



ENGLISH

Student's Book 1

8

EXPRESSING OPINION

- Well, the first thing that comes to my mind is ...
- As you know ...
- No doubt ...
- Actually ...
- As a matter of fact ...
- By the way ...
- To be honest ...
- Perhaps ...
- I mean ...
- It can't hurt to try.
- Firstly / Secondly / Finally ...
- Exactly!
- Sounds impressive!
- – Thank you. – It was a pleasure!



AT THE CAFÉ

Customer:

- What's ... exactly?
Is this served with ... (salad)?
Is it ... (hot / spicy)?
- Does this have any ... (seafood) in it? Are there any ... (nuts) in the dish?
What do you recommend?
- I'll have ... / I'd like (to order) ... / Can I have ...
Well, everything looks so appetising. What's ... exactly? / What does ... include?
- Can I have ... (but without pepper / nuts / ...), please?
- What have you got (for dessert)?
- Thank you, it's delicious / mouth-watering / extremely tasty / ... !
- Can I have the bill, please?

Waiter:

- Are you ready to order?
- I'd recommend
- It's ... (soup) made with ... (lamb pieces, noodles, mushrooms and beans).
- Would you like the steak rare, medium-rare or well-done?
- Anything to drink?
- Sparkling or still?
- Would you care for dessert?
- Do you like your food?
- How's the meal?
- Sure, are you going to pay in cash or by credit card?
- Here you are.



ASKING FOR AND GIVING ADVICE

- What should I do?
- What's the best way to deal with this problem?
- Can you give me any advice?
- Do I need to ... ?
- Do you think I should ... ?
- I don't think you should ...
- If I were you, I would ...
- Why not ... ?
- Why don't you
- Try to ...
- If you really want ... , make sure ...
- I totally understand where you're coming from ...
- You should definitely / also ...
- You could always ...



LET'S CELEBRATE!

- What are you talking about?
- It's all over the news.
- Oh, my God! How could I forget?
- There's no need to panic.
- This is amazing! But... What should I do?
- Why don't you cook something?
- What about making a healthy breakfast?
- Fantastic idea!
- Brilliant!



Английский язык

Англійская мова

Учебное пособие для **8** класса
учреждений общего среднего образования
с белорусским и русским языками обучения

(повышенный уровень)

С электронным приложением

В 2 частях

Часть 1

*Допущено Министерством образования
Республики Беларусь*

МИНСК



«ВЫШЭЙШАЯ ШКОЛА»

2020

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Условные обозначения / Умоўныя абазначэнні



Use the Internet



Write



Test



Project



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Listen



Moving activity



Grammar



Board game

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1 unit

SCHOOL TRADITIONS

LESSON 1. 1st school day

Communicative area: speaking and writing about the first school day

Active vocabulary: to be held, to get to know, to get used to, to mark (the occasion), to receive, ceremony, welcoming speech, necessary, the same as, special, typical, various

1. Read the two sayings about the first school day and explain their meanings. Do you agree with them?

"You're off to Great Places. Today is your first day! Your mountain is waiting, so get on your way!"

Dr. Seuss

"I've always loved the first day of school better than the last day of school. Firsts are best because they are beginnings."

Jenny Han

2. a. Read Kate's blog about her first school day and the comments written by her international pen pals. What students have the longest / shortest school year?



Hi, all school students! Today was my first school day after a month-and-a-half summer break. The school year starts in the 1st week of September each year and finishes at the beginning or in the middle of July. To be honest, there are no real celebrations for the beginning of the school year (only end) in England. On the very first day at school, we are always just thrown straight into routine and classes – nothing exciting. I guess teachers want us to get focused straight away. But I was happy to see my friends and some teachers. Is the beginning of the school year celebrated in your country? When? How do you **mark** the occasion? When does school end? I am looking forward to your comments!



Yayoi: It is a pity that you don't have any special celebration on the first day, Kate. In Japan, schools have **special** ceremonies for new students in early April when the school year starts. The **ceremony is** usually **held** in the school gym. In a **typical** ceremony, the headteacher makes a **welcoming speech** for the new students. The ceremony usually ends with a school song sung by the older students. Afterwards, the new students go to their classroom and their teacher explains what they can expect in the year to come. In fact, we have summer holidays on the same dates as the British students do, but formally the end of the academic year falls at the end of March.

Nawaf: In Saudi Arabia school starts at the end of August and ends at the end of April. When you go to school for the first time, you get a big celebration that lasts for three days. During those days you **get to know** other students and begin new friendships. Students **receive** flowers and food from teachers. There is no school, just **various** activities for three days to **get used to** everything.

June: I would like to have **the same** traditions **as** Saudi Arabian students do! The school year in India, which typically runs from June to March, traditionally opens with Admission Day. It's similar to the ceremony in Japan. To celebrate, students are often given gifts from their families including an umbrella that is a very **necessary** item because the new school year starts at the same time as the monsoon (rainy) season does!



b. Match the words in bold with their definitions.

1. a synonym to the words “needful, needed”;
2. a formal public occasion set by tradition to mark and celebrate an important event;
3. a structure used to describe that one object is identical to another one in size / quantity / intensity, etc. It is close to the meaning “similar”;
4. different from and usually better than what is normal or ordinary;
5. to be given, presented with something;
6. an adjective that means “of different kinds or sorts”;
7. a synonym to the verbs “find out, learn”;
8. characteristic, standard, usual;
9. to develop a habit to new conditions of life;
10. friendly words said to a group of people on a public occasion;
11. to be organised, to be arranged (about meetings, occasions, celebrations, etc.);
12. to celebrate an event.

c. Work in pairs. Complete the questions about your first day celebrations and answer them. Fill in the words in bold from ex. 2a.

1. Do you ... the beginning of the school year in your family?
2. Is there a ... ceremony at your school? Is it similar to the Japanese ceremony? When is it ...? Does the headteacher give

a ... speech? 3. Do you have ... activities? 4. Do you have the ... traditions as Indian students? 5. What school items do you ... ? What ... items do you have to bring? 6. How do you ... new students? 7. Is the first day a ... school day? 8. How many days do you need to get ... schooling?

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

4. a. Read the Internet article about the first school day in Belarus. Work in pairs, divide the article into paragraphs, and give them titles. Compare your ideas with your classmates.



The school year starts on 1 September. Students and teachers all over Belarus mark “The Day of Knowledge”. A typical entrance ceremony is held for the first formers who come to school for the first time. They gather at the celebratory assembly called the First Bell. Everyone lines up in the school courtyard and there are some welcoming speeches given at the front steps of the school by the headteacher, sometimes by other teachers and parents. Schoolchildren still have to wear a uniform. Then the first bell rings. It is done by a first former who is sitting on the shoulders of a student from the graduating class (usually a boy). The first former has a metal bell that she (usually a girl) rings while being carried around along the front

row of all the students lined up around the courtyard. The first formers receive small gifts, usually bells, from the school leavers. After the celebration is over the kids go to their classes but usually not much is done. General information about the timetable, necessary equipment, various after-school activities, and clubs is given that day. Children get to know new students and get some tips on how to get used to school rules. A traditional discussion is held in the very first lesson. For example, the years 2018–2020 were declared Years of the Motherland, the first lessons were devoted to our native land. In the 2017 / 2018 school year, all Belarusian students talked on the same topic “Belarus is my Motherland”, a year later – on “I was lucky to be born here”. In 2019 / 2020 they were offered to discuss the topic “Belarus, my young country, take your place of honour among the nations!”

- b. Read the sentences which best describe the photos.**
- c. Do you have similar activities on the first school day? What other activities do you have in your school / gymnasium? Which of them do you like? Why?**
- d. What topic did you discuss in your first lesson this year? What did you talk about?**
- 5.  Write your blog comment on the first school day. Describe activities, feelings, what you like / dislike.**

LESSON 2. Look good, feel good, do good!

Communicative area: discussing the importance of school traditions

Active vocabulary: to achieve, to develop, to encourage, to succeed, to value, achievement, behaviour, facilities, opportunity, strength, success, excellent academic performance, aim (*n.*, *v.*)

Active grammar: word-building

1. a. Work in pairs. Look at the word cloud and choose the words you associate with the word “**school**”. Compare with your classmates.



b. What other words would you like to add to the “**school**” word cloud?

c. Have you chosen the word “**traditions**”? Does your school have any old traditions? Are you proud of your school traditions?

2. a. Get to know Buckswood School in the UK. It is a very British school where students are proud of their school traditions. Read a page from their site and match the paragraphs to the titles.



A. Respect and care

B. Celebrating success

C. Educating ladies and gentlemen

D. Friday assembly

E. Education is a personal journey

F. Discipline and daily routine

1. At Buckswood, our school motto is “we are preparing for life”. We **aim** at creating a safe space for everyone to discover their new **strengths and talents** and give the necessary tools to **succeed**. We offer all our students a lot of **opportunities** to try new things, visit new places, and meet new people. Every child is different and we **value** talent wherever form it takes – be it on the sports field or in the science labs. So our school has various activities to meet the interests of each student.

2. Buckswood prepares young ladies and gentlemen who show respect for people around and behave accordingly. Buckswoodians are smart wherever they are! A Buckswoodian demonstrates **excellent academic performance** and good manners that give them great opportunities to get to the top in life.

3. Buckswood is a home and a school and most importantly it is a place of learning and friendship. Just as a home, it is the people that make the place work; that are the heartbeat of the school. A Buckswood student understands that the gardener and the chef are just as important as the Headteacher or History teacher. Respect for those that help and work at school, as well as taking care of the beautiful surroundings and modern **facilities** in which they learn, is Rule No.1.

4. On weekdays the bell rings above the dining hall to signal it's time to change class, go to lunch or hurry up to prep (homework preparation). Every child needs routine to build their lives and learn the self-discipline that will be the foundation of their future **success**. When a child puts on their Buckswood school uniform they know the standards of **behaviour** that are expected of them.

5. The school's aim is *to prepare for life* and part of our preparation is building every child's self-confidence. So we celebrate each child's individual **achievements** because what comes easy for one, is a hard nut to crack for another. Celebrating success together **encourages** everyone to **develop** their talents and abilities in the chosen sphere and **achieve** new goals.

6. Our weekly gatherings on a Friday afternoon give us a chance to discuss the past week's achievements, sport results, musical performances, and receive some moral instruction. Our assemblies are an important event that is traditionally held in the Great Hall accompanied by the Buckswood music band.

b. Work out the meaning of the highlighted words and complete the sentences. Put the words from the box in the correct form.

Verbs: succeed ♦ achieve ♦ value ♦ develop ♦ aim
♦ encourage

Nouns: opportunities ♦ success ♦ facilities ♦ behaviour
♦ achievements ♦ manners ♦ strengths and talents
♦ performance

Buckswood school:

- ✓ ... at preparing students for life.
- ✓ offers a lot of ... to try new things, visit new places, and meet new people.
- ✓ gives students necessary tools to
- ✓ ... them to develop their talents and abilities.
- ✓ ... every child and their talent.
- ✓ celebrates each individual child's

Buckswood students:

- ✓ discover their
- ✓ take care of modern
- ✓ ... their talents and abilities.
- ✓ ... new goals.
- ✓ know the standards of ... expected from them.
- ✓ learn the self-discipline for their future
- ✓ demonstrate excellent academic ... and good

c. Work in pairs. Derive new parts of speech. Find them in the text in ex. 2a.

to succeed in (*v.*) – ... (*n.*)

... (*v.*) – value (*n.*)

to achieve (*v.*) – ... (*n.*)

to behave (*v.*) – ... (*n.*)

... (*v.*) – courage (*n.*)

to prepare (*v.*) – ... (*n.*)

to found (*v.*) – ... (*n.*)

to perform (*v.*) – ... (*n.*)

to aim at (*v.*) – ... (*n.*)

to respect (*v.*) – ... for (*n.*)

strong (*adj.*) – ... (*n.*)

talented (*adj.*) – ... (*n.*)

self-confident (*adj.*) – ... (*n.*)

able (*adj.*) – ... (*n.*)

... (*adj.*) – excellence (*n.*)

d. Make up true sentences with the derived words about you, your school, family, and friends. Report the most interesting facts about your partner to the class.

3. a. Continue the chain of Buckswood School's values

Tradition → Discipline → Honour → Honesty → ...

b. Make your list of school values.

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

5. A delegation from another country is visiting your school. Tell them about your school values.

6. a. Read the two quotes and explain their meanings. Do you agree with them?

“Judge (*cyđu / cyďzi*) a school by its pupils.”

“Respect yourself. Respect others.”

b. Discuss in small groups: Do students' behaviour and manners create the image of their school? What is the image of a good school in your opinion?

LESSON 3. Belarusian and British school traditions

Communicative area: asking and answering questions about school traditions

Active vocabulary: curriculum, range, variety, extra-curricular

Active grammar: connectors and fillers

1. a. Complete the sentences about your school.

There is a wide range of subjects on our school **curriculum**. We study My favourite subject is There is also a great variety of **extracurricular** activities. They are My favourite activity is Both curriculum subjects and extracurricular activities develop our ... , help us to achieve ... and succeed in They give us a wide range of opportunities to

a wide range = a great variety = a lot of different things of the same type



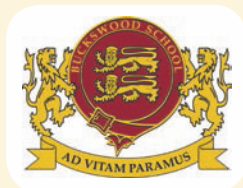
b. Would you like to have more English lessons on the curriculum? Why / Why not? Are there any extracurricular activities in English at your school? What do they aim at?

2. a.   Alex attends the school's English club. They have bridge panel discussions via Skype once a month. They talk to students from other countries about different themes and subjects. Today the topic is "School traditions". Look at Alex's classmates' notes. What questions are they going to ask their British peers? Listen to the first part of the talk and check.



Example: Is Buckswood a typical school in the UK?

1. Buckswood / typical school / UK? 2. school day / last? 3. learn / foreign languages? 4. students / have to / school uniforms? 5. every school / emblem and motto? 6. often / go / school field trips?



- b.   Listen again and take notes of the British students' answers. How are the words "curriculum", "extracurricular", "range", "variety" used in the students' answers?

3. a.   Listen to the second part of the bridge panel discussion and check your questions 4–6 from ex. 2a.

b.   Listen again and take notes of the British students' answers.

c. Work in small groups and share the information you have learnt. Compare it with Belarusian school traditions.

4. a.  Connectors and fillers, what is the difference? Study the information below.



Intonation of connectors and fillers

Connectors are used to link large groups of words: phrases and sentences.

Fillers are meaningless words, phrases, or sounds that mark a pause in speech.

The connector or the filler is *stressed* or *partly stressed* if the speaker wants to draw the listener's attention or *unstressed* otherwise (*в противном случае / у адекватным выпадку*).

b.   Find connectors and fillers in the sentences below. Listen and say if they are stressed, partly stressed, or unstressed. Listen and repeat.

1. *In/fact*, there are about 500 boarding schools where students live as well as study.

2. *^Normally*, school starts at 9 o'clock in the morning and finishes at about 3 o'clock in the afternoon.

3. *^Well*, as we live in the school, our school day seems longer.

4. But it only seems, *you ^know*.

c.    Get a list with some more sentences (photocopiable.pdf) from the conversation. Listen and mark the connectors and fillers as stressed (!), unstressed (x) or partly stressed (-).

d. Practise the correct pronunciation in pairs.

5.   Moving activity “Can you recall?”.

6. Split into two teams: Belarusian and British students. Have a “Skype lesson” on “School traditions in Belarus” in the form of a bridge panel.

LESSON 4. Enrichment

Communicative area: recommending a school club / society

Active vocabulary: club, society, passion

Active grammar: modal verbs “need”, “should” / “ought to”

1. a. Are there any clubs and societies in your school? What are their aims? Why do many students join different clubs?

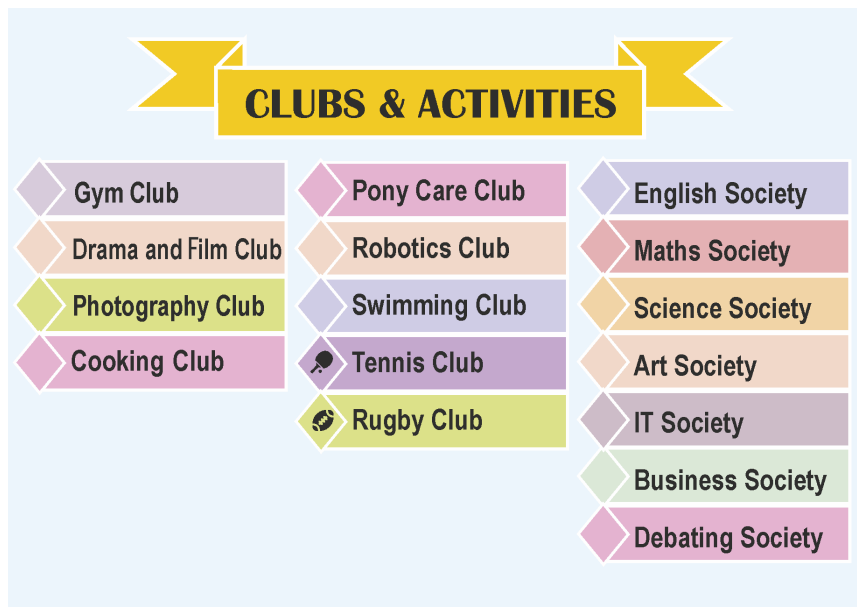
Society [sə'saɪəti] – 1. (uncountable) people in general living together in organised groups; 2. (countable) a group of people who have a particular interest or who take part in a particular activity.

b. Read the page called “Enrichment” on Buckswood School’s site and explain the page name. Complete the sentences.

- ✓ The main aim of school clubs and societies is to find
- ✓ They help students to have a passion (strong interest) for
- ✓ They offer a wide range of
- ✓ Students have an opportunity to develop ..., enrich ... and learn

Enrichment

Most schools value their students by their abilities to pass exams. Buckswood is not a typical school. We strongly believe that everyone is different and good at something, and our aim is to find that something. We want our students to have a passion for life and not be afraid to try something new. There are over 50 various clubs and societies to choose from. They offer a wide range of extracurricular activities, such as fencing and fishing, archery, authors club and art, judo and drone club, and many others. Our students will have a great opportunity to develop their talents and abilities, learn a sense of adventure, and enrich their lives. Each term, scholars select a new club or society – ranging from paintballing to debating. Some of the clubs and societies available this term include:



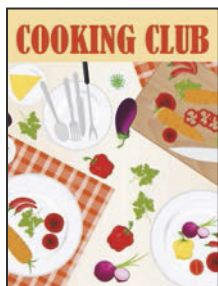
2. a. George is a new student at Buckswood School. He is looking through some clubs advertisements in the school brochure. What do you need to join these clubs and societies?

Drama and Film Club: Are you fond of theatre and cinema? Are you a creative person? Need you express yourself? Join our

Drama and Film Club and learn the basics of acting, directing, and writing a script for a play and film! School's equipment is ready for you. You only **need to sign up** and you are good to go!

When: Wednesday 18:00–19:30 and Saturday 9:30–11:00

Where: Performing Arts Centre



Cooking Club: Do you enjoy cooking or have a passion for food? Then come and join the Cooking Club! You **don't need to bring** anything because we'll provide you with all the necessary stuff! You will learn how to cook for yourself. Regular “come dine with me” sessions are held once a month – teams cook, serve and score.

When: Thursday 17:15–19:15

Where: Domestic Sciences Centre

Rugby Club: Are you keen on active sports? Try rugby! To play this exciting game you **needn't have** any experience. Rugby is for everyone! You need to bring similar to PE kit, something you feel comfortable running in. Trainers, shorts, joggers, T-shirts, and sweatshirts are fine. Our Rugby Club will help you to build confidence, make friends, and be part of a team. Rugby is fun!

When: Monday, Wednesday 17:00–18:00, Saturday 9:00–10:00

Where: Sports Hall



Debating Society: Do you need to improve your speaking skills? We are proud to present a passionate debating environment. Our motto is “I have no enemies. I deal in dialogue”. You will be able to develop your point of view on any topic! You only **need to be** open-minded and ready to become a real global citizen!

When: Monday: 18:30–20:00

Where: The Great Hall

- b.  Look at the highlighted phrases in ex. 2a. What forms of the infinitive do we use after “need”? Study the rule and say in which phrases it is a modal verb and in which ones it is the main verb.



“Need” can behave either as a modal verb or as a main verb:

	modal	main verb
+	1. –	4. need / needs + to V1
?	2. <u>Need</u> + S + V1?	5. <u>Do</u> / <u>Does</u> + S + need + to V1?
–	3. <u>needn't</u> + V1	6. <u>don't</u> / <u>doesn't</u> need + to V1

Note: As a modal verb, “need” is most typically used in negative sentences or in interrogative sentences, but this use is much more formal.

- c. For each point of the rule 2–6 find examples in ex. 2a.
- d. Are the advertisements in ex. 2a formal or informal? Replace the formal modal verb in the text with the informal main verb.
- e. Act out short conversations about clubs and societies as in the example replacing the highlighted phrases. You can talk about Buckswood School or your school.

Example:

- What do I need to join the Rugby Club?
- You need to bring trainers, shorts, joggers, a T-shirt, and a sweatshirt.
- Do I need to have any experience?
- No, you don't. Rugby is for everyone!

3. a.  Look at George's profile. What club or society would you recommend him to join? Use the modal verbs for giving advice.



should + V1 = ought to + V1
 shouldn't + V1 = oughtn't to + V1

Help box

I think he should / ought to join the Debating Society because he is good at / is fond of / likes / enjoys / has ...
He shouldn't / oughtn't to join the Rugby Club because ...



Profile

Name: George Morton

Personality: shy, intelligent, sensible, with a sense of humour

Interests and hobbies: science, reading, hiking



- b.   Moving activity “Positive, negative, or neutral?”
- c. Make your own profile similar to George’s one. You can draw your face just for fun.
- d. Work in pairs. Read your partner’s profile and recommend a club or a society to him / her.
4. a. Choose another club or society Buckswood school offers and write an advertisement for it. Use the verbs “**need**”, “**should**”, “**ought to**”.
- b. Walk around the classroom and recommend it to your classmates. How many students have signed up?

LESSON 5. Saturday morning school

Communicative area: choosing a school club / society

Active grammar: the Infinitive / the Gerund

1. a. Do you go to school at weekends? What activities are offered at your school on Saturday? Do you enjoy participating in them? Why / Why not?

b. Read about Buckswood Saturday Morning School and fill in the gaps. What opportunities do their students have?

skills ♦ extracurricular ♦ challenges ♦ opportunity
♦ academic ♦ achieve ♦ encourage

Weekends at Buckswood are by no means just shopping trips or lazing around on a sofa completing the next level on a computer game. We (1) ... our boarders to (2) ... more than they thought possible and learn valuable independent living (3) ... : finding the balance between what we have to do and what we want to do!

We are proud to offer our students the (4) ... to take on new (5) ... during our Saturday morning school. This runs from 09.45 – 12.30 p.m. Students select two options based on their (6) ... and (7) ... interests. Saturday school is open to all of our pupils.



2. a.   George shares a dormitory room with Alan. Alan is helping him to decide on which club to choose. Guess which club or society he has chosen. Listen and check.

b.   Read the conversation and write the correct verb form: Infinitive or Gerund.

Alan: What are you reading, George?

George: Um, I'd like ... (1. join) a school club but I can't ... (2. choose). Could you ... (3. help) me, please?

Alan: Sure! You don't need ... (4. read) this! If you enjoy ... (5. play) team sports, the Rugby Club is the best for you! You need...

George: Thank you but I'm not good at ... (6. run). Active sport is not my passion.

Alan: Really? Then, maybe you like ... (7. cook)? Why don't you join the Cooking Club?

George: Actually, I hate ... (8. cook). I know that I need ... (9. learn) it as I'll have to ... (10. cook) for myself when I go to university but not this year. I prefer ... (11. do) something more serious. I also love ... (12. experiment).

Alan: If you want ... (13. experiment), you should ... (14. try) the Science Society. I joined it last year and I've decided ... (15. sign up) again as a lab assistant this year. They experiment with a wide variety of things. My favourites are egg drops, mousetrap race cars, and making your very own crystals. Mr Berton encourages students ... (16. understand) how things work in our life and they usually demonstrate excellent academic performance.

George: Sounds great! What need I ... (17. do)?

Alan: You needn't ... (18. do) anything special. You ought to ... (19. go) to the first meeting to sign up for the society.

George: Thank you very much for your advice! Oh, when is the meeting?

Alan: You must ... (20. be) in the Science Lab at 10.00 a.m. tomorrow.

- c.  **Infinitive or Gerund? Complete the rule. Fill in “V1”, “to V1”, “Ving”.**



After: *like, love, enjoy, hate, dislike, prefer, can't stand, don't mind* – ...

After: *would like, would love, would prefer, want, decide, need* (main verb) – ...

After modals: *can, could, must, should, ought to, have to, need* – ...

- d.   **Moving activity “Pass the envelope”.**

3. a. **Work in pairs. Invite your friend to your school club or society. Act out a conversation.**

b. **What club have you decided to join this year? Why?**

4. **Work in pairs. What Saturday club would you like to open at your school? Advertise it. Speak about its aim, activities, facilities, and equipment needed.**



Infinitive or Gerund?

LESSON 6. School newspaper: summer adventure

Communicative area: describing a school trip

Active vocabulary: to set off, to set up, to head for, to look for, to jump at, to jump for joy, to jump ship, to chill out, to miss the boat

Revision: to take up, to give up, to look forward to

1. a. Discuss the questions in small groups. Do you have anything in common?

1. Do you prefer spending your holidays with your family, friends or classmates? Why?

2. Do you prefer a relaxing, educational, adventure, or sightseeing holiday?

3. What's your favourite holiday activity?

b. What activities do students have in your school during their holidays? Finish the expressions from the Help box and use them to express your ideas.

go ♦ attend ♦ have ♦ take part / participate ♦ decorate
♦ work out ♦ tidy ♦ visit ♦ plant ♦ watch ♦ play ♦ clean

Help box

hiking, to school camp, Olympiad preparation, in sports/dance/song competitions, the school, in the gym, parties, on school trips, classrooms, to the cinema/theatre, museums/exhibitions, in different contests, clubs and societies, trees, for a picnic, sports events, sightseeing, the school yard, sports, computer games, to the countryside

2. a. Read the summer edition of Kate's school newspaper. What kind of holidays did students have?

We have an exciting range of half-term trips available to both boarding and day pupils. We visit a wide variety of destinations and discover more about the world.

The Lake District adventure



Year 8 students jumped for joy when they heard the news: "We are going on an outdoor adventure to the Lake District!" Everyone was looking forward to this annual event.

Every year the trip has a similar format, which is so popular that nobody wants to **miss the boat**. I decided to **jump at** the opportunity to test my strength and **take up** something new.

When we arrived, we **set up** camp where we stayed for three days and two nights. During this time, we took part in various activities such as hiking, going on a boat trip and ghyll [gɪl] scrambling (climbing up and exploring a stream). Ghyll scrambling was quite challenging for me. When I saw the stream, the first thought was to **jump ship** but my friend cheered me up and encouraged me not to **give up**. My knees were trembling when we started climbing. However, with my friends' help, I felt quite confident soon. The trip was a success! I recommend it to those who are **looking for** adrenalin and adventure.

By Max Jason

Catching the waves in Newquay

We **set off** on the first day of half term and travelled all the way to Newquay by minibus and train, beginning our surfing and sightseeing adventure. On the first full day, we were able to surf in the morning, with some lessons on the sand. Then we **headed for** Blue Reef Aquarium to see some of the aquatic life we were riding the waves above.

The next two days were action-packed, with surfing in the morning and bodyboarding in the afternoon followed by some bowling nearby. We spent evenings **chilling out** at a lovely restaurant serving delicious seafood. The next morning, we participated in some coasteering, which included climbing and jumping off the cliffs into the sea. It was fun!

On the last day of surfing all the students got their skills certificates. After that, we had a relaxing walk through the town with local Cornish ice cream and some free time for shopping before heading for home the next morning.

By Barbara O'Neill



b. Work out the meaning of the phrases in bold from ex. 2a. Match them with their definitions.

to jump ...	1. to jump up and down because you are happy 2. to leave an activity before it is complete 3. to catch the opportunity to do something
to set ...	1. to organise / to build something 2. to start a journey
other verbs	1. to go towards (<i>по направлению / у кірунку</i>) something 2. to try to find something 3. to start a new hobby or activity 4. to stop doing something 5. to feel happy and excited about something that is going to happen 6. to miss the opportunity to do something 7. to spend time relaxing

c. Fill in the particles where necessary and agree or disagree with the statements.

1. The easiest thing you can do is to give 2. I need to chill ... at weekends after a hard school week. 3. I never jump ... ship. 4. I'm looking ... to the autumn holidays. 5. I always jump ... the opportunity to participate in sports competitions. 6. I'd like to take ... ghyll scrambling. 7. I've missed ... the boat many times. I feel sorry now. 8. I'm looking ... an opportunity to visit London. 9. I can't set ... a tent. 10. Last Sunday my family set ... in the morning and headed ... the railway station. 11. I always jump ... joy when I get an excellent mark.

3. a.   **Moving activity "A party". Use the adjectives from the box.**

Help box

amazing, challenging, scary, exciting, unforgettable, awesome, impressive, picturesque, delicious

b. Which activity from ex. 2a would you like to take part in? Why?

4. a. Does your class have the tradition to go on school trips during the holidays? What school trips have you been on? What did you enjoy doing there?

b.  Write about your school trip for the school newspaper. Use the active vocabulary of the lesson.

LESSON 7. School special days and celebrations

Communicative area: listening to the stories about school special days and traditional ways of their celebrating

Grammar revision: tenses: Past / Present / Future Simple Active; Present / Past Simple Passive; Present Perfect, Present Perfect Continuous, Past / Present Continuous

1. a. Read the general information about school special days and complete the list in pairs. Brainstorm as many ideas as possible. Compare in class.

School special days and weeks are important events to enrich the curriculum and for students to better understand the world. Some celebrations last one day, others may last a week. For example, instead of reading a book or watching a short film on the topic to explain the Olympics, the Olympic Games can be symbolically held at school. Each class can be easily encouraged to compete in various races and then have an opening-closing and medal ceremony.

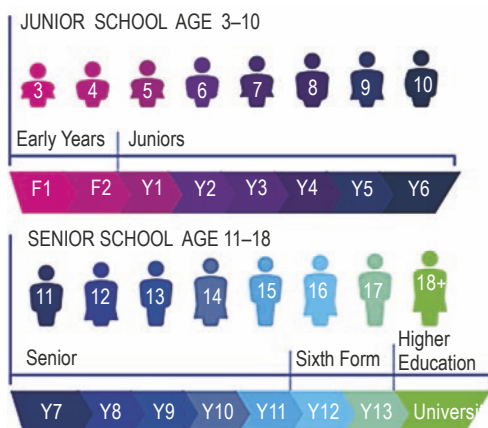
Here goes the common list of school special days and weeks:

- | | |
|---------------------------------------|------------------|
| ✓ School's Anniversary ¹ ; | ✓ Teachers' Day; |
| ✓ New Year Party; | ✓ Sports Week; |
| ✓ ... | |

¹ **anniversary** [ˌænɪˈvɜː(r)s(ə)ri] – годовщина, юбилей / гадавіна, юбілей

b. Discuss in groups. What does a school aim at by holding various school events and celebrations? What was the last / best event you took part in? Did you like it? Report your partners' words to the class.

2. a. Analyse the British scheme of students' age division and say if you are a junior ['dʒu:niə] or senior ['si:niə] student. Prove it.



b.   Listen to two students talking about school events. What special days do they describe? Which photos do they match?



c. **Reconstruct the stories in pairs. Use the given verbs.**

Alex's story

is usually celebrated;
 enjoy;
 dress up;
 teach;
 receives;
 becomes;
 perform;
 are usually held;
 encourages;
 have had

Nikita's story

is;
 set up;
 do;
 enjoyed;
 needed;
 were jumping;
 achieved;
 united;
 remember;
 brings;
 am looking forward;

Present Simple Active; Present Simple Passive;
 Past Simple; Present Perfect; Past Continuous;
 Present Continuous.

d. **Read two more stories illustrating the other two photos in ex. 2b and put the verbs in the correct form. Listen and check.**

Kate: Our school's anniversary (1. come) soon. There (2. be) a wide range of activities to mark the occasion. We (3. need) to prepare food for the event and a stage performance. Today the School Council (4. choose) me as a leader of the volunteer team and this fact (5. make) my knees tremble. I just (6. ask) my elder brother what they (7. do) on the previous occasion when he (8. be) a student. He kindly (9. promise) me to help. Luckily, he (10. work) as a children's animator at a local shopping centre for a year and (11. have) a rich experience of amusing people.

George: You already (1. know) that we (2. learn) Mandarin Chinese as a foreign language at Buckswood School and it's not surprising that we (3. like) celebrating the Chinese New Year on a regular basis. The last celebration (4. base) on the year of the Pig – the twelfth in the 12-year cycle of Chinese zodiac signs.

Buckswoodian team of volunteers (5. work) really hard to set up a great variety of performances, competitions and educational presentations to show the rest of the students the impressive traditions and history behind the Chinese New Year. Personally, I mostly (6. impress) by the costume of a giant dragon that (7. hide) a lot of dancers inside. Besides, all the students (8. need) to eat Chinese food with chopsticks. Luckily, they (9. give) a week to practise their Chinese dining etiquette. The celebration traditionally (10. last) a week, so now I can say for sure that every student at my school got used to eating Chinese food with chopsticks perfectly well.

3.   **Moving activity “The Last School Day barbeque party”.**
Use the dialogue below as an example.

George, **do you remember** *Teachers' day* and the trembling knees of our “new” teacher from 11 “A” Form?

11:02

Sure! **I will never forget** her pale face and quiet voice. **We needed** to help her with that task. But it was such fun that nobody cared.

11:03 ✓✓

But she didn't jump ship and the lesson's aim was achieved! After that lesson every time I see her in the hallway, I always say “Hello, teacher!” and let her go through first.

11:05

Oh, I do absolutely the same.

11:06 ✓✓

4.  **Write a story about your preparation and participation in some school event (8–12 sentences). Use the active vocabulary of the unit.**

LESSON 8. Let's celebrate together!

Communicative area: writing a formal and informal invitation email to a school's anniversary day

1. Have you ever received an invitation email? What special occasion was it? Have you ever written an invitation email? Whom did you invite and to what event? Discuss in pairs. Report your partner's answers to the class.



2. a. Put the parts of an invitation email in the correct order. Work in pairs.

A good email has:

- | | |
|--------|--------------------------|
| 1. ... | a) the ending; |
| 2. ... | b) the introduction; |
| 3. ... | c) the final paragraph; |
| 4. ... | d) the subject line; |
| 5. ... | e) the correct greeting; |
| 6. ... | f) the main body. |

b. Answer the questions in pairs.

- In which part of an email can you see the following words:
 - "Yours / Best wishes + name";
 - "Yours sincerely / Yours faithfully + full name")?
- Which part does the reader see in their inbox¹?
- Where does the sender say the reason for writing an email?
- Which part sums up what was said before or expresses a wish for something to be done?
- Where does the author of an email develop the main subject by giving some points with examples?
- Which part starts with the words "Dear Alex, Dear Mr Campbell, Dear Sir / Madam"?

¹ **inbox** – the place on a computer programme where emails arrive for you

c. Moving activity “Formal or informal?”

3. a. Read the two emails below and say which one is a formal invitation email and which one is informal? Why?



To: *achieve@buckswoodschool.co.uk*

Subject: *invitation*

Dear Mr Dixon,

We are writing to invite you to our gymnasium's official anniversary celebration that is going to take place at 100, Golubeva Street, Minsk on 31 January. The official ceremony will start at 11 a.m. in the assembly hall of Minsk Gymnasium No.112 and will be followed by the informal party in the gym at 2 p.m. Our staff and students will be delighted to celebrate this school event with you.

As far as you know, Gymnasium No.112 is a successful school where rich traditions are well kept. We value each student and encourage everyone to develop their talents and contribute both to the life of the school and the wider community. By understanding their unique needs and wishes, providing necessary opportunities and modern facilities, our students are able to achieve their best. But now it's time for our students to show respect for school by demonstrating their talents and skills. It's time for our teachers and staff to share experience and enrich each other's knowledge. And it is time for our honourable friends to get together to celebrate the 50th anniversary and mark this occasion at a high level.

The event programme will include the opening-closing ceremonies, “Keeping School Traditions” discussion with headteachers from Belarus and other countries, the photo exhibition, and the poster competition devoted to the gymnasium's history, some flash mobs and the students' talent show. It will be a pleasure to have you with us and get to know your school traditions.

We look forward to hearing from you soon. Please feel free to contact us for any questions.

Yours sincerely,
Maria Ivanova

*Headteacher, Gymnasium 112
100 Golubeva Street, Minsk, 220116, Belarus
gymn112@minsk.adu.by
Tel.: +375 17 2775214*



b. In pairs check if the letters have all the necessary parts from ex. 2a. What is missing? What would you change?

4.  Write a formal or informal invitation to your school's big event. Use 100 words.

LESSON 9. The best interview ever

Project 

Communicative area: making an interview about school traditions

BEFORE THE PRESENTATION LESSON

1. a. Have you ever been interviewed?

- b.   Listen to Kate interviewing students for the school website. What special days and traditional celebrations are they talking about? What are their aims?

Diversity – the fact that very different people or things exist within a group or place:

We value the rich ethnic and cultural diversity of the group.

Charity – an organisation to which you give money so that it can give money and help people who are poor or ill, or who need advice and support:

The Children's Society is a registered charity.

Likewise – used for expressing the same thing that someone has just said to you:

– Have a good weekend. – Likewise.



- c.   Listen again and write down all the questions that Kate asked. What did Kate say at the end of the conversation with each speaker?
- d.   Reconstruct the speakers' answers using the words below. Listen and check.

Colourful celebration, mark the school's cultural diversity, various songs, and costumes, decorate the gym with, traditional food, raise money for charity, jump for joy, give opportunity, achieve global goals, charity society, various campaigns, head for, set up, jump at the chance, fight against cancer, get together.

2. Read the tips on how to make a successful video interview and add your own ideas to the list. Work in pairs.

1: Decide on location and time. You need a quiet room with enough light for making a video of high quality. Don't be late, use your time effectively.

2: Consider what equipment you'll need. You need a video camera or a camera on your phone. Make sure you have a memory card in your gadgets.

3: Prepare interview questions. You need to work as a team and prepare interesting questions. Don't forget to show the interviewee that you are really interested in what he / she is talking about. Feel free to demonstrate emotions.

4 ...

3.   **Moving activity "Kate's interview".**

4. You need to shoot a two-minute video interview about your gymnasium / school traditional events and celebrations. Work in groups of 3–4 people. Follow Kate's example and the given tips. Use the active vocabulary of the unit. Make sure that every participant of the interview says about 7–10 sentences.



IN THE PRESENTATION LESSON

1. Present the video interviews in class.

2. After each video, complete the assessment table. Write 1–5 points in each column.

Informative / Interesting	...
Easy to understand	...
Artistic	...
Active vocabulary, linking words	...
Grammar	...

3. Count the points. Whose interview is the best?
4. Share your opinion on your classmates' interviews. Say what you liked and give some advice on how to make them better.
5. Upload the videos on the school site.

LESSON 10. Culture corner. The duke of Edinburgh's award

Communicative area: reading and speaking about a British award programme for young people

1. a. Have you / your classmates got any awards? What are they? How do you feel when you get an award?

b. Read the information about an award programme popular with young people in the UK. What award do young people get?

Are you 14 years old? Is adventure your passion? Are you looking for something you will be proud of in the future? Jump at an opportunity to go on an amazing journey that you will never forget. It's time to participate in the DofE award programme and get your first badge! What are you waiting for? Don't miss the boat!



Prince Philip, Duke of Edinburgh, founded the Duke of Edinburgh's Award (DofE) in 1956. Since then, millions of young people in the UK, aged 14–24, have taken part in this life challenge. The DofE is all about going the extra mile – helping others, developing yourself physically, learning new things, and exploring new territories. You'll grow in confidence and become more independent. The

programme helps to develop young people for life and work. 93% of participants feel that DofE has helped them to work in a team and 84% feel that they have become more responsible people.

The DofE programme offers three Award levels (Bronze, Silver, and Gold) and a wide range of activities. When you have achieved your level award, you will be able to get a bronze, silver, or gold badge. Find your nearest DofE centre and start planning your DofE programme. Perhaps you want to help out at a local animal shelter or set up a charity club? Learn how to bake or go hiking? Work out what excites you and make a difference to you and the people around you.

The adventure starts here!

STARTING AGES:

Award Level	Starting Age
Bronze	14 yrs
Silver	15 yrs
Gold	16 yrs

All Awards must be completed by the participant's 25th birthday

BRONZE

Volunteering	3 months	PLUS a further 3 months in the Volunteering, Physical or Skills section.
Physical	3 months	
Skills	3 months	
Expedition	2 days 1 night	

c. Look at the posters and fill in the numbers.

You can start taking part in the DofE Award programme at the age of ... for a bronze badge, at the age of ... for a silver badge and at the age of ... for a gold badge. You need to complete all the Awards by the age of There are ... sections that you need to participate in. They are volunteering, physical or skills, and expedition. To get a bronze badge you need to spend ... months volunteering, ... months doing physical activities to get fitter and stronger, ... months of developing life skills and ... days and ... night taking part in an expedition. Moreover, you need to spend extra ... months in the volunteering, physical or skills section.

d. Ask questions to the highlighted words.

2. a. Read a student's story about his DofE Award expedition and fill in the missing parts.



“When you think the road is too long, it means you should continue to walk,” says student Phil Dason in his interview about his hard but exciting Duke of Edinburgh’s Award expedition weekend. Tired, wet, cold, hungry and excited were the emotions that each of the Duke of Edinburgh’s Award participants experienced in our weekend hiking expedition to the New Forest.

We set off on Saturday morning and headed for the New Forest – a national park in the south of London. (1) ... When we arrived at the starting point at 10.45 a.m., Chris, our instructor, gave us maps, compasses, and instructions before leaving us to find our own way to the first campsite.

We were excited but were soon very tired after realising we were lost in the middle of the “jungle”. We started looking for our route when one of the members got stuck in the mud (*грязь / бруд*). Climbing up a mountain, running down a valley, exploring through the forest, we finally arrived at the campsite at 8.30 p.m. (2) ... It was a stormy and windy night with heavy rain at midnight. After sleeping through a freezing night, we woke up at 6.30 a.m. the next morning.

Luckily enough for all of us, when we started the last 10km hike, it stopped raining and there was sunshine. The second day came as a shock to most of us. (3) ... We kept walking through forests, fields, streams, mud, railways tracks, uphill and downhill, until we saw it – our last checkpoint! We ran ahead like never before.

A. We started to set up the tent and learned how to start a fire, then cooked and ate dinner in the darkness.

B. Some decided to give up, some were too tired to pick up their rucksacks, but in the end, when you think the road is too long, you will continue to walk.

C. We were a little bit nervous but looking forward to our weekend hike through the beautiful English countryside.

b. How did the students feel during the activity? In what situations?

c. Prove that the activity was a real challenge for the participants.

d.   Moving activity “Around the fire”.

3. Act out an interview with Chris, an instructor, about the DofE Award.

4. What do you think about the Duke of Edinburgh’s Award?

LESSON 11. Board game “Talktastic”

Communicative area: playing a revision game

1.  Read the rules of the board game and play it.

The Talktastic board game is a great speaking activity. In groups of two, students roll the dice and move their counters. When they land on a square, they’ll ask their partner a question (using the word in the square) about school traditions starting with a question word in the centre. Their partner responds until they go around the entire game board.

2.   Moving activity “Find your new group”.

3. Work in groups of 3–4 and have a competition.

1. You have 5 minutes to prepare a story about your school traditions. You should include as many words from the game as possible in your story. You can take notes if necessary.

2. Tell your story to your groupmates. You need to say about 12 sentences. For each sentence, you get one point. If you say more than 12 sentences, you get an extra point no matter how many extra sentences you have said. For each word from the game, you get one point, too.

3. While you are speaking, your groupmates count your sentences and words. The winner is the speaker with the highest score.

4. a. What new tradition would you like to introduce in your school? Describe it.

b. Whose idea do you share? Why?

LESSON 12. Progress check

Communicative area: testing your reading, listening and speaking skills.

I. READING

1. Read the article about Eton college and choose the best title.

A. The best place to study for royal boys

B. The school of tradition and human values

C. The school of sports traditions

D. The first boarding school for boys

Eton College was founded by King Henry VI in 1440 and lies just across the river Thames from the pretty town of Windsor;



most famous for its royal castle. Throughout its history, Eton has been one of the leading independent schools in the UK famous for high educational standards and academic excellence. Fifteen members of the British Royal family have attended Eton, including Prince William

and Prince Harry. Eton has also educated a total of 21 Prime Ministers in its history. Eton is a modern, forward-thinking school that jumps at new opportunities within teaching and learning. On the other hand, traditions are extremely important and have been proudly kept for almost six centuries.

Eton is a boys' boarding school with around 1,300 pupils. Only boys between ages 13 and 18 attend Eton. Students live in one of the 25 houses on campus. Every student has a private room. Eton's daily uniform consists of a black tailcoat, white tie, waistcoat, and striped trousers. A top hat is added for special occasions. Eton students wake up at 7.30 a.m. on weekdays. They attend five 40-minute classes before Boys' Dinner (lunch) at 13:25. Eton has a real passion for the sport. After dinner students participate in various sports activities until supper at 7.40 p.m.



Eton offers an excellent sports and activities programme which helps boys to develop their own skills and strengths. At any one time, there are about fifty societies and clubs to suit a wide range of interests such as African, Astronomy, Cheese, Comedy, Debating, Design, Geographical, History, Literary, Mathematical, Medical, Model United Nations, Modern Languages, Photographic, Rock (music), Scientific, Sports, Tech Club, Theatre and many others. Meetings are usually held after supper, starting at 8.45 p.m.

Eton has great rowing, soccer and cricket teams, but the Wall Game is Eton's best-known extracurricular activity. Players try to kick the ball down a long narrow strip of grass next to one of the college's walls to score. The brick wall was built in 1717 and gives the game its name. The Wall Game has been played since 1766. The biggest match of the year takes place on St Andrew's Day, an open



day for parents that happens in late November. At the start of this match, one team throw their caps over the wall and then climb over it, while their opponents march arm in arm towards them. In fact, the famous Eton Wall Game is similar to an aggressive form of rugby in which goals are rarely scored. They say Prince Harry succeeded in scoring in 2002. His team jumped for joy!

Voluntary activities are also on the extracurricular timetable of many students at Eton. Each boy will normally volunteer once or twice a week, in one of the very different activities. Boys enjoy working and reading with younger children of all ages at a range of local schools. Arbour Vale is the furthest school visited by the boys (a 20-minute bicycle ride) where they take part in classroom and sports activities with disabled children and children with learning difficulties. Many boys enjoy visiting elderly people in their homes: they go along for a cup of tea and a chat, or perhaps to help in the garden.

2. Find and read aloud extracts to illustrate the pictures.

3. Explain why:

1. Many members of the Royal family have attended Eton.
2. Eton students meet at 8.45 p.m. every day. 3. The famous Eton game is called the Wall Game. 4. Goals are rarely scored in the Eton Wall Game. 5. Eton students visit local schools and elderly people's homes.

4. Prove that:

1. Eton is one of the leading schools in the UK. 2. Eton college is very old. On the other hand, it is modern. 3. Students live in comfortable conditions. 4. Life in Eton is not boring. 5. Sports play an important role in the life of Eton.

II. LISTENING

1.   Listen to the news programme about St Andrew's Day celebration at Eton. Put the photos in the order they are described in the programme.



A



B



C

D



E

2. Listen again and answer the questions.

1. When was St Andrew's Day celebrated at Eton? 2. What activities could the participants and visitors enjoy? Name at least five. 3. How should you walk with the statue of King Edward IV and why? 4. What do you need to do to leave your graffiti at Eton? 5. What does the new Museum display?

III. SPEAKING

1. Answer the questions.

1. What does your school have in common with Eton College?
2. How are they different?
3. Would you like to attend Eton? Why / Why not?

2. Act out an interview with Prince William or Prince Charles about their life at Eton.

2 unit

NATIONAL CUISINE

LESSON 1. British cuisine

Communicative area: speaking about British national cuisine

Active vocabulary: beef, pork, lamb, kidney, liver, parsley, dill, prawn, oatmeal, mustard, vinegar, mayonnaise, gravy, pastry, mashed potatoes (mash)

1. a. What do you know about British cuisine [kwɪˈzɪn] from your English lessons? Match the pictures and the names of some traditional British dishes. What other British dishes do you know?



1. Bangers and mash;
2. Fish and chips;
3. Cottage pie;
4. Yorkshire pudding;
5. Christmas pudding;
6. black pudding;
7. porridge;
8. roast turkey.

b. Do you remember what foods are used to make and serve these dishes? Find in the pictures at least one food from each food group below.



Herbs and vegetables: parsley, dill, ginger, lettuce

Meat: pork, beef, lamb [læm], kidney, liver ['lɪvə], mince

Poultry: turkey, duck, chicken

Seafood: prawn [prɔ:n], salmon ['sæmən], tuna

Pulses: beans, green beans, peas

Grains: oatmeal, flour, rice

Dressings / Sauces: mustard, vinegar, mayonnaise [meɪə'neɪz]

2. a. Kate has a passion for cooking. She attends the Domestic Science Club on Saturdays. This week they are cooking traditional British dishes. Each student has to cook a different dish. Kate is at the supermarket buying ingredients for a steak and kidney pie. What do you think she needs to buy? Choose from the lists above.



b. Look through the beginning of the article in ex. 2c and check your ideas.

c. Read the article and name the dishes in the pictures. What ingredients are they made with?

A



B



C



D



E



F



Traditional British dishes

English food traditions are many and varied. Who hasn't heard of afternoon tea, the full English breakfast, Yorkshire pudding, or fish and chips? People in Great Britain are proud of a wide range of national dishes. Here's a look at some of them.

Britain is famous for its pies; they come in all shapes and sizes; they can be sweet or savoury, but nothing tastes more British than a traditional steak and kidney pie. This pie has carried the UK through wars and hardships. It continues to be a national favourite in Britain today. Its golden pastry¹ is filled

¹pastry – a mixture of flour, water and fat used for making pies

with a mixture of diced beef, diced lamb kidney, fried onion, and brown gravy¹. Enjoy the pie straight out of the oven with mashed potatoes for a delicious winter dinner.

Toad in the hole is a dish that consists of sausages baked in Yorkshire pudding batter². It is usually served with vegetables and delicious onion gravy. Toad in the hole is a very old dish, but it didn't always include sausages – any bits of meat would be used such as beef or lamb kidney, but not actual toads (*жабы / жабы*) or frogs. Why the name? Perhaps because the dish looks like a toad poking its head out of a hole. Homemade toad in the hole is very cheap and easy to make, as well as being very tasty. To cook this dish you just need a few sausages, some flour, oil, salt, eggs, and milk.

Haggis is a traditional Scottish dish. It is normally made of the following ingredients: a sheep's "pluck" (its heart, liver, and lungs), minced with onions, oatmeal, fat, salt, and spices, all mixed with stock and traditionally boiled in the animal's stomach for around an hour. As unpleasant as this may sound, the end result is a culinary masterpiece. It is typically served with root vegetables or mashed potatoes.

Are you going on a picnic? Take some Scotch eggs – a classic British picnic food of hard-boiled eggs wrapped in a mixture of sausage meat, chopped parsley, mustard and a good pinch of sea salt and black pepper. Finally, it is coated in breadcrumbs and baked or fried.

Britain, an island country, has a strong tradition of seafood cuisine. For many centuries Brits have been harvesting from the ocean and preparing marine creatures in mouth-watering ways. A classic starter, juicy prawns dressed with Marie Rose sauce, is served on a bed of shredded lettuce and decorated with a sprig of dill. The sauce is made from mayonnaise, cream, tomato ketchup and lemon juice. Who doesn't love a prawn cocktail?

Today, more than ever, in Britain you can find cuisines from all around the world – Chinese, Indian, Italian, French, American, Spanish, Thai, etc. This reflects the country's

¹**gravy** – a sauce made from the juices of cooked meat mixed with flour

²**batter** – a liquid mixture of milk, flour, and eggs, used in cooking

growing diversity. Indian chicken tikka masala is said to be the nation's most eaten meal today. Chicken tikka masala is made from pieces of roasted chicken marinated in lemon juice, Greek yoghurt, grated ginger, and garlic and covered with a curry sauce with cream or coconut cream and various spices.

Have you got a sweet tooth? A treacle tart is the best choice for you. It is a traditional British dessert made with golden syrup ['sɪrəp], fresh breadcrumbs, and lemon juice. Moreover, it is Harry Potter's favourite dessert! You can enjoy eating treacle tart warm or chilled served with custard¹ or whipped cream.

3. **Moving activity “A British pie”.**

4. a. Work in pairs. Make questions and answer them.

1. carried / what / the / through / has / UK / steak and kidney pie / the / ?

2. toad in the hole / isn't / is / with / onion / delicious / it / , / gravy / served / ?

3. Tikka masala / Chinese / is / dish / a / or / Indian / ?

4. character / book / liked / treacle tart / what / ?

5. Scotch eggs / picnic / choice / for / good / are / a / a / ?

b. **Write three more questions about the dishes mentioned in the text.**

c. **Have a question game in teams. You get a point for each correct question and answer.**

5. a. **You are inviting your friend to a party in which you are going to cook some traditional British dishes. Your friend prefers pizza or sushi. Persuade him / her to choose British cuisine. Act out a conversation.**

b. **Report to the class on what you have decided to cook.**



British cuisine

¹ **custard** – a sweet yellow sauce made from milk, eggs, and sugar

LESSON 2. What is on the Belarusian menu?

Communicative area: speaking about Belarusian national cuisine

Active vocabulary: definitely worth a try, incredibly tasty, appetising, mouth-watering, sour, bitter, salty, juicy, crunchy, heavy, sparkling, still, fizzy, kinds of berries

1. a. What traditional Belarusian dishes do you know? In groups, make a list. Compare your list with the other groups.

b. Speak in pairs.

1. How often do you eat dishes of Belarusian cuisine? Where? When?

2. Can you cook any of them?

3. What do you have in common with your partner?

2. a.   Alex invited Kate to his school's anniversary. She has arrived in Minsk and now she is staying with Alex's family. Alex has shown her some city sites and they have decided to have lunch at one of the cafés. Listen to their conversation and answer the questions.

1. What Belarusian dishes are there on the menu?

2. What are their ingredients?

3. What are they going to order?



Draniki with caviar



Kalduny



Babka



Country-style pork stew in a pot



Pickled cucumbers



Sala



Machanka

Berry drinks are made of:



lingonberry



gooseberry



raspberry
[ˈrɑːzbəri]



blackberry



cranberry



blueberry



strawberry



black currant [ˈkʌrənt]



cherry

b. Listen again. What food is described in the conversation as ...

definitely worth a try, incredibly tasty, appetising, mouth-watering, sour, bitter, salty, juicy, crunchy, heavy, sparkling, still, fizzy?

c. Moving activity “Find the match”.

3. a. Stay in the new pairs formed in ex. 2c. Act out a conversation similar to Kate and Alex's. One of you is Belarusian and the other one is British. What have you decided to order?

Help box

A: What would you recommend? What's this? Is it ...? Is it a kind of ...? What does it include? I can't resist to try it. Sounds ... Looks ... Can I have ...?

B: I'd recommend you ... You can have ... You can order is worth a try. There is a variety of ... There is a wide choice of ... They offer ... Would you like ... ?

b. Go to a British café and act out a new conversation. What have you decided to order?

4. Make the class survey. What's the most popular Belarusian dish? What's the most popular berry drink?

5. What do Belarusian and British cuisines have in common?

LESSON 3. Fast food habits

Communicative area: discussing the negative effects of fast food

Active vocabulary: nutrient, nutritious, calorie, lack, lacking, gain, result, lead, cause, obesity, to cut down on, source

1. a. What are your associations with fast food? How often do you eat it? What fast food is popular in Belarus?

b. Fish and chips is a popular fast food in the UK. What do you know about this dish? Guess if the sentences below are true or false. Then read the article and check.

1. Fish and chips are traditionally wrapped in newspaper.

2. You should eat it with your fingers.
3. Fish and chips are always cooked with salt and vinegar and served with mushy peas.
4. The first fish and chips shop appeared in London in the 19th century.
5. Fish and chips shops are more popular than McDonald's in the UK.



Ahh... Fish, chips, and mushy peas! There is nothing more British than fish and chips. Freshly cooked, hot fish and chips are eaten out-of-doors on a cold and wintry day – it simply cannot be beaten!

Fish and chips is a traditional British takeaway food. Fresh cod is the most common fish for this traditional dish. The fresh fish is dipped in flour and then dipped in batter and deep-fried, it is served with chips and usually you will be asked if you want salt and vinegar added. Sometimes people order curry sauce, mushy peas, or pickled eggs.

Traditionally fish and chips were wrapped in old newspaper. Nowadays they are wrapped in greaseproof¹ paper and sometimes paper that has been specially printed to look like a newspaper. You often get a small wooden or plastic fork to eat them with too, although it is quite OK to use your fingers.

The first fish and chip shop was opened in Mossley, Lancashire, around 1863. Mr Lees sold fish and chips from a wooden hut in the market and later he transferred the business to a shop across the road. However, in London, it is said that Joseph Malin opened a fish and chip shop in Cleveland Street in 1860, three years before Mr Lees.

Fish and chip shops were originally small family businesses, often run from the “front room” of the house, and were commonplace by the late 19th century. At the end of the 19th century and the beginning of the 20th century, the fish and chip trade spread greatly over Great Britain to feed the growing industrial population.

¹ **grease** – fat that comes out of meat when you cook it, greaseproof paper doesn't allow oil or grease to pass through it

Now there are more than 10,000 fish and chips in the UK. Compare with other fast food outlets: McDonald's has only 1,200 outlets, Kentucky Fried Chicken 840.

c. Speak in small groups.

1. Have you ever eaten fish and chips? If yes, do you think it is delicious / incredibly tasty/too salty / heavy / fatty? If not, would you like to try it?

2. Is this dish popular in Belarus?

2. a. Do you think fish and chips is unhealthy fast food and should be cut out of your diet? Read the article and compare your ideas with the author's ones.

So are fish and chips any good for us? Many people will look at this picture and think, "Fish and chips are unhealthy because they are **high in calories** and fat and **lacking in nutrients**." The British National Federation of Fish Fryers cannot agree with this opinion. They claim that fish and chips are the healthiest of all the takeaways and as part of a balanced diet, it is a highly **nutritious** meal. Fish and chips are a valuable **source of** protein ['prəʊtɪn], carbohydrate [ˌkɑː(r)bəʊ'haidreɪt], iron, and vitamins.

On the contrary, nutritionists believe that you should **cut down on** eating fish and chips. Their arguments are:

- This meal contains a **lack of** nutrients that are important for healthy immune function. It can **lead to** tiredness.

- Large portions and too much fat can **result in** a bad mood and depression.

- Regularly eating fast food will lead to weight **gain** and **obesity** [əʊ'biːsəti].

- High levels of salt and weight gain can **cause** a lot of health problems like high blood pressure, cancer, and diabetes [ˌdaɪə'bɪtɪz].

So what is the verdict? Of course, you shouldn't give up enjoying fast food but do it wisely. It is not recommended that you eat it every day or regularly.

b. Find in the text the words which mean the following:

1. a condition in which someone is too fat in a way that is dangerous for their health; 2. to make something happen,

usually something bad; 3. an element in food that people need to live and grow; 4. food that provides a person with elements they need to be healthy; 5. a person, place, or thing that gives you something that you need or want; 6. a condition of getting bigger.

c. Complete the sentences. Use the prepositions in the box and the information from ex. 2b.

to ♦ to ♦ in ♦ in ♦ in ♦ on ♦ out ♦ of

1. Fast food is high ... and lacking 2. Too much fat can result 3. A lack of nutrients can lead 4. Fish and chips are a valuable source 5. You shouldn't eat fast food every day because it will lead 6. Nutritionists think people should cut down

d. Complete the table with derivatives. Then make up true sentences with the words.

Noun	Adjective	Verb
nutrient, nutritionist	...	—
... (of)	... (in)	to lack
...	—	to gain

3.   **Moving activity “For and against”.**

4. Have a short debate on “Fast food should be banned”. Use the Help box, and your ideas.

Help box

In my opinion ... In my view ... As for me ... No doubt ... I'm sure ... I'm afraid I can't agree with you. ... I couldn't agree more. ... I'm in two minds about it.

LESSON 4. We cook ourselves

Communicative area: discussing the benefits of homemade food and cooking

Active vocabulary: benefit, treat, wheat, courgette, peanut, raisin

Active grammar: reflexive pronouns

1. a. You are going to have a birthday party at your place. You have invited your best friends and some classmates. What food would you prefer to have on your birthday table? In groups, make a menu. Compare the lists: are there more fast food or homemade dishes? Vote.

b. What are the benefits of homemade food? Use the Help box as well as your ideas.

Help box

high in; a lack of / lacking in; a source of; (not) gain; (not) suffer from.

c. Read the information about the School Food Plan in the UK and say what its aim is. Complete the text with the words in the box.

obesity ♦ gain ♦ skills ♦ encouraged ♦ curriculum
♦ gaining ♦ equipment ♦ high ♦ opportunity ♦ ought to

The fast-food habits of today's young people put them at risk of 1. (...) weight and 2. (...). Cooking is a key life skill and, ideally, they 3. (...) learn to cook for themselves before leaving school. As part of the School Food Plan, cooking became a compulsory



(обязательный / абаязковы) subject in the 4. (...) in September 2014 for all children at primary and secondary school up to Year 9 in the UK.

Children are 5. (...) to get the lifetime skill of healthy cooking starting at a young age. Healthy cooking in schools has many benefits:

They spend time cooking instead of screen time.

Children tend to skip fast food snacks as they prepare their own food more. They prefer making smarter food choices focusing on balanced ingredients during cooking activities, instead of sweet or 6. (...) fat foods.

Children also 7. (...) social skills by working together and communicating in the kitchen.

Teaching cooking to pupils is an 8. (...) to teach food safety 9. (...), such as the safe use of knives, peelers, graters, and other kitchen 10. (...).

d. Discuss in small groups.

1. What are the benefits of cooking lessons?
2. Should both girls and boys learn to cook at school? Why / Why not?

e. Moving activity “Charades”.

2. a. Read a newspaper article about Marlborough School in Cornwall. Why is it special?

“If they cook it **themselves**, they’re more likely to eat it; if they grow it themselves *and* cook it, then they’re *much* more likely to eat it,” believes Mrs Oughton, the Headteacher of Marlborough School in Cornwall. Its students grow their own courgettes [kəˈʒets], green beans, cabbage, carrots, and herbs, all to end up in their school canteens. Today’s menu is ham and mushroom lasagna [ləˈzænjə], with broccoli and peas. Or ginger and carrot soup, homemade bread and as much as you like from the salad bar – which includes couscous [ˈkuːskuːs] (crushed



wheat), veg [vedʒ] sticks and local leaves. What do students think about their growing and cooking experience?

“We cook **ourselves** and it’s fun! Moreover, we get to know the food that makes us healthier,” says Ben and shows me a bowl of couscous that he has made **himself**.

“What’s this?” I ask.

“It’s couscous: a North African dish made with meat, vegetables, and couscous.”

“Have you grown these vegetables **yourself**?”

“Yes, I have. I’ve grown and cooked them **myself**.”



Jessica treats everyone to the oatmeal biscuits she has baked **herself**, “Please, help **yourselves**! Oatmeal biscuits with peanuts and raisins.” I take one, “M-m ... it’s delicious and nutritious!”

“Have some tea with us!” tells me her friend Sarah and gives me a cup. “Be careful! Don’t burn **yourself**! It’s hot!”

“Thank you!”



b. Read the article again and answer the questions.

1. What vegetables do the pupils grow in their school garden?
2. What is on the menu today?
3. What is couscous?
4. What does Jessica treat everyone to?

c. What do the words in bold mean? Complete the rule.



Reflexive pronouns

I – myself	we – ...
you – yourself	you – ...
he – himself	they – themselves
she – ...	
it – itself	



Notes

1. The second syllable usually takes the stress:
my^lSELF them^lSELVES our^lSELVES
2. **By oneself** means “alone, without company, without help”:
I often like to spend time by myself.
3. We can use reflexives as emphasisers to mean “that a person / thing and nobody / nothing else”: *I'll go and see the Queen herself if I have to.*
4. Reflexives are not used after the verbs **wash, dress, shave**:
He washed and dressed quickly.
BUT: reflexives can be used if it is necessary to make it clear who does the action: *She's old enough to dress herself.*
5. Reflexives are not used after the verbs **feel, concentrate, hurry**: *I feel good.*

3. Guess the meaning of the “self” idioms:

Help yourself / yourselves (to something).

Make yourself / yourselves at home.

Enjoy yourself / yourselves!

4. a. Fill in the blanks with correct pronouns.

1. Can you fry a piece of meat ... ? 2. Does your mum make pies ... ? 3. Have you ever burnt ... ? 4. Do you and your friend make breakfast ... ? 5. Do your classmates do their homework ... ? 6. What dish would you like to learn to cook ... ?

b. Interview your partner using the questions above.



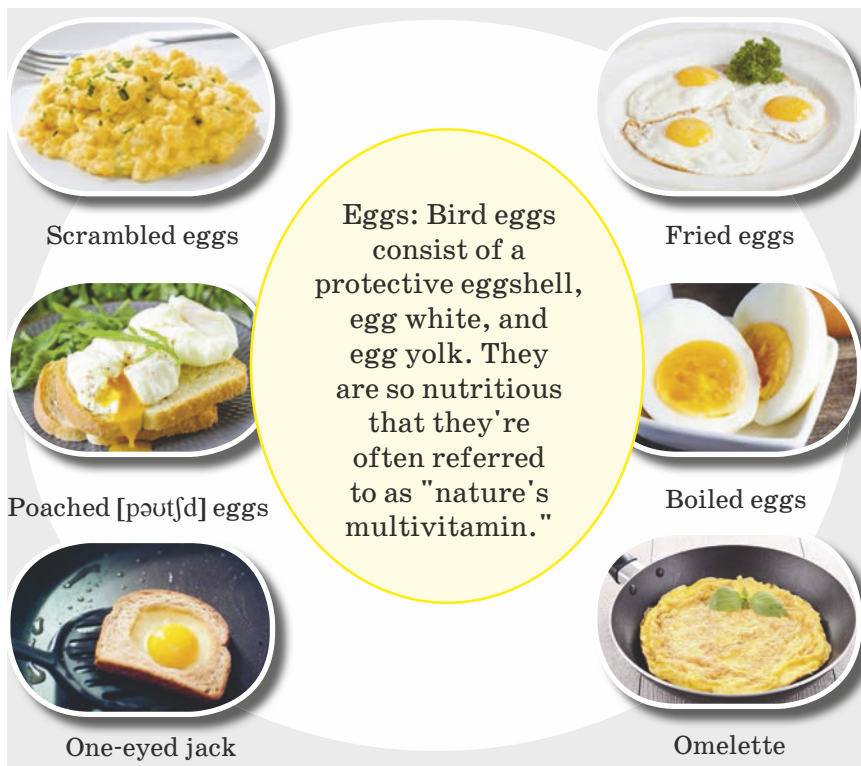
Reflexive pronouns

LESSON 5. What's for breakfast?

Communicative area: comparing and speaking about traditional meals in the UK and Belarus

Active grammar: articles with meals

1. a. Study the pictures. Which dishes, foods, and drinks would you serve for a typical Belarusian breakfast and which ones for a typical British one? Work in pairs. Is there anything in common?



Scrambled eggs

Fried eggs

Poached [pəʊtʃd] eggs

Boiled eggs

One-eyed jack

Omelette

Eggs: Bird eggs consist of a protective eggshell, egg white, and egg yolk. They are so nutritious that they're often referred to as "nature's multivitamin."

b.   Listen to Kate and Alex's conversation at the table and say which dishes, foods, and drinks from the diagrams:

1. they are having for breakfast at the moment;
2. they have mentioned.

- c.   Complete the extracts with verbs and reflexive pronouns. Listen and check.

Extract 1

– Wow, Alex! Have you (1) ... a real British “fry-up”...?
– Pardon, “fry-up”? What is it?
– Oh, we call a ‘fry-up,’ a traditional English breakfast.
– Oh, I see. Yes, that’s true. (2) at home. Please, sit down and (3) to the bacon with scrambled eggs while they are still hot. To be honest, it’s the first time I’ve (4) ... scrambled eggs ...; we usually have boiled or fried ones. Oh, Kate, be careful, the pan is very hot, don’t (5)

Extract 2

- Sounds good. Alex, what’s that on your finger?
– I (6) while slicing the bacon. But it’s OK. Don’t worry.
– (7) ... care of

2. a.   Listen to the second part of Kate and Alex’s conversation. They are talking about lunch traditions in their countries. What do they have in common?

- b.  Read the extracts from the conversation and complete the rule.

1. By the way, do you need to take *a packed lunch* to school?
2. We are lucky to have *a hearty lunch* of two courses and *dessert*. We normally have various kinds of soup for *the first course*, for example, beetroot soup called “borshch”, cabbage soup called “shchy” and chicken or beef broth (bouillon). *The second course* is often presented by mashed potatoes with sausages or pork chops or well-stewed fish with some salad. *For dessert*, we may have a sweet bun with a cup of tea or a glass of kampfot.

3. Where do you usually *have lunch*?

4. Thank you, Alex, for *breakfast*. It’s definitely made my day at the very start.



- A. The indefinite article “a / an”
 B. The definite article “the”
 C. The “zero” article.

?	?	?
in phrases <i>to have (take, serve, cook, prepare) breakfast, lunch, dinner, tea</i>	before a meal used with a descriptive word	before a definite food or meal
<i>for breakfast, for dessert, for starters, after lunch</i>	—	in phrases <i>the first / second course</i>

3. Moving activity “Beep”.

4. a. On the way to school Alex and Kate decided to cook the Sunday Roast themselves for the whole family. Read the Internet page information and help the guys to make a shopping list of all the necessary ingredients. Work in pairs.

The Sunday roast as a traditional dinner in the UK

(1) dinner is (2) most important meal of the day in the British culture. In some regions, you may hear not (3) dinner, but (4) supper or even (5) tea. Brits love and value this meal because families get together to eat and share their impressions of the working day. On Friday evening many families eat (6) British speciality of fish and chips. On other workdays, they usually have meat or fish with boiled or roast potatoes and vegetables. After (7) main dish, they can have a pudding with a cup of tea.



(8) The nation’s favourite dinner takes place on Sunday but it is eaten at lunchtime and called (9) Sunday roast (or Sunday dinner). It traditionally includes roast beef with roast

potatoes, peas, Brussels sprouts, green beans, Yorkshire pudding, and gravy. Other vegetable dishes served for (10) dinner can include mashed turnip ['tʃ:nɪp], roast parsnip ['pɑ:snɪp], boiled or steamed cabbage, broccoli, green beans, and boiled carrots.



turnip



parsnip

b.   Fill in the articles where necessary. Listen and check.

c. While making the Sunday Roast, Kate asked Alex about a typical Belarusian dinner. Brainstorm all the popular dishes you usually eat for dinner to help Alex with the answer. Work in groups. Then report to the class and choose the top 5 dishes.



On Monday morning British people often cook Bubble and Squeak [skwi:k]. There are always some cold vegetables that have been left over from the Sunday roast. So people chop cold vegetables and meat and fry them in a pan together with mashed potato until the mixture is well-cooked and brown on the sides. The name is a description of the action and sound made during the cooking process.

5. Choose and role-play the following situations using the help box and the lesson information:

1. a Belarusian is having a typical British breakfast / lunch / dinner in the company of the British friend;

2. a Briton is having a typical Belarusian breakfast / lunch / dinner in the company of the Belarusian friend.

Help box

Help yourself to ...;

Could you pass the bread / salt / pepper / sugar / napkin / fork / spoon / knife / ... ?

What's for ...?

The ... is hot. Don't scald [skɔ:ld] / burn yourself.

Have you ever tried ... ? Do you like the taste of ... ?

What drink do you prefer for ... ?

How do you like your tea / coffee – strong or weak?

Would you like a / some ...? – Yes, please. / No, thank you.

6. For the most curious ones. Cook poached eggs and take a photo. Did you like the taste? Did you cook the dish yourself? Was it a challenge for your cooking skills? Why?

LESSON 6. It's a piece of cake!

Communicative area: speaking about cooking using food idioms and proverbs

Active vocabulary: food idioms and proverbs

1. Kate's favourite TV programme is the Young Chefs culinary competition. Have your own competition!

ROUND 1

Do the quiz about Lilly and Audrey, participants of the programme. Choose the correct word to complete the food idioms.

Meet the first participants of the Young Chefs culinary competition!



1. Lilly and Audrey are twins. They look like two ... in a pod.
a) berries; b) peas; c) kidneys.
2. Although they are twins, they are like chalk (*мел / мел*) and ... in character.
a) cheese; b) bread; c) pork.
3. Lilly is usually serious and as cool as a Even now before the culinary competition, she isn't nervous at all.
a) cucumber; b) salmon; c) peanut.
4. She is a bit stubborn and takes everything people say with a pinch of
a) pepper; b) spices; c) salt.
5. Audrey is a cheerful girl who is always full of
a) mustard; b) beans; c) breadcrumbs.
6. She's very active and likes to have a finger in every
a) dish; b) bowl; c) pie.
7. Lilly is fond of cooking desserts. Her sister says desserts are not her cup of She is better at cooking heavy meals like the Irish stew or Italian lasagna.
a) tea; b) coffee; c) cocoa.

ROUND 2

Match the idioms to their definitions. One definition is extra.

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. very calm and relaxed, especially in a difficult situation 2. to be careful about believing that something is completely true 3. very lively and energetic 4. similar or almost the same 5. to have many skills and interests and take part in many activities 6. not interested in something 7. completely different 8. very easy to do | <ol style="list-style-type: none"> a) as cool as a cucumber b) like two peas in a pod c) like chalk and cheese d) not someone's cup of tea e) take with a pinch of salt f) to have a finger in every pie g) full of beans |
|--|--|

The extra definition in Round 2 also corresponds to a food idiom. Do you know it? It's a piece of (pie / cake / cheese)!



Moving activity "True or false?"

ROUND 3

Match the food proverbs to their meaning. Two proverbs have the same meaning.

1. All bread is not baked in one oven. 2. Half a loaf is better than no bread. 3. You can't make an omelette without breaking eggs. 4. Don't put all your eggs in one basket. 5. It's no use crying over spilt milk! 6. An apple a day keeps the doctor away. 7. Too many cooks spoil the broth. 8. Tastes differ.

a) It is better to get less than one wants or expects than to have nothing at all. b) It is hard to achieve something important without causing unpleasant effects. c) There are too many people involved in trying to do the same thing so that the final result will not be good. d) Eating nutritious food will make you healthier. e) All people are different and have different interests. f) Don't make everything dependent on one thing. g) Don't spend your time worrying about things of that past that cannot be changed.



What are the Russian / Belarusian equivalents of the proverbs? Write on a piece of paper and give it to the teacher. Get a point for each correct answer.

ROUND 4

2. a. Match the names of bread with the photos. What countries are they from? Read the article about bread and check.

A slice of bread

All bread starts from a simple recipe: you mix flour and water and cook it. Yet from this simple beginning come hundreds of different kinds of bread. There are flat breads from the Middle East and Asia and grissini, small thin breadsticks from Italy and southern Spain. The typical French loaf, a baguette, is long, thin, soft, and white inside; German bread is often dark and heavy. In many countries – Britain and Israel, for example – you can find plaited loaves. Bread can be cooked in several ways: often it

is baked in an oven, but chapattis (from India) and tortillas (from South America) are fried. Bread can also include ingredients other than flour, for example, eggs, onions, sausages, potatoes, or fruit.

- | | |
|---------------------------|-----------------------|
| 1. grissini [grɪ'siːni]; | 4. baguette [bə'get]; |
| 2. tortillas [tɔ:'ti:əz]; | 5. plaited loaf |
| 3. chapattis [tʃə'pætɪz]; | |



A



D



B



C



E

b. Read again and answer the questions.

1. What is a simple recipe to make bread? 2. Where can you find flat bread? 3. Where do people bake bread? 4. What do people add to bread sometimes?

c. Which proverb can be used to sum up the text?

3. a.   Do you like to eat croissants ['kwæpsɒŋz] for breakfast? Answer the questions about the croissant. Listen to the second part of the programme and check your answers.

1. When were the first croissants made? 2. Where were they made? 3. How could the bakers of the first croissants help fight the enemy?

b. Read the script of the programme and put the verbs in the correct form. Which proverb can be used to sum up the text?

Croissants

When you think of the croissant ['kwæsɒŋ] you probably think of France, because the word (1. sound) very French but according to one story they (2. first / make) in Hungary in 1686. The Turkish army (3. be) outside the walls of the city of Budapest. Early in the morning the bakers (*некапу / некары*) of Budapest (4. make) bread when they (5. hear) some noise, as at that time the Turks (6. make) a tunnel through the city walls. They (7. be) sure that nobody (8. can) hear them so early in the morning. The bakers (9. wake) the city up and Budapest (10. save). To celebrate the occasion, the bakers (11. make) bread in the shape of the crescent ['krez(ə)nt] (*полумесяц / паймесяц*) moon on the Turkish flag – and croissants (12. still / eat) today, hundreds of years after the battle and thousands of miles from Budapest.



ROUND 5



Make up a story about cooking one of the breads in the pictures in ex. 2a. Follow the tips below.

1. Include as many food idioms and proverbs as possible.
2. Start with “One day my friend and I decided to make a ... ourselves. ...” You have 7 minutes.
3. Read your story. You get a point for each idiom or proverb you have used.
4. Whose story is the most amusing?

LESSON 7. Culinary competition

Communicative area: speaking about national dishes from all over the world.

Active vocabulary: rare, medium-rare, well-done, greasy, tough, to sprinkle, to steam, to chop, to mince

1. a. Today the theme of the Young Chefs culinary competition is “National dishes from all over the world”. What famous national

dishes do you know? Have a competition: the winner is the last student to name a dish.

Example: Moussaka is a traditional Greek dish.

b.   Look at the dishes the participants of the competition are going to make. Answer the questions in pairs. Listen and check.

1. What countries are they from?
2. What ingredients are they made with?



Paella



Beefsteak



Bigos

pork; beef; lamb; bacon; lobsters; prawns; ham; rice; tomatoes; green beans; white cabbage; sauerkraut (pickled cabbage); mushrooms; onions; broccoli; carrots; garlic; salt; pepper; spices

c.   Listen again and say how the young chefs are going to cook the ingredients.

boil ♦ fry ♦ steam ♦ stew ♦ grill ♦ chop ♦ slice ♦
sprinkle ♦ mince



A



B



C



D



E



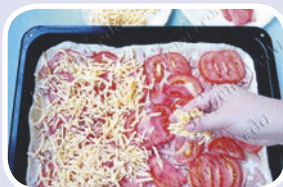
F



G



H



I

d. Use your notes to describe the dishes.

Example: to boil rice – Paella is made with boiled rice, ...

2.  Moving activity “Look and guess!”

3. a. Work in new pairs. Complete the questions in your exercise books. Read the script and answer them.

1. What ... the origin (*происхождение / паходжанне*) of the word “paella”?

2. Who ... paella introduced by?

3. When and where ... the first beefsteak dinners organised?

4. How ... the young chef going to make the beef steak: rare, medium-rare or well-done?

5. How ... the bigos of the 17th century different from today's one?

6. What ... another name for bigos? Why?
7. When ... bigos made?

b. Which dish have you tried? When and where? Did you like it? Which one would you like to try?

4. Imagine you are a first-class chef. You are in the jury of the Young Chefs culinary competition. Act out a short conversation. Use the phrases below and your ideas.

Wow! The ... is so delicious / extremely tasty / so juicy! It looks mouth-watering / appetising. I've never tried such a delicious ... in my life!

The ... is a bit overcooked / too dry / too salty / too tough (*hard to cut/chew*) / too spicy / too greasy (*with a lot of fat*). It's not ... juicy/ fried / steamed / boiled enough.

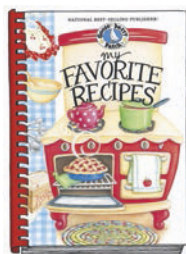
What do you think? Do you agree with me? You are absolutely right. I completely agree with you. Actually, I have another opinion. I'm afraid I can't agree with you. You know, tastes differ.

- 5.**  **Surf the Internet to find information about the origin of two Belarusian dishes.**

LESSON 8. Our cookery book

Communicative area: writing a description of a dish for a class cookery book

1. a. Is there any cookery book in your kitchen? Who uses it more often? Does your family have traditional recipes that are handed down from one generation to another? Discuss with the partner and report to the class.



b. Do you always follow the recipe recommendations while cooking? Have you ever tried to make up your own dish? Were you successful? Work in small groups.

2. a. Kate has just written the recipe for her favourite dish for the school project. She has to upload it to the Internet platform [padlet.com](https://www.padlet.com), but not sure about the layout of the recipe itself. In pairs help her put the points in the correct order: 1–C; 2 – ...

A steak and kidney pie

A. Interesting facts: A steak and kidney pie was mentioned in “Harry Potter and the Philosopher’s Stone” by J.K. Rowling: “Harry had just finished telling Ron what had happened when he’d left the grounds with Professor McGonagall. Ron had a piece of steak and kidney pie halfway to his mouth, but he’d forgotten all about it.” Therefore, a steak and kidney pie was served at dinnertime at Hogwarts School of Witchcraft and Wizardry. Besides, it was sold as a meal speciality at the Leaky Cauldron¹ and even was mentioned on a meal sign.

B. Nutritious value: It is high in calories. You will feel full of beans for a long time, for sure!

Help box

Is it high in calories / nutrients / vitamins / minerals?

C. Origin, history

A steak and kidney pie dates to the 19th century and is counted among Britain’s national dishes. It has several rhyming slang names, including “Kate and Sydney pie.”

¹ It is London’s oldest pub, also mentioned in “Harry Potter and the Philosopher’s Stone”

D. Cooking

1. ... the oven to 220 °C.
2. Heat the vegetable oil in a large frying pan, and ... the beef all over. Set aside, then ... the kidneys on both sides in the same pan. Add the onions and cook for 3–4 minutes.
3. Return the beef to the pan, ... some flour over and coat the meat and onions.
4. Add the stock to the pan, ... well and bring to the boil.
5. Turn the heat down and boil for 1^{1/2} hours without a lid (*крышка /вечка*). Remove from the heat. ... salt, pepper and let it cool completely. Place the cooked meat mixture into a pie dish.
6. ... out the pastry to 5mm thick and 5cm larger than the dish you are using. Using a rolling pin (*скалка / качалка*), lift the pastry and place it over the top of the pie dish. Crimp the edges with your fingers.
7. Brush the surface with the beaten egg mixture and ... for 30–40 minutes until golden-brown and puffed.
8. ... with creamy mash and steamed vegetables to soak up the gravy.

E. Recommendations: This classic British dish of steak and kidney pie is a perfect winter dish. This appetising dish is really worth a try!

Help box

Is it mouth-watering / appetising / extremely tasty / delicious / heavy / light / etc.? How often should you eat it? Do you recommend eating it for breakfast / lunch / dinner, as a snack or at a barbeque party?

F. Description

A steak and kidney pie is a British dish with a filling of diced beef and kidneys in a thick sauce.



G. Ingredients

For the base:

- 300g puff pastry (*готовое слоеное тесто /готовое слоеное тесто*);
- 1 egg and 1 extra egg yolk beaten together.

For the filling:

- 2 tbsp of vegetable oil;
- 700g of steak, diced and well-stewed;
- 200g of lamb kidney, diced;
- 2 medium onions, diced;
- 30g of plain flour;
- 850ml of beef stock;
- salt and black pepper, to taste.

b. How are the names below related to the steak and kidney pie?

Kate and Sydney; Harry Potter; Hogwarts; the Leaky Caldron.

c. Reread the recipe for a steak and kidney pie and fill in the gaps with the verbs from the box.

add ♦ serve ♦ preheat ♦ stir ♦ brown (×2) ♦ sprinkle ♦
bake ♦ roll

3. Moving activity “A silent crocodile”

4. a. What is your favourite dish? Write about it for the class cookery book. Follow the layout of Kate’s description and the Help boxes. Surf the net for some historic and interesting facts about your dish.

Create a class page on padlet.com and upload your description.

b. Read your classmates’ dish descriptions. Which dishes would you like to try? What interesting facts have you learnt?

LESSON 9. Welcome to the potluck party!

Project 

BEFORE THE PRESENTATION LESSON

1. a. Match the following words and phrases with their definitions. Check in class.

- | | |
|--------------------------------------|---|
| 1. a buffet ['bʊfeɪ] | a) a meal to which each guest brings some food or dish, which is then shared out among the guests |
| 2. a potluck dinner / supper / party | b) the behaviour that is considered correct while you are having a meal at a table with other people. |
| 3. table manners | c) food that you can eat with your hands, not with a knife and fork. |
| 4. a finger buffet | d) a meal at which people serve themselves from a table and then stand or sit somewhere else to eat. |

b. Have you ever been to a buffet meal or a potluck party? What is more enjoyable for you – having a traditional meal at a table or a buffet? Why?

2. Potluck dinners are popular around the UK. Now you are all invited to a class potluck party. There are some tips on how to arrange this kind of party with your classmates at a high level.

A. Prepare the dish you would like to treat your classmates and the teacher to, remember the ingredients, the method of cooking, and some interesting facts or history of its origin. Just get ready to present the chosen dish in an appetising way and be asked some questions about it.

B. While seating at the table, be kind to follow the most common table manners. Don't feel shy to ask people for help while eating:

– *Kate, could you pass me the salt / the bread / a fork / a napkin / ... please?*

– *Tania, can I have another helping of your dish? I've forgotten the name of it. Can you repeat?*

C. Everyone knows that having a meal together is not just eating food, it also includes some conversation. To make your

conversation flow, ask each other about the prepared dishes (the most unusual questions are welcomed), praise (*похвали / naxvali*) the dishes and offer the others to try them too:

- Nick, try this one, you might like it.
- Ann, help yourself to this mouth-watering pizza.
- Irene, why aren't you eating? Are you full?

D. Don't forget to bring some juice, napkins and some tableware (plastic glasses, plates, forks, spoons) for a proper meal.

3. a. While eating do you always follow table manners? Is it pleasant to have a meal with people who lick their fingers or chew with the open mouth? Why? Discuss with the partner.

b. Look through the table manners collage and add some manners to the list.



c. Rephrase the collage sentences from part b) and your own ideas using modal verbs "ought to / should" and their negations.

IN THE PRESENTATION LESSON

1. Have a class potluck party following the tips from ex. 3 and role play real-life conversations at the table using the vocabulary of Unit 2. Enjoy the food and talk! Bon appétit [ˌbɒ æpə'ti:]!

LESSON 10. Culture corner. National sandwich day

Communicative area: reading and speaking about the origin and recipes of sandwiches

1. Answer the questions.

1. Do you often eat sandwiches?
2. Who usually makes them?
3. Which is your favourite?

2. a. The word “**sandwich**” sounds similar in different languages. Do you think it is because:

- a. the recipes are similar?
- b. they are named after the person who invented them?
- c. they are named after the place where they were invented?

b. Listen to the story and say which answer is partially true.

c. Listen again and say why and when the word “**sandwich**” became popular.

3. Fill in the gaps with appropriate words.

do ♦ prepare ♦ pieces ♦ make ♦ cut (×2) ♦ slice ♦ butter
♦ put (×2) ♦ add ♦ enjoy ♦ wash ♦ cover

Celebrate Sandwiches.

3 November – National Sandwich Day (US)

3 November is the anniversary of John Montagu's birthday, better known as the Fourth Earl of Sandwich. One day he told his cook to (1) ... his lunch meat between two (2) ... of bread. That is how we came to celebrate National Sandwich Day.

Everyone loves sandwiches, and most of us eat them daily, mainly for lunch. According to the National Restaurant Association, hamburgers are the second most popular lunch choice by full-time workers, after fruit. In fact, 75% of restaurants claim that a beef burger is the most popular takeaway food in America.

It's dead easy to make a sandwich. You (3) ... bread, take two slices and put a slice of cheese or ham, or whatever you want, between them. But what do we need to (4) ... to (5) ... a good sandwich?

1. Choose the bread and (6) ... it.

2. Then use a knife to (7) ... one side of each piece of bread. Alternatively, you can (8) ... some other spread, such as mustard, mayonnaise or ketchup to make your bread moist (*влажный / вільготны*).

3. (9) ... meat (ham, sausage) and cheese.

4. (10) ... lettuce leaves and pat them dry.

5. (11) ... some lettuce leaves and (12) ... a slice of meat, a slice of cheese on one slice of buttered bread.

6. (13) ... with the other piece of buttered bread.

7. (14) ... your sandwich!

4. a. Work in pairs. Choose and read one of the following texts. What is surprising about the sandwiches?

A. Cucumber sandwiches

Cucumber sandwiches are a summer must in Britain. You need two slices of buttered white bread and thin slices of cucumber, nothing more. To be tasty they have to be done really well. Cucumbers must be peeled. Slice the cucumbers and salt them. Leave

them for ten minutes to let salt take out some water from the cucumbers. Layout a few pieces of kitchen paper on the kitchen table, place the cucumber slices on them and pat dry with more paper. If you want, you can sprinkle some lemon juice on



cucumber slices. White bread has to be soft – the softer, the better. Neither mayonnaise nor margarine [ˌmɑːdʒəˈriːn] can be used instead of butter. You don't need to add more salt but you can use white pepper to season your sandwiches.

B. Baked chicken sandwich



The baked chicken sandwich is a wonderful way to use up leftover cooked chicken. You can eat these sandwiches cold, or wrap them in foil and bake. First, slice some bread or cut buns into two halves. Next, spread mayonnaise on one slice or one half of each bun, and mustard on the other half. Then, slice or chop (cut) chicken and put it on one slice of bread. Add ham, a lot of your favourite cheese, and thickly sliced tomatoes. After that, you can enjoy it but... there is a better option. Wrap each sandwich tightly in foil. Preheat the oven to 180 °C and put your sandwich into the oven for 15 minutes, until the cheese melts. It tastes so much better! After cooking, put the sandwich on a plate. Cut in half with a knife. Serve it with a salad. It may be as simple as chopped cabbage or lettuce and tomatoes or cucumbers as they add freshness to the other ingredients.

b. Tell each other how to make the sandwich you have read about.

c. Change your pair. Discuss why you would like or wouldn't like to make this sandwich.

5.  Use your imagination. Invent a new sandwich. Write down its recipe. Use the following words:

slice ♦ add ♦ wash ♦ put ♦ preheat ♦ bake ♦ put ♦
mix ♦ peel ♦ pat dry ♦ butter ♦ chop ♦ season with ♦
serve ♦ wrap in foil

LESSON 11. Board game “National cuisine”

Communicative area: ordering food at a café, playing a revision game

1.  Play the Jeopardy game “National cuisine”.



2. a. Work in pairs. Make a menu for the café which serves national dishes from different countries.

b. Act out a conversation “At the café” in pairs. One of you is a customer who asks questions about the dishes. The other one is a waiter. Use the help box. Swap the roles.



Customer

- What’s ... exactly?
- Is this served with ... (salad)?
- Is it ... (hot / spicy)?
- Does this have any ... (seafood) in it? Are there any ... (nuts) in the dish?

- What do you recommend?
- I'll have ... / I'd like (to order) ... / Can I have ...
- Well, everything looks so appetising. What's ... exactly? / What does ... include?
- Can I have ... (but without pepper/nuts/...), please?
- What have you got (for dessert)?
- Thank you, it's delicious/mouth-watering/extremely tasty/ ... !
- Can I have the bill, please?

Waiter

- Are you ready to order?
- I'd recommend
- It's ... (soup) made with ... (lamb pieces, noodles, mushrooms and beans).
- Would you like the steak rare, medium-rare or well-done?
- Anything to drink?
- Sparkling or still?
- Would you care for dessert?
- Do you like your food? / How's the meal?
- Sure, are you going to pay in cash or by credit card?
- Here you are.

LESSON 12. Progress check

Communicative area: testing your reading, listening and speaking skills

I. READING

1. Read the article and match the headings to the paragraphs. One heading is extra.

A. Food transportation

B. Everything in moderation

C. Processing food in the past

D. Processed food for children

E. Examples of processed food

F. Three types of processed food

What is processed food?

1. People have been processing food for thousands of years. Before the invention of fridges and freezers, people had to collect food in summer and store it for the winter. They found out that they could preserve (*сохранять / захоуваць*) food like meat and fish by salting and spicing, and then drying it. Hundreds of years ago explorers like Columbus and Da Gama had to pack food for their people to last a very long time during their expeditions. They had to take as much preserved food and drink as they could.



2. The transportation of fresh food is quite difficult. Processed food is easier to transport. Delicate products like grapes, strawberries, and peaches can be transported much more easily when they are preserved than if they were fresh. The processing also helps the fruit and vegetables to last longer.



The Emperor of France, Napoleon Bonaparte, held a competition in France in 1795 to develop ways to preserve foods for France's armies! This led to the invention of canning.

3. Processed food is very popular nowadays. It includes food that has been cooked, canned, frozen, or packaged. However, processed food is more than boxed macaroni and cheese, potato chips, and drive-through hamburgers. It may be a surprise to learn that whole-wheat bread, homemade soup, or a chopped apple are also processed foods. Examples of common processed foods include: breakfast cereals, cheese, tinned vegetables, bread, savoury snacks, such as crisps, sausage rolls, pies and pastry, meat products, such as bacon, sausage, ham, salami, and mince, “convenience foods”, such as microwave meals or ready meals, cakes and biscuits, drinks, such as milk or soft drinks.

4. Any time we cook, bake, or prepare food, we’re processing it. Processed food ranges from minimally to heavily processed:

- Minimally processed foods – such as bagged lettuce, cut vegetables, and roasted nuts – often are simply pre-prepared for convenience of busy people.

- Canned (packed in water or its own juice) and frozen fruit and vegetables, and canned tuna are a good option when fresh food is not available. They are quite nutritious.

- The most heavily processed foods often are pre-made meals including frozen pizza and microwaveable dinners.

5. Not all processed food is a bad choice. Some foods need processing to make them safe, such as milk, which needs to be pasteurised – heated to a temperature that kills dangerous bacteria. Eating processed food in moderation is fine, but many of these foods may be high in added sugar and sodium (*натрий / натрий*). Nutritionists claim that eating processed food can lead to obesity, high blood pressure, and diabetes. While some processed foods should be eaten less often, many actually have a place in a balanced diet. We need to learn to sort the nutritious from the not-so-nutritious food.

2. Answer the questions.

1. How did people preserve food in the past? 2. Why did Columbus take packed food on his expeditions? 3. Why do we need to process milk? 4. When do we need to process fresh fruits and vegetables? 5. How was canning invented? 6. When should you eat canned food? 7. What heavily processed foods do you

eat? 8. Is homemade food processed food? 9. Should we cut down on eating processed food? 10. Can we cut it out of our diet?

II. LISTENING

1.   Listen to the recipe and complete the ingredients' part.

Grilled courgette, bean and cheese quesadilla [kɛɪsə'diə]

- 1 onion, finely chopped
 (1 ...) of olive oil;
 (2 ...) garlic cloves, finely chopped;
 (3 ...) of tomato sauce;
 (4 ...) of canned beans;
 (5 ...) courgettes, sliced;
 (6 ...) of cheddar cheese, grated;
 (7 ...) green pepper, finely chopped;
 a large handful of parsley, chopped;
 (8 ...) flour tortillas.



2.   Listen again and put the sentences in the correct order.

A. Meanwhile, put the courgette slices in the remaining (оставшееся / які застаўся) oil with some seasoning.

B. Add the tomato sauce, beans, and a few tbsp of water.

C. Spread the bean mash over half of the tortillas.

D. Mix the cheese, pepper, and parsley in a bowl.

E. Fry the onion in half of the olive oil for about 5 min.

F. Cook over a low heat for 1 min more.

G. Heat through, then mash up with the back of a fork and season.

H. Cook in the hot pan, carefully turning, for about 1–2 min each side or until the cheese has begun to melt and the tortillas are crunchy.

I. Place on a hot pan and cook for a couple of mins on each side.

J. Top with the remaining tortillas, pressing the two together.

K. Add the garlic and stir the mixture.

L. Lay the courgette slices and sprinkle with cheese.

III. SPEAKING

1. Recommend your British friend to try some dishes from Belarusian cuisine.

2. What British traditional dishes do you know? Which one would you like to try? Describe it.

3. Work in pairs. One of you is British, the other one is Belarusian. Ask each other about meals in your countries.

4. What are the benefits of homemade dishes?

5. Give some advice on a healthy diet to your friend who prefers fast and processed food.





3 unit

MONEY

LESSON 1. The history of money: from barter to bitcoin

Communicative area: speaking about the history of money

Active vocabulary: currency, wallet, banknotes, credit cards, coins, to pay cash, to pay by credit card, ATM (cash machine), exchange rate, trade, cryptocurrency

1.  **Work in pairs. Write down as many words as you can related to money. Compare your ideas with the rest of the class. Who has the most words?**

2. **Read the sentences and match the highlighted words and their definitions.**

1. Each country has its own **currency**. The currency of Belarus is the Belarusian ruble. 2. I don't like **carrying** money in my pocket. It's more convenient to keep it in a **wallet**. 3. You can see the National Library of Belarus on the 500-ruble **banknote**. 4. I used to collect **coins** from different countries when I was a kid. 5. Do you have any **cash** on you? I'd like to buy a bar of chocolate. 6. Do they take **credit cards** at this shop? I don't have any cash on me. 7. Is there an **ATM** near here? I need to take out some money. 8. Before you travel to Great Britain, it's a good idea to check the **exchange rate** of the Belarusian ruble to the British pound. 9. The children **traded** comics. 10. Bitcoin is the world's largest **cryptocurrency**.

- a) To exchange some goods or services for other things;
- b) A machine from which you can take money out;
- c) A small plastic card that you use to buy things;
- d) A type of digital money that allows people to make payments directly to each other through an online system without using a bank;
- e) Paper money;
- f) Banknotes and coins;
- g) A small flat folded case in which you can keep banknotes and credit cards;
- h) A small round piece of metal used as money;
- i) The money that is used in a particular country at a particular time;
- j) The rate at which the money of one country can be changed for the money of another country.

3. a. Discuss the questions in pairs.

1. How long have people used money?
 - a) for about 100 years;
 - b) for about 1,000 years;
 - c) for about 3,000 years.
2. Where was the first coin made?
 - a) in modern-day Turkey;
 - b) in the modern-day USA;
 - c) in modern-day China.
3. What could you see on the first coin?
 - a) a picture of a lion;
 - b) a picture of a Chinese emperor;
 - c) a picture of a cow.
4. Where was the first true paper money used?
 - a) in Ancient Egypt;
 - b) in Ancient Greece;
 - c) in Ancient China.
5. When did banknotes become popular in Europe?
 - a) around 200 BC;
 - b) around 1000 AD;
 - c) in the 17th century.

6. What is bitcoin?

- a) the first cryptocurrency;
- b) a small part of a coin;
- c) a nickname for 10 pence.

b. Read the text about the history of money and check your answers.

Money is what people use to buy things and services. Most countries have their own currency, such as the Belarusian ruble, or the British pound. A state or a government prints banknotes and makes coins at a mint (*монетный двор / манетны двор*).



Money has been a part of human history for almost 3,000 years. A long time ago, people did not buy or sell with money. Instead, they traded (*продавали, торговали / продавали, гандлявали*) one thing for another to get what they wanted or needed. One person who owned many cows could trade with another person who owned much wheat. Later other things, such as jewellery and spices, that were easier to carry around than cows, became valuable trade items.

But people needed valuable things that could last a long time. That's how money was invented. The first country in the world to make metal coins was called Lydia (located in what is now known as Turkey). The first coins appeared during the 7th century BC and were made of precious ['preʃəs] (*ценный / каштоўны*) metal and were stamped with a picture of a lion. This idea soon spread to the rest of the world. Coins were all made to the same size and shape. In some parts of the world, different things were used as money, like shells or blocks of salt.

After using coins for hundreds of years, people started to use paper money as a promise to pay in coin, much like an "I.O.U." (I Owe [əʊ] (*быть должным / быць абавязаным*) You) note. The first true paper money was used in China in the 10th century AD. The idea of paper money was brought to Europeans by Marco Polo in 1290 AD. But banknotes became popular in Europe only at the end of the 17th century. Paper money was great for business because it could be produced in large amounts without relying on such metals as gold and silver.

The first credit card was invented in 1946 by John Biggins. Since that time it has become a very popular means (*средство / способ*) of payment and many people prefer to pay by credit card rather than pay in cash. But don't worry, if you need to take out some cash, there are ATMs on every continent on Earth. There is even one in Antarctica.

Today, most of what people think of as money is not even things you can hold. In fact, only 8% of the world's currency is the actual physical money. The rest is numbers in bank accounts¹, saved in computer memory. More and more people use an e-wallet, a type of electronic card which is used for making payments online through a computer or a smartphone. However, many people still feel more comfortable using coins and paper money and do not totally trust using electronic money.

However, the digital world is changing all the time and new ways of paying for things in the digital world are appearing. No one knows who invented the first cryptocurrency. Bitcoin, the first cryptocurrency, was introduced in 2009. In March 2010 the exchange rate of 1 Bitcoin to the dollar was \$0.003. Just imagine, seven years later it rose up to \$19,783.06, but then it fell again to \$3,242 in December 2018.

What do you think money will look like in the future?

c. Read the text again and say what the following words refer to.

The British pound; a mint; cows; a picture of a lion; shells; I.O.U.; Marco Polo; gold and silver; John Biggins; 2009; 0.003; 19,783.06.

the dollar;
the euro;
the pound.

4. **Moving activity "Stand up / sit down".**

5. Work in pairs. Answer the questions.

1. Why do people need money? 2. When and why did people start using money? 3. When did people start using paper money? Why was it a great idea for the business? 4. Why is the credit

¹**The rest is numbers in bank accounts** – Остальные деньги это просто цифры на банковских счетах. / Астатнія грошы гэта толькі лічбы на банкаўскіх рахунках.

card a popular means of payment nowadays? 5. What is an e-wallet? Do you know any people who use it? 6. Do all people trust electronic money? Do you think it's a good idea? Why? / Why not? 7. What world currencies are used in the USA, in Great Britain, and in Belarus? Do you know any other world currencies? 8. What is a cryptocurrency? What cryptocurrencies do you know? 9. Will people still use money in the future? 10. What will future money look like?

LESSON 2. Can money buy happiness?

Communicative area: speaking about the role of money in the modern world

Active vocabulary: get a loan, swap, consume, consumerism, consumption, consumer society, to earn, to purchase, to lend, greedy, to afford to do something, to possess, possessions

1. a. Read the proverbs and complete them with the words from the box.

pennies ♦ happiness ♦ fool ♦ world ♦ pounds ♦
trees ♦ evil

Money can't buy you

Money is the root of all

Money makes the ... go round.

Money doesn't grow on

Look after the ... and the ... will look after themselves.

A ... and his money are soon parted (*расстаются / разлучающая*).



b. Work in pairs. Discuss what each proverb means. Do you agree or disagree?

2. Work in pairs. Read the sentences. What do the words in bold mean?

consume – consumer – consumption
possess – possession
to lend – a loan
to earn – earnings



1. We live in a **consumer** society: people want to buy more and more things. 2. If people can't **afford** [ə'fɔ:d] to buy something, they can get a loan from the bank or ask their friends to lend them some money. 3. He is very **greedy**. He never shares anything with his friends. 4. He is a top manager of a successful company. He **earns** a lot of money. 5. My most treasured **possession** is my smartphone. I can't live without it. 6. More and more people are using their smartphones to make **purchases** ['pɜ:tʃəsɪz] online. 7. If you prefer to sit next to Julia, I'll **swap** seats with you.

3. Work in pairs. Discuss the questions.

1. How do people earn money? 2. Do you think we live in a consumer society? Do people often buy things they don't need? Do people have too many possessions? 3. What do people do if they can't afford to buy something they want? 4. Is it possible to live without money? How can you do it?

4. a. Read the story of Heidemarie Schwermer, a German woman who lived without money for 17 years. How did she manage to do it?

We are moving closer and closer to a cashless society, and some consumers are even challenging the idea of money itself – by giving it up completely. Can you imagine what your life would be like if there was no money? Heidemarie Schwermer decided to do an experiment.

When she was in her early fifties, she gave up her job as a psychotherapist [ˌsaɪkəˈθerəpɪst] (*ncuxomepaneɪm* / *ncixaməpaneɪm*), stopped using money, threw away her credit cards and gave away her possessions. All she had left was a suitcase with personal things and clothes. What motivated her to do it? Throughout her life, she was looking for ways how to live without money. In 1994 she set up a swapping circle “Give and Take Central”. The group helped local residents exchange simple services, like babysitting and house-cleaning, for goods. Marie noticed that she needed money less and less, and she decided to do an experiment: to live for one year without money. At first, she wasn’t ready to give up all her possessions, but when her friend asked her to house sit (to look after the house while someone is away) she thought that the time was right. So she sold the house and everything else that didn’t fit into a small suitcase. A one-year experiment turned into 17 years without money.

How did she do it? After all her things were given away, she had to solve several problems. First, she needed to find housing. Sometimes she lived with friends in exchange for free psychotherapy sessions, and sometimes she did some household chores in exchange for room and board: she helped out in the garden, babysat, and did some mopping, dusting, and vacuum-cleaning. To get a haircut, she walked the hairdresser’s dog. To get a bus ticket or a ticket to the cinema, she could look after somebody’s children. After a while, she stopped doing manual work and started giving lectures and consultations on life without money. She didn’t earn any money from that but accepted room and board.

Heidemarie proved that our society relies too much on the money. She believed that people were too greedy and obsessed (*одержимы* / *апанаваныя*) with material possessions and that they spent lots of time and energy on earning money while in fact, they could live with much less.



b. Read the text again and mark the sentences true or false.

1. Heidemarie stopped working as a psychotherapist when she was in her fifties. 2. She didn’t keep any of her possessions.

3. The aim of the swapping circle was to trade things and services. 4. Heidemarie earned a little money from the services she provided to her friends. 5. Heidemarie showed that living without money is impossible.

5.   **Moving activity “Let’s swap!”**

6. a.   **Listen to five people commenting on Heidemarie’s experiment. Do they sound positive or negative about the experiment?**

b.   **Which speaker of these five:**

1. agrees that people buy too many things;
2. prefers to get a loan if they want to buy something expensive;
3. believes this approach can’t be used for big projects;
4. doesn’t have enough money for his big family;
5. thinks money is very important;
6. is not sure Heidemarie really gave up using money.

7. **Work in pairs. Discuss the questions.**

1. What do you think about Heidemarie’s experiment? 2. Do you think you and your family could live without money for a long time? 3. If you want to purchase something expensive, will you get a loan from a bank or ask your friends to lend you some money? 4. Do we live in a consumer society? Why? / Why not? 5. Is money the most important thing in life? Does it make the world go round?

LESSON 3. Pocket money

Communicative area: speaking about the attitude to pocket money

Active vocabulary: to borrow, to save up for, budget, to set aside, piggy bank, to owe, to pay back

1. Work in pairs. Discuss the difference.

1. cash / credit cards;
2. currency / cryptocurrency;
3. wallet / e-wallet;
4. borrow from a friend/ lend to a friend;
5. ATM / bank;
6. possess/ give away;
7. consume / earn;
8. swap / purchase.



2. a. Read the sentences and complete them with the words from the box.

piggy bank ♦ borrow ♦ paid ... back ♦ set aside
♦ owe ♦ save up ♦ budget

1. I never ... money from my friends. 2. I find it hard to ... for expensive purchases. 3. Schools should teach students how to manage money and ... properly. 4. It's a good idea to ... some money every month. 5. I got my first ... when I was six years old and haven't broken it open yet. 6. My friend lent me five rubles last week. I ... him ... three and still ... him two.

b. Mark the sentences that are true for you. Change the others to make them true.

3. a. Listen to five teenagers talking about pocket money and complete the table.

Name	How much?	From?
Diane	...	...
Tina	...	...
Anne	...	...
Brian	...	...
Doug	...	...

b.   Listen again and complete the sentences about the teenagers.

1. Diane spends her money on ... and ...
2. If she wants to buy something expensive, she either ... it herself or ... some money from her parents. Usually, she has to ... them ...
3. Tina's parents can't ... to buy a Hoverboard, so she has to wait till she ... enough money herself.
4. Anne spends money in the ... at school.
5. Anne's brother doesn't know how to ... money properly, so now he ... Tina 50 pounds.
6. Brian tries to ... some money for emergencies but fails to do it.
7. Doug thinks his pocket money isn't enough to
8. Doug's parents offered him to get a ...-... .

4.   Moving activity "Is it really worth it?"

5. a. Unjumble the questions and check with the teacher.

1. pocket / Do / get / money / you / any / ?
 2. money / gives / Who / you / pocket / ?
 3. on / do / What / you / your / spend / money / pocket / ?
- Are the things you spend your money on worth it?
4. money / you / Have / ever / borrowed / ? Who did you borrow money from? Why?
 5. anybody / ever / Have / lent / you / to / money / ? Have people paid you back?
 6. you / Are / saving / moment / for / up / anything / at / the / ?
 7. you / got / bank / a / piggy / Have?
 8. try / Do / set / you / aside / to / some money / for / emergencies / or do you spend it all?
 9. for / pay / Should / doing / parents / chores / extra / ?
 10. Belarus / many teenagers / Do / in / part-time job / get / a / extra / some / to / money / earn / ?

b. Work in pairs. Discuss the questions.

c. Report back to the class your partner's attitude to pocket money.

LESSON 4. Cut down on your expenses

Communicative area: speaking about managing money properly

Active vocabulary: to make ends meet, to cost a fortune, to tighten one's belt, bargain, to be in debt, pour money down the drain, to be short of money, to cut down on

1. a.  Work in pairs. Write down three things you should do and three things you shouldn't do to manage your pocket money wisely.
- b. Compare your lists with other students in your class.
2. a. Read the text about managing pocket money. Are any of your ideas mentioned?

Five hacks to manage pocket money

Money management is an important skill that all people should possess, but teenagers don't often know how to take intelligent decisions about their pocket money.

Here are five simple hacks about how to budget your money properly.

1. Teenagers are often impulsive and as soon as they get pocket money, they tend to spend it on some games or snacks. Keep in mind that the money spent is money gone forever. It's a good habit to ask yourself if you really need it and choose necessity over desire because what we want isn't always what we need. The new smartphone may **cost a fortune**, but are you sure it will change your life for the better?

2. If you are struggling to **make ends meet**, why not earn some extra money? Did you know that in most countries, including Belarus, you can get a part-time job starting from the age of 14? If you can't get a job, ask your parents if you can do additional chores for some extra cash. It will help you understand the relationship between hard work and money. Once you realise that the money you get is hard-earned, you will save it for something you need rather than **pour it down the drain**.

3. Piggy banks and saving jars (*банки / слоікі*) remind you that saving money is good. As you grow older, your needs and dreams grow too. Bigger dreams will cost a lot more money than a packet of crisps you used to buy in primary school. So you need a bigger and better piggy bank. Ask your parents to open a savings account for your long-term dreams. Look for an account that offers high-interest rates, which are bonuses that the banks give you for keeping your money in one of their accounts. Make sure you put in 50% of your pocket money into this account every time you get your allowance. You might have to **tighten your belt** for a while, but just imagine how much you will have in a year!

4. This can be hard because as a teenager you might be earning money by doing things like babysitting or mowing lawns and those kinds of jobs are usually paid in cash. And cash is the hardest thing to track. If you are always **short of money**, try using some mobile apps to keep track of your expenses (*траты / выдаткі*) and analyse what you spend the money on.

expensive (*adj.*) – expenses (*n.*)

5. There are a lot of ways how to **cut down on your expenses** when it comes to things you really need. Always keep the receipt in case you need to return what you have bought. Look for **bargains**: sometimes you can buy things on sale at half-price. Think about what you can get for free. Instead of going to the movies or paying to get into a skating rink, try going to the park and playing football with your friends, or get together and play a board game.

6. If you are broke (*на мели / на мялі*) from time to time and feel like borrowing money from your friends, think twice before you do that. Keep in mind that you will have to pay the money you owe them back one day. Are you sure you will be able to do it in the future and not **get even more into debt**?

7. You probably spend a lot of your time scrolling through social media. And every second you are online, you can see your friends' trips, family parties and even total strangers' luxury lifestyle! Every time you do that, you compare yourself with others. Avoid FOMO, a fear of missing out. It's easy to think

everyone is having more fun than you are. It's important, though, not to give up what you want *most* for what you want *now*, because you can end up spending money on things you can't afford and don't need. Go back to point 1.

b. Match the headings with the paragraphs.

A. Shop Responsibly

B. Be Happy with What You Have

C. Decide if You Really Need It

D. Earn It

E. Save It

F. Don't Borrow Money

G. Keep Track of Your Expenses

3. Moving activity "Bad line".

4. Read the sentences with highlighted words (ex. 2a) and choose the best explanation.

1. be very expensive or be very cheap;
2. have just enough money or have a lot of money;
3. spend money wisely or waste money;
4. spend less money than before or spend more money;
5. be able to afford a lot of things or not have enough money;
6. increase your expenses or reduce your expenses;
7. something which is good value for money or a useless thing;
8. owe money to somebody or pay back the money you owe.

5. a. Complete the gaps in the questions with parts of the idioms from ex. 4.

1. Have you ever bought anything which **cost a ...**? Why did you buy it?
2. Do you look for **b...** or do you buy what you like

whatever the price is? 3. Have you ever been ... **money**? What did you do to get extra cash? 4. Can you give some examples of **pouring ... down the ...**? 5. Can mobile apps help you ... **down ... your ...**? How? 6. Is it a good idea to ... **your belt** now and put some money into a bank account for the future? 7. What can happen if you borrow too much money? 8. What is FOMO? Can you always tell the difference between what you want and what you need?

b. Work in pairs. Discuss the questions.

LESSON 5. Money talks

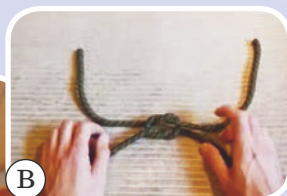
Communicative area: speaking about different money matters

Active grammar: Present Perfect vs Present Perfect Continuous

1. Look at the pictures. What idioms from the previous lesson do they illustrate? What do they mean?



(A)



(B)



(C)



(D)



(E)

2. a.   Listen to the dialogues and match them with the speakers and the situations. There is one extra option you don't need.

Who	What about
1. two friends	a) a present
2. a teacher and a parent	b) a part-time job
3. a shop assistant and a customer	c) saving up money
4. a wife and a husband	d) pocket money and chores
5. a shop manager and a teenager	e) problems at school
6. a dad and a son	f) family expenses

b.   Listen again and complete the gaps in your notebooks.

1. a) I'... for a smartphone case with any of the Star Wars characters on it for several weeks. But I ... anything so far.

b) ... you this model? It has Darth Vader on it and is very rare.

c) Oh, thanks a lot. That's exactly what I'... for.

2. a) How long ... you ...?

b) I'... up for a year to buy a new tablet. But I'... up only half of the money I need.

3. a) Darling, it seems to me we'... a lot of money recently.

b) Yes, I know. Our expenses ... in the last few months.

4. a) I'... the whole house and dusted the furniture.

b) And what about the laundry? I'... you to pick up your dirty clothes and wash them for a week and they are still lying around.

5. a) As you see, she ... four tests this month.

b) In my opinion, she ... hard enough recently.

c) She'... as a waitress three times a week for the last two months.

d) She'... always ... to get a part-time job.

- 3. a.**  **Work in pairs. Look at the sentences in 2b and say which tense (Present Perfect or Present Perfect Continuous) we use:**



1. to describe an action which has just finished?
2. to describe an action which started in the past and continues up to the present?
3. to describe an action which happened at an unstated time in the past focusing on the action, not the time?
4. to describe an action which started in the past and continues up to the present with state verbs?
5. to focus on the result (e.g. already, yet, just, etc)?
6. to focus on the time period (e.g. all this time, for several months, etc)?

- b. Check yourself with the teacher.**

- 4.**   **Moving Activity “Find your partner”.**

- 5. a.**   **Listen to the sentences from ex. 2b. Notice the pronunciation of “have”. Is it strong or weak?**

- b. Mark the stressed words. Listen and check. Listen and repeat.**

- c. Practise saying the sentences.**

- 6. Read the sentences and correct the mistakes.**

1. Have you waiting for a long time? 2. She hasn't been bought a new smartphone for three years. 3. I've been knowing Nick since 2015. 4. I've never understand this rule. 5. It's snowing all day. 6. – You have found your wallet? – No, not yet. I've been looking for it for an hour now. 7. – Have you finish reading the book about money management yet? – No, I've read it since the weekend, but I've only reading twenty pages.

7. Work in pairs. Discuss the questions.

1. Have you been looking for anything special recently? Have you found it? 2. Are you saving up for anything now? How long have you been saving up for it? Have you saved enough money to get what you want? 3. Have you ever wanted to get a part-time job? Are you looking for a part-time job now? How long have you been looking for it? 4. Have you been spending a lot of money recently? What have you been spending money on? Have you bought anything useful or have you poured money down the drain? 5. Have you been doing well at school recently? Have you failed any tests? 6. Have you been doing a lot of housework this year? Have your parents ever paid you money for doing chores?

LESSON 6. Lotteries

Communicative area: speaking about the advantages and disadvantages of lotteries

Active vocabulary: generous, to raise money, records, to record, a fund, take a break from the rat race

1. Discuss the questions in pairs.

1. What is a lottery? 2. What lotteries are popular in Belarus? 3. Why do people play lotteries? 4. Have you ever played one? 5. Have you ever won anything? 6. What is a jackpot? 7. What will you do if you win the jackpot?

2. a. Choose the right follow-up for the sentences. Check with the teacher.

1. He was very **generous** with his money.
 - a) He was always ready to lend it to his friends.
 - b) He was extremely greedy.
2. We are having a lottery to **raise money** for poor families.
 - a) I hope we will be able to collect a lot of money.
 - b) Our expenses will definitely rise.

3. The government used the **funds** to improve the new residential area.

- a) They spent a lot of money on it.
- b) They asked local residents to help.

4. He decided to **get out of the rat race**.

- a) So he went to work on a farm.
- b) So he got a second job to earn more money.

to increase – an increase
to decrease – a decrease
to present – a present

b. What do the highlighted words and expressions mean?

c. Read the sentences. Check the transcription of the words in bold. Which word is a noun and which word is a verb?

- 1. Can you set the TV to **record** [rɪˈkɔ:d] the lottery draw?
- 2. It's a good idea to keep a **record** ['rekɔ:d] of everything you spend.

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

- 1. When did people start playing lotteries?
- 2. How much money do people spend on lotteries in the USA?
- 3. What is the largest jackpot?
- 4. What is the most popular way of spending lottery money?

b. Read the text and check your answers.

Lotteries

The first recorded lotteries date back to 187 BC. They were held in China to fund major government projects like the Great Wall of China. The first European lotteries were held during the Roman Empire, mainly at dinner parties, where guests were given presents. The first lottery offering tickets for sale was the lottery organised by Roman Emperor Augustus. The funds were used for repairs in the City of Rome.

The first recorded lotteries to offer tickets for sale with prizes in the form of money were held in the modern-day Netherlands in the 15th century. Various towns held public lotteries to raise money for town fortifications (*укрепления / умацаванні*) and to help the poor. The English word lottery comes from the Dutch noun “lot” meaning “fate” (*судьба / лёс*).

Nowadays lotteries are popular in many countries. For example, Americans spend more on the lottery than any other form of entertainment. In 2014 they spent 70.1 billion dollars on lottery tickets, while only 63 billion dollars was spent on sports tickets, books, video games, movie tickets, and recorded music combined.

The largest jackpot win with one ticket was \$590.5 million in America’s Powerball, won by Gloria MacKenzie, Florida in 2013. The largest unclaimed prize was from the Euro Millions draw (*розыгрыш / розыгрыш*) in 2012. The ticket was worth £63,837,543. The average lottery winner buys new cars for either themselves or friends and family.

After winning the lottery, one of the first things most lottery winners do is take a break from the rat race and go on holiday! According to the survey results, 75% of lotto winners upgrade their apartments to more spacious private homes, while 24% buy property (*недвижимость / нерухомасць*) abroad.



Even though a multi-million dollar lotto win gives people financial independence, many choose to continue working. According to statistics, 15% of lottery winners find a better job, while 45% open their own businesses.

On the downside, many winners lose their money because they spend it on expensive things they can’t afford or because they are too generous and give away their money to relatives and friends. In spite of their generosity, 90% of lottery winners lose friends. This is really just due to the fact that you cannot please everyone. Almost half of all online lottery winners lose every single cent within 5 years of the event. So even if you win a lottery, you should deal with your money wisely.

c. Say what the following numbers and words refer to.

China; the Great Wall of China; the City of Rome; the 15th century; 2014, £63,837,543; 75%; 24%; a better job; 90%; 5 years

4. **Moving activity “Spelling bee”.**

5. a. **Listen to four people talking about lotteries. Which of them are positive / negative about lotteries? Why?**

b. **Open the brackets and choose the correct tense. Listen again and check.**

1. I (play) for ten years, but I (win) not a penny. 2. Only this month I (already / buy) ten tickets. 3. I (play) every month. 4. I (already/win) once. 5. I (work) hard all my life and I'm proud of what I (achieve). 6. I (read) a lot about lotteries lately. 7. I (find out) that your chances of winning a lottery are slim. 8. Now I (look for) a new way of making money.

6. Work in pairs. Discuss the questions.

1. What do you think of lotteries? Is it a good idea to rely on lotteries to earn money? 2. Do you think some people are luckier than others? Do you think winning a lottery depends on how lucky you are? 3. Why do lottery winners want to take a break from the rat race? 4. Should there be any age limit for playing a lottery? 5. What's the best way to spend the money raised with the help of lotteries (e.g. help the poor or fund city projects)?

LESSON 7. From rags to riches or from riches to rags?

Communicative area: speaking about the rich and how they spend money

Active vocabulary: poor – the poor, wealth – the wealthy, to make a living, charity, charitable, to make a fortune

Active grammar: as ... as ...

1. Look at the pictures. Do you know who these people are? What else do you know about these people?



A



B



C



D



E



F

2. a. Read the text. Which of the people from ex. 1 does it describe?

There are many inspiring stories of celebrities who came from nothing and worked their way out of financial hardship, but have you ever wondered what they do with the money once they get rich? Let's take a look at three different stories.

Leon Spinks is an American former professional boxer who competed from 1977 to 1995. In his eighth professional fight, he became a heavyweight champion in 1978 after defeating Muhammad Ali. Spinks won a lot of medals in the light heavyweight division. During his career, he earned 4.5 million dollars. Less than 20 years after his match with Muhammad Ali, he lost it all. Leon became homeless, had problems with the law, and wasted most of his earnings on drugs. **To make a living** Leon had to work as a janitor at a YMCA (the Young Men's Christian Association) in Columbus, Nebraska, and

sometimes unloaded trucks at McDonald's, and volunteered to help the homeless.

to earn – earnings (pl)

Hetty Green (21 November, 1834 – 3 July, 1916), nicknamed the witch of Wall Street, was an American businesswoman and financier [fɪ'nænsiə(r)] known as “the richest woman in America”. She was known for her **wealth** and was named by the *Guinness Book of World Records* as the “greatest **miser**”. She **made a fortune** buying real estate, investing in railroads and mines, and lending money to others.

However, her **thriftness** (бережливость / бережливасць) was legendary. Hetty Green never turned on the heat or used hot water. She wore one old black dress and underwear that she changed only after they had been worn out; she did not wash her hands and she rode in an old carriage. One tale claims that Green spent half a night searching her carriage for a lost stamp worth two cents. When her son Ned broke his leg as a child, Hetty tried to get him into a free clinic for the poor. As a result, his leg did not heal properly.

On the other hand, Hetty could be generous with her money at times, but not in a public way. She was known for lending money below market rates to help those in need and gave money to poor families. Her generosity was private and 100% real.

Bill Gates and his business partner Paul Allen founded and built the world's largest software business, Microsoft. In the process, Gates became one of the richest men in the world. In February 2014, Gates announced that he was leaving Microsoft to focus on **charitable** work at the Bill and Melinda Gates Foundation.

In 2017, one of Gates's firms invested \$80 million into the development of a “smart city” near Phoenix [ˈfiːnɪks], Arizona. The city of Belmont will be designed with high-speed networks, driverless cars, high-speed digital networks, new manufacturing technologies and use solar energy for powering the tech-smart city.

a number – numerous
to influence – influential
to found – foundation
generous – generosity
charitable – charity

In April 2018, Gates announced that he was planning to work together with Google co-founder Larry Page to provide \$12 million for a universal flu vaccine ['væksɪn]. The Gates Foundation will also invest \$1 billion by 2023 to fund research to end malaria [mə'leəriə].

Gates has received numerous awards for philanthropic [ˌfɪlənˈθrɒpɪk] work. *Time* magazine named Gates one of the most influential people of the 20th century.

b. Read the text again and say which of the people (Leon Spinks, Hetty Green, Bill Gates):

1. is famous for their charity work;
2. helped the poor, but didn't speak a lot about it;
3. was extremely greedy;
4. is planning to fight global diseases;
5. stopped working to spend more time doing charitable work;
6. became as poor as a church mouse;
7. appeared in the Guinness Book of Records;
8. earned a lot of money as a result of a career in sports.

as poor as a church mouse
as busy as a bee
as easy as ABC

c. Work in pairs. Look at the words in bold. What do they mean? Check with the teacher.

3.   **Moving Activity “Mime it”.**

4. a. Complete the sentences with the words from the box. Some words can be used more than once.

the poor ♦ the rich ♦ the unemployed ♦ the homeless ♦
the young ♦ the old

1. Life can be very hard for ... in winter when it's difficult to stay warm. 2. I think ... should pay more taxes. 3. The government should support ... and help them to find new jobs.

4. ... are getting richer and ... are getting poorer. 5.... should respect

b. Discuss the statements. Do you agree or disagree?

5. Work in groups. Discuss the questions.

1. Do you know any other celebrities who used to be rich but wasted their fortune? Why did it happen? 2. Is it important to be generous? Why? 3. Is thriftiness a good quality? Can it have a negative effect on your life? 4. Would you like to be as rich as Bill Gates? What would you spend your money on? 5. What do you think about charity? Is it important for our society? 6. Should the rich help the poor? 7. Do you know any charity organisations in Belarus? Have you ever donated money to them?



LESSON 8. Agony Aunt: money issues

Communicative area: asking for and giving advice in emails / letters

Active vocabulary: expressions for asking for and giving advice

1. Work in pairs. Discuss the questions.

1. If you have some problems, who do you talk to?
2. Do you usually share your problems with your friends or parents?
3. Do they give you good advice?
4. Do you follow their advice?

2. a. Read the definition of “Agony Aunt”. Have you ever seen such letters in a newspaper or online?

Agony Aunt – a person, usually a woman, who gives advice to people with personal problems, especially in a regular magazine or newspaper article.



b. Do you think it's a good idea to write to Agony Aunt? What questions related to money issues do teenagers ask Agony Aunt?

3. a. Read three letters to Agony Aunt. What money issues are discussed in each of them? Are any of your ideas from ex. 2b mentioned?



1. Dear Agony Aunt,

I have been feeling really unhappy recently. All the other children make fun of me at school and laugh at my clothes because they are unfashionable. Most of my classmates have expensive trainers and look stylish. I feel really stupid because I have to wear my sister's hand-me-downs. I ask my parents to buy me better clothes, but they say they can't afford to do it right now. **What should I do?**

Jane

2. Dear Agony Aunt,

I need to ask you about something quite personal. My friends give me money as a present for my birthday. I understand it is the easiest way to make a present, but sometimes I feel annoyed by their lack of imagination and confused when I have to make a present myself. I want my presents to be memorable and unique. I think a present should have a personal touch to it. **What's the best way to deal with this problem?**

Eliza

3. Dear Agony Aunt,

I'm worried about my future. The main thing that stresses me out is how I'm going to earn my living. I have a ton of things I want to do when I grow up, but I'm afraid that

I won't be able to make enough money to support myself. They're all those unrealistic things that literally every kid wants to do at some point-you know, dancer, actor, singer, writer. But my parents tell me these are not well-paid jobs and I'd better choose something that will give me enough money to live on. I only have four years until I go to university. I know I have a while to decide what I really want to do, but sometimes I get stressed about growing up and worry that I'll never be able to do what I love. **Can you give me any advice?**
Julia

b. What should the children in ex. 3a do?

4. Read the pieces of advice Agony Aunt gives and match them with the letters. Are any of your ideas mentioned?

a) Dear ...

The situation you described is very common, and I have experienced something similar myself. It's boring when you get only money for your birthday because you get the impression that people don't care about you at all. One possible explanation why they do it is because it's difficult to predict what exactly you need, so **why not make** a Wish List and let your friends know in advance what you are dreaming of. **Try to** consider it from a different perspective: just spend this money on the things you really want to get. And **if you really want** to make a memorable present to a friend of yours, **make sure** you get to know them really well first.

I hope that helps.

Agony Aunt

b) Dear ...,

I totally understand where you're coming from and I felt the same way in high school. What I learned was that money does not make the world go round. **You should definitely** try really hard to do what you love – it's one of the ways to live a happy life. However, **you should also** understand that money is an important part of our life and think of how you can make money from your

hobbies. For example, if you're a terrific dancer, you might end up opening your dance school or becoming a professional dancer. You can make a fortune out of these activities, but remember that you have to put a lot of effort into achieving any goal you set. As for your parents, **why don't you** show them how serious you are about your intentions?

Hope to hear from you soon and see how things are going.

Agony Aunt

c) Dear ...,

You should worry about doing well at school and not about what others say about you. That will show real confidence in yourself because your success later in life in most cases doesn't depend on what you wear at school. The clothes you wear are one of the ways to express yourself, but it's definitely not the only one. **Why don't you** try to become successful in other areas (school, sports, music, etc.) and see how people will react to you then? Or if you feel really stressed out, **you could always** find a part-time job and earn the money you need.

Best wishes,

Agony Aunt

5. Group the expressions in bold from the letters in ex. 3a and ex. 4 according to the function.

Asking for advice	Giving advice
Do I need to ...?	I don't think you should ...
Do you think I should ...?	If I were you, I would do ...
...	...

6.   Moving activity "Help me please".

7. a. Reconstruct one more letter to Agony Aunt. Use auxiliary verbs, particle "to", articles and prepositions. Change the form of the verb if necessary.

Dear Agony Aunt

I / 14 years old / and / I / want / get / part-time job / because / I / always / short / cash. I / look for / some / options /

two months / and / already / find / job / I / could do / evenings.
But my parents / not agree / this idea / as / they / think / it / too
early / me / and / that / I / should / be spending / all my time /
studying / and / trying / get / into / university. I / think / I /
old enough / make / own decisions / now / and / I / can / start /
earn / money / buy / things. you / think / I / should / listen /
my parents?

Lucy

 **b.** Use the expressions in ex. 5 and write your answer to this letter.

c. Compare your answer with Agony Aunt's letter.

Dear Lucy,

I don't think you should insist on your decision. **If I were you, I would talk** to my parents and explain to them why you need some extra cash. Perhaps they will find another way to help you. **On the one hand**, your parents might be right. If you concentrate on school and complete as much of your education as possible, you will get more opportunities in the future. Real opportunities and independence don't come from earning \$150 a week but from the qualifications and experience gained by studying. **On the other hand**, a part-time job can help you develop the skills you need to become a successful person in the future, like responsibility, discipline, punctuality, and time-management. At your age, this decision can only be made together with your parents.

Agony Aunt

LESSON 9. Raising money for charity

 **Project**

Communicative area: speaking about school fundraising events

BEFORE THE PRESENTATION LESSON

1. a. Work in pairs. What is fundraising? When do people do it?

b. Read the definition and compare your ideas.

Fundraising – the activity of collecting money for a particular purpose.



c. When do people do fundraising? What do they spend the collected money on?

2. Read the information about two special days in autumn. Why are these days important? What do people do on these days?



5 September is the International Day of Charity, which was started by the UN in 2012. The main purpose of the day is to **encourage** people to help those in need.

13 November is World Kindness Day. On this day, people try to make the world a better place by doing good deeds and acts of kindness.

3. a. Your school decided to take part in World Kindness Day and raise some money for charity. Look at the pictures below. What fundraising events are they connected with?



(A)



(B)



(C)



(D)



(E)



(F)

b. Read the text and check your predictions.

Jellybean Count. This school fundraising idea is incredibly easy to set up and is very entertaining. Put up a jar of jellybeans in your school hallway. Ask students to pay some money to guess how many jellybeans are in the jar. At the end of a week of guessing, announce the winner – the person who guessed the number closest to the number of jellybeans in the jar. The winner gets to keep the jar.

The Big Cleanup. Why not do something that's both good for the environment and raises money? Organise a community cleanup project and ask your local council to pay you for achieving some specific goals, for example, the number of pounds of trash or scrap paper collected. Parents and members of the local community can also join the cleaning campaign [kæm'peɪn].

Balloon Pop Party. Put money into 100 helium-filled balloons and sell them for 0.50 ruble each. Put BR10 in one balloon to attract more people. This idea won't bring you thousands, but it's a great one for a smaller fundraiser.

Crowdfunding. With crowdfunding, your school sets up an online fundraising page with the description of a charity project. Anyone can donate and get updated on your progress online. People can post supportive comments and share your fundraising page with friends through social media or email.

Auction. Auctions can inspire (*вдохновлять / натхняць*) generosity. Discover what your school community has to give. Someone may have old clothes they are willing to give away while others might want to sell their handmade stuff. Your teachers can offer extra lessons in their subjects. Be creative! Think of what you can sell to others and use the money to help those in need. Hand out flyers with information about the auction to attract more people.

T-Shirts. Everyone wears T-shirts, so why not use them to raise funds for your school? Design a T-shirt, then sell it to raise money. In addition to the money, it will also promote a sense of community and unite all students.

Pajama Day. Ask students to pay 1 or 2 rubles to wear pyjamas for a full school day. Teachers are also welcome to join in the fun.

Movie Showing. What's better than watching a good movie with friends? Watching one during the school day and raising some money! Students will love donating some money to get out of class and watch a favourite film. Don't forget to bring popcorn and juice!

School Bake Sale. Everybody likes sweets and cakes, but not everyone can make them. Set up some stalls (*прилавок / прылавак*) and invite students and teachers to demonstrate their baking skills and raise money for the school.

4. Work in groups and discuss the advantages and disadvantages of organising each fundraising event. Consider the following:

1. how easy it is to organise it; 2. how many people will take part in it; 3. how much money you can raise; 4. what help you need to hold the event; 5. your own ideas.

5. Work in small groups. Suggest your own ideas of a fundraising event. Make a poster and advertise it.

IN THE PRESENTATION LESSON

1. Choose the best event and hold it in your school. Decide on to which charity you'll donate the money you raise during the event.

LESSON 10. Culture corner. Currencies of the world

Communicative area: speaking and reading about money in different countries

1. Do the quiz about money around the world. Make notes of your answers.

1. What are the official signs for the following currencies: the US dollar, the British pound, the Belarusian ruble, the Australian dollar?

2. Who can you always see on the British coins and banknotes?

3. Who can you see on the American one-dollar banknote (*Am.E.* “bill”)?

4. What is a nickel, a dime, and a quarter?

5. What are US banknotes made of?

6. What are Australian banknotes made of?

7. How much are a “giant” and a “titan” banknotes worth?

2. a. Read the texts about currencies of the world and check your answers.

The US dollar



The official currency of the United States of America is the US dollar. The symbol for the American dollar is the dollar sign (\$). The American one-dollar bill has a picture of George Washington. There are currently paper bills of 1, 2, 5, 10, 20, 50, and 100 dollars. All US dollar currency has been the same size since 1928, unlike some countries where banknotes, or pieces of paper money, with different values have different sizes. All coins and paper bills have the faces of famous Americans on the front side.



The US also has dollar coins. There are several different coins with different cent values: the penny (1¢ or \$0.01), nickel (5¢ or \$0.05), dime (10¢ or \$0.10), quarter (25¢ or \$0.25), and the much rarer half-dollar (50¢ or \$0.50). Although a nickel is worth half a dime, the five-cent coin is

more expensive to manufacture – it costs the US Mint 11.18 cents to produce a nickel and just 5.65 cents to mint a dime. While coins can stay in circulation for up to 30 years or longer, US banknotes have a much shorter lifespan (*жизненный цикл / жыццёвы цыкл*), from just 18 months for the average \$1 bill, to nine years for \$50 and \$100 banknotes. US paper money is not made of paper at all: it's 75 percent cotton and 25 percent linen. On Ben Franklin's Day, people repaired torn bills with a needle and thread.



The pound sterling

The pound sterling (£), Great Britain's Pound, is the official currency of the United Kingdom. The pound sterling is the world's oldest currency still in use. The British coins have the following value: £2, £1, 50p, 20p, 10p, 5p, 2p, and 1p; notes: £50, £20, £10 and £5. The image of the reigning monarch ['reɪnɪŋ'mɒnək] (*правлящий монарх / кіруючы манарх*) of the United Kingdom has appeared on coins for at least 1000 years ago (and was quite often the only way a person living in the country would know what their monarch looked like). A portrait of Queen Elizabeth II has appeared on all Bank of England banknotes since 1960. On the opposite side of Bank of England notes are images of famous British people, for example, currently, Sir Winston Churchill is on the back of £5 notes, Jane Austen is on the back of £10 notes.



The Bank of England produces notes named “giant” and “titan”. A giant is a one-million-pound note, and a titan is one hundred-million-pound banknote, of which there are about 40. Giants and titans are used only within the banking system.

The Australian dollar

The Australian dollar (AUD) is the official currency of Australia. It has been used since 14 February, 1966, when it replaced the Australian pound. In Australia, the dollar symbol \$ is usually used. The signs A\$ or AU\$ are often used to show that it is the Australian dollar.



From 1966, coins were made in amounts of 1, 2, 5, 10, 20 and 50 cents, one and two dollars. The one- and two-cent coins were not made after 1991 and are no longer used. All coins have the image of the head of state, Queen Elizabeth II, on the back. They are made by the Royal Australian Mint in Canberra.



Australia has made special five-dollar coins, of aluminium / bronze and bi-metal. These are not normally used, but must be accepted if offered in payment of a debt.

Australia was the first country to introduce plastic money because paper money gets damaged and needs to be replaced all the time. Australian dollar notes now last 4 times longer than paper banknotes. They also survive machine washing which destroys currency world-wide. By the way, plastic notes can be ironed – but only at a mild temperature.

Australian money is the property of the Australian government so any intent to destroy it can be punished by law and carries a fine of up to \$10,000 or 2 years in prison.

b. Read the texts again and mark the sentences as true or false.

1. It is more expensive to produce a nickel than a dime. 2. US banknotes live longer than coins. 3. In the past, people could learn what their monarch looked like from coins. 4. You can use “giants” and “titans” to pay for purchases. 5. In Australia people have always used the same currency. 6. You can wash Australian banknotes in the washing machine. 7. It’s a crime to damage Australian money.

3. Look at the pictures from the texts. What do you remember about the things you see in them?

4. Work in pairs. What do you know about Belarusian money?

1. What’s the official currency of Belarus?

2. What symbol is used for the Belarusian currency?

3. How many kopeks are there to the ruble?

4. What values of coins and banknotes exist? What’s the biggest value of the banknote?

5. What can you see on Belarusian banknotes and coins?

6. When were coins introduced in Belarus?



LESSON 11. Board game “Who wants to be a millionaire?”

Communicative area: playing a revision game

1. Discuss the questions below.

Have you ever watched “Who wants to be a millionaire?” What do people have to do in it? Do you know any people who have won a million dollars in this game?

2. You are going to play “Who wants to be a millionaire?”. Read the rules of the game and play it.

1. Play in groups of three. One person is a host and two people are contestants.

2. The contestants take a card (millionaire_questions.pdf) from a pile and read the question and possible answers.

3. The contestants discuss the question and decide on the answer.

4. The host has got the card with the correct answer. If the contestants' answer is correct, he/she gives them 500 points.

5. At any point, the contestants may use up one (or more) of their three “lifelines”. These are:

- **50:50** – two of the three incorrect answers are removed;
- **Phone-A-friend** – the contestants may speak to a friend on the phone for 30 seconds to discuss the question;
- **Change the question** – the host replaces the question with another from the pile;
- Each lifeline may only be used once during a contestant's entire game.



LESSON 12. Progress check

Communicative area: testing reading, listening and speaking skills

I. READING

1. a. Read the text and say what event these words refer to.

Black Friday vs Buy Nothing Day

World War II; against consumerism; Canada; shopping for gifts; cut up credit cards; big sales; long queues; 6 a.m.; a Christmas zombie walk; open at midnight; post on social media

Black Friday is the day after Thanksgiving in the United States. The name “Black Friday” started to be used sometime after World War II, but it was not popular outside of Philadelphia until around 1975.

Many Americans see Black Friday as the official beginning of the Christmas holiday season, a time when many people go shopping for gifts to give to their family and friends on Christmas Day. On Black Friday, many stores have big sales, and it is common to see long lines (*Br.E.* “queues”) of people waiting outside stores to get the best deals first before they run out. Because of this, stores usually open around 6 a.m. or later. Some stores, though, started opening at 5 a.m. and even 4 a.m. in the late 20th century. Now, a few stores even open at midnight. Shoppers like to stay out all day to get what they need, making Black Friday the busiest shopping day of the year.

On the first Monday after the long weekend is Cyber Monday, when many people go online shopping.

Buy Nothing Day is observed every year on the day after Thanksgiving. This day is part of a movement against consumerism, encouraging people to change their purchasing habits, to consume, and produce less. Buy Nothing Day started in Canada in September 1992 as a way to protest the madness of Black Friday shopping.



Instead of shopping, some people stay at home and relax. Others cut up credit cards or even stop shoppers from shopping by pushing their shopping cart around a store over and over while purchasing nothing. One way to show support for this day is to organise a Christmas Zombie walk, which demonstrates consumers' blind obsession (*слепая одержимость / слепая апантанасць*) with shopping. They use **#BuyNothingDay** to post on social media. Buy Nothing Day is described as a way for people to ask the question, "Do I need this?"

So, what holiday will you be celebrating this year?

b. Answer the questions.

1. What are Black Friday, Cyber Monday, and Buy Nothing Day? 2. When did Black Friday become popular outside Philadelphia? 3. Why are there long queues of people outside shops on Black Friday? 4. When do stores open on Black Friday? 5. When is Buy Nothing Day observed? 6. When did Buy Nothing Day start? Why? 7. What do people do on this day? 8. What is the aim of a Christmas Zombie Walk?

II. LISTENING

1. Listen to the dialogues and match with the situations.

a) two friends / school fundraising event; b) two friends / borrowing money to make a purchase; c) two friends / a part-time job; d) two people / a payment problem in the shop.

2. Listen again and mark the sentences as true or false.

1. The customer can't pay because the computer is down.
2. The customer won't be able to make a purchase. 3. Kate and

Nick's friend will work as a waiter. 4. Nick says he will never get a part-time job. 5. Lisa wants to borrow some money from Charlotte. 6. Charlotte doesn't lend her the money. 7. Kevin often cooks. 8. Kevin's school has organised fundraising events before.

III. SPEAKING

1. Answer the questions.

1. What is the role of money in people's lives?
2. What is your attitude to pocket money? What do you spend it on?
3. Ask your friend about his attitude to pocket money and what he /she spends it on.
4. Do you often waste money? How can you avoid doing that?
5. How can teenagers earn some extra money? Do you think it's a good idea to get a part-time job? Why? / Why not?



4 unit

HOLIDAYS AND CELEBRATIONS

LESSON 1. Time to celebrate!

Communicative area: speaking and writing about holidays

Active vocabulary: Catholic, to dedicate, harvest, moreover, to observe, on the one hand, on the other hand, Orthodox, public holiday, saint, Thanksgiving, veterans

Grammar revision: articles with dates, Present Simple Passive

1. a. What date is it today? Write the date on the board.
- b. Look at the date below. Which way to read it do you prefer?

25 December 2022

A. It is the twenty-fifth of December twenty twenty-two.

B. It is December the twenty-fifth, two thousand and twenty-two.

c. What holiday is on 25 December? Is it a Catholic ['kæθəlik] or Orthodox ['ɔ:θədɒks] holiday? Is this day a public holiday in Belarus?

2. a. Look at the symbols below. Match the pictures to the holidays and celebrations.

- | | |
|-------------------------|----------------------------|
| 1. April Fool's Day; | 7. Easter; |
| 2. Saint Patrick's Day; | 8. Kupalle; |
| 3. Women's Day; | 9. Halloween; |
| 4. Christmas; | 10. Saint Valentine's Day; |
| 5. New Year's Day; | 11. Labour Day; |
| 6. Victory Day; | 12. Thanksgiving. |



A



B



C



D



E



F



G



H



I



J



K



L

b. When are these holidays and celebrations observed?

c.   Listen and check your ideas.

d. **Listen again. Correct the sentences.**

1. St Patrick's day is a Scottish festival. 2. April Fool's Day has been celebrated since 1977. 3. Kupalle is celebrated all over the world. 4. The Orthodox church doesn't celebrate Christmas. 5. Victory Day celebrates the victory in World War I. 6. It's a public holiday when all offices and businesses work late. 7. Halloween traditions came from England and Wales. 8. St Valentine's Day is a holiday of friendship. 9. Labour Day is a harvest festival.

3. a. Read the glossary and make sentences about the holidays.

observe [əb'zɜ:v] (v.) – 1. to notice, to see; 2. to watch carefully; 3. to celebrate a holiday or a festival in a traditional way

dedicate ['dedɪkeɪt] (v.) – 1. to give completely your energy, time to something; 2. to do something in honour of a person or event



Labour Day

Thanksgiving Day

St Patrick's Day

Victory Day

is dedicated to

is observed

annually.

a saint.

in autumn.

Irish culture.

the veterans of WWII.

in many countries.

b. Answer the questions.

1. What tense are the sentences in ex. 3.a?
2. Why is the Passive voice used?

c. **Write 3–5 similar sentences about other holidays.**

4. Work in pairs. Discuss the questions below.

1. What is the other name for International Workers' day?
2. What holiday has its origin in the USA?
3. What holiday is marked with the parade of war veterans?
4. What day is the

largest summer festival in Belarus? 5. What day is the global celebration of Irish culture? 6. What holiday is dedicated to love? 7. What holidays have different dates for Orthodox and Catholic celebrations? 8. What religious holiday has a tradition of Egg Hunt? 9. What holidays are usually celebrated with fireworks? 10. What holidays are celebrated in summer / autumn / winter / spring? 11. Which of the holidays above are observed in Belarus? Are they public holidays?

5. **Moving activity “Voting”.**

6. a. Read the article about Labour Day. Do you agree with the author? How do you celebrate 1 May?



Labour Day isn't the most popular holiday, but maybe it should be! **On the one hand**, it doesn't have the excitement of Christmas, the great fun of Halloween, or the honour of Victory Day. Most people do not really count down the days. **On the other hand**, there are a lot of things to celebrate about Labour

Day! **First of all**, it's the People's Holiday. It's the holiday dedicated to a regular, go-to-work kind of person. **Then**, it's a day off! **Moreover** it's a springtime. Labour Day signals the end of cold and the coming of warmer weather. So it may be a great day indeed.

And, of course, the best thing about Labour Day is to hang out with friends or family or to have a picnic.

b. What function do the phrases serve in the text? What are the two phrases that introduce two opposite ways of thinking about one situation? What are their equivalents in your language?

7. Write a paragraph about one of the holidays in ex. 1. Use the phrases from ex. 6 to plan your paragraph.

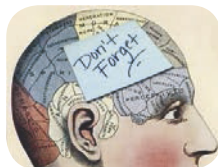
LESSON 2. National day calendar

Communicative area: speaking about holidays celebrations, and memorable dates of the Republic of Belarus

Active vocabulary: to commemorate, constitution, customs, independence, memorable, memorial, memory, remembrance, root, significant, silence, tragedy, union

1. a. Do you have a good memory? Check yourselves. Name twelve holidays from the previous lesson.

b. Read the information in the box. What do the words below have in common? Match the words with their transcription and meaning.



Latin roots appear in many English words. The Latin root **-mem-** means “mind”.

memory	1. [rɪ'membərəns]	a) to have in mind
remember	2. [kə'meməret]	b) worth remembering, not to be forgotten
remembrance	3. ['memwɑ:]	c) a book describing the author's life
memoir	4. ['meməri]	d) a memory of a person or event
memorable	5. [me'mɔ:riəl]	e) a monument that keeps remembrance alive
memorial	6. ['memərəbl]	f) the ability to remember information
commemorate	7. [rɪ'membə]	g) to honour the memory of a person or event, especially with a ceremony

2. What holidays are the people celebrating in the photos? Describe the photos below in pairs. Make sentences using the words in the box.

Example: 9 May is always a public holiday in Belarus.

day off; public holiday; veterans; holiday meal; Orthodox; Catholic; dedicated; annual; parade; remembrance day; national; attend a church; honour; fireworks; exchange gifts; religious; long weekend; memorable date; follow traditions; family gathering, observe customs (traditional ceremonies); a moment of silence ['saɪləns]



3. a. Look at the calendar on your right. Which of the following statements is true?

Red – Public Holidays.

Black – Other Celebrations.

A. The calendar lists all significant [sig'nɪfɪkənt] (= important, meaningful) dates in the history of Belarus.

B. The calendar lists the public holidays in the Republic of Belarus.

C. The calendar lists the official holidays celebrated in Belarus, significant festivals and memorable days.

1 January	New Year's Day
7 January	Orthodox Christmas Day
23 February	Defender of the Fatherland Day
8 March	International Women's Day
15 March	Constitution Day
March-April	Catholic Easter Sunday
March-May	Orthodox Easter Sunday
26 April	International Chernobyl Disaster Remembrance Day
1 May	Labour Day
9 th day after Orthodox Easter	Radonitsa
Second Sunday in May	The Day of the National Emblem and Flag of Belarus
9 May	Victory Day
3 July	Independence Day of the Republic of Belarus
6–7 July	Kupalle
7 November	October Revolution Day
25 December	Catholic Christmas Day
31 December	New Year's Eve

b. Explain the meaning of the words below.

Independence, defender, tragedy, Constitution.

c. **Check your memory. Close your books and listen to the dates. Name the holidays.**

4. a. Look through the comments on visitbelarus.by and complete them with the words in the box. What holidays do they describe?

tragedy ♦ roots ♦ veterans ♦ significant ♦ union ♦
 commemorate ♦ memorials ♦ Constitution ♦ customs
 ♦ Catholic ♦ Independence ♦ memory ♦ silence



Artem, 18: If we explore the holiday's historical (1. ...), we will understand why this date is (2. ...) for our country. The war was a (3. ...) for Belarusian people. In total, Belarus lost about 30 percent of its pre-war population. This Day (4. ...) the end of World War II. The (5. ...) wear their medals, lay wreaths at war (6. ...), participate in parades or other events. There is a national moment of (7. ...) in (8. ...) of the people killed in the war.

Nick, 10: Belarus adopted its (9. ...) in 1994, three years after the country became independent. This day has become a symbol of freedom and (10. ...) for the Belarusian people.

Vera, 33: I'm happy to live in the country that celebrates both (11. ...) and Orthodox holidays. We can respect different religions and observe their (12. ...) and traditions.

b. Complete the question the website visitors answered.

What holidays celebrate the most s... days in the h... of B...?

5. **Moving activity “Match the halves”.**

6. Look at the calendar again and discuss the questions below in pairs.

1. What holidays celebrate the most significant days in the history of Belarus? Why?

2. What holidays do you celebrate with your family? Do you have any unusual celebrations?

3. What are your favourite holidays? Has your favourite holiday changed since you were a child?

4. Are there any special holiday events in your town?

5. What holidays and celebrations are observed in your school? How are they celebrated?

6. What holiday events do you always attend or take part in?

LESSON 3. Victory day

Communicative area: speaking about holidays in Belarus

Active vocabulary: procession, to honour, to invade, to liberate, to occupy, death, grateful, pain, pride, crowd

Active grammar: Past Simple Passive

1. a. Answer the questions in groups of three.

What does Victory Day commemorate?

How is Victory day celebrated in Belarus?

Name all the activities you know.

Compare your ideas with the other groups.



b.   Match the parts of the sentences about Victory Day celebrations. Which activity is in the photo? Listen to the TV programme report and check.

- | | |
|---|---|
| 1. Residents of cities and towns (participate) | a) at the Victory Monument. |
| 2. The flower laying ceremony (hold) | b) the ceremony. |
| 3. A minute of silence (hold) | c) interactive excursions. |
| 4. The President (attend) | d) in the procession [prə'seʃ(ə)n] with portraits of war heroes called "Belarus remembers!". |
| 5. The Museum of the Great Patriotic War [grɛt pətri'ɒtɪk wɔː] (hold) | e) to watch the grand Victory Day fireworks display. |

6. A festival and a fair (take) place

7. The extreme power competition (hold)

8. **Crowds** of people (gather)

f) after the concert.

g) near the Palace of Sports.

h) to **honour** ['bɒnə] the memory of those who died in the war.

c.    **Make the report about the Victory Day celebrations. Use the phrases in brackets from ex. 1b in the Past Simple Active or Past Simple Passive forms. Listen to the programme again if necessary.**

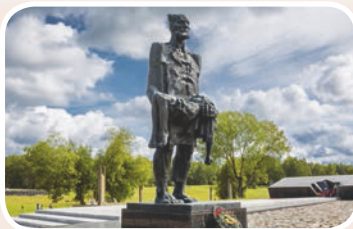
d. Have you ever participated in the activities mentioned in the programme? What did you do? When and where did it happen?

2. a. Read the text and choose the title which best suits it.

A. Thank you for the peaceful sky

B. With a tear in our eyes

C. We are proud of our victory



For Belarusians, Victory Day is not only a festive day. It is also the day of remembrance, deep respect, and **gratitude** to all who made the Victory possible. On 22 June, 1941, Fascist ['fæʃɪst] Germany **invaded** the Soviet Union and by the end of August 1941, all of the present-day Belarus territories were **occupied** by the Nazis. It was **liberated** only after three tragic years of fascist occupation.

Belarus was one of the nations who suffered the worst in the war. 209 cities and regional centres, 9,200 villages were destroyed and burnt. In Belarus, there were about 250 concentration camps for Soviet prisoners of war. Among them is Trastsianets, Europe's fourth-largest **death** camp, where over 200,000 people were killed. It is believed that during the occupation, about 400,000 people (including 24,000 children) were taken to forced (*принудительный / прымусовы*) labour in Germany. During the years of the Great Patriotic War Belarus lost from 2.5 to 3 million people. Every third Belarusian died in the war. Our hearts will never forget the residents of Khatyn whose 149 villagers, including 75 children aged under 16, were burnt alive by the Nazis. 628 other Belarusian villages shared the tragedy of Khatyn.

The tragedy and the Victory will always fill the hearts of Belarusian people with **pain** and **pride**. Our grandfathers, and great-grandfathers defended our Motherland heroically and won the victory over the great evil – Fascism. It is thanks to their heroism we can live under the peaceful sky, breathe freely, and enjoy every new day.

a hero ['hɪərəʊ] – heroic [hɪ'rəʊɪk] – heroism ['herəʊ,ɪz(ə)m]
to die – dead [ded] – death [deθ]

b. Match the words in bold with their definitions.

1. the feeling of being proud; 2. a feeling that you have in a part of your body when you are hurt or ill; 3. the end of life; 4. showing or expressing thanks to somebody; 5. to help somebody or something to be free; 6. to take or send an army into another country to get control of it; 7. to be in control of a place.

c. Find the sentences to illustrate the photos.

3. a.  Read the sentences below and answer the questions.



*The territory of Belarus was occupied by the Nazis.
About 3 million Belarusian people were killed in the war.*

1. Which is more important – the action or the doer?
2. Do we always know by whom the action is done?
3. Is it the Past Simple Passive or the Past Simple Active tense?
4. How is this tense formed?

b. Find more examples of the Past Simple Passive in the text in ex. 2a.

4.   Moving activity “Ball toss”.

5. a. Why was the Great Patriotic War a great tragedy in the history of Belarus? What terrible things do the numbers below mean?

209 ♦ 9,200 ♦ 250 ♦ 200,000 ♦ 400,000 ♦ 24,000 ♦
2.5 to 3 ♦ $1/3$ ♦ 149 ♦ 75 ♦ 16 ♦ 628

b. Speak about Victory Day in pairs.

Example: When was Belarus occupied by the Nazis?

Student A: You are a tourist in Belarus. The country is celebrating Victory Day. Prepare some questions in the Past Simple Passive to ask about the holiday. Use the words in the box and the Past Simple Passive.

Student B: Answer the tourists' questions about Victory Day.

occupy ♦ liberate ♦ destroy ♦ kill ♦ burn ♦ take

c. Do you celebrate Victory Day at home or at school? Why is this holiday important for the country?

LESSON 4. Holidays in the UK

Communicative area: asking questions about holidays and memorable dates in the UK

Active vocabulary: public holiday, bank holiday

Grammar revision: questions

1. Look at the picture below. Is it a public holiday?

2. a. Read the sentences about a British public holiday. Choose the correct structure in each sentence.

1. The first holiday marked / is marked / was marked in 1748.

2. It was dedicated / is dedicate / dedicated to King George II.

3. Today it isn't celebrated / doesn't celebrate / wasn't celebrated on the day of the actual holiday.

4. It is celebrated / was celebrated / celebrated in summer because the weather is better.

5. A great parade, also known as Trooping the Colour held / is held / was held each year.

6. The holiday observed / is observed / were observed in Australia, New Zealand, Canada, and most British territories abroad.



Trooping the Colour

b. Guess the holiday. Use the calendar below for help. When is this holiday celebrated? Is it a public or a bank holiday¹?

¹an official holiday when banks and most businesses are closed

3. a. Look at the calendar again. What do the colours in the calendar mean?



1 January	New Year's Day
25 January	Burn's Night
Friday before Easter	Good Friday
Sunday in March-April	Easter
Fourth Sunday in the Months Lent	Mother's Day
1st Monday in May	Early May Bank Holiday
Last Monday in May	Spring Bank Holiday
June	Queen's Official Birthday
1st Monday in August	Summer Bank Holiday
31 October	Halloween
5 November	Bonfire Night
11 November	Remembrance Day
30 November	St Andrew's Day (in Scotland)
25 December	Christmas Day
26 December	Boxing Day

b. Read the article about the holidays in the UK and check what country is this calendar for.

The UK consists of four regions. They are England, Wales, Scotland and Northern Ireland. Depending on which one of the four regions you live in, there are between eight and ten bank holidays in the UK.

There are eight public holidays in England and Wales: New Year's Day, Good Friday and Easter Monday (in March or April), Early May and Spring Bank Holiday, Summer Bank Holiday on the last Monday in August, Christmas Day, and Boxing Day on 26 December.

In Scotland, the summer Bank holiday is earlier in August. Moreover, Scots celebrate St Andrew's Day on 30 November and 2 January is also a Bank holiday, but Easter Monday is not. All in all, there are nine holidays in Scotland.

In Northern Ireland, St Patrick's Day on 17 March is a public holiday, and so is Orangemen's Day on 12 July which commemorates the Battle of Boyne. There are a total of ten public holidays in Northern Ireland, making it the region with the most holidays in the UK.

4. a.  You are going to find out more information about some holidays from the calendar. What questions can you ask about them? Write 5–10 special questions.

Example: When was ... first celebrated?

b.  Look at the table below and make 4 more questions for your list.

Question word or phrase	When How long What events What
Auxiliary or modal verb	do is can
Subject	the holiday you the celebrations

verb	attend like celebrated last
...	most about this holiday?

c. Copy the table and add more words to each column. Then answer the questions below.

1. What kind of questions is this table for?
2. Which two columns are a must when asking questions?
3. What does the table for general questions look like?
4. How are the subject questions different?
5. Do all of the questions you wrote in ex.4a have an auxiliary verb?

5.   **Moving activity “Question race”.**

6. a.  **Get a card (photocopiable.pdf) from the teacher. Read about one of the British holidays. Prepare to answer the questions about it.**

b.  **Work in groups of four. Ask and answer the questions about the holidays. Copy and fill in the table.**

Holiday	Date	History	Customs and traditions
...	...	...	...

7. Speak in new groups.

1. What holidays are common for Belarus and the UK?
2. What do British holidays say about the UK and the history of the country?
3. What British holidays would you like to take part in? Why?



The song “Auld Lang Syne”

LESSON 5. Guy Fawkes night

Communicative area: speaking about Bonfire Night, recommending an event.

Active vocabulary: to blow up, gunpowder, must-see, to recommend

1. a.   Listen to a poem. Is it a happy poem? Has something positive or negative happened on 5 November? What holiday is the poem about? What do you remember about this holiday?



*Remember, Remember
The Fifth of November
Gunpowder, Treason & Plot
We see no Reason
Why Gunpowder¹ Treason
Should ever be Forgot.*

- b. Look at the picture. What is gunpowder used for?

¹Gunpowder treason and plot – пороховой заговор / пароховы заговор

2. a. In pairs put the story of Guy Fawks [gaɪ fɔ:ks] night into the right order.

1. They were going to blow up the House of Parliament with the king and his ministers inside.

2. He ordered people to light bonfires and fireworks on that day each year.

3. But the King was informed about their plot and sent his soldiers to catch Guy Fawkes.

4. In November 1605, a Catholic called Guy Fawkes and his friends planned to kill King James I.

5. Guy Fawkes was arrested and the king was safe.

6. They put 36 barrels¹ of gunpowder in the cellar² under the building.

7. Today people celebrate this loud and colourful day watching fireworks and burning rag dolls of Guy Fawkes on the bonfire.



b. Which word in the story does the picture above illustrate?

3. a.   Listen to a reporter taking interviews in the streets of Winchester. What is the plan for the night? Make a list of events.

b.   Listen again. Which of the phrases below can you hear?

If you like fun, you will love it here in the city centre.

You shouldn't miss it!

It's a must-see!

Come and see with your own eyes!

I highly recommend it!

You can't miss it!

You should hurry up!

¹ **barrels** – бочки / бочки

² **cellar** – подвал / подвал

c. What do you think about Bonfire Night? Would you like to take part in Winchester celebrations? What events would you like to attend?

4.   Moving activity “Recommendations”.

5. a. Work in groups of three or four. You are going to role play the interview in the streets. Follow the steps below.

Step 1. Choose a holiday.

Step 2. Decide who is going to be the reporter.

Step 3. Prepare your conversations. Make sure you use all six recommendation phrases.

Step 4. Practise your interview.

b. Role play your interview in front of the class. Listen to the other interviews. Check if all recommendation expressions are used.

c. Vote for the best actors, the best English-speakers, the most interesting interview.



Bonfire Night

LESSON 6. American holidays and celebrations

Communicative area: speaking and asking questions about holidays and memorable dates

Grammar revision: 0 Type Conditional

1. Which American holidays do you know?

2. a. Look at the US calendar. How many federal (national) holidays do people in the USA celebrate each year?

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
 JAN 1 New Year's Day	Third Monday  Martin Luther King Jr.'s Birthday					
	Third Monday  Washington's Birthday					
	Last Monday  Memorial Day		 JULY 4 Independence Day			
	First Monday  Labor Day	 Veterans Day		Fourth Thursday  Thanksgiving Day		
	DEC 25  Christmas Day	FEDERAL PAID HOLIDAY SCHEDULE IN THE USA				

b. Read the article and check. How was the holiday calendar changed in 1997?

Some public holidays in the US have political or historical roots, while others are rooted in religious traditions. Nine holidays observed in all 50 states are officially established¹ federal (national) holidays. In 1971, the dates of many federal holidays were moved to the nearest Monday. Thanksgiving Day, Veterans Day, New Year's Day, Independence Day, and Christmas Day are not necessarily celebrated on Mondays. When New Year's Day, Independence Day, or Christmas Day falls on a Sunday, the next day is also a holiday. When one of these holidays falls on a Saturday, the previous day is also a holiday.

¹ to establish – to start something that will last for a long time

² labor (*Am.E.*) = labour (*Br.E.*)

3. a.  Read the last sentence in the article above and answer the questions.



1. Is it a Type 0 or Type I Conditional sentence?
2. Does it mean something that is always true or a possible situation?
3. Can you replace *when* with *if* without the change in meaning?
4. Can you use *unless* instead of *if*?
5. What tense is used in both parts of the sentence?
6. Can you find one more sentence with this structure?

4.   Moving activity "Find someone who..."

5. a. Look at the calendar again. What are the unique American holidays? What / Who are they devoted to?

- b. Read the information below and find out.

Independence Day or 4 July is the national holiday of the United States, and one of the most significant holidays of the year. The celebration commemorates the fact that back in 1776 the original 13 American states achieved their independence from the British Crown. Nowadays, this day is a celebration of all-things-American, from hot dogs to **country music**. If the weather is good, people set up picnics and **barbecues** in parks and their backyards and watch fireworks in the evening.

Thanksgiving Day (fourth Thursday in November) originates from a tradition to give thanks for a good harvest. The holiday celebrates the first meal shared between **the first settlers** and **Native Americans**. It also marks the end of the harvest season and the beginning of the Christmas and holiday season. A traditional Thanksgiving dinner includes a roast turkey, cranberry sauce, sweet potatoes, and other foods of the season.

Martin Luther King Day (third Monday in January) marks the birthday of a man who changed history for millions of African-American people. King's peaceful protests fought for his dream of a society, where black people and white people lived together **in harmony**. Cities and towns hold parades remembering King and the values he stood for.

Washington's Birthday, known as Presidents' Day, (third Monday in February) honours the life and work of George Washington, the first president of the United States who is often seen as the father of the country. The day also commemorates the past presidents of the US. While it is a political holiday, many Americans celebrate their long weekend by going shopping, as it is common for shops to organise big Presidents' Day sales.

Memorial Day (last Monday in May) commemorates all American soldiers who died in a war while serving the country. On this day **patriotic events** are held all over the country. A big concert takes place on the lawn of the Capitol in Washington D.C. and is **live-streamed on TV**. Memorial Day weekend starts the summer holidays in the US so, for many, this is a cheerful celebration of the US Army.

Often confused with Memorial Day, Veterans Day (11 November) was first established as a holiday to remember the veterans of World War I. Since the 50s it honours the veterans and soldiers of all American wars. A two-minute-long moment of silence is held all over the country at 11:00. Veterans are honoured in celebratory events, they are **offered free meals** in cafés and restaurants.

c. Explain what the phrases in bold mean.

d. Read the whole article again. Are the statements below true or false? Correct the false statements.

1. Five federal holidays are celebrated on Sunday or Saturday each year. 2. Federal holidays in the US are the same as bank holidays in Britain. 3. Hotdogs and country music are examples of something typically American. 4. Thanksgiving dinner consists of the harvest the people grew on their farms. 5. Thanksgiving is the first holiday of the long celebration of Christmas in the US. 6. Martin Luther King's dream has come

true. 7. The first president of the USA was born on the third Monday in February. 8. There are huge sales in American stores on Washington's birthday. 9. Memorial Day is a more serious, formal holiday than Veterans Day. 10. All holidays in the article are celebrated with either parades or fireworks.

6. Work in pairs. What American holidays have a lot in common with holidays in Belarus? What are the differences between these holidays' history and traditions?

7.   **Work in groups of three. You are going to speak to your friends about the holidays and memorable dates in your countries. Get your card from the teacher (photocopiable.pdf).**

LESSON 7. Mother's day

Communicative area: speaking about Mother's Day in the UK and Belarus

Grammar revision: Conditional 0, Conditional I

1. a. What images come to mind when you hear the word "mother"? Look at the pictures below. What qualities of a mother do they illustrate?



b. Fill in the questions with the words in the box.

public ♦ traditions ♦ special ♦ devoted ♦ gift ♦
celebrated ♦ history

1. What holiday is ... to mothers in your country?
2. When is this holiday ...?
3. What is the ... of this day?
4. Is it a ... holiday?
5. Is ... giving a part of this holiday?
6. Are there any holiday ...?
7. What do you do to make your mum feel ... on this day?

c. Use the questions above to speak about Mother's Day in Belarus.

2. a. Read about the celebration of this holiday in the UK. What questions from ex. 1b does it answer?

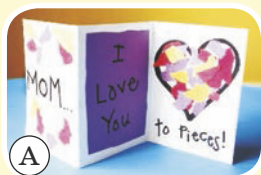
In the United Kingdom Mothering Sunday, also called “Mother’s Day,” is celebrated three weeks before Easter Sunday.

Mothering Sunday was originally a time when people returned to their “mother church”, that they attended when they were children. They could use this time to visit their home town or village and often took a gift of food or clothing to their mother. Today common Mother’s Day gifts are cakes, flowers, chocolates, and jewellery. In the days and weeks before Mothering Sunday, many schools and children’s organisations help their pupils to prepare a handmade card or gift for their mother.

b. Compare Mother's Day in Belarus and in the UK. Find at least three differences and three similarities.

3. a. Listen to Kate talking to her friend Thomas. Put the pictures into the right order. What did Thomas decide to do for his mum?

b. Listen again. What is Thomas worried about at the beginning and at the end of the conversation?



4. a. Match the halves to make the sentences from the conversation. Did Kate or Thomas say them?

- | | |
|---|-----------------------------------|
| 1. If I do something, | a) if I clean the rooms! |
| 2. Mum will have more free time | b) I'll have enough time to cook. |
| 3. If your mum cleans the house herself tomorrow, | c) I do it with love. |
| 4. Your mum will love it | d) unless she is on a diet. |
| 5. If I get up early on Sunday, | e) she'll feel really special. |
| 6. If you bring breakfast to your mum's room, | f) you'll have nothing to do. |

b. Look at the sentences from ex. 4a. What type conditional sentences are they (Conditional 0 or Conditional I)?

- c.  Read about Conditionals, choose the correct option and answer the questions that follow.



Conditional sentences consist of **one clause / two clauses**: the if-clause and the main clause (result).

When the **if-clause / main clause** comes before the **if-clause / main clause**, a comma is used.

Type **0/I** Conditionals are used to speak about something that is always true.

Type **0/I** Conditionals are used for real or very probable situations in the present or future.

You do not normally use *will* in an **if-clause / main clause**. You can use **unless / when** instead of *if...not* in the if-clause Type I conditionals.

5.   Moving activity “Ball game”.

6. a.   Listen to some emotional phrases from the conversation and repeat. Who said them, Kate or Thomas?

What are you talking about?

Oh, my God! How could I forget?

There's no need to panic.

This is amazing! But... What should I do?

Fantastic idea!

Brilliant!

- b. Work in pairs. Make conversations about Father's Day. Use at least 3 conditional sentences.

Student A: You are ready to celebrate Father's Day and have already prepared a present.

Student B: You forgot about the coming Father's Day and don't know what to do.

LESSON 8. Merry Xmas!

Communicative area: writing about Christmas traditions in Belarus, recommending an event

Active vocabulary: forbidden, Christianity

1. a. Put the words in the box into two groups: Christmas in the UK or Christmas in the USA.

Boxing Day ♦ Santa Claus ♦ pulling crackers ♦
Christmas cake and Christmas pudding ♦ Father
Christmas ♦ Pumpkin pie and fruit cake ♦ Merry
Christmas! ♦ Happy Christmas! ♦ Christmas lights
♦ white Christmas

b.   Listen and check.

c. Are any of these Christmas traditions popular in Belarus? Are there any unique Christmas traditions?

2. Work in pairs. Discuss the sentences below. Are they true or false?

1. Belarus celebrates two Christmases.
2. For many years Christmas was forbidden (not allowed) in Belarus.
3. People in Belarus celebrated Christmas before Christianity [ˌkrɪstɪˈænɪtɪ].
4. A New year tree is actually a Christmas tree.
5. You'll have a good year if a goat visits your house at Christmas time.
6. Father Frost is a 19th-century invention.

3. a. Read about Christmas in Belarus and check.

People in Belarus have had long winter holidays since ancient times. The two darkest weeks of the year were the time for Kalyady. With the adoption of the Christianity, Kalyady were integrated into Christmas. People belonging to the Orthodox Church celebrate Christmas on 7 January, while Catholics celebrate the holiday on 25 December. In towns and villages, Catholic and Orthodox churches often stood side by side. A family could celebrate Catholic Christmas on 25 December, and two weeks later join the celebration of their Orthodox friends or neighbours. Independent Belarus keeps this good tradition alive and both dates are public holidays.

During the Soviet time, people could not celebrate Christmas. Churchgoing, as well as Kalyady rituals, were forbidden. Moreover, Christmas trees were forbidden until 1935 when they turned into “New Year” trees. And Christmas was replaced by the non-religious New Year. It was no longer “Svyaty Mikalay” (Saint Nicolas) who was bringing presents to children, but “Dzed Maroz” (Father Frost). Now the traditional Christmas has come back, although New Year is still a bigger holiday.

Nevertheless, many of the old customs and traditions are still observed. In the past, setting the table was a big ceremony. The first to eat was kutsia – served with honey, nuts, and raisins. People in Belarus often start their holiday dinner with kutsia today. The dinner is served without meat and it consists of twelve dishes, including mushroom, fish, and vegetable dishes.



Kaza

Another Belarusian tradition was “kalyadavannie”, or singing carols. Nowadays on the second day of Kalyady (25 December or 7 January) groups of people of all ages walk from house to house wearing handmade costumes, carrying “kola” – the ancient Slavic symbol of the sun. The main character is dressed up like “Kaza”, a goat, a symbol of a happy family, wealth and good luck. They sing Kalyady songs – “kalyadki” and “shchadrouki”, wishing health to the family and a good harvest in the coming year. In return, they receive sweets or some money.

For Belarusians, Kalyady is a great time to visit their grandparents in the village, create perfect family moments, and enjoy the beautiful folk traditions. There's definitely something about this magical season that makes us wish it was Christmas all year long.



Kola

b. Read the text again and explain:

1. how kutsia is made. 2. what traditional Christmas dinner in Belarus consists of. 3. how the New Year tree appeared. 4. who Svyaty Mikalay is. 5. what a wheel (kola) symbolises. 6. what happens during “kalyadavannie”. 7. what “shchadrunki” are. 8. why someone wears a goat costume during Kalyady.

4. Moving activity “Timeline”.

5. Speak in pairs.

1. Does your family celebrate Christmas? 2. What Christmas traditions do you observe in your family? 3. What's on your Christmas dinner table? 4. Have you ever seen or taken part in Kalyadavannie? 5. Do you get a Christmas present, a New Year present, or both? 6. When do you decorate a Christmas tree? 7. What do you like about Christmas traditions in Belarus? 8. What British or American Christmas traditions do you think are fun? 9. What do you like most about Christmas time?

6. Write an e-mail to a British friend describing Christmas time in Belarus. Write why Belarus is worth visiting this time of the year and recommend some events to attend. Start like this:


✕

Hi, Leon!

You asked me to write about Christmas time in Belarus. You know, it's my favourite time of the year.

On the one hand, the weather....

LESSON 9. Seasons and holidays

Project

Communicative area: speaking about holidays, recommending events to attend

BEFORE THE PRESENTATION LESSON



1. You are going to make a presentation about winter / spring / summer or autumn holidays in Belarus for foreign students. Follow the steps below.

1. Work in four groups. Choose the season you are going to make the presentation about.

2. Decide, what kind of presentation you are going to make and what kind of work you will have to do. In your group decide who is responsible for each kind of work.

3. Your presentation can include information about the holidays of this season, their history, traditions, and significant events.

4. You must recommend the season for visiting Belarus and explain why it's worth visiting the country at this time of the year.

5. Prepare your presentation.

IN THE PRESENTATION LESSON

1. You are going to tell foreign students about winter / spring / summer / or winter holidays in Belarus and recommend this season for visiting your country.

2. Listen to other groups. Imagine you are a student from Britain. Take notes while listening. Ask questions after the presentation to get more information about the holidays.

3. Choose the season you would like to visit Belarus and explain why you've chosen this season.

LESSON 10. Culture corner.

The pilgrim story

Communicative area: speaking about Thanksgiving

1. Do the quiz on Thanksgiving.

1. Thanksgiving is one of the most popular holidays in
 - a) the UK;
 - b) the USA and Canada;
 - c) Scotland.
2. It's a federal holiday in the US, celebrated on the
 - a) last Monday in May;
 - b) fourth Thursday of November;
 - c) 21 November.
3. It originated as a(n)
 - a) commemoration day;
 - b) Orthodox holiday;
 - c) harvest festival.
4. Traditionally, it is a holiday that Americans spend
 - a) giving thanks to their mothers;
 - b) together with their families.
 - c) watching parades and fireworks.
5. Thanksgiving dinner usually includes
 - a) a mince pie;
 - b) pancakes with jam;
 - c) roast turkey with cranberry sauce.

2. a. You are going to listen to the story of the first Thanksgiving dinner. Make sentences to explain some words from the story.

- | | |
|--------------------------|---|
| 1. native | a) is the city in the north-east of America. |
| 2. Pilgrims | b) is someone born in a place or connected with a place by birth. |
| 3. Plymouth | c) is the name of a ship that sailed to America from England. |
| 4. Mayflower | d) is the head of a town or region. |
| 5. governor | e) were the people who travelled in search of religious freedom. |
| 6. The Wampanoag Indians | f) were the original native people of North American lands. |

b. Look at the pictures below. Discuss what is happening in the pictures in pairs.



c.   Listen to the story and check your ideas.

d. Listen again and complete the summary of the story.

In 1620 the Pilgrims sailed to America to ...
After the first winter in the new lands many people ...
Native American Indians ...
Next autumn the Pilgrims had ...
They decided to ...
It was the first ...

3.   Moving activity "Thanksgiving dinner".

4. Speak about the details of the story. Add “did”, “was” or “were” to the questions if necessary and discuss the answers in pairs.

1. Where ... the Pilgrims from? 2. How long ... they sail?
3. How many people ... there? 4. When ... they arrive in America?
5. What ... they call the new place? 6. Why ... the first year hard?
7. How ... the native Indians help them? 8. Who ... organised the first Thanksgiving dinner? 9. How long ... it last?

5.  Use the summary in ex. 2d as a plan to write the story of Thanksgiving.

6.  Serve the Internet. Watch “The Pilgrim story”. What new details of the story did you learn?



LESSON 11. Board game “Holidays”

Communicative area: speaking about holidays

- 1. Are you a competitive person? How important is winning in a game for you? What do you feel if you lose?**
- 2. You are going to play a board game. Read the rules for the game.**

What do you need to play the game?

Is the game played in pairs or in groups?

Who starts the game?

How is the game played?

What happens if you get on a SPEAK square? Who wins the game?

1. 4 players can play the game. Each player plays for one season.

2. Put your counter on your season square.

3. Toss a coin. If you get heads, move two squares down. If you get tails, move one.

4. If you land on a question or task square, answer the question or do the task.
5. If you land on a speaking square, speak on the topic for 30 seconds non-stop.
6. If you can't complete the task, go one square back.
7. The person who gets to the finish first wins the game.



3.   Moving activity "Grouping".

4.  Play the game.

5. Swap the seasons and play again.

LESSON 12. Progress check

Communicative area: testing your reading, listening and speaking skills.

I. READING

1. Who celebrates Christmas during their summer holidays? Do they sing carols? What is Santa wearing? Read the article and find out.

Christmas traditions in Australia

by Sarah Toast



Australians live on the world's largest island, which is also the world's smallest continent. Most of Australia's immigrants came from England and Ireland, bringing their Christmas customs with them.

Australia is the Land Down Under, where the seasons are opposite to the American

ones. Australians celebrate Christmas on 25 December, during the summer holidays.

The most popular event of the Christmas season is called Carols by Candlelight. People come together at night to light candles and sing Christmas carols outside. The stars shining above add a lot to this wonderful outdoor concert.

Australian families love to do things outside. They love to swim, surf, sail, and ride bicycles. They like to grill meals outdoors on the barbecue, which they call the “barbie.”

Families decorate their homes with palm leaves, and evergreens, along with the colourful flowers that bloom in summer called Christmas bush and Christmas bellflower. Some families put up a Christmas tree.

Christmas festivities begin in late November when schools and church groups present Christmas plays. They sing carols throughout the month of December.

On Christmas Eve, families may attend church together. Some children expect Father Christmas to leave gifts, and others wait for Santa Claus.

After opening presents on Christmas morning, the family sit down to a breakfast of ham and eggs. For many families attending a Christmas Day church service is traditional.

Christmas Day is when families and close friends gather together from all over Australia. The highlight of the day is the holiday midday dinner. Some families enjoy a traditional British Christmas dinner of roast turkey or ham and rich plum Christmas pudding. The person who gets the silver coin baked inside will enjoy good luck all year round.

Other families head for the backyard barbeque to grill their Christmas dinner in the sunshine. Many families even go to the beach or to the countryside and enjoy a picnic of cold turkey or ham and a salad. Father Christmas has been known to show up in shorts to greet children on the beach on Christmas!

The day after Christmas 26 December is Boxing Day. Australians with British and Irish backgrounds leave some money for the grocer, postman, newspaper carrier, and others to thank them for their help in the past year.

New Year's Eve is always a special time, with dinners, dances, and parties. On the Twelfth Night, 6 January, there is one last party to end the Christmas season.

2. Read the article again. Are the statements below true or false?

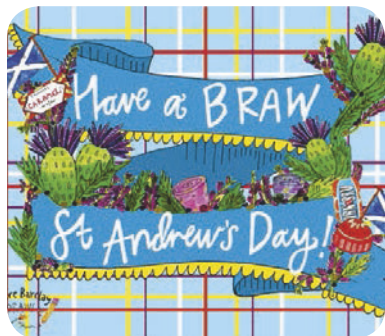
1. Many Australian-born people have British or Irish roots. 2. Singing Christmas carols outside late in the evening is a popular Australian tradition. 3. The houses are decorated with Christmas lights and Christmas wreaths. 4. If a child behaves well, they are visited by Santa, naughty children get their presents from Father Frost. 5. Midnight dinner is the most important meal of the holiday. 6. It's a tradition to bake a silver coin inside Christmas pudding. 7. Many Australian families enjoy beach picnics at Christmas time. 8. The Boxing Day tradition has come to Australia from the USA.

3. Write 3 sentences to compare Christmas in Australia and Christmas in Belarus.

II. LISTENING

1. Look at the postcards. What holidays are they for? Match a postcard to a country

England ♦ Wales ♦ Scotland ♦ Ireland



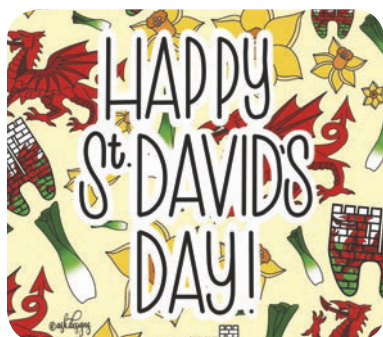
A



B



C



D

2.    Listen to the information about these holidays. Fill in the table (photocopiable.pdf).

	St Patrick	George	Andrew	David
Country	...	...	...	...
Date	...	23 April	...	...
Legend	...	...	was one of the 12 apostles of Christ	...
Celebrations	religious services, Irish culture festivals	...	...	...
Symbols	...	...	...	daffodil leek

3. Who is the Patron Saint of Belarus?

III. SPEAKING

1. Speak about:

1. national holidays in Belarus;
2. unique holidays in other countries;
3. Christmas celebrations in Belarus.

2. Recommend celebrations in English-speaking countries to take part in.



Vocabulary

Unit 1

- achieve** [ə'tʃi:v] (v.) – добиваться, достигать / дамагацца, дасягаць
- achievement** [ə'tʃi:vmənt] (n.) – достижение, успех / дасягненне, поспех
- aim** [eɪm] (v., n.) – стремиться к (чему-либо), нацеливаться; цель, намерение / імкнуцца да (чаго-небудзь), нацэльвацца; мэта, намер
- behaviour** [br'heɪvjə(r)] (n.) – поведение / паводзіны
- ceremony** ['serəməni] (n.) – церемония, торжество / цырымонія, урачыстасць
- chill out** (phr. v.) – расслабляться, успокаиваться / расслабляцца, супакойвацца
- club** [klʌb] (n.) – кружок по интересам / гурток па інтарэсах
- curriculum** [kə'rikjʊləm] (n.) – учебная программа / вучэбная праграма
- develop** [dɪ'veləp] (v.) – развивать, совершенствовать / развіваць, удасканальваць
- encourage** [ɪn'kʌrɪdʒ] (v.) – ободрять, поощрять / падбадзёрваць, заахвочваць
- extracurricular** [ˌekstrəkə'rikjʊlə(r)] (adj.) – факультативный, внепрограммный / факультатыўны, пазапраграмны
- facilities** [fə'sɪlətɪz] (n.) – приспособления, средства, удобства / прыстасаванні, сродкі, зручнасці
- get to know** (v.) – узнавать / пазнаваць; даведвацца
- get used to** ['ju:st] (v.) – привыкать / прывыкаць
- head for** (phr. v.) – направляться, идти в направлении к / накіроўвацца, ісці ў кірунку да
- hold (be held)** [həʊld] (v.) – проводить, отмечать, праздновать / праводзіць, адзначаць, святкаваць
- jump at** (smth.) [dʒʌmp] (v.) – радоваться представленной возможности / радавацца прадстаўленай магчымасці
- jump for joy** (phr. v.) – прыгать от радости / скакаць ад радасці
- jump ship** (phr. v.) – дезертировать, сбежать / дэзертыраваць, збягаць
- look for** (phr. v.) – искать / шукаць
- mark the occasion** (v.) – отмечать событие / адзначаць падзею
- miss the boat** (phr. v.) – упустить возможность / упусціць магчымасць

necessary [ˈnesəs(ə)ri] (*adj.*) – необходимый, требуемый / необхідны, патрэбны

opportunity [ˌɒpə(r)ˈtju:nəti] (*n.*) – благоприятная возможность / спрыяльная магчымасць

passion [ˈpæʃ(ə)n] (*n.*) – сильное увлечение / моцнае захапленне

range [reɪndʒ] (*n.*) – ряд (объектов), вереница / шэраг (аб’ектаў), чарада

receive [rɪˈsi:v] (*v.*) – получать / атрымліваць

set off (*phr. v.*) – отправляться в путь / адпраўляцца ў дарогу

set up (*phr. v.*) – устанавливать, ставить / устанаўліваць, ставіць

society [səˈsaɪəti] (*n.*) – (*здесь*) объединение по интересам / (*тут*) аб’яднанне па інтарэсах

special [ˈspeʃ(ə)l] (*adj.*) – особый, особенный / асаблівы

strength [streŋθ] (*n.*) – сила, достоинство, сильная сторона / сіла, вартасць, моцны бок

succeed [səkˈsi:d] (*v.*) – преуспевать, иметь успех / мець поспех

success [səkˈses] (*n.*) – удача, успех / шанец, поспех

the same as – такой же как / такі ж як

typical [ˈtɪpɪk(ə)l] (*adj.*) – типичный / тыповы

value [ˈvælju:] (*v.*) – ценить / шанаваць

variety [vəˈraɪəti] (*n.*) – разнообразие / разнастайнасць

various [ˈveəriəs] (*adj.*) – различный, разнообразный / розны, разнастайны

welcoming speech [ˌwelkəmɪŋ ˈspi:tʃ] (*n.*) – приветственная речь / прывітальная прамова

Unit 2

appetising [ˈæpəˈtaɪzɪŋ] (*adj.*) – аппетитный, вызывающий аппетит / апетытны, які выклікае апетыт

beef [bi:f] (*n.*) – говядина / ялавічына

benefit [ˈbenɪfɪt] (*n.*) – выгода, польза, преимущество / выгада, карысць, перавага

bitter [ˈbɪtə(r)] (*adj.*) – горький / горкі

breadcrumb [ˈbredkrʌmz] (*n. pl.*) – панировочные сухари, хлебные крошки / паніровачныя сухары, хлебныя крошкі

calorie [ˈkæləri] (*n.*) – калория / калорыя

cause [kɔ:z] (*v.*) – послужить причиной, вызывать / паслужыць прычынай, выклікаць

chop [tʃɒp] (*v.*) – разбуривать, крошить / разбурваць, крышыць

cod [kɒd] (*n.*) – треска / трэска

courgette [kɔ:(r)ˈzet] (*n.*) – молодой кабачок / малады кабачок

crunchy ['krʌntʃi] (*adj.*) – хрустящий / хрумсткі

cuisine [kwɪ'zi:n] (*n.*) – кухня, кулинарное искусство / кухня, кулінарнае мастацтва

cut down on (*phr. v.*) – сокращать объем употребляемого (продукта) / скарачаць аб'ём прадукту, які ўжываецца

cut out of (*phr. v.*) – вырезать, убирать из / выразаць, прыбіраць з

definitely worth a try (*phr. adj.*) – определенно стоит попробовать / пэўна варта паспрабаваць

dill [dɪl] (*n.*) – укроп / кроп

fatigue [fə'ti:g] (*n.*) – усталость, утомление / стомленасць, стома

fizzy ['fizi] (*adj.*) – газированный, шипучий / газіраваны, шыпучы

gain [geɪn] (*v., n.*) – набирать вес; набор (веса) / набіраць вагу; набор (*vari*)

ginger ['dʒɪndʒə(r)] (*n.*) – имбирь / імбір

gravy ['greɪvi] (*n.*) (*n.*) – подлива / падліўка

greasy ['greɪsi] (*adj.*) – жирный, содержащий много жира / тлусты, які ўтрымлівае шмат тлушчу

heavy ['hevi] (*adj.*) – тяжелый (*о пище*), трудно перевариваемый / цяжкі (*пра ежу*), (ежа) якая цяжка пераварваецца

juicy ['dʒu:si] (*adj.*) – сочный / сакавіты

kidney ['kɪdni] (*n.*) – почка / нырка

lack [læk] (*v., n.*) – испытывать отсутствие чего-либо; нехватка / адчуваць адсутнасць чаго-небудзь; недахоп

lamb [læm] (*n.*) – мясо молодого барашка / мяса маладога баранчыка

lead to [li:d] (*v.*) – приводит к, вести к / прыводзіць да, весці да

lettuce ['letɪs] (*n.*) – салат-латук / салата-латук

liver ['lɪvə] (*n.*) – печень / печань

mashed potatoes (**mash**) (*n.*) – картофельное пюре / бульбяное пюрэ

mayonnaise (**mayo**) [meɪə'neɪz] ['meɪəʊ] (*n.*) – майонез / маянэз

medium rare ['mi:diəm reə(r)] (*phr. adj.*) – средней прожарки (*обычно о мясе*) / сярэдняй пражаркі (*звычайна пра мяса*)

mince [mɪns] (*v., n.*) – крутить через мясорубку; фарш / круціць праз мясарубку; фарш

moderation [ˌmɒdə'reɪʃ(ə)n] (*n.*) – умеренность / умеранасць

mouth-watering ['maʊθ,wɔ:tərɪŋ] (*phr. adj.*) – аппетитный / апетытны

mustard ['mʌstə(r)d] (*n.*) – горчица / гарчыца

nutrient ['nju:triənt] (*n.*) – питательное вещество / пажыўнае рэчыва

nutritionist [nju:'triʃ(ə)nɪst] (*n.*) – диетолог / дыеталаг

nutritious [nju:'triʃəs] (*adj.*) – питательный / пажыўны

oatmeal ['əʊt.mi:l] (*n.*) – овсянка / аўсянка

obesity [əʊ'bi:səti] (*n.*) – тучность, ожирение / паўната, атлусценне

on a daily basis (*phr. adv.*) – на регулярной основе / на регулярнай аснове

parsley ['pɑ:(r)sli] (*n.*) – петрушка / пятрушка

pastry ['peɪstri] (*n.*) – тесто, выпечка / цеста, выпечка

peanut ['pi:nʌt] (*n.*) – арахис / арахіс

pork [pɔ:(r)k] (*n.*) – свинина / свiніна

prawn [prɔ:n] (*n.*) – креветка / крэветка

raisin ['reɪz(ə)n] (*n.*) – изюм / разынка

rare [reə(r)] (*phr., adj.*) – не прожаренный, с кровью (*о мясе*) / не пражараны, з крывёю (*пра мяса*)

result [rɪ'zʌlt] (*v.*) – кончатся чем-либо, иметь результатом / канчацца чым-небудзь, мець вынікам

salmon ['sæmən] (*n.*) – лосось / ласось

salty ['sɔ:lti] (*adj.*) – солёный / салёны

sour ['sauə] (*adj.*) – кислый / кіслы

source [sɔ:(r)s] (*n.*) – источник / крыніца

sparkling ['spɑ:(r)k(ə)lɪŋ] (*adj.*) – газированный, шипучий / газіраваны, шыпучы

sprinkle ['sprɪŋk(ə)l] (*v.*) – посыпать, брызгать / пасыпаць, пырскаць

steam [sti:m] (*v.*) – варить на пару / варыць на пару

still [stɪl] (*adj.*) – негазированный / негазіраваны

tough [tʌf] (*adj.*) – жесткий (*о пище*) / жорсткі (*пра ежу*)

treat [tri:t] (*v., n.*) – угощать; угощение / частаваць; пачастунак

turkey ['tɜ:(r)ki] (*n.*) – индейка / індычка

vinegar ['vɪnɪɡə(r)] (*n.*) – уксус / воцат

well-done [wel'dʌn] (*phr., adj.*) – хорошо прожаренный или проваренный (*о мясе*) / добра пражараны ці правараны (*пра мяса*)

wheat [wi:t] (*n.*) – пшеница / пшаніца

Unit 3

afford to do (sth) [ə'fɔ:d] (*v.*) – позволять себе что-то сделать / дазваляць сабе нешта зрабіць

ATM (cash machine) [æti:'em] (*n.*) – банкомат / банкамат

banknote ['bæŋknəʊt] (*n.*) – банкнота / банкнота

bargain ['bɑ:ɡɪn] (*n.*) – выгодная покупка / выгадная пакупка

be short of money [ʃɔ:t] (*v.*) – нуждаться в деньгах / мець патрэбу ў грошак

borrow ['bɒrəʊ] (*v.*) – занимать, одалживать / пазычаць

budget (*v.*) ['bʌdʒɪt] (*v.*) – предусматривать в бюджете / прадугледжваць у бюджэце

charitable ['tʃærɪtəbl] (*adj.*) – благотворительный / дабрачынны

charity ['tʃærɪti] (*n.*) – благотворительность, благотворительная организация / дабрачыннасць, дабрачынная арганізацыя

coin [kɔɪn] (*n.*) – монета / манета

consume [kən'sju:m] (*v.*) – потреблять / спажываць

consumer society [kən'sju:məg sə'saɪəti] (*n.*) – общество потребления / грамадства спажывання

consumerism [kən'sju:mərizəm] (*n.*) – потребительство / спажывальніцтва

consumption [kən'sʌmpʃən] (*n.*) – потребление / спажыванне

cost a fortune ['fɔ:tʃən] (*v.*) – стоить целое состояние / каштаваць вялікія грошы

credit cards ['kredit kɑ:d] (*n.*) – кредитная карта / крэдытная карта

cryptocurrency ['kriptəʊ,karənsi] (*n.*) – криптовалюта / крыптавалюта

currency ['karənsi] (*n.*) – валюта / валюта

cut down on [kʌt] (*v.*) – экономить, уменьшить количество чего-то / эканоміць, паменшыць колькасць чаго-небудзь

debt (be in debt) [det] (*n.*) – долг (быть в долгу) / доўг (быць у даўгу)

earn [ɜ:n] (*v.*) – зарабатывать / зарабляць

exchange rate [ɪks'tʃeɪndʒ] (*n.*) – курс валюты / курс валюты

fund [fʌnd] (*v., n.*) – финансировать; фонд / фінансаваць; фонд

generous ['dʒenərəs] (*adj.*) – щедрый, великодушный / шчодры, велікадушны

get a loan [ləʊn] (*v.*) – взять ссуду в банке / узяць пазыку ў банку

greedy ['gri:di] (*adj.*) – жадный / прагны

lend [lend] (*v.*) – давать взаймы / даваць пазыку

make a fortune ['fɔ:tʃən] (*v.*) – зарабатывать много денег (целое состояние) / зарабляць шмат грошай (цэлае багацце)

make a living ['lɪvɪŋ] (*v.*) – зарабатывать средства к существованию / зарабляць сродкі да існавання

make ends meet (*v.*) – сводить концы с концами / зводзіць канцы з канцамі

owe [əʊ] (*v.*) – быть должным, задолжать / быць вінаватым, завінаваціцца, запазычыцца

pay back (*v.*) – возвращать долг / вяртаць доўг

pay by credit card (*v.*) – платить кредитной картой / плаціць крэдытнай картай

pay cash (*v.*) – платить наличными / плаціць наяўнымі

piggy bank ['pɪɡi,bæŋk] (*n.*) – копилка / скарбонка

possess [pə'zes] (*v.*) – обладать, владеть / валодаць

possession [pə'zeʃən] (*n.*) – имущество, собственность / маёмасць, уласнасць

pour money down the drain [pɔ:(r)] (v.) – пускать деньги на ветер / кідать грошы на вецер

purchase ['pɜ:tʃəs] (v.) – покупать / купляць

raise money [reɪz] (v.) – собирать деньги / збіраць грошы

rat race (take a break from the rat race) (phr., n.) – ожесточенная конкуренция / бязлітасная канкурэнцыя

record ['rekɔ:d] (n.) – документация, учет, достижения / дакументацыя, улік, дасягненні

record [rɪ'kɔ:d] (v.) – записывать, фиксировать / запісваць, за-фіксаваць

save up for [seɪv] (v.) – копить / запасіць

set aside [set] (v.) – откладывать, копить / адкладаць, запасіць

swap [swɒp] (v.) – обмениваться / абменьвацца

the poor [pɔ:(r)] (n.) – бедные слои населения, неимущие / бедныя слаі насельніцтва, якія не маюць маёмасці

tighten one's belt ['taɪtən] (v.) – затянуть потуже пояс (тратит меньше денег) / зацягнуць тужэй пояс (траціць менш грошай)

trade [treɪd] (v.) – торговать, обмениваться / гандляваць, абменьвацца

wallet ['wɒlɪt] (n.) – бумажник (для денег) / бумажнік (для грошай)

wealth [welθ] (n.) – богатство / багацце

wealthy ['welθi] (adj.) – богатый / багаты

Unit 4

bank holiday [bæŋk 'hɒlədeɪ] (phr., n.) – праздничный выходной день / святочны выходны дзень

blow up (v.) – взрывать, взрываться / падрываць, выбухаць

Catholic ['kæθəlik] (adj.) – католический / каталіцкі

christianity [,krɪsti'ænɪti] (n.) – христианство / хрысціянства

commemorate [kə'meməreɪt] (v.) – почитать память, отмечать / ушанаваць памяць, адзначаць

constitution [,kɒnstɪ'tju:ʃən] (n.) – конституция / канстытуцыя

crowd [kraʊd] (n.) – толпа / натоўп

custom ['kʌstəm] (n.) – обычай, традиция / звычай, традыцыя

day off [deɪ ɒf] (n.) – выходной день / выходны дзень

death [deθ] (n.) – смерть / смерць

dedicate ['dedɪkeɪt] (v.) – посвятить / прысвяціць

design [dɪ'zam] (n.) – дизайн / дызайн

forbidden [fə'bɪdn] (adj.) – запрещенный / забаронены

grateful ['greɪtf(ə)l] (adj.) – благодарный / удзячны

gunpowder ['ɡʌnpaʊdə(r)] (n.) – порох / порах

harvest ['hɑ:vɪst] (n.) – урожай / ураджай

honour ['ɒnə] (v.) – чтить / шанаваць

independence [ˌɪndɪˈpendəns] (*n.*) – независимость / незалежнасць

invade [ɪnˈveɪd] (*v.*) – вторгаться / урывацца

liberate [ˈlɪbəreɪt] (*v.*) – освобождать / вызваляць

memorable [ˈmemərəbl̩] (*adj.*) – памятный, незабываемый / памятны, незабыўны

memorial [mɪˈmɔːriəl] (*n.*) – памятник; мемориал, монумент / помнік; мемарыял, манумент

memory [ˈmeməri] (*n.*) – память / памяць

moreover [mɔːˈrəʊvə(r)] (*phr.*) – кроме того, более того / акрамя таго, больш таго

must-see (*n.*) – то, что необходимо увидеть / тое, што неабходна ўбачыць

native [ˈneɪtɪv] (*adj.*) – родной, коренной / родны, карэнны

observe [əbˈzɜːv] (*v.*) – соблюдать, наблюдать / выконваць, назіраць

occupy [ˈɒkjupaɪ] (*v.*) – оккупировать / акупіраваць

on the one hand (*phr.*) – с одной стороны / з аднаго боку

on the other hand (*phr.*) – с другой стороны / з іншага боку

Orthodox [ˈɔːθədɒks] (*adj.*) – православный / праваслаўны

pain [peɪn] (*n.*) – боль / боль

pilgrim [ˈpɪlɡrɪm] (*n.*) – пилигрим, пономник / пілігрым, паломнік

pride [praɪd] (*n.*) – гордость / гонар

procession [prəˈseɪʃ(ə)n] (*n.*) – шествие, процессия / шэсце, працэсія

public holiday [ˈpʌblɪk ˈhɒlədeɪ] (*n.*) – государственный праздник / дзяржаўнае свята

recommend [ˌrekəˈmend] (*v.*) – рекомендовать, советовать / рэкамендаваць, раіць

remembrance [rɪˈmembərəns] (*n.*) – память, поминание / памяць, па-мінанне

root [ruːt] (*n.*) – корень / карань

saint [seɪnt] (*n.*) – святой / святы

significant [sɪɡˈnɪfɪkənt] (*adj.*) – важный, значительный / важны, значны

silence [ˈsaɪləns] (*n.*) – молчание / маўчанне

Thanksgiving [ˈθæŋksˌɡɪvɪŋ] (*n.*) – День Благодарения / Дзень Падзякі

tragedy [ˈtrædʒɪdɪ] (*n.*) – трагедия / трагедыя

union [ˈjuːnjən] (*n.*) – союз / саюз

veteran [ˈvetərən] (*n.*) – ветеран / ветэран

(Название учреждения образования)

Учебный год	Имя и фамилия учащегося	Состояние учебного пособия при получении	Оценка учащегося за пользование учебным пособием
20 /			
20 /			
20 /			
20 /			

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АНГЛІЙСКАЯ МОВА**

Учебное пособие для 8 класса учреждений общего среднего образования
с белорусским и русским языками обучения (повышенный уровень)
С электронным приложением

В 2 частях

Часть 1

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