

- fantastic gardens
- plasma TV with sky channels, Internet access, I-pod dock, digital radio
- bikes and trikes, playhouse, see-saw
- competitive prices

Things to do:

- great walks, cycling and picnics
- animals parks, theme parks, museums and beaches of Somerset
- a visit to Exmoor National Park
- a trip to Bath
- horse-riding with lessons for children
- surfing lessons in North Devon
- golf

Things to remember:

- ❖ *The Treehouse* is very eco-friendly. For every family visit we plant a local hardwood tree.
- ❖ Sorry: no pets, no smoking, no fireworks.

c) Would you like to stay at a hotel like *The Treehouse*? Why? Why not?

5. Work in small groups. Discuss the questions below.

- Are there any similar hotels in Belarus?
- What do you know about eco-tourism in your country?

LESSON 6.

British houses throughout history

Communicative area: listening for the gist and for detail

Active vocabulary: heating

Grammar revision: the Past Simple Passive

- 1.** How well do you know history? Read the introduction to a lecture. Guess which houses in the pictures belong to the periods in the history of Britain mentioned in the text.



Walking down a street in a British town, you can walk past old and modern houses. They can tell us something of the people who built them and the times in which they were built. Different periods of British history are reflected in different houses.

Celtic, Roman, Anglo-Saxon and Viking houses cannot be found in modern streets. They were reconstructed by archaeologists in museums. Tudor, Georgian and Victorian houses can still be seen in many cities and towns of Britain.

- 2.** **a) Check yourselves. Listen to a historian specializing in architecture. Match the houses with the peri-**

ods. Note down the key words that helped you with the matching.

hot (adj.) – heat (n) – heating (n)

b) Read about the key features of each type of houses. Which periods do they describe?

A. houses –in wood, churches – in stone; no glass on the windows, high fences around villages

B. elegant, square, symmetrical houses; rich – lots of windows

C. round houses with thatched roofs, no windows, one room for all – people and animals

D. mostly built of (coloured) bricks; with several chimneys; first blocks of flats

E. well-built houses with central heating and glass windows; about 2000 years old

F. long rectangular houses; cooking fire in the middle; made of wood, stone or turf

G. black-and-white; mostly of wood, thatched roofs, tall chimneys, windows made of small parts



c) Listen again. Check if you were right.

3. Complete the fragments from the lecture with the active vocabulary of the unit. Some words can be used more than once.

1. The Celts lived in villages, where round houses were built with thatched ... made of straw.
2. Roman homes were made of brick and stone; they even had glass windows and stone mosaic floors and there was underfloor
3. Around Anglo-Saxon

villages high ... were built to keep domestic animals safe from wolves and foxes. 4. Anglo-Saxon villages were usually ... on river ... or near forests as they needed water and food 5. Houses had ... because there were fireplaces in most rooms. 6. Tudor ... were very tall and thin. 7. Some people moved to new Victorian

4.  a) Listen to the lecture again. Which of the facts mentioned in it do you find the most fascinating?

b) Read the Past Simple Passive forms used by the historian. Recall the sentences where these forms were used. Who's got a good memory?

were built, were brought, were made, were followed, were forgotten, were constructed, was covered, were kept, were situated, can still be seen, were cut, were found, were handmade, was used, could be found, was ruled

5. Write a description of houses people used to build in ancient and old Belarus. Use the active vocabulary of the unit and the Past Simple Passive.

LESSON 7. Ideas for a great weekend

Communicative area: reading and speaking about the cities and towns of the UK

1. Work in pairs. Look at the map of the UK. Find England on the map. Answer the following questions.