



ENGLISH

Student's Book 2

7



CD-ROM inside



АНГЛИЙСКИЙ ЯЗЫК

АНГЛІЙСКАЯ МОВА

Учебное пособие для 7 класса
учреждений общего среднего образования
с белорусским и русским языками обучения
(повышенный уровень)

С электронным приложением

В 2 частях
Часть 2

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 Listen	 Board game
 Moving activity (on the disk)	 Test
 Grammar	 Write
 Use the Internet	 Project
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UNIT 5

Sports



LESSON 1. The sports we do

Communicative area: asking and answering questions about the sports you do

Active vocabulary: artistic gymnastics, athletics, biathlon, bowling, cycling, fencing, figure skating, kart racing, rhythmic gymnastics, soccer, weightlifting, wrestling, team, individual, indoor, outdoor

Active grammar: zero article with kinds of sports, nouns (plural form)

1. a. Finish the sentence: *Sport is ...*

b. Match the sports in the box to the pictures.

- athletics [æθ'letɪks]
- biathlon [baɪ'æθlən]
- bowling
- weightlifting
- figure skating
- artistic gymnastics [ɑ:'tɪstɪk dʒɪm'næstɪks]
- rhythmic gymnastics ['rɪðmɪk dʒɪm'næstɪks]
- fencing
- kart racing
- cycling ['saɪklɪŋ]
- wrestling ['reslɪŋ]
- football / soccer ['sɒkə]



A



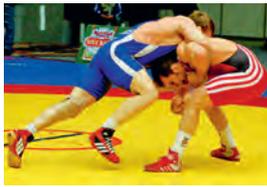
B



C



D



E



F



G



H



I



J



K



L

c.  Listen, check and repeat.

d. Look at the pictures of sports again and do the tasks below.

1. Find two sports that have a plural form but mean a single thing.

2. Name indoor and outdoor sports.
3. Find two winter sports.
4. Name team and individual sports.
5. Name the sports you have tried.
6. Name the sports you like watching on TV.

2. a.  Listen to Pete answering the survey questions and write down the names of the sports you hear. Does Pete like sport?



b.  Listen again. Match the sports Pete mentions to the questions below.

1. How often do you exercise?
2. How long have you been doing it?
3. Do you play any team sport?
4. What sports did you use to do when you were a child?
5. Which do you like better: team or individual sports?
6. What sport would you like to do?
7. What sport are you good at?
8. Are there any sports that you dislike?
9. Do you enjoy watching sports on TV?

3. a.  Read some of Pete's statements. What article do we use with sports?

gym class (*Am.*) = PE lesson (*Br.*)



I go cycling every day. We often play basketball and volleyball in my gym class. I used to play ice hockey. It's been a long time since I went swimming. We went bowling with my family last month. I tried doing yoga for a week or so.

b. Copy the chart. Look at ex. 3a again and put the sports from Pete's statements into three groups.

play	do	go
...

c. Discuss the questions below in pairs.

1. Which verb do you often use with ball sports and games you play against another team or person (*like badminton, tennis*)?

2. Which verb do you often use with individual sports (*like judo, karate*)?

3. Which verb do you use with activities that end in *-ing* (*like fishing, skiing*)?

4. How is the word "weightlifting" different?

d. Add the sports from ex. 1 and 2 into each column.

4.  Moving activity "Clap, snap, stamp".

5. a. Work in pairs. Use the questions from ex. 2b to interview your partner about sport in his / her life. Take notes.

b. Change roles. What do you and your partner have in common?

6. a. Have a class vote. What are the most popular sports in your class? Make a list.

b. Read about the most popular sports in Belarus. Is your list the same?



Sport is an important part of Belarusian culture. Belarusian athletes have been taking part in international competitions and the Olympics since the early 1950s. According to Google search analysis results, Belarus' most popular sports today are:

ice hockey

athletics

football

biathlon and skiing

tennis

gymnastics

wrestling

swimming

volleyball

handball

fencing

 Moodle. English 7. Unit 4. Vocabulary test. Sports.

LESSON 2. Favourite sports

Communicative area: expressing opinion about sports

Active vocabulary: competition, competitive, professional, athlete, race, gym, lose

Active grammar: *both ... and ...*, *either ... or ...*, *neither ... nor ...*

1. Name the sports and find the odd one out.



1



2



3

2. a. Are the sports in ex. 1 popular with teens today? What sports are popular with your friends?

b.  Listen to the teens speaking about their favourite sports. What sports do they like?

c. Listen again and read. Are the sentences after the text true or false?

David: I love table tennis! It's easy to play, it's safe because it isn't a contact sport, but it's very competitive. You can play table tennis at any age.

I play it either with my 8-year-old cousin or my 70-year-old grandpa and it's always been fun! My second favourite sport is swimming. I like it because it's both fun and healthy. It helps me use the muscles I don't use every day. I'm on the swim team at my school. We race against other schools and I really enjoy the competitions.

Dakota: My favourite sport is cycling! In fact, I cycle more than I walk. It's a great outdoor exercise and it makes me healthier. My bike saves me both time and money.

Calvin: It's basketball! I'm neither tall nor fast enough for this sport, but there's something about this game that makes me really happy. I never lose. I either win or learn.

Chris: I have been kicking a ball since I could walk. Soccer is both a fun game and a game of quickness and speed. You have to be creative and you have to think on your feet. And you can hang out with your friends a lot.

Tanya: I've been around sports since I was little because my dad is a professional athlete. I do yoga now. It is a good exercise, and it makes me more confident. I also love gymnastics because it is both challenging and competitive. It never gets boring, and there is always something to work on.

Karen: We usually go hiking at weekends. It brings me close to nature and I enjoy some quality time with my family. When I come back home I feel both tired and happy.

Thomas: My favourite physical activity is walking. Walking isn't too much work and can actually be relaxing. I walk either alone or with my friends.

I go out in any weather. Neither rain nor snow can stop me.

Brandon: I do artistic gymnastics. I love it because it's always fun, exciting and new. Each day in the gym is never the same and I learn something different every day! Gymnastics teaches you to be patient, never to give up, to be brave and confident.

1. Karen and Dakota don't go to the gym to do sports.
2. Tanya and Brandon are competitive.
3. Calvin's dad is an athlete.
4. Sport helps Tanya and Brandon feel confident.
5. Calvin doesn't like team sports.
6. Chris, David and Tanya do sports with their friends.

d. Match the words below to their meaning.

1. competition	a. sportsman / sportswoman
2. competitive	b. they help you move your body
3. race	c. doing an activity as a job to make money
4. athlete ['æθli:t]	d. an organised event in which people try to win a prize
5. professional	e. a room with equipment for exercising
6. muscles ['mʌslz]	f. a competition in which people run, ride, drive against each other to see who is the fastest
7. gym [dʒɪm]	g. not to win
8. to lose	h. wanting very much to win

e. Correct the false sentences.

3. a.  Read the underlined sentences in the text and answer the questions.

both ... and ...

either ... or ...

neither ... nor ...

Which grammar construction(s) do we use:

- when there is a choice between two things?
- when the choice is negative?
- when we mean one and the other?

b. Find more examples with **both... and..., either... or..., neither ... nor ...** in the text.

4. a. Write sentences about Zoe from Australia. Use **both ... and (+), either ... or (?), neither ... nor (-)**.

1. I / like / team / individual / sports. (+)

2. Yoga / stretching / give / me / energy / in the morning. (+)

3. As a child / I / used / to / go / surfing / waterskiing. (+)

4. My / favourite / sport / is / tennis / field hockey. (+)

5. I'm / good / at / skateboarding / rollerskating. (-)

6. After school / I / go / swimming / hang out / with friends. (?)

7. I / can / ski / skate. (-)

8. I'd / like / to / try / skiing / snowboarding. (?)

9. I / have / tried / biathlon / watched / it / on TV. (-)

10. I / have / been / to / soccer / hockey / matches. (+)



b. Which of Zoe's statements are true about you? Change the false statements to make them true for you.

5. a.  Moving activity "Survey".

b.  Write three sentences about your classmates to report on your findings.

Example: Three students in our class can play neither football nor hockey. Only two students can play both football and hockey. Most students, 7 out of 13, can play either football or hockey.

6. a. You want to find someone to do sports with. Advertise your favourite kind(s) of sport to your classmates. You have 2 minutes to think what you are going to say.

You can:

- name the sport;
- say what kind of sport it is (indoor / outdoor, winter / summer, etc.);
- give more details about it (rules, the equipment you need, its origin);
- say how long you have been doing it;
- say where and how often you practise it;
- explain why you like it;
- say how it helps you in life.

b. Work in small groups. Speak about your favourite sports. Listen to your classmates. Choose a new kind of sport you would like to try.

LESSON 3. Keeping fit

Communicative area: giving advice on keeping fit

Active vocabulary: to keep fit, improve, draughts

Active grammar: gerund

1. Do you play chess or draughts? Why are they often called sports? Do you agree?



chess



draughts [dra:fts]

2. a. Look at the photograph and read the post below. What problem does Bob have?



I used to be skinny as a kid, but today, I'm a teenager and I'm overweight.

I'm neither depressed nor stressed, but smiling isn't going to make my muscles stronger or me healthier. I really need advice on how to get fit quickly and easily.

The problem is I don't enjoy doing sports or playing team games. Athletics and swimming are boring; I get tired as soon as I start running.

I love hanging out with friends either in a shopping mall or at home, where all we do is play video games. My

hobby is playing draughts, but sitting in front of a board doesn't help.

I know that eating less junk food makes you healthier, but I love crisps and biscuits so much!

My friend Rick has been supportive, so we have tried going for a long walk together. Unfortunately, we ended up having a picnic in the nearest park.

Please, help. I would really like to be fit.

b. Read about Bob. Is this description true?

1. Bob is a teenager who would like to be skinny.
2. He has many bad habits. 3. Playing draughts is one of them. 4. Another one is unhealthy eating. 5. Bob is a loner. 6. He loves window-shopping and going for long walks. 7. He doesn't like any kinds of sport, but he is ready to work hard to be fit and healthy.

c. Work in pairs. Change the sentences above to correct the wrong information.

3. a. Read about the gerund. Can you find examples of the gerund in Bob's letter?

The Gerund is formed by adding **-ing** to the verb.

Run+ing = running

The Gerund looks like a verb but is used as a noun.

Example: *I like hiking in the mountains. Swimming is good for your heart.*

Some adjectives (*amazing, interesting*) end in **-ing**. Participle 1 ends in **-ing**, but is used as an adjective. (*The swimming girl is very fit.*) The Continuous tenses have a verb with **-ing**, too. (*I am jogging.*) These are not Gerunds!

b. Read about the functions of the gerund. Use the sentences from Bob’s letter to add examples to the table.

In a sentence, the gerund can be...

Subject – a part of a Predicate – Object

<p>a subject</p>	<p><i>Wrestling has taught me self-control.</i></p>
<p>a part of a predicate</p> <ul style="list-style-type: none"> • after the verb “to be” • after the verbs that mean start / continuation / end of an action (<i>stop, begin, finish, take up, give up, try...</i>) 	<p><i>The best way to relax is going to bed.</i> <i>He started running.</i></p>
<p>an object</p> <ul style="list-style-type: none"> • after the verbs <i>prefer, hate, mind, dislike, enjoy...</i> • after the verbs with prepositions (<i>think of, hear of, keep from, look like, thank for...</i>) • after the phrases <i>to be afraid of, to be fond of, to be good at, to be tired of...</i> 	<p><i>I prefer jogging alone.</i> <i>Thank you for sharing your equipment.</i> <i>I’m tired of swimming.</i></p>

4. a. Read an article from childrenhealth.org and choose the correct words.



How Teens Can Stay Fit

Any type of regular, physical activity can improve your fitness and your health. The most important thing is that you keep (1. move / moving)!

Exercise should (2. be / being) a regular part of your day, like (3. brush / brushing) your teeth, eating, and sleeping. It can be (4. work / working) hard in gym class, joining a sports team, or exercising on your own. Keep our tips in mind:

(5. Find / finding) an activity that you think is fun. Many people find it's more fun to exercise with someone else, so see if you can find a friend or family member to be active with you. Take it one step at a time. For example, (6. walk / walking) or (7. ride / riding) your bike to school or to a friend's house. Use the stairs more often. In addition to exercise, (8. make / making) just a few other changes in your life can help keep you healthy.

Either watch less TV or spend less time on (9. play / playing) computer games. (Use this time to exercise!) Eat 3–5 healthy meals a day, (10. drink / drinking) enough water before, during, and after any exercise. Stop (11. drink / drinking) or drink fewer soft drinks.

Don't forget that you need 9 to 10 hours of sleep every night.

improve = make better

b. What pieces of advice do you find most important? Which ones would you follow?

5.  Moving activity “Advice”.

6. Work in small groups. What advice can you give to someone, who wants to be fit and healthy? Use the phrases below for help.

Help box

In my opinion, you should think about ...
... makes you healthier.
... can help you build stronger muscles.
If you enjoy ..., you could try ...
You should give up / take up ...
... is bad for your health.
I think ... is the best way to relax.
You should spend more / less time ...

7.  Write a comment on Bob’s post. Give Bob some advice on how to be fit and healthy.

 Moodle. English 7. Unit 4. The gerund.

LESSON 4. I Can’t agree more

Communicative area: agreeing and disagreeing, speaking about famous sportsmen

Active vocabulary: champion, to compete, to score, fan, the Olympic Games, record

Active grammar: *So do I, Neither do I*

1. Discuss the questions below in pairs.

Do you know these athletes?
What sports do they do?
Why are they famous?



2. a. 🗣️ Listen to two boys speaking. Are they sports fans? How do you know that?

b. 🗣️ Listen again and read. Check your answers for ex. 1.

Phillip: Wow! Look at all these posters! Are you a sports fan?

Steve: Yeah! Kind of. I love reading about all the sports I enjoy following and I watch sports on TV.

Phillip: So do I! Is this Harry Kane? I'm a fan of Tottenham!

Steve: So am I. You know he's the captain of the England national team. And he got the Golden Boot last year. He always **scores**.

Phillip: Yeah, just like LeBron James. I think he is the greatest basketball player of all time.

Steve: So do I. He was 2 times NBA **champion** and won 2 Olympic gold medals and a bronze medal. I think I could be a professional basketball player, like LeBron James. I am tall enough.

Phillip: Oh, I am not. I'd like to be a professional swimmer one day. I love swimming races! I love to **compete**! Have you heard of Michael Phelps?

Steve: Who hasn't! I've read his biography. He has won 33 World Champion Medals and 23 Olympic gold medals, more than anyone else! He has broken thirty-nine world **records** in swimming.

Phillip: He's won everything. It's a pity he has ended his career in professional sports. I can't believe it.
Steve: Neither can I. Let's wait for the next **Olympic Games**.

c. Match the words in bold from the conversation to their meanings.

1. An international sports competition that is held every four years in a different city.
2. To try to be better than another team or sportsman.
3. A sportsman that wins first place or first prize in a competition.
4. The best result in sport.
5. To win or get a point in a sport or game.
6. Someone who really enjoys doing something.

3. a.  **Look at the text again and answer the questions.**

1. What phrases do the boys use to show they agree with each other?
2. Do we use “so” to agree with a positive or negative statement?
3. When do we use “neither”?
4. What phrase is used to disagree?
5. Why are the auxiliary verbs in these phrases different?

b. Copy and complete the grammar table below.

	Agree	Disagree
Positive statement	so + auxiliary verb + subject	...
Negative statement	...	subject + auxiliary verb + not

4.  Moving activity “Grammar race”.

5. a. Match the sentences in two columns to make short conversations.

1. I can play badminton very well.	a. I wouldn't.
2. I don't try to break a record when I compete.	b. So did we.
3. I am good at skating.	c. I am not.
4. I would like to be an Olympic champion.	d. Neither have I.
5. I have never scored a goal.	e. So was I.
6. My best friend is a football fan.	f. So is my friend Dave.
7. We went hiking with my family last summer.	g. Neither do I.
8. I was at the gym yesterday.	h. I can't.

b. Work in pairs. Change the sentences in ex. 5a to make them true for you.

Example: I can't play badminton. – Neither can I. / I can.

c. Practise your conversations in pairs. Then role-play them in front of the class.

6. Read about Serena Williams, a famous American tennis player. How many things do you have in common? Agree or disagree with the statements below.

Example: Serena Williams was born in Michigan, USA. – I wasn't.

1. Serena Williams was born in Michigan, USA.
2. She has got four sisters.
3. She hasn't got any



brothers. 4. She started playing tennis when she was three. 5. She didn't take part in competitions until she was a teenager. 6. Serena is 1m 75 cm tall. 7. Apart from tennis, Serena loves to watch gymnastics on TV. 8. She has competed in three Olympics and won 4 Olympic gold medals. 9. She holds the record for the most Grand Slam wins by a tennis player.

7. a. Work with a new partner. Think of two famous athletes. Make up a short conversation about them. Use the conversation in ex. 2b as a model.

b. Role-play your conversations.

 **Moodle.** English 7. Unit 4. *Neither do I. / So do I.*

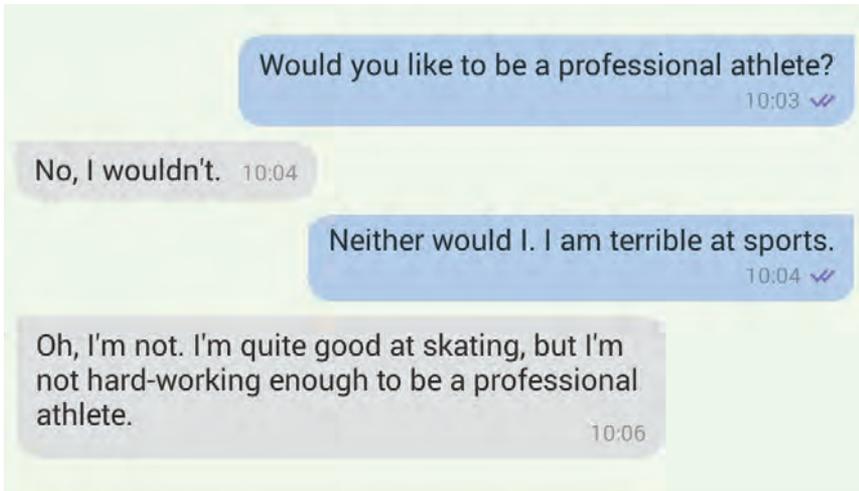
LESSON 5. The top five

Communicative area: speaking about the famous athletes of Belarus

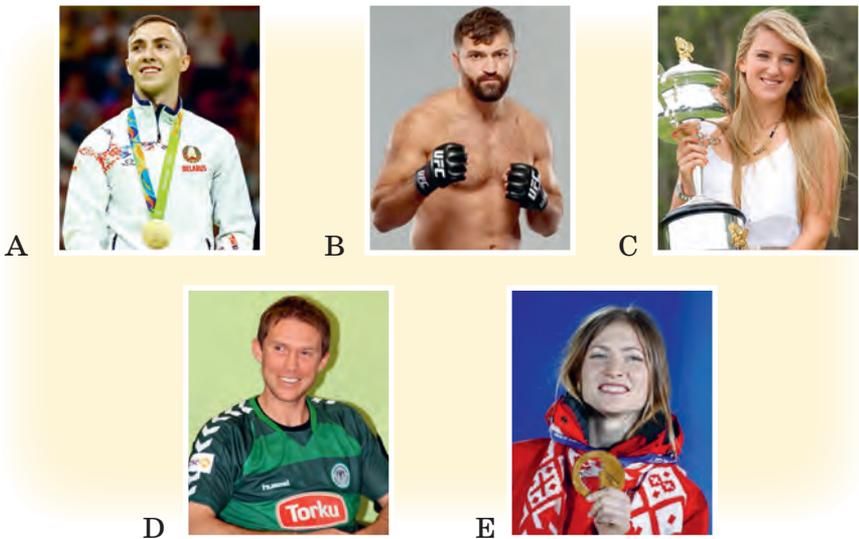
Active vocabulary: gold, silver, bronze, championship

1. Discuss the questions below in pairs. Follow the example.

1. Would you like to be a professional athlete?
2. Have you ever broken a record?
3. Have you won a gold, silver or bronze medal in competitions?
4. Are you competitive?
5. Do you support any sports team?
6. Are you a fan of any athlete?
7. Can you name any famous athletes?
8. Do you know any Belarusian athletes?



2. a. Look at the photographs of the athletes. What do they have in common?



b. Get a worksheet with a table and a text from your teacher. Can you fill in any of the columns about the athletes in ex. 2a?

c. Read about one of the athletes in the photographs and fill in one column of the table. Prepare to speak about this athlete.

d. Work in groups of five. Speak about the athletes in ex. 2, listen to your groupmates and fill in the table.

3. Work in pairs. Use the table to answer the questions about the Belarusian athletes.

1. Who has won at least one Olympic medal?
2. Who has become a world champion?
3. Who has lived outside Belarus for a long time?
4. Who used to do a different kind of sport in childhood?
5. Who took up the sport to change their life?
6. Who is a friend of Serena Williams?
7. Who is the Hero of Belarus?
8. Who has made a great mistake in their professional career?
9. Which athletes do you admire?
10. Why are their results in sport important for Belarus?

4. a.  Look at the Fact Files below. Listen to people speaking about their favourite athletes. Take notes to add more information about the athletes.

	<p>Vitaly Scherbo <i>artistic gymnastics</i> 6 gold medals out of 8 (Olympics 1992), 4 bronze medals</p>
	<p>Melitina Staniouta <i>rhythmic gymnastics</i> 3 bronze medals World championship, 2 Olympic bronze medals</p>

	<p>Maxim Mirny <i>tennis</i> the 1st in the world in doubles (2003), Olympic medal (2012)</p>
	<p>Alexander Medved <i>wrestling</i> 3 time Olympic Champion (1964, 1968, 1972) and 7 time World Champion</p>
	<p>Ruslan Salei <i>hockey</i> Belarus player of the year (2003, 2004), NHL player</p>
	<p>Olga Korbut <i>artistic gymnastics</i> 4 gold Olympic medals, 2 silver, created new elements</p>
	<p>Yuliya Nesterenko <i>athletics</i> Olympic champion 2004, 100m, first non-US athlete to win since 1980</p>

b.  Listen again and add more details.

5.  Moving activity “Name an athlete”.

6. a. Work in groups of three.

Student A: You are a journalist. You work for a sports magazine. You are going to interview two teenagers about their favourite athletes.

Students B and C: You are going to speak about your favourite athletes. Think who you are going to speak about. Take notes if necessary.

b. Role-play the interview. Then change roles.

LESSON 6. Great sporting events

Communicative area: speaking about the top world sporting events

Active vocabulary: annual, event, participate, tournament, marathon

Active grammar: Present Simple Passive (revision)

1. a. Look at the poster. What sports competition does it advertise? In your own words explain the information on the poster below.

**We invite both teachers and school students
of any age to participate in our**

Archery Tournament





b. Read the glossary.

an event = something that takes place ♦
annual = yearly ♦ to participate = take part ♦
a tournament = a sports competition with a series of games to choose a winner

c. What sporting events does your school organise? Are they annual events? Do you participate? Would you like to participate in the archery tournament?

2. a. Look at the symbols below. What sports and sporting events do they represent? What do the abbreviations stand for?



b. Look through the text. Check your answers to ex. 2a. What article do we often use with the names of the sporting events?

A. The Super Bowl is the annual championship of the National Football League (NFL), the highest level of professional American football in the USA. It is the greatest sporting and television event. The American football's popularity is rising all around the world, especially in England, Canada and Mexico.

B. The Grand Slam tournaments are the four most important annual tennis events. They offer the most points and prize money. The Grand Slam consists of the Australian Open, the French Open, Wimbledon, and the US Open. Each tournament is played over a two-week period. The Australian and US tournaments are played on hard courts, the French on clay, and Wimbledon on grass. Wimbledon is the oldest tennis tournament in the world. It has been held in London since 1877. The curious traditions include a strict dress code and eating strawberries and cream.

C. The greatest sporting event FIFA World Cup is an international football competition of the national teams. The championship is held every four years since 1930, except in 1942 and 1946 when it was not held because of the Second World War.

For about one month every four years, most of the world's population stop everything they are doing to watch 32 countries compete for the Cup. Chanting, singing, flag-waving, and carnivals are all part of the great event.

D. Over 200 countries watch the NBA Finals on television in nearly 50 languages. The National

Basketball Association is the top men's professional basketball league in the world. It takes four games to win in the finals, but at least 93 games to get there. The teams that play in the finals bring movie stars in front-row seats, the acrobatic shows of cheerleaders, and the world's best-paid athletes.

E. The Olympic Games are a major international event. Thousands of athletes from more than 200 nations participate in a number of competitions in summer and winter sports. The Modern Olympic Games are held every two years, with the Summer and Winter Olympic Games alternating. Each takes place every four years. Over 13,000 athletes compete at the Olympics in 33 different sports and nearly 400 events. The first, second, and third-place winners in each event receive Olympic medals: gold, silver, and bronze.

F. The European Games are international multi-sport competitions in the Olympic tradition among athletes of the European continent. The first European Games took place in Baku, Azerbaijan on June 2015. The second games were held in Minsk, Belarus in 2019. The programme included 4000 athletes of 50 nations competing in 15 sports. Since 2015, every continent has its own continental games.

G. When the French held the first race in 1906, they couldn't imagine how big their motorsport would become. **The Formula One World Championship** has been one of the top forms of racing around the world since 1950. Formula One holds two annual World Championships: one for drivers, the other for constructors. All the best inventions in modern cars are made by F1 engineers.

c. Read the texts again and answer the questions about each event in pairs.

1. What kind of event is it?
2. Where does it take place?
3. What do the athletes compete for?
4. Why is it so popular?
5. Do you know anything about the history of this event?
6. What are some interesting facts about this event?

3. a.  You are going to check your classmates' memory. Write 3–5 questions about some facts in the text above.

Example: What country held the first Formula One race?

b.  Moving activity “Memory game”.

4. a.  Look at the sentences from the texts and answer the questions below.

Each tournament **is played** over a two-week period.

The Modern Olympic Games **are held** every two years.

All the best inventions in modern cars **are made** by F1 engineers.

1. Are the sentences about Present, Past or Future?
2. Are they about regular events or events happening

at the moment of speaking? 3. Only one sentence names the agent (someone who does the action). What sentence is it? What is the agent? What preposition introduces the agent? 4. Do we know the doer of an action in other sentences? Is the doer important? 5. How is Present Simple Passive formed?

b.  Read and complete the rule about Present Simple Passive.



1. **Present Simple Passive** is formed with a Present Simple form of the verb ... + the III form of the main verb (the Past Participle).
2. We use **Passive** when the ... of the action is clear, unknown or not important.

c. In pairs, make the sentences in ex. 4a negative. Then change them into questions.

5. a. Write questions in Present Simple Passive.

1. cricket / play / in Belarus? 2. hockey sticks / make / of rubber? 3. chess / play / by three players? 4. you / invite / to an archery tournament? 5. young children / allow / to visit boxing fights? 6. your bicycle / make / Belarus? 7. sports equipment / keep / in your bedroom? 8. rhythmic gymnastics competitions / hold outside? 9. the gym / situate / far from your school? 10. many sports records / break / by fans? 11. goals / score / in wrestling? 12. soccer / play / on the ice rink?

b. In pairs ask and answer the questions in ex. 5a.

*Example: Is cricket played in Belarus? – No, it isn't.
Cricket is played in England.*

6. Read the calendar of sporting competitions in Belarus and answer the questions that follow.



The number of big international tournaments held in Belarus increases every year. The largest of them include the 2014 Ice Hockey World Championship, the 2015 Rhythmic Gymnastics World Cup, the 2018 Track Cycling World Cup, the 2019 Summer World Biathlon Championships, the European Figure Skating Championships, the World Cup Taekwondo. In summer 2019 Belarus hosted the 2nd European Games. The Belarusian sport calendar includes the 2020 European Fencing Championship, the men's Chess World Cup 2021, the 85th Ice Hockey World Championship (shared with Riga, Latvia), the World Chess Olympiad and the World Cup Biathlon in 2022.

1. Have you heard of any competitions on the calendar? 2. Have you attended any of them? 3. Have you watched any of them on TV? 4. What future event would you like to attend or to watch on TV? Why? 5. What sporting events are held at your school? 6. Is the gym or the stadium decorated for the event? 7. Are famous athletes usually invited? 8. Are the medals given to the winners? 9. Is the national anthem of Belarus played?

7. 📺 Use the Internet. Go to clck.ru/JFqcT to watch a video about sport in Belarus. What sporting events from the calendar does it mention?



LESSON 7. Bat-and-ball games

Communicative area: speaking about popular sports

Active grammar: Present Simple Passive vs Present Simple Active

Active vocabulary: bat, cricket, baseball

1. Solve the problem below.

If  +  = \$1.10

and the bat costs \$1.00 more than the ball.

How much does the ball cost?

2. a. Which way of speaking about sports is better? Why?

1. People play this kind of sport outside. They use a bat and a ball to play the game.

2. This kind of sport is played outside. A bat and a ball are used to play the game.

- b. What kind of sport is it?

3. a. Read about cricket and choose the right grammar structure.

It is a game. It (1. plays / is played) with a flat bat and a ball on an oval grassy field. It (2. plays / is played) with two teams of 11 players each. A coin (3. tosses / is tossed) by the team captains (who are also players) just before the match starts: the winner decides who bats first. The teams (4. take / are taken)



their turns to throw the ball and bat, players in the field try to catch the ball. Each team competes to score more runs than the other team. A match (5. divides / is divided) into periods, which (6. know / are known) as innings. It (7. decides / is decided) before the match if the teams will have one or two innings each. Cricket clothes (8. know / are known) as cricket whites. Helmets and gloves are also used. The game (9. plays / is played) in all English-speaking countries, Southern Africa, India and Pakistan.

Legend has it that this game was played by children in Northern England for many centuries. In the 16th century it was taken up by grown-ups. In the 18th century it was already the national sport of England.

to bat = to hit a ball with a bat

b. Read about baseball. Put the verbs into Present Simple Active or Passive.

This game (1. play) with a round bat and a ball. The baseball field is shaped like a diamond. The game (2. play) with two teams of nine players each. The players (3. take) turns to throw the ball, bat and run

to catch the ball. Each team (4. try) to score more runs than the opponents. The ball (5. throw) by a pitcher with a bat and a player of this team tries to run around four bases: first, second, third and home plate. A run is scored when the player runs around the bases safely and returns 'home'. The team of the opponents (6. try) not to let the other team score a run. There are nine innings and the team with the greater number of runs at the end of the game (7. win).



An early form of the game was played in England in the 18th century. The game was brought by immigrants to North America. In the late 19th century the game was already the national sport of the United States. The game (8. play) in the US and Canada, but it is also popular in Latin America, Europe and other countries like Japan, for example.

c.  **Copy the table and fill it in to compare Present Simple Active and Passive.**

...	Present Simple Passive
Verb I he / she / it: Verb I + (e)s	...
...	<i>Example. The bat is made of wood.</i>
used to show habit, repeated action, unchanging situations, emotions	...

d. The verb form in the example below is not the Present Simple Passive. What tense is it? Why do you think so?

In the 19th century, the first international match was played.

4. a. Compare the games. Write some sentences about the games. Use **both** and **neither**.

b. 🧑 Moving activity “Cross it out”.

c. Which of the games

- is older?
- is more difficult to play?
- needs more players?
- needs more equipment?
- is more popular?

5. a. Work in pairs. Find answers to the following questions about both games.

1. Where is the game played? 2. How many players is it played with? 3. What equipment is used in the game? 4. What do you have to do to beat your opponent? 5. How are the points scored? 6. Where is the game popular?

b. Which of the games would you like to learn to play? Why?

6. a. 📄 Write about a sports game. Choose questions in ex. 5a to answer. Don't name the game.

b. Read your sport description. Can your groupmates guess what sport it is about?

LESSON 8. The history of the Olympics

Communicative area: speaking about the history of the Olympic games

1. a. Look at the pictures of Olympic symbols. What are they? What do you know about them?



b. Read some facts about the modern Olympic Games. Change the Present Simple Active into Passive.

Example: The modern Olympic Games are based on the Olympic Games of Ancient Greece.

1. They base the modern Olympic Games on the Olympic Games of Ancient Greece.
2. Since 1896, they play the Olympic Hymn when they raise the Olympic Flag.
3. Since the 1904 Olympics, they give medals in each event.
4. They make gold medals of silver.
5. During the opening ceremony, the other teams follow the Greek team in alphabetical order.
6. Traditionally, they lit the Olympic torch in Greece weeks before the games.
7. Then runners carry it around the world to the Olympic stadium.

c. What facts were new for you?

2. a. Do the quiz about the history of the Olympic Games.

1. When were the first Olympics held?

- a) 776 BC
- b) 1896
- c) 393 AD
- d) 1912

2. How often were the original Olympics held?

- a) Every 6 months
- b) Every year
- c) Every 2 years
- d) Every 4 years

3. Which of the following was necessary of the athletes that participated in the Olympics?

- a) They had to look young.
- b) They had to wear special clothes.
- c) They had to take a vow to Zeus [zju:s] that they had trained for 10 months.
- d) They had to speak Greek.

4. In honour of which Greek god were the Games held?

- a) Athena
- b) Hermes
- c) Zeus
- d) Mars

5. What type of event was the only event in the first Olympics?

- a) a marathon ['mæɪrəθɒn] race
- b) a long jump event
- c) a 200-metre race
- d) a Greco wrestling event

6. Which of the following was not part of the pentathlon event?

- a) running
- b) long jump
- c) fencing
- d) wrestling

b. Compare your answers in small groups. Then report to the class.

Example: None of us thinks that the first games were held in 1912. We think the right answer is either a or b.

3. a. Read about the history of the Olympic Games and check your quiz answers.

The early Olympic Games were celebrated as a religious festival from 776 B.C. in Olympia, Greece. The Olympics celebrated the Greek god Zeus. The games were held every four years for 12 centuries.



In the beginning, the games were just short 200 m races organised to keep Greek men fit for wars. Only men who spoke Greek could compete in the races. In Ancient Greece, athletes didn't have

to worry about money, equipment or fashion – they competed without any clothes on. There was only one winner and he was given a wreath of olive leaves as a prize.

At first, the Games lasted just one day, later it became a five-day event. Other sports were added, such as

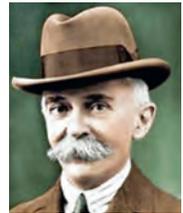




boxing and horse races. There was also a special event called pentathlon that consisted of five different sports activities: wrestling, running, the long jump, disk throwing, and spear throwing.

Some months before the Games started, messengers travelled all across Greece to announce the date of the Games. This meant that any wars in the country paused during the games so that athletes could travel to and from Olympia safely.

The first modern Olympics were held in 1896 in Greece. The idea came from a Frenchman called Baron Pierre de Coubertin, who was fond of sports and wanted more young people to participate in sports activities.

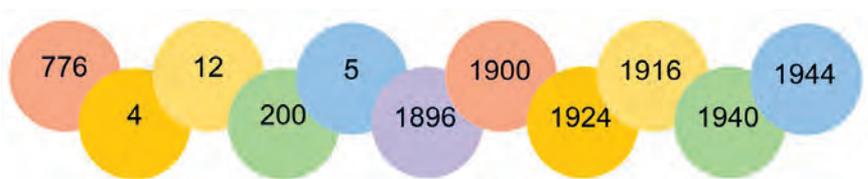


Women were allowed to compete in the Olympics in 1900. In 1924 the first Winter Olympics were held. Because of World War I and World War II, there were no Olympic Games in 1916, 1940, or 1944.

c. Look at the pictures in the text. What words and phrases in the text do they illustrate?

4. 🧑🏃 Moving activity “The Olympics”.

5. Check your memory. What do these numbers tell you about the Olympics?



6. Play “Relay race” in groups. Speak about the history of the Olympic Games in turns. A student says 1 sentence, then the next student continues the story. Use the numbers in ex. 5 for help.

7.  Use the Internet. Go to clck.ru/JFsT5 to watch a video about the history of the Olympics. What new information have you learned?



Project

LESSON 9. My favourite sport

Communicative area: speaking about popular sports

1. BEFORE THE PRESENTATION LESSON

1. You are going to make a presentation about a popular sport. Follow the steps below.

1. Decide if you are going to work alone or with a partner.
2. Choose the sport you are going to speak about.
3. Decide, what kind of presentation you are going to make and what kind of work you will have to do. If you are working with a partner, decide who is responsible for each kind of work.
4. Your presentation can include the information about the origin of this kind of sport, its history, rules, famous athletes, sporting events, your attitude to this kind of sport, etc.
5. Use Present Simple Passive to describe the game and its rules.
6. Prepare your presentation.



2. IN THE PRESENTATION LESSON

1. You are going to present a popular sport. Copy the chart and take notes while listening to your classmates.

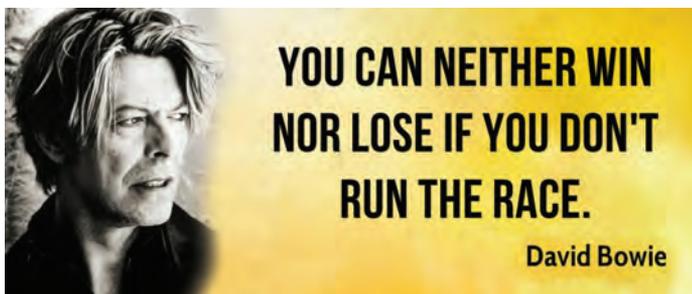
Name	...
Sport	...
Materials	...
Information	...
Speaking	...

2. 🧑🏃 Moving activity “Voting”.

LESSON 10. Culture corner. London marathon

Communicative area: speaking about the London Marathon

1. Read the quotation below. What does it mean? Do you agree with David Bowie?



2. a. What is the difference between a race and a marathon?

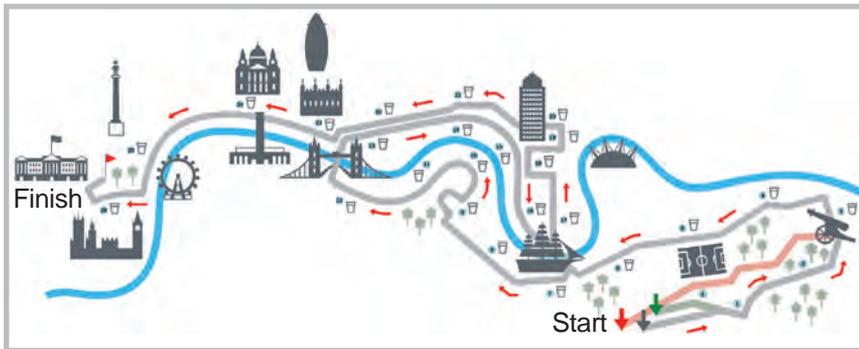
b. Read some facts about the London marathon. How old is the London Marathon?

1. A marathon is an annual sporting event where an athlete must run 42.195 kilometres.

2. The idea of the modern Marathon is taken from the story of a soldier who ran from Marathon to Athens in 490 BC to bring the news that the Persians lost the battle. The Athenians sent their best runner, a man named Pheidippides back to Athens to tell everyone the good news. He ran about 25 miles and fell dead when he arrived.



3. The London marathon is run around the River Thames.



4. For years runners have worn crazy race costumes – from cans of baked beans to a rhinoceros.



5. Since the first marathon in 1981, participants have raised more than £1bn and donated it to different charities.

c. Describe the pictures.

3. a. 🎧 Listen to Elly Brown, who took part in the London Marathon. Did she finish the marathon? How does she feel?



b. 🎧 Listen again. Why did she want to participate? Choose from the items below.

1. Elly saw many different people run the marathon. 2. She wanted to improve her health. 3. She wanted to do something important in her life. 4. She helped to raise money to protect nature. 5. She dreamt about winning a medal. 6. She wanted the respect of her family and friends.

4. 🏃 Moving activity “Marathon”.

5. Discuss the questions below in pairs.

1. Are you a good runner? Do you enjoy running? How long can you run?

2. Have you ever taken part in a race? What kind of race was it? Did you enjoy it? Did you win?

3. Why is the London Marathon so popular? Why do people run a marathon if they are not going to win?

4. Is it a good idea to raise money by participating in a sports activity? Why / why not?

5. Would you like to take part in the London Marathon? Why? / Why not?

LESSON 11. Board game “Grammar race”

Communicative area: speaking about sports

1. You are going to play a board game. Look at the game board. Write the rules for the game as a class.

What do you need to play the game?

Is the game played in pairs or in groups?

Who starts the game?

How is the game played?

What happens if you get on a SPEAK square?

Who wins the game?

2.  Moving activity “Grouping”.

3. Play the game.



The game is on the disk.

4. Swap the colours and play again.

LESSON 12. Progress test

I. READING

1. Read about Kate and Paul’s favourite sports. What are they?

Kate

Field hockey has been around for more than 4,000 years. It’s a sport widely known in 112 countries and it’s one of the top six sports played.



This year was my very first year playing field hockey. I wasn't sure that I was going to like it, but it turned out that it is now one of my favourite sports! When I went to the first practice, I was worried about all the rules I had to learn and my position. To be honest, it is not that hard at all! Once you start doing it, it is like learning how to ride a bike, you won't forget it! Having a great coach, Mr Rahn, made it easy for me to learn because he is fun and explains things in a way that is easy to understand.

During the game, there are eleven players out on the field. In my opinion, this is just enough people to play the game. If there were less than 11 girls, it would be a lot harder to pass the ball, but if there were more than 11 girls, it would just get crowded. My position is a mid-fielder. In this position you run the most. You have to go up and down the field, basically just following where the ball goes! I personally love this position because it is where most of the action happens and I am really good at it.

Paul

It's hard to explain my love for hockey. I've grown up with it and have played it since I was 5. I love it because of the fights, because it's fast and the fact that it's a sport my dad and I can share and play together. When playing, I just love skating down the rink and feeling the cool breeze. In a school team, I play right wing and fall over a lot, which means my knees are always covered in cuts!

Ice hockey is played on ice by two teams. The sticks are used to shoot a hard hockey puck into their opponent's net. Six members of each team skate up and down the ice trying to take the puck and score a goal.



Hockey is difficult to play. You can't just one day decide to go play hockey, you need to learn how to skate, stick handle, etc.

My favourite team is the Toronto Maple Leafs, I'm their biggest fan.

Hockey is most popular in areas of North America (particularly Canada and northern parts of the United States) and Europe. In North America, the National Hockey League (NHL) is the highest level for men's hockey and the most popular. Ice hockey is the official national winter sport of Canada. Worldwide, there are ice hockey federations in 73 countries.

2. a. Who talked about the following (Kate, Paul, neither of them or they both):

1. their favourite sport; 2. the sport's history; 3. how popular the sport is; 4. watching this kind of sport on TV; 5. why they like it; 6. how long they have been doing it; 7. playing hockey with someone from the family; 8. how difficult hockey is; 9. how simple it is to play; 10. their position on the field; 11. what they have to do in a team; 12. why they started playing; 13. the rules; 14. the number of players; 15. their favourite team or player; 16. who trains them; 17. how well they can play.

3. 📄 Write 5–7 sentences about Kate and Paul. Use both ... and, neither ... nor.

Example: Both Kate and Paul wrote about their favourite sports. Kate's favourite sport is field hockey and Paul's favourite sport is ice hockey.

II. LISTENING

1. 🗣️ Liz Phillips is talking about what she does to keep fit. Is she a sporty person?

2. 🗣️ Listen again. Which of the following things does she do?



1. Liz likes doing new sports.
2. She either goes jogging or rides a bike in the park.
3. Sometimes she plays badminton in the school playground.
4. She does gymnastics.
5. Liz does yoga, stretching, and karate.
6. Liz goes roller-skating.
7. She would like to do fencing and kart racing, but she doesn't have enough free time.
8. Liz does weightlifting to build more muscles.
9. She doesn't eat fast food.
10. She is on a diet.

3. What do you do to keep fit?

III. SPEAKING

1. Speak about your favourite sport.
2. Give advice on how to keep fit.
3. Speak about famous athletes.
4. Speak about top sporting events in the world.
5. Speak about the history of the Olympic Games.

UNIT 6



Town and village

LESSON 1. City-dwellers and country folks

Communicative area: describing your hometown

Active vocabulary: a pedestrian (area / zone), narrow, unspoiled, a resident, a residential area, well-kept, ancient, ruins, picturesque, multi-storey, in the suburbs

1. a. Look at the pictures. What can you see in these pictures? Make as many sentences as you can to describe them.



b. Which of the following can you find: a. in a city; b. in the countryside; c. both?

field, factory, department store, car park, library, museum, cottage, shopping centre, woods, restaurant, cinema, hospital, office, bank, police station, university, college, school, five-star hotel, square, beach, river, lake, skyscraper, motorway, block of flats, path, farm, church, cycle lane, pedestrian [pə'destrɪən] area / zone, bridge, statue, monument, tower, castle

a pedestrian – a person who is walking, travelling on foot.



2. Read Cecilia's description and find the words that mean the following:

1. the opposite of "wide"	8. clean, tidy and taken care of
2. a natural place not changed by people	9. very old, from a long time ago
3. a building with several floors	10. broken parts that are left from a building or town
4. a person who lives in some place	11. an area where people live outside the centre of a city
5. an area with only houses, not offices or factories	12. an adjective to describe a building with many floors
6. nice, good-looking, attractive	
7. the opposite of old-fashioned	

The town I live in is not very big but beautiful. It was built about 1000 years ago, so it looks really old. The streets in the centre of the town are very narrow. The narrowest place is less than a metre in width. The centre of the town is a pedestrian area. I think it was a good decision not to let cars into this part of the city because it helps to protect old buildings. In fact, a lot of buildings are really well-kept because the residents ['rezɪdənts] of the city take good care of them.

Outside the town centre, in the suburbs, there are some modern residential districts with multi-storey blocks of flats, and most people live there because the centre is a business and commercial area. But there is one interesting place, which is very popular with tourists: the ruins of an ancient ['eɪnʃənt] castle.

Our town is located in a very picturesque area. It's surrounded by woods and fields, so if you want to have some rest, there is a lot of unspoiled countryside to enjoy.

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

4. Finish the sentences about the place where you live. Use the words from exercises 1–2.

There is a church near my house. The church is very old.



I live in ... There is / are ... but there isn't / aren't ...

5. Work in pairs. Answer the questions about the place where you live.

1. Where do you live? 2. Where is your town / city / village located? 3. What is your area like? Is it safe, dirty, quiet, noisy, crowded, polluted? 4. Are there any castle ruins, multi-storey buildings, industrial areas, pedestrian areas, etc? (*use ex. 4 for help*). 5. What about the countryside? Are there many picturesque places around your city / town / village? 6. Is it a nice place to live / visit?

6. Match the adjectives with the nouns.

1. narrow, quiet, empty, wide, busy	a) town
2. picturesque, tiny, attractive, old-fashioned	b) city
3. sandy, clean, crowded	c) restaurants
4. huge, multi-storey, tall	d) district
5. expensive, local, popular, traditional	e) beaches
6. well-kept, huge, quiet, clean	f) streets
7. important, noisy, pretty, large	g) parks
8. unspoiled, picturesque, boring, peaceful	h) village

9. industrial [ɪnˈdʌstriəl], historic, polluted, ancient	i) buildings
10. business, central, southern, residential	j) cottages

LESSON 2. The city or the countryside?

Communicative area: describing advantages and disadvantages of living in the countryside and in the city

Active vocabulary: close at hand, lively, neighbourhood, built-up, heavy traffic, public transport system, to get around, suburbs

1. a. Match the words in the boxes to make possible phrases.

cycle, pedestrian, ancient, ruins,
multi-storey, narrow, picturesque,
well-kept, industrial, sandy,
unspoiled, crowded

city, buildings, places, district,
lane, countryside, gardens, of a
castle, beaches, streets, area / zone

b. Look at the pictures and describe them using the phrases from ex. 1a.



2. a. Match the sentences.

- | | |
|--|---|
| 1. We live in the suburbs ['sʌbɜ:bz]. | a) There are lots of cafes, bars, restaurants and nightclubs. |
| 2. There are a few shops close at hand . | b) There are no noisy places nearby. |
| 3. The area is very lively ['laɪvli]. | c) There are so many cars that it's impossible to get to school on time. |
| 4. Our neighbourhood ['neɪbəhʊd] is very quiet. | d) So we don't have to travel to a huge shopping mall to shop for groceries. |
| 5. The area is getting more and more built-up . | e) There are many buses, trolleybuses and trams, and a well-developed metro system. |

- | | |
|---|--|
| 6. There is a lot of heavy traffic in the centre of the city in the morning. | f) Sometimes you have to wait for ages for the bus to come. |
| 7. The public transport system in our town is not very good. | g) It's about 30 minutes from the city centre, but the air is much cleaner here. |
| 8. It's easy to get around Minsk. | h) New houses are built every year and there isn't much space left. |

b. Work in pairs. Explain the meaning of the words in bold. Check with your teacher.

industry [ˈɪndəstri] – industrial [ɪnˈdʌstriəl]
 resident [ˈrezɪdənt] – residential [ˌreziˈdenʃəl]
 suburbs [ˈsʌbɜːbz] – suburban [səˈbɜːbən]
 picture [ˈpɪktʃə] – picturesque [ˌpɪktʃəˈresk]
 neighbour [ˈneɪbə] – neighbourhood [ˈneɪbəhʊd]

3. a.  **Listen to three children talking about the places where they live. Who:**

1. moved house several years ago?
2. lives in a picturesque area with unspoiled countryside?
3. doesn't have much to do at weekends?
4. can see a lot of skyscrapers?
5. doesn't like too many people in the streets and heavy traffic?
6. doesn't live in the centre of the city?
7. thinks the area looks clean and tidy because people look after it?
8. doesn't like lots of new buildings in the neighbourhood?

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

A.

1. My parents couldn't stand their tiring office jobs and the ... in the city.
2. So, when they saw a nice little ... in Surrey ['sʌri] for sale, they decided to buy it.
3. The area is really ...
4. Unfortunately, it can be a bit difficult to get to London if you travel by ...

B.

1. It's a huge city with an excellent public transport system, so it's easy to
2. Everything is
3. I live in a skyscraper on the 20th floor, so I can ... a perfect ... of the city with its
4. Unfortunately, even the centre of the city is packed with cars and you wouldn't see many ... there.

C.

1. To be exact, ... of the city.
2. It's not far from the centre and it's quite ..., but there is still a feeling of space.
3. All the houses here are surrounded by trees and have
4. There are also lots of ... , so we can even go to school by bike.
5. The only disadvantage is that more and more people are moving out of the city, so the area is becoming more ...

4.  Moving activity "Hot potato".

5. a. Put the words and phrases into two groups: positive or negative.

crowded, noisy streets, an excellent public transport system, heavy traffic, polluted, everything close at hand, unfriendly people, helpful neighbours, safe, clean, dangerous, feel isolated, feel bored, lots of restaurants and clubs, clean air, unspoiled countryside, beautiful views, peaceful life, tiring office jobs, picturesque places, easy to get around, packed with cars, many pedestrian areas, a built-up area, a quiet neighbourhood

b. Describe advantages and disadvantages of living in the country and in the city.

Help box

Life in the city is very ... because there is / are ...

Besides / What's more / In addition to this, ...

It can also be very / a bit / quite ...

Another good / positive thing is that ...

On the other hand, ...

Another disadvantage is that ...

A lot of people can't stand ...

Personally, I would prefer to live ...

LESSON 3. What's your neighbourhood like?

Communicative area: asking your friend about the place they live in

Active vocabulary: to entertain, entertainment, facilities

1.  **Work in two teams. One team writes down the advantages of living in a city. The other team writes down the advantages of living in the countryside. Take turns to read aloud your points. Let's see which is a better place to live in.**

2. a. Work in pairs. Test yourselves. What do you call it?

1. a place where you can buy medicine; 2. a tall building where people live (*2 options*); 3. a place you go to when you are ill; 4. a place where you shop for groceries; 5. a place where you can watch films; 6. a place where children play; 7. a large church; 8. a house in the countryside; 9. a tall narrow building that stands alone or forms a part of another building, for example a castle or a church; 10. a large structure, usually made of stone, to help people remember a special event or famous person.

b. Work in pairs. Which of these things do you have in your neighbourhood? Draw a map and use the following prepositions to explain where these things are located.

Help box

There is a ... next to the ...

The ... is located opposite the ...

You can find a ... behind the ...

next to

between

opposite

behind

in front of

at the corner of

3. a.  **The Johnsons want to move to a new neighbourhood. Listen to the conversation between Mrs**

Johnson and Mrs Green, a local resident. Where does Mrs Johnson live? Where does Mrs Green live?

entertain – to keep people interested;

entertainment [entə'teɪnmənt] – shows, films, television, or other activities that don't let people get bored;

facilities [fə'sɪlɪtɪz] – buildings, equipment, or services that you can find somewhere:

- sports facilities such as a gym, a swimming pool, a skating rink;
- entertainment facilities such as a cinema, a theatre, an amusement park.



b.  Listen again and divide the following things into two groups: advantages and disadvantages of this residential area. What do you remember about each place?

a school, a kindergarten, a park, sports facilities, entertainment, a cinema, a theatre, local shops, a supermarket, peace and quiet, countryside, air, local residents, parties

c. Work in pairs. Will the Johnsons move to this area? Why / Why not?

4.  Moving activity “One step forward / One step back”.

5. a. Reconstruct the questions from the dialogue, using the prompts.

1. I / you / Can / ask / neighbourhood / some / this / questions / about / ?
2. you / Have / in / moved / just / ?

3. around / there / Are / schools / any / kindergartens / good / and / ?

4. Can / good / there / you / any / find / playgrounds / ?

5. Is / anything / don't / there / you / like / area / this / about / residential / ?

6. nearby / Have / got / you / supermarkets / any / ?

7. like / what / are / And / residents / the / local / ?

b. What questions can you ask if you want to find out the following things:

1. how long your partner has lived in their neighbourhood; 2. if their neighbourhood is safe; 3. if there are some picturesque places nearby; 4. what your partner likes / can't stand about their neighbourhood; 5. if they are planning to move sometime soon.

c. Check your questions with your partner and the teacher. Can you think of other questions that you can ask?

6. a. In pairs talk about the area you live in. Use exercises 2b and 5a, b for help.

b. Report back to the class about your partner's neighbourhood. Is there anything that everyone in your class likes about their neighbourhood?

LESSON 4. We're lost!

Communicative area: asking for and giving directions

Active vocabulary: to get / be lost, at the traffic lights, take the second turning on the left, at the roundabout, pedestrian crossing, at the crossroads

1.  Write down a list of things that you can see in a city / town.

2. a. Look at the map. Can you see any of the places from your list on this map?



b. What can you see.

1. between the sweet shop and the cinema?
 2. opposite the park?
 3. on the bank of the river?
 4. in Pine Street?
 5. next to the railway station?
 6. between Apple Road and Oak Street?
 7. on the corner of Green Road and High Street?
 8. in the park?

c. Match the expressions with the pictures.

1. at the traffic lights;
 2. take the second turning on the left;
 3. at the roundabout;
 4. pedestrian crossing;
 5. at the crossroads



A



B



C



D



E

3. Work in pairs. Answer the questions and discuss.

1. Have you ever got lost? When? What did you do?
2. Do you sometimes ask for or give directions?
3. Have you ever had problems finding a place? What happened?

to get / be lost
to ask for directions
to give directions
to tell somebody the way to a place

4. a.  Listen to the dialogues and name the place where the people are and where they need to get.

b.  Read and choose the correct option. Then listen again and check your answers.

1. Do you know the (road / way) to the park from here? 2. But you have to go a bit farther down the road and (take / do) the first turning on the right. 3. You will see the entrance (opposite of / opposite) the cafe. 4. Is this the (right / correct) way to the ruins of the castle? 5. It's too far to go there, so (take / drive) the bus. 6. You have to (get / go) off as soon as you cross the river. 7. You can't (miss / lose) it. 8. Can you (say / tell) me the way to the cathedral? 9. It's (near / near to) here. 10. Keep on (walking / walk) till the roundabout.

5.  Moving activity "Getting around".

6. Role-play the conversations between a visitor to a town and a person who lives there. Take turns asking for directions. Use the words from the box.

Excuse me, do you know the way to ...?

Excuse me, is there ... near here?

Help box

get on / off the bus, get off at the wrong stop, go past the monument, keep walking straight ahead, it's on the right / left, go over the pedestrian crossing, at the traffic lights, take the first turning on the left, take the second road on the right, turn left / to the left, the bus runs every ten minutes, over the river

LESSON 5. Life in the past

Communicative area: talking about life in the past

Active grammar: Past Simple Passive

1.  Work in pairs. Write down 10 words which are connected with life in the Middle Ages. Compare your list with another pair. Do you think life in the past was easy or difficult?
2. Read the text. Does it have any of the ideas you mentioned? Do you still think life was easy / difficult in the past? Why?

Life in the Middle Ages

The Middle Ages lasted from about the 5th to the 15th century. During that time most people lived



in villages and each village usually had from 10 to 60 families. Families lived in tiny houses with all their animals, which meant the floors were very dirty. Their houses were made of wood that is why in case of fire they burnt down very quickly. The food was cooked over an open fire, which was always burning in a house. There was a hole in the roof to let the smoke out.

The first chimneys were constructed in castles. The first one that is known to us was built in the 12th century. There wasn't a lot of furniture apart from a table and a simple bed inside a house. The village was the centre of the world in the Middle Ages and most people stayed close to home and didn't travel far because they were afraid of strangers.

The cities in the Middle Ages were very different from modern ones. It wasn't always easy to get the name "city". Special town privileges [ˈprɪvəlɪdʒɪz] were given by the king or the queen. A place was also called a city if it had a cathedral or a university. As a rule, cities were built on a hill or the bank of a river. They were surrounded by a strong wall with towers to keep out attackers. So, visitors had to enter the city through several gates which were guarded [ˈgɑːdɪd] (*охранялись / ахоўваліся*) by soldiers. A market place formed the centre of the town and was used as a meeting place of local residents.

The houses of most city-dwellers were made of wood or stone. Rich residents lived in multi-storey

buildings, which had shops on the ground floor and living areas on the upper floors. These houses were popular because only a limited amount of territory could be protected by the



town walls. Most cities were crowded and didn't have good drains (*водосток, канализация / вадасток, канализация*), so they were dirty and smelly. Narrow streets didn't make the situation any better.

Would you like to go back in the past and see what life was like with your own eyes?

3. a. 🔍 Look at the sentences and answer the questions.

1 Their houses **were made** of wood.

2 People **made** their houses of wood.

1. What is the difference between these sentences?

2. Do we know who did the actions in the first sentence? Is it important?

3. Do you remember any similar patterns? (*like: "Modern houses are often made of brick".*)

4. How is Past Simple Passive formed? (*check yourself with the information in the Grammar Reference section*).

b. Find more examples of **Past Simple Passive** in the text. Who can find all of them?

4. Read the sentences and choose the correct option.

1. Ancient cities (were located / located) on a hill.
2. Most people (lived / were lived) in villages.
3. Special privileges (was / were given) by the king or queen.
4. A medieval city (was / is) surrounded by a wall.
5. A market place (was formed / formed) the centre of a town.
6. The market (used / was used) as a meeting place for residents.
7. The gates (was / were guarded) by soldiers.
8. Rich residents (built / were built) multi-storey houses.

5. Moving activity “Let’s jump”.

6. a. Work in pairs. Use your knowledge about Present Simple Passive. How are negative sentences and questions formed in Past Simple Passive?

b. Use the example sentence and make a negative sentence and two types of questions. Check yourself with the information in the Grammar Reference section.

The food was cooked over an open fire.

7. Use the following prompts and ask and answer questions about the history of your place. You can use **Present Simple Passive** or **Past Simple Passive**.

1. Houses / build / of / wood / ?
2. City (town, village) / build / on a hill / ?
3. City (town, village) / surround / by / a strong wall / ?
4. entrance / guard / by soldiers / ?
5. centre / form / by a market place / ?
6. multi-storey houses / build / rich people / ?

8. In your notebooks write down five sentences about your place in the past. Try to use Past Simple Passive.

LESSON 6. Future cities

Communicative area: speak about cities of the future.

Active vocabulary: a landfill, car fumes

Active grammar: Future Simple Passive

1. a. Work in pairs. What problems did cities and villages in the past have? Make a list. Compare it with your classmates.

b. Say how these problems are solved in modern cities and villages. Use the words below.

houses – stone; streets – wide; dirty streets – to clean; domestic animals – live separately [¹seərətli] (*отдельно / асобна*); *smelly streets – good drains.*

2. a. Are modern cities ideal? Do you think all problems are solved in modern cities and villages? Make a list of problems that they have.



a landfill



car fumes

b.  Listen and compare your list with the problems mentioned in the text.

c. Does the place where you live have any of these problems? Discuss in pairs.

3. Read three texts about cities of the future. What solutions to city problems do they describe?

① In the future cities waste will be used to produce energy. This technology is already used nowadays. For example, in Singapore a lot of waste is burned. It is enough to power 900 houses every day. In the future, even more energy will be produced in this way. Some of the waste will be recycled into building blocks, so in the future, houses will be built from rubbish! Plastic will be banned because it does a lot of harm to the environment. New biodegradable [*ˌbaɪəʊdɪˈgreɪdəbl*] (*разлагаемые / раскладальныя*) materials will be invented.



② There are several possible solutions to the problem of traffic. City traffic will definitely be controlled by smart technology. For example, traffic lights will be changed automatically based on the amount of traffic and cars will communicate with each other to avoid traffic jams. New kinds of public transport will be created. Right now Elon Musk is working on a Hyperloop technology with the help of which passengers will be carried in pods (*капсулы / капсулы*) through the tubes at a speed of over 700 mph. So in 50 years cars will not be allowed into the centre of the city.



③ The problem of crowded cities will be solved by improving suburban areas, surrounding the cities. The suburbs will become independent of cities. The areas will be developed to include all possible things that people need, such as entertainment, parks, office buildings, hospitals, and shopping malls. Most work will be done from home or online, so people won't have to go to the city centre. In such neighbourhoods cars won't be needed at all as residents will be able to walk to all facilities.



4. a. 🔍 Look at the sentences and answer the questions.

1 In the future, cities waste **will be used** to produce energy.

2 This technology **is already used** nowadays.

- What is the difference between these sentences?
- Do you remember any similar patterns? (*like: "Most houses were made of wood in the past"*)
- How is Future Simple Passive formed? (*check yourself with the information in the Grammar Reference section*).

b. Find more examples of the **Future Simple Passive** in the text.

- Which of the sentences are positive and which are negative?
- Where do we put "not" in negative sentences?
- What is the short form of "will not be done"?

5.  **Moving activity “Bad line”.**

6. Read the sentences and mark them True or False. Correct the False sentences.

Example: – *Waste will be used to produce clean air.*
– *No. Waste won't be used to produce clean air. It will be used to produce energy.*

1. In the future, energy will be produced from food.
2. Some of the waste will be recycled into toys.
3. In the future, houses will be built from rubbish.
4. Paper will be banned because it does harm to the environment.
5. New biodegradable materials will be invented.
6. City technology will be controlled by the weather.
7. Pedestrian areas will be changed automatically based on the amount of traffic.
8. Ancient kinds of transport will be used again.
9. The problem of too many people in cities will be solved.
10. Most will be done in the office in the future.

7. a. Think of some more things that will change in cities of the future. Use Future Simple Passive (+ / –) to describe them. Use the ideas from the box. Can you add any ideas of your own?

Example: Parks will be built on the roofs of houses.

Help box

motorways / to build underground, flying cars / to use, 1000-storey skyscrapers / to build, cities / to create on other planets, entertainment facilities / to replace by VR (virtual reality), cars / to drive by robots, energy / to produce from food, factories and plants / not to build, all rubbish / to recycle

b. Ask your partner if they think these changes will take place or not.

Example: – Will parks be built on the roofs of houses?
– Yes, I think they will. / No, I don't think they will.

LESSON 7. Do you know your country?

Communicative area: describing your hometown

Active vocabulary: suffer from, heavy traffic, to be mentioned, to explore on foot, to hold international events, date back to

1. Look at the pictures and say what you can see in them. What Belarusian cities are these sights located in? What do you know about these cities?



2. a.  Listen to five texts and match them with the pictures from ex. 1. Which city wasn't mentioned?

b.  Listen again and answer the questions. Which city...

1. plans to improve its public transport system?
2. is called the cultural capital of Belarus?
3. was a capital city?
4. has a cathedral where you can listen to organ music?
5. has a famous site which was destroyed in the 18th century?
6. is famous for its palace?
7. is the oldest of the cities mentioned?
8. was founded by a princess?
9. needs to change its road system?
10. has a name connected with birch trees?

3.  Moving activity “Spelling bee”.

4. a. Match the words to make collocations.

1. to be visited	a) the capital
2. to be located	b) international events
3. to be first	c) sights
4. to be founded	d) in the tenth century / on the bank of the river
5. to be occupied	e) on foot
6. to be in	f) during the war
7. the most famous	g) mentioned
8. to become	h) heavy traffic
9. can be explored	i) ruins
10. to suffer from	j) residential areas
11. ecologically friendly	k) by thousands of tourists
12. to hold	l) in the middle / north / south / east / west of Belarus

b. Read the text and complete it with some of the collocations from ex. 4a.

Minsk is ... in the middle of Belarus. It was ... on the banks of two rivers: the River Nyemiga and the

River Svisloch, and was first ... in 1067. Unfortunately, there are not many places in the city that date back to old times. The oldest buildings you can find in modern Minsk are churches that were built in the 17th century.

date back to the 17th century

Minsk ... the capital at the beginning of the 20th century. At that time Belarus was a part of the Soviet Union. During World War II Minsk was ... by German soldiers. A large part of the city was destroyed and many buildings were in So after the war, Minsk was completely rebuilt.

three hundred year – hundreds of years ago

Now Minsk is a beautiful green city with wide streets and modern architecture ['ɑ:kitektʃə]. The most famous sights are the National Library, the railway station, the Red Church in Nezavisimosti (Independence) Square, and Troitskoye Predmestye (the Trinity Suburb). The centre of the city can be ... on foot, but it's more convenient to use public transport or a taxi to get around. A lot of international events, such as sports competitions, concerts and art festivals, are ... in Minsk, so the city is ... by thousands of tourists.

two thousand tourists – thousands of tourists

Minsk is growing very fast, so it ... from heavy traffic. In the future, a new metro line will be built to reduce the amount of traffic and connect some distant parts of Minsk with the centre. The centre of Minsk is extremely crowded, so new ecologically friendly ... areas will be built in the suburbs of the city.

5. Work in pairs and answer the questions about your place.

1. Where is your city / town / village located?
2. When and where was it founded?
3. When was it first mentioned?
4. Is it ancient?
5. Does it have any buildings which date back to the 17th–19th century?
6. Was it destroyed during the war?
7. What is it famous for? Does it have any famous sights?
8. Are any international events held in it?
9. Does it suffer from heavy traffic?
10. What new objects will be built in it in the future?

LESSON 8. What a sight!

Communicative area: describing a famous sight

Active vocabulary: to do some sightseeing, to go sightseeing, to be worth doing

1. Work in pairs. Discuss the questions.

1. Do you like travelling?
2. When you visit a new city, what do you like to do there?
3. Do you like going sightseeing?

4. How do you decide which sights are worth visiting?

5. Do you find information on the Internet or ask people who have already been there?

sights = famous places
to go / do some sightseeing
to be worth doing smth =
to be important / useful to do

2. a. What information can you include in the letter to your friend who asked you to recommend some places to visit?

b. Read the advice below. Think how you write letters. Are any of your ideas mentioned there?

When we write a letter about a famous sight, we can divide it into four parts (in addition to the opening and closing).

The first part includes the name of the place, where it is located and what it looks like.

In the second part, we write about the history of this place.

In the third part, we describe what visitors can see and do there.

In the last part, we recommend a visit to this place.

Present tenses are usually used to describe this sight and past tenses are used to write about historical facts.

The passive voice is also often used in this type of descriptions.



3. a. Read two emails and say if they follow the rules described in ex. 2b or not.



Hi Jane,

Thanks for your email. I'm very happy you're planning to visit Australia. I know you have wanted to do it for a long time and I'm sure you'll find a lot of amazing things here.

As I understand you're going to start your journey from Sydney, but, unfortunately, I won't be able to come there from Canberra. Here's some advice on the place that is definitely worth visiting. It's the Sydney Opera House.

It's located on the shores of Sydney Harbour [ˈhɑːbə] (завань / завань). It's a very unusual building which looks like the sails of a boat. Many different concerts, performances and events are held here, that's why this building is visited by lots of tourists every day. There's even some entertainment for children and you can take part in special programmes that include dancing, music, and theatre. In fact, some people come here just to walk around and admire this impressive piece of architecture.



architect – architecture – architectural

This building was designed by a young architect from Denmark, Jorn Utzon. He won the design competition in 1957, but the project was completed only in 1973. The building was a huge success and many people believe it's one of the most beautiful buildings in the world. If you want to get more information about this place, I recommend you to book a guided tour.

There are lots of other sights in Sydney, but this one's my favourite. You can't fail to miss it! Write back soon and share your impressions of Sydney.

Best wishes,
George



Hi everyone,

We're in New York. We're having a great time here. It's a really lively and exciting place. We've done a lot of sightseeing and visited all the major sights, such as the Statue of Liberty, the Empire ['empərə] State Building and its observation deck, Central Park and the Metropolitan Museum.

But I'd like to tell you about an unusual experience we had yesterday. Our friends from New York took us to the High Line Park. The High Line is an old rail line built 30 ft (about 9 metres) in the air, which runs through Manhattan for a mile and a half. It was made into a beautiful park with spectacular views several years ago. After the trains stopped running, this area wasn't used at all, so the city wanted to destroy it, but several people proposed to turn it into a park. Now this place is very popular with local residents and tourists, and a lot of events, such as art performances and outdoor concerts, are held here. You can even do some stargazing here through powerful telescopes on some days. A lot of architects were inspired by this unusual park and designed their own buildings, which you can see as you walk along the park.



In fact, the project is not completed yet and new parts of the park will be developed next year. I think it's a great way to make our cities cleaner and greener. Just imagine, here you can find more than 500 species of plants and trees, and it's all above the ground.

This place is definitely worth visiting, so don't miss it when you come to New York.

See you soon.

Love,
Susan

b. Which place would you like to visit and why?

4. a. Read some facts about the National Library and group them according to the plan in ex. 2b.



1. It is one of the most famous sights in Minsk.
2. It has a rich collection of books.
3. It combines high technologies, modern design and unusual architecture.
4. It looks like a gigantic diamond, which symbolises the value of knowledge.
5. In 1989 two architects (Viktor Kramarenko and Mikhail Vinogradov) with the idea of a diamond design won the design competition.
6. The construction began in 2002.
7. The library was opened in 2006.
8. It's located in the green area and surrounded by a park.
9. Now it is an information, cultural and social centre.
10. It is a 23-storey building.
11. It's worth visiting for at least two reasons: it has a museum of rare books, e.g. original books of Francysk Skaryna, and the observation deck where you can get a great view of Minsk.
12. You can go on a guided tour of the library if you want to get more information.
13. A lot of political, cultural and educational events are held here.
14. The old library was too small to hold everything.



b.  Write a letter to your friend from Great Britain who wants to visit Belarus and recommend the National Library.

5.  Moving activity “Total recall”.

Project 

LESSON 9. A sightseeing tour

Communicative area: making an excursion around the place you live in

Active vocabulary: a hop-on / hop-off bus tour, a double-decker bus, a guide, a guided tour

1. a. Work in pairs. Match the words with their definitions.

a hop-on / hop-off bus tour ♦ a double-decker bus ♦ a guided tour ♦ a guide

1. A person who gives information to tourists about some sights.
2. A trip around famous places during which you can listen to some information about them.
3. A sightseeing trip by bus when you can get off / get on at different stops if you want to explore the sights.
4. A bus with two levels.

b. Discuss the questions in pairs.

1. Do you like going on guided tours? Why? Why not?
2. Have you ever been on a hop-on / hop-off bus tour? Is it a good way to explore the city?

3. Would you like to work as a guide? Is this job difficult / interesting / exciting?

2. Look through the advertisement and find the answers to the questions given below.

Explore New York from the open-top, double-decker sightseeing bus. With 29 stops around the city and a live [laɪv] guide, you'll see the most spectacular landmarks. Enjoy the best of Manhattan, from the flashing lights of Times Square and the impressive Empire State Building – New York's most famous skyscraper – to the fashion stores of 5th Avenue, or the Metropolitan Museum of Art with its rich collection of paintings.



There are 1, 2 and 3-day tickets, which include two routes (*маршруты / маршруты*) – Downtown and Uptown Loops – where you can hop-on and hop-off the bus as many times as you please! Onboard, you will be able to listen to a professional live guide, who will answer all your questions and give you a general overview of the sights.

Details:

- *Duration: 2 hours – 3 days;*
- *Live guide: English;*
- *Audio guide / headphones: Spanish, English, French, German;*
- *Attraction tickets not included.*

1. How many stops are there on the sightseeing tour? 2. What are some of the sights you can see?

3. What types of tickets can you buy? 4. Can anybody answer your questions? 5. Can you listen to an audio guide in Russian? 6. Do you have to pay for museum tickets?

3. a.  Listen to seven extracts from the guided tour described in ex. 2. Which place is each extract about?

a. St John's Cathedral; b. The Metropolitan Museum of Art; c. Times Square; d. the Rockefeller Center; e. Central Park Zoo; f. the Statue of Liberty; g. Central Park; h. the Empire State Building.

centre (Br.) – center (Am.) 

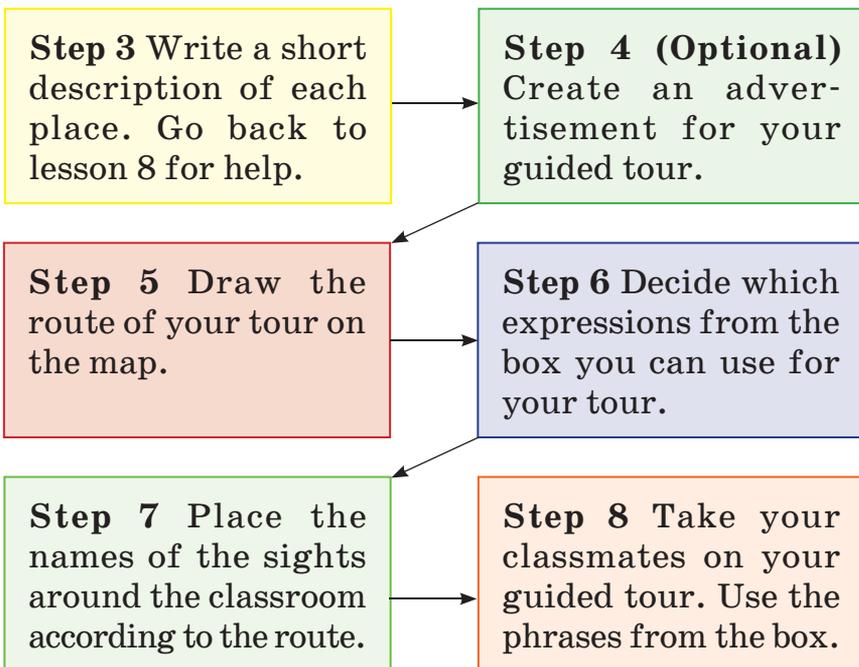
b. Why were the following phrases / numbers mentioned in the text?

1. Entertainment industry; 300,000 people; 1907; 2. 19; the first American billionaire; 48,000; 3. the eighth wonder of the world; 80; 73; 4. an island; 46; France; 5. art; 1870; 2 million; 6. 130; 1 million; the Bronx Zoo; 7. movies and television programmes; 3.41; 35 million.

4.  Now get ready to do your own excursion around the place where you live or you have recently visited. Follow the steps below.

Step 1 Choose the main sights which will be interesting for tourists.

Step 2 Do some research and find some interesting information about the sights.



Help box

Welcome to ...!
Today we will discover / explore / visit ...
We're starting off from ...
It is famous for ...
It was founded in ...
Here's one interesting fact ...
Just imagine ...
You can get off the bus here.
If you want to get a closer look at ...
On your right / left you can see ...
If you look over there, you will see ...
If you are interested in art, this place is worth visiting.
Now we're driving past ...
Let's move on to the next sight.
We recommend you to visit ...

LESSON 10. Culture corner. The Amish

Communicative area: speaking about an unusual lifestyle

- 1. a.** Think about modern life and write down five things which are typical of the modern lifestyle.

b. Work in pairs. Compare your lists. Group your ideas into positive and negative.

c. Discuss your ideas. Does modern life have more advantages or disadvantages? What are the main differences between the modern lifestyle and the life which people led 200 years ago?
- 2. a.** Look at the pictures. What do you see in the pictures? What century do you think these people live in?



b. Read the text about the Amish and check your predictions. Find the sentences which best describe the pictures.

The Amish are a group of people who prefer simple lifestyles. The Amish came from Germany in the 18th century, and now most of the Amish live in Pennsylvania, Indiana and Ohio [əʊ'haiəʊ], in the United States. They live in rural Amish communities which are separate ['sepərət] from modern American society. They are very religious people and follow the rules of the Bible.

The Amish live in traditional houses, which usually have two storeys. Families are typically large, that's why they have a lot of bedrooms. Nearly every Amish home is built with a spacious basement, which can be used as a church gathering room, washroom, play space, storage place, or even living space during warmer months. All Amish homes have a sink by the entrance for washing hands before meals or on entering the house after working.

They are usually farmers and grow their own food. The Amish do not use modern conveniences, such as electricity, cars, or modern technology. There are no modern entertainment facilities in Amish communities, so they never go to the cinema, theatre or amusement parks. But the Amish still enjoy some simple leisure activities like hunting, fishing, camping, bird-watching, board games, reading, and sewing. They also like visiting their friends and neighbours. Leisure time is typically a time spent with others.

Married men are not allowed to shave their beards, but they are also not allowed to have moustaches. The Amish wear traditional clothes: long dresses and bonnets for women and shirts, hats, and trousers with suspenders (*подтяжки* / *падцяжкі*) for men.

Generally, they are friendly people and they usually wave to someone passing by, but it is against their religion to pose for photographs. Often they will turn away if someone wants to take a picture of them.

convenient (*adj*) – conveniences (*n*)
e.g. modern conveniences
rural (*adj*) area ≠ urban (*adj*) area

3. a. What difficulties will the Amish face if they get into a modern urban area? Make a list of five things which they might find unusual / shocking / surprising?

b. Read the second part of the text and check.

At the ages of 16–18 Amish teenagers are allowed to explore modern society. They have a chance to go to the outside world for the first time. This time is called Rumspringa and during this period Amish young people decide if they want to stay in their local communities or change their lifestyle. Most Amish teenagers stay close to their homes, but some of them travel to more distant urban areas, such as New York or Los Angeles.

There are even several reality TV show programmes on American TV which describe their reaction to a lifestyle they've never experienced. As a rule, Amish teenagers are surprised by the height of multi-storey buildings and a wide choice of food which is sold in supermarkets. The children are shocked by the constant noise of heavy traffic and overcrowded streets. They also don't understand why there are so many homeless and poor people in American cities because in Amish communities people must look after each other and help

those in need. Some things are absolutely new for them, such as art galleries or pop music concerts. They do not exist in the Amish communities because they don't think they are important.

It looks as if the Amish are really different from modern city residents, but, in fact, a lot of things are not presented realistically in these programmes, which creates myths about the Amish. For example, it's not true that they are completely against any kind of technology. They just think more carefully about possible effects technology can have on their lifestyle before using it. For the Amish, their family relationships and community values are more important than modern conveniences.

4. Mark the sentences as True or False.

1. The Amish live all over the United States.
2. Their lifestyle is similar to the lifestyle in a modern American society.
3. Their houses usually have floors.
4. They prefer leisure activities which can be done in a group.
5. The Amish like it when somebody takes their photo.
6. The Amish are not allowed to go outside their communities.
7. Amish teenagers find most things in cities surprising.
8. Amish care more about modern conveniences than family relationships.

5. Discuss the questions in pairs.

1. What do you think of the Amish lifestyle?
2. What are the advantages and the disadvantages of living in such communities?
3. Would you like to live in such a community?
4. Do you think it's difficult for Amish teenagers to adapt to living in a big urban area?

5. Why do most of them go back home after exploring the world and prefer never to leave their traditional communities?

LESSON 11. Board game “Skyscraper challenge!”

Communicative area: revising the material of the unit

1. Discuss the questions below.

What is the most interesting board game you have ever played?

Why did you enjoy playing it?

How many people did you play it with?

Do you prefer to play together with your friend or in a big company?

2. You are going to play a board game. Read the rules of the game and play it.

1. Toss the coin. If you get heads, move two squares. If you get tails, move one.
2. If you land on a ‘Hello, neighbour’ square, you miss a turn.
3. If you land on a ‘Speak’ square, you have to take a card and speak for 1 minute about a situation on it. If you survive for one minute, you can toss the coin again.
4. If you land on ‘A Lift’ square, move one level up.
5. The person who comes first to the finish wins.



The game is on the disk.

LESSON 12. Progress test

Communicative area: testing your reading, listening and speaking skills

I. READING

1. a. Read the text about Bristol and match the headings with the paragraphs. There are more headings than you need.

A Name and location of the place

B Some general facts about the place

C Its history

D Its famous sights

E Eating out

F Shopping

G When you first visited it

H Your feelings about the place

Bristol is one of the most beautiful cities in Great Britain. It is situated in the south-west of England. Its rich history and modern attractions make it a popular place to visit.

The history of this city dates back to the 11th century when a Roman settlement was founded on the banks of the rivers Frome and Avon. Bristol received a royal charter in 1155. During the Middle Ages Bristol was

a starting place for early voyages of exploration to the New World. During the 19th century, the population of Bristol increased five times. As a result, new suburban areas appeared. A large part of Bristol was destroyed by German air raids during World War II; about 1,300 people living or working in the city were killed and nearly 100,000 buildings were damaged.

Today Bristol has a lot to see and do. Boats and bridges, galleries and gardens, old churches and modern architecture can offer visitors an unforgettable mix of attractions. For a start, the City Museum and Art Gallery are worth visiting. Just imagine! Thousands of wonderful objects under one roof! Minerals, paintings, archaeological collections and lots of exhibitions! If you want to take a look at Bristol's industrial past and see how transport and shipbuilding were developed, you should visit the Bristol Industrial Museum. Bristol has about 450 parks and green spaces, which are very popular with local residents and tourists.

For many people, Bristol is a shopping paradise (*paŭ / paŭ*). From huge markets and supermarkets to art gift shops – there is something for everyone – and for pockets of all sizes! Cabot Circus is one of the most popular places, where you can find lots of different shops, cafes and entertainment facilities.

Whether you prefer city restaurants or home-made food, Bristol is the place to go. The Harbourside area with its fashionable cafes, restaurants and clubs, attracts a lot of people. Bristol's Original Coffee House is famous for delicious coffee, tea, real lemonade and a selection of cakes. This cafe has a beautiful garden where you can relax and talk things over with your friends.

Bristol is a wonderful place, which will definitely make a great impression on everyone who visits it.

b. Answer the questions.

1. Where is Bristol situated? 2. Why is it popular with tourists? 3. When was Bristol founded? 4. What happened to the city during World War II? 5. Where should you go if you want to see an archaeological exhibition? 6. Is Bristol a green city? Why? Why not? 7. Is Bristol a good place for shopping? Why? Why not? 8. In which part of Bristol can you find a lot of cafes, restaurants and clubs?

II. LISTENING

1.  **Listen to a boy talking about his hometown and answer the questions.**

1. Where is his hometown located? 2. What can you see around his town? 3. Does he live in an industrial town? 4. What can you find in the centre of the town? 5. What are houses like in his hometown? 6. What are the tallest buildings? 7. Are there any famous sights in his town? What do you remember about them? 8. What's the best thing about his town?

III. SPEAKING

1. Speak about the advantages and disadvantages of living in the country and in the city.

2. Describe your hometown.

3. Speak about the famous sights of your city / town or the city / town you know well.

4. Describe the way from your house to your school or a famous sight in your city / town.

5. Speak about a city / town / village you want to visit. Say what it is famous for and what you are planning to do there.

UNIT 7



Hit the road!

LESSON 1. Single or return?

Communicative area: buying tickets in an English-speaking country

Active vocabulary: one-way / single ticket, return ticket, round trip, adult

Active grammar: articles with place names

1. a. Find the odd one out in the list of capital cities. Match the countries with their capital cities.

Minsk, Moscow, Ankara
['æŋkərə], Rome, London,
Beijing [ber'dʒɪŋ], Brighton,
Wellington, Washington
D.C. ['wɒʃɪŋtən ,di:'si:],
Warsaw ['wɔ:sɔ:].

The Republic of Belarus,
the United Kingdom, the
United States of America,
Russia, China, Italy, New
Zealand, Turkey, Poland.

b. Have you been to any of the capitals mentioned in ex. 1a? What do you know about these cities?

Which one do you think is the most famous?



2. a. Look through the photos of three capitals. In pairs, decide which photos show Minsk, which – London and which – Washington D.C.



A



B



C



D



E



F



G



H



I

b. Match the photos with the captions.

1. The Washington Monument; 2. The White House;
3. The Opera and Ballet Theatre;
4. St. Paul's Cathedral; 5. Buckingham Palace;
6. The Shard; 7. The London Eye; 8. The Great Patriotic War Museum; 9. The Capitol.



The Shard (The Shard of Glass or The Shard London Bridge) is a supertall skyscraper. Standing at 309 metres high, it is the tallest building in the UK, in the European Union and the fifth-tallest building in Europe.

c. What can you say about these capital cities?

Help box

... have a lot in common, situated on / away from the sea, ... is / are famous for..., original / unusual / unique / impressive / fantastic buildings / monuments, colourful sights, wide streets

3. Moving activity “Scrambled capitals”.

4. a. Listen to a conversation. Who is Kate talking to? What do they agree on?

b. Listen again. Which place names do you hear?

- Victoria Station
- The Tower of London
- London Bridge Station
- The Shard
- Buckingham Palace
- St. James’s Park
- The Grosvenor Hotel
- The Station Hotel
- The Odeon Cinema
- The Apollo Victoria Theatre
- The River Thames
- The English Channel
- The Tate Gallery

C. Find examples of articles use with place names in this lesson.



article THE	no article
Names of countries including common nouns or plurals: <i>the Czech Republic, the Netherlands, the Philippines</i>	Continents and most countries: <i>Africa, Peru, Cambodia</i>
Seas, rivers, canals: <i>the Red Sea, the Dnieper</i>	Cities and towns: <i>Prague, Brussels</i>
Hotels, cinemas, theatres, museums / galleries, organisations: <i>the Ritz, the British Museum, the BBC</i>	Names of shops, restaurants, hotels, banks named after people who started them: <i>McDonald's, Harrods (shop)</i>
Unique buildings: <i>the Empire State building, the Festival Hall</i>	Town / person + place: <i>York Airport, London Zoo</i> Exception: <i>the London Eye</i>
Names with "of": <i>The Great Wall of China</i>	Most streets: <i>Oxford Street</i>

5. a.  Kate is buying a ticket from Brighton to London to meet with her aunt. Put the conversation in the correct order. Listen and check. Choose the right ticket.

I'd like to buy a ticket to London, please.

Child or adult?

Single or return?

Platform 7.

Excuse me?

That's 20 pounds.

Thank you.

Are you going to make a one-way trip or a round trip?

Single, please. When does the train leave?

Here is your ticket.

Child, please.

Here you are.

There's one every 20 minutes.

Thank you.

What platform is it?



b. With a partner, practise reading the conversation until you have learnt it by heart.

c. Role-play the conversation. Change the transport, the price, etc. Change roles.

6. Which of the capitals mentioned in the lesson would you like to see with your own eyes? Why?

LESSON 2. My flight's on time

Communicative area: expressing future

Active vocabulary: flight, (to) check-in, luggage, see off, to catch (a plane), on / in time

Active grammar: Present Simple, Present Continuous, Future Simple, 'going to'

1. In pairs, ask and answer the questions.

1. Have you ever travelled by train? 2. If not, find someone who has and interview them. 3. When was the last time you travelled by train? 4. Who bought the tickets? 5. Was it a one-way trip or a round trip? 6. Did anyone come to see you off? 7. Was it a good journey? Why?

2. a.  Kate's aunt Jill is at Heathrow Airport (London). Kate has come to see her off. Listen to the conversation at the airport and answer the questions.

1. Who is flying to Australia? 2. Why is Aunt Jill in a hurry? 3. Where is she flying? 4. What is Kate

doing at the airport? 5. Have they arrived in time to catch the plane? 6. Is Aunt Jill going to catch the plane or miss it? 7. Is her flight on time? 8. When does the flight leave? 9. When does it arrive in Sydney? 10. Why do you think Aunt Jill forgot about the luggage? 11. Where does she have to go now? Why?



Help box

On time / In time

on time = neither early, nor late; **in time** = early enough (to do something else)

Example: I got up in time to have a shower and have breakfast. I arrived at school on time.

b.  Read the sentences from the conversation. Match them with the names of the tenses: **Present Simple**, **Present Continuous**, **Future Simple**.

You'll be all right.

Your flight leaves at 12.45.

I think we're going to be late.

Next time we'll fly together.

I'm leaving for Sydney in an hour.

I'm not leaving, I'm seeing my aunt off.

Then I'm going to travel to New Zealand, but I haven't bought the ticket yet.

- c.  Answer the grammar questions:

Expressing the future

- Which verb forms tell us about the present, which – about the future? How do we know? What time expressions are used?
- Which verb form tells us about a timetabled event? Which – about fixed plans? Which – about an intention? Which – about a promise?
- Which verb forms tell us about predictions? Which of the predictions is based on a fact?

3.  Moving activity “Matching “what” and “why””.

4. a. Who says these words? When? Why?

What a relief!

I'm jealous now!

Promise?

Don't worry!

Have a safe flight!

- b.  Listen to the conversation in ex. 2a. again. Check your answers.

- c.  Listen to the phrases. Mark the sentence stress. Where does the voice go: up or down?

- d. Repeat the phrases after the speaker. Imitate the intonation.

5. In groups of three, role-play the conversation.

6. In pairs, ask and answer the questions. Say the three most interesting facts about your partner.

1. Have you (they) ever travelled by plane? Do you (they) know anyone who has?

2. When was the last time you (they) travelled by plane? Where were you (they) flying? Was your / their flight on time? Did you (they) arrive in time to catch the plane? Did you (they) have a lot of luggage? / Did it take you (them) long to check in? When did the flight leave? When did it arrive? How long did the journey take? Did you have a good flight?

3. Have you (they) ever missed a plane, a train or a bus? Do you (they) like to arrive at the station (airport) in time to catch your train (bus, plane)?

 **Moodle.** English 7. Unit 7. Ways to express future actions.

LESSON 3. Tickets for a guided tour

Communicative area: booking tickets; expressing future

Active vocabulary: to book a ticket, travel, tour, aisle / window seat, passenger, seat belt, journey, outing, voyage, trip

1. a. Read the dictionary definitions. Choose the right words in the questions below.

Travel (travelling) – moving from place to place.

Example: *He came home after two years of travel. I do a lot of travelling abroad.*

Journey – travelling from one place to another, especially when there is a long distance between places.

Example: *My journey to work takes me 30 minutes.*

Voyage – a journey by sea. 

Flight – a journey by air. (You take a flight and go on a voyage.)

Trip – a journey to a place and back (usually short), especially not regularly. **Example:** *This is my first trip abroad.*

Tour – a journey in which you visit several places. **Example:** *The King has left on a six-week tour of Australia and New Zealand.*

Guided tour – a trip around the city or building with someone who tells people about the place. **Example:** *The guided tour of the palace was amazing!*

Outing – a short journey on which a group of people go to visit a local place of interest, the theatre, etc. **Example:** *This city is a great place for a school outing.*



1. How long does your (travel / journey) to school take?
2. How often do you go on a school (journey / outing) with your classmates and teacher?
3. Do you do a lot of (outing / travelling)?
4. Would you like to go on a (voyage / guided tour) of London? Why?
5. How often does the head of your country go on a (tour / flight)?
6. Would you prefer to take a (voyage / flight) to Australia or to go on a (flight / sea voyage) to this continent?

b. In pairs, ask and answer the questions. Report to the class.

2. a.  Kate is calling the Original Sightseeing Tour. Read the conversation. Use the correct forms of the verbs in brackets.

– The Original Sightseeing Tour. How can I help you?

– My name's Kate. I (take) a tour of London with my Granny. The leaflet says it's 'a hop-on – hop-off tour'. Does that



mean we can get off the bus, visit Madame Tussaud's Museum and get on the bus again? You see we (go) to Madame Tussaud's at 2 o'clock tomorrow. We've got tickets.

– You're absolutely right. You can get on and off the bus at any stop.

– I'd like to book **window seats**. I hate **aisle seats**. You can't see anything from them.

– Sorry, Kate. You can't **book** any seats on our tours. Your bus will be a double-decker, so if you want to see everything really well, go to the top deck.

– OK, I (sit) on the top deck. I don't know about my Granny, though. Could you answer some questions for her? Are the **passenger** seats comfortable?

– Don't worry, Kate. Your grandmother (be) comfortable enough.

– Are there any **seat belts**?

– No, there aren't. But our buses are safe enough.

– The leaflet says it's a guided tour. Is it in English or only in a foreign language?

– Our **guides** speak English, but you can listen to commentaries in other languages if you want.

– One last question. When do you start working?

– The first bus (leave) at 9 a.m. tomorrow.

– Thank you very much.

– I'm sure you (enjoy) the tour, Kate. Goodbye.

– Bye.

b.  Listen and check. Guess the meaning of the words in bold.

c.  Moving activity “The chairs of the future”.

d. Reread the conversation. What do the underlined sentences tell us about: intentions, predictions, time-tabled events, on the spot decisions or fixed plans?

e. In pairs, role-play the conversation.

3. a. Interview your classmate. Take notes.

1. Have you ever been on a guided tour?
2. Where did you go?
3. Did you book the ticket or did you just buy it?
4. Did you travel by coach?
5. Where did you get on the bus / coach?
6. Where did you get off the bus / coach?
7. How many passengers were there on the bus?
8. Were the passenger seats comfortable?
9. Were there any seat belts?
10. Did you take a window seat or an aisle seat?
11. Was the tour exciting and enjoyable?
12. Did the guide tell you a lot of interesting things?
13. Would you like to go on a guided tour again?

A coach – a bus with comfortable seats used to take groups of people on journeys.

b.  Write a paragraph about your classmate’s guided tour.

LESSON 4. Around London

Communicative area: discussing ways of travelling; speaking about London landmarks

Active vocabulary: to get around, landmark, giant, offer a view, in advance, event, royal, stretch, available, churchgoer

1. a. What do you think is the best way to travel from Minsk to London? Why?



London is the third most popular European capital after Paris and Rome.

b. What is the best way to get around London? Why do you think so?

2. a.  Kate is travelling around London and listening to the guide's commentaries. Listen along with Kate. Follow in the book. Match the fragments of the comments with the photos of London landmarks in lessons 1 and 4.

1. A huge church built by the famous architect Sir Christopher Wren [¹ɑ:kɪtekt sɜ:'krɪstəfə 'ren], where an earlier cathedral used to be before the Great Fire of London. It is a wonderful place not only for churchgoers. After climbing its 560 steps, you'll get a fantastic view of London.

2. This museum is found in Marylebone Road, near Baker Street. The famous wax ([wæks] – воск / воск) museum is a must-visit for selfie fans. The wax figures are life-size. You can take a picture with one of the

famous stars from sport, politics, showbiz and even the Royalty who are never in a hurry.

3. The huge square with the most famous London monument – a high column named after Admiral Nelson who won the battle of Trafalgar. The square is surrounded by many famous buildings: the National Gallery, the National Portrait Gallery.

4. You are definitely not going to miss seeing the Crown jewels ([kraʊn 'dʒu:əlz] *драгоценности короны / каштоўнасці кароны*), are you? How did I guess? Easy! All tourists do that. In the Tower of London, you will discover its 900-year history as a royal palace, prison, arsenal, jewel house, and zoo. There you will also hear the scary stories of uniformed guides.

5. This building is home to apartments, a hotel, offices, restaurants, and bars. From there you'll rise above London and see how it stretches up to 40 miles. The top floor gives you an unforgettable panoramic view of the city. You'll spot the London Eye and St. Paul's Cathedral from there.

6. The Palace of Westminster, as it is officially known, stands beside Westminster Abbey, by the Thames. The 98-metre high clock tower is known throughout the world as Big Ben. Actually, Big Ben is the name of the giant (14-tonne) bell inside the tower. The UK Parliament sits in the palace. Tours inside the Houses of Parliament for overseas tourists are available on Saturdays.

7. It is the official London home of the Queen. It is a place of ceremonies, important events and garden parties. Its 600 rooms are open to the public in summer when the Queen is on holiday. By the way, this year the palace opens to the public on 20th July and closes on

29th September. You can see the royal rooms inside and the Changing of the Guard [gɑ:d] outside. If you want to have a good view, come at least 1 hour in advance. For the Horse Guards Parade, it is enough to come 15 minutes earlier.

8. This bridge is the most famous one in London. It is a movable bridge situated close to the Tower of London. Between two 61-metre towers stretches a pair of glass-covered walkways that are popular with tourists.

9. A giant observation wheel with passenger cars is now the most popular paid tourist attraction in the UK. It is 135 metres tall. The wheel offers a breathtaking view of London.

10. It is a large church where coronations of many kings and queens took place. It is also the final resting place of many famous people: Isaac Newton, Charles Darwin, Charles Dickens and others.



A



B



C



D



E

b. Find the following:

- two landmarks with something **giant**;
- three places which **offer a great view** of the capital;
- two landmarks where tours inside of the building are **available**;
- two places where important **events** take place;
- something that **stretches** up to 64 kilometres;
- a landmark where you should arrive an hour **in advance** to see the ceremony;
- a landmark which is the **royal** residence.

c. Complete the sentences. Use the active vocabulary of the lesson.

1. If people who often go to the church are called ..., we can say that people who often go to the cinema and theatre are cinemagoers and theatregoers. Are you a cinemagoer or a theatregoer? 2. Which important ... take place in the palace of the Republic? 3. Are hop-on–hop-off buses ... in the Belarusian capital? 4. Which building in Minsk ... panoramic ... of the city? 5. Do you prefer to buy tickets on the day when you go travelling or do you usually book them ...? 6. Are there any ... buildings the size of the Shard in Minsk? 7. How far and wide does the Belarusian capital ...? 8. Do guests usually receive a ... welcome in your home?

In pairs, answer the questions.

3.  Moving activity “Popular landmarks survey”.

4. Which of the London landmarks

1. ... is the most popular attraction in the UK? 2. ... is a rebuilt cathedral? 3. ... gives you a chance to see famous people who are never in a hurry? 4. ... gives you something you'll never forget? 5. ... gives you a chance to see people wearing special clothes? 6. ... is almost one thousand years old? 7. ... is left by the royals when they are on holiday? 8. ... has a place for free speech?

5.  Which of the highlighted verb forms in ex. 2a. shows the following ways of expressing future:

a. time-tabled event

b. prediction based on a fact

c. prediction

6.  Find examples of the use of articles in the text. Use ex. 4c. in Lesson 1 for help.

7. Give your opinion:

a. Which is your favourite landmark of the British capital? Why?

b. Would you recommend visiting the capital of the UK? Why?



LESSON 5. Plans for the trip

Communicative area: speaking about holiday plans; expressing future

Active vocabulary: to pick up, travelling companion, destination, coincidence, pest, animal rights

1. a. Complete the rhyme with the words from the box. There are more words than you need.

kilometre ♦ plane ♦ fly ♦ trip ♦ move ♦
journey ♦ coach ♦ mile

Drive and ride, and sail, and (1)
On the land and in the sky,
Boat or ferry, train or ship –
Take your time, enjoy the (2)!
Catch a bus or go by train,
In a car, on board a (3),
Hike or cycle, walk a (4) –
Travelling is worth your while!



1 mile = 1.6 kilometres (on land)
1 mile = 1.85 kilometres (in the sea)

b.  Listen and check your answers. Write down the stressed words.

c. Learn the rhyme by heart.

2. In pairs, ask and answer the questions. Do you have much in common?

1. Do you travel to school by bus? 2. Where do you get on the bus and where do you get off? 3. Do your parents sometimes pick you up from school? 4. Has your family got a car? 5. How many passengers does it take? 6. Are there seat belts for the driver and the passengers in the car? 7. Do you always fasten your seat belt when you travel by car? 8. When you travel by bus, train or plane, do you prefer window seats or aisle seats?

3. a.  Match the beginnings and the endings of the conversations. There are two possible endings for each beginning. Explain the use of the tense forms.

1. Where are you going for the holidays?	a) We'll go to Italy or Greece. We haven't decided yet.
2. My plane arrives at 5.	b) Is anyone picking you up from the airport?
3. Do you know that there are very cheap plane tickets to Turkey available now?	c) OK, then I'll pick you up.
	d) I do, we're going to book them.
	e) Well, we've already booked the tickets. We're going to Spain.
	f) Really? We'll go to Turkey then.

b. Complete the questions with the correct verb forms to speak about future events.

1. When your holidays (begin) this year? When they (end)? 2. Where do you think you (go) on holidays? 3. ... you (fly) by plane or (go) by train or by

car? Why? 4. Have you booked the tickets yet? Who (do) that in your family? 5. Are cheap tickets available to where you (go)? 6. Who (take care) of the luggage? 7. Do you think you (enjoy) your holidays? Why?

c. In pairs, ask and answer the questions above.

4. a.  Listen to the conversation on the plane. What are Aunt Jill's plans for the trip?

b.  Listen again. Which one word from the box is not included in the conversation?

Aisle seat, local, arrive, journey, view, catch a plane, leave, flight, miss a plane, on time, business trip, to be surrounded, pest, book a hotel, stay with, pick up, ticket, landmark, public, destination, giant, seat belt.

c. Choose the right definition.

Travelling companion:

- a. a person whose company you're travelling in;
- b. a person from your company who likes travelling.

Destination:

- a. a railway station;
- b. the place where you're going.

Pest:

- a. a bad pet;
- b. a harmful insect or small animal.

Animal rights:

- a. the idea that animals are always right;
- b. the rights of animals to be treated well: not to be hunted, not to be used in medical experiments, etc.

Coincidence [kəʊ'ɪnsɪdəns]:

a. when two people travel to two different destinations;

b. when two or more similar things happen at the same time.

Pick up:

a. let someone get into your car and take them somewhere;

b. help someone with the luggage at the airport.

5. Moving activity “What a coincidence!”

6. a. Fill in the missing auxiliary verbs.

1. What ... the local time be in Sydney when the flight arrives there? 2. Who ... Aunt Jill's travelling companion? 3. ... both passengers going on a business trip to Australia? 4. When ... the flight to Canberra leave from Sydney? 5. What ... Aunt Jill have to do before her flight to Canberra? 6. Who ... meeting her in Canberra? 7. Why ... (not) she booked a hotel? 8. Who ... an animal rights activist? 9. What ... she going to do in Australia? 10. What ... she be surrounded with in Australia? 11. When ... they going to book tickets to Uluru? 12. Why ... Jill say: 'What a coincidence!'? 13. When ... both their planes leave? 14. What ... Aunt Jill's next destination?

b. In pairs, answer the questions.

7. Talk in groups. Tell your groupmates about:

- animals that are pests in Belarus;
- your attitude to animal rights;
- a wonderful coincidence;
- your favourite holiday destinations;
- your ideal travelling companion(s).

LESSON 6. Royal itinerary

Communicative area: listening and reading about travel itineraries

Active vocabulary: well-travelled, itinerary, schedule, to expect, probably

1. a. Look at the photo. Does the Queen travel a lot, what do you think?

b. Do the quiz. Check the results on the Internet together.



1. During her reign Queen Elisabeth has been to:

- a) more than 220; b) more than 120;
- c) 102 countries.

2. Her first trip as a monarch was to:

- a) New Zealand; b) Kenya; c) Nigeria.

3. She has visited Australia:

- a) 8; b) 18; c) 28 times.

4. She has never been to:

- a) India; b) China; c) Greece.

c. Would you like to be as well-travelled as the Queen?

2. a.  Listen to the Press-Secretary of the Royal family. What is he talking about?

b. Match the words with the definitions:

programme

schedule ['ʃedju:l]

itinerary [aɪ'tɪnərəri]

a) a detailed plan of what someone is going to do and when they will do it, especially talking about something important;

b) a plan that shows the order of activities at a ceremony, sport meeting, public event, etc.;

c) a plan or list of the places you will visit on your journey, usually with the date or time that you will be there.



3. Moving activity “How well-travelled are we?”

4. a. Read the text and fill in the correct future forms.

The Duke and Duchess (visit) Australia and New Zealand as part of a two-week tour. The Royal Tour (begin) on Tuesday 16th October in Sydney and (finish) on Wednesday 31st October in Wellington.



The Duke and Duchess have been invited by the Australian and New Zealand governments. While the Duke has already visited both countries several times, the Duchess hasn't been to Australia yet.

We expect that their Royal Highnesses (visit) a number of towns and cities across both countries. We also hope they will see how much both countries have done in the fields of technology, tourism, sport, and arts. They also (remember) the people from both countries who died in World War I.

The **schedule** for the Tour is very busy. The Duke and Duchess (visit) Australia from 16th to 27th October and New Zealand – from 28th to 31st October. They (begin)

their tour in Sydney, the heart of Australia, and (finish) it in Wellington, the capital city of New Zealand. You can see the full **itinerary** of the Tour on our website.

And now – some details of their **programme** for Wellington. On 28th October the Duke and Duchess (have) a meeting with the Prime Minister and (visit) Pukeahu National War Memorial Park. The next day they (plant) a tree and (have) a barbecue lunch with school children in Abel Tasman National Park. They (fly) back to the UK at 2 pm on 1st November.

b.   **Listen again and check. Match the verb forms with the functions:**

1. predictions / promises; 2. intentions or plans that can be changed; 3. timetables and travel arrangements; 4. fixed plans.

c. **Complete the rule in the box. Give your example.**

After **expect, hope, think, be afraid** and with **probably** ... is used.



4. **In pairs, answer the questions.**

1. Who do you think makes itineraries for royal trips?

2. Do you have a busy schedule?

3. Do you have an interesting programme for the coming summer?

4. If a friend from abroad asks you to make a travel itinerary for a tour around Belarus, what places will you include into it?

5. What do you expect will happen during the next school year?

LESSON 7. Wellington or Canberra?

Communicative area: comparing capital cities, making an itinerary for a visit to one of the capitals

Active vocabulary: have a lot in common, while, whereas, both, liveable, nickname, to be named after, similar (to)

1. Look at the title of the lesson. In pairs, discuss the questions.

Which city is the capital of Australia, which – of New Zealand?

Which holiday destination is farther from Minsk: Canberra or Wellington?

Where are the two cities situated? What do you know about them?

2. a. Look through the information about the two capitals. Which part describes Canberra and which – Wellington? What do the photos illustrate?



A. Over 415,000 people live in the capital and about 25% of them are born abroad. In 2018 this capital was named the most **liveable** city in the world.

B. This city has been the country's capital since 1927. The population of the capital is over 400,000 people who live in the area with around 12 million trees. It's a planned city, **similar to** Washington in the US. Architect Walter Burley Griffin planned it as an ideal city of the future! It looks like a very large park with a city hidden inside it.

C. The name of the city means 'a meeting place' in the local language. The capital is surrounded with green hills making it a great place for bushwalking, cycling and skiing. Its **nickname** is Bush capital. It is not a coastal city though.

D. This city **was named after** the victory in the Waterloo battle in 1815. In the local language, it has three different names! However, it became the capital only in 1865.

E. The capital houses the country's Parliament. One of the Parliament buildings called the Beehive (*улей / вулей*) and the Old Government Building (one of the largest wooden buildings in the world) are worth seeing.

F. It is the home of the Government, the city where you can visit the Government House, the Parliament House, the Old Parliament House and many Nationals: the National Library, the National Museum, the National Botanic Gardens, etc.

G. It is the world's southernmost capital. Most people in the capital region live not far from the coastline. It is a twin city of the Australian capital.

H. Tidbinbilla Nature Reserve is the place to see koalas, possums, kangaroos, reptiles and more. You can enjoy a dive, take a hike or join a guided walk to an idyllic picnic spot in the fresh open air. Book an electric bike tour, a kayak tour of the capital or a hot air balloon flight around it.

I. Australian War Memorial is a museum which **brings** the country's military history **to life** really well.

J. The National Arboretum is a must-visit for families. There you can make your own bonsai or get a kite making and flying workshop. There are 100 forests and 100 gardens there with rare or symbolic trees from around the world.

K. Te Papa ("our place") is the country's national museum, where you can learn about the Maori (local people. culture, **spot** a giant squid (*кальмар / кальмар*), "enjoy" an earthquake (*землетрясение / землетрасенне*) house simulation and a dinosaur bones exhibition.

L. You can book a special visit to the Zoo to get up close with animals and try spotting a kiwi in the nocturnal (*ночной / начны*) house.

M. The National Capital Exhibition tells the story of the capital from the start of Aboriginal times until the present.

Find the key on page 133.

b. Guess the meaning of the words and phrases in bold.

c. Work in pairs. Student 1: read about Canberra. Student 2: read about Wellington. Recommend your partner to visit the capital city you have read about.

3.  Moving activity "Wellington or Canberra?"

4. Do the two capitals have a lot in common? In pairs, decide if the statements below are true or false. Use the Help box to compare the capitals.

1. The two capitals have a lot in common. 2. Both capitals are very young. 3. Both cities are on the coast. 4. Both capitals have a small population. 5. Both

capitals have funny nicknames. 6. Wellington is more liveable than Canberra. 7. Wellington is a planned city, similar to Washington. 8. The capitals are twin cities. 9. Both animal national symbols – kangaroos and kiwis – are nocturnal animals. 10. Both capitals are named after famous people.

Help box

Similarities:

Both Wellington and Canberra ...

Wellington is **similar to** Canberra in ... (noun / the fact that...)

Differences:

While ... is on the coast, ... is a landlocked city.

... is a young capital, **whereas** ... became the capital of the country in ...

5. a. Which of the capitals would you like to visit more? Why?

b. Look through the descriptions of Canberra and Wellington. Change the sentences in the texts to describe Minsk.

Example: Minsk is a very liveable city.

c.  Write a paragraph about Minsk using these changed sentences.

Read your text to the class.

Whose paragraph is the most interesting?



LESSON 8. Writing about your plans

Communicative area: reading and writing about the news and plans for the future; using letter-writing conventions

Active vocabulary: to look forward to

1. Are you looking forward to the summer holidays? What are your plans for the summer? Have you made an itinerary for your holiday trip yet?

2. a. Look through the email plan. In which part of the email can you use the phrases from the box?

- ✓ *addressing the reader*
- ✓ *mentioning the reason for writing*
- ✓ *commenting on the previous letter*
- ✓ *giving the news*
- ✓ *informing about plans for the future*
- ✓ *asking for information*
- ✓ *inviting*
- ✓ *finishing off the letter*
- ✓ *postscript*

Help box

I'm looking forward to **seeing** you / **hearing** from you.

I can't wait to see you soon / hear from you.

I hope to be hearing from you soon.

See you soon.

Send my love to ... / Give my regards to ...

b. Put the parts of the letter in the correct order. Which point from ex. 2a is missing?

A	<p>I don't think I'll travel anywhere far this year. Instead, I'm going to see some places in my country I haven't been to yet. I'll probably go to Edinburgh, the capital of Scotland. It is an amazing city in the North of the country. I can go on a guided tour of the castle. Also, it is very convenient to get to Liverpool from there. Guess what! My father and I are going to a match with our favourite team on July 27th! We've already got the tickets! We'll probably go to the Beatles Museum in Liverpool, too.</p> <p>In August I'm going to stay in Brighton. Last week I was invited to join our school cricket team and tomorrow I'm meeting the team members. So in summer, I'll have to keep fit to prepare for the competitions.</p>
B	<p>P.S. Aunt Jill is travelling to Belarus soon. She's already made travel arrangements. I hope you'll meet.</p>
C	<p>Why don't you come over to the UK in August? You could take wonderful pictures with your new camera.</p>
D	<p>Thanks for your letter. Congratulations on winning the competition! Keep going!</p> <p>I was also happy to learn about your new camera. It is miles better than mine.</p>

E	Look forward to hearing from you. With kind regards, Kate
F	What about you? What are your plans for the summer?
G	Dear Alex,
H	I hope you are well. I'm fine, but a little tired. My school year is over only in the middle of July. So you are luckier than me.

C. Answer the questions.

1. Who will travel to Edinburgh?
2. Why is Kate staying in Brighton in August?
3. What news did Alex write about in his previous letter?
4. Why is Alex luckier than Kate?
5. Which lines from the email can be good captions for the photos?

3. Moving activity “Where do I come from?”

4. Explain the use of a. articles; b. ways of expressing the future in the letter.

5. Write your email to an English-speaking friend. Follow the plan in ex. 2a. Include the future forms you practised in the unit.

LESSON 9. Travel itinerary

Communicative area: making a travel itinerary for a 3-day trip

IN CLASS

1. Read the tips on how to make a good travelling itinerary. Choose the correct options.

TRAVEL ITINERARY TIPS

1. Make a travel wish list:
 - sights to see
 - events to attend
 - activities to try
2. Be realistic. Cut out / add places you can visit another time.
3. Make a top 5 / 15 / 50 list.
4. Check your budget / timing / general knowledge.
5. Check the weather at home / at the destination.
6. Forget / Think about transport and tickets.
7. Book the main shops / stops on your trip.
8. Don't overeat / sleep / plan.
9. Be responsible / unforgettable / flexible.
Make changes in your itinerary on the go.

2. Study the travel itinerary for a 3-day trip to London. What are the travellers going to do in London? Would you like to join them? Why?

3 DAYS IN LONDON

Pick up guests at the airport at 9 a.m.

DAY 1 ITINERARY		
STOP 1	Hop-on – hop-off Original Sightseeing Tour	
STOP 2	The Tower of London and Tower Bridge	
LUNCH	Lunch at Camden Town	
STOP 3	The British Museum	
STOP 4	Shopping in Oxford Street	
DINNER	Dinner in Chinatown	

DAY 2 ITINERARY		
STOP 1	Buckingham Palace (with Changing the Guard)	
STOP 2	Big Ben and Westminster Abbey Hyde Park	
LUNCH	Lunch in Hyde Park	
STOP 3	London Eye	
STOP 4	Shopping at Harrods'	
DINNER	Dinner in Piccadilly Circus	
DAY 3 ITINERARY		
STOP 1	St Paul's Cathedral	

STOP 2	Trafalgar Square and the National Gallery	
LUNCH	Lunch at Cafe on the Square	
STOP 3	Madame Tussaud's Museum	
STOP 4	Baker Street	
DINNER	Dinner at Park Plaza Sherlock Holmes	

See off the guests at the airport at 9 a.m.

3.  Moving activity “Match and mime”.

4. In pairs, prepare to make a 3-day itinerary for your native city or town.

a. Think about

- what you will see;
- what you will do;
- what food you will eat;
- where you will stay;
- what souvenirs you will buy.

b. Use the information in the unit.

BEFORE THE PRESENTATION LESSON

- 1.** Search for more information.
- 2.** Make an itinerary. Decorate it with pictures and drawings.
- 3.** Write a text for the presentation of the itinerary in class. Use appropriate future forms to speak about your intentions, plans and predictions.

IN THE PRESENTATION LESSON

- 1.** Present your itinerary.

LESSON 10. Culture corner.

Travel well in Wellington

- 1. a.** What transport do you use to get around the city / town where you live?
- b.** Read the article on the public transport of New Zealand's capital. How many ways of getting around the city are mentioned?



When you visit Wellington, you'll find it easy to get around. The centre of the city is compact, so restaurants, cafes, hotels, attractions and transport are all within walking distance. The capital is a walkers' paradise – it is so safe for pedestrians! Around 11% of the residents walk to work. Getting around on a bike is also very

convenient. That's no surprise. Cycling is often quicker, more fun and definitely healthier than driving for short distances. There are numerous cycle paths in the city. You can hire a bike and leave it at one of the many bike racks around the central city. The Government does a lot to encourage cycling and getting to work on foot. Walking, cycling, and scooting to school offer children many benefits: independence, physical and mental health, decision making and road safety skills, to name a few. Cycle skills training is available free to all schools within the region. Wellington is very walkable unless you are staying or living in the suburbs. In this case, the capital has an excellent public transport system, which is well used by the locals. As a visitor, you can use a journey planner to help you get anywhere within the Wellington region using buses, trains, or ferries. When you travel around Wellington by car, you see there's plenty of parking available throughout the city. There are many taxi companies to get you where you need to go. Uber and Zoomy are popular ride-sharing services in Wellington. Mevo is Australasia's¹ first and only climate positive car share – which means hybrid electric cars are always available to you. Carpooling (lift-sharing – giving a lift to someone in your car) is also becoming very popular. There are even a few public transport surprises in Wellington including its historic cable car. The Wellington cable car is a tourist “must-do”. It takes passengers to the peaceful



¹ Australasia is a region including Australia, New Zealand and some islands.

Botanic Gardens, offering great views of Wellington on the way up. This is the perfect spot to take the iconic photo of the capital! You can also hop on or off the cable car at several stops. For a fast and convenient way to experience the cable car, it is a good idea to buy your tickets in advance. When you pay for most public



transport in Wellington, you need either cash or a special card. Fares are based on the distance of travel. The more zones you travel through, the higher the fare is. The trains in Wellington are a fast way of

getting outside Wellington. If you want to get to the South Island, you usually travel by ferry. The transport network includes not only bus services, five-passenger rail lines and the ferry service, but also railway stations, bus and ferry shelters, and parking facilities. New Zealand is building a world standard public transport network to take greater Wellington into the great future: to offer fast, affordable, more frequent and reliable transport.

C. Divide the article into paragraphs. Remember: a new idea – a new paragraph!

3. Use the context of the article to correct the definitions.

1. Pedestrians are people who drive cars. 2. “To encourage people” to walk, cycle and scoot means to make them stop doing that. 3. “Giving a lift” means travelling in a lift together. 4. “Fare” means beautiful. 5. “Within walking distance” means together with walking. 6. “Paradise” means a dangerous place.

7. “A bike rack” is a place where you hire a car. 8. “Walkable” means able to walk. 9. “Share a car” means travel in a car on your own. 10. “A perfect spot” is a very good time to do something. 11. “Cycle paths” are places where you can leave your bicycle.

4. a. Complete the questions to the article with question words.

1. ... makes everything in Wellington within easy walking distance? 2. ... is Wellington a walker’s paradise? 3. ... cycle paths and bike racks are there in the capital? 4. ... encourages walking, cycling and scooting in the city? 5. ... can you hire in Wellington? 6. ... walkable is New Zealand’s capital? 7. ... climate positive habits are becoming popular in Wellington? 8. ... spot does the cable car take you to? 9. ... do fares depend on in public transport? 10. ... makes Wellington traveller-friendly?

b. In pairs, use the text to ask and answer the questions.

LESSON 11. Board game “Let’s talk with a sand clock”

Communicative area: revising the material of the unit

1. a. What do you need to play a board game? What are “heads and tails”? What does the phrase “can’t make heads or tails of it” mean? Discuss with your partner.

b.  Listen and check your ideas. Why were these words mentioned?

paper and pencil, counters, cubes, coat-of-arms, reverse, kangaroo, kiwi.



c. Play the board game in groups.

For the game, you will need: a coin, counters for each player, hourglass (sand clock) or stopwatch

Toss the coin. Heads – one square forward; tails – two squares forward.

Answer the question and continue to speak on the topic for 1 minute. Finish on time!



 The game is on the disk.

Interesting to know!

- The kiwi is a national symbol of New Zealand. Its name means ‘hidden bird’ in the language of Maori, the native people of the country. New Zealanders are often called Kiwis. It’s their nickname.
- New Zealand is famous for its magic landscapes. That’s why *The Lord of the Rings* was filmed in this country.
- Edmund Hillary, the first person to climb Everest, was born in New Zealand.



2.  Moving activity “Heads or tails”.

LESSON 12. Progress test

I. READING

1. Read the article. What countries did the writer visit?

My most unforgettable trips of all times!

Every trip changes us and our life. But some trips are more exciting, some moments make you rethink your life and take your breath for a few moments.

The first unforgettable moment was my first plane trip. I honestly do not remember the destination I was flying to... But I remember the flight very well. We got the seats at the back of the plane ... which made me feel so scared! At the time of takeoff (*взлет / уэльт*), I was so worried that all the people would fall on us ... And at the time of landing (*посадка / пасадка*), I remember to tighten my seat belt, scared of flying over people. For a long time, I could not forget that feeling!

The second memorable trip was to Canada. I was about 9 years old... If I close my eyes, I can still see that power of water in Niagara Falls. I remember walking along the paths and feeling that fine water that came from the waterfalls getting me wet. By the way, I didn't suffer from jet lag at all!

The third most remarkable trip of my life was a road trip that my family made when I was about 12 years old. We travelled across the country staying at different hotels and guest houses. We visited all the capital cities: London, Cardiff, Edinburgh, and Belfast. I learnt so much about the UK during that trip! It was so educational. I fell in love with Edinburgh, its magic and beauty. Probably that trip made me choose Edinburgh University to study after finishing school.

My next unforgettable trip only came to happen a few years later. In 2015, I flew to Berlin to visit my aunt. We had a few days to get to know new places... So together with some friends, we decided to buy

a train ticket and make backpacking in Europe. It was 15 days of amazing discovery... I can remember every city we visited, every night on the train... Moments that will last forever in our memory.

And the last time I felt this emotion in 2018 when I climbed Snowdon, the highest mountain in Wales. The view was unbelievable! You feel how small we are in the face of this wonderful huge world!

Unforgettable moments just happen! We cannot predict them or programme them... But the more you travel and experience different things, the greater the chance of living something like that!

2. What was the writer's scariest experience? Read aloud the extract about it.

3. What or who in the trips ...

1. ... was powerful? 2. ... went on a road trip?
3. ... was educational? 4. ... was magic and beautiful?
5. ... lived in Berlin? 6. ... travelled by train in Europe?
7. ... was amazing? 8. ... was unbelievable? 9. ... is huge?
10. ... is unforgettable?

4. What about you? What was your unforgettable journey?

II. LISTENING

1.  Answer the questions.

1. Why can't Jill go bushwalking tomorrow?
 - a) She's going to Uluru.
 - b) She's going on a guided tour of Melbourne.
 - c) She's going on a guided tour of Canberra.
2. Why can't she go bushwalking on Wednesday?
 - a) She's going to Uluru.

- b) She's going on a guided tour of Melbourne.
 - c) She's going on a guided tour of Canberra.
3. What is she going to do on Friday?
- a) She's going to Uluru.
 - b) She's got no plans for Friday.
 - c) She's going on a guided tour of Canberra.
4. When and where are the friends going to meet?
- a) They're going to meet on Thursday at the airport.
 - b) They're going to meet on Friday in Canberra.
 - c) They're going to meet on Friday at the airport.

III. SPEAKING

1. Work in pairs.

a. Role-play a conversation at a railway / bus station. Buy a ticket from a capital to another destination.

b. Book a ticket for a hop-on – hop-off coach tour around a capital.

2. Speak about the landmarks of a. London; b. Canberra; c. Wellington.

Lesson 7, ex. 2 a

Key:

Canberra: B, C, F, H, I, J

Wellington: A, D, E, G, K, L, M

UNIT 8

Travelling

LESSON 1. Great travellers' code of conduct

Communicative area: speaking about a traveller's rules

Active vocabulary: unless, quest

Active grammar: Conditional 0, Conditional 1

1. a. Do the quiz:

1. What do you think the word "Viking" used to mean originally?

a) war; b) journey; c) trade; d) adventure.

2. What places did the Vikings travel to?

a) America; b) Polynesia; c) Russia; d) Greenland.

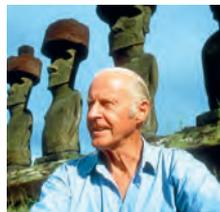
3. How do you think is the man in the photo connected with the Vikings?

a) He studied the history of the Vikings as a scientist.

b) He repeated their travels.

c) He was from Scandinavia.

d) he behaved like a Viking.



4. On a small raft, he crossed
 - a) the North Sea;
 - b) the Pacific Ocean;
 - c) the River Volga;
 - d) all the fjords in Norway.
5. Thor Heyerdahl's motive
 - a) was the same as that of the Vikings: it was a quest for gold, power and fame;
 - b) was a quest for education and understanding of other cultures;
 - c) was a quest for success and fame;
 - d) was a quest for Viking treasures.

b.  Listen to the podcast on great travellers and check yourselves.

c. Which quest would you like to go on: a power quest or a culture quest?

2. a. Read the Viking Code of Conduct (rules of behaviour). What kind of people were the Vikings: 1) adventurous; 2) honest; 3) dishonest; 4) noble?

The Viking Code of Conduct

1. If a Viking takes a decision, he gives a word to himself.

2. If a Viking gives a word, he keeps it at any cost.

3. If a Viking breaks his promise, he loses all his friends.

4. A Viking can't break his word unless he has given a word to a foreigner or a Viking from an enemy's clan.

5. If a Viking is in friendly territory, he'll always have food, shelter and protection.

6. If a Viking takes unnecessary risks, he behaves like a fool.

7. If a Viking wants men to follow him, he must behave well and be fair.

8. A Viking is a good man to follow if he is lucky.

b.  Reread the Viking Code of Conduct. There are 7 rules there and one prediction. Find the prediction.

c. Find examples for the following rules in the Viking Code of Conduct.



Conditional 0

If + Present, Present

Conditional 1

If + Present, Future

d. Answer the questions about the sentences.

What do the sentences tell us about: something that usually happens or something that can happen in the future on a certain condition? Is the prediction realistic? How many parts do the sentences consist of? Does the *if*-clause always come first? Does the position of the *if*-clause change the meaning of the sentence? What punctuation mark is used in the sentences? Is it used if the sentences begin with the main clause,

but not with the *if*-clause? Which sentences follow the pattern *if* + Present, Present? Are there any other verb forms used in the sentences? Can we use “when” instead of “if”?

e. Which rules from the Viking Code of Conduct do you like? Why?

3.  Moving activity “Power quest or culture quest”.

4. a.  The two sentences below have the same meaning. What is the meaning of **unless**? Complete the rule:

unless = *if* + ...

A Viking **can't** break his word **unless** he **has given** a word to a foreigner or a Viking from an enemy's clan.

A Viking **can** break his word **if** he **has given** it to a foreigner or a Viking from an enemy's clan.

b. In some of the English proverbs below **unless** can be used instead of **if**. Rewrite the proverbs that can be changed.

1. When you're in Rome, do as the Romans do.
2. If you can't beat them, join them.
3. If you want something done right, you have to do it yourself.
4. Don't talk the talk if you can't walk the walk.
5. If you don't have anything to say, don't say anything at all.
6. If a job is worth doing, it is worth doing well.
7. If you don't know where you're going, then the journey is neverending.
8. If you can't stand the heat, stay out of the kitchen.

c. What form of Conditional do the sentences illustrate? Do you know similar proverbs in your language?

d. Which of the proverbs in ex. 4b. can be good for Traveller's Code of Conduct? Discuss with your partner. Report the results of your discussion to the group.

 **Moodle.** English 7. Unit 8. *If / When* clauses.

LESSON 2. Travel blog tips

Communicative area: talking about tips for travellers to Australia

Active vocabulary: difference, suffer from jet lag, to backpack

Active grammar: Conditionals 0 and 1; *when-* and *if-*clauses to speak about the future

1. a. Complete the scientific facts below:



When it is winter in Belarus, it is ... in Australia.

When it is 3 p.m. Friday in Minsk, it is ... in Canberra.

When it is 3 p.m. Friday in Minsk, it is ... in Wellington.

b. Check with your teacher. Can you explain the time and season difference with Australia and New Zealand?

c. What is the best way to travel to Australia or New Zealand? Would you like to go there? Why? Would you prefer to travel alone or with family or friends?

2. a. Match the beginnings and the endings of the sentences:

1. When you travel by sea,	a) I enjoy travelling more.
2. If you practise English while travelling,	b) you get seasick.
3. If I plan my travels,	c) they always make new friends.
4. When people travel,	d) unless you talk to the local people.
5. You won't understand a new culture	e) it'll get much better.
6. If you travel to Australia or New Zealand by plane,	f) they'll put you on the next flight.
7. If you check in early,	g) the flight will take more than 20 hours.
8. If you miss your flight,	h) when people travel with kids.
9. It's difficult to sleep on the plane	i) you should fly as early in the day as possible.
10. Unless you want to spend a lot of time waiting at the airport,	j) you can get the best seats.
11. If you're suffering from jet lag,	k) a good night's sleep will help you.

b. Which of them do you agree with? Discuss in pairs.

c. Which of the sentences tell us about rules and general truths, and which – about the future results of certain actions?

d. Use **if** instead of **unless**. Make other changes if necessary.

e.  Complete the rule.

In **if**- and **when**- clauses we use ... to speak about the future.

3.  Moving activity “*If*- and *when*- Dominoes”.

4. a. Read the introduction to a travel blog. Will you go on reading it if you spot it on the Internet?

BOOMERANG TRAVEL BLOG

This blog is for you if

- you're planning a trip to Australia
- you're looking for advice on where to travel in OZ and what to do
- you're looking for tips from a backpacker who has lived and worked in Australia



Backpacking is a low-cost, independent way of travelling. Backpackers take little luggage – just a backpack. They use public transport, stay at cheaper hotels, meet the locals and see the sights.

b. Read some advice from the blog and put the *if*-sentences into four groups:

1. How to prepare

2. Things to see

3. Activities to do

4. Things to remember

If you (want) to travel light, (try) backpacking.

If you (be going) to travel to Australia, (remember) about the difference in seasons. When you (arrive) in Australia, winter will turn into summer.

If you (think) Australia is always hot, you (be) wrong! It does get COLD sometimes. There are even ski fields outside Melbourne.

If you (go) to Australia, you (do) loads of interesting things: learn to surf, go sailing, diving, scuba diving, snorkelling, shark cage diving, swimming with sharks and manta rays.

When you (arrive) in Australia, you (see) that there are lots of places to go: the Great Barrier Reef, Uluru, Canberra, Sydney, Melbourne, you name it!

If you (plan) to backpack in OZ, (not / forget) about the distances. Australia is HUGE!

c. Put the verbs in brackets in the correct forms.

5. a. Fill in the missing words.

1. What is the time d... between the UK and Belarus? What about Belarus and Russia? 2. Have you ever s... from j... l... ? 3. Would you like to go b... in Australia or New Zealand?

b. In pairs, ask and answer the questions.

6. a. Use the beginnings below to make sentences that are true for you.

When I travel to Australia...
If I travel to Australia...
If I go...

b. Compare your ideas with your partner's. Do you have a lot in common? What are the differences?

LESSON 3. Travelling is fun, isn't it?

Communicative area: expressing opinions on travelling

Active vocabulary: "travel" idioms: to hit the road, off the beaten track, at a crossroads, to take someone for a ride, to live out of a suitcase, to drive somebody mad

1. a. Put the words connected with travelling into groups.

Transport	Tram...
At the airport	Check-in...
Buying tickets	Tickets...
Luggage	Suitcase...
Scenery	Beach...
Types of travelling	Outing...

Mountains, beach, trip, catch a plane, backpack, tram, guided tour, car, plane, travel, breathtaking view, bicycle, passport control, train, ferry, check-in, ticket, flight, voyage, round trip, taxi, return ticket, suitcase, outing, see off, journey, landscape, hot air balloon, fantastic, tour.

b. Add two more words to each category.

c. In pairs, make sentences about travelling, using the words in the box. Have a competition: Who will make more sentences?

2. a. Read the statements on travelling in the table. Choose the numbers that best express your opinions.

If you want to learn about other cultures and people, you should travel.	1	2	3	4	5
Travelling is fun.					
Travelling is dangerous.					
Travelling is expensive.					
Travelling with family or friends is better than travelling by yourself.					
Travelling is a great way to improve your English.					
You should learn the language of the country you are going to travel to.					

1 – I completely agree; 2 – I mostly agree; 3 – I'm not sure; 4 – I mostly disagree; 5 – I completely disagree.

b. Compare your answers with your classmate's. Give reasons.

3. 🧑‍🎤 Moving activity “Mime the transport”.

4. a. 🎧 Listen to a young girl talking about travelling. Only one of the statements below is false. Which one?

1. She *travels very often*.
2. When she *doesn't know what decision to make*, she takes a trip.
3. When she's tired of studying too hard, she *goes travelling*.
4. When her friend *has tricked her*, she goes on a journey.
5. When *she gets angry*, she goes travelling.
6. She likes travelling *to popular destinations*.

b. Match the phrases with the travel idioms below. Which idioms are not illustrated?

- a) off the beaten track;
- b) lives out of a suitcase;
- c) hits the road;
- d) is at a crossroads;
- e) has taken him for a ride;
- f) something drives him mad.



1



2



3



4

C. In pairs, ask and answer the questions.

Do you know someone who lives out of a suitcase? Who do you ask for advice when you're at a crossroads? Has anyone ever taken you for a ride? What do you do when something or somebody drives you mad? How often do you hit the road? Would you like to travel off the beaten track?

LESSON 4. What is the best means of transport?

Communicative area: comparing means of transport; talking about travelling

Active vocabulary: (un)reliable, (in)convenient, (in)efficient, crowded, empty; long / short-distance; fare, fly a plane, drive a car

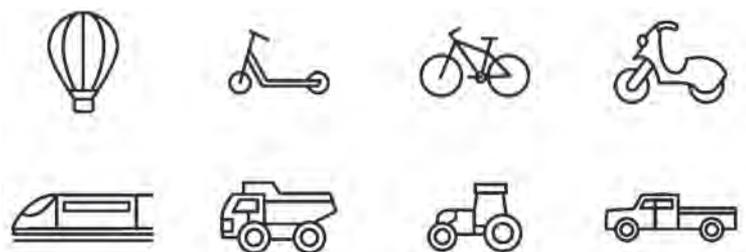
1. a. Ask your partner: "How long will it take you if you travel from ... to ... by ...?" Use the picture for help.



Example: – How long will it take you to travel from Minsk to Brest on foot?

– If you travel from Minsk to Brest on foot, it will take you about three days and three nights non-stop.

b. Name these means of transport. Add some more.



2. a. Put the means of transport into different categories:

- personal and public;
- marine, land and air;
- long-distance and short-distance.

b. Choose adjectives in the box to describe every means of transport.

cheap ♦ safe ♦ (in)convenient ♦ (un)reliable ♦
fast ♦ crowded ♦ expensive ♦ dangerous ♦
(un)comfortable ♦ (in)efficient ♦ slow ♦ empty

convenient – easy to get to;

reliable – always good, never letting you down;

crowded – full of people, packed;

efficient – well-organised, always on time;

empty – opposite to crowded.



c. Tell your partner how you prefer to travel. Explain why. Do you have a lot in common?

3. a. In pairs, ask and answer the questions.

How well can you ride a bike?

Can you drive a car?

How old do you have to be to drive in Belarus?

Would you like to fly a plane? Why?

b. Walk around the classroom. Do a class survey on bus travel: ask everyone your questions. Take notes. Who travels the most?

c. Report the most interesting findings to the class.

Help box

Most people think that...

Several students say that...

Very few people agree that...

Only two people think that...

Nobody thinks that...

All students agree that...

LESSON 5. Take a trip and take only photos!

Communicative area: reading tips for animal lovers

Active vocabulary: shore, seasick

1. Would you like to make a sea voyage to some islands in the Pacific or Indian Ocean? Why? Tell your classmates.

2. a. Read the dictionary definitions of the words and complete the questions with the words.

Coast – the area where the land meets the sea.

Example: *Most of the population of Australia live in big cities along the east coast of the continent.*

Shore – the land along the edge of a large area of water, such as an ocean or a lake. **Example:** *There was a little hut on the opposite shore of the lake.*

Beach – the flat land right near the sea that is covered by water some of the time; the area by the sea, which is a place of enjoyment. **Example:** *We used to walk hand in hand along the beach.*



lay lie on the beach

1. Would you like to sail along the ... of Africa down to the point where two oceans meet: the Indian and the Pacific? 2. Would you like to walk for several miles along the ... somewhere in California? 3. Would you like to live on the sea ...?

b. Work in pairs. Ask and answer the questions. Find equivalents of the words in your language.

3. a.  Listen to the tongue-twister. Follow in the book. What sounds are repeated?



She sells sea shells on the shore of the Seychelles, and the shells that she sells are sea shells, I'm sure.

b. Listen and repeat. Practise saying the tongue-twister as fast and well as you can.

c. 🧑🏃 Moving activity “Stranded”.

d. All the words in the list except three have the [ʃ] sound. Find the odd words out.

National, shark, unfinished, special, sheep, fishing, station, shell, machine, chocolate, suffer, sure, Asia, ocean, show, T-shirt, shower, dishes, sweatshirt, shoe, mushroom, should, ship, shorts, Russian, beach.

4. There are two words missing in the rules for animal lovers in ex. 4a. – always and never.

a. Fill in either **always** or **never**. Check with your partner.

... buy things like ivory, bone souvenirs, tortoiseshell, feathers or shells; ... buy something that the local people produce without using animals; ... take a piece of coral reef home with you; ... touch coral reefs; ... visit small private Zoos; ... make animals suffer; ... go on a photo safari; ... leave litter on the beach after a picnic.

b. Check with the tips for animal lovers from a nature magazine.

Souvenirs



Don't buy things like ivory, bone, tortoiseshell, feathers or shells. Animals die to make such souvenirs.

If you want a souvenir, buy something that the local people make without using animals.

Coral reefs



If you go diving, don't take a piece of coral reef home with you. Coral reefs are alive and lots of animals live there. Touching coral reefs is bad and dangerous for them as reefs take many years to grow. Coral reefs look so much prettier alive and underwater! If you want to remember your holiday, buy an underwater camera.

Attractions

Try not to go to circuses and other places where animals are shown to the public because animals suffer for the entertainment of tourists. Some Zoos aren't very good either. Animals often live in very small dirty cages so it's a good idea not to visit small private zoos.



Litter

On a sunny day, it's great to have a picnic on the beach. But remember never to leave litter on the beach or in the forest. Plastic litter kills more than one million sea birds and 100,000 sea animals only in the UK every year. On many beaches, you'll have to pay a lot of money now if you leave litter.



5. Have a class discussion: How do animals suffer because of tourists? Answer the questions below. Use the tips for animal lovers. Explain your answers.

What will happen if...

- you go to a small private Zoo or circus?
- buy souvenirs made from animals?
- you leave litter on the beach?
- you touch a coral reef?

LESSON 6. Safety tips

Communicative area: writing safety tips for visitors to Belarus

1. a. Who's got the best memory? Recall the tongue-twister from the previous lesson.

b. Put the words below in the correct order to make an Italian proverb:

cannot / to lose sight / of / unless / enough / you / you / are / see / oceans / the / new / brave / shore

c. Rewrite the sentence above using **if instead of **unless**.**

d. Change more proverbs and sayings with **unless into sentences with **if**.**

Never give advice unless you are asked. (*German*)

Don't open a shop unless you know how to smile.
(*Jewish and Chinese*)

You do not really understand something unless you can explain it to your grandmother. (*Russian*)



Don't tell a secret to anybody, unless you want the whole world to know it. (*Latin*)

Do not kill an animal unless you intend to eat it. (*Klingon – a humanoid species from Star Trek*)

Don't become a sheep unless you want to be a wolf's meal. (*Sicilian*)

Unless you stop dreaming, you are not lost. (*Australian*)

d. Which of the proverbs and sayings do you like best and why?

2. 🧑🏃‍♂️ Moving activity “[s] and [ʃ]”.

3. a. Read the Beach Safety Tips leaflet for holiday-makers. Find the two tips that have been misplaced.



DO: swim and fish in company; swim on beaches with lifeguards; watch little children; swim in calm sea; sit under rocks; be helpful to others; find out about weather and waves before leaving home for the beach; tell someone at home about your plans for the day; follow beach rules; call the emergency if someone else is in danger.

DON'T swim for an hour after meals; climb rocks; go out too far into the sea; fish alone; swim in big waves or bad weather; swim in the cold sea; swim if you feel unwell; shout for help or call a lifeguard if you are in danger.

b. Which of the tips above are appropriate for Belarus?

4. a. 📄 Work in pairs. Create a list of safety tips for visitors to Belarus. Make notes.

If You Come To Belarus To Enjoy Your Holiday

DO

DON'T

Swim and fish in company... Swim in cold water...

b. Work individually. Write your safety tips.

Example: If you come to Belarus to enjoy your holiday, always swim and fish in company. If you swim in company, you will always get help.



LESSON 7. See three UK national parks by public transport

Communicative area: describing the routes to national parks

1. Discuss in pairs. What is the best way to explore a country? Why do you think so? Use the Help box and your ideas.

Help box

In my opinion ...

As for me ...

In my view ...

It depends. If ...

2. a.  Listen to the programme about visiting UK national parks by public transport. What means of transport are mentioned in it?

b.  Listen to the first part of the programme and match the words to make collocations according to the text. Then make sentences with them.

- | | |
|------------------------|--------------------|
| 1. emerald | a) view |
| 2. wooded | b) shoreside |
| 3. picturesque | c) path |
| 4. train | d) islands |
| 5. lovely | e) shores |
| 6. three-day | f) waterbus travel |
| 7. unlimited | g) ride |
| 8. walking and cycling | h) Loch Katrine |
| 9. seven-mile | i) ticket |
| 10. gorgeous | j) trails |

Take to the water: Loch Lomond



- c.  Listen to the second part of the programme. What do the phrases below relate to according to the programme?

hundreds of thousands ♦ two hours ♦
dining train ♦ jump-off stations ♦
August ♦ on foot ♦ by train

Dreams of steam: North York Moors railway



- d.  Listen to the last part of the programme. What do the numbers below mean?

120,000 ♦ 90 ♦ 17.50 ♦ 9 ♦ 7.20 ♦ 100

Walk this way: South Downs



3. 🧑‍🎓 Moving activity “Quotation”.
4. **a.** Work in groups of three. Each student reads one part of the programme. Invite your groupmates to visit a UK national park. Describe the route in detail.
- b.** Choose one of the three parks to visit. Report to the class. Have you chosen the same parks?
- c.** What Belarusian national parks do you recommend to visit? Why? What public transport can you use to get there?

LESSON 8. Belarus is worth visiting!

Communicative area: talking about places of interest in Belarus; discussing a travel itinerary for our country

1. Your English-speaking friend is coming to Belarus for ten days. What places of interest will you recommend him / her to visit? Why?

2. a. Look through the three itineraries. Which of them would you choose? Why?

10-day trip itineraries for Belarus

Itinerary 1: City break (*a short holiday*)

1. Minsk → Khatyn memorial → museums and theatres → the National Library → Minsk Victory Square

2. Vitebsk with Marc Chagall Museum → Polotsk → Mogilev → Gomel → Brest with Brest Fortress

Itinerary 2: Ecology break

Narochansky National Park → Berezina Biosphere reserve → Braslav Lakes National Park → Belovezhskaya Pushcha → Pripyatsky National Park

Itinerary 3: Castle tour

Lida Castle → Krevo Castle ruins → Mir Castle → Nesvizh Palace → Brest Fortress

b. Which of the itineraries do these descriptions come from?

A. This Fortress, one of the most important places in Belarus, dates back to the 19th century and is one of the symbols of World War II. It is the largest tourist attraction in Brest. The fortress was not rebuilt after the end of the war but was turned into a war memorial. When you enter the fortress, you see a huge star cut into concrete. The radio informs you about the beginning of

the war. As you walk up to the centre of the fortress, you see “Thirst” – a large monument showing a soldier who is trying to get some water from the river. The soldiers of the fortress fought there for many days and nights without water or food. There are other monuments on the territory of the fortress and a museum, too.

B. This city is a popular tourist attraction in Belarus. It was founded in 862 and it is the oldest city not only in Belarus but in the whole Slavic region. Throughout its long history it has fought against the Vikings, crusaders¹, Ivan the Terrible, Napoleon’s soldiers and the Nazis. Euphrosyne of Polotsk and Francysk Skaryna were born there. It is also one of the most beautiful cities of Belarus as it is situated on the picturesque banks of the Western Dvina. There is a huge cathedral in the centre of the city – the Cathedral of Saint Sophia. It was built between 1044 and 1066. Much of the cathedral has been destroyed and rebuilt, but some parts are original. The city is full of historical buildings and monuments: Red Bridge from the 12th century, several museums and a monastery.

C. This memorial is situated in Minsk region and is one of the most memorable places in the country. It used to be a usual Belarusian village, but on March 22nd 149 people were burned alive by the Nazis there – like people in other 628 Belarusian villages. Only one of the villagers survived. After the war, a memorial was built in this village to all those who died across Belarus during the war. The memorial has 26 chimneys with bells – one for each of the houses in the village – which ring every hour. The Square of Memory has three birch trees and an eternal flame² as a symbol

¹ **crusader** – крестоносец / крыжаносец

² **eternal flame** – вечный огонь / вечны агонь

of each fourth Belarusian who died in the war and the other three who survived.

D. This National Park is situated in Gomel region in the South of the country, 250 km from Minsk. It is a huge park where you can find about 50 mammal species, 37 species of fish, 246 species of birds and other animals. In 1987 the European bison was brought to the park. The area of the park is strictly controlled and some parts of it cannot be visited by tourists. There are over 30 lakes in it and it is a wonderful place for boating, fishing, and bird watching. There you can travel back several hundred years looking at the untouched beauty of Belarusian nature.

C. Match the descriptions in ex. 2 with the pictures. Read out the parts of the text that describe the pictures.



1



2



3



4



5



6



7



8



9

d. Which facts from the descriptions have you always known? Which are new for you?

3.  Moving activity “Belarusian landmarks map”.

4. Tell your partner which of the places

- you have visited;
- you would like to travel to;
- you would recommend to your friends from abroad.

Give as many details as possible.

Project 

LESSON 9. Travel blog

Communication area: creating a travel blog with a country’s profile and tips for travellers to this country

IN CLASS

1. a. Work in groups. In your group, choose one of the options.

Create a travel blog for:

1. Australia

2. Belarus

3. the UK

4. New Zealand

5. another country

b. Discuss what information you will include in the introduction to the travel blog. Choose from the list.

Landmarks, weather and climate, capital, language, national holidays, interesting facts, wildlife, famous people, tourism, sports and favourite activities, etc.

Use units 7 and 8 and any other sources you can think of.

c.  Moving activity “North, East, South, West”.

d. Discuss what you can include in “Travel Tips” or “Code of Conduct” for your country. Make sure you use **Conditional 0 and **Conditional 1**. Make notes.**

e. Divide responsibilities: decide who does what in your group.

f. Discuss how you can make your presentation interactive. Prepare a quiz, a questionnaire, a game, etc.

BEFORE THE PRESENTATION LESSON

1. a. Find illustrations for your blog. Make a poster or create a website if you can.

b.  Write the country’s profile.

c.  Write Travel Tips / Code of Conduct for your country.

d. Find music or other sounds symbolic for this country.

e. Practise the future presentation.

IN THE PRESENTATION LESSON

1. Present your blog.

LESSON 10. Culture corner. Out and about on London's transport network

1. What means of public transport are there in your city / town? What is your favourite one?

2. a. Read the text from the Internet site about the London Transport Museum and find the odd photo. Read aloud the sentences describing the photos.



A



B



C



D



E



F

Transport doesn't just take people from A to B; it links people and places. The London Transport Museum tells the story of London and its transport system over the last 200 years. The Museum's collections include great examples of means of transport and objects used over the last century. The Museum does not only explore the past but also looks at present-day transport and ideas for city transportation in the future.

Children love the London Transport Museum and often don't want to leave it because they have a lot of fun. It's not every day you get to drive a tube train simulator, climb in and out of double-decker buses and fly the Emirates cable car.

Even going up in the lift is fun because it's a time machine. You step in near the entrance in 2019 and as it goes up, you can watch the years counting down until you arrive on the second floor in 19th century London.

Here, you can climb inside a horse-drawn omnibus and hear voices from the different characters on the streets of Victorian London – a boy who sweeps the roads, a Thames waterman and a bus driver. There are buttons to press, levers (*рычаги / рычаги*) to pull and an activity booklet for children to collect stamps as they go around.

If you take the time machine lift down to the first floor you will find out about the world's first underground train, which was powered by steam from 1863 to 1905. Along the way, you can listen to the workmen who dug the first underground train tunnel. In the 1920s and 1930s, the new railway lines made travel much easier so weekend trips became popular. You can sit inside a train carriage and listen to people's conversations.

But the biggest attraction for kids is the ground floor which is basically a gigantic playground. Children can jump aboard a bus, walk through into a cable car and then a boat where they can blow the horn before climbing down into a workshop. Your kids can spend hours in All Aboard, the fantastic new play zone. You can repair a mini Tube train, make driver announcements (*объявления / аб'явы*) and laugh at the funny sounds on some of the noisy seats. There's also a dressing-up area where you can dress up as a riverboat captain or a train driver. But best of all, as many children think, is the Tube train simulator where you can experience what it's like to be a driver on the London Underground.

b. 📄 Work in pairs. Make a list of activities children can participate in at the museum. Compare your list with the other pairs’.

c. Which activities would you like to take part in?

3. 🧑 Moving activity “Miming game”.

LESSON 11. Board game “It looks iffy to me” 🧑

Communicative area: revising the material of the unit

1. If something “looks iffy”, what do you think it means?

a. not very good in some way

b. uncertain, not decided

c. slightly ill

You are now going to play games with Conditionals. Recall the rules of **Conditional 0** and **Conditional I** as a class.

2. a. Play game 1 in competing pairs.

Use the first game board with *if*-clauses in each square. Pairs take turns to choose a square and to make a conditional sentence by adding a result clause. If the pair does it successfully, they draw their symbol in the square. If not, the other pair take their turn. The aim of the game is to be the first to get five squares in a row either horizontally, vertically or diagonally. The first pair to do so are the winners.



 The game is on the disk.

b.  Moving activity “Stretch – relax!”

c. Repeat the game with game board 2, but this time make a conditional sentence by adding an *if*-clause to complete the sentence.

3. a. Make an IFFFFFFF – SNAKE as a class. Begin with the following *if*-clause:

If the weather is good tomorrow, ...

Each following student picks up the previous result clause and turns into an *if*-clause of a new sentence.

Example: – *If the weather is good tomorrow, I’ll go backpacking.*

– *If I go backpacking, I’ll get tired by the end of the day.*

b. Have fun by putting together the first *if*-clause with the last result clause! Sounds iffy? No wonder!

Interesting to know!

Found along Australia’s east coast, the Eastern Brown snake is responsible for approximately 60% of deadly snake bites in Australia. Adults can grow to two meters and are known to be fast and aggressive. When ready to attack, this snake will raise its body off the ground, creating an “S” shape.



4. Play the jeopardy game “Travelling from A to Z”.

 The game is on the disk.

LESSON 12. Progress test 📝

READING

1. a. Look through the pages from the *Travel Guide on Belarus* and match them with the titles. One title is extra.

A. Visit the land of churches!

B. Admire unique wildlife!

C. Learn about the culture of Belarus!

D. Have an active holiday!

E. Enjoy the exciting rides!

F. Relax on the picturesque lake's shores!

1. The Braslav Lakes National Park (250 km from Minsk) is one of the most attractive places in Belarus. The area of the lakes is 183 sq. km. One of them – Lake South Volos – is about 40 m deep. The lakes are surrounded by beautiful landscapes. The Braslav Lakes have more than 800 species of plants, 20 of them are disappearing and they are in the Red Book. There are more than 30 species of fish in the lakes. 45 of the birds are in the Red Book too – they are in danger. Such animals as badgers, brown bears,

elks, wild boars, and deer live in the forests around the lakes. The centre of the National Park is Braslav – one of the most ancient towns in Belarus. It was first mentioned in early 11th century.

2. Sports Complex “Raubichi” (22 km from Minsk). This sports complex in the central part of Belarus was built for ski competitions. Now it is a popular place for festivals and weekend holidays – tourists can stay in comfortable three-star hotels and lovely little cottages. There is a forest and a lake there and in winter you can ski-jump and ride on sledges. Right here there is a historical monument – a Cross Mount Roman-Catholic church with a museum of local costume from all regions of Belarus.

3. Dudutki (40 km from Minsk) is an open-air museum. This is a museum of handicrafts which was founded in 1993. Here the past and present are brought together and you can feel the atmosphere of the 19th century and discover the secrets of ancient handicrafts. It makes Dudutky one of the centres of cultural life in Belarus.

4. Grodno (275 km from Minsk). Grodno was first mentioned in 1128 A.D. It is one of the oldest cities in Belarus. It was founded in the 11th century on the picturesque banks of the Neman River. Monuments of all periods of history have survived in Grodno: the Church of St. Boris and Gleb (the only 12th century church in Belarus); the Old Castle (a monument of the 16th century); the New Castle (the 18th century); catholic churches of the 17–18th centuries. The Old Town is one of the most interesting sights of Grodno.

5. Lake Naroch (170 km from Minsk). The Narochansky land is famous for lake Naroch, a pearl of the Belarusian nature, and the most picturesque Blue

Lakes. The beauty of Lake Naroch, its wonderful forests, golden beaches and mild climate bring thousands of tourists to the lake's shores. One-third of the area of the park is covered with forests. There are 42 lakes here. The Naroch land has the largest number of pine forests in the country. The area is famous for its mineral waters, too. The Blue lakes have made this land really famous.

2. What species of plants and animals can you see in Belarus? Read aloud the extract about it.

3. Which of the places of interest is the furthest away from Minsk? Which of them is the closest to where you live?

4. Recommend each place to visit. What can you see and do there?

LISTENING

1.  Listen to a schoolboy from Belarus talking about travelling. Are the statements below true or false?

1. The speaker prefers travelling to staying at home when on holidays.

2. He gives three reasons why travelling is better than staying at home.

3. In Scotland, he travelled by boat.

4. He took a photo of Loch Ness monster.

5. You make lots of new friends when you travel.

6. If he gives them tips, they can make good travelling companions.

7. Unless you travel on holidays, you will feel bored.

8. This year he is going to stay at home.

2. What do you like more: travelling or staying at home on holidays? Why?

SPEAKING

1. Speak about the public transport in your town / city or Minsk. Use the questions below.

1. If you are asked about the best transport, what will you say? Why?

2. If you have to choose between travelling by public transport and using your family car, what will your choice be?

3. What types of transport do you think will become more important in the future?

2. If you decide to travel around Belarus, where will you go? Why?

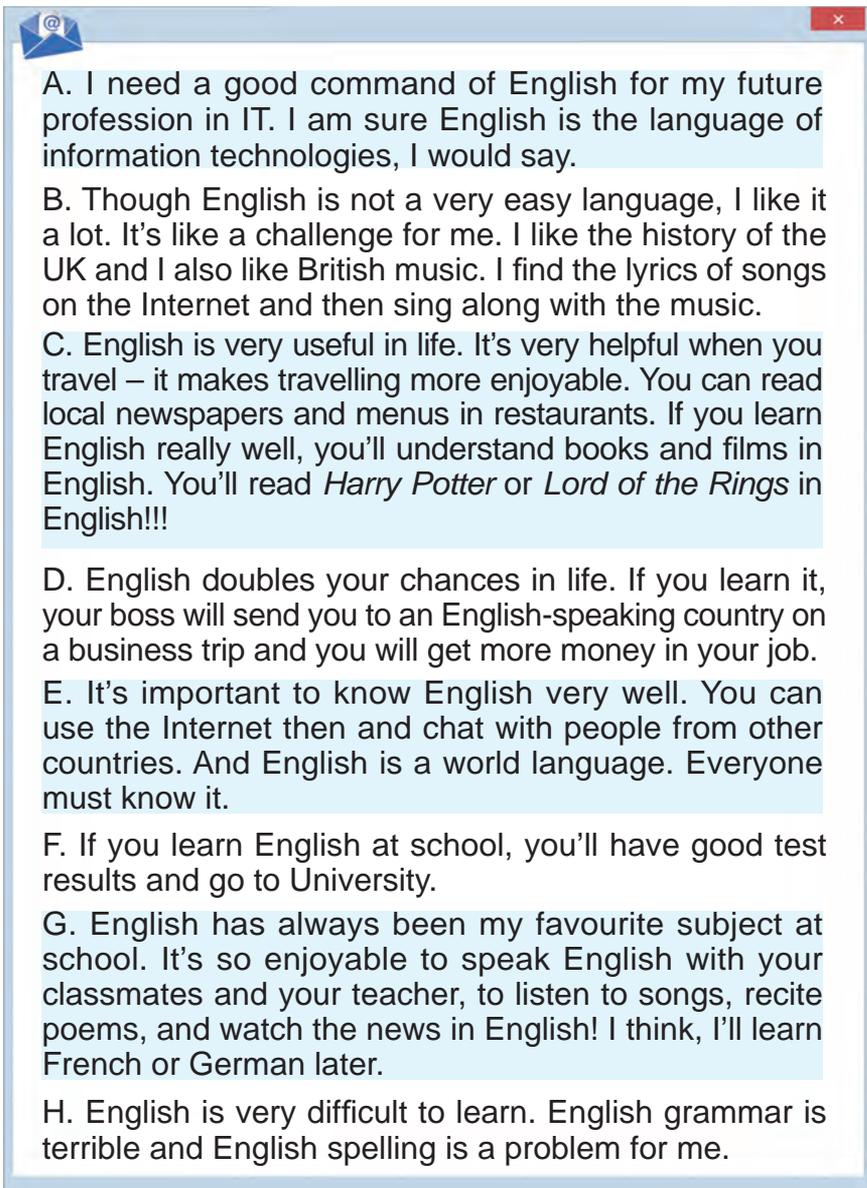
2. a. Work in pairs to do the quiz.

1. What is the world's most widely spoken language?
 - a. Spanish;
 - b. Mandarin Chinese;
 - c. Russian;
 - d. English.
2. How many people speak English in total?
 - a. One out of every five people on the planet;
 - b. One out of every ten people on the planet;
 - c. One out of every three people on the planet.
3. What percentage of the Internet is in English?
 - a. More than 50% ;
 - b. More than 80% ;
 - c. 100% .
4. How many words does an average native speaker know?
 - a. Between 5000 and 8000;
 - b. Between 8000 and 12000;
 - c. Between 12000 and 20000.
5. How many words does an average native speaker use in everyday life?
 - a. Between 1200 and 2000;
 - b. Between 4000 and 6000;
 - c. Between 8000 and 10000.
6. How many words do you need to communicate in most situations?
 - a. 500–1000;
 - b. 1500–2000;
 - c. 3000–5000.

b.  Listen to the radio programme about English and check your answers. Who's got the most correct answers?

3.  Moving activity “True or false”.

4. a. Read what people say about English. What ideas do you agree with? Discuss them with your partner. Share and compare with other pairs.



A. I need a good command of English for my future profession in IT. I am sure English is the language of information technologies, I would say.

B. Though English is not a very easy language, I like it a lot. It's like a challenge for me. I like the history of the UK and I also like British music. I find the lyrics of songs on the Internet and then sing along with the music.

C. English is very useful in life. It's very helpful when you travel – it makes travelling more enjoyable. You can read local newspapers and menus in restaurants. If you learn English really well, you'll understand books and films in English. You'll read *Harry Potter* or *Lord of the Rings* in English!!!

D. English doubles your chances in life. If you learn it, your boss will send you to an English-speaking country on a business trip and you will get more money in your job.

E. It's important to know English very well. You can use the Internet then and chat with people from other countries. And English is a world language. Everyone must know it.

F. If you learn English at school, you'll have good test results and go to University.

G. English has always been my favourite subject at school. It's so enjoyable to speak English with your classmates and your teacher, to listen to songs, recite poems, and watch the news in English! I think, I'll learn French or German later.

H. English is very difficult to learn. English grammar is terrible and English spelling is a problem for me.

b. Find ideas in the forum discussion in ex. 4a which explain why people learn English.

c. Why do you learn English? Use the forum discussion and the examples above as well as your ideas and write down as many reasons as possible about yourself.

LESSON 2. My secret plan

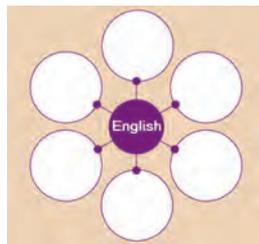
Communicative area: discussing different ways to learn English.

Active vocabulary: to google, to enrich, to fall behind, to look up, to keep up with, a desire, a dictionary, a skill, speech, subtitles, enthusiastic, fluent, frustrated; fluently.

Active grammar: verb prefix *re-*, noun suffix *-ness* and adjective suffixes *-ly*, *-less* and *-ful*

1. a.  Work in pairs. What ways to learn English do you know?

b. Report to the class. Compare the spidergrams and vote for 5 top ways to learn English.



2. a. Read Nikita's tips on how to get to the top in learning English. Which of the spidergram's ideas from ex. 1 did Nikita use?

My secret plan

Last year I felt **frustrated** with my English level. To be honest, I had a strong **desire** to skip my English

classes because I didn't understand the teacher's **speech** and my classmates' jokes. I **was falling behind**, while my classmates were doing their best to make progress in the language. I thought I would never **keep up with** them.

Last summer changed everything. In late June my best friend Alex came back from an international summer camp in the USA. He was so **enthusiastic** about the camp life and his new friends who lived all over the world that he couldn't wait for the next summer to go there again and to *reunite* with the friends. He invited me to join him. The only thing that I had to do was to pass an English exam in March. That made me feel *helpless* and frustrated again...

Alex spent hours talking to his camp friends on Skype. He spoke English *fluently*, but I didn't understand his speech and it made me crazy. I needed to do something to turn my most difficult school subject in my favourite one. I made up my secret plan. I am sure about its *usefulness* and ready to share it with you:

1. I set the English language on my mobile phone and computer. I also did it on my Facebook and Twitter accounts. It was really *helpful* in **improving** my English spelling and in learning new words because we use these things *daily*.

2. In the evenings, I started watching films with the English **subtitles** with an online **dictionary** on my mobile and a remote control in my hands. I really enjoyed **looking up** new words in the dictionary. It was an easy way to *refresh* and **enrich** my vocabulary.

3. I made up an *endless* playlist of English songs and chose the most interesting audiobooks to listen to before going to bed or while doing sports. Very soon I learnt the lyrics of all the songs (of course sometimes I had to **google** some lyrics) and my singing along made my pronunciation much better.

4. I *reread* all my favourite books in English. At present, I am reading a *lovely* novel “Charlie and the Chocolate Factory” by Roald Dahl.

Suddenly for myself, I joined Alex in his hot discussion with a boy from Mexico about one of the missions in “The World of Tanks”. My natural *shyness* disappeared at once. Since that day I have been practising my speaking **skills** with Alex’s camp friends on Skype. I can say that I am quite **fluent** in English.

Tomorrow we are flying to Los Angeles to **participate** in an amazing summer camp. I am proud of myself and my *stubbornness* I can say now. The exam was as easy as ABC after my *daily* self-study. Never give up, even if you feel frustrated.

P.S. The flight is going to be long, but I know that reading “Matilda” by Roald Dahl will make it much shorter.

b. Work in pairs and match the words in bold with their meaning.

1. process of speaking; 2. take part; 3. a book with information about words; 4. unhappy; 5. make richer; 6. find information on the Internet; 7. the words of actors written on the screen; 8. make sth better; 9. an ability to do sth as a result of training; 10. a wish;

11. excited; 12. able to speak a foreign language very well and fast; 13. to be worse at sth than others; 14. to become as good at sth as others.

c. Complete the questions with words in bold from ex. 2a. Take turns to answer the following questions in pairs.

1. What made Nikita feel ... at school? 2. What strong ... did he have? 3. Who helped Nikita to ... his classmates' English level? 4. What was Alex ... about after coming back from the USA? 5. What did Nikita do ... his spelling? 6. How did Nikita ... his vocabulary? 7. What practice helped him to be ... in English? 8. What is he going to ... in?

d. Did Nikita's secret plan help him overcome his **weakness** and **laziness**? Look at the words in italics. What is common about them? Discuss with the partner. Complete the table.

regularly – adverb; friendly – adjective **ly** ≠ **ly!**

verb prefix re-	noun suffix -ness	Adjectives		
		-ly	-less	-ful
...

*Example: Alex does his homework regularly (adv.).
Nikita is a friendly boy (adj).*

3.  Moving activity “Two trains”.

4. Make up your own secret plan to improve your English (10–12 sentences). Use active vocabulary and grammar of the lesson.

LESSON 3. I was able to ...

Communicative area: discussing people's abilities in the past, present and future

Active grammar: *can / could, be able to* (to express ability)

1. a. Read the text about a girl with unusual abilities. How many languages can she speak?

Bella Devyatkina **could** talk at the age of two in Russian, English and French. For the last 4 years, she has managed to learn 7 foreign languages. Now she **can** speak Russian, English, French, Italian, German, Mandarin and Arabic.



Bella's mother, Julia started talking with Bella in Russian and English from the very first days of her life, and she tried to keep a balance with these languages. 10 months later they included French into their everyday communication. But in French, they talked much less (3 times a week for 1 hour). Her results in French were not worse than the ones in Russian and English. Bella perfectly understood speech in all 3 languages and **was able to** build sentences of 3–4 words. Step by step more and more languages are included in Bella's learning process right now. Bella is a famous multilingual girl and is often invited to take part in popular TV shows.

Human history has a lot of bright examples of polyglots. One of them is William Rowan Hamilton,

an Irish mathematician, who **could** speak Latin, Greek and Hebrew when he was a child. He also learnt Arabic, Sanskrit, Persian, Syriac, French, Italian, and other languages.

Who knows, maybe Bella **will be able to** outdo William's abilities...

b. Did Bella's abilities impress you? Why? Why not? What other polyglots can you name?

c.  What do the verbs express? Complete the rule.

Present	Past	Future
...	could	...
is / are able to	... / ... able to	... able to

d. Study more examples. What verbs are used for repeated actions in the past? What verbs are used for single actions in the past?

I **could** speak English at the age of 7. = I **was able to** speak English at the age of 7.

I **couldn't** swim at the age of 3. = I **wasn't able to** swim at the age of 3.

I **was able to** learn a poem by heart yesterday. *Not:* I **could** learn a poem by heart yesterday.

I **wasn't able to** learn a poem by heart yesterday. I **couldn't** learn a poem by heart yesterday.

2. a. Some people are polyglots because they can speak several languages. At least **you can speak English**. But at what age were you able to speak it? What can you do in English (*speak English, listen to...*)?

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

Example: – *Could you play the guitar when you were 6?*
– *Yes, I could / No, I couldn't.*

Help box

knit, sew, play the piano, swim, recite poems, count to a thousand, ride a bike, say the alphabet, sing, get dressed without help, draw, tell the time, play football, use a computer, Hoover, cook, do puzzles, take photos, read, speak English, ride a horse, write books, use a smartphone, ride a self-balancing scooter.

3.  Moving activity “Guess who?”

4. a. How has your ability to speak English changed for the last five years? What do you expect to do in English in 5 years? Complete the chart with the personal information about your abilities in English.

5 years ago I started learning English when I was six. I could say and write only simple words about my family. I was able to ... I couldn't say the alphabet without making mistakes. I couldn't / wasn't able to ... my teacher's speech.

Present days I've been studying it for 5 years and I am going to improve it. Now I am able to understand simple dialogues on different topics and write short stories. I can ... I still cannot participate actively in

a hot discussion or a debate. I can't ... I am not able to ... without making grammar / spelling mistakes.

In 5 years I expect that I will be able to speak English fluently. I will be able to

b. Compare with the partner. Do you have anything in common?

 **Moodle.** English 7. Unit 9. Modal verbs 1. Modal verbs 2.

LESSON 4. Let's read in English

Communicative area: inferring meaning from context, speaking about abilities / possibilities in the past

Active vocabulary: to borrow, to return, to learn by heart; a chatterbox, a cover, a grown-up, a teenager

1. Answer the questions.

- Do you read a lot?
- What are your favourite books?
- Do you ever read in English?
- Have you read any books by Roald Dahl?

2. a. Read an adapted version of an extract from *Matilda* by Roald Dahl and complete the gaps with the appropriate modals that express ability (**can**, **be able to** and their forms).

Matilda's brother was a perfectly normal boy but his sister, as I said, was different. By the age of one and a half she **1.** ... speak perfectly well and she

knew as many words as most **grown-ups**. The parents called her a noisy **chatterbox** and used to tell her that small girls should be seen and not heard.

By the time she was three, Matilda had taught herself to read by studying newspapers and magazines that lay around the house. At the age of four, she **2. ...** read fast and well and she



naturally began looking for books. The only book in the house was something called *Easy Cooking*. When Matilda had read it **from cover to cover** and had **learnt** all the recipes **by heart**, she decided she wanted something more interesting.

“Daddy”, she said, “do you think you could buy me a book?”

“A book?” he said. “What do you want the book for?”

“To read, Daddy.”

“What’s wrong with the telly? We’ve got a lovely telly and now you come asking for a book! You’re getting naughty, my girl!”

Nearly every weekday afternoon Matilda was left alone in the house. Her brother (5 years older than her) went to school. Her father went to work and her mother went out playing bingo in a town 8 miles away. So, Matilda **3. ...** do anything she liked. On the day when her father had refused to buy her a book, Matilda set off all by herself to the public library in the village. When she arrived, she introduced herself to the librarian, Mrs Phelps. She asked if she could sit a while and read a book.

“Would you like me to help you find a nice one with lots of pictures in it?”

“No, thank you,” Matilda said. “I’m sure I **4. ...** find a book myself.”

From then on, every afternoon, as soon as her mother had left for bingo, Matilda would go down to the library. The walk took her only ten minutes and then she **5**. ... sit in a cosy corner for two hours reading one book after another.

“I’m wondering what to read next,” she said one day. “I’ve finished all the children’s books.”

“You mean you’ve looked at the pictures?”

“Yes, but I’ve read the books as well.”

Mrs Phelps was surprised.

“Exactly how old are you, Matilda?” she asked.

“Four years and three months,” Matilda said.

“What sort of book would you like to read next?” she asked.

Matilda said:

“I would like a really good one that grown-ups read. A famous one. I don’t know any names.”

“Try this,” Mrs Phelps said at last. “It’s very famous and very good. If it’s too long for you, just let me know and I’ll find something shorter and a bit easier.”

b. Which age group does Matilda belong to: babies (0–1); young children (1–7); older children (8–12); teenagers (13–19); grown-ups? What books does she read?

c. Look through the words and phrases in bold. Guess their meaning.

3.  Moving activity “Find your place”.

4. a.  Listen to the end of the first chapter from *Matilda*. What do we say to mean “to take out books from the library” and “to take books back to the library”?

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

c. Answer the questions.

Who do you think reads more: teenagers or grown-ups?

How often do you go to a public library?

What books do you usually borrow? How many?

Do you always return books on time?

Do you always read books from cover to cover?

Do you like learning things by heart?

Would you like to read *Matilda* by Roald Dahl?

There is a film made by the book. Would you like to see this film?



LESSON 5. My English class

Communicative area: speaking about English classes and classroom rules

Active vocabulary: find out, go on, speak up, set goals; basis, idle, a podcast, a put-down.

Grammar revision: *have to* for necessity, *must* for rules, *should* for advice

1.  Work in pairs. Write adjectives starting with the letters of the word **English** which you associate with your English class. Compare your ideas.

2. a. Work in new pairs. Continue the list of your classroom activities that are typical of your English lessons.



role play texts and dialogues, take part in quiz-games, learn rhymes and poems by heart and recite them, practise tongue-twisters, hold a debate, write compositions, listen to / sing English songs, ...

b. Complete the sentences about your learning English.

Help box

- I enjoy / like / don't mind / can't stand...
- I'm good at...
- I have problems with...
- In my last English lesson we... and I couldn't / was able to... I felt... I'd like to ... more in my English lessons.

3. a. Study the rules below and find the word that unites them all.

Rules on the way to successful use of English

P	ARTICIPATE! Don't let other students do all the work. It is good to work with others and share ideas.
R	ESPECT OTHERS! Listen to other students' ideas without comments. Be kind. Put-downs are not allowed.

O	N TASK MOOD! Don't lose your time on idle talk. Concentrate on the task. If you don't understand, ... ASK . If you wonder, find out!
G	ET GOOD VIBES FROM SPEAKING ENGLISH! No one is perfect. Learn new things from mistakes. Go on speaking without feeling embarrassed for the mistake.
R	EVISE REGULARLY. Daily revision of vocabulary and grammar helps build a good basis for successful use of English.
E	NRICH YOUR VOCABULARY! There are a lot of ways to do that: reading books, the news, magazines, listening to podcasts and songs, watching films and videos, texting to your foreign friends, and recording your voice messages.
S	PEAK UP! If you feel that you have something to say to the class, please, do that! Speaking skills need as much practice as possible.
S	ET GOALS! Analyse your present work to find weak points. Then find the way to turn weak points into strong ones.

b.  Rewrite all the rules from part a. into your copybooks using the modal verbs **have to**, **must**, **can**, **should** and their negations.

4.  Moving activity “Get to the top of a mountain”.

5. Have a look at the words in bold in ex. 3a and do the matching.

1. to speak up	a) an audio file similar to a radio programme, which can be downloaded and listened to on a computer, iPod, etc.
2. to set goals	b) the feeling of a place or the feeling that you get from someone else. You “get” good / bad ... from people / places
3. a podcast	c) to speak one’s mind / say what think
4. a basis	d) inactive; not doing useful work
5. vibes	e) get knowledge; learn
6. idle	f) strongly negative comments / remarks
7. find out	g) the base on which something stands
8. go on	h) aim
9. put-downs	i) continue

6. a. Which rules do you follow? Which – don’t? Why? Discuss in pairs.

b.  **Make up a list of COOL (Code of Outstanding Learners) rules for your English classes which will help you make progress in the language.**

c. Hang up your Cool Rules in the English classroom and remember to follow them.

LESSON 6. Have you done your homework?

Communicative area: asking about doing homework

Active vocabulary: to distract, to go ahead, to hand in, to hand out, to put off, to write down, to make up, fail; inspiration, a handout, the due date; total; totally

1. a. 🎧 Listen to the poem about homework and say what the author compares homework with. Do you agree / disagree? Why?



- b. What is homework for you? Does it help you to make progress in English?

2. a. Read the following real-life situations and decide with your partner which one is the most common in your class.

Situation 1. Students ask clarifying questions on their homework

(The bell is ringing.)

Mrs Franklin: Class! I have prepared homework for all of you to do this weekend. *(The students roll up their eyes and sigh loudly.)* Please, **hand it in** on Monday.

Make up a short play for the drama competition.

Students:

- Excuse me, Mrs Franklin, can I ask you a few questions about our homework?
- Could you explain again how to do our homework, please?
- Do you mean we have to do it in the written form? Can we do it orally?
- What length is expected? How many sentences are we supposed to write?
- Must we make a presentation?
- Can I type my play and send it to you by email?
- What is **the due date**?
- Can we do this homework in pairs, please?
- Will grammar mistakes matter?

Situation 2. A good student plans doing her homework

Ben: Denise, why are you doing your homework now? You still have the whole weekend to complete it.

Denise: No, I don't have the whole weekend. I have to finish this now. So during the weekend, I can start working on my common grammar mistakes and after that, I will come back to our Out-Of-Class reading of *The Hound of Baskervilles*. Have you already read it?

Ben: But it is only for the next month. There is a lot of time ahead.

Denise: A wise man once said, "If you **fail** to plan, you plan to fail".

Situation 3. A student gets help

Kate: Why is it so hard? (*talking to herself*)

Mum: Kate, have you done your homework?

Kate: Not yet, mum! Don't **distract** my attention, please. It is so difficult that I don't even know what to start with.

Mum: Oh, honey! What subject are you talking about?

Kate: English.

Mum: What's wrong with your favourite subject?

Kate: The problem is that I have to make up a short play for my group. We are having a kind of drama competition and I am a scriptwriter. I have no idea what to start with.

Mum: I see. You need **inspiration**. Let's watch something together for a break and then I will help you if you wish.

Kate: It would be nice, mum!

Situation 4. A student was putting off his homework and failed to do it on time

Ben: Alice, can I copy your English homework?

Alice: Wait! Did we have any homework? Oh no! I didn't **write it down** in my record book ... As a result, I **totally** forgot about it. This excuse will not work for sure and Mrs Franklin will be disappointed with me. Is today the due date?

Ben: Yes, we have to **hand it in** today.

Alice: What am I gonna do? Wait a minute! But, Ben, why haven't YOU done it?

Ben: Er... Well, I was very busy yesterday. Just listen: I came back home, fed my doggie, had dinner,

took my dog for a walk, drank tea with Granny, then I dusted the furniture and finally opened the task to think over it.

Alice: And?

Ben: And I wasn't able to choose the best genre to impress the viewers and decided to do it later. Later after playing Dynasty Warriors Unleashed ...

Alice: I see. You just killed the time not to do the homework, right?

Ben: Yes. I **put it off** till late at night. It was a **total** mistake. Should I tell the truth?

Alice: I think we'll both have to do that.

Situation 5. A student is making up an excuse for not having done his homework

Ben: Let me tell you what happened to my homework.

Mrs Franklin: OK, **go ahead** – what excuse have you made up **THIS** time?

Ben: Actually, I did it, but then it got lost.

Mrs Franklin: Did you try to look for it?

Ben: Sure, Mrs Franklin. It disappeared like a ghost!

Mrs Franklin: Well, when will you **make this one up**?

Ben: I'll make it up early next week.

Mrs Franklin: That would work, but don't let it happen again.

Ben: I'll try.

b. Explain the words in bold relying on the context.

c. Complete the questions with the words in bold and answer them in pairs.

1. Do you need any ... when you do your English homework? Where do you usually find it? 2. Do you ... your homework till the last minute? How do you feel then? 3. Do you always ... your home task in your record-book? 4. Do you always ... your homework on time? 5. Do you sometimes ... your homework after the ... ? Why does it happen? How do you feel then? 6. What / Who can ... your attention from doing your homework? 7. What ... mistakes have you ever made?

3. a. Read Benjamin Franklin's quotations and say why some students fail to do their homework on time.

"If you fail to plan, you are planning to fail".

"Don't put off until tomorrow what you can do today".

4.  Moving activity "Mime after me".

5. a. Make up a dialogue in pairs choosing a situation from ex. 2a. Distribute the roles:

1. a hard-working student – a careless student;
2. a student – a parent;
3. a student – a teacher.

b. Have a drama competition. Get prepared and act out your dialogue in class.

LESSON 7. You never know when you will need English

Communicative area: listening to the news report about a life situation in which English turned out to be very useful

1. a. Look at the photo and the headline of the news report in ex. c. Where are the boys? In what country?



- b.  How do you think English helped the boys? Listen to the news report and check your guesses.
- c.  Read the script of the report and put the verbs in brackets in the correct form. Listen again and check.

Thai cave rescue

- How many of you?
- Thirteen.
- Brilliant!
- How long (1. we / be) here? When (2. we / be) able to get out?
- You (3. be) here for 10 days. You (4. be) very strong!
- Thank you very much.

This is the beginning of the conversation between the Thai boys who (5. trap) in an underwater cave and the British rescue team workers.

On Saturday, June 23rd, twelve Thai boys from the Wild Boars football team (6. go) to the Tham Luang cave together with their 25-year-old coach. It (7. be) their favourite place to explore after the football practice. The Wild Boars (8. plan) to be there for about an hour but suddenly it (9. start) raining and the water (10. flood) the cave in a few minutes. The team (11. cannot) get out and they (12. have to) go even deeper into the cave. They (13. be) lucky to find a dry spot where they (14. spend) two long weeks in darkness without food. While they (15. wait) for help, the coach (16. teach) the boys to breathe and save their energy wisely. The whole world (17. come) to the boys' rescue. The first international rescuers (18. arrive) on Thursday 28 June. They (19. be) from the USA, the UK, Belgium, Australia, Scandinavian and many other countries. On Monday the 2nd July two British divers, John Volanthen and Rick Stanton (20. find) the Wild Boars and their coach. One by one, the Wild Boars (21. bring) out of the darkness of Tham Luang. On July 10th the last three boys and the coach (22. rescue), safe and sound. It (23. be) amazing!

2. a.  Listen to another news report about Adul Samon, who was among these boys. Is he a prodigy child? Why do you think so?

b.  Listen again and complete the sentences.



1. Adul was able to ... 2. He can ... 3. He hopes he will be able to ... 4. He always ... when he isn't able to ...

3.  Moving activity "Guess the word".

4. a.  Listen to the teacher of several boys trapped in the cave. How does he feel? Why?

b.  Listen again and write down six sentences with the word “English” from the teacher’s speech. Which ideas do you agree with?

5. Read the scripts of the reports and act out a conversation between

a. the reporter and Adul Samon;

b. the reporter and teacher Franky.

6. Complete the quote of Frank Smith with the words from the box. How do you understand it?

corridor ♦ way ♦ language ♦ door ♦ life

“One ... sets you in a ... for Two languages open every ... along the”

LESSON 8. Welcome to our school language camp

Communicative area: activate English communicative skills in writing, listening and speaking through typical camp games

Active vocabulary: a piece of cake, a hard nut to crack. An early bird catches a worm. Early to bed, early to rise makes a person healthy, wealthy and wise.

1. You are all at a school language camp. Your teacher is a leader of your camp unit. Study your schedule, follow it and enjoy.

Station 1. “Book[u] or School [u:]?”

Play the game.

a. The camp leader splits you into two teams and gives you a set of identical cards. The first team to distribute the cards into two columns correctly wins the game.

b. Which two words are totally dependent on the correct pronunciation?

c. What other words can you add to each group?



The cards are on the disk.

Station 2. “Rock, Paper, Scissors”

Play the game.

You are given 2–3 questions / answers on the strips of paper. You need to walk around the classroom to find a suitable answer to your question or a suitable question to your answer. Once you find a match, you can play “Rock, Paper, Scissors” and the winner takes both strips. The students with the most points at the end of the game are the winners. 2 strips (question / answer) count as 1 point.



The cards are on the disk.

Station 3. “Charades”

Play the game.

Split into two teams. A student gets a strip of paper with a sentence starting with

“I was able to ...”

“I used to ...”

“I can ...”

“I will be able to ...”

Example: *The student was able to dance hip-hop when he was five. He says:*

– I was able to ... and shows the action (dancing hip-hop).

The other students try to guess the action by asking questions: “Were you able to swim / read / sing / dance?”, “Can you ...?”, “Did you use to ...?”, “Will you be able to ...?” The first team to get the whole sentence right are the winners and get a point on the board. Then a player from the other team shows the action. Play as many rounds as you wish.



Station 4. Folk wisdom

1. Read the proverbs and idioms below. What do they mean?

An early bird catches a worm (*proverb*).

Early to bed, early to rise makes a person healthy, wealthy and wise (*proverb*).

Learning English is a piece of cake for my friend, but for me, it's a hard nut to crack. (*idioms*).

2. Brainstorm as many proverbs, sayings or idioms as possible. Compete in two teams.

Station 5. Movie time

1. Watch Episode 1 of *Matilda* (1–10 minutes). Why did Matilda’s dad want to punish her? (Source: clck.ru/JGgq6)



2. Watch the episode again and complete the sentences.

1. Harry and Zinnia Wormwood lived in a very nice ..., in a very nice ..., but they were not very
2. Matilda’s parents didn’t notice her because they were wrapped in their
3. By the time she was two Matilda had learnt what most people learn in their early thirties – how to
4. Her father sold ... at ... prices.
5. When Matilda came to the library for the first time she asked where
6. Books gave Matilda a hopeful and comforting message:
7. Matilda didn’t go to school when she was 6 and a half years old because
8. Matilda’s dad unintentionally gave her a revolutionary idea that children could

3. What do you think of Matilda as a personality? Do you like her? Why? Why not?

Station 6. Debriefing

1. Sit down in a big circle and answer the leader’s questions openly.

1. Which activity did you like most? Why?
2. Is English a piece of cake or a hard nut to crack?

2. Sing the song “Climb”.



The file is on the disk.

LESSON 9. “My progress” board

Communicative area: evaluating students’ progress in learning English

BEFORE THE PRESENTATION LESSON

1. Look back at your school year, your English lessons and think of your progress in learning English.

September

1st

May

31st

1. What interesting information have you learnt?
2. What have you learnt to speak / write about?
3. Was there anything that made you frustrated?
4. How did you solve the problem?
5. What is your most favourite idiom / phrase / quotation you have come across this year?
6. What abilities did you discover in yourself?
7. Which project did you like to do the best?
8. Has your English become better? Why do you think so?
9. Do you think you will be able to communicate easily with foreigners during your summer holidays?
10. What are you going to do in summer to improve your English?

2.  Write or type your answers on an A4 sheet of paper. Add photos or pictures.

IN THE PRESENTATION LESSON

1. Present your project in class.
2. Find out what the students of your class have in common, e.g. three students like the same idiom.
3.  Moving activity “Find your match”.

AFTER THE PRESENTATION LESSON

1. Ask your teacher to scan the paper projects and upload them on the Internet board at [padlet.com](https://www.padlet.com). Enjoy it and don't forget to show it to your family!



LESSON 10. Culture corner. The oldest language in Britain

Communicative area: reading and speaking
languages spoken in the UK

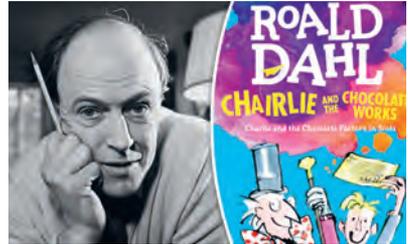
1. **a.** What countries is the UK made up of? What are their capital cities? What are their flower symbols?
- b.** What languages do people speak in different parts of the UK? Read the introduction of the Internet article below and check your ideas.



Over 95% of the British population is monolingual English speakers. There are also Celtic languages, and speakers of these are bilingual English speakers. In Scotland 1.4% speak Scottish Gaelic ['geɪlɪk] as well as English; in Northern Ireland, 6.6% of the population is bilingual in Irish Gaelic and English; in Wales, 23% also speak Welsh.

C. Read the article about one of the languages spoken in the UK and match the paragraphs with the pictures.

Interesting facts about the Welsh language



1. English and Welsh are the two official languages of Wales. In Welsh, Wales is called Cymru [ˈkɪmri], Welsh people are called Cymry [ˈkɪmri] and the Welsh language is called Cymraeg [kəmˈrɑːɪɡ]. Being about 4,000 years old, Welsh is the oldest language in Britain and one of the oldest living languages in Europe. Welsh originates from the Celtic language spoken by the ancient Britons. Wales is a proudly bilingual country. If you go to Wales you'll notice the road and guide signs are in English and Welsh, and you'll hear Welsh out and about although¹ Welsh speakers make up only one-fifth of the population.

2. In some parts of Wales, it is people's first language. All children attending school in Wales learn

¹ **although** – хотя / хаця

Welsh up to the age of 16, from Year 3 to Year 11. Welsh language schools are common and there are Welsh TV channels, festivals, films and more. There is an ambition to double the number of Welsh speakers to one million by 2050.

3. Lots of British place names and geographical features have Welsh roots (*корни / карани*), but surprisingly few Welsh words have made it into everyday English vocabulary, actually. The most common is “dad”, from the Welsh “tad”. Wales is home to the longest place name in Europe. *Llanfairpwllgwyngyllgogerychwyrndrobwllllantysiliogogoch* is also the second-longest place name in the world, with New Zealand’s *Taumatawhakatangihangakoauauotamateaturipukakapikimaungahoronukupokaiwhenuakitanatahu* in the first place.

4. The best-selling author of children’s books in Wales is Roald Dahl. He was born in Llandaff, Cardiff, in 1916 to Norwegian parents. His most famous works include *The BFG*, *Charlie and the Chocolate Factory* and *Matilda*.

5. What’s the point, though? They can all speak English ... True, it’s great knowing how to speak a global language like English, but that doesn’t mean that you should forget all other languages. That would be *boring*. Also, their history and culture are totally connected with the Welsh language. They’re a bilingual country, always have been, and they like it that way.

Easy Welsh phrases

Here are some simple words and phrases to get started learning Cymraeg:

Helo [he'lɔ:]: Hello
 Bore da [ˌbɔ:rə 'dɑ:]: Good morning
 Prynawn da [prin'haʊn dɑ:]: Good afternoon
 Nos da ['nɔ:s dɑ:]: Good night
 Croeso! Cymru ['krɔ:so:ɪ: 'kʌmri]: Welcome to
 Wales
 Da iawn [ˌdɑ:i:'ɑ:n]: Very good
 Sut wyt ti? [ˌsʊtjʊə'ti:]: How are you?
 Rwy'n iawndiolch [ˌrʊəni:'ɑ:n di: 'ɔh]: I'm fine,
 thanks.

d. Alex has chosen the most interesting facts from the article for his English class project. Has he written them correctly? Help Alex to correct them.

1. Welsh people are called Cymru and they speak Cymraeg.
2. About 500 people speak Welsh now.
3. Welsh is one of the official languages in Wales.
4. It dates back to 4000 BC.
5. The longest place name in the world is located in Wales. There are 58 letters in it.
6. Road signs are in English and Welsh.
7. Children start learning Welsh when they are 16 years old.
8. The Welsh word “tad” comes from the English word “dad”.
9. Roal Dahl’s parents were Welsh.
10. The Welsh are proud to be a bilingual country and speak their national language.

2. a. Read the phrases in Welsh at the end of the article.

b. Imagine you are in Wales. Walk around the classroom and greet each other.

- *Helo!*
- *Bore da!*
- *Sut wyt ti?*
- *Rwy’n iawndiolch. Sut wyt ti?*
- *Rwy’n iawndiolch.*

3. Work in pairs. Make up your list of the most interesting facts about the Welsh language. Compare it with the other pairs’.

4. What do Welsh and Belarusian have in common? Find as many similarities as possible.

LESSON 11. Scavenger Hunt

Communicative area: playing the Year 7 revision game

1. Play the Scavenger Hunt game.



A “Scavenger Hunt” is a party game in which the organisers prepare a list defining specific items, which the participants look for to gather or complete all

items on the list. The goal is to be the first to complete the list.

1. Split into two teams.
2. Get from your teacher the list defining different items you have dealt with in your English lessons this year.
3. Surf the book and find the words to complete your list.
4. The first team to do it correctly is the winner.



The game is on the disk.

2. a. In your teams, make up a short play with the words from the Scavenger Hunt game.

b. Act out your play.

c. What did you like in the other team's play?

LESSON 12. Progress test 🕒

I. READING

1. Read the blog article and match the headings with the paragraphs.

A. Vocabulary

B. Listening skills

C. Using subtitles

D. Speaking skills

E. Pronunciation

How to improve your English with films



Watching English films will help you understand how to use all the vocabulary and grammar you have learnt in everyday situations. It will help you improve your English in many ways.

1. You will hear natural English. You will be able to hear native speakers talk to each other.

2. Hearing natives speak will also help you speak fluently. You will hear how to link your words together and where to put intonation on certain words and sentences. Why not watch films with your friends and speak about them later?

3. We all know that English pronunciation is extremely difficult and when you read words it is hard to know how they should be said. Watching films in English will help you to hear how words are pronounced.

4. By watching English movies, you will enrich your vocabulary with new words, especially idioms and spoken phrases. Keep a notebook with you and write down any new words or phrases you hear and you would like to remember. You can look up the meaning in the dictionary later.

5. How do you watch English films? Many people use subtitles. The problem is that when you are watching a film with subtitles, they distract you from practising your listening skills. This is not what you want. Listening is much more difficult than reading. So, when you learn English, you should do more listening than reading. This is why many people watch films twice. They watch a film with the subtitles first and then, they watch the same film without the subtitles. This is an effective way to improve your listening skills but you may find watching films twice a bit boring. A good idea is to watch English films with delayed subtitles. To use this new method, you need to have a video player which can delay subtitles. Before you watch a film, turn on the English subtitles and delay them for 2 seconds. This will make subtitles appear 2 seconds later than usual. When you hear an actor speak, try to listen with full attention. Don't get frustrated that you don't understand everything. You will read the subtitles when they appear. If you can understand an actor, don't look at the subtitles. Read the subtitles only if you don't understand. Listening is a very difficult skill to improve, so you should practise a lot and do it regularly. And over time, your listening and your vocabulary will get better!

2. Watching films with subtitles isn't a good idea. Read aloud the extract about it.

3. What new method does the blogger use when he watches English films?

4. Why is watching English films an effective way to improve your English?

II. LISTENING

1. 🎧 Listen to a tale and answer the questions.

to bark – лаять / брахаць

possibility – возможность / магчымасць



1. What desire did the mouse have? 2. Where was the cheese? 3. What was the mouse like? 4. Why did the mouse get out of her hole? 5. How did the mouse feel when she saw a cat near her hole? 6. How was the cat able to catch the mouse? 7. What wise words did the cat say to her kittens?



III. SPEAKING

1. Why is it important to learn English? 2. What are your English lessons like? 3. Name three things you weren't able to do in your English lessons last year that you can do now. 4. Give your friend some advice on how to do his / her English homework. 5. What do you do to make progress in English?

Vocabulary

Unit 5

- annual** [ˈænjʊəl] (*adj.*) ежегодный / штогадовы
artistic gymnastics [ɑːˈtɪstɪk dʒɪmˈnæstɪks] (*n.*)
спортивная гимнастика / спартыўная гімнастыка
athlete [ˈæθli:t] (*n.*) спортсмен, атлет / спартсмен,
атлет
athletics [æθˈletɪks] (*n.*) легкая атлетика / лёгкая
атлетыка
baseball [ˈbeɪsbɔ:l] (*n.*) бейсбол / бейсбол
bat [bæt] (*n.*) бита (*в спорте*) / біта (*у спорце*)
biathlon [baɪˈæθlən] (*n.*) биатлон / біятлон
bowling [ˈbəʊlɪŋ] (*n.*) боулинг / боўлінг
bronze [brʌnz] (*adj.*) бронзовый, из бронзы /
бронзавы, з бронзы
champion [ˈtʃæmpjən] (*n.*) чемпион / чэмпіён
championship [ˈtʃæmpjənʃɪp] (*n.*) чемпионат /
чэмпіянат
compete [kəmˈpi:t] (*v.*) соревноваться / спаборнічаць
competition [ˌkɒmpəˈtɪʃn] (*n.*) соревнование /
спаборніцтва
competitive [kəmˈpetətɪv] (*adj.*) стремящийся
победить, соревновательный / які імкнецца
перамагчы, спаборніцкі
cricket [ˈkrɪkɪt] (*n.*) крикет (*спорт*) / крыкет (*спорт*)
cycling [ˈsaɪklɪŋ] (*n.*) велоспорт / веласпорт
draughts [dra:fts] (*n.*) шашки / шашкі
event [ɪˈvent] (*n.*) событие, мероприятие / падзея,
мерапрыемства
fan [fæn] (*n.*) фанат / фанат
fencing [ˈfensɪŋ] (*n.*) фехтование / фехтаванне

figure skating [ˈfɪɡə ˈskeɪtɪŋ] (*n.*) фигурное катание / фігурнає катанне

gold [ɡəʊld] (*adj.*) золотой / залаты

gym [dʒɪm] (*n.*) спортивный зал / спартыўная зала

improve [ɪmˈpruːv] (*v.*) улучшать / паляпшаць

individual [ˌɪndɪˈvɪdʒʊəl] (*adj.*) одиночный (*від спорта*), индивидуальный / адзіночны (*від спорту*), індывідуальны

indoor [ˈɪndoː] (*adj.*) находящийся в помещении / які знаходзіцца ў памяшканні

kart racing [kɑːtˈreɪsɪŋ] (*n.*) гонки по треку на открытых гоночных машинах / гонкі па трэку на адкрытых гоначных машынах

keep fit [kiːp ˈfɪt] поддерживать хорошую физическую форму / падтрымліваць добрую фізічную форму

lose [luːz] (*v.*) проигрывать, терять / прайграваць, губляць

marathon [ˈmærəθən] (*n.*) марафон / марафон

outdoor [ˈaʊtdoː] (*adj.*) проводимый или находящийся на открытом воздухе / які праводзіцца або які знаходзіцца на адкрытым паветры

participate [pɑːˈtɪsɪpeɪt] (*v.*) принимать участие / прымаць удзел

professional [prəˈfeʃnəl] (*adj.*) профессиональный / прафесійны

race [reɪs] (*n.*) гонка, состязание / гонка, спаборніцтва

record [ˈrekɔːd] (*n.*) рекорд / рэкорд

rhythmic gymnastics [ˈrɪðmɪk dʒɪmˈnæstɪks] (*n.*) – художественная гимнастика / мастацкая гімнастыка

score [skɔː] (*v.*) забивать (*гол*) / забіваць (*гол*)

silver [ˈsɪlvə] (*adj.*) серебряный / сярэбраны

soccer [ˈsɒkə] (*n.*) футбол (*Амер.*) / футбол (*Амер.*)

team [tiːm] (*n.*) команда / каманда

team [ti:m] (*adj.*) командный / камандны
the Olympic Games [ə,limpɪk 'geɪmz] (*n.*) Олимпийские
игры / Алімпійскія гульні
tournament ['tuənəmənt] (*n.*) турнир / турнір
weightlifting ['weɪt,lɪftɪŋ] (*n.*) тяжелая атлетика /
цяжкая атлетыка
wrestling ['reslɪŋ] (*n.*) борьба (*спорт*) / барацьба
(*спорт*)

Unit 6

ancient ['eɪnʃənt] (*adj.*) древний / старажытны
be / get lost [lɒst] заблудиться / заблудзіцца
be founded ['faʊndɪd] (*v.*) быть основанным / быць
заснаваным
be mentioned ['menʃənd] (*v.*) быть упомянутым / быць
згаданым
be worth [wɜ:θ] **doing** стоит сделать, посмотреть,
попробовать / варта зрабіць, паглядзець,
паспрабаваць
built-up [bɪlt'ʌp] (*adj.*) застроенный / забудаваны
car fumes ['kɑ: ˌfju:mz] выхлопные газы машин /
выхлапныя газы машын
close at hand [kləʊs ət 'hænd] (*idiom*) рядом / побач
crossroads ['krɒsrəʊdz] (*n.*) перекресток / скры-
жаванне; **at the crossroads** на перекрестке / на
скрыжаванні
date back (to) [ˌdeɪt 'bæk] (*phr. v.*) датироваться /
датавацца
do / go sightseeing ['saɪtsi:ɪŋ] осматривать достопри-
мечательности / аглядаць славутасці
double-decker [ˌdʌblə'dekə] (*n.*) двухэтажный автобус /
двухпавярховы аўтобус
explore [ɪk'splɔ:ɪ] **on foot** исследовать пешком /
даследаваць пешшу

entertain [ˌentə'teɪn] (*v.*) развлекать / забаўляць
entertainment [ˌentə'teɪnmənt] (*n.*) развлечение / забава
facilities [fə'sɪlətɪz] (*n.*) сооружения, оборудование; услуги / збудаванні, абсталяванне; паслугі
get around (the city) [get ə'raʊnd] (*phr. v.*) передвигаться (*no gorodu*) / рухацца (*na goradze*)
guide [ɡaɪd] (*n.*) гид, экскурсовод / гід, экскурсавод
guided tour [tuə] (*n.*) экскурсия с экскурсоводом / экскурсія з экскурсаводам
heavy traffic [ˌhevi 'træfɪk] интенсивное движение / інтэнсіўны рух
hold [həʊld] **international events** проводить (организовывать) международные мероприятия / праводзіць (арганізоўваць) міжнародныя мерапрыемствы
hop-on / hop-off bus tour автобусная экскурсия, когда можно зайти и выйти из автобуса на любой остановке маршрута / аўтобусная экскурсія, калі можна зайсці і выйсці з аўтобуса на любым прыпынку маршруту
in the suburbs ['sʌbz:bz] на окраине города, в пригороде / на ўскраіне горада, у прыгарадзе
landfill ['lændfɪl] (*n.*) мусорная свалка / звалка для смецця
lively ['laɪvli] (*adj.*) оживленный / ажыўлены
multi-storey [ˌmʌlti'stɔ:ri] (*adj.*) многоэтажный / шматпавярховы
narrow ['nærəʊ] (*adj.*) узкий / вузкі
neighbourhood ['neɪbəhʊd] (*n.*) район, квартал / раён, квартал
pedestrian area (zone) [pə'destriən] пешеходная зона / пешаходная зона

pedestrian crossing [pəˌdestriən 'krɒsɪŋ] (*n.*) пешеходный переход / пешаходны пераход

picturesque [ˌpɪktʃə'resk] (*adj.*) живописный / жывапісны

public transport ['pʌblɪk 'trænsɜːt] (*n.*) общественный транспорт / грамадскі транспарт

resident ['rezɪdənt] (*n.*) житель / жыхар

residential area [ˌrezi'denʃəl 'eəriə] жилой район / жылы раён

roundabout ['raʊndəbaʊt] (*n.*) – кольцевая транспортная развязка / кальцавая транспартная развязка; **at the roundabout** на кольцевой развязке / на кальцавой развязцы

ruins ['ruːnz] (*n.*) руины / руіны

suffer (from) ['sʌfə] (*v.*) страдать от, пострадать / пакутаваць ад, пацярпець

traffic lights ['træfɪk ˌlaɪts] (*n.*) светофор / светлафор; **at the traffic lights** на светофоре / на светлафоры

turning ['tɜːnɪŋ] (*n.*) поворот / паварот; **take the second turning on the left** поверните на втором повороте налево / павярніце на другім павароце налева

unspoiled [ʌn'spɔɪld] (*adj.*) нетронутый, неиспорченный / нескрануты, несапсаваны

well-kept [ˌwel'kept] (*adj.*) содержащийся в порядке / які ўтрымліваецца ў парадку

Unit 7

adult ['ædʌlt] (*n.*) взрослый / дарослы

aisle seat ['aɪl ˌsi:t] (*n.*) место у прохода / месца ля праходу

animal rights [ˌænɪməl 'raɪts] (*n.*) права животных / правы жывёл

available [ə'veɪləbl] (*adj.*) доступный / даступны

be named after [bi neɪmd 'ɑ:ftə] (*v.*) быть названным
в честь / быць названым у гонар

book a ticket [buk ə 'tɪkɪt] (*v.*) заказать билет /
заказаць білет

both [bəʊθ] (*pron.*) оба / абодва

catch a plane [kætʃ ə 'pleɪn] успеть на самолет /
паспець на самалёт

check in [tʃek 'ɪn] (*phr. v.*) зарегистрироваться (*на
рейс*) / зарэгістравацца (*на рэйс*)

coincidence [kəʊ'ɪnsɪdəns] (*n.*) совпадение / супадзенне

destination [ˌdestɪ'neɪʃən] (*n.*) цель путешествия / мэта
падарожжа

event [ɪ'vent] (*n.*) событие / падзея

expect [ɪks'pekt] (*v.*) ожидать / чакаць

flight [flaɪt] (*n.*) полет, рейс / палёт, рэйс

get around [get ə'raʊnd] (*phr. v.*) перемещаться (*по
городу и т.д.*) / рухацца (*на горадзе і г.д.*)

giant ['dʒaɪənt] (*adj.*) гигантский / гіганцкі

have a lot in common [həv ə 'lɒt ɪn 'kɒmən] иметь
много общего / мець шмат агульнага

in advance [ɪn əd'vɑ:ns] (*idiom*) заранее / загадзя

in time [ɪn 'taɪm] так, чтобы успеть что-то сделать /
так, каб паспець нешта зрабіць

itinerary [aɪ'tɪnərəri] (*n.*) маршрут, расписание, план
маршрута / маршрут, расклад, план маршруту

journey ['dʒɜ:ni] (*n.*) путешествие / падарожжа

landmark ['lændmɑ:k] (*n.*) достопримечательность /
славутасць

liveable ['lɪvəbl] (*adj.*) удобный для жизни / зручны
для жыцця

look forward to [ˌlʊk 'fɔ:wəd tu] (*phr. v.*) ждать с
нетерпением / чакаць з нецярпеннем

luggage ['lʌɡɪdʒ] (*n.*) багаж / багаж

nickname ['nɪkneɪm] (*n.*) кличка / мянушка

offer ['ɒfə] (*v.*) предлагать / прапаноўваць

on time [ɒn 'taɪm] вовремя, без опоздания / у час, без спазнення

one-way (single) ticket [ˌwʌn'weɪ ('sɪŋɡl) 'tɪkɪt] (n.) билет в одну сторону / білет у адзін бок

outing ['aʊtɪŋ] (n.) совместный выезд / сумесны выезд

passenger ['pæsɪndʒə] (n.) пассажир / пасажыр

pest [pest] (n.) вредитель / шкоднік

pick up [ˌpɪk 'ʌp] (phr. v.) забрать (из аэропорта) / забраць (з аэрапорта)

probably ['prɒbəbli] (adv.) возможно / магчыма

return ticket [rɪ'tɜːn 'tɪkɪt] (n.) билет в обе стороны / білет у абодва бакі

round trip [raʊnd 'trɪp] (n.) поездка туда и обратно / паездка туды і назад

royal ['rɔɪəl] (adj.) королевский / каралеўскі

schedule ['ʃedjuːl] (n.) расписание / расклад

seat belt ['siːt belt] (n.) ремень безопасности (в транспорте) / рэмень бяспекі (у транспарце)

see off [ˌsiː 'ɒf] (phr. v.) провожать / праводзіць

similar (to) ['sɪmɪlə] (adj.) подобный (чему-л. / кому-л.) / падобны (да чаго-н., каго-н.)

stretch [stretʃ] (v.) растянуться / расцягнуцца

tour [tuə] (n.) поездка, турне, тур / паездка, турнэ, тур

travel ['trævl] (n.) путешествие / падарожжа

travelling companion [ˌtrævlɪŋ kəm'pænjən] попутчик / спадарожнік

trip [trɪp] (n.) поездка / паездка

view [vjuː] (n.) вид / від

voyage ['vɔɪdʒ] (n.) морское путешествие / марское падарожжа

well-travelled [ˌwel'trævlɪd] (adj.) тот, кто много путешествует / той, хто шмат падарожнічае

whereas [ˌweəɹ'æz] (*conj.*) ввиду того, что / з-за того, што

while [waɪl] (*conj.*) в то время как / у той час як

window seat ['wɪndəʊ ˌsi:t] место у окна / месца ля акна

Unit 8

at a crossroads [ət ə 'krɒsrəʊdz] (*idiom*) на перепутье / на ростанях

backpack ['bækpræk] (*v.*) путешествовать с рюкзаком за плечами / вандраваць з рюкзак за плячыма

beach [bi:tʃ] (*n.*) пляж / пляж

convenient [kən'vi:niənt] (*adj.*) удобный; целесообразный, подходящий / зручны; мэтазгодны, прыдатны

crowded ['kraʊdɪd] (*adj.*) переполненный, людной; тесный / перапоўнены, людны; цесны

difference ['dɪfrəns] (*n.*) разница, различие / розніца, адрозненне

drive a car [draɪv ə 'kɑ:] водить машину / вадзіць машину

drive somebody mad [draɪv 'sʌmbədi 'mæd] (*idiom*) – злить кого-либо, доводить до бешенства / злаваць каго-небудзь, даводзіць да шаленства

efficient [ɪ'fɪʃənt] (*adj.*) эффективный, действенный / эфектыўны, дзейсны

empty ['empti] (*adj.*) пустой / пусты

fare [feə] (*n.*) плата за проезд / плата за праезд

flat [flæt] (*adj.*) плоский / плоскі

fly a plane [ˌflaɪ ə 'pleɪn] управлять самолетом / кіраваць самалётам

hit the road [ˌhɪt ðə 'rəʊd] (*idiom*) отправиться в путешествие / адправіцца ў падарожжа

landlocked ['lændlɒkt] (*adj.*) без выхода к морю, окруженный со всех сторон другими странами / без выхаду да мора, акружаны з усіх бакоў іншымі краінамі

live out of a suitcase [ˌlɪv aʊt əv ə 'sju:tkeɪs] (*idiom*) жить на чемоданах; бесконечно путешествовать (не распаковывая чемодана) / жыць на чамаданах; бясконца падарожнічаць (з запакаванымі чамаданамі)

long / short-distance [ˌlɒŋ / ʃɔ:t 'dɪstəns] (*adj.*) дальний; ближний (*о путешествиях*) / далёкі; блізкі (*пра падарожжы*)

off the beaten track [ˌɒf ðə ˌbi:tən 'træk] (*idiom*) непроторенный, вдалеке от больших дорог (*о странствиях*) / непракладзены, удалечыні ад вялікіх дарог (*пра падарожжы*)

quest [kwɛst] (*n.*) квест, поиск / квэст, пошук

reliable [rɪ'laɪəbl] (*adj.*) надежный / надзейны

seasick ['si:sɪk] (*adj.*) страдающий морской болезнью / які пакутуе ад марской хваробы

shore [ʃɔ:] (*n.*) побережье, берег / узбярэжжа, бераг

suffer from jet lag ['slɪfə frəm 'dʒet læg] плохо чувствовать себя из-за смены часовых поясов / дрэнна адчуваць сябе з-за змены часавых паясоў

take somebody for a ride [teɪk 'sʌmbədi fər ə 'raɪd] (*idiom*) обмануть кого-либо, облапошить / падмануць каго-небудзь, абдурыць

unless [ən'les] (*conj.*) если не / калі не

Unit 9

basis ['beɪsɪs] (*n.*) основа, основание / аснова

borrow ['bɒrəʊ] (*v.*) занимать, брать на время / займаць, браць на нейкі час

chatterbox [ˈtʃætəbɒks] (*n.*) болтун, болтушка / балбатун, балбатуха
cover [ˈkʌvə] (*n.*) обложка / вкладка
desire [dɪˈzaɪə] (*n.*) желание / жаданне
dictionary [ˈdɪkʃənri] (*n.*) словарь / слоўнік
distract [dɪˈstrækt] (*v.*) отвлекать / адцягваць
due date [ˌdjuː ˈdeɪt] срок выполнения / тэрмін выканання
enrich [ɪnˈrɪtʃ] (*v.*) обогащать, улучшать / узбагачаць, паляпшаць
enthusiastic [ɪnˌθjuːzɪˈæstɪk] (*adj.*) восторженный, полный энтузиазма / захоплены, поўны энтузіязму
fail [feɪl] (*v.*) потерпеть неудачу / пацярпець няўдачу
fall behind (*phr. v.*) отставать / адставаць
find out (*phr. v.*) узнать, выяснить; понять / даведацца, высветліць; зразумець
fluent [ˈfluːənt] (*adj.*) беглый / беглы
fluently [ˈfluəntli] (*adv.*) бегло / бегла
frustrated [frʌˈstreɪtɪd] (*adj.*) расстроенный, подавленный / засмучаны, прыгнечаны
furthermore [ˈfɜːðəˌmɔː] (*adv.*) к тому же, кроме того; более того / да таго ж, акрамя таго; яшчэ больш
genius [ˈdʒiːniəs] (*n.*) гений / геній
go ahead (*phr. v.*) идти впереди; продолжать (*что-л.*) / ісці наперад; працягваць (*што-н.*)
goal [gəʊl] (*n.*) цель / мэта
go on (*phr. v.*) продолжать / працягваць
google [ˈguːgl] (*v.*) гуглить; использовать Google (*в качестве поисковой системы*) / гугліць, ужываць Google (*у якасці пошукавай сістэмы*)
grown-up (*n.*) взрослый / дарослы
hand in (*phr.v.*) сдавать (*работу*) / здаваць (*работу*)

hand out (*phr. v.*) раздавать (*распечатки*) / раздаваць (*раздружоўкі*)

handout (*n.*) раздаточный материал / раздаточны матэрыял

idle [ˈaɪdəl] (*adj.*) незанятый, неработающий, неактивный / незаняты, непрацуючы, неактыўны

incredible [ɪnˈkredəbl̩] (*adj.*) невероятный / невера- годны

inspiration [ˌɪnspɪˈreɪʃən] (*n.*) вдохновение / натхненне

keep up with (*phr. v.*) наверстывать, догонять, быть на уровне / наганяць, даганяць, быць на ўзроўні

learn by heart учить наизусть / вучыць на памяць

look up (*phr. v.*) искать (*что-л. в справочнике*) / шукаць (*што-н. у даведніку*)

make up (*phr. v.*) придумывать, сочинять; составлять / прыдумляць, выдумляць; складаць

multilingual [ˌmʌltiˈlɪŋɡwəl] (*adj.*) многоязычный / шматмоўны

nevertheless [ˌnevəðəˈles] (*adv.*) всё же, всё-таки, тем не менее / усё ж, усё-такі, тым не менш

podcast [ˈpɒdkɑːst] (*n.*) подкаст (*цифровая запись радио-, телепрограммы, которую можно скачать из интернета*) / падкаст (*лічбавы запіс радыё-, тэлепраграмы, якую можна ўзяць з інтэрнэту*)

prodigy [ˈprɒdɪdʒi] (*n.*) одарённый человек (*чаще о ребёнке*) / адораны чалавек (*часцей пра дзіця*)

put off (*phr. v.*) откладывать, отсрочивать / адкладваць, адтэрміноўваць

put-down (*n.*) неуместное замечание, критика, упрек / недарэчная заўвага, крытыка, папрок

return [rɪˈtʃɜːn] (*v.*) возвращать, возвращаться / вяртаць, вяртацца

set (*v.*) устанавливать, ставить (*цели*) / вызначаць, ставіць (*за мэту*)

skill (*n.*) навык / навук

smart [smɑ:t] (*adj.*) умный, сообразительный / разумны, кемлівы

speak up (*phr. v.*) высказывать свою точку зрения; говорить громче / выказваць свой пункт гледжання; гаварыць грамчэй

speech [spi:tʃ] (*n.*) речь / прамова

subscribe [səb'skraɪb] (*v.*) подписываться / падпісвацца

subtitle ['sʌbtaɪtl] (*n.*) субтитры, подпись под изображением (*в кино-, телекадре*) / субтытры, падпіс пад выявай (*у кіна-, тэлекадры*)

teenager ['ti:neɪdʒə] (*n.*) подросток / падлетак

total ['təʊtl] (*adj.*) весь, целый; абсолютный, полный / увесь, цэлы; абсалютны, поўны

totally (*adv.*) полностью; совершенно; безусловно / цалкам; зусім; безумоўна

wisely ['waɪzli] (*adv.*) мудро / мудра

write down (*phr. v.*) записывать / запісваць

Irregular verbs

be [bi:]	was, were [wəz], [wɜ:]	been [bi:n]	быть / быць
become [brɪ'kʌm]	became [brɪ'keɪm]	become [brɪ'kʌm]	становиться / станавіцца
begin [brɪ'gɪn]	began [brɪ'gæn]	begun [brɪ'gʌn]	начинать / пачынаць
break [breɪk]	broke [brəʊk]	broken ['brəʊkən]	ломать / ламаць
bring [brɪŋ]	brought [brɔ:t]	brought [brɔ:t]	приносить / прыносіць
build [bɪld]	built [bɪlt]	built [bɪlt]	строить / будаваць
burn [bɜ:n]	burnt [bɜ:nt]	burnt [bɜ:nt]	жечь, гореть / паліць, гарэць
buy [baɪ]	bought [bɔ:t]	bought [bɔ:t]	покупать / купляць
catch [kætʃ]	caught [kɔ:t]	caught [kɔ:t]	ловить, хватать / лавіць, хва- таць
choose [tʃu:z]	chose [tʃəʊz]	chosen ['tʃəʊzn]	выбирать / выбіраць
come [kʌm]	came [keɪm]	come [kʌm]	приходить / прыходзіць
cost [kɒst]	cost [kɒst]	cost [kɒst]	стоять / каштаваць
do [du:]	did [dɪd]	done [dʌn]	делать / рабіць
draw [drɔ:]	drew [dru:]	drawn [drɔ:n]	рисовать / маляваць
drink [drɪŋk]	drank [dræŋk]	drunk [drʌŋk]	пить / піць
drive [draɪv]	drove [drəʊv]	driven ['drɪvn]	водитить / вадзіць (машыну)
eat [i:t]	ate [et]	eaten ['i:tn]	кушать, есть / есці

fall [fɔ:l]
feel [fi:l]
fight [fɑ:t]
find [faɪnd]
fly [flaɪ]
forget [fə'get]
freeze [fri:z]
get [get]
give [gɪv]
go [gəʊ]
grow [grəʊ]

hang [hæŋ]
have [hæv]
hear [hɪə]
hide [haɪd]
hit [hɪt]
hold [həʊld]

hurt [hɜ:t]

keep [ki:p]

fell [fel]
felt [felt]
fought [fɔ:t]
found [faʊnd]
flew [flu:]
forgot [fə'gɒt]
froze [frəʊz]
got [gɒt]
gave [geɪv]
went [went]
grew [gru:]

hung [hʌŋ]
had [hæd]
heard [hɜ:d]
hid [hɪd]
hit [hɪt]
held [held]

hurt [hɜ:t]

kept [kept]

fallen ['fɔ:lɪn]
felt [felt]
fought [fɔ:t]
found [faʊnd]
flown [fləʊn]
forgotten [fə'gɒtn]
frozen ['frəʊzn]
got [gɒt]
given ['gɪvɪn]
gone [gɒn]
grown [grəʊn]

hung [hʌŋ]
had [hæd]
heard [hɜ:d]
hidden ['hɪdn]
hit [hɪt]
held [held]

hurt [hɜ:t]

kept [kept]

падать / падаць
чувствовать / адчуваць
сражаться, бороться / змагацца
находить / знаходзіць
летать / лятаць, лётаць
забывать / забываць(-цца)
замерзать / замярзаць
получать / атрымліваць
давать / даваць
идти / ісці
расти, выращивать / расці,
вырошчваць
вешать / вешаць
иметь / мець
слышать / чуць
прятать(-ся) / хаваць(-цца)
ударять / біць
проводить (что-н.) / праводзіць
(што-н.)
причинять боль / прычыняць
боль
хранить, держать / захоўваць,
трымаць

lay [leɪ]
lead [li:d]

learn [lɜ:n]
leave [li:v]

lie [laɪ]
lose [lu:z]
make [meɪk]

meet [mi:t]
pay [peɪ]
put [pʊt]
read [ri:d]
ring [rɪŋ]
rise [raɪz]
run [rʌn]
say [seɪ]
see [si:]
sell [sel]
send [send]
shine [ʃaɪn]
show [ʃəʊ]

laid [leɪd]
led [led]

learnt [lɜ:nt]
left [left]

lay [leɪ]
lost [lɒst]
made [meɪd]

met [met]
paid [peɪd]
put [pʊt]
read [red]
rang [ræŋ]
rose [rəʊz]
ran [ræn]
said [sed]
saw [sɔ:]
sold [səʊld]
sent [sent]
shone [ʃɒn]
showed [ʃəʊd]

laid [leɪd]
led [led]

learnt [lɜ:nt]
left [left]

lain [leɪn]
lost [lɒst]
made [meɪd]

met [met]
paid [peɪd]
put [pʊt]
read [red]
rung [rʌŋ]
risen [ˈrɪzn]
run [rʌn]
said [sed]
seen [si:n]
sold [səʊld]
sent [sent]
shone [ʃɒn]
shown [ʃəʊn]

класть / класці
вести, руководить / весці, кіраваць
учить / вучыць
оставлять, уезжать / пакідаць, ад'язджаць
лежать / ляжаць
терять / губляць
делать, производить / рабіць, вырабляць
встречать / сустракаць
платить / плаціць
класть / класці
читать / чытаць
звонить / званіць
подниматься / падымацца
бежать / бегчы
говорить / казаць
видеть / бачыць
продавать / прадаваць
посылать / пасылаць
светить / свяціць
показывать / паказваць

sing [sɪŋ]
sit [sɪt]
sleep [sli:p]
smell [smel]

speak [spi:k]

spend [spend]
spoil [spɔɪl]
stand [stænd]

steal [sti:l]
swim [swɪm]

take [teɪk]
teach [ti:tʃ]
tell [tel]

think [θɪŋk]
throw [θrəʊ]
wake [weɪk]

wear [weə]

write [raɪt]

sang [sæŋ]
sat [sæt]
slept [slept]
smelt [smelt]

spoke [spəʊk]

spent [spent]
spoilt [spɔɪlt]
stood [stʊd]

stole [stəʊl]
swam [swæm]

took [tʊk]
taught [tɔ:t]
told [təʊld]

thought [θɔ:t]
threw [θru:]
woke [wəʊk]

wore [wɔ:]

wrote [rəʊt]

sung [sʌŋ]
sat [sæt]
slept [slept]
smelt [smelt]

spoken ['spəʊkŋ]

spent [spent]
spoilt [spɔɪlt]
stood [stʊd]

stolen ['stəʊlŋ]
swum [swʌm]

taken ['teɪkŋ]
taught [tɔ:t]
told [təʊld]

thought [θɔ:t]
thrown [θrəʊŋ]
woken ['wəʊkŋ]

worn [wɔ:n]

written ['rɪtŋ]

петь / спяваць
сидеть / сядзець
спать / спаць
пахнуть; нюхать / пахнуць;
нюхаць
говорить / гаварыць, размаў-
ляць
тратить / траціць; марнаваць
портить / псаваць
стоять / стаяць
красть / красці
плавать / плаваць
брать / браць
учить / вучыць, навучаць
рассказывать / расказваць,
апавядаць
думать / думаць
бросать / кідаць
просыпаться; будить / прачы-
нацца; будзіць
носить (*одежду*) / насіць
(*адзенне*)
писать / пісаць

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Учебное пособие для 7 класса учреждений общего среднего образования
с белорусским и русским языками обучения (повышенный уровень)
С электронным приложением

В 2 частях

Часть 2

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Учебный год	Имя и фамилия учащегося	Состояние учебного пособия при получении	Отметка учащемуся за пользование учебным пособием
20 /			
20 /			
20 /			
20 /			
20 /			

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