



ENGLISH

STUDENT'S BOOK



PART 2

5



CD INSIDE



WORLD MAP



Английский язык / Англійская мова

*Учебное пособие
для 5 класса гимназий
с белорусским и русским языками обучения*

(с электронным приложением)

В 2 частях

Часть 2

*Допущено
Министерством образования
Республики Беларусь*

Минск
«Адукацыя і выхаванне»
2017

Правообладатель Адукацыя і выхаванне

УДК 811.111(075.3=161.3=161.1)
ББК 81.2Англ-922
А64

А в т о р ы: Н. В. Демченко, Т. Ю. Севрюкова, Е. Г. Наумова,
Н. В. Юхнель, Л. М. Лапицкая

Перевод с русского *Е. В. Бельской*

Рецензенты: кафедра английского языка гуманитарных специальностей факультета международных отношений Белорусского государственного университета (кандидат филологических наук, доцент, заведующий кафедрой *И. Н. Ивашкевич*); методист первой квалификационной категории, учитель английского языка первой квалификационной категории государственного учреждения образования «Гимназия № 16 г. Минска» *С. П. Радченко*

А64 Английский язык / Англійская мова : учеб. пособие для 5-го кл. гимназий с белорус. и рус. яз. обучения : (с электрон. прил.). В 2 ч. Ч. 2 / Н. В. Демченко [и др.] ; пер. с рус. Е. В. Бельской. — Минск : Адукацыя і выхаванне, 2017. — 152 с. : ил. + 1 электрон. опт. диск.

ISBN 978-985-471-965-8.

УДК 811.111(075.3=161.3=161.1)
ББК 81.2Англ-922

ISBN 978-985-471-965-8 (ч. 2)
ISBN 978-985-471-966-5

© Бельская Е. В., перевод
на белорусский язык, 2017
© Оформление. РУП «Издательство
“Адукацыя і выхаванне”», 2017

Правообладатель Адукацыя і выхаванне

Условные обозначения / Умоўныя абзначэнні



Listen.



Moving activity.



Test yourself and get a medal!



Grammar reference (on the disc).



Irregular verbs (on the disc).



Use the Internet.




Board game.



PROJECT

BE HEALTHY!

Lesson 6. BODY RAP

 **Challenge:** Learn the body rap and speak about keeping your body parts healthy.

 **Must use:** Parts of the body, to hurt.

1. a) Why should you exercise every day? Choose the correct answers.

- It keeps me healthy.
- It is fun.
- It gives me energy.
- It gives me vitamins.
- It helps me make friends.
- It helps my body and mind relax.
- It makes me strong and fit.
- It makes me lazy.

b) Do you do your morning exercises? Why / Why not?



2. a) Listen to the Body Rap. Is it a good way to do your morning exercises?

Do you want to be healthy?
This is the way!

Do the body rap every day!

Do it like me! Do it with me!



My head, shoulders, knees and toes!

My eyes, ears, mouth and nose!

And my **hands** clap!

And my **feet** stamp!

And my **arms** stretch!

And my **legs** stretch!

And my **elbows** move!

And my **fingers** move!

And I put my hands behind my **neck**!

And I put my hands behind my **back**!

Do you want to be healthy? This is the way!

Do the body rap every day!

b) Match the words in bold with the parts of the body in the pictures.

c) Read the Body Rap.

1 foot — 2 feet



3. Moving activity. "The Body Rap".

4. a) Some children spend a lot of time playing video games. They don't exercise. As a result, they have health problems. Look at the pictures. What problems do the children have?

Example: *My elbow hurts. My eyes hurt.*



b) Work in small groups. Give advice to these children.

Help box


Your eyes / back / shoulders / neck / fingers / ...
hurt(s) because ...

If you don't want your body to hurt, you should /
shouldn't ...

watch TV a lot, play computer games a lot, sleep
more than 8 hours, do sports, exercise more,
do the body rap, go to the doctor, be careful¹

Lesson 7. AT THE DOCTOR'S

 **Challenge:** Help the patients become healthy.

 **Must use:** Headache, stomachache, earache,
backache, toothache, the flu, cold,
sore throat, cough, sneeze, runny
nose, temperature.

1. Work in pairs and answer the questions.

1. How do you feel when you are ill?
2. Do you call your friends when they are ill?
3. What do you do when you get ill? (visit the doctor, call the doctor, take some medicine)



2. a) Kate is ill. Listen and answer: What's the matter?

What's the doctor's advice?

Kate: Good morning, Doctor.

Doctor: Hello, Kate! What's the matter?

Kate: I've got a **headache** and a **stomachache**.

¹ careful ['keəfəl] — осторожный, внимательный / асцярожны, уважлівы

Doctor: OK. Let's take your temperature. Well, you've got a **temperature** but it isn't very high!

Kate: Yes, I can't speak.

Doctor: Let me see. Open your mouth, please. Say "A-a-ah!"

Kate: A-a-ah!

Doctor: You've got a **sore throat**.

Kate: Ahchoo! Excuse me.

Doctor: Bless you! Have you got a **cough**?

Kate: Yes, a bit. I've got a **runny nose** and I'm **sneezing** all the time.

Doctor: Have you got a **backache**?

Kate: No, I haven't.

Doctor: Do your eyes hurt?

Kate: No, they don't. Do I have the flu?

Doctor: No, you've got a **cold**. You should stay at home, take this medicine¹ and drink a lot of water and juice. You shouldn't exercise or go to school. Don't worry. You'll be alright soon!

Kate: Thank you, doctor!



¹ medicine [ˈmedɪsən] — лекарство / лекарства

b) Read the new words and match them with the pictures.

a headache ['hedɪk]

a sore throat ['sɔ:θrəʊt]

a stomachache ['stʌməkeɪk]

earache ['iəreɪk]

a high temperature ['haɪ 'temprɪʃə]

sneezing

toothache ['tu:θeɪk]

backache ['bækeɪk]

a runny nose

a cough [kɒf]



c) Role play the conversation between Kate and the doctor in ex. 2a.



3. Moving activity. "The Body Rap".

4. Work in pairs and make up your conversation "At the doctor's". Act it out.

5. a) Kate's classmates wrote "Get Well" cards to her. Read them and answer: Why did the children write these cards?

b) Write a "Get Well" card to your classmate or friend who is ill now. Decorate it with pictures or stickers. Visit him / her or ask your teacher to give the card to him / her.



Lesson 8. BLESS YOU!

 **Challenge:** Learn how to say 'No' to germs.

 **1. a)** Listen to Dr Clean's poem and answer the questions in pairs.

What do you do to keep yourself clean?

Do you take a shower?

Do you brush your teeth?

Do you wash your hands and face?

And behind your ears?

And between your toes?

Do you often tidy your place?



b) What else do you do to keep yourself clean?

2. a) Read Dr Clean's tips on how to say 'No' to germs and match them with the pictures.

Keeping your body clean is an important part of keeping you healthy. There are some rules which can help you say 'No' to germs and not get ill.

1. Cover¹ your mouth and nose with a tissue [ˈtɪʃuː] when you cough or sneeze.

2. If you don't have a tissue, cough or sneeze into the crook of your arm, not your hand.

3. Put your used tissue in a waste basket.

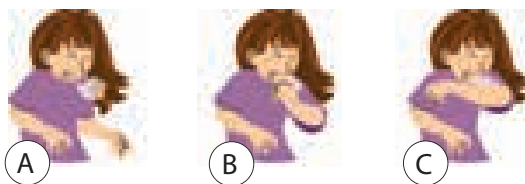
4. After coughing and sneezing, wash your hands with soap and running water.

5. Don't touch² your mouth, nose and eyes.

6. Have short and clean finger nails.



b) Which picture is correct? Why?



c) Which of Mr Clean's tips do you use? Which tips are new for you?

¹ cover — прикрывать / прикрываць

² touch — трогать / чапаць (кранаць)

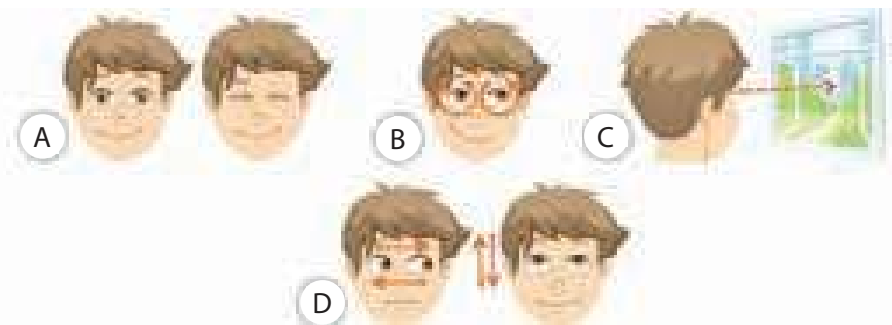


3. Moving activity. The “Dr Clean says” game.

4. a) Work in pairs and answer the questions.

- Do you often play computer games?
- Do you often watch TV?
- Do you read a lot of books?
- Can you see well?
- Are your eyes sometimes tired?
- Do they hurt?

b) Dr Clean gives you some tips on how to help your eyes. Read and match them with the pictures.



Reading, writing, using a computer, watching TV or looking at a small screen on a video game can all make your eyes feel dry and tired.

You can help your eyes by exercising them. Here are some things you can try. Follow The 20×20 Rule. Every 20 minutes your eyes should take a break¹ for 20 seconds.

1. Look away from the page or screen and slowly blink (open and close) your eyes 10 times.

2. Close your eyes and slowly roll your eyeballs round clockwise 2 times, then 2 times anticlockwise.

¹ break [breɪk] — перерыв / перапынак

3. Look to the left, then to the right 2 times with your eyes closed, then do the same looking up and down. Move your eyes slowly.

4. Look at something further away and focus on it while you count to 10, then look at the screen or page while you count to 10. Do this 5 times.



c) Moving activity. Do the exercises for your eyes.

5. Work in pairs. Student A is Dr Clean. He or she says five health tips: four good tips and one bad tip. Student B spots the bad tip and corrects it. Then swap the roles.

Lesson 9. HEALTH EXPERTS



Challenge: Find the best health expert.

1. Play the game “Health experts and patients”.

- Split into two groups: health experts and patients.

- Each patient gets a card with the name and age of a patient and his health problems.

- A patient tells an expert about his / her problems.

- The expert asks questions and gives advice.

- Each patient should visit each expert and choose the best one. They should explain their choice. What did the experts advise him / her?

Help box

Experts: *What's your name? How old are you? What's the matter? Have you got ...? Do you eat / drink / ...? You should / You shouldn't ...*

Patients: *I've got My ... hurt / hurts.*



2. Moving activity. Do the exercises for your eyes.

3. a) Have Experts' competition. What should / shouldn't we do to be healthy? Who will say the last sentence?

b) Write 10 tips on a healthy lifestyle.

Lesson 10. PORRIDGE TIME!



Challenge: Tell the story of porridge — one of the most popular foods in Britain.

1. a) Read the definition of the word 'porridge'. How often do you eat porridge?

Porridge can be made from different grains¹ but usually when people say 'porridge', they mean oat porridge².



b) Make up sentences with the word 'porridge'!



2. a) Listen to the story. How many times a day did Scottish people eat porridge in the past?

Alex steps through the Magic Mirror and gets into a Scottish village of 1516. It's morning.

a spurtle [spɜ:tɪl]³

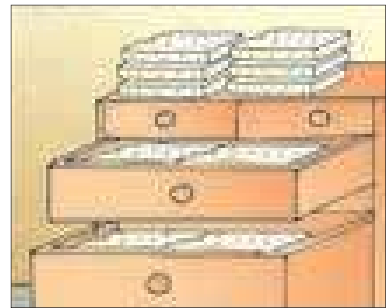
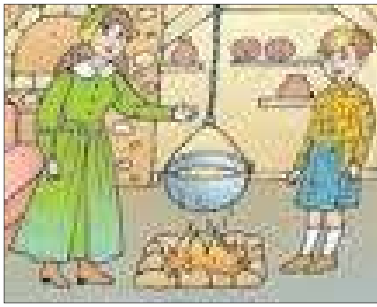
drawer ['drɔ:ə]

clockwise

¹ grains — крупы / крупы

² oat porridge — овсяная каша / аўсяная каша

³ a spurtle [spɜ:tɪl] — деревянная лопатка для размешивания каши / драўляная лапатка для размешвання кашы



b) Listen to the story again. Answer the questions.

1. What did Mrs McGregor ask Alex to do? 2. How did they eat porridge? 3. Where did they put the rest¹ of the porridge? 4. Where did Alex go after breakfast? 5. What did Mrs McGregor give him? 6. How did Alex feel in the evening? 7. What did he eat porridge with

¹ the rest — оставшийся / які застайся

in the evening? **8.** How did he feel at home in the morning? Why?



3. Moving activity. "True or false?"

4. a) Complete the story of porridge.

Porridge was born in Scotland hundreds of years **1.** People lived in small houses with one room. It was a bedroom, a living-room and a **2.** There was a big pot over the **3.** ... in the middle of the room. People cooked all their food in this pot. They ate **4.** ... for every meal: for breakfast, lunch and **5.** They ate it with butter, milk, meat, nuts, beans, **6.** ... and fruit. When people cooked porridge, they stirred it clockwise with their right **7.** That kept the Devil away. People always ate porridge standing up. Porridge was the first 'take-out' food or the first snack in Scotland. After breakfast the porridge was put in a drawer of a cupboard. When it became cold and dry, people cut it into **8.** ... and took them to the field where they worked all day. Today, porridge is still popular in the United Kingdom. About **50 %** (per cent) of people eat porridge, **23 %** eat it every day. If you eat porridge for **9.** ... , you can get energy until lunchtime. There are a lot of minerals and **10.** ... in it. It is delicious and very healthy!



b) Listen and check.

c) Work in pairs. Student 1 tells the story of porridge but changes one fact. Student 2 listens and spots the wrong fact. Then swap the roles.

Lesson 11. CLIMB THE HEALTH STAIRS



Test yourself and get a medal!



1. Board game. (On the CD.)




2. Moving activity. "The Body Rap".

3. Compare your health diaries. Who had the healthiest week?

IN THE CITY

Lesson 1. CITIES AND TOWNS

 **Challenge:** Speak about buildings in a city.

 **Must use:** A city, a town, a church, a cathedral, a palace, a castle, a tower, a bridge, a fountain, a statue, a monument, a cottage, a skyscraper.

1. A city is a big town. Have a team competition. Which team knows most British cities and towns?



2. a) Look at the photos below. Do you know these places? Are they cities or towns? Listen and check.



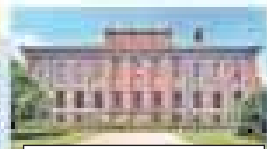
b) What can you see in a city?



a castle ['kɑ:s(ə)l]



a fountain ['fauntɪn]



a palace ['pæləs]



a cottage ['kɒtɪdʒ]



a bridge [brɪdʒ]



a church [tʃɜ:tʃ]



a monument
['mɒnjumənt]



a skyscraper
['skaɪ,skreɪpə]



a cathedral
[kə'thi:drəl]



a tower ['taʊə]

3. a) Read the article. What do London and St David's have in common? What is different?

A city is a place where many people live. A city is a place where many people work, shop, eat, learn new things and have fun. There are big cities and small towns. What is the difference between a city and a town? A city is a large town with a population over 300,000 people or a town in the UK that has a cathedral. A cathedral is a big church. St David's in Wales is the smallest city in the UK. It has a cathedral but it only has a population of around 1,800 people.

The biggest city in the UK is London, the capital city with a population about 8,500,000 people. London is a city of contrasts: poor and rich, hot and cold, pretty and ugly, clean and dirty, expensive and cheap, old and new, quiet and noisy. London is a city of churches, cathedrals, palaces, towers, bridges, parks and

gardens. There are fountains, lakes and monuments. You can see small cottages and old buildings as well as modern skyscrapers in London.

b) Match the opposites.

old	dirty
rich	noisy
quiet	modern ['mɒdən]
clean	new
hot	ugly
old	cold
large [lɑ:dʒ]	cheap
pretty ['prɪti]	poor [pʊə]
expensive	small

c) Why is London called a city of contrasts?



4. Moving activity. "Agree or disagree".

5. Speak in pairs.

1. What cities and towns of Belarus do you know?
2. What is there in your (native / favourite) city / town?
3. Which adjectives from ex. 3b characterise your (native / favourite) city / town?



6. a) Listen to the programme about a famous skyscraper in London and fill in the numbers.

Ten great facts about The Gherkin¹

30 St Mary Axe, or The Gherkin as it is often called, is one of London's most well-known skyscrapers.

¹ gherkin ['gɜ:kin] (a small cucumber) — корнішон / карнішон

This office building is **1.** ... metres tall and has **2.** ... floors. The **3.** ...th floor is the largest. The **4.** ... lifts in the Gherkin can transport **5.** ... people at a speed of **6.** ... metres per second. If you want to take the stairs, there are **7.** ... steps. There are **8.** ... panes of glass and **9.** ... opening windows. The top three floors are home to a very expensive club. A New Year's Eve ticket to the club is £ **10.**




b) What is the tallest building in your city / town? What do you know about it?

c) Find information about a tall building in your city / town and write about it.

Lesson 2. IN MY NEIGHBOURHOOD

 **Challenge:** Speak about your neighbourhood.

 **Must use:** A neighbourhood, a block of flats, a floor, a yard, a playground, a supermarket, a chemist's, a kindergarden, a post-office, a hospital, a corner, far, nearby.

1. Play "The Snowball game". What buildings can you see in a city?

 **2. a)** Listen to Bob, Kate's classmate, speaking about his neighbourhood. Which word isn't mentioned?



b) Match the buildings with their descriptions.

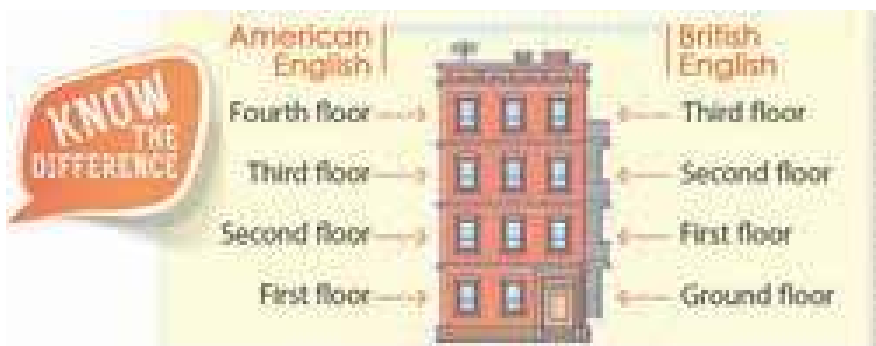
1. You can buy food there.
2. You can send a letter there.
3. You can see a film there.
4. Little children go there.
5. Children play there.
6. Doctors work there.
7. People live there.



3. a) Listen to Kate speaking about her neighbourhood. Why does she like it?

I'm very happy with my new flat. It's super! It's on the second **floor** of a block of flats in a quiet and nice **neighbourhood** ['neibə,hʊd]. It's not big, but it's comfortable and I can see the town park from the balcony. There's a supermarket on the **ground** floor of our block of flats. There's also a kindergarten and a cinema **nearby** [ˌniə'baɪ]. I like watching films at the cinema! In the yard there is a playground for kids. My school is not **far**, just a 10-minute walk from home, so my new friends and I go to school together ... on foot!

My parents are very happy too because they both can walk to work. Dad is a postman, and the post-office is just round the **corner**. Mum is a doctor and the hospital is not far from home.



b) Read the text and complete the sentences with the words in bold.

Her flat is on the second There's a supermarket on the ... floor of **Kate's** block of flats. **Kate's** ... is quiet and nice. There's a kindergarten and a cinema **Kate's** school is not ... from home. The post-office is round the



4. Moving activity. "What floor do you live on?"

5. Work in pairs. Answer the questions. What do you have in common?

1. Is your neighbourhood quiet or noisy?
2. Do you live in a house or in a block of flats?
3. What view is there from your balcony / bedroom window?
4. What is there on the ground floor of your house / block of flats?
5. Is your school far from home or nearby?

6. What is there near your house / block of flats?
7. Is there a playground in the yard?
8. Do you like your neighbourhood? Why?

6. a) Kate invites her friends to the house-warming party. Her new address is below. What information does she give to her friends? Complete her words.



Kate Williams Flat B 36 Hill Road
Brighton BN2 1TB United Kingdom

b) Invite your classmates to your place. Say where you live and they write your address down.

Note.


I live in Minsk. I live in Golubeva Street.
I live at 14 Golubeva Street, Flat 132.

c) Write down your full address.

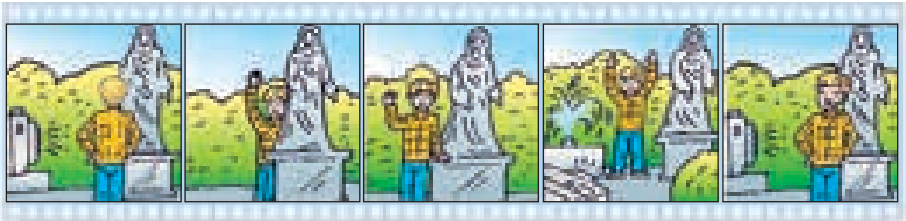
7. Work in new pairs. Speak about your neighbourhood. Use Kate's story as an example. Tell the class the most interesting fact about your partner's neighbourhood.

Lesson 3. CAN YOU TELL ME THE WAY?

 **Challenge:** Learn to ask and tell the way.

 **Must use:** A town hall, a market, a road, an avenue, a square. Prepositions of place and movement.

1. a) Alex is on holiday in Kate's city. He likes taking photos. Look at his photos and make sentences as in the example.



next to ['nekstə]

behind [br'haind]

between [br'twi:n]

opposite ['ɒpəzɪt]

in front of [ɪn'frʌntəv]

Example: *Alex is in front of the monument.*

b) Look at the city map. Ask and answer as in the example.



Example: *A: Where's the post-office?*

B: It's opposite the church, in South Avenue.



2. a) Alex saw a fox near the fountain and followed it to take a photo. Now he's lost and asking the way. Listen and follow his route on the map.

Alex: Excuse me. Can you tell me the way to the City Hall?

Man: Sure. Walk **straight ahead**, along South Avenue past the museum. Then, **cross** Market Street ...

Alex: Sorry, cross what?

Man: Market Street, then walk **past** the church and the theatre. **Turn right** into Tower Road, go **over** the bridge and you'll see the City Hall. It's next to the castle.

Alex: Is it far?

Man: Just 15 minutes.

Alex: Thank you.

Man: You're welcome.

b) Guess the meaning of the words in bold.



3. Moving activity. "Instructions".

4. a) Work in pairs. Student A: You're a tourist. You're in Town Hall Square. Ask the way to any place in the town. Student B: Tell the way. Use the words from the box and the map from ex. 1b. Swap the roles.

Help box


walk / go straight ahead
turn left
walk / go along ... Street
walk / go past ...

walk / go over the bridge
turn right
cross ... Street

b) Change pairs and play a guessing game. Student A: You're outside the cinema. Think of any place on the map from ex. 1b and tell the way. Student B: Guess the place. Swap the roles.

5. You have invited your friend to your birthday party. Write a message to your friend how to get from the nearest bus stop to your place. Write the address and draw the route.

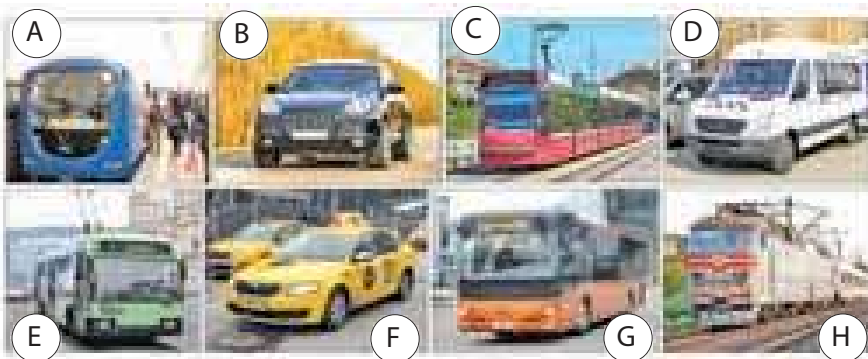
Lesson 4. TRAVELLING AROUND THE CITY

 **Challenge:** Learn to use public transport. Ask and tell the way.

 **Must use:** A bus, a minibus, a tram, a trolleybus, a car, a taxi, the underground.

1. a) Match the words with the pictures.

a bus	a minibus	a trolleybus	a tram
a car	a taxi	the underground	a train



b) Interview your partner.

1. How do you usually get to school? How long does it take?

2. How do you usually get to the centre of your city / town?
3. How do your parents go to work?
4. What's your favourite station of the Minsk Underground?
5. What's your favourite way of travelling around Minsk?

Help box

I usually **get to** school **by bus**. /
I **take** / **catch** a *bus* to school.
I usually go to school **on foot**. /
I usually **walk** to school.
It takes me about ten minutes.



2. a) Listen to the dialogues. Where do the tourists need to get? How will they get there?

1

Tourist A: Excuse me, how do I get to the Hilton Hotel?

Woman: Take the Blue Line to Oak Station and then **transfer** to the Green Line. Get off at 14th Avenue.

Tourist A: How long will it take?

Woman: About **half an hour**.

Tourist A: Thanks a lot.

Woman: You're welcome.

2

Tourist B: Excuse me, which bus goes to the Art Museum?

Woman: To the Art Museum? Well, you'll have to **change buses**. **Get on** the 43rd and go two stops. Then, **get off** at Brighton Road and catch the 13th. Your stop is Picasso Street. It's just opposite the museum.

Tourist B: How long will it take?

Woman: In about forty minutes.

Tourist B: Thank you for your help.

Woman: It was my pleasure.

3

Tourist C: Excuse me, how much is the fare to Victoria Square?

Driver: £3.50, please.

Tourist C: Here you are.

Driver: Thank you.

Tourist C: Excuse me, is this seat taken? May I sit here?

Woman: Sure, it's free. Please, sit down.

Tourist C: Thank you. What's the next stop?

Woman: Victoria Square.

Tourist C: Oh, dear! This is my stop! Excuse me, I'm getting off!

Woman: No problem.

an hour = 60 minutes

to get on the bus — to catch the bus

half an hour = 30 minutes

to get off the bus — to leave the bus

a fare — how much you pay for a ride

Note.

the 43rd bus but Bus 43

to change buses — to move to a different bus

to transfer — to go from one bus (train, line, etc.)

to another using the same ticket

b) Read the dialogues. Which tourist ...

1. ... will change buses?
2. ... paid £ 3.50 for the ride.
3. ... will transfer to another line?



c) Listen and repeat. Read the dialogues in pairs.



3. Moving activity. Work in groups of three. Act out Conversation 3 from ex. 2a.

Lesson 5. TRAVELLING AROUND MINSK



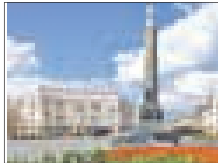
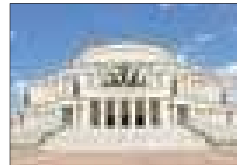
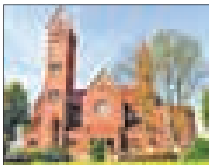
Challenge: Help a tourist to find the way.



Must use: Palace, church, cathedral, monument, railway station, arena, building, library, aqua park, square.



1. Alex is showing Kate photos of Minsk. Listen and put the photos in the correct order.



A. The Opera and Ballet House [ðɪ: 'ɔ:pərə ənd 'bæleɪ 'haʊs]

B. The Holy Spirit Cathedral [ðə'həʊli 'sprɪt kə'thi:drəl]

C. St Simon and Alena's Church [seɪnt 'saɪmən ənd ʌ'lenəz 'tʃ:ʃ]

D. Aqua park ['ækwə,pɑ:k]

E. Pobeda Square, Victory Monument ['mɒnjumənt]

F. The National Library [ðə'næʃnəl 'laɪbrəri]

G. Minsk Arena [ə'ri:nə]

H. The Central Railway Station [ðə'sentrəl 'reɪlweɪ
'steɪʃ(ə)n]

2. Help tourists to get from the Central Railway Station to different places in Minsk. Use the dialogues from Lesson 4 and the Help Box.

1. Victory Monument — underground, Line 1, Pobeda Square [skweə] Station (10 minutes).

2. The National Library — underground, Line 1, change to bus 95 at Moskovskaya Station, get off at the National Library (half an hour).

3. The Holy Spirit Cathedral — underground, Line 1, transfer to line 2 at Oktyabrskaya Station, get off at Nemiga Station (10 minutes).

4. The Red Church — trolleybus 20, get off at Mikhailovski Square, walk (10 minutes).

5. The Minsk Arena — bus 69, change to bus 44 at Gosudarstvenny Flag Square (40 minutes).



3. Moving activity. "Be a tour guide".

4. Write instructions to your school guest how to get from the railway station to your school.


Help box

Get on bus number ... Get off at ... Change to trolleybus number ... Take Line 1... Transfer to 2 ... It will take you ... Walk past ... Go along ... Street Turn right / left ... Cross ... Street.

Lesson 6. TRAFFIC RULES¹



 **Challenge:** Learn traffic rules.

 **Must use:** Must / mustn't, traffic lights, a zebra crossing, pavement, headphones, a parked car, reflective clothes.

1. a) Read the poem and match it with the child in the picture.



Stop, look and listen,
Before you cross the street.
Use your eyes, use your ears,
Before you use your feet.

b) Look at the picture and answer the questions.

1. What colour are the **traffic lights**? **2.** Who is going over the **zebra crossing**? **3.** Who is walking on

¹ Traffic rules — Правила дорожного движения / Правілы дорожнього руху

the **pavement**? **4.** What colour are the **parked cars**? **5.** Who is wearing **headphones**? **6.** Who is wearing **reflective clothes**?

2. a) Grammar secret.

You **must** stop before you cross the street.
 You **mustn't** ['mʌsnt] cross the street when the traffic lights are red.



b) Board game. What other traffic rules do you know? Fill in **must** or **mustn't**.



3. Moving activity. Game “Must or mustn't”.

4. Work in groups of three. Be Panda the Policeman and tell little pandas the traffic rules. Swap the roles.

Lesson 7. OLD TOWNS OF BELARUS

 **Challenge:** Speak about old Belarusian towns.

1. a) What Belarusian cities and towns do you know? Play “A Chain game”.

b) Look through the brochure page about Mir and complete the table.

town	When was it founded?	What famous people lived there? What did they do?	What can you see and visit there?
Mir	In the ... th century	Yuri ... built Mir ...	Belarusian ...; knights' tournaments

Mir

Mir was founded in the 14th century¹. Many rich Belarusian families lived in it. Yuri Ilyinich got the town in 1486 and built Mir Castle in the 1520s. In 1569 Mikalai Radzivil Sirootka became the owner² of Mir and built two palace buildings in the garden of the castle. Now Mir Castle, made of red and white brick, is a great monument to Belarusian history. Every day it has a lot of visitors. Mir is also a place for many Belarusian festivals and knights' tournaments.



2. a) Listen about three other towns and complete the table in ex. 1b.



b) Listen again. What do these numbers mean?

1 1446 323 400 11 9 16



3. Moving activity. "True or false?"

4. Work in pairs. Speak about Belarusian towns.


- Which places have you visited?
- When did you go there?
- Who did you go there with?
- What did you see there?
- Which place would you like to visit and why?

5. Have a competition between two groups. Which group remembers more facts about old Belarusian towns?

¹ century ['sentʃəri] — век / стагоддзе

² owner ['əʊnə] — владелец / уладальнік

Lesson 8. MY FAVOURITE PLACE

 **Challenge:** Write about your favourite place in the city / town.

1. Discuss in pairs.

1. What's your (native / favourite) town / city?
2. What is it famous for? 3. Are there any churches or cathedrals there? 4. Which is the biggest square?
5. Which transport does it have? 6. Are there any monuments? 7. What's your favourite place in your town /city?

2. a) Kate wrote a composition about her favourite place in her native city. What does she like doing there?

Brighton Sea Life Centre

My native city is Brighton. It isn't big but nice. It was founded in the 5th century. Now it's a popular seaside resort¹. About 280,000 people live here and more than 8 million tourists visit Brighton every year. There are about 100 parks and gardens in it. Brighton's most famous building is the Royal Pavilion² which looks like a palace.

My favorite place in the city is Sea Life Centre, the oldest aquarium in the world. It was built in 1872. The aquarium is located on the beach front in Marine Parade. I usually go there with my family in summer. It takes us about 10 minutes to get there by car.



¹ resort [rɪ'zɔ:t] — курорт / курорт

² Royal Pavilion [ˈrɔɪəl pə'veɪljən] — Королевский павильон / Каралеўскі павільён

There are more than 3,500 fish and sea animals there. I like riding a glass bottomed boat¹. Children can touch crabs and starfish, feed fish and learn about the sea life. When we're hungry, we go to the cafe. You can buy delicious cakes, snacks, hot and cold drinks there.

I think Brighton Sea Life Centre is the best place for children. It's always a lot of fun. You must visit it!

b) Put the parts of the plan in the correct order.

A. My opinion and recommendation: Why do you like the place?

B. The place: What is your favourite place? Where is it? (What street is it in? What is there next to it? Opposite it? Behind it?) Who do you usually go there with? How often? How long does it take you to get there?

C. Details: What do you know about this place? What can you do there? What do you like doing there?

D. Your native place: Where do you live? What can people find in your native place? What is it famous for?

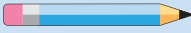
c) Find the answers to the questions in Kate's composition.




3. Moving activity. "Find your match".

4. Write about your favourite place in your city / town / village. Look at the example and follow the plan in ex. 2a, 2b.

¹ glass bottomed boat [glɑ:s 'bɒtəmd 'bəʊt] — лодка со стеклянным дном / лодка са шклянним дном



Lesson 9. "TREASURE HUNT"¹ GAME

 **Challenge:** Make a "Treasure Hunt" game.

1. Kate and Alex are playing the "Treasure Hunt game". Help the children find the treasure.

- Look at the city map and follow the instructions.
- Collect the letters of the secret word and unscramble the secret word.
- Be careful! There are some extra letters on the map. They are distractors².

1. Go along Downland Road past the railway station, the church and the post-office. Turn right. The first letter is round the corner, in front of the post-office.

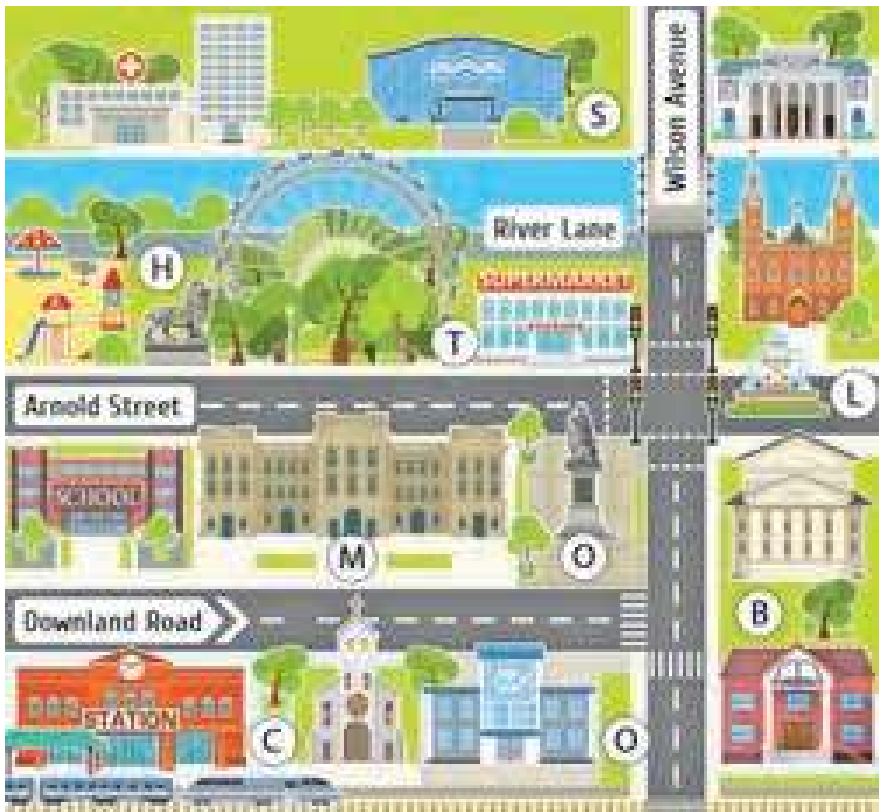
2. Cross Wilson Avenue at the zebra crossing. Don't forget to look left, right and left again before you cross the street. Turn left and go along Wilson Avenue past the museum. You can see William Shakespeare's monument opposite the museum. Turn right and go past the fountain. The second letter is between the museum and the cathedral.

3. Go along Arnold Street, cross Wilson Avenue at the traffic lights. Go past the supermarket and the park. Turn right. You'll see the Lion Statue. The third letter is behind the statue.

4. Go along River Lane past the park and the supermarket. Turn left and go over the bridge. The fourth letter is next to the swimming-pool.

¹ "Treasure ['trezə] Hunt" — "Охота за сокровищами" / "Паляванне на скарбы"

² distractors — лишніе буквы для отвлечення вніманія / лішнія літары для адцягнення ўвагі



5. Go along Wilson Avenue, over the bridge, past the supermarket. Cross Arnold Street at the traffic lights. The fifth letter is in Central Square, next to the monument.

6. Cross Downland Road at the zebra crossing, turn right and go straight ahead past the post-office and the church. The last letter is between the railway station and the church.




2. Moving activity. "Make the words".

3. Work in groups of three and do your "Treasure Hunt" game.

- Draw a map of your city on an A4 or A3 sheet of paper. You can use coloured pencils and pictures.

- Write the names of the buildings, streets and squares. Draw monuments, statues, fountains, bus stops, traffic lights, zebra crossings.
- Think of your secret word, e.g. 'CHURCH'. Mix up the letters, e.g. 'RCCHHU'.
- Write the letters on the map. Each letter must be in a different place. Write extra letters — distracters.
- Write instructions how to find each letter.
- Show the STARTing point on the map.
- On the Project Presentation Day exchange the maps with another group.
- Find the treasure.

Lesson 10. BAKER'S STREET ADVENTURES

 **Challenge:** Tell the story of Alex's adventures with Sherlock Holmes.



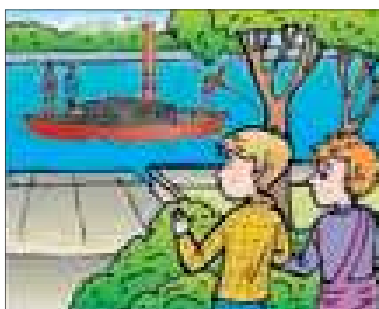
1. a) What do you know about Sherlock Holmes?



b) Look at the comics and listen to the story. How did Alex help Sherlock Holmes?

Alex steps through the Magic Mirror and gets into London. He's on the London underground train.





1 shilling (old) = 5 pence (modern) = 1/20 of a pound

boat

boatyard



c) Listen to the story again. Complete the short summary.

Alex was on the London 1. ... train. He got 2. ... the train at Baker Street station. Near the station he saw a big bronze 3. ... of Sherlock Holmes. He took a 4. ... with it. Then, Alex asked a man the way to Sherlock Holmes' 5. The man said that the Sherlock Holmes Museum was at 6. ... Baker Street. Alex walked there but on the way to the museum he met a 7. ... in dirty clothes. The boy told Alex that 8. ... wanted to see them. Alex was surprised but ran after the boy. It was true! Sherlock Holmes gave some money to the boys and asked them to find a boat called the 9. The boat was 10. ... and

it was on the river. The boys ran to the Thames River. Suddenly, Alex saw a boatyard near the river and a boat behind the 11. It was the Aurora! There were three 12. ... on it. The boys were excited! They ran back quickly to tell Mr Holmes about the boat.



d) Listen and check.



2. Moving activity. "Find a story card".

3. Work in pairs. S1 is Alex. S2 is a reporter. S1 tells the story of Alex's adventures to the reporter. S2 reports his story on TV.



4. Do you know which Sherlock Holmes story the comics is based on? If not, surf the Internet and find out. Look for the Aurora boat. What other stories about Sherlock Holmes do you know?

Lesson 11. ON TOP OF THE SKYSCRAPER



Test yourself and get a medal!




1. Board game. (On the CD.)




2. Moving activity. The "Pass the envelope" game and BaoBao's adventures.

IN THE COUNTRY

Lesson 1. ENJOY THE COUNTRYSIDE!

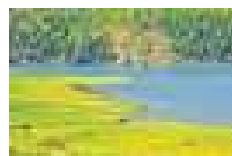
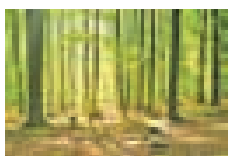
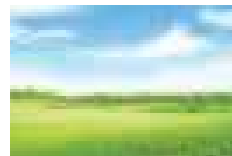
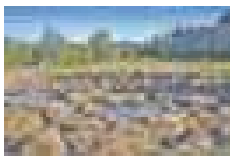
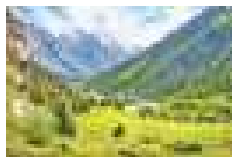
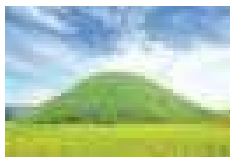
 **Challenge:** Describe the English and Belarusian landscapes.

 **Must use:** Rock, hill, valley, waterfall, swamp, field, forest, path, sea coast, river bank.

1. How often do you go to the country? What do you like doing there? Complete the sentence: *“Countryside is ...”*.

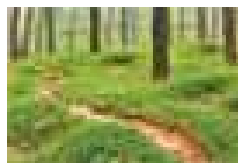


2. a) Listen to a programme about the most popular place in the English countryside. What landscape can you see there?



a rock
a swamp [swɒmp]
a waterfall
a field [fi:ld]
a forest

a valley ['væli]
a river bank
a sea coast
a path [pɑ:θ]
a hill



b) Read the definitions and match them with the words from ex. 2a.

1. People or animals walk along it in the forest.
2. Land that is always wet or covered ['kʌvəd] with water.
3. A small mountain.
4. An area ['æriə] between hills or mountains, usually with a river.
5. The ground along the side of a river.
6. An area near the sea.
7. A mountain with no forest or snow.
8. A large area of land with many trees growing together.
9. Water that falls down over a big rock.
10. An area of land where people keep animals or grow food.

c) Read about the Lake District. What can people do there?

Britain is famous not only for its great cities. For most people in the UK the countryside is an ideal place to live and relax. The most famous area of English countryside, the Lake District, is full of mountains, hills, valleys, lakes and forests. It is home to Scafell Pike, the highest mountain in England. It is 978 metres high [haɪ]. You can find big and small waterfalls



in the mountains, see about 50 stone circles¹ and enjoy a walk or a bike ride along many paths in the district's forests. There are 16 lakes in the Lake District.

d) Would you like to visit the Lake District? What would you like to see and do there?

3. a) What landscape can you see in Belarus?

Example: *There are lots of swamps in Belarus.*

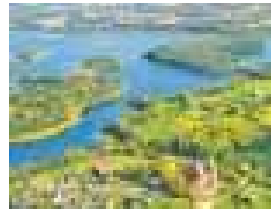
Help box

There are lots of ... There are some ... There are no ...



b) Complete Alex's composition about Belarusian nature. Listen and check.

Belarusian nature is very beautiful. Belarus is often called 'a blue-eyed' country because there are more than 10,000 ... and 20,000 ... in it. The biggest lake is Lake There are about 260 lakes in ... National Park.



People call it the Poozerie or the Belarusian Lake District.

There are no high mountains in Belarus but there are a lot of ... in the north of the country. The highest point of Belarus is Mount Dzyarzhynskaya (346 metres high).

You can see a lot of green ... , ... and One third of the country is covered with ... or pushchas. Belarusian forests are home to many animals and



4. Moving activity. "Pass the envelope".


5. What do the Belarusian and English landscapes have in common? What is different?

¹ stone circles — круги из камней / круги з камянёў

6. a) Work in pairs. S1 is a tour guide. Tell S2, a tourist, about the Lake District.

b) Swap the roles. S2 is a tour guide. Tell S1, a tourist, about Belarusian nature.

Lesson 2. VISIT ENGLAND!

 **Challenge:** Speak about a school trip to the English countryside.

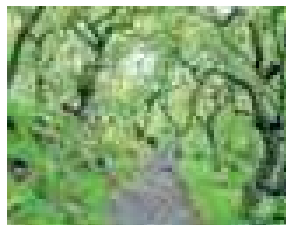
1. Discuss in pairs. Where did you go on your last school trip? What did you like most about it?

2. a) There are a lot of places British children can go to on their school trips. Read the article on the National Geographic Kids site. Which place is the most exciting?

Visit England this summer!

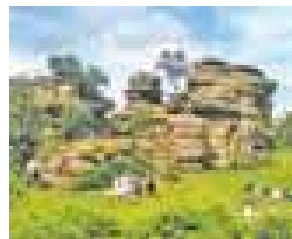
1. Explore the magic forest at Longshaw!

In these magic woods in Derbyshire, you can go boggart hunting. Boggarts are mythical ['mɪθɪkəl] goblin-like monsters living in woods. Walk along a boggart path and it will take you to a giant ['dʒaɪənt] boggart hole where you can hide!



2. Climb Brimham Rocks, near Harrogate!

It's a great feeling, standing tall on a giant rock. The rocks at Brimham have names like the



Dancing Bear, the Gorilla and the Eagle¹ and form a natural labyrinth [ˈlæbərɪnθ]. You will enjoy walking and climbing in this natural playground. There are lots of spots for a picnic and there's also a cafe.



3. Enjoy an underground walk at White Scar Cave, Ingleton!

What about a one-mile, 80-minute underground walk in the national park? White Scar Cave is the longest how cave in the park. There are naturally formed stone statues and even underground waterfalls. You'll need comfortable footwear and a warm jumper as the temperature underground is just 8 °C all year round!



b) Moving activity. "Find your match".

c) Work in pairs. Read the article again and say in which place ...

1. ... there is a monster's path.
2. ... you can see stone statues and waterfalls.
3. ... you can walk and climb.
4. ... you can have a picnic.
5. ... it isn't warm in summer.
6. ... there is a labyrinth.
7. ... you can go hunting.

3. Which place would you like to visit during summer holidays? Explain your choice.


4. Work in pairs. Imagine your class visited one of the places last year. Write a short story about your school trip. Use your fantasy and the questions below as a plan. Read your story to the class. Whose story is the most exciting?

¹ eagle — орёл / арол

- When did you start your trip?
- How did you go there?
- What did you see / do / buy there?
- What interesting / amusing things happened?
- How did you feel? When did you come back?
- What did you like most of all?

Lesson 3. STAY SAFE IN THE COUNTRYSIDE

 **Challenge:** Learn the countryside safety rules.

 **Must use:** Insect, bee, wasp, mosquito, tick, whistle, sunscreen.

1. What city rules do you remember? What countryside rules do you know?

2. a) Kate and her classmates are going on a hiking trip at the weekend. Before the trip, they are studying safety rules. Do the quiz in small groups. Sometimes more than one answer is correct.



a whistle ['wɪsl]



sunscreen ['sʌnskri:n]



insects ['ɪnsektz]

1. When you go hiking,

a) always do it with an adult¹.

b) never go to the forest alone.

c) you can go hiking without an adult if you have a big group.

¹ adult — взрослый / дарослы

2. If you see a wild animal or a snake,
a) never touch, feed or go near it.
b) run away.
c) stand still¹ or back off slowly.
3. If you're thirsty,
a) you can drink water from a lake or a river if it looks clean.
b) never drink water from a lake or a river.
c) you should drink bottled water.
4. If you see wild berries,
a) you can eat them if you know they're safe.
b) you can eat only red berries.
c) you mustn't eat them.
5. If you want to roast potatoes or sing songs by an open fire,
a) only an adult can start a campfire.
b) you can start a fire if an adult is watching you.
c) don't forget to put out² the fire when you leave the campsite.
6. If you go hiking on a hot day,
a) take a waterproof jacket with you.
b) put on sunscreen and sunglasses.
c) put on a cap or a hat.
7. If you want to keep insects away,
a) set up camp away from the water.
b) start a fire.
c) use a whistle.

¹ still — неподвижно / нерухома

² put out — потушить / патушыць

8. If you don't want to 'catch' a tick¹,

- a) keep your arms and legs covered.
- b) use sunscreen.
- c) eat five lemons.

9. At the end of the day you spent in the forest,

- a) take a shower.
- b) check your body for ticks.
- c) ask an adult to check your body for ticks.

10. If you get lost in the forest,

- a) try to find your group.
- b) use a whistle or a mobile phone if it is working.
- c) wait in a safe place for an adult to find you.



b) Listen and check. Which group is the winner?



3. Moving activity. "Do / Don't".

4. a) Bees, wasps (yellow jackets) and other insects can sting or bite you while you are in the countryside. Read some tips on how to protect your body and fill in should / shouldn't.



sting — stung bite — bit

¹ tick — клещ / клещч

How to stop bees and wasps

- You ... wear shoes outdoors.
- You ... wear sweet-smelling perfume, lotions, or hair products.
- You ... wear bright-coloured or flower-printed clothing.
- You ... cover food when eating outdoors.
- You ... be careful when outside with open soda cans because yellow jackets like to climb inside for a sip.
- If a bee or wasp flies around you, you ... stay calm. You ... hit it.
- If you get stung, you ... tell an adult and go indoors right away.



b) Listen and check.

5. Work in small groups. Choose five countryside safety rules, make a poster about them and present it to the class. Use **must / mustn't / should / shouldn't**.

Lesson 4. LET'S GO HIKING!



Challenge: Ask and tell the way in the country.



Must use: Go across, go through, go into / out of.

1. a) Kate and her classmates are going hiking at the weekend. In their Geography lesson they study the map of the local area. What is there on the map?



b) The children are going to their campsite. Listen to the children and follow their route. Where is the site: A, B or C?



Mrs Clarke: Here we are! Now children we must find the campsite. There's a blue and red flag there. James, the route is on the map!

James: OK. First, go along the coast to the waterfall.

Kate: Oh, look! The waterfall! It's beautiful! OK James, what's next?

James: Now go past the waterfall.

Kate: Past the waterfall... I see a bridge! Must we cross the river?

James: Let me see. Yes, let's go over the bridge to the opposite bank.

Kate: So, we're on the opposite bank. Must we turn left or right now?

James: Turn right and walk along the river valley until you see a small village. Then turn left and go **across** the field.

Kate: Must we go **into** the forest?

James: Yes, walk along a path **through** the forest. Be careful! There's a swamp!

Kate: I see.

James: When we go **out of** the forest, we must see a blue and red flag. Can you see it somewhere?

Kate: Yes, I can! Come over here! It's near the ... lake!

c) Guess the meaning of the prepositions in bold.

d) Describe their route using the phrases in the box. Use the past forms of the verbs.

get off, go along, go past, cross the river,
go over, turn right, walk along, turn left,
go across, go into, walk along, go through, go out of

Example: *The children got off the bus and went along the coast. Then ...*



2. Moving activity. "Turn left! Turn right!"


3. a) The children are in the camp now. Their leader, Mrs Clarke hid some bottles of water somewhere. Read her instructions and help the children to find the water.


Go out of the camp and walk along the path through the forest. Don't turn left as there's a swamp there. When you get out of the forest, walk straight ahead across the field. Go past the village, turn right and go along the river valley. Then go over the bridge to the opposite bank of the river, turn left and walk along the

path past the hills. Soon you'll see a rock. The water is in the

b) Now you hide a bottle and write the instructions on how to find it. Exchange the instructions with other students and find the water.

Lesson 5. ON THE FARM

 **Challenge:** Ask and answer questions about life on the farm.

 **Must use:** Pony, cow, goat, sheep, hen, rooster, goose, turkey, barn, hay, grain, fence, kitchen garden.

1. a) In the village, the children met Peter Brown, a farmer's son. He invited them to the farm. What animals and birds did they see?



a pony a cow a goat a sheep a hen a rooster
a goose a turkey a barn hay grain a fence
a kitchen garden

a sheep — two sheep

a goose — two geese

a mouse — two mice



b) Listen to the sounds and guess the animals.

c) Look at the farm and fill in the gaps with new words.

1. The ponies are in the They are eating
2. The goat and ... are near the
3. The cow is eating grass in the field behind the
4. The hens, turkeys, rooster and ... are in the barnyard. They are eating
5. The Browns grow ... in the kitchen garden. They grow ... in the garden.



2. a) The children interview Peter about his life on the farm. Listen and answer. Is he happy on the farm?



b) Listen again and write down three or more of the children's questions.



c) Listen again and write down Peter's answers.



3. Moving activity. Put the sentences in the correct order.

4. Work in pairs. Act out the interview with Peter about his life in the country.
5. Work in new pairs. Make up an interview about life in the city. Act it out.
6. Have a discussion. Where is life better: in the city or in the country? What can you see / do there?

Lesson 6. WELCOME TO A WORLD OF ANIMAL MAGIC!

 **Challenge:** Speak about a farm park.

1. Play “The Snowball game”. Name farm animals.
2. a) Kate's class is going to spend a day on Cannon Hall Farm. Look through the farm brochure. What sort of farm is it: a zoo, an amusement park or a museum?

OPENING TIMES

10.30 am — 5.00 pm every day except¹ Christmas Day

PRICES

Adults — £ 5.95

Children — £ 5.95

Family Tickets for 4 people — £ 22

Under 2's — Free

ANIMALS

cows	sheep and lambs [læmz]	goats and goat kids	donkeys ['dɒŋkɪz]
pigs and piglets	llamas	ponies	rabbits
guinea pigs	chickens	reindeer	ferrets

EVENTS AND ACTIVITIES

- ✓ sheep and ferret races
- ✓ birth of baby animals
- ✓ milking demonstration
- ✓ tractor rides
- ✓ touching small animals
- ✓ adventure playgrounds

¹ except — кроме / апрача



FOOD AND DRINKS

- ✓ The White Bull restaurant
- ✓ The Hungry Llama restaurant
- ✓ Afternoon tearoom
- ✓ Picnic area

SHOPS

✓ Gift shop

✓ Farm shop



Visit our website: <http://cannonhallfarm.co.uk>.

b) Look at the map. Ask and answer.

Example: *A: Where's the farm shop?*

B: It's opposite the gift shop. Where are the llamas?

A: They're next to the goats.



c) Read the advertisement and fill in the gaps. Then, listen and check.

Cannon Hall Farm is a large farm attraction. It's home to hundreds of animals. There's always a chance of seeing lambs, goat kids and **1.** ... born. You can also see llamas, donkeys, reindeer and **2.**.... . There are usually baby rabbits and guinea pigs on show and if you're lucky hatching¹ chicks too.

You can touch small animals and see cow and goat **3.** ... demonstrations. We have **4.** ... racing during school summer holidays. It's great fun! You can also have an enjoyable **5.** ... ride around the farm.

There's one of the biggest and best **6.** ... playgrounds in the north of England. The pyramid towers with their fantastic slides and the largest tube maze (*labyrinth*) in Europe are popular with all age groups. The **7.** ... kids and even adults love the climbing forest. For **8.** ... days there's also an indoor playground.

There are two restaurants, The **9.** ... Bull and The **10.** ... Llama, which offer² hot and cold homemade food.

¹ hatch — вылупляться / вылуплівацца

² offer — предлагать / прапаноўваць

Try our delicious sausages and bacon from the **11.** ... shop. Our huge tearoom seats 240 and has a large **12.** ... area outside.

Cannon Hall Farm is the perfect day out!

d) Read out the sentences which describe the pictures.



3. Moving activity. Miming game “On the farm”.

4. Answer the questions.

- 1.** Can you visit the farm on Sunday at 10 am?
- 2.** How much are the tickets for two children and their mum and dad?
- 3.** Can you celebrate Christmas on the farm?
- 4.** What attractions are there in the farm playground?
- 5.** Where can you try delicious food from the farm shop?
- 6.** Where can you buy a toy of a farm animal?
- 7.** What is the farm’s website?

5. Split into two groups. Make a list of ideas to prove that Cannon Farm Park is the perfect day out. Say your ideas in turn. Which team has more ideas?

Help box

We can ...


There’s a / There are ...

6. Speak in pairs.

- Would you like to visit Cannon Farm Park? Why?
- What would you like to see and to do there?
- Do you know farm parks in Belarus? (If you don’t, surf the Internet and find out!)
- What can you see and do there?

Lesson 7. WILDLIFE OF BELARUS

 **Challenge:** Describe animals and birds.

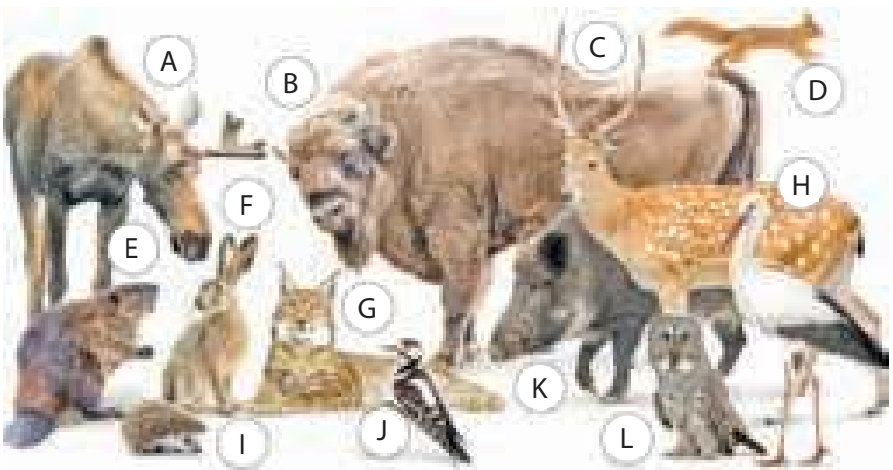
 **Must use:** Bison, beaver, lynx, hedgehog, deer, elk, wild boar, hare, stork, owl, woodpecker, squirrel.

1. Play “The Last word game”. What can you see in the forest?



2. a) Many people love the countryside because of its amazing wildlife. Alex is doing a project about Belarusian animals and birds. Listen to Alex and number the animals.

Example: 1 — E



a beaver ['bivə]

a hare [hæ]

a bison ['baɪsən]

a squirrel ['skwɪrəl]

a lynx [lɪŋks]

a woodpecker

a hedgehog ['hedʒ,hɒg]

an owl [aʊl]

a deer [diə]

a stork

a wild boar ['waɪld'bɔː]

an elk

b) Which of them have you seen in real life? Where did you see them?

a deer — two deer

an elk — two elk

a wild boar — two wild boar

a bison — two bison

c) Match the animals with their descriptions.

1. A grass-eating animal that can run very fast and has very beautiful big antlers¹. 2. A very large deer. 3. A big animal like a cow with long hair. 4. A large wild cat that has no tail and lives in forests. 5. A bird with large eyes that hunts at night. 6. A large wild pig with long hair. 7. A small animal with long ears. It can jump very well. 8. A tall white bird with black wings and a long beak. 9. An animal that lives near rivers and lakes. It cuts down trees with its strong teeth. 10. A small animal with a big tail. It lives in the tree and eats nuts and seeds. 11. A small brown animal whose body is round and covered with spines². 12. A bird with a long beak that helps it to make holes in trees.

d) Speak about Belarusian animals and birds.

1. Where do these animals and birds live?
2. Which animals and birds are symbols of Belarus?
3. Which animals and birds are the most beautiful?
4. Which animals are the most dangerous³?
5. Which animals are the strongest?
6. What other animals and birds live in Belarus?



3. Moving activity. Song “Animals in action”.

¹ antlers — рога / pori

² spines — колючки / калючки

³ dangerous — опасный / небезопасны

4. a) What do you know about bison? Guess if these sentences are true or false.

1. European bison are the biggest animals in Europe.
2. There are about 500 European bison in Belarus.
3. European bison are 3 m ['mi:təz] long. 4. They weigh¹ about 2,000 kgs ['kɪlə,græmz].
5. They eat mushrooms. 6. Bison live for 60 years. 7. Bison can jump across 3 m wide streams² and over 2 m tall fences from a standing position. 8. They can live without water for a long time.



b) Listen and check your guesses.

5. a) Read about the storks and guess the missing numbers.

White storks are big birds. They can be 1. ... cm ['sentɪ,mi:təz] long. A stork has long legs, large wings and a long red beak. These beautiful birds live in Europe and they spend winter in South 2. They can fly more than 3. ... km ['kɪlə,mi:təz]. Storks live in the fields near rivers, lakes and swamps and build their nests on top of trees and houses. One stork eats about 4. ... insects daily. A stork family needs about 5. ... kilograms of food in one season. Storks also eat mice, frogs, fish and earth-worms. In Belarus there are about 6. ... storks. People call Belarus “the country under white



¹ weigh [wei] — весить / важыць

² streams — ручьи / ручаі

wings” and believe that storks bring them luck and happiness.



b) Listen and check your guesses.

6. a) Complete the questions.

1. How many European bison ... there in Europe?
2. How much ... they weigh?
3. Where ... they get water in winter?
4. How long ... the European bison live?
5. How long ... the storks?
6. Where ... they spend winter?
7. Where ... they build their nests?
8. What ... storks eat?
9. How many storks ... there in Belarus?
10. Why ... people call Belarus “the country under white wings”?

b) Check your memory. Cover the text and answer the questions in ex. 6a.



7. Mini-project. Find information about a Belarusian animal or bird and present it at the wildlife forum. Follow the plan.

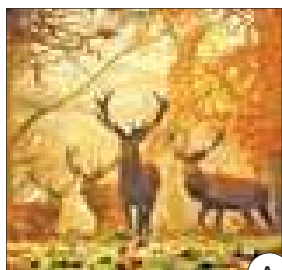
1. What does it look like?
2. Where does it live?
3. What does it eat and drink?
4. What interesting facts do you know about it?

Lesson 8. BELOVEZHSKAYA PUSHCHA

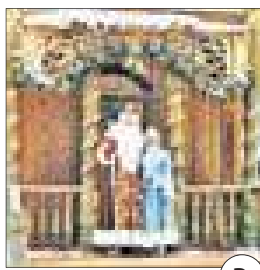


Challenge: Invite tourists to Belovezhskaya Pushcha.

1. a) Alex is going to answer Kate's email and write about one of the greatest forests in Belarus. Read the article about Belovezhskaya Pushcha and match the paragraphs with the photos.



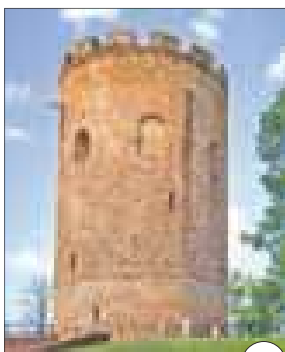
A



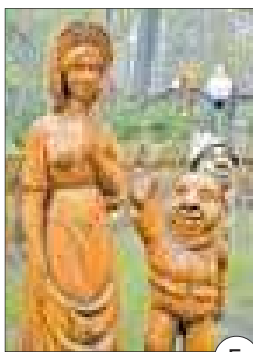
B



C



D

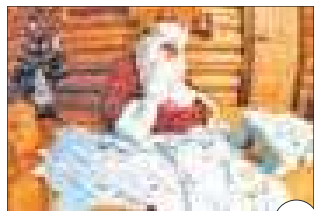


E



F

1. Belovezhskaya Pushcha is the largest forest in Belarus. The name of the pushcha comes from the name of a famous tower “Belaya Vezha” or White Tower. This tower was built in the 13th century in the town of Kamenetz which is 20 km away from Belovezhskaya Pushcha.



G

2. Now Belovezhskaya Pushcha is a National Park and an important tourist centre. More than a thousand giant trees grow in the forest. The oldest trees are oaks¹ which are more than 500 years old.

¹ oak — дуб / дуб

3. Belovezhskaya Pushcha is home to many animals, birds and fish. The largest population of European bison in the world live in the forest. You can also meet red deer, wild boar, European elk, wolves, foxes, squirrels and other animals. Many rare animals and birds are on the Belarusian Red List, for example, the European bison, the lynx, the owl, the black stork and the woodpecker. Some of them are on the World Red List.

4. In 2003 Belarusian Ded Moroz's residence was built in Belovezhskaya Pushcha. Ded Moroz lives in a big wooden house. There's a throne-room and a study on the ground floor. The bedroom and the balcony are upstairs. His granddaughter Snegurochka lives in a small house not far from Ded Moroz's house. There's a 'skarbnitsa' — a room for children's letters, photos, drawings, gifts and handicrafts¹.

5. There are a lot of wooden sculptures ['skɫɪtʃəz] in the residence. You can see Snow White and Seven Dwarfs, Pinocchio and other characters from famous fairy tales. There are also sculptures of the Twelve months. A legend says that if you touch the sculpture of your month and make a wish², your wish will come true.

6. The main attraction for tourists at Christmas and New Year is a 40 meter tall fir tree³ which is decorated with ornaments, tinsel and lights. There are lovely gift shops where you can buy presents for your family and friends. Comfortable hotels, guest houses and cafes invite you to taste Belarusian national food and have a good time.

¹ handicrafts — поделки / вырабы

² wish — желание / жаданне

³ fir tree — ель / елка

7. Belarusian Ded Moroz's residence is open every day all year round. The opening hours are from 9 am to 6 pm. Ded Moroz answers all the letters he gets. This is his address:

Belovezhskaya Pushcha, Ded Moroz
Kamenyuki village, Kamenetz district
Brest region, 225063
Belarus

b) Read the text again. Who or what in the story ...

1. ... was built in the 13th century? 2. ... is more than 500 years old? 3. ... is on the Belarusian Red List? 4. ... lives in Ded Moroz's residence? 5. ... keeps children's letters, photos and drawing? 6. ... is 40 m tall? 7. ... is comfortable? 8. ... answers the children's letters?



2. Moving activity. "True or false".

3. Speak in pairs.

- Have you been to Belovezhskaya Pushcha?
- If yes, did you like it there? Why?
- If not, would you like to go there? Why?

4. Help Alex to write an email to Kate. Invite her to Belovezhskaya Pushcha. Write about 8–10 sentences.

Help box

There's / There are

You can ...

Lesson 9. A TRIP TO THE COUNTRY

 **Challenge:** Plan your trip to the country.

Before the lesson:

1. Your class is going on a trip to the country. Work in pairs or in a group of three. Suggest your idea.

• Surf the Internet to find an exciting place in Belarus for a school trip.

• **Write about this place:** Where is it? What can you see there? What can you do there? Why do you recommend it?

• **Be ready to present photos of this place.**



• **Plan your trip:** How are you going there? (by bus, by train, on foot, etc.) Where are you going to meet? (outside the school, at the bus station, at the railway station) What time are you going to leave? Are you going to take packed lunch or have lunch at the local cafe? What clothes should you wear? When are you going to come back?

• If you have a problem, ask your teacher for help.

In the lesson:

1. Suggest your idea to the class.

- Speak about the place. Show the photos.
- Present your plan for the school trip.

2. Listen to other students. Write down the ideas you like. Say why you like them.



3. Moving activity. "Chinese whisper".

4. Vote¹ for the best idea.

¹ vote — голосовать / галасаваць

Lesson 10. MYSTERIOUS STONEHENGE

 **Challenge:** Tell a legend about Stonehenge.

1. Stonehenge is one of the most famous attractions in the UK. Why is it a mystery?



Stonehenge is a wonder of the world in the British countryside. It is one of over 1,000 stone circles in the UK and is the most famous stone circle in the world. It is 4,500 years old! Why did people build this monument? Some people believe Stonehenge was used as a calendar or a clock in the past. There is also an idea that Stonehenge is a UFO (Unidentified Flying Object) landing site. But the fans of King Arthur's legends like the story of Merlin, the magician.

2. a) Read the names.

King Aurelius Ambrosius [ɔ:r'i:liəs ʌm'brɒsɪəs]

King Uther Pendragon ['ju:θə pen'drægən]

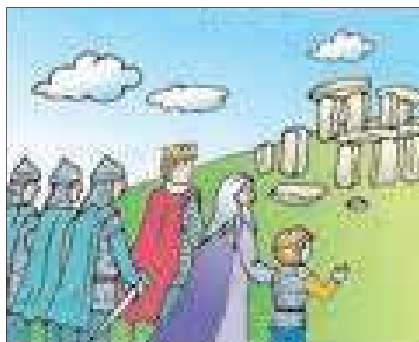
King Arthur ['ɑ:θə]

Merlin



b) Look at the comics and listen to the story. Why did Alex go to Ireland with king Uther Pendragon?

Alex steps through the Magic Mirror and gets into England of the 5th century.





c) Listen again and complete the story summary.

The fifth-century king Aurelius Ambrosius lost **1.** ... English knights in the battle against the Saxons at Salisbury. He was very sad and wanted to build a huge (very big) monument to his brave knights. The king sent Merlin, Uther Pendragon, Arthur's father, and **2.** ... knights, to bring the Giant's **3.** ... rocks from Ireland. The rocks were huge. Some of them were more than **4.** ... m tall and weighed about **5.** ... kg. Giants had brought the rocks from **6.** ... and put them on Mount Killaraus in Ireland long before.

When king Uther Pendragon came to the mountain, he went into battle with **7.** ... Irish knights and won it. After the battle, the knights used ropes to pull the **8.** ... , but they couldn't move them. Then the king asked **9.** ... to help him. The magician pulled out a hair from his beard, said the magic words and sent the rocks over to England together with the king and his knights. They flew over the **10.** ... and landed on Salisbury plain¹, in the **11.** ... of England.



3. a) Moving activity. "Paper ball".



lose — lost	go — went
be — was / were	win — won
send — sent	can't — couldn't
bring — brought	say — said
come — came	fly — flew

b) Tell the story using the past forms of the verbs in ex. 3a.

¹ plain — равнина / раўніна

4. a) Which Stonehenge story do you believe in most?

b) Work in pairs or groups. Make up your Stonehenge story. How did the mysterious stones appear in England? Use your imagination.

Lesson 11. ANIMALS' BOARD GAME



Test yourself and get a medal!





1. Board game. (On the CD.)



2. Moving activity. Song “Animals in action”.

COUNTRIES AND CONTINENTS

Lesson 1. LOOK AT THE WORLD MAP

-  **Challenge:** Name continents, countries, languages / nationalities.
-  **Must use:** World, Asia, Africa, North America, South America, Antarctica, Europe, Australia, the United Kingdom (the UK), Bulgaria, Russia, Ukraine, Italy, India, the United States of America (the USA); suffix **-an/-ian**; articles with names of countries and continents.

1. a) Look at the world map. How many continents are there?



b) Listen to the 'Continent' rap and check yourselves.

Asia, Africa, North and South America, Antarctica and Europe, and Australia.



c) Listen and repeat.

d) Which is the largest continent? Which is the smallest?



2. a) Kate's father is a teacher of Geography. He is telling schoolchildren about continents. Listen and check your ideas.



b) Listen again, check yourselves. Do all people think there are seven continents?

3. a) Find the countries on the map. Match the countries and the continents.

Belarus, the United Kingdom (the UK), Bulgaria, Russia, Australia, Italy, India, the United States of America (the USA).



b) Moving activity. "Run to the board!"

4. Work in pairs. Look at the map in the book. Complete the sentences:



a) Belarus is in **b)** ... is the largest continent.
c) ... is the smallest continent. **d)** ... is the hottest continent. **e)** ... is the coldest continent. **f)** ... are English-speaking countries. **g)** The USA is in **h)** The UK is in **i)** Canada is in

5. a) Make adjectives for languages, nationalities, etc.

Belarus + **ian** = Belarusian,
America + **an** = American

Russia, Australia, Europe, Italy, Africa, Brazil,
Europe, Asia, Bulgaria, India.

Usually we **don't use articles** with the names
of countries and continents. **BUT:** the USA, the UK

b) Do a class survey. Find out how many people:


1) saw an American film last weekend; **2)** have Asian clothes; **3)** like Italian food; **4)** can name five African animals; **5)** know the name of a very famous Brazilian footballer; **6)** like Bulgarian beaches; **7)** dislike Indian films; **8)** can count to ten in Italian; **9)** have friends who speak Ukrainian; **10)** would like to visit an English-speaking country; **11)** went to a European country last year; **12)** can sing a Russian song; **13)** can say 'lift' in American English; **14)** know what the most popular Canadian sport is; **15)** are reading a Belarusian book at the moment; **16)** know a famous Australian landmark.


Example: *S1: Did you see an American film last weekend? — S2: No, I didn't.*

c) Report the results of your survey to the class.

Example: *Five people in the class are reading a Belarusian book at the moment.*

Lesson 2. HOT AND COLD, DRY AND WET

 **Challenge:** Speak about the continents and their geography.

 **Must use:** Dry, wet, high, deep, thick, desert, mountain, island, forest, rainforest, grassland, ocean, plant, to cover.

1. a) Study the picture dictionary.



high



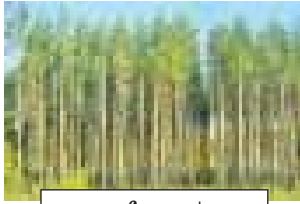
deep



dry



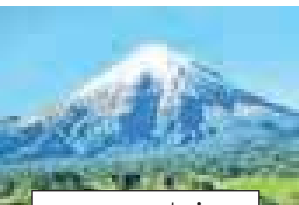
wet



a forest



a desert



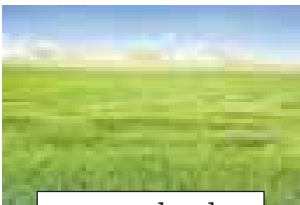
a mountain



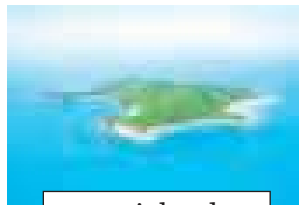
an ocean



rainforest



grassland



an island

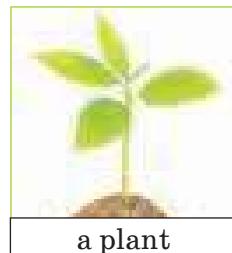
b) Are you good at geography? Make up sentences.

Mountains		dry
Oceans		wet
Deserts		high
Grasslands	are	cold
Rainforests		hot
Forests		deep
		thick

c) Read about the continents of our planet and check your ideas.

Asia. Asia is the largest of all the continents. Asia has the highest mountain in the world — Everest.

It is covered with snow. High up the weather is cold and windy, so plants can't grow there. There is a desert in Asia. There are many rainforests and jungles¹ too. In the North of Asia, in Siberia there are snow forests — taiga.



Africa. Africa is the second largest continent. You can find the longest river and the largest desert in the world there. A desert is a dry place with very little rain. In the day time it is very hot but at night it is very cold. Only animals and plants that need very little water can live in the desert. There is a big rainforest in Africa, too. A rainforest gets lots of rain. Rainforests are home to thousands of different plants and animals.

¹ a jungle — a very thick rainforest which is difficult to walk

The weather is hot and wet there all year round. In Africa you can see the savanna. It is grassland — a plain covered with grass. There are only two seasons in the grasslands — the wet season and the dry season.

Antarctica. Antarctica is a continent that doesn't have any countries. It is a snow desert. It is cold, dry and windy. There are no people there, only visitors. There are almost no plants there, too. The seas and oceans around Antarctica are very deep and cold.

Australia. Australia is the smallest continent and a country. Most people in Australia live in cities by the sea coast and some of them live in the centre of Australia. This desert area is called the bush. Near Australia there are many islands and beautiful coral reefs.

Europe. Europe has about 50 countries: cold and warm. Europe has many forests. Some forests are so thick that they are difficult to walk through. They have trees that lose their leaves in winter. The grasslands of Europe are called steppes.

North America. It is very cold in some of the countries of the continent — in Canada, Alaska (the USA). Parts of the USA and Mexico are desert land. Prairies are the grasslands of North America. There are lots of forests there too. The snow forests in colder areas have evergreen¹ trees. They don't lose their leaves in winter.

South America. There are deserts, mountains and rainforests there. The grasslands of South America are called pampas. You can see the highest waterfalls in the world there. The Amazon rainforests can cover half of Europe. Amazonia helps our planet to breathe.

¹ evergreen — вечнозелёный / вечназялёны



2. Moving activity. "Clap, stamp and turn around!"

3. a) Answer the questions:

1. Which continent is the second largest in the world?
2. What is the general name for 'steppes, pampas, prairies and savannas'?
3. How is the rainforest different from the jungle?
4. Where can you see snow forests?
5. How can forests be different?
6. Where can you find the bush?
7. Is Australia a continent or a country?

b) Find sentences in the article about the photos in ex. 1.

c) Find sentences in the article that can describe Belarus.

d) Which continent is it about?

1. There is the highest mountain there.
2. There is the longest river there.
3. There are no countries there.
4. Siberia is there.
5. There are coral reefs there.
6. Alaska is there.

4. Take turns to play "A Memory game". What do you know about the continents?

5. Make true sentences about Belarus.

There are some
There are a lot of
There aren't any

high mountains
deep rivers
grasslands
dry deserts
blue lakes
rainforests
thick forests

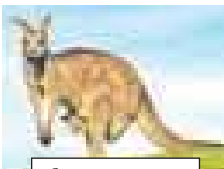
in Belarus

Lesson 3. RUNNING FAST AND WALKING SLOWLY

🔒 Challenge: Name wild animals from different continents and say how they do things.

🔑 Must use: Wild, rare, dangerous, in danger, gorilla, kangaroo, mountain lion, eagle, polar bear, panda, dingo, grizzly bear, seal, cheetah, penguin, dolphin, shark, whale, rhino, yak, llama; slow — slowly, quick — quickly, fast, good — well, etc.

1. a) Study the picture dictionary. Where do these wild animals live?



kangaroo



penguin



cheetah



seal



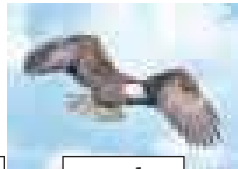
grizzly bear



gorilla



mountain lion



eagle



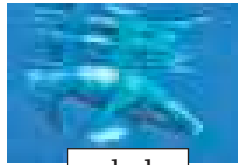
llama



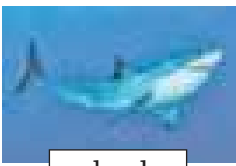
yak



rhino



whale



shark



polar bear



koala



dingo

Example: *I think pandas live in the forest. They live in Asia.*



b) Which of the animals are ...?

beautiful slow fast quiet noisy
dangerous lazy naughty funny
kind in danger rare



2. a) Listen to the nature programme about an animal. Follow in the book. Guess the animal.

These are wild ocean animals. They live in schools — groups of 10–12 individuals. These animals are very smart¹, curious and playful — they like to play. They are quick learners — they learn new tricks² very quickly. They can hear very well. Their eyes are very good — they can see well at night, like cats and dogs. They are very fast swimmers. They dive³ deep and swim really fast. They eat fish, but they are not dangerous for people. These animals are also quite noisy. They talk noisily to each other saying ‘Click-click-click!’

b) Study the information in the box.

quick + ly = quickly
Dolphins are **noisy**. — They talk **noisily**.
Dolphins are **quick** learners. —
They learn new tricks **quickly**.
BUT! Their eyes are very **good**. —
They can see **well**.
They are **fast** swimmers. —
They can swim very **fast**.

¹ smart — умный / разумны

² tricks — трюки / трукі

³ dive — нырять / ныраць (даваць нырца)

c) In pairs, ask and answer questions about different wild animals.

S1:

Do	tigers	walk	slowly?
	sharks	run	fast?
	koalas	swim	well?
	parrots	eat	quietly?
	gorillas	fly	noisily?
	penguins	sing	beautifully?

S2: I think they do. / I don't think they do.



3. Moving activity. "Wild animals".

4. a) What do you know about rhinos? Make sentences.

I think	that rhinos	live in Africa
I don't think		live in Asia
I know		live in the mountains
		live in the grasslands
		live in the forests
		eat meat
	eat grass and leaves	
	can swim well	
	can run fast	
	are dangerous	
	are in danger	
	are rare animals	



b) Listen to the conversation and check your answers.



Poachers kill rhinos when they are drinking quietly from a waterhole.

c) How many rhino facts do you remember? Are rhinos dangerous animals or are they in danger?

dangerous ≠ in danger


5. Play “Noah's Ark” game. The teacher will pin a note to your back. It's the name of a wild animal. You can't see it. Your classmates can, but they can't tell you the name of your animal too quickly. Walk around the classroom. Ask your classmates questions. (You can only ask 'Yes / No' questions.) Guess what animal you are. Find a pair — the same animal.

Example: — *Am I black and white?* — *Yes, you are.*
— *Do I live in Africa?* — *No, you don't.*
— *Can I fly?* — *No, you can't.*
— *Am I a penguin?* — *No, you aren't.*
— *Do I move slowly?* — *Yes, you do.*
— *Am I in danger?* — *Yes, you are.*
— *Am I a panda?* — *Yes, you are.*
— *I'm a panda, and you?*

Report to the class.

Example: *We're pandas. We live in Asia. We're black and white. We eat bamboo leaves. We move very slowly and lazily. We're very funny and popular. We are not dangerous. We're rare animals now. We are animals in danger.*

Lesson 4. RULES ALL OVER THE WORLD

 **Challenge:** Speak about rules and laws all over the world; make rules for visitors to Belarus; say what visitors to Belarus must see.

 **Must use:** Sign, law, drop litter.



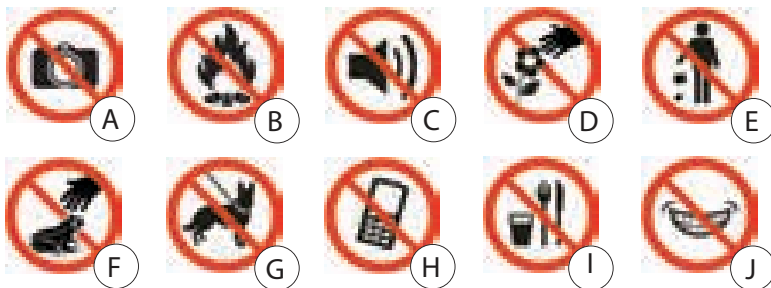
1. a) Look at the sign. Listen to the tongue-twister. Which letter must you miss?



Listen! You mustn't whistle in the castle!

b) Listen and repeat. Who can say the tongue-twister fast and well? Is it a good rule?

2. a) Match the signs in the wildlife park with the rules.



1. You mustn't pick plants. 2. You mustn't take photos. 3. You must speak quietly. 4. You mustn't drop litter. 5. You mustn't make a fire. 6. You mustn't touch animals. 7. You mustn't eat here. 8. You mustn't take pets with you. 9. You mustn't use your phone here. 10. You mustn't have fun.

b) Which sign is the odd one out?



3. a) Moving activity. "Must or mustn't".

b) Put the rules for visiting Antarctica into 2 groups: MUST and MUSTN'T.

- 1) use transport quietly;
- 2) feed or touch birds or seals;
- 3) take photos of birds or seals;
- 4) bring plants or animals into the continent;
- 5) stay away from animals and birds;



6) walk on ice and snow fields; 7) follow instructions from your leaders; 8) wear warm clothes and sunglasses; 9) wash your boots before walking around; 10) smoke; 11) walk with your group; 12) drop litter; 13) write graffiti on buildings; 14) take souvenirs.



c) Listen and check.

4. a) Make a list of rules for visitors to Belarus. Use **must** / **mustn't**.

b) Make a funny sign (see ex. 2b). Write a rule for it.

5. a) Read the conversation and answer the question below.

– Where did you go last summer?

– I went to Antarctica.

– But it's cold there! Brrr!

– It's cold, but it's so beautiful! You must see Antarctica! You'll love it!

The man says 'must see' because:

a) it is a law for everyone in the world.

b) he likes Antarctica and he wants his friend to see it.

c) he is the other man's boss.

b) What places do you think tourists must see in Belarus? Why?

Lesson 5. EAST OR WEST — HOME IS BEST



Challenge: Name English-speaking countries; say where they are and what they are famous for.



Must use: New Zealand, South Africa, Lithuania, Latvia, Estonia, neighbour, famous, native speaker, language, mother tongue.

1. a) Do you know your neighbours (people who live next door to you) well? What are their names?

b) What countries are the neighbours of Belarus?



c) Look at the compass rose.



N = North; S = South; E = East;
W = West.

Name the other compass points.

d) Complete the sentences below. Use the box for help.

Vitebsk is **in** the north-east of Belarus.
Latvia is **to** the north-west of Belarus.
BUT! Latvia is **in** the north-east of Europe.

1. Gomel is ... the south-west of Belarus. 2. Russia is to ... of Belarus. 3. Belarus is ... the west of Europe. 4. Estonia is to the ... of Belarus. 5. The UK is ... the north-west of Europe. 6. Europe is to the ... of Belarus. 7. Lithuania is to the ... of Latvia.

e) Where are the other countries of Europe? What are they famous for? Work in pairs. Use the map of Europe for help.

Example: *Spain is in the south-west of Europe. It is famous for its oranges and football.*



2. Moving activity. "A map of Europe".

3. a) Which countries of Europe are English-speaking countries? Which countries of the world are English-speaking countries?

to learn English
BUT! to learn **the** English language



b) Listen to the statistics. Check yourselves.

c) Match the English-speaking countries with the things they are famous for.

Countries: Australia, Canada, India, New Zealand, Ireland, the South African Republic, the UK, the USA.

Famous for: a) snowy winters, polar bears and grizzly bears, ice-hockey; b) rare and dangerous

animals, sandy beaches; **c)** many languages, musical films, tasty food, tigers and elephants; **d)** beautiful nature, music, films and television, film stars; **e)** queens and kings, music, language, history; **f)** Nelson Mandela and the big five: lion, elephant, leopard, rhino and buffalo; **g)** birds that can't fly, the Lord of the Rings, the first man who climbed Everest; **h)** green grass — the symbol of the island, songs and dances.

d) In pairs, say what the English-speaking countries are famous for.

Example: *Canada is famous for its snowy winters, polar and grizzly bears and ice-hockey.*

4. In pairs, discuss the questions:

- What is your mother tongue?
- Are there more native speakers of Russian or Belarusian in our country?
- What languages do students and teachers use in schools?
- What is Belarus famous for?

5. Play "A Guessing game". Think of a country. Ask your partner: What country / continent am I thinking of? Your partner will ask you 'Yes / No' questions to guess.


Example: *Is this country in the north of Europe? Are there many mountains there? Is it hot? Is it famous for its sportsmen? Do people speak English there?*

6. a) Which of the English-speaking countries would you like to visit? Why? Talk in small groups.

b) Read the title of the lesson. What does this proverb mean? Do you agree with it?

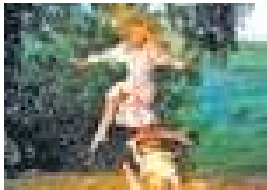
Lesson 6. THE WORLD CELEBRATES

 **Challenge:** Speak about festivals all over the world.

 **Must use:** Colourful, candle, national, traditional, bonfire, wreath, Vietnam, India, Turkey, Sweden, Japan.

1. Look at the photos. Answer the questions.

1. Which of these two birds is more colourful? 2. Do you usually have candles on your birthday cake? 3. Is the Belarusian national costume colourful? Are the girls wearing hats or wreaths on their heads? 4. Which traditional Belarusian festival can you see in one of the pictures? 5. In which of the pictures can you see a bonfire?



2. a) Read about a festival. Prepare to tell your classmates about it. Ask your teacher about the difficult words.

b) Get into groups of 5. Tell the group about your festival. Together, match the festivals with the countries.

Vietnam

Turkey

Sweden

India

Japan

A. **Holi** is one of the most colourful festivals in the world. In this Asian country people celebrate the festival in early March. On the night before the festival, they dress in their best clothes and watch a bonfire. The next morning, people put on old clothes and throw powders* of different colours at each other. It's the only day of the year when parents say that their children must get dirty!

B. The night of December 13 is one of the longest and darkest nights of the winter. On this night the people of this European country celebrate the festival of **St Lucia**, the festival of light. In many homes, girls get up early in the morning and put on long white dresses and wreaths with four candles. They serve their families warm buns* for breakfast. The buns with raisins and nuts look like the number eight. Boys, called star boys, put on long white shirts and hats. They help serve the buns. Swedish children often go to school dressed in the costumes and serve the buns to their teachers.

C. In this country children look forward to the 15th day of the 8th lunar month. On this day they celebrate **Trung Thu**, an autumn festival of the moon. Then the moon is usually at its brightest and most beautiful. Traditionally, the festival also marks the end of harvest, and parents who have worked hard in the fields enjoy spending time with their children and giving them lots of presents.

Vietnamese children wear colourful masks and dance in the streets. In their hands they have star lanterns* with candles. The lanterns, made of bamboo and plastic, represent the moon. The children also eat moon cakes. Shaped like fish or flowers, the sweet cakes are filled with sugar and meat or eggs.

D. Each April 23, this country celebrates **Cocuk Bayrami**, or Children's Day. Children all over this country between Europe and Asia dress up in the national costumes for the festival. Boys who dress in the national costumes usually wear baggy silk trousers, a colourful vest*, a white shirt and a hat called a tepelik*. Girls wear a long colourful dress called a kaftan* and a veil*. Many children take part in plays or musicals. The most important part of the festival takes place in the capital, Ankara, where children from all over the world sing and dance in an exciting concert.

E. For the girls of this country the third of March is a big day. On that day they celebrate a festival called **Hinamatsuri**, or Doll's Festival. In Japanese, "hina" means "small doll*". Girls put their favourite dolls on a special platform in their home. Families ask gods to make their girls happy and healthy.

The country also celebrates a special day for boys, called **Kodomo-no-Hi**. On May 5th boys put on traditional kimonos. Boys' families fly colourful kites shaped like carp*. In this country everybody knows that the carp is very strong. They also decorate their homes with figures of traditional warriors*. Boys take a bath with iris* leaves. Parents hope it will make their sons strong, healthy and brave.

c) Put the festivals into groups: spring, summer, autumn and winter festivals. Which of the festivals is celebrated the earliest in the year? Which is the latest?



3. Moving activity. "Miming game".

4. a) Find illustrations for the words marked with an asterisk* in the photos.



b) Find in the texts and read out the sentences with the new words.

5. Read about all the festivals. In pairs, decide during which festival children:

1) fly kites; 2) put on old clothes; 3) put on colourful masks; 4) use candles; 5) put on colourful clothes; 6) eat traditional cakes; 7) wear traditional clothes; 8) wear the national costume; 9) wear wreaths on their heads; 10) watch bonfires.

6. a) In pairs, answer the questions about Kupalle — a traditional Belarusian festival.

1. When do we celebrate it? 2. What does the festival celebrate? 3. What clothes do people put on? 4. How do they celebrate Kupalle?



b) Listen and check your ideas.

c) Stand up. Make a 'wreath'. Take turns to speak about Kupalle.

Lesson 7. IT'S A SMALL WORLD



Challenge: Make connections with the world.



Must use: Connection, sudoku, caravan, poodle, pyjamas.

1. a) Look at the photos of things from Kate's room. Where are they from?



b) Listen to Kate. She is speaking about things in her home. Check yourselves.



c) What things do you have at home? What countries are they from? Write about three 'things connections'!

Example: *My trainers are from China. China is in Asia.*

d) Tell your partner about your 'things connections'!



2. a) Listen to Kate speaking about people. Note down the countries she mentions.

b) Tell your partner about your 'people connections'. Speak about the countries you went on holidays, the people you know that are from / lived or live in other countries.

Example: *My uncle is working in Russia now. Last year I went to Italy. My favourite actor is from America.*

3. Find the names of the countries you wrote about on the world map. Write them up on the continents on the board. Draw arrows to show their connections with Belarus.

4. a) Where do you think these English words come from:

**troika (Eng.) = a group of three people
(from Russian)**

sudoku, caravan, ketchup, potato, poodle, pyjamas, coffee and leg



b) Moving activity. "Find your pair".

c) In pairs, match the words with their countries of origin: Germany, Haiti, Japan, Scandinavia, Turkey, Iran, India, China.



d) Listen and check. Do we use these words in our language? What English words do we often use in our language?

5. Find the countries you read about in ex. 4c on the world map. Write them up on the board. Draw arrows to show 'word connections'.



6. a) Listen to the extract from the book "At the same moment around the world" by Clotilde Perrin. Which country from the list below is NOT in the book?

China, the USA, Senegal, France, Bulgaria, Vietnam, Japan, Russia, Ireland.

b) What does the book tell us about?

c) What do you think these children usually do at:

4 pm — Emily — in the bush in Australia?

2 am — Kaue — Amazon rainforest, Brazil?

d) Complete the entry for Belarus.

At the same time in Minsk it is 8 o'clock in the morning. Alex


7. a) Add more countries to your 'connections map' on the board. Look at the lesson title. Does it mean that:

1) our planet is very small?

2) different people are connected?

b) Write a paragraph on the topic "It's a small world".

Lesson 8. GEOGRAPHY CHANT

 **Challenge:** Read / recite the geography chant, stress the right words and parts of words.

 **Must use:** Earth.

1. Look at the globe. In pairs, ask and answer the questions.

1. Is there more land or water on our planet? **2.** Is Belarus far from Australia? **3.** Which country is nearer to Belarus: Italy or Spain? **4.** What colour are the oceans / rainforests / deserts / mountains on the globe? **5.** Where can you find China, Japan, Canada, Mexico, Peru, El Salvador, Morocco, Alaska, Montenegro and Tibet? Which of them are countries?



2. a) Listen to the geography chant.
Follow in the book. Why are some words
and parts of the words in bold?



Look at the **globe**: there're **continents** —
you see?

All of them are **there** in the **world** for you and **me!**
Hot-n-cold and **far-n-near**, also **dry-n-wet**,
With **Morocco** and **Alaska**, **Montenegro** and **Tibet**.

Look at the **globe** — there's **Asia** in the **East**
With **China** and **Japan** and **50 countries**
more at **least**.

With the **highest** ever **mountains**
on the **whole** planet **Earth**
Where **live** four million **Asians** —
men and **women**, boys and **girls**.

Go down **South**: there's **Africa** — you see?
With **elephants** and **lions**, with **giraffes**
and **chimpanzees**,

Where **live** a billion **Africans** —
men, **women**, boys and **girls**,
They're **black** and white and **brown**, with **straight** hair
and with **curls**.

Go further **South**: there's **Antarctica** —
you see?

The **coldest** of the **continents**, as **dry** as it can **be!**
With an **ice** cap, funny **penguins** and a **herd**
of naughty **seals**,

Antarctica is **freezing**, it's as **cold** as it **feels**.

Go down **under**: there's **Australia** — you see?
With koalas slowly **munching** leaves
of **eucalyptus trees**,

With **twenty** million **people**
on the **hot** **Australian land**,

With the **bush** and kangaroos and the **billabongs**
and **sand**.
Go far **West** — two more **continents** are **there**:
North and **South Americas**
where **animals** are **rare**.
With a **billion** of **Americans**
or **less** or even **more**
In **Canada** and **Mexico**, **Peru**, **El Salvador**.
Look at the **globe**: you see — **Europe** is right **there**,
With my **country** **Belarus** which is so **green**,
and very **fair**
With the **other** fifty **different** countries,
large and **small**
With **about** a **billion** **friendly** **Europeans** all in **all**.
Look at the **globe** — it's the **world** for you
and **me**
We must **visit** every **continent** and **we** must **see**:
Whether **North** you go or **South**,
travel **East** or **West** —
Quest for **continents** and **countries**
is a **happy** **quest**!

b) Find the words that mean.

1) eating noisily; 2) very cold; 3) a group of animals like cows, elephants or seals; 4) the Australian word for a waterhole — a small pool of water in a dry area where animals go to drink; 5) animals that you can't see everywhere and very often, because there are very few of them in the world; 6) 1,000,000,000; 7) beautiful; 8) making you happy and comfortable; 9) go from one place to another; 10) the name of our planet.



3. Moving activity. "Clap, tap and stamp".

4. a) In pairs, explain the lines of the chant.

Example: *The first verse. On the globe you can see many continents. Some of the continents are hot or cold, others are dry or wet. Some of them are near the place where we live, some are far away from us. On them you can find such places as Morocco, Alaska, Montenegro and Tibet ...*

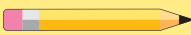
b) Check your ideas with the class.



5. a) Listen to the chant. Repeat line by line. Stick to the rhythm.

b) Read the chant along with the speaker. Then read it to the beat.

6. Do you remember any lines of the geography chant?



PROJECT

Lesson 9. MY PLACE IN THE WORLD

1. What you will need: coloured paper, markers, scissors, glue, photos, pictures.

2. What you should do:

1. Cut out paper circles of different sizes. As the circles get bigger, they show bigger geographical areas.

2. Label the circles: My House / My Flat; My City / My Town / My Village; My Country; My Continent; My planet.



3. Decorate each circle with photos or pictures. Cut pictures out from magazines or draw them.

4. Discuss in pairs what you can write on each circle and what pictures you can choose. For example, for 'My House / Flat' you can write your address, add the picture of your house / flat and write about it.

5. Punch holes at the top of each circle. Tie them up together beautifully.

6. Present your project to the class. Show your circles one by one and speak about them. Speak loudly and clearly and slowly enough for your classmates to follow you.

3. What your classmates should do:

1. Listen attentively.
2. Write down questions they would like to ask.
3. Ask their questions.
4. Vote for the best presentation.



4. Moving activity. "Circles".

Lesson 10. ALPHABET QUEST FOR COUNTRIES AND CONTINENTS



Test yourself and get a medal!

1. Recite the English alphabet.
2. Use the letters to guess the words. When you finish, shout 'Bingo!'

A — the second largest continent on the planet;
B — it can be brown, polar or grizzly; **C** — a country with most people; **D** — a very dry place with very few

animals and plants; **E** — a continent to the North of Africa and to the West of Asia; **F** — a celebration like Brazilian carnival; **G** — another name for savannah; **H** — children like telling scary stories during this festival; **I** — a piece of land surrounded with water; **J** — a very thick rainforest which is difficult to walk through; **K** — the name of the most famous Australian animal; **L** — a country to the North of Belarus; **M** — Everest; **N** — a 'cold' compass point; **O** — a very large body of water, bigger than a sea; **P** — a country to the west of Belarus; **Q** — a long process of trying to find or get something that is difficult to find or get; **R** — a thick forest near the equator which gets a lot of rain; **S** — a 'warm' compass point; **T** — the article you use with the names of some countries; **U** — part of the name of the country in North America; **V** — the country where Trung Thu is celebrated; **W** — he is a good singer = he sings ...; **X** — a word that means Christmas; **Y** — an Asian animal covered with long hair; **Z** — a black-and-white African animal.



3. Moving activity. The "Alphabet" game.

4. a) Divide into 'Continent' groups. Get a card with the name of the continent from your teacher. Present your continent to the class. Speak about:

- where it is;
- what it is like;
- what animals live there;
- what rules there are in some countries of the continent;
- what festivals are celebrated there;
- what connections it has with your country / language / with the English language.

b) Learn the Geography Chant by heart. Every 'Continent' group has to learn the first verse, their continent verse and the last verse.

5. Recite the Geography Chant.

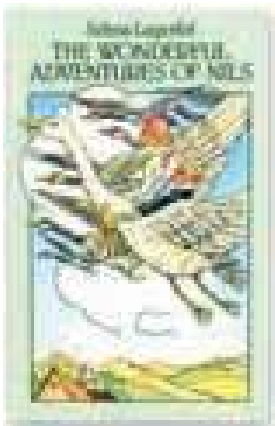
Lesson 11. WHY DO BIRDS FLY SOUTH?

 **Challenge:** Tell the story of a stork, speak about storks.

1. Guess the answer to the famous English riddle:

Why do birds fly South? (Because it is too far to walk.)

2. a) Look at the first picture of the comics. Read the information about the book. What do you think is happening?

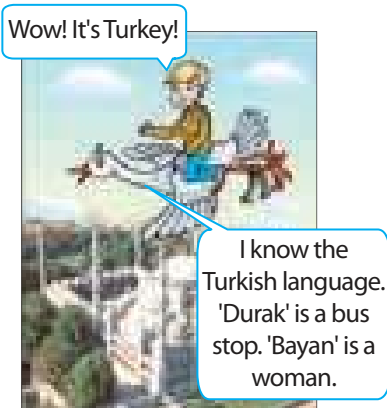
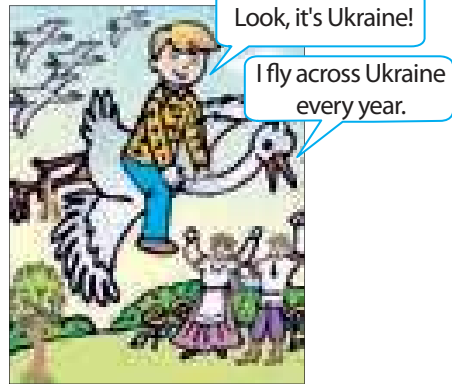
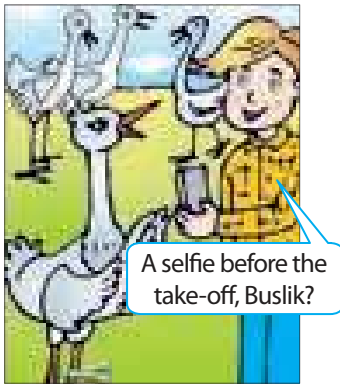
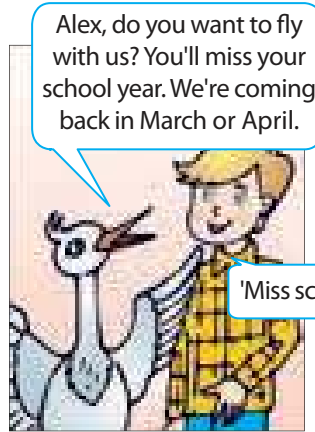


“The Wonderful Adventures of Nils” is a book by Selma Lagerlöf from Sweden. In the book Nils gets as small as a goose. He holds on to the neck of a domestic goose and travels around Sweden with wild geese.



b) Listen and check.

c) Read the comics. What happened to Alex and the stork?



We're in Egypt. I'll fly like an Egyptian.



Don't fly like an Egyptian! It's dangerous!

I must fly fast now!



Slowly, please!

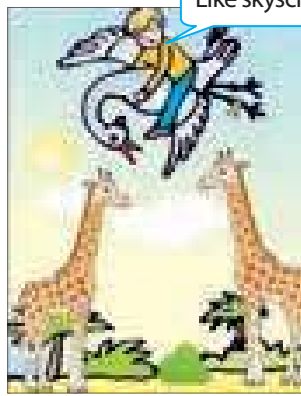
Let's make a stop in Kenya. Meet my cousin, Marabou.



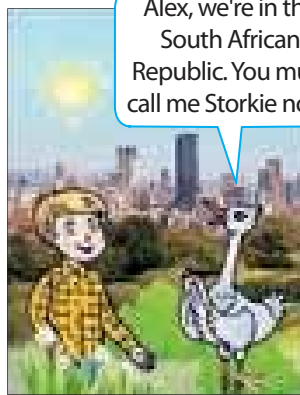
Nice to meet you, Mr Marabou. Look, Buslik! A souvenir from Kenya!

Let's keep it.

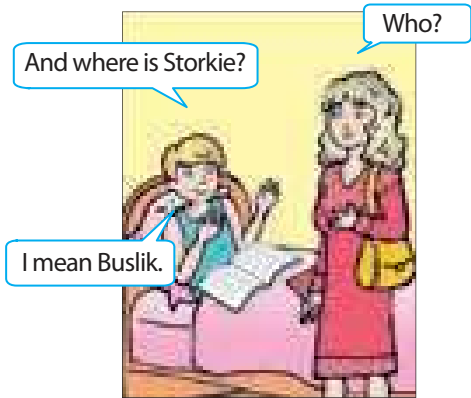
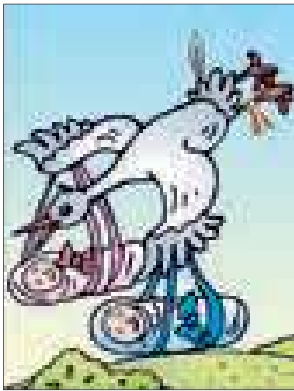
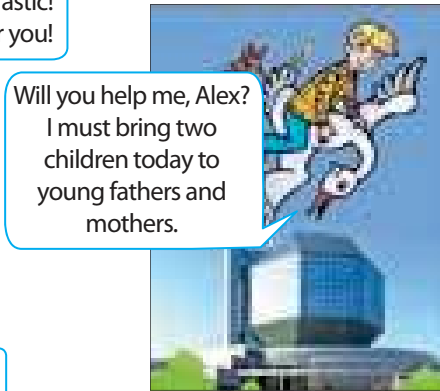
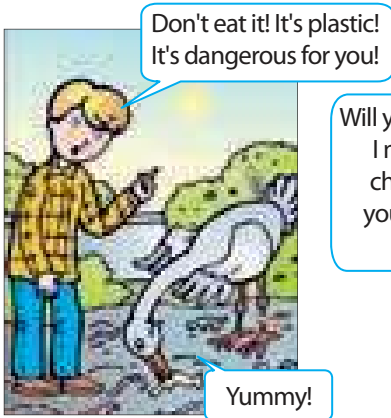
Like skyscrapers!



Alex, we're in the South African Republic. You must call me Storkie now!



Don't trumpet so loudly, please, Mr Elephant!



3. Moving activity. "Is it true?"

4. a) What really happened to Alex?

b) Look through the comics again. What do we learn from it about storks?





c) Listen to the programme and check your ideas. What do you know about storks now?

5. Role-play the comics.

TRAVELLING

Lesson 1. TRAVEL FAR AND WIDE

-  **Challenge:** Explain where people travel and why.
-  **Must use:** Near (v), abroad, wildlife, safe(ly), travel(ling), far and wide, go hitch-hiking, dangerous, follow in someone's footsteps, airline, ticket, buy in advance, space, dream, come true.

1. A lot of people like travelling. Use the words to explain why they enjoy it.

adventurous [əd'ventʃ(ə)rəs]	comfortable ['kʌmftəb(ə)l]
enjoyable [ɪn'dʒɔɪəb(ə)l]	exciting, educational
unrealistic [ˌʌnrɪə'lɪstɪk]	relaxing

Visit new places, enjoy beautiful views, see interesting landmarks of different countries, learn new things, have fun, relax.



2. a) Kate reads pages of a "Travel Far and Wide" magazine. Listen, read and match the entries to the pictures.

Summer is **nearing**, and people start thinking about travel options.

Lots of people travel **abroad**. What can be more exciting than visiting places of interest and cultural ['kʌltʃ(ə)rəl] and historical landmarks of different countries!

Choose a continent for learning about its nature and **wildlife**. Meet Asian tigers and koala bears. Go on a safari in Africa to **safely** see lions, giraffes, llamas and what not! Go to a rainforest to enjoy the colourful nature.

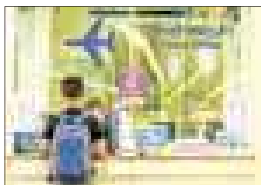
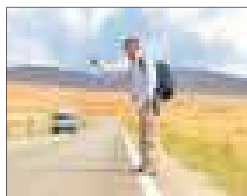
Lots of people travel **far and wide** (everywhere, for long distances) to come to the seaside. Why not enjoy the same kind of a relaxing holiday?

Do you think these places are not for you, because you need a lot of money? Don't worry. *Where there is a will, there is a way.*

You may be surprised¹ that some people **go hitch-hiking** whether they are in their (native) country or abroad. If you feel it's not safe or **dangerous**, you can always find cheap **airline tickets**. They are cheaper if you **buy them in advance**.

A lot of people can travel around their country. There's always something interesting to learn. What about **following in their footsteps**?

If you want adrenalin [ə'drenəlɪn], why not travel to ... **space**, as a tourist ['tʊərɪst]. It's awfully expensive! So, why not make it a **dream**? One fine day your dream may **come true**.



¹ to be surprised — быть удивлённым / быць здзіўленым

b) What do the words in bold and italics mean?

c) Which kind of travelling (ex. 2a) is exciting (relaxing, adventurous, dangerous, enjoyable, educational)?

Help box

I think / I believe, travelling (going) abroad is exciting, because

It's enjoyable, too. You can ... and

Finally, it's educational. You can see beautiful buildings, go to museums and zoos, see cultural and historical landmarks.

You can make travelling abroad cheaper, if you go by car or if you buy airline tickets in advance.



3. Listen to Alex and say what his favourite travel option is. How does he explain it?



4. Moving activity. "Unscramble the word".

5. Summer is nearing, and people start thinking about travel options. Help each other choose the best option. In groups speak about your usual travel options. Take turns.



What are the most popular travel options?

6. Write answers to the following questions in your diary¹.

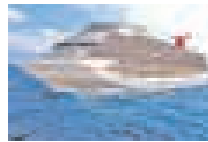
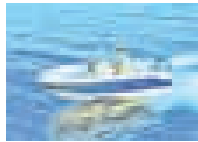
Where do you usually travel? What travel option do you choose for the coming summer? What travelling do you dream about?

¹ diary ['daɪəri] — a book in which you write everyday events — *дневник или ежедневник / дзєннїк цї штодзєннїк*

Lesson 2. WHAT IS YOUR FAVOURITE WAY OF TRAVELLING?

-  **Challenge:** Speak about your favourite ways of travelling.
-  **Must use:** By bus, by car, by bike, by train, by plane, by boat, by ship, on foot, ride a horse.

1. Look at the pictures and say how people can travel. Use the words in the box to help you. Which means of transport are land, air and sea transport?



by bus

by car

by bike

by train

by plane

by boat

by ship

on foot



2. a) Listen to the audio letters and say how Kate and Alex usually travel. How did Kate and Alex travel last time? What is called a “ship of the desert”? What animals can people ride?





b) Listen again and say what Kate and Alex did when they travelled last time.

3. What are the most important things you need for a travelling? Talk in pairs. Add your ideas.



If you want to travel by	car	you need to	have	a ticket
	bus			a suitcase
	train		get	a backpack
	plane			some petrol
	bike		buy	a map
	boat			a life belt
ship	take	a tent		
If you want to travel on		foot		



4. Moving activity. "Guess the transport".

5. a) Speak about your two favourite ways of travelling. Work in pairs.

Example: *I like travelling by bike. It's easy and relaxing, because I take only¹ a backpack and I don't hurry. It's enjoyable, because I can see beautiful nature and I can stop to*

¹ only — только / толькi

watch wildlife. But when it rains, it isn't comfortable. And I can't always travel safely, because there are not always bike lanes¹ on roads.

I also enjoy travelling by ...

b) Compare the ways of travelling and say which of them are fast (faster, the fastest) and which are slow (slower, the slowest), which are comfortable (more comfortable, the most comfortable) or enjoyable, relaxing.

c) What do you like to do while travelling? Work in pairs.

Help box

look at the clouds
play computer games
do crosswords
buy / eat food
enjoy nature
stop at any place
travel far and wide
see beautiful buildings

watch a video
do word searches
talk to people
listen to music
sleep
enjoy wildlife
read a book

6. Write a paragraph about your favourite way of travelling. Explain why you like it and what you need to do to get ready for travelling.

Lesson 3. A FORTUNE-TELLER²



Challenge: Speak about future events.



Must use: Sentences in the Future Simple Tense.



1. Kate and her family go to the amusement park and see a fortune telling machine. Read, listen and answer. Do you believe³ the machine? Why?

¹ bike lanes — велосипедні доріжки / велодорожки

² fortune-teller — предсказатель судьбы / прадказальник лёсу

³ believe — верити / верити

Hello! Hello! I'm the best fortune telling machine in the world. Listen to me!

I'll **tell** you all about your future. You'll **go** to very interesting places. You'll **go** to Europe. You'll **see** beavers, hedgehogs and bison there. You'll **go** to Africa. You'll **ride** camels in a desert. You'll **swim** with dolphins in a deep sea. You'll **feed** ostriches in the grasslands. You'll **go** to Australia. You'll **climb** trees with koalas in the jungle. Then you'll **make** friends with penguins in Antarctica.



If you want to know more about your future, pay 1 pound. Pay 1 pound

2. Look at the verb forms in bold and say what they mean, what verbs they are made up of and why they are used.

tomorrow

next week

3. a) Read what the fortune telling machine says to the children. What will happen to them in the future?

Example: *They'll go to Europe.*

b) Role play. S1 is the fortune telling machine, S2 is Kate. They'll do unusual things.

Example: *You'll dance with rhinos.*

Help box

Dance, rollerblade, ride a bike, play computer game, read a book, listen to music, play snowballs, watch TV.



c) Moving activity. Guessing game "Where will I travel in summer?"



4. a) Kate paid one pound and asked the fortune telling machine questions about travelling in the future. Listen, read and answer, using one sentence. What did Kate ask about?

Kate: Will I travel to space in the future?

Fortune telling machine: No, you **won't**. Sorry, you **won't travel** to space in the future.



Kate: Will cars fly in the future?

Fortune telling machine: Yes, they **will**. And there **won't be** any traffic jams¹.



Kate: Will I travel in an electric flying car in the near future?

Fortune telling machine: No, you **won't**. But you'll **ride** in an electrobus in Minsk.



b) Look at the verbs in bold and say what they mean, how they are formed and why they are used.

5. You're on the island. Speak to your classmate. What will you do?

Example: *A: Will you eat snakes?*

B: Yes, I will. / No, I won't. And you?

Eat snakes, live in a cave, wash in the ocean, climb a high mountain, sleep on the grass, make friends with dolphins, drink coconut milk, make a fire, swim in a deep river, catch lizards.

¹ traffic jams — пробки на дорогах / пробкі (заторы) на дорогах


6. a) Speak to your classmate. What do you think you and your family will do in summer? Where will you travel?


Example: *I think I'll play a lot of football with my friends in summer. My family will go to the seaside.*

b) Write 6–8 sentences about your nearing summer. Use ex. 6a.

Lesson 4. LET'S CHOOSE THE ROUTE FOR OUR JOURNEY!

 **Challenge:** Planning a route [ru:t] for a journey / trip.

 **Must use:** Choose, choice, journey, trip; speech formulas: suggesting an idea, agreeing or disagreeing with the idea.

 **1. a)** Kate and her family discuss their summer holiday. Listen and answer: Which country does Kate want to travel to?

b) What country are they talking about?

- It's too hot!
- It has comfortable weather.
- Kate was there last year.
- It's very far.
- It's beautiful.
- It's a bit chilly there.



 **c)** Listen and complete the dialogue. What do the highlighted phrases and the words in bold mean?

Mother: Summer is nearing, and in July and August we'll have holidays. Where would you like to travel, **Kate**?

Kate: We've travelled¹ in the UK far and wide. I know a lot about the UK, its nature, wildlife, towns and cities, landmarks and people. I'd like to go abroad.

Mother: That's a good idea!



Kate: I want to see other English speaking countries.

Mother: Why not? Sounds great ... ?

Kate: M-m-m ... India is too hot. I hate hot weather. And I don't like hot food! I visited my cousin in the USA last year. New Zealand and Australia are very far. And it's very hot there, too.

Mother: Oh, Kate! Don't you know it will be ... ?

Kate: It's a bit chilly, isn't it? I can't choose where to go.

¹ we've travelled = we have travelled — мы путешествовали / мы подарожнічали

Mother: Let's see the blog. It says: "... Make Canada and its beautiful land part of your holiday".

Kate: **And what about the weather?**

Mother: Here. It's usually from 22 to 25 in British Columbia in July and August.

Kate: ... is the right place to go! It has very comfortable weather. Hooray! Canada! **Let's go to ...**

Mother: Yes. **Good choice!**

Kate: **How can we get there?**

Mother: We are in Britain. Let's go to Ottawa by

Kate: **I don't mind.** How can we get from Ottawa [ˈɒtəwə] to Vancouver [væn'ku:və]?

Mother: **Let's go by ...** . Oh! Do you know that Ottawa is in the east of Canada, and Vancouver is in the west?

Kate: Really? How far are the cities from one another?

Mother: ... km.

Kate: **Are you joking**, mum? It's a long journey.

Mother: No, I am serious. **It takes ... to get there.**

Kate: Canada is just a dream. One day it will come true. Now, **let's choose something different.**

2. Choose another place for your trip during a holiday.

A. Sort out arguments for and against travelling to another country. Add your own.

1. It's a very beautiful country.
2. I like Asian food. It's delicious.
3. It's very wet / dry / cold there.
4. I can't stand hot weather.
5. It's far away.
6. There are a lot of museums there.
7. Wildlife is amazing there.
8. I don't like noisy cities.

9. The nature there is fantastic!
10. The place is boring / dangerous / safe.

B. Choose a country and plan the route and transport. Work in pairs.

St 1: Where would you like to travel, ...? / How can we get there?

St 2: Let's go to / by

What about going to / by ...?

We can go to / by

How about going to / by ...?

Why not go to / by ...?

St 1: Agree and give arguments for.

Why not? Sounds good!

That's a good idea!

I don't mind.

It's a good choice!

Disagree and give arguments against.

I don't think that's a good idea!

Are you joking?

Let's choose something different!

St 2: Choose another country or transport.

St 1: Agree and give arguments for.

Disagree and give arguments against.

C. Make up your dialogues. Use ex. 1c (change the underlined words and sentences).

D. Act out all your dialogues. Decide with the whole class:

- what the most unusual country is;
- which is the longest travelling;
- which is the farthest travelling;
- which is the most exciting travelling.



3. Moving activity. "Two lines".

4. Write where you would like to travel next summer and explain why.

Lesson 5. INVITE YOUR FRIEND TO BELARUS



Challenge: Invite your British friend to Belarus.



Must use: See Lesson 4 (trip, journey, choose, choice; speech formulas).



1. a) Listen to the telephone talk of Kate and Alex.
Answer the questions.

1. Where is Alex going to travel?
2. Who is he going to travel with?
3. What are they going to see?
4. Where are Notre Dame [ˌnɒtrə 'dɑ:m] and Versailles [vɜ:ˈseɪlz]?



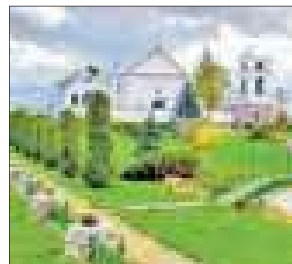
b) Listen again and act out the talk.



2. Look at the pictures, listen and read the information about the places. Why are they interesting for tourists?

Belarusian Versailles in Mosar village

Mosar, a Belarusian village in Gluboksky district, Vitebsk region, is called Belarusian Versailles by tourists. Its history began in 1514. The village belonged to different noble families, and at the end of the 18th century Anna



and Robert Bzhestovskys built there a magnificent Catholic church.

The village got its second life when priest Joseph Bulka (1925–2010) came in 1989. He organised work to rebuild the Catholic Church of St Anna and to plant a park around it. Visitors can see here a lot of flowers, trees and bushes, alpine ['ælpam] gardens, ponds¹ and sculptures ['skɒlptʃəz] on religious themes.

Mosar is also famous for its springs². Their water, which has a lot of minerals, is very healthy. These Mosar landmarks attract tourists from Belarus and from abroad.

The Trinity Church in Gervyaty, Grodno region, Notre Dame of Belarus

The Trinity Church in Gervyaty, Grodno region, is called Notre Dame of Belarus. The church, 61 metres high, was built in 1899–1903. It is beautiful both inside and outside. It stands among trees and colourful flowers.



People come here on Sundays and religious holidays. They can listen to sermons³ in Belarusian, Polish and Lithuanian. Here, visitors are in a wonderful world, where there's only silence and beauty. It is relaxing and healing⁴. But tourists should remember to take their picnic with them — there is no cafe in Gervyaty. It is only a small agro town.

¹ ponds — пруды / сажалкі

² springs — источники / крыніцы

³ sermons — проповеди / пропаведзі

⁴ healing — исцеляюце / гаюча

3. Make up a dialogue (Alex and Kate) to plan the route of your travelling and transport.

Help box

Alex: Where would you like to go tomorrow, Kate?

Kate: Let's read the brochure ['brəʊʃə]. It says

Hm-m-m... I'd like to see ... and

Alex: Sorry, we can't see them in one day. The places are far from one another. Let's go to ... first.

Kate: Right! I think it's a good choice.

Questions in the Future Simple Tense:

Who / go with? What / do? How / get there?

What / the weather / like tomorrow? When / go?



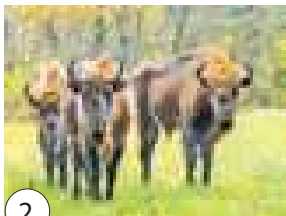
4. a) Alex took Kate to Belovezhskaya Pushcha.

Listen and read Kate's email about her trip there.

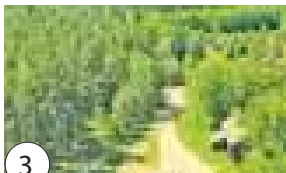
Number the pictures in the correct order.



1



2



3

Dear mum and dad,

Yesterday we went to Belovezhskaya Pushcha.

It is near Brest, in the south of Belarus. We saw, did and learnt so many things!

It was a long trip and it was exciting. I enjoyed the views.

Alex's mum told me that Belovezhskaya Pushcha is the

oldest forest in Europe and the world's oldest nature reserve — the official date of its foundation is 1409. Wildlife is rich here. We can't find some species anywhere else in the world, for example the European bison — named zubr in Belarus!

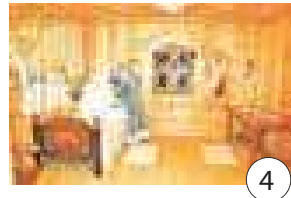
When we came to Belovezhskaya Pushcha, we went to the Nature Museum first. We saw a lot of animals and birds which live in Belovezhskaya Pushcha.

Then we rode bikes to the Zoo and saw bison there. They were fantastic! So big!

We also visited Father Frost's residence (called Father Christmas in England and Santa Claus in the US, also called Ded Moroz in Belarus).

We went to Father Frost's House, Snow Maiden's Tower and we saw the world's tallest and oldest New Year Tree. We took a lot of photos there.

At the end of the day we had dinner at a cafe. I enjoyed traditional Belarusian food.



Finally, we bought gifts at the gift shop.

It was a great day. I hope you will like the attached photos.

Best wishes,
Kate.

b) Match the words to parts of the email.

- introducing the topic
- addressing somebody
- describing details
- signature ['sɪgnətʃə]
- closing sentences


c) Imagine you were on this trip with Kate and Alex. Tell your friend about the trip and answer the questions: What did you enjoy most / least of all? What was most / least interesting for you?


5. a) Write an email to your British friend about your imaginary travelling to Mosar, Gervyaty or about your trip in Belarus. Follow the correct structure.



b) Moving activity. "Shared writing of an email".

Lesson 6. SAFETY TIPS AND RULES

 **Challenge:** Give safety tips¹ and rules² to follow on trips and journeys.

 **Must use:** Modal verbs should / shouldn't, must / mustn't.

1. a) Before Kate's trip to Belarus Mum gave her some safety rules and tips. Read and answer: Which of the tips will Kate follow 100 %? Which of the tips leave her choice? Why?

Mum: I know the weather will be hot in Belarus. You **should** drink a lot of water, or you will have a headache.



Kate: OK. I will buy it when I want water.

Mum: You **should** always have a bottle of water with you. And you **mustn't** touch the bison there.

Kate: You **shouldn't** worry, mum. I won't. I know they are dangerous animals.

¹ tips — советы / парады

² rules — правила / правілы

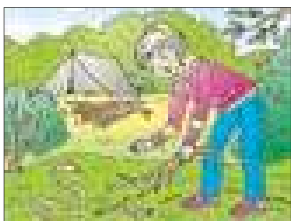
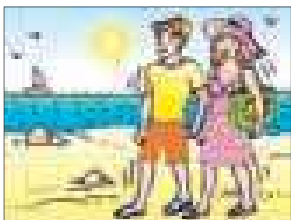
Mum: Oh, I forgot. You **must** wear a helmet when you ride a bike.



Kate: I will, mum. I promise¹.

b) Read again and explain why the verbs are used. Which sentences are tips and which are rules?

2. a) Read the key words for safety tips and rules. Use them to make up safety tips and rules with **should / shouldn't, must / mustn't**. Which tips and rules do the pictures illustrate?



1) fasten seat belts when riding in a car; **2)** travel in car seats; **3)** run in long grass or bushes — high risk tick places; **4)** check² your body for ticks; **5)** watch where you go when you are on a hike; **6)** watch what you take when you collect wood for camp fires; **7)** put on a lot of sunscreen³; **8)** take a shower after every swimming

¹ promise — обещать / абыцаць

² check — проверять / правяраць

³ sunscreen — солнцезащитный крем / сонцаахоўны крем

in the sea; **9)** get some good sun shirts and caps in hot countries or in hot weather; **10)** listen to loud music or speak loudly on a bus or train; **11)** throw litter¹ out of car windows or on campsites; **12)** drink water from rivers and lakes; **13)** always wash your hands before eating; **14)** go hitchhiking when you are alone.



b) Listen and check.

c) Read the consequences of the wrong behaviour² and match them with the tips and rules (ex. 2a).

- A. You will be fined³.
- B. They are very dangerous and can even⁴ kill you.
- C. There can be dangerous snakes and spiders in the grass.
- D. The countryside will be dirty.
- E. It is bad or even dangerous for your skin.
- F. It is dangerous.
- G. Dirty hands can make you seriously ill.
- H. It is rude.



3. Moving activity. "Matching game".

4. Give Kate and Nick a list of safety tips for their travelling round Belarus. Play "The Last sentence" game with the class, then in pairs.

5. Write 6–8 safety tips for travellers in Belarus.

¹ litter — мусор / смецце

² behaviour [bi'heivjə] — поведение / паводзіны

³ You will be fined. — Тебя оштрафуюць. / Цябе аштрафуюць.

⁴ even — даже / нават

Lesson 7. A TRAVELLER'S DIARY

🔒 Challenge: Speak about (narrate [nə'reɪt]) life events (which happened during a journey / trip / travelling).

🔑 Must use: Sentences in the Present, Past and Future Simple Tenses, adjectives for describing people, places, feelings and things.

1. Jane, Kate's cousin, travelled to many countries last summer. Read the pages from Jane's diary and match them to the pictures.

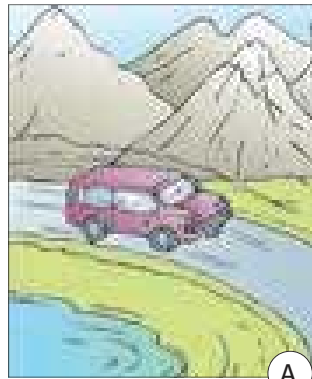
1

Tuesday, July 7

Dear Diary,

I'm on the ship now. It's cool! My family and I are going to Australia. The weather is fantastic! The sea is so beautiful and calm. I'm happy I'm not seasick! I like to look at the waves. Yesterday I made friends with two dolphins! They were playing not far from the ship. I shouted, "Hello, friends! How are you?"

They swam up to the ship and started jumping up and down. They cried, "Ulu-ula! Ulu-ula!" I think they said hello to me.



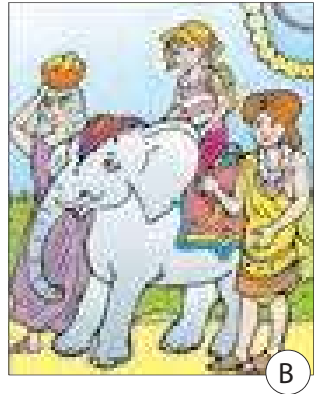
2

Wednesday, July 15

Dear Diary,

Now I'm in India. We came here two days ago. The plane was cool. I sat near the window and could

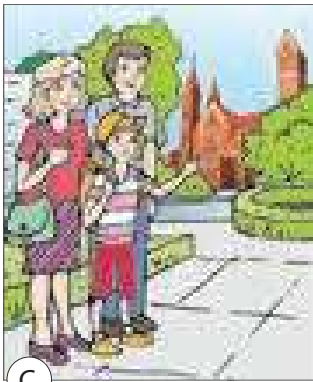
see the clouds very well. India is an interesting country but it's very, very hot. Every day we go swimming in the Indian Ocean. Yesterday we went to the amusement park and I rode an elephant. In the morning I had a stomachache and my mum took me to the hotel doctor. I'm fine now but I can't go to the beach¹.



3

Saturday, July 25

Dear Diary,



We are in Belarus. First, we came to Moscow by plane, then we came to Minsk by train. In the city we got lost. We were very tired. We asked a man to help us. He was very kind and showed us the way to the Minsk Hotel. We found our hotel opposite the central post-office, not far from the Red Church. Now we are going to the cafe to have dinner. I like Belarusian

food, especially draniki. Tomorrow I will see Kate and Alex. I sometimes think: "It's a small world!"

4

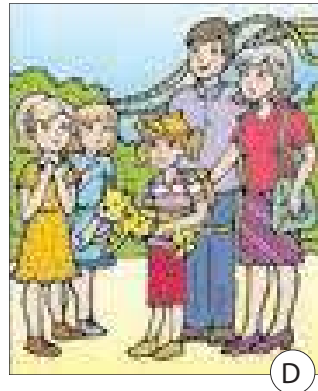
Sunday, August 2

Dear Diary,

I'm in the north of Britain to visit granddad and granny. The trip from the airport by car was long but exciting. I enjoyed the view.

¹ beach — пляж / пляж

The nature here is fantastic! There are a lot of lakes, meadows and hills here. There's rich wildlife too, so we want to go on a hike tomorrow. I'd like to see some birds and animals. We will go to London, the capital of the UK, the day after tomorrow. After that we will go to the airport and fly to Canada.

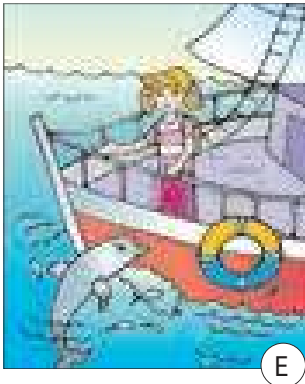


5

Thursday, August 6

Dear Diary,

I like Canada! Yesterday there was a festival in the park. We had a lot of fun. All the people danced in the park and played amusing games. I made friends with two Canadian girls. We answered a lot of questions in the quiz show "Around the world" and got nice prizes — toy animals. I got a big toy cheetah. Tomorrow we are going home, to the USA.



2. True or false?

1. Jane made friends with two girls on the ship.
2. Jane went to Australia in July.
3. She travelled to India by ship.
4. Jane went on a hike in Canada.
5. Jane visited London on August 2nd.

3. Choose the correct answer.

- Jane went to Britain by
a) plane b) ship c) train
- Jane's hotel in Belarus was opposite the
a) post-office b) police office
c) shopping centre
- Jane got a big ... as a prize in the quiz show.
a) dolphin b) cheetah c) beaver
- Jane rode an elephant in
a) Britain b) India c) Australia
- Jane saw a ... in Britain.
a) birds b) wild boar c) deer

4. Say in which country ...

1. ... Jane saw dolphins. 2. ... there are a lot of lakes, meadows and hills. 3. ... Jane saw Kate and Alex. 4. ... Jane made friends with two girls. 5. ... Jane had a stomachache.



5. Moving activity. "Vote for the story".


6. How can you describe Kate's travelling in each country? See Lesson 1, ex. 1. Explain why you think so. Which of the countries would you like to visit?


7. a) Look at the structure of a diary (ex. 1), read its definition and answer the questions: Why do people keep diaries? What's special about keeping diaries? Which grammar and vocabulary should we use when we write in diaries?

A *diary* is a book / notebook in which we write about our life events¹, thoughts, dreams, and about the people we meet, work or live with.

b) Write a diary of one of your trips: describe one day in detail or write about the most important events of 2–3 days.

Lesson 8. INTERVIEW ABOUT AN ADVENTUROUS JOURNEY

 **Challenge:** Interview a traveller about their journey.

 **Must use:** Questions in the Past, Present and Future Simple Tenses, speech formulas to show interest in the interviewee.

1. Read the information about the famous modern traveller. How do you imagine this person, his character, his lifestyle?

When Jason Lewis started on a round-the-world expedition in 1994, he was 26. He ended his adventure 13 years later with 74,842 km behind him and with a Guinness World Record as the first man to go round the world by the power² of his arms and legs.



2. a) Listen to the article about Jason Lewis and answer the questions below.

¹ events [ɪ'vents] — события, мероприятия / падзеі, мерапрыемствы

² power ['paʊə] — сила / сіла



Where and when did he start and finish his journey?

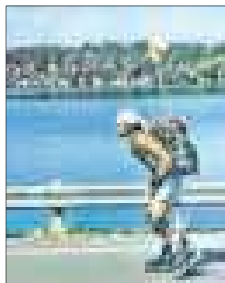
What transport did he use? Why?



b) Listen, read along the article and decide what the most difficult part of the expedition was. Why do you think so?



Jason Lewis



rollerblading



a pedal boat

Europe. On 12 July 1994 Jason Lewis and Steve Smith began their adventurous journey from London, Britain. The men travelled south by bicycles — through

France and Spain. They arrived in Lagos, Portugal, on 29 September 1994.

The Atlantic Ocean. Jason and Stevie then crossed the Atlantic Ocean by pedal boat and came to Miami, the USA, in 111 days.

North America. Jason and Stevie crossed the continent by bikes and on roller-blades.

The Pacific Ocean. In 1998–1999 Lewis and Smith spent 53 days pedaling their boat from San Francisco across the Pacific Ocean to Hawaii, where Stevie left the project. Jason biked and hiked across Hawaii, then he pedaled his boat for 73 days across the Pacific Ocean and the Coral Sea to come to Australia. It was a very difficult part of the journey.

Australia. In 2001 Jason Lewis spent 88 days riding his bike across Australia and finished this part of the expedition in the port city of Darwin. In Australia Jason spent many years, collecting money to continue the expedition.

Indonesia. In 2005 Jason left Australia for Indonesia [ˌɪndəˈniːʒə]. In kayaks [ˈkaɪæks] he went from island to island to Singapore [ˌsɪŋəˈpɔː], an island country in Asia.

Asia. In 2006 Jason Lewis biked from Singapore to the Himalayas [ˌhɪməˈleɪəz], he hiked and biked through the Himalayas to the port of Mumbai [mʊmˈbaɪ], India.

The Arabian Sea. In early 2007 Jason and his friend Sher Dhillon crossed the Arabian [əˈreɪbiən] Sea in his pedal boat in 46 days and came to Africa.

Africa. Jason rode a bike through the African continent, but he was arrested in Egypt, because the police thought he was a spy¹.

¹ spy — шпион / шпієн

The Middle East. In July 2007 Jason Lewis crossed Syria ['sɪrɪə] and got to Europe.

Europe. He rode a bike across Turkey, Bulgaria, Romania, Austria, Germany, Belgium and France. On October 6, 2007, he was in London.

During the expedition a car hit Jason and broke both of his legs in Colorado, the USA. It took him 9 months to stand on his feet again. He twice had malaria [mə'leəriə], and a crocodile attack near Australia in 2005.

c) Describe his route.

Example: *He travelled from Britain through Europe by bike. Then ...*



3. Moving activity. "Miming game".

4. a) Work in pairs. Write questions to Jason about his trip.

Example: *Why did you want to go round the world?*

b) Role play a TV interview with Jason. Use the reporter's phrases in the box. Whose interview is the most interesting?

Wow! Really? How interesting! Are you joking?
It can't be true! You're very brave!

5. a) How can you describe Jason Lewis? Give arguments.

Help box

brave, serious, kind, friendly, strong,
unusual, strange


b) How can you describe Jason Lewis's expedition? Would you like to follow in Jason Lewis's footsteps?

Help box

adventurous, dangerous, risky, expensive, exciting, relaxing, educational, long

c) Write your thoughts about Jason Lewis and his expedition round the world.

Lesson 9. IT CAN'T BE TRUE!

 **Challenge:** Speak about an unreal holiday (11 sentences).

 **Must use:** Sentences in the Past Simple Tense.

1. a) Play "It can't be true" board game in pairs.

b) Listen to 3–4 stories with the whole class. Choose the most untrue (absurd [əb'sɜ:d]) one.

2. Interview 2 'travellers' with the most untrue (absurd) stories. Ask for details about the absurd situations.

Example: **Journalists:** Where did you stay there?

Traveller 1: I stayed in a supermarket.

Journalists: Why did you stay in a supermarket?

Traveller 1: I stayed in a supermarket, because I worked there and slept there at night.

Journalists: Really? Why did you work there?

Traveller 1: I worked there, because I had no money.

Journalists: ...?



3. Moving activity. "Mime a story".


4. a) Write down the part of the interview (6–8 sentences) in which the traveller gave interesting, witty¹ answers.


b) Read them aloud in pairs and see if there is a 'witty kid' in your class (if more than half of the class choose the same part of the interview).



PROJECT

Lesson 10. MY DREAM JOURNEY IN PHOTOS

 **Challenge:** Write about your real or unreal dream journey (a diary or an email) and get ready to speak about it.

 **Must use:** Vocabulary of the unit, sentences in the Past, Present and Future Simple Tenses, speech formulas.

1. Do the project "My dream journey in photos" (a diary or a detailed email).

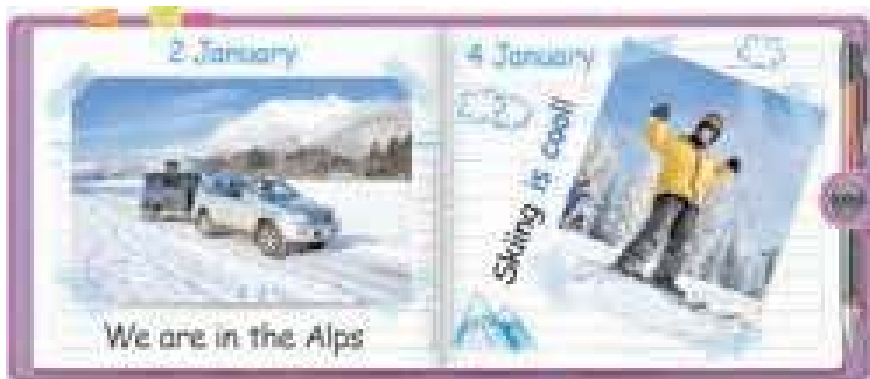
Travelling is great! There are so many wonderful, exciting places on our planet. Nature is so beautiful! There are grasslands and jungles, deserts and forests, lakes and rivers, seas and oceans, mountains and hills². And wildlife there is really interesting! You can see a lot of animals: big and small, friendly and angry, clever and funny.

¹ witty — остроумный / дасціпны, трапны

² hills — холмы / узгоркі (пагоркі)

Or maybe you dream about travelling into the future.

A. Remember (imagine) a very exciting travelling that you may call a dream journey.



B. Choose photos (draw pictures) about your dream travelling.

C. Describe your dream journey. Use the questions of the board game as a plan for your diary or email (Lesson 9).

D. Write the diary or email.

E. Get ready to speak about the photos of your dream journey.



2. Present your project in class. Whose dream journey is the most exciting, adventurous, unreal, amusing, etc.?



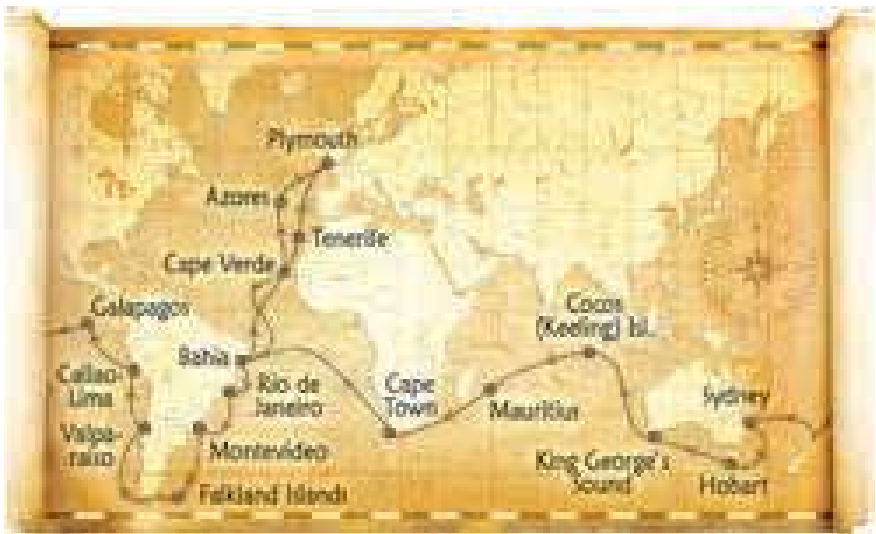
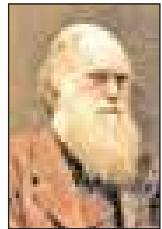
3. Webquest "Planning a route".

Follow the steps to do the webquest on the Internet page: <http://e-vedy.edu.by>.

Lesson 11. FOLLOWING IN CHARLES DARWIN'S FOOTSTEPS

-  **Challenge:** Complete the play, read it expressively.
-  **Must use:** The vocabulary of the Unit (words and sentences), sentences in the Past Simple and Future Simple Tenses.

1. Alex reads a book about Charles Darwin, a famous English naturalist who lived in the 19th century and travelled around the world. Look at the map of his circumnavigation¹ and say what countries and continents he travelled to, what seas and oceans he travelled by.



2. Look at the pictures (in ex. 3b) and say everything you can about the travelling: who travelled and why, where they travelled, what transport they used.

¹ circumnavigation [ˌsɜːkəmˌnævɪˈgeɪʃ(ə)n] — кругосветное путешествие / кругасветнае падарожжа



3. a) Listen to the play and check your guesses.
Answer the questions:

What new facts about Charles Darwin's round-the-world voyage did you learn? Who are the characters of the play? What do you know about them?



b) Work in pairs. Listen to part I, then parts II and III of the play and do the tasks:

- 1) number the sentences in the right order;
- 2) say in what situations the sentences were used.

PART I



- A. That's a good idea! Anything else?
- B. How can I get on the ship?
- C. I'll keep your diary on the computer.

D. He found the bones when he was travelling round the world on HMS Beagle.

E. People usually buy tickets in advance.

F. I know you are going to travel round the world.

G. Are you joking, young man?

H. I'll travel far and wide.

PART II



A. Why not go and see?

B. I see land.

C. I hope my dream will come true before I become a priest¹.

D. Let's go by car.

E. My task is to collect information about the seas and islands near different coasts, to keep a weather diary in different parts of the world.

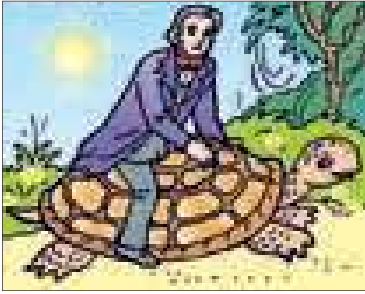
F. Good! I don't mind. See you and Alex on board [board] the ship on 27 December 1831.

G. Why do you want to go on a round-the-world voyage?

H. My dream has come true! I'll write it in my diary.

¹ priest — священник / свята

PART III



- A. It's September 1835!
- B. Sounds great!
- C. Your collections, Mr Darwin, and your diary.
- D. It's a long time we've been away from home¹.
- E. What about climbing on top of it?
- F. Are they humming birds²?
- G. Look! It's hiding! It's all in the shell now.
- H. Why not? But now we're back home!
- I. "Falmouth, Cornwall, England, October 2, 1836."
- J. One day I'll follow in your footsteps.

¹ It's a long time we've been away from home. — Давно ми не були дома. / Даўно ми не былі дома.

² humming birds ['hʌmɪŋ,bʌ:dz] — колибри / калібры



4. Moving activity. "Reach your destination".

5. Act out the play.

6. Discuss the questions in pairs and then with the whole class: What is true? What is not true in the story?

Complete the sentences. Give examples.

It's true that Charles Darwin went on a round-the-world voyage in

It's true that Charles Darwin had an assistant — somebody who helped him, but

VOCABULARY

Unit 5

arm (*n*) [ɑ:m] — рука / рука

backache (*n*) ['bækeɪk] — боль в спине / боль у спіне

cold (*n*) [kəʊld] — простуда / прастуда

cough (*n, v*) [kɒf] — кашель, кашлять / кашаль, кашляць

crisps (*n*) ['krɪspz] — чипсы / чыпсы

earache (*n*) ['iəreɪk] — боль в ухе / боль у вуху

elbow (*n*) ['elbəʊ] — локоть / локаць

finger (*n*) ['fɪŋgə] — палец руки / палец руки

flu (*n*) [flu:] — грипп / грып

foot (*n*) [fʊt] (*feet*) — ступня (ступни) / ступня (стúпні)

head (*n*) [hed] — голова / галава

headache (*n*) ['hedeɪk] — головная боль / галаўны боль

hurt (*n, v*) [hɜ:t] — болеть, причинять боль / балець, рабіць
балюча

knee (*n*) [ni:] — колено / калена

leg (*n*) [leg] — нога / нага

neck (*n*) [nek] — шея / шыя

runny nose (*n*) ['rʌnɪ'nəʊz] — насморк / насмарк

shoulder (*n*) ['ʃəʊldə] — плечо / плячо

sneeze (*v*) [sni:z] — чихать / чхаць

sore throat (*n*) ['sɔ: 'θrəʊt] — больное горло / хворое горла

stomachache (*n*) ['stʌmækeɪk] — боль в животе / боль у жываце

temperature (*n*) ['tempərətʃə] — температура / тэмпература

toe (*n*) [təʊ] — палец ноги / палец нагі

toothache (*n*) ['tu:θeɪk] — зубная боль / зубны боль

Unit 6

aqua park (*n*) ['ækwə'pɑ:k] — аквапарк / аквапарк

arena (*n*) [ə'ri:nə] — арена / арэна

avenue (*n*) ['ævən(j)u:] — проспект / праспект

behind (*prep*) [bɪ'hɑɪnd] — за, позади / за, ззаду

between (*prep*) [bɪ'twi:n] — между / паміж

block of flats (*n*) ['blɒk əv 'flæts] — многоквартирный дом /
шматкватэрны дом

bridge (*n*) [brɪdʒ] — мост / мост

building (*n*) ['bɪldɪŋ] — здание / будынак

bus (*n*) [bʌs] — автобус / аўтобус

castle (*n*) ['kɑ:sl] — замок / замак

cathedral (*n*) [kə'ti:drəl] — кафедральный собор / кафедральны
сабор

chemist's (*n*) ['keməsts] — аптека / аптэка

church (*n*) [tʃɜ:tʃ] — церковь / царква

city (*n*) ['sɪtɪ] — большой город / вялікі горад

city hall (*n*) [sɪtɪ'hɔ:l] — ратуша / ратуша

corner (*n*) ['kɔ:nə] — угол / кут

cottage (*n*) ['kɒtɪdʒ] — коттедж / катэдж

cross (*v*) [krɒs] — переходить, пересекать / пераходзіць

far (*adv, adj*) [fɑ:] — далеко, далёкий / далёка, далёкі

floor (*n*) [flɔ:] — пол, этаж / падлога, паверх

fountain (*n*) ['faʊntɪn] — фонтан / фантан
(go) along (*prep*) [ə'ləŋ] — (идти) вдоль / (ісці) уздоўж
(go) over the bridge (*prep*) ['əʊvədə'brɪdʒ] — (идти) через мост / (ісці) праз мост
(go) past (*prep*) [pɑːst] — (идти) мимо / (ісці) міма
(go) straight ahead (*prep*) ['streɪtə'hed] — (идти) прямо вперёд / (ісці) прама наперад
headphones (*n*) ['hedfəʊnz] — наушники / навушнікі
hospital (*n*) ['hɒspɪtəl] — больница / бальніца
in front of (*prep*) [ɪn'frʌntəv] — перед / перад
kindergarten (*n*) ['kɪndə,gɑːtən] — детский сад / дзіцячы сад
library (*n*) ['laɪbrəri] — библиотека / бібліятэка
market (*n*) ['mɑːkɪt] — рынок / рынак
minibus (*n*) ['mɪnɪbʌs] — мини-автобус / міні-аўтобус
monument (*n*) ['mɒnjumənt] — памятник / помнік
nearby (*prep*) [nɪə'baɪ] — рядом, неподалёку / побач, непадалёк
neighbourhood (*n*) ['neɪbəhʊd] — район, округа / раён, акруга
next to (*prep*) ['nekstə] — рядом с / побач з
opposite (*prep*) ['ɒpəzɪt] — напротив / насупраць
palace (*n*) ['pæləs] — дворец / палац
parked car (*n*) ['pɑːkt'kɑː] — припаркованная машина / пры-
паркаваная машына
pavement (*n*) ['peɪvmənt] — тротуар / тратуар
playground (*n*) ['pleɪgraʊnd] — игровая площадка / пляцоўка
для гульняў
post-office (*n*) ['pəʊst,ɒfɪs] — почтовое отделение / паштовае
аддзяленне

railway station (*n*) ['reɪlweɪ'steɪʃn] — вокзал / вакзал
reflective clothes (*n*) [rɪ'flektɪv 'kləʊðz] — одежда, отражающая свет / адзенне, якое адлюстроўвае святло
road (*n*) [rəʊd] — дорога / дарога
skyscraper (*n*) ['skaɪ,skreɪpə] — небоскрёб / небаскроб, хмарачос
square (*n*) [skweə] — площадь / плошча
supermarket (*n*) ['s(j)u:pə,mɑ:kɪt] — супермаркет / супермаркет
taxi (*n*) ['tæksɪ] — такси / таксі
tower (*n*) ['taʊə] — башня / вежа
town (*n*) [taʊn] — небольшой город / невялікі горад
traffic lights (*n*) ['træfɪk'laɪts] — светофор / святлафор
tram (*n*) [træm] — трамвай / трамвай
trolleybus (*n*) ['trɒlɪbʌs] — троллейбус / тралейбус
turn left (*v + prep*) ['tɜ:n 'left] — повернуть налево / павярнуць налева
turn right (*v + prep*) ['tɜ:n 'raɪt] — повернуть направо / павярнуць направа
underground (*n*) ['ʌndəgraʊnd] — метро / метро
yard (*n*) [jɑ:d] — двор / двор
zebra crossing (*n*) ['zi:brə 'krɒsɪŋ] — уличный переход «зебра» / вулічны пераход «зебра»

Unit 7

barn (*n*) [bɑ:n] — сарай / хлеў
beaver (*n*) ['bi:və] — бобр / бабёр
cow (*n*) [kaʊ] — корова / карова
deer (*n*) [dɪə] — олень / алень

east (*n*) [i:st] — восток / усход
elk (*n*) [elk] — лось / лось
European bison (*n*) [ˌjʊərə'ri:ən'baɪsən] — зубр / зубр
fence (*n*) [fens] — забор / плот
field (*n*) [fi:ld] — поле / поле
forest (*n*) ['fɒrɪst] — лес / лес
(go) across (*prep*) [ə'krɒs] — идти через (поле) / ісці праз (поле)
(go) into (*prep*) ['ɪntə] — войти в / увайсці ў
(go) out of (*prep*) ['aʊtəv] — выйти из / выйсці з
(go) through (*prep*) [θru:] — идти через (лес) / ісці праз (лес)
goat (*n*) [gəʊt] — коза, козёл / каза, казёл
goose (*n*) [gu:s] — гусь / гусь
grain (*n*) [greɪn] — зерно / зерне
hare (*n*) [heə] — заяц / заяц
hay (*n*) [heɪ] — сено / сена
hedgehog (*n*) ['hedʒ,hɒg] — ёж / вожык
hen (*n*) [hen] — курица / курыца
hill (*n*) [hɪl] — холм, возвышенность / узгорак, узвышанасць
insect (*n*) ['ɪnsekt] — насекомое / насякомае
kitchen garden (*n*) ['kɪtʃɪn 'gɑ:dən] — огород / агарод
lynx (*n*) [lɪŋks] — рысь / рысь
north (*n*) [nɔ:θ] — север / поўнач
owl (*n*) [aʊl] — сова / сава
path (*n*) [pɑ:θ] — тропинка / сцяжынка
pony (*n*) ['rəʊnɪ] — пони / поні
river bank (*n*) ['rɪvə 'bæŋk] — берег реки / бераг ракі
rock (*n*) [rɒk] — скала / скала

rooster (*n*) ['ru:stə] — петух / певна
seacoast (*n*) ['si:kəust] — морское побережье / марское
 ўзбярэжжа
sheep (*n*) [ʃi:p] — овца, баран / авечка, баран
south (*n*) [sauθ] — юг / поўдзень
squirrel (*n*) ['skwɪrəl] — белка / вавёрка
stork (*n*) [stɔ:k] — аист / бусел
swamp (*n*) [swɒmp] — болото / балота
turkey (*n*) ['tɜ:kɪ] — индейка / індычка
valley (*n*) ['væli] — долина / даліна (лог)
waterfall (*n*) ['wɔ:təfɔ:l] — водопад / вадапад
west (*n*) [west] — запад / захад
wild boar (*n*) ['waɪld'bo:ɪ] — дикий кабан / дзік
woodpecker (*n*) ['wud,pekə] — дятел / дзяцел

Unit 8

bonfire (*n*) ['bɒn,faɪə] — костёр / вогнішча
candle (*n*) ['kændl] — свеча / свечка
caravan (*n*) ['kærəvæn] — 1) фургон, передвижной дом на колёсах; 2) караван / 1) фургон, перасоўны дом на колах; 2) караван
cheetah (*n*) ['tʃi:tə] — гепард / гепард
colourful (*adj*) ['kɒləfʊl] — красочный, яркий / маляўнічы, яркі
connection (*n*) [kə'nekʃən] — связь, взаимоотношения / сувязь, узаемаадносіны

cover (*v*) ['kʌvə] — покрывать / пакрываць
dangerous (*adj*) ['deɪndʒərəs] — опасный / небяспечны
deep (*adj*) [di:p] — глубокий / глыбокі
desert (*n*) ['dezət] — пустыня / пустыня
dingo (*n*) ['dɪŋgəʊ] — дикая собака динго / дзікі сабака дзінга
dolphin (*n*) ['dɒlfɪn] — дельфин / дэльфін
drop litter (*v*) [drɒp 'lɪtə] — бросать мусор, мусорить / кідаць смецце, засмечваць
dry (*adj*) [draɪ] — сухой / сухі
eagle (*n*) ['i:gl] — орёл / арол
famous (*adj*) ['feɪməs] — известный, знаменитый / вядомы, знакаміты
fast (*adj, adv*) [fɑ:st] — быстрый; быстро / хуткі; хутка
gorilla (*n*) [gə'rilə] — горилла / гарыла
grassland (*n*) ['grɑ:slænd] — луг, пастбище / луг, паша
grizzly bear (*n*) ['grɪzli beə] — медведь гризли / мядзведзь гризлі
high (*adj*) [haɪ] — высокий / высокі
in danger (*n*) [ɪn 'deɪndʒə] — в опасности / у небяспецы
island (*n*) ['aɪlənd] — остров / востраў
kangaroo (*n*) [ˌkæŋgə'ru:] — кенгуру / кенгуру
language (*n*) ['læŋgwɪdʒ] — язык / мова
law (*n*) [lɔ:] — закон / закон
Lama (*n*) [lɑ:mə] — лама / лама
mother tongue (*n*) ['mʌðə tʌŋ] — родной язык / родная мова
mountain (*n*) ['maʊntɪn] — гора / гара

mountain lion (*n*) ['maʊntɪn 'laɪən] — горный лев (кугуар или пума) / горны леў (кугуар ці пума)

national (*adj*) ['næʃənəl] — национальный / нацыянальны

native speaker (*n*) ['neɪtɪv 'spi:kə] — носитель языка / носьбіт мовы

neighbour (*n*) ['neɪbə] — сосед / сусед

ocean (*n*) ['əʊʃən] — океан / акіян

pyjamas (*n*) [pɪ'dʒɑ:məz] — пижама / піжама

panda (*n*) ['pændə] — панда / панда

penguin (*n*) ['penɡwɪn] — пингвин / пінгвін

plant (*n*) [plɑ:nt] — растение / расліна

polar bear (*n*) ['pəʊlə beə] — белый медведь / белы мядзведзь

poodle (*n*) ['pu:dl] — пудель / пудзель

quickly (*adv*) ['kwɪklɪ] — быстро / хутка

rainforest (*n*) ['reɪn,fɔrɪst] — влажный тропический лес / вільготны трапічны лес

rare (*adj*) [reə] — редкий (о животных) / рэдкі (пра жывёл)

rhino (*n*) ['raɪnəʊ]; **rhinoceros** (*n*) [raɪ'nɒsərəs] — носорог / насарог

seal (*n*) [si:l] — тюлень / цюлень

shark (*n*) [ʃɑ:k] — акула / акула

sign (*n*) [saɪn] — знак, символ, вывеска / знак, сімвал, шыльда

slowly (*adv*) ['sləʊlɪ] — медленно / павольна

sudoku (*n*) [su:'dʊku:] — судоку / судоку

thick (*adj*) [θɪk] — густой / густы
traditional (*adj*) [trə'dɪʃənəl] — традиционный / традиційны
well (*adv*) [wel] — хорошо / добра
wet (*adj*) [wet] — влажный / вільготны
whale (*n*) [weɪl] — кит / кіт
wild (*adj*) [waɪld] — дикий / дзікі
world (*n*) [wɜ:ld] — мир, свет, вселенная / свет, сусвет
wreath (*n*) [ri:θ] — венок / вянок
yak (*n*) [jæk] — як / як

Unit 9

abroad (*adv*) [ə'brɔ:d] — за границей / за мяжой
air (*n*) [eə] — воздух / паветра
airline (*n*) ['eə,laɪn] — авиакомпания / авіякампанія
bike (*n*) [baɪk] — велосипед / веласіпед
boat (*n*) [bəʊt] — лодка / лодка
by (*prep*) [baɪ] — здесь: с помощью кого-либо или чего-либо / тут: з дапамогай каго-небудзь ці чаго-небудзь
e.g. by bike — велосипедом / на веласіпедзе
by car — машиной / на машыне
car (*n*) [kɑ:] — машина / машына
come true (*v*) [kʌm'tru:] — сбываться, осуществляться / спраўджвацца, здзяйсняцца
choice (*n*) [tʃɔɪs] — выбор / выбар
choose (*v*) [tʃu:z] (chose) — выбирать / выбіраць

dream (*n, v*) [dri:m] — мечта, мечтать / мара, марыць
far and wide — вдоль и поперёк, везде, на далёкие расстояния /
уздоўж і ўпоперак, паўсюль, на вялікія адлегласці
follow (*v*) ['fɒləʊ] — следовать / кіравацца, прытрымлівацца
follow in someone's footsteps — следовать по чьим-либо
следам / хадзіць (ісці) па чыіх-небудзь слядах
foot (*n*) [fʊt] (feet) — нога, стопа / нага, стапа
on foot — пешком / пехатой (пешкі)
hitchhiking (*n*) ['hɪtʃhaɪkɪŋ] — путешествие автостопом /
падарожжа аўтастопам
How about (Ving) ... ? — Как насчёт того, чтобы... ? / Як наконт
таго, каб... ?
How about going there on foot? — Как насчёт того, чтобы пойти
туда пешком? / Як наконт таго, каб пайсці туды пехатой?
joke (*n*) [dʒəʊk] — шутка / жарт
journey (*n*) ['dʒɜ:ni] — поездка (на большое расстояние) /
паездка (на вялікую адлегласць)
mind (*v*) [maɪnd] — (в отриц. и вопрос. предложениях)
возражать / прарэчыць
near (*v*) [nɪə] — приближаться / набліжацца
plane (*n*) [pleɪn] — самолёт / самалёт
safe (*adj*) [seɪf] — безопасный / бяспечны
safely (*adv*) ['seɪflɪ] — безопасно / бяспечна
ship (*n*) [ʃɪp] — корабль / карабель

sound (*n, v*) [saʊnd] — звук, звучать / гук, гучаць

Sounds great! — Звучит здорово! / Гучыць здорава!

space (*n*) [speɪs] — космос, пространство / космас, прастора

ticket (*n*) [ˈtɪkɪt] — билет / білет

train (*n*) [treɪn] — поезд / цягнік

travel (*v*) [ˈtræv(ə)] — путешествовать / падарожнічаць
(вандраваць)

travelling — путешествие / падарожжа

trip (*n*) [trɪp] — поездка / паездка

What about (Ving) ...? — Как насчёт того, чтобы...? / Як наконт таго, каб...?

What about going there on foot? — Как насчёт того, чтобы пойти туда пешком? / Як наконт таго, каб пайсці туды пехатой?

Why not (go to / by ...)? — Почему бы не пойти (поехать) ...? / Чаму б не пайсці (паехаць) ...?

Why not? — Почему бы и нет? / Чаму б і не?

wildlife (*n*) [ˈwaɪld,laɪf] — живая природа / жывая прырода

List of geographical names

- Africa** [ˈæfrɪkə] — Африка / Африка
Alaska [əˈlæskə] — Аляска / Аляска
Antarctica [ˌænˈtɑːktɪkə] — Антарктида / Антарктыда
Asia [ˈeɪzə] — Азия / Азія
Australia [ɒˈstreɪliːə] — Австралия / Аўстралія
Bangladesh [ˌbæŋɡləˈdeɪʃ] — Бангладеш / Бангладэш
Brazil [brəˈzɪl] — Бразилия / Бразілія
Bulgaria [bʌlˈɡeəriə] — Болгария / Балгарыя
China [ˈtʃaɪnə] — Китай / Кітай
Earth [z:θ] — Земля, земной шар; земля; суша / Зямля, зямны шар; зямля; суша
Egypt [ˈiːdʒɪpt] — Египет / Егіпет
El Salvador [el ˈsælvədɔː] — Сальвадор / Сальвадор
Estonia [esˈtəʊniə] — Эстония / Эстонія
Europe [ˈjuərəp] — Европа / Еўропа
France [ˈfrɑːns] — Франция / Францыя
Germany [ˈdʒɜːmənɪ] — Германия / Германія
Greece [ɡriːs] — Греция / Грэцыя
India [ˈɪndiə] — Индия / Індыя
Italy [ˈɪtəlɪ] — Италия / Італія

Ireland ['aɪələnd] — Ирландия / Ирландыя
Japan [dʒə'pæn] — Япония / Японія
Latvia ['lætviə] — Латвия / Латвія
Lithuania [ˌlɪθjʊ'eɪniə] — Литва / Літва
Mexico ['meksɪkəʊ] — Мексика / Мексіка
Montenegro [mɒntɪ'negrəʊ] — Черногория / Чарнагорыя
Morocco [mə'rɒkəʊ] — Марокко / Марока
New Zealand [nju: 'zi:lənd] — Новая Зеландия / Новая Зеландыя
Nigeria [naɪ'dʒɪəriə] — Нигерия / Нігерыя
North America [nɔ:θ ə'merɪkə] — Северная Америка / Паўночная
Амерыка
Pakistan ['rækɪs,tæn] — Пакистан / Пакістан
Peru [pə'ru:] — Перу / Перу
Russia ['rʌʃə] — Россия / Расія
South Africa (The Republic of South Africa) [sauθ 'æfrɪkə] —
Южно-Африканская Республика / Паўднёва-Афрыканская
Рэспубліка
South America [sauθ ə'merɪkə] — Южная Америка / Паўднёвая
Амерыка
Spain [speɪn] — Испания / Іспанія

the Philippines [ðə 'fɪlɪpiːnz] — Филиппины / Філіпіны
the United Kingdom of Great Britain and Northern Ireland (the UK) [ðə jʊ'naitɪd 'kɪŋdəm əv greɪt 'brɪtn ənd 'nɔːð(ə)n 'aɪələnd (ðə ju: 'keɪ)] — Соединённое Королевство Великобритании и Северной Ирландии / Злучанае Каралеўства Вялікабрытаніі і Паўночнай Ірландыі

the United States of America (the USA)

[ðə jʊ'naitɪd steɪts əv ə'merɪkə (ðə ju: es 'eɪ)] —

Соединённые Штаты Америки / Злучаныя Штаты Амерыкі

Tibet [tɪ'bet] — Тибет / Тыбет

Ukraine [ju:'kreɪn] — Украина / Україна

CONTENTS

UNIT 5. BE HEALTHY!.....	4
UNIT 6. IN THE CITY.....	17
UNIT 7. IN THE COUNTRY	41
UNIT 8. COUNTRIES AND CONTINENTS	70
UNIT 9. TRAVELLING.....	102
VOCABULARY	137

(Название и номер учреждения образования)

Учебный год	Имя и фамилия учащегося	Состояние учебного пособия при получении	Отметка учащегося за пользование учебным пособием
20 /			
20 /			
20 /			
20 /			
20 /			

Учебное издание

Демченко Наталья Валентиновна
Севрюкова Татьяна Юрьевна
Наумова Елена Георгиевна и др.

АНГЛИЙСКИЙ ЯЗЫК / АНГЛІЙСКАЯ МОВА

Учебное пособие для 5 класса гимназий
с белорусским и русским языками обучения
(с электронным приложением)

В 2 частях

Часть 2

Редакторы *Е. В. Бельская, А. А. Рыбакова*
Художники *Е. В. Максимова, Н. А. Хромова,
К. К. Шестовский*
Художественный редактор *Е. В. Максимова*
Художник обложки *Е. В. Максимова*
Компьютерный набор *М. В. Даниленко*
Компьютерная вёрстка *М. В. Даниленко*
Корректоры *Т. А. Иванова, Е. В. Иванюк,
А. А. Рыбакова*

Подписано в печать 15.09.2017. Формат 60 × 90¹/₁₆. Бумага офсетная.
Печать офсетная. Усл. печ. л. 9,5 + 0,29 форз. Уч.-изд. л. 5,2 + 0,3 форз. + 5,0 эл. прил.
Тираж 19384 экз. Заказ

Республиканское унитарное предприятие «Издательство «Адукацыя і выхаванне»».
Свидетельство о государственной регистрации издателя,
изготовителя, распространителя печатных изданий № 1/19 от 14.11.2014.
Ул. Будённого, 21, 220070, г. Минск.

Открытое акционерное общество «Полиграфкомбинат им. Я. Коласа».
Свидетельство о государственной регистрации
издателя, изготовителя, распространителя печатных изданий № 2/3 от 04.10.2013.
Ул. Корженевского, 20, 220024, г. Минск.

Правообладатель Адукацыя і выхаванне



Irregular Verbs / Неправильные глаголы / Неправильные дзясловы

INFINITIVE	PAST SIMPLE	TRANSLATION
be [bi:]	was / were [wʌs/wɜ:]	быть, находится / были, находящиеся
become [bɪ'kʌm]	became [bɪ'keɪm]	становиться / рабіцца, стаўніцца
begin [bɪ'gɪn]	began [bɪ'gæn]	начинать / пачынаць
break [breɪk]	broke [brəʊk]	ломать / разбіваць, ламать
bring [brɪŋ]	brought [brɔ:t]	приносить / прыносіць
build [bɪld]	built [bɪlt]	строить / будаваць
buy [baɪ]	bought [bɔ:t]	покупать / купіць
can [kæn]	could [kʊd]	мочь, уметь / магчы, умець
catch [kætʃ]	caught [kɔ:t]	ловить / лавіць
choose [tʃu:z]	chose [tʃəʊz]	выбирать / выбіраць
come [kʌm]	came [keɪm]	приходить / прыходзіць
cut [kʌt]	cut [kʌt]	резать / рэзаць
do [du:]	did [dɪd]	делать / рабіць
drink [drɪŋk]	drank [dræŋk]	пить / піць
drive [draɪv]	drove [drəʊv]	ехать, везти (машину, аўтобус) / ехаць, вёзці (машыну, аўтобус)
eat [i:t]	ate [et] [eɪt]	есть / есці
fall [fɔ:l]	fell [fel]	падать / падаць
feed [fi:d]	fed [fed]	кормить / карміць
feel [fi:l]	felt [felt]	чувствовать / адчуваць
find [faɪnd]	found [faʊnd]	находить / знаходзіць
fly [flaɪ]	flew [flu:]	лететь / лятаць, летачь
get [get]	got [gɒt]	получать, добираться / атрымаваць, дабірацца
give [gɪv]	gave [geɪv]	давать / даваць
go [gəʊ]	went [went]	идти / ісці
hang [hæŋ]	hung [hʌŋ]	вешать / вешаць
have [hæv]	had [hæd]	иметь / мець

hear [hɪə]	heard [hɜ:d]	слышать / чуць
hide [haɪd]	hid [hɪd]	прятать / хаваць
hit [hɪt]	hit [hɪt]	ударять / стукаць
hurt [hɜ:t]	hurt [hɜ:t]	болеть, причинять боль / балець, рабіць балюча
know [nəʊ]	knew [nju:]	знать / ведаць
lead [li:d]	lead [led]	вести / вёсці
learn [lɜ:n]	learnt [lɜ:nt]	узнавать / пазнаваць
leave [li:v]	left [left]	уезжать, покидать / ехаць, ад'язджаць
lose [lu:z]	lost [lost]	терять, проигрывать / губляць, праграваць
make [meɪk]	made [meɪd]	делать / рабіць
pay [peɪ]	paid [peɪd]	платить / плаціць
put [pʊt]	put [pʊt]	класть / класці
read [ri:d]	read [red]	читать / чытаць
ride [raɪd]	rode [rəʊd]	ехать верхом / ехалъ вярхом (копна)
run [rʌn]	ran [rʌn]	бегать / бегалъ
say [seɪ]	said [sed]	говорить / гаварыць
see [si:]	saw [sɔ:]	видеть / бачыць
send [send]	sent [sent]	посылать / пасылаць
sing [sɪŋ]	sang [sʌŋ]	петь / спываць
sleep [sli:p]	slept [slept]	спать / спаць
spend [spend]	spent [spent]	проводить, тратить / праводзіць, траціць
steal [sti:l]	stole [stəʊl]	украсть / украсці
swim [swɪm]	swam [swʌm]	плавать / плаваць
take [teɪk]	took [tʊk]	брать / браць
think [θɪŋk]	thought [θɔ:t]	думать / думаць
throw [θrəʊ]	threw [θru:]	бросать / кідаць
wear [weə]	wore [wɜ:]	носить (одежду) / насіць (адзенне)
win [wɪn]	won [wʌn]	побеждать / перамагаць

