boston, Houston, Seattle, Chicago, Dallas, *etc.* **Scotland** — Edinburgh, Glasgow. **Wales** — Cardiff, Swansea. **England** — London, Oxford, Cambridge, Stratford-upon-Avon, Newcastle-upon-Tyne, Reading, Manchester, Liverpool, *etc.*

# Ключи к контрольным и проверочным заданиям

## Keys to quizzes

### Quiz to Unit 1

1. 1. false; 2. true; 3. true; 4. false; 5. false; 6. true; 7. false; 8. false.
2. 1. forecast; 2. changeable; 3. daily; 4. misty; 5. expect; 6. calm; 7. bright; 8. rainbow; 9. shower; 10. barometer.
3. 1. misty; 2. sunny; 3. frosty; 4. windy; 5. foggy; 6. rainy; 7. stormy.
4. 1. Jane was playing the violin (then) at that moment. I couldn't call her. 2. Jack often listened to good music. 3. Linda never read poems though she was in the 6th form. 4. We were going to school and it was raining hard. 5. It seldom snowed in this part of the country last winter. 6. The sun was shining brightly and that was a good day for a walk. 7. The weather often changed last summer. 8. I was fishing at 5 o'clock in the morning.
5. 1. forecast; 2. expect; 3. calm; 4. daily; 5. changeable; 6. misty, mist.
6. 1. came, was snowing; 2. wear; 3. are wearing; 4. changes; 5. changed, went; 6. got, was raining; 7. says/said, will/would rain, is shining/said, would, is shining; 8. decided, swam, lay.
- 7.

1.	предсказывать погоду	forecast	forecast/ forecasted	forecast/ forecasted	forecasting
2.	оставаться	stay	stayed	stayed	staying
3.	ожидать	expect	expected	expected	expecting
4.	плавать	swim	swam	swum	swimming
5.	иметь	have	had	had	having
6.	видеть	see	saw	seen	seeing
7.	встречать	meet	met	met	meeting
8.	кормить	feed	fed	fed	feeding
9.	получать	get	got	got	getting
10.	читать	read	read	read	reading

## Quiz to Unit 2

1. 1. f; 2. d; 3. c; 4. g; 5. a; 6. b; 7. e.

2. 1. forecast; 2. rainstorm; 3. shower; 4. greenhouse; 5. human; 6. produce; 7. fragile; 8. influence; 9. heat; 10. ruin.

3. 1. have left; 2. have you ever been, have, have been, were you there, was; 3. have drunk, bought; 4. have sold, did they do; 5. Have you found, have, found.

4. 1. Have you heard the weather forecast for tomorrow? 2. I have known John for 20 years, and I can tell you that he stays calm in any crisis. 3. It has been raining for a week already. 4. How long have you had this barometer? 5. Little Liz hasn't seen a rainbow yet. 6. James has been learning French for ten years already.

5. 1. in, out; 2. out; 3. in, out; 4. in; 5. out.

6. 1. influence; 2. coast; 3. greenhouse; 4. greenhouse effect; 5. human; 6. fragile; 7. ruined; 8. produce; 9. huge; 10. heat.

7. 1. f; 2. a; 3. j; 4. e; 5. b; 6. d; 7. h; 8. c; 9. g; 10. i.

8. 1. sunlight; 2. greenhouse; 3. fragile things; 4. greenhouse effect; 5. coast; 6. huge.

9.

1.	есть	eat	ate	eaten	eating
2.	покупать	buy	bought	bought	buying
3.	делать	do	did	done	doing
4.	кататься на лыжах	ski	ski'd/skied	ski'd/skied	skiing
5.	изучать, учить	learn	learnt/ learned	learnt/ learned	learning
6.	производить	produce	produced	produced	producing
7.	разрушать	ruin	ruined	ruined	ruining
8.	влиять	influence	influenced	influenced	influencing
9.	делать	make	made	made	making
10.	расти, выращивать	grow	grew	grown	growing

### Quiz to Unit 3

1. 1. true; 2. false; 3. true; 4. false; 5. true; 6. true; 7. false.
2. 1. mammals; 2. insect; 3. species; 4. extinct; 5. creature; 6. climate;
7. endanger; 8. pigeon; 9. cardboard; 10. damage.
3. A. 1. his; 2. our, theirs; 3. her, hers; 4. their, yours; 5. her, his.
- B. 1. yourselves; 2. yourself; 3. myself; 4. themselves; 5. herself;
6. ourselves.
4. 1. English and French are spoken in Canada. 2. Surfing was invented a very long time ago. 3. The harvest was gathered in October. 4. You will be told the results of the test./The results of the test will be told to you. 5. Ten matches will be played next season. 6. Jams are made from different fruits. 7. The doctor's patient will be cured by all means.
5. 1. Forests must not be destroyed. 2. Their names must be included in the list. 3. The life of insects can be studied. 4. As we know (the) weather can be forecast/forecasted. 5. Should hamsters be kept in cages?
6. Animals' habitats must/should be protected.
7. 1. dodo; 2. species; 3. destroy; 4. habitat; 5. cure; 6. creature;
7. pigeons; 8. cardboard; 9. include; 10. damaged.
- 8.

1.	причинить боль, ушибить	hurt	hurt	hurt	hurting
2.	выбирать	choose	chose	chosen	choosing
3.	резать	cut	cut	cut	cutting
4.	сушить	dry	dried	dried	drying
5.	говорить	speak	spoke	spoken	speaking
6.	строить	build	built	built	building
7.	предсказывать погоду	forecast	forecast/ forecasted	forecast/ forecasted	forecasting
8.	основывать	found	founded	founded	founding
9.	находить	find	found	found	finding
10.	разрушать	destroy	destroyed	destroyed	destroying

## Quiz to Unit 4

1. Paragraph 1 — c; paragraph 2 — d; paragraph 3 — b; extra — a.
2. 1. environment; 2. pollution; 3. nuclear; 4. weapon; 5. cause;
6. destruction; 7. survive; 8. poison; 9. shortage; 10. waste.
3. 1. c; 2. a; 3. c; 4. d; 5. d; 6. b.
4. 1. nearer; 2. higher; 3. more expensive; 4. more difficult/less difficult; 5. healthier; 6. worse.
5. 1. So has David. 2. So will David. 3. Neither can David. 4. Neither did David. 5. So does David. 6. So has David.
6. 1. If you read more books about insects, you'll know much more about their life. 2. If you sleep out, you will cure your headache. 3. We will go on a picnic if they don't forecast showers. 4. When people can influence the climate, our life will become easier. 5. If people don't pollute the water and the air, their habitats will become cleaner.
7. 1. i; 2. g; 3. d; 4. b; 5. f; 6. c; 7. a; 8. j; 9. h; 10. e.
8. 1. caused; 2. weapons; 3. pollute; 4. poison; 5. dump; 6. environment; 7. survive.
- 9.

1.	вылечить	cure	cured	cured	curing
2.	приходить	come	came	come	coming
3.	идти	go	went	gone	going
4.	тратить, проводить	spend	spent	spent	spending
5.	отравить	poison	poisoned	poisoned	poisoning
6.	подвергать опасности	endanger	endangered	endangered	endangering
7.	летать	fly	flew	flown	flying
8.	быть, находиться	be	was/were	been	being
9.	загрязнять	pollute	polluted	polluted	polluting
10.	причинять	cause	caused	caused	causing

## Quiz to Unit 5

1. 1. 1782; 2. it was found only in North America; 3. 3000 bald eagles; 4. pollution; 5. to protect the bald eagle; 6. is (slowly) becoming bigger.

2. 1. disaster; 2. clear; 3. praise; 4. accent; 5. energy; 6. spoil; 7. global; 8. crisis; 9. society; 10. pile.

3. 1. Where do they keep poisons? 2. Where can I dump the waste? 3. What are you going to do with the litter? 4. Who helped the children to keep the environment clean? 5. Has Jim started "Clean up the Countryside Society"? 6. Has the government made laws to protect air, water and soil?

4. 1. term; 2. clear; 3. disaster; 4. mess; 5. spoil; 6. praised; 7. society; 8. pile.

5. 1. f; 2. d; 3. a; 4. c; 5. b; 6. e.

6. 1. The rain spoiled/has spoiled the dress. 2. I think that ecological problems are the most important at present (nowadays). 3. Your words are the best praise for me. 4. You worked worse in the last term. 5. The pollution of the environment (environmental pollution) is a real disaster. 6. My granny (grandmother) always cans fruit for winter.

7. 1. warmly; 2. clearly; 3. brightly; 4. quietly; 5. personally; 6. calmly.

8.

1.	вести	lead	led	led	leading
2.	создавать	create	created	created	creating
3.	сказать	say	said	said	saying
4.	выиграть, победить	win	won	won	winning
5.	защищать	protect	protected	protected	protecting
6.	кашлять	cough	coughed	coughed	coughing
7.	заворачивать	wrap	wrapped	wrapped	wrapping
8.	жарить	fry	fried	fried	frying
9.	предпочитать	prefer	preferred	preferred	preferring
10.	консервировать	can	canned	canned	canning

## Quiz to Unit 7

1. 1. a; 2. b; 3. b; 4. b; 5. c; 6. b; 7. a.
2. 1. England, Scotland and Wales; 2. Union Jack; 3. Trafalgar Square;
4. English Channel (Strait of Dover); 5. Number 10 Downing Street.
3. 1. c; 2. b; 3. a; 4. a; 5. c; 6. a.
4. 1. the; 2. the; 3. —; 4. the; 5. —; 6. the; 7. the; 8. —; 9. the;
10. the.
5. I. 1. The United Kingdom of Great Britain and Northern Ireland;
2. on the British Isles; 3. Belfast; 4. Great Britain and Ireland; 5. the Irish Sea; 6. Dover.
- II. 1. the queen; 2. Yes, they are. 3. the House of Lords and the House of Commons; 4. No, they aren't. 5. to the Parliament/government.
- III. 1. the City; 2. the City; 3. No, it wasn't, it was built by the Normans (William the Conqueror); 4. Sir Christopher Wren; 5. Westminster;
6. a street leading from Trafalgar Square to the Houses of Parliament;
7. in front of Buckingham Palace.
6. 1. The Houses of Parliament; 2. The National Gallery; 3. Trafalgar Square; 4. Hyde Park; 5. St Paul's Cathedral; 6. Buckingham Palace;
7. Westminster Abbey; 8. The Tower of London (the White Tower).
- 7.

1.	забывать	forget	forgot	forgotten	forgetting
2.	разразиться	break (out)	broke (out)	broken (out)	breaking (out)
3.	избирать	elect	elected	elected	electing
4.	значить	mean	meant	meant	meaning
5.	слышать	hear	heard	heard	hearing
6.	лгать	lie	lied	lied	lying
7.	говорить	speak	spoke	spoken	speaking
8.	пытаться	try	tried	tried	trying
9.	класть, положить	put	put	put	putting
10.	бросать	throw	threw	thrown	throwing

## Quiz to Unit 8

1. 1. looks like; 2. centuries; 3. empty; 4. City; 5. changes; 6. crowded; 7. situated; 8. residence; 9. rules; 10. elected; 11. rides.

2. 1. exciting; 2. meadow; 3. hedge; 4. admire; 5. pirate; 6. position; 7. highlands; 8. plain.

3. 1. it's; 2. it's; 3. its; 4. its; 5. its; 6. it's.

4. 1. right; 2. the continent discovered; 3. right; 4. your cooked dinner; 5. the vegetables bought; 6. right; 7. right; 8. the waterbody separating.

5. 1. in, of; 2. by; 3. in, of; 4. to; 5. of; 6. in; 7. to.

6. 1. to attract tourists; 2. (a) book about/of pirates; 3. picturesque scenery; 4. (an) exciting story; 5. meadows and valleys; 6. (a) square shape; 7. to admire the garden; 8. excited by the news; 9. mountains and plains; 10. (a) flat country; 11. (an) attractive face; 12. (a) high hedge; 13. the rest of the countries; 14. to connect people.

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

8.

1.	падать	fall	fell	fallen	falling
2.	играть	play	played	played	playing
3.	вставать	get (up)	got (up)	got (up)	getting (up)
4.	говорить	tell	told	told	telling
5.	покупать	buy	bought	bought	buying
6.	показывать	show	showed	shown	showing
7.	восхищаться	admire	admired	admired	admiring
8.	волновать	excite	excited	excited	exciting
9.	привлекать	attract	attracted	attracted	attracting
10.	соединять	connect	connected	connected	connecting

## Quiz to Unit 9

1. 1. c; 2. b; 3. a; 4. c; 5. a; 6. c.

2. 1. undefeated; 2. touching; 3. reign; 4. own; 5. crown; 6. reason; 7. touch; 8. remind; 9. official; 10. procession.



3. 1. John bought sour cream at the dairy/supermarket.  
 2 ... .. potatoes at the greengrocer's/supermarket.  
 3 ... .. cornflakes at the greengrocer's/supermarket.  
 4 ... .. butter at the dairy/supermarket.  
 5 ... .. a loaf of bread at the baker's/supermarket.  
 6 ... .. fish at the fishmonger's/supermarket.  
 7 ... .. cheese at the dairy/supermarket.  
 8 ... .. flowers at the florist's/supermarket.
4. 1. a; 2. the; 3. the; 4. the; 5. a; 6. —.
5. 1. What an attractive plan! 2. The weather is so changeable!
3. What a touching scene! 4. How expensive this car is! 5. Her health is so fragile! 6. What an undefeated knight (he is)!
6. 1. in; 2. for; 3. —; 4. from, to, through; 5. to, of; 6. in/over, for/ —.
7. 1. —; 2. the; 3. —; 4. the; 5. the; 6. —; 7. the; 8. the; 9. the; 10. —.
8. 1. a/the queen's official residence; 2. a famous character of the film;  
 3. classical music; 4. a great empire; 5. to own a house; 6. a reigning monarch;  
 7. to defeat an/the enemy; 8. to remind of a/the victory.
9. 1. owns/owned; 2. reigns; 3. reason; 4. reminded; 5. crowned;  
 6. defeat; 7. touching.
- 10.

1.	светить, блеснуть	shine	shone	shone	shining
2.	контролировать	control	controlled	controlled	controlling
3.	править	reign	reigned	reigned	reigning
4.	наносить поражение	defeat	defeated	defeated	defeating
5.	напоминать	remind	reminded	reminded	reminding
6.	держать, содержать	hold	held	held	holding
7.	бегать	run	ran	run	running
8.	иметь	have	had	had	having
9.	знать	know	knew	known	knowing
10.	покупать	buy	bought	bought	buying

## Quiz to Unit 10

1. 1. was founded; 2. weather; 3. advice; 4. scientists; 5. temperature; 6. computers; 7. forecast; 8. agriculture; 9. climate; 10. cooperation; 11. social.

2. 1. pleased; 2. thieves; 3. law; 4. earn; 5. exactly; 6. stupid; 7. scream; 8. criminal; 9. company; 10. deer.

4. 1. I wouldn't like you to spend this summer in Sheffield. 2. We didn't expect our relatives to visit the Lake District. 3. Molly wants her son to see the famous Stonehenge. 4. Would you like us to stay at one of Liverpool's hotels? 5. I don't expect Alice to be able to tell us much about the ruins of Hadrian's Wall.

5. 1. the; 2. the; 3. the; 4. —; 5. —; 6. —; 7. the; 8. the; 9. —; 10. —.

6. 1. (the) North of England; 2. (the) Midlands; 3. (the) Southwest; 4. (the) Southeast; 5. East Anglia.

7. 1. Bath; 2. Birmingham; 3. Brighton; 4. York; 5. Manchester; 6. Oxford; 7. Dover; 8. Cambridge; 9. Liverpool; 10. Stratford.

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

10.

1.	посылать	send	sent	sent	sending
2.	доставлять удовольствие	please	pleased	pleased	pleasing
3.	забывать	forget	forgot	forgotten	forgetting
4.	кричать	scream	screamed	screamed	screaming
5.	писать	write	wrote	written	writing
6.	зарабатывать	earn	earned	earned	earning
7.	пить	drink	drank	drunk	drinking
8.	видеть	see	saw	seen	seeing
9.	знать	know	knew	known	knowing
10.	сидеть	sit	sat	sat	sitting

## Quiz to Unit 13

1. 1. d; 2. c; 3. g; 4. f; 5. a; 6. b; 7. e.

2. 1. military; 2. busy; 3. contrast; 4. bury; 5. picturesque; 6. castle; 7. statue; 8. Cannongate.

3. 1. What makes you happy? 2. What makes you angry? 3. Snow will make the whole garden white. 4. Her smile made her young and beautiful. 5. Such work never makes me tired. 6. Long walks always made him hungry.

4. Примерные варианты: 1. clean the room; 2. to write the test; 3. play outside; 4. to go to the cinema; 5. to get a good mark in English; 6. to paint/to draw pictures.

5. 1. hang; 2. grave, buried; 3. devotion; 4. modest; 5. smart; 6. strikes/struck; 7. trade; 8. prosperous; 9. picturesque; 10. striking.

6. 1. thistle, St Andrew; 2. Highlands; 3. Edinburgh; 4. Glasgow; 5. the Old Town and the New Town; 6. the Castle; 7. tattoo; 8. the Queen; 9. (Greyfriars) Bobby; 10. shopping centre; 11. Sir Walter Scott.

7.

1.	украшать	decorate	decorated	decorated	decorating
2.	расти, выращивать	grow	grew	grown	growing
3.	закрывать	shut	shut	shut	shutting
4.	показывать	show	showed	shown	showing
5.	хоронить	bury	buried	buried	burying
6.	позволять	let	let	let	letting
7.	вешать	hang	hung	hung	hanging
8.	ударять	strike	struck	struck	striking
9.	ехать верхом	ride	rode	ridden	riding
10.	восхищаться	admire	admired	admired	admiring

## Quiz to Unit 14

1. 1. b; 2. a; 3. d; 4. e; 5. f; c — extra.

2. 1. passport; 2. rocky; 3. fluently; 4. agricultural; 5. stream;  
6. walls; 7. region; 8. culture.

3. 1. Do the Smiths have to go to Chicago? The Smiths don't have to go to Chicago. 2. Has he got to leave the house a little earlier today? He hasn't got to leave the house a little earlier today. 3. Have we got to discuss ...? We haven't got to discuss ... . 4. Does Simon have to ...? Simon doesn't have to ... .

4. 1. to; 2. —; 3. —; 4. to; 5. to; 6. to; 7. —; 8. to; 9. —; 10. —.

5. 1. for; 2. after; 3. up; 4. through; 5. at.

6. 1. on; 2. in; 3. on; 4. in; 5. on; 6. in.

7. 1. agriculture; 2. in brief; 3. (a) path through a/the field;  
4. (an) ancient cathedral; 5. (an) injured animal; 6. (a) serious/strong argument; 7. to speak fluently; 8. to rescue the climbers; 9. at your service; 10. to enter the room; 11. to serve in the army; 12. Don't argue with me.

8.

1.	прятать	hide	hid	hidden	hiding
2.	служить	serve	served	served	serving
3.	бегать	run	ran	run	running
4.	стрелять	shoot	shot	shot	shooting
5.	спасать	rescue	rescued	rescued	rescuing
6.	нести	carry	carried	carried	carrying
7.	ранить	injure	injured	injured	injuring
8.	водить машину	drive	drove	driven	driving
9.	спорить	argue	argued	argued	arguing
10.	говорить	tell	told	told	telling

## »»» Quiz to Unit 15

1. 1. more than 20 million ...; 2. 21 kilometres, 4 kilometres; 3. a Dutchman, called Peter (Minit); 4. (about) twenty-four dollars; 5. New Amsterdam; 6. in 1664; 7. all over the world (different parts/places of the world); 8. The Brooklyn Bridge.

2. 1. America/Central America; 2. the eagle/the US flag; 3. George Washington; 4. the first colonists; 5. "Mayflower"; 6. the Stars and Stripes.

3. 1. c; 2. d; 3. b; 4. c; 5. a.

4. 1. —; 2. the; 3. the; 4. the; 5. —; 6. the; 7. —; 8. the; 9. —; 10. —.

5. 1. the United States of America; 2. Washington, D.C.; 3. Canada, the USA; 4. the Atlantic Ocean; 5. twenty-five; 6. the District of Columbia.

6. 1. the Capitol; 2. the White House; 3. North America; 4. Washington, D.C.; 5. the Supreme Court.

7.

1.	открывать	discover	discovered	discovered	discovering
2.	становиться	become	became	become	becoming
3.	праздновать	celebrate	celebrated	celebrated	celebrating
4.	стоять	stand	stood	stood	standing
5.	получать	get	got	got	getting
6.	поймать, схватить	catch	caught	caught	catching
7.	бросать	throw	threw	thrown	throwing
8.	быть	be	was/were	been	being
9.	идти	go	went	gone	going
10.	ехать верхом	ride	rode	ridden	riding

## »»» Quiz to Unit 16

1. 1. c; 2. a; 3. b; 4. c; 5. a; 6. c; 7. b; 8. b.

2. 1. mighty; 2. desert; 3. mixture; 4. beach; 5. valley; 6. shore; 7. canoe; 8. thousand.

3. 1. taking; 2. to wear; 3. climbing; 4. to help; 5. to work; 6. melting.  
 4. 1. rise; 2. attraction; 3. mighty; 4. skyscrapers; 5. stretched;  
 6. desert; 7. melt; 8. chain.  
 5. 1. c; 2. e; 3. d; 4. b; 5. a.  
 6. 1. hundreds; 2. hundred; 3. hundreds, thousands; 4. million; 5. millions; 6. thousand.  
 7. 1. had written; 2. stretched; 3. had risen; 4. had looked; 5. saw;  
 6. had forgotten; 7. had got; 8. did.  
 8. 1. b; 2. c; 3. b; 4. b; 5. c; 6. a.  
 9.

1.	таять	melt	melted	melted	melting
2.	приносить	bring	brought	brought	bringing
3.	светить, блестеть	shine	shone	shone	shining
4.	растягивать(ся), вытягивать(ся)	stretch	stretched	stretched	stretching
5.	спасать	save	saved	saved	saving
6.	носить (об одежде)	wear	wore	worn	wearing
7.	подниматься	rise	rose	risen	rising
8.	красть, воровать	steal	stole	stolen	stealing
9.	лежать	lie	lay	lain	lying
10.	путешествовать	travel	travelled	travelled	travelling

## »»» Quiz to Unit 17

1. 1. capital; 2. laws; 3. east; 4. highest; 5. west; 6. memory; 7. visited;  
 8. Independence; 9. president; 10. admired; 11. freedom; 12. official.  
 2. 1. mountain; 2. coast; 3. ocean; 4. declare; 5. decision; 6. weather;  
 7. court; 8. support; 9. judge; 10. citizen.  
 3. 1. Kitty said she had seen a real canoe. 2. Sam asked if I (we) had seen the mighty Mississippi. 3. Bill asked if I (we) had visited the desert in California. 4. Ann said that Bill had represented their class at the conference on the USA. 5. Ted said that the people had voted for Bush

as the president. 6. Margaret asked how many days all in all I (we) had spent travelling about the USA.

4. 1. on; 2. by; 3. to; 4. for; 5. at; 6. against.

5. 1. support; 2. vote; 3. citizen; 4. Court; 5. obeyed/obeys; 6. judge;

7. bill; 8. representatives.

6. make	$\left\{ \begin{array}{l} \text{amendments} \\ \text{a decision} \\ \text{a choice} \\ \text{peace} \end{array} \right.$	take	$\left\{ \begin{array}{l} \text{pictures} \\ \text{a vote} \\ \text{a long time} \end{array} \right.$

7. 1. saw; 2. stealing/steal; 3. said; 4. had put; 5. could not; 6. refuse; 7. forgot; 8. had hidden; 9. felt; 10. melting; 11. jumped; 12. reminded; 13. had not eaten; 14. made; 15. sit; 16. laughed; 17. had played.

8.

1.	представлять	represent	represented	represented	representing
2.	начинать	begin	began	begun	beginning
3.	слушаться, подчиняться	obey	obeyed	obeyed	obeying
4.	заявлять	declare	declared	declared	declaring
5.	сражаться, бороться	fight	fought	fought	fighting
6.	иметь в виду	mean	meant	meant	meaning
7.	выиграть, победить	win	won	won	winning
8.	встречать	meet	met	met	meeting
9.	поддерживать	support	supported	supported	supporting
10.	давать	give	gave	given	giving

## »»» Quiz to Unit 18

1. 1. false; 2. true; 3. true; 4. true; 5. true; 6. false; 7. false; 8. true.

2. 1. poverty; 2. private; 3. borrow; 4. respect; 5. encourage; 6. event; 7. crowd; 8. retire; 9. wisdom; 10. measure.

3. 1. after; 2. off; 3. down; 4. away; 5. back; 6. down.

4. 1. a; 2. b; 3. c; 4. b; 5. b; 6. a; 7. c; 8. b.

5. 1. stepmother; 2. retire; 3. events; 4. respect; 5. encourages;  
6. measured; 7. trust; 8. crowd.

6. 1. sold; 2. needed; 3. saw; 4. had not noticed; 5. was lying;  
6. was reading; 7. was; 8. were shaking; 9. told; 10. had met; 11. heard;  
12. came/had come; 13. had taken.

7. 1. d; 2. e; 3. f; 4. c; 5. a; 6. b.

8.

1.	уважать	respect	respected	respected	respecting
2.	стрелять	shoot	shot	shot	shooting
3.	измерять	measure	measured	measured	measuring
4.	есть	eat	ate	eaten	eating
5.	поощрять	encourage	encouraged	encouraged	encouraging
6.	обучать	teach	taught	taught	teaching
7.	уходить в отставку, на пенсию	retire	retired	retired	retiring
8.	брать	take	took	taken	taking
9.	умирать	die	died	died	dying
10.	делать	make	made	made	making

## »»» Quiz to Unit 20

1. 1. true; 2. false; 3. true; 4. false; 5. true; 6. false; 7. true.

2. 1. swamp; 2. humid; 3. wheat; 4. apricot; 5. pear; 6. hemisphere;  
7. inhabit; 8. except; 9. peach; 10. berry.

3. 1. out; 2. back; 3. up; 4. away; 5. up; 6. out.

4. 1. will be cooking, will be watching; 2. was playing; 3. will be doing;  
4. is having a bath; 5. was picking; 6. will be flying; 7. was serving;  
8. will be telling.

6. 1. hemisphere; 2. lonely; 3. except; 4. occupied; 5. inhabited;  
6. least; 7. swamp; 8. humid.



7. 1. woke; 2. was called; 3. found; 4. was; 5. felt; 6. disappear/disappearing; 7. had come; 8. do not remember; 9. will beat; 10. do not beat; 11. will try/have tried; 12. did not listen/wasn't listening; 13. did not let; 14. help.

8.

1.	занимать место	occupy	occupied	occupied	occupying
2.	летать	fly	flew	flown	flying
3.	делать	do	did	done	doing
4.	звонить	ring	rang	rung	ringing
5.	читать	read	read	read	reading
6.	садиться (о солнце)	set	set	set	setting
7.	ударять	strike	struck	struck	striking
8.	населять	inhabit	inhabited	inhabited	inhabiting
9.	оставлять	leave	left	left	leaving
10.	говорить	speak	spoke	spoken	speaking

## »»» Quiz to Unit 21

1. 1. false; 2. false; 3. true; 4. no inform.; 5. true; 6. no inform.; 7. false.

2. 1. surf; 2. extremely; 3. suitable; 4. resemble; 5. extraordinary; 6. bush; 7. constant; 8. serious; 9. graceful; 10. notice.

3. 1. up with; 2. out; 3. up; 4. off; 5. up; 6. out.

4. 1. Mrs White noticed a bird sitting on the roof. 2. Ben is often at home after classes. 3. Both Ted and his brother resemble their father. 4. My daughter usually lays the table. 5. The criminal could not escape from the police. 6. Most of the dry land is uninhabited.

5. 1. suitable; 2. curious; 3. extraordinary; 4. resembles; 5. extremely; 6. grown up; 7. gracefully; 8. constant.

6. 1. was blowing; 2. went; 3. was unpacking; 4. wasn't paying; 5. noticed; 6. were; 7. found out; 8. had taken; 9. reached; 10. were rising/had risen; 11. was thrown; 12. had; 13. could; 14. be washed; 15. had seen.

7. 1. —; 2. the; 3. —; 4. the; 5. the; 6. —; 7. the; 8. the; 9. —; 10. the; 11. —; 12. the.

8.

1.	класть, положить	lay	laid	laid	laying
2.	быть похожим	resemble	resembled	resembled	resembling
3.	бить	beat	beat	beaten	beating
4.	убегать	escape	escaped	escaped	escaping
5.	расти, становиться	grow	grew	grown	growing
6.	консервировать	can	canned	canned	canning
7.	выбирать	choose	chose	chosen	choosing
8.	привлекать	attract	attracted	attracted	attracting
9.	трясти	shake	shook	shaken	shaking
10.	лежать	lie	lay	lain	lying

## Keys to tests

### Test 1

1. 1. false; 2. no inform.; 3. true; 4. true; 5. no inform.; 6. no inform.; 7. true; 8. false.

2. 1. daily; 2. influence; 3. fragile; 4. changeable; 5. forecast; 6. pigeon; 7. habitat; 8. destroy; 9. species; 10. environment.

3. 1. d; 2. b; 3. a; 4. f; 5. e; 6. c.

4. 1. does this list include; 2. is rising, shall/will have; 3. have wasted; 4. has been poisoning; 5. is piling; 6. did the disaster happen; 7. have you cleared; 8. were the picnickers doing, began; 9. have been destroying; 10. were staying.

5. 1. changes; 2. is safe; 3. hear; 4. take care; 5. go; 6. ask.

6. 1. our; 2. their; 3. mine, its; 4. his; 5. your; 6. her; 7. yourself; 8. herself; 9. themselves; 10. his.

7. 1. So will I. 2. Neither can I. 3. So have I. 4. Neither do I. 5. So must I. 6. Neither did I.

8. 1. greatest; 2. tiny; 3. cleaner, muddy/muddier; 4. best; 5. worse; 6. higher.

9. 1. a lot of time was wasted; 2. a lot can be done; 3. nuclear weapons mustn't be used; 4. you will be told; 5. the text ought to be rewritten; 6. these cups should be packed, they may be broken.

10. 1. (a) creature; 2. sunshine; 3. to ruin, to destroy; 4. to influence somebody/to have influence on somebody; 5. (a) daily weather forecast; 6. (a) mist; 7. to produce the greenhouse effect; 8. endangered species; 9. (a) huge insect; 10. to dump; 11. (an) environment; 12. (a) shortage of water; 13. to survive; 14. international cooperation; 15. (a) new term; 16. (a) terrible mess; 17. a little bit; 18. (a) weapon; 19. (a) habitat; 20. (a) population.

11.

1.	выиграть, победить	win	won	won	winning
2.	предпочитать	prefer	preferred	preferred	preferring
3.	жарить	fry	fried	fried	frying
4.	летать	fly	flew	flown	flying
5.	тратить, проводить	spend	spent	spent	spending
6.	выбирать	choose	chose	chosen	choosing
7.	основывать	found	founded	founded	founding
8.	находить	find	found	found	finding
9.	консервировать	can	canned	canned	canning
10.	резать	cut	cut	cut	cutting

## Test 2

1. 1. false; 2. true; 3. true; 4. false; 5. false; 6. false; 7. false; 8. true.  
2. 1. meadow; 2. crown; 3. reason; 4. law; 5. exciting; 6. exactly;  
7. thieves; 8. scenery; 9. undefeated; 10. wicked.

3. 1. true; 2. true; 3. true; 4. false; 5. true; 6. false.

4. 1. forgotten; 2. falling; 3. connected; 4. discovering; 5. watered;  
6. played.

5. 1. it's; 2. its; 3. it's; 4. its; 5. its; 6. it's.

6. 1. the; 2. —; 3. the; 4. —; 5. the; 6. —; 7. the; 8. the; 9. the; 10. the.

7. 1. an; 2. the; 3. a; 4. a; 5. —; 6. an; 7. —.

8. 1. I don't want you to scream so loudly. 2. I would like my elder sister to earn more money. 3. John doesn't expect us to come/arrive at five exactly/sharp. 4. My mother doesn't want me to become a dressmaker. 5. All (the) parents want their children to be honest and brave.

9. 1. the rest of the books; 2. in the southeast; 3. (a) lily of the valley; 4. green meadows; 5. in the shape of a heart; 6. (an) exciting story; 7. to connect; 8. touching; 9. to reign; 10. undefeated.

10. 1. for; 2. of; 3. to; 4. in; 5. at/for; 6. of; 7. through.

11.

1.	чувствовать	feel	felt	felt	feeling
2.	соединять	connect	connected	connected	connecting
3.	тратить, проводить	spend	spent	spent	spending
4.	летать	fly	flew	flown	flying
5.	стоить	cost	cost	cost	costing
6.	править	reign	reigned	reigned	reigning
7.	вставать, подниматься	rise	rose	risen	rising
8.	выиграть, победить	win	won	won	winning
9.	получать удовольствие	enjoy	enjoyed	enjoyed	enjoying
10.	носить, рожать	bear	bore	born	bearing

### Test 3

1. 1. false; 2. false; 3. true; 4. true; 5. true; 6. false; 7. true; 8. false.

2. 1. agriculture; 2. grave; 3. injured; 4. bury; 5. argument; 6. prosperous; 7. rescue; 8. picturesque; 9. cathedral; 10. fluent.

3. 1. b; 2. e; 3. d; 4. a; 5. g; 6. c; 7. f.

4. 1. sing/singing; 2. dance/dancing; 3. strike, hit; 4. go/going; 5. cry/crying; 6. walk/walking.

5. 1. Let me watch this film with you. 2. The boy was made to wash all the dirty dishes. 3. Do teachers make you learn poems by heart? 4. Were the children allowed to use this telephone? 5. Let Kate take part in this game. 6. They were always made to clean their room.

6. 1. through; 2. up; 3. after; 4. at; 5. for.

7. 1. a, —; 2. —; 3. —; 4. —; 5. —; 6. —; 7. —; 8. —; 9. an; 10. a.

8. 1. on; 2. in; 3. to; 4. with; 5. —; 6. in; 7. in; 8. with; 9. through, along/on.

9. 1. fluently; 2. injured; 3. rescued; 4. modest; 5. struck; 6. buried.

10.

1.	хоронить	bury	buried	buried	burying
2.	ударять	strike	struck	struck	striking
3.	входить	enter	entered	entered	entering
4.	карабкаться	climb	climbed	climbed	climbing
5.	прятать	hide	hid	hidden	hiding
6.	говорить	speak	spoke	spoken	speaking
7.	носить (об одежде)	wear	wore	worn	wearing
8.	бросать	throw	threw	thrown	throwing
9.	учить, узнавать	learn	learned/ learnt	learned/ learnt	learning
10.	плакать, кричать	cry	cried	cried	crying

## Test 4

1. 1. b; 2. c; 3. a; 4. c; 5. a; 6. b.

2. 1. encourage; 2. measure; 3. wisdom; 4. poverty; 5. retire; 6. decision; 7. mountain; 8. weather; 9. mixture; 10. skyscraper.

3. 1. d; 2. b; 3. e; 4. a; 5. f; 6. c.

4. 1. had written, was still working; 2. worked, lived; 3. came, had finished; 4. had signed; 5. had begun, arrived.

5. 1. hundreds of days; 2. three hundred birds; 3. millions of questions; 4. two million dollars; 5. eight hundred trees; 6. six thousand bikes; 7. thousands of fish; 8. five thousand roubles; 9. hundreds of toys.

6. 1. George had written three poems by the end of the summer. 2. George had caught 128 fish by the end of the summer. 3. George had learned to ride a bike by the end of the summer. 4. George had read twelve books by the end of the summer. 5. George had taught his younger brother to play on the computer by the end of the summer.

7. 1. enough water; 2. big enough; 3. tall enough; 4. enough wisdom; 5. enough books; 6. enough farmland.

8. 1. We knew that our friend was born in 1991. 2. The teacher explained that he had already seen the new textbook and even had bought it. 3. Has anyone told the children that London is an ancient city founded by the Romans? 4. My brother said he woke up at nine o'clock on that day. 5. The children asked if the traveller had been to South America. 6. Everyone understood that it is useful to know a foreign language.

9. 1. to; 2. on; 3. of; 4. —; 5. for; 6. in; 7. for.

10. 1. away; 2. down; 3. back; 4. off; 5. after.

11. 1. d; 2. g; 3. a; 4. i; 5. f; 6. c; 7. b; 8. j; 9. e; 10. h.

12.

1.	иметь в виду	mean	meant	meant	meaning
2.	стрелять	shoot	shot	shot	shooting
3.	уходить в отставку, на пенсию	retire	retired	retired	retiring
4.	ехать верхом	ride	rode	ridden	riding
5.	расти, выращивать	grow	grew	grown	growing
6.	умирать	die	died	died	dying
7.	выбирать	choose	chose	chosen	choosing
8.	падать	fall	fell	fallen	falling
9.	заявлять	declare	declared	declared	declaring
10.	слушаться, подчиняться	obey	obeyed	obeyed	obeying

## Test 5

1. 1. true; 2. true; 3. false; 4. no inform.; 5. false; 6. no inform.; 7. no inform.; 8. true.

2. 1. extremely; 2. surf; 3. resemble; 4. curious; 5. buffalo; 6. notice; 7. constant; 8. grown-up; 9. apricot; 10. citrus; 11. hemisphere; 12. bury/berry.

3. 1. false; 2. false; 3. true; 4. true; 5. true; 6. false.

4. 1. b; 2. c; 3. a; 4. a; 5. c.

5. 1. most; 2. most, least; 3. least; 4. least, most; 5. most; 6. least.

6. 1. unpopulated; 2. informal; 3. indefinite; 4. unknown; 5. unspoken; 6. inhospitable; 7. undeclared; 8. incomplete; 9. uncomfortable; 10. undefeated.

7. 1. My father always buys newspapers in the morning. 2. We are both happy to see you here. 3. He never stays in town in summer. 4. Were they all born in St. Petersburg in 1992? 5. He doesn't often go to the seaside for his holiday. 6. Mary seldom feels sad and unhappy.

8. 1. off, back; 2. out; 3. away; 4. up; 5. out; 6. up.

9. 1. (a) peach tree; 2. (an) uninhabited house; 3. swampy forests; 4. to lay the table; 5. to beat about the bush; 6. (a) bushy tail; 7. to escape from the police; 8. extraordinary people; 9. to feel lonely; 10. (a) humid climate; 11. (a) field of wheat; 12. (a) vast territory.

10. 1. no; 2. no; 3. yes; 4. yes; 5. yes; 6. no; 7. no; 8. yes; 9. yes; 10. no.

11.

1.	занимать место	occupy	occupied	occupied	occupying
2.	знать	know	knew	known	knowing
3.	класть, положить	lay	laid	laid	laying
4.	бить	beat	beat	beaten	beating
5.	приносить	bring	brought	brought	bringing
6.	держать, содержать	hold	held	held	holding
7.	резать	cut	cut	cut	cutting

8.	причинить боль, ушибить	hurt	hurt	hurt	hurting
9.	платить	pay	paid	paid	paying
10.	относить, отсылать	refer	referred	referred	referring

### Test 6 (Final)

1. 1. true; 2. true; 3. false; 4. false; 5. true; 6. false.

2. 1. influence; 2. changeable; 3. pigeon; 4. environment; 5. society;  
6. attractive; 7. reason; 8. wicked; 9. picturesque; 10. rescue.

3. 1. false; 2. true; 3. true; 4. true; 5. false.

4. 1. b; 2. b; 3. b; 4. b; 5. c; 6. b.

5. A. 1. Australia is often visited by tourists. 2. The table will be laid soon. 3. The mountain climbers were rescued yesterday. 4. John will be made to read a lecture on the history of Scotland. 5. The letters were posted/sent yesterday.

B. 1. I saw Alice hanging the picture in the dining room. 2. We didn't notice David leave. 3. John didn't expect to get a "five" in Geography. 4. I want the nurse to measure my brother's height.

6. 1. a; 2. a; 3. a; 4. a; 5. b; 6. b; 7. b; 8. b; 9. a; 10. b.

7. 1. was growing/had grown; 2. stopped; 3. was excited; 4. felt; 5. excited; 6. did; 7. knew; 8. would come; 9. put; 10. brought; 11. went; 12. was; 13. was falling; 14. shook; 15. fell; 16. smelt; 17. tasted.

8. 1. take; 2. give; 3. look; 4. takes; 5. take; 6. look; 7. take; 8. make.

9. 1. a; 2. —, —, the/—; 3. the; 4. the, the; 5. —, —; 6. the, —; 7. —, —; 8. —; 9. the; 10. the.

10. 1. —; 2. of; 3. in; 4. at; 5. of; 6. —; 7. at; 8. for; 9. —; 10. at; 11. about/on; 12. to; 13. for, against; 14. for; 15. for.

11.

1.	класть, положить	lay	laid	laid	laying
2.	лежать	lie	lay	lain	lying
3.	хоронить	bury	buried	buried	burying



4.	сражаться, бороться	fight	fought	fought	fighting
5.	слушаться, подчиняться	obey	obeyed	obeyed	obeying
6.	ударять	strike	struck	struck	striking
7.	продавать	sell	sold	sold	selling
8.	стрелять	shoot	shot	shot	shooting
9.	предсказывать погоду	forecast	forecast/ forecasted	forecast/ forecasted	forecasting
10.	основывать	found	founded	founded	founding

# **Рекомендации по развитию компетенции в области использования информационных технологий (ИКТ-компетенции)**

Освоение новых знаний в полном объёме в современном мире невозможно без активного использования учащимися информационных технологий. Обращение к новым технологическим возможностям образования будет тем более успешным, чем полнее будет сформирована у школьников компетенция в области использования информационных технологий.

Технологически обеспеченное изучение иностранного языка интенсифицирует процесс учения и служит условием эффективного достижения требуемых ФГОС предметных результатов. Помимо этого, внедрение технологий в учебно-воспитательный процесс прямо способствует достижению учащимися метапредметных результатов в целом и формированию у них универсальных учебных действий в форме информационно-коммуникационной компетенции в частности. Более того, выход учащихся в информационное пространство есть важнейшее условие и предпосылка достижения ими личностных результатов, включающих активное отношение к учению в целом, саморазвитие, учебную мотивацию и интерес к предметным знаниям, ценностно-смысловые установки, индивидуально-личностные позиции, социальные компетенции, личностные качества и гражданскую идентичность.

Учебно-методические комплекты нового поколения направлены на формирование готовности российских школьников к активной и продуктивной деятельности в глобальном информационном пространстве. В них последовательно реализуются требования ФГОС основного общего образования к формированию ИКТ-компетенций обучающихся как метапредметного результата освоения основной образовательной программы.

Учителю следует руководствоваться принципами преемственности и в вопросе формирования у учащихся ИКТ-компетенции. К концу образовательного курса в начальной школе её выпускники не только владеют компьютером и приложениями к нему, включая коммуникативную деятельность в Интернете, но и умеют применить ИКТ-компетенцию в учебно-познавательных целях. Они могут использовать электронные тренажеры, вносить изменения в текст с помощью текстового редактора, находить в сети Интернет нужную информацию, работать с редактором презентаций, рассказывать о результатах своих проектов с помощью интерактивной доски или мультимедийного проектора, участвовать в групповом учебном взаимодействии. Они могут также выполнять языковые тесты на интерактивной доске или персональном компьютере.

ИКТ-умения выпускников основной школы обеспечиваются системной и систематической работой на материале УМК. Эти умения необходимы учащимся для развития у них коммуникативной компетенции и достижения требуемых ФГОС результатов образовательного курса «Иностранный язык» в основной школе.

Для повышения уровня осознанности и последовательности педагогических действий и повышения педагогической целесообразности использования ИКТ следует распознавать элементы ИКТ-компетенции школьников, формируемые в том числе в процессе обучения иностранному языку по представленному УМК.

В ходе обучения учащиеся основной школы должны научиться:

- владеть технологическими навыками работы с пакетом прикладных программ Microsoft Office;
- использовать базовые и расширенные возможности информационного поиска в сети Интернет.
- создавать гипермедиа-сообщения; различные письменные сообщения, соблюдая правила оформления текста.

При поиске и передаче информации:

- выделять ключевые слова для информационного поиска;
- самостоятельно находить информацию в информационном поле;
- организовать поиск в сети Интернет с применением различных поисковых механизмов;
- уметь анализировать и систематизировать информацию, выделять в тексте главное, самостоятельно делать выводы и обобщения на основе полученной информации.

При презентации выполненных работ:

- составлять тезисы выступления;
- использовать различные средства наглядности при выступлении;
- подбирать соответствующий материал для создания информационного продукта, представленного в различных видах;
- оформлять информационный продукт в виде компьютерной презентации средствами программы Microsoft PowerPoint.

Во время сотрудничества и коммуникации:

- представлять собственный информационный продукт;
- работать с любым партнёром (учитель, другой учащийся);
- отстаивать собственную точку зрения.

Учащиеся также должны быть знакомы с правилами безопасного использования средств ИКТ и сети Интернет, должны быть осведомлены о недопустимости контактов с незнакомыми лицами и необходимости хранить в тайне конфиденциальную информацию о себе и своей семье.

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## **АНГЛИЙСКИЙ ЯЗЫК**

**Книга для учителя**

**VI класс**

**Пособие для общеобразовательных организаций и школ  
с углублённым изучением английского языка**

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