



# ENGLISH

Student's Book 2

6



CD-ROM inside

# Republic of Belarus



# Английский язык / Англійская мова

Учебное пособие для 6 класса  
учреждений общего среднего образования  
с белорусским и русским языками обучения  
(повышенный уровень)

С электронным приложением

В 2 частях  
Часть 2

*Допущено Министерством образования  
Республики Беларусь*



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Правообладатель Вышэйшая школа

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Listen



Moving activity (on the disk)



Grammar



Surf the Internet



Moodle (e-vedy.adu.by)



Boardgame



Test



Write



Project Project

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# UNIT 5

## In the heart of Europe

### Lesson 1. A land of lakes

 **Challenge 1:** Describe the geographical position of Belarus (sentence level).

 **Must use:** Numerals (*hundred, thousand, million*); border, lie; area, border, cornflower, population, symbol, thistle.

#### 1. Choose the answer.

Why is Belarus often called blue-eyed?

- a) Belarusian people often have blue eyes.
- b) There are lots of lakes in Belarus.
- c) Cornflowers look like eyes in the fields.



Belarusian girls



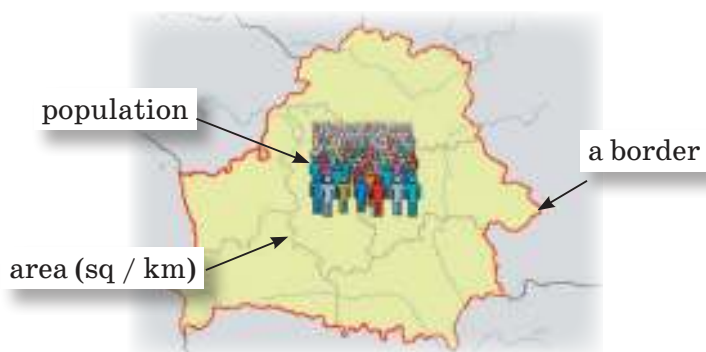
cornflower



“God’s eye” lake,  
Braslav

**2a.** Do the quiz on Belarus. Use the map on the inside cover of the book for help.

1. Belarus is ... .
  - a) in Eastern Europe
  - b) in Central Europe
  - c) in Northern Europe
2. The capital of Belarus is ... .
  - a) Vitebsk
  - b) London
  - c) Minsk
3. The area of Belarus is ... .
  - a) about 150 thousand sq/km
  - b) more than 200 thousand sq/km
  - c) 50 thousand sq/km
4. The population of Belarus is ... .
  - a) about 9.5 mln people
  - b) 9 mln people
  - c) over 10 mln people
5. Belarus has international borders with ... .
  - a) 4 countries
  - b) 5 countries
  - c) 6 countries
6. Belarus is famous for ... .
  - a) potato dishes
  - b) its nature
  - c) Marc Chagall



**b.** 🎧 Listen to children answering the quiz questions at school. Check your answers.

**c. Work in pairs. Check your memory.**

1. Who was the winner? 2. What countries does Belarus border? 3. What else is Belarus famous for?

**3a. Read a letter from Alex's friend Finlay. Where is he from? Does he like his country? What is he writing about it?**

Hi Alex,

Thanks for your letter. It is great you are doing a project about Scotland. Here is some information to help you and your friends.



Scotland is a small country but it is very beautiful. It includes over 700 islands! Scotland is a part of the United Kingdom, along with England, Wales and Northern Ireland. It shares a border with England only. It is smaller than England, but larger than Wales and Ireland. Its area is about 80,000 sq / km. Its population is over 5 million people. The national symbol of Scotland

is the Scottish thistle (see the picture). Does it grow in Belarus? Scotland is a country of mountains, lakes (we call them lochs) and forests... Have you heard of Loch Ness, home of our famous monster?



thistle ['θɪsl]

Scotland is also famous for golden eagles, tartans and bagpipe music... and it's the home of golf. I'm Scottish and I am very proud of my country!

Please write soon. Tell me something about Belarus. Good luck with your project!

Bye,  
Finlay.

PS. You can find more facts about Scotland and beautiful pictures at <http://www.scottish-at-heart.com>

**b. Find the words in the letter that mean:**

1) land surrounded by water; 2) a line between two countries, you often need a visa to cross it; 3) something that represents the country; 4) the number of people living in a country; 5) a geographical territory.

**c. Answer Finlay's questions.**

**4. Which of the questions below does the letter answer?**

1. Where is Scotland situated? 2. What countries does it border? 3. What countries surround Scotland? 4. Is it a big country? 5. What is the area of Scotland? 6. What is the capital of Scotland? 7. What's the population of Scotland? 8. Does it have any mountains, rivers or lakes? 9. What is the highest mountain in Scotland? 10. What languages are spoken in Scotland? 11. What is the national symbol of Scotland? 12. What is Scotland famous for?

**5a.**  Look at the Grammar box and read the numbers below.

**Grammar box**

8 hundred\_ islands  
80 thousand\_ sq/km  
5 million\_ people  
but: thousands **of** tourists, millions **of** people

5; 346; 2,000,000; 10,000; 9,495,500; 207,600; 20,000.

**b.**  Moving activity. “Number dictation”.

**6.** Put the numbers from ex. 5a into the sentences.

1. The population of Minsk is about ... people.
2. Belarus borders ... countries.
3. The population of Belarus is ... .
4. The area of Belarus is about ... sq / km.
5. The highest point in Belarus Mount Dzerzhinskaya is ... meters high.
6. There are more than ... rivers and ... lakes in Belarus.

**7a.** Work in small groups. Answer the questions in ex. 4 about Belarus.

**b.** Role-play the school quiz about Belarus. Add more questions.

**8.**  Use the Internet. Follow the link in Finlay’s letter to find more facts about Scotland.

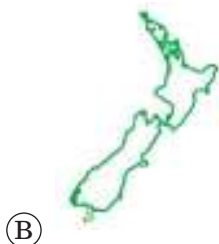
 **Moodle.** English 6. Unit 3. Glossary: bagpipe, Lochness, tartan.

## Lesson 2. On the globe

 **Challenge 2:** Describe the geographical position of Belarus. Write an encyclopaedia entry.

 **Must use:** articles with geographical names; be surrounded, consist of; situated.

**1.** Look at the country outlines below. How many English-speaking countries can you name?



**2a.** Match the English-speaking country to its geographical position.

Australia, the USA, England, Scotland, New Zealand, Canada.

1. It's the largest of the four countries of the United Kingdom. It borders Scotland and Wales.

2. It is **surrounded** by the Atlantic Ocean and the only country it shares border with is England.
3. It lies in the northern part of the North American Continent. About 2 per cent of its **territory** is covered by ice.
4. It is a country, a continent and an **island**. It is **situated** between the Indian Ocean and the Pacific Ocean.
5. It's the third largest country in the world after Russia and China.
6. It is situated to the south-east of Australia in the Pacific Ocean. It **consists of** two main islands and some smaller ones.

**b.** Explain what the words in bold mean.

**c.** Write 2–3 sentences about the geographical position of Belarus. Read them out.

**3.**  Moving activity “World map”.

**4a.** Read the encyclopaedia entry about the geographical position of the USA.

**T**he USA lies in the central part of the North American continent. It borders Canada in the north and Mexico in the south. It is surrounded by the Atlantic Ocean in the east, by the Pacific Ocean in the west, and by the Gulf of Mexico in the south.

The territory of the USA consists of three parts. The USA and Alaska are situated in North America. The Hawaii is situated in the central part of the Pacific Ocean.

The area of the country is about 9,400,000 sq / km. Its population is about 256 mln people.

The USA is a country of mountains and grasslands, valleys and deserts. About one half of the territory in the west are the Cordilleras. In the east there are the Appalachian Mountains. Mount McKinley is the highest point in North America.

The Great Lakes are situated in the north-east of the country. They are Lake Ontario, Lake Huron, Lake Erie, Lake Superior, and Lake Michigan. The largest rivers of the USA are the Mississippi, the Missouri, and the Columbia.

**b. What statements about encyclopaedia entries are true? Find examples in the text.**

The language is informal. There are only facts. The sentences are short and clear. There are lots of names, dates and numbers. There are many adjectives. The Present Continuous is used. There is no place for your personal opinion.

**c. Work in small groups. Compare the geographical position of the USA with the geographical position of Belarus. Then report to the class.**

**5a.**  Look at the entry again. What article do you use with the names of

1) rivers, 2) countries and states, 3) seas and oceans, 4) mountain chains, 5) groups of islands, 6) lakes, 7) mountains?

**b. Copy and fill in the chart.**

| THE is used | No article is used |
|-------------|--------------------|
| ...         | ...                |

**c. Add articles where necessary.**

... Belarus, ... Lake Naroch, ... Latvia, ... Mount Dzerzhinskaya, ... Dnieper River, ... Lithuania, ... Western Dvina and ... Nyoman, ... Lake Osveya, ... Ukraine, ... Lake Chervonoye, ... Minsk, ... Baltic Sea, ... Russia, ... Poland.

**6a. Read the help box. What information can you find in the article about the USA?**

**Help box**

The geographical position of the country is its position on the Earth.

To describe the geographical position you can mention:

- where it is situated (*It lies ... It is situated ...*),
- what countries it borders (*It borders ...*),
- what waters it is surrounded by (*It is surrounded by ...*),
- the area of the country (*It covers the area of ... / The area of the country is ...*),
- the countries that are bigger or smaller (*It is smaller / bigger than ...*),
- the population of the country (*The population is ... / ... people live there*),
- what parts / lands the country consists of (*It consists of ...*),
- some important natural landmarks (rivers, mountains, etc.) (*There is / are ...*).

**b. Work in small groups. Look at the map of Belarus. Use the help box and names in ex. 5c to talk about the geographical position of Belarus.**

7. 🎧 Write a draft of an encyclopaedia entry about the geography of Belarus.

📖 **Moodle.** English 6. Unit 2. Articles with geographical names.

## Lesson 3. Every country has its symbols

🔒 **Challenge 3:** Talk about the national symbols of Belarus.

🔑 **Must use:** anthem, costume, emblem, flax, national, ornament, stripe.

1a. 🎧 Listen to the chant. Look at the pictures.



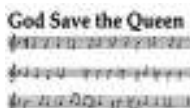
Every country has its symbols: national anthem, national emblem.

Every country has its symbols: national costume, national flag.

b. 🎧 Listen and repeat after the speaker.

## 2. Match the symbols with the pictures and definitions.

1. The maple leaf



is the symbol of Russia.

2. The white dove



is the symbol of Australia.

3. The kangaroo



is the symbol of peace.

4. The birch tree



is the national anthem of the UK.

5. "The Stars and Stripes"



is the national flag of America.

6. "God Save the Queen"



is the symbol of Canada.

### 3a. Read the text. What symbols does it describe?

**T**he Union Flag (or the Union Jack) is the national flag of the United Kingdom of Great Britain and Northern Ireland. It is red, blue and white. The flag combines three older national flags: the red cross of St George for England, the white St Andrew's cross for Scotland and the red St Patrick's cross for Ireland. It has a long history and is





St George's  
cross



St Andrew's  
cross



St Patrick's  
cross

used by many countries – such as Australia and New Zealand – on their national flags.

Belarus also has its national symbols. They are the national flag, emblem, and anthem. The flag consists of three stripes – green, red and a white vertical stripe with red ornament. Belarus has other symbols, too. People say the white stork is a symbol of good luck. The blouses and the shirts in the Belarusian national costume are white with beautiful red ornaments – crosses and stripes. White is the symbol of peace. The symbol of Belovezhskaya Pushcha is the bison, a very strong animal. And the symbol of Belarusian fields is the cornflower – a small blue flower.



a stork

**b. What do Belarusian and British flags have in common?**

**4. 🧑🏻‍🎤 Moving activity “Flags and countries”.**

**5. Look at the emblem of Belarus in ex. 1. Read the description of the emblem and fill in the gaps.**

The State Emblem of the Republic of Belarus consists of a g...-coloured countour of Belarus bathed in the golden rays of the sun. There is a red s... at the top of the emblem, the ribbon in the colours of the national f... and a wreath ([ri:θ] венок / вянок) of wheat with clover flowers on the right and f... flowers on the left.

**6a. Work with your partner. Ask and answer the questions.**

1. What are the national symbols of Belarus?  
2. What colours are on the flag of Belarus? 3. What does the ornament on a flag consist of? 4. What can you see on the national emblem of Belarus? 5. Can you sing the national anthem of Belarus? 6. Can you describe the Belarusian national costume?

**b.**  **Find more information about national symbols of Belarus and listen to the anthem at <http://www.belarus.by>**

**7a. Work in pairs.**

**Student A:** You are Morgan, a video blogger from the UK travelling around the world. Interview your partner about the national symbols of Belarus for your blog post. Prepare your questions.

**Student B:** Morgan from the UK is going to interview you about the national symbols of Belarus. Prepare to answer the questions.

**b. Change your roles.**

## **Lesson 4. The natural landscape**

 **Challenge 4:** Compare the natural features of Belarus and English-speaking countries. Ask about the geographical position and national symbols of English-speaking countries.

 **Must use:** cave, crater lake, glacier, landscape, plain, volcano.

**1a.** 🗣️ Match the words to the pictures. Listen, check and repeat.



volcano, desert, valley, crater lake, cave, swamp, glacier, plain

**b.** Which of the landscapes above would / wouldn't you like to see? Why? / Why not?

**2a.** Look at the chart. Speak about the landscape of Belarus.

**Example:** There are many lakes in Belarus. / There are more than 10,000 lakes in Belarus.

|        | Belarus       | the UK |
|--------|---------------|--------|
| lakes  | +++ (>10,000) |        |
| swamps | +++ (south)   |        |

|           | <b>Belarus</b>                | <b>the UK</b> |
|-----------|-------------------------------|---------------|
| deserts   | –                             |               |
| plains    | +++                           |               |
| valleys   | + (north-west)                |               |
| hills     | +                             |               |
| mountains | 1 (346 m high)                |               |
| volcanoes | –                             |               |
| glacier   | –                             |               |
| seacoast  | –                             |               |
| forests   | +++                           |               |
| caves     | 1 (Sakhnovichi,<br>10 m deep) |               |

**b. Use a handout. Ask your teacher about the landscapes of the UK and complete the second column of the chart.**

**Example:** Are there many lakes in the UK? Are there any swamps?

**c. Work in pairs. Compare the landscapes of Belarus and the UK.**

**3a. Add *is / are* or *does* and write down the questions for the interview.**

1. Where / the country / situated? 2. What countries / it / border? 3. What / the area of the country? 4. What / the population of the country? 5. What parts / it / consist of? 6. What / the natural landmarks

of the country? 7. What / the national symbols of the country? 8. What / the country famous for?

**b.** 🎧 Listen and check. Which intonation pattern is correct for special questions?



**c.** 🎧 Listen again and repeat.

**4.** 🧑 Moving activity “Spell your country”.

### Interesting to know

The Southern Cross is one of the modern constellations (созвездия / созор’и). It points to the north, south, east and west. In the past, sailors used the Southern Cross for navigation. It is visible mainly in the Southern Hemisphere (полушарие / паўшар’е).



Southern Cross

What countries do the flags below belong to?



**5a.** Work in groups. Get the text about your country from the teacher. Read the text and fill in the articles where necessary.

**b.** Work in two groups (Australia and New Zealand). Check the articles.

**6a.** Prepare to talk about the country. Answer the questions in ex. 3. Underline key information in your text. Note down key numbers and names.

**b.** Work in pairs (Australia + New Zealand). Ask your partner as many questions about the country as possible. Then change roles.

**c.** Role-play the conversations in front of the class.

**d.** As a class, discuss what Australia and New Zealand have in common and what the differences between the countries are.

## Lesson 5. I've been to many places

 **Challenge 5:** Compare the natural features of Belarus and English-speaking countries. Talk about your travel experience.

 **Must use:** Present Perfect (affirmative and negative statements only); sail.

**1a.** Read the transcription. Spell the names of the cities. Where are these cities? Are they capitals?

[rəʊm]    ['æθɪnz]    ['kaɪərəʊ]    ['braɪtən]

**b.**  Listen and read Kate's poem. Then answer the questions below.

I've never been to Athens and I've never been to Rome,

I've only seen the Pyramids in picture books at home,

I've never sailed across the sea or been inside a plane,

I've always spent my holidays in Brighton in the rain.



1. Would you like to go to Athens?
2. Would you like to go to Rome?
3. Would you like to see the Pyramids?
4. Would you like to sail across the sea?
5. Would you like to spend your holidays in Brighton in the rain?
6. Is Kate happy to spend her holidays in Brighton?
7. What would she like to do?

**c.**  Listen again and repeat the poem.

**2a.**  Read the poem Alex wrote and answer the questions.

Kate's only seen the Pyramids in picture books at home.

I've never been to Egypt, but I have been to Rome!

1. Are the sentences about present or past?
2. What is "s" in the first sentence?
3. What is the opposite of "always"?

**b.** Study the information in the boxes and complete the sentences below.

**1. Present Perfect**  
**have / has + V3**

|    |                        |                               |                                                           |
|----|------------------------|-------------------------------|-----------------------------------------------------------|
| 2. | I<br>You<br>We<br>They | <b>have</b><br><b>haven't</b> | <b>been</b> to New York.<br><b>sailed</b> across the sea. |
|    | He<br>She<br>It        | <b>has</b><br><b>hasn't</b>   |                                                           |

3. I've never **been** = I **have** never **been**  
 She's never **seen** = She **has** never **seen**

|                        |                      |
|------------------------|----------------------|
| <b>4. V1–V3</b>        |                      |
| <b>irregular verbs</b> | <b>regular verbs</b> |
| be – been              | sail – sailed        |
| see – seen             |                      |
| spend – spent          |                      |

1. Kate has ... been to Athens. 2. She hasn't ... to Rome. 3. She ... only seen the Pyramids in books. 4. She ... travelled by sea. 5. She ... been inside a plane. 6. She has ... spent her holidays in Brighton. 7. Alex hasn't ... to Egypt. 8. He ... been to Rome.

**c. Speak about yourself. Use ex. 2b as a model.**

**3a. Open the brackets.**

1. I ... (*never see*) Mount Dzerzhynskaya. 2. I ... (*travel by sea*). 3. My mum ... (*be*) to Grodno. 4. I ... (*see*) hills in Belarus many times. 5. It ... (*be*) my dream to visit Scotland. 6. I ... (*never spend*) my holidays in

the city. 7. We ... (*travel*) to Minsk. 8. My friend ... (*always live*) in one place. 9. My grandparents ... (*be*) to Australia.

**b. Check in pairs. Are the statements true for you? Change the false statements.**

**4.**  **Moving activity “True or false”.**

**5a.**  **Listen to Hanna Evans, a travel photographer, talking about the countries she has visited. Copy the chart and write down**

- the countries she has been to,
- the landscapes she has seen.

| country         | landscapes       |
|-----------------|------------------|
| <i>Scotland</i> | <i>mountains</i> |
| ...             | ...              |



**b. Work in pairs. Finish Hanna’s sentences.**

1. My name is ... and I’m a ... .
2. I’ve seen lots of beautiful ... .
3. I’ve travelled all over ... .
4. I’ve seen the ... .
5. The most unusual place I’ve been to is ... .
6. I’ve never been to ... .
7. It’s always been my dream to see ... .

**6. Use ex. 5b to talk about the places you have been to.**

**7. Write 3 sentences about yourself using ex. 5b. Make one sentence false. Can your partner guess the false sentence?**

## Lesson 6. Have you ever seen a bison?

 **Challenge 6:** Ask and answer questions about experiences.

 **Must use:** Present Perfect (questions), Past Participle; cranberry, ever, once, twice, three times.

### 1a. Match the V3 to V1 and V2.

|        |        |       |        |      |       |       |
|--------|--------|-------|--------|------|-------|-------|
| spoken | fed    | been  | worn   | had  | eaten | flown |
| drunk  | driven | taken | ridden | seen | sung  | come  |

a) be – was / were – ..., b) see – saw – ..., c) have – had – ..., d) eat – ate – ..., e) fly – flew – ..., f) ride – rode – ..., g) sing – sang – ..., h) come – came – ..., i) drive – drove – ..., j) speak – spoke – ..., k) take – took – ..., l) feed – fed – ..., m) wear – wore – ..., n) drink – drank – ...

**b.**  Listen, check and repeat.

**c.** What is V3 for the verbs below?

travel, visit, climb, collect, pick, sail

**2a.**  Listen to the conversation. Who is speaking?

**b.** Fill in the gaps with the words from the box.

|                 |      |      |      |      |      |
|-----------------|------|------|------|------|------|
| fed             | been | been | seen | seen | seen |
| taken collected |      |      |      |      |      |

– Have you ever (1) ... to Belarus?  
– No, never. But I'd really love to go one day. I'd like to go to Belovezhskaya Pushcha to see a bison. Have you (2) ... a bison, Alex?



cranberries

– Yes. And I've (3) ... the bison. I've been to Minsk Zoo 3 or 4 times.

– Wow! Lucky you!

– I've (4) ... the alligators, too.

– Oh, I didn't know there were alligators in Belarusian swamps. He-he-he. It's a joke. Have you (5) ... a swamp, by the way?

– Yeah. I've (6) ... cranberries in Yelnya swamp once. My aunt lives not far from there. You know the glacier formed this ancient swamp more than 9000 years ago.

– That's amazing! I've never (7) ... to a European swamp. I've only (8) ... photographs in the swamps of Florida, in the USA.

**c.**  Listen and check.

**d.** Did you know that?

The word “cranberry” appeared in English in 17th century. German and Dutch settlers in North America named the berry “crane-berry” because it was the favourite food of cranes and the cranberry flowers look like the head and neck of an English crane. Later “crane-berry” was shortened to cranberry.



crane



cranberry flower

What is “cranberry” in Belarusian?

### 3. Who can say that? (Hanna, Alex or no one)

1. I've never been to the USA. 2. I've seen the alligators once. 3. I've never fed a bison. 4. I've never collected cranberries. 5. I have seen a swamp. 6. I've never taken photographs in the swamps. 7. I've seen alligators in Belarusian swamps. 8. I've never been to Minsk zoo.

**4a.**  Find the questions in the conversation in ex. 2b. Then complete the scheme in your exercise-book.

#### Present Perfect (questions)

| Have                            | I<br>you<br>we<br>they | ... ? |
|---------------------------------|------------------------|-------|
| <i>Have you seen a volcano?</i> |                        |       |
| <b>Yes, I have.</b>             |                        |       |

| ...                                      | he<br>she<br>it | V3...? |
|------------------------------------------|-----------------|--------|
| <i>Has she ever been to New Zealand?</i> |                 |        |
| <b>No, she hasn't.</b>                   |                 |        |

**b.** Write questions for the statements in ex. 3.

**Example:** 1. Have you ever been to the USA?

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

**5a.** Do a survey. Ask your partner the questions below. Note down how many times he / she has done that.

**Example:** Have you ever seen a waterfall, Arina? – Yes, I have. I've seen a waterfall once (twice, ...). And you, Tim? Have you seen a waterfall? – No, I haven't. I've never seen a waterfall but I would like to see the Niagara falls one day.

Have you ever ...

seen a waterfall? worn a Belarusian national costume? taken part in a Harvest festival? visited an English-speaking country? ridden a horse? picked cornflowers? eaten canned corn? collected mushrooms? sung the national anthem? climbed a mountain? flown by plane? spoken to a British person? done extreme sports? driven a sport car? fed a wild animal? had a flood at home? come late for school? drunk cranberry juice? seen a stork nest?

**b.**  Write about your partner.

*Arina has seen a waterfall once. She has never ...*

## Lesson 7. Around Belarus

 **Challenge 7:** Talk about the sights of Belarus.

 **Must use:** Present Perfect for result; already, yet; cathedral, region, sight.

**1a.** Belarus is divided into 6 regions. Can you name them? What region do you live in? What region were you born in? Do any of your relatives live in other regions in Belarus?

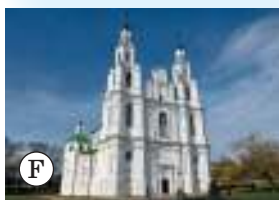


**b.** What places of interest (or sights [saɪts]) are there in your region?

**2a.** Match the pictures of some Belarusian sights with their names.

**Cathedral** [kə'tʰi:drəl] *n* – a large, important church.

1. Saint Sophia Cathedral in Polotsk 2. Lida Castle  
3. The Augustów Canal 4. Saint Nicholas Monastery  
5. The Brest Fortress 6. Marc Chagall Museum  
7. “Pripyatsky” National Park 8. Trinity Suburbs  
(The old town)



**b.**  Listen and check. Which regions are these sights in?

**3a.**  Listen to Hanna Evans talking to a travel agent. Where is Hanna? Which of the sights above are they talking about?

**b.**  What places has Hanna already visited? Which sights is she going to visit? Listen again and check.

**c.** What sights do the sentences from the conversation describe?

– I really loved the Natural Science Museum inside the forest.

– The furniture inside the castle is so beautiful. And the landscapes are beautiful.

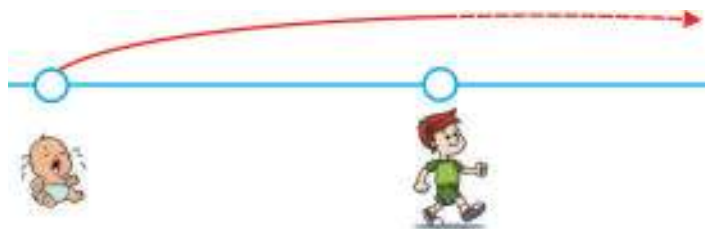
– It's one of the oldest castles in Belarus.

– There is a tiny museum house surrounded by beautiful gardens. It has an amazing collection.

– It lies in a valley that is also known as the Belarusian Amazon, due to the amazing number of forests, swamps and large flood plains there.

**4.**  Read some sentences from the conversation. Look at the scheme and translate the sentences. Answer the questions.

I have **already** visited some beautiful places.  
Have you visited Belovezhskaya Puscha **yet**?  
I haven't seen any of his original works **yet**.



1. Do we use **yet** or **already** in negative sentences / questions / statements?
2. Where in the sentence do we put these words?

**5a.** Alex asked his friends about Belarusian sights. Use the handouts to match the questions and answers. Then ask your partner the questions.

**b.** Add **yet** / **already** to the sentences below and write them down.

1. My best friend hasn't seen a cave.
2. My parents have taken me on a trip to Belovezhskaya Puscha.
3. My friends and I have seen all the sights in our town.
4. I have been to Trinity Suburbs twice.
5. I haven't been to an English-speaking country.

**c.** Are the sentences true for you?

**6.**  Moving activity "Travellers".

**7.** Play the "Snowball" game.

**Example:** S1 – I haven't been to Minsk Circus yet. S2 – I haven't been to Minsk Circus, but I have already seen Braslav Lakes. S3 – I haven't been to Minsk Circus or Brest Fortress yet, but I have already seen Braslav Lakes. S4 – ...

**8a.** Work in pairs.

**Student 1:** You are a travel agent. Ask your partner where he / she has been, what places he / she has seen. Recommend more sights to visit.

**Student 2:** You are at the travel agents'. You want to find some new sights to visit.

## b. Role-play your conversations.

### 9. Did you know that?

UNESCO World Heritage sites are unique places (such as forests, mountains, lakes, deserts, monuments, buildings or cities) all over the world chosen by a special committee. These sites are important for all peoples wherever they are situated (e.g. the Pyramids of Egypt, Tower of London, etc.). UNESCO wants everyone in the world to take care of each site.

There are four Belarusian sites on the World Heritage List. Three of them are cultural and one is natural. Can you name them?

**TN Moodle.** English 6. Unit 2. Present Perfect.

## Lesson 8. The 7 symbols of Belarus in your wallet

**Challenge 8:** Talk about the sights of Belarus.

**Must use:** Present Perfect for result; banknote, building, original, unique, view.

1. What can you see on different banknotes? Are there famous people, animals, landscapes, buildings, birds, plants or works of art?





## 2. Read the words and match them with the definitions.

|                                        |                                                    |
|----------------------------------------|----------------------------------------------------|
| 1. century ['sentʃʊɪ] <i>n</i>         | a. something built with a roof and walls           |
| 2. original [ə'ɹɪdʒɪnəl] <i>adj</i>    | b. not a copy                                      |
| 3. architecture ['ɑ:kɪtektʃə] <i>n</i> | c. to be a place or house for someone / smth       |
| 4. house [haʊs] <i>n</i>               | d. 100 years                                       |
| 5. unique [ju:'ni:k] <i>adj</i>        | e. only one of its kind                            |
| 6. diamond ['daɪəmənd] <i>n</i>        | f. very expensive, extremely hard colourless stone |
| 7. view [vju:] <i>n</i>                | g. art and science of planning a building          |
| 8. building ['bɪldɪŋ] <i>n</i>         | h. a scene one is looking at                       |

### 3a. Read the article below. Are the sentences below true, false or there's no information?

1. Tourists like new Belarusian banknotes.
2. There are only ancient buildings on the banknotes.
3. Two of the monuments are on UNESCO Heritage List.

**N**ew Belarusian money has already become a tourist guide to the country.

Seven banknotes introduce 7 Belarusian regions (6 regions and Minsk) and 7 architectural symbols.

### **5 rouble banknote: Kamenets Tower in Kamenets**

The Tower of Kamenets is one of the main symbols of Brest Region. It is a 30-meter high tower, built in the late 13th century on the hill near the Lesnaya River. This tower



is one of the oldest stone structures in Belarus. Once towers like that were built in Brest, Grodno, Turov and Novogrudok, but they were destroyed in wars.

The Tower is often called “Belaya Vezha”, which is a historical mistake. It has been brick-red through the ages and was painted white just once in 1950.

### **10 rouble banknote: Transfiguration Church in Polotsk**

Transfiguration Church (Спасо-Преображенская церковь / Спаса-Праабражэнская царква) of the St Euphrosine monastery is a great monument of ancient Polotsk school architecture. The monastery was founded by St Euphrosine in 1125. After the 1447 fire, the small church was rebuilt into a five-tower fortress-type church.



Nowadays historians have discovered over a thousand square meters of unique 12th-century artworks in the Church.

### **20 rouble note: Gomel Palace**

The large Gomel Palace and park ensemble consist of many historical monuments. There is



a classical 18th-century palace, cathedral, winter garden, watchtower, and the 19th-century park. The lands of the palace with English-style park stretch for 800 meters along the right bank of the Sozh River. Throughout its history the palace was repeatedly destroyed and rebuilt. It housed a telephone station, a library, a puppet theatre, a youth center, and a museum.

Today the Gomel Palace collection is one of the richest in Belarus. It consists of unique objects, original paintings, sculptures, handwritten books, icons and monuments.

### **50 rouble note: Mir Castle**



The Mir Castle was built in the early 16th century near the village of Mir and was surrounded by a flat plain, which helped to see the enemy army from afar. A small Miranka river nearby could stop a sudden attack. At first, it was a small square fort with four towers at the corners, and the fifth – on the gate. In the late 16th century Nicholas Radziwill turned it into a palace and a beautiful park was set up around it. Today the Mir Castle is on UNESCO World Heritage List.

### **100 rouble note: Nesvizh Palace**



500 years ago the Radziwill family had large areas of lands on the territory of modern Belarus. In 1580 Radziwill Sirootka ordered to build a new castle as great as the name of the Radziwill family. Nesvizh Palace was founded on a hill on the right bank of the Usha river. Surrounded with water the castle was in fact an island as the only road to it was through a long wooden bridge.

Today the great palace with a large landscape park is on UNESCO World Heritage List.

### **200 rouble note: Mogilev Art Museum**

In 1994, a Belarusian artist Pavel Maslenikov gave 125 works of art to the city of Mogilev. This amazing present started the Mogilev Regional Art Museum collection.



The Museum is housed in the building of the architectural monument of the early 20th century. Before the Museum was founded, the farmers' land bank was located in the building.

Today the Museum is well known for its great collection of the 17th-19th centuries' works of art.

### **500 rouble note: The National Library of Belarus**

The National Library of Belarus is the main information and cultural centre of the country. More than 2,000 people visit the library every day. The new 72-metre high building was built in 2006 in a park on a river bank.



The building looks like a gigantic diamond.

The Library also serves as a museum of rare books, for example original books by Francysk Skaryna, a great man in the Belarusian history. His sculpture is placed next to the library building.

Tourists may also enjoy the breathtaking views of Minsk from the viewing platform on the roof.

### **b. Read again. What sight(s):**

- 1) were built in the 16th century?
- 2) is an example of modern architecture?
- 3) is the oldest construction?

- 4) have rivers near them?
- 5) offer great views?
- 6) has been given a wrong name?
- 7) were destroyed and built again?
- 8) have unique works of art in them?

**4.** Which of the sights above have you already been to? Which ones haven't you been to yet? Which sights would you like to visit? Why?

**5.**  Moving activity "Definitions".

**6a.** Copy the chart and fill it in with *ever*, *never*, *just*, *already*, *yet*.

|   |  |  |
|---|--|--|
| ? |  |  |
| + |  |  |
| — |  |  |

**b.** Have you travelled a lot around Belarus? Write about the places you have already been to / haven't been to yet. Compare with your partner.

 **Moodle.** English 6. Unit 3. Glossary: Radziwill Sirootka, The Radziwills.

## Lesson 9. My Belarus

Project 

 **Challenge 9:** Make a poster about the geographical position, symbols and sights of Belarus.

## BEFORE THE LESSON

**You are going to make a poster about Belarus. Work in four groups.**

**Group 1:** You are going to make a poster about the geographical position of the Republic of Belarus and its natural landmarks.



**Group 2:** You are going to make a poster about the symbols of the Republic of Belarus.

**Group 3:** You are going to make a poster about the famous sights and monuments of the Republic of Belarus.

**Group 4:** You are going to make a poster about your groups' travel around Belarus. Ask your group mates where they have been and where they would like to go.



**Step 1.** Work in your group. Decide who in your group is / are going to be responsible for: finding information on the Internet, collecting or drawing pictures or diagrams, writing down the text, checking grammar and spelling, putting everything together, doing everything on time, the presentation in class.

**Step 2.** Work individually or in small groups to do your part of work.

**Step 3.** Put all collected information together and discuss your presentation.



**Moodle.** English 6. Unit 3. Web Quest My fair Land.

## IN THE LESSON

**1. Hang up your posters.**

**2. Present your poster to class (the speakers present their posters in turns).**

**3. Listen to the presentations. Fill in the last line in the chart with ☺ – ok, ☺☺ – good, ☺☺☺ – excellent.**

| Group ►►       | Geography | Symbols | Sights | Experience |
|----------------|-----------|---------|--------|------------|
| Poster lay out |           |         |        |            |
| Information    |           |         |        |            |
| Grammar        |           |         |        |            |
| Presentation   |           |         |        |            |

**4a.** 🧑🏃 Moving activity “Critics”.

**b.** Compare your charts in pairs.

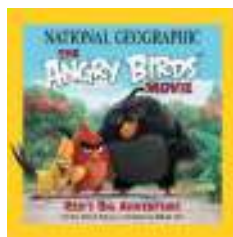
**5.** Vote for the winner group in each category.

## Lesson 10. Culture Corner: National Geographic Kids

🔒 **Challenge 10:** Read about National Geographic for kids.

**1a.** Look at the pictures below. Describe them. What can you see? What do they have in common? What kind of organisation do they represent?





**b. Read about the organisation below. What is its aim?**

**T**he National Geographic Society (NGS) office is in Washington, D.C., the United States. It is one of the largest scientific and educational organisations in the world. The NGS was founded in 1888, its interests include geography, archaeology and natural science, the study of world culture and history. The National Geographic Society's logo is a yellow photo frame.

**National Geographic Kids** is the child-focused brand of National Geographic. Nat Geo Kids helps young adventurers to explore the world through magazines, books, apps, games, toys, videos, festivals, and a website, and is the only kids brand with a world-class scientific organisation at its heart.

**c. Where is the NGS situated? How old is it? What is its symbol?**

**2a.**  Listen to children talking about National Geographic Kids and read. Match photographs from ex. 1 to their answers.



My name is Terry. I read Nat Geo Travel magazine sometimes. I've also got some Nat Geo apps on my phone. My favourite one is Just Joking. It's got lots of riddles, silly jokes and funny pictures. It's a good one.



My name is Steven, I'm 12 and I'm a huge fan of National Geographic Kids magazine. It is for children and teens I think. In a magazine you can read stories about animals, science, technology, geography, and music. Most of all I like jokes, games, and activities. Sometimes I watch National Geographic Kids TV documentaries, too.



Hi, I'm Sonja. I often use the NatGeo Kids website. It's at [www.natgeokids.com](http://www.natgeokids.com). It teaches kids about the planet through games, videos, quizzes and blogs about cultures, animals and interesting places. Mostly I play games and watch videos. I've just watched one about sharks. I loved it!



Hello, I'm Monica, my dad always watches Nat Geo TV. His favourite programme is Life below zero. It's about hunters in Alaska. I don't watch it really but I've just watched The Angry Birds Movie by National Geographic and some videos on their website.

**b. Choose the right ending.**

1. Steven buys Nat Geo Kids magazine ...
  - a) to read jokes and play games.
  - b) because he is a teenager.
  - c) because he thinks it's really good.

2. Sonja ...
- a) has watched many videos at NatGeo Kids website.
  - b) teaches kids in her blog about culture, animals and interesting places.
  - c) loves sharks.
3. Just Joking is ...
- a) a column in the Nat Geo Travel magazine, that Terry sometimes reads.
  - b) a Nat Geo app for the phone that Terry likes.
  - c) a funny game that Terry often plays.
4. Monica's father ...
- a) loves watching programmes about hunters.
  - b) is a hunter in Alaska.
  - c) often watches Nat Geo TV programmes about Alaska.

**3. Have you ever read a National Geographic magazine? Would you like to read one? Have you visited their website at [https:// kids.nationalgeographic.com/](https://kids.nationalgeographic.com/) ? Would you like to? Why? / Why not? Have you got any NGKids apps on your phone?**

**4.  Moving activity "Interview".**

**5. What Belarusian kids or teens magazines do you read? Are any of them scientific or educational? Are there any interesting apps on your phone? Do you watch educational or scientific programmes on TV?**

**6.  Go to [http:// yourshot.nationalgeographic.com / tags / belarus / ? ga=2.122032779.1652766113.1523087113-1847581104.1523087113](http://yourshot.nationalgeographic.com/tags/belarus/?ga=2.122032779.1652766113.1523087113-1847581104.1523087113) to see beautiful photos of Belarus at NGS website.**

## Lesson 11. Boardgame “Geography quiz”



 **Challenge 11:** Revise the material of the unit.

**1.** You are going to play a board game in small groups.  
Read the rules.

1. Flip the coin. If you get heads, move two squares. If you get tails, move one.
2. If you land on a ‘Miss a turn’ square, do the task and miss a turn.
3. If you land on a ‘Task’ square, do the task.
4. For each correct answer, you get 1 point. For each wrong answer, you get minus one point.
5. If you get 10 points, you get a medal.

**2a.** Play the game. The youngest starts.

**b.** Who has won the game?

**3.**  Moving activity “Paper ball”.

**4a.**  Work in pairs. Write 10–20 more geography quiz questions or tasks for your classmates.

**b.** Swap your quizzes. How many can you do?

|                                                                                                                                                               |                                                                                                                                                                                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                              | <b>1</b>  Describe the geographical position of Belarus.                                                |
| <b>3</b>  Stand up and stretch. Miss a turn!                                 | <b>2</b>  What country does Belarus border in the South?                                                |
| <b>4</b> ☆ Odd one out!<br>anthem – flag – stork – costume                                                                                                    | <b>5</b> ►► run – ran – ?<br>build – built – ?<br>eat – ate – ?                                                                                                                          |
| <b>7</b>  Name 7 Belarusian sights.                                          | <b>6</b>  What countries does the UK consist of?                                                        |
| <b>8</b> ☆ Odd one out!<br>the Sozh – the Mississippi – the Neman – the Berezina                                                                              | <b>9</b>  I've swum in<br>a) Lake Naroch<br>b) the Lake Naroch<br>c) a Lake Naroch.                     |
| <b>11</b> ☆ Odd one out!<br>yet – once – never – twice                                                                                                        | <b>10</b>  Belarus<br>a) is surrounded by the sea<br>b) doesn't border Germany<br>c) consists of Poland |
| <b>12</b>  Talk about the symbols of Belarus.                              | <b>13</b>  Name 3 UNESCO Heritage sites.                                                              |
| <b>15</b>  Eve <b>have</b> / <b>has</b> / <b>was</b> been to Poland twice. | <b>14</b>  Stand up and stretch. Miss a turn!                                                         |
| <b>16</b>  What country is a continent?                                    | <b>17</b> ☆ Odd one out!<br>cave – flax – cornflower – thistle                                                                                                                           |

|                                                                                                                                                  |                                                                                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 19  Sing the national anthem of Belarus.                        | 18  do – did – ?<br>sail – sailed – ?<br>drink – drank – ?                                                |
| 20  Odd one out!<br>cranberry – cornflower –<br>flax – ornament | 21  The population of Egypt is<br>a) 99 millions people<br>b) 99 million people<br>c) 99 million peoples. |
| 23  Stand up and stretch. Miss a turn!                          | 22  Draw the national emblem of Belarus.                                                                  |
| 24  Which Belarusian castle is an island?                       | 25  Odd one out!<br>plain – building – glacier –<br>valley                                                |
| 27  feed – fed – ?<br>break – broke – ?<br>know – knew – ?      | 26  What is Scotland famous for?                                                                          |
| 28  Stand up and stretch. Miss a turn!                        | 29  I've <b>yet</b> / <b>already</b> / <b>ever</b> crossed the border.                                  |
| <div>FINISH</div>                                                                                                                                | 30  Describe the national flag of Belarus.                                                              |

## Lesson 12. Progress Test



**Challenge 12:** Test your reading, listening and speaking skills.

### I. READING

1. Read the text. Where does it come from?

a) a story book b) an encyclopaedia c) a tourist brochure



Polesie is a natural and historical region stretching from parts of Eastern Poland along the Belarus – Ukraine border and into Western Russia. The name of the region comes from the root *les* (forest).

This unique region along the Pripjat river has very rich natural life and landscape. The landscape consists of large forest area, swamps, lakes, rivers and floodplains that are unique in Europe. The swamps change in size during the year, with melting snows in springtime and rainfall in autumn that brings floods.

Belarusian Polesie is the Northern part of Polesie where natural wetlands cover the area of almost 7,000 square kilometres.

“Pripyatsky” National Park lies in the centre of Belarusian Polessye, 250 km to the south of Minsk. The State Landscape Reserve was founded in 1969 on the territory of Zhitkovichi, Petrikov and Lelchitsy districts of Gomel Region. The park’s area has grown from 617 to 830 square kilometres.

The park is a home to more than 50 types of rare animals, such as European bison, lynx, red deer, and 826 species of plants and more than 200 species of moss. All plants typical to the Polessye forests and swamps can be found here. The cranberry fields which occupy around 50 square kilometres are unique in the world. Something like 265 bird species live on the flooded plains including 6 types of eagles, black stork, grey cranes, snake-bird and others.

**2. Read the text again and fill in the factfile in your notebook.**

|                           |  |
|---------------------------|--|
| Original name of the area |  |
| Geographical position     |  |
| Landscape                 |  |
| Name of the park          |  |
| Age                       |  |
| Region                    |  |
| Area                      |  |
| Flora and fauna           |  |
| Unique features           |  |

### 3. Answer the questions.

1. Why is Polesye important for Belarus? 2. Why is it called Polesye? 3. Have you ever been there? 4. Would you like to visit “Pripyatsky” National Park (again)? Why? / Why not?

## II. LISTENING

1.  Listen to people talking about their travels. Write down the questions the people are answering.

2.  Listen again. Tick the places the people have been to. Circle the places they would like to visit.

The Eiffel Tower, DisneyWorld, the Pyramids in Egypt, The Tower of London, Big Ben, the Great Barrier Reef, Niagara Falls, Florida National Park, Belovezhskaya Pushcha, “Pripyatsky” National Park, Nesvizh Castle, Mir Castle, the National Library of Belarus, the Circus, Minsk Old town, Victory Square.

## III. SPEAKING

1. Describe the geographical position of Belarus.
2. Speak about the national symbols of Belarus.
3. Speak about the natural landmarks of Belarus.
4. Speak about your favourite natural landmark of Belarus.
5. Speak about the places you have been to and the sights you have seen.

# UNIT 6

## Nature wonders

### Lesson 1. My fair land

 **Challenge 1:** Speak about the nature of Belarus.

 **Must use:** be home to, be located; birch, black-bird, glacier, national park, pigeon, pine, oak, owl, sparrow, a species – many species, spruce, wild boar, woodpecker.

**1a.** Work in pairs. Write down as many words related to nature as you can.

**b.** Work in groups of four. Compare your lists. Are they different? Add any words that are missing from your list.

**c.** Divide the class into two teams. What team has the longest list?

**2a.** Work in pairs. Compare the following pairs of words. Can you find the difference between them?

**Example:** Seas are smaller than oceans.

ice – a glacier

a mountain – a hill

an island – a continent

a swamp – a field

a sea – an ocean

a forest – a national park

a lake – a river

a path – a road

**b.** Check your answers with the teacher.

**3. What do you know about Belarus? Do the first part of the quiz and see. The words and numbers in the box will help you.**

the Neman 14.1 Loch Ness  
Latvia 200,000 Lithuania  
79.2 Lake Naroch the Thames Poland  
Nalibokskaya Pushcha the Dnieper 346  
Russia 20,000 Ukraine 11,000 the Pripyat  
Ben Nevis Belovezhskaya Pushcha Polesseye  
Mount Dzyerzhynskaya 40 Great Britain  
the Wild West

1. Where is Belarus located and what countries does it border?
2. What is the area of Belarus?
3. What is Belarus often called and why?
4. How many lakes and rivers are there in Belarus? What rivers do you know?
5. What is the biggest lake in Belarus? How big is it?
6. Where are most swamps located?

**4.  Listen to Alex and Kate discussing their project at an international summer camp. Check your answers to the questions in ex. 3.**

**5. Do the second part of the quiz. Use the box from ex. 3 to help you.**

1. Are there any mountains in Belarus? What is the highest point in our country?
2. Which part of Belarus is covered with forests?
3. What are Belarusian forests sometimes called?
4. What national parks are there in Belarus?

**6.**  Listen to the end of the conversation between Alex and Kate and check your answers.

**7.**  Moving activity “Find your partner”.

**8.** Read the information on one of Nick’s slides. What else have you learnt about Belarus?



There are 28 species of trees and around 70 kinds of bushes in Belarusian forests. The most common (распространенные / распаўсюджаныя) species of trees are: the birch tree, the pine tree, the spruce in the north of the country and the oak tree – in the south. In Belovezhskaya Pushcha there are a lot of old oaks, some of which are 500 years old.

Belarus is home to about 300 species of birds, such as woodpeckers, blackbirds, owls, sparrows, and pigeons.

## 9. Work in groups. Discuss the questions.

- Is Belarus a green country?
- What is Belarusian nature like?
- What animals and birds is Belarus home to?
- What is Belarus famous for?
- Why are Belarusian people proud of their country?
- Do Belarusian people take good care of their nature?



## Lesson 2. The British Isles

 **Challenge 2:** Compare the nature of Belarus and Great Britain.

 **Must use:** common, crow, extinct, fauna, flora, pike, salmon, squirrel, trout, unusual, usual.

**1.** Do you remember why Kate was surprised when she was talking to Alex?

**2a.** Read the dictionary definition of the two words and divide the words below into 2 columns: flora and fauna.

**flora** ['flɔ:rə] *noun* all the plants of a particular place

**fauna** ['fə:nə] *noun* all the animals that live wild in a particular area.

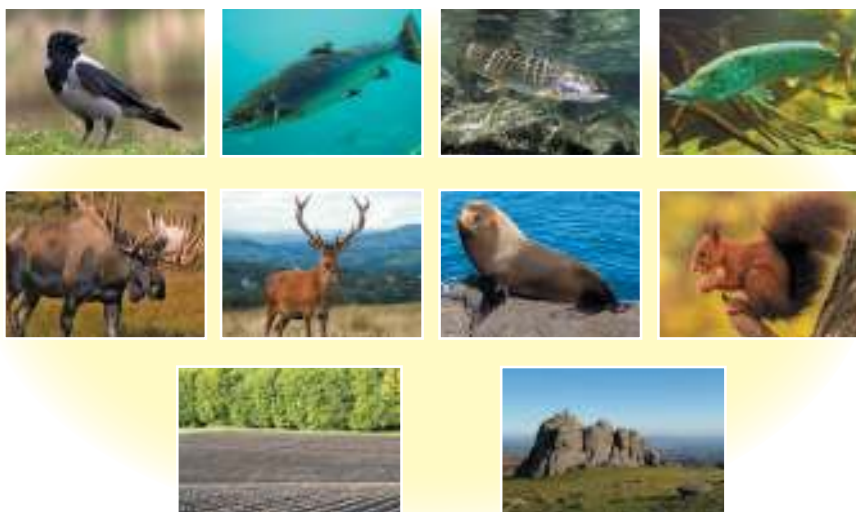
A birch, a hare, a pine, a hedgehog, a spruce, a fox, an oak, a woodpecker, an owl, a sparrow, a salmon, a pigeon, a blackbird, an elk, a rabbit, a deer, a trout, a wild boar, a cornflower, a beaver, a wolf, a bush, a European bison, a seal, a rose, a pike, a crow.

**b.** Which of these animals and plants are common (usual) or rare [reə] (very unusual) in the place where you live? Do you know any animals that are extinct [ɪk'stɪŋkt] (вымершие / вымерлые)?

**3.** Kate has prepared her presentation. Read the text and match the parts of the presentation with the slides.

1. The United Kingdom consists of a group of islands which are located to the north of Europe. There are different types of landscape in the UK. In the south of England, the countryside is mostly hilly. In north-west England and the Scottish Highlands there are a lot of lakes, called **lochs** [lɒks]. They appeared [ə'pɪəd] (появились / з'явіліся) when the Ice Age glaciers





melted. They are long and narrow, and some are very deep. Legends say that a giant monster called Nessie lives in Loch Ness in Scotland. The highest mountain, Ben Nevis, is also situated in the Scottish Highlands and is 1,345 metres high. The longest river is the Severn, which is 354 km long.

2. About 5,000 years ago, the center of the United Kingdom was covered with thick forests. Thousands of years ago, these woodlands were cut down by farmers, and today only about 10 per cent of the land is forest. Oak, elm, ash, and beech are among the most common trees in England. In Scotland, pine and birch are most common.

3. In Great Britain's mountains, like the Scottish Highlands, you can find such animals as beavers, wild boars, red deer and red squirrels. In the UK many larger animals, such as wolves, bears and the European elk are **extinct** today. But some species, such as red deer, are protected. The UK is a very crowded (густонаселенная / густанаселенная) country, and

there are not many truly wild places left. The most successful wildlife species are those that can live next to people. Small mammals (млекопитающие / млекакормячыя), such as rabbits, foxes, hares, hedgehogs are very common. The country's 7,700 miles (12,429 kilometers) of shoreline, from tall **cliffs** (утёсы / уцёсы) to beaches and swamps, are also home to wildlife such as seabirds and seals.

4. Over 200 species of birds live in the country all year round and another 200 **migrate** [maɪ'greɪt]. You can see a lot of small birds such as sparrows, pigeons, blackbirds and crows, but large birds are disappearing. There is a lot of fish in the rivers and lakes, for example salmon ['sæmən], trout, and pike.

5. The UK has 15 national parks. The most famous ones are Dartmoor ['dɑ:tmoʊ] National Park and the Lake District National Park.

#### 4. Moving activity “Stand up / Sit down”.

**5. Do you think the nature of Belarus and Great Britain is very different? Fill in the table in your exercise-books.**

|                    | Belarus | The UK |
|--------------------|---------|--------|
| Location           |         |        |
| Types of landscape |         |        |
| Plants             |         |        |
| Animals            |         |        |
| Birds              |         |        |
| National parks     |         |        |

**6a.** Work in pairs. Speak about the nature of Belarus and the UK. Try to find three differences and three similar things about these countries.

### Help box

Belarus is located ... It borders ... Great Britain is surrounded by ...

There are different types of landscapes in the UK, for example, ... But there aren't any ... in Belarus.

Belarus (Great Britain) is covered with ...

Belarus and Great Britain are both home to ... Some plants (animals, birds) such as ... are common in Belarus (Great Britain).

You can find some rare plants (animals, birds) such as ... in ...

Over ... species of plants (animals, birds) live in ...

There are ... national parks in ... They are famous for ...

**b.** Compare your answers with other pupils in the class.

## Lesson 3. Animal fact guide

 **Challenge 3:** Describe an animal.

 **Must use:** a deer – many deer, a European bison – many bison, a wolf – many wolves, endangered, habitat; disappear.

**1.** Work in teams. Make a list of animals, plants, birds, and fish that live in Belarus and Great Britain. Compare your lists. Who has the longest list?

**2. Look at the following words. Do you have them on your lists? If you don't, add them to your lists. Check the meaning of any unknown words with the teacher.**

elk, wild boar, sparrow, deer, wolf, hare, pigeon, beaver, ash, European bison, trout, eel, pike, pine, oak, fox, hedgehog, squirrel, lynx, owl, stork, woodpecker, ferret, crow, salmon, spruce, cornflower, elm, seal, beech, badger

**3. Do you know what is a typical habitat for:**

- wolves, bears, wild boars, and European bison?
- storks, cornflowers?
- trout, eel, salmon, and pike?

**Habitat** ['hæbɪtæt] *noun* the natural place in which an animal or plant usually lives.

### REMEMBER

a wolf – many wolves  
a leaf – many leaves  
a hoof – many hooves  
a calf – many calves  
a bison – many bison  
a trout – many trout

a deer – many deer  
a species – many species  
a salmon – many salmon  
a moose – many moose

**4. Divide into teams. One team reads the text about the elk and the other team reads the text about the beaver. Fill in the table in your exercise-books while you read the text.**

## Elk

**T**he elk is a large deer. It has got a dark, brown body with long greyish white legs. On the legs there are hooves which help elks to move in soft snow, mud (грязь / бруд) or wet ground.



The elk has a short hairy tale and long ears. Male elks have antlers ['æntləz] (пора / pori) which are shed (сбрасывают / скидваюць) each winter and grown again during the summer season. Elks are 150–210 cm in height. They can weigh from 130 to 520 kg and live up to 25 years.

Elks mostly live in the centre and the north-east of Belarus. Their habitat is areas with lakes and swamps. Elks are active during the day. They live alone, but in winter they sometimes form small groups which are called herds. Elks eat grass, leaves, and water plants. Their enemies (враги / vopari) are bears and wolves, who hunt elk calves (babies).

**danger – dangerous – endangered**

In the 19th century there were a lot of elks all over Belarus. In the 20th century the elk became an endangered species because it was hunted by humans. Thanks to the conservation programme (программа сохранения / праграма захавання), the situation has become better and the elk population has grown. Because of their dark coloured fur, elks are sometimes hit by cars, because it is hard to see them in the dark.

## Beaver



**T**he beaver is related (родственный / роднасны) to the squirrel and can be up to 75 cm long without the tail which can be from 25 to 50 cm. They weigh 22–30 kilos and live from 12 to 16 years. Their fur is

brown and very dense with 23,000 hairs per square cm (only 600 for humans!). Their coat is covered with oil to protect them from cold.

Beavers can be found all over Belarus. They always live close to the water where they build their dams from branches and mud. They mainly eat leaves, bark (кора / капа) and plants.

They usually live in small groups and stay with their partners for life. Beavers are active during the night and over one night an adult beaver can use its teeth to cut down a tree that is 50 centimeters in diameter.

Beavers have several (несколько / некалькі) natural enemies such as wolves and lynxes, but the main enemies of beavers are people and traffic. In fact, beavers were hunted for their fur (мех / футра) in the 20th century and became an **endangered** species. Now their population has grown and people can hunt them again.

### Did you know that?

The largest dam beavers have built is located in Wood Buffalo National Park, Alberta, Canada. It is 850 m long, and can be seen from space.

|                   | Elks | Beavers |
|-------------------|------|---------|
| Habitat           |      |         |
| Height            |      |         |
| Weight            |      |         |
| Food              |      |         |
| Enemies           |      |         |
| Interesting facts |      |         |

5.  Moving activity “Mime the animal”.

6. Work in pairs. Make sure that your partner is from a different team. Tell each other about your animal using your notes from ex. 4. Complete the table for the second animal. Do you think your animals are different or do they have something in common?

### REMEMBER!

Elks are 150 cm **high**. or Elks are 150 cm **in height**.

The beaver's tail can be 50 cm **long**. or The beaver's tail can be 50 cm **in length**.

7.  Would you like to know more about animals that live in Belarus? Choose an animal and find some information to complete the table about it (see ex. 4). Present your animal to your classmates.

## Lesson 4. A trip around the USA

 **Challenge 4:** Describe the natural wonders of the USA.

 **Must use:** adventure, amazing, desert, destination, hiking trail, powerful, view.

**1. What do you know about the United States? Work in two teams. Who can name more facts?**

**2. Look at the words below. Match the words and their definitions. How are they connected to the United States?**

|                             |                                                                                        |
|-----------------------------|----------------------------------------------------------------------------------------|
| 1. destination              | a. the flat top part of smth                                                           |
| 2. adventure<br>[əd'ventʃə] | b. an unusual, exciting, and possibly dangerous activity, such as a trip or experience |
| 3. surface<br>['sɜːfɪs]     | c. the final point of your trip                                                        |
| 4. amazing                  | d. an area covered with sand or rocks with very little rain                            |
| 5. desert                   | e. something that you will remember for a long time                                    |
| 6. memorable<br>['memrəbl]  | f. having a lot of strength or force                                                   |
| 7. powerful                 | g. the area that you can see from a particular place                                   |
| 8. hiking trail             | h. a path for walking through the countryside                                          |
| 9. view [vju:]              | i. water falling from a higher to a lower point                                        |
| 10. waterfall               | j. very good                                                                           |

**3. Read Alex's diary and check your guesses. Match the pictures with the text. Which two pictures are not described in the diary?**

Hi friends!

I promised to tell you all the details about the greatest trip of my life. I'm sure it'll be amazing. I'm going to write a little about each place we visit. So, this is how things are going.

### **Niagara Falls**

Our first destination was located on the border of the USA and Canada: Niagara Falls. The best part of the trip was the 7-hour drive from New York to the Falls. The next day we got up really early and walked down to the Falls. I have never seen such a wonder! It looks really powerful as the water falls down from 51-metre height. Of course, you can't see it all because the bottom is covered with rocks.

### **The Great Lakes**

The next place on our list was Lake Superior. It is the biggest and the deepest lake in the Great Lakes area. Its surface is 31,700 square miles, which is 82,000 square kilometres. It's twice as big as Gomel region. Can you believe it?

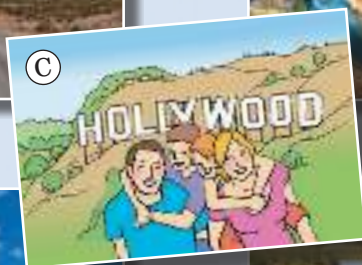
My dad LOOOVES fishing, so he couldn't miss the chance to catch at least some of the 80 species of fish that live in the lake. So we had trout and pike for dinner.

While my father was fishing, we were exploring the area around our cabin. We were really lucky to see some beavers building dams, lynxes and even a real moose in the distance. You know a moose looks like our elk.

## Yellowstone National Park

Our next stop was Yellowstone National Park. You know Yellowstone is famous for its wildlife: it's home to more wild animals than almost anywhere else in the US. You can see a lot of species of animals and birds in their natural habitat. While we were driving around the park, we saw a family of grizzly bears, grey wolves and, can you believe it, a real bison crossing the road right in front of our car.

The most impressive site was the Old Faithful geyser, which can be as high as Niagara Falls. I've learnt that Yellowstone is the largest active geyser field in the world, which contains 60% of the world's geysers and hot springs.



## The Grand Canyon

I've never been to the mountains, so the Grand Canyon was my dream destination. And finally my dream has come true. Right now we're standing on the rim (на краю / на краи) of the Canyon and the view is absolutely fantastic! The river below looks like chocolate milk.

We're thinking of going rafting or hiking. The Grand Canyon is 446 km long and up to 29 km wide. Its depth can be 1.83 km, so we'll probably take the hiking trail for beginners to start with! Oh, I've just seen a bald eagle hunting for trout.

### Did you know that?

The Great Lakes hold 21% of the world's surface fresh water. Of course, nothing compares with Lake Baikal, which contains around 23%.

**4a.** Look at the two pictures which were not described in the diary. What places can you see? What happened to Alex and his family there?

**b.**  Listen to the description of the last two places and check your guesses.

**5.**  Moving activity "Fly swat".

**6.** Read the sentences and mark them as true or false. Compare with your partner.

1. His first destination was Death Valley.
2. Alex didn't like Niagara Falls very much.
3. Lake Superior contains more fresh water than Lake Baikal.

4. Alex's dad caught 80 species of fish.
5. The Old Faithful geyser is higher than Niagara Falls.
6. Alex's family had a swim in the geyser.
7. Alex saw a bald eagle in the Grand Canyon.
8. Alex's family had no troubles getting to LA from the Grand Canyon.
9. Alex enjoyed the trip.

**7. Work in pairs and discuss the questions.**

- What were the most memorable moments of Alex's trip?
- Would you like to travel around the United States?
- What natural wonders would you like to visit in this country?
- Do you think the United States is very different from Belarus?

## **Lesson 5. Been there, done that**

 **Challenge 5:** Speak about travel experience and recent trip.

 **Must use:** Present Perfect, Past Simple; impress, impression, impressive.

**1. What do you remember about Alex's trip around the United States? What was the most impressive place he visited?**

to **impress** – **impression** – **impressive** –  
make an **impression** on

**2. Work in teams. One team names the place Alex visited and the other team gives some details about this place. Then change roles.**

**3a.**  Alex wants to share his impressions with Kate. Listen to their conversation and say if Alex wants to have another adventure this year. Why? / Why not?

**b.**  Listen again and complete the sentences in your notebook.

1. I ... .. to you for ages! Where ... you ... all this time?
2. We' ... just ... back from a trip of a lifetime.
3. Where ... you ...?
4. We ... two weeks there last month.
5. I' ... never ... to the US, but I ... always ... to go there.
6. I ... a lot of pictures during the trip.
7. We ... to Belovezhskaya Pushcha last year and ... a European bison.
8. The most impressive view I' ... ever .... We ... the sunrise and then ... down the Beginner Trail to the river.
9. ... you ever ... to the mountains?
10. Yes, I .... We ... hiking in the Welsh mountains two years ago.

**4.**  Moving activity “Ball game. Three forms of the verb”.

**5.**  Look at the sentences from ex. 3 again. When do we use Present Perfect and Past Simple?

**6. Divide the words below into two groups: Present Perfect and Past Simple.**

*already, last year, just, ever, ago, never, yet, this year, in 2016, so far, last Monday*

**7. Read the sentences and open the brackets. Check with your partner.**

1. I ... never (*see*) a bison.
2. My parents ... just (*come back*) from a trip to Great Britain.
3. Our teacher ... (*catch*) a ten-kilo pike last weekend.
4. My family ... (*go*) hiking last summer.
5. I ... (*visit*) two National Parks so far.
6. My friends ... (*have*) a lot of adventures in 2016.

**8. Discuss with your partner whether or not these sentences are true for you. If not, make them true for you.**

## Lesson 6. Welcome to Belarus



**Challenge 6:** Ask about a trip.



**Must use:** Present Perfect, Past Simple;  
be famous for, be known for, be popular with.

**1. Work in pairs. Discuss the questions.**

**a. Do many tourists come to Belarus from other countries? Is Belarus popular with tourists from other countries?**

### REMEMBER!

to be popular **with**  
to be famous **for**  
to be known **for**

**Example:** Belarus is popular with tourists because there are some ... .

Belarus is known for / is famous for its ... .

That's why many tourists visit our country.

**b.** What places do tourists usually visit when they come to Belarus? Make a list of five popular places. Compare your lists with the class.

**2.**  Kate has come to visit Alex. Listen to Kate's conversation with Alex's friends. What places has she visited so far? Has she visited any places from your list? What does she want to visit?

**3.**  Look at the sentences from the conversation and answer the questions.

1. **Boris:** Have you seen the European bison **yet**?

2. **Kate:** Yes, I have. It's one of the animals I **have always** wanted to see.

3. **Zoya:** When and where **did** you see it?

4. **Kate:** Alex's parents **took** me to Belovezhskaya Pushcha at the weekend. And we **spent** a night there.



1. *What tense do we use in lines 1 and 2? Why?*

2. *What tense do we use in lines 3 and 4? Why?*

**4.**  Moving activity "Jump to the front".

**5.** Get back to your lists from ex. 1b. Write down questions to find out more information about your partner.

**Example:** **A:** Have you ever been to “Pripyatsky” National Park?  
**B:** No, I haven’t.  
**A:** Have you ever been to Belovezhskaya Pushcha?  
**B:** Yes, I have.  
**A:** Great! When did you go there?  
**B:** I went there last year.  
**A:** What did you do there:  
**B:** We saw ... and we went ...

**6a.** Report what you have learnt about your partner to the class. Who has visited the most places?

**b.** What place would you like to visit?

## Lesson 7. Australia: the land of plenty

 **Challenge 7:** Speak about the nature of Australia; compare it with Belarus.

 **Must use:** koala.

**1.** What is the most unusual place you have been to? When did you go there? What did you see there?

**2.**  Write down five things you think about when you hear the word *Australia*. Explain to your partner why you wrote down these things.

**3.**  Read and listen to a short description of Australia and check if any of your ideas are mentioned in the text. Do you think Australia is an unusual place?

**A**ustralia is the biggest island in the world surrounded by the Indian Ocean and the Pacific Ocean. At the same time it is the smallest continent out of the seven continents. It is only a little smaller than the USA in size and bigger than Western Europe. It is thirty times bigger than Great Britain.

Australia has different natural features: mountains, deserts, lakes, rivers, waterfalls, and coastal areas.

Australia is also home to a lot of animal species. It houses more than 10% of the world's flora and fauna.

**4. Would you like to learn more about Australia? Write 5 questions you would like to ask about Australia.**

**5.  Read the interview with a famous traveller. Have you found the answers to any of your questions?**

**I:** Mr Rambler, you've just come back from your 100th trip. We know that you've already visited a lot of different places around the world. \_\_\_\_\_?

**Mr R:** I came back from Australia a week ago, so my impressions are still quite fresh.

**I:** \_\_\_\_\_?

**Mr R:** You know, Australia is more than 7.5 mln sq / km, so it's quite difficult to visit all the places on the continent, or island, as some people call it, but I tried.

**I:** \_\_\_\_\_?

**Mr R:** It is one of the oldest lands in the world. There are some mountains along the east coast and some along the west coast, but the centre of the country is very flat.

**I:** \_\_\_\_\_?

**Mr R:** It isn't boring at all, because in this flat land there are some wonderful surprises. Although it



never rains and the land is very dry, the deserts are beautiful – they are red, orange and brown. There are great salt lakes, interesting plants

and animals, and there are strange rocks that stand out of the flat desert floor. The most famous rock is the largest piece of stone in the world – Ayers Rock [ˈeɪz ˈrɒk]. The rock is red; it is 335 metres high and you can see it from many kilometres away. Native Australians call it Uluru [ˈuːluruː] and believe it is holy (священный / священный) – there is magic there.

I: \_\_\_\_\_?

**Mr R:** The local wildlife, of course. I have never seen such animals in any other country. During my trip I saw all the animals that people imagine when they



think about Australia: the kangaroo, koala and platypus – a furry duck-billed river animal that lays eggs, but I was also lucky to see some of Australia's wild animals that are less well known. Have you heard of

beautiful black swans, a bird with a mad laugh called a 'kookaburra', or lizards with big blue tongues?

I: \_\_\_\_\_?

**Mr R:** There are lots of them. Look at these wild horses – brumbies. Aren't they beautiful?! Then there is



the dingo – the Australian wild dog. You can see the longest fence in the world in Australia – it is 2,500 km long. It was built to protect sheep from the dingo.

I: \_\_\_\_\_?

### Did you know that?

One of Australia's most common types of trees is the acacia [ə'keɪʃə], also called the wattle ['wɒtl]. There are many types of acacia trees that grow in southern Australia. They can be very tall.

**Mr R:** It's really different from Belarus. Of course, you can see some pine trees and oaks, but they don't look the same as ours. Australian Oak is actually a eucalyptus [ˌjuːkəl'ɪptəs] tree. And the "she-oak" looks nothing at all like oaks, and it looks more like a pine (which is not native to Australia) with its needle-like leaves.

**I:** Australia is the Land Down Under. So true! Thank you very much. It was very educational.

**6.**  **Moving activity "Trees and Squirrels".**

**7.** What questions do you think the traveller was asked? Work with your partner and write them down.

**8.**  **Listen to the interview (ex. 5) and check your answers.**

**9. Work in pairs. Discuss the questions.**

- Why is Australia called the Land Down Under?
- What is Australian landscape like?
- What have you learnt about Australian fauna and flora?
- How is Australia different from the UK, the USA and Belarus?

## Lesson 8. One of a kind

 **Challenge 8:** Write a description of a place of natural beauty.

 **Must use:** colourful, freezing, meat-eating, memorable, safe.

### 1. Work in pairs. Discuss the questions.

1. What is the most impressive place you have ever visited?
2. How often do you go to national parks?
3. Why do you think countries need national parks?
4. What national parks do you know in Belarus?

### 2. Read the description of two national parks in the United States and complete the table (in your exercise-book).

#### Hawaii Volcanoes National Park

**H**awaii Volcanoes National Park was founded in 1916. Today more than 1.5 million tourists arrive each year to see Kīlauea [*kɪlaʊ'eiə*] and Mauna Loa [*'maʊnə 'ləʊə*]. After all, these peaks are two of the most active volcanoes on Earth. In fact, Kīlauea has been active since 1983! Tourists can watch the volcanic activity from a safe lookout point of about 400 feet above the Kīlauea's crater.



Visitors to the park can also walk across lava fields. Hawaii Volcanoes National Park also includes greener landscape. Rain forests grow around Kīlauea.

Volcanoes aren't the only things that make a visit to the park a memorable event. The area is home to animals such as the nene ['nemeɪ] goose, meat-eating caterpillars, and the happy-face spider – a spider with a picture on its belly that looks like a smiley face. Sounds like there are a lot of things to smile about at Hawaii Volcanoes National Park!

## Denali National Park

**D**enali National Park was created in 1917. It has a lot of spruce forests, glaciers, and mountains. In the south-central part of the park is Denali, the tallest peak in North America. It is 20,310 feet high and its name means “The Great One” in a local Native American language.

The park can be extremely cold and snowy from October to March. And the mountains are covered with ice in all seasons. In summer, snow melts in low-lying areas and you can walk in green fields with colourful wildflowers.

Tourists visit Denali National Park all year round. There is only one road that runs through the park, so visitors often hike, snowshoe, or ride snowmobiles to get around.

In addition to the fantastic view, visitors can see some of the park's animals including moose, grizzly bears, sheep, and wolves. The park is even home to the wood frog, which can live in freezing temperatures. Denali National Park is a great place to visit!



|                  | Hawaii Volcanoes National Park | Denali National Park |
|------------------|--------------------------------|----------------------|
| History          |                                |                      |
| Main attractions |                                |                      |
| Animals / Plants |                                |                      |
| Activities       |                                |                      |

**3. Which park would you like to visit? Why?**

**4.  Moving activity “Nature workout”.**

**5. When we describe places, we try to make the description more beautiful. How can we do it?**

**6. Match the adjectives and the nouns. Can you think of any other adjectives to describe these words?**

|             |               |
|-------------|---------------|
| green       | view          |
| memorable   | flowers       |
| fantastic   | landscape     |
| low-lying   | peak          |
| tall        | event         |
| colourful   | temperatures  |
| freezing    | caterpillars  |
| meat-eating | areas         |
| safe        | volcanoes     |
| active      | lookout point |

**7.  Find information about one of Belarusian national parks and write a short description, using the points from the table in ex. 2. Try to use some adjectives from ex. 6.**

## Lesson 9. One great location ... many unique attractions *Project*

 **Challenge 9:** Make your own leaflet.

 **Must use:** exploration, explore, explorer, leaflet, unforgettable.

### 1. Work in pairs. Discuss the questions.

When you choose a place to visit, do you usually:

- do what your parents advise,
- ask your friends,
- google the information on the Internet?

### 2. Read the definition of a leaflet.

Do you ever read leaflets that describe places before you visit them?

Do you usually take some leaflets after visiting a place? Why?

**Leaflet** ['li:flət] *noun* a piece of paper that gives you information or advertises something.

### 3. Work in pairs. Write down four things that you can find in a leaflet. Compare your lists. Add some elements that your partner has.

### 4. Read a leaflet about Yosemite [jəʊ'semɪti] Park and check if it has any of your points.

# Yosemite Valley

## HISTORY

Yosemite National Park was founded in 1890.

## LOCATION



Yosemite is located in California in the United States. The park is nearly 1,169 square miles in the Sierra Nevada Mountains. It is open all year round, but you cannot get to some

areas of the park by car from November through May because of snow.

## GETTING AROUND YOSEMITE

Yosemite has a shuttle bus service to the main trailheads and visitor centers, but you'll need a car, motorcycle, or bike to travel around the park.

## NATURE

Nearly 95 percent of the park is a natural wild area. The park is home to hundreds of wildlife species, and over a thousand plant species. Yosemite became a World Heritage ['herɪtɪdʒ] (наследие / спадчына) Site in 1984 and it is known for its granite ['grænt] cliffs, waterfalls and giant sequoia [sɪ'kwɔɪə] groves (рощи / рай). Two wild and scenic (живописные / маляўнічыя) rivers begin in the park and flow (текут / цякуць) west to the Central Valley. Visitors can explore 800 miles of hiking trails and 282 miles of scenic roadways.

## ANIMALS

You can see lynx (рысь / рысь), black bears, owls, and king snakes in Yosemite. The park is also home to the Yosemite Cave Pseudoscorpion [ˌʃjuːdəʊ'skɔːpiən]. This animal looks like a scorpion and people believe that it exists only at Yosemite. As for birds, there are 262 species, which makes this park extremely popular with bird lovers.



## PLANTS

The native plants of Yosemite National Park are an important part of the park beauty. There are 800 miles of trails in Yosemite, so tourists can explore (исследовать / даследаваць) different zones with plants such as blue oak, grey and white bark pines, and red fir trees.

to **explore** – an **explorer** – **exploration**

**5a.** Do you think this park is interesting for children? Why?

**b.** Read the next part of the leaflet and check your ideas.

## THINGS TO DO WITH KIDS

### Look Up at the Giant Sequoias

The Giant Sequoias are not the tallest trees in the world but they are the largest! Kids will have to look up high to see the tops of the 200 feet trees.





They will be surprised that a small cone (шишка / пышка) can grow into such a giant tree!

### **Become a Junior Ranger**

After doing a ranger programme and picking up some trash around Yosemite, kids can be proud to wear their Jr. Ranger badge. Along the way they will learn about the wildlife in the park, and learn some amazing info from the rangers.

### **Roast Marshmallows, Sing Campfire Songs, and Shout “ELMER!”**

There is a Yosemite legend about a boy who got lost in Yosemite Valley one summer evening about 60 years ago. Campers started shouting his name, “Elmer!” while they were looking for him and noticed how the sound echoed [ˈɛkəʊd] off the valley walls. Every evening campgrounds still echo with kids shouting “Elmer!”.

### **Look at the Valley Floor from the Glacier Point**

Climb up the Glacier Point and look at the Valley Floor, which is 3,200 feet below. You will never forget the fantastic view you have seen.



### **Get Wet in a Waterfall**

Yosemite Falls have easy paths leading to them. In spring when snow melts, visitors don’t have to come very close to be sprayed by the falling water.

## REVIEWS

*"The most amazing park I've ever been to! Don't miss the waterfalls no matter the season!"*

*"We went to the park last week and counted 20 deer in one evening while we were watching the wildlife. What an unforgettable day!"*

*"We've just come back from the trip of our lives. We went to the Glacier Point and stayed there overnight. We even took part in a star party and watched the full moon."*

### 6. Discuss in pairs.

- Would you like to visit Yosemite National Park? Why?
- What activities would you like to try?

### 7. It's time to make your own leaflet about a Belarusian place of natural beauty. Follow the preparation steps.

#### How to make a leaflet

1. Choose a place you would like to write about.
2. Collect information about this place.
3. Organise the information. Use ex. 4 as a model.
4. Write a description of each point. Remember to use different adjectives.
5. Find some photos (pictures or maps) you will include.
6. Decide on the layout (how the information is presented on the page).
7. Make a leaflet.

### 8. Bring all your leaflets and present them in class. Choose the place you would like to go to next summer.

## Lesson 10. Culture corner

**Challenge 10:** Read and speak about plants and animals used as national symbols.

**1. What national symbols do you know? What are the national symbols of Belarus? Do you know what they represent (представляют / азначаюць)?**

**2. Would you like to know more about different symbols? Read the text and match the symbol and the picture.**



**E**very country has its own national symbols, which are usually connected with the history and culture of the people who live there. These symbols may or may not appear on the national flag, emblem, or coat of arms (герб / герб).

Many nations have chosen to have an animal, a tree, or a bird as their national symbols, either official or unofficial. For example, the Bald Eagle is the national animal of the United States of America. It became a national symbol on June 20th, 1782. The design of the Bald Eagle holding 13 arrows ['æɹəʊz] (стрелы / стрэлы), and a 13-leaf olive branch (оливковая ветвь / аліўкавая галінка) has always been the same. Today

the Bald Eagle together with the American bison are often seen on souvenirs. They both represent power and strength.

Not all countries prefer to have strong powerful animals to represent their nations. Take, for example, New Zealand. Its national symbol is the kiwi bird, a symbol for the unique wildlife of the country. The name of the bird – kiwi – comes from the language of Maori (local New Zealand people). The connection between kiwis and New Zealand is so strong that often the word ‘kiwi’ is used to talk about the people of New Zealand.

It is a well-known fact that kangaroos are a symbol of Australia. Kangaroos are used as emblems, mascots ['mæskɒts] (талисманы / талісманы) and logos of various Australian universities, sports teams and companies. You can find the kangaroo, together with the emu ['i:mju:], on the coat of arms of Australia. But why them and not the koala, wombat or echidna [i'kɪdnə], you may ask? It's believed the kangaroo and the emu are on the coat of arms because these two animals can't walk backwards, symbolizing the desire (желание / жаданне) to always move forwards.

In the background of the coat of arms there is the golden wattle. This flower is so important for Australians that they have decided to celebrate Wattle Day on the first day of spring, which is September 1st in Australia. Since this plant can be found in every state, it has become a symbol of national unity.

The maple is another plant which has become a national emblem of Canada because it can be found everywhere there. A maple leaf has been placed on the coat of arms and is used as the centrepiece of the nation's flag.

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

1. Where can you find national symbols?
2. When did the Bald Eagle become the national symbol of the USA? What does it represent?
3. Where does the name of the bird kiwi come from?
4. Why have Australians chosen the kangaroo and emu as their national symbols?
5. Which plant is a symbol of national unity for Australians?
6. Why has the maple leaf become the national symbol of Canada?

### 4. Moving activity “Hot potato”.

### 5. Work in pairs. Discuss the questions.

- What about Belarus? What plants and animals are its symbols?
- Why have Belarusian people chosen these plants and animals to represent their country?
- What other animals and plants can we use as symbols and why?

## Lesson 11. The winner takes it all!



🎯 Test yourself and get the medal!

### 1. Discuss the questions below.

What was the last board game that you played? Did you win or lose? Do you want to play that game again?

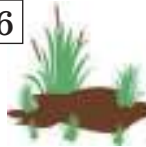
### 2. You are going to play a board game. Read the rules and answer the questions.

### Rules

1. Flip the coin. If you get heads, move two squares. If you get tails, move one.
2. If you land on a 'Swamp' square, you miss a turn.
3. If you land on a 'Will you survive?' square, you have to speak for 1 minute about a situation on it. If you survive for one minute, you can throw the coin again.
4. If you land on a 'Mountain' square, you can flip the coin again.
5. If you land on a 'River' square, move two squares forward.
6. The person who comes first to the finish, gets a medal.

### Will you survive?

1. Name three animals that live in the Belarusian forest.
2. Name three birds you can see in Belarus.
3. What is the boy doing in the picture?
4. What places of natural beauty have you ever visited?
5. What is flora?
6. Speak about the most impressive place you have ever visited.
7. Say five sentences about Australian animals.
8. 'Swamp' square.
9. Name three animal or plant symbols. What do they represent?
10. 'Will you survive' square. (Speak for one minute about the nature of Belarus.)
11. 'Mountain' square.
12. Remember three places Alex visited in the US.

|                                                                                        |                                                                                       |                                                                                        |                                                                                       |
|----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| START                                                                                  | 1                                                                                     | 2                                                                                      | 3    |
| 7                                                                                      | 6                                                                                     | 5                                                                                      | 4                                                                                     |
| 8     | 9                                                                                     | 10 Will you survive?                                                                   | 11  |
| 15                                                                                     | 14   | 13                                                                                     | 12                                                                                    |
| 16    | 17   | 18                                                                                     | 19 Will you survive?                                                                  |
| 23                                                                                     | 22  | 21                                                                                     | 20                                                                                    |
| 24  | 25                                                                                    | 26                                                                                     | 27 Will you survive?                                                                  |
| FINISH                                                                                 | 30 Will you survive?                                                                  | 29  | 28                                                                                    |

13. What did Kate visit when she was in Belarus?
14. What animal is it and what do you remember about it?
15. What adjectives can describe the word 'view'?
16. 'Swamp' square.
17. 'River' square.
18. Complete the sentences.
  - a) Belarus is famous for its ... .
  - b) I'm proud of my country because ... .
19. 'Will you survive' square. (Speak about your favourite animal for one minute.)
20. Correct the sentences.
  - a) I have been to a desert last year.
  - b) I already went to many places in Belarus.
21. Name 3 activities you can do in a national park.
22. 'Swamp' square.
23. What three questions can you ask a tourist who has visited Belovezhskaya Pushcha?
24. 'Mountain' square.
25. Complete the sentences.
  - a) I ... (catch) a huge salmon last year.
  - b) I ... never (see) an elk.
26. What is the plural form of these nouns: *species*, *wolf*, *moose*, *leaf*?
27. 'Will you survive' square. (Speak about the nature of the UK.)
28. Do you remember what the numbers mean: 11,000, 346 metres, 40 per cent, 300?
29. 'River' square.
30. 'Will you survive' square. (Speak about the nature of the USA.)

## Lesson 12. Progress Test



**Challenge 12:** Test your reading, listening and speaking skills.

### I. READING

**1a.** Read the story and say in a few sentences what it is about.

Australia has the most unusual collection of animals and plants on Earth, because it is located far away from the other continents. Almost half of the world's population of marsupials [mɑ:'su:piəlz] (сумчатые / сумчатыея) are found only in Australia. Marsupials include koalas, kangaroos, wombats, and possums.

The landscape in Australia is very varied ['veəriəd] (разнообразный / разнастайны). There are more deserts in Australia than on any other continent. Sometimes it doesn't rain in these areas for several years. More than half of Australia is covered by desert and many poisonous (ядовитый / атрутны) animals can be found there. Funnel web spiders are large and hairy. They are called like that because they build funnel-shaped webs to catch their food. Their bite is poisonous. There are 36 species of poisonous funnel-

web spiders in eastern Australia. There are also 20 types of poisonous snakes, including the taipan, which attacks without warning and can kill its victim (жертву / ахвяру) in minutes.

Kangaroos have strong back legs and huge tails. There are about 50 different



kinds of kangaroos in Australia. The red kangaroo is one of the largest and can grow to over 2 m in height. They can jump for more than 10 metres in one hop and run up to 50 km per hour. They are called ‘flyers’ because they are fast-moving animals. Smaller members of the kangaroo family are called wallabies [ˈwɒləbɪz].

There are more than 2,000 wildlife national parks in Australia, which cover 80 million hectares (197 million acres).

**b. Answer the questions about the text.**

1. Why is Australia an unusual continent?
2. Can you name at least three kinds of marsupials?
3. How did funnel-web spiders get their name?
4. How fast can the taipan kill its victim?
5. Why are kangaroos called flyers?
6. Is a wallaby bigger or smaller than a kangaroo?
7. How many wildlife reserves and national parks are there in Australia?

## II. LISTENING



**Listen to the text about “Pripyatsky” National Park and answer the questions.**

1. Why is Belarus a paradise for nature lovers?
2. How many species of birds, plants and animals are there?
3. How many species of woodpeckers can tourists see in the park?
4. What cities will tourists visit during the trip?
5. How will tourists travel in the park?
6. What will they see and do there?

### III. SPEAKING

1. What is Belarusian nature like?
2. Describe some animals and birds that live in Belarus.
3. Compare the nature of Belarus to the nature of the English-speaking countries (the UK, the USA, Australia).
4. Speak about a national park you have visited or you would like to visit.

# UNIT 7

## It's in your hands!

### Lesson 1. The lungs of our planet

 **Challenge 1:** Speak about rainforest.

 **Must use:** cut down, destroy; air, without.

1.  Listen to the sounds. Guess where you are.



2a. What do you know about rainforests?

- Where do rainforests grow?
- Why are they called rainforests?
- How old are the world's rainforests?

b.  Listen to the first part of the Discovery Channel programme "The lungs of our planet" and check yourselves. Have you given any correct answers?

c.  Listen to the second part of the programme. Which answer is not correct?

1. Why are rainforests important?

- They keep the **air** clean.
- They control the weather.
- They send smoke into the air.
- They give us wood, rubber, fruits, and medicines.

**with forests** ≠  
**without forests**

2. Why are the rainforests disappearing?
- People **cut down** and burn rainforests to build new houses on the forest land.
  - They make natural parks in them.
  - They use forest land to grow food.
  - Farmers **destroy** rainforests to grow vegetables, fruits and grains for sale.

**d. Work out the meaning of the words in bold.**

**3. Check your memory.**

**a. What do these numbers mean?**

a. 137   b. 2 – 10   c. 70 – 100   d. 24 – 27   e. 6   f. 40

**b. These phrases are parts of facts about rainforests. Can you reconstruct the facts?**

**Example:** the biggest forests – The biggest forests are in South America, Africa and South-East Asia.

- |                       |                        |
|-----------------------|------------------------|
| – the biggest forests | – as big as the Check  |
| – without rainforest  | Republic               |
| – are home to         | – is destroyed         |
| – half of the species | – cut down rainforests |
| – keep the air clean  |                        |

**c.  Listen and check yourselves.**

**d.  Moving activity “Make up a sentence”.**

**4a. Complete the statements with the words from the box.**

|     |             |         |           |         |
|-----|-------------|---------|-----------|---------|
| air | cut down    | destroy | disappear | habitat |
|     | rainforests | species | without   |         |

1. Poor farmers can ... rainforests if they have nowhere to live and no food for their families. 2. People shouldn't ... the habitats of animals and plants. 3. ... are important for the people who live there. 4. Rainforests are full of unusual ... of animals and plants. 5. Rainforest is a comfortable ... for people. 6. Rare species of animals and plants can ... forever. 7. Our planet can't live ... rainforests. 8. Rainforests, the lungs of our planet, help make the ... of our planet cleaner.

**b. Do you agree with the statements? Discuss with your partner.**

**5.**  **Work in pairs. Study the information on your card about the wetlands in Polessye (student A) and Belovezhskaya Pushcha (student B). Discuss it and decide which of the areas needs more help and why. Report to the class.**

## Lesson 2. Pollution

 **Challenge 2:** Speak about the problem of pollution.

 **Must use:** dump waste, pollute; acid rain, damage, factory, harm, harmful gas, human, pollution; suffixes of adjectives *-y, -ful, -ous, -al*.

**1. Answer the questions.**

1. Is pollution a new problem? 2. Can you see pollution? 3. Can you smell it? 4. What are the signs of pollution?

**2a.** Look through the information about pollution and match the paragraphs (1–3) to the pictures.



Earth is a unique wonderful planet. However, humans (= people) do a lot of harm to nature. They pollute the air, the water and the land and make our planet dirty, unhealthy and dangerous to live on.

1.  (1) which carry it to seas and oceans. As a result, the water in them becomes polluted and dangerous not only for people to drink but for animals and fish to live in. Pollution destroys their natural habitat, it kills many of them and makes others homeless (= without home) and ill.

2.  (2). There they are mixed with water and are carried long distances by the wind. They travel to different countries and continents. Later they fall down in the form of rain – acid rain. It is very dangerous because it kills trees.  (3). It damages buildings and statues, too.

3.  Oil (нефтяные / нефтавыя) tankers are very dangerous.  (4). If a tanker breaks up, oil covers the sea. So fish that live there can't breathe and die. Sea birds get covered with oil and can't fly and have no food.

**b.** Read the information again. Fill in the missing parts (a–d).

a) **Acid rain** also **damages** the habitat of fish and other water animals.

- b) **Factories dump waste** into rivers  
c) They can **do harm** to fish and sea birds.  
d) Cars and factories send **harmful gases** into the air.

**c. Find the words in bold in ex. 2b which mean**

1) вредные газы / шkodныя газы, 2) заводы / заводы, 3) кислотные дожди / кіслотныя дажджы, 4) повреждать / пашкодзваць, 5) наносить вред / наносіць шкоду, 6) сбрасывать отходы / скідаць адходы.

**d. Read the information again and answer the questions.**

1. Where does pollution come from?
2. What harm does it do to nature?

**3a. In ex. 2 find the adjectives that are formed from the nouns in the box:**

wonder – ..., nature – ..., harm – ..., danger – ...,  
dirt – ...

**b.  Moving activity “Paper ball”.**

care, nation, region, fame, colour, tradition, sand,  
origin, hill, cheer, help, mess

**c. Make true sentences with the adjectives about our planet and people on it.**

**4. Are the following statements true or false?  
Explain your point of view.**

local ≠  
global

1. Pollution comes only from factories.

2. Acid rain is dangerous only for wildlife.
3. Acid rain is a mixture of rain and harmful gases.
4. Acid rain is a local problem.
5. Water pollution does no harm to people.

**5a.** Work in pairs. Prepare to speak about the situation with pollution in your city / town / village. Go over the text in ex. 2. Fill in the missing parts of the phrases in the box.

do a lot ...    make ...    become ...    dump ...  
 pollute ...    damages ...    send ... gases    can't ...  
                  the ... habitat    ... rain

**b.** Make true statements about the place you live in. Share your ideas with the class.

**Example:** In our city there are a lot of cars and they send harmful gases into the air.

## Lesson 3. Three Rs

 **Challenge 3:** Discuss the ways to save nature.

 **Must use:** recycle, reduce, reuse, produce, share, throw away; domestic rubbish.

**1a.** How much do you know about waste? Guess the missing information.

1. In one year a European family with two kids throws away
  - ... kilos of metal;
  - ... kilos of plastic;
  - ... kilos of paper.



2. In one year a person throws away  
34 cans of ...,  
68 ... cans,  
71 cans ... .
3. A person produces ... kilos of waste every year.
4. People can recycle about ... per cent of domestic rubbish.
5. By recycling one ton of paper you save ... trees.

**b.**  Listen to an extract from a radio programme. Check your guesses. Which fact is not in the book?

**2.** Look at the picture. What is the campaign about?

**3a.**  Listen to the radio interview with a scientist. What are the three most important rules?



**b.**  Listen again. Are the statements true or false?

1. The 'greens' keep their old clothes and toys and never throw them away.
2. 'Waste wise' people put rubbish into different boxes for recycling.
3. Reducing waste is the most important rule for Professor Savemor.

**c.** Make the statements in ex. 3b true for you.

**4a.** Read the lines of 'The three Rs' rap. Put them in the correct order.

1. Don't forget.
2. Let's start now!

3. Reuse. Reduce waste. Recycle.
4. Please remember what we said.
5. One more time.
6. Keep the three Rs in your head.
7. Say what?

**b.** 🎧 Listen and check yourselves.

**c.** 🧑 Moving activity “The three Rs rap”.

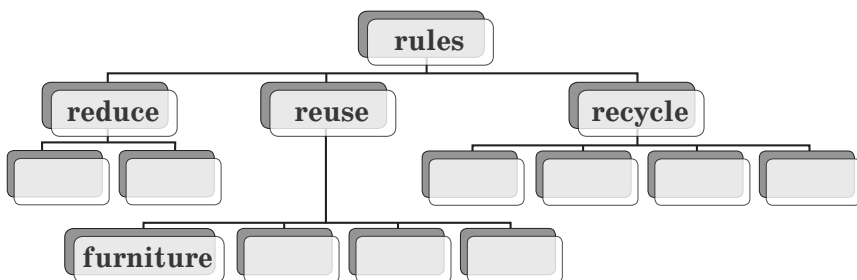
**Do you know**

that *Adidas* makes shoes from recycled ocean plastic? How many recycled plastic bottles are used to make the base for a pair of trainers?

a. 3   b. 11   c. 17

**5.** 🎧 Complete the diagram from a *Be Green!* campaign leaflet. Make the rules for a *Be Green* campaign.

**Example:** We should reuse bottles.



**6.** Look through the ideas and say if they are good or not. Give a reason.

- a. Use and throw away fewer plastic bags.
- b. Waste less paper.
- c. Use both sides of writing paper.

- d. Do not wash and reuse plastic bags because it is unhealthy.
- e. Share a magazine with your friends.
- f. Try to find new uses for old things.
- g. Throw away broken things.

**7.**  **Make a green note for 1) your family; 2) your classmates. Begin with**

If we want to be green, we should ...

## Lesson 4. Plastic threat

 **Challenge 4:** Speak about plastic pollution and ways to solve the problem.

 **Must use:** protect, suffer, take action; threat.

**1.** Look around. What plastic things can you see? What plastic things have you got? What do you do with plastic waste?

**2a.** Read the article and say why plastic is dangerous.

**W**e can't live without plastic in our everyday lives, can we?

Plastic is everywhere. Plastic keyboard. Plastic computer monitor. Plastic mouse. Plastic bottles. Plastic bags. But where does all this plastic go? Some of it is recycled but a huge part is thrown into rivers, seas and oceans. Plastic pollution is one of the most dangerous **threats** to the world's ocean.



Here are 8 shocking facts about plastic pollution:

- Over the last ten years we have produced more plastic than during the last century.
- Fifty per cent of the plastic we use, we use just once and throw away.
- We recycle only five per cent of the plastics we produce.
- Plastic makes up about ten per cent of the total waste we produce.
- Eight million tons of plastic are dumped into rivers, seas and oceans every year.
- About seven hundred different species can go extinct because of plastic pollution.
- Two thirds of the world's fish species **are suffering** from eating plastic which damage their stomachs.
- One million seabirds and one hundred thousand sea mammals are killed by plastic in the ocean every year.

Here are the ways to fight plastic pollution:

- Reuse shopping bags and water bottles. Use cloth bags and metal or glass bottles instead (вместо / замест) of plastic ones. They are available everywhere.
- Recycle. Throw plastic things into special containers.
- If you're on the beach or in the park, leave the place with what you came with. It also doesn't hurt to pick up after your neighbours if you see a few things they have left behind.
- Talk to your family and friends about why it is important to reduce plastic in our lives and the danger of plastic pollution.

You must **protect** our nature from pollution.

**Take action now!**

**b. Work out the meaning of the words in bold.**

**c. What do these numbers mean?**

2/3   **5**   **10**   **50**   **700**   **100,000**   **1,000,000**   **8,000,000**

**d. 🧑🏻 Moving activity “Hot potato”.**

**e. Discuss in pairs.**

- What should we do to protect the ocean?
- What do you do to reduce plastic pollution?
- Do people suffer from pollution?
- What other threats to the planet do you know?

**3a. Look at the photo. Why do you think there is a plastic whale near Tower Bridge? Read the article and check your guesses.**

### Our plastic whale needs a name

A ten-metre whale has appeared near Tower Bridge in London. It is made of plastic found in the (1...) and on the beaches. The huge mammal is (2...) with 250 kilogrammes of plastic. This amount (ко-



личество / колькасць) of plastic (3...) the ocean every second. *Sky Ocean Rescue* team took the whale around England, Wales and Scotland to make people think of the plastic (4...) and (5...) the sea life. People take part in the action in which they (6...) write a name for the whale on a piece of paper. After that, they are given a (7...) bottle to use instead of a plastic one. If you don't want animals to (8...), take action!

**b. Read the article again and fill in the gaps with the words from the box.**

|         |          |         |         |
|---------|----------|---------|---------|
| metal   | pollutes | ocean   | suffer  |
| have to | threat   | covered | protect |

**c. What name would you give to the whale?**

**4. February 18th is World Whale Day. Prepare to give a short speech to the primary school pupils on plastic pollution and the harm it does to whales.**

## Lesson 5. SOS

 **Challenge 5:** Speak about endangered species, write an SOS letter.

 **Must use:** endangered.

**1. Look at the picture. Answer the questions:**

- Have you ever seen a cheetah?
- Where do cheetahs live?
- What do they feed on?
- Why is the traveller in danger?



**2. Some animals can be dangerous. They can kill people. Other animals are in danger. People kill them. These are endangered animals.**

- What animals can be dangerous?
- What animals are endangered?

**Example:** Cheetahs are dangerous. Elephants are endangered. Cheetahs are endangered animals too.

**3a. Read the text about whales. Choose the best title for each paragraph (1–5).**



1. Do you know which animal is the biggest in the world? It's not one of the dinosaurs of long ago. It's an animal that is living right now. It is the blue whale. A blue whale is so long and wide that five elephants in a row could stand on its back.

2. Whales look like big fish. But whales aren't fish. They are mammals – whale babies drink their mothers' milk. They spend all their lives in water, but they need air, just as people do. If a whale stays under water too long, it dies.

3. Do all big whales eat big fish? No, some of the biggest of all the animals eat the smallest things in the ocean. Blue whales eat plankton, but other whales are meat-eaters: narwhals and bottle-nose whales eat fish and crabs, killer whales eat seals.

4. Once there were many whales in the seas. But men have hunted the giants for years. They still kill whales for meat and oil. Now there aren't many whales left. People have killed almost all the big blue whales in the oceans.

5. Another problem is plastic pollution. People throw away plastic bags, bottles and other things into the water. Whales mistake plastic for food and eat it.

Plastic damages the whales' stomachs, they can't eat anything and suffer a lot. Many of them die.

The whale is the biggest animal that has ever lived. It may soon be gone forever. Help save the whales.

### Do you know

how many species of great whales are listed as endangered?

- a. 5 of 13   b. all 13   c. 1 of 13

### b. Are the statements true or false?

1. Blue whales are the largest fish in the world.
2. Mother whales feed their babies with milk.
3. Blue whales can live without air.
4. All whales eat small things.
5. Some whales are meat-eaters.
6. Plastic isn't dangerous for whales.
7. Whales are endangered species.

### c. Moving activity "True or false?"



WWF

World Wildlife Fund is an international organization. It helps wild animals in danger.

The panda is the symbol of WWF.

**4a.** Look at the pictures on pages 100–102. Who is more dangerous: people or animals?



**b. Read the leaflet of the WWF. How do they answer the question in ex. 4a?**

People have hunted wild animals for ages. They have killed thousands of animals. They have destroyed their habitats. They have polluted the water, the air and the land. It is time to save animals in danger. You can help. Would you like to join the WWF?

In which part of the world would you like to work for the WWF: in the ocean, in the desert, in the mountains, in the forest, on some islands, in the grasslands of Africa or America? What animals would you like to help?

Are you a friend of the WWF?

**c. Work in pairs. Discuss the questions in the leaflet.**

**5.**  Write an SOS message to humans on behalf (от имени / ад імя) of fish, animals, birds, rivers, oceans or forests. Use the following plan:

- ask for help,
- describe the situation,
- suggest some ways out.



Let's remember: we have one planet for all of us to share.



Why don't you end plastic pollution?

I want water without pollution.

What about a car free day?



*Dear humans,  
We are writing to ask you for help. ...*

## Lesson 6. Going, going, gone

 **Challenge 6:** Speak about endangered species.

 **Must use: (Revision)** Present Continuous, Present Simple Active, Present Simple Passive, Present Perfect, Past Simple.

**1a.** What do you know about the Red Book? Read the facts and say what is new to you.

1. About 99 per cent of the endangered species are under threat because of humans.
2. A list of rare and endangered species of plants and animals is called the Red List.
3. The first list appeared in 1964.
4. The first Red Book of Belarus had 80 animal and 85 plant species. The latest one has become longer and has 202 animal species and 303 plant species.
5. Scientists all over the world are working hard collecting stories, facts and figures help us take care of life on Earth.

**b.** Look at the underlined words. Which of them are Present Continuous, Present Simple, Past Simple, Present Perfect and Present Simple Passive?

**2a.** Look at the pictures. Guess what these two species have in common.



**b.** Read the information about the two species. Check your guesses. Find out the common reason (общую причину / агульную прычыну) why these species are under threat.

### The Manus Island tree snail

**M**anus ['meməs] Island, north of New Guinea ['gɪni], **(1. cover / is covered)** with rainforest. The Manus Island tree snail, a small animal with a bright green shell, **(2. lives / live)** in the tree tops in this forest. In 2015 its name **(3. appeared / has appeared)** on the Red List. Many people **(4. collect / are collected)** the shells of Manus Island tree snails because of their beautiful colour. The 4-cm long shells **(5. often use / are often used)** for jewellery (украшения / упрыгажэнні). Another big problem for these snails is that humans **(6. are destroying / are destroyed)** their natural habitat. They **(7. have cut down / cut down)** a lot of trees on the island. If people continue cutting down trees and collecting, soon there will be no Manus Island tree snails left to study.

### The Kagu

**T**he kagu ['kɑ:gu:] is a national emblem of New Caledonia [ˌkælɪ'dəʊniə] (an island about 900 miles east of Australia) and **(1. found / is found)** only in its forests. Kagus are big birds – 55 cm long and they **(2. bark / are barking)** like dogs. But you can't hear their loud barking noise very often now because there are only about 650 kagus left! One problem for kagus is the animals that Europeans **(3. are brought / have brought)** to New Caledonia. These dogs, cats, pigs and rats **(4. eat / are eating)** kagus and their eggs. Another problem is hunting. Kagus **(5. kill / are killed)**

for their meat. In the past people also **(6. sell / sold)** them to Europe as pets. But, the biggest problem for kagus is the habitat. People **(7. cut down / are cutting down)** the forests of New Caledonia and there are fewer and fewer places where these birds can live.

**c.** Read the information again and choose the correct verb forms.

**d.**  Moving activity “Tenses”.

**3a.** Read about another wildlife tragedy. In what way is it different from the previous ones?

### Saying goodbye to rhinos?

*The Last Three* is a huge sculpture of the world's rarest animals. It ... **(1. show)** the last three northern white rhinos: Sudan, his daughter and granddaughter. The sculpture ... **(2. appear)** in New York in March 2018. Soon after that, 45-year-old Sudan ... **(3. die)**. Rhinos ... **(4. be)** on the planet for



40,000 years. In 1960 more than 2,000 northern white rhino ... **(5. live)** in the world. In 1980 there ... **(6. be)** only 15 of them. The last two rhinos ... **(7. live)** in Kenya and ... **(8. guard)** [gɑ:d] (охранять / ахоўваць) day and night to protect them from armies of poachers (= illegal hunters), the main threat for rhinos. Have the species become extinct or ... **(9. we / already / lose)** them?

**b.** Read the text again and put the verbs in the correct tense form.

**4a.** Work in 3 groups. Read your piece of information (on the CD) about a plant species. Put the verbs in the correct tense form.



**b.** Work in new groups. Share the information about the species. Fill in the factfile sheet.

**c.** Discuss the questions.

- Have you seen the species in your place?
- Have you ever picked any of them?
- Would you take part in the “Give a chance to first flowers!” campaign?

**5.** 📺 Surf the Internet and find information about another Belarusian endangered species. Bring a photo and make a report (6–9 sentences).

## Lesson 7. Start saving pets now!

🔒 **Challenge 7:** Read and speak about helping pets in need.

🔑 **Must use:** adopt, donate, foster, hold, raise money; a bake sale, a donation, rescue homes.

**1a.** Speak in small groups.

- Have you got a pet? What pet?
- How do you take care of it?

**b.** How many students in your group have got pets? Which pets are the most popular?



**C.** Look at the picture. What can you see? How do the animals feel? How do you feel?

an animal rescue home

**2a.** Read the questions. Replace the highlighted parts with the new words from the box. Write down the new questions.

a. donated   b. has adopted   e. hold   f. a bake sale  
d. animal rescue home   c. fostered   e. to raise money

1. Are there any places where homeless animals are kept in your city / town / village?
2. Do you know anyone who has taken a pet from a rescue home?
3. Have you ever given things or food for animals in a rescue home?
4. Do you organise selling homemade cakes and biscuits in your school to collect money for animals in rescue homes?
5. Have you ever taken an animal to look after for some time?

**b.** Discuss the new questions.

pollute – pollution  
donate – donation

**3a.** Read the beginning and the ending of the article. What is it about?

Did you know that you can help animals no matter how old you are? Take Sydney and Alexandria, for

example. They're only 12, and they've been donating their time to helping animals for *years*! There are millions of dogs, cats, rabbits, and other animals in need of homes, and there are so many ways for you to help them. Alexandria and Sydney love helping animals in need, like these puppies they helped foster! Here are Sydney and Alexandria's top 6 ways for kids like you to help animals in rescue homes.

... ..

Are you ready to be a hero for animals in rescue homes, just like Sydney and Alexandria?

**START HELPING PETS NOW!**

**b. Read and match the paragraph parts (1–6 and A–F) to reconstruct the text.**



**1. Ask for birthday donations.**

For Sydney and Alexandria's 10th birthday, they decided that there was nothing they wanted more than to make animals in need happy. ...

**2. Raise money for animals.**

Go to a local supermarket with your parents and ask if you can hold a bake sale in front of the building. Once you get the OK, hang signs up in your neighbourhood a few of weeks before the sale to let people know when, where, and why it will take place.

### **3. Work at your local animal rescue home.**

You can walk dogs, clean up after the animals, refill water bowls, and give out toys and treats (угощения / пачастункі). ...

### **4. Adopt animals from rescue homes.**

Instead of buying them from pet shops, you can always adopt animals from local rescue homes. Every year, more than 6 million animals are taken to rescue homes, and about half are killed because there aren't enough good homes for them. ...

### **5. Hold a donation drive.**

Ask your teacher or school headteacher if you can hold a donation drive at your school for an animal rescue home. You can collect things that animals in rescue homes need, like food, toys, leashes, beds, and blankets. ...

### **6. Foster an animal.**

Ask your parents to help you foster a homeless dog or cat. There are so many animals in need of a safe temporary (временное / часовое) place to get better after an illness. Also some puppies and kittens need a quiet place to grow. Some animals also need a temporary home until they are adopted. ...

- A.** If you have friends who are ready to take good care of a dog or cat (or any animal), ask them to adopt from a rescue home instead of buying.
- B.** Ask your parents to post about your bake sale on Facebook so that lots of people will know about it! Sydney and Alexandria have held many bake sales for animals, and they say that people often give a donation without even taking a treat!
- C.** You can just be there to scratch (чесать / чухаць) cats and dogs behind the ears. It will help them feel less lonely.

- D.** With their mum's help, Sydney and Alexandria have fostered more than 25 animals. If they can do it, so can you!
- E.** You can ask your classmates and their friends and family to donate. And get a group of your own friends together to make colourful posters so you can spread the word about the donation drive!
- F.** They asked their friends and family to give them donations for their local animal rescue home instead of birthday presents. Thus (так / так) they raised money to buy warm beds for dogs. Now they didn't have to sleep on the cold concrete (бетонный / бетонны) floor any more.

### **Do you know**

that on ... Americans mark National Adopt a Shelter Pet Day?

a. October 15   b. July 5   c. April 30

- c.** Read out the sentences to illustrate the pictures.
- d.**  Moving activity "Pass the envelope".
- e.** How do the girls help animals in rescue homes?
- f.** What can you do to help animals in rescue homes?
- 4.** Work in small groups and make a poster "Start helping them now!" for the students of your school.
- 5.**  Surf the Internet and find an animal rescue homes in your city / town / village. Call them and find out how you can help. Share with your classmates what you are going to do.

## Lesson 8. Wildlife Rescue Centre in Belarus

 **Challenge 8:** Speak about rescuing wild animals.

 **Must use:** rescue, return, set free; creature, injured.

**1.** Have you ever rescued [*'reskjʊ:d*] a wild animal? What was it? How did it happen? What did you do?



**2a.**  Listen to the first part of the interview with Irina Troyanovskaya, the project manager of the “Sirin” Wildlife Rescue Centre. What animals has she mentioned?



**b.** Read some extracts from the interview and match the words in bold with their meanings.

1. We take all poor **creatures** ['kri:tʃəz] that need help. There are not many places in Belarus where **injured** ['ɪndʒəd] animals and birds can get care.
2. To save the poor birds we took them to the centre, found vets, looked after them, raised them and, finally, **set** them **free**.
3. The centre has already **rescued** more than 60 animals and birds. Half of them have **returned** [rɪ'tɜːnd] to their natural habitat.

- a. hurt in an accident or attack    b. let go  
c. come back    d. save from a dangerous situation  
e. anything that lives (but not a plant)

**c.**  Listen to the interview again. Complete the statements with the correct words.

1. The “Sirin” Wildlife Rescue Centre is situated ... Minsk.  
a. in    b. not far from    c. a long way from
2. It was founded ... .  
a. only this year    b. last year    c. a couple of years ago
3. The first residents (жители / жыхары) of the centre were ... .  
a. some domestic animals    b. two storks  
c. some wild animals
4. They have already ... 30 animals and birds.  
a. rescued    b. bought    c. set free

**d.**  Moving activity “Chinese whispers”.

**3a.**  Listen to the second part of the interview. Add more names of animals to your list.

**b.**  Listen again. Are the statements true or false?

1. There are only injured animal and birds in the centre.
2. The centre spends about 750 roubles on looking after injured creatures.
3. The centre raises money by organising tours and photo shoots.
4. You can't touch animals or birds there.
5. They have a bear that is very popular in winter.
6. People can donate money, toys, medicine, food and their time.

**c.** What centre resident would you like to adopt? How can you help it?

**d.**  Visit the "Sirin" Internet page <http://sirin.by/> for more information. What have you learnt? Are you going to help? Share your ideas with your classmates.

## Lesson 9. Project time: Start a campaign!

*Project* 

 **Challenge 9:** Start a campaign to save our nature.

**1a.** Look at the leaflets. Explain their slogans.

Take 3 for the sea!  
Help reduce plastic  
pollution.  
A clean beach initiative

Adopt a homeless cat  
or dog!  
Find a home for a street  
animal to live in.

Give the world a present –  
buy a rainforest!  
Send £25 and buy and  
protect an acre of rainforest.

*Rainforest Rangers*

Waste it once...  
Pay for it twice!

*Michael Recycle*

Adopt a wild animal!  
It takes only £2  
to feed an animal  
in the wild.

To join our campaign,  
send your contact  
information to this  
address:

WWF-UK, FREEPOST,  
Panda House, Godalming,  
Surrey GU7 1BR

Stop hunting and fresh  
water fishing. It's cruel.  
Put 200 leaflets into  
letter boxes in your  
local area.

Take up 'photo  
hunting'.

*League against Cruel Sports*

**Go eco-shopping!**

**Buy an eco T-shirt and save an animal.**

**b.** Have you ever seen slogans like these in your city / town / village?

**2a.** Look through this magazine article. Match it with one of the leaflets.

**R**oland Tiensuu, 12, (Sweden) thinks that saving our planet is too important to be left to grown-ups. Three years ago, the boy learned from his teacher, Eha Kern (who shares the prize of \$60,000 with Tiensuu) that large areas of rainforests in Latin





America had been destroyed. Tiensuu was worried that by the time he and his classmates grew up, there would be no rainforests left to save. "I thought, there must be something we can do," he says. "I saw a television programme where people planted trees to replace some of those that had been cut down. But of course, we couldn't do that because we lived far away in Sweden. Then I thought we could buy the rainforest instead."

With the teacher's help Tiensuu and the rest of the class organised a bake sale in their small village of Fagervik and raised enough money to buy four hectares of rain forest in Costa Rica. Their school campaign started the Children's Rain Forest, a nonprofit (некоммерческая / некамерцыйная) organisation whose young members in several thousand Swedish schools have bought 7,000 hectares of jungle with the \$1.5 million they have raised so far. Schoolchildren in Germany, Japan and the US have followed their example. The people of Costa Rica have named part of the rainforest the Bosque Eterno de los Ninos, or The Children's Eternal (вечный / вечны) Forest.

**b. Read the article and answer the questions.**

1. Why do you think Roland Tiensuu got a prize?
2. How did he get the idea to buy a rainforest?
3. How did the children raise money?
4. How did their campaign become global?
5. What was the result of that campaign?

**c.  Moving activity "Find your match".**

### 3. Work in pairs. Do you both agree that ...

- 1) children can save our planet?
- 2) the best way to save rainforests is to plant new trees?
- 3) a bake sale is the only way to raise money?
- 4) it's a good idea to name the forest The Children's Eternal Forest?

### 4. Work in groups to prepare for a campaign.

#### a. Choose a campaign to start. Explain your choice.

Begin with:

*We'd like to start a campaign to ...*

Use:

*We want to ...*

*We think it's terrible that ...*

*We don't want ...*

*We think it'll be better if ...*

#### b. Make a plan for your campaign. Write what you are going to do to

- let people know about your campaign,
- raise money for the campaign,
- invite people to join your campaign.

#### c. Present the plan of your campaign to the other groups.

## Lesson 10. Board game.

### Nature alphabet challenge



**Challenge 10:** Revise the unit material.

#### 1. Our world is in danger. Do the nature alphabet challenge and save the world. Work in pairs or small

groups. Pick up a card with a letter of the alphabet and answer the question or do the task. Can your team save our world?

**A-acid rain** – What do you know about **acid rain**? Why is **acid rain** harmful?

**B-beaver** – What do you remember about **beavers**? Speak for 1 minute about this animal.

**C-cut down** – Why do people **cut down** trees?

**D-disappear** – Why do animals and plants **disappear**?

**E-endangered** – Name three **endangered** animals. Why are they endangered?

**F-factory** – Why are **factories** dangerous for nature?

**G-global** – Is pollution a **global** threat? Why?



**H-habitat** – What is a typical **habitat** for elks?

**I-injured** – Why do animals get **injured**?

**J-join** – Would you like to **join** a nature protection club? Why?

**K-kangaroo** – What do you remember about **kangaroos**? Speak for 1 minute about this animal.

**L-local** – Do you know any **local** organisations that protect animals? What do they do?

**M-raise money** – Have you ever **raised money** for anything? Why did you do it?

**N-national park** – Are there many **national parks** in Belarus? Speak about one of them.

**O-oil** – Why can **oil** be dangerous for animals?

**P-pollution** – Is **pollution** a big problem in Belarus? Why? / Why not?

**Q-question** – Ask your friends a **question** about nature or nature protection.

**R-three Rs** – What are the **three Rs** of nature protection? Do you follow these rules?

**S-sea** – Ask your friends a question about sea life protection.

**T-take action** – What **action** can you **take** to protect nature?

**U-unhealthy** – Is pollution **unhealthy**? Why? / Why not?

**V-view** – What is the most impressive **view** you have ever seen?

**W-waste** – Give three facts about **waste**.

**X-fox** – Describe a **fox**.

**Y-you** – Are **you** a green person? Prove it.

**Z-zoo** – Do you think animals should be kept in the **zoo**?

2.  Moving activity “The three Rs rap”.

## Lesson 11. Earth Day

 **Challenge 11:** Read and speak about how to make your school a better place.

1. When is Earth Day? Do you celebrate it?



**2a. Look through the story about an American school. Put the paragraphs in the correct order.**

(A) One day the students decided that their schoolyard needed a lot of attention and loving care. “What can we do?” On Earth Day there was an assembly and everyone in the community was invited. They were surprised to see a large brown tree trunk (ствол / ствол) in the hall. Then the students gave green leaves and pencils to everyone. “We want to ‘adopt’ our schoolyard. How can we take care of it? The problem seems too big for us. Let everyone think of one thing we can do. Even if it seems small, it will make a difference.” Soon the tree was covered with green leaves. With the help of their parents and teachers the students raised money and made plans.



(B) They divided the schoolyard into three parts: a playground, a sports ground and a nature area, and the work began. Soon the schoolyard became a place the students were proud of.

(C) The schoolyard of the Washington school in Berkeley, California, looked ugly. A big, ugly blacktop area (покрытая асфальтом площадка / покрытая асфальтам пляцоўка) was surrounded by an ugly metal fence. There was not a tree or a flowerbed, not a bush

or a blade of grass (травинка / травінка). On a hot summer day it was terribly hot there and difficult to breathe. On a rainy day everything looked dull and boring. Even the slightest wind raised a cloud of dust and kids went kicking rubbish around the yard.



**b.** Read the story again. Why are the students proud?

**c.** Look at the pictures. How has the schoolyard changed?

**d.**  Moving activity “Make up a slogan”.

**3a.** Brainstorm the problems your school has. Choose one problem. In groups discuss what the students in your school can do to make it a better place.

**b.** Report your ideas to the class. Begin by naming the problem. Then suggest your solution.

**4a.** Think of one thing you will personally do to make your school a ‘greener’ place. Begin like this:

*I will ...*

**b.** Listen to your classmates’ ideas. Say which of them you can realize on Earth Day this April.

## Lesson 12. Progress Test



**Challenge 12:** Test your reading, listening and speaking skills.

### I. READING

**1. Read the text about conservation and say what it is about in 2–3 sentences.**

**Conservation** [*kɒnsə'veɪʃn*] – the protection of plants and animals, natural areas, and interesting and important buildings, especially from the damage done by human activity

Animals and plants are disappearing all over the world. Throughout history living creatures have become extinct mainly because of climate change. Nowadays animals and plants are under threat because of pollution that is damaging oceans, rivers and forests.

However, humans are the biggest threat. People are cutting down forests and draining (осушать / асушваць) swamps and wetlands for building new houses to live in. A lot of trees are cut down or are burnt in forest fires. As a result, thousands of animals and plants are becoming endangered or even extinct because people have destroyed their natural habitat. The world around us has changed so much that many

species of animals and plants cannot survive [*sə'vaɪv*] (выжить / выжыць).

Hunting is another great threat. Animals are hunted for their fur,



skin and meat. For example, poachers, or illegal hunters, kill elephants for their ivory ['aɪvəri] tusks. Just imagine, in 1800 there were around 26 million elephants only in Africa. Today, after years of poaching and habitat destruction, there are less than half a million elephants there. There has never been a more dangerous time to be an elephant.

If we want our planet to survive, we must take action. Conservation is sheltering and trying to save animals and plants from destruction by humans. There are organisations all over the world which protect endangered creatures and provide safe places for them to live. One of such organisations is CITES ['sɑti:z] (The Convention on International Trade in Endangered Species<sup>1</sup>). It protects such animals as whales, dolphins, monkeys, lemurs ['li:məz], and snow leopards ['lepədz].

People help endangered species by catching a few animals in the wild and raising them in captivity (в неволе / у няволі). The young animals are later set free into a safe area.



## 2. Answer the questions about the text.

1. Why have animals and plants disappeared throughout history?
2. Why are animals becoming endangered now?
3. What is the biggest threat to flora and fauna?
4. What damage do humans do to animals?

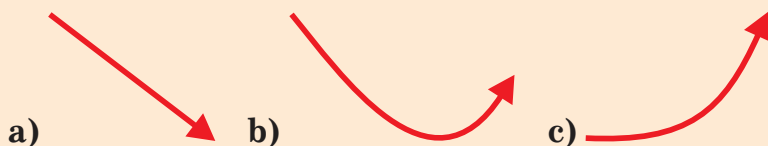
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<sup>1</sup> Конвенция о международной торговле видами дикой фауны и флоры, находящимися под угрозой исчезновения / Конвенція про міжнародну гандаль видами дзікай фаўны і флоры, якія знаходзяцца пад пагрозай знікнення.

5. What does CITES do?
6. What can people do to help endangered species?

## II. LISTENING

1.  Listen to the text about red wolves. Which scheme shows their story better?



2.  Listen again and answer the questions.

1. Why is the red wolf called red?
2. How many species of wolves are there in the world?
3. What does the red wolf look like?
4. What do red wolves eat?
5. Where does the red wolf live?
6. How many red wolves were there in the wild in 1980?
7. What do people do to protect this species?

## III. SPEAKING

1. Explain why our nature is in danger.
2. Speak about an endangered species of animals or plants. Describe its habitat and say why it is endangered.
3. Speak about what people can do to protect nature.

# UNIT 8

## Reading is great!

### Lesson 1. The International Children's Book Day

 **Challenge 1:** Speak about different kinds of books.

 **Must use:** borrow; biography, comic book, detective story, encyclopaedia, fable, fiction, friendship story, historical novel, humorous story, legend, magazine, newspaper, non-fiction, novel, poetry.

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

**INTERNATIONAL  
CHILDREN'S BOOK DAY**  
**April 2nd**  
Welcome to the magic world of books!

|                         |                                         |                                     |
|-------------------------|-----------------------------------------|-------------------------------------|
| <b>10.00–<br/>16.00</b> | <b>Book fair<sup>1</sup></b>            | Hall ( <i>ground floor</i> )        |
| <b>12.00</b>            | <b>Writers present<br/>their books</b>  | Hall ( <i>1st floor</i> )           |
| <b>14.00</b>            | <b>Story time</b>                       | Rooms 205, 207 ( <i>2nd floor</i> ) |
| <b>15.00</b>            | <b>Book Quiz</b>                        | Cafeteria ( <i>1st floor</i> )      |
| <b>16.00</b>            | <b>My Favourite<br/>Character Party</b> | Hall ( <i>ground floor</i> )        |



<sup>1</sup> fair – ярмарка / кірмаш

- When is the International Children's Book Day?
- Have you ever celebrated this day?
- Do you prefer reading e-books or paper books?
- How often do you go to the library?
- When did you last borrow a book from the library?

**2a.** 🗺️ Sam, Kate and her little brother are at the library. Which floor are they going first?



|                         |                                                                                                                                                                                                                                                                           |
|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>the second floor</b> | <ul style="list-style-type: none"> <li>• fables ['feɪblz]</li> <li>• poems ['pəʊɪmz]</li> <li>• fairy-tales</li> <li>• stories about animals</li> <li>• historical novels ['nɒvəlz]</li> <li>• biographies [baɪ'ɒgrəfɪz]</li> <li>• legends</li> </ul>                    |
| <b>the first floor</b>  | <ul style="list-style-type: none"> <li>• adventure stories</li> <li>• detective stories</li> <li>• horror stories</li> <li>• friendship stories</li> <li>• humorous ['hju:mərəs] stories</li> <li>• fantasy books</li> <li>• science fiction</li> <li>• novels</li> </ul> |
| <b>the ground floor</b> | <ul style="list-style-type: none"> <li>• encyclopaedias [ɪnˌsaɪklə'pi:diəz]</li> <li>• newspapers ['nju:zˌpeɪpəz]</li> <li>• magazines [ˌmæɡə'zi:nz]</li> <li>• comic books</li> </ul>                                                                                    |

**b. Complete the sentences with the new words.**

1. ... are books which have facts about everything.
2. ... are funny stories which make people laugh.
3. ... are about other magic worlds. The main characters are usually elves, hobbits, witches and magicians.
4. ... are about the future and space travel.
5. ... are traditional stories, usually about animals, that teach a moral lesson.
6. ... books are about criminals and detectives.
7. ... long written stories about imaginary ([ɪ'mædʒməri] – not real) characters and events.

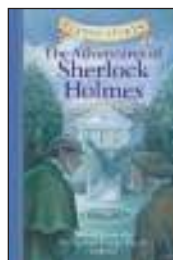
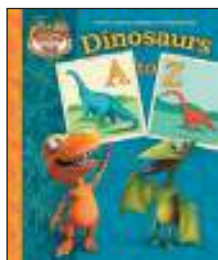
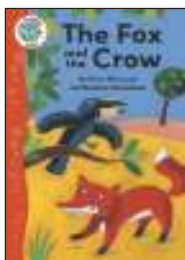
**c. Read the definition below. Which of the books are non-fiction? Do you like reading non-fiction?**

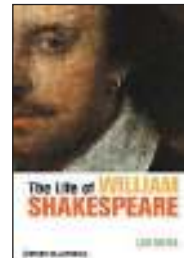
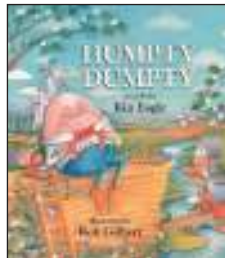
**Fiction** is books and stories about imaginary events and people. Books that give facts about real events are called **non-fiction**.

**d. What kinds of books are read in your family?**

**3a. Look at the books in the library. What kinds of books are they? Which books are exciting, touching, amusing, educational or scary?**

**Example.** “The Fox and the Crow” is a fable. I think it’s amusing and educational.





**b.**  Moving activity “Guess the book”.

**4.** Look at the poster in ex. 1 and the library plan in ex. 2a. Where would you like to go? What books would you like to borrow? Work in pairs and role-play a conversation.

### Interesting to know

Since 1967, International Children’s Book Day has been celebrated on or around Hans Christian Andersen’s birthday, 2 April. Each year a different country becomes an international sponsor who gives it a theme, invites a famous author to write a message and a well-known illustrator to design a poster. In 2018 the sponsor of the Day was Latvia. Their message was “The small is a big in a book”. What does it mean? Think



of your message and design for International Children's Book Day.



To know more about International Children's Book Day visit their site:

<http://www.ibby.org>

## Lesson 2. At the book fair



**Challenge 2:** Recommend a book.



**Must use:** be fond of, be full of, be keen on, give sb goosebumps, make sb laugh, prefer; evil, good.

### 1. Unscramble the statement. Do you agree with it?

smelborp evlos ot su hcaet skoob

**2a.**  Kate and Sam are talking about their book preferences. Listen and match parts of the sentences.

|                           |                                             |
|---------------------------|---------------------------------------------|
| 1. Humorous stories ...   | A. ... give you goosebumps.                 |
| 2. Fantasy books are ...  | B. ... full of magic.                       |
| 3. Friendship stories ... | C. ... make you laugh.                      |
| 4. Horror stories ...     | D. ... good wins over evil<br>['i:vəl].     |
| 5. In fairy-tales ...     | E. ... teach you to under-<br>stand others. |

**b.** Work in pairs. What kinds of books do you read?  
What do you have in common?

### Help box

I'm fond of...

I don't mind...

I'm keen on...

I can't stand...

I prefer...

because...

They're *exciting* / *touching* / *amusing* / *educational* / *scary* / *boring* / ...

They're full of *adventures* / *touching moments* / *amusing situations* / *magic* / ...

They make me *think* / *dream* / *cry* / *laugh* / *forget about my problems* / *relax* / ...

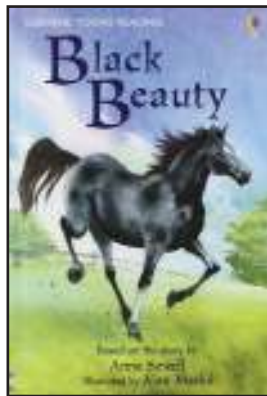
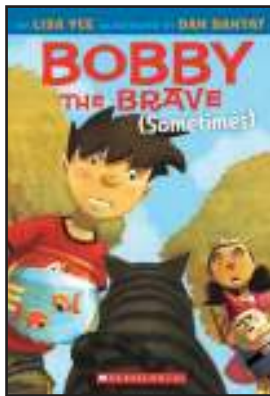
They teach me *to solve my problems* / *to survive* / *to speak to people* / *to understand others* / ...

They give me goosebumps.

They usually have good endings.

Good always wins over evil.

**3a.** The children are at the Book Fair. Kate wants to buy a book and she looks at the covers. What kinds of books are they?



**b. Kate also reads the blurbs<sup>1</sup> at the back of the books. Read the blurbs and match them to the covers.**

**A.** This book is about the life of Black Beauty and other horses he meets along the way. Are you keen on animals? Do you want to know what they think of us, people? Then this touching story is for you! It will make you think and you will learn to understand animals!

**B.** Four children, Peter, Susan, Edmund and Lucy go to the countryside to live with Professor Kirke. On their first morning, it rains hard and they play hide-and-seek in the house. Lucy hides in an old wardrobe and gets into a magical country of Narnia. With the help of the kind lion Aslan the children fight the White Witch and free the country from her cold spell<sup>2</sup>. Good wins over evil.

Are you fond of great adventures? Do you want to forget about your problems and relax? Read this exciting book and you won't put it down!

**C.** Bobby is a nine-year-old boy who is good at lots of things – skateboarding, being a dog in the school musical, and making friends – but football is not one of them! Bobby's already worried that his football-hero dad isn't proud of him. There's also a scary, 27-toed neighbourhood cat, a pair of dancing goldfish and a furry costume that leads to disaster.

Will Bobby survive? Do you want a good laugh? If so, read about Bobby's amusing adventures!

**c. Read the blurbs again and answer the questions.**

1. Which book is full of adventures / touching moments / amusing situations / magic?

---

<sup>1</sup> blurbs – краткое содержание книги на обложке / кароткі змест кнігі на вокладцы

<sup>2</sup> spell – заклятие / заклицце

2. Which book will teach you to solve your problems / survive / understand others?
3. Which book will make you laugh / think / dream / relax?
4. In which book does good win over evil?
5. Which book would you like to read and why?

**d.**  **Moving activity “A paper ball”.**

**4. Work in pairs: Student 1 is a librarian, Student 2 is a reader. Student 1 recommends Student 2 to read the books from ex. 3. Student 2 listens and chooses one book. Explain your choice.**

**5.**  **Write the blurbs for your favourite book.**

### Help box

Do you like ...?

Are you interested in ... ?

Are you fond of ...?

Do you want a good laugh?

Then read this ... book and you won't put it down!

You should read this ... book.

This ... book is for you!

Read this ... book and you'll learn ...

## Lesson 3. Meet the writer



**Challenge 3: Interview a writer.**



**Must use:** Yes / No-questions, Or-questions, Wh-questions.

**1.** Who is your favourite writer? What kinds of books does / did he or she write? Where is he or she from? What famous British and American writers do you know? What famous Belarusian writers do you know?

**2a.** Read the interview with Kate's favourite writer. What kind of books does he write?

**Librarian:** Good morning, Mr Stuart.  
Welcome to our library!

**Writer:** Good morning. I'm really very glad to be here today to tell you about my new book.

**Librarian:** Oh, your new book! (1) ...?

**Writer:** Yes, it is.

**Librarian:** (2) ...?

**Writer:** It's about a boy called Mike who is interested in robots and once he makes friends with one of them.

**Librarian:** Friends with a robot? (3) ...?

**Writer:** Mike goes for a walk and meets a strange boy.

Later he comes to understand that the boy is a robot.

**Librarian:** How interesting! Well, (4) ...?

**Writer:** Yes, certainly.

**Librarian:** (5) ...?

**Writer:** I was born in a small village in the south of England.

**Librarian:** (6) ...?

**Writer:** Not really. I've got a wife and two children.

**Librarian:** And their names are ...

**Writer:** Technos and Electra.

**Librarian:** (7) ...?

**Writer:** Yes, from my first book.

**Librarian:** (8) ...?

**Writer:** Fourteen years ago.

**Librarian:** (9) ...?



**Writer:** I've got two lovely dogs.

**Librarian:** (10) ...?

**Writer:** Well, I think paper books just feel better in your hands.

**Librarian:** Thank you very much. We hope to see your new books soon.

**b.**  Put the questions to the correct places. Listen to the interview and check.

- A. Do you like reading e-books or paper books?
- B. Are these the names of your characters?
- C. What is it about?
- D. Where were you born?
- E. When did you write your first book?
- F. Have you got a big family?
- G. Can I ask you some questions about your life?
- H. How do they meet?
- I. Is it another humourous science fiction story?
- J. Have you got a cat or a dog?

**c.**  Sort the questions into three groups: Yes/No-questions, Or-questions or Wh-questions. What is the word order in these questions?

### Auxiliary verbs

|      |     |      |      |       |
|------|-----|------|------|-------|
| do   | am  | was  | have | could |
| does | is  | were | has  | would |
| did  | are |      | can  |       |

### Yes / No-questions

Mr Stuart **is** a writer.

**Is** Mr Stuart a writer?

Mike meets a robot.

**Does** Mike meet a robot?

⬆ (S) ⬆ ...  
⬆ (S) ...?  
(S) [V/Vs] ...  
⬆ (S) [V] ...?

### Or-questions

- Mr Stuart has got two dogs.
- Has** Mr Stuart got a dog or a cat?      ▲ (S) ... or ...?
- Mr Stuart lived in a small village.
- Did** Mr Stuart live in a village or in a town?      (S) [V2] ...  
 ▲ (S) [V] ... or ...?

### Wh-questions

- Mr Stuart **was** born in a small village.
- Where **was** Mr Stuart born?      Wh ▲ (S) ...  
 ▲ (S) ...?
- Mr Stuart wrote his book four years ago.
- When **did** Mr Stuart write his first book?      (S) [V2] ...  
 Wh ▲ (S) [V] ...?

**3.**  **Moving activity “Guessing game”. Fill in the Yes/No-questions.**

**4a.** Look at the fact files of the most popular British writer. Work in pairs and write Or-questions to ask your teacher.

**Was born:** Bristol, England, 1965/ 1971

**Lives:** Edinburgh / Glasgow, Scotland

**Children:** a daughter and two / three sons

**Hobbies:** cooking / reading, spending time with friends

**First job:** a librarian / a teacher

**First book:** “The Philosopher’s Stone”, 1996/2000



Joanne Rowling

**Kinds of books:** fantasy, historical novels / detective stories

**Number of books:** 12/13

**b. Close the book. How many facts about Joanne Rowling do you remember?**

**5a.**  **Work in pairs and act out the interview with a famous writer. Ask your questions and write down the answers. Use your imagination.**

|                   |              |               |
|-------------------|--------------|---------------|
| Are you ...?      | What         | are you ...?  |
| Were you ...?     | Where        | were you ...? |
| Do you ...?       | When         | do you ...?   |
| Did you ...?      | Why          | did you ...?  |
| Have you got ...? | How many ... | have you got? |

**b. Present the interview to the classmates.**

## **Lesson 4. Top British and American children's writers**

 **Challenge 4: Speak about a writer.**

 **Must use:** attend, be born, die, marry, publish; collection, during, editor, writer.

**1a. Work in small groups. Match the writers to their books.**

- |                   |                                      |
|-------------------|--------------------------------------|
| 1. Joanne Rowling | A. <i>The Wonderful Wizard of Oz</i> |
| 2. Roald Dahl     | B. <i>The Jungle Book</i>            |
| 3. R. R. Tolkien  | C. <i>The Hobbit</i>                 |

- |                           |                                                             |
|---------------------------|-------------------------------------------------------------|
| 4. S. Lewis               | D. <i>The Adventures of Tom Sawyer and Huckleberry Finn</i> |
| 5. Alexander Milne        | E. <i>The Harry Potter books</i>                            |
| 6. Lewis Carroll          | F. <i>Winnie-the-Pooh</i>                                   |
| 7. Rudyard Kipling        | G. <i>Treasure Island</i>                                   |
| 8. Robert Louis Stevenson | H. <i>Charlie and the Chocolate Factory</i>                 |
| 9. Mark Twain             | I. <i>The Chronicles of Narnia</i>                          |
| 10. L. Frank Baum         | J. <i>Alice's Adventures in Wonderland</i>                  |

**b. What kinds of books are they? Have you read any of them? Which book do you recommend to read?**

**2a.** 🎧 Listen to Kate reading Rudyard Kipling's biography. What countries did he live in?

|               |                                                                                                                                                                                                                                                                                          |                                                                                    |
|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| <b>Name</b>   | Rudyard Kipling,<br>an English writer                                                                                                                                                                                                                                                    |  |
| <b>Born</b>   | On (1) ..., Bombay, India.                                                                                                                                                                                                                                                               |                                                                                    |
| <b>Family</b> | <p>Father: an artist, at the School of Art in Bombay. Mother: (2) ...</p> <p><b>Married</b> Carrie Balestier in the USA in 1891.</p> <p>Children: (3) ... . His daughter Josephine died from pneumonia [nju:'məʊniə] at the age of six, his son John died <b>during</b> World War I.</p> |                                                                                    |

|                     |                                                                                                                                                                                                                                                                            |
|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Study</b>        | <b>Attended</b> school in Portsmouth, England from 1872 to 1878, college ['kɒlɪdʒ] in Devon, England from (4) ... to 1882.                                                                                                                                                 |
| <b>Jobs</b>         | Worked as an <b>editor</b> ['editə] for a local (5) ... in India from 1882 to 1889.                                                                                                                                                                                        |
| <b>Books</b>        | Wrote novels, collections of poems and short stories.<br><b>Published</b> his first book in 1888: a <b>collection</b> [kə'lekʃən] of (6) ... short stories called <i>Plain Tales from the Hills</i> .<br>Most famous books: (7) ... (1894), <i>Just So Stories</i> (1902). |
| <b>Achievements</b> | Got the 1907 Nobel Prize [nəʊ,bel 'praɪz] in Literature.                                                                                                                                                                                                                   |
| <b>Died</b>         | On January 18, 1936, Succex, England.                                                                                                                                                                                                                                      |

**b. Match the words in bold with their translation. Make your own sentences with these words.**

Редактор, опубликовать, коллекция, во время, писатель, посещать, жениться / выйти замуж. / Рэдактар, апублікаваць, калекцыя, падчас, пісьменнік, наведваць, ажаніцца / выйсці замуж.

**c. Fill in the gaps. Answer the questions.**

1. Where and when ... Rudyard Kipling born?
2. Where and when ... Rudyard Kipling die?
3. What ... his job when he lived in India?
4. Who ... he marry in 1891?
5. How many children ... he have?

6. What school ... he attend?
7. When ... his son die?
8. What book ... he publish in 1888?
9. What ... his most famous books?
10. When ... he get the Nobel Prize in Literature?



### 3. Moving activity “True or false?”

**4a.** Work in two teams. Write Yes / No-questions and Or-questions about Kipling’s life.

**b.** Play a game. Ask your questions and answer the other team’s questions. You get a point for each correct question and each correct answer.

**5.**  Find information about your favourite author. Write three questions about him / her: Yes/No-question, Or-question, Wh-question. Give your questions to the classmates before you start speaking about your favourite writer. Say about 6–9 sentences. Can your classmates answer the questions?

## Lesson 5. You are a bookworm, aren’t you?

 **Challenge 5:** Ask and answer questions about books.

 **Must use:** Tag-questions.

**1.** Answer the question in the lesson title. Why do you think so? Do you know any bookworms?



**2a.**  John's cousin Sam is a bookworm. She usually asks a lot of questions. Choose John's answers. Listen and check.

1. Mark Twain is an American writer, **isn't he**?  
Yes, he is. / No, he isn't.
2. Alexander Milne wrote the book about Winnie-the-Pooh, **didn't he**?  
Yes, he did. / No, he didn't.
3. There **are** eight books about Harry Potter, **aren't there**?  
Yes, there are. / No, there aren't.
4. Lewis Carroll and S. Lewis **aren't** brothers, **are they**?  
Yes, they are. / No, they aren't.
5. Joanne Rowling **doesn't** write detective stories, **does she**?  
Yes, she does. / No, she doesn't.
6. Nobody likes sad endings, **do they**?  
Yes, they do. / No, they don't.
7. I'm a clever girl, **aren't I**?  
Yes, you are. / No, you aren't.

**b.**  Look at the tag-questions in ex. 2a. What is the tag made of?

| Sentence | Tag |
|----------|-----|
| +, ,     | –   |
| –, ,     | +   |

**c.**  Moving activity “Tag-questions game”. Complete the tag-questions and interview your classmates.

**d.** Report to the class on what you have found out.

**3a.** 🎧 Listen to a student talking about his favourite author and book. Look at the pictures. Which book isn't mentioned?



**b.** Make Tag-questions.

1. is / American / Roald Dahl / author / an / , ...?
2. was / he / Britain / born / in / , ...?
3. he / an / married / actress / , ...?
4. had / Roald Dahl / children / four / , ...?
5. books / wrote / children's / he / 20 / , ...?
6. science fiction / "Charlie and the Chocolate factory" / isn't / a / book / , ...?
7. wins / Charlie / golden / ticket / a / , ...?
8. has / Willy Wonka / got / a / factory / shoe / , ...?
9. are / Oompa-Loompas / small / very / , ...?

**c.** 🎧 Listen again and answer the questions.

#### 4. Play a question game.

- Read the script of the student's story from ex. 3.
- Write three Tag-questions about books on separate strips of paper.
- Put the strips with the questions into a box and mix them.
- Split into two teams.
- Get a strip from the box, read the question and answer it. If the answer is correct, the team gets a point.

#### 5. Would you like to read “Charlie and the Chocolate factory”? Why? / Why not?

### Lesson 6. The Top Tens



**Challenge 6:** Describe book characters.



**Must use:** have a sense of humour; cowardly, curious, dishonest, generous, honest, mean, powerful, serious, silly, shy, strict, weak, wise.

**1a.** Have you read the Harry Potter books by K.J. Rowling? Which book did you like most? Why are they so popular with children?

**b.** The Top Tens site has the vote results of the survey “The Best Harry Potter Characters.” Look at the list and match the names with the pictures.

|                     |                        |
|---------------------|------------------------|
| 1. Hermione Granger | 6. Sirius Black        |
| 2. Harry Potter     | 7. Luna Lovegood       |
| 3. Severus Snape    | 8. Draco Malfoy        |
| 4. Albus Dumbledore | 9. Rubeus Hagrid       |
| 5. Ronald Weasley   | 10. Minerva McGonagall |



**2a. Read what children have written about their favourite Harry Potter characters. Guess the characters.**

- A. He is big and hairy, he looks scary but, in fact, he is funny, helpful and **caring** ['keərn]. He is like a father to Harry.
- B. He can be **shy** at times and doesn't feel good in a new company but he is **brave** and **has a great sense of humour**. He is also **generous**. He welcomed Harry into his family and he sent him food via owl post. And, of course, he is a loyal friend.
- C. She is clever, brave, and pretty! She is a **curious** ['kjuəriəs] girl who always wants to know more. She is a walking encyclopaedia, knowing everything

about everything! I also like her because she's honest ['ɒnɪst] and always tells the truth.

- D. Best character in the book! He is **strict** but he is a **powerful** wizard who tricked the Dark Lord. He is very, very brave! He risks his life all the time, because of his love for Lily Potter. Yes, he makes mistakes but he tries to fix them. It is sad that he died in the end.
- E. I love him! He is extremely brave. He saves people's lives and Hogwarts. He is quite **serious** ['sɪəriəs]. He doesn't think that he is a hero, but he IS!
- F. The Hogwarts headmaster is old, **wise** and nice. He always stands up for Harry. He is the most powerful wizard of his time!

**b. Guess the meaning of the words in bold (see ex. 2a).**

1. Someone who feels uncomfortable with other people.
2. Someone who can understand funny things.
3. Someone who is kind and helps others.
4. Someone who takes care of others.
5. Someone who can control what other people do or think.
6. Someone who punishes other people when they break rules.
7. Someone who thinks carefully about things and does not laugh much.
8. Someone who has a lot of experience (опыт / опыт), knows a lot of things and gives good advice.
9. Someone who wants to know and learn more.
10. Someone who always tells the truth.

**3a. Complete the chain of opposites. Use the adjectives from ex. 2a.**

cowardly ['kauədli] ≠ brave,  
dishonest [dis'ɒnɪst] ≠ ...,  
funny ≠ ...,

mean ≠ generous,  
weak ≠ ...,  
silly ≠ ... .

**b.**  **Moving activity “Use the adjectives”. Use the adjectives in the box to describe book characters.**

**Example:** Rumpelstiltskin is mean.

**4a.** Sort out the adjectives into two groups: ‘positive’ and ‘negative’.

Serious, weak, strong, powerful, shy, mean, polite, rude, kind, clever, honest, cowardly, naughty, silly, funny, wise, caring, dishonest, strict, generous, curious, cheerful, loyal, hard-working, helpful, lazy, friendly, responsible.

**b.** Describe a character from the Harry Potter books and explain why you have chosen him or her. Your classmates try to guess who it is.

### Help box

| +                          | –                      |
|----------------------------|------------------------|
| He’s / She’s quite ...     | I’m a bit ...          |
| He’s / She’s very ...      | I’m sometimes ...      |
| He’s / She’s always ...    | I’m often ...          |
| He’s / She’s extremely ... | I can be ... at times. |

**Example.** He’s often mean and rude. He hurts people to get what he wants.

## Lesson 7. My favourite book character

 **Challenge 7:** Write an essay about your favourite book character.

**1a.** Kate's favourite character is Sherlock Holmes. Read Kate's essay and say why she likes him.



*My favourite book character is Sherlock Holmes from the famous book “Adventures of Sherlock Holmes” by Arthur Conan Doyle. This book is a set of detective stories. Sherlock Holmes worked as a detective in London between 1881–1904 and helped the police find criminals.*

*Sherlock Holmes is a handsome tall man. He has a hawk-like<sup>1</sup> nose, straight dark hair and very clever eyes. He wears a strict suit and a special cap.*

*Sherlock Holmes is quite serious and very clever. He is a walking encyclopaedia. He knows a lot of information and can solve any problem. I think he is also a generous and curious person because he helps not only rich people who pay big money for his work but also poor people as he is interested in mysteries. He is a bit untidy because his room is often a mess. Sherlock Holmes has a loyal friend, Dr Watson, who helps him catch criminals.*

*The detective has a hobby – playing the violin. He always plays it when he has to solve a difficult problem.*

<sup>1</sup> hawk-like ['hɔ:k,laɪk] – ястребиный / ястрабіны

*Sherlock Holmes is a legend. I can read these exciting stories about him again and again. And every time I find something interesting about this great person.*

**b. Write the questions to the answers below.**

1. Arthur Conan Doyle.
2. In Britain.
3. Between 1881–1904.
4. A strict suit and a special cap.
5. Because he helps not only rich people.
6. Sherlock Holmes and Dr Watson.
7. Playing the violin.
8. When he has to solve a difficult problem.

**c. Complete the sentences.**

|                    |          |                                       |
|--------------------|----------|---------------------------------------|
| Sherlock Holmes is | clever   | because / as ...<br>so ...<br>and ... |
|                    | generous |                                       |
|                    | friendly |                                       |
|                    | curious  |                                       |
|                    | untidy   |                                       |
|                    | loyal    |                                       |

**d.  Moving activity “Detectives”.**

**2a. Read the essay again and put the points of the plan in the correct order.**

- What he / she looks like.
- General information (the book, the author, ...).
- Opinion.
- Hobbies, interesting facts.
- What he / she is like.

**b.** Write an essay about your favourite character. Follow the plan in ex. 2a.

## Lesson 8. A journey to the world of adventures

 **Challenge 8:** Speak about famous Belarusian writers.

**1a.** Look at the portraits of famous Belarusian writers and poets. Do you know them? Who is your favourite Belarusian author?



**b.** Have a competition. How many Belarusian writers and poets do you know?

**2a.** Look at the book covers (see p. 149). Who is the author? Have you read these books?

**b.** Complete the tag-questions and guess the answers.

1. Yanka Maur was born in Minsk, ...?
2. Yanka Maur isn't the writer's real name, ...?

3. You can travel to the island of Java in one of his stories, ...?

4. Yanka Maur didn't visit exotic countries, ...?

5. He worked as a Geography teacher, ...?

6. *Palesse Robinsons* is a fantasy book, ...?

7. Yanka Maur translated books into Belarusian, ...?

**C. Read the Internet article and check your guesses.**



**C**an you make a journey to a country without visiting it? Yes, it is quite possible. The books of the well-known Belarusian writer Yanka Maur invite the reader to such exotic corners of the Earth as New Guinea ['nju: 'gmi] (*In the Bird-of-Paradise Country* / *У краіне райскай птушкі*, 1926), Tierra del Fuego (*The Son of Water* / *Сын вады*, 1927), Java ['dʒɑ:və] (*Амок*, 1928). The writer never visited all these places. He just looked at the map and created his unforgettable stories!

Yanka Maur wrote the first adventure and fantasy books in the Belarusian language. He is often called the father of the Belarusian children's literature. Yanka Maur was actually his pseudonym ['sju:dənɪm], while his real name was Ivan Mikhailavich Fiodarau.

Ivan Fiodarau was born on May 11, 1883 and grew up in the Belarusian village of Lebianishki. When Yanka

Maur attended a vocational school (ремесленное училище / рамеснае вучылішча), he had a dream to get a boat and cross all the rivers, seas, and continents... Later, he became a Geography and History teacher in Minsk. In 1906 he took part in the Congress of the Belarusian teachers organised by Yakub Kolas. It was an important event in Yanka Maur's life because it became the beginning of the great friendship between the two famous Belarusian writers. His first story *The Man is Coming* was published in the *Belaruski Piyaner* magazine in 1924. After that, he wrote a lot of exciting adventure books. One of them, *Palesse Robinsons* / *Палескія рабінзоны* (1929), became a best-seller. The book takes you to the most beautiful places of Belarus. The main characters are two brave and curious boys, Miron and Victar, who are fond of biology. They experience a lot of amazing adventures and get into some dangerous situations which test their true friendship. In 1955, Yanka Maur's novel *Professor Tsylyakouski's Fantamobile* introduced the world of science-fiction to Belarusian readers.

Yanka Maur also translated the stories by Jules Verne, Mark Twain, Anton Chekhov into the Belarusian language.

Yanka Maur died on August 3, 1971 in Minsk.

### 3. Moving activity “Find your match”.

**4a.** Have you read any books by Yanka Maur? Which of his books would you like to read? Why?

**b.** Would you like to travel to faraway countries? Look at the map. What exotic corner of the Earth would you like to get in? Why? What would you like to do there?

**c.** Speak in pairs. Imagine that you spent a week on an uninhabited (необитаемый / бязлюдны) island and you didn't have a computer, a mobile phone or the Internet. How did you survive there?

**5a.** Discuss with your partner.

1. What Belarusian book have you read?
2. Who wrote it?
3. Did you borrow it from the library or did you buy it?
4. What kind of book is it?
5. Who is the main character? What is he/she like?
6. What is the book about?
7. What did you like about it?

**b.** Work in pairs or small groups. Recommend a book / story / poem you read in your Belarusian literature lesson to your British friend.

## Lesson 9. At the book fair

Project 



**Challenge 9:** Present a book at the book fair.

**1.** You are going to make a book to present at the book fair.

### BEFORE THE LESSON

1. Take an A4 sheet of paper and fold it to make a cover for your favourite book.
2. On the front side write the book title, the author's name and stick or draw a picture.



3. On the back side write the blurbs (see Lesson 2).
4. Prepare a story about your favourite book:
  - What is the title of the book?
  - Who is the author?
  - What kind of book is it?
  - Who is the main character? What does he / she look like? What is he / she like?
  - What is the book about? (Say 3–5 sentences in Present Simple)
  - Why do you like it? Who would you recommend it to?
  - Use the vocabulary words and material of Unit 8.

### IN THE LESSON

1. Show the cover of your favourite book to your classmates and tell them about it.
2. The classmates listen carefully. After the presentation they ask three questions to the presenter about his / her favourite book.
3. After all the presentations, say which books you would like to read and why.

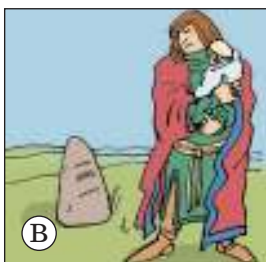
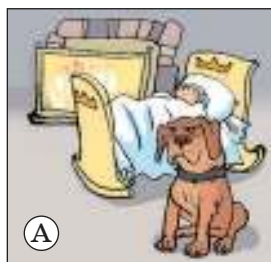
**2.**  **Have a book fair. Write the book blurbs and recommend it.**

## **Lesson 10. Culture corner:** **The legend of Gelert**



**Challenge 10: Read, tell and discuss a legend.**

1. Read the legend and put the pictures in the correct order.



According to legend, in the 13th century Llewelyn [lu:'eln], prince of North Wales, lived in a palace with his wife, a baby son and his dogs. Gelert was the bravest and the strongest of all his dogs. One day the prince, his wife, his friends went hunting and the dog stayed in the palace to guard the baby.

When they came home, Gelert met them outside the palace. His mouth was in blood [blad]. Horrified, the prince and his wife ran into the palace and hurried to the baby's room. The room was covered in blood and there was no baby in his bed. "Where's my son?" cried Prince Llewelyn's wife. "What happened to our baby son?"

The prince looked at the blood-stained dog and shouted angrily: "You evil dog! You have killed my son!" And with these words he took his sword and plunged<sup>1</sup> it into the animal. Gelert fell onto the floor

<sup>1</sup> plunge [plandʒ] – вонзить / усадзіць, уваткнуць

near the baby's bed and, after his last look at his master, died.

For a while, it was very quiet. Suddenly they heard a baby crying in the room next door. They ran into the room and saw their baby son, safe and sound. They also found the body of a huge wolf lying on the floor in another room. And at that moment Prince Llewelyn realised<sup>1</sup> his terrible mistake. While they were hunting, the loyal dog fought the wolf that was much bigger and stronger than him and saved the baby. Gelert wasn't a killer, he was a hero! The prince fell on his knees over the dog's body and started crying: "What have I done? Gelert, you are my loyal friend!"

The prince told his men to bury<sup>2</sup> the dog in the field near the palace. A stone was placed there and everyone who was walking past knew the story of Gelert. After that Prince Llewelyn never smiled again.

A lot of time has passed. Towns, villages and roads cover the area where Prince Llewelyn hunted. One of these villages is called Beddgelert, which in Welsh means "grave<sup>3</sup> of Gelert". You can find this name on the map of Wales not far from Mount Snowdon. If you follow the footpath along the banks of the Glaslyn River to the south of the village Beddgelert in Wales, you will see a stone monument in the field. It's the monument to Gelert, the loyal dog of Prince Llewelyn the Great.

## **2. Work in pairs. Fill in the questions and answer them.**

1. Where ... Prince Llewelyn live?
2. Gelert was a brave dog, ...?

---

<sup>1</sup> realise ['ri:laɪz] – осознать / усвідоміць

<sup>2</sup> bury ['beri] – хоронить / хаваць

<sup>3</sup> grave – могила / магіла

3. ... the prince have a son or a daughter?
4. Why ... Gelert stay in the palace?
5. ... the prince see his son in his bed?
6. ... is in the room next door?
7. Who ... crying?
8. The prince killed his loyal dog, ...?
9. Who ... the wolf?
10. Where ... the monument to Gelert?

**3a.** Write out all the past forms of the verbs from the legend.

Lived, was, went, ...

**b.** Work in groups. Use the verbs and tell the legend. Make one mistake for your groupmates to spot.

**4.** What do you think of the legend? Why? Use the adjectives to describe it.

exciting, amusing, touching, scary, educational

## Lesson 11. Board game “Snakes and Ladders”



**Challenge 11:** Revise the material of the unit.

**1.** Work in small groups. Read the quote below. How do you understand it? Why do you read?

“Some read to learn, some to laugh, and some to live.”

**2. Play the “Snakes and Ladders” board game. Complete and answer the questions. Give details in 2–3 sentences.**

**START**

2



**Tom Sawyer:** Books teach us to solve our problems, ...?

1



**Pinocchio:** ... you fond of reading?

3



**Matilda:** Sherlock Holmes isn't modest, ...?

4



**Harry Potter:** What book character ... got a good sense of humour?

6



**Frodo:** What ... your favourite character look like?

5



**Sherlock Holmes:** Detective stories are full of adventures, ...?

7



**Winnie-the Pooh:** When ... you last read a biography?

8



**Alice:** ... horror stories give you goosebumps?

|                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div data-bbox="109 156 165 198">9</div> <div data-bbox="269 164 359 315">  </div> <div data-bbox="146 337 482 438"> <p><b>Little Red Riding Hood:</b><br/>... you borrow books from<br/>the library or buy them?</p> </div> | <div data-bbox="535 156 591 198">10</div> <div data-bbox="695 156 807 349">  </div> <div data-bbox="561 371 919 438"> <p><b>Robin Hood:</b> What book ...<br/>you recommend to read?</p> </div>                        |
| <div data-bbox="109 463 165 505">12</div> <div data-bbox="213 480 381 623">  </div> <div data-bbox="129 648 499 715"> <p><b>Karlsson:</b> What kinds of<br/>books ... your friend prefer?</p> </div>                         | <div data-bbox="535 463 591 505">11</div> <div data-bbox="695 463 818 631">  </div> <div data-bbox="600 648 885 715"> <p><b>Charlie:</b> Who ... your<br/>favourite author?</p> </div>                                 |
| <div data-bbox="109 744 165 786">13</div> <div data-bbox="269 752 359 920">  </div> <div data-bbox="135 937 493 1013"> <p><b>Mowgli:</b> What book ... you<br/>read yesterday?</p> </div>                                    | <div data-bbox="535 744 591 786">14</div> <div data-bbox="706 752 773 920">  </div> <div data-bbox="566 937 919 1013"> <p><b>Peter Pan:</b> What books ...<br/>you find amusing?</p> </div>                            |
| <div data-bbox="109 1039 165 1081">16</div> <div data-bbox="269 1048 381 1216">  </div> <div data-bbox="141 1233 488 1308"> <p><b>King Arthur:</b> ... you been<br/>to the library this week?</p> </div>                   | <div data-bbox="535 1039 591 1081">15</div> <div data-bbox="684 1048 807 1199">  </div> <div data-bbox="566 1216 919 1325"> <p><b>Snow Queen:</b> Evil doesn't<br/>win over good<br/>in fairy-tales, ...?</p> </div> |

FINISH

3.  Work in groups and make a “Reading is great!” poster. Present it to the class.

## Lesson 12. Progress Test



**Challenge 12:** Test your reading, listening and speaking skills.

### I. READING

**1. Read the text and answer the question: Why didn't the animals like the Elephant's Child?**

#### The Elephant's Child

*After Rudyard Kipling*

Long time ago the Elephant had no trunk (хобот / хобат). He had only a short and weak nose which couldn't pick up things. But there was one Elephant – an Elephant's Child who was very curious and asked a lot of questions. He lived in Africa. He asked questions to all the African animals. “Why does your tail grow like that?” he asked the Ostrich. “Why are there spots on your skin?” he asked the Giraffe. “Why are your eyes red?” he asked the Hippo. The animals didn't know the answers, so they got very angry and spanked (шлепали / шлёпали) the Elephant's Child. One fine



morning he asked a new question, “What does the Crocodile eat for dinner?” Then everybody said, “Hush! Go to the Limpopo River and find out!” and spanked the Elephant's Child for a long time.

The next morning the Elephant's Child took a hundred pounds of bananas and went to

the Limpopo River. Soon he saw a Python-Rock-Snake and he asked him politely, “Excuse me, what does the Crocodile eat for dinner?” “What?!!” shouted the Python-Rock-Snake and spanked the Elephant’s Child with his strong tail. The Elephant wasn’t surprised, so he said goodbye very politely to the Python-Rock-Snake and went on to the great grey-green Limpopo River.

Soon he was at the river. In the river the Elephant’s Child saw something which looked like a piece of wood. But it was the Crocodile! “Excuse me,” said the Elephant’s Child most politely, “can you tell me where I can find the Crocodile?” “Come here, Little One,” said the Crocodile. “Why do you want to see me?” “Oh really? Will you please tell me what you eat for dinner?” “Come here, Little One, and I’ll tell you,” said the Crocodile.

Then the Elephant’s Child put his head down close to the Crocodile’s big mouth, and the Crocodile caught him by his little nose. “I think,” said the Crocodile – and he said it between his teeth – “I think today I’ll have the Elephant’s Child for dinner!” The Elephant’s Child didn’t like it and he said, speaking through his nose, “Let me go! You’re hurting me!” but the Crocodile didn’t want to lose his dinner and didn’t open his mouth. Then the Elephant’s Child pulled, and pulled, and pulled, and pulled, and his nose began to grow. Then the Python-Rock-Snake came to help the Elephant’s Child. He took the Elephant’s legs with his strong tail and they pulled, and pulled, and pulled. And his nose grew longer and longer.



**2. How did the Python-Rock-Snake help the Elephant's Child? Find an extract (отрывок / урывак) and read it aloud.**

**3. What did the Elephant's Child look like? What was he like?**

**4. Why did the Elephant's Child go to the Limpopo River?**

## II. LISTENING



**Listen to the ending of the story about the Elephant's Child and answer the questions.**

1. Why did the Elephant's Child put his nose in the river?
2. What could he do with his new nose?
3. Why did the animals stop spanking the Elephant's Child?



pour [pɔ:] – лить

## III. SPEAKING

1. What's your favourite book? Why do you like it?
2. Who's your favourite writer? What do you know about him?
3. Ask your friend about his / her favourite book.
4. What kinds of books do you know?
5. What kinds of books are you fond of reading? Why?

# UNIT 9

## Film! Film! Film!

### Lesson 1. Do you fancy going to the cinema?

 **Challenge 1:** Speak about different kinds of films, invite your friend to the cinema, accept or refuse the invitation.

**1a.** Look at the cinema guide on the Internet. What films can you see in the morning?

#### The Odeon



#### ***"The BFG"***

Screen A      1.40pm  
                     4.15pm  
                     6.30pm



#### ***"Beauty and the Beast"***

Screen B  
11.00am, 2.45pm, 5.30pm

## The Apollo



### ***“Star Wars: The Last Jedi [ˈdʒedɑː]”***

Screen A

2.20pm, 5.30pm, 7.00pm



### ***“Big Hero 6”***

Screen B

10.30am

1.00pm

3.50pm

## The Paradise



### ***“Hugo”***

Screen A

4.10pm

6.45pm

9.30pm



### ***“Paddington 2”***

Screen B

11.30pm

3.15pm

7.00pm

**b.**  Listen to the conversation between Sandy and Kate and say which film they are going to see and when.

**c.**  Complete Kate's questions. Listen to the conversation again and check.

**Sandy:** Hi, Kate!

**Kate:** Hello, Sandy.

**Sandy:** Are you busy tonight?

**Kate:** Actually no. Why?

**Sandy:** Do you fancy going to the cinema?

**Kate:** Sounds fine. ...'s on?

**Sandy:** "Hugo", a historical drama.

**Kate:** Oh, sorry. I'm not keen on historical films.

**Sandy:** I see. How about a fantasy film? "The BFG" is on this week.

**Kate:** Why not? I like fantasy. ... is it on?

**Sandy:** At the Odeon.

**Kate:** ... does it start?

**Sandy:** At 4.15.

**Kate:** OK. ... shall we meet?

**Sandy:** Well, what about quarter to four, outside the cinema?

**Kate:** Great! See you there, bye!

**Sandy:** Bye!

**d.** Play a guessing game.

**Example:** A: Where's the film on?

B: At the "Apollo".

A: What time does it start?

B: At 2.20 pm.

A: Is it "Star Wars: The Last Jedi"?

**2a.** Look at the cinema guide in ex. 1 again. What kinds of films are they?

**Example.** "Star Wars" is a science fiction film.

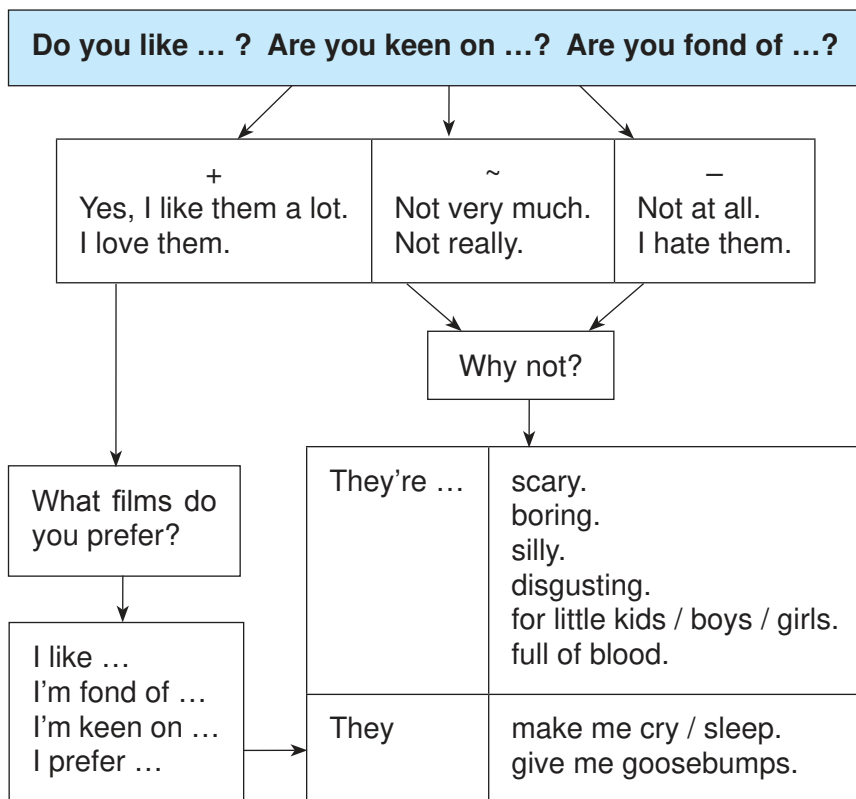
a romantic film   science fiction   a horror film  
 a comedy   an adventure film   a historical film  
 an action film   a fantasy   a cartoon   a musical  
 a drama   a detective film   a spy film

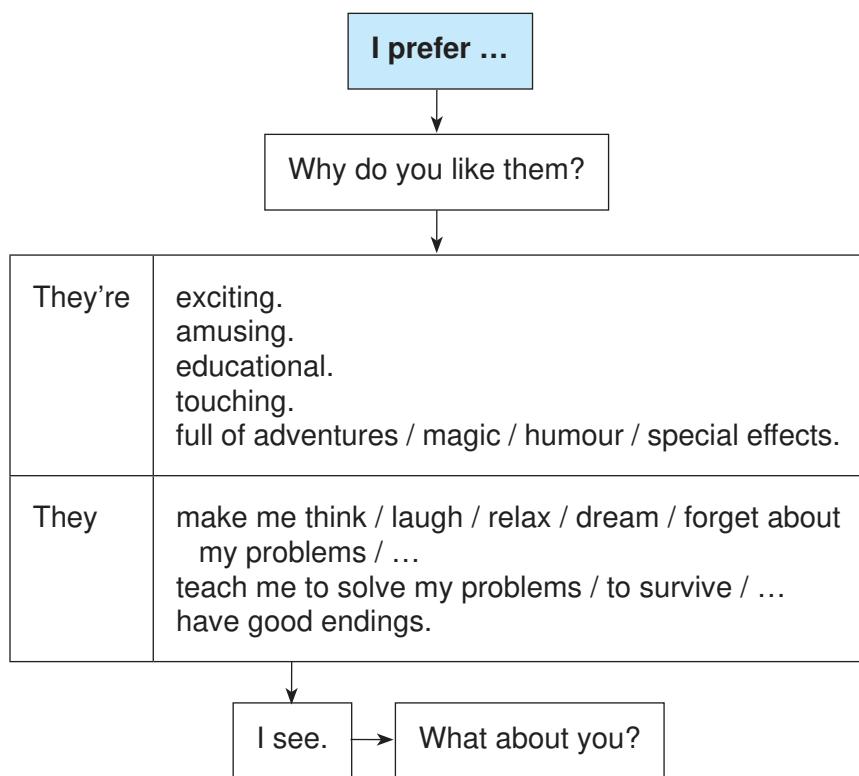
**b.**  **Moving activity “Paper ball”. Use the boxes in the speech file below for help.**

**T:** Musicals ...

**S:** ... are touching / amusing / help me to relax / ...

**c.** **Learn more about your partner. Do you like the same kinds of films?**





**d. Report to the class. What kinds of films are popular with the students in your class?**

**3a. Look at the cinema guide in ex. 1. Complete the speech file with phrases in bold from the conversation which mean the same.**

### Invite

Shall we ...?

Why don't we ... ?

Would you like to ...

...

| Accept              | Refuse                          |
|---------------------|---------------------------------|
| That's a good idea! | Sorry, I don't like ... .       |
| Great idea!         | I don't think it's a good idea. |
| Sounds great.       | I don't feel like going there.  |
| I'd love to.        | ...                             |
| ...                 |                                 |

**b.** Match the highlighted phrases with their synonyms (ex. 1).

Um

In fact

I understand

**c.**  Listen to the conversation again (ex. 1c) and repeat after the speakers. Mind the intonation.

**d.** Invite your friend to the cinema. Use the cinema guide and the conversation in ex. 1 as a model.

**e.** Role-play your conversation.

## Lesson 2. Buying tickets

 **Challenge 2:** Learn to buy cinema tickets, share your opinion on a film.

 **Must use:** acting, box office, original, plot, row, screen, seat, special effects, ticket.

**1.**  Moving activity “Invitation”.

**2a.**  Sandy and Kate are at the cinema. They're buying tickets. Listen to their conversation. What problem do they have?

**b. Read the conversation and complete information in the tickets.**

**Ticket officer:** Hello, can I help you?

**Sandy:** I'd like two tickets for "The BFG".

**Ticket officer:** OK. For what time?

**Sandy:** 4.15 please.

**Ticket officer:** Sorry, that show is sold out.

**Sandy:** What about other times?

**Ticket officer:** Let me check. There are four seats available at 6:30.

**Sandy:** Then, may I have two tickets for the 6:30 show?

**Ticket officer:** Sure. No problem. Would you like your seats in row 5 or in row 11?

**Sandy:** Row 5, please.

**Ticket officer:** Do you have your student's IDs with you?

**Sandy:** Yes, here they are.

**Ticket officer:** OK. That'll be 13 pounds, please.

**Sandy:** Here you are.

**Ticket officer:** Thanks. Here are your tickets, please.

Time 6.30, Screen A, row 5, seats 27, 28.

**Sandy:** Thank you very much. Goodbye!

**Ticket officer:** Bye! Enjoy the show!

**the Odeon**

" \_\_\_\_\_ "

Time \_\_\_\_\_ pm      Screen \_\_\_\_\_

Row \_\_\_\_\_      Seat \_\_\_\_\_

Price £ \_\_\_\_\_

**the Odeon**

" \_\_\_\_\_ "

Time \_\_\_\_\_ pm      Screen \_\_\_\_\_

Row \_\_\_\_\_      Seat \_\_\_\_\_

Price £ \_\_\_\_\_

**c.** Look at the pictures. Match the words with the pictures.

|                                  |                     |                                                                    |
|----------------------------------|---------------------|--------------------------------------------------------------------|
| <p>A →</p> <p>B →</p> <p>C →</p> | <p>D </p> <p>E </p> | <p>a box office<br/>a ticket<br/>a row<br/>a seat<br/>a screen</p> |
|----------------------------------|---------------------|--------------------------------------------------------------------|

**3.** Moving activity “Cinema auditorium”.

**4.** Role-play your conversation with the ticket officer.

**5a.** Listen to the conversation between Sandy and Kate after watching the film. What didn't Kate like?

**b.** Listen to and read the conversation. What did the children like?

**Kate:** The film was fantastic!

**Sandy:** Yes, the special effects were great!

**Kate:** The plot was original [ə'ɹɪdʒənəl] and the acting was powerful. And there were a lot of touching moments.

**Sandy:** That's true. I also liked the jokes. They were amusing!

**Kate:** But, some of them were a bit silly.

**Sandy:** I don't think so.

**Kate:** OK. Then what about going to the cafe now?

**Sandy:** I'd love to.

**c.** Match the nouns to the adjectives according to the conversation. One adjective is extra.

1. film

A. powerful

2. plot

B. amusing

- |                    |              |
|--------------------|--------------|
| 3. acting          | C. amazing   |
| 4. special effects | D. fantastic |
| 5. jokes           | E. touching  |
| 6. moments         | F. original  |
|                    | G. great     |

**d. Find the odd one.**

Weak, silly, disgusting, sad, exciting, terrible, awful ['ɔ:fəl], boring.

**e. Use the adjectives from ex. 4c and 4d and describe the film you last saw.**

**Help box**

A: What film did you last see?

B: Well, ...

A: Did you like it?

B: Yes, it was ... / Not really. / Actually no. It was ...

A: I see.

## Lesson 3. Films Vs Books

 **Challenge 3:** Speak about the book you last read, about the film you last saw.

 **Must use:** star, voice; amazing, awesome, believable, real, realistic.

**1. Speak in pairs.**

- What did you do last weekend?
- Did you see a film? What film?

- Did you read a book? What book?
- Do you prefer reading books or watching films?

**2a.** 🎧 Listen to Alex and Kate talking about their weekend.  
What did they have in common?



**b.** Read the conversation again and say what or who is described as:

super, awesome ['ɔ:səm], huge, friendly, exciting, great, realistic [ˌrɪə'lɪstɪk], believable, amazing, dangerous, real, original.

Which four of the adjectives above are synonyms to 'fantastic'?

**Alex:** Hi, Kate! How was your weekend?

**Kate:** It was super! I went to the cinema with my friend.

**Alex:** What did you see?

**Kate:** *The BFG*, Steven Spielberg's new fantasy and adventure film based on Roald Dahl's famous book. It was awesome!

**Alex:** Really? What is the plot?

**Kate:** Well, it's about a little girl, Sophie, who makes friends with a huge giant, the BFG – big friendly giant. The BFG spends his time collecting dreams

and keeping them in his home before giving the good ones to children around the world. The giant takes her to Giant Country where they fight against man-eating giants and good wins over evil.

**Alex:** Sounds exciting! Who stars in it?

**Kate:** The giant is voiced by Mark Rylance. He does a great job and 12-year-old Ruby Barnhill plays Sophie well, but the real stars of the film are the special effects. The giants all look very realistic and totally believable. It's so much fun to see Sophie looking like a tiny doll next to the giants and the BFG using a huge ship as his bed.

**Alex:** Wow! I want to watch this film!

**Kate:** What did you do over the weekend?

**Alex:** Nothing special. I read the book which I had borrowed from the library.

**Kate:** What book is it?

**Alex:** It's *Treasure Island* by Robert Louis Stevenson. It's an adventure story.

**Kate:** I see. What is it about?

**Alex:** It's about a boy who has a treasure map and goes to an island to find the treasure – but the only problem is that there are pirates on the ship and they want the treasure!

**Kate:** Sounds really good. Do you recommend it?

**Alex:** Sure! It's full of amazing adventures, dangerous situations and real heroes! The plot is original and the characters are very realistic. It teaches you to solve your problems, be a good friend and go for your dream!

**Kate:** Well, I think I'll download this story to my e-reader.

**Alex:** You won't regret it!

**c. Match the highlighted phrases with their equivalents below.**

You won't feel sorry!      What is it about?  
What actor / actress plays the leading role?  
Mark Rylance speaks for the giant.

**d. Would you like to see *The BFG*? Why? / Why not?  
Would you like to read *Treasure Island*? Why? / Why not?**

**3a. Match the questions to the parts of the table.**

- A. What kind of book / film is it?
- B. Did you like it? Why? / Why not?
- C. What is it about?
- D. What book / film did you last read / see?

|                             |  |
|-----------------------------|--|
| Name of the book / film     |  |
| Kind of the book / film     |  |
| Plot                        |  |
| Recommend / Don't recommend |  |

**b.  Moving activity "A class survey".**

**c. Which recommended book would you like to read?  
Which recommended film would you like to watch?**

## **Lesson 4. Who's got a magic key?**

-  **Challenge 4:** Ask and answer questions about film and book characters.
-  **Must use:** Who-questions.

**1a. Answer the questions about popular film and book characters. Use the words in the box.**

Karlsson    Robinson Crusoe  
Cinderella    Pinocchio    Iron Man  
Harry Potter    Peter Pan

- 1. Who’s got a magic key?
- 2. Who lost a shoe in the palace?
- 3. Who can fly?
- 4. Who likes sweets, jam and cakes?
- 5. Who was alone on an island for many years?
- 6. Who’s a magician?
- 7. Who saved the world?

**b.  Look at the questions in ex. 1a. Which questions are in the present and which ones are in the past?**

**Who-questions**

| Present                                                                                                                                | Past                                                                                                                        |
|----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| Who’s very clever?<br>Who’s got many friends?<br>Who’s made the film?<br>Who <b>tidies</b> the house every day?<br>Who <b>can</b> fly? | Who <b>was</b> at the palace?<br>Who <b>had</b> a magic carpet?<br>Who <b>lived</b> in the jungle?<br>Who <b>could</b> fly? |

| Top secret                                                                                  |                                                |
|---------------------------------------------------------------------------------------------|------------------------------------------------|
| Who’s = Who <b>is</b><br>Who’s got = Who <b>has</b> got<br>Who’s made = Who <b>has</b> made | Who <b>was</b> on the island?<br>Tom and Huck. |

**2a.** Read the film and book descriptions and match them with the pictures.



1. *The Lord of the Rings* is an exciting fantasy film about the adventures of the hobbits Frodo Baggins and his friend Samwise Gamgee. Frodo gets a magic ring from his cousin Bilbo the hobbit. He has to bring the magic ring to a special place and throw the ring into the fire. If it doesn't happen, the dark lord Sauron will have power and control of the land.

2. Tom is a young boy who lives with his Aunt Polly and brother Sid in a small town on the Mississippi River. Where are his parents? We don't know. Tom doesn't like school but he's fond of fishing and swimming. One day Tom and his very good friend Huck Finn decide to become pirates. They run away from home and go to live on an island. The great adventures begin then. *The Adventures of Tom Sawyer* is a great story for children and their parents!

3. Pippi Longstocking is a nine-year-old girl who lives in the villa Villekula along with her monkey, Mr Nilsson, her purple spotted horse, and a treasure chest full of gold – but no parents. Pippi's father was lost at sea but she still hopes he will come back one day. She makes friends with her neighbours – two children named Tommy and Annika and they have fantastic adventures. *Pippi Longstocking* is an exciting and moving story for the whole family!

4. Mary is a naughty girl from India, who is brought to England to live with her uncle on the Yorkshire Moors. At first she's got a lot of problems and feels lonely. Then she makes friends with Dicken and her cousin Colin. Together they find the Secret Garden behind the tall wall and decide to make it beautiful again. *The Secret Garden* is a film about friendship which helps you change for the better.

5. Jane and Michael have the most unusual nanny in the world. Mary Poppins is her name. She flies in the sky with her umbrella and makes a lot of magic. The nanny is strict but lovely, she takes the children into exciting places and changes the lives of the family for ever.

**b. Complete the questions.**

1. Who ... the magic ring from his cousin?
2. Who ... strict?
3. Who ... the Secret Garden behind the tall wall?
4. Who ... away from home?
5. Who ... got a lot of problems?
6. Who ... lost at sea?
7. Who ... fond of fishing and swimming?

**c.  Moving activity "Find your answer".**

**3. Work in pairs or small groups. Use the texts above and write other Who-questions to make a quiz about the film and book characters. Have a quiz-show.**

 **Moodle.** English 6. Unit 8. Types of questions.

## Lesson 5. Young actors

 **Challenge 5:** Speak about young actors.

 **Must use:** challenging, independent, special, talented, unforgettable; *so, such*.

**1a. What young actors and actresses do you know?**

**b. Work in pairs. Guess the answers to the questions about a famous British actress.**



1. How old was Emma Watson when she played the role of Hermione Granger for the first time in 2001?
2. How long did Emma Watson play Hermione Granger in the *Harry Potter* films?
3. What film did she star in 2017?

**c. Read the fact file about Emma Watson and check your guesses.**

**E**mma Watson is a young **talented** actress who has played a lot of **unforgettable** characters. The character of Hermione Granger in the *Harry*

*Potter* films became **special** for her. She got the role of Hermione when she was 11 years old and continued to play it for nearly ten years. She played a strong, clever and **independent** girl. Some scenes<sup>1</sup> were quite **challenging** for her. It was an **amazing** experience. Now, seven years after the last *Harry Potter* film came out, she has starred in another hit, *Beauty and the Beast*. It's an **awesome** live-action remake of the famous Disney cartoon.

movie (Am.) = film (Br.)

**d. Guess the meaning of the highlighted words.**

1. difficult but interesting and enjoyable
2. very good at something
3. something that you will remember for a long time
4. a person who doesn't need or want any help
5. extremely good, wonderful, excellent (2 words)
6. better or different from what is usual

**e. Answer the questions about you. Compare your answers with your partner.**

1. Are you an independent person?
2. What was the most unforgettable experience in your life?
3. Are there any talented people in your family?
4. What school subject is special for you?
5. What school subject is the most challenging for you?
6. The world of books is amazing, isn't it?
7. Cinema is awesome, isn't it?

<sup>1</sup> scene [si:n] – сцена (в фильме, спектакле) / сцена (у фільме, спектаклі)

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

### 3a. Read what people say about Emma Watson and her roles. Complete the rule.

Emma is **so** pretty!

She is **such** a talented actress!

*Beauty and the Beast* has **such** touching music!

Hermione, Harry and Ron experience **such** exciting adventures!

She plays **so** well!

*We use:*

... + *adjective / adverb*

... + (*adjective*) + *singular noun*

... + (*adjective*) + *plural noun / uncountable noun*

### b. Make true sentences with the adjectives from ex. 1c. Use **so** / **such** / **such a**.

### 4a. Read about another British actor and complete the text with the words from the box. Listen and check.

talented    unforgettable    special    independent  
screen    challenging    amazing  
awesome    generous

**F**reddie Highmore is a British actor who started his acting career at the age of seven, the year of 2004 became (1) ... for him when he starred in the biographical drama *Finding Neverland*. It was an (2) ... experience for a 12-year-old boy to play with the (3) ... Johnny Depp and Kate Winslet. Both actors

enjoyed their work with the young but (4) ... boy and recommended him for the role in *Charlie and the Chocolate Factory* a year later. Highmore worked with Depp again. In 2008 his acting in the fantasy adventure *The Spiderwick Chronicles* was (5) ... as he had to play both Jared and Simon, the twin brothers. Now, Freddie is 25 and he isn't playing children any more. He continues acting both on TV and on the big (6) ... . In real life Freddie is very honest, (7) ... and active. He is an (8) ... thinker who isn't afraid to speak his mind<sup>1</sup>. Freddie Highmore is not only a brilliant actor but also an (9) ... person!



**b. Have you seen any films with Freddie Highmore? Did you like them?**

**5. What do Emma Watson and Freddie Highmore have in common?**

**6. 🧐 Surf the Internet and find information about a child actor / actress.**

## Lesson 6. A press conference



**Challenge 6: Interview an actor.**

**1. Have you seen the new *Beauty and the Beast* film? What kind of film is it? Did you like it?**

<sup>1</sup> speak smb's mind – говорить, что думаешь / казаць тое, што думаєш

**2a.** 🎧 Listen to the press conference with Emma Watson and Dan Stevens who played the main characters. What were the most challenging scenes<sup>1</sup> for them?

**b.** 🎧 Read the interview and put the verbs in brackets in the correct form. Listen again and check.



**Host:** Welcome to the press conference with two talented actors who created unforgettable characters in the *Beauty and the Beast* movie. Please greet Emma Watson and Dan Stevens!

**Emma:** Hello, friends!

**Stevens:** Hi!

**Host:** Thank you very much for coming here today. My first question is for Emma: Why **(1. you / decide)** to take part in the *Beauty and the Beast* movie?

**Emma:** Well, I **(2. love)** *Beauty and the Beast* since I was about four years old. The movie **(3. come out)** the year I **(4. be)** born in 1990 and I just **(5. fall)** in love with Belle. This film is also special for me because I was born in France, I **(6. spend)** five years there before I **(7. leave)** France for England. Both countries **(8. be)** very dear to me and this film is a kind of bridge between the two worlds. Belle was an idol ([*'aɪdəl*] кумир / кумир), a hero for me, she

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<sup>1</sup> scene [*si:n*] – сцена / сцена

was so brave, clever and independent! She wasn't afraid to speak her mind. And, of course, the music! It just **(8. transport)** you to another world.

**Reporter:** In *Beauty and the Beast* you both sang for the first time. **(9. be)** it hard for you?

**Emma:** Actually, I **(10. have not to)** learn the song because I already knew them by heart. I grew up singing songs from Walt Disney's cartoons. I **(11. always / love)** singing, and it's something I **(12. always / want)** to do.

**Reporter:** What **(13. be)** the greatest challenge for you, Dan?

**Dan:** I think wearing a 20-kilo suit and stilts<sup>1</sup> was the most challenging thing.

**Emma:** I **(14. never / see)** someone eat so much as Dan ate during the shoot<sup>2</sup>. Honestly, every time I looked at Dan he **(15. eat)** something.

**Dan:** Yeah, I was eating a lot of calories because I **(16. burn)** so much while making every step in that suit.

**Reporter:** What is your favourite scene in the film, Emma?

**Emma:** Well, there are many. I **(17. love)** dancing and dancing 'toe-to-toe' with the Beast **(18. be)** quite a challenge! We **(19. spend)** a lot of time practising to get everything right. I also like the scene where Belle **(20. teach)** a little girl to read. She **(21. invent)** a washing machine and girls have time for learning, not only for washing clothes.

**Reporter:** What is *Beauty and the Beast* for you, Dan?

**Dan:** I **(22. always / enjoy)** family movies. And *Beauty and the Beast* **(23. be)** one of the best. You know,

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<sup>1</sup> stilts – ходулі / хадулі

<sup>2</sup> shoot – съёмки (фильма) / здымкі (фильма)

I (24. make) it for my kids and their friends.  
I (25. have) an amazing experience playing the Beast. It was awesome.

**c.**  Moving activity “Emma or Dan”.

**d.** Make sentences about Emma Watson and Dan Stevens with the words from the box.

talented, unforgettable, awesome, amazing, special, challenging, independent

**e.** What new things have you learnt from the interview?

**3.**  Surf the Internet and find information about your favourite actor or actress. Write a short interview with 5–6 questions.

### Help box

|                   |              |               |
|-------------------|--------------|---------------|
| Are you ...?      | What ...     | are you ...?  |
| Were you ...?     | Where ...    | were you ...? |
| Do you ...?       | When ...     | do you ...?   |
| Did you ...?      | Why ...      | did you ...?  |
| Have you got ...? | How many ... | have you got? |

## Lesson 7. Made in Belarus

 **Challenge 7:** Speak about Belarusian films for children.

**1a.** Belarusian cinema is famous for its war films and films for children. Look at the posters. Have you seen these films? What other Belarusian films have you seen?



**b.** 🗣️ Kate asked Alex to recommend a Belarusian film to her. Alex interviewed his classmates and made a programme for Kate. Read the words below and guess what kind of the films are in the programme. Listen to the children and check your guesses.

alchemist ['ælkəmist] алхимик / алхімік

inquisitor [ɪn'kwɪzɪtə] инквизитор / інквізітар

stunt трюк в фильме / трук у фільме

dungeon ['dʌndʒən] подземелье / падзямелле

**c. Work in 4 groups and make questions. Check the other groups' questions and write them down.**

1. is / isn't / film / it / "The Kinder-Vileysky Ghost" / horror / a / , / ?
2. an / who / old / Vileyka District / into / house / in / moves / ?
3. the / what / have / house / does / ?
4. prize / who / got / the / at / "Listapad" / festival / the / ?

5. "Timur and the team" / week / last / see / did / Petya / ?
6. holidays / his / village / , / Timur / in / doesn't / summer / the / spends / he / ?
7. decide / his / why / team / Timur / to / make / did / ?
8. special / there / are / amazing / "Timur and the team" / effects / in / ?

9. Paracelsus / does / where / get / ?
10. at / who / science / bad / is / ?
11. were / there / great / in / actors / , / weren't / they / "The amazing travel" / ?
12. Vasya / do / to / need / and / sister / his / what / ?

13. the / Slava / did / who / with / to / cinema / go / ?
14. treasure / the / find / gamers / message / a / Radziwill / or / a / of / ?
15. take / the / young / scenes / underwater / actors / part / the / , / in / they / did / didn't / for / ?
16. film / Slava / why / going / to / again / watch / the / is / ?

**d.**  Listen again and answer the questions.

**2.**  Moving activity “Treasure hunt”.

**3a.** These are the phrases from the programme. Fill in *so* / *such* / *such a/an*.

1. *His acting is ... talented that he got the prize for the best actor's role.*
2. *The book touches him ... much that he decides to make his team.*
3. *The actors played ... comic characters that everybody kept smiling during all the show time.*
4. *It's ... amazing film that I'm going to watch it again with my brother.*

**b.** Read the script of the programme. Which film would you like to see? Why? Use *so* / *such* in your answer.

**Example.** I'd like to see *The amazing travel*. It has such an exciting plot! / The plot is so exciting!

**4.** Invite your friend to see one of the films above. Act out a conversation.

## Lesson 8. A film review



**Challenge 8:** Write a film review.

**1a.** People often write a film review to recommend a film. Read Kate's review and say why she likes the film.

**P**addington 2 is an amazing comedy about a funny cartoon bear and his adventures. The events take place at Windsor Gardens, West London. The film stars Hugh Grant, a famous British actor,



who plays Phoenix Buchanan, an actor and a thief<sup>1</sup>. The bear is brilliantly voiced by another talented British actor, Ben Whishaw.

Paddington happily lives with the Brown family. Paddington saves up money to buy a pop-up book for his Aunt Lucy's 100th birthday, but a thief gets into the antique [æn'tɪk] shop where it is held and steals it. The thief runs away, and Paddington is arrested for the crime. With the help of his family, Paddington gets out of the prison and finds the criminal and the book. Buchanan is later arrested, and Paddington becomes a hero.

You will fall in love with this polite, thoughtful, caring little bear. This is a great film that is fun, amusing and, sometimes, touching. It has an exciting story, wonderful actors and colourful animation. I truly didn't want the film to end. *Paddington 2* is a good laugh for kids and their parents.

**b. Read the review again and answer the questions.**

**1. Introduction**

- What kind of film is it?
- Where and when do the events take place?
- Who stars in it?

**2. The plot**

- What happens in the story?

**3. Opinion and recommendation**

- What does Kate think about the film?
- Who does she recommend it to?

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<sup>1</sup> thief [θi:f] – вор / злодзей

- c.** Find all the adjectives and adverbs in the review.
- d.** Find sentences with the Passive Voice construction.

**2.**  Moving activity “Mime the film”.

**3.** Write a film review.

**I. Write the first draft.**

- Use the plan in exercise 1b.
- You can find and bring a picture from the film or you can draw it.

**II. Review your writing.**

- Check your adjectives and adverbs.
- Check that you use the Present Simple Active and Passive constructions.

**III. Write the final copy.**

**4.** Read your classmates reviews. Which film would you like to see? Why?

## Lesson 9. The Kids' Choice Awards<sup>1</sup>

Project 

 **Challenge 9:** Hold a class Choice Awards.

**1.** Read the information about The Kids' Choice Awards show and put the verbs in the Present Simple Passive.

The Nickelodeon Kids' Choice Awards is an American children's awards ceremony ['serəməni] show that *is organised* (**1. organise**) by Nickelodeon. It (**2. also** /

<sup>1</sup> award [ə'wɔ:d] – награда / узнагарода



**know**) as the KCAs or Kids' Choice. The show **(3. usually / hold)** on a Saturday night in late March or early April. Favourite films and actors of the year **(4. chose)** by children from all over the world. 28 categories **(5. present)**: Favourite movie, Favourite animated movie, Favourite actor, Favourite actress, Favourite movie character, Favourite villain<sup>1</sup>, Most wanted pet and others.

## 2. Organise your class Choice Awards.

### BEFORE THE LESSON

- Choose the categories (not more than 5).
- Nominate films, actors, actresses, film characters and / or others.
- Each student can have one nominee for each category.
- Write the category, your nominee's<sup>2</sup> name and some information (6–7 sentences) about them on the cards (1 card – 1 category with a nominee), e.g.:

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<sup>1</sup> villain ['vɪlən] – злодей / лихадзей

<sup>2</sup> nominee [ˌnɒmɪˈni:] – номинант, кандидат на награду / наминант, кандыдат на ўзнагароду

**Best actor:**

*Ben Affleck*

**What character does he play?**

*Ben Affleck plays Batman in the film “Justice League<sup>1</sup>”.*

*Together with other heroes, Wonder Woman, the Aquaman, the Flash and Cyborg, he protects the Earth from a powerful enemy, the New God Steppenwolf, and his army.*

*In the daytime, he is Bruce Wayne, a millionaire. At night, he is a superhero.*



**Why do you like his / her character?**

*I like Batman because he is brave, strong, clever and helpful.*

*He risks his life to fight for justice and help people. He hasn't got any magic power, but he uses high-tech equipment which helps him to win over evil.*

**IN THE LESSON**

- Collect all the cards and group them according to the categories. Give them numbers.
- Put them on the desks, on the walls and on the board.
-  Each student gets a voting card (карточка для голосования / картка для галасавання). Walk around the classroom, read the information on the cards and make your choice, e.g.

<sup>1</sup> Justice League ['dʒʌstɪs li:g] – Лига Справедливости / Ліга Справядлівасці

|                          |      |
|--------------------------|------|
| Favourite film           | No 5 |
| Favourite actor          | No 9 |
| Favourite actress        | No 1 |
| Favourite film character | No 3 |
| Most wanted pet          | No 5 |

*Note:* You can't vote for your nominees.

- Count the votes and name the winners.

## Lesson 10. Culture corner.

### The making of Harry Potter

 **Challenge 10:** Read the Internet page about a film studio and discuss it.

#### 1a. Speak in pairs.

1. Have you read the Harry Potter books?
2. Who is the author of these books?
3. Have you seen the Harry Potter films?
4. Which book / film do you like most?
5. Who is your favourite character? Why?
6. What actors star in the Harry Potter films?
7. Would you like to visit the studio where the films were made?

#### b. Read about Warner Bros. Studios. What can you do and see there?

**W**arner Bros. Studios is a huge studio complex in Leavesden, in south-east England, where all eight Harry Potter films were made. In March 2012



the company opened the Warner Bros. Studio Tour London – The Making of Harry Potter. The site was officially opened by Prince William and his wife, Kate Middleton, on 26 April 2013. The author of the Harry Potter books, J. K. Rowling, was one of the guests.

The Warner Bros. Studio Tour London – The Making of Harry Potter is one of London's most popular attractions, and is a must-see attraction for the fans of the magical books and films. Over 6,000 tourists a day visit the studio at peak times in summer. The tour is designed to take you on a magical, behind-the-scenes journey into the world of Harry Potter. Visitors will relive the magic through the eyes of the filmmakers, see special effects demonstrations, walk through workshops and learn the secrets of making the Harry Potter film series.

Take a look inside Dumbledore's office, step onto the stone floor of the Hogwarts Great Hall and walk along the famous street of Diagon Alley. Other

sets include the Gryffindor common room, the boys' dormitory, Hagrid's Hut, the Potions classroom and Professor Umbridge's office at the Ministry of Magic. Get on the Hogwarts Express at Platform 93/4 and go on this unforgettable adventure filled with movie-making magic. See the original life-sized sets, props (реквизит / рэквизит), and costumes used in the film.

At the end of your tour, visit the Studio Shop to buy a magic gift to take home: a wand and other Harry Potter items.

It is truly a magical place. Enjoy this once-in-a-lifetime experience and you will definitely believe in magic!

- Opening hours: 8:00 am – 4:30 pm
- Tours run seven days a week
- Closed June 2 & 3 for a Special Event
- Closed Christmas Day

Buy tickets:

- Studio Tour (Adult, 16+) – £41.00
- Studio Tour (Child, 5–15) – £33.00
- Family (2 adults & 2 children OR 1 adult & 3 children) – £132.00
- Children under 5 free



Site: <https://www.wbstudiotour.co.uk/>

**c.**  Say if the sentences are true, false or there is no information.

1. Warner Bros. Studios, Leavesden is in the south of England.
2. J. K. Rowling opened the Warner Bros. Studio Tour London – The Making of Harry Potter in 2012.
3. All nine Harry Potter films were made there.
4. Thousands of tourists visit the studio every day.
5. You can try on the costumes of Harry Potter and other characters.
6. The studio is closed on Monday.
7. You can celebrate Christmas at the studio.
8. The ticket for a child of your age is 33 pounds.
9. You will pay £30 for a magic wand at the Studio Shop.
10. Everybody will believe in magic after the tour.

**d.** What would you like to see and do at Warner Bros. Studios?

**e.**  Would you like to buy a magic wand? If you had a magic wand, what magic would you work?

**Example.** If I had a magic wand, I'd travel to the Moon.

## Lesson 11. Quiz time!



**Challenge 11:** Revise the material of the book.

**1.** Play the board game. Work in groups of three or four. Flip a dice and answer the questions. Say about 6–9 sentences to answer each question.

|                                                                                                                                          |                                                                                                                                          |
|------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
|  Ask your friend about his / her favourite book.<br>2   | What is your favourite film?<br>1                                                                                                        |
| Who is your favourite book / film character?<br>3                                                                                        | Who is your favourite actor / actress?<br>4                                                                                              |
| What do you like doing in your spare time?<br>6                                                                                          |  Invite your friend to the cinema.<br>5                 |
| What hobby would you like to take up?<br>7                                                                                               |  Ask your friend about the film he / she last saw.<br>8 |
| Speak about your school day.<br>10                                                                                                       | What is your school like?<br>9                                                                                                           |
|  Ask a British student about their school life.<br>11 | What school rules do you have?<br>12                                                                                                     |

|                                                                                                                                                            |                                                                                                                                     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| <p>Speak about household devices that can help you do your chores.</p> <p><b>13</b></p>                                                                    | <p> Order a meal at the café.</p> <p><b>14</b></p> |
| <p>What is your favourite dish?<br/>How is it cooked?</p> <p><b>16</b></p>                                                                                 | <p>How are household chores divided in your family?</p> <p><b>15</b></p>                                                            |
| <p> Buy some food at the grocery to make draniki.</p> <p><b>17</b></p>    | <p>What national symbols of Belarus do you know?</p> <p><b>18</b></p>                                                               |
| <p> Ask your British friend about his / her country.</p> <p><b>20</b></p> | <p>What Belarusian sights can you recommend to visit?</p> <p><b>19</b></p>                                                          |
| <p>What animals and birds need our protection?</p> <p><b>21</b></p>                                                                                        | <p>Speak about the Republic of Belarus.</p> <p><b>22</b></p>                                                                        |
| <p><b>FINISH</b></p>                                                                                                                                       | <p>Speak about Belarusian nature.</p> <p><b>23</b></p>                                                                              |

## Lesson 12. Progress Test



 **Challenge 12:** Test your reading, listening and speaking skills.

### I. READING

**Read the film review and name three things that the writer liked about the film.**

*Life of Pi* is a warm and wise adventure, drama and fantasy 3D-film based on Yann Martel's novel. It tells the wonderful story of Pi Patel, a sixteen-year-old South Indian boy who survives<sup>1</sup> in the sea with a tiger for 227 days. Pi, born Piscine Molitor Patel, grows up in the South Indian city of Pondicherry, where his father runs the zoo. When Pi is sixteen, Pi, his mother, father, and brother Ravi along with their zoo's animals travel to Canada on the Tsimtsum ship. Unfortunately, his family dies in the storm, but Pi survives on the lifeboat. Along with Pi, the lifeboat contains a hyena, a zebra, Orange Juice the orangutan, and Richard Parker the tiger. During the dangerous journey the hyena kills both the zebra and Orange Juice, before Richard Parker kills the hyena. Pi is left alone on a lifeboat with a huge tiger. The boy takes care of the tiger and they become friends.

The film doesn't star a famous actor or actress, but a talented Indian actor, Suraj Sharma, plays his role very well. His character is very realistic. Richard Parker is a computer-generated tiger in 86 per cent

<sup>1</sup>survive [sə(r)'vaɪv] – ВЫЖИВАТЬ / ВЫЖЫВАТЬ



of the film which is made so professionally that it looks like a real tiger. The most amazing thing about the film is, of course, the special effects. The biggest part of the events take place in the Pacific Ocean so water has become the main character itself. To create the effect of the ocean, the filmmaker used a huge water tank: 75 metres long, 30 metres wide and 3 metres deep. There were about 6.5 million liters of water in it. With the help of high-powered wind blowers and fantastic camera work the team created waves and made the ocean look real.

The film *Life of Pi* teaches us to hope and believe. We are much stronger than we think we are. If we have difficult moments in life, we should never lose our faith<sup>1</sup>. It also teaches us friendship. It brings together two very different creatures who depend on each other. Truly amazing to watch!

## II. LISTENING

**1.** 🎧 Patrick is buying tickets. Listen to the conversation at the box-office and complete the tickets.

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<sup>1</sup> faith [feɪθ] – вера / вера

**the Star**

“ \_\_\_\_\_ Planet”

Time \_\_\_\_\_ pm      Screen \_\_\_\_\_

Row \_\_\_\_\_      Seat \_\_\_\_\_

Price £ \_\_\_\_\_

**the Star**

“ \_\_\_\_\_ Planet”

Time \_\_\_\_\_ pm      Screen \_\_\_\_\_

Row \_\_\_\_\_      Seat \_\_\_\_\_

Price £ \_\_\_\_\_

2.  Patrick is talking with his friend Pam about the film. Are these sentences true or false? Correct the false sentences.

1. Patrick liked the film.
2. He saw a horror film.
3. The film is about an English spaceship.
4. The people on the strange planet are beautiful.
5. They're clever.
6. Patrick's sister likes science fiction films.
7. Patrick is going to see this film again.

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### III. SPEAKING

1. What is your favourite film?
2. Who is your favourite book / film character?
3. Who is your favourite actor / actress?
4. Invite your friend to the cinema.
5. Ask your friend about the film he / she last saw.

# Vocabulary

## Unit 5

- already** [ɔ:l'redɪ] *adv* уже / ужо
- anthem** ['ænθəm] *n* гимн / гімн
- area** ['eəriə] *n* район, территория, пространство / раён, тэрыторыя, прастора
- banknote** ['bæŋknəʊt] *n* банкнота / банкнота
- border** ['bɔ:də] *n, v* граница; граничить / мяжа; межа-ваць
- building** ['bɪldɪŋ] *n* здание, постройка / будынак, пабудова
- cathedral** [kə'thi:drəl] *n* кафедральный собор / кафедральны сабор
- cave** [keɪv] *n* пещера / пячора
- consist** [kən'sɪst] *of v* состоять из / складацца з
- cornflower** ['kɔ:nflaʊə] *n* василек (*цвeток*) / васілёк, валoшка (*квeтка*)
- costume** ['kɒstju:m] *n* костюм / касцюм
- cranberry** ['krænbəri] *n* клюква / журавіны
- crater** ['kreɪtə] *n* кратер / кратар
- emblem** ['embləm] *n* герб, эмблема / герб, эмблема
- ever** ['evə] *adv* когда-либо, когда-нибудь / калі-небудзь
- flax** [flæks] *n* лён / лён
- glacier** ['glæsiə] *n* ледник / ляднік, ледавік
- landscape** ['lænskəp] *n* пейзаж, ландшафт / пейзаж, ландшафт
- lie** [laɪ] *v* лежать, находится / ляжаць, знаходзіцца
- national** ['neiʃənl] *adj* национальный / нацыянальны
- once** [wʌns] *adv* один раз, однажды / адзін раз, аднойчы

**only** ['əʊnli] *adv* только, единственный / толькі, адзіны  
**original** [ə'ri:dʒɪnəl] *adj* оригинальный, подлинный / арыгінальны, сапраўдны  
**ornament** ['ɔ:nəmənt] *n* орнамент, узор / арнамент, узор  
**plain** [pleɪn] *n* равнина / раўніна  
**population** [ˌpɒpjʊ'leɪʃən] *n* население / насельніцтва  
**region** ['ri:dʒən] *n* регион, область / рэгіён, вобласць  
**sail** [seɪl] *v* плыть, идти под парусом / плыць, ісці пад ветразем  
**sight** [saɪt] *n* достопримечательность / славутасць, выдатныя мясціны  
**situated** ['sɪtʃueɪtɪd] *adj* расположенный / размешчаны  
**stripe** [straɪp] *n* полоса / паласа  
**symbol** ['sɪmbəl] *n* символ / сімвал  
**time** [taɪm] *n* время, раз / час, раз  
**thistle** ['θɪsl] *n* чертополох / чартапалох  
**twice** [twɑɪs] *adv* дважды, два раза / двойчы, два разы  
**unique** [ju:'ni:k] *adj* уникальный / унікальны  
**view** [vju:] *n* вид / від, краявід  
**volcano** [vɒl'keɪnəʊ] *n* вулкан / вулкан  
**washed** [wɒʃt] *adj* омываемый / амываемы  
**yet** [jet] *adv* уже, еще / ужо, яшчэ

## Unit 6

**adventure** [əd'ventʃə] *n* приключение / прыгода  
**amazing** [ə'meɪzɪŋ] удивительный / дзіўны, дзівосны  
**birch** [bɜ:tʃ] *n* береза / бяроза  
**blackbird** ['blækbrɜ:d] *n* дрозд / дрозд  
**colourful** ['kʌləfəl] *adj* красочный / маляўнічы  
**common** ['kɒmən] *adj* обычный, широко распространенный / звычайны, шырока распаўсюджаны  
**crow** [krəʊ] *n* ворона / варона

**desert** ['dezət] *n* пустыня / пустыня  
**destination** [,destɪ'neɪʃən] *n* место назначения / места  
 призначення  
**disappear** [,dɪsə'piə] *v* исчезать / зникаць  
**endangered** [ɪn'deɪndʒəd] находящийся под угрозой  
 исчезновения / які знаходзіцца пад пагрозай  
 знікнення  
**exploration** [,eksplə'reɪʃn] *n* исследование / даследа-  
 ванне  
**explore** [ɪk'splɔ:] *v* исследовать / даследаваць  
**explorer** [ɪk'splɔ:rə] *n* исследователь / даследчык  
**extinct** [ɪk'stɪŋkt] *adj* вымерший / вымерлы  
**fantastic** [fæn'tæstɪk] *adj* превосходный, чудесный /  
 цудоўны  
**fauna** ['fəʊnə] *n* фауна / фаўна  
**flora** ['flɔ:rə] *n* флора / флора  
**freezing** ['fri:zɪŋ] *adj* ниже нуля (о температуре) /  
 ніжэй за нуль (пра тэмпературу)  
**habitat** ['hæbɪtæt] *n* среда обитания / асяроддзе  
 існавання  
**hiking trail** ['haɪkɪŋ 'treɪl] тропа для пешего туризма /  
 сцежка для пешага турызму  
**impress** [ɪm'pres] *v* впечатлить / уразіць  
**impression** [ɪm'preʃn] *n* впечатление / уражанне  
**impressive** [ɪm'presɪv] *adj* впечатляющий / уражальны  
**koala** [kəʊ'ɑ:lə] *n* коала / каала  
**leaflet** ['li:flət] *n* брошюра / брашура  
**meat-eating** *adj* плотоядный / драпежны; насякома-  
 едны  
**memorable** ['memrəbəl] *adj* запоминающийся / запа-  
 мінальны  
**national park** ['næʃnl 'pɑ:k] национальный парк /  
 нацыянальны парк  
**oak** [əʊk] *n* дуб / дуб

**pigeon** ['pɪdʒən] *n* голубь / голуб  
**pike** [paɪk] *n* щука / шчупак  
**pine tree** [paɪn] *n* сосна / хвоя, сасна  
**powerful** ['paʊəfəl] *adj* сильный, могущественный /  
 мощны, магутны  
**safe** [seɪf] *adj* безопасный / бяспечны  
**salmon** ['sæmn] *n* лосось / ласось  
**sparrow** ['spærəʊ] *n* воробей / верабей  
**species** ['spiːʃiːz] *n* вид (растений, животных) / від  
 (раслін, жывёл)  
**spruce** [spruːs] *n* ель / елка, яліна  
**squirrel** ['skwɪrəl] *n* белка / вавёрка  
**to be home to somebody** быть домом (средой обитания)  
 для кого-либо / быць домам (асяроддзем існавання)  
 для каго-небудзь  
**to be famous for** быть известным (знаменитым) /  
 быць вядомым (знакамітым)  
**to be located** быть расположенным / быць размеш-  
 чаным  
**to be known for** быть известным (чем-л.) / быць  
 вядомым (чым-н.)  
**to be popular with** быть популярным среди / быць  
 папулярным сярод  
**trout** [traʊt] *n* форель / стронга, фарэль  
**unforgettable** [ˌʌnfə'getəbəl] *adj* незабываемый /  
 незабыўны  
**unusual** [ʌn'juːʒuəl] необычный / незвычайны  
**usual** ['juːʒuəl] *adj* обычный / звычайны  
**wild boar** ['waɪld ˌbɔː] *n* дикий кабан / дзік  
**woodpecker** ['wʊd ˌpekə] *n* дятел / дзяцел

## Unit 7

**acid** ['æsɪd] *adj* кислотный / кіслотны  
**adopt an animal** взять себе животное / узяць  
 сабе жывёліну

**appear** [ə'piə] *v* появляться / з'яўляцца  
**bake sale** ['beik,seɪl] продажа выпечки / продаж  
 выпечкі  
**conservation** [ˌkɒnsə'veɪʃn] *n* сохранение (окружающей  
 среды) / захаванне (навакольнага асяроддзя)  
**creature** ['kri:tʃə] *n* создание, живое существо / ства-  
 рэнне, жывая істота  
**cut down** [ˌkʌt 'daʊn] *phr v* вырубить / высякаць  
**damage** ['dæmɪdʒ] *n; v* ущерб; наносить ущерб / шкода;  
 рабіць шкоду  
**danger** ['deɪndʒə] *n* опасность / небяспека  
**dangerous** ['deɪndʒərəs] *adj* опасный / небяспечны  
**destroy** [di'strɔɪ] *v* разрушать / разбураць  
**disappear** [ˌdɪsə'piə] *v* исчезать / знікаць  
**domestic rubbish** [də'mestɪk 'rʌbɪʃ] бытовые отходы /  
 бытавыя адходы  
**donate** [dəʊ'neɪt] *v* жертвовать (деньги) / ахвяраваць  
 (грошы)  
**donation** [dəʊ'neɪʃn] *n* пожертвование / ахвяраванне  
**dump waste** ['dʌmp 'weɪst] сбрасывать отходы / скідваць  
 адходы  
**factory** ['fæktəri] *n* фабрика / фабрыка  
**foster** ['fɒstə] *v* выхаживать (животное) / выхадзіць  
 (жывёліну)  
**global** ['gləʊbəl] *adj* глобальный / глабальны  
**harm** [hɑ:m] *n; v* вред; наносить вред / шкода;  
 наносіць шкоду  
**harmful** ['hɑ:mfl] *adj* вредный / шкодны  
**harmful gas** ['hɑ:mfl ,gæs] вредный газ / шкодны газ  
**hold** [həʊld] *v* проводить (что-н.) / праводзіць (што-н.)  
**human** ['hju:mən] *n; adj* человек; человеческий /  
 чалавек; чалавечы  
**injured** ['ɪndʒəd] *adj* раненый / паранены  
**local** ['ləʊkəl] *adj* местный / мясцовы

**pollute** [pə'lu:t] *v* загрязнять / забруджваць  
**pollution** [pə'lu:ʃn] *n* загрязнение / забруджванне  
**produce** [prə'dju:s] *v* производить / вырабляць  
**protect** [prə'tekt] *v* защищать / абараняць  
**protection** [prə'tekʃn] *n* защита / абарона  
**rainforest** ['reɪnfɒrɪst] *n* тропический лес / трапічны лес  
**raise money** [ˌreɪz 'mʌni] собирать деньги (*на благотворительность*) / збіраць грошы (*на дабрачынасць*)  
**recycle** [ˌri:'saɪkəl] *v* перерабатывать / перапрацоўваць  
**reduce** [rɪ'dju:s] *v* сокращать / скарачаць  
**rescue** ['reskju:] *v* спасать / ратаваць  
**rescue home** ['reskju: 'həʊm] приют (*для животных*) / прытулак (*для жывёл*)  
**return** [rɪ'tɜ:n] *v* возвращать / вяртаць  
**reuse** [ˌri:'ju:z] *v* использовать повторно / выкарыстоўваць паўторна  
**set free** [ˌset 'fri:] *phr v* освободить / вызваліць  
**share** [ʃeə] *v* делиться / дзяліцца  
**suffer** ['sʌfə] **from smth** страдать от чего-л. / пакутаваць ад чаго-н.  
**take action** [teɪk 'ækʃən] принимать меры, действовать / прымаць меры, дзейнічаць  
**threat** [θret] *n* угроза / пагроза  
**throw away** [ˌθrəʊ ə'weɪ] *phr v* выбрасывать / выкідваць

## Unit 8

**attend** [ə'tend] *v* посещать / наведваць  
**be born** [bɔ:n] *v* родиться / нарадзіцца  
**be fond** [fɒnd] **of** увлекаться / захапляцца  
**be full** [fʊl] **of** быть наполненным (*чем-л. / кем-л.*) / быць напоўненым (*чым-н. / кім-н.*)

**be keen** [ki:n] **on** увлекаться / захоплюцца  
**biography** [baɪ'ɒɡrəfi] *n* биография / біяграфія  
**borrow** ['bɒrəʊ] *v* одолжить / пазычыць  
**collection** [kə'lekʃ(ə)n] *n* коллекция / калекцыя  
**comic book** ['kɒmɪk ,bʊk] комикс / комікс  
**cowardly** ['kaʊədli] *adj* трусливый / баязлівы  
**crime fiction** ['kraɪm 'fɪkʃ(ə)n] литература о преступ-  
 лениях / літаратура пра злачынствы  
**curious** ['kjʊəriəs] *adj* любопытный / цікаўны  
**die** [daɪ] *v* умирать / паміраць  
**dishonest** [dɪs'ɒnɪst] *adj* нечестный / несумленны  
**during** ['djʊərɪŋ] в течение, во время / на працягу,  
 падчас  
**editor** ['edɪtə] *n* редактор / рэдактар  
**encyclopaedia** [ɪnˌsaɪklə'pi:diə] *n* энциклопедия /  
 энцыклапедыя  
**evil** ['i:v(ə)l] *n* зло / зло, ліха  
**fable** ['feɪb(ə)l] *n* басня / байка  
**fiction** ['fɪkʃ(ə)n] *n* художественная литература /  
 мастацкая літаратура  
**friendship story** ['fren(d)ʃɪp 'stɔ:ri] рассказ о дружбе /  
 апавяданне пра сяброўства  
**generous** ['dʒenərəs] *adj* щедрый / шчодры  
**good** [ɡʊd] *n* добро / дабро  
**goosebumps** ['ɡu:s,bʌmps] мурашки по коже / мурашкі  
 па скуры  
**have a sense of humour** ['sens əv 'hju:mə] иметь чувство  
 юмора / мець пачуццё гумару  
**historical novel** [hɪ'stɒrɪk(ə)l 'nɒv(ə)l] исторический  
 роман / гістарычны раман  
**honest** ['ɒnɪst] *adj* честный / сумленны  
**humorous story** ['hju:mərəs 'stɔ:ri] юмористический  
 рассказ / гумарыстычнае апавяданне  
**legend** ['ledʒ(ə)nd] *n* легенда / легенда

**magazine** [ˌmæɡəˈziːn] *n* журнал / часопис  
**make sb laugh** [lɑːf] заставлять кого-н. смеяться /  
 примушаць каго-н. смяцца  
**marry** [ˈmæri] *v* жениться, выйти замуж / ажаніцца,  
 выйсці замуж  
**mean** [miːn] *adj* скупой / скупы  
**newspaper** [ˈnjuːzˌpeɪpə] *n* газета / газета  
**non-fiction** [ˌnɒn ˈfɪkʃ(ə)n] *n* документальная литера-  
 тура / дакументальная літаратура  
**novel** [ˈnɒv(ə)l] *n* роман / раман  
**poetry** [ˈpəʊtri] *n* поэзия / паэзія  
**powerful** [ˈpaʊəf(ə)l] *adj* мощный, влиятельный /  
 моцны, уплывовы  
**prefer** [prɪˈfɜː] *v* предпочитать / аддаваць перавагу  
**publish** [ˈpʌblɪʃ] *v* публиковать / публікаваць  
**serious** [ˈsɪəriəs] *adj* серьезный / сур'ёзны  
**shy** [ʃaɪ] *adj* застенчивый / сарамлівы  
**silly** [ˈsɪli] *adj* глупый / дурны, неразумны  
**strict** [strikt] *adj* строгий / строги  
**weak** [wiːk] *adj* слабый / слабы  
**wise** [waɪz] *adj* мудрый / мудры  
**writer** [ˈraɪtə] *n* писатель / пісьменнік

## Unit 9

**amazing** [əˈmeɪzɪŋ] *adj* изумительный, поразитель-  
 ный / дзівосны, дзіўны  
**awesome** [ˈɔːs(ə)m] *adj* классный / класны  
**believable** [bɪˈliːvəb(ə)l] *adj* правдоподобный / праўда-  
 падобны  
**box office** [ˈbɒks ˌɒfɪs] билетная касса (в кино или  
 театре) / білетная каса (у кіно ці тэатры)  
**challenging** [ˈtʃælɪndʒɪŋ] *adj* трудный, но интересный;  
 бросающий вызов / цяжкі, але цікавы; які кідае  
 выклік

**independent** [ˌɪndɪˈpendənt] *adj* независимый / неза-  
лежны

**original** [əˈrɪdʒ(ə)nəl] *adj* оригинальный / арыгі-  
нальны

**plot** [plɒt] *n* сюжет / сюжэт

**real** [rɪəl] *adj* настоящий / сапраўдны

**realistic** [ˌrɪəˈlɪstɪk] *adj* реалистичный / рэалістычны

**row** [rəʊ] *n* ряд / рад

**screen** [skri:n] *n* экран / экран

**seat** [si:t] *n* место / месца

**special** [ˈspeʃ(ə)l] *adj* особенный / асаблівы

**special effects** [ˈspeʃ(ə)l ɪˈfekts] спецэффекты / спец-  
эффекты

**star** [stɑ:] *n; v* звезда; играть главную роль в фильме /  
зорка; выконваць галоўную ролю ў фільме

**talented** [ˈtæləntɪd] *adj* талантливый / таленавіты

**ticket** [ˈtɪkɪt] *n* билет / білет, квіток

**unforgettable** [ˌʌnfəˈgetəb(ə)l] *adj* незабываемый /  
незабыўны

**voice** [vɔɪs] *n; v* голос; озвучивать / голас; агучваць

## Irregular verbs

|                        |                                  |                         |                                   |
|------------------------|----------------------------------|-------------------------|-----------------------------------|
| <b>be</b> [bi:]        | <b>was, were</b><br>[wəz ], [wə] | <b>been</b> [bi:n]      | быть / быць                       |
| <b>become</b> [bi'kʌm] | <b>became</b> [bi'keɪm]          | <b>become</b> [bi'kʌm]  | становиться / станавіцца          |
| <b>begin</b> [bi'gɪn]  | <b>began</b> [bi'gæn]            | <b>begun</b> [bi'gʌn]   | начинать / пачынаць               |
| <b>blow</b> [bləʊ]     | <b>blew</b> [blu:]               | <b>blown</b> [bləʊn]    | дуть / дзьмуць                    |
| <b>break</b> [breɪk]   | <b>broke</b> [brəʊk]             | <b>broken</b> ['brəʊkn] | ломать / ламаць                   |
| <b>bring</b> [brɪŋ]    | <b>brought</b> [brɔ:t]           | <b>brought</b> [brɔ:t]  | приносить / прыносіць             |
| <b>build</b> [bɪld]    | <b>built</b> [bɪlt]              | <b>built</b> [bɪlt]     | строить / будаваць                |
| <b>burn</b> [bɜ:n]     | <b>burnt</b> [bɜ:nt]             | <b>burnt</b> [bɜ:nt]    | жечь, гореть / паліць, гарэць     |
| <b>buy</b> [baɪ]       | <b>bought</b> [bɔ:t]             | <b>bought</b> [bɔ:t]    | покупать / купляць                |
| <b>catch</b> [kætʃ]    | <b>caught</b> [kɔ:t]             | <b>caught</b> [kɔ:t]    | ловить, хватать / лавіць, хватаць |
| <b>choose</b> [tʃu:z]  | <b>chose</b> [tʃəʊz]             | <b>chosen</b> ['tʃəʊzn] | выбирать / выбіраць               |
| <b>come</b> [kʌm]      | <b>came</b> [keɪm]               | <b>come</b> [kʌm]       | приходить / прыходзіць            |
| <b>cost</b> [kɒst]     | <b>cost</b> [kɒst]               | <b>cost</b> [kɒst]      | стоять / каштаваць                |
| <b>cut</b> [kʌt]       | <b>cut</b> [kʌt]                 | <b>cut</b> [kʌt]        | резать / рэзаць                   |

|                                 |                                 |                                 |                                |
|---------------------------------|---------------------------------|---------------------------------|--------------------------------|
| <b>do</b> [du:]                 | <b>did</b> [dɪd]                | <b>done</b> [dʌn]               | делать / рабіць                |
| <b>draw</b> [drɔ:]              | <b>drew</b> [dru:]              | <b>drawn</b> [drɔ:n]            | рисовать / маляваць            |
| <b>drink</b> [drɪŋk]            | <b>drank</b> [dræŋk]            | <b>drunk</b> [drʌŋk]            | пить / піць                    |
| <b>drive</b> [draɪv]            | <b>drove</b> [drəʊv]            | <b>driven</b> ['drɪvn]          | водит / вадзіць (машыну)       |
| <b>eat</b> [i:t]                | <b>ate</b> [et]                 | <b>eaten</b> ['i:tɪn]           | кушать, есть / есці            |
| <b>fall</b> [fɔ:l]              | <b>fell</b> [fel]               | <b>fallen</b> ['fɔ:lɪn]         | падать / падаць                |
| <b>feed</b> [fi:d]              | <b>fed</b> [fed]                | <b>fed</b> [fed]                | кормить / карміць              |
| <b>feel</b> [fi:l]              | <b>felt</b> [felt]              | <b>felt</b> [felt]              | чувствовать / адчуваць         |
| <b>fight</b> [faɪt]             | <b>fought</b> [fɔ:t]            | <b>fought</b> [fɔ:t]            | сражаться, бороться / змагацца |
| <b>find</b> [faɪnd]             | <b>found</b> [faʊnd]            | <b>found</b> [faʊnd]            | находить / знаходзіць          |
| <b>fly</b> [flaɪ]               | <b>flew</b> [flu:]              | <b>flown</b> [fləʊn]            | летать / лятаць, лётаць        |
| <b>forecast</b><br>[ 'fɔ:kɑ:st] | <b>forecast</b><br>[ 'fɔ:kɑ:st] | <b>forecast</b><br>[ 'fɔ:kɑ:st] | предсказывать / прадказваць    |
| <b>forget</b> [fə'get]          | <b>forgot</b> [fə'gɒt]          | <b>forgotten</b> [fə'gɒtɪn]     | забывать / забываць (-цца)     |
| <b>forgive</b> [fə'gɪv]         | <b>forgave</b> [fə'gɪv]         | <b>forgiven</b> [fə'gɪvn]       | прощать / дараваць             |
| <b>freeze</b> [fri:z]           | <b>froze</b> [frəʊz]            | <b>frozen</b> ['frəʊzn]         | замерзать / замярзаць          |
| <b>get</b> [get]                | <b>got</b> [gɒt]                | <b>got</b> [gɒt]                | получать / атрымліваць         |
| <b>give</b> [gɪv]               | <b>gave</b> [gɪv]               | <b>given</b> ['gɪvn]            | давать / даваць                |

**go** [gəʊ]  
**grow** [grəʊ]

**hang** [hæŋ]  
**have** [hæv]  
**hear** [hiə]  
**hide** [haɪd]

**hit** [hɪt]  
**hold** [həʊld]

**hurt** [hɜ:t]

**keep** [ki:p]

**know** [nəʊ]  
**lay** [leɪ]  
**lead** [li:d]

**learn** [lɜ:n]

**went** [went]  
**grew** [gru:]

**hung** [hʌŋ]  
**had** [hæd]  
**heard** [hɜ:d]  
**hid** [hɪd]

**hit** [hɪt]  
**held** [held]

**hurt** [hɜ:t]

**kept** [kept]

**knew** [nju:]  
**laid** [leɪd]  
**led** [led]

**learnt** [lɜ:nt]

**gone** [ɡɒn]  
**grown** [grəʊn]

**hung** [hʌŋ]  
**had** [hæd]  
**heard** [hɜ:d]  
**hidden** ['hɪdn]

**hit** [hɪt]  
**held** [held]

**hurt** [hɜ:t]

**kept** [kept]

**known** [nəʊn]  
**laid** [leɪd]  
**led** [led]

**learnt** [lɜ:nt]

идти / ісці  
расти, выращивать /  
расці, вырошчваць  
вешать / вешаць  
иметь / мець  
слышать / чуць  
прятать (-ся) /  
хаваць (-цца)  
ударять / біць  
проводить (*что-н.*) /  
праводзіць (*што-н.*)  
причинять боль / прычы-  
няць боль  
хранить, держать / захоў-  
ваць, трымаць  
знать / ведаць  
класть / класці  
вести, руководить / весці,  
кіраваць  
учить / вучыць

**leave** [li:v]**let** [let]**lie** [lai]**lose** [lu:z]**make** [merk]**mean** [mi:n]**meet** [mi:t]**pay** [pei]**put** [put]**read** [ri:d]**ride** [raid]**ring** [riŋ]**rise** [raiz]**run** [rʌn]**left** [left]**let** [let]**lay** [lei]**lost** [lɒst]**made** [meid]**meant** [ment]**met** [met]**paid** [peid]**put** [put]**read** [red]**rode** [rəʊd]**rang** [ræŋ]**rose** [rəʊz]**ran** [ræn]**left** [left]**let** [let]**lain** [leɪn]**lost** [lɒst]**made** [meid]**meant** [ment]**met** [met]**paid** [peid]**put** [put]**read** [red]**ridden** ['rɪdn]**rung** [rʌŋ]**risen** ['rɪzn]**run** [rʌn]оставлять, уезжать / пакі-  
даць, ад'язджаць

позволять / дазваляць

лежать / ляжаць

терять / губляць

делать, производить /  
рабіць, вырабляцьподразумевать, значить /  
разумець, падразумяваць,  
мець на ўвазе

встречать / сустракаць

платить / плаціць

класть / класці

читать / чытаць

ездить верхом / ездзіць  
вярхом

звонить / званіць

подниматься / падымацца

бежать / бегчы

**say** [seɪ]  
**see** [siː]  
**sell** [sel]  
**send** [send]  
**set** [set]  
  
**shake** [ʃeɪk]  
**shine** [ʃaɪn]  
**show** [ʃəʊ]  
**sing** [sɪŋ]  
**sink** [sɪŋk]  
  
**sit** [sɪt]  
**sleep** [sliːp]  
**smell** [smel]  
  
**speak** [spiːk]  
**spend** [spend]

**said** [sed]  
**saw** [sɔː]  
**sold** [səʊld]  
**sent** [sent]  
**set** [set]  
  
**shook** [ʃʊk]  
**shone** [ʃɒn]  
**showed** [ʃəʊd]  
**sang** [sæŋ]  
**sank** [sæŋk]  
  
**sat** [sæt]  
**slept** [slept]  
**smelt** [smelt]  
  
**spoke** [spəʊk]  
**spent** [spent]

**said** [sed]  
**seen** [siːn]  
**sold** [səʊld]  
**sent** [sent]  
**set** [set]  
  
**shaken** [ˈʃeɪkn]  
**shone** [ʃɒn]  
**shown** [ʃəʊn]  
**sung** [sʌŋ]  
**sunk** [sʌŋk]  
  
**sat** [sæt]  
**slept** [slept]  
**smelt** [smelt]  
  
**spoken** [ˈspəʊkn]  
**spent** [spent]

говорит / казачь  
 видеть / бачыць  
 продавать / прадаваць  
 посылать / пасылаць  
 устанавливать / устанаў-  
 ліваць  
 трясти / трэсці  
 светить / свяціць  
 показывать / паказваць  
 петь / спяваць  
 тонуть, погружать / тануць,  
 апускаць  
 сидеть / сядзець  
 спать / спаць  
 пахнуть; нюхать / пах-  
 нуць; нюхаць  
 говорит / размаўляць  
 тратить / траціць; марна-  
 ваць

**spoil** [spɔɪl]  
**spread** [spred]

**stand** [stænd]  
**steal** [sti:l]  
**swim** [swɪm]  
**take** [teɪk]  
**teach** [ti:tʃ]  
**tell** [tel]

**think** [θɪŋk]  
**throw** [θrəʊ]  
**understand**  
[ˌʌndə'stænd]  
**wake** [weɪk]

**wear** [weə]

**win** [wɪn]  
**write** [raɪt]

**spoilt** [spɔɪlt]  
**spread** [spred]

**stood** [stud]  
**stole** [stəʊl]  
**swam** [swæm]  
**took** [tʊk]  
**taught** [tɔ:t]  
**told** [təʊld]

**thought** [θɔ:t]  
**threw** [θru:]  
**understood**  
[ˌʌndə'stud]  
**woke** [wəʊk]

**wore** [wɔ:]

**won** [wʌn]  
**wrote** [rəʊt]

**spoilt** [spɔɪlt]  
**spread** [spred]

**stood** [stud]  
**stolen** ['stəʊln]  
**swum** [swʌm]  
**taken** ['teɪkn]  
**taught** [tɔ:t]  
**told** [təʊld]

**thought** [θɔ:t]  
**thrown** [θrəʊn]  
**understood**  
[ˌʌndə'stud]  
**woken** ['wəʊkn]

**worn** [wɔ:n]

**won** [wʌn]  
**written** ['rɪtn]

портит / псаваць  
распространяться / рас-  
паўсюджацца

стоять / стаяць  
красть / красці  
плавать / плаваць  
брать / браць  
учить / вучыць, навучаць  
рассказывать / расказ-  
ваць, апавядаць

думать / думаць  
бросать / кідаць  
понимать / разумець

просыпаться; будить /  
прачынацца; будзіць  
носить (*одежду*) / насіць  
(*адзенне*)

выигрывать / выйграваць  
писать / пісаць

**Английский язык / Англійская мова : учебное пособие для 6-го кл. учреждений общ. сред. образования с белорус. и рус. яз. обучения (повыш. уровень) : с электронным приложением. В 2 ч. Ч. 2 / Н. В. Демченко [и др.]. – Минск : Вышэйшая школа, 2018. – 213 с. : ил. + 1 электрон. опт. диск (CD)**  
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## **АНГЛИЙСКИЙ ЯЗЫК / АНГЛІЙСКАЯ МОВА**

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с белорусским и русским языками обучения (повышенный уровень)

С электронным приложением

В 2 частях

Часть 2

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|----------------|-------------------------------|-------|--------------------------------------------------------|---------------------------------------------------------------|
| 20 /           |                               |       |                                                        |                                                               |
| 20 /           |                               |       |                                                        |                                                               |
| 20 /           |                               |       |                                                        |                                                               |
| 20 /           |                               |       |                                                        |                                                               |
| 20 /           |                               |       |                                                        |                                                               |

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# United Kingdom of Great Britain and Northern Ireland



ENGLAND



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NORTHERN IRELAND



WALES

