

Т. Ю. Севрюкова, А. И. Калишевич

# АНГЛИЙСКИЙ ЯЗЫК

---

## 6 КЛАСС

---

### ТЕСТЫ

РЕКОМЕНДАЦИИ ДЛЯ УЧИТЕЛЯ

**УЧЕБНОЕ ЭЛЕКТРОННОЕ ИЗДАНИЕ**

2-е издание, переработанное



Минск  
Аверсэв  
2022

УДК 811.111(075.3)

ББК 81.2Англ-922

**Авторы:**

Т. Ю. Севрюкова, А. И. Калишевич

**Рецензенты:**

ст. преп. каф. англ. яз. и речевой коммуникации факультета  
журналистики БГУ *Е. Г. Гилевич*

учитель англ. яз. высш. квалификац. категории гос. учреждения образования  
«Средняя школа № 6 г. Минска» *О. Н. Сысоева*

*Учебное электронное издание*

*2-е издание, переработанное*

Ответственный редактор *М. В. Филатова*

Художник *А. А. Кухта*

Дизайнер *А. А. Барбук*

Изображения используются по лицензии Shutterstock.com

Дата размещения 29.08.2022. Объем 1,2 Мб.

Общество с дополнительной ответственностью «Аверсэв».

Ул. Н. Олешева, 1, офис 309, 220090, г. Минск.

**E-mail:** [info@aversev.by](mailto:info@aversev.by); [www.aversev.by](http://www.aversev.by)

Контактные телефоны: (017) 378-00-00, 379-00-00.

Для писем: а/я 3, 220090, г. Минск.

12+

ISBN 978-985-19-6652-9

© Севрюкова Т. Ю., Калишевич А. И., 2019  
© Севрюкова Т. Ю., Калишевич А. И., 2022,  
с изменениями  
© Оформление. ОДО «Аверсэв», 2022

# РЕКОМЕНДАЦИИ ПО ОЦЕНИВАНИЮ ТЕСТОВ

В пособии даны рекомендации по оцениванию тестов, тесты «ГОВОРЕНИЕ», тексты аудиозаписей к заданиям на восприятие и понимание речи на слух, а также ответы к заданиям.

Все тесты, кроме тестов на говорение, составлены в двух вариантах одинаковой сложности. Если в заданиях встречаются незнакомые учащимся слова (допускается учебной программой) и их значение важно для понимания при выполнении заданий, эти слова сопровождаются переводом.

Задания составлены от простого к сложному: предыдущие легче последующих, поэтому за один элемент в разных заданиях учащиеся могут получить разное количество баллов.

Перед тем как учащиеся начнут выполнять задания, важно убедиться, понимают ли они, что нужно делать и как именно (обвести кружком правильный ответ, вписать слово или написать правильную букву в нужном месте).

Основная цель тестов — определить уровень владения учащимися английским языком. В конце каждого теста дана шкала оценивания, которая поможет учащимся понять, насколько хорошо они усвоили материал каждой темы, и будет стимулировать к получению лучшего результата в будущем.

## 1. Тесты ЛЕКСИКА, ГРАММАТИКА, ПИСЬМО

Для проверки уровня сформированности лексико-грамматических навыков учащихся к каждому разделу учебного пособия «Английский язык 6» предлагается по шесть заданий: три задания на проверку лексики, два — на проверку грамматики и одно задание на творческое письмо в рамках пройденной темы.

Каждое задание, кроме задания на письмо (№ 6), сопровождается примером выполнения.

Максимальное количество баллов — 30. Отдельные элементы в разных заданиях оцениваются по-разному.

Рекомендации по оцениванию тестов **Лексика, грамматика, письмо**:

Задание	Количество баллов	Оценка одного элемента задания, балл
1	2,5	0,5
2	2,5	0,5
3	5	1
4	5	1
5	5	1
6	10	
Итого:	30	

Для оценки сформированности умений письменной речи (задание № 6) пользуйтесь документом «Оценка результатов учебной деятельности учащихся по иностранному языку», размещенном на образовательном портале Национального института образования [www.adu.by](http://www.adu.by).

## 2. Тесты ГОВОРЕНИЕ

К каждому разделу учебного пособия «Английский язык 6» предлагается по три задания:

1. Ответы на вопросы учителя в рамках пройденной темы. Учитель задает любые 4 вопроса из списка.

2. Диалог с одноклассником.

3. Монолог.

В задании 1 содержится большое количество вопросов. Рекомендуется задать каждому учащемуся по 4 вопроса на выбор учителя.

Максимальное количество баллов — 10 (соответствует отметке).

### Рекомендации по оцениванию тестов **Говорение**:

Задание	Количество баллов
Задание 1	2 4 вопроса — 0,5 балла за каждый правильный ответ
Задание 2	4 участие в диалоге, коммуникация — 1 лексика раздела — 1 грамматика раздела — 1 порядок слов в предложении — 1
Задание 3	4 соответствие высказывания заданной теме — 1 лексика раздела — 1 грамматика раздела — 1 порядок слов в предложении — 1
Итого:	10

При оценке говорения рекомендуется в первую очередь обращать внимание на то, донес ли учащийся смысл высказывания, ответил ли он на поставленный вопрос. Ошибки допустимы, и если они не мешают беседе, не следует их исправлять, заострять на них внимание и слишком строго судить учащегося. На количество баллов могут влиять только ошибки в материале данного раздела. Все остальные следует временно игнорировать, но взять их себе на заметку для дальнейшей проработки на уроках.

### 3. Тесты **ВОСПРИЯТИЕ И ПОНИМАНИЕ РЕЧИ НА СЛУХ**

Для проверки уровня развития умения воспринимать и понимать речь на слух в конце каждой четверти предлагается по четыре задания. Задание 1 проверяет понимание одной детали в каждом из пяти коротких звучащих текстов. Остальные задания предназначены для более детального понимания новых текстов в аудиозаписи (диалоги, монологи, тексты разных жанров).

К каждому заданию учащиеся слушают отдельную аудиозапись, которую следует проигрывать дважды. Тексты аудиозаписей приведены в данном пособии.

Аудиозаписи размещены на сайте [www.aversev.by](http://www.aversev.by).

### 4. Тесты **ЧТЕНИЕ**

Для проверки уровня развития умения чтения в конце каждой четверти предлагается по четыре задания. Задание 1 проверяет общее понимание частей текста; задания 2 и 3 — деталей прочитанного текста; задание 4, как правило, требует объяснения содержания текста в целом.

### Рекомендации по оцениванию тестов **Восприятие и понимание речи на слух** и **Чтение**:

Задание	Оценка, балл	Оценка одного элемента задания, балл
1	5	1
2	5	1 (чтение) 0,5 (восприятие речи на слух)
3	10	2
4	10	2
Итого:	30	

Максимальное количество баллов — 30.

Оценивая ответы учащихся, следует помнить, что задания разработаны для контроля определенных умений и навыков. Например, при проверке понимания речи на слух или понимания прочитанного текста не следует снижать отметку учащимся за неправильно написанные слова или неполные предложения. Если ответ по существу дан верно, он принимается как правильный, несмотря на орфографические и грамматические ошибки, нарушенный порядок слов в предложении.

# ТЕСТЫ «ГОВОРЕНИЕ»

## Unit 1. Summer hobbies

1 Your classmate wants to know about your summer holidays. Answer four of his / her questions.

- How do you usually spend your holidays?
- What do you enjoy / like / hate doing?
- Did you go to camp last summer?
- Was your friend at a sports camp last summer?
- Did you take photos / go on a hike / go on a trip / make sand sculptures / work in an animal shelter / go roller-skating / sit by the fire last summer?
- What are you going to do at the weekend?
- What are you going to do in your autumn holidays?

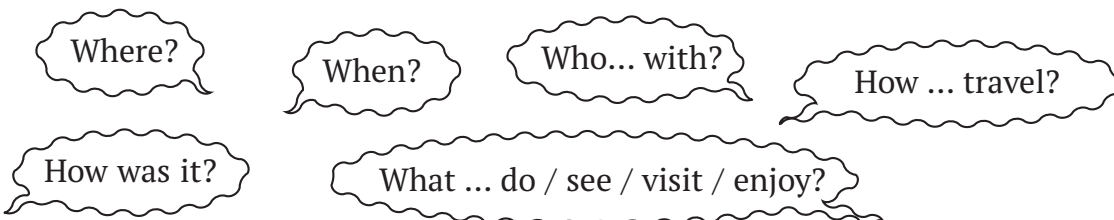
	2
--	---

2 Look at the photos. What are the people doing? Say which of these activities you like / hate / don't mind doing.



	4
--	---


3 Tell your friend about your summer holidays. Answer the questions. Say 6–9 sentences.





	4
--	---


Your total score: 

	10
--	----

 0–4 — not very good

 7–8 — good

 5–6 — OK

 9–10 — very good

## Unit 2. Nature and wildlife at home and abroad

1 Your British friend wants to know about Belarusian nature and your travelling experience. Answer four of his / her questions.

- Have you ever seen a tiger / a kangaroo / a giraffe / a European bison / ... ?
- Have you ever been to Britain / the USA / Africa / India / ... ?
- Have you ever climbed a tree / visited Belovezhskaya Pushcha / been on a hike / made a fire?
- How many times have you travelled by plane / train / ship so far?
- What animal species live in Belarus?
- What plant species grow in Belarus?

2

2 Work in pairs. Speak about your life. Use the adverbs *already* / *never* / *just* / *yet* / *recently* / *so far* and the words from the box. How much do you have in common?

drive a car, travel by plane, see a dangerous animal, ride a horse,  
eat mangoes, fall in love, speak to an English person,  
swim in the ocean, visit a palace, meet a celebrity


4


3 Tell your British friend about the nature of Belarus. Use the words from the box. Say 6–9 sentences.


species, animals, birds, fish, plants, dangerous, in danger, European bison,  
Belovezhskaya Pushcha, lakes, rivers, national park, blue-eyed


4

Your total score:   10

 0–4 — not very good

 7–8 — good

 5–6 — OK

 9–10 — very good

## Unit 3. Belarus – my fair land

1 You British friend wants to know about Belarus. Answer four of his / her questions.

- What's the capital of Belarus?
- Where does Belarus lie?
- Why are you proud of Belarus?
- What is Belarus famous for?
- Have you ever been to Belarusian castles? What castles have you visited?
- What symbols of Belarus do you know?
- Can you sing the national anthem of Belarus?
- What should tourists see in Belarus?

2

2 Work in pairs. Ask and answer questions about your life experience as in the example. Use the phrases from the box. What is the most interesting fact about your partner?

*Example:* see a wolf

A: Have you ever seen a wolf?

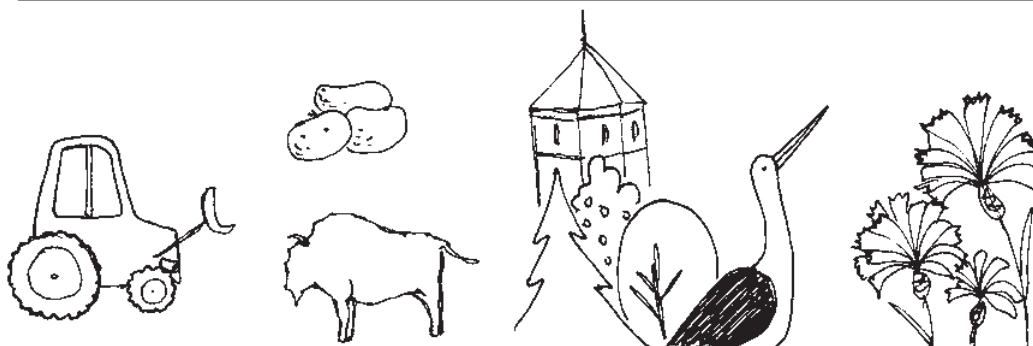
B: Yes, I have. I saw a wolf in the zoo two years ago.

drive a car, travel by plane, see a dangerous animal, ride a horse, eat mangoes,  
fall in love, speak to an English person, swim in the ocean, visit a castle,  
meet a celebrity, feed an animal, clean a dog house

4

3 Tell your British friend about national symbols of Belarus. Use the words from the box. Say 6–9 sentences.

national, flag, emblem, anthem, costume, animal, bird, flower



4

Your total score: 10

☹️ 0–4 — not very good

😊 7–8 — good

😐 5–6 — OK

😄 9–10 — very good

## Unit 4. Stories in books and films

1 Your sister / brother is making a report on unusual things. Answer her questions to help her / him.

- Do you believe in ghosts / aliens / magic?
- Are penguins and ostriches unusual birds? Why?
- Can you imagine our life without computers and mobile phones?
- Would you like to turn into an animal? What animal?

2

2 You are sitting by the fire at summer camp. Act out short conversations in pairs as in the example.

*Example:* hear the noise / watch TV / turn off the TV

**A:** What were you doing when you heard the noise?

**B:** I was watching TV.

**A:** What did you do?

**B:** I turned off the TV.

1. see a bear / pick mushrooms / stop
2. meet the queen / walk in the street / take a photo
3. drop the plate / wash up / throw it away
4. fall over / roller-blade / go home

4

3 You are taking part in a short story competition. Make up a story. Use the prompts.

### Story 1

1. Bob and Dan / play / baseball / when / the ball / break / window.

2. Mrs Clark / run / house / start / shout.

3. While / she / shout / boys / stand / quietly.

4. Then / they / say sorry / and / go home.

5. The next day / Bob's dad / fix / window.

### Story 2

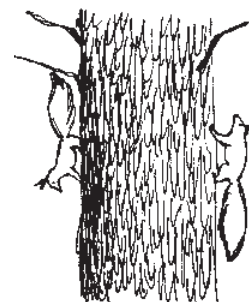
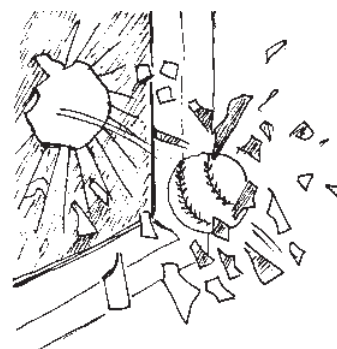
1. Nina / walk / forest / when / see / two squirrels.

2. They / climb / tree.

3. While / Nina / look / squirrels / she / hear / unusual sound.

4. She / turn round / and / see / bear.

5. Nina / get scared.



4

Your total score: 10



0-4 — not very good



7-8 — good



5-6 — OK



9-10 — very good

## Unit 5. Helping around the house

**1** You are taking part in the competition 'The tidiest students'. Answer four of the questions.

- How often do you do housework?
- What housework did you do yesterday?
- What housework do your parents do?
- What housework are you good / not good at?
- What do you like doing about the house?
- What machines do you have in your house?
- What machines can you use?
- Is your room tidy or messy?
- Why should your room be tidy?
- What should you do to be safe when you are home alone?

	2
--	---

**2** Tick the boxes which are true for you. First, tell your partner what household chores you and your parents do. Then, listen to your partner and tick the boxes which are true for him / her. Finally, say 5 sentences about your partner. What do you have in common?

Jobs about the house	Me	My parents	My partner	His / Her parents
do the dusting				
make the bed				
do the washing				
do the ironing				
sweep the floor				
cook dinner				
lay the table				
do the washing up				

	4
--	---

**3** Work in pairs. Describe your real room or your dream room. Say 6–9 sentences. Do you like your partner's room? Why?


Say:


- what there is in your room
- what you do in your room
- if it is tidy or messy
- how you feel there
- if you like it, and why or why not


	4
--	---


Your total score: 

	10
--	----

 0–4 — not very good

 7–8 — good

 5–6 — OK

 9–10 — very good

## Unit 6. Are you a foodie?

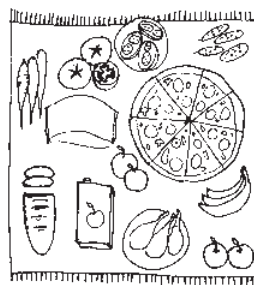
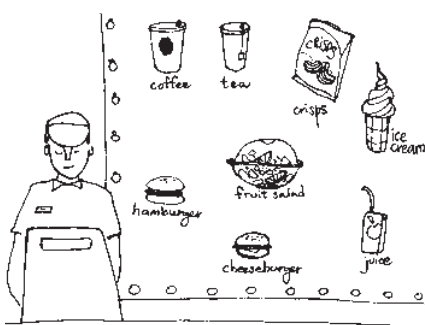
**1** A famous cook is visiting your school. Answer four of his questions.

- What food do you like / dislike?
- What do you usually eat at the weekend?
- What is your favourite café or restaurant?
- Can you cook? How often do you cook? What can you cook?
- Do you like cooking? Are you good at cooking?
- Do you eat healthy or unhealthy diet? Why?
- What do you think of fast food?
- What do your parents think about fast food?
- What do you usually have for family dinner?
- Does your mum or granny make jam? What do they make it from?
- What's your favourite kind of ice cream?

2

**2** You are at the Drama lesson. Act out one of the situations with your partner. Each person should say 5–6 sentences.

**I'm hungry!**



4

**3** Tell your guest about how you cook your favourite meal. Use the words from the box. Say 6–9 sentences.

to make ... you need ...      boil / cut / mix / add / serve  
first / next / after that / now / finally

4

Your total score: 10

0–4 — not very good

7–8 — good

5–6 — OK

9–10 — very good

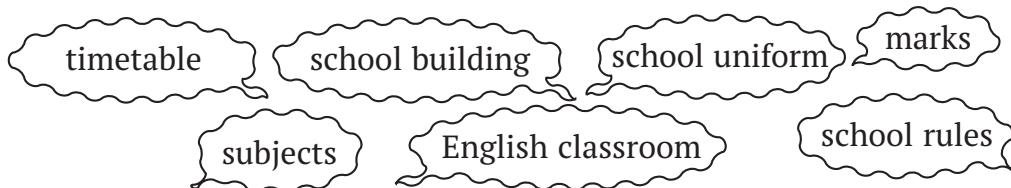
## Unit 7. School: bells and breaks

**1** Your British friend wants to know about your school. Answer four of his / her questions.

- What is your favourite school subject? Why?
- What is your least favourite school subject? Why?
- What is the most boring / the easiest subject?
- What lessons do you have on Monday / Tuesday / Wednesday / Thursday / Friday?
- What is your longest / shortest school day this year?
- What is your favourite school day? Why?
- What is your least favourite school day? Why?
- How long do your lessons last?
- How long is the longest break at your school?
- What do you do during school breaks?
- What subjects are you good at?
- What marks do you get in Maths / History / Literature / English / PE / Art?
- What is the most difficult school subject?
- Do you have to do a lot of homework?
- Do you want to do better at school? What should you do for that?
- Do you have to wear a school uniform? Do you like it?

	2
--	---

**2** Work in pairs. One of you is a Belarusian student, the other one is a British student. First, ask your partner 5 questions on any of the topics. Then, answer their questions. Finally, report to the teacher about your partner.



	4
--	---

**3** Choose a topic and speak to your British friend on it. Say 6–9 sentences.



	4
--	---

Your total score: 

	10
--	----

0–4 — not very good

7–8 — good

5–6 — OK

9–10 — very good

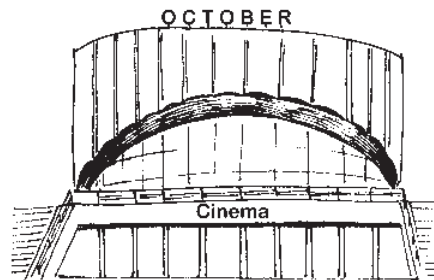
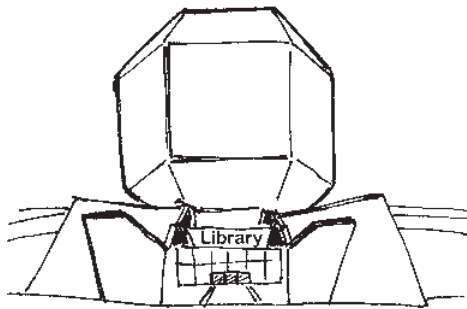
## Unit 8. A book or a film?

### 1 Answer four of your friend's questions.

- What types of films do you like / dislike?
- Do you like action films / romantic films / adventure films / westerns / horror films / musicals / comedies / cartoons? Why?
- Do you like fairy tales / detective stories / love stories / science fiction stories / fantasy stories / stories about animals? Why?
- What's your favourite film / book?
- Who's your favourite book character?
- What do your parents prefer: watching films or reading books?
- Do you think reading is cool? Why?
- How often do you go to the cinema? Who do you usually go with?
- How often do you go to the library? Who do you usually go with?

2

### 2 Act out these two situations with your partner. First, you invite your partner. Then, swap the roles. Each person should say 5–6 sentences in each conversation.



4

### 3 Tell your new friend about each of the films and books. Say:

- type of film / book
- if you like or dislike it, and why

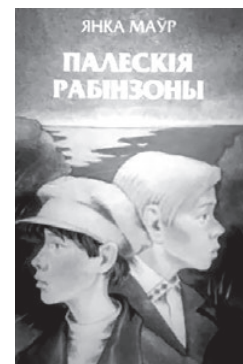


1

The Pirates of the Caribbean [ˌkæərɪˈbiːən]



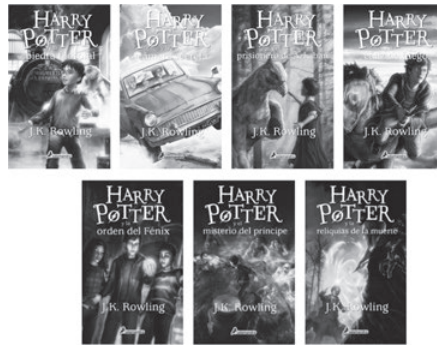
2



3



4



5

	4
--	---

Your total score:

	10
--	----



0-4 — not very good



7-8 — good



5-6 — OK



9-10 — very good

## Unit 9. Hobbies and holidays

**1** You are choosing a club at a leisure centre. Answer four of the questions.

- Which activities are more enjoyable for you: active or quiet?
- What do you prefer: indoor or outdoor activities?
- Do you like playing a musical instrument or listening to music?
- Do you enjoy doing something with friends or by yourself? Why?
- Do you like making models / learning languages / doing sport / playing chess / sightseeing / sunbathing? Why?
- What activities do you dislike? Why?
- What's an ideal hobby for you / for your friend? Why?
- What do you like doing in your free time? What's your hobby?
- What's the most unusual / boring / exciting hobby do you think?
- What hobby would you like to take up? Why?

	2
--	---

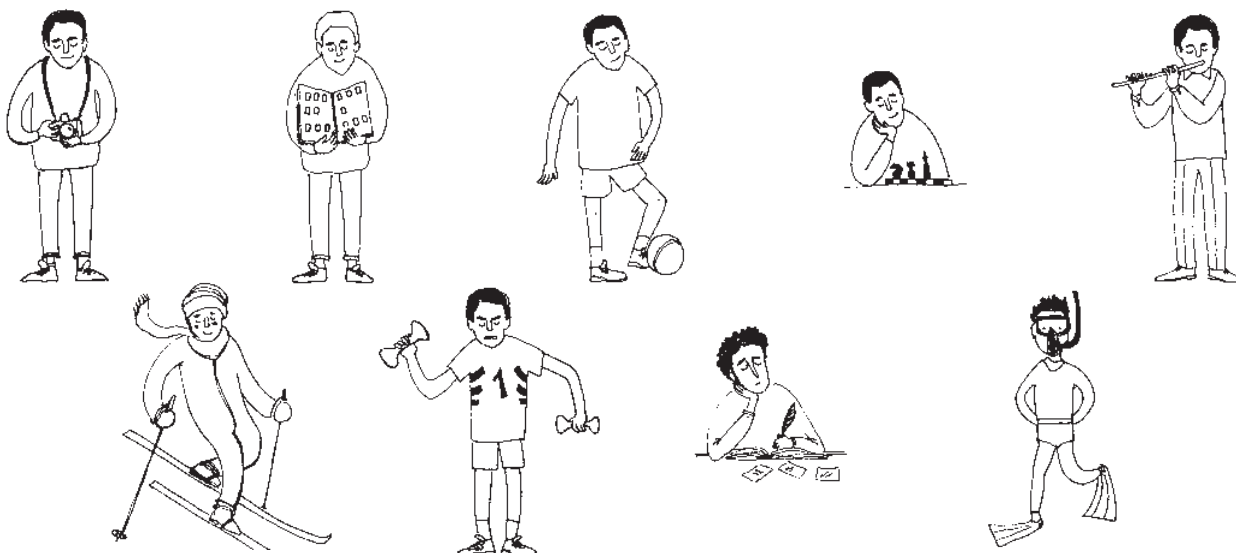
**2** Your friend wants to join a club too. Talk to your friend. First, ask him / her 5 questions about any of the hobbies. Then, speak about you and your partner.

*Model:* Nikita is interested in diving. But I'm not interested in it.

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• learning languages</li> <li>• taking photos</li> <li>• listening to classical music</li> <li>• watching sport on TV</li> <li>• keeping pets</li> </ul> | <ul style="list-style-type: none"> <li>• reading books</li> <li>• playing a musical instrument</li> <li>• sightseeing</li> <li>• cooking</li> <li>• collecting something</li> </ul> |
|---|---|

	4
--	---

**3** Tell your friend about your hobby or your family hobbies. Say 6–9 sentences.



	4
--	---

Your total score: 

	10
--	----

0–4 — not very good

7–8 — good

5–6 — OK

9–10 — very good

# ТЕКСТЫ АУДИОЗАПИСЕЙ

## Unit 1. Summer hobbies

## Unit 2. Nature and wildlife at home and abroad

- 1 Two friends are talking about their summer plans. Listen and match the people to the places where they are going on holiday. Use one place twice.

**Gina:** Hi, Bell! What are you going to do in your holidays?

**Bell:** Hi, Gina! I'm going to the countryside with my grandparents.

**Gina:** Really? What about your parents? Are they staying in town?

**Bell:** No, they're going on a hike to the mountains. You know I hate mountain hiking, so I decided to go camping with my grandparents. Would you like to join us?

**Gina:** I'd love to but I can't. We've already packed our suitcases. We're going on a trip to the seaside.

**Bell:** You're lucky! Swimming is great!

**Gina:** Yes, I love swimming and diving.

**Bell:** Is your brother Sam going to the seaside with you?

**Gina:** No, he isn't. He's going to summer camp with his friend John.

**Bell:** Is it a sports summer camp?

**Gina:** No, it's a camp for animal lovers.

**Bell:** How interesting!

- 2 Listen to the girls. Spell the name of the summer camp.

**Bell:** Gina, what's the name of the camp your brother is going to?

**Gina:** It's Pawsitively Pets Summer Camp.

**Bell:** Pawsitively Pets?

**Gina:** Yes, that's P-a-w-s-i-t-i-v-e-l-y P-e-t-s.

**Bell:** P-a-w-s-i-t-i-v-e-l-y P-e-t-s? I'll tell my parents about it. I love animals, too! I'd like to go to that camp next year.

- 3 Sam is talking about his summer camp. Are the sentences true (T) or false (F)?

**Gina:** Hi, Sam! How are you?

**Sam:** I'm fine. And you?

**Gina:** I'm OK. How's the camp?

**Sam:** It's fantastic!

**Gina:** So, what are you doing there?

**Sam:** Well, in the morning we usually go bird-watching. It's so exciting! I've never seen so many species of birds. I've taken a lot of photos. I'm going to make a photo album later.

**Gina:** Great! Can you send some photos to me, please? I'd like to have a look.

**Sam:** No problem. Also we go on hikes every day and study different species of animals and plants. I've learnt a lot about nature.

**Gina:** I see. What do you like most of all?

**Sam:** I think helping our nature. When we clean the woods from the rubbish or rescue an animal, I feel like I'm doing something very important.

**Gina:** Have you rescued any animal so far?

**Sam:** Yes, three days ago we found a hedgehog. It needed medical help, so we took it to the animal shelter. Now it's OK and we're planning to take it back to the woods.

**Gina:** That's really nice. How do you usually spend your evenings at camp?

**Sam:** By the camp fire, of course! Our group leader Peter plays the guitar, we sing songs, tell scary stories and toast bread with bacon or sausages on the fire.

**Gina:** Sounds delicious!

- 4 Sam is presenting his project on hedgehogs. Listen and complete the sentences.

What a cute animal the hedgehog is! These are some really awesome facts that will amaze you. Hedgehogs live all over the world, in Europe, Africa, America and Australia. They make their homes in wet places: in holes,

in underground tunnels, in deep forests, under the leaves of plants. What do they eat? Worms, insects, mice, frogs and snakes.

They are longer than a teaspoon, at 13 to 38 centimetres and weigh 400 grams to over 1 kilo. Each hedgehog has about 5,000 to 7,000 spines on their bodies. Wow. And each spine only lasts a year; after a year it drops off and a new spine grows.

Hedgehogs can't see well so they sleep in the daytime and come out at night. European hedgehogs hibernate – they sleep in winter.

Did you know that hedgehogs can climb trees, stone walls and fences and even swim in the water? They can walk faster than a child, at the speed of about 10 kilometres per hour. For their size, they are certainly quite fast. When they're hungry and looking for food, hedgehogs can travel up to 4 kilometres.

### Unit 3. Belarus – my fair land

### Unit 4. Stories in books and films

---

#### 1 Kim and Tim are in the TV studio on a quiz programme 'Who wants to go on a trip?' Match the countries to their national emblems. One emblem is extra.

**TV man:** Hello, everyone! Welcome to 'Who wants to go on a trip?' show! Today is our final game and here with us are Kim and Tim. (applause) Kim and Tim are going to answer 5 questions today. If they answer them correctly, they'll win a trip to one of English-speaking countries! So, question number 1 is: In this national emblem there are three animals: two big and one small. The big golden lion is wearing a crown and the small lion is between the big lion and the unicorn, above them.

**Tim** (beep): I know the answer! That's the emblem of the United Kingdom! I saw it in my dad's book!

**TV man:** Right you are, Tim! (applause) Now, the second question: Which country has an emblem that looks like the British one but the big lion hasn't got a crown on its head? You can also see maple leaves on the emblem, another symbol of this country.

**Kim** (beep): That's Canada! There are three animals on the Canadian emblem and the big lion's crown is at the top of it!

**TV man:** Well done, Kim! That's right! (applause) Question number 3: On the emblem of this country there are two animals: a kangaroo and an emu.

**Tim** (beep): I know! I know! They only live in Australia!

**TV man** (applause): Excellent, Tim! Listen to question number 4. Which country has an eagle as its national emblem? There's an eagle and 13 stars above it. What's your answer, kids?

**Kim:** I think I know the answer. (beep) That's the symbol of the United States of America, I'm sure.

**TV man:** Yes, Kim, that's it! It's the national emblem of the USA. (applause) And now comes the last question of the final game. There's a big crown in the center of the emblem and there are two people at the sides of it: a European woman and a Maori man... Do you know the answer? Tim and Kim?

**Tim** (beep): ...I'm not sure but I think I've seen it on National Geographic Channel. It's... New Zealand.

**TV man** (applause): Yes, Tim! It's the New Zealand emblem! Congratulations! You've won a trip next summer!

#### 2 Kim and Tim's dad is speaking to a tour agent. Listen and fill in the gaps.

**Dad:** Good morning. My name is Mr Muller from Germany.

**Agent:** Good morning, Mr Muller. How can I help you?

**Dad:** I'd like to know better about the trip my kids won yesterday.

**Agent:** Yes, Mr Muller. The trip is to Great Britain and includes visiting all the four parts of the country: Scotland, Wales, Northern Ireland and England.

**Dad:** Oh, great! What are the dates, please?

**Agent:** The trip starts on the fifth of August and finishes on the eighteenth. It'll last for two weeks, fourteen days.

**Dad:** OK... Let me write it down... The fifth of August..., two weeks. Thank you. One more question: how do they get to Great Britain?

**Agent:** They'll go by bus. It's very comfortable. Any more questions, Mr Muller?

**Dad:** Yes, the last one. Where will the kids stay?

**Agent:** They'll stay with four different families so that they can learn more about life in Scotland, Wales, Northern Ireland and England.

**Dad:** That sounds exciting!

**Agent:** Yes, it is really exciting! People in the host families are very friendly and open to kids.

**Dad:** I think Kim and Tim will like the trip. Thank you for the information. Good bye.

**Agent:** Good bye, Mr Muller.

**3 Kim is speaking to her dad on the phone. Listen and circle the correct item.**

**Dad** (phone signal): Good evening. This is Mr Muller, Kim and Tim's father. Can I speak to the kids, please?

**Mrs Smith:** Good evening, Mr Muller. Wait a minute, please. Kim! Tim! Come here, your dad's calling!

**Kim:** Thank you, Mrs Smith... Hi, Dad! How are you?

**Dad:** Hello, Kim. How was the day?

**Kim:** Oh, Dad, it was great! Today we've been to a small town where William Shakespeare was born. That's Stra...

**Dad:** Stratford-upon-Avon?

**Kim:** Yes! How do you know?

**Dad:** I've been there with your mum. Have you visited the school where little William went to?

**Kim:** Yes, Dad! It's funny and very small.

**Dad:** It's smaller than your school, Kim, but it's about 400 years old! Have you been to the park, Kim?

**Kim:** Yes, we have! We had a picnic there and then played a little.

**Dad:** What else have you done today?

**Kim:** In the afternoon we visited the Teddy Bear Museum and in the evening we went to the theatre and watched a Shakespeare's play.

**Dad:** How interesting! What did you watch?

**Kim:** It was 'Romeo and Juliet'. Everybody enjoyed the play very much.

**Dad:** Of course, you did! It's the best Shakespeare's play! How's Tim?

**Kim:** He's fine. He's with Mr Smith now, feeding their horse, Digby. Please, say hello to Mum.

**Dad:** Of course, I will. Say hello to Tim. Bye.

**Kim:** Bye-bye, Dad.

**4 Tim is telling his friends about a day in Britain. Listen and answer the questions.**

**Boy** (school bell): Come on, Tim. How was that? Tell us about the best day of your trip!

**Tim:** It isn't easy to choose one. We spent two weeks there and I enjoyed every moment. I can't tell you which day was better than the others. Well, the first day was very surprising for me. Would you like to listen?

**Girl:** Yes, sure!

**Tim:** OK... We were travelling by bus and in the evening we came to the end of the continent, to the sea. We got on a ferry... A ferry is a very big ship that takes people and cars and buses across the sea. So, we got on a ferry and spent about an hour and a half on it. We didn't stay on the bus; we played computer games, watched the sea and took photos. When we arrived and got on the bus again, I looked out of the window and thought I was crazy. Our bus was going along the wrong side of the road! It was going along the left side instead of the right one! I ran to the bus driver to tell him to stop but Mrs Kranz said it was all right. The British drive their cars and buses along the left side of the road.

**Boy:** Are the cities there very big?

**Tim:** Yes, there are very big cities in Great Britain, but there aren't only cities-and-cities there. We travelled a lot around the country and I must say the countryside in Britain is really beautiful! And... you won't believe me... there are thousands of sheep there. They say there are more sheep than people in Britain. It can be truth; they are everywhere, funny and nice.

**Girl:** My mum says that it always rains in Britain. Does it?

**Tim:** British weather was also a surprise for us. It changed every hour. During one day it was sunny, then cloudy, then rainy, then sunny again. We were lucky because we had umbrellas with us so we didn't get wet. (school bell) We must run now or we'll be late for our Geography lesson.

## Unit 5. Helping around the house

## Unit 6. Are you a foodie?

## Unit 7. School: bells and breaks

---

- 1** A teacher is invited to a school radio station. Listen to the 5 questions of the interview and match the answers to the pictures. One picture is extra.

**Alina:** Good afternoon, everyone! It's Friday Radio Show, and today we have an interview with our teacher of English, Andrey Petrovich. Hello, Andrey Petrovich. Welcome to Friday Radio Show.

**Andrey Petrovich:** Hello, Alina.

**Alina:** Today's interview is called 'What's your favourite?' I'm going to ask you 5 questions. Are you ready?

**Andrey Petrovich:** Sure! Let's start!

**Alina:** Question 1: What's your favourite place in our school?

**Andrey Petrovich:** I love our school a lot! But my favourite place is... it's the classroom where I teach English.

**Alina:** I thought so! Question 2: What's your favourite work day?

**Andrey Petrovich:** Favourite work day? I don't know. Let me think. Mmmm... I think my favourite is Friday, because I start working at 10 a.m., and on Fridays we have the Radio Show. I love listening to it!

**Alina:** That's great! Question 3: What's your favourite thing to do when you don't work?

**Andrey Petrovich:** I love sport. I jog every morning before I go to work. I also go to the city gym three times a week.

**Alina:** Wow! Two more questions to go. Question 4: What's your favourite thing to do at home?

**Andrey Petrovich:** I love cooking!

**Alina:** Really? My dad never cooks.

**Andrey Petrovich:** Well, many men can't boil an egg, but I think cooking is easy and very fun.

**Alina:** OK. Question 5: What's your favourite type of housework?

**Andrey Petrovich:** I don't like doing the ironing, but I love washing the dishes. I usually turn on some music. It helps me enjoy the washing up.

**Alina:** You're such a fun person, Andrey Petrovich! Thank you for the interview.

**Andrey Petrovich:** Thank YOU! It was my pleasure!

- 2** Listen to the teacher. Spell the name of the round sweet bread he baked.

**Alina:** Andrey Petrovich, you said that you like cooking.

**Andrey Petrovich:** Yes, Alina. I like cooking a lot, but I also love baking cakes, biscuits, rolls.

**Alina:** Really? When did you last bake?

**Andrey Petrovich:** I always bake at weekends. Last time I baked round sweet bread, cinnamon rolls. It's a very easy recipe!

**Alina:** Cinna... Can you say it again, please?

**Andrey Petrovich:** It's cinnamon rolls. C-I-double N-A-M-O-N cinnamon, cinnamon rolls.

**Alina:** How do you spell rolls? I know it's a short word, but I always make a mistake in it.

**Andrey Petrovich:** It's R-O-double L. Cinnamon rolls. You can google the recipe. It's very easy.

**Alina:** If it's easy, I want to bake them. So it's C-I-double N-A-M-O-N R-O-double L, right?

**Andrey Petrovich:** That's correct. Good luck, Alina!

- 3** Alina is speaking about the history of ice cream. Are the sentences true (T) or false (F)?

**Alina:** It's Friday Radio Show! And now it's time for 'History of Things'. Today I'll tell you a story of ice cream, everybody's favourite dessert. We know that ice cream is made from milk. To make it sweet as a dessert should be, the sugar is added to it. Ice cream goes in a lot of different flavours: chocolate and vanilla, caramel and mint, banana and nuts, cherry and strawberry, and many many other flavours. Of course, first ice creams were different from what we like to eat today. When did people make the first ice cream? More than 2,000 years ago, in China they had a frozen mix of milk and rice for dessert. About 1,500 (one thousand five hundred) years ago, in Greece people ate ice mixed with honey and fruits. Until the 19th century, ice cream was a dessert only for the rich. If you didn't have money, you couldn't buy ice cream. In 1851 in Boston, the Unites States of America, they started the production of ice cream, and it has become very popular since then. Today, only in the USA they make more than 6 billion litres of ice cream every year! They say, there are more than a thousand of ice cream flavours! There are ice creams that taste like green tea or bacon or hotdog, and people buy them!

- 4 Some teachers make up songs to welcome their pupils at school. Listen to Mr Reed's song and fill in the gaps.

**Alina:** And now it's time for a song on our Friday Radio Show!  
Welcome to the 4th Grade. So happy to meet you!  
Can't wait till I see you! We're gonna have a good time!  
We'll learn about Science, find ways to apply it,  
And I bet that you'll like it. We're gonna have a good time!  
Welcome to the 4th Grade. Hello, I'm your teacher.  
My name's Mr Reed, and it's very nice to meet you!  
I'm from Chicago, and I love eating pizza,  
And I dress to impress, but I still rock sneakers.  
It's my first year teaching, so it's all real exciting!  
Got some ideas, and I'd really like to try them  
Like making songs to remember what you hear.  
We'll be learning so much by the end of the year!  
To my friends and my peers, the parents and the students:  
I'm ready, you're ready, we're ready. Let's do this!  
(Источник: <https://dwaynereedmusic.bandcamp.com/track/welcome-to-the-4th-grade>)  
**Alina:** Thank you, everyone for listening to Friday Radio Show! See you next Friday!

## Unit 8. A book or a film?

## Unit 9. Hobbies and holidays

---

- 1 Alina, from Friday Radio Show, is speaking about the most popular hobbies in the world. Listen and match the hobbies to the pictures. One picture is extra. Alina starts from number five.

**Girl:** Hello, everyone! It's Friday, and it means that our Friday Radio Show is on! Today we will speak about hobbies. Let's see what people in Australia and America, Europe and Asia like doing in their free time. Here's the list of five most popular hobbies in the world. Number 5 is playing computer games. Yes, we all know that sitting too much isn't good for our health, but still playing computer games is very popular with young and older people. Number 4 on our list of most popular hobbies is listening to music. Now it's much easier to do than before. All you need is an iPod and headphones, and you can carry your favourite music with you anywhere you go. So, what's number 3? Number 3 is playing sport. That's very good news, that people of the world like being active more than sitting at a computer. Sport is an ideal hobby if you want to stay healthy. If you aren't doing any sport, think of taking up one! Now, to number 2. The second most popular hobby in the world is... watching TV. Yes. People still watch more TV than browse the Internet. How soon will it change? I don't know. We will see. So, number 1, the most popular hobby in the world is... reading books! Books are the winners! It's such good news! I'm really, really happy that books win over TV and the Internet! That's all news for now. Stay tuned with Friday Radio Show!

- 2 Listen to Boris. Spell the name of an unusual hobby.

**Alina:** Hi! It's Friday Radio Show again! We have just talked about the most popular hobbies in the world. They're very traditional like reading books (which is great) and playing computer games (which is not that great). But there are also a lot of hobbies in the world that are very unusual. Today, in our studio, we have Boris Nikitin from Class 6B who knows something about it. Hello, Boris.

**Boris:** Hello, Alina and Hello, Friday Radio Show!

**Alina:** Boris, what will you tell us today?

**Boris:** I know somebody who has an unusual hobby. It's trainspotting.

**Alina:** Train... what?

**Boris** (laughs): Trainspotting.

**Alina:** I don't know what it is. Please tell me and everyone who's listening to Friday Radio Show! Let's start with spelling. How do you spell it, Boris?

**Boris:** It's T-R-A-I-N-S-P-O-double T-I-N-G. Trainspotting. It's one word.

**Alina:** One word? I see. Is it T-R-A-I-N-S-P-O-double T-I-N-G?

**Boris:** Yes! That's correct!

**Alina:** Thank you, Boris.

**3 Boris is answering Alina's questions. Are the sentences true (T) or false (F)?**

**Alina:** So, Boris, what is trainspotting? I hear 'train' in it. Choo! Choo! (imitates the sound) Is it about trains?

**Boris:** That's right! It's about spotting trains. Train is a means of transport, and spotting is seeing, looking, watching.

**Alina:** So what do trainspotters do?

**Boris:** Trainspotters go to railways stations or other places where they can see trains. They go there and wait for trains.

**Alina:** What do they do when they see trains?

**Boris:** Sometimes people take photos of the trains they see and collect their photos. Some people spot all trains they see; some people wait for a special type of train. Sometimes people write down the numbers and names of the trains they see. Some people read a lot to study history of trains.

**Alina:** Wow! I've never heard of such a hobby!

**Boris:** Yes, it's very unusual, but trainspotting is very popular in many countries of the world.

**Alina:** Thank you for telling us about a hobby that nobody has heard of! I'm going to google trainspotting and learn more about it. I'd like to know if anybody in Belarus does trainspotting.

**Boris:** I'm sure they do. My uncle and his friend learnt about trainspotting when they were in Great Britain. Now they do it every Saturday.

**Alina:** Really? Oh, wow!

**4 Alina is interviewing her English teacher. Listen and answer the questions.**

**Alina:** Hello, it's Friday Radio Show again! Today our guest is our English teacher Alesya Nikolaevna, and she will speak about how not to forget English in summer. Hello, Alesya Nikolaevna.

**Alesya Nikolaevna:** Hello, Alina. Thank you for inviting me.

Why do I want to talk to you about English in summer holidays? Because if you do nothing with your English all summer, it's 92 days of forgetting all you have been studying so hard during the school year.

**Alina:** Are you saying that we should read our pupil's books and revise grammar in summer?

**Alesya Nikolaevna:** No, Alina. I'm saying it's a good idea to find something that you like doing in English and do it regularly. For that, you don't need your pupil's books.

**Alina:** Hm. What can that be?

**Alesya Nikolaevna:** If you like watching films, watch one film in English every week. If you want, you can have subtitles, the text that the characters are saying.

**Alina:** Oh, I can do that!

**Alesya Nikolaevna:** Or, you can play vocabulary games on apps not to forget English words.

**Alina:** You're right! We all have smartphones or tablets. We can choose apps that we like.

**Alesya Nikolaevna:** Absolutely! Or you can take short videos every time when something interesting happens. Take videos and comment on what is going on. Then, in September it will be very easy to talk on the topic 'My summer holidays'.

**Alina:** That's easy!

**Alesya Nikolaevna:** Yes! And you can also choose a hobby you would like to take up and learn how to do it watching youtube videos in English.

**Alina:** Wow! Alesya Nikolaevna, thank you for the ideas!

**Alesya Nikolaevna:** You are welcome! Find your favourite English activity and do it regularly! Then in Class 7 you will get better marks, I'm sure!

# ОТВЕТЫ

---

Т. Ю. Севрюкова, А. И. Калишевич

# ENGLISH 6

## Test Book

Blank area for student information with four horizontal lines.



АВЕРСЭВ

# VOCABULARY. GRAMMAR. WRITING

## Unit 1. Summer hobbies

1. 2D, 3F, 4G, 5C, 6A, B — extra.
2. 2. hike, 3. spoon, 4. bowl, 5. celebrity, 6. shelter.
3. 2. was, 3. ran, 4. played, 5. spent, 6. told.
4. 2c, 3c, 4a, 5b, 6a.
5. 2. Where did you spend your summer holidays? 3. Were you at the seaside last year? 4. Are you going to take photos tomorrow? 5. Do you like hiking in the mountains? 6. Did your friend make a fire in summer?
6. *Pupils' own texts.*

## Unit 2. Nature and wildlife at home and abroad

1. 2A, 3G, 4E, 5C, 6F, B — extra.
2. 2. tired, 3. wild, 4. ocean, 5. nature, 6. suitcase.
3. 2. the / the, 3. — / —, 4. — / —, 5. — / the, 6. the / the.
4. 2. just / already, 3. ever, 4. already, 5. never, 6. yet.
5. 2. Have you come, 3. have become, 4. have brought, 5. has always been, 6. have you won.
6. *Pupils' own texts.*

## Unit 3. Belarus — my fair land

1. 2. of, 3. million, 4. for, 5. shouldn't, 6. Thousands.
2. 2. emblem, 3. lies, 4. area, 5. anthem, 6. capital.
3. 2. stripes, 3. crosses, 4. national, 5. symbols, 6. proud.
4. 2. friendlier / more friendly, 3. better, 4. the most comfortable, 5. the largest, 6. farther / further.
5. 2. Has he packed, 3. Have you ever been, 4. did you do, 5. visited, 6. have never been.
6. *Pupils' own texts.*

## Unit 4. Stories in books and films

1. 2E, 3D, 4B, 5A, 6G, C — extra.
2. 2. disappeared, 3. gods, 4. punish, 5. terrible, 6. unusual.
3. 2. hung, 3. flew, 4. fell, 5. broke, 6. believed, tear — extra.
4. 2. was taking, 3. was running, 4. wanted, 5. was playing, 6. heard.
5. 2. was buying, 3. saw, 4. was jumping, 5. did you do, 6. called.
6. *Suggested answer:* The prince was riding his horse when he saw a wicked witch on the road. She turned the prince into a wolf and put him in the gold cage. While the witch was sleeping, the prince broke the cage. In the garden he drank some water from the magic lake and turned into the prince. He put the witch in the gold cage and rode away.

## Unit 5. Helping around the house

1. 2A, 3B, 4D, 5E, 6G, C — extra.
2. 2a, 3a, 4a, 5b, 6b.
3. 2. lay, 3. their beds, 4. vacuum cleaner, 5. the washing, 6. help, the ironing — extra.
4. 2a, 3a, 4a, 5b, 6b.
5. 2. My granny always does something about the house. 3. Everybody likes washing the dishes in a dishwasher. 4. Nobody likes making the beds in my family. / Nobody in my family likes making the beds. 5. Is there any junk under your bed or on your desk? 6. Is your room messy or tidy?
6. *Pupils' own texts.*

## Unit 6. Are you a foodie?

1. 2B, 3A, 4G, 5E, 6D, C — extra.
2. 2b, 3a, 4a, 5b, 6a.
3. 2. few, 3. unhealthy, 4. health, 5. healthy, 6. thirsty, hungry — extra.

4. 2a, 3a, 4b, 5b, 6b.  
5. 2. People in Belarus **eat** a lot of potatoes. 3. Pancakes **are** served both hot and cold. 4. How many grams **of** sour cream do I need for the recipe? 5. I always make friends. I have **a few** friends in every school in my town. 6. How **many** glasses of water did you drink yesterday?  
6. *Pupils' own texts.*

### Unit 7. School: bells and breaks

1. 2C, 3E, 4B, 5G, 6F, A — extra.  
2. 2a, 3b, 4b, 5a, 6a.  
3. 2. lasts, 3. breaks, 4. homework, 5. few, 6. don't have to, have to — extra.  
4. 2a, 3b, 4a, 5b, 6a.  
5. 2. How often do you have to do the dusting? 3. How many hours a week do your parents have to work? 4. Does everybody have to help their parents? 5. How much time do you have to spend at school every day? 6. Do your parents have to wear a uniform?  
6. *Pupils' own texts.*

### Unit 8. A book or a film?

1. 2G, 3A, 4C, 5F, 6D, B — extra.  
2. 2. Fantasy, 3. adventurous, 4. mysterious, 5. character, 6. title.  
3. 2. takes, 3. characters, 4. terrible, 5. clever, 6. boring, romantic — extra.  
4. 2a, 3b, 4a, 5b, 6a.  
5. *Pupils' own questions*, 5 types: yes / no, or, tag, wh (1), wh (2).  
6. *Pupils' own texts.*

### Unit 9. Hobbies and holidays

1. 2. making models, 3. keeping pets, 4. learning languages, 5. playing chess, 6. collecting, sightseeing — extra.  
2. 2b, 3a, 4b, 5b, 6b.  
3. 2. anything, 3. indoors, 4. active, 5. taking up, 6. enjoy, outdoor — extra.  
4. 2b, 3a, 4a, 5b, 6b.  
5. 2. Knitting is **such an** ideal hobby for rainy days! / Knitting is so ideal for rainy days! 3. My granddad is good at playing chess. But my dad isn't. / My dad **is good too**. 4. We **love sightseeing** when we travel. 5. Are your parents **interested** in keeping pets? 6. Learning languages isn't fun **to** do alone.  
6. *Pupils' own texts.*

# LISTENING

## Unit 1. Summer hobbies /

## Unit 2. Nature and wildlife at home and abroad

1. 1B, 2A, 3D, 4C, 5C.
2. Pawsitively Pets.
3. 1F, 2F, 3T, 4T, 5F.
4. 1. Africa; 2. mice, frogs and snakes; 3. 13, 38; 4. see well; 5. in winter.

## Unit 3. Belarus — my fair land /

## Unit 4. Stories in books and films

1. 1C, 2B, 3E, 4F, 5A, D — extra.
2. 1. England, 2. 5<sup>th</sup>, 3. fourteen (14), 4. bus, 5. (four different) (host) families.
3. 1b, 2b, 3a, 4b, 5c.
4. 1. An hour and a half. 2. They played computer games, watched the sea and took photos. 3. Left.
4. There are thousands of sheep there. / Sheep are everywhere. 5. It changed every hour. / During one day it was sunny, then cloudy, then rainy, then sunny again.

## Unit 5. Helping around the house / Unit 6. Are you a foodie? /

## Unit 7. School: bells and breaks

1. 1E, 2A, 3B, 4D, 5C, F — extra.
2. cinnamon roll.
3. 1T, 2T, 3F, 4T, 5T.
4. 1. 4<sup>th</sup> / fourth, 2. Science, 3. eating pizza, 4. exciting, 5. students.

## Unit 8. A book or a film? /

## Unit 9. Hobbies and holidays

1. 1A, 2B, 3C, 4E, 5D, F — extra.
2. trainspotting.
3. 1T, 2T, 3F, 4T, 5F.
4. 1. Not to forget English. 2. No, she doesn't. 3. Once a week. / One film every week. 4. Taking short videos when something interesting happens and making comments. Or taking notes. 5. Children can learn a new hobby.

# READING

## Unit 1. Summer hobbies /

## Unit 2. Nature and wildlife at home and abroad

1. 1E, 2A, 3F, 4C, 5D, B — extra.
1. 1T, 2F, 3F, 4T, 5F.
1. Ron / His friend. 2. Uncle Jack. 3. (Rattle) snakes. 4. The night. 5. Ron.
1. The trip took over six hours. / The trip was very long. 2. At night. 3. He heard the sounds of animals / owls and wolves. 4. They ran (through the field) to the farmhouse. 5. They were scared. / It was dangerous.

## Unit 3. Belarus — my fair land /

## Unit 4. Stories in books and films

1. 1D, 2B, 3A, 4F, 5C, E — extra.
1. 1F, 2T, 3F, 4F, 5F.
1. In the (Tudor) Kitchens. 2. In the parks and gardens. 3. On the ground floor (of the Palace). 4. In the Haunted Gallery. 5. In the (Tudor) Kitchens.
1. He liked the palace (and took it from Cardinal Wolsey). 2. The walls are very high. 3. They want to go on a Family Ghost Tour. (It takes place every Saturday evening.) 4. He killed his two wives / two of his six wives. 5. *Suggested answers:* It is very old / beautiful / exciting. / You can see a lot of interesting places and ghosts. / It is home to most famous Britain's kings and queens.

## Unit 5. Helping around the house / Unit 6. Are you a foodie? /

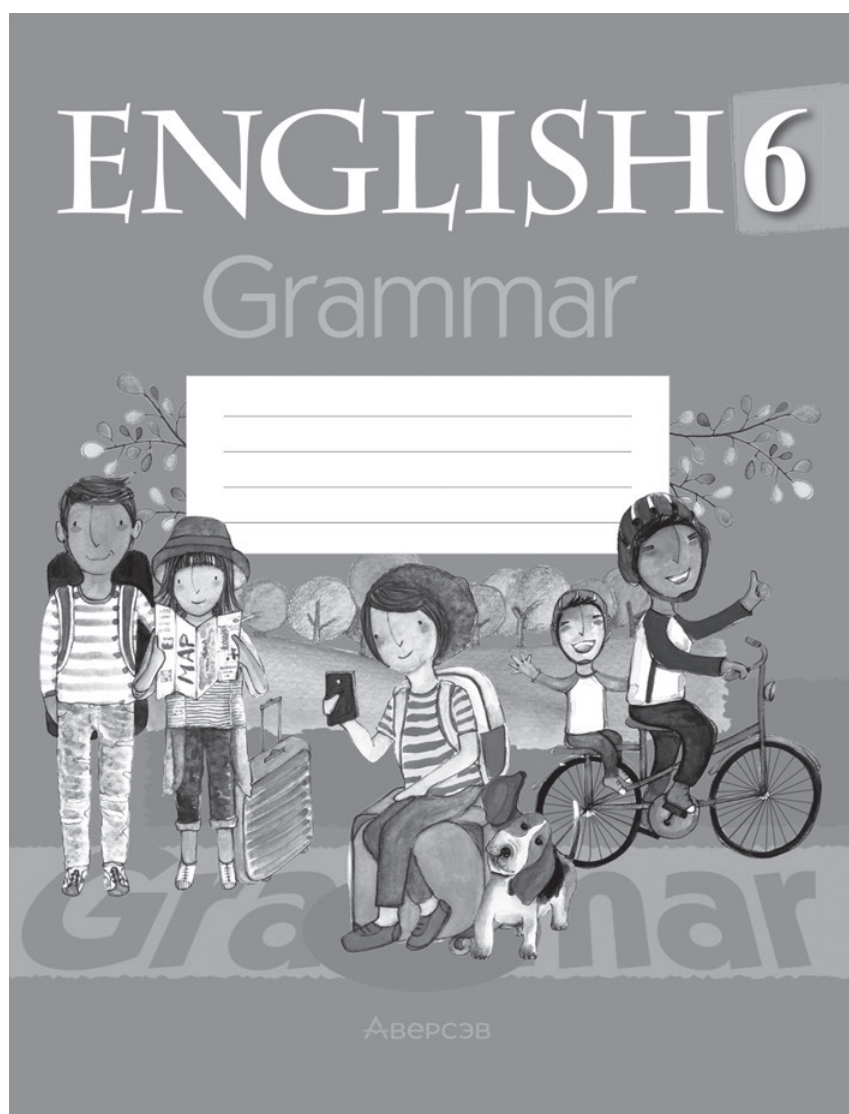
## Unit 7. School: bells and breaks

1. 1F, 2E, 3C, 4D, 5A, B — extra.
1. 1T, 2F, 3F, 4F, 5T.
1. No, there aren't. / She has a mother and two sisters. 2. 8 hours. 3. No, it isn't. The classrooms are small. The toilet is outside. There is no water. 4. Gaudensia. 5. No. She helps about the house and does her homework.
1. Because she lives in a one-room flat with her family. 2. Because Gaudensia is younger. 3. Because they don't have water at Gaudensia's school. 4. Because one is for younger pupils, one is for older pupils. 5. Because she has to get up at 5 a.m.

## Unit 8. A book or a film? /

## Unit 9. Hobbies and holidays

1. 1F, 2B, 3C, 4A, 5D, E — extra.
1. 1F, 2T, 3F, 4F, 5F.
1. Alice and her sister. 2. Alice's sister. 3. The White Rabbit. 4. Alice. 5. A / The small bottle.
1. Because it was hot. 2. Because she was curious. 3. Because it was lovely with beautiful flowers. 4. Because she was too big for the small door. 5. Because she couldn't get the key. / Because she was too small to get the key.



**Английский язык. 6 класс.  
Тетрадь по грамматике**

Т. Ю. Севрюкова, Н. В. Юхнель, Э. В. Бушуева

Тетрадь дополняет учебное пособие и соответствует программе. Представленные задания помогут шестиклассникам усвоить основные грамматические структуры, которые они смогут правильно употреблять в речи.

Ответы к пособию можно скачать с сайта [aversev.by](http://aversev.by).

**aversev.by**

Полный каталог учебной литературы, полезные материалы  
и специальные предложения