

# MOVING ACTIVITIES

## Unit 5. In the heart of Europe

### Lesson 1

#### 5b. Moving activity “Number dictation”.

The T divides the class into two or three teams and dictates numbers. In turns Ss run to the board to write them down. The team that writes the correct number faster wins one point. Make sure each S runs to the board at least twice.

3,000,000, 35,000, 406, 80,020, 1,306,000, 543, 6,018, 20,400, 467,200, etc.

### Lesson 2

#### 3. Moving activity “World map”.

The T asks Ss to stand up. Name a country. If the country lies to the East of Belarus, Ss stretch their right arms; if the country lies to the West of Belarus, Ss stretch their left arms; if it lies to the north of Belarus, Ss stretch their hands up; if it lies to the south of Belarus, they sit down.

### Lesson 3

#### 4. Moving activity “Flags and countries”.

Hang up pictures of flags of some countries around the class. Call the name of a country. Ss run to the flag of the country.

### Lesson 4

#### 4. Moving activity “Spell your country”.

The T divides Ss into 2 groups: Australia (those who will read a text about Australia in ex. 5) and New Zealand (they will read about New Zealand). To do this, divide the name of the country according to the number of Ss in a group.

**Example:** *If you have 6 students, make 6 cards: aus-tra-lia-new-zea-land.  
For 12 students: au-s-t-ra-l-ia ne-w ze-al-an-d.*

### Lesson 5

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

Read the sentences to Ss. They stand up and repeat the sentence if the sentence is TRUE for them.

## Lesson 6

### 4c. Moving activity “Find someone who...”.

Ss walk around the class to find someone who answers “Yes, I have.” to their questions from ex. 4b. Then report to the class.

**Example:** *Nikita has been to the USA.*

## Lesson 7

### 5. Moving activity “Travellers”.

S 1 stands up and says what sight he/she has visited. Ss that have been there too, stand up and join S 1. Who has the biggest group? Who has the smallest?

## Lesson 8

### 4. Moving activity “Definitions”.

The T divides the class into two teams. Ss choose a speaker in their team. Give each speaker a list of words. The speaker explains the words to the team (using words, gestures, even drawings on the board). Which team can guess more words?

Word lists:

**volcano sight building original anthem valley border ornament flax population**

**plain area thistle view cave stripe banknote region unique cranberry**

## Lesson 9

### 4a. Moving activity “Critics”.

Ss walk around the class, read through the posters and fill in the chart with ☺ – ok, ☺☺ – good, ☺☺☺ – excellent.

## Lesson 10

### 4. Moving activity “Interview”.

Ss write one question to interview their classmates about the magazines or websites they read or TV channels and programmes they watch. Ss walk around the class and interview their classmates about their interests. Then report to the class.

## Lesson 11

### 3. Moving activity "Paper ball".

Say a verb and toss the paper ball to a classmate. The classmate has to name three verb forms.

**Example:** *Run! S1: run – ran – run! do! S2: do – did – done!...*

## Unit 6. Nature Wonders

### Lesson 1

#### 7. Moving activity "Find your partner".

The T distributes pieces of paper with the number from the text and the things they correspond to. If there are more Ss in the class, the T adds information from English 5 or lets Ss do this exercise in pairs.

about 200,000km <sup>2</sup>	the area of Belarus
20,000	rivers
11,000	lakes
79,2 km <sup>2</sup>	Lake Naroch
14.1%	swamps
346 metres	Mount Dzerzhynskaya
more than 40%	forests
28	species of trees
70	kinds of bushes
300	birds
6	National Parks

## Lesson 2

### 4. Moving activity "Stand up / Sit down".

The T reads the sentences to the Ss. Ss stand up if the sentences are false.

1. Belarus is an island. (F)
2. There are many high mountains in Belarus. (F)
3. 40% of Belarus is covered with forest. (T)
4. There are a lot of swamps in the north of Belarus. (F)
5. Belarus is a flat country. (T)
6. The UK borders on Poland. (F)
7. The highest mountain is the Thames. (F)
8. There are a lot of wild places in Great Britain. (F)
9. The most famous animal from Belarus is the European bison.
10. You can't find any oaks in Belarus. (F)

## Lesson 3

### 5. Moving activity "Mime the animal".

Get into a circle. One person mimes the animal and the others guess.

## Lesson 4

### 5. Moving activity "Fly swat".

The T writes ten vocabulary items to revise on the board. Ss divide into teams. Each team sends up one person to the board. They get a fly swatter. The T reads the definitions aloud, the first S to swat the answer on the board wins the round.

## Lesson 5

### 4. Moving activity "Ball game. Three forms of the verb".

Throw the ball, say a verb. The person who catches the ball must say the three forms of the verbs.

## Lesson 6

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

Ss stand in a line. The T asks a question "Have you ever ...?" If Ss have had this experience, they jump to the front. They don't jump back. The first one to get to the T is the winner.

#### Examples:

*Have you ever seen an elk?*

*Have you ever smelled a cornflower?*

*Have you ever been to Great Britain?*

*Have you ever climbed an oak?*

*Have you ever caught a pike?*

The T can use any questions to revise the vocabulary of the previous lessons.



## Lesson 7

### 6. Moving activity “Trees and squirrels”.

Ss get into groups of three. Two Ss make a tree by raising and joining their hands. And one S is a squirrel in the tree (standing between the ‘tree’ Ss). When the T says “change homes”, the ‘squirrel’ Ss run to a different tree. Can every squirrel find a tree?

## Lesson 8

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

The T gives instructions. Ss imitate the movements.

#### **Example:**

*Grow as tall as a tree. Fly as fast as an eagle.*

*Jump like a kangaroo. Run as fast as a hare.*

*Swim like an eel.*

## Lesson 10

### Moving activity “Hot potato”.

Ss get into a circle and pass the ball from one student to another. When the T says ‘Stop’, the S with the ball has to say three words describing with the nature, flora or fauna of a country. The rest guess the country.

# Unit 7. It’s in your hands!

## Lesson 1

### 3d. Moving activity “Make up a sentence”.

Work in 2 teams. Go to your teacher’s desk, take a card with a word and return to your team. Then a S from another team does the same. Go on taking cards with words until you can make a sentence using the words you have. The first team to make a sentence win.

**Sentences** (printed out and cut into separate words): Farmers mustn’t cut down trees. Rare species of animals and plants are disappearing. People destroy animals’ habitats. Rainforests keep the air clean.

## Lesson 2

### 3b. Moving activity “Paper ball”. Form adjectives from the nouns.

Choose one noun from the list and write it on a slip of paper. Make it into a paper ball and throw to another student. S/he has to write an adjective formed from the noun and throw it back to you. You read out the two words.

## Lesson 3

### 4c. Moving activity "The three Rs rap".

Read the rap with movements.

## Lesson 4

### 2d. Moving activity "Hot potato".

Make a circle. The T names a word and throws a ball to one of you. Catch the ball and make up a sentence about plastic pollution using the word. Then throw the ball to the T again.

**Words to use:** *produce, throw away, dump into, recycle, suffer from, damage, reuse, pick up, protect, reduce, take action.*

## Lesson 5

### 3c. Moving activity "True or false?"

Listen to your T's sentences about blue whales. Make a step to the right if the sentence is true. Make a step to the left if the sentence is false.

## Lesson 6

### 2d. Moving activity "Tenses".

Work as 2 teams. Take a card with a verb. Listen to your T naming the tense (Present Simple, Past Simple, Present Simple Passive, Present Perfect, Present Continuous). When you hear the name of the tense you have, run to the chair. The first person to take it brings a point to his / her team. Give a sentence about kagus or tree snails using the verb on your card.

**For team 1:** *is covered / eat / are destroying / have cut down / sold*

**For team 2:** *are killed / collect / are cutting down / have brought / appeared*

## Lesson 7

### 3d. Moving activity "Pass the envelope".

Make a circle. Pass the envelope around while the music is playing. When the music stops, the S with the envelope takes out a slip of paper with the explanation of a new word of the lesson. Then s/he reads out the definition and names the new word.

## Lesson 8

### 2d. Moving activity "Chinese whispers".

Get in a line. The T shows a sentence about the rescue centre to the first student. S/he whispers it to the next student. The sentence is passed on to the last student. S/he has to say the sentence aloud, then s / he moves to the front.

## Lesson 9

### 2c. Moving activity “Find your match”.

Get a card with half of a sentence about Roland. Walk around the classroom and find the matching half. Read your sentence aloud and say if it is true or false.

Roland lives in ...	... a big city in Sweden.
Roland was worried about ...	... the rainforests in Latin America.
Roland decided ...	... to buy the rainforest.
Roland and his class ...	... organised a bake sale.
Schoolchildren in other countries ...	... followed their example.

## Lesson 10

### 2. Moving activity “The three Rs rap”.

Read the rap with movements.

## Lesson 11

### 2d. Moving activity “Make up a slogan”.

Get a card with a letter on it. Together with other Ss, line up in the correct order to make a word. Write the word on the board. Go on until you’ve got a slogan.

L	E	T	'	S	A	D	O
P	T	O	U	R	S	C	H
O	O	L	Y	A	R	D	!

## Optional lesson. Did you know that ...

### 3. Moving activity “Make up a sentence”.

Get a card with a word on it. Together with other students make up a sentence.

**The sentence** (printed out and cut into separate words): Every day is Earth Day not only on the 22 of April.

# Unit 8. Reading is great!

## Lesson 1

### 3b. Moving activity "Guess the book".

Write the names of the books from ex. 3 on strips of paper and put them face down either on the board or on the T's desk. After Ss have studied the book covers, they come to the board or to the T's desk, take a card and mime the name of the book. The other Ss guess the book.

## Lesson 2

### 3d. Moving activity "A paper ball".

The T throws a paper ball to Ss and names an adjective from the blurbs in ex. 2b. Ss make a sentence with this adjective about the books and throw the ball back to the T.

**Example.** T: *Touching!*

S: *"The Black Beauty" is a touching story.*

## Lesson 3

### 3. Moving activity "Guessing game".

Fill in the Yes/No-questions. Guess your classmates' answers. Walk around the classroom and interview each student. One student – one question.

1. ... you like science fiction?
2. ... your grandad read magazines?
3. ... you read a historical novel yesterday?
4. ... you got an encyclopaedia at home?
5. ... you fond of crime fiction?
6. ... you at the library last week?
7. ... you reading a book at 6 o'clock yesterday?
8. ... you read when you were 5 years old?
9. ... your mum keen on poetry?
10. ... you ever met a writer?

## Lesson 4

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

The T says a number of true and false sentences about Rudyard Kipling. Ss make a step to the right if the sentence is true. They make a step to the left if the sentence is false.

## Lesson 5

**2c.**  **Moving activity “Tag-questions game”.** Complete the tag-questions and interview your classmates.

Ss walk around the classroom.

1. You're fond of crime fiction, ...?
2. You borrowed a book from the library last week, ...?
3. You like Belarusian poetry, ...?
4. You've read all the books about Harry Potter, ...?
5. Roald Dahl is your favourite writer, ...?
6. You don't read fairy-tales, ...?
7. *Treasure Island* isn't a fantasy book, ...?
8. You have never been to the National Library, ...?
9. There aren't books by R. R. Tolkien in your home library, ...?
10. Nobody in your family likes reading magazines, ...?

## Lesson 6

**3b.**  **Moving activity “Use the adjectives”.** Use the adjectives in the box to describe book characters.

Put the pictures of book characters on the board, walls, desks. Ss one by one stand up, take a picture and describe the character.

**Example.** *Rumpelstiltskin is mean.*

## Lesson 7

**1d.**  **Moving activity “Detectives”.**

Before the lesson, hide cards with words from the essay in different places in the room. Ss stand up and look for the cards. When they find a card, they are to go to their seat. Then they say sentences with the words on the cards.

**Example.** *Strict. Sherlock wore a strict suit.*

## Lesson 8

**3. 🧑🏻 Moving activity “Find your match”.** Walk around the classroom. Match the beginnings of the sentences with their endings.

1. Yanka Maur attended ...	A. ... the father of the Belarusian children's literature.
2. Yanka Maur is often called ...	B. ... were friends.
3. The story <i>In the Bird-of-paradise Country</i> takes you ...	C. ... in 1971.
4. Yanka Maur and Yakub Kolas ...	D. ... a science-fiction book.
5. The main characters of <i>Palesse Robinsons</i> are ...	E. ... to the exotic world of New Guinea.
6. <i>Professor Tsylyakouski's Fantamobile</i> is ...	F. ... are brave and curious.
7. Yanka Maur died ...	G. ... a vocational school.

## Lesson 9

**4. 🧑🏻 Moving activity “Coffee break”.**

At the book fair, book presenters take a coffee break. They walk around the fair (classroom) and talk about books and reading. Each S gets a question. When two Ss meet, they ask and answer their questions adding some extra information. As feedback, ask the S who has Question 1: *How did the students answer your question?*

S: Yes, it is. *The fair is fantastic, great, super, etc.*

1. It's a nice fair, isn't it?
2. What do you think about reading books?
3. What's your favourite book?
4. Who's your favourite writer?
5. Who's your favourite book character?
6. Comic books aren't popular with children, are they?
7. Do you buy books or borrow them from the library?
8. Have you ever written a story?
9. What book did you last read?
10. You're a bookworm, aren't you?

## Lesson 10

### Moving activity “The right order”.

Each S gets a sentence. Ss need to stand in a line so that their sentences will go in chronological order.

A. The room was all in blood and there was no baby in his bed.
B. Then the prince found his son, safe and sound, in the room next door.
C. Llewelyn lived in a palace with his wife, a baby son and a dog, Gelert by name.
D. At that moment Prince Llewelyn realised <sup>1</sup> his terrible mistake.
E. When Llewelyn came home, Gelert met him outside the palace.
F. He also found the body of a huge wolf lying on the floor in another room.
G. The prince ran into the palace and hurried to the baby's room.
H. Llewelyn took out his sword and killed the dog.
I. One day the prince went hunting and Gelert stayed in the palace to guard the baby.
J. His mouth was in blood.

Key: C, I, E, J, G, A, H, B, F, D.

## Lesson 11

### Moving activity “Mime a character”.

Ss mime a character from the boardgame. The rest Ss guess them.

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<sup>1</sup> realise ['rɪəlaɪz] – осознать / уразуметь

# Unit 9. Film! Film! Film!

## Lesson 1

**2b.**  **Moving activity “Paper ball”.** Use the boxes in the Speech File for help.

T: *Musicals ...*

S: *... are touching / amusing / help me to relax / ...*

## Lesson 2

**1.**  **Moving activity “Invitation”.**

The T puts the cards with the names of places on the desks. The word “cinema” must be on 3–4 cards. Ss walk around the classroom until the T says “Stop!” Then each of them takes a card nearest to them and invites any S to the place in the card. Their partners accept or refuse the invitation. They put their cards back on the desks and start walking again. Repeat the activity 2–3 times.

### Example.

S1: *Do you fancy going to the museum tomorrow?*

S2: *That’s a good idea! / Sorry, I don’t like museums. Why don’t we go to the library?*

S1: *Sounds fine. / I don’t feel like going there.*

### Feedback.

T: *Who is going to the cinema tomorrow? Raise your hands.*

cinema	cinema	cinema	cinema
amusement park	library	theatre	museum
swimming pool	zoo	shopping mall	park

**3.**  **Moving activity “Cinema auditorium”.**

Draw a cinema auditorium on the board.

	screen				
Row 1	1	2	3	4	5
Row 2	1	2	3	4	5
Row 3	1	2	3	4	5
Row 4	1	2	3	4	5

The T gives instructions to Ss. Ss look at the board and move their eyes to follow the teacher’s instructions.

T: *Look at the cinema auditorium. Find Row 2, Seat 2. Now look right, right, down, left, up, up, right. Which is your seat now? (S: Row 1, Seat 4.)*

Repeat the procedure several times.



## Lesson 3

**3b.**  **Moving activity “A class survey”.** Interview 3–4 classmates about the book they last read or the film they last watched. Complete the chart.

## Lesson 4

**2c.**  **Moving activity “Find your answer”.**

Each S gets a card with a Who-question and an answer to another Who-question. They walk around the class and find their answer.

- |  |                           |
|--|---------------------------|
| 1. – Who gets the magic ring from his cousin?          | – Frodo                   |
| 2. – Who is strict?                                    | – Mary Poppins            |
| 3. – Who finds the Secret Garden behind the tall wall? | – Mary, Dicken and Colin. |
| 4. – Who run away from home?                           | – Tom and Huck.           |
| 5. – Who has got a lot of problems?                    | – Mary.                   |
| 6. – Who was lost at sea?                              | – Pippi’s father.         |
| 7. – Who is fond of fishing and swimming?              | – Tom.                    |

## Lesson 5

**2.**  **Moving activity “Find your match”.**

Ss walk around the classroom and find their match. They read the sentences they have got and say if they agree or disagree with them.

1. Emma Watson is ...	... there are a lot of special effects in them.
2. “Beauty and the Beast” is ...	... from my parents.
3. I like action films because ...	... an amazing fantasy film.
4. I want to be independent ...	... always challenging for me.
5. Our last trip school trip ...	... an awesome science fiction film.
6. Maths tests are ...	... was an unforgettable experience.
7. “Star Wars” is ...	... a talented actress.

### Key:

1. Emma Watson is a talented actress.
2. “Beauty and the Beast” is an amazing fantasy film.
3. I like action films because there are a lot of special effects in them.
4. I want to be independent from my parents.
5. Our last trip school trip was an unforgettable experience.
6. Maths tests are always challenging for me.
7. “Star Wars” is an awesome science fiction film.

## Lesson 6

### 2c. Moving activity “Emma or Dan”.

The T puts the photos of Emma Watson and Dan Stevens on the board and writes different words from the interview on pieces of paper and put them on the table. The T divides the class into two groups: Emma and Dan. They come to the teacher’s table one by one, choose a word which can be used to describe their actor/actress and place a card or write the word on the board. Each team has to find five words (there must be more than five words about each actor). Then they make sentences with the words they have chosen. If a sentence is true and grammatically correct, the team gets a point.

## Lesson 7

### 2. Moving activity “Treasure hunt”.

The T writes the sentence “Life is full of amazing adventures.” on a strip of paper. S/he cuts it into separate words and hides the parts around the classroom before the lesson. Ss go on a ‘treasure hunt’. They walk and look for the parts of the sentence. Finally, they make the sentence together.

## Lesson 8

### 2. Moving activity “Mime the film”.

Ss mime the film they are going to write a review about. The rest name the film and its genre.

## Lesson 9

### Moving activity “Voting”.

Each S gets a voting card (карточка для голосования / картка для галасавання). They walk around the classroom, read the information on the numbered category cards and make their choice, e.g.

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.

## Lesson 10

### Moving activity “Magic wand”.

The T takes a magic wand (a pointer), points at the Ss and “works magic”. Ss pretend they are under the spell and carry out the tasks of the “magician”.

T: *You are walking through the magic forest. It’s very thick. Now you are magic owls. You are flying. Now you are playing quidditch. Now you are sleeping in the dormitory. Now I’ll turn you into unusual statues! One, two, three! Freeze! Who’s got the most unusual statue?*

## Lesson 11

**1c.**  **Moving activity. Say if the sentences are true, false or there is no information.**

Ss make a step to the right if the sentence is true, a step to the left if the sentence is false and stand still if the text doesn’t say anything about it.

# TAPESCRIPTS (ТЕКСТЫ АУДИОЗАПИСИ)

## Unit 5

### Lesson 1, ex. 2b

**Teacher:** Good morning, everybody! We're going to have a quiz about Belarus. Our contestants today are Alex (*applause*), Pavel (*applause*) and Nastya (*applause*). Question number 1. Where is Belarus on the world map?

**Nastya:** It lies in Western Europe.

**Teacher:** Well, no. Alex?

**Alex:** It lies in Eastern Europe to the East of Russia.

**Teacher:** Correct! What is the area of Belarus?

**Pavel:** I don't know.

**Nastya:** Smaller than England.

**Alex:** Bigger than England.

**Teacher:** The area is 207,600 sq/km. Alex is right. The next question. What is the capital of Belarus? Pavel?

**Pavel:** Minsk.

**Teacher:** Right! Question number 4. What is the population of Belarus?

**Alex:** 9.5 million people.

**Teacher:** Very good, Alex. Question 5. What countries does Belarus border?

**Nastya:** Russia, Ukraine, Poland, Lithuania and ... and ...

**Alex:** and Latvia!

**Teacher:** Correct! And the last question. What is Belarus famous for?

**Nastya:** Bison!

**Teacher:** Very good, Nastya.

**Pavel:** Potato dishes!

**Teacher:** Well done, Pavel!

**Nastya:** The artist – Marc Chagall!

**Teacher:** Yes, Nastya, you are right.

**Alex:** Its beautiful and unique nature – forests, lakes and swamps. And the bison!

**Teacher:** Well done, Alex. You are the winner! (*applause and music*)

### Lesson 3, ex. 1a, b

#### Chant

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

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

### Lesson 4, ex. 1

Desert, valley, volcano, crater lake, plain, swamp, glacier, cave.

## **Lesson 4, ex. 3b, c**

1. Where is the country situated? 2. What countries does it border?  
3. What is the area of the country? 4. What is the population of the country?  
5. What parts does it consist of? 6. What are the natural landmarks of the country? 7. What are the national symbols of the country? 8. What is the country famous for?

## **Lesson 5, ex. 1b, c**

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.

## **Lesson 5, ex. 4**

1. I have never been to New Zealand. 2. I have never travelled by plane.  
3. I have seen the ocean. 4. I have been to Russia. 5. I haven't seen a crater lake.  
6. I've travelled by train. 7. I've sailed across the sea. 8. I've been to Minsk many times. 9. I haven't seen a glacier in the mountains. 10. I haven't been to England.

## **Lesson 5, ex. 5**

### **Hanna Evans**

Well, my name is Hanna Evans and I'm a travel photographer for National Geographic. I've travelled all over the world and have seen lots of beautiful landscapes. I've travelled all over the UK: I've seen the mountains of Scotland, the rocky coastlines of England and the hills of Northern Ireland. I've also travelled to North America twice. I've seen the great waterfalls in Canada, the mountains and the grassy plains of the USA. The most unusual place I've been to is New Zealand. It has snow-capped mountains, volcanoes, crater lakes, dramatic rocky caves, golden beaches – the landscapes are a fairy-tale.

I've never been to Belarus. But it's always been my dream to see the European bison.

## **Lesson 6, ex. 1b**

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

## Lesson 6, ex. 2a, c

- Have you ever been to Belarus?
- No, never. But I'd really love to come one day. I'd like to go to Belovezhskaya Pushcha to see a bison. Have you seen a bison, Alex?
- Yes. And I've fed the bison. I've been to Minsk Zoo 3 or 4 times.
- Wow! Lucky you!
- I've seen the alligators, too.
- Oh, I didn't know there were alligators in Belarusian swamps. He-he-he. It's a joke. Have you seen a swamp, by the way?
- Yeah. I've collected cranberries in Yelnya swamp once. My aunt lives not far from there. You know this ancient swamp was formed by the glacier more than 9000 years ago.
- That's amazing! I've never been to a European swamp. I've only taken photographs in the swamps of Florida in the USA.

## Lesson 7, ex. 2b

**A.** Marc Chagall Museum in Vitebsk **B.** The Augustów Canal in the Grodno region **C.** Lida Castle in the Grodno Region **D.** Brest Fortress **E.** "Pripyatsky" National Park in Gomel region **F.** Saint Sophia Cathedral in Polotsk, Vitebsk region **G.** Trinity Suburbs (or Minsk Old Town) in Minsk **H.** Saint Nicholas Monastery in Mogilev.

## Lesson 7, ex. 3a, b

- Hi, Hanna! How long have you been in Belarus?
- I've been here for 5 days and I have already visited some beautiful places.
- Oh, have you visited Belovezhskaya Puscha yet?
- Actually, I have. I really loved the Natural Science Museum inside the forest. And the bison of course.
- How about the castles? Have you been to Mir or Nesvizh yet?
- Yes, I have. We went on a one day trip from Minsk to Nesvizh and the Radziwill Castle. The furniture inside the castle is so beautiful. And the landscapes are beautiful.
- Next week we're going to the Grodno region to see Lida Castle.
- That's great! It's one of the oldest castles in Belarus. Are you interested in Art?
- Oh, of course. Do you mean Marc Chagall? He was born in Belarus, but I haven't seen any of his original works yet.
- Right! In Vitebsk, the hometown of Marc Chagall, there is a tiny museum house surrounded by beautiful gardens. It has an amazing collection.
- Oh, right. Thank you.
- How about natural landmarks? You are a nature photographer, so you must visit "Pripyatsky" National Park. It lies in a valley that is also known as the Belarus Amazon, due to the amazing number of forests, swamps and large floodplains there. You can go on a boat tour or a photography safari. I'll give you a brochure.

## Lesson 10, ex. 2a

My name is Terry. I read NatGeo 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. I've just watched The Angry Birds Movie by National Geographic and some videos on their website.

## Lesson 12, Listening

1. Well, I've been to many interesting places. I've travelled all over Canada, that's where I'm from. My favourite sight in Canada is Niagara Falls of course. It's huge and so great. It's just breathtaking! I've been to the USA many times. Once I took my sons to Florida. Florida National Park is amazing. We saw wildlife—alligators, crocodiles, turtles there. We also visited Disney World in Orlando. That was a fantastic holiday, you know. I travel a lot, but I've never been to another continent yet. I'd like to visit Europe and see the Eiffel Tower one day.

2. I haven't been to many places yet. I only visited my friend Alex in Belarus in summer. We stayed at his grandmother's house in a small village not far from the beautiful Nesvizh Castle. We went on a bus tour around Minsk once and I saw that huge library building that looks like a diamond, the Circus and Victory Square.

3. I don't travel much, but I've seen some fantastic places, like the Pyramids in Egypt or the Eiffel Tower in Paris. I've also been to Poland and Belarus. There I saw some beautiful national parks like Belovezhskaya Puscha and "Pripyatsky" National Park. It's always been my dream to fly to Australia and see The Great Barrier Reef. I'm a huge fan of diving.



## Unit 6

### Lesson 1, ex. 4

**Kate:** Hi, you look busy. What are you doing?

**Alex:** I am preparing for a presentation about my country. Do you remember that we are going to have an International Friendship Day tomorrow and everybody must present some information about their country?

**Kate:** Oh, yes. I have completely forgotten about it. Let me have a look at what you have got here.

**Alex:** Ok. Here are a few slides I have already done. On the first slide you can see our country Belarus. It is located in the middle of Europe and borders on Poland in the west, Lithuania and Latvia in the north, Russia in the east and Ukraine in the south. As you see, it is not a very big country, but it's over 200,000 square kilometres.

**Kate:** Why did you paint it blue?

**Alex:** Actually, Belarus is called a blue-eyed country. Can you guess why?

**Kate:** I think I have an idea. Probably, there is a lot of water in Belarus. I mean, you have a lot of rivers and lakes.

**Alex:** That's right. Belarus was covered by a glacier a long time ago and as a result the territory is quite flat and there are more than 20,000 rivers and about 11,000 lakes in Belarus. The biggest lake is Narochny, in the north of the country. It is 79.2 square kilometres. Three major rivers run through the country: the Neman, the Pripyat, and the Dnieper.

**Kate:** That's interesting.

**Alex:** What is really interesting is how many swamps we have. 14.1 per cent of the country is covered with swamps. They are mostly located in the south of Belarus – in Polesye.

**Kate:** I see...

### Lesson 1, ex. 6

**Kate:** It looks as if there are no mountains in Belarus at all. I don't see any brown areas on this map.

**Alex:** In fact, we have only one mountain, Mount Dzerzhynskaya, the highest point of Belarus. But to me it doesn't look like a mountain. Can you imagine a mountain which is just 346 metres high? It is really a hill.

**Kate:** Come on, a hill is called a mountain. I have never heard of such things before. And what does this word on the next slide mean? Sounds very strange.... Pushcha?

**Alex:** Oh, these are huge forests which cover a large area – more than 40 per cent of the country.

**Kate:** You are so lucky to have such beautiful nature in your country.

**Alex:** I know, I know. We are proud of our country and try to take good care of it. We have six national parks where you can see rare animals and birds. These parks are protected. The most famous ones are Belovezhskaya and Nalibokskaya Pushchas.

**Kate:** You've done a great job! Oh, is that the time? I really must hurry or I won't be able to finish my presentation by tomorrow.



## Lesson 4, ex. 4b

### Los Angeles

The shortest way to LA, which is located on the Pacific coast, was through Death Valley. It's one of the hottest places in the world: at 9 am the temperature can be 40 °C. Can you imagine what it feels like if your car breaks down at noon and you have no water to drink? Now I can. We spent about two hours waiting for the service car. It was the most memorable adventure of my life.

When we finally got to Los Angeles, we were very tired. We slept for 12 hours and the next day felt refreshed and ready for new adventures, so we hiked to the Hollywood sign. The view was great! It was a perfect end to our trip!

## Lesson 5, ex. 3a, b

**Kate:** Hi, Alex! I haven't talked to you for ages! Where have you been all this time?

**Alex:** Hi, Kate! We've just come back from an amazing trip.

**Kate:** Really? Where did you go?

**Alex:** To the United States. We spent two weeks there last month.

**Kate:** I've never been to the US, but I have always wanted to go there.

**Alex:** You know, I took a lot of pictures during the trip. I even started an Instagram account to share my impressions with friends. Would you like to see my photos? I'm @alex\_thetraveller there.

**Kate:** Give me a second. I'll open it. Here it is. Wow! Great pics!

**Alex:** Thanks. Scroll down and find the first picture.

**Kate:** I've found it. I guess that must be Niagara Falls.

**Alex:** You're right. That was the first place we visited.

**Kate:** Where did you go next? It also looks like a place with a lot of water.

**Alex:** The Great Lakes. Lake Superior, to be exact.

**Kate:** Did you really see a moose?

**Alex:** Yes, we did.

**Kate:** Oh, what a great shot of a bison crossing the road!

**Alex:** We went to Belovezhskaya Pushcha last year and saw a European bison. They look almost the same to me.

**Kate:** And what is this? Looks like a fountain.

**Alex:** It's one of the most famous sights in Yellowstone: the Old Faithful geyser.

**Kate:** Oh, the Grand Canyon. I've seen it many times in different films.

**Alex:** The most impressive view I've ever seen. We watched the sunrise and then hiked down the Beginner Trail to the river. Have you ever been to the mountains?

**Kate:** Yes, I have. We went hiking in the Welsh mountains two years ago.

**Kate:** Why do you look so sad in the next picture?

**Alex:** That's in Death Valley. We had to survive in the heat for two hours without any water.

**Kate:** And I know what this is. It's the Hollywood sign. Lucky you. I've always wanted to touch it.

**Alex:** Maybe you'll have a chance next year. I've had enough adventures this year.

## Lesson 6, ex. 2

**Zoya:** Kate, I know, you've just come to Belarus from Great Britain. Can I ask you a question?

**Kate:** Go ahead, please.

**Zoya:** Is it your first time in our country?

**Kate:** Yes, it is. I've never been to Belarus before.

**Boris:** Have you seen much?

**Kate:** Actually, not. I arrived only four days ago and haven't had a chance to see much.

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

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

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

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

**Zoya:** Did you like it?

**Kate:** It was very impressive! Much bigger than I thought.

**Boris:** What are your plans now?

**Kate:** I'm going to visit some other national parks. Maybe we'll go to "Pripyatsky" National Park. You know, British people love bird watching and I know there are a lot of species of birds there.

## Lesson 7, ex. 3

Australia 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.

## Lesson 7, ex. 5

**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. Where did you go this time?

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

**I:** Did you travel around the whole country?

**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:** What is the Australian landscape like?

**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:** Is it a boring landscape?

**Mr R:** It isn't boring at all, because in this great 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. The rock is red; it is 335 metres high and you can see it from many kilometres away. Native Australians call it Uluru ['u:lʊru:] and believe it is holy – there is magic there.

**I:** What impressed you most in Australia?

**Mr R:** The local wildlife, of course. I have never seen such animals in any other country. During my trip I saw all 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:** What other Australian animals can be interesting for animal-lovers?

**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:** What about Australian flora?

**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 [ˌjuː.kəl'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.

## Lesson 12, Listening

### Visit "Pripyatsky" National Park

With endless oak forests and over 11,000 lakes, Belarus is a paradise for nature lovers. Our tour is based in the world-famous "Pripyatsky" National Park with its fantastic wildlife. There are more than 800 plant species, some 50 animal species and more than 200 birds species in the park. You will find everything you can imagine there: the fairy-tale oak forests, beautiful waterways, hard-to-see European birds like woodpeckers (we have 8 species of them), owls, black storks, grey cranes and snake birds. Enjoy a seven-day bird-watching holiday in Belarus. We begin our holiday with a flight from London to Minsk and travel from there to Turov, where we stay for six nights. In the park we will travel both on foot and by boat, listening to the bird song and drumming of the woodpeckers. On the seventh day we come back to Minsk and fly back to London. Don't miss your chance to go on a unique trip.

# Unit 7

## Lesson 1, ex. 1

ФОНОВЫЕ ЗВУКИ

## Lesson 1, ex. 2b

Rainforests cover only 6 per cent of the land on our planet. They grow around the equator. There are rainforests in many parts of the world but the biggest forests are in South America, Africa and South-East Asia. The Amazon rainforest in Brazil is the world's largest tropical rainforest and covers 40 per cent of the South American continent.

Why do they have such a name? Because they are wet! Tropical rainforests get between 2 and 10 meters of rain each year. And the temperature there is about 24–27 degrees Celsius all year round, so it is always hot in a rainforest and the ground is always wet. It is also dark.

Rainforest is one of the oldest habitats. It has been on our planet for 70 to 100 million years.

About half of all the species of animals that we know come from rainforests. They are home to the largest and the smallest, the loudest and the quietest of all land animals, as well as some of the most dangerous, most beautiful, and most unusual looking animals on Earth.

## Lesson 1, ex. 2c, 3c

Rainforests are important to all of us. In fact we can't live without rainforests! The trees and other plants in the forest keep the air clean. They help control the weather. Also they not only give us wood, rubber, and fruits but also help fight modern illnesses because many medicines come from rainforest plants.

Sadly, rainforests are disappearing. People are destroying an area of rainforest as big as the Czech Republic every year. As the forests are destroyed, the homes and culture of the people who live there disappear as well; the plants and animals that have lived there for millions of years also disappear. In fact, 137 species die out every day.

Rainforests are disappearing for a number of different reasons. In some countries poor farmers have to burn and cut down the trees to grow food for their children. Some farmers use forest land to grow coffee, oranges, pineapples, grains and other crops for sale. People also need land to build new houses because the world population is growing.

### Lesson 3, ex. 1b

- In one year a European family with 2 children throws away 60 kilos of metal, 45 kilos of plastic and 50 kilos of paper.
- In one year a person throws away 34 cans of pet food, 68 drink cans and 71 cans of food.
- A person produces 250 kilos of waste every year.
- People can recycle about 80% of domestic rubbish.
- By recycling 1 ton of paper you save 17 trees.
- If we recycle all morning newspapers read around the world, then we can save 41,000 trees daily.

### Lesson 3, ex. 3a, b

**Correspondent:** Here in our studio we have Professor Mark Savemor who has started the campaign – Be Green. Good morning, professor. In the leaflet of your campaign you talk about three Rs – three green rules to remember for everybody. What are the three Rs?

**Professor:** The first R is trying to use things like clothes, toys and furniture again – reuse them. That's what people do when they give away clothes to second-hand shops or when older kids give their toys to their younger relatives...

**C:** OK, so the first R is reuse. What about the second R?

**P:** Do you know why people put plastic, glass bottles, metal cans and newspapers into different containers after they have been used?

**C:** You mean, for recycling?

**P:** Yes, we recycle them at special plants and factories to make new bottles, cans, newspapers again and again.

**C:** And the third R?

**P:** I think the third R is the most important rule. Reduce your waste, or in other words try to make/produce less waste in the first place, have less litter.

**C:** So the three Rs are ...

### Lesson 3, ex. 4b

#### "The three Rs" rap

Please remember what we said.  
Keep the three Rs in your head.  
Reuse. Reduce waste. Recycle.  
Say what?  
Reuse. Reduce waste. Recycle.  
Don't forget.  
Reuse. Reduce waste. Recycle.  
One more time.  
Reuse. Reduce waste. Recycle.  
Let's start now!

## Lesson 8, ex. 2a, c

**Reporter:** Different species of wild animals and birds are brought to the “Sirin” Wildlife Rescue Centre located near Dzerzhinsk, not far from Minsk. Today we are talking with the project manager of the centre. Irina, how did everything begin?

**Irina:** The centre was founded in 2015. The first residents were three rabbits, two guinea-pigs, two goats, a donkey and some horses, but one day we got a phone call from Brest. The man told us about a stork’s nest which had fallen from the tree near his house. There were baby storks in the nest and the man asked for help. To save the poor birds we took them to the centre, found vets, looked after them, raised them and, finally, set them free. From that time on wild birds and animals appeared in “Sirin”. Last year we had nine storks, seven of them were returned to the wild. Unfortunately, two storks died.

**Reporter:** What species do you take?

**Irina:** We take them all. We take all poor creatures that need help. Such as foxes, hares, owls, swans, raccoons, squirrels and many others. There are not many places in Belarus where injured animals and birds can get care.

**Reporter:** How many animals and birds have you rescued?

**Irina:** The centre has already rescued more than 60 animals and birds. Half of them have returned to their natural habitat. The animals and birds that can’t leave the centre stay here and become residents. We have about 30 residents now.

## Lesson 8, ex. 3a, b

**Reporter:** Is it expensive to keep injured animals and birds?

**Irina:** We spend about 400 roubles on food, 100 roubles on vets and 250 roubles on transport. Sometimes we have to travel hundreds of kilometers to pick up an injured creature.

**Reporter:** How do you raise money to take care of injured creatures?

**Irina:** We keep domestics animals and birds such as horses, ponies, chickens, sheep and geese and we organise school and family trips, photo shoots. People can touch and feed our residents. Our animals and birds have also taken part in films, video clips, and different celebrations. Last year we bought a reindeer. It was very popular at Christmas time. You see, healthy animals work for the injured ones.

**Reporter:** How can people help your centre?

**Irina:** You can donate medicine, food, toys, pans, 5-litre plastic bottles and many other things. Contact the centre and you’ll learn what we need. You can donate money and adopt a centre resident you like. And, of course, if you can help look after animals, we will be happy to see you in our centre.

**Reporter:** Thank you very much, Irina. You’re doing a great job!

**Irina:** Thank you!



## Lesson 12, Listening

The red wolf is the most endangered of all the wolf species. It has reddish fur on its neck, legs and on the back of its ears, which is how it got its name. It's a cousin to the only other type of wolf on Earth called the grey wolf but is smaller and thinner. It weighs 18-41 kilos, so it looks like a big dog. Red wolves live between 10 and 12 years. They usually live in groups, which are called packs, that have between two and ten members.

Red wolves are usually active during the night. They eat smaller animals, such as rabbits and wild mice. Sometimes they hunt together in a group to catch a larger animal, such as deer, but it's interesting to know that red wolves themselves have no natural enemies.

Red wolves live in North America. They prefer forests, coastal areas, and sometimes swamps. At one time there were a lot of red wolves in the southeast of the United States. Because of the habitat destruction and hunting, they became disappeared from the wild in 1980. Fortunately, there were still some red wolves living in zoos. Since then people have let them free into the wild and now they live in protected areas in North Carolina. Today there are about 80 red wolves in the wild and about 200 live in zoos.

## Unit 8

### Lesson 1, ex. 2a

**Kate:** Here we are. This is the city library.

**Rick:** Wow! It's big! Comic books, newspapers, magazines, encyclopaedias ... What is encyclopaedias?

**Kate:** Encyclopaedias are books which have facts about everything.

**Rick:** I see. And what is science fiction?

**Sam:** Science fiction is stories about the life in the future and space travel.

**Rick:** Oh, our dad likes science fiction.

**Kate:** That's right.

**Rick:** And what about fantasy books? What are they about?

**Kate:** They're about other magical worlds. The main characters are usually elves, hobbits, witches and magicians.

**Rick:** I like fantasy. Humorous stories. They're funny, aren't they?

**Sam:** Yes, they are. Humorous stories make people laugh.

**Rick:** I see. Fables, poems, fairy-tales, stories about animals ... What book are you going to borrow?

**Kate:** Not now, Rick. Today we're at the library to celebrate International Children's Book Day. There are a lot of interesting events here. Let's start with the book fair!

**Sam:** Good idea!

## Lesson 2, ex. 2a

**Kate:** Sam, what kinds of books do you prefer?

**Sam:** Well, I'm fond of fantasy books. They're full of magic. When I read them, I travel to other worlds and forget about my problems. I also like humorous stories. They're amusing and make me laugh. What about you, Kate?

**Kate:** Fantasy books are ok, but I can't stand horror stories because they give me goosebumps. I can't sleep at night, then.

**Sam:** You should read fairy-tales before going to bed.

**Kate:** Actually, I don't mind fairy-tales. Good always wins over evil in them. You know, I like happy endings. But fairy-tales are not my favourite books. I'm keen on friendship stories because they teach us to understand others. I learn a lot from them.

## Lesson 3, ex. 2b

**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! Is it another humourous science fiction story?

**Writer:** Yes, it is.

**Librarian:** What is it about ?

**Writer:** It's about a boy, called Mike, who is interested in robots and one day he makes friends with one of them.

**Librarian:** Friends with a robot? How do they meet?

**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, can I ask you some questions about your life?

**Writer:** Yes, certainly.

**Librarian:** Where were you born?

**Writer:** I was born in a small village in the south of England.

**Librarian:** Have you got a big family?

**Writer:** Not really. I've got a wife and two children.

**Librarian:** And their names are ...

**Writer:** Technos and Electra.

**Librarian:** Are these the names of your characters?

**Writer:** Yes, from my first book.

**Librarian:** When did you write your first book?

**Writer:** Fourteen years ago.

**Librarian:** Have you got a cat or a dog?

**Writer:** I've got two lovely dogs.

**Librarian:** Do you like reading e-books or paper books?

**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.



## Lesson 4, ex. 2a

Joseph Rudyard Kipling was born on December 30, 1865, in Bombay, India. His father was an artist and worked at the School of Art in Bombay. His mother was a housewife. For Kipling, India was an amazing place but at the age of 6, his parents sent him to England to attend school. In 1878 Kipling went to college in Devon and became editor of the college newspaper.

In 1882, Kipling returned to India where he worked for a local newspaper and began to write his first stories. His collection of 40 short stories was called *Plain Tales from the Hills*.

In 1889 Kipling went to Vermont, the USA, and published a second collection of short stories. In 1891 Kipling married Carrie Balestier. They lived in a large house called Naulahka and had two daughters and a son. During these years, he wrote his famous *The Jungle Book*. His tales became popular all over the English-speaking world.

In the winter of 1899, the family travelled across the Atlantic. During the journey, Kipling's beloved daughter Josephine fell ill with pneumonia and died.

In 1902, the Kiplings bought a large house in Sussex, England. There he wrote some adventure stories, novels and his famous *Just So Stories* book. The book had 12 amusing stories like *How the Camel Got His Hump* and *How the Leopard Got His Spots*.

In 1915, Kipling lost another child. His son John took part in World War I and died in France.

While Kipling continued to write for the next twenty years, he never again returned to the bright, cheery children's tales. Rudyard Kipling died on January 18, 1936.

## Lesson 5, ex. 2a

**Sam:** Mark Twain is an American writer, isn't he?

**John:** Yes, he is.

**Sam:** Alexander Milne wrote the book about Winnie-the-Pooh, didn't he?

**John:** Yes, he did.

**Sam:** There are eight books about Harry Potter, aren't there?

**John:** No, there aren't. There are seven.

**Sam:** Lewis Carroll and S. Lewis aren't brothers, are they?

**John:** No, they aren't.

**Sam:** Joanne Rowling doesn't write detective stories, does she?

**John:** Yes, she does.

**Sam:** Nobody likes sad endings, do they?

**John:** No, they don't.

**Sam:** I'm a clever girl, aren't I?

**John:** Yes, you are.

## Lesson 5, ex. 3a, c

Roald Dahl was a British author who wrote 19 children's books. He was born in 1916, in Llandaff, South Wales. In 1953 he married actress Patricia Neal and they had five children. He published his first children's book *James and the Giant Peach* in 1961. Three years later, another big winner, *Charlie and the Chocolate Factory*, came out. His other famous fantasy books include *The witches*, *The BFG* and *Matilda*. My favourite Roald Dahl's book is *Charlie and the Chocolate Factory*. Mr Willy Wonka is the most fantastic, unusual chocolate maker the world has ever seen! Charlie lives with his mother, his father and his four grandparents in a little wooden house near a great town. Charlie and his family don't have much money, but one day he wins a golden ticket and gets to Willy Wonka's chocolate factory. Here his exciting adventures begin. At the factory Charlie meets small people, the Oompa Loompas, who live and work there. Their favourite food is cocoa beans. I love chocolate, too!

## Lesson 12, Listening

Suddenly the Crocodile let go off the Elephant's Child's nose and hid under the water. The Elephant's Child sat down, but first he was careful to say 'Thank you' to the Python-Rock-Snake; and next he put his poor pulled nose in the great grey-green Limpopo. "Why are you doing this?" "I want my nose to become little again." The Elephant's Child sat there for three days, but his nose didn't get shorter.

At the end of the third day a fly came and sat on his shoulder, and before he knew what he was doing he lifted his nose and hit the fly. "You couldn't do it with your short nose! Now eat a little," said the Python-Rock-Snake. The Elephant's Child put out his nose, picked a lot of grass and put it into his mouth. "You couldn't do it with your short nose! Don't you think it's very hot here?" said the Python-Rock-Snake. "Yes, it is," answered the Elephant's Child, took some water from the great grey-green Limpopo into his nose and poured it onto his head like a shower. "You couldn't do it with your short nose!" said the Python-Rock-Snake. The Elephant's Child liked his new nose more and more. When he came back home, nobody spanked him because they were afraid of his strong nose.

Since then all elephants have long strong noses – trunks.

## Unit 9

### Lesson 1, ex. 1b, c

**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. What'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. Where is it on?

**Sandy:** At the Odeon.

**Kate:** What time does it start?

**Sandy:** At 4.15.

**Kate:** OK. When shall we meet?

**Sandy:** Well, what about quarter to four, outside the cinema?

**Kate:** Great! See you there, bye!

**Sandy:** Bye!

### Lesson 2, ex. 2a

**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!

## Lesson 2, ex. 5a, b

**Kate:** The film was fantastic!

**Sandy:** Yes, the special effects were great!

**Kate:** The plot was original 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.

## Lesson 3, ex. 2a

**Alex:** Hi, Kate! How was your weekend?

**Kate:** It was super! I went to the cinema with my friend.

**Alex:** What did you watch?

**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 also well, but the real stars of the movie 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 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!

## Lesson 5, ex. 4a

Freddie Highmore is a British actor who started his acting career at the age of seven. But the year of 2004 became special for him when he starred in the biographical drama *Finding Neverland*. It was an unforgettable experience for a 12-year-old boy to play with the amazing Johnny Depp and Kate Winslet. Both actors enjoyed their work with the young but talented 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 challenging 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 screen. In real life Freddie is very honest, generous and active. He is an independent thinker who isn't afraid to speak his mind. Freddie Highmore is not only a brilliant actor but also an awesome person!

## Lesson 6, ex. 2a, b

**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 did you decide to take part in the *Beauty and the Beast* movie?

**Emma:** Well, I have loved *Beauty and the Beast* since I was about four years old. The movie came out the year I was born in 1990 and I just fell in love with Belle. This film is also special for me because I was born in France, I spent five years there before I left France for England. Both countries are very dear to me and this film is a kind of bridge between the two worlds. Belle was an idol, a hero for me, she was so brave, clever and independent! She wasn't afraid to speak her mind. And, of course, the music! It just transports you to another world.

**Reporter:** In *Beauty and the Beast* you both sang for the first time. Was it hard for you?

**Emma:** Actually, I didn't have to learn the song because I already knew them by heart. I grew up singing songs from Walt Disney's cartoons. I've always loved singing, and it's something I've always wanted to do.

**Reporter:** What was the greatest challenge for you, Dan?

**Dan:** I think wearing a 20-kilo suit and stilts was the most challenging thing.

**Emma:** I've never seen someone eat so much as Dan ate during the shoot. Honestly, every time I looked at Dan he was eating something.

**Dan:** Yeah, I was eating a lot of calories because I was burning 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 love dancing and dancing 'toe-to-toe' with the Beast was quite a challenge! We spent a lot of time practising to get everything right. I also like the scene where Belle is teaching a little girl to read. She's invented 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've always enjoyed family movies. And *Beauty and the Beast* is one of the best. You know, I was making it for my kids and their friends. I had an amazing experience playing the Beast. It was awesome.

## **Lesson 7, ex. 1b, d**

**Alex:** Hello, Kate! Now you'll hear my classmates speaking about films made in Belarus. Sveta, what Belarusian film can you recommend?

**S1:** Well, I like "The Kinder-Vileysky Ghost". It's a comedy, a horror and a fantasy story. The plot isn't original but it is amusing. The family of an unlucky producer moves to an old house in Vileyka District. The house has a dark secret – a real ghost which isn't happy to see the family. The main characters fight against past mistakes, learn to be responsible and helpful. I like the special effects and the songs. Vyacheslav Pavlut, a famous Belarusian actor, stars in the film. His acting is so talented that he got the prize for the best actor's role in a children's film at the "Listapad" – XX International festival.

**Alex:** Thank you, Sveta. "Listapad" is the most important event for all Belarusian film lovers. What about you, Petya? What Belarusian film did you last see?

**S2:** Actually I saw two Belarusian films last month: "Timur and the team" and "The Amazing Travel". The first film is a story about a ten-year-old boy called Timur who spends his summer holidays in his grandad's village. One day in an old barn he finds the book "Timur and His Team" by Arkadiy Gaidar. The book touches him so much that he decides to have his own team. The children do a lot of good things for the villagers and experience unforgettable adventures. There are no great special effects but it's an awesome family film.

**Alex:** And the other film, "The Amazing Travel"? Is it an adventure film?

**S2:** You're right. It's a comedy full of humour and amusing adventures. The plot is really exciting. Paracelsus, the famous alchemist, gets into modern Minsk from the dark Medieval Age. Two inquisitors, Bernard and William, follow him and want to burn him in the fire. The main characters are Belarusian students Vasya Fedorov and his sister who need to send Paracelsus back to the past. Vasya is bad at science and it's a challenging task for him. Most of all, I liked the great acting. The actors played such comic characters that everybody kept smiling during the whole film.

**Alex:** Sounds interesting! Thank you, Petya. Slava, what's your favourite Belarusian film?

**Slava:** In fact, I prefer playing computer games to watching films. But a few days ago my class went to the cinema and we saw a cool adventure film – "The Gamer's Rules". The main characters are a team of gamers who play a computer game and find a message from Radziwill about a hidden treasure. And their adventures begin. At first, they think only about the money but finally they realise that the most important thing is the relationship. The gamers' roles were played by Belarusian teenagers. I know that they performed all the hard stunts themselves: rode motorbikes, got into the church dungeons and took part in the underwater scenes. The shooting took place in Minsk, Bobruysk and the Nesvizh Castle. It's such an amazing film that



I'm going to watch it again with my brother. I recommend it to adventure lovers who are interested in Belarusian culture and history.

**Alex:** Thanks a lot! So, Kate, we have some awesome Belarusian films but I'm not sure that you can see them in English.

## **Lesson 12, Listening, ex. 1**

**Ticket officer (man):** Hello, can I help you?

**Patric:** I'd like two tickets for "Scary Planet", please.

**Ticket officer:** OK. What time?

**Patric:** 3.45 please.

**Ticket officer:** Row 5, is that OK?

**Patric:** Yes, that's fine.

**Ticket officer:** That's 24 pounds for two tickets, please.

**Patric:** Here you are.

**Ticket officer:** Thank you. Here are your tickets. Time 3.45, Screen B, row 5, seats 12 and 13.

## **Lesson 12, Listening, ex. 2**

**Patric:** Hi, Pam!

**Pam:** Hello, Patric. How was the film?

**Patric:** It was so exciting!

**Pam:** What film did you see?

**Patric:** "Scary Planet".

**Pam:** Is it a horror film?

**Patric:** No, it's science fiction.

**Pam:** Why is it called "Scary Planet"?

**Patric:** It's about an American spaceship that finds a strange planet. The people who live there look ugly ...

**Pam:** Ugly?

**Patric:** Yeah, but they're nice and clever. Their computers can think and talk like people.

**Pam:** How interesting! Who did you go with?

**Patric:** With my sister.

**Pam:** Did she like the film too?

**Patric:** Not very much. She's only five and she's fond of cartoons.

**Pam:** I'd like to see this film too.

**Patric:** Let's go to the cinema tomorrow.

**Pam:** Patric, but you've already seen it!

**Patric:** It's OK. I can see it again.

# GRAMMAR REFERENCE

## Unit 5

### Present Perfect

### Настоящее совершённое время

just, already, ever, yet, never

- Употребляется для обозначения:

1. Действия, (не) закончившегося к моменту речи (часто со словами *just* – только что, *yet* – еще не):

– **Have** you **finished** your job?

– Yes, I **have** / No, I **haven't**.

He **has** just **come** back.

She **hasn't done** the test yet.

2. Действия, произошедшего в прошлом, но важного в настоящем:

We can't get into the house. I've **lost** my key.

В настоящем совершённом времени **никогда не используются** указания на точные даты в прошлом (*yesterday, five days ago, last winter, in 1979...*). Подобные указатели используются только в прошедшем простом времени (Past Simple).

- Употребляется со словами *just* – только что, *already* – уже, *not...yet* – еще не..., *ever...* – когда-либо, *never* – никогда.

Утвердительные, отрицательные и вопросительные формы образуются с помощью вспомогательного глагола **to have** в Present Simple (**have/has**) и формы **причастия прошедшего времени** смыслового глагола (третьей формы глагола).

Наречия **just, already** и **never** обычно ставятся после вспомогательного глагола **have/has**:

Mother has **already** cooked the dinner.

I've **just** seen him on my way home.

Наречие **yet** обычно ставится в конце предложения:

The students haven't passed the exams **yet**.

Третья форма неправильных (**irregular**) глаголов особенная, и ее нужно запомнить. В некоторых случаях вторая и третья формы неправильных глаголов совпадают. У правильных (**regular**) глаголов вторая и третья формы всегда совпадают и имеют окончание **-ed**.



### **Утвердительное предложение**

1	2	3	4	5
I	<b>have</b>	already	<b>seen</b>	this film.
We				
You				
They				
He	<b>has</b>	always	<b>been</b>	his dream.
She				
It		just	<b>opened</b>	the door.

Часто употребляются краткие формы, которые образуются при слиянии вспомогательного глагола с подлежащим:

I've already **seen** this film.

She's just **met** them.

### **Отрицательное предложение**

Отрицательное предложение образуется с помощью частицы **not**, которая ставится после вспомогательного глагола.

1	2		3	4	5
	Полная форма	Краткая форма			
I	<b>have not</b>	<b>haven't</b>	<b>been</b>	there	yet
We					
You					
They					
He	<b>has not</b>	<b>hasn't</b>	<b>told</b>	me	yet
She					
It			<b>begun</b>	yet	

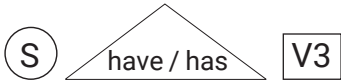
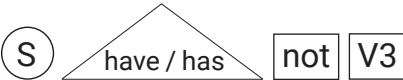

## Вопросительное предложение

Общие вопросы задаются с помощью вспомогательного глагола.

1	2	3	4	5
<b>Have</b>	you, I, we, they	<b>been</b>	there	yet?
<b>Has</b>	he, she, it	<b>told</b>	me	yet?
		<b>begun</b>	yet?	

В специальных вопросах перед вспомогательным глаголом ставится вопросительное слово:

**Where** have you been?

+	-	?
		
<p>(I, you, we, they) <b>have written / opened</b> (he, she, it) <b>has written / opened</b></p> <p>I've (I <b>have</b>) just <b>written</b> a letter.</p> <p>He's (he <b>has</b>) just <b>opened</b> the parcel.</p>	<p>(I, you, we, they) <b>have not (haven't) written / opened</b> (he, she, it) <b>has not (hasn't) written / opened</b></p> <p>I <b>haven't (have not) written</b> a letter yet.</p> <p>He <b>hasn't (has not) opened</b> the parcel yet.</p>	<p><b>have</b> (I, we, you, they) <b>written / opened</b> <b>has</b> (he, she, it) <b>written / opened</b></p> <p><b>Have</b> you <b>written</b> a letter yet?</p> <p><b>Has</b> he <b>opened</b> the parcel yet?</p>

## Hundred, Thousand, Million

Слова *сто, тысяча, миллион*

There are **hundreds of** people in the streets.

There are 9 **hundred** people in the train.

**A (one) hundred** people answered the questions of the survey.

## Articles

## Артикли

Артикль с названиями **континентов, стран, городов и областей**, как правило, **не** употребляется.

— England, — Paris, — Southern America.

Исключения:

1. Названия городов: the Hague (Гаага).

2. Названия стран: the Sudan, the Yemen, the Argentina (могут употребляться и без артикля), the Netherlands, the Philippines.

3. Названия стран, в составе которых присутствуют такие слова, как *Штаты, Республика, Федерация, Королевство*: the United States of America (the USA), the United Kingdom, the Russian Federation.

Артикль с названиями **природных водных резервуаров**.

1. Названия рек, морей, океанов, каналов и водопадов употребляются с определенным артиклем: the Volga (the river Volga), the Don, the Thames, the Black Sea, the Pacific Ocean, the Suez Canal, the Victoria Falls.

2. Названия озер употребляются с определенным артиклем: the Ontario, the Baikal. Но если слово *Lake* присутствует перед названием, то определенный артикль не употребляется: Lake Naroch.

## Unit 6

### Plural of Nouns

### Множественное число существительных

Множественное число имён существительных образуется путём прибавления окончания **-s** или **-es** к существительному в единственном числе.

<b>-s</b>	<b>-es</b>
a bag — bags	a glass — glasses
a cat — cats	a fox — foxes
a rose — roses	a watch — watches
	a bush — bushes

1. **Надо помнить о том**, что если существительное заканчивается на буквы **o, ch, sh, ss** или **x**, то множественное число образуется путем прибавления окончания **-es**: tomato (помидор) — tomatoes, church (церковь) — churches, bush (куст) — bushes, kiss (поцелуй) — kisses, box (коробка) — boxes.

Если слово иноязычного происхождения оканчивается на **o**, то во множественном числе к существительному прибавляется только окончание **-s**: kilo (килограмм) – kilos, photo (фотография) – photos, piano (пианино) – pianos, soprano (сопрано) – sopranos.

2. Если существительное оканчивается на букву **y** и перед ней стоит согласная, то **y** меняется на **i** и прибавляется **-es**: baby (малыш, ребенок) – babies, fly (муха) – flies.

**Ho**: a boy – boys, a day – days (перед **y** стоит гласная).

3. У некоторых существительных, оканчивающихся на **f** или **fe**, при образовании множественного числа **f** или **fe** меняется на **ves**: half (половина), leaf (лист дерева), life (жизнь), shelf (полка), wife (жена), wolf (волк): half – halves, life – lives, wife – wives, wolf – wolves.

**Ho**: roof – roofs, safe – safes.

4. **Следует запомнить** ряд существительных, у которых множественное число образуется не по правилу: foot (нога, ступня) – feet, tooth (зуб) – teeth, man (мужчина, человек) – men, woman (женщина) – women, mouse (мышь) – mice, goose (гусь) – geese, child (ребёнок) – children.

5. У некоторых существительных – species (вид), deer (олень), bison (бизон), fish (рыба) и sheep (овца) – формы единственного и множественного числа совпадают: sheep – sheep, deer – deer.

## Unit 8

### Interrogative sentences

### Вопросительные предложения

#### 1. Общий вопрос (Yes / No question)

**Порядок слов в общем вопросе.**

1. Вспомогательный глагол (**do, does, did**) (или глагол **to be** (**am, is, are, was, were**)), или глагол **to have** (**have / has**), или модальные глаголы **can / may / must**).

2. Подлежащее.

3. Сказуемое (смысловый глагол).

4. Другие члены предложения.

**Are you doing** anything special tonight?

**Does** your friend **speak** fluent English?

## 2. Специальный вопрос (Wh-question)

Порядок слов в специальном вопросе.

1. Вопросительное слово (**what, when, where, why, how, how many, how long, how much, whom, whose**).
2. Вспомогательный глагол **do / does, did**, глагол **to be (am / is / are / was / were)**, глагол **to have (have / has)**, модальный глагол (**can / may / must**).
3. Подлежащее.
4. Сказуемое.
5. Другие члены предложения.

What **do** you usually **do** at the weekends?

How many pupils **are** there in your English class?

## 3. Альтернативный вопрос (Alternative question)

Начинается так же, как общий вопрос, т.е. с глагола (**to be, to have**), с вспомогательного глагола **do / does / did** или модального глагола. Альтернативный вопрос состоит из двух частей, первая произносится с восходящим тоном, а вторая – с нисходящим. В альтернативном вопросе речь идёт о выборе из двух предметов или явлений.

**Is** it a book or a textbook?

**Does** Dan get up early or late?

## 4. Разделительный вопрос (Tag-question)

Состоит из двух частей. Первая часть представляет собой утвердительное или отрицательное повествовательное предложение, вторая – краткий общий вопрос, состоящий из местоимения и вспомогательного или модального глагола:

You always **get up** at seven on weekdays, **don't** you?

Если первая часть вопроса утвердительная, то вспомогательный или модальный глагол употребляется в отрицательной форме, если первая часть вопроса отрицательная, то вспомогательный или модальный глагол употребляется в утвердительной форме.

You **brought** the tickets, **didn't** you?

You **didn't bring** the tickets, **did** you?

## 5. Вопрос к подлежащему (Subject question)

Начинается с вопросительных местоимений **who, what**, за которыми следуют смысловой глагол, либо глагол **to be** или модальный глагол. Вспомогательный глагол для построения такого вопроса не требуется:

*Who **wakes** up early every morning?*

*What **helps** you to learn English?*

---

Yes/No questions

*Do you like chips?*

*Have you ever been to Spain?*

---

Alternative questions (or)

*Are you going to the park or to the cafe?*

*Is Bob or Ben sixteen?*

---

Tag-questions

*Clare has done her homework, hasn't she?*

*You aren't ready, are you?*

---

Wh-questions

*When are you leaving?*

*What time did he arrive yesterday?*

---

Subject questions

*Who said that?*

*What happened?*

Object questions

*Who did you see?*

*What is she going to do?*

---

## Unit 9

### SO and SUCH Слова SO и SUCH

Слова **so** и **such** используются для усиления значения.

Слово **so** употребляется с прилагательными без существительных и наречиями.

Слово **such** употребляется с существительными и существительными с прилагательными.

She is **so** beautiful.

She sings **so** beautifully.

She is **such** a beautiful **girl**.

They are **such** beautiful **girls**.

She's got **such** beautiful **hair**.

# GRAMMAR REFERENCE

## Unit 5

### Present Perfect Цяперашні завершаны час

just, already, ever, yet, never

- **Ужываецца** для абазначэння:

1. Дзеяння, якое (не) завяршылася да моманту маўлення (часта са словамі *just* – *толькі што*, *yet* – *яшчэ не*):

– **Have** you **finished** your job?

– Yes, I **have** / No, I **haven't**.

He **has** just **come** back.

She **hasn't done** the test yet.

2. Дзеяння, якое адбылося ў мінулым, але важнае ў сучаснасці:

We can't get into the house. I've **lost** my key.

У цяперашнім завершаным часе **ніколі не выкарыстоўваюцца** ўказанні на дакладныя даты ў мінулым (*yesterday, five days ago, last winter, in 1979...*). Такія паказальнікі выкарыстоўваюцца толькі ў прошлым простым часе (Past Simple).

- **Ужываецца са словамі** *just* – *толькі што*, *already* – *ужо*, *not...yet* – *яшчэ не...*, *ever...* – *калі-небудзь*, *never* – *ніколі*.

Сцвярджальныя, адмоўныя і пытальныя формы ўтвараюцца з дапамогай дапаможнага дзеяслова **to have** в Present Simple (**have/has**) і формы **дзеепрыметніка ў прошлым часе** сэнсавага дзеяслова (трэцяй формы дзеяслова).

Прыслоўі **just, already** і **never** звычайна ставяцца пасля дапаможнага дзеяслова **have/has**:

Mother has **already** cooked the dinner.

I've **just** seen him on my way home.

Прыслоўе **yet** звычайна ставіцца ў канцы сказа:

The students haven't passed the exams **yet**.

Трэцяя форма няправільных (**irregular**) дзеясловаў асаблівая, і яе трэба запамніць. У некаторых выпадках другая і трэцяя формы няправільных дзеясловаў супадаюць. У правільных (**regular**) дзеясловах другая і трэцяя формы заўсёды супадаюць і маюць канчатак **-ed**.



### Сцвярджальны сказ

1	2	3	4	5
I	<b>have</b>	already	<b>seen</b>	this film.
We				
You				
They				
He	<b>has</b>	always	<b>been</b>	his dream.
She		just	<b>opened</b>	the door.
It				

Часта ўжываюцца кароткія формы, якія ўтвараюцца пры зліцці дапаможнага дзеяслова з дзейнікам:

I've already **seen** this film.

She's just **met** them.

### Адмоўны сказ

Адмоўны сказ ўтвараецца з дапамогай часціцы **not**, якая ставіцца пасля дапаможнага дзеяслова.

1	2		3	4	5
	Поўная форма	Скарочаная форма			
I	<b>have not</b>	<b>haven't</b>	<b>been</b>	there	yet
We					
You					
They					
He	<b>has not</b>	<b>hasn't</b>	<b>told</b>	me	yet
She			<b>begun</b>	yet	
It					

## Пытальны сказ

Агульныя пытанні задаюцца з дапамогай дапаможнага дзеяслова.

1	2	3	4	5
<b>Have</b>	you, I, we, they	<b>been</b>	there	yet?
<b>Has</b>	he, she, it	<b>told</b>	me	yet?
		<b>begun</b>	yet?	

У спецыяльных пытаннях перад дапаможным дзеясловам ставіцца пытальнае слова:

**Where** have you been?

+	-	?
<p>(I, you, we, they) <b>have written / opened</b> (he, she, it) <b>has written / opened</b></p> <p>I've (I <b>have</b>) just <b>written</b> a letter.</p> <p>He's (he <b>has</b>) just <b>opened</b> the parcel.</p>	<p>(I, you, we, they) <b>have not (haven't) written / opened</b> (he, she, it) <b>has not (hasn't) written / opened</b></p> <p>I <b>haven't (have not) written</b> a letter yet.</p> <p>He <b>hasn't (has not) opened</b> the parcel yet.</p>	<p><b>have</b> (I, we, you, they) <b>written / opened</b> <b>has</b> (he, she, it) <b>written / opened</b></p> <p><b>Have</b> you <b>written</b> a letter yet?</p> <p><b>Has</b> he <b>opened</b> the parcel yet?</p>

## Hundred, Thousand, Million

Словы *СТО, ТЫСЯЧА, МІЛЬЁН*

There are **hundreds of** people in the streets.

There are 9 **hundred** people in the train.

**A (one) hundred** people answered the questions of the survey.

## Articles

## Артыклі

Артыкль з назвамі **кантынентаў, краін, гарадоў і абласцей**, як правіла, **не** ўжываецца.

— England, — Paris, — Southern America.

Выключэнні:

1. Назвы гарадоў: the Hague (Гаага).

2. Назвы краін: the Sudan, the Yemen, the Argentina (могуць выкарыстоўвацца і без артыкля), the Netherlands, the Philippines.

3. Назвы краін, у складзе якіх прысутнічаюць такія словы, як *Штаты, Рэспубліка, Федэрацыя, Каралеўства*: the United States of America (the USA), the United Kingdom, the Russian Federation.

Артыкль з назвамі **прыродных водных рэзервуараў**.

1. Назвы рэк, мораў, акіянаў, каналаў і вадаспадаў ужываюцца з азначальным артыклем: the Volga (the river Volga), the Don, the Thames, the Black Sea, the Pacific Ocean, the Suez Canal, the Victoria Falls.

2. Назвы азёр ужываюцца з азначальным артыклем: the Ontario, the Baikal. Але калі слова *Lake* прысутнічае перад назвай, то азначальны артыкль не ўжываецца: Lake Naroch.

## Unit 6

### Plural of Nouns

### Множны лік назоўнікаў

Множны лік назоўнікаў утвараецца шляхам прыбаўлення канчатка **-s** або **-es** да назоўніка ў адзіночным ліку.

<b>-s</b>	<b>-es</b>
a bag — bags	a glass — glasses
a cat — cats	a fox — foxes
a rose — roses	a watch — watches
	a bush — bushes

1. **Трэба памятаць пра тое**, што калі назоўнік заканчваецца на літары **o, ch, sh, ss** або **x**, то множны лік утвараецца шляхам прыбаўлення канчатка **-es**: tomato (памідор) — tomatoes, church (царква) — churches, bush (куст) — bushes, kiss (пацалунак) — kisses, box (скрынка) — boxes.

Калі слова іншамоўнага паходжання заканчваецца на **o**, то ў множным ліку да назоўніка прыбаўляецца толькі канчатак **-s**: kilo (кілаграм) – kilos, photo (фатаграфія) – photos, piano (піяніна) – pianos, soprano (сапрана) – sopranos.

2. Калі назоўнік заканчваецца на літару **y** і перад ёй стаіць галосны, то **y** мяняецца на **i** і прыбаўляецца **-es**: baby (малы, дзіця) – babies, fly (муха) – flies.

**Ho**: a boy – boys, a day – days (перад **y** стаіць галосны).

3. У некаторых назоўнікаў, якія заканчваюцца на **f** або **fe**, пры ўтварэнні множнага ліку **f** або **fe** мяняецца на **ves**: **half** (палова), **leaf** (ліст дрэва), **life** (жыццё), **shelf** (паліца), **wife** (жонка), **wolf** (воўк): half – halves, life – lives, wife – wives, wolf – wolves.

**Але**: roof – roofs, safe – safes.

4. **Варта запамніць** шэраг назоўнікаў, у якіх множны лік утвараецца не па правілу: foot (нага, ступня) – **feet**, tooth (зуб) – **teeth**, man (мужчына, чалавек) – **men**, woman (жанчына) – **women**, mouse (мыш) – **mice**, goose (гусь) – **geese**, child (дзіця) – **children**.

5. У некаторых назоўніках – **species** (від), **deer** (алень), **bison** (бізон), **fish** (рыба) і **sheep** (авечка) – формы адзіночнага і множнага ліку супадаюць: sheep – **sheep**, deer – **deer**.

## Unit 8

### Interrogative sentences

#### Пытальныя сказы

#### 1. Агульнае пытанне (Yes/No question)

**Парадак слоў у агульным пытанні.**

1. Дапаможны дзеяслоў (**do, does, did**) (або дзеяслоў **to be (am, is, are, was, were)**), або дзеяслоў **to have (have / has)**, або мадальныя дзеясловы **can / may / must**).

2. Дзейнік.

3. Выказнік (сэнсавы дзеяслоў).

4. Іншыя члены сказы.

**Are you doing** anything special tonight?

**Does** your friend **speak** fluent English?

## 2. Спецыяльнае пытанне (Wh-question)

Парадак слоў у спецыяльным пытанні.

1. Пытальнае слова (**what, when, where, why, how, how many, how long, how much, whom, whose**).

2. Дапаможны дзеяслоў **do / does, did**, дзеяслоў **to be (am / is / are / was / were)**, дзеяслоў **to have (have / has)**, мадальны дзеяслоў (**can / may / must**).

3. Дзейнік.

4. Выказнік.

5. Іншыя члены сказа.

What **do** you usually **do** at the weekends?

How many pupils **are** there in your English class?

## 3. Альтэрнатыўнае пытанне (Alternative question)

Пачынаецца гэтак жа, як агульнае пытанне, г.зн. з дзеяслова (**to be, to have**), дапаможнага дзеяслова **do / does / did** або мадальнага дзеяслова. Альтэрнатыўнае пытанне складаецца з дзвюх частак, першая з якіх вымаўляецца з узыходзячым тонам, а другая – з сыходным. У альтэрнатыўным пытанні гаворка ідзе пра выбар з двух прадметаў ці дзвюх з’яў.

**Is** it a book or a textbook?

**Does** Dan get up early or late?

## 4. Раздзяляльнае пытанне (Tag-question)

Складаецца з дзвюх частак. Першая частка ўяўляе сабой сцвярджальны ці адмоўны апавядальны сказ, другая – скарачанае агульнае пытанне, якое складаецца з займенніка і дапаможнага або мадальнага дзеяслова:

You always **get up** at seven on weekdays, **don't** you?

Калі першая частка пытання сцвярджальная, то дапаможны або мадальны дзеяслоў ужываецца ў адмоўнай форме, калі першая частка пытання адмоўная, то дапаможны або мадальны дзеяслоў ужываецца ў сцвярджальнай форме.

You **brought** the tickets, **didn't** you?

You **didn't bring** the tickets, **did** you?

## 5. Питанне да дзейніка (Subject question)

Пачынаецца з пытальных займеннікаў **who, what**, за якімі ідуць сэнсавы дзеяслоў, дзеяслоў **to be** або мадальны дзеяслоў. Дапаможны дзеяслоў для пабудовы такога пытання не патрабуецца:

*Who **wakes** up early every morning?*

*What **helps** you to learn English?*

---

Yes/No questions

*Do you like chips?*

*Have you ever been to Spain?*

---

Alternative questions (or)

*Are you going to the park or to the cafe?*

*Is Bob or Ben sixteen?*

---

Tag-questions

*Clare has done her homework, hasn't she?*

*You aren't ready, are you?*

---

Wh-questions

*When are you leaving?*

*What time did he arrive yesterday?*

---

Subject questions

*Who said that?*

*What happened?*

Object questions

*Who did you see?*

*What is she going to do?*

---

## Unit 9

### SO and SUCH Слова SO і SUCH

Словы **so** і **such** выкарыстоўваюцца для ўзмацнення значэння.

Слова **so** ўжываецца з прыметнікамі без назоўнікаў і прыслоўямі.

Слова **such** ужываецца з назоўнікамі і назоўнікамі з прыметнікамі.

She is **so** beautiful.

She sings **so** beautifully.

She is **such** a beautiful **girl**.

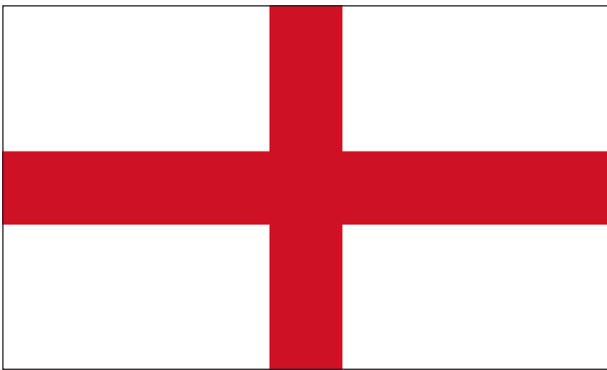
They are **such** beautiful **girls**.

She's got **such** beautiful **hair**.

# PHOTOCOPIABLE MATERIALS

## Unit 5

### Lesson 3, ex. 4





## Lesson 4, ex. 2

	Belarus	The UK
<b>lakes</b>	+++ (>10 000)	
<b>swamps</b>	+++ (south)	
<b>deserts</b>	–	
<b>plains</b>	+++	
<b>valleys</b>	+ (north-west)	
<b>hills</b>	+	
<b>mountains</b>	1 (346m high)	
<b>volcanoes</b>	–	
<b>glacier</b>	–	
<b>seacoast</b>	–	
<b>forests</b>	+++	
<b>caves</b>	1 (Sakhnovichi, 10 m deep)	

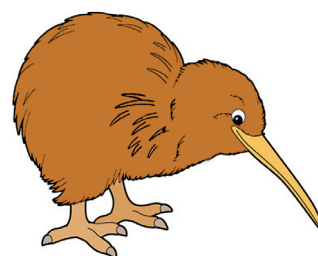
## Lesson 4, ex. 6a

### New Zealand

New Zealand is a very interesting country. It has got an area of 269,000 sq. km. It is situated to the south-east of Australia in 1. \_\_\_\_ Pacific Ocean. It consists of two main islands (North Island and South Island) and some smaller ones. The country is long and narrow and has 15,134 km of coastline. Nearly 3.5 million people live in the country.

There are many mountains in 2. \_\_\_\_ New Zealand. The highest is 3. \_\_\_\_ Mount Cook (3,764 metres). The main rivers are 4. \_\_\_\_ Waikato and the Wairu. Eight out of 10 largest lakes are formed by glaciers on the South Island, while the other 2 are huge crater lakes. One of them is 5. \_\_\_\_ Lake Taupo surrounded by natural hot pools.

The national flag's blue colour symbolizes the Pacific Ocean. The Union Jack in the upper left hand corner shows that New Zealand was once a British colony and the four stars of the Southern Cross underline its geographical position.



One of the symbols of the country is the kiwi. This interesting bird lives in the wet parts of the thick bushes and cannot fly. It comes out only at night to find food.

You can see New Zealand's fantastic landscapes in lots of films and television series. *The Lord of the Rings* was filmed in 6. \_\_\_\_ New Zealand. There are beautiful national parks with rocky coast and waterfalls in the southwest, sandy beaches in the north of the country, volcanoes, crater lakes and glaciers.

## Australia

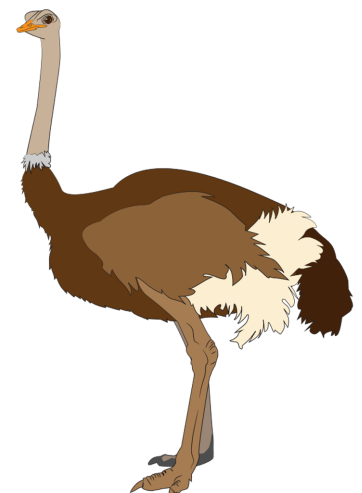
Australia is a country that is also a continent that lies to the south-east of Asia. It has no land borders. The area of this country is 7,687,000 sq. km. It is the largest island in the world and it is the smallest continent. Nearly 20 million people live in Australia.

The name Australia comes from the Latin word *australis*, meaning *southern*. Washed by water, it is the driest continent on the earth. About one half of its territory is covered by deserts and semideserts. Most of Australia is low and flat. The largest mountain chain is 1.\_\_\_\_ Great Dividing Range. 2. \_\_\_\_ Mount Kosciuszko [ˌkɒsɪˈʌskəʊ] (2230 m), in the Australian Alps, is Australia's highest point.



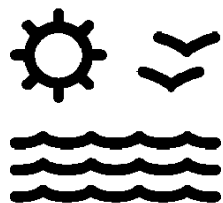



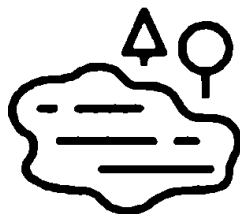








The largest rivers in 3.\_\_\_\_ Australia are 4. \_\_ Darling and the Murray. In the middle part of Australia there are salt lakes, such as 5. \_\_\_\_ Lake Eyre and Torrence.

Australia is famous for its dry plains, bright sunshine, sheep, and unusual animals like kangaroos or koalas. The emu is the most interesting bird in 6. \_\_\_\_ Australia. It is big and can't fly. You can see the kangaroo and emu on Australia's national emblem.

The flag of Australia consists of three elements on a blue background: the Union Jack (the country was a British colony in the past), the large Federation Star below the Union Jack and the Southern Cross. The five stars of the Southern Cross show Australia's geographic position in the Southern Hemisphere.



## Lesson 5. Warm-up

river	valley	plain	lake	volcano
cave	crater	glacier	swamp	mountain
hill	forest	seacoast	desert	waterfall
				
				
				

## Lesson 7, ex. 4a

Have you seen St Nicholas Monastery yet?	I haven't seen it yet. I have never been to Mogilev.
Have you ever visited any castles?	I have already been to three of them. I haven't been to Nesvizh yet.
Have you been to Saint Sophia Cathedral?	I haven't been to Polotsk yet. My dad has been there many times.
Have you sailed on Augustow canal yet?	No, I haven't. It has always been my dream to cross the border with Poland by boat.
Have you travelled around Belarus a lot?	I have been on a tour in Brest region once. I have seen the Brest Fortress and the Kamenets Tower.

## Lesson 9

Group ►►	Geography	Symbols	Sights	Experience
Poster layout				
Information				
Grammar				
Presentation				

## Unit 6

### Lesson 6 (additional material)

Present Perfect or Past Simple? The teacher cuts the squares out and hands out to the students. The students have to reconstruct the original questions or make their own questions. They can use the blank squares to add any other words they need.

Have	you	ever	been	to	the	mountains?
Did	you	go	to	Lake	Naroch	last year?
Has	your	friend	seen	any	rare	animals?
Did	your	parents	swim	in	the sea	last year?
Where	were	your	classmates	two	years	ago?
Why	was	your	friend	happy	yesterday?	
What	amazing	places	have	you	visited	this year?
What	animals	did	you	see	when	you
were	in	a	national	park?		

**Lesson 7, ex. 7–8 (for weaker groups) Cut out these questions and give them to your Ss. Ask them to match the questions with the text.**

Where did you go this time?

Did you travel around the whole country?

What is the Australian landscape like?

Is it a boring landscape?

What impressed you most in Australia?

What other Australian animals can be interesting for animal-lovers?

What about Australian flora?

### Did you know that? (additional material)

**1. What is Belarus famous for? What places of natural beauty are popular with tourists? Do you know any unusual places of natural beauty in Belarus?**

**2. Read the text about several unusual places in our country and say which of them you would like to visit and why.**

**Discover Belarus**

When you think about the nature of Belarus what are the first things that come to your mind? Most people will mention Lake Naroch or Belovezhskaya Pushcha. A few people might also remember Polesye, a swampy area in the south of the country. But, actually, there are many more natural wonders that can be found on the territory of Belarus. Let's have a look at some of them.

The first destination on our list is a sandstone cave. Yes, that's right. There is a real cave in Belarus. It is located 30 metres from Ginkov Lake, in Glubokoe district. The cave is 10 metres deep and, according to the scientists, was formed 25 thousand years ago. The entrance to the cave is quite narrow, so you have to squeeze in. But it has more space inside – enough for 3 people! You must be brave enough to enter it, though, because, once inside, you feel as if the walls are going to crumble. Not the most pleasant feeling, isn't it?

The second place of unusual beauty is situated near the village of Glushkovichi, in Gomel region. The cliffs rise above the water in a place which used to be a stone quarry. By the way, the stone from this quarry was used to coat the walls of several stations of Minsk underground. This place is also home to an unusual animal. Guess what it might be? It is the pond turtle. Because the quarry pond is isolated from any lakes or rivers, they have been able to survive here.

The third place may look like the surface of Mars or a South American desert but in fact this place located near Soligorsk was formed from clay, mixed with salt, sand and plaster stone. Now the waste left after mining potassium salts and producing potash fertilizers looks like a small mountain range surrounded by water which is so salty that it can be compared to the water in the Dead Sea! Don't try to swim in it though, as it can be harmful to your health.

There is one more landmark which is beautiful but dangerous. It appeared on the site of former chalk quarries. This greatest Belarus tourist attraction is situated close to Volkovysk, near the town of Krasnoselsky. It is often called the 'Belarusian Maldives' because of the azure (bright emerald sea green) colour of the water which comes from chalk. Nobody knows exactly what the depth of chalk quarries is. So, there is a legend about a drowned crane that can be seen at the bottom of one of the quarries in sunny calm weather. It is not recommended to swim there because chalk can cause skin irritation. So, if you decide to visit this place, a selfie will be enough!

The last item on our list is a waterfall not far from Braslov. It is a man-made waterfall, which does not make it less attractive. At the beginning of the 20th century, a Belarusian nobleman decided to build an electric power plant on the river Vyata to supply electricity to the local paper factory. To make the power plant more efficient, a stone wall over 2 meters high was constructed. As a result, a waterfall appeared.

**3. Do you remember what the following words and numbers from the text refer to?**

*30, 10, 25 000, 3, Ginkov Lake, Glushkovichi, a stone quarry, Minsk underground, a pond turtle, clay, the Dead Sea, Volkovysk, the Maldives, a crane, skin irritation, Braslav, the 20th century, electricity, 2.*

**4. Are the following sentences false or true?**

- 1. There are not many natural wonders in Belarus.*
- 2. It is quite difficult to get into the sandstone cave.*
- 3. You can find many pond turtles in Belarus.*
- 4. The water in Soligorsk waste land lakes is as good to your health as the water from the Dead Sea.*
- 5. It is difficult to say how deep the chalk lakes are.*
- 6. A Belarusian nobleman decided to build a waterfall to attract more tourists to the local area.*

**5. Which of the places you have read about can be popular with tourists? Why do you think so?**



# Unit 7

## Lesson 1, ex. 5

Student A	Student B
<b>Wetlands of Polessye</b>	<b>Belovezhskaya Pushcha</b>
<ul style="list-style-type: none"> <li>• south of Belarus</li> <li>• one of the largest wetland areas in Europe</li> <li>• home to 250 bird species, some of them are rare or endangered</li> <li>• want to turn them into farming land</li> <li>• 10,000 birds will disappear</li> <li>• Chernobyl area</li> </ul>	<ul style="list-style-type: none"> <li>• west of Belarus</li> <li>• 1,300 sq / km</li> <li>• 840 species of trees, 100 – of rare plants</li> <li>• some trees are 360-600 years old and are 50 metres tall</li> <li>• home to the European bison</li> <li>• 44 plant and 14 animal species are endangered</li> </ul>

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Student A	Student B
<b>Wetlands of Polessye</b>	<b>Belovezhskaya Pushcha</b>
<ul style="list-style-type: none"> <li>• south of Belarus</li> <li>• one of the largest wetland areas in Europe</li> <li>• home to 250 bird species, some of them are rare or endangered</li> <li>• want to turn them into farming land</li> <li>• 10,000 birds will disappear</li> <li>• Chernobyl area</li> </ul>	<ul style="list-style-type: none"> <li>• west of Belarus</li> <li>• 1,300 sq / km.</li> <li>• 840 species of trees, 100 – of rare plants</li> <li>• some trees are 360–600 years old and are 50 metres tall</li> <li>• home to the European bison</li> <li>• 44 plant and 14 animal species are endangered</li> </ul>

## Optional activity

Work in pairs. First guess what your partner would say. Then check your guesses. Do you know your partner well?

my guesses	
I <b>don't like/like</b> drinking tea without sugar.	
I <b>have/ haven't</b> been to the cinema without my friends.	
I <b>don't do / do</b> my English homework without my parents' help.	
I <b>don't eat / eat</b> soup without bread.	
I <b>don't have/have</b> a phone without Internet access (доступ).	
My granny <b>doesn't live/lives</b> in a house without balconies.	
I <b>can/can't do</b> maths without a calculator.	
I <b>can/can't</b> get up without an alarm clock.	

-----

Work in pairs. First guess what your partner would say. Then check your guesses. Do you know your partner well?

my guesses	
I <b>don't like/like</b> drinking tea without sugar.	
I <b>have/ haven't</b> been to the cinema without my friends.	
I <b>don't do / do</b> my English homework without my parents' help.	
I <b>don't eat / eat</b> soup without bread.	
I <b>don't have/have</b> a phone without Internet access (доступ).	
My granny <b>doesn't live/lives</b> in a house without balconies.	
I <b>can/can't do</b> maths without a calculator.	
I <b>can/can't</b> get up without an alarm clock.	

## Lesson 3, ex. 1a

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

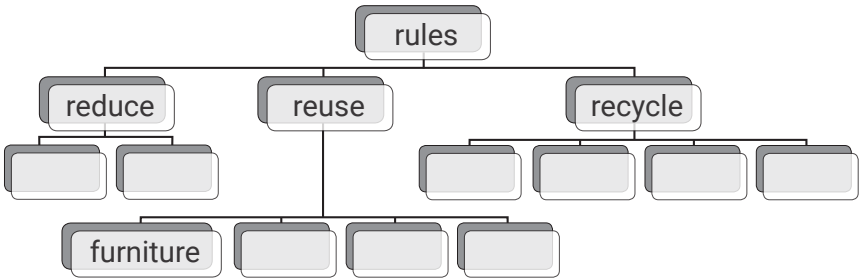
1. In one year a European family with two kids throws away
    - ... kilos of metal
    - ... kilos of plastic
    - ... kilos of paper
  2. In one year a person throws away
    - 34 cans of ...
    - 68 ... cans
    - 71 ... cans
  3. A person produces ... kg of waste every year.
  4. People can recycle about ...% of domestic rubbish.
  5. By recycling 1 ton of paper you save ... trees.
- 

### How much do you know about waste? Guess the missing information.

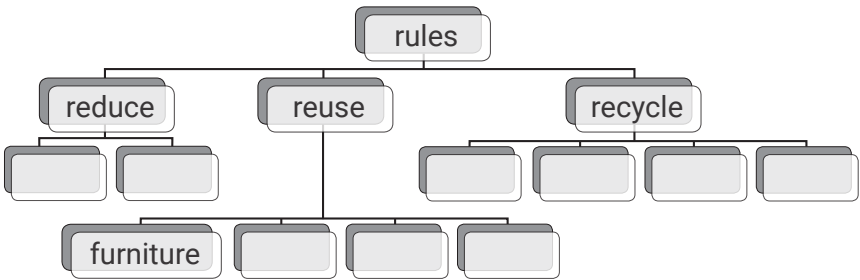
1. In one year a European family with two kids throws away
  - ... kilos of metal
  - ... kilos of plastic
  - ... kilos of paper
2. In one year a person throws away
  - 34 cans of ...
  - 68 ... cans
  - 71 ... cans
3. A person produces ... kg of waste every year.
4. People can recycle about ...% of domestic rubbish.
5. By recycling 1 ton of paper you save ... trees.

**Lesson 3, ex. 5**

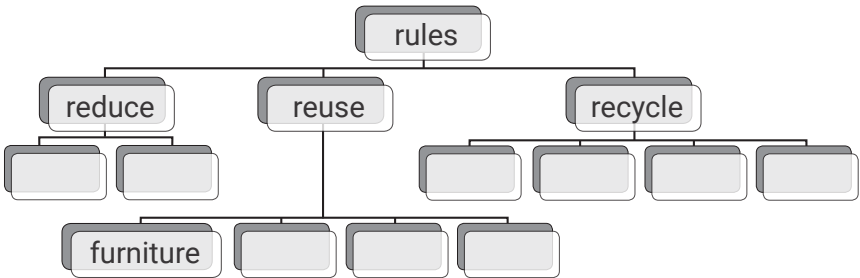
**Complete the diagram from a *Be Green!* campaign leaflet.**



**Complete the diagram from a *Be Green!* campaign leaflet.**



**Complete the diagram from a *Be Green!* campaign leaflet.**



## Optional activity

Work in groups of three. Write sentences about what habits you follow. Ask the other students about their habits. Discuss the results as a group. Do you have “green habits” (привычки / звички)? What should you change? Explain why.

habits	me	S1	S2
take a shopping bag to the shop			
use plastic bags			
use paper towels in the kitchen			
cycle or walk to school			
throw away broken things			
reuse paper			
collect paper for recycling			
keep old toys and books			

---

habits	me	S1	S2
take a shopping bag to the shop			
use plastic bags			
use paper towels in the kitchen			
cycle or walk to school			
throw away broken things			
reuse paper			
collect paper for recycling			
keep old toys and books			

## Lesson 6, ex.4

### Student A



1. **Pasqueflowers** ['pɑ:skflaʊə] \_\_\_\_\_ (1. *begin*) to come out at the end of April. That's why they \_\_\_\_\_ (2. *also / call*) Easter flowers.

2. They \_\_\_\_\_ (3. *produce*) blue or purple flowers before their leaves, not after. The plant \_\_\_\_\_ (4. *cover*) with white hairs.

3. People \_\_\_\_\_ (5. *always / use*) the species in medicine. In the past they \_\_\_\_\_ (6. *paint*) Easter eggs green with the help of its leaves.

### Student B



1. **Pasqueflowers** ['pɑ:skflaʊəz] \_\_\_\_\_ (1. *like*) dry pine-tree forests or open sandy banks of rivers.

2. The plant \_\_\_\_\_ (2. *find*) in the Baltic States, Scandinavia and central Europe. In Belarus it \_\_\_\_\_ (3. *grow*) in the west, in the national parks Belovezhskaya Pushcha, Narochansky and Pripyatsky.

3. The species \_\_\_\_\_ (4. *already / become*) rare in many countries and \_\_\_\_\_ (5. *protect*) by law. In 1993 it \_\_\_\_\_ (6. *appear*) in the Red Book of Belarus.

### Student C



1. The natural habitat of the **pasqueflower** ['pɑ:skflaʊə] \_\_\_\_\_ (1. *become*) smaller because humans \_\_\_\_\_ (2. *destroy*) forests.

2. Pasqueflowers also \_\_\_\_\_ (3. *suffer*) because of their beauty. Lots of these first flowers \_\_\_\_\_ (4. *pick and sell*) in spring. Another threat is plant hunting: collecting plants from the wild for private gardens. These human activities \_\_\_\_\_ (5. *already / reduce*) the plant populations.

3. Nowadays Green Network in Belarus \_\_\_\_\_ (6. *take*) action to protect the species.



## Factfile Sheet

name

description

habitat

use

status

threat

interesting facts



## Factfile Sheet

name

description

habitat

use

status

threat


interesting facts




## Optional activity

**Work in groups of three. In each card there are 3 false facts. Find them out and correct.**


- Read your notes. Don't show them to others.
- Talk to each other and compare the information. Two students will have the same information and the third one will have a false fact.

	<p style="text-align: right;"><b>Student A</b></p> <p style="text-align: center;"><b>Factfile Sheet</b></p>
name	cloudberry = yellow berries or baked potato berries
description	come from the rose family; berries: first white, then red and finally yellow; pick / July
habitat	swamps; only 12 places in the north of Belarus; usually in Scandinavian countries
use	jam; eat fresh with icecream, lots of cream and sugar
status	rare in Belarus; the Red Book of Belarus – 1981
threat	swamp fires / damage the habitat; humans / destroy the habitat
interesting facts	lots of vitamin D; on a Finnish version of a 2 Euro coin; Norwegian royal family / pick cloudberry

-----

	<p style="text-align: right;"><b>Student B</b></p> <p style="text-align: center;"><b>Factfile Sheet</b></p>
name	cloudberry = yellow berries or baked apple berries
description	come from the water lily family; berries: first white, then red and finally yellow; pick / July
habitat	swamps; only 12 places in the north of Belarus; usually in Scandinavian countries
use	jam; eat fresh with cheese, lots of cream and sugar
status	rare in Belarus; the Red Book of Belarus – 2012
threat	water pollution/ damage the habitat; humans / destroy the habitat
interesting facts	lots of vitamin C; on a Finnish version of a 2 Euro coin; Norwegian royal family / pick cloudberry

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	<p style="text-align: right;"><b>Student C</b></p> <p style="text-align: center;"><b>Factfile Sheet</b></p>
name	cloudberry = yellow berries or baked apple berries
description	come from the rose family; berries: first white, then red and finally yellow; pick / late September
habitat	dry forests; only 1 place in the north of Belarus; usually in Scandinavian countries
use	jam; eat fresh with cheese, lots of cream and sugar
status	rare in Belarus; the Red Book of Belarus – 1981
threat	swamp fires / damage the habitat; humans / destroy the habitat
interesting facts	lots of vitamin C; on a Finnish version of a 2 Euro coin; British royal family / pick cloudberry

## Lesson 7. Optional activity

Do a class survey.

1. Do you know any information about the nearest rescue home?
2. Have you ever been to the local animal rescue home?
3. Would you prefer a donation for the local rescue home instead of a birthday present?
4. Have you ever worked at a rescue home?
5. Do you regularly donate your time to a rescue home?
6. Would you like to adopt an animal from a shelter?
7. Would you prefer to foster an animal or adopt it?
8. Have you ever bought anything at a bake sale?
9. Have you held a bake sale yet?
10. How many ways of raising money do you know?

## Lesson 9. Project

### Evaluation card

	Group 1	Group 2	Group 3	Group 4
Is the description of the campaign clear?				
Is the manner of presentation natural?				
Is the language clear?				
Is the new vocabulary used?				
Will you take part in the campaign?				
<i>Total</i>				

1 – no; 2 – not sure; 3 – yes

### Evaluation card

	Group 1	Group 2	Group 3	Group 4
Is the description of the campaign clear?				
Is the manner of presentation natural?				
Is the language clear?				
Is the new vocabulary used?				
Will you take part in the campaign?				
<i>Total</i>				

1 – no; 2 – not sure; 3 – yes

---

### Evaluation card

	Group 1	Group 2	Group 3	Group 4
Is the description of the campaign clear?				
Is the manner of presentation natural?				
Is the language clear?				
Is the new vocabulary used?				
Will you take part in the campaign?				
<i>Total</i>				

1 – no; 2 – not sure; 3 – yes

## Lesson 10. Board game. Nature Alphabet Challenge

<p><b>A – acid rain</b> What do you know about <b>acid rain</b>? Why is <b>acid rain</b> harmful?</p>	<p><b>B – beaver</b> What do you remember about <b>beavers</b>? Speak for 1 minute about this animal.</p>	<p><b>C – cut down</b> Why do people <b>cut down</b> trees?</p>
<p><b>D – disappear</b> Why do animals and plants <b>disappear</b>?</p>	<p><b>E – endangered</b> Name three <b>endangered</b> animals. Why are they endangered?</p>	<p><b>F – factory</b> Why are <b>factories</b> dangerous for nature?</p>
<p><b>G – global</b> Is pollution a <b>global</b> threat? Why?</p>	<p><b>H – habitat</b> What is a typical <b>habitat</b> for elks?</p>	<p><b>I – injured</b> Why do animals get <b>injured</b>?</p>
<p><b>J – join</b> Would you like to <b>join</b> any nature protection club? Why?</p>	<p><b>K – kangaroo</b> What do you remember about <b>kangaroos</b>? Speak for 1 minute about this animal.</p>	<p><b>L – local</b> Do you know any <b>local</b> organisations that protect animals? What do they do?</p>
<p><b>M – raise money</b> Have you ever <b>raised money</b> for something? Why did you do it?</p>	<p><b>N – national park</b> Are there many <b>national parks</b> in Belarus? Speak about one of them.</p>	<p><b>O – oil</b> Why can <b>oil</b> be dangerous for animals?</p>

<p><b>P – pollution</b> Is <b>pollution</b> a big problem in Belarus? Why? / Why not?</p>	<p><b>Q – question</b> Ask your friends a <b>question</b> about nature or nature protection.</p>	<p><b>R – three Rs</b> What are the <b>three R's</b> of nature protection? Do you follow these rules?</p>
<p><b>S – sea</b> Ask your friends a question about sea life protection</p>	<p><b>T – take action</b> What <b>action</b> can you <b>take</b> to protect nature?</p>	<p><b>U – unhealthy</b> Is pollution <b>unhealthy</b>? Why? / Why not?</p>
<p><b>V – view</b> What is the most impressive <b>view</b> you have ever seen?</p>	<p><b>W – waste</b> Give three facts about <b>waste</b>.</p>	<p><b>X – fox</b> Describe a <b>fox</b>.</p>
<p><b>Y – you</b> Are <b>you</b> a green person? Prove it.</p>	<p><b>Z – zoo</b> Do you think animals should be kept in the <b>zoo</b>?</p>	

## Optional activity

### Play Bingo!

Go over the list of words given by your teacher. Choose any 6 and write them on your card. Listen to your teacher giving a definition of a word. If you hear the definition of the word you have on your card, cross it out. Shout *Bingo!* when you've got all 6 words crossed out.

**Variation:** instead of definitions your teacher may say a sentence pronouncing BEEP! instead of a word from the list.


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## Optional lesson: HAPPY EARTH DAY!

**🔒 Challenge:** Talk about Earth Day celebrations.

**🔑 Must use:** the active vocabulary of the unit.

**1. Work in groups of three. Get the card from your teacher and do the Earth Day quiz.**

**2a. Look at the pictures. What countries do they come from?**

the UK   Norway   Canada   Holland



**b. Read the news articles about Earth Day celebrations in different countries. Check your guesses.**

**A.** Earth Day is a perfect time to think how you can protect nature. People across Canada have many special events planned for this day. The people of this city have huge plans: they want to plant a million trees. The One Million Trees programme began on April 22, 2013. Under the programme they have already planted 280,000 trees. This Earth Day they are going to add 650 more. Residents, schools, and businesses all work together. And they work hard to keep the city clean, green and beautiful. They want a healthy place for their kids and for their future. Rain or shine, tree planting will take place. They know it is important because in 2016 ice storm and pests (вредители / шкідники) destroyed about 7,500 of the city's 2 million trees.

**B.** Standing in the middle of London you can go on a tour of bad air. Just visit Michael Pinsky's interactive art installation that opened on Earth Day at Somerset House. There are 5 domes that make a ring. First you enter the dome where you can breathe in fresh air from the coast of Norway. Then you can go through the installation to see what the air is like in 4 most polluted cities in the world. London's air smells of cars. Nobody can stay in New Delhi's dome long: hot and hard to breathe, and you quickly pass to hazy (мглистий / туманны) Beijing. São Paulo's air makes your eyes water. And back again to the cleanest air from Norway. Michael Pinsky says he wants people to stop and think about how their everyday actions pollute the air.



**C.** Lilly Platt is only 9 but she is travelling (with her Mum and grandpa) more than 600 miles from Holland to the Norwegian island of Sotra to help clean up plastic waste there. The event is held in memory of the 'plastic whale' that died on the Norwegian coast last year. There were more than 30 plastic bags in his stomach. The girl saw what rubbish was doing to wildlife and started picking it up. "I knew that every piece I picked up, was one less piece that could harm a living creature," says Lilly. She has taken part in many clean-ups in the last few years. She is a Youth Ambassador (посол / пасол) for the Plastic Pollution Coalition and a Child Ambassador for HOW Global.

**c. Read the articles again. Answer the questions. Which of the articles**

- is about air?
- is about pollution?
- describes people who are taking practical action?
- makes people think about what they have done?
- is connected with a tragedy?
- is part of a bigger programme?

**d. Where would you like to be on Earth Day?**

**3. Moving activity "Make up a sentence."**

**4a.** 🌐 Listen to Lilly Platt's message to schoolchildren. What does it say?

Follow the link: <https://www.youtube.com/watch?v=mffLqzhoJas>



**b. What else can you do to make every day Earth Day?**

**5a.** Read the words of the song “Earth Day”. Replace the words in bold with the suitable rhyming words from the box.

bit bone day fit free me me say stone tree tree

### Earth Day

Jane Yolen

I am the Earth  
And the Earth is **tea**.  
Each blade of grass,  
Each honey **sea**,  
Each bit of mud,  
And stick and **phone**  
Is blood and muscle,  
Skin and **known**.

And just as I  
Need every **sit**  
Of me to make  
My body **knit**,  
So Earth needs  
Grass and stone and **knee**  
And things that grow here  
Naturally.

That's why we  
Celebrate this **grey**.  
That's why across  
The world we **way**:  
As long as life,  
As dear, as **see**,  
I am the Earth  
And the Earth is **tea**.

**b.** Listen to the song and check your guesses.



Follow the link: [https://www.youtube.com/watch?v=A4pLhvg\\_Zkk](https://www.youtube.com/watch?v=A4pLhvg_Zkk)



**c.** Sing the song “Earth Day”.

## HAPPY EARTH DAY (optional)

### Ex. 1

**Do the quiz about Earth Day. Work in groups of 3. Take turns asking questions and giving 3 possible answers. Tick the answers the other two students get correct.**

<b>Student A</b>	<b>B</b>	<b>C</b>
The Earth Day was born in ... as a national day. <b>a. Italy b. the USA c. Japan</b>		
People celebrated the first eco-friendly holiday in ... <b>a. 1970 b. 1980 c. 1990</b>		
Earth Day became a global celebration in ... <b>a. 2005 b. 2000 c. 1990</b>		
In 2018 ... countries took part in Earth Day. <b>a. 117 b. 193 c. 200</b>		
The theme of the 2017 Earth Day celebrations is... <b>a. plastic pollution b. disappearing species c. climate change</b>		
The Peace Bell ringing at the United Nations on Earth Day is a gift from ... . <b>a. France b. Japan c. Sweden</b>		
Earth Day flag is ... with a picture of Earth in the centre. <b>a. blue b. green c. yellow</b>		

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## Ex. 1

Do the quiz about Earth Day. Work in groups of 3. Take turns asking questions and giving 3 possible answers. Tick the answers the other two students get correct.

Student B	A	C
The Earth Day was born in ... as a national day. <b>a.</b> Italy <b>b.</b> the USA <b>c.</b> Japan		
People celebrated the first eco-friendly holiday in ... <b>a.</b> 1970 <b>b.</b> 1980 <b>c.</b> 1990		
Earth Day became a global celebration in ... <b>a.</b> 2005 <b>b.</b> 2000 <b>c.</b> 1990		
In 2018 ... countries took part in Earth Day. <b>a.</b> 117 <b>b.</b> 193 <b>c.</b> 200		
The theme of the 2018 Earth Day celebrations is... <b>a.</b> plastic pollution <b>b.</b> disappearing species <b>c.</b> climate change		
The Peace Bell ringing at the United Nations on Earth Day is a gift from ... . <b>a.</b> France <b>b.</b> Japan <b>c.</b> Sweden		
Earth Day flag is ... with a picture of Earth in the centre. <b>a.</b> blue <b>b.</b> green <b>c.</b> yellow		

## Ex. 1

**Do the quiz about Earth Day. Work in groups of 3. Take turns asking questions and giving 3 possible answers. Tick the answers the other two students get correct.**

<b>Student C</b>	<b>A</b>	<b>B</b>
The Earth Day was born in ... as a national day. <b>a.</b> Italy <b>b.</b> the USA <b>c.</b> Japan		
People celebrated the first eco-friendly holiday in ... <b>a.</b> 1970 <b>b.</b> 1980 <b>c.</b> 1990		
Earth Day became a global celebration in ... <b>a.</b> 2005 <b>b.</b> 2000 <b>c.</b> 1990		
In 2018 ... countries took part in Earth Day. <b>a.</b> 117 <b>b.</b> 193 <b>c.</b> 200		
The theme of the 2019 Earth Day celebrations is ... <b>a.</b> plastic pollution <b>b.</b> disappearing species <b>c.</b> climate change		
The Peace Bell ringing at the United Nations on Earth Day is a gift from ... <b>a.</b> France <b>b.</b> Japan <b>c.</b> Sweden		
Earth Day flag is ... with a picture of Earth in the centre. <b>a.</b> blue <b>b.</b> green <b>c.</b> yellow		

# Unit 8

## Lesson 5

### Question Tag Snap

In this activity, students play a game of snap by matching affirmative and negative sentences to question tags.

Students play in pairs. Give each pair a set of cards and a piece of A4 paper. Tell the students to draw two large boxes on the paper. Under the first box, students write the word 'sentence', under the second box they write the word 'tag'. Students shuffle the cards and divide them equally between the two players. Each player should have 24 cards. The players place their cards face down in a pile in front of them. One player goes first and turns over the top card from their pile and places it face up in the relevant box. Then, the other player puts down one of their cards and so on.

The first player to see a sentence and a tag that match has to shout 'snap' to get a point. He writes down the tag question on a separate piece of paper. Set the time limit. The T checks the students' questions by having the students write them on the board. The winner of the game is the student with the biggest number of correct tag questions.

The correct answers can be found on the first uncut set of cards.

The writer was born in London,	wasn't he?	Your aunt is an editor,	isn't she?
The brothers didn't attend school,	did they?	You've got a big collection of books,	haven't you?
Mrs Brown married in 2000,	didn't she?	This book doesn't make us think,	does it?
They won't publish my story,	will they?	The girls haven't solved the problem,	have they?
You're keen on fantasy,	aren't you?	His stories were full of magic,	were they?
Evil hasn't won,	has it?	Good will always win,	won't it?

was he?	wasn't he?	is she?	isn't she?
didn't they?	did they?	have you?	haven't you?
did she?	didn't she?	doesn't it?	does it?
won't they?	will they?	haven't they?	have they?
are you?	aren't you?	weren't they?	were they?
hasn't it?	has it?	will it?	won't it?

## Optional lesson. Did you know?

### 1a. Look at the pictures. Can you answer the questions?

1. Who was Louis Braille [luːiːz 'breɪl]?
2. What did he invent<sup>1</sup>?
3. Where is it used now?



### BRAILLE Alphabet

A	B	C	D	E	F	G	H	I
J	K	L	M	N	O	P	Q	R
S	T	U	V	W	X	Y	Z	
.	,	?	!	'	-	CAPITAL	#	0
1	2	3	4	5	6	7	8	9

### b. Read the text and check your answers.

#### Braille

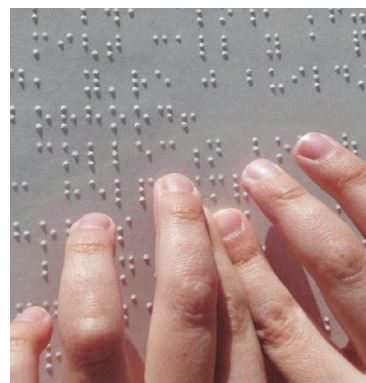
January 4th is World Braille Day. On this day, people celebrate the birth of Louis Braille who invented the reading and writing system for the blind (people who can't see).

Louis Braille was born on January 4th, 1809. When he was three years old, he was playing in his father's workshop and injured his eye. Both his eyes became infected, and at the age of five he was completely blind. Louis's parents wanted their son to be educated, so he attended school in their village and learned by listening.

When he was ten, the boy was sent to a school for blind children in Paris. There he met Charles Barbier, a captain in Napoleon's army. While serving in the French army, he invented a code for soldiers to communicate silently (общаться безмолвно / зв'язвацца безгучна) at night. He shared the code called Night Writing with the students. Louis got interested. He spent three years – from age 12 to 15 – to adapt the code to the needs of the blind and invented his 6-dot communication system which changed the lives of blind people forever.

In 1829, Louis Braille published his book *Method of Writing Words, Music, and Plain Songs for the Blind*. He became a teacher at his school for blind children when he was 19. In 1837, the school published the first book in Braille.

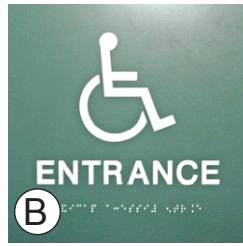
**Louis Braille died of tuberculosis on January 6, 1852, in Paris, France, at the age of 43.**



<sup>1</sup> invent – изобретать / винаходзіць



Braille isn't just for books. There are hundreds of uses for Braille that the blind can use in everyday life, for example:



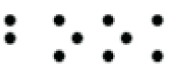



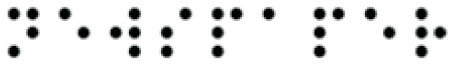

**c. Match the words with the pictures above. (One picture is extra.)**

- |                         |                     |                                     |
|-------------------------|---------------------|-------------------------------------|
| 1. Braille smartwatch   | 4. Braille keyboard | 7. Braille credit card              |
| 2. Braille Rubik's cube | 5. Braille graffiti | 8. Braille phone                    |
| 3. Braille lift buttons | 6. Braille music    | 9. Braille display for the computer |

**d. Write the questions to the answers.**

1. On January 4th.
2. In his father's workshop.
3. When he was five years old.
4. A code for soldiers.
5. From age 12 to 15.
6. In 1837.
7. In Paris.

**2a. Read the words in Braille. They are your active vocabulary words.**

1 	2 	3 
4 	5 	6 

**b. Write your active vocabulary words in Braille.**

**c. Read your classmates' Braille words.**

## Unit 9

### 5 question types *Jeopardy game*

Instructions for playing jeopardy

1. Play individually or in groups.
2. Pick a category and a point value.
3. Click on the chosen box for the question.
4. Students must give the answer in the form of a question before clicking again. The teacher may want to set a time limit for answering the question.
5. To see if a student or a group is correct, click again for the answer.
6. Click the “Home” button on the slide to return to the main board.
7. If the student or team is correct, they are awarded the point value of the question.
8. Continue until all questions have been answered. The team with the most points wins.

Link: **5 question types *Jeopardy game***

P.S. You can make changes in the text of the game and apply it to any learning material.

### Optional lesson. Did you know?

#### 1. Work in pairs and answer the questions.

1. Have you seen the film *Home Alone*?
2. What kind of film is it?
3. Who are the main characters?
4. Who stars in it?
5. Did you like it? Why?

#### 2. Read the article and find the most interesting fact.

##### 9 interesting facts about *Home alone*

1. The McCallisters' house is real, and it's in Winnetka, Illinois, about 35 kilometres north of Chicago [ʃɪ'kɑ:gəʊ]. The family that lived there at the time stayed in their house during most of filming and loved it. The family made hot chocolate for the actors and the crew<sup>1</sup> and invited them inside. The house was sold for \$1.58 million in 2011.



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<sup>1</sup> crew [kru:] – команда / каманда



2. But many of the inside shots (съемки / здымки) of the house and other scenes<sup>1</sup> of the film were made in the New Trier High School. The filmmakers turned the school's swimming pool into the McCallisters' basement (подвал / падвал). They also used the school for the police station and some airport scenes.

3. The Christmas ornaments that Marv Merchants steps on in this scene were actually<sup>2</sup> just sweets. But he had to wear rubber feet to walk through the snow in his outdoor scenes.



4. While filming the scene where Harry tries to bite off Kevin's finger, the actor actually bit the boy, which left a scar.

5. The spider on Marv's face was real, and they filmed that scene in one take (дубль / дубль) – but the actor mimed the scream<sup>3</sup> so he didn't scare the spider.



6. And the picture of Buzz's girlfriend is really that of a boy because the filmmaker didn't want to make a girl feel bad about her looks.

7. Joe Pesci tried not to meet Macaulay Culkin on set (съемочная площадка / здымачная пляцоўка) because he wanted him to think that he was a mean guy<sup>4</sup>.



8. The snow in the film was not real. It was actually made from potato flakes!

9. Kevin was a very brave kid but the 9-year-old Macaulay Culkin couldn't perform dangerous tricks. Larry Nicolas, a 30-year-old stunt man (каскадер / каскадзёр) who looked like a child, replaced the boy for all the cool bits, like the sled down the stairs and the zip line across to the tree house.

<sup>1</sup> scene [si:n] – сцена (в фильме) / месца дзеяння (у фільме)

<sup>2</sup> actually ['æktʃʊəli] – на самом деле / уласна кажучы

<sup>3</sup> scream [skri:m] – крик / крык

<sup>4</sup> guy [gaɪ] – парень / хлопец

### 3. Who or what on set ...

1. ... made hot chocolate for the actors?
2. ... was turned into the McCallisters' basement?
3. ... was just sweets / potato flakes?
4. ... had to wear rubber feet to walk through the snow?
5. ... bit the boy's finger?

### 4. Explain why ...

1. ... Stern mimed the scream.
2. ... the picture of Buzz's girlfriend is really that of a boy.
3. ... Joe Pesci tried not to meet Macaulay Culkin on set.
4. ... Larry Nicolas replaced Macaulay Culkin in some scenes.
5. ... the house was sold for \$1.58 million.