

MOVING ACTIVITIES

UNIT 1

LESSON 1

3. Moving activity “Positive wishes for the school year”.

Students stand up, walk around the classroom in order to find one “Positive wishes for the school year” card. They have to be attentive as it can be hidden even under their desk. They need only one. They learn the wish and try to congratulate at least three Students on the coming new school year. When they are done, they write a group wish to their Teacher of English on the board!

The cards:

It's been a fun summer, but now it is time to meet old school friends and learn new things! Wishing you a wonderful new school year!

It's time to switch from wearing a swimsuit to putting on brand new school clothes and to get ready to learn! Wishing you a great year!

Back to school can seem a little scary, but it means you are growing up and becoming even more awesome!

This year, may you have terrific teachers, fabulous friends and a super school year in every way possible!

Another school year means new opportunities. I am very proud of you and look forward to hearing about the new things you are learning!

It seems like just yesterday you were in kindergarten. Now you are so much older and starting another school year. I wish you all success and joy this year!

I know you will do great this year. You have an amazing spirit and you will go far just by letting it shine.

Going back to school is a reason for celebration because it means a new step towards a wonderful future!

Soon it will be time to open textbooks again and activate the brain! Good luck all throughout this new autumn school term!

It is easy to feel a little sad when summer is gone, but remember that education is an amazing opportunity. It sets the stage for a happy life.

You are such an inspiring hard worker in your studies. Good luck with the new school year!

Learn interesting things every day and enjoy your school life.
Happy first day of school!

LESSON 2

4. Moving activity “The tree of school values”.

Students have 2 minutes to make a sketch of the tree of their school values. They are to run up to the board and write down a school value. Students do it one after another, everyone should participate at least once.

LESSON 3

5. Moving activity “Can you recall?”

Students close the books, stand up, stretch their bodies, walk in pairs, and have an idle talk with their classmates about the Buckswoodians and their school routine. Beforehand, the Teacher places the cards with words from the bridge panel questions around the classroom. When the Teacher gives a signal, e.g. claps his / her hands, Students stop by a word and role play a short question-answer conversation relating to this word. They are to recall the questions and answers which they heard in the bridge panel discussion. Then the Teacher gives the signal again and the Students move to another word repeating the procedure.

The cards:

Foreign
Trips
Day

Terms
Uniform
Motto
Popular

LESSON 4

3. b. Moving activity “Positive, negative, or neutral?”

The Teacher puts the cards with personality characteristics on a few desks. He / she divides the class into two groups “Positive” and “Negative”. Students come up to the desks with the cards and choose the adjectives corresponding their teams. They should leave the neutral words on the desks. Students then name their words and check if their choice is right. Finally, Students discuss the neutral words and express their opinion on their meanings.

The cards:

serious	strong	powerful
weak	shy	mean
polite	rude	kind
honest	cowardly	naughty
silly	wise	caring
dishonest	strict	curious
generous	cheerful	loyal
hard-working	helpful	lazy

responsible	a sense of humour	bossy
sensible	stubborn	sociable
intelligent	imaginative	reserved
sensitive	confident	courageous
arrogant	selfish	selfless
unreliable	neat	greedy
organised	impatient	witty
stubborn	forgetful	a loner

LESSON 5

2. d. Moving activity "Pass the envelope".

Students stand in a circle and pass the envelope with the verbs from ex. 2c. Each Student draws a card and makes up an affirmative or negative sentence with the verbs in the card about their school life and traditions. If the rest of the students agree with this sentence, they clap their hands. If not, they stand still.

Example: (ought to / wear) – *We ought to / oughtn't to wear the school uniform.*

The cards:

ought to / respect	decide / join
want / succeed	prefer / spend
can / achieve	would like / develop
enjoy / receive	should / get to know

can't stand / participate in	would prefer / learn
must / aim at	need / prepare
have to / take care of	hate / do
don't mind / take part in	like / experiment

LESSON 6

3. a. Moving activity "A party".

Each Student gets a card with the name of an activity from ex. 2a. He / she imagines having participated in it. Now the whole class is at the party. Everyone walks around and acts out a conversation where they share their impressions. Students talk to as many people as they can and use the adjectives from the Help box (page 26 in the textbook).

The cards:

Hiking
Going on a boat trip
Ghyll scrambling
Surfing
Sightseeing
Bodyboarding
Coasteering

Shopping
Diving
Climbing

LESSON 7

3. Moving activity “The Last School Day barbeque party”.

Students imagine that they are at the Last School Day barbecue party. They are talking about all the school events and special days that they prepared for and took part in together. They take a card from the Teacher with the name of a school special day / week, walk around the classroom, and ask their classmates if they remember it. Students talk to 2–3 classmates, then some of them share the most exciting / amusing facts his / her classmates remember about the school celebrations.

The cards:

School's Anniversary
Teachers' Day
New Year Party
Sports Week
Good Mood Day
The Chinese New Year Celebration
Earth Day
Music Week

A Week of the English language

Science Week

St Valentine's Day

World Book Day

LESSON 8

2. c. Moving activity "Formal or informal?"

Students get a card with a characteristic of formal and informal styles from the teacher and stick it to the board in the appropriate part: "F" for the formal style and "I" for the informal one.

The cards:

No shortened forms (~~don't~~ – *do not*)

the greeting (*Dear Dad, Dear George*)

frequent use of passive voice (*will be followed*)

complex sentences

colloquial English (*yeah, gonna, super*)

shortened forms;

the closing remark (*Yours sincerely / Yours faithfully + full name*)

idioms and proverbs

non-colloquial English (*yes, going to, excellent*)

pronouns omitted (*Need your help*)

the closing remark (*Yours, Love, Best wishes / regards, Regards, Hugs + name*)

LESSON 9

3. Moving activity “Kate’s interview”

Students split into groups of 3–4 people. They need one mobile camera and a list of Kate’s questions. Students distribute the roles: Kate, Melissa, George. They stand up and find the place in the classroom for video recording Kate’s interview.

LESSON 10

2. d. Moving activity “Around the fire”.

Students stand in a circle and imagine they are sitting around the fire. Each of them gets a card with a word or a phrase. They need to express their opinion on their expedition using this word (phrase). The person sitting opposite the speaker should react to his or her opinion and then make up a sentence with the word (phrase) on his or her card.

Example: (*give up*) – *I think I’ll give up. I’m too tired.*
– *Cheer up! Never give up! We’ll be able to do it together!*

The cards:

give up	a Bronze badge
look for	jump at the opportunity
be lost	10km hike
be tired	heavy rucksack
explore	cook over the fire
freezing	survive

LESSON 11

2. Moving activity "Find your new group".

Each Student gets a part of a sentence. They walk around the classroom and find the other parts to make the sentence. Each sentence is cut into three or four parts depending on the number of students in the class. The Teacher helps if necessary. Finally, Students read their sentences aloud and say if any sentence is true about them. After that, they do ex. 3 in their new groups.

The cards:

I attend	the Literary Society	meetings	because	I have a passion	for reading.
I want to	set up	an English Debating Club	to develop	my speaking	skills.
I don't need	any special	equipment	to join	the Science Society.	
There is	a wide range	of extra- curricular	activities	in our school.	

UNIT 2

LESSON 1

3. Moving activity “A British pie”.

There is an outline of a huge pie on the board. Students come to the board and draw “inside the pie” pictures of food which is mentioned in the text in ex. 2c. The other Students try to guess what they are drawing.

LESSON 2

2. c. Moving activity “Find the match”.

Students will be given one fragment of a sentence (either the beginning or the ending), their task is to walk around the classroom, ask the classmates what they have on the cards and finally match the parts of the sentences according to the conversation they have just heard in class.

The cards:

There is a variety of dishes draniki but have some minced meat inside.
Potato is into very small pieces.
Kate can't resist trying...	... from pork on the menu.
Kolduny are similar to homemade Babka for breakfast.
You need to dip pancakes berry juices on the menu.
The meat in Machanka is cut in Machanka.
There is a wide choice of the king on the Belarusian table.

LESSON 3

3. Moving activity “For and against”.

Students work in two groups. They write arguments for and against fast food on separate strips of paper. They can use the ideas from ex. 2a and their own ideas.

The Teacher shuffles the strips with the arguments for and against fast food and puts them on one desk. There are two other desks labelled as “For” and “Against”. Students come up to the desk, take one strip, and put it on the corresponding desk. They stay at those tables for the next activity – a debate.

LESSON 4

1. e. Moving activity “Charades”.

Students split into two teams. The teams should mime the cooking procedure of “X-dish” to the other team. There is a time limit for 1 explanation – 30 seconds.

The cards:

A Pizza	Omelette
Sushi	Meatballs
An Apple Pie	Mashed Potatoes

LESSON 5

3. Moving activity “Beep”.

Students split into two equal teams. They stand up and gather near the board in circles. The Teacher reads a sentence and says “beep” instead of a missing article. They have 5 seconds to discuss what article needs to be used and write the answer on the board. The team to get the most number of correct answers wins the game.

Phrases for the Teacher to be read:

1. What do you want for ... dinner tonight?
2. Mary never eats ... breakfast.
3. She arrived after ... breakfast.
4. He usually goes jogging for half an hour before ... breakfast.
5. I have toast and marmalade for ... breakfast.
6. I’m never hungry enough for ... full breakfast.
7. Shall we meet somewhere for ... lunch?
8. We had ... pub lunch.
9. Shall I heat up some soup for ... lunch?

10. ... packed lunch is food, for example, sandwiches, which you take to work, to school, or on a trip.
11. We usually have ... tea at about 5.30 p.m.
12. They had ... early supper before going to the theatre.
13. I'd love a cup of ... tea, please.
14. How do you like your ... tea — strong or weak?
15. ... tea is very hot, so sip it carefully.
16. Could I have two cups of ... coffee, please?
17. How much did you pay for ... dinner?
18. They had ... delicious lunch at the cafe.

LESSON 6



Moving activity “True or false?”

When the Teacher says “Walk!” Students start walking around the classroom. They walk until the Teacher says “Stop!” They take a strip of paper with a food idiom (on the desk nearest to them), find a partner, and say a true or false sentence about them with this idiom. Their partner guesses if their sentence is true or false. They swap the roles and walk again and repeat the procedure 3–4 times.

The cards:

a piece of cake
like chalk and cheese
to take something with a pinch of salt
as cool as a cucumber
to have a finger in every pie
full of beans
not someone's cup of tea
like two peas in a pod

LESSON 7

2. Moving activity “Look and guess!”

Students split into two groups. Everyone in the group should try their skills to mime at least one cooking action to the group mates. There is a time limit for one miming – 30 seconds.

The cards:

Boil	Fry	Steam
Grill	Stew	Chop
Slice	Sprinkle	Mince

LESSON 8

3. Moving activity “A silent crocodile”.

Students stand up and gather around the table with the box of cards on it. In turn, they fish out a card, read the instruction from the recipe, and do their best to explain it to the students without saying any words.

For example, their card is “*Grate some carrots*”. Students demonstrate action and ask “*What am I doing?*” The correct answers are: “*Are you grating carrots?*” / “*You are grating carrots*”.

The cards:

Stir the mixture well.
Roll out the pastry.
Crimp the edges of the pie with your fingers and thump.
Add salt and pepper to your taste.
Brush the surface of the pie with the beaten egg mixture.

Preheat the oven to 220 °C.

Make everyone say to you "Bon appétit! / Enjoy yourself!"

Help yourself to the second piece of Kate's steak and kidney pie.

Add the stock to the pan.

Remove the lid from the frying pan.

Sprinkle some flour over the table.

UNIT 3

LESSON 1

4. Moving activity “Stand up / sit down”.

The Teacher reads the words from the list to the Students. The Students must stand up if the word is related to the topic “Money” and sit down if not.

The words:

Field; currency; library; beef; wallet; breadcrumb; cottage; coins; calorie; woods; bank; multi-storey buildings; lettuce; obesity; exchange rate; mustard; banknotes; turkey; facilities; skyscraper; ATM; cash; cycle lane; payment; curriculum; ceremony; pedestrian area; purse.

LESSON 2

5. Moving Activity “Let’s swap!”

Students write down three services they can provide to other people and three services they would like to get. (For example, *walk a dog* or *do the washing-up*.) They walk around the classroom and try to swap their services with other people. Who can get everything they need?

LESSON 3

4. Moving Activity “Is it really worth it?”

Students stand in line. Each gets ten “pounds”. One option – one pound. The Teacher says one of the options from the list below. Those who think that it’s worth spending their pocket money on, make a step forward. Who spends their pocket money the fastest? The Teacher asks if they remember what they spent their pocket money on and gets the Students to explain why they need those things.

The options:

Sweets and snacks; a new self-balancing scooter; a textbook; a nice notebook; a new pair of trainers; a pizza; a ticket to a film; a present for a friend; a funny pen; a trendy T-shirt; headphones; a new computer game; a ticket to the theatre; a burger; a quest with friends.

LESSON 4

3. Moving Activity “Bad line”.

Students stand in line. The Teacher whispers a sentence with the money-management advice to the first student. He / she whispers this sentence to the next one. And they continue until the sentence reaches the last Student. He / she then says it out loud and explains if it’s good or not. And then moves to the beginning of the line.

The pieces of advice:

1. Spend your pocket money on games and snacks as soon as you get it.
2. If you want to get some extra cash, get a part-time job.
3. Put 50% of your pocket money into a bank account.
4. Try to get all the things your friends have.
5. If you're short of money, borrow from your friends.
6. Never buy things at half-price.
7. Analyse what you spend your money on.
8. Always keep the receipt in case you need to return your purchase.

Add some more customised pieces of advice.

LESSON 5

4. Moving Activity "Find your partner".

Students get cards with parts of different proverbs or idioms. They have to find the person with the correct ending of the expression. Who is the first to do it?

The cards:

Money is	the root of all evil.
To pour money	down the drain.
To cost	a fortune.
To make ends	meet.
To be short	of money.
Money makes	the world go round.
Money can't buy	you happiness.
A fool and his money	are soon parted.
Money doesn't	grow on trees.
To tighten	your belt.

To get into	debt.
Look after the pennies and	the pounds will look after themselves.

LESSON 6

4. Moving Activity “Spelling bee”.

The Teacher writes 15 words with spelling mistakes from the previous lessons on the board. Students get into two teams and take it in turns to run to the board and correct the mistakes. Each team gets a marker of a different colour. Who corrected more words? Who’s better at spelling?

LESSON 7

3. Moving Activity “Mime it”.

The Teacher chooses 10–15 words or expressions from the previous lessons. It’s recommended to choose the expressions that cause most problems. He / she writes down the words on the post-it notes and hand them out to students. Students take turns to mime the expression and the others guess.

LESSON 8

6. Moving Activity “Help me please”.

The Teacher distributes cards with a description of different problems. Students walk around the class asking for advice. Whose advice do they decide to follow?

The cards:

I’m always short of cash.
I want to get a part-time job.
My parents ask me to do too many chores.
My best friend doesn’t understand me.
I pour my pocket money down the drain.

I'm worried about my future. I don't know what profession to choose.

My classmates have expensive things, but I can't afford to buy them.

I don't know what to give my friend as a birthday present.

I never get any pocket money.

I'd like to donate some money to a charity organisation, but I don't know which one to choose.

UNIT 4

LESSON 1

5. Moving activity “Voting”.

Students write the names of their three favourite holidays on three strips of paper. Then they make small paper balls and throw them aiming into the voting bag or box. By calculating the results the class finds the most popular and the least popular (the one that has been named the least times) holidays. Pay attention to the place the Labour Day got. The Teacher asks students why this holiday is popular.

LESSON 2

5. Moving activity “Match the halves”.

Students walk around the class to match halves of the sentences about one of the holidays from the calendar. When Students find their partners, ask them to read their sentences aloud. They need to guess what holiday the sentences describe.

The cards:

This Day commemorates the liberation	of Minsk from Nazis in 1944.
The main event of this day is	the military parade.
The President of the country makes	his speech during the official part.
Incredible fireworks show	ends the day.
Late in the evening	the national anthem is sung.
Street markets and outdoor concerts	are held throughout the country.
It's the most important	public holiday of the country.

The Independence Day (3 July)

LESSON 3

4. Moving activity “Ball toss”.

The Teacher throws the ball to any Student in the class and calls out a verb. The Student that catches the ball has to name all three forms of the verb. Then the Student throws the ball back to the teacher.

LESSON 4

5. Moving activity “Question race”.

Students compete in two teams. The Teacher divides the board into two sections. He / she tells the Students that the aim of the game is to write 3 questions about holidays as fast as they can. They can't speak and they can't help each other. A Student from each team (the writer) runs to the board to write the first word. Then the second Student runs to write the next word of the question. The team that finishes first wins the race.

LESSON 5

4. Moving activity “Recommendations”.

The Teacher asks: *What have you done recently that you could recommend to a friend? Have you been to a new place, taken part in an exciting event, read an interesting book or watched a film?*

He / she tells the Students to write a sentence on a piece of paper. The Teacher asks a Student to read out their sentence, and asks if they enjoyed / liked it. Was it fun? The Teacher tells the Students to walk around the class and recommend this activity to other Students using the phrases from ex. 3b. If their partner says “OK”, the Student gets a point, if their partner says “No, thank you”, they get nothing.

Example: – *I've read a new book by J.K, Rowling!*
– *Really? Did you like it?*
– *Yes! It's great! It's a new fantasy novel about Hogwarts! You must read it!*
– *OK, Thanks!*

LESSON 6

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

The Teacher gives out the cards with the task to Students. They walk around the class and ask “if / when” questions with type 0 Conditional to find someone who gives them the answer they are looking for. Then Students report to the class about their findings.

The cards:

Find someone who goes to bed before midnight on the New Year's night if they feel tired.

Find someone who can spend the whole weekend at home if the weather is bad.

Find someone who wakes up every time when the fireworks set off late at night.

Find someone who smiles to people in the street when it is holiday time.

Find someone who goes to a shopping mall as soon as holiday sales begin.

Find someone who gets presents from Santa every year if they behave well.

Find someone who celebrates their birthday when other people celebrate a holiday.

Find someone who loves any holiday if it is a day off.

Find someone who becomes very excited when Christmas time comes.

Find someone who is very happy when they get money as a present.

Find someone who doesn't remember most holidays' dates unless they check in the calendar.

LESSON 7

5. Moving activity “Ball game”.

The Teacher asks Students:

What happens if you get a bad mark right before Mother’s Day?

What happens if you forget about Father’s Day?

Then he / she uses a ball or a paper ball to choose a Student to make a sentence. Students have to finish a conditional sentence “If I make a Mother’s Day cake for mum, ...” in as many ways as possible. The students get one point for each sentence. The student that gets the most points wins.

Example: – *If I make a Mother’s Day cake for mum, she will be happy.*

– *If I make a Mother’s Day cake for mum, nobody will eat it.*

– *If I make a Mother’s Day cake for mum, I will be tired...*

LESSON 8

4. Moving activity “Timeline”.

The Teacher divides students into groups of 3–4. He / she copies and cuts apart the list of historical events below. Each team gets a copy. Students work in groups to put the historical events into the order they happened.

The cards:

Belarusian people celebrated Kalyady long before Christianity came to Belarus.

When Christianity came to Belarusian lands, many Kalyady traditions became local Christmas traditions.

The Christian churches: Catholic and Orthodox observed their Christmas traditions on different days because they used different calendars and people in Belarus got used to celebrating both holidays.

During Soviet times Christmas celebrations were forbidden and people celebrated the New Year’s day instead.

Since its independence, the tradition to celebrate Christmas returned to Belarus and today both Christmas days are public holidays.

LESSON 10

3. Moving activity “Thanksgiving” dinner.

Students walk round the class and find their new partners by matching the names of “Thanksgiving dinner” dishes.

The cards:

cranberry	sauce	corn	pudding
roast	turkey	pumpkin	pie
sweet	potatoes	green	beans

LESSON 11

3. Moving activity “Grouping”.

The Teacher divides Students into the groups of 4. He / she takes a holiday card for each group, cuts all cards into 4 random pieces, and hands out the pieces of the cards to Students. Students walk around the class to put the pieces together and find their partners.