



Національний університет  
водного господарства  
та природокористування

Міністерство освіти та науки України  
Національний університет водного господарства та  
природокористування

Кафедра іноземних мов

**06-09-32**

## **МЕТОДИЧНІ РЕКОМЕНДАЦІЇ**

та навчальні завдання

для практичних занять з дисципліни

«Іноземна мова (англійська)»

(рівень володіння мовою А1)

для здобувачів вищої освіти першого

(бакалаврського) рівня усіх спеціальностей

НУВГП

(Частина II)

Схвалено науково-  
методичною радою НУВГП  
протокол № 1  
від 27 лютого 2019 р.

Рівне – 2019



Методичні рекомендації та навчальні завдання для практичних занять з дисципліни «Іноземна мова (англійська)» (рівень володіння мовою А1) для здобувачів першого (бакалаврського) рівня вищої освіти усіх спеціальностей НУВГП (Частина II) / Голубева І. В., Зошук Н. В., Масло І. М., Мельник В. О., Озарчук І. В., Осіпчук Н. В. – Рівне : НУВГП, 2018. – 81 с.

Укладачі: І. В. Голубева, старший викладач;  
Н. В. Зошук, канд. філол. наук, доцент  
кафедри іноземних мов;  
І. М. Масло, асистент кафедри іноземних мов;  
В. О. Мельник, старший викладач кафедри  
іноземних мов;  
І. В. Озарчук, асистент кафедри іноземних  
мов;  
Н. В. Осіпчук, канд. пед. наук, асистент  
кафедри іноземних мов.

Відповідальний за випуск – М. І. Тадеєва, доктор  
педагогічних наук, професор, завідувач  
кафедри іноземних мов.

© Голубева І. В., Зошук Н. В.,  
Масло І. М., Мельник В. О.,  
Озарчук І. В., Осіпчук Н. В., 2019  
© Національний університет  
водного господарства та  
природокористування, 2019



## Передмова

Методичні рекомендації та навчальні завдання для практичних занять з дисципліни «Іноземна мова (англійська)» (рівень володіння мовою А1) для здобувачів першого (бакалаврського) рівня вищої освіти усіх спеціальностей НУВГП мають на меті допомогти організувати самостійну та індивідуальну роботу студентів для набуття навичок практичного володіння англійською мовою на елементарному рівні.

Для досягнення зазначеної мети передбачається виконання таких завдань:

- оволодіння найбільш уживаною лексикою в межах визначеної тематики і сфери спілкування;
- отримання уявлення про основні граматичні категорії англійської мови; розпізнавання відомого лексичного і граматичного матеріалу під час роботи з текстами;
- оволодіння технікою читання навчальних текстів, використання прийомів ознайомлювального та навчального читання;
- правильне написання слів, словосполучень, речень і текстів.

У результаті вивчення навчальної дисципліни студент повинен:

**знати:** базові граматичні структури, що є необхідними для вираження відповідних функцій та понять, а також для розуміння і відтворення почутої фрази чи інформації; основні правила синтаксису, щоб дати можливість розуміти та сприймати тексти у сфері повсякденного спілкування; базовий діапазон словникового запасу, що є необхідним для елементарного сприймання та реагування на відповідну інформацію у різних сферах культурного та соціального характеру.

**вміти:** сприймати та відповідати на запитання елементарного рівня знання іноземної мови, для того, щоб досягти порозуміння зі співрозмовником; застосовуючи відповідні засоби вербальної комунікації; знаходити нову текстову, графічну інформацію, що міститься в іншомовних





## Grammar

### Present Continuous

#### 1. Form sentences using *the present continuous*.

1. Ben/do exercises
2. I/play basketball
3. We/have a picnic
4. Lisa/wear a red dress
5. They/go skiing

#### 2. Rewrite sentences.

1. It's raining. (No) (snow) (Yes)
2. Mum is reading. (No) (make lunch) (Yes)
3. They are going kayaking. (No) (do sports) (Yes)
4. He is staying in a hotel. (No) (go camping) (Yes)
5. Dad is watching TV. (No) (send emails) (Yes)

#### 3. Write the questions and answer them.

1. Mrs Smith/make a snowman (No)
2. Tom and Dave/talk (Yes)
3. Anna and Lucy/drink coffee (No)
4. Mr Smith/talk on his mobile (Yes)
5. John/take photos (No)

#### 4. Write the questions. Answer them about yourself.

1. you/play/computer games/now
2. you/wear/jeans/now
3. your parents/work/at the moment
4. you/have/an English lesson/now
5. your teacher/talk/at the moment

#### 5. Write the verbs in the correct column in the present continuous: *play, drive, speak, hop, run, have, make, snow, wear, shop, catch, send, come, get.*

<b>-ing</b>	<b>e -ing</b>	<b>double consonant</b>

#### 6. Put the words in the correct order to make sentences.

1. is/sending/moment/Roger/emails/the/at
2. now/are/what/children/the/doing?



3. raining/the/it/is/moment/at?
4. making/a/Rachel/now/is/snowman
5. the/camels/in/riding/are/desert/we
6. is/doing/sports/Ralph
7. wearing/is/jacket/a/James
8. staying/hotel/they/a/in/are

**7. Write questions using *the present continuous*. Then complete the short answers.**

1. she/do/exercises/now (Yes)
2. John/ride his bike/to work (Yes),
3. they/take/skiing lessons (Yes)
4. your mum/learn/to drive (No)
5. you/play/computer games/at the moment (Yes)

**8. Put the verbs in brackets into the present continuous.**

*It's 4 o'clock in the afternoon now.*

1. Billy \_\_\_\_\_ (play) a computer game.
2. Mum \_\_\_\_\_ (make) dinner.
3. \_\_\_\_\_ (Frank/do) exercises?
4. Lisa \_\_\_\_\_ (surf) the Net.
5. The children \_\_\_\_\_ (do) their homework.
6. Kate and Alex \_\_\_\_\_ (read) a book.
7. Arthur \_\_\_\_\_ (ride) his bicycle.
8. Sarah and Paul \_\_\_\_\_ (not/watch) TV.

**Reading**

**Favourite Heroes**

**Text 1**

Hi Pam,

We're in Ethiopia. We're staying with the Afar people in the desert. It's very hot here with high temperatures so we're wearing shorts and T-shirts. We're staying in straw huts, "ari". Mark is taking a video of the locals for his TV show now. Life is difficult for these people. They move from place to place on their camels to find water.

See you soon.

Sandra



## Text 2

Hi Mary,

We're having a great time here in India. Peter and James are making a documentary about the Khasi people. They're a tribe in the hills of mountains. They're short and strong people with black hair and they wear long colourful clothes. I spend my days going to museums or visiting local markets. Right now I'm eating some delicious traditional food at a café and I'm waiting for the rain to stop. The weather is strange here. It rains a lot every day but it's warm. Can't wait to tell you about our trip.

Take care!

Sue

## Text 3

Hi Andy,

Greetings from Alaska. It's freezing cold here. We're wearing heavy jackets, gloves and warm scarves. John is ice fishing with some Inuit. They are staying in igloos. Right now it's snowing. I'm having a cup of hot chocolate and sending emails from my hotel room. I've got some great photos to show you when we come back next week.

How are you doing? Hope all's OK.

See you.

Carl

### 1. Read the texts and answer the questions (1-3) by choosing the best answer A, B or C.

1. The Afar people
  - A – don't stay in the same place.
  - B – usually wear light clothes.
  - C – are taking a video.
2. The second text is about
  - A – weather in India.
  - B – a tribe.
  - C – Sue's news.
3. Which is true about Carl?
  - A – He doesn't like cold weather.
  - B – He's doing something with his friend.
  - C – He's staying in a hotel.



## 2. Complete the sentences.

1. The Afar people live \_\_\_\_\_ .
2. “Ari” are \_\_\_\_\_ .
3. Sue is in \_\_\_\_\_ with \_\_\_\_\_ .
4. The Khasi people live \_\_\_\_\_ .
5. Inuit can stay in \_\_\_\_\_ .

## 3. Fill in: *desert, waiting, stay, documentary, move, spend*.

1. The \_\_\_\_\_ on TV is about the Khasi people.
2. We \_\_\_\_\_ the mornings visiting museums.
3. They are \_\_\_\_\_ for John to come.
4. They \_\_\_\_\_ from place to place to find food.
5. The temperatures are very high in the \_\_\_\_\_ .
6. They usually \_\_\_\_\_ in hotels while on holiday.

## 4. Match the words in bold with their opposites: *plain, tall, low, awful, normal, light*.

**short** man, **strange** weather, **delicious** food, **high** temperatures, **heavy** clothes, **colourful** jewellery.

## Across Cultures

### High Adventure New Zealand Style!

Are you ready for a holiday full of excitement and adventure? Then New Zealand is the place for you. New Zealand is famous for its incredible nature. One great way to see some of it is on a sea kayak. Visitors can go sea kayaking along the coast in Abel Taman National Park and see golden beaches and local wildlife such as penguins and seals. Another unique spot in New Zealand worth the visit is the Waitomo Caves and the thousands of glow worms that live in the caves. Black water rafting through the caves is a unique experience.

So what are you waiting for?

## 1. Read the text and answer the questions.

1. What can you see in Abel Taman National Park?
2. What is inside the Waitomo Caves?



Vocabulary

Clothes

1. Cross the odd one out:

trainers – gloves – shoes – boots  
scarf – gloves – socks – shorts  
leans – trouser s – shorts – sweaters  
jacket – vest – cardigan – pants

2. What clothes would you wear:

at a party?  
on the beach?  
in the evening at home?  
at the university?  
on a cold day in winter?

Grammar

Present Simple vs Present Continuous

1. Read the email. Identify the tenses in bold.

Dear Betty,

My name is Sarah and I'm 17 years old. I **like** sports and I **play** basketball with my friends every day. I **want** to go out now, but I can't because **it's raining**, so **I'm watching** TV with my brother. My sister **is studying** at the moment. She always **does** her homework in the afternoon.

What about you? What **are** you **doing** now?

Write soon,

Sarah

2. Put the verb in brackets into *the present simple* or *the present continuous*.

1. I usually \_\_\_\_\_ (catch) the bus to college.
2. Paul and Alex \_\_\_\_\_ (not/watch) TV at the moment.
3. Shelley often \_\_\_\_\_ (go) camping on Saturdays.
4. \_\_\_\_\_ (it/snow) now?
5. He sometimes \_\_\_\_\_ (wear) a tie to work.
6. \_\_\_\_\_ (the children/play) basketball now?
7. Anna \_\_\_\_\_ (go) to the gym every Saturday.



8. Mark \_\_\_\_\_ (not/play) tennis at the moment.
9. She \_\_\_\_\_ (send) emails now.
10. Look! It \_\_\_\_\_ (snow) outside.
11. \_\_\_\_\_ (he/catch) the bus to work every day?
12. Amy \_\_\_\_\_ (not/like) boats.
13. They always \_\_\_\_\_ (go) skiing in the weather.
14. What \_\_\_\_\_ (you/watch) on TV at the moment?

### 3. Underline the correct form of the verb.

1. It **isn't raining/doesn't rain** now.
2. My mum **is working/works** from home during the week.
3. I **am doing/do** my exercises every night.
4. Susan **isn't flying/doesn't fly** to France now.
5. We often **are visiting/visit** my aunt and uncle.
6. **Does it snow/Is it snowing** at the moment?
7. We **have/are having** a picnic in the park right now.
8. I **am wearing/wear** a dress today.
9. **Does your dad drives/Is your dad driving** to work every morning?
10. Philip **isn't having/doesn't have** a computer.

### 4. Underline the correct time expression.

1. My dad walks to work **right now/every day**.
2. I am watching TV **now/sometimes**.
3. I go to school on foot **in the morning/at the moment**.
4. We are having lunch **at the moment/often**.
5. Peter right **now/usually** wears trainers.
6. They're having dinner **on Sundays/now**.

### 5. Fill in the gaps with the verbs in the present simple or present continuous: *make, go, visit, play, blow, watch*.

1. Gwen \_\_\_\_\_ computer games right now.
2. Kate and Emma \_\_\_\_\_ a snowman in the garden now.
3. Edward \_\_\_\_\_ to the beach every summer.
4. Look! The wind \_\_\_\_\_ all leaves into the air.
5. My dad \_\_\_\_\_ the weather forecast every evening.
6. We always \_\_\_\_\_ museums while on holiday.



**6. Put the verb in brackets in the present simple or the present continuous.**

Kim: I (1)\_\_\_\_\_ (like) your jumper, Kate.

Kate: Thanks. You look nice, too. (2)\_\_\_\_\_ (you/go out) now?

Kim: Yes, I always (3)\_\_\_\_\_ (go) to Wendy's house on Saturdays, remember?

Kate: Oh, yes. Take an umbrella because it (4)\_\_\_\_\_ (rain) at the moment.

Kim: That's OK, Wendy's mum (5)\_\_\_\_\_ (come) to pick me up in her car.

Kate: Have fun, then!

**7. Put the verb in brackets into the present simple or the present continuous.**

Hi Sam,

We are in Switzerland. We (1)\_\_\_\_\_ (stay) in a nice hotel and we (2)\_\_\_\_\_ (have) a great time! (3)\_\_\_\_\_ (you/have) a nice time in Italy? It (4)\_\_\_\_\_ (snow) every day here and we (5)\_\_\_\_\_ (usually/go) skiing. Right now it (6)\_\_\_\_\_ (not/snow). We (7)\_\_\_\_\_ (sit) in a café. I (8)\_\_\_\_\_ (write) emails and Anna and Kim (9)\_\_\_\_\_ (drink) coffee.

Write soon,

Angela

**8. Put the verb in brackets into the present simple or the present continuous.**

Hi Steve,

Hope you (1)\_\_\_\_\_ (be) OK. We (2)\_\_\_\_\_ (spend) summer holidays in Ibiza. We (3)\_\_\_\_\_ (get up) early in the morning and (4)\_\_\_\_\_ (go) swimming, then we (5)\_\_\_\_\_ (visit) museums and nearby villages. Right now Josh and Mike (6)\_\_\_\_\_ (windsurf) and Jenny (7)\_\_\_\_\_ (shop). I (8)\_\_\_\_\_ (sunbathe) by the pool. Hope you (9)\_\_\_\_\_ (enjoy) yourselves in the UK.

See you soon,

Bill



**9. Put the verb in brackets into *the present simple or the present continuous*.**

Hi Laura,

We (1)\_\_\_\_\_ (be) in Moscow. It's very cold here. It (2)\_\_\_\_\_ (snow) every day! Actually, it (3)\_\_\_\_\_ (snow) right now. We (4)\_\_\_\_\_ (have) coffee in a café, and we (5)\_\_\_\_\_ (wait) for the snow to stop. Anna (6)\_\_\_\_\_ (take) photographs of the Kremlin. It's so beautiful!

See you soon,

Jane

**10. Put the verb in brackets into *the present simple or the present continuous*.**

Hi Cathy!

Hope you (1)\_\_\_\_\_ (be) well! Thailand's great! I (2)\_\_\_\_\_ (stay) in a hotel near the beach. It's really hot and sunny here. Every day, I (3)\_\_\_\_\_ (go) swimming in the sea. My mum doesn't like swimming, so she (4)\_\_\_\_\_ (sunbathe) instead. Right now, I (5)\_\_\_\_\_ (shop) for gifts at the market. My mum (6)\_\_\_\_\_ (visit) the local museum. We (7)\_\_\_\_\_ (have) the best time! Hope you (8)\_\_\_\_\_ (enjoy) your summer, too.

See you soon.

Kim

**11. Fill in the gaps with: *live, not play, send, go, stay, watch, rain, not come* in the correct form.**

Hi Jack,

I'm in Spain! I (1)\_\_\_\_\_ with my cousins in Malaga at the moment. They (2)\_\_\_\_\_ in a big house near the beach. Every day, we (3)\_\_\_\_\_ swimming in the sea and we (4)\_\_\_\_\_ home until the evening. It (5)\_\_\_\_\_ now, so we (6)\_\_\_\_\_ on the beach. My cousins (7)\_\_\_\_\_ TV and I (8)\_\_\_\_\_ emails.

Can't wait to see you next week!

Colin

**12. Complete the exchanges with *the present simple or the present continuous*.**

1. A: What \_\_\_\_\_ (you/do) now?



- B:** I \_\_\_\_\_ (do) my homework.  
 2. **A:** \_\_\_\_\_ (you/drive) your car to work?  
**B:** No, I \_\_\_\_\_ (always/take) the bus.  
 3. **A:** \_\_\_\_\_ (it/rain) outside at the moment?  
**B:** No, it \_\_\_\_\_ (snow) right now!  
 4. **A:** \_\_\_\_\_ (you/know) where Billy is?  
**B:** He \_\_\_\_\_ (make) a snowman outside.

## Speaking Skills

### Everyday English

1. Match the questions (1-6) to the answers (A-G). One answer is extra.

- |   |                                |
|---|--------------------------------|
| 1. When do you plan to go on holiday?     | <b>A</b> By bus.               |
| 2. How are you getting there?             | <b>B</b> Just 500 metres.      |
| 3. When is the train leaving?             | <b>C</b> €10.20                |
| 4. How far is it from the tube station?   | <b>D</b> Room 320.             |
| 5. How often do you go abroad?            | <b>E</b> In the month of July. |
| 6. How much is a single ticket to London? | <b>F</b> In twenty minutes.    |
|   | <b>G</b> Once a year.          |

### Inviting – Accepting / Refusing

Inviting	Accepting
– We're having a .....	– That's a great idea!
– Would you like to come?	– Sounds good.
– Why don't you join us?	– I'd love to.
– Do you want to come?	Refusing
– Let's go .....	– I'm sorry. / Thank you, but I can't.
– Shall we .....	– I'm afraid I can't.
– Why don't we .....	

2. Complete the dialogue.

*Georgia:* Hello, is (1) \_\_\_\_\_ Tammy?

*Tammy:* Hi, Georgia. How (2) \_\_\_\_\_ you?

*Georgia:* I'm having a great (3) \_\_\_\_\_. We're swimming here (4) \_\_\_\_\_ the beach. Would you like to come?



*Tammy:* I'm sorry, but I can't. I can't studying (5)\_\_\_\_\_ an English exam I've got (6)\_\_\_\_\_ Monday.

*Georgia:* That's a pity. Maybe we can go for a coffee next Saturday.

*Tammy:* Sounds good. I haven't got (7)\_\_\_\_\_ plans then.

*Georgia:* Fine. I'm afraid I have to go now. My friends are (8)\_\_\_\_\_ beach volleyball. They want me to join (9)\_\_\_\_\_ !

*Tammy:* OK, talk (10)\_\_\_\_\_ you soon.

*Georgia:* Bye for now.

**3. For each situation (1-3), choose the appropriate response. Circle A, B or C.**

1. Your friend invites you to go ice-skating. What do you say?

A – I love it.

B – I'd love to.

C – I go on Sundays.

2. How do you ask a passer-by for directions to the museum?

A – Where's the museum, please?

B – Can I see the museum, please?

C – What's in the museum, please?

3. Your friend invites you to go out with him. Refuse the invitation.

A – Sounds good.

B – Let's go out tonight.

C – I'm sorry, but I can't.

**UNIT 4.  
Vocabulary**

**TRAVEL**

**LESSON 3.**

**Activities**

**1. Fill in: go, do, play, have or make.**

\_\_\_\_\_ skiing

\_\_\_\_\_ a snowman

\_\_\_\_\_ exercise

\_\_\_\_\_ computer games

\_\_\_\_\_ camping

\_\_\_\_\_ sports

\_\_\_\_\_ a picnic

\_\_\_\_\_ kayaking

**2. Choose the correct item.**

1. I **go/do** skiing in winter.



2. He **makes/does** exercises every day.
3. They **do/play** computer games in the evening.
4. We **have/do** picnics in the summer.
5. She **has/does** sports after school.
6. They **go/have** camping in July.

### Means of Transport

1. Write the means of transport in the correct place: *train, car, bus, motorcycle, ship, plane, boat, coach, bike.*

get on/off	land/take off	depart	ride	catch

2. Complete the sentences. Use: *lands, departs, embark, take off, get off, get on, catches, sail.*

1. The train \_\_\_\_\_ in 10 minutes. We'd better hurry up.
2. What time does the plane \_\_\_\_\_ ?
3. We're picking up Sue from the airport. Her plane \_\_\_\_\_ at 3:00.
4. We should \_\_\_\_\_ on the ship now.
5. He wants to get a boat and \_\_\_\_\_ it round the island.
6. \_\_\_\_\_ at Central Park stop and walk towards the park.
7. He \_\_\_\_\_ the bus to college at 7:30 in the morning.
8. Wait until the doors are fully open and all passengers get off, then \_\_\_\_\_ the bus.

### Grammar

#### The article *the* or —

1. Fill in *the* where necessary.

1. We're in \_\_\_ Malta, an island near \_\_\_ Italy, in \_\_\_ Mediterranean sea.
2. We're spending our holidays in \_\_\_ Alps, a mountain range in \_\_\_ Europe.
3. We went to go on a boat trip down \_\_\_ River Thames.
4. We're staying at a villa near \_\_\_ Lake Como.
5. Jane is taking photographs of \_\_\_ Mount Vesuvius.
6. \_\_\_ Browns are coming with us to \_\_\_ London.
7. \_\_\_ Adam doesn't like playing computer games.
8. We usually go camping by \_\_\_ River Thames.



9. What's \_\_\_ weather like today?
10. You can get to \_\_\_ Malta by plane or boat. It's a beautiful island.
11. They go skiing in \_\_\_ Alps every winter.
12. We're having a picnic with \_\_\_ Wilkinsons now.

## 2. Fill in *the* where necessary.

Hi guys! I'm going to (1)\_\_\_ USA soon. I can't wait! It's my favourite country in (2)\_\_\_ world! What about you?

Hi Matt,

Every year, I go to (3)\_\_\_ Spain with my parents. We stay in (4)\_\_\_ Barcelona with (5)\_\_\_ Latorres. They are a Spanish family and they are our friends. We go camping in (6)\_\_\_ mountains together. Spain is my favourite place to go on holiday. It is a beautiful country and (7)\_\_\_ Spanish are very nice.

## Using Apostrophes

### 3. Correct the sentences by adding an apostrophe where needed.

1. My parents remember the 1980s.
2. Hes sunbathing right now.
3. Its raining here at the moment.
4. The cats chasing its tail.
5. This is the childrens room.
6. My grandparents house is in the country.

### 4. Add the apostrophe where necessary.

1. The boys room is on the second floor.
2. Its a beautiful day today.
3. Shes playing tennis just now.
4. Our dogs sleeping in the garden.
5. My friends parents are picking us up from the station.

## Reading

### New York Yellow Cabs

Just like the Statue of Liberty, the yellow taxi-cabs of New York are an **icon** of the city and even of the USA. There are thousands of



yellow of yellow taxi-cabs in New York City and **millions** of people use them every year.

The New York yellow taxi-cabs are the only **vehicles** in the city that can pick up passengers off the street. When a pedestrian wants to take a cab, they “hail” one by **raising** their arm in the air and “flagging it down”. The cabs have three lights on the roof. When the cab is empty and **available** the centre light is on. When no lights are on, the cab has got a passenger and when the off-duty light is on, the cab is off-duty.

Each taxi-cab has got **several** drivers who work 8 hours each and the cabs are in service almost non-stop 365 days a year.

The yellow taxi-cabs are a great way to get from place to place in the city and are not very expensive. They bring passengers right to their doorstep and you don't have to wait in queues for one. The **average** fare for a ride is only about \$6 and passengers who are happy with the service usually give the driver a tip.

New Yorkers both love and hate their yellow cabs because they are **cheap** and convenient, but they often cause traffic jams and make noise. For good or bad, they are **truly** a part of the life and culture of the city and are here to stay.

### 1. Read the text and mark the sentences as *T* (true) or *F* (false).

- 1. You can't pick up a taxi off the street.
- 2. New York yellow taxi-cabs are available all year round.
- 3. They are quite expensive but fast.

### 2. Read the text again and answer the questions.

- 1. How does someone stop a cab in New York?
- 2. How many days a year do the cabs operate?
- 3. How much does the average ride cost?
- 4. What do satisfied customers do?
- 5. Why don't some people like the cabs?

### 3. Choose the correct word.

- 1. To get a cab you need to **rise/raise** your arm.
- 2. **Passengers/Pedestrians** usually give some extra money to the driver.



3. When the light in the middle is on the cab is **available/off duty**.
4. The **fare/ticket** usually costs \$6.
5. People form a **duty/queue** when they wait for the bus.
6. Yellow cabs are **convenient/cheap** because they leave/live you exactly where you want.

#### 4. Match the words in bold in the text to their synonyms.

lifting, cars, a lot of, really, symbol, some, free, not expensive, usual.

### New York Water Taxis

New York Water Taxis are boats that transport people across the East River and the Hudson River of New York. 1- \_\_\_\_ Like the New York City taxi cabs, they are all yellow so that people can see them easily. 2- \_\_\_\_ But they transport many people to work everyday and they also take tourists on sightseeing tours of the city. 3- \_\_\_\_ They show people the Statue of Liberty, the Empire State Building and other famous landmarks of New York from the boats and explain their history. The boat goes very close to some places, but you can only see others from a distance. 4- \_\_\_\_ This way, they can choose to spend more time at a site or just go for a walk in the area. The water taxi is a great way to see New York.

#### 5. Read the text from which four sentences are missing. Complete the gaps (1-4) with appropriate sentences (A-E). One sentence is extra.

- A – They can carry about 150 passengers.
- B – However, people can get on and off at five different places along the rivers.
- C – You can also go shopping in the city.
- D – There are only 12 water taxi boats in New York.
- E – The tours last about 90 minutes and there is a guide on each boat.

#### 6. Match the sentences (1-3) to the sentences that follow (A-C).

1. It has got a great view of the city. \_\_\_\_
2. The taxi is quite big. \_\_\_\_
3. Tickets cost \$2. \_\_\_\_



- A – You can buy them on the bus.
- B – It is a great place for photographers.
- C – It can transport 20 people.

### Green Transport

*Researchers are looking for ways to improve different means of transport so they cause less pollution and use less fuel. Take a look at some eco-friendly designs.*

#### A) Skhy Bus

The Skhy Bus is an incredible green bus that does not pollute the environment. It gets its power from solar panels on its roof and from a system on the bus that changes waste water into hydrogen power. This bus hasn't got a driver. A GPS and sensors control this green ride!

#### B) ENV Motorcycle

The ENV Motorcycle is a pollution free motorcycle. A hydrogen fuel cell much like a battery powers the motorcycle. It can travel up to 100 kilometres on a fully charged fuel cell. The driver can also take off fuel cell and use it to power other electronic equipment. This is a great solution for parts of the world where there is little or no electricity.

#### C) SkySails

Large ships and boats pollute the oceans and seas and consume a lot of fuel. SkySails is an idea by a German company that uses giant kites to capture wind energy. The kites reduce normal fuel consumption of ships as much as 35 percent by catching the wind and pulling the ships across the surface of the water.

**7. Read the text and for each question (1-4) choose the text A, B or C.**

*Which means of transport .....*

- 1 – still uses regular fuel? – \_\_\_
- 2 – is useful in places without power? – \_\_\_
- 3 – uses energy from the sun? – \_\_\_
- 4 – creates power in two different ways? – \_\_\_



## Further Practice Section

### Choose the correct item.

1. It's very cold **at/in** the desert at night.
2. I'm staying **with/at** my cousin in Scotland.
3. They stay **at/to** the same hotel every year.
4. Sam sends his greetings **from/by** Sydney, Australia.
5. Dad is going to work **by/on** foot because the car won't start.
6. It's easy to get to the town centre **by/on** bus.
7. Our plane takes **off/up** at 3:30.
8. Get **off/out** the bus outside the supermarket.
9. Hurry **up/on** or we'll miss the flight!
10. The Lake District is famous **for/about** its beautiful lakes and mountains.
11. Let's go **on/in** a guided tour of the castle.
12. Brighton is ideal **with/for** family holidays.
13. I'd like to stay in a house **to/by** the sea.
14. Donna and Penny are playing volleyball and they want me to join **in/up**.

## UNIT 4.

### Grammar

## TRAVEL

## LESSON 4.

### Prepositions of time

#### 1. Fill in: *in, on, at*.

1. We usually go on holiday \_\_\_ the summer.
2. They always have dinner with their relatives \_\_\_ New Year's Eve.
3. They are going to Mexico \_\_\_ Tuesday.
4. We can meet \_\_\_ 7 o'clock \_\_\_ Saturday evening.
5. We can go sailing \_\_\_ the weekend.
6. They are planning to visit New York \_\_\_ May.

#### 2. Underline the correct preposition.

1. I usually take my dog for a walk **on/in** Monday mornings.
2. We always have lunch **on/at** 2 pm.
3. The children are playing computer games **in/at** the winter.
4. My birthday is **at/on** 5th June.
5. Betty usually starts studying **at/on** noon.



6. I always sleep late **at/in** the weekend.
7. Mary is sunbathing **in/at** the moment.
8. I'm leaving for Qatar **in/on** an hour.

### Word order

#### **3. Rewrite the sentences putting the words in the correct.**

1. This/food/always/serves/delicious/restaurant
2. What/moment/you/at/are/the/doing?
3. We're/mountains/at/ski resort/staying/a /in/the
4. When/train/does/London/to/depart/the?
5. Fred/museums/like/visiting/doesn't
6. I/a hat/when/usually/I'm/the beach/wear/at
7. what/now/doing/are/right/you?
8. we/restaurant/this/lunch/eat/always/at
9. they're/by/sea/a/in/the/resort/staying
10. what/arrive/plane/does/time/the?
11. my/don't/tennis/like/brothers/playing

### **Writing**

#### **1. Complete the missing words.**

Hi Peter,

Greetings (1)\_\_\_\_\_ Rhodes in Greece! It's (2)\_\_\_\_\_ beautiful island. We're staying (3)\_\_\_\_\_ a fantastic hotel next (4)\_\_\_\_\_ the beach. The weather's lovely. In the morning we go swimming, then (5)\_\_\_\_\_ the evenings we try local dishes. They are delicious. Right (6)\_\_\_\_\_ I'm sitting by the swimming pool and I'm eating (7)\_\_\_\_\_ ice-cream! Ann's sunbathing. My friends Jim and Paul (8)\_\_\_\_\_ fishing down on the beach. We're all having a great time! Hope you're OK. See (9)\_\_\_\_\_ soon.

Marko

#### **2. Read the postcard. Fill in the gaps (1-4) with the sentences (A-D).**

- A** – My best friend, Emily, is swimming.
- B** – Hope your holiday is going well, too!
- C** – Greetings from Camp Twilight, USA!
- D** – In the mornings, we go hiking or do water sports.



Hi Rose!

1 – \_\_\_\_ It's a fantastic place! We're staying in a big cabin next to a pretty lake. The weather's really sunny and there are lots of things to do. 2 – \_\_\_\_ Then, in the evenings, we eat delicious food around the campfire. Right now, I'm sitting by the lake having a cold drink. 3 – \_\_\_\_ My younger brothers, Harry and Kyle, are playing football. We're all having a fantastic time!

4 – \_\_\_\_ See you soon.

Katie

### 3. Which adjectives does the writer use to describe the following?

- |                  |                   |
|------------------|-------------------|
| 1. _____ cabin   | 5. _____ drink    |
| 2. _____ lake    | 6. _____ friend   |
| 3. _____ weather | 7. _____ brothers |
| 4. _____ food    | 8. _____ time     |

### Speaking Skills

#### 1. Complete the exchanges (1-4) by circling the correct responses (A, B or C).

1. X: \_\_\_\_\_

Y: Central Park Hotel.

A – Where is your hotel?

B – Is this the hotel where you are staying?

C – Which hotel are you staying at?

2. X: Do you like travelling by boat?

Y: \_\_\_\_\_

A – Yes, that sounds good.

B – Yes, I enjoy it.

C – Yes, I'd love to.

3. X: What's the weather like today?

Y: \_\_\_\_\_

A – I don't mind cold weather.

B – It's freezing cold.

C – It's usually cold in winter.

4. X: Would you like to go shopping later?

Y: \_\_\_\_\_

X: OK. Maybe we can go tomorrow then.

A – I don't like it.



**B** – I don't have any plans then.

**C** – I'm afraid I can't.

**2. Complete the dialogue with the correct phrases (A-E). One phrase is extra.**

**A** – I always go on Sundays.

**B** – That's too bad.

**C** – How are things?

**D** – Talk to you later.

**E** – Do you want to come?

**F** – I don't have any plans then.

*Jenny:* Hello, is this Christina?

*Christina:* Yes. Hi, Jenny. (1)\_\_\_\_\_

*Jenny:* We're going on a picnic with my cousins. (2)\_\_\_\_\_

*Christina:* I'm afraid I can't. I have to visit my grandparents. (3)\_\_\_\_\_

*Jenny:* Hey, why don't we go to the cinema next Friday?

*Christina:* That's a great idea.

*Jenny:* OK. I have to go. My cousins are waiting for me.

(4)\_\_\_\_\_

*Christina:* OK. (5)\_\_\_\_\_

*Jenny:* Bye for now.

**3. Complete the dialogue. Use: *join, shall, idea, time, sorry, pity, sounds*. Two words don't match any gaps.**

*A:* Hello, Kevin. How are you?

*B:* Hi, Joe. I'm having a great (1)\_\_\_\_\_ here at the sports club.

Why don't you come?

*A:* I'm (2)\_\_\_\_\_ but I can't. I have tennis practice.

*B:* That's a (3)\_\_\_\_\_. Maybe we can go out next Saturday.

*A:* That (4)\_\_\_\_\_ good! I don't have any plans then.

*B:* Well, I have to go now. My friends are playing football. They want me to (5)\_\_\_\_\_ them.

*A:* OK. Talk to you soon.



## Across Cultures

### ABTours

*Where are you planning to travel this summer? Still **unsure**? Then take a look at our amazing package holiday deals! Interested customers should book early.*

#### **A – The Lake District (August 7th – 14th) \$800**

Do you love the great outdoors? Then the Lake District Tour is for you! The Lake District is a beautiful **area** in northwest England. It is famous for its lakes, forests and mountains. You can go on hikes to **hidden** places away from the tourist **hotspots**. You can even climb Scafell Pike, the highest mountain in England.

#### **B – Washington D.C. (June 10th – 13th) \$800**

Visit the Lincoln Memorial and admire the tall obelisk which is the symbol of the capital city. Art lovers can visit the National Gallery of Art. Don't miss a visit to the National Museum of Natural History and the National Aquarium. **Bit of a shopaholic? Head for Eastern Market.** Washington D.C. is a city that has it all.

#### **C – Brighton (July 21st – 30th) \$900**

Just a short distance from London, Brighton is the UK's number one beach resort. You can rent a private flat that is just metres away from Brighton's famous beachfront. There you can visit cafés and restaurants and try delicious dishes. One highlight is the Brighton Wheel, a 50-metre-tall ferris wheel! Your trip includes a visit to the Royal Pavilion, an **amazing** palace.

**1. Read the text. For each question chose the destination it refers to and write the letter (A, B or C) in the box. One of the destinations matches two questions.**

*Which destination is ideal for someone who wants to:*

- 1. see an impressive building?
- 2. buy souvenirs?
- 3. spend time in the countryside?
- 4. go hiking?

**2. Complete the questions. Use: *book, rent, go, travel, spend, try, stay.***

1. Do you \_\_\_\_\_ abroad in the summer?



2. Do you usually \_\_\_\_ a house by the sea during summer or do you \_\_\_\_ in hotels?

3. Do your parents \_\_\_\_\_ your tickets online?

4. How do you \_\_\_\_\_ your mornings while on holiday?

5. Do you \_\_\_\_\_ local dishes?

6. Do you \_\_\_\_\_ on guided tours?

### 3. Match the words in bold in the text to their synonyms.

region, uncertain, kind of, go to, secret, incredible, popular places.

### 4. Fill in: *art, city, amusement, 5-star, package, tourist.*

1. \_\_\_\_\_ gallery

4. \_\_\_\_\_ break

2. \_\_\_\_\_ hotel

5. \_\_\_\_\_ hotspot

3. \_\_\_\_\_ holiday

6. \_\_\_\_\_ arcade

## UNIT 4.

## TRAVEL

## LESSON 5.

### Use of English

### 1. Read the text fill in each gap (1-3) with the correct word (A, B or C).

Hi Libby! Greetings from Salou, Spain. It's (1)\_\_\_\_\_ a beautiful place. Right now, I'm sunbathing by the hotel pool. It's fantastic! My parents are out shopping at the market. They're buying gifts for (2)\_\_\_\_\_ friends back home. We're all having the best time! How are you (3)\_\_\_\_\_ Paris?

Speak soon,

Sharon

1) A – so

B – such

C – very

2) A – them

B – their

C – they

3) A – enjoy

B – enjoys

C – enjoying

### 2. Read the text and complete the gaps (1-5) with the appropriate words *do, we, be, usual, dish, write* in the correct form. One word is extra.

Hi Vincent,

Thanks for your email. I'm happy that you're well. I (1)\_\_\_\_\_ this email on the balcony of my hotel in front of beautiful Lake



Geneva. It's a lovely sunny morning and I can see the snowy mountains in the distance. What a great view!

We (2)\_\_\_\_\_ go to Switzerland every year for a holiday. There is so much to see and do here. In the morning, my sister and I often go kayaking on the lake. Our dad takes (3)\_\_\_\_\_ and then we have lunch at one of the cafés on the waterfront.

Switzerland (4)\_\_\_\_\_ famous for its food. There are so many restaurants and cafés with delicious (5)\_\_\_\_\_. Well, I have to go now because we are going hiking. Talk to you soon.

## Reading

### 1. Read the texts and choose the correct options.

#### A) PLEASE WAIT IN THE QUEUE FOR A TAXI

1. This text is **an invitation/a sign**.
2. You can see this text **on a street/in a shop**.

#### B) SALE 75% OFF

1. This text is **an advert/a road sign**.
2. You can see this text in a **garden/shop window**.

### 2. Read the texts below. For each text (1-4) choose the right sentence and write the appropriate letter (A, B, C, D or E). One sentence is extra.

\_\_\_ 1 – PLEASE WAIT UNTIL DOORS ARE FULLY OPEN BEFORE GETTING OFF

\_\_\_ 2 – Open daily 9 am to 3 pm.

Tickets: Adults €5 Children €3.50

\_\_\_ 3 – New book club for students

Room 12, 1st floor (next to staffroom)

Join Now

\_\_\_ 4 – Visit Oxford for a day

Saturday 14th May

Bus departs 12:30 pm

Tickets €15

- A – You can find this sign in a shop.
- B – You can see this sign on a bus.
- C – You can see this notice in a college.
- D – This text invites people on a trip.
- E – You can see this sign at a museum.



**3. Read the questions. Choose the correct response.**

1. How can I help you?

A – I'd like to join the club.

B – I need your help.

2. Would you like to come to the football match with us?

A – I like football.

B – I'd love to come.

**4. Read the texts below. For each text (1-4) choose the correct sentence and write the appropriate letter (A, B, C, D or E). One sentence is extra.**

\_\_\_ 1 – ALL TRAINERS 30% OFF!

Today only

Please ask one of our sales assistants for your size

\_\_\_ 2 – Guests:

To make a city tour reservation, please see the front desk

\_\_\_ 3 – Join us for the Greendale family hike and picnic!

Saturday, June 3rd at noon.

Lester Park Entrance

Bring good walking shoes

\_\_\_ 4 – Please mind the gap between the train and the platform  
when entering and exiting the train.

A – You can see this text in a hotel.

B – This text is an invitation.

C – This text is a warning.

D – You find this text in a supermarket.

E – You can read this text in a shoe shop.

**5. Read the text and complete the gaps (1-4) with appropriate sentences (A-E). One sentence is extra.**

**Window of the World**

Most people travel to see the beautiful sights that the world has to offer. (1) \_\_\_. Thankfully now, you don't have to choose. In Shenzhen in China, you can see all of the world's most amazing sights – at the same time!



Window of the World is a theme park with a difference. (2)\_\_\_\_\_ There's the Taj Mahal, the Eiffel Tower and even the pyramids of Egypt! It's like travelling around the world in a single day!

As well as the miniature models, the park also offers fun activities for the whole family. There is an amazing climbing area as well as a large indoor snow dome. (3)\_\_\_\_\_ Then, to end their day, they can enjoy a beautiful fireworks display in the evening.

A visit to Window of the World costs \$17 for adults, with half-price tickets for children. (4)\_\_\_\_\_ Now that's quite a bargain for a round-the-world trip!

**A** – This includes entry to the park and access to all the sights.

**B** – Instead of rides, it contains 130 models of world-famous attractions!

**C** – But there's so much to see that it's difficult to decide where to go!

**D** – They serve delicious foods from all over the world.

**E** – Here, visitors can go skiing or snowboarding all year round!

#### Test 4

**1. Complete the second sentence using the words in brackets in the correct form. Do not use more than four words to complete each sentence.**

1. Peter \_\_\_\_\_ right now. (watch/TV)
2. She \_\_\_\_\_ for the bus. (be/often/late)
3. Tom \_\_\_\_\_ to music in the evening. (not/listen)
4. Jamie \_\_\_\_\_ in Rome. (have got/some/friend)
5. My brother really \_\_\_\_\_ skiing. (love/go)

**2. Complete the second sentence so that it means the same as the first. Use the word in bold. Do not change the word in bold.**

1. There are a lot of clothes in her wardrobe. (got) – She \_\_\_\_\_ a lot of clothes in her wardrobe.

2. We've got rain in London. (raining) – It \_\_\_\_\_ in London.

3. They don't have any sandals in that shop. (any) – There \_\_\_\_\_ sandals in that shop.

4. I never go to bed late. (always) – I \_\_\_\_\_ early.



5. Is the snow still falling outside? (snowing) – Is \_\_\_\_\_  
outside?
6. Doug usually \_\_\_\_\_ on Saturdays. (play/football)
7. What \_\_\_\_\_ at the moment? (you/do)
8. The students \_\_\_\_\_ during the summer holidays.  
(not/usually/study)
9. My sister \_\_\_\_\_ right now. (read/book)
10. John \_\_\_\_\_ abroad. (like/travel)

### 3. Put the words in the correct order.

1. often/plane/travels/Matt/by
2. new/Claire/has/dress/got/a
3. wearing/is/shoes/Simon/new/his
4. fishing/going/I/like
5. spends/computer games/Bob/playing

## UNIT 5. Vocabulary

## HISTORY

## LESSON 1.

### Culture/Jobs

1. Complete the gaps. Use: *writer, astronaut, scientist, lawyer, nurse, computer programmer, pilot.*

1. Steve Jobs (1955-2011) was a(n) \_\_\_\_\_. He was the owner of Apple.
2. Alexander Fleming (1881-1951) was a(n) \_\_\_\_\_. He was the one to discover penicillin.
3. Amelia Earhart (1897-1937) was a(n) \_\_\_\_\_. She was the first woman to fly solo across the Atlantic Ocean.
4. Agatha Christie (1890-1976) was a(n) \_\_\_\_\_. Two of her famous characters are Hercule Poirot and Miss Jane Marple.
5. Florence Nightingale (1820-1910) was a(n) \_\_\_\_\_. She was the mother of modern nursing.
6. Neil Armstrong (1930-2012) was a(n) \_\_\_\_\_. He was the first man to walk on the moon.
7. Abraham Lincoln (1809-1865) was a(n) \_\_\_\_\_. He was the 16<sup>th</sup> President of the USA.



**2. Use these verbs in their correct form to complete the phrases: fly, design, care, advise, travel, research, treat, write. What is each person's job?**

1. Susan \_\_\_\_\_ new medicine to cure diseases.
2. Peter \_\_\_\_\_ a plane.
3. Sandra \_\_\_\_\_ for people who are ill.
4. Laura \_\_\_\_\_ software.
5. Chris \_\_\_\_\_ novels.
6. Steve \_\_\_\_\_ people about the law.
7. Mark \_\_\_\_\_ in space.
8. Ben \_\_\_\_\_ people who are ill.

**3. Complete the words: singer, painter, composer, sculptor, dancer.**

1. Pablo Picasso was a great \_\_\_\_\_. One of his major work, Guernica, is famous worldwide.

2. Ludwig Van Beethoven, the famous German \_\_\_\_\_, is one of the giants of classical music. He's one of the 3 Bs (together with Brahms and Bach).

3. Michelangelo's Moses is one of this Italian \_\_\_\_\_'s statues.

4. Rudolf Nureyev's skills in ballet make him a legendary \_\_\_\_\_ of the 20<sup>th</sup> century.

5. Maria Callas, the opera \_\_\_\_\_, was a great diva because of her amazing musical talents.

**4. Fill in the verb then write the job: discover, fly, care, advise, treat, write, perform, create.**

1. "I can \_\_\_\_\_ a plane." P \_\_\_\_\_
2. "I \_\_\_\_\_ for people in hospital." N \_\_\_\_\_
3. "I \_\_\_\_\_ works of art." P \_\_\_\_\_
4. "I \_\_\_\_\_ new things." S \_\_\_\_\_
5. "I \_\_\_\_\_ novels." W \_\_\_\_\_
6. "I \_\_\_\_\_ in operas." S \_\_\_\_\_
7. "I \_\_\_\_\_ ill people." D \_\_\_\_\_
8. "I \_\_\_\_\_ people about the law." L \_\_\_\_\_



**5. Complete the questions: *composer, artist, sculptor, character, ocean, actor, dancer, astronaut.***

- 1 – \_\_\_ Who was a great \_\_\_\_\_ of classical music?
- 2 – \_\_\_ Which famous \_\_\_\_\_ made a statue of Moses?
- 3 – \_\_\_ Which \_\_\_\_\_ painted Guernica?
- 4 – \_\_\_ Which \_\_\_\_\_ did Amelia Earhart fly across?
- 5 – \_\_\_ Whose most famous \_\_\_\_\_ was Hercule Poirot?
- 6 – \_\_\_ Which \_\_\_\_\_ starred in the film Lincoln?
- 7 – \_\_\_ Who was the first \_\_\_\_\_ to walk on the moon?
- 8 – \_\_\_ Who was a famous ballet \_\_\_\_\_ ?

**Match the questions to the answers.**

**A** – Daniel Day-Lewis

**E** – Beethoven

**B** – Agatha Christie

**F** – The Atlantic

**C** – Pablo Picasso

**G** – Rudolf Nureyev

**D** – Michelangelo

**H** – Neil Armstrong

**Grammar**

**was/were (Past Simple of the Verb to be)**

**1. Fill in the gaps with: was/were, wasn't/weren't.**

1. Maria Callas \_\_\_\_\_ an opera singer.
2. Beethoven and Mozart \_\_\_\_\_ composers.
3. Florence Nightingale \_\_\_\_\_ a lawyer.
4. Steve Jobs and Neil Armstrong \_\_\_\_\_ Polish.
5. Albert Einstein and Alexander Fleming \_\_\_\_\_ scientists.
6. Michelangelo \_\_\_\_\_ British.
7. Amelia Earhart \_\_\_\_\_ a pilot.
8. Benjamin Franklin and Thomas Edison \_\_\_\_\_ artists.

**2. Fill in: was/wasn't, were/weren't.**

1. \_\_\_\_\_ they at school yesterday?
2. We \_\_\_\_\_ at home last week. We were on holiday in Italy.
3. \_\_\_\_\_ Florence Nightingale a nurse?
4. Michael Debakey \_\_\_\_\_ a lawyer. He was a doctor.
5. Albert Einstein \_\_\_\_\_ a famous scientist.
6. They \_\_\_\_\_ at the park this morning, but they're there now.



## Reading

### Ancient Egypt

The Ancient Egyptians lived in Egypt around 3000 BC. Their towns and villages were along the banks of the River Nile. Thanks to the river they had fresh water, food and transportation.

The Pharaohs were the kings and queens of Egypt. The pharaoh was the head of the government and the most important person in Egypt. The great pyramids were the homes of the dead pharaohs.

The Ancient Egyptians had brick houses. The bricks were from mud and straw and were hard because of the hot sun. The houses did not have big windows. The roofs of the houses were flat. The rich had villas along the Nile. Some of these villas had 25 or 30 rooms.

Family, friends and especially children were important to the Ancient Egyptians. Swimming, fishing, sailing and hunting were their favourite free-time activities.

The Ancient Egyptians were hard-working people. Most of them were farmers. They were also traders and builders. They were great craftsmen, too. Their paintings were very special. The paintings were on temple walls and inside the Pyramids and were about the life of the dead pharaohs.

#### 1. Read the text and mark the sentences *T* (true), *F* (false) or *DS* (doesn't say).

- \_\_\_ 1. The River Nile was important to the Ancient Egyptians.
- \_\_\_ 2. Pharaohs were only men.
- \_\_\_ 3. All Ancient Egyptians' houses were along the Nile.
- \_\_\_ 4. The rich people's houses had small rooms.
- \_\_\_ 5. There were paintings inside the pyramids.

#### 2. Complete the sentences. Use: *was*, *were*, *wasn't*, *weren't*.

- 1. The houses of the rich \_\_\_\_\_ along the Nile.
- 2. Swimming \_\_\_\_\_ one of their favourite free-time activities.
- 3. The Pyramids \_\_\_\_\_ the dead Pharaohs' homes.
- 4. Most Ancient Egyptians \_\_\_\_\_ farmers.
- 5. Hieroglyphics \_\_\_\_\_ letters. They \_\_\_\_\_ pictures.
- 6. The Ancient Egyptians \_\_\_\_\_ lazy people. They \_\_\_\_\_ hard-working.
- 7. The roofs of the houses \_\_\_\_\_ pointed. They \_\_\_\_\_ flat.



**3. Match the words to their opposites. Choose from: *stale, unimportant, pointed, poor, ordinary, alive, lazy.***

- |                      |                         |
|----------------------|-------------------------|
| 1. fresh – _____     | 5. rich – _____         |
| 2. important – _____ | 6. hard-working – _____ |
| 3. dead – _____      | 7. special – _____      |
| 4. flat – _____      |                         |

**4. Fill in: *was, were.* Answer the questions.**

1. \_\_\_\_\_ the Pharaohs important to the people?
2. \_\_\_\_\_ family important to Ancient Egyptians?
3. \_\_\_\_\_ their houses of brick?
4. \_\_\_\_\_ a pharaoh the head of the government?
5. \_\_\_\_\_ they builders?
6. \_\_\_\_\_ they all rich?
7. \_\_\_\_\_ hunting a favourite free-time activity?

**History**

**The Mysterious Nabateans**

The Jordanian desert is a beautiful land with some fascinating ancient places. It was also the home to a mysterious people, the Nabateans. The Nabateans lived in the deserts of Jordan for more than 700 years, but we know very little about them. The Nabateans were originally a nomadic people that came from Arabia in the 6<sup>th</sup> century BC. Over time, they settled in a number of places in Jordan. Their capital city was Petra. To build it, they carved buildings, temples and tombs out of sandstone, to create an incredible city in the rocks. The Nabateans were skilled traders, trading spices, gold, medicines and fabric from China to Rome. They were very rich and Petra was an important trading centre. They had kings and they could read and write. Around the 4<sup>th</sup> century AD, the Nabateans abandoned Petra, but no one really knows why. After that the Nabateans slowly disappeared from history.

**1. Read the text and answer the questions.**

1. How long did the Nabateans live in the Jordanian desert?
2. How did the Nabateans create a city in the rocks?
3. What did the Nabateans trade?
4. Why did the Nabateans abandon Petra?



## Speaking Skills

1. Read the situation and choose the correct answer (A, B or C).

Then read the reactions (A-C).

I'm sorry, but I can't come on the trip this weekend.

A – I'm sorry.

B – That's a pity!

C – I'm afraid I can't.

**Which reaction:**

expresses refusal? – \_\_\_\_

gives an apology? – \_\_\_\_

expresses disappointment? – \_\_\_\_

2. For each situation (1-3) choose the appropriate response (A, B or C).

1. An English tourist asks you for directions to get to the train station. What do you say?

A – Take the first turn on your left.

B – Get off at the next stop.

C – The train departs at 10:30.

2. Your English pen friend asks you what your new college friend is like. What do you say?

A – She likes me.

B – She is very nice.

C – She is tall and slim.

3. Your friend invites you to the theatre. What do you say?

A – I love the theatre.

B – I'd love to.

C – That's lovely?

## UNIT 5.

## HISTORY

## LESSON 2.

### Vocabulary

### Theatre/Cinema

1. Choose the correct word to complete the review.

Lincoln is a (1) **historical/historic** drama film. Stephen Spielberg is the (2) **director/actor** and producer. It (3) **stars/shows** Daniel Day-Lewis as Abraham Lincoln and Sally Field as Mary Todd



Lincoln. The music is by John Williams, a well-known (4) **composer/screenwriter**. The film (5) **covers/deals** the last four months of Lincoln's life. It's a film not to miss.

**2. Complete the sentences using: audience, role, rehearsals, plot, performance, films.**

1. The group is giving a \_\_\_\_\_ of King Lear today.
2. They have a lot of \_\_\_\_\_ before the play opens.
3. He's got the leading \_\_\_\_\_ in the film.
4. The people who watch a play are the \_\_\_\_\_ .
5. The film's \_\_\_\_\_ is sure to keep you on the edge of your seat.
6. Children like animated \_\_\_\_\_ with cartoon characters.

**3. Find the words.**

1. The main story of a film. P \_ \_ \_
2. The practice of a play before a performance. R \_ \_ \_
3. The main part in a play or film. L \_ \_ \_ \_ \_ r \_ \_ \_
4. The person that writes a story for a film. S \_ \_ \_ \_ \_ \_ \_ \_ \_
5. The person in charge of the film. D \_ \_ \_ \_ \_
6. The people that watch a play. A \_ \_ \_ \_ \_ \_ \_

**Science & Technology**

**4. Choose the correct word.**

**Did you know?**

1. Albert Einstein was a physicist. He is famous for his (1) **theory/story** of relativity.
2. Thomas Edison was the first person to (2) **discover/invent** the light bulb, the phonograph, the telegraph and the telephone.
3. Benjamin Franklin is famous for (3) **doing/making** experiments with electricity. He was the first person to show that lightning is a form of electricity.
4. Nicolas Copernicus, the famous (4) **doctor/astronomer**, was the first person to see Mars from his telescope in the early 1600s.
5. Ray Tomlinson was the first person to (5) **take/send** an email to another computer in 1971.



**5. Fill in: *discover, develop, invent, produce, experiment, try* in the correct form.**

Percy Spencer (1894-1970) was an engineer from Maine in the USA. He is famous because he (1)\_\_\_\_\_ the first microwave oven. Spencer created radar equipment. One day, he (2)\_\_\_\_\_ that the radar melted the chocolate bar in his pocket. He decided to investigate. First, he (3)\_\_\_\_\_ to cook popcorn and an egg using the radar waves. When this worked, he (4)\_\_\_\_\_ with other types of food. His company (5)\_\_\_\_\_ the first microwave ovens in 1947, but they were heavy and expensive. In 1967, scientists (6)\_\_\_\_\_ a smaller, cheaper microwave which millions of people use today, all thanks to Percy Spencer.

**6. Fill the gap with the correct word.**

- Mr Jones is out, but you can leave a message with his \_\_\_\_\_.  
A – office worker                      B – journalist                      C – secretary
- Copernicus was the first person to \_\_\_\_\_ Mars with his telescope.  
A – view                                      B – watch                              C – cover
- Thomas Edison \_\_\_\_\_ the light bulb.  
A – experimented                      B – invented                      C – showed
- Einstein is one of the world's most famous \_\_\_\_\_.  
A – astronomers                      B – doctors                      C – physicists
- Ray Tomlinson \_\_\_\_\_ network email in 1972.  
A – sent                                      B – introduced                      C – designed

**Grammar**

**had (Past Simple of to have)**

**1. Read the text. Put the verbs in brackets into *the present simple*.**

Chris (1 \_\_\_\_\_ (get up) at 7:00 every morning. He (2)\_\_\_\_\_ (have) breakfast and then he (3)\_\_\_\_\_ (walk) to work. He (4)\_\_\_\_\_ (finish) work at 5:00 and then he (5)\_\_\_\_\_ (go) to the gym. In the evening, he (6)\_\_\_\_\_ (watch) TV or he (7)\_\_\_\_\_ (play) computer games with his friends. He (8)\_\_\_\_\_ (eat) dinner at 8:30.

**2. Put the verbs in brackets into *the past simple*.**

- The Ancient Greeks \_\_\_\_\_ (have) schools for boys.
- The pharaohs \_\_\_\_\_ (be) the kings and queens of Egypt.
- Julius Caesar \_\_\_\_\_ (not/be) from Greece.
- \_\_\_\_\_ (the Romans/have) bathrooms in their houses?



5. \_\_\_\_\_ (be) the Aztecs good craftsmen?
6. The Incas \_\_\_\_\_ (not/be) Spanish.
7. The Ancient Egyptians \_\_\_\_\_ (not/have) electricity.
8. Cleopatra \_\_\_\_\_ (be) the last pharaoh of Egypt.

**3. Write what people *had/didn't have* 100 years ago.**

**Then:** books, music, bicycle.

**Now:** TV, computer, mobile phone.

1. People \_\_\_\_\_ TV.
2. People \_\_\_\_\_ bicycles.
3. People \_\_\_\_\_ computers.
4. People \_\_\_\_\_ mobile phones.
5. People \_\_\_\_\_ books.
6. People \_\_\_\_\_ music.

**could (Past Simple of can)**

**4. Complete the sentences with *could* or *couldn't*.**

1. Anna \_\_\_\_\_ count at the age of three. (Yes)
2. Paul \_\_\_\_\_ read at the age of two. (No)
3. They \_\_\_\_\_ write at the age of six. (Yes)
4. Paul \_\_\_\_\_ swim at the age of five. (Yes)
5. Anna \_\_\_\_\_ ride a bike at the age of four. (No)

**5. What *could/couldn't* the Ancient Egyptians do? Use: *watch TV, write, build houses, drive cars, use the Internet, swim.***

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

**6. Write what Karen *could/couldn't* do when she was ten years old.**

1. play the piano (Yes)
2. ride a horse (No)
3. use the Internet (Yes)
4. take photos (Yes)
5. play basketball (No)



## Speaking Skills

### 1. Complete the dialogues (1-3) with appropriate responses by circling the appropriate letter (A, B or C).

1. X: I'm sorry, but I can't come to the festival.

Y: \_\_\_\_\_

A – I'm afraid so.

B – Not very good.

C – That's a pity.

2. X: \_\_\_\_\_

Y: It was fun.

A – How was the museum?

B – How much was the museum?

C – What museum was it?

3. X: What were the Crown Jewels like?

Y: \_\_\_\_\_

X: Sounds good.

A – They were amazing.

B – Nothing special.

C – They were disappointing.

### 2. Read the information about three people (1-3) and four biographies (A-D). For each person choose the biography that best suits their interests. One biography is extra.

1-\_\_\_\_ Martin likes Maths and Physics and wants to become an astronaut. He also reads history books and enjoys biographies, especially when they are about people he admires.

2-\_\_\_\_ Alan likes fixing and building things. He would like to be a mechanic or an engineer. Alan often reads science-fiction comics or magazines about technology and the Internet.

3-\_\_\_\_ Joanna is crazy about the sea and does a lot of water sports. She likes to read novels and adventure books. Biographies are not her favourite type of book but she reads them sometimes.

A – This is the biography of the man who built the very first digital computer back in the 1930s. It is an excellent read for anyone interested in the history of computers. If you like computers and a good read, this is the book for you.



**B** – The writer describes how he spent his teenage years climbing mountains in the United States, and his dream to climb Mount Everest. The main idea in this book is to never give up.

**C** – The writer takes readers from his birth to his historic walk on the moon. This biography presents simple and basic facts and is perfect for young readers or early teenagers.

**D** – At the age of 13, Bethany Hamilton, lost her arm when a shark attacked her. This is the story of how Bethany went back into the ocean to continue surfing, the sport she loves so much. This is a wonderful biography of a young, brave hero.

**3. For each situation (1-4), choose the appropriate response. Circle A, B or C.**

1. Your friend tells you that he didn't enjoy his time in London. How do you respond?

**A** – What a pity!

**B** – Nothing special.

**C** – Not very good.

2. Your friend wants to go to a play. Ask when the performance begins.

**A** – What time does the play start?

**B** – How much are the tickets?

**C** – How long does the play last?

3. Ask about a museum your friend went to recently.

**A** – What else did you see there?

**B** – Are you enjoying the museum?

**C** – What was the museum like?

4. Your friend asks how your weekend was. How do you respond?

**A** – I liked them a lot.

**B** – It was brilliant.

**C** – It was very cold.

**4. Complete the dialogue. Use: like, open, disappointing, visit, that, think, wonderful. Two words don't match any gaps.**

A: Did you (1)\_\_\_\_\_ the British Museum?

B: Yes, we did.



A: Did you (2)\_\_\_\_\_ it?

B: It was really (3)\_\_\_\_\_ .

A: Did you visit the Roman exhibition?

B: No, it wasn't (4)\_\_\_\_\_ .

A: What did you (5)\_\_\_\_\_ of the Ancient Egyptian exhibition?

B: It was great.

## UNIT 5. Grammar

## HISTORY

## LESSON 3.

### Past Simple (Regular Verbs)

#### 1. Write *the past simple* of the verbs.

live, invent, play, carry, watch, drop, try, enjoy, travel, like.

#### 2. Complete the sentences using the correct form of *like, love, hate + -ing*.

1. Mark plays computer games (like).

2. Helen gets up early in the morning (hate).

3. Fiona watches football every day (love).

4. Jeff walks to school (not like).

5. Ted has a shower in the evening (like).

#### 2. Put the verbs in brackets in the correct form.

Ancient Inca children (1)\_\_\_\_\_ (have) wooden toys. They (2)\_\_\_\_\_ (not/have) books made of paper. They (3)\_\_\_\_\_ (can) cook, farm and fish. Inca children (4)\_\_\_\_\_ (not/can) read or write because Inca writing didn't exist. Their favourite toys (5)\_\_\_\_\_ (be) spinning tops. Their favourite food (6)\_\_\_\_\_ (be) corn. Their favourite things (7)\_\_\_\_\_ (be) board games.

#### 3. Put the verbs in brackets in the correct form and complete about yourself.

When I was eight years old I \_\_\_\_\_ (have) \_\_\_\_\_ .

I \_\_\_\_\_ (not/have) \_\_\_\_\_ . I \_\_\_\_\_ (can) \_\_\_\_\_ . I \_\_\_\_\_ (not/can) \_\_\_\_\_ .

My favourite toy \_\_\_\_\_ (be) \_\_\_\_\_ . My favourite food \_\_\_\_\_ (be) \_\_\_\_\_ . My favourite things \_\_\_\_\_ (be) \_\_\_\_\_ .

#### 4. Choose the correct verb form.

1. Maria Callas **live/lived** in America when she was a child.



2. Neil Armstrong didn't **walk/walked** on the moon in 1928.
3. **Was/Did** Alexander Fleming discover penicillin?
4. Ray Tomlinson **introduce/introduced** email in 1972.
5. **Did/Had** Michelangelo create a statue of Moses?
6. Amelia Earhart didn't **travel/travelled** into space.

**5. Fill in the gaps: *compose, paint, die, use, be, live* in the correct form.**

Leonardo da Vinci (1)\_\_\_\_\_ in Italy nearly 500 years ago. He (2)\_\_\_\_\_ a brilliant artist. He (3)\_\_\_\_\_ pictures and (4)\_\_\_\_\_ music. Leonardo was also an inventor. He had hundreds of ideas and he made 130,000 pages of notes! Leonardo (5)\_\_\_\_\_ in 1519, but he is still famous today. In 2001, people in Norway even (6)\_\_\_\_\_ Leonardo's notes to build a bridge near Oslo.

**6. Read Ex. 5 again and correct the false statements.**

1. Leonardo da Vinci died in 1525.
2. Leonardo da Vinci lived in Spain.
3. He was a brilliant astronaut.
4. He had a few ideas.
5. People in Sweden used his notes to build a bridge.

**7. Look at the text in Ex. 5 again. Put the words in the correct order to form questions based on the text. Answer them.**

1. live/Leonardo da Vinci/in/France/did?
2. he/pictures/paint/did?
3. compose/he/did/music?
4. make/150,000/notes/did/of/he/pages?
5. in/did/die/he/1519?
6. people/in/did/use/Leonardo's/Turkey/notes?

**8. What did/didn't your partner do yesterday afternoon? Use the phrases to find out: *play football, watch TV, have a picnic, play computer games, have a shower.***

**9. Fill in the gaps with *the past simple* forms of the verbs in brackets.**

1. A: \_\_\_\_\_ (Benjamin Franklin/invent) the light bulb?



- B:* No, but he \_\_\_\_\_ (experiment) with electricity.
2. *A:* Michelangelo \_\_\_\_\_ (not/paint) Guernica.  
*B:* I know. Picasso \_\_\_\_\_ (paint) it.
3. *A:* \_\_\_\_\_ (Beethoven/compose) The Marriage of Figaro?  
*B:* No, he didn't. Mozart \_\_\_\_\_ (compose) it.
4. *A:* \_\_\_\_\_ (Yuri Gagarin/live) in Russia?  
*B:* Yes. And in 1961, he \_\_\_\_\_ (travel) into space.
5. *A:* \_\_\_\_\_ (Agatha Christie/be) a writer?  
*B:* Yes. She \_\_\_\_\_ (create) the character Hercule Poirot.

**10. Put the verbs in brackets into *the past simple*.**

Hi Charlie,

How are you? I'm studying Ancient History at school now.

(1) \_\_\_\_\_ (you/study) Ancient History when you were in Year 11?  
Yesterday, we (2) \_\_\_\_\_ (watch) a film about Alexander the Great.  
He (3) \_\_\_\_\_ (live) in Europe more than 2000 years ago. He (4) \_\_\_\_\_  
(train) to be a warrior and he (5) \_\_\_\_\_ (have) a great army.  
Alexander (6) \_\_\_\_\_ (create) a huge empire that (7) \_\_\_\_\_ (start) in  
Europe and (8) \_\_\_\_\_ (finish) in Asia! But Alexander (9) \_\_\_\_\_  
(not/reach) an old age. He (10) \_\_\_\_\_ (die) in 323 BC when he was  
only 32 years old. He is one of the most famous warriors of all time.

What are you learning about at school?

Write back,

Kevin

**11. Put the verbs in bold in the correct form of *the past simple*.**

1. *A:* \_\_\_\_\_ (you/visit) Italy last summer?  
*B:* Yes. We \_\_\_\_\_ (stay) in Rome.
2. *A:* \_\_\_\_\_ (you/watch) the programme about Neil Armstrong  
last night?  
*B:* No, I \_\_\_\_\_ (not/want) to watch TV yesterday. I \_\_\_\_\_  
(play) computer games instead.
3. *A:* Where \_\_\_\_\_ (Amelia Earhart/live)?  
*B:* In America, but she \_\_\_\_\_ (travel) to many other places.
4. *A:* I \_\_\_\_\_ (not/play) basketball yesterday.  
*B:* \_\_\_\_\_ (you/go) to the cinema?
5. *A:* \_\_\_\_\_ (Benjamin Franklin/invent) the light bulb?  
*B:* No, but he \_\_\_\_\_ (experiment) with electricity.



**12. Put the words in the correct order to form sentences.**

1. discovered/in/1928/Alexander Fleming/penicillin
2. football/night/play/you/last/did?
3. didn't/watch/we/yesterday/TV
4. invent/did/telescope/Albert Einstein/the?
5. Paris/she/to/years/three/travelled/ago
6. clean/he/car/didn't/week/last/his

**13. Read the email and put the verbs in brackets into the correct form of the past simple.**

Hi Lucy,

How are you? (1)\_\_\_\_\_ (you/watch) the programme about Leonardo da Vinci on TV last night? I really (2)\_\_\_\_\_ (enjoy)it. Leonardo (3)\_\_\_\_\_ (be) a very clever man. He (4)\_\_\_\_\_ (invent) many things, like machines and musical instruments, and he (5)\_\_\_\_\_ (paint) some amazing pictures, too! I (6)\_\_\_\_\_ (not/watch) the end of the programme, though, because my brother (7)\_\_\_\_\_ (change) the channel to the news. He is so annoying! Anyway, we can talk about it at lunch on Sunday.

Tina

**14. Ask and answer questions based on the text (Ex. 13).**

1. Tina/enjoy/the programme about Leonardo?
2. be/Leonardo/a clever man?
3. he/invent/many things?
4. he/paint/bad pictures?
5. Tina/watch/all of the programme?

**Speaking Skills**

**Everyday English**

**1. Match the answers (A-G) to the questions (1-6). One answer is extra.**

- |   |                      |
|---|----------------------|
| 1. Where did you go?                    | A Last weekend.      |
| 2. Did you have a nice time?            | B Yes, it was fun.   |
| 3. What did you think of the paintings? | C How interesting!   |
| 4. How was your trip to the museum      | D I really liked it. |



5. What did you enjoy seeing most? **E** The historical figures.
6. When did you visit the museum? **F** They were amazing.
- G** We went to the art gallery.

**3. Complete the dialogue and fill in the gaps (1-4) by choosing the correct words (A, B or C).**

*Betty:* Hi, Samantha! How was your weekend?

*Samantha:* It was great, thanks!

*Betty:* What did you do?

*Samantha:* Well, we (1)\_\_\_\_\_ Buckingham Palace.

*Betty:* Lucky you! Did you like the state rooms?

*Samantha:* Oh, yes (2)\_\_\_\_\_ were amazing. I saw many treasures from the Royal Collection.

*Betty:* Wow. (3)\_\_\_\_\_ else was there to see?

*Samantha:* There were beautiful paintings on display.

*Betty:* Did you see the changing of the guards?

*Samantha:* Yes, I really enjoyed (4)\_\_\_\_\_.

- |                    |                   |                    |
|--------------------|-------------------|--------------------|
| 1 <b>A</b> – visit | <b>B</b> – visits | <b>C</b> – visited |
| 2 <b>A</b> – they  | <b>B</b> – there  | <b>C</b> – their   |
| 3 <b>A</b> – Which | <b>B</b> – How    | <b>C</b> – What    |
| 4 <b>A</b> – it    | <b>B</b> – this   | <b>C</b> – them    |

**UNIT 5.**

**HISTORY**

**LESSON 4.**

**Grammar**

**Tenses**

**1. Put the verbs in brackets into the correct tense or choose the correct word.**

Alexander Fleming (1)\_\_\_\_\_ (move) to London at/in the age of 13 and (2)\_\_\_\_\_ (train) as a doctor. During/At World War I he (3)\_\_\_\_\_ (serve) in the Army.

Abraham Lincoln was born in/on 12 February 1809 in Kentucky, USA. His parents were poor so he (4)\_\_\_\_\_ (borrow) books and (5)\_\_\_\_\_ (study) on his own. He (6)\_\_\_\_\_ (work) hard to end the civil war and slavery. In/On April, 1865 the war officially (7)\_\_\_\_\_ (end). Six days late/later a man (8)\_\_\_\_\_ (kill) him while he was at the theatre.



## Writing

**1. Complete the gaps with the words: *age of 17, 1960, 34 years old, four years, 1934, 12<sup>th</sup>*.**

Yuri Gagarin was a famous astronaut. He was born in Klushino, Russia in (1)\_\_\_\_. At the (2)\_\_\_\_, Yuri joined a flying club. (3)\_\_\_\_ later, he was a pilot in the army. Although he loved his job, he always wanted to go into space. So, in (4)\_\_\_\_, he applied to become an astronaut and on the (5)\_\_\_\_ of April, 1961, Yuri was the first person in space. It was a historical moment.

Yuri Gagarin died in a plane crash in Russia in 1968. He was only (6)\_\_\_\_. I admire him because he was brave and changed history forever.

**2. Read the biography again and number the events in the order they happened.**

- A – \_\_\_ He joined a flying club.
- B – \_\_\_ He died in Russia in 1968.
- C – \_\_\_ He joined the army.
- D – \_\_\_ Yuri was born in Russia.
- E – \_\_\_ He orbited in space.

**3. Put the verbs in brackets into the correct tense or choose the correct word.**

Alexander Graham Bell was born in/on the 3<sup>rd</sup> March 1847 in/at Edinburgh, Scotland. At/On the age of 12, he \_\_\_\_\_ (build) his first invention. Then, in/on 1876, he \_\_\_\_\_ (invent) the telephone. This \_\_\_\_\_ (earn) him an award and lots of money.

**4. Look at the fact file of Harry Houdini and complete the sentences.**

*Name:* Harry Houdini

*Where/When born:* 24<sup>th</sup> March 1874 in Budapest, Hungary

*What famous for:* Being a great stunt performer

*Achievements:*

1883 – first performed on stage (aged 9)

1891 – performed using card tricks; was not very popular



1898 – he had an idea of an act where he escape from handcuffs; became rich and famous; created many new escape acts that still inspire performers today

*Where/When died:* 31<sup>st</sup> October 1926 in Detroit, USA

1. Harry Houdini was born \_\_\_\_\_.
2. He was famous for \_\_\_\_\_.
3. At the age of 9, he \_\_\_\_\_.
4. In 1891, he \_\_\_\_\_, but \_\_\_\_\_.
5. In 1898, he \_\_\_\_\_.
6. He died \_\_\_\_\_.

**5. Use your own answers in Ex. 4 to complete the biography.**

Harry Houdini was \_\_\_\_\_. He was born in \_\_\_\_\_. At the age \_\_\_\_\_, Harry \_\_\_\_\_. Then, \_\_\_\_\_, but \_\_\_\_\_. So, in \_\_\_\_\_, he \_\_\_\_\_ and \_\_\_\_\_. Harry Houdini died on \_\_\_\_\_ in \_\_\_\_\_. He was a special person because \_\_\_\_\_.

**6. Read the biography and complete the gaps.**

Maria Sklodowska-Curie was a famous scientist. She was born (1)\_\_\_\_\_ Warsaw, Poland in 1867.

Maria studied maths and physics (2)\_\_\_\_\_ the Sorbonne University in Paris, France. In 1895 she married Pierre Curie, her professor. Together (3)\_\_\_\_\_ discovered radium and researched cancer treatment. Her husband died in 1906. Maria devoted herself to continuing their research (4)\_\_\_\_\_ raising their two daughters. She helped develop the use of X-rays and (5)\_\_\_\_\_ the first person to receive two Nobel Prizes for (6)\_\_\_\_\_ work. During World War I, she trained nurses and doctors to X-ray injured soldiers.

Maria Sklodowska-Curie died (7)\_\_\_\_\_ leukaemia in Paris in 1934. I admire (8)\_\_\_\_\_ because she was a brave scientist who saved lots of lives risking hers.

**7. Read the biography again and number the events in the order they happened.**

- A – \_\_\_ She married Pierre Curie.  
B – \_\_\_ She received two Nobel Prizes.



**C** – \_\_\_ Maria Sklodowska-Curie was born in 1867.

**D** – \_\_\_ She trained nurses to X-ray people.

**E** – \_\_\_ She died in Paris in 1934.

**F** – \_\_\_ She attended the Sorbonne University in Paris.

**G** – \_\_\_ Maria Sklodowska-Curie and Pierre Curie discovered radium.

### Speaking Skills

Asking about a visit	Expressing likes/dislikes
– Did you like ...?	– I really loved it.
– Did you enjoy ...?	– It was fun / really good / brilliant / great / fantastic/ wonderful etc.
– How was ...?	– They were great/amazing etc.
– What was ... like?	– I didn't like it.
– What did you think of ...?	– Not very good.
	– It was / They were disappointing / boring / tiring / terrible / awful etc.

#### 1. Read the dialogue and complete the gaps.

*Sue:* Hi, Pam! How (1)\_\_\_\_\_ your weekend?

*Pam:* Hello, Sue. It was really good. We visited (2)\_\_\_\_\_ Tower of London.

*Sue:* Lucky you! What did you think of the Crown Jewels?

*Pam:* Oh, they were amazing. One crown (3)\_\_\_\_\_ got 2,800 diamonds!

*Sue:* Wow! What else was (4)\_\_\_\_\_ to see?

*Pam:* We had a tour with a Yeoman Warder.

*Sue:* Did you enjoy it?

*Pam:* Yes, he showed (5)\_\_\_\_\_ all around the Tower. I learned a lot of things.

*Sue:* Did (6)\_\_\_\_\_ visit the special exhibition with the royal armour?

*Pam:* Yes, my brother wanted to go.

*Sue:* What was it like?

*Pam:* Nothing special!

*Sue:* Why was (7)\_\_\_\_\_?

*Pam:* It was boring. Just a lot of old swords and helmets! But my brother enjoyed it a lot.



## 2. Choose the correct item (A, B or C) to complete the exchanges.

1. X: How was your visit to the museum?

Y: \_\_\_\_\_

A – It lasted three hours.

B – €10 for an adult ticket.

C – I really loved it.

2. X: \_\_\_\_\_

Y: It takes place in August.

A – When is the Chopin Piano Festival?

B – Are you going to the Chopin Piano Festival?

C – What did you think of the Chopin Piano Festival?

3. X: Have you got any books on Ancient Rome?

Y: \_\_\_\_\_

X: Thanks.

A – Yes, there are.

B – Yes, they were amazing.

C – Yes, they're over there.

## History

### Our World of Monuments

People usually build monuments to **remember** a famous person or a special event. There are **different** types of monuments around the world.

#### A – Obelisks

An obelisk looks like a **tall narrow** pyramid. One famous obelisk is the Washington Monument in Washington, D.C. It honours George Washington, the **first** president of the USA. It has 897 steps inside it and visitors can also go up the monument in a lift.

#### B – Triumphal Arches

A triumphal arch is a **large** structure that has a passageway that goes through it. Marble Arch in London was in front of Buckingham Palace until 1851. Only members of the royal family could pass through it. In 1851 they moved it to the northeast corner of Hyde Park.

#### C – Equestrian Statues

An equestrian statue is a statue with a person on a horse. Most of them honour military heroes. One such statue is the Genghis Khan Statue in Mongolia. Genghis Khan ruled a large empire in the 12<sup>th</sup>



century. The statue is in the countryside. Visitors can walk **inside** it and get great views from the horse's eyes!

**1. Read the text. For each question choose the monument it refers to and write the letter (A, B or C).**

*Which monument:*

changed location? – \_\_\_\_

is NOT in a city? – \_\_\_\_

has got a machine that takes you up? – \_\_\_\_

**2. Match the words in bold in the texts with their synonyms.**

similar, wide, short, small, outside, last, forget.

**3. What do these numbers refer to? Write sentences using them.**

897, 1851, 12<sup>th</sup>.

### Across Cultures

#### The Lewis and Clark Expedition

In 1803, US President Thomas Jefferson asked army captain Meriwether Lewis to lead an expedition west to the Pacific Ocean to explore and map the new land. Lewis selected another army officer, William Clark, as his co-captain on the journey. They started their journey from St Louis by boat on the Mississippi River and travelled north and then west to the ocean. Along the way, Lewis and Clark joined a fur trader named Charbonneau, his Indian wife Sacagawea and their newborn son. They hired Charbonneau and Sacagawea to guide and translate for them. Sacagawea helped communicate with the Indian tribes.

The explorers reached the Pacific Ocean and then returned to St Louis. The expedition mapped a route through the American west and people learned a lot about the land and the Indians living there.

**6. Read the text. Mark the sentences as *T* (true) or *F* (false).**

\_\_\_ 1. President Jefferson was in charge of the expedition.

\_\_\_ 2. They used boats at the beginning of the expedition.

\_\_\_ 3. Sacagawea helped map the journey.



## UNIT 5.

## HISTORY

## LESSON 5.

### Skills

**1. Read the information about three places to visit (A-C) and questions (1-4) below. For each question choose the place it refers to and write the appropriate letter in the box. One of the places matches two questions.**

#### Historical Attractions in London

**A – HMS Belfast** is a floating museum on the River Thames. It was real warship during the Second World War, but now visitors are welcome on board! Visitors can learn how to send messages with flags and even spend the night in a sailor's cabin. They can find out about the journey that ship made all over the world and about the history of the Royal Navy. It's open every day, 10am-6pm.

**B – Tower Bridge** is famous, but very few people know it has an exhibition too! Find out about the building of this bridge between 1886 and 1894. Then go across the walkway, high above the river, to enjoy London's skyline. It's a great chance to take pictures of the Tower of London, St Paul's Cathedral and other historical buildings! Opening times are 10am-6pm daily.

**C – Hogarth's House** is the house in West London where William Hogarth lived between 1749 and 1764. He was a famous painter, printmaker and cartoonist in Britain at that time. The house looks like it did when he lived there. Visitors can see many of his pictures inside and other objects, including Hogarth's paint box and glasses. Entrance is free and the opening times are Tuesday-Sunday, 12pm-5pm.

*Which place would be ideal for someone who:*

doesn't want to spend any money? – \_\_\_\_\_

wants to get a view of the city? – \_\_\_\_\_

likes learning about historical battles? – \_\_\_\_\_

likes learning about art? – \_\_\_\_\_

**2. Read the information about three people (1-3) and the four film reviews (A-D). For each person choose the film that suits them best. One film is extra.**

**1-\_\_\_\_\_ Harry:** I'm fascinated by people who do things that are exceptional and difficult. I think stories about people who change the



world are really inspiring. I don't like sad films or films that play with our emotions. I would rather learn something.

**2-\_\_\_ Diana:** I like dramas set in the past. I read a lot of history. These subjects are perfect for film because you can see the clothing and expressions and this makes history more memorable.

**3-\_\_\_ Luke:** I love science and technology, but I really dislike the kind of historical dramas that are based on facts, but go on to invent a whole fictional world. People can get mixed up, particularly children. Anyway, there's lots of historical material that is dramatic, suspenseful, or tragic; there's no need to add fiction.

**A** – This film tells the story of Elizabeth Tudor and her rise to power as the Queen of England. It is full of beautiful, colourful costumes and gives a realistic picture of what life was like then. It gives a personal perspective to the historical events and is fast-paced entertaining.

**B** – This thrilling historical drama recounts the journey of the famous explorer, Ernest Shackleton, to the South Pole in 1914. It is a striking film, full of emotion and adventure. It brings the hopes and fears of the explorers to life.

**C** – This is a true story of the unfortunate Apollo 13 mission to the moon. It shows the bravery of the crew as they fight against all odds. It is a film that will hold your attention; it's suspenseful and sometimes frightening. And, yet, it's well researched and shows what really happened.

**D** – This is a film about two famous baseball stars. It tells of their rise to fame, emphasizing their relationship as teammates. The film educates the viewer about the great accomplishments of these two sportsmen who achieved more than anyone before them and changed their sport forever.

## Across Cultures

### Guy Fawkes and Bonfire Night

**1** – \_\_\_ In 1605, King James I, the Protestant King of England, asked all Catholic priests to leave the country. Catholics were not happy with this and a group of men wanted to kill the king. The men planned to blow up the parliament on 5<sup>th</sup> November. They placed 36 barrels of gunpowder in a cellar under the Houses of Parliament. One



of the men, Guy Fawkes, was a soldier. His job was to light the gunpowder.

2 – \_\_\_ On 5<sup>th</sup> November, two hours before the King opened Parliament, a group of guards checked the cellar. Guy Fawkes was there with the gunpowder. They arrested him. The guards forced Guy Fawkes to tell them the names of the other men. They arrested them, too, and killed them.

3 – \_\_\_ King James I decided to celebrate. He asked the people of England to make great bonfires. People prepared guys from old clothes and straw and burned them on top of the bonfires. Bonfire Night is still a popular celebration all over Great Britain today. The British celebrate it with bonfires and fireworks.

**1. Read the text and match the paragraphs to the headings. One heading is extra.**

A – The way to the cellar

B – The celebration

C – The arrest

D – The plot

**2. Answer the questions.**

1. What was the plan to kill King James I?
2. What happened to Guy Fawkes?
3. What do you think guys represent?
4. How do the British celebrate Bonfire Night?

**3. Complete the sentences. Use: *blow up, tell, celebrate, leave, burn, arrested.***

1. The King asked them to \_\_\_ the country and never come back.
2. They used gunpowder to \_\_\_\_\_ the building.
3. The guards \_\_\_\_\_ the man and decided to put him in prison.
4. The guards forced the man to \_\_\_\_\_ the truth.
5. The British \_\_\_\_\_ Bonfire Night with bonfires.
6. They put old clothes on the model figure and \_\_\_\_\_ it.

**4. Choose the correct word.**

1. **Guards/Priests** protect the King.
2. There was gunpowder inside the guy/**barrel**.
3. He decided to join the army as a **guard/soldier**.



4. He used **straw/cellar** to start a fire.
5. The British set off **bonfires/fireworks** on 5<sup>th</sup> November.

**5. Find the past simple forms of the verbs: ask, want, kill, decide, open, check, arrest, prepare, burn in the text above.**

**6. Read the text. For paragraphs (1-3), choose the right heading (A-E). Two headings are extra.**

- |                            |                             |
|----------------------------|-----------------------------|
| <b>A</b> – Knight’s helper | <b>D</b> – Training rules   |
| <b>B</b> – At work all day | <b>E</b> – A difficult test |
| <b>C</b> – Starting early  |                             |

### **Knights in Shining Armour**

*In the past, there were some very difficult jobs.*

*One really tough job was to be a knight.*

**1** – \_\_\_ The job of a knight was dangerous and knights had a very rough life. Only very strong and brave men could become a knight and they trained for years before they could get the job. Most knights were the sons of knights or rich men. When a boy was about eight years old, his father would ask him to live in a nearby castle where he trained for knighthood. For the first seven years, he trained as a “page”. A young page learned how to ride a horse and how to fight.

**2** – \_\_\_ At age 15, the page became a “squire” and started to work with a knight. He continued to train but he also served the knight’s meals, cleaned his armour and weapons and attended tournaments and battles with the knight. After about five more years of service, he could become a knight himself.

**3** – \_\_\_ Knights usually lived in or around the castle and trained most of the time. They guarded the castle and often went on horse rides or hunting with their lord. They promised to fight for their lord, king or queen and to be brave in battle. Their lord could call on them at any time so it was really a full-time job.

**1. Answer the following questions.**

1. Why did fathers send their boys away at the age of eight?
2. What was the job of a squire?
3. What did the knights promise to do?



2. Match the words to their opposites. Choose from: *far, easy, safe, weak, poor, afraid*.

- |                      |                      |
|----------------------|----------------------|
| 1. difficult – _____ | 4. dangerous – _____ |
| 2. brave – _____     | 5. rich – _____      |
| 3. strong – _____    | 6. nearby – _____    |

3. Fill in: *train, fight, practice, serve, guard* in the correct tense.

1. Young boys \_\_\_\_\_ for seven years as a page.
2. In the past, medieval knights used to \_\_\_\_\_ in many battles.
3. Young squires \_\_\_\_\_ the meals at the knight's table.
4. Knights \_\_\_\_\_ the lord's castle from enemy attacks.
5. The knights \_\_\_\_\_ their skills at tournaments.

### Quizz

Choose the correct word.

1. The Ancient Egyptians lived in Egypt around **2,000/3,000** BC.
2. The Pharaoh was the **head/king** of the government.
3. Hieroglyphics were **pictures/letters**.
4. **Agatha Christie/Miss Maple** created Hercule Poirot.
5. Abraham Lincoln died in **1865/1756**.
6. Pablo Picasso's most important **painting/sculpture** was "Guernica".
7. **Yuri Gagarin/Neil Armstrong** was the first man who walked on the Moon.
8. Computer programmes **compose/design** software.
9. Nurses **cure/treat** people who are ill.
10. Maria Sklodovska-Curie studied Maths and **Physics/Chemistry**.

### Further Practice Section

Choose the correct item.

1. I think Ryan lives **at/in** New Zealand now.
2. Her house is on the bank **of/at** the river.
3. The Prime Minister is the head **for/of** the government.
4. The palace is the home **of/for** the King and Queen.
5. Learning about my country's history is important **to/by** me.
6. He's the owner **to/of** the best restaurant in town.
7. Who plays the lead role **of/in** the film?



8. The film was so exciting – it kept me **on/at** the edge of my seat!
9. Linda isn't happy **with/for** her new French teacher.
10. Guy Fawkes tried to blow **up/out** the Houses of Parliament in 1605.
11. This ticket gives you free entry **in/to** the museum for 6 months.
12. What do you think **for/of** the new museum?
13. Abraham Lincoln died **in/on** 1865.
14. My cousin started university **in/at** the age of 17.
15. Jason says that he believes **in/on** ghosts.

### Test 5

#### 1. Complete the second sentence so that it means the same as the first. Use the word in bold. Do not change the word in bold.

1. I see one box here and another one. (two) – There \_\_\_\_\_ here.
2. There weren't any mobile phones in 1900. (have) – They \_\_\_\_\_ any mobile phones in 1900.
3. We walk to school every day. (foot) – We go \_\_\_\_\_ every day.
4. The rain is falling outside now. (is) – It \_\_\_\_\_ outside now.
5. They haven't got any history books in the shop. (any) – There \_\_\_\_\_ history books in the shop.

#### 2. Complete the sentences, using the words in brackets in the correct form. Do not use more than four words to complete each sentence.

1. This \_\_\_\_\_ chair. (be/Anna)
2. Ben \_\_\_\_\_ about space travel. (have got/three/book)
3. We \_\_\_\_\_ about history. (like/learn)
4. I \_\_\_\_\_ now. (do/my homework)
5. Tom \_\_\_\_\_ when he was five. (can/read)

#### 3. Put the words in the correct order.

1. bike/this/your/is?
2. park/next to/house/is/the/his
3. the/sometimes/evenings/play/we/games/in
4. to/Tom/talking/now/is/Carl
5. years/didn't/TV/a/they/two/ago/have

#### 4. Fill in the gaps with *had*, *could*, *was*, *were*.

1. The Ancient Egyptians \_\_\_\_\_ fresh water from the River Nile.
2. Steve Jobs \_\_\_\_\_ a technology legend.



3. Beethoven \_\_\_\_\_ play the piano when he was a child.
4. Neil Armstrong and Yuri Gagarin \_\_\_\_\_ famous astronauts.
5. Johnnie Cochran \_\_\_\_\_ his own TV show.

## UNIT 6. Vocabulary

## ANIMAL

## LESSON 1.

### Animals & Pets. Parts of Animals

1. Write the animals under the correct headings. Some animals can go under both headings: *wolf, dolphin, hamster, canary, shark, rabbit, parrot, tiger, dog, bear.*

Pets	Wild Animals

2. Label the body parts.



1) *fur, tail, head, body, nose:*

1 - \_\_\_\_\_ 4 - \_\_\_\_\_

2 - \_\_\_\_\_ 5 - \_\_\_\_\_

3 - \_\_\_\_\_



2) *neck, legs, horns, ears:*

1 - \_\_\_\_\_ 3 - \_\_\_\_\_

2 - \_\_\_\_\_ 4 - \_\_\_\_\_



3) *wings, feather, eyes:*

1 - \_\_\_\_\_

2 - \_\_\_\_\_

3 - \_\_\_\_\_



4) *scales, mouth:*

1 - \_\_\_\_\_

2 - \_\_\_\_\_

3. Which of the animals in Ex. 2 has got:

1. a long tail? - \_\_\_\_\_

3. long legs? - \_\_\_\_\_



2. thin legs? – \_\_\_\_\_

5. pointed ears? – \_\_\_\_\_

6. small eyes? – \_\_\_\_\_

4. a big nose? – \_\_\_\_\_

7. a small mouth? – \_\_\_\_\_

8. a thick neck? – \_\_\_\_\_

**4. Use the adjectives *long, big, thick, sharp, small, short* to describe the animals in the sentences.**

1. Lions have \_\_\_\_\_ manes.
2. Tigers have \_\_\_\_\_ claws.
3. Koalas have \_\_\_\_\_ noses.
4. Bears have \_\_\_\_\_ tails.
5. Ducks have \_\_\_\_\_ necks.
6. Kangaroos have \_\_\_\_\_ ears.

**5. Choose the correct item.**

1. Piranhas have got **wings/fins**.
2. Gazelles have got **hooves/paws**.
3. Ducks have got a **beak/nose**.
4. Peacocks have got **feathers/scales**.
5. Horses have got a **mane/fur**.
6. Foxes have got **horns/claws**.

**6. Choose the correct word.**

1. Turtles **lay/hatch** their eggs on the beach.
2. Wolves **feed/hunt** for food in big groups.
3. Lions **chew/digest** their food with their sharp teeth.
4. Ostriches can run very fast to **survive/escape** predators.
5. Pollution from oil can **harm/protect** animals' habitats.
6. Rabbits **save/eat** grass twice a day.

**7. Underline the adjective that best describes the animals.**

1. A cat is **dangerous/friendly**.
2. A snake is **quiet/noisy**.
3. A hamster is **small/sharp**.
4. A dog is **inexpensive/intelligent**.
5. A rabbit is **peaceful/aggressive**.
6. A turtle is **fast/slow**.



8. Read the text about Olli the puppy. Fill in: *floppy, dark, big, sad, small, happy*.



Olli is a (1)\_\_\_\_\_ dog. He has got (2)\_\_\_\_\_, (3)\_\_\_\_\_ ears. His eyes are (4)\_\_\_\_\_ and he looks (5)\_\_\_\_\_ but he is a very (6)\_\_\_\_\_ puppy!

9. Look at the picture of Roland the rabbit. Write a short description of him. Use the adjectives and nouns: *small eyes, long ears, short tail, thick fur*.



## Grammar

### Past Simple (irregular verbs)

1. Put the verbs in the list into *the past simple*. Then put them into the correct box: *eat, fly, wear, do, come, play, drink, leave, make, watch, sing, go, dance, take, write, become, try*.

Regular	Irregular

2. Fill in the gaps with the verbs: *feel, see, eat, come, have, take, think, go, be, spend* in the correct form of *the past simple*.

Hi Jessie,

I hope you are well. I (1)\_\_\_\_\_ a trip to London at the weekend. My brother (2)\_\_\_\_\_ with me and we (3)\_\_\_\_\_ to the National History Museum. It (4)\_\_\_\_\_ amazing. When we (5)\_\_\_\_\_ the dinosaur exhibition I (6)\_\_\_\_\_ of you. It's the kind of thing you'd really enjoy. After the museum, we (7)\_\_\_\_\_ lunch at a café on the Thames



and (8)\_\_\_\_\_ the afternoon sightseeing. Even though I (9)\_\_\_\_\_ really tired at the end of the day, I (10)\_\_\_\_\_ a great time.

Talk to you soon,  
Amanda

**3. Fill in the gaps with the verbs: *throw, learn, speak, eat, bring, see, find, go in the past simple.***

1. I \_\_\_\_\_ a stick to my dog and he \_\_\_\_\_ it back to me.
2. Velociraptors \_\_\_\_\_ meat.
3. We \_\_\_\_\_ about dinosaurs at school yesterday.
4. They \_\_\_\_\_ lions and tigers when they \_\_\_\_\_ to the zoo.
5. Sally \_\_\_\_\_ the kitten she lost.
6. I got scared when Luke's parrot \_\_\_\_\_ to me.

**4. Complete the sentences with *the past simple* of the verbs in brackets.**

1. A: \_\_\_\_\_ (you/go) to the zoo yesterday?  
B: Yes, I \_\_\_\_\_ (see) a lot of different animals.
2. A: What \_\_\_\_\_ (you/do) last night?  
B: I \_\_\_\_\_ (not/go out). I \_\_\_\_\_ (watch) a DVD at home.
3. A: What's wrong? You look upset.  
B: My rabbit is hurt. It \_\_\_\_\_ (break) its leg yesterday.
4. A: \_\_\_\_\_ (you/know) that the T-rex \_\_\_\_\_ (have) a massive skull?  
B: Yes, it \_\_\_\_\_ (be) the largest carnivore in its environment.
5. A: What \_\_\_\_\_ (you/do) last weekend?  
B: I \_\_\_\_\_ (go) to the pet shop and \_\_\_\_\_ (get) a new pet.
6. A: \_\_\_\_\_ (you/see) the documentary on the Inuit on Friday?  
B: No, I \_\_\_\_\_ (not/know) it \_\_\_\_\_ (be) on TV.
7. A: What \_\_\_\_\_ (John/do) yesterday evening?  
B: He \_\_\_\_\_ (take) the dog for a walk.

**5. Read the Native American legend and put the verbs in brackets into *the past simple*.**

Long ago in North America there was a terrible famine. A man and a woman (1)\_\_\_\_\_ (leave) their children in their village and (2)\_\_\_\_\_ (go) to look for food. The little boy (3)\_\_\_\_\_ (make) his sister a toy bird to help her forget how hungry she was, but the toy



bird (4)\_\_\_\_\_ (turn into) a real bird and it (5)\_\_\_\_\_ (fly) away! The bird (6)\_\_\_\_\_ (return) later, carrying some corn in its beak. The children (7)\_\_\_\_\_ (eat) the corn and they (8)\_\_\_\_\_ (not/feel) hungry anymore. Every day, the bird (9)\_\_\_\_\_ (bring) corn until at last the famine (10)\_\_\_\_\_ (end). The bird (11)\_\_\_\_\_ (find) the children's parents and they (12)\_\_\_\_\_ (come) back home to the village.

**6. Read the text in Ex. 5 again. Then write questions and answer them.**

1. Why/man and woman/leave/their village?
2. What/little boy/make/for his sister?
3. What/toy bird/turn into?
4. What/the bird/bring/for the children?
5. Who/the bird/find/when the famine ended?

**7. Fill in the gaps with the verbs: see, feel, get up, not be, wear, walk, go in the past simple.**

Last Saturday, I (1)\_\_\_\_\_ at 6:00 am. I (2)\_\_\_\_\_ to the beach with my sister in her car. It (3)\_\_\_\_\_ very warm, so I (4)\_\_\_\_\_ my jeans and a coat. We (5)\_\_\_\_\_ down to the sea and we (6)\_\_\_\_\_ dolphins playing in the water. It was beautiful and I (7)\_\_\_\_\_ very happy.

**Reading**

**Dinosaurs**

*Millions years ago, dinosaurs walked the Earth. Let's take a look at some of the biggest, strongest and fastest of them...*

**A) Velociraptor**

Velociraptor was one of the **fastest** and smartest of all the dinosaurs. It had wings like a bird, but couldn't fly. It was like a **huge** chicken, about 1 to 2 metres long, with a very long tail. It was **strong** and could kill other animals with its **sharp** claws. This made it a very dangerous dinosaur, able to catch animals that were much larger than itself!

**B) T-Rex**

T-Rex was one of the biggest dinosaurs. It was **heavier** than two elephants with a huge head and large pointed teeth. It was 12 metres long and about 6 metres tall and weighed about 7 tons. It had tiny arms, each with two fingers. Its feet looked like a bird's. Its **slim**,



pointed tail helped it run very fast. T-Rex was a very dangerous meat-eating dinosaur that could eat up to 230 kilos of meat in one bite.

### C) Sauroposeidon

Sauroposeidon was the **largest** dinosaur that ever lived. It grew up to 18 metres tall and weighed as much as ten elephants! But it wasn't **dangerous**. It wasn't a meat eater. Actually, it used its long neck to reach the leaves of tall trees. It was around thirty times larger than a giraffe, with a neck as **thick** as a tree trunk!

*Dinosaurs lived on Earth for more than 100 million years and suddenly they disappeared. The reason they died out is one of the great mysteries of science.*

#### 1. Read the texts. Which of the dinosaurs:

- 1. was as heavy as ten elephants?
- 2. had a huge head?
- 3. had a long neck?
- 4. had a slim tail?
- 5. had wings?
- 6. was a plant eater?
- 7. had feet that looked like a bird's?

#### 2. Read the texts. For each question, choose the right answer A, B or C.

1. Velociraptors were similar to birds because they:
  - A – were as small as a chicken.
  - B – had long claws.
  - C – had wings.
2. T-Rex used its tail to:
  - A – point to its food.
  - B – eat fast.
  - C – move quickly.
3. Sauroposeidon ate:
  - A – animals.
  - B – plants.
  - C – tree trunks.

#### 3. Read the texts again and answer the questions.

1. Which two dinosaurs didn't eat plants?



2. How did Sauroposeidon reach its food?
3. What did Velociraptor use to kill other animals?

**4. Fill in: *claws, arms, trunks, necks, bite, tail, wings.***

1. Giraffes have very long \_\_\_\_\_ to reach the leaves on the trees.
2. Birds have got \_\_\_\_\_ at the end of their feet.
3. All birds have got \_\_\_\_\_ they use for flying.
4. Monkeys' long \_\_\_\_\_ help them swing from tree to tree.
5. These trees have long straight \_\_\_\_\_ and pointed leaves.
6. Look at that cat! She's chasing her own \_\_\_\_\_ !
7. Crocodiles can eat their prey in one big \_\_\_\_\_ .

**5. Match the words in bold in the texts with their opposites.**

slowest, lighter, smallest, harmless, weak, blunt, thin, fat, tiny.

**6. Complete the questions with the verbs: *weigh, reach, live, eat, have, use.* Then answer the questions using the words in brackets.**

1. What \_\_\_\_\_ velociraptors \_\_\_\_\_ ? (other animals)
2. How much \_\_\_\_\_ a sauropocheidon \_\_\_\_\_ ? (about the same as 10 elephants)
3. What \_\_\_\_\_ T-Rex \_\_\_\_\_ in its mouth? (pointed teeth)
4. How \_\_\_\_\_ a sauropocheidon \_\_\_\_\_ its food? (with its long neck)
5. How \_\_\_\_\_ T-Rex \_\_\_\_\_ its tail? (to help it run)
6. For how long \_\_\_\_\_ dinosaurs \_\_\_\_\_ on Earth? (for more than 100 million years)

**UNIT 6.**  
**Vocabulary**

**ANIMAL**

**LESSON 2.**

**Environment**

**1. Choose the correct word.**

**SAVE THE ANIMALS**

*The problems*

- Animals lose their natural **habitats/homes** because people **cut down/remove** trees.
- Pollution from oil and gas **harms/injures** the environment.



– Poachers kill animals for their meat, fur and horns. They cause animals to become **endangered/dangerous** or go **wild/extinct**.

#### *How to help*

– Visit national parks and find out how people there **protect/care** animal species.

– **Adopt/Buy** an animal like a tiger or a panda and help it **survive/escape**.

## **2. Fill in: friendly, dangerous, inexpensive, quiet, funny, easy.**

### FIND THE PERFECT PET

– Rabbits are (1)\_\_\_\_\_ to keep; they don't cost a lot.

– Tortoises are very friendly and (2)\_\_\_\_\_. They don't make any noise.

– Hamsters are (3)\_\_\_\_\_ to watch and are very clean.

– Tarantulas are not (4)\_\_\_\_\_ but you need to handle them with care.

– Dogs are (5)\_\_\_\_\_ animals and can be the owner's best companion.

– Canaries are beautiful and (6)\_\_\_\_\_ to keep.

## **Grammar**

### Comparative/Superlative

#### **1. Put the adjectives in brackets into *the comparative*.**

1. Elephants are \_\_\_\_\_ than hippos. (big)

2. Hippos are \_\_\_\_\_ than elephants. (dangerous)

3. Elephants are \_\_\_\_\_ than hippos. (strong)

4. Hippos are \_\_\_\_\_ than elephants. (aggressive)

5. Elephants are \_\_\_\_\_ than hippos. (heavy)

#### **2. Put the adjectives in brackets into *the superlative*.**

1. The \_\_\_\_\_ creature on Earth is the blue whale. (large)

2. The \_\_\_\_\_ animal in the world is the giraffe. (tall)

3. I think dogs are the \_\_\_\_\_ pets. (good)

4. The \_\_\_\_\_ snake in Africa is the black mamba. (dangerous)

5. One of the world's \_\_\_\_\_ animals is the African elephant. (heavy)

6. The \_\_\_\_\_ pet is probably a canary. (beautiful)



**3. Complete the sentences using the comparative or superlative form of the adjectives in the brackets.**

The blue whale weighs about 170,000 kg. It is the (1)\_\_\_\_\_ (heavy) creature in the world. Blue whales are about 30 metres long – that's (2)\_\_\_\_\_ (long) than a basketball court! But even though they are very large, smaller sea creatures like sharks are (3)\_\_\_\_\_ (dangerous) to humans than the blue whale. Believe it or not, the huge blue whale can't swallow anything (4)\_\_\_\_\_ (large) than a beach ball and it eats only plankton – one of the (5)\_\_\_\_\_ living things on Earth!

**4. Make comparisons.**

1. small – cat/rabbit/ant
2. colourful – ostrich/canary/peacock
3. friendly – tortoise/parrot/dog
4. beautiful – wolf/lion/

**5. Make sentences using the comparative or superlative.**

1. Rhinos/be/large/hippos – elephant
2. Camels/be/tall/wolves – giraffes
3. Foxes/have/long tail/rabbits – wolves
4. Sheep/be/fast/hens – horses
5. Penguins/be/good swimmer/seals – polar

**Across Cultures**

**The Irish Wolfhound:  
The Great Dog of Ireland**

Great in size and strength, the Irish wolfhound is one of the best symbols of Ireland. Early Irish Kings used the image of the wolfhound on their flags. In more recent times, the wolfhound's image has appeared on many Irish things, from coins and stamps to china.

The wolfhound is one of the oldest dog breeds. The history of this great dog goes back to 250 BC when the wolfhound fought alongside Celtic warriors in battle. Irish Kings later used the dog to hunt wolves and it is from its great hunting abilities the dog got its name.

Famous for its size, the wolfhound stands almost two metres tall on its back legs, making it the tallest of all dogs. Surprisingly, the



wolfhound is gentler than it looks and very loyal to its owner. These gentle giants are a proud symbol of Ireland and its long rich history.

**1. Read the text and answer the questions.**

1. On which things can you find pictures of wolfhounds?
2. How did the Irish wolfhound get its name?
3. What is unusual about the wolfhound's size?

**Use of English**

**1. Put the verbs in brackets into *the past simple*.**

**A Cherokee Legend**

Long ago, a wise man (1)\_\_\_\_\_ (live) in North America. One night, when his grandson (2)\_\_\_\_\_ (come) home, the grandfather (3)\_\_\_\_\_ (see) that he (4)\_\_\_\_\_ (be) angry. The boy (5)\_\_\_\_\_ (tell) his grandfather that his friend (6)\_\_\_\_\_ (do) something bad. His grandfather (7)\_\_\_\_\_ (explain) that he too, (8)\_\_\_\_\_ (feel) angry at times because he (9)\_\_\_\_\_ (have) two wolves inside him. One was good and kind but the other was angry and full of hate. The wolves (10)\_\_\_\_\_ (fight) all the time to control his feelings. The boy (11)\_\_\_\_\_ (ask) which wolf (12)\_\_\_\_\_ (win). His grandfather (13)\_\_\_\_\_ (reply), "The one I feed!"

**2. Read the text in Ex. 2 again. Ask and answer the questions.**

1. the wise man/live/in North America?
2. the grandson/do/something bad?
3. the grandfather/feel/angry/at times?
4. the grandfather/have/two good wolves inside him?

**3. Read the text. Complete the gaps with the appropriate expressions (1-3) by circling A, B or C.**

Mary,

You know what? My parents (1)\_\_\_\_\_ me a dog yesterday. Chico is whit (2)\_\_\_\_\_ bid eyes and a short tail. He's so cute. When can you (3)\_\_\_\_\_ to see him?

Write back.

Jenny

- |               |            |              |
|---------------|------------|--------------|
| 1 A – buy     | B – bought | C – will buy |
| 2 A – with    | B – at     | C – on       |
| 3 A – to come | B – coming | C – come     |



**4. Complete the sentence using the words in brackets so that it is grammatically correct.**

1. \_\_\_\_\_ your pet? (old/be)
2. When Liam was seven he \_\_\_\_\_ the piano. (can/play)
3. Mum \_\_\_\_\_ at the mall; Jane is with her. (shop)
4. Denis \_\_\_\_\_ about animals. (enjoy/read)
5. Fred and Greg \_\_\_\_\_ the bus to college. (not/usually/take)

**Science**

**Mammals**

**1-\_\_** Mammals are warm-blooded animals. They have fur or hair. They feed their babies on their own milk. Most mammals have teeth. They live on land, underground or in the ocean and they are very intelligent. Some mammals can fly.

**2-\_\_** Some mammals like the whale, the hippo, the rhino and the elephant give birth to live young. Other mammals like the kangaroo and the koala bear carry their young in a pouch. A few mammals like the spiny anteater lay eggs.

**3-\_\_** Mammals that eat meat are called carnivores. Carnivores include lions, tigers, seals, and polar bears. Mammals that eat only plants are called herbivores. Some herbivores are cows, elephants, and giraffes. Mammals that eat both meat and plants are called omnivores. Humans are omnivores.

**1. Read the text and match the headings to the paragraphs. One heading is extra.**

- |                                   |                                    |
|-----------------------------------|------------------------------------|
| <b>A</b> – Three kinds of mammals | <b>C</b> – Description and habitat |
| <b>B</b> – Eating habits          | <b>D</b> – Lifestyle               |

**2. Correct the words/phrases in bold. Use words from the text.**

1. Lions are **cold-blooded** animals.
2. Some mammals like **kangaroos** lay eggs.
3. **Giraffes** carry their young in a pouch.
4. **Herbivores** eat only meat.
5. Giraffes are **carnivores**.
6. **Carnivores** eat meat and plants.



Grammar

Prepositions

1. Choose the correct preposition.

Penguins are birds but they can't fly. They live **in/on** the ice of Antarctica and **at/in** the sea around it. They live **with/in** big groups and they feed **on/of** fish. Their thick feathers keep them warm **at/in** the cold water. They live **for/at** about twenty years.

Prepositions of Time

2. Choose the correct preposition.

1. The bus leaves **in/at** 8 o'clock.
2. They're going on holiday **on/in** Thursday.
3. I do my homework **in/at** the afternoon.
4. I want to buy some new shoes **on/at** the weekend.
5. It doesn't rain much **in/on** July.
6. My sister's birthday is **on/at** 20<sup>th</sup> November.
7. I'm leaving for school **in/on** a minute.
8. They usually eat lunch **in/at** noon.
9. We often watch TV **on/at** Sunday night.
10. He's going camping **in/on** the summer.

Prepositions of Place

3. Choose the correct preposition.

1. My shoes were **under/opposite** the sofa so I didn't see them.
2. Tom is waiting for us **on/in front of** the shopping centre.
3. The art gallery is **between/next to** the park.
4. Barry **behind/under** me in the queue.
5. The TV is **on/in** the living room.
6. My best friend's house is **opposite/on** mine.
7. Your books are **on/in** the table.
8. The bank is **under/between** the library and the post office.

Sequence Words – and, so, after that, then, next, when

4. Choose the correct words.

A) Jane had a really busy day yesterday. **After that/First**, she took the dog out for a walk. **Then/When** she bought a jumper. **Finally/After that** she had lunch with her friend, Molly.



**B)** Peter went to the library to return some books **after/and** then he went to the gym to exercise. When he **finally/after** came back home he was very tired so he went to bed.

### 5. Choose the correct sequence words.

1. The cat was sick **so/while** we took it to the vet.
2. Jessie cried for help, **until/but** nobody could hear her.
3. We saw the lightning first. **Then/After**, we heard the thunder.
4. Peter was in his bed **when/while** the dog's barking woke him up.
5. The monkey swung from the tree **but/and** landed safely on the ground.
6. The dog lay down on the ground. **When/Minutes later**, it fell asleep.

### Writing

#### 1. Read the story and put the verbs into the past simple.

**A** – Last summer, I (1)\_\_\_\_\_ (go) camping with my family. We (2)\_\_\_\_\_ (be) all inside our tent when our dog, Jet, started growling.

**B** – We (3)\_\_\_\_\_ (step) outside and couldn't believe our eyes! There was a big bear in our camp! We all started to panic, but Jet wasn't scared at all. He (4)\_\_\_\_\_ (walk) up to the bear and barked loudly at him! We (5)\_\_\_\_\_ (try) to stop him, but he wouldn't quit. Then, to our surprise, the bear turned and (6)\_\_\_\_\_ (run) away!

**C** – After that, we (7)\_\_\_\_\_ (give) Jet a big hug. He (8)\_\_\_\_\_ (save) us from a bear! It was the scariest experience of my life!

#### 2. Which paragraph (A-C) tells us:

- \_\_\_ – what happened in the end?
- \_\_\_ – where/when the story happened?
- \_\_\_ – how the writer felt about what happened?
- \_\_\_ – what the main event was?
- \_\_\_ – what happened before the main event?



## Across Cultures

### Crow Brings the Daylight

Long ago, the Inuit lived in darkness in the North. Crow often travelled between the South and the North and told them about daylight in the South. Only the children liked his stories.

“People can hunt for a longer time in the daylight!” one said.

“And they can see wild animals before they attack them”, another added.

After he heard the children, the Inuit chief asked Crow to bring them daylight. Crow flew for many miles. When he **reached** the South he decided to rest in a tree by a river. Suddenly a young girl **appeared**. She was the chief’s daughter. Crow had an idea. He turned himself into a speck of dust and jumped onto her coat.

The girl **carried** him back to her hut. There, Crow saw a glowing box on the floor. “It’s got daylight inside it”, he thought. He saw a little boy playing on the floor. He jumped inside the boy’s ear and whispered, “You want to play with a ball of daylight.” The little boy started crying and repeated Crow’s words. His father opened the box and gave him a ball. Crow whispered **again**: “You want to go outside.” The boy repeated his words so his father took him outside to play. Crow jumped out of his ear and became a bird again. **Immediately**, he took the ball and flew back to the North.

When he arrived, Crow dropped the ball on the ground. It broke into many pieces and there was daylight everywhere. The Inuit were very happy! Crow told them that the ball would only **last** for six months. Then he would have to go back to the South and bring back a new ball. To this day, the Inuit have six months of darkness and six months of daylight each year.

#### 1. Read the text and for each question (1-4) choose the best answer (A, B or C).

1. The children liked hearing Crow talk about:

A – the people of the South.

B – the power of daylight.

C – his hunting adventures.

2. Crow stopped at the river to:

A – drink some water.



- B** – take a break.  
**C** – see a young girl.
3. Crow could:  
**A** – become invisible.  
**B** – go back in time.  
**C** – change into another animal.
4. The Inuit have darkness for six months because:  
**A** – they prefer to live in darkness for half the year.  
**B** – the ball of daylight doesn't have power for all the year.  
**C** – Crow only visits them once a year.

## 2. Answer the questions.

1. What did the Inuit children think was good about daylight?
2. How did Crow manage to enter the hut?
3. Why did Crow whisper into the boy's ear?
4. Why do the Inuit have only six months of daylight, according to the story?

## 3. Complete the sentences. Use: *rest, repeat, attack, turned, whispered, dropped, bring.*

1. Bears can \_\_\_\_\_ people if they feel threatened.
2. Could you \_\_\_\_\_ me my coat, please? It's a bit cold.
3. He was very tired so he decided to \_\_\_\_\_ for a while before going on.
4. In the fairytale, the frog \_\_\_\_\_ into a prince.
5. "Don't worry. Everything's fine," Mum \_\_\_\_\_ in the boy's ear.
6. "Please \_\_\_\_\_ these words after me," the teacher said.
7. He \_\_\_\_\_ the glass on the floor and it broke.

## 4. Match the words in bold in the text to their synonyms.

arrived at, showed up, remain, at once, once more, took.

## 5. Put the events in the order they happened.

- A** – \_\_\_\_\_ Crow changed back into a bird.  
**B** – \_\_\_\_\_ Crow changed into a speck of dust and jumped onto the girl's coat.  
**C** – \_\_\_\_\_ The Inuit chief sent Crow to the South.  
**D** – \_\_\_\_\_ Crow got into the hut.



- E** – \_\_\_\_ Crow got into the boy's ear.  
**F** – \_\_\_\_ There was light everywhere.  
**G** – \_\_\_\_ Crow saw a glowing box.  
**H** – \_\_\_\_ Crow dropped the ball and it broke into pieces.  
**I** – \_\_\_\_ Crow got the ball and flew to the North.  
**J** – \_\_\_\_ Crow rested in a tree.  
**K** – \_\_\_\_ The boy went outside with the ball.

### Speaking

#### 1. Complete the dialogues 1-3 with appropriate responses by circling the appropriate letter (A, B or C).

1. X: How was your visit to the zoo?

Y: \_\_\_\_

- A** – I went on foot.  
**B** – Great. Thanks!  
**C** – Yes, it was.

2. X: Can I see it, please?

Y: \_\_\_\_

- A** – I'm sorry but I can't.  
**B** – Yes, I'd love to.  
**C** – Sure! Here you are.

3. X: What does your new puppy look like?

Y: \_\_\_\_

X: Just like my cousin's.

- A** – It's lovely.  
**B** – It's got a brown coat and a long tail.  
**C** – It looks good, thanks.

## UNIT 6.

## ANIMAL

## LESSON 4.

### Vocabulary

#### Feelings

#### 1. Complete with: *scared, surprised, exhausted*.

1. We were \_\_\_\_ after the six-hour drive home.
2. He looked at the snake and froze. He felt \_\_\_\_ .
3. I opened the door only to find out a big box with my name on and a puppy in it. I felt \_\_\_\_ .



## Grammar

### Adverbs of Manner

#### **1. Use the adverbs formed from the words in brackets to complete the gaps.**

Karen and Anna walked (1)\_\_\_\_\_ (slow) through the market. Karen stopped to look at something. It was a music box. When she opened the lid, a figure of a bird inside started singing (2)\_\_\_\_\_ (beautiful). Suddenly, Karen heard Anna shout (3)\_\_\_\_\_ (loud). She looked up and saw Anna holding a young boy's arm. "He grabbed my bag!" she said (4)\_\_\_\_\_ (angry). The boy looked up (5)\_\_\_\_\_ (sad) and tried (6)\_\_\_\_\_ (hard) not to cry. "I'm sorry!" he said. "I thought you were my mum!"

#### **2. Use the adjectives to form adverbs and then fill in the gaps: *late, loud, good, careful.***

1. Our neighbour's dog barks \_\_\_\_\_ every morning and wakes me up.
2. Ben arrived \_\_\_\_\_ at the pet shop and it was closed.
3. Pick up the tarantula \_\_\_\_\_ so that you don't hurt it.
4. My mum's canary has got a beautiful voice and it can sing very \_\_\_\_\_.

#### **3. Complete the extract with adverbs formed from the words in brackets.**

As I walked (1)\_\_\_\_\_ (slow) along the street, I (2)\_\_\_\_\_ (sudden) heard a loud scream coming from the park. I ran towards it as (3)\_\_\_\_\_ (fast) as I could, worried that someone was (4)\_\_\_\_\_ (bad) hurt. When I (5)\_\_\_\_\_ (final) got there, I saw some children chasing each other (6)\_\_\_\_\_ (happy). I breathed a huge sigh of relief. They were just playing a game!

### **Use of English**

#### **1. Read the text. Complete the gaps with the appropriate expressions (1-3) by circling A, B or C.**

Hi Angela!

Daisy and I went to the zoo yesterday. It was amazing! For me, the (1)\_\_\_\_\_ part was the big cat show when the zookeeper fed the tigers. They were huge; even bigger (2)\_\_\_\_\_ the lions! Daisy didn't



(3) \_\_\_\_\_ them because she thought they were scary, but she enjoyed the rest of the zoo. What did you do at the weekend?

Write soon,

Mandy

- |            |            |           |
|------------|------------|-----------|
| 1 A – good | B – better | C – best  |
| 2 A – in   | B – than   | C – of    |
| 3 A – like | B – likes  | C – liked |

**2. Complete the sentence, using the words in brackets in the correct form.**

- The blue whale is \_\_\_\_\_ the world. (large/animal)
- Why \_\_\_\_\_ from Earth? (dinosaur/disappear)
- The rhino is \_\_\_\_\_ than the elephant? (fast/runner)
- We \_\_\_\_\_ in Regent’s Park every summer. (like/visit/zoo)
- Jim \_\_\_\_\_ when he was six. (can/ride/horse)

**3. Complete the gaps (1-5) with appropriate words in the correct form: buy, friend, people, go, I, fast. One word is extra.**

Hi Kevin,

Yesterday was great. I (1)\_\_\_\_\_ to the zoo with my class. All of my (2)\_\_\_\_\_ liked the gorillas and lions. I really liked the cheetahs. It’s the (3)\_\_\_\_\_ mammal on Earth. Cheetahs can run up to 120 km/h! The zookeeper asked (4)\_\_\_\_\_ and some of the others to help feed the animals. It was fun. At the gift shop I (5)\_\_\_\_\_ a great book about cheetahs. I can’t wait to show it to you.

Talk to you soon.

Tim

**Speaking Skills**

**Everyday English**

Expressing concern	Expressing disbelief
- Oh my goodness!	- Don’t tell me!
- How awful!	- I don’t believe it!
- That’s shocking!	- You can’t be serious!

**1. Complete the dialogue.**

*Luke:* Hi Bill! How did you hurt (1)\_\_\_\_\_ hand?

*Bill:* I fell out (2)\_\_\_\_\_ a tree.



*Luke:* Oh my goodness! How did that happen?

*Bill:* The neighbour's dog chased my cat (3)\_\_\_\_\_ a tree. Then it got stuck up there.

*Luke:* What (4)\_\_\_\_\_ you do?

*Bill:* I got a ladder (5)\_\_\_\_\_ climbed up to get her. I had her in (6)\_\_\_\_\_ arms when a branch broke and ...

*Luke:* Oh no! Don't tell me!

*Bill:* You guessed it. We both fell (7)\_\_\_\_\_. I sprained (8)\_\_\_\_\_ wrist but the cat's fine!

**2. Complete the description using: giraffe, skirt, Sunday, sunny, jumper, family, scared, walked, zoo.**

Last (1)\_\_\_\_\_, Amy went to the (2)\_\_\_\_\_ with her (3)\_\_\_\_\_. It was a warm (4)\_\_\_\_\_ day. Amy looked great in her white (5)\_\_\_\_\_ and blue (6)\_\_\_\_\_. Amy was a little (7)\_\_\_\_\_ of some of the big animals, but when she saw a tall (8)\_\_\_\_\_, she smiled and (9)\_\_\_\_\_ right up to it.

**3. Match the questions (1-6) to the answers (A-G). One answer does not match any question.**

- |                                |                                 |
|--------------------------------|---------------------------------|
| 1. Where do giant pandas live? | A 17 years.                     |
| 2. What do giraffes eat?       | B About 3.4 metres.             |
| 3. How fast can cheetahs run?  | C 3 floors.                     |
| 4. How tall are elephants?     | D Three leaves.                 |
| 5. How long can koalas live?   | E In China.                     |
| 6. How much do rhinos weigh?   | F 3,000 kilos.                  |
|                                | G About 120 kilometres an hour. |

**4. Complete the exchanges (1-4) by circling the correct responses (A, B or C).**

1. X: \_\_\_\_\_

Y: I slipped and fell down.

A – When did you twist your ankle?

B – How did you twist your ankle?

C – Where did you twist your ankle?

2. X: Do you like cats?

Y: \_\_\_\_\_

A – I like it.



**B** – I love them.

**C** – It's my favourite.

3. **X:** Can you give me a lift to the pet shop?

**Y:** \_\_\_\_\_

**X:** Thanks.

**A** – Yes, of course.

**B** – Yes, here you are.

**C** – Yes, that's very kind.

4. **X:** \_\_\_\_\_

**Y:** Once a year.

**A** – When did you take your dog to the vet?

**B** – How often do you take your dog to the vet?

**C** – How do you take your dog to the vet?

**5. Read the dialogue and fill in the gaps (1-4) by choosing the correct words (A, B or C).**

*John:* Hi, Robert! (1)\_\_\_\_\_ did you hurt your arm?

*Robert:* I fell off a ladder.

*John:* How (2)\_\_\_\_\_ ! What happened?

*Robert:* My cat (3)\_\_\_\_\_ a squirrel onto the roof and then it couldn't come down.

*John:* What happened then?

*Robert:* I climbed (4)\_\_\_\_\_ the ladder to get him and the ladder moved ...

*John:* Oh no! you can't be serious!

*Robert:* Then I fell down and broke my arm.

1 **A** – What

**B** – How

**C** – When

2 **A** – wrong

**B** – bad

**C** – awful

3 **A** – chases

**B** – is chasing

**C** – chased

4 **A** – up

**B** – in

**C** – of

**6. Complete the dialogue. Use: tell, serious, sprained, believe, guessed, stuck, goodness. Two words don't match any gaps.**

**A:** What happened to your leg?

**B:** I fell off my bike.

**A:** I don't (1)\_\_\_\_\_ it! How did it happen?



**B:** Well, I was on my bike in the park when my friend's dog started running after me.

**A:** Oh my (2)\_\_\_\_\_ ! What happened then?

**B:** I lost my balance.

**A:** Oh no! Don't (3)\_\_\_\_\_ me!

**B:** You (4)\_\_\_\_\_ it! I fell down and (5)\_\_\_\_\_ my leg.

## UNIT 6.

## ANIMAL

## LESSON 5.

### Reading

#### Great Thunderbirds

Thunderbirds are creatures from North American Indian legends. They were great birds, far larger than eagles. Thunderbirds had very long coloured feathers and **strong** claws. Their eyes were like fire and they had horns on their head and teeth in their beak. Thunderbirds lived in caves high up in the mountains and didn't let anyone come near.

People believed that thunderbirds could pull the clouds together and create **terrible** storms when they flew across the sky. When the thunderbirds moved their wings they made wind and the sound of thunder. They could send lightning from their eyes and they also carried **bright** snakes around with them that became lightning. People also believed that some thunderbirds could take off their beak and feathers and change into humans.

There are many stories about thunderbirds. One of the most famous stories tells of a great fight between a monster whale and a thunderbird. The monster whale killed so many other whales that there were none left for the Native American Indians to catch for their meat and oil. A thunderbird saw from its home high in the mountains that the people had no food and decided to help them. It flew out over the sea and dived into the water to catch the monster whale. It was a **fierce** fight and **huge** waves destroyed villages on the coast and killed people. The thunderbird lifted the whale out of the water and dropped it onto the land where they continued to fight. In the end, the thunderbird killed the whale and gave it to people.

#### 1. Read the text and complete the sentences.

1. According to legend, thunderbirds were larger than \_\_\_\_\_ .
2. People thought that thunderbirds could create \_\_\_\_\_ .



3. Another belief was that thunderbirds could change into \_\_\_\_\_ .
4. One famous story tells the tale of a fight between a thunderbird and a \_\_\_\_\_ .
5. At the end of the story, the thunderbird \_\_\_\_\_ .

## 2. Read the text again and answer the questions.

1. What did thunderbird look like?
2. Where did thunderbirds live?
3. What did thunderbirds make with their wings?
4. What could thunderbirds do with their eyes?
5. What did the thunderbird do to the whale?

## 3. Match the words in bold in the text to their opposites.

weak, dark, gentle, wonderful, small.

## 4. Fill in: *feathers, claws, beaks, wings, teeth, horns.*

1. Birds use their pointy \_\_\_\_\_ dig worms out of the ground.
2. Thunderbirds had long \_\_\_\_\_ all over their bodies.
3. Some animals have got \_\_\_\_\_ on their heads.
4. Birds use their \_\_\_\_\_ to fly.
5. Cats use their sharp \_\_\_\_\_ to catch other animals.
6. Dogs use their \_\_\_\_\_ to bite and chew food.

## Skills

### 1. Read the texts below. For each text (1-4) choose the right sentence and write the appropriate letter (A, B, C, D or E) in the table. One sentence is extra.

\_\_\_ 1. Have you got the most beautiful cat in the world? Bring him or her to the Brentford Cat Show and win the first prize of \$250!

\_\_\_ 2. I lost my dog Duffy in this park yesterday. She's a small black terrier with a red collar. If you see her, please call Alison on: 876 3452. €50 reward.

\_\_\_ 3. Do not put your fingers inside the cage. These are wild animals and they bite!

\_\_\_ 4. Never leave open food or drink containers outside your tent because they can attract bears and other wild animals.

A – This text asks people to buy something.

B – You can see this text at a campsite.



- C – You can see this text at a zoo.
- D – This text asks people for help.
- E – This text is an invitation.

**2. Complete the exchanges (1-3) by circling the correct responses (A, B or C).**

1. X: \_\_\_\_\_

Y: I had a bad fall.

- A – Where does it hurt?
- B – Are you in pain?
- C – How did you hurt yourself?

2. X: Why pandas at risk?

Y: \_\_\_\_\_

- A – They lost their habitat.
- B – They need help.
- C – They live in National Parks.

3. X: I was climbing the rope and guess what happened.

Y: \_\_\_\_\_

X: Yeah, I fell and broke my leg.

- A – That's shocking!
- B – Don't tell me!
- C – How awful!

**3. Read the announcements below. For each announcement (1-4), choose the right sentence and write the appropriate letter (A, B, C, D or E). One sentence is extra.**

- \_\_\_ 1. Please Clean up after your Dog
- \_\_\_ 2. Please Do Not Feed Our Animals
- \_\_\_ 3. This week, all week All Pet Food Half Price
- \_\_\_ 4. Watch for Wild Animals Drive Slowly

- A – You can see this sign in a shop.
- B – This sign asks people for help.
- C – You can see this sign in a park.
- D – This sign tells people to be careful.
- E – You can see this sign in a zoo.



## Reading

**1. Read the text and complete the gaps (1-4) with appropriate sentences (A-E). One sentence is extra.**

### Poison Dart Frogs

In Central and South America, there is one animal that certainly stands out from the rest! This is the poison dart frog; a tiny frog that comes in all sorts of beautiful colours. **1** – \_\_\_\_ These birds colours warn other animals not to eat them, keeping the frogs safe from harm.

Although they are only as big as a paperclip, poison dart frogs can be extremely dangerous. **2** – \_\_\_\_ In fact, a single frog has enough poison to kill 10 people!

The deadly poison that the frogs contain comes from the food they eat. Their diet is made up of beetles and ants, which all have small amounts of poison in them. **3** – \_\_\_\_ This means that you can't even touch them without getting harmed!

While the frogs are very dangerous, the poison inside them can be useful. Colombian tribes use it for hunting by rubbing their darts on the frog. **4** – \_\_\_\_ One day, you may take a painkiller made from one of the deadliest animals in the world!

**A** – Scientists hope to use it in medicine.

**B** – There is only one animal that can eat poison dart frogs.

**C** – They are one of the most poisonous animals in the world.

**D** – When the frog eats these insects, it keeps the poison in its skin.

**E** – They can be yellow, gold, red, green, blue or black.

**2. Read the text and match the headings to the paragraphs. One heading is extra.**

**A** – Endangered species

**C** – Impressive size

**B** – A hunter

**D** – Out of the sea

### The Giant Coconut Crab

**1** – \_\_\_\_ The Giant Coconut Crab, or Robber Crab, is neither the most beautiful nor the most common creature but it is a very big one. In fact, the Coconut Crab can grow up to two metres in length and weigh over four kilogrammes and is the largest crab on land.

**2** – \_\_\_\_ The Giant Coconut Crab is a terrestrial species of the marine hermit crab. Scientists believe it slowly adapted to living on



land. Now, it cannot swim and quickly drowns if covered in water. Its habitat is the islands of the Pacific and Indian Oceans.

3 – \_\_\_\_ Adult coconut crabs mostly eat fruits, nuts, and seeds, as well as dead animals. They also climb trees and open coconuts and this is where they get their name from. People hunt them for their meat and in some areas there are no more of them.

### Use of English

#### 1. Put the words in the correct order.

1. mammals/lay/young/eggs/Some/but/to/live/give/most/birth
2. for/took/lunch/Ann/break/a
3. walk/dog/summer/my/often/the/in/I
4. zoo/got/animals/local/amazing/the/some/has
5. herbivores/biggest/actually/the/some/dinosaurs/of/were

#### Test 6

#### 1. Complete the table.

Infinitive	Past Simple		Infinitive	Past Simple
live				took
	heard		think	
travel				told
	carried		drop	
make				turned
	grew		break	
reach				walked

#### 2. Complete the table.

Adjective	Comparative	Superlative
tall		
		shortest
large		
	more beautiful	
		most intelligent
		best
bad		
	more	



**3. Complete the second sentence using the words in brackets so that it is grammatically correct. Do not change the order of the words given.**

1. The children \_\_\_\_\_ now. (watch/documentary)
2. Bruce \_\_\_\_\_ when he was a child. (not have/pet)
3. Sauroposeidons \_\_\_\_\_ that ever lived. (be/large/dinosaur)
4. The museum \_\_\_\_\_ at 9:00. (usually/open)
5. Patrick \_\_\_\_\_ with his friends. (love/play/chess)

**4. Complete the second sentence so that it means the same as the first.**

1. There was a tortoise in the box. – The box \_\_\_\_\_ a tortoise in it.
2. Were you successful in finding a pet? – Did \_\_\_\_\_ a pet?
3. Her parrot is able to count to ten. – Her parrot \_\_\_\_\_ ten.
4. Do you own that dog? – Is that \_\_\_\_\_ dog?
5. None of the other cats in the room were bigger than ours. – Our cat was \_\_\_\_\_ in the room.

### Рекомендована література

#### Базова

1. Evans V. On Screen 1. Student's book / Virginia Evans, Jenny Dooley. Berkshire : Express Publishing, 2015.
2. Evans V. On Screen 1. Workbook / Virginia Evans, Jenny Dooley. Berkshire : Express Publishing, 2015.

#### Допоміжна

1. Верба Г. В., Верба Л. Г. Граматика сучасної англійської мови: Посібник. Київ: ТОВ „ВП Логос”, 2004. 341 с.
2. Куліш Л. Ю. Прискорений курс англійської мови. Київ : Чумацький шлях, 2001. 360 с.
3. Тарнопольський О. Б. Ділові проекти / О. Б. Тарнопольський, С. П. Кожушко. Вінниця : Нова книга, 2007. 88 с.
4. Новый англо-русский тематический словарь. / Под. ред. канд. экон. наук В. И. Дубницкого. Д. : Сталкер, 1999. 592 с.