 **b)** Listen again. Do you agree that with a good book you can stay at home and travel all over the world at the same time? Can you give examples of such books?

**c)** Answer the questions.

Who do you think reads more: teenagers or grown-ups? How often do you go to a public library? What books do you usually borrow? How many? Do you



always return books in time (early enough)? Do you always read books from cover to cover? Do you like learning things by heart? Would you like to read *Matilda* by Roald Dahl? There is a film made by the book. Would you like to see this film?

## LESSON 3.

## Prodigy children

**Communicative area:** speaking about abilities in the past, present and future

**Active vocabulary:** age, be able (to do something), recite (poems), use

**Active grammar:** *to be able* (to do something) and *can / could* for ability

**1.** What could you do when you were six? Use the expressions from the box to ask your classmate.

**Example:** *Could you recite poems at the age of six? – Yes, I could. / No, I couldn't.*

recite poems, read, draw pictures, tell the time, use a mobile phone, play football, go shopping, swim, play a musical instrument, cook, count to a hundred, take photos, ride a bike, climb trees, use a computer, use a calculator, say the alphabet, write your own name, sing songs, get dressed without help, borrow books from a public library

**prodigy** – a child with great abilities

**2. a) Use the pictures to complete the conversation between two teenagers.**

– Could you \_\_\_\_\_ when you were six?  
I could.



*Merci*

– No, I couldn't. But I could \_\_\_\_\_ at the age of six.



– I can swim. I'd like to be able to \_\_\_\_\_ when I'm 18.



– So would I.



**b) Listen and check. Study the grammar information in the box.**

**I can swim** = **I'm able** to swim.

**I could swim** = **I was able** to swim.

\_\_\_\_\_ is used to speak about ability in the present and sometimes in the future.

\_\_\_\_\_ is used to speak about ability in the past.

For other tenses and forms we use '**to be able to**'.)

 **c)** Listen and repeat. Role-play the conversation in ex. 2a.

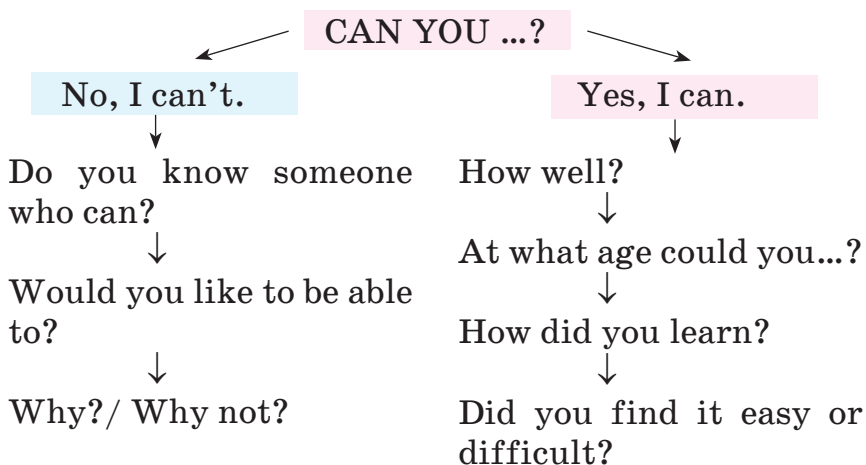
**d)** Change the information in ex. 2a. Role-play the conversation again.

**3. a)** What would you like to be able to do in the future? Choose five things. Write five sentences.

Speak French, ride a horse, climb mountains, write poems, read *Matilda* from cover to cover, play chess, paint pictures, build skyscrapers, play the guitar, do yoga, sing in a group, fly a plane, travel round the world, design clothes, give clever advice, write computer programmes, find a treasure, make an invention, make a long journey, to work in the government, go on a guided tour of London, stay in the most expensive hotels, settle down close to a beach, learn a long poem by heart, write books, become famous.

**b)** Compare with your partner. Do you have anything in common?

**4. a)** Interview your partner. Use the box and the questions below for help.



CAN YOU ... recite poems in English, sing songs in English, write stories in English, drive a car, play the piano, dance the tango, speak Belarusian, use the Internet, learn other languages?

**b) Who was a prodigy child? Report to the class.**

## LESSON 4.

## English in films

**Communicative area:** listening for detail, discussing supernatural abilities of film characters

**Active vocabulary:** ability, hero, power

**1. a) Work in pairs. Look at the photo. Ask and answer the questions:**

1. What is the boy doing?
2. Have you ever done the same?

Why?

3. Would you like to have the 'night vision – to be able to see in the dark'? What for?



**b) Match the characters with abilities.**

to be able – ability (n)

**power** = a natural or special ability to do something