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# ENGLISH

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8

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Student's Book

# The Republic of Belarus



# The United Kingdom of Great Britain and Northern Ireland



# АНГЛИЙСКИЙ ЯЗЫК

Учебное пособие для **8** класса  
учреждений общего среднего образования  
с русским языком обучения

С электронным приложением

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Вопросительное слово

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# UNIT 1

## THE BEGINNING OF UK'S TRADITIONS

### Lesson 1. What do you remember about the UK?

#### 1. Answer the questions.

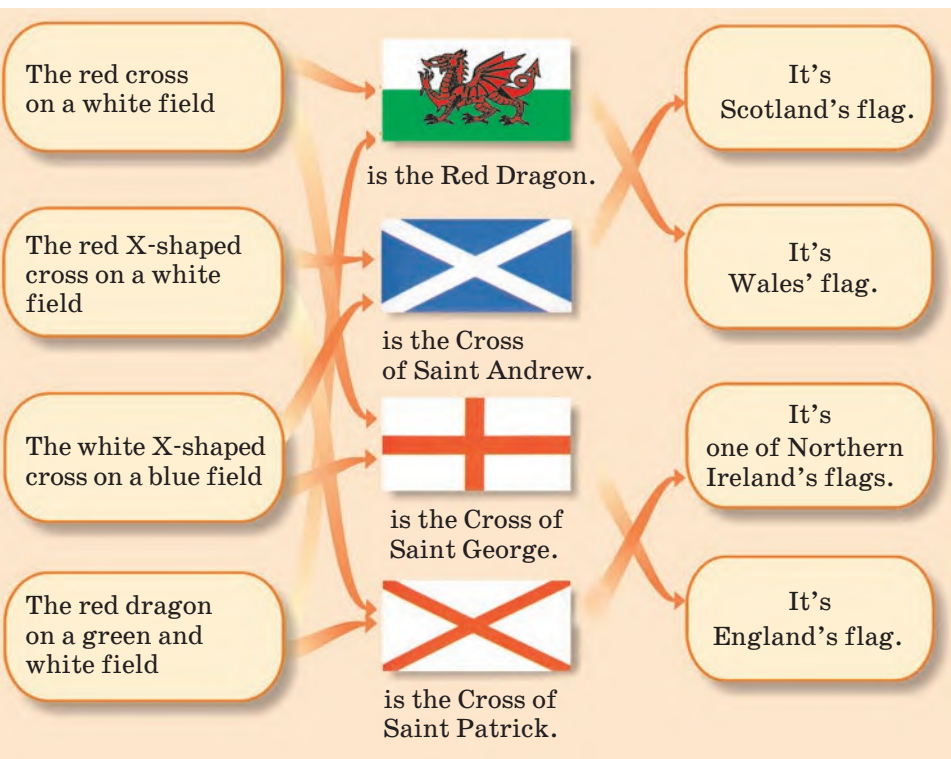
1. What's the UK? 2. What's the UK famous for? 3. Where can you find information about the UK?

2.  How well do you know the national symbols of the UK? Play the board game. Start with a country's emblem and come to its national flag.

The National Emblem of

England is ...		the Daffodil.
Scotland is ...		the Shamrock.
Wales is ...		the Thistle.
Northern Ireland is ...		the Rose.

The diagram shows four rounded rectangular boxes on the left, each containing a country name followed by "is ...". Orange arrows point from each box to a corresponding image of a national emblem. The connections are: England to the Daffodil, Scotland to the Shamrock, Wales to the Thistle, and Northern Ireland to the Rose. To the right of the images, there are four more orange arrows pointing outwards, suggesting a continuation of the game or a next step.





**3a.** Look through the main page of the website AboutUK.com. What topics does the website cover<sup>1</sup>? What's the topic of this web page? Match the rubrics with the information.

**Model.** 1 – C.

## AboutUK.com



Home	Places to visit	Geography	Games
FAQ <sup>2</sup>	Trivia quizzes <sup>3</sup>	Stories	

1. Official name of the country
2. UK countries
3. Head of state
4. Head of government ['gʌvənmənt]
5. Area ['eəriə]
6. Population of the country
7. Capital and largest city
8. Other large cities and their population
9. Monetary ['mʌni(ə)ri] unit

**A.** 241,930 sq km<sup>4</sup> **B.** Prime Minister Boris Johnson (24 July 2019) **C.** The United Kingdom of Great Britain and Northern Ireland **D.** Queen Elizabeth II (1952) **E.** England,

7,556,900 – seven million five *hundred and* fifty-six thousand nine hundred

<sup>1</sup> **What topics does the website cover?** – Какие темы охватывает этот сайт? <sup>2</sup> **FAQ** – Frequently ['frɪkwəntli] Asked Questions – часто задаваемые вопросы; <sup>3</sup> **trivia quiz** ['trɪviə,kwɪz] – викторина, интеллектуальная игра; <sup>4</sup> **sq km** – square kilometres (also km<sup>2</sup>) – квадратные километры

Scotland, Wales and Northern Ireland **F.** London ['lʌndən] – 7,556,900 **G.** Pound sterling (£) **H.** 68,038,710 **I.** Eight out of ten people live in towns and cities: Birmingham ['bɜːmɪŋəm] – 984,333; Liverpool ['lɪvəpuːl] – 864,122; Bristol ['brɪst(ə)] – 617,280; Glasgow ['glɑːzɡəʊ] – 591,620; Edinburgh ['edɪnbərə], the capital of Scotland – 464,990; Leeds [liːdz] – 455,123; Cardiff ['kɑːdfɪ], the capital of Wales – 447,287; Manchester ['mæntʃɪstə] – 395,515; Bradford ['brædfəd] – 299,310; Belfast ['belfaːst], the capital of Northern Ireland – 274,770.

**3b.**   Listen and check.

**3c.** Have a phonetic competition. Who can say correctly more proper names and numbers?

**4.** Play trivia quiz.

**A.** In pairs make questions to the rubrics of the website and about the UK's national symbols.

**HELP BOX**

1. What's the official *name* of the country?
2. What are the UK *countries*?
3. Who's the *head of state* in the UK?

's = is

**B.** For two minutes read the web page again. In pairs play the first game of trivia quiz: ask and answer your questions in turn.

**C.** Play the second game of trivia quiz between 2 teams.

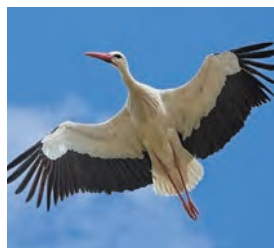
**D.** Play the third game of trivia quiz about Belarus. Ask your teacher different questions. Use the Help box.



cornflower



European bison





white stork

the Republic of Belarus, President, Belarusian [ˌbeləˈruːsiən], the national symbols, the population of Belarus (9,408,400 as of 1 January 2020), region, regional [ˈriːdʒənəl] and district cities: **Minsk** – 2,020,600 people; **Borisov** – 140,700; **Soligorsk** – 101,400; **Brest** – 339,700 people; **Baranovichi** – 175,000; **Pinsk** – 126,300; **Vitebsk** – 364,800 people; **Novopolotsk** – 98,800; **Orsha** – 108,100; **Gomel** – 510,300 people; **Mozyr** – 105,700; **Zhlobin** – 77,600; **Grodno** – 356,900 people; **Lida** – 102,700; **Slonim** – 50,100; **Mogilev** – 357,100 people; **Bobruisk** – 212,200; **Gorki** – 30,500

5.  Write 10 questions about Belarus for a trivia quiz.

## Lesson 2. UK's geography and traditions

1.   Look at the UK maps on the flyleaf. What kind of maps are they? What do they show? Read the proper names on the map from north to south and from west to east. Use the definite article “the” where necessary.

**NB:** No article is used with proper names on maps.

- 2a. Read the information line on the next web page of the site AboutUK.com. What's the topic? Look through the questions and the first sentences under them. Complete the questions.

**Location**

seas

borders

islands

interesting facts

### What is the ... of the UK?

The UK *is situated* on the British Isles [ˈbrɪtɪʃ, aɪləz]. It lies between the North Atlantic Ocean in the north and west and the North Sea in the east. The UK is 35 kilometres off the north-western coast of France, from which it is **separated** [ˈsepəreɪtɪd] by the English



Channel. In its **narrowest** part it is called the Strait of Dover ['streɪt əv 'dɔʊvə].

in the north of

### Interesting fact

Beneath [bɪ'ni:θ] the English Channel there is the Channel Tunnel, which **links** the UK with France. The Channel Tunnel is the longest under-sea tunnel in the world. The section under the sea is 38 kilometres long. The three tunnels, each 50 kilometres long, were made at an average<sup>1</sup> of 40m below the seabed.



to the north of

↓ below the sea – above the sea ↑

### How many ... are the British Isles made up of?

The British Isles *are made up of* 136 inhabited islands ['aɪləndz]. The two largest islands are Great Britain and Ireland ['aɪələnd]. Some other large islands are the Hebrides ['hebrədi:z] to the north-west of Great Britain, the Orkney ['ɔ:kni] Islands to the north and the Shetland Islands still further (ещё дальше) to the north. The biggest island to the south of Great Britain is the Isle of Wight [waɪt].

### Interesting fact

There are 6,289 islands around Great Britain (England, Scotland and Wales), mostly in Scotland.

### What ... surround [sə'raʊnd] the UK?

The UK *is surrounded* by four seas: to the south by the English Channel, which separates it from continental Europe ['ju:ərəp], to the east by the North Sea, to the west by the Irish Sea and to the north-west by the Atlantic Ocean.

### Interesting fact


No one in the UK lives more than 120 km from the sea.

<sup>1</sup> at an average ['æv(ə)rɪdʒ] – в среднем

### How long is the land ... ?

Only Northern Ireland, part of the UK, shares a 360 km international land **border** with the Republic of Ireland. The UK does not **border on** any other countries.

**2b.**  Read your questions again and correct the mistakes if there are any. Listen and check.

**2c.**  Listen and read the text paragraph by paragraph. Read the definitions of the words in bold. Write their translation without a dictionary. Check with your partner, then with the class.

**location** [ləʊ'keɪʃ(ə)n] (n) – the place or position where someone or something is

**separate** ['sepəreɪt] (v) – divide into parts; **separate** ['sep(ə)rət] (adj) – not together


**narrow** ['nærəʊ] (adj) – small in width, not wide (широкий)

**link** [lɪŋk] (v) – *antonym*: separate

**be made up of** – consist of, include (включать)

**surround** [sə'raʊnd] (v) – be / stand around somebody / something

**a border** ['bɔ:də] (n) – a dividing line between countries or regions; **border** ['bɔ:də] (**on**) (v) – lie along the dividing line

**3a.**  Name five new facts you have learnt about the UK. What's the most interesting fact for you?

#### HELP BOX

I've learnt that ...

It's surprising that ...

It's interesting that ...

**3b.**  Play a memory game about the UK's number facts.

120 40 360 136 50 4 35 38 6,289


**3c.** Play the "Last sentence" game about the geography of the UK.

**4. Read the text below and answer the question at the end. Use the text in ex. 2a.**

The geographical location of a country influences all aspects of its people's lives – their lifestyle, what kind of work they do and what they enjoy doing in their free time, what places they like visiting, what food they cook and eat and even what clothes they wear, what they write about in their book and what legends they create. It forms their traditions and customs – their culture.

The British people are great travellers. They travelled the world and settled (поселились) on all continents – in America, Asia, New Zeland, Australia and Africa.

*How does the geography of the country explain this fact?*

**5.  Do you know how long the Belarusian border is? Listen and write down the length of the border with the neighbouring countries. Add up all the numbers and calculate the total length (полную длину).**


**Model.** How long is the ... ? – The length of the ... is ... .

long (adj) – length (n)

Belarus borders five countries: Russia in the east and north-east (? km), Latvia ['lætviə] in the north (? km), Lithuania [ˌlɪθju'emiə] in the north-west (? km), Poland ['pəʊlənd] in the west (? km), and Ukraine [ju:'kreɪn] in the south (? km).

*Water borders:* none.

**6a. What do the sentences with the words in italics mean? (See ex. 2a.)**

 **Grammar Revision**

*Present Simple Active Voice*

S                      V(es)                      ...

Four seas              **surround**                      the UK.

*Present Simple Passive Voice*

S                      am / is / are                      V3                      ...

The UK                      **is**                      **surrounded**                      by four seas.

**6b.** Complete the text of a web page about Belarus. Use a) the information from ex. 4D, Lesson 1; b) the Present Simple Passive Voice of the verbs in brackets.

**Model.** My country *is located* in the centre of Europe.

My motherland is the Republic of Belarus. My country (1. *locate*) in the centre of Europe. It (2. *make up*) of six regions: Brest, Vitebsk, Gomel, Grodno, Minsk and Mogilev. Belarus (3. *not surround*) by any seas or oceans, so it (4. *not separate*) from other countries by seas and oceans. Belarus (5. *border*) by five countries.

Belarus is mostly flat (плоская). Some uplands can (6. *find*) near Minsk and in some districts of Mogilev and Grodno regions. Most of Belarus (7. *cover*) with forests. It is a beautiful country with lots of rivers and lakes and very gently rolling hills (пологие холмы) in some parts.



**Geography of the United Kingdom (vocabulary puzzle)**

**6c.**  Write your story.

## Lesson 3. A beautiful variety

**1a.**  Listen to the poem. What is it about? What are the poet's feelings?

**1b.** Read it expressively. Learn it by heart.

### My Heart's in the Highlands

*by Robert Burns (1759–1796)*

My heart's in the Highlands, my  
heart is not here;  
My heart's in the Highlands  
a-chasing the deer;  
A-chasing the wild-deer, and  
following the roe,  
My heart's in the Highlands  
wherever I go.

**chase** – охотиться

**roe** [rəʊ] – косуля

Farewell to the Highlands,  
                     farewell to the North,  
 The birth-place of Valour,  
                     the country of Worth;  
 Wherever I wander, wherever  
                                     I rove,  
 The hills of the Highlands  
                     forever I love.  
 Farewell to the mountains high  
                     covered with snow;  
 Farewell to the straths and green  
                     valleys below;  
 Farewell to the forests and wild-  
                     hanging woods;  
 Farewell to the torrents and loud-  
                     pouring floods.  
 My heart's in the Highlands,  
                     my heart is not here;  
 My heart's in the Highlands  
                     a-chasing the deer;  
 A-chasing the wild-deer and  
                     following the roe,  
 My heart's in the Highlands  
                     wherever I go.

**farewell** [ˌfeəˈwel] = goodbye

**valour** [ˈvælə] – бесстрашие

**worth** [wɜːθ] – достоинство

**wander** [ˈwɒndə] – бродить

**rove** – странствовать

**cover** [ˈkʌvə] – покрывать

**strath** [stræθ] – плоская речная долина

**torrent** [ˈtɒrənt] – горный поток; **flood** [flʌd] – поток, наводнение



**2. Read the web page for tourists about the British landscape. What can you see? What's your opinion of these places?**



plains



highlands



lowlands



moorlands



rivers





hills



lakes





valleys

**moorland** [ˈmʊələnd] = *moor* (верещатник, болото) + *land* = болотистая местность, покрытая вереском

**HELP BOX**

I like ... / I don't quite like ...

I think they're attractive (unattractive, beautiful, dull, picturesque, amazing, fantastic, super, great, marvellous [ˈmɑːvələs], fascinating).

**3a.**   Listen and read about the British landscape. Why is it described as full of contrasts and varied?

The UK is a real attraction for tourists. It's full of beauty and contrasts, ranging from the Northwest *Highlands* and the Grampian Mountains of Scotland to the *lowlands* in the south and east of England and along the coast elsewhere in the UK.

Its landscape is extremely varied, so everyone will find something they will enjoy. There are grassy plains, beautiful wide and narrow valleys [ˈvælɪz] and purple heathery moorlands [ˈmʊələndz] covering the mountains, velvet (бархатные) hills, thick (густые) forests, picturesque lakes and marvellous beaches.

**3b.** Look through the text again and match the words with their translation. Check in pairs, then with the whole class.

1. be full of
2. range (from ... to) (v)
3. varied (adj)
4. a plain (n)
5. a valley (n)

- A. разнообразный
- B. равнина
- C. быть полным (чего-л.)
- D. простираться (от ... до)
- E. долина

#### 4a. Read and compare. What do the words mean?

**midlands** = *middle* (средний) + *lands* (земли) = «земли в середине»

Highlands, lowlands, homeland, motherland, wonderland, Disneyland, Scotland.

#### 4b. What words are missing?

1. My ... is Belarus.
2. On maps ... are usually coloured brown and lowlands are ... .
3. We can find a lot of swings, slides, merry-go-rounds and other rides in ... .
4. ... is a beautiful country in the north of Great Britain.
5. “Alice in ...” is a famous book by Lewis Carroll.

#### 5. Your friend is going to Britain. Advise him or her to see some places.

recommend / advise doing something  
recommend someone / something (to someone)  
advise someone to do something

#### HELP BOX

**A:** What places could you **advise me to visit**?

**B:** I (strongly) **advise you to go** to the Highlands.

I (would) **recommend going** to the Highlands.

By all means you **should go** to the Highlands.

By all means **go and see** the Highlands. They're marvelous. You can see ... there.

**A:** It sounds great! / I'm already fascinated.

#### 6. Imagine you are in Britain and are asked different questions about Belarus (Lessons 1–3). Role-play the talk.

7.  This is an encyclopedia text about the landscape of Belarus. Change the text to make it attractive for tourists (use the words from ex. 2, 3a).



*noun + y = adjective*

swamp [swɒmp] (болото) + y = swampy (болотистый)

- hilly, swampy, heathery, rocky, grassy, stony

**T**ype of landscape: generally flat (обычно плоский) (the average elevation<sup>1</sup> is 162 meters above sea level); highlands in Northern Belarus with a hilly landscape and gently sloping ridges<sup>2</sup>; lowlands in the south with the swampy plain (болотистая равнина) of Polyessye, shared with Ukraine, Poland and Russia; one third of the country is covered with pushchas – thick unpopulated forests.

populated – **unpopulated**

inhabited – **uninhabited**

#### HELP BOX

Welcome to Belarus. It's an attractive country in the centre of Europe. We can't say the landscape of the country is full of contrasts, but it is certainly full of ... . It ranges from ... to ... . The ... look(s) simply fantastic!  
By all means you should come to Belarus and ... .

<sup>1</sup> the average elevation – средняя высота; <sup>2</sup> gently sloping ridges – пологие гребни (холмов)

## Lesson 4. The longest, the highest, the deepest

1a. The world is full of wonders. How well do you know it? Which is ...

- 1) the biggest island in the world?  
a) Australia. b) Greenland. c) Great Britain.
- 2) the longest river in the world?  
a) The Amazon. b) The Yangtze ['jæŋktsi] River. c) The Nile [naɪl].
- 3) the widest river in the world?  
a) The Amazon. b) The Mississippi. c) The Irtysh.
- 4) the biggest lake in the world?  
a) Lake Superior [su'piəriə]. b) Lake Baikal. c) The Caspian Sea.
- 5) the deepest lake in the world?  
a) Lake Baikal. b) Lake Tanganyika (Africa). c) The Caspian Sea.
- 6) the longest mountain range in the world?  
a) The Alps. b) The Andes ['ændi:z]. c) The Urals ['juərəlz].
- 7) the highest peak in the world?  
a) K2. b) Everest ['evərɪst]. c) Kilimanjaro [ˌkɪlɪmən'dʒɑ:rəʊ].

1b.   Listen and check your guesses.

2.    Make a web page about UK's extremes. First listen, read and answer: Which of the facts are the most surprising for you?

We can hardly (едва ли) find great distances ['dɪstənsɪz] in the UK, as it is an island country. It is small, lovely, cosy, varied and extremely attractive. It is full of beauty.

Compare it with the world's geography. The largest of the British Isles – Great Britain – is about 230,000 sq km. The world's largest island Greenland is 2,176,000 sq km. It means that Greenland is almost ten times **as large as** Great Britain. The longest mountain range – the Andes – is 9,000 km long. It is sixty times **as long as** the Cambrian Mountains in Wales, which are 150 km long.





The rivers in Britain are not very long either. But of course they are **not so short as** the Haolai [ˌhɑʊləɪ] River in China and they are **not as narrow as** this river. The Haolai River is almost twenty times **shorter than** the Thames. The total (полная) *length* of the Haolai River is about 17 km and its average *depth* is about 50 centimetres. Usually, it is a bit more than 10 cm wide. The narrowest part is only a few centimetres. You can put a book on it as a bridge. Therefore it is also called the Book Bridge River. Experts are surprised that this narrow river is like (как) any natural river. They also proved (доказали) that the Haolai River has been flowing (течет) for more than 10,000 years.

But none of the UK's rivers can compare with such a huge river as the Amazon. It is almost (почти) **as long as** the Nile. But the second longest river in the world is the widest. Many kilometers from its mouth the Amazon can be as wide as 11 kilometres. During the wet season, parts of the Amazon are more than 40 kilometres



in *width*. At the place where it meets the Atlantic, it is as wide as 80 km. Because of its huge size, it is sometimes called the River Sea. Nowhere is the Amazon crossed by bridges. This is not because of its huge width, but because most of the river flows through tropical rainforest, where there are few roads and even fewer cities, so there is no need for crossings.

**What do the words in italics mean?**

*adjective – noun*

deep (глубокий) – depth (глубина)

long – length

wide – width

strong – strength



### Grammar focus: *Comparative sentences*

A.

The Thames (1) is **twenty times as long** as the Haolai River (2).  
(1) is **20 times longer than** (2) = (2) is **20 times shorter than** (1)

B.

+ The Amazon is almost **as long** as the Nile.

as (adj) as = the same as

- The UK rivers (1) are **not as short as** / **not so short as** the Haolai River (2).

not so (adj) as / not as (adj) as = not the same as

? Is the Amazon **as long** as the Nile?

as (adj) as = the same as

See “Grammar reference” on page 253.

3. How does the UK compare with the rest of the world? Look at the table and compare the longest rivers in the world, in Belarus and in the UK.

#### The longest rivers (kilometres)

in the world	the Nile 6,650	the Amazon 6,400	the Yangtze 6,300
in the UK	the River Severn [ˈsevn] 354	the River Thames [ˈtemz] 346	the River Trent  297
in Belarus	the River Dnepr 690	the River Berezina 613	the River Pripyat 495




The longest rivers in the UK and in Belarus are **not as (so) long as** the longest rivers in the world.

The Nile is almost **19 times longer than** the Severn. The Nile is almost **10 times as long as** the Dnepr. The Amazon is **18 times longer than** the Thames.

The Amazon is **10 times as long as / longer than** the Berezina River. (= The Berezina River is almost **10 times shorter than** the Amazon.)

The Yangtze is 21 times ... the River Trent. The Yangtze is almost 13 times ... the River Pripyat.

The longest Belarusian river is almost **twice (= two times) as long as / longer than** the UK's longest river.

4a.    Student A, get card A; student B, get card B. Ask each other for the missing information. Fill in your cards.

Model. What's the area of ... / How large is ... ?

4b. Look and compare the largest lakes in the UK and the rest of the world.



40.3 – forty point three




### The largest lakes (square kilometres)

in the world	The Caspian Sea (Kazakhstan)	Lake Superior (the US – Canada)	Lake Victoria (Africa)
in the UK	Lough ([lɒx] = lake) Neagh [nei] (Northern Ireland)	Lower Lough Erne [ɜ:n] (Northern Ireland)	Loch ([lɒx] / [lɒk]) Lomond ['ləʊmənd] (Scotland)
in Belarus	Lake Naroch (Minsk region)	Lake Osveya (Vitebsk region)	Lake Chervonaye (Gomel region)

**HELP BOX**

Lakes in Belarus and in the UK aren't nearly as (so) *large* as ...

The Caspian Sea is ... **times as large as / larger than** ...

5a.    Print out a card or copy the table in your exercise books. Listen and write the figures.



### The highest peaks (metres)

<b>in the world</b>	Mount Everest (the Himalayas [ˌhɪməʹleɪəz]) –	K2 (the Himalayas) –	Kanchenjunga (the Himalayas) –
<b>in the UK</b>	Ben Nevis [ˌben˹neɪvɪs] (Scotland) –	Snowdon [ˈsnəʊdən] (the Cambrian Mountains, Wales) –	Scafel Pike [ˌskɔːfel˹paɪk] (the Cumbrian Mountains, England) –

5b. Look, compare and write about the highest peaks in the UK and the rest of the world.

**HELP BOX**



Mountains in the UK aren't as (so) *high* as the highest mountains in the world.

Mount Everest is ... **times as high as** ...

6.  Write a text for the web page about the UK's extremes (10–12 sentences).



## Lesson 5. The custom of travelling around the country

1a.   Alesya, a girl from Belarus, has written to a forum to ask about UK's attractions, as it is customary for the people of Britain to travel to the places of natural beauty in their country. Listen and read the pages of the forum and match the forum visitors with the places they write about.



the Highlands



Snowdonia



the Giant's Causeway



the Lake District

varied ['veəriəd] (adj) – variety [və'raɪəti] (n)

**A.** Hi everybody! I've never been abroad, but this year I'm going to school in the UK. What places could you advise me to visit?

**James 007.** The great thing about Great Britain is that you can see here an amazing variety of nature, ranging from fascinating mountains and grassy hills, picturesque valleys and plains, purple moorlands and velvet grasslands to marvellous rivers and lakes, green forests and islands, and of course, the big, great sea. There's so much to see! You have to be very selective (избирательным).

**Cutey.** I would recommend different parts of the UK. It should be the Highlands in Scotland, the Giant's Causeway<sup>1</sup>

<sup>1</sup> causeway – дорога, проход

[ˈdʒaɪənts ˈkɔːzweɪ] in Northern Ireland, Snowdonia [snəʊˈdɒnɪə] in Wales and the Lake District in England.

**Em.** You're absolutely right. I would strongly advise you to go to the Lake District in the Cumbrian Mountains. I was there last summer. It's a National Park and one of the most popular tourist attractions in England. Lake Windermere [ˈwɪndəmə] is an excellent place for boating. It's the largest natural lake in England – 16.9 km long, 1,609m wide and 67m deep. I'm sure you'll enjoy the valleys, lakes and mountains. The views are absolutely marvellous!

**A.** It sounds great! Thanks, folks [fəʊks].

**James 007.** By all means you **ought to go** to the Giant's Causeway in Northern Ireland. From the 1700s it became widely known as the Eighth Natural Wonder of the World and visitors began coming to the fascinating array [əˈreɪ] (массив) of over 40,000 basalt [ˈbæsɔːlt] columns [ˈkɒləmz]. For centuries countless visitors have marvelled at the mystery of the Giant's Causeway. The amazing symmetry [ˈsɪmətri] of the columns has always intrigued [ɪnˈtriːɡd] the visitors. To walk on the Giant's Causeway is to voyage back in time.

**Cutey.** You have a wide choice now, **A.**, but I would like to advise you to go to Snowdonia in Wales. Nowhere else (нигде ещё) in Britain **will** you find such a variety, in such a compact area, as you will in Snowdonia in Wales. There are many places to see and things to do in Snowdonia, so by all means go and enjoy the mountains, beaches, moorlands, forests, lakes, valleys, castles and steam (паровые) railways.

**A.** I'm already fascinated! Thank you, everybody.



### Grammar focus: *Modal verb "ought to"*

*Ought to* is used to express strong advice.

ought to = should

See "Grammar reference" on page 253.

### 1b. Read the forum again and answer the questions.


1. Where are these places:

a) the Giant's Causeway?

b) Snowdonia?

c) the Lake District?

2. Where will you see ...
  - a) a variety of landscape? b) thousands of basalt columns?
  - c) lakes in mountain valleys?
3. Which place ...
  - a) is called the Eighth Wonder of the World?
  - b) is good for boating activities?
  - c) offers travelling by steam railway?



**1c.**  Choose two places and prove to your friend that they are worth seeing (стоит посмотреть).


**HELP BOX**

I would strongly advise you to ... It's located ...  
 Nowhere else **will** you find such a variety and beauty as here.  
 There is / are ... . It's surrounded by ... / It's full of ...  
 They are / It's absolutely (fascinating).  
 You can also find ... here.  
 It's worth going there.<sup>1</sup> It's full of natural beauty.  
 And you ought to go and see ... by all means. ...

**1d.** Act out the forum discussion in groups of three or four. Use the highlighted expressions from the text.

**1e.** Which place would you like to see? Why? Share it with your class. What is the most popular place?



**2a.**   Organise a similar discussion about places of natural beauty in Belarus.

**2b.**  Write about 1–2 places of natural beauty in Belarus you would recommend to a foreign visitor.



<sup>1</sup> It's worth going there. – Туда стоит поехать.

## Lesson 6. Legends of the two lands

1a.   Listen to part 1 of the legend about the Giant's Causeway and answer the question: Which theories [θiəriz] about the Giant's Causeway do you believe?

a) man-made; b) natural formation; c) volcanic activity.



1b.   Listen to part 2 and put the sentences in the right order.

Model. 1 – C.

A. The hunters who settled in the area after the last ice age 10,000 years ago created a lot of legends about it.

B. Finn McCool built a causeway across the sea for Benandonner to come and see who was stronger.

C. The Giant's Causeway was discovered by the Bishop of Londonderry (Епископ Лондондеррийский).

D. The legend says that there were two giants who challenged (бросили вызов) each other.

E. A debate on how it was formed started in 1694.

F. A Frenchman explained it was the result of volcanic activity.

G. Benandonner thought that Finn was a very big giant and quickly left for Scotland, ruining the causeway behind him.

H. Finn was so tired that he fell asleep.

I. When Benandonner came for a fight, Finn's wife Oonagh covered the sleeping Finn with a dress and a hat and said that it was their baby.

1c.   Listen again to parts 1 and 2 and choose the correct answer.

1. The Giant's Causeway is located in ...

- a) Northern Ireland.      b) Ireland.  
c) the north-western part of Ireland.



2. The Bishop of Londonderry discovered the causeway in ...
  - a) 1792.    b) 1692.    c) 1694.
3. The columns that make up the causeway were formed ...
  - a) about 60 million years ago.
  - b) about 16 million years ago.
  - c) after the last ice age (10,000 years ago).
4. The causeway was first seen by ...
  - a) the Bishop of Londonderry.    b) Finn McCool.
  - c) hunters and gatherers.
5. The causeway was built by ...
  - a) a giant called Benandonner.
  - b) a giant called Finn McCool.
  - c) Finn's wife Oonagh.
6. The two giants never fought because ...
  - a) Oonagh panicked.    b) Finn panicked.
  - c) Benandonner panicked.

**2. Express your opinion about the characters of the legend. What does the legend symbolise?**


**3a. There is a legend about Lake Naroch in Belarus. Look at the key words and make up the legend.**

There lived a girl, was named Nara, could sing and play the goozly, was sitting near a lake, a duke (князь), saw her, liked her, took her to the palace, wanted to marry her (жениться на ней), loved a young man, was unhappy, killed her groom (жених), set fire to the palace, ran away, sent his servants (послал своих слуг), jumped into the lake and died.

**3b. Tell your legend to each other. Work in pairs or in groups.**

**3c.**   Listen to the legend and compare it with yours. Do you like the legend?



**4.**  Write down the legend about Lake Naroch or another legend about Belarus.

**5.**  Speak about the legendary place as if you were a tourist guide. Speak about its location, natural beauty and legend.

## Lesson 7. Frequently asked questions

1. Can you explain the following quotation [kwəʊ'teɪʃ(ə)n] from a book by George Mikes "How to be an Alien"?

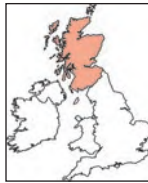
"When people say England, they sometimes mean Great Britain, sometimes the United Kingdom, sometimes the British Isles – but never England."

2a.   Listen and read the answers to Frequently Asked Questions. Can you explain the quotation?



A. The UK is an abbreviation [ə'brɪ:vɪ'eɪʃ(ə)n] of the United Kingdom of Great Britain and Northern Ireland.

B. The UK is made up of four countries – England, Scotland, Wales and Northern Ireland. They are not independent countries, but "countries in a country". They share citizenship (гражданство), the armed forces<sup>1</sup>, money, parliament and the capital – London. Nevertheless, each of the countries has its own national flag, emblem, anthem (гимн), and public holidays.

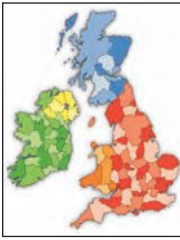


**Remember!** Only people from England are the English. People from Wales are the Welsh, people from Scotland are the Scottish, people from Northern Ireland are the Irish. But everybody from the UK is the British.

C. GB is an abbreviation for Great Britain. Great Britain is a political term, which means three countries together – England, Scotland and Wales. It is also a geographical term: the largest island in the British Isles is called so.

D. Counties ['kauntɪz] (графства) are areas with their own local government (местное правительство), which runs (руководит) education, housing, town planning, rubbish disposal

<sup>1</sup> the armed forces ['ɑ:mɪd 'fɔ:sɪz] – вооружённые силы



(утилизация мусора). County governments look after roads, libraries, museums, sports grounds, etc. Counties also give people a sense (чувство) of homeland, its culture and history.

E. Yes, it's true. The UK is a kingdom. Queen Elizabeth II has been the head of state since 1952. In fact (фактически), the country is run by the government, which is made up of ministers. The Prime Minister, who is the head of government, is Boris Johnson (2019).

F. Everywhere (езде) in the UK English is the official and common language. Nevertheless, each country of the UK has its own language. In Wales there are two official languages – English and Welsh. Welsh is studied at schools, and nearly a fifth of the people in Wales speak it. Less than 2 per cent of the people in Scotland, mainly in the Highlands and western islands, speak Gaelic ['geɪlɪk]. Only a few people can still speak the Irish form of Gaelic in Northern Ireland.

2b.   What are the questions of the FAQ page? Write them in pairs. Listen and compare.




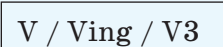


### Grammar Revision: *How to ask questions.*

1. In each paragraph find the key sentence, which expresses the main idea.
2. Pay attention to the tense and voice of the sentence.
3. Remember how questions are formed in this tense and voice.
4. Ask questions following the scheme:

   ... ?

What is the UK?

    ... ?

What area does the UK occupy?

What countries is the UK made up of?

### 3. Do the trivia quiz about the UK.


- What's the capital of Northern Ireland?  
a) Cardiff                      b) Dublin  
c) London                      d) Belfast
- Where can you find Loch Ness?  
a) In England                      b) In Wales  
c) In Scotland                      d) In Northern Ireland
- What is the capital of Scotland?  
a) Glasgow                      b) Aberdeen  
c) Edinburgh                      d) Inverness
- What is the highest mountain in Britain?  
a) Snowdon                      b) Ben Nevis  
c) Ben Macdhui                      d) Scafell Pike
- In which part of Great Britain can you find the Lake District?  
a) In England                      b) In Wales  
c) In Scotland                      d) In Northern Ireland
- Which island lies between England and France?  
a) The Isle of Man                      b) The Isle of Wight  
c) The Shetland Islands                      d) Jersey
- Which country is not in the flag of the UK?  
a) England                      b) Wales  
c) Scotland                      d) Northern Ireland
- What is the flag of the UK called?  
a) Tricolore                      b) Union Jack  
c) Stars and Stripes                      d) United Kingdom

4. Divide the class into two teams. Each team makes up 10 questions about the UK.

5. Play trivia quiz in teams. Each correct question and answer is two points.



The Uk quiz

6.  Can you identify any UK's traditions\* described in the text of ex. 2? Speak about them.

\*1. The UK is a kingdom. 2. ...



# Lesson 8. Project “A website about Belarus”



Design a website about Belarus. See the Mind Map in electronic supplement (ES).



- 1 With your class decide which pages it should include, e.g. Home (general information), Geography, Trivia quizzes, Games, Places to visit, Interviews, Stories.
- 2 Divide your class into a few groups.
- 3 Each group chooses one-two pages for designing.
- 4 In each group discuss the layout of the pages.
- 5 Discuss which photos or pictures you can use.
- 6 Reread the exercises from the Student’s Book and the Workbook which you need for writing your text.
- 7 Write the text together with your group and hand it in for checking.

## Lesson 9. Loch Ness Monster

1. Look at the picture and speak about Loch Ness.



loch [lɒk] = lake

2. 🎧 🎧 Have you ever heard of Loch Ness Monster? Listen, read and answer: Is there enough evidence of its existence (свидетельств его существования)?

People believe that in the deep waters of Scotland's long lake, called Loch Ness ("loch" means "lake" in Scottish), spreading almost from coast to coast in Glen More<sup>1</sup>, there is a huge monster. It was seen first as long as 1,400 years ago.

Since that time thousands of people said they had seen the monster. And all those who saw the creature, whether it was in the 19<sup>th</sup> or 20<sup>th</sup> century, whether they were ordinary local people or serious people like priests<sup>2</sup>, lawyers (юристы), policemen, teachers, describe the same thing: a huge, dark-coloured creature, about seven to ten metres long with a long snake-like head and neck.

There are very few photographs of the monster and there are very few good ones. It's understandable. Imagine you meet such a creature. First you freeze open-mouthed, then you give a cry of excitement, horror or great surprise. At last you remember that it's a good idea to take a photo of the thing, but the creature is hundreds of metres away and your hands are shaking so much, that the photo can't be good first thing.

Nevertheless, a group of scientists organised an Investigation Bureau<sup>3</sup> in the 1960s. For a long time they watched with cameras, listening equipment and sonar equipment<sup>4</sup>. The

<sup>1</sup> **Glen More** – узкая долина в Шотландии; <sup>2</sup> **priests** [ˈpriːsts] – священники; <sup>3</sup> **Investigation Bureau** [ɪnˌvestɪˈgeɪʃ(ə)n ˈbjʊərəʊ] – Бюро исследований; <sup>4</sup> **sonar equipment** [ˈsəʊnɑːr ɪˈkwɪpmənt] – эхолокационное оборудование



equipment discovered animal-like sounds and the film showed something alive. In fact, even (даже) with lights it's difficult to see a few metres ahead, because the water in Loch Ness is full of peat (торф) from the mountains around. So, it's very dark. Later some new sonar equipment found two

huge very strange moving objects (движущиеся объекты). In August 1972 a team of experts picked up an echo and an underwater camera took a photo of something that looked like a huge flipper (плавник). The experts explained that it looked like a huge prehistoric creature – plesiosaur ['pli:siəsə:], which had died out 70 million years before.

Loch Ness is 35 kilometres long and it's very deep. The water is cold but never freezes (замерзает). So, it's big enough and good enough for a family of large creatures.

Could the myth be reality? Should we laugh at the discovery?

### 3. Read again and answer the questions.

1. When did people see the monster? 2. How many people saw it? 3. How did they describe the monster? 4. Why are there few photos of the monster? 5. When did scientists begin to watch Loch Ness? 6. What equipment did they use? 7. Why is it difficult to take underwater pictures in Loch Ness? 8. What did experts discover in August 1972? 9. What creature was it? 10. Is Loch Ness monster a myth or reality?



**Loch Ness Monster (irregular verbs pairing game)**



**Loch Ness Monster (regular or irregular verbs?)**

### 4. Read the text below and advise Alesya to visit Loch Ness.

The Loch Ness Centre and Exhibition (выставка) is a 5-star visitor attraction.

The famous Loch Ness monster mythology and scientific information has been collected at the Centre. The activities

cover a wide range of school subjects, such as Environmental Studies<sup>1</sup>, ICT<sup>2</sup>, Geography, History, Biology, English, Drama and even Music. Children can also try real expedition equipment!

Any visitor can go Nessie-spotting (в поисках Несси) with a guide on Deepscan Cruises. There are a lot of opportunities for walks along picturesque trails (тропы). Cyclists can enjoy fantastic views along the hilly routes. Tourists can go to castles, local villages, great gift shops and cafes.

The Loch Ness Centre and Exhibition is a must for British and world tourists in the Highlands of Scotland.

**5. Would you like to go to Loch Ness? Why or why not?**

**6.**  **Prepare your projects for presentation.**

1. Make the page on a large piece of paper (prepare a multimedia presentation).

2. Get ready to present your web page in class.

## Lesson 10. Project presentation

**R** **A website about Belarus**

1. Present your web page.
2. Listen to other presentations and vote for
  - a) the best design,
  - b) the best story,
  - c) the most interesting information.

<sup>1</sup>**Environmental** [ɪnˌvaɪrən'mentl] **Studies** – изучение окружающей среды; <sup>2</sup> **ICT** – Information and Communications Technology



## UNIT 2

# SCHOOL IS NOT ONLY LEARNING

### Lesson 1. Welcome to Hill Ridge School!

#### 1a. Choose three things you like about your school.



The timetable, school rules, uniform, school lunches, breaks, holidays, clubs, lessons, classmates, competitions, teachers, friends.

**Model.** I like breaks, of course. We can have a rest, talk to our friends, play table tennis or other games. We have a few ten-minute breaks and one twenty-minute break when we have lunch.

a *ten-minute* break

#### 1b. Do you agree that school is a good place?

**2a.** On her first day at school, Alesya was given a booklet about Hill Ridge School. Imagine where the school is located judging by its name. Describe the place.

**2b.**   Listen and read the introduction. Do you think it is a good school? Why?



**boarding school** – a school in which students live; usually it is very expensive

## Welcome to Hill Ridge School!

We are one of the UK's best boarding schools for boys and girls from 11 to 20.

We believe that every child is an individual. Our **aim** is to help students find their interests and **strengths**. We do our best to help our students **develop** their **abilities**, talents and build their character ['kærɪktə]. We have the best teachers who **encourage** our students and help them to **achieve** great academic results. We **offer** our students the best of **facilities**.

We are famous for our tradition of **success** and **excellence**, honesty and friendliness. **Respect** for each other is our golden rule.

### 2c. Read the text again and match the words with their translation.

1. develop abilities, 2. respect, 3. strength, 4. aim, 5. success and excellence, 6. encourage, 7. offer facilities, 8. achieve

A. предлагать ... оснащение; B. уважение; C. успех и отличное выполнение (любых дел); D. развивать способности (таланты); E. сильная сторона кого-либо или чего-либо; F. достигать (хороших результатов / успеха); G. цель; H. поощрять, ободрять, способствовать

### 2d. What parts of speech are the words in bold in ex. 2b?

### 3a. What do the words in each pair have in common? How are they different?

strength (n) – strong (adj)

ability (n) – able (adj)

achieve (v) – achievement (n)

develop (v) – development (n)

success (n) – successful (adj), succeed (v)

encourage (v) – encouragement (n)

excellence (n) – excellent (adj)

respect for (n) – respect smb (v)

offer (v) – offer (n)

aim (n) – aim at (v)



**3b. Match the beginning and ending of the sayings about wisdom.**

1. A man who **develops** himself is ...
2. Intelligence<sup>1</sup> is more important than ...
3. The race for **excellence** has no ...
4. When you **aim** high, ...
5. **Success** is that old ABC: ...
6. **Respect** for ourselves guides<sup>2</sup> our morals. ...
7. **Success** is getting what you want. ...
8. **Character** is doing what you don't want to do but ...
9. Correction does much, ...
10. This is how you start to get **respect**, you **offer** something ...

- A. ... physical **strength**.
- B. ... Happiness is wanting what you get.
- C. ... **ability**, breaks<sup>3</sup> and courage<sup>4</sup>.
- D. ... born twice.
- E. ... know you should do.
- F. ... **Respect** for others guides our manners<sup>5</sup>.
- G. ... you learn to fly.
- H. ... finish line.
- I. ... but **encouragement** does more.
- J. ... that you have.

**3c. What parts of speech are the words in bold in ex. 3b?**

**3d.**  How can you explain the sayings in ex. 3b? Which is your favourite? Why?

**4a.**   Listen, read and learn the slogan<sup>6</sup> of Hill Ridge School. What does it teach people?

Watch your thoughts, for they become words.

Watch your words, for they become actions.

Watch your actions, for they become habits (привычки).

Watch your habits, for they become your character.

Watch your character, for it becomes your destiny (судьба).

for =  
because

<sup>1</sup> **intelligence** [ɪn'telɪdʒəns] – интеллект, разум, умственные способности; <sup>2</sup> **guide** [gaɪd] – направлять, руководить; <sup>3</sup> **break** [breɪk] – зд. неудача, неудачная попытка; <sup>4</sup> **courage** ['kʌrɪdʒ] – смелость, храбрость; <sup>5</sup> **manner** ['mænə] – манера (поведения); <sup>6</sup> **slogan** ['sləʊɡən] – лозунг

4b. Which of the sayings in ex. 3b would you like to choose as a slogan for your school?

5. What does your school offer? What are your school's aims? Make true sentences about your school.

**HELP BOX**

*Our school offers good lunches / modern facilities for learning / sports clubs / school trips / excursions / parties / school subjects weeks / Olympiads*

*Our aim is to develop our students' talents / abilities / strengths / positive thinking*

*We encourage friendliness / success in all our students do / excellence in learning / respect for each other / honesty*

*Our students achieve the best academic results / success / their aims / school programme standards ['stændədz]*

6. Role-play the conversation "An English-speaking visitor to your school". Student A – a guide; student B – a visitor.

**HELP BOX**

1. where / you / study? 2. what / the aims / school? 3. what / school's slogan? 4. what / school / offer? 5. what / you / do / during classes? 6. what / you / do / after classes? 7. what / school routine<sup>1</sup>? 8. you / have to / wear / a school uniform? 9. what / school rules? 10. what / you / like / about your school?



Welcom to Hill Ridge School (crossword)

7. Write an introduction to a booklet about your school. Use ex. 2b, 5.

## Lesson 2. School campus and facilities

1a. Alesya is studying the plan of her new school. Watch the presentation to the lesson to help you find the places. Can you find these places on the map?

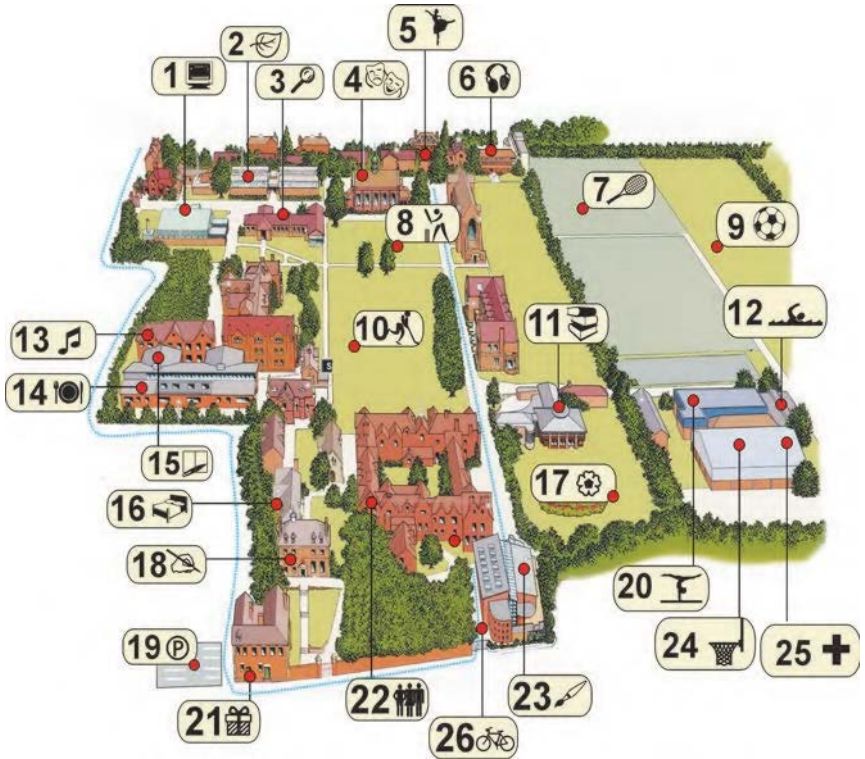
### Campus and Facilities

a. foreign language centre, b. science centre, c. drama centre, d. art centre, e. dance area ['æəriə], f. computer centre, g. library,

<sup>1</sup> routine [ru:'ti:n] – расписание



h. swimming pool, i. music centre, j. dormitory [ˈdɔːmitri] (bed-rooms), k. gym, l. tennis court, m. basketball court, n. football pitch, o. cricket pitch, p. hockey pitch, q. bike lane, r. homework area, s. assembly hall [əˈsembliːhɔːl], t. classrooms, u. canteen [kənˈtiːn], v. medical centre, w. parking, x. greenhouse, y. shop, z. flower beds



1b.   Listen and guess the places.

2a. Put the places into the groups.

For study: classrooms, ...

For sport: gym, ...

For arts: drama centre, ...

Resource centres<sup>1</sup>: computer centre, ...

Other: dormitory, ...

<sup>1</sup> resource [rɪˈzɔːs] centre – информационный центр

**2b.** 👤👤 **Make a list of ten most important places and facilities on any school campus. Say why you think so.**

**Model.** We think that the most important facilities on a school campus are ... because ... .

**3a.** **What places are they? Finish the sentences with the words from ex. 1a.**

1. We learn photography and painting in the art centre.
2. It's the largest room in a school building. We have pupils' and parents' meetings, ceremonies<sup>1</sup> and performances<sup>2</sup> in the ... .
3. We learn to dance in the ... .
4. We ride bikes along the ... .
5. We have meals five times a day in the ... .
6. We study computers and use the Internet in the ... .
7. We live in the bedrooms of the ... .
8. We take acting classes and learn to perform on the stage<sup>3</sup> in the ... .
9. We grow vegetables and greens for our meals in the ... .
10. We get help from a doctor or nurse in the ... .
11. ... is a safe place to leave a car.
12. We do physical exercises on machines<sup>4</sup> in the ... .
13. We learn to sing or play a musical instrument in the ... .



**3b.** **Answer the questions. Where do they...**

1. ... grow their own vegetables?
2. ... eat every day?
3. ... learn to dance?
4. ... sleep?
5. ... keep fit<sup>5</sup>?

**3c.** 👤👤 **Ask and answer each other's questions about school places.**

**Model. A:** Where do pupils at Hill Ridge learn to play musical instruments? – **B:** In the music centre.

<sup>1</sup> **ceremony** ['serəməni] – церемония, торжество; <sup>2</sup> **performance** [pə'fɔ:məns] – выступление, представление; <sup>3</sup> **perform** [pə'fɔ:m] **on the stage** [steɪdʒ] – выступать на сцене; <sup>4</sup> **machine** [mə'ʃi:n] – зд. тренажёр; <sup>5</sup> **keep fit** – поддерживать (физическую) форму

**4a.** Which of the places and facilities in ex. 1a do you have at your school?

**4b.** Is there anything at your school that they don't have at Hill Ridge School? And vice versa?

**Model.** At my school, we have ... but they don't have it at Hill Ridge School.

**4c.** What are your three favourite places at your school? Why?

**5.** Role-play the conversation. Alesya has French, Maths, English, Drama and PE today. She asks where the right places are. Student A – Alesya; student B – her classmate.

**HELP BOX**

**A:** Excuse me. Where's the ... ? – **B:** It's next to ... , to the left of ... .  
next to / opposite / in front of / to the right of / to the left of / between / behind

**6a.** Draw a plan of your school grounds. Speak about it.

**NB:** use *campus* about a boarding school; use *school grounds* about a city school.

**HELP BOX**

Our school grounds are small / average / large. There are a lot of / a few / very few buildings and facilities on them. The largest area of the school grounds is taken by ... . I think it's ... .  
The school building is in the centre / in the corner / of the school grounds. To the left / to the right of the school there's ... . There's ... behind the school building. It's ... .  
At ... (name of school), they also have ... and ... . I think the best thing about our school grounds is that ... .

**6b.**  Write about your school grounds.

## Lesson 3. A school tour

**1.** Don't look into the book. In three minutes, write as many names of school facilities as you can. Then see who has the most.

**2a.** 👤 Read the transcription of the words and guess their meaning.

**1**

1. audiobook ['ɔ:diəʊbʊk]
2. documentary [ˌdɒkjʊ'ment(ə)ri]
3. experiment [ɪk'sperɪmənt]
4. laboratory [lə'bɒrət(ə)ri]
5. machine [mə'si:n]
6. Wi-Fi ['waɪ faɪ]

**2**

1. club [klʌb]
2. electronic [ˌelek'trɒnɪk] book
3. programme ['prəʊgræm]
4. lecture ['lektʃə]
5. multimedia [ˌmʌlti'mi:diə]
6. self-study [ˌself'stʌdi]

**3**

1. dialogue ['daɪələʒ]
2. encyclopedia [ˌɪnˌsaɪklə'pi:diə]
3. instrument ['ɪnstɹumənt]
4. kilometre ['kɪlə'mi:tə]
5. presentation [ˌprez(ə)n'teɪʃ(ə)n]
6. project ['prɒdʒekt]

**4**

1. practise ['præktɪs]
2. dictionary ['dɪkʃən(ə)ri]
3. magazine [ˌmæɡə'zi:n]
4. Biology [baɪ'ɒlədʒi]
5. Physics ['fɪzɪks]
6. Chemistry ['kemɪstri]

**2b.** Match the words from ex. 2a to the facilities they can relate to.



the foreign language centre



the sports centre



the science centre



the library

**2c. Read the next part of the brochure and complete it with the names of the facilities. Check below what the words in bold mean.**

... is a language laboratory with multimedia computers and smart TV programmes in five languages: French, Spanish, English, Italian and Chinese. To practise listening, you can listen to audiobooks, lectures and dialogues, watch films and presentations in different languages. To practise reading, you can read paper or electronic books. To practise speaking, we have a wonderful facility where you can record your voice<sup>1</sup> and then listen to your speech. We also have a speaking club where **experienced** teachers and pupils help us discuss different topics every day of the week. Our centre has everything to help you become good at the foreign language of your choice.

... has thousands of dictionaries and encyclopedias, **reference books**, audiobooks, newspapers and magazines, films and documentaries, which you will need for your projects and self-study (самообразование). Here you can do your homework or relax reading a book. There is also a Wi-Fi zone here, one of the most popular on the campus. Every week we have a readers' club where we usually discuss books. Once a month we invite book writers to the readers' club who give presentations on their books and answer questions from the audience<sup>2</sup>. There are no days off here.

... is used for many different sports and activities with all the **equipment** you need. Here you can find a swimming pool, a football pitch, a cricket pitch and a hockey pitch which are for boys and girls to play the games. Tennis, basketball and volleyball can be played at any time of the day, light or dark, as well as in any weather. There's also a 5-kilometre bike lane inside and outside the campus. All pupils and teachers can work out in the school gym, which is fully equipped with 72 different exercise machines and running machines. The gym is open from 6 a.m. till 10 p.m. every day.

... has three laboratories for experiments and projects in Physics, Chemistry and Biology. If you are interested in one of the fields, our school labs are the place for you. Each labora-

---



<sup>1</sup> **record** [rɪ'kɔ:d] **your voice** [vɔɪs] – записывать свой голос; <sup>2</sup> **audience** ['ɔ:diəns] – слушатели, публика

tory has all the necessary equipment, computers and instruments to achieve any school project's aim. Up to 15 people can work in each lab at one time. The labs are open between 8 a.m. and 8 p.m., Monday to Friday.

**experienced** [ɪk'spɪəriənst] (part) – having the knowledge or skill for doing something, because they have done it a lot of times

**reference** ['ref(ə)rəns] **book** – a book which is used for getting information, not for reading it all, e.g. a grammar reference book

**equipment** [ɪ'kwɪpmənt] (n, unc) – the things which are needed for an activity

**2d.**   Listen, read and check your answers. Be ready to answer the questions. Which facilities ...

- |                            |  |
|----------------------------|--|
| 1) ... are open every day? | 4) ... are inside?                       |
| 2) ... have books?         | 5) ... are outside?                      |
| 3) ... have computers?     | 6) ... have all the necessary equipment? |

**2e.** Read the following ideas from the school brochure and prove that they are true.

“We offer our students the best of facilities.”

“Our aim is to help students find their interests and strengths.”

“We do our best to help our students develop their abilities, talents and build their character.”

“We encourage our students and help them to achieve great academic results.”

**3.**   Play a dice game with the words in ex. 2a.

**Round 1.** Choose one column. Throw the dice and make a sentence with the word.

**Round 2.** Choose one column. Throw the dice. Use the word to compare your school with Hill Ridge School.

**Round 3.** Choose any two columns. Throw the dice once for each column. Say how the words from two columns are connected. There are many correct answers.

**4a.**  You are going to be a guide at Hill Ridge School. Listen to the text in ex. 2c and learn to read it expressively.

**4b.** Work in a group of three. Each of you shows one place or facility to visitors.

What is the place? What is it for? What does it have? What do pupils do there? When is it open?

**4c.** Which facility in ex. 2a would you go to? Why?

**5a.** Last Friday they had a Belarusian Night at Hill Ridge School. Alesya's schoolmates asked her lots of questions. Think how you would answer them if you were Alesya.

1. What school do you go to in Belarus? 2. How old is it? 3. How many pupils does it have this year? 4. What facilities are there at your school? 5. Are there any facilities outside the school? 6. Are there good facilities for doing sports at your school? 7. Where do you usually have your English classes? 8. What equipment do you use? 9. Do you have science laboratories at your school? 10. Where at your school can you use the Wi-Fi Internet? 11. Is there a library at your school? 12. What materials can you take home from the school library? 13. Is there a canteen at your school? 14. When can you eat at the school canteen? 15. Is there a swimming pool there? 16. What's your favourite place at your school? Why?

**5b.**  Role-play the talk. Swap the roles.

**6.**  Write about your school. Follow the questions in ex. 5a.

## Lesson 4. When lessons are over

**1a.** Do children do these activities during school or after school, or both?

Do homework, play sports games, do projects, listen to music, do experiments, use the Internet, read books, discuss


topics, speak a foreign language, play board games, achieve good academic results.

**1b. Answer the questions about you. How many “Yes” answers do you get?**

1. Do you do any after-school activities? 2. Are they creative? 3. Are they sports activities? 4. Are they about computers or technology? 5. Do you go to any club? 6. Is the club at your school or at a local children’s centre? 7. Does it help you do better at school? 8. Do you have friends in the club? 9. Do your parents pay for the club? 10. Do you like the club?

**2a.   Listen to the poem and fill in the gaps. What after-school activity is it about?**

My brother is *good* (1) at acting.  
He ... (2) acting is cool.  
... (3), that’s very true,  
... (4) voice is a ... (5) strong tool<sup>1</sup>.  
An actor can ... (6) people laugh,  
An actor can ... (7) people cry,  
An actor can make people ... (8) him  
or want him to die.

**2b.   Listen to the poem again and practise reading it.**

**3a. Finish these sentences about your family and friends. Use the words from the box.**

easy, fun, important, interesting, cool, exciting, great

1. My ... is good at singing. ... thinks singing is ... .
2. My ... likes cooking. ... thinks cooking is ... .
3. My ... is good at painting. ... says painting is ... .
4. My ... likes working out. ... thinks working out is ... .
5. My ... enjoys taking photos. ... is sure photography is ... .
6. My ... is fond of playing the piano. ... says playing the piano is ... .

<sup>1</sup> **tool** [tu:l] – инструмент, орудие, средство



3b. 👤 What do you think about these after-school activities? Use the words from ex. 3a.



**HELP BOX**

playing hockey, taking photos, playing the piano, speaking Chinese, cooking, swimming, playing chess, acting, dancing, singing

**Model.** I think playing hockey is hard work, but I do it regularly because I want to play for my school team.

- 4a.   Listen and read the next part of the school booklet. Are there enough after-school activities at Hill Ridge School?

### Outside the classroom

At Hill Ridge School, we have **dozens** [ˈdʌz(ə)nz] of after-school activities to meet the interests of each pupil. Our clubs offer everyone **opportunities** to develop new **skills**. We also have all kinds of school **events** [ɪˈvents] to **challenge** everyone's talents and skills.

- 4b. Look through the text. Complete the collocations.

- |                             |                       |
|-----------------------------|-----------------------|
| 1. to ... smb's interests   | 3. to ... a skill     |
| 2. to ... smb opportunities | 4. to ... smb or smth |

- 4c. Make your own sentences with the word combinations in ex. 4b.

- 4d. Read the text again. Then match the words from it with their definitions. Check in pairs, then check with the whole class.

1. a dozen, 2. an opportunity, 3. to challenge, 4. a skill, 5. an event.

A. a good chance, an easy situation to do something; B. the ability to do something well, a result of experience and learning; C. something important that happens when a lot of people take part in it; D. a set of 12 things or people; E. to test somebody

- 4e.   Complete the quotes with the necessary words from ex. 4d. Some of the words can be used more than once. Listen and check.

1. I rate enthusiasm<sup>1</sup> even above professional ... . (*Edward Appleton*)
2. Life is more than sunglasses and hit movies. Reality – that's the main ... . (*Sylvester Stallone*)
3. ... is missed by most people because it is dressed in clothes and looks like work. (*Thomas A. Edison*)
4. One man with a head on his shoulders is worth a ... without. (*Elizabeth I*)

<sup>1</sup>enthusiasm [ɪnˈθju:ziæzəm] – энтузиазм, воодушевление

5. If ... doesn't knock<sup>1</sup>, build a door. (*Milton Berle*)  
6. Success is where preparation and ... meet. (*Bobby Unser*)

**5a.**  Listen to the conversation and make two lists. What does Alesya like and dislike about her new school?

1. Alesya likes ...  
2. Alesya dislikes ...



**5b.**  Listen again and complete the sentences about Hill Ridge School.

Hill Ridge School is a school for ... . Lessons begin at ... and are over at ... . The breaks last ... . Students are offered ... . Students have to ... .

**6a.**  Use the questions to interview each other.

1. Do you have dozens of after-school activities in your school? 2. Are there any clubs in your school? Give examples. 3. What skills can children learn and develop in your school clubs? 4. What other opportunities do your school clubs offer the children? 5. What events do they have in your school clubs? What's your favourite? 6. Do your school clubs meet your interests? 7. Do your school clubs challenge you enough?

**6b.**  Write about yourself. Follow the questions in ex. 6a.

## Lesson 5. Join the club!

**1. What is the odd one out? Why?**

- ① playing basketball, cooking, writing dictations, dancing  
② acting, doing puzzles, listening to music, doing projects  
③ taking photos, playing the piano, speaking Chinese, discussing questions in pairs

<sup>1</sup> knock [nɒk] – стучать (в дверь)

2a. Look at the students. What after-school clubs do the girls attend?



2b. Listen, read and check. Match parts of the text to their headings.

- A. Web Design and More
- B. Field Hockey
- C. Singing Fun
- D. Shakespeare<sup>1</sup> Fans

- E. Brainteasers<sup>2</sup>
- F. World Dances
- G. Photo Experts

1. Learn to sing both new and old songs. Weekly lunchtime concerts offer our musicians [mjuːzɪ(ə)nz], singers and choir [kwaɪə] wonderful opportunities for performing. You **needn't bring** anything but your voice<sup>3</sup>. Join us in the singing fun!

2. Would you like to have your own web page? Join our club and learn to make web pages with text, graphics, video, music, and more. You **needn't bring** anything but yourselves (себя). What are you waiting for? Sign up!

join (a club) = sign [saɪn] up = become a member of a club

3. Come and learn dances from around the world: from Irish dance to Middle Eastern to disco. You **need to wear** comfortable clothes and shoes, but you **don't need** any dance experience<sup>4</sup>.

<sup>1</sup> Shakespeare ['ʃeɪkspiə] – Шекспир; <sup>2</sup> brainteaser ['breɪnti:zə] – головоломка; <sup>3</sup> voice [vɔɪs] – голос; <sup>4</sup> experience [ɪk'spɪəriəns] – опыт

4. Do you enjoy doing puzzles and brainteasers? Come join our club! We offer dozens of board games, maths games, and more. Our club is good for developing logic and thinking skills. It will give you the opportunity to do better in school subjects. **Need we say more? Sign up!**

5. Learn how to take artistic<sup>1</sup> photos of your favourite people, places and things. You will **need to** bring your own camera, and we will teach you what to shoot (фотографировать) and how to shoot. You **don't need** any experience.

6. Are you a fan of sports games? Welcome to our club! You will learn all the rules of the game. You will also learn to cooperate and work as a team. **Do you need** anything? Yes, bring your own mouth guards<sup>2</sup>, shin guards<sup>3</sup> and trainers.

7. Our club helps students to discover theatre through the works of one of the greatest writers in the English language. You **need to be** brave<sup>4</sup> and show your skills and artistic talents performing Shakespeare's plays on the stage.

**2c. Read the information again, copy and complete the grid.**

club	
activities and opportunities it offers	
abilities and skills it develops	

**2d.**  **Which after-school club would you like to join? Why?**

**Model.** I'd like to join the Shakespeare Fan club because it gives pupils opportunities to perform William Shakespeare's plays on the stage. The club helps to develop my artistic talents and skills, but I need to be brave.

<sup>1</sup> **artistic** [ɑ:'tɪstɪk] – высокопрофессиональный, художественный; <sup>2</sup> **mouth guard** ['maʊθ,ɡɑ:d] – капа, приспособление, которое надевают на зубы для защиты от спортивных травм; <sup>3</sup> **shin guards** ['ʃɪn,ɡɑ:dz] – футбольные щитки, приспособление, которое надевают на ноги для защиты от спортивных травм; <sup>4</sup> **brave** [breɪv] – смелый



### Grammar focus: *The verb “need”*

Look and compare. When is “need” the modal or the main verb?

+	-	?
	You <b>needn’t</b> bring anything.	Need we say more?
You <b>need to</b> wear comfortable shoes.	You <b>don’t need</b> any experience.	Do you <b>need</b> anything?

See “Grammar reference” on pages 253–254.

**3. Speak about after-school clubs at Hill Ridge School. What materials or special clothes do girls and boys need or don’t need?**

**Model.** For the World Dances club, they need to wear comfortable clothes and shoes. They don’t need to have any experience in dancing.

**4. 👤 Interview your classmate. Which after-school clubs would they like to choose? Use ex. 2b.**

**5. 📝 Write about 3 clubs you go to or you would like to go to.**

#### HELP BOX

the name of the club, what activities the club offers, what skills students learn, what talents and abilities they develop, what students need for the club

## Lesson 6. Which club to choose?

**1. 👤 Ask and answer.**

1. Are you a member of any after-school club? 2. Why have you chosen it? 3. Do you like it? Why? 4. What clubs would you like to join in the future? 5. What are you fond of? 6. What are you good at? 7. What are you interested in?

2a.   Listen and read the poem.

I'm not afraid of diving deep – 1, 2, 3, leap!  
I'm fond of riding in a jeep – 1, 2, 3, beep!  
I'm good at playing chess and darts – 1, 2,  
check-n-mate<sup>1</sup>!

And I'm interested in learning Arts – 1, 2,  
Louvre-n-Tate<sup>2</sup>!

I'm not afraid of flying high – up, up and  
away!

I'm fond of painting bright blue sky – no black, no grey!  
I'm good at learning foreign words – macaroni and vendetta,  
And interested in watching birds – chip-chip, twitter-chatter.

I'm not afraid of driving fast – ready, steady, go! Go!

I'm fond of reading about the past – true or false, yes or no?

I'm good at playing the guitar – strum-strum on the strings,

And interested in travelling far – to Jomolungma and Beijing.




2b. Read the poem again. What did you notice about the use of *-ing* forms? Choose one answer.

- a) when we make positive sentences
- b) after a word combination *adjective + preposition*
- c) when we talk about our likes
- d) in poems

3a. Complete the sentences. Use the words in brackets.

1. I'm not afraid of ... . I can ...very well. (*swim / swimming*)
2. I want to ... , but I'm not very good at ... . (*paint / painting*)
3. Our dance teacher learnt to ... in France. She's fond of ... classical ballet ['bæleɪ]. (*dance / dancing*)
4. I like ... for my friends. My granny taught me to ... . (*cook / cooking*)
5. I'm interested in ... my own website. Can you teach me to ... it at your computer club? (*make / making*)

<sup>1</sup> **checkmate** ['tʃekmeɪt] – шах и мат (в шахматах); <sup>2</sup> **Louvre-n-Tate** ['lu:vɹə], [teɪt] – Лувр (художественный музей в Париже), Тейт (галерея британского искусства в Лондоне)

3b.  What did you notice about the verb patterns? Use either infinitive or gerund to complete the rule.

**Grammar focus: *Infinitive or gerund?***

After **verb + to**, **ought to**, **have to** we always use ...

After the verbs from the **like-dislike group** we often use ...

After **prepositions** we use ...

After **modal verbs** (can, must, etc.) we always use ...



See “Grammar reference” on pages 254–255.

3c. Copy the table into your exercise book. Use the words from the box to complete it.

ought to ... , have to ... , want to ... , like ... , be good at ... ,  
can ... , be interested in ... , learn to ... , love ... , enjoy ... ,  
be fond of ... , be afraid of ... , should ... , would like to ...

V + to + infinitive	V + infinitive	V + <i>-ing</i> form	adj. + prep. + <i>-ing</i> form
ought to <b>do</b> , have to <b>do</b> , ...	can <b>do</b> , ...	like <b>doing</b> , ...	good at <b>doing</b> , ...

3d. For each column, make at least one sentence about you.

4a.   Alesya is speaking to the club advisor. Listen and say: How many clubs does Alesya want to take? How many clubs will she take? Which clubs will she take?

4b.   Listen again and say why ...

1) Alesya wants to take five clubs, 2) she wants to sign up for the Speaking club, 3) she wants to join the Web Design club, 4) she is interested in the World Dances club, 5) she wants to join the Shakespeare Fans club, 6) she wants to join the Field Hockey club, 7) the club advisor thinks that five clubs are too many, 8) Alesya will take three clubs this term.



4c.   Listen again and answer the questions.

1. What is Alesya interested in?
2. What is she fond of?
3. What is she afraid of?
4. What does she want to learn?
5. What opportunities do the clubs offer?

5a.  Speak about after-school activities.

**HELP BOX**

**A:** What do you like doing in your free time? What are you **fond of**? Which club would you like to join and why?

**B:** I like dancing / I'm **good at** singing / I'm fond of playing board games / I'm interested in (doing) smth / I want to learn to do smth.



**Grammar focus:** *Adjective + preposition*

good at / fond of *doing something*

See “Grammar reference” on page 255.

5b. Tell the class about your partner. Who has the same interests?

**Model.** In his free time, Andrei likes drawing and painting. He's very good at drawing nature. He's fond of watercolour<sup>1</sup> painting. He's also interested in learning to paint in oils<sup>2</sup>. He wants to learn from a real artist. He goes to a ... club.

5c.  Write about yourself. Use ex. 5a and 5b.

## Lesson 7. Does your school have traditions?

1a. What is a tradition? Choose the correct definition.

- A. It's something that people need to do.
- B. It's something that has existed for a long time.
- C. It's something that you do for the first time.

1b. Do you have any traditions at your school? Can you name three?

<sup>1</sup>watercolour ['wɔ:tə,kʌlə] – акварель; <sup>2</sup>oil [ɔɪl] – масляная краска

**2a.** Look at the photos showing school traditions in Belarus. Match the photos to the events.



1. The Last Bell, 2. The Day of Knowledge<sup>1</sup>, 3. The New Year Ball 4. The School Birthday, 5. Graduation<sup>2</sup> Day, 6. Health Day

**2b.** Put the parts of the text in the correct order and read about a school tradition in Belarusian schools. Then listen and check.

A. ...because they happen every year on the same dates. Some traditions are similar in all Belarusian schools, some are unique. The school year starts on ...

B. A school year is nine months long, and it's full of events! Many of them have become traditions ...

C. ...the park or a class trip<sup>3</sup>. The events on this day are usually the same every year, but everyone waits for this day, likes it and remembers it.

D. ...to the welcoming speeches of their teachers, school-mates and parents. Students look really nice in their new school ...

<sup>1</sup>The Day of Knowledge [ˈnɒlɪdʒ] – День знаний; <sup>2</sup>graduation [ˌɡrædʒuˈeɪʃ(ə)n] – окончание учебного заведения; <sup>3</sup>class trip – поездка, экскурсия с классом

E. ...parents. The day starts with the school gathering when all classes and teachers stand in front of the school and listen ...

F. ...uniforms! Everyone is excited to see their school friends and teachers after long summer holidays. After the school gathering, teachers take their classes to their classrooms for the first ...

G. ...1 September. This day is special for all: school children, their teachers and ...

H. ...lesson. When the lesson is over, students may have a class event – a picnic or a walk in ...

**2c. Read the text again and answer the questions.**

1. What tradition do they celebrate? 2. When do they have it? 3. Who takes part in it? 4. Where does it take place? 5. What activities do the participants<sup>1</sup> take part in<sup>2</sup>?

**2d. Do you have a similar tradition in your school? Do you do anything different on this day?**

**3. What do they do at these events? Match the traditions to the activities.**

**Traditions:** 1. Teacher's Day, 2. The Autumn Sports Week, 3. School Olympiads, 4. Maslenitsa, 5. Women's Day, 6. Health Day, 7. Reunion<sup>3</sup>

**Activities:** A. have a concert for girls and women, give them flowers and presents; B. have a talk with doctors and athletes<sup>4</sup>, carry out a class project on health; C. sing folk songs, play folk games, make pancakes (блины); D. have a concert for teachers, give flowers to teachers; E. have sports competitions; F. come and meet teachers and classmates; G. have competitions in all school subjects

[ɔ:] talk – walk – chalk, BUT [əʊ] folk

<sup>1</sup> **participant** [pɑ:'tɪsɪpənt] – участник; <sup>2</sup> **take part in smth** – принимать участие в чём-л.; <sup>3</sup> **Reunion** [ri:'ju:niən] – встреча выпускников; <sup>4</sup> **athlete** ['æθli:t] – спортсмен

**4a.** Maxim, Alesya's friend from Belarus, answers questions about his favourite school tradition. Match the reporter's questions to his answers.

A. What's your favourite school tradition? B. Do you take part in the Sports Week? C. Can I ask you some questions? D. When is it? E. Where does the Sports Week take place? F. Who takes part in it? G. What do the participants do?

1. Yes, sure.

2. I like the Sports Week. You have the opportunity to show your athletic<sup>1</sup> skills and abilities.

3. We have Sports Weeks every season, but my favourite is the Autumn Sports Week. It's the last week of September.


4. Everyone from the 1<sup>st</sup> to the 11<sup>th</sup> class. Our teachers take part in some events too.

5. In all school sports grounds: in the swimming pool, in the gym, on the football pitch and on the basketball and volleyball courts.

6. There's a wide range of activities which the Sports Week offers. It opens with the 5-kilometre running race in which all students and teachers take part. Then we have competitions<sup>2</sup> in different sports: we play sports games, run, jump, climb a wall. The week finishes with a closing ceremony where winners get their cups<sup>3</sup>, medals and prizes.

7. Yes, I always do. I'm good at games and climbing a wall. Last year I got a gold medal in climbing!



**4b.**  Cover the text and give detailed answers to each reporter's question.

**5a.**  Ask and answer about your favourite school tradition.

1. What's your favourite school tradition? 2. When is it? 3. How often is it? 4. Where does the event take place? 5. Who takes part in it? 6. How do pupils and teachers prepare for it?

<sup>1</sup>athletic [æθ'letɪk] – спортивный, атлетический; <sup>2</sup>competition [ˌkɒmpə'tɪʃ(ə)n] – соревнование; <sup>3</sup>cup [kʌp] – (спортивный) кубок

7. What do the participants do? 8. What do you know about its history? 9. Why do you like it?

5b.  Write about your favourite school tradition. Answer the questions in ex. 5a.

## Lesson 8. Best-known British schools

1. What famous schools do you know? Close your eyes and think of a British school. Write down the first five things you thought of.

2a.  Listen and read about Harrow, the school where Winston Churchill<sup>1</sup> studied. Scan the text again. What makes the school popular?

**W**hy did my parents choose Harrow? Because it's an all-boys school with 805 pupils, and my parents believe in the advantages of single-sex education for teenagers. It's also important for my family that traditionally Harrovians (this is how we call ourselves here at Harrow), both bright and average, achieve better examination results than pupils at any other similar<sup>2</sup> school. My parents also like that my school aims at developing leadership<sup>3</sup> and teamwork in its pupils.



Harrow is a full boarding school which means all boys and all teachers live in the school. This helps the school to offer a wide range of activities in the evenings and at weekends. On Sundays, we usually have a great number of sports competitions. I play for my House football team. I also love playing squash (it's like tennis, but you play it in a four-walled court). Do you know that the game of squash was invented in Harrow around 1830?

<sup>1</sup> **Winston Churchill** [ˈwɪnstən ˈtʃɜːtʃəl] – Уинстон Черчилль (*британский государственный и политический деятель*); <sup>2</sup> **similar** [ˈsɪmɪlə] – подобный, похожий; <sup>3</sup> **leadership** [ˈliːdəʃɪp] – лидерство

My school also offers brilliant facilities, such as a sports centre with all the equipment you need, an art gallery, one of the best school football pitches, a farm, a fantastic [fæn'tæstɪk] school theatre and a modern IT centre. We study hard at Harrow, it's true; but we also know how to use free time effectively and have fun! We take part in dozens of events which challenge our talents, abilities and skills and help to build our character.

**2b.**  **Listen and read about Eton. What are the advantages of studying there?**

**I** study at Eton. It makes me feel proud that my school has educated boys for nearly six centuries. Almost all boys from our school then go on to university.

Life at Eton is very busy and encourages interest and enthusiasm both during and after classes. Of course, here we do lots of sports, such as hockey, tennis and athletics, but the main sports at Eton are traditionally rugby and soccer (football).



We have a wide range of school clubs for after-school activities. They offer great opportunities to develop different talents and skills. In our free time, we read books, discuss them, play music and learn languages. We also travel to foreign countries, which helps us better understand ourselves and the world.

We're lucky to have such professional, experienced and enthusiastic<sup>1</sup> teachers at Eton! They create a unique<sup>2</sup> atmosphere<sup>3</sup> of excellence and independence in which there's no chance we, pupils, don't succeed.



independent (adj) – independence (n)

<sup>1</sup> **enthusiastic** [ɪn,θju:zi'æstɪk] – полный энтузиазма, увлечённый;  
<sup>2</sup> **unique** [ju:'ni:k] – уникальный, единственный в своём роде; <sup>3</sup> **atmosphere** ['ætməsfiə] – атмосфера

**2c.**   Listen and read about Badminton School. How is the school different from the other two?

**B**adminton School is a boarding school for girls aged 4–18 in the heart of the attractive University City of Bristol. The school offers excellent facilities, high teaching standards and a friendly atmosphere, all of which helps girls to achieve great academic results.



What I especially like about studying here is our library with thousands of books, reference books and multimedia computers, which we use for our projects and self-study. Here we often do our home-work, search for<sup>1</sup> the information

on the Internet and relax reading a book.

Badminton aims at developing its pupils' talents, skills and abilities and helping them achieve success and everything they want when they leave school. I'm sure that by the time I leave school I will become an individual, comfortable in my own skin and ready to be a part of the big world.

**3a.** Look through the three texts again and read the sentences that prove the high standards of education at these schools.

**3b.** How are the schools different? What do they have in common? What do students do after classes at these schools?


**3c.** Work in groups of three or four. Ask your groupmates which school they like the most and why. Don't forget to be polite.

**4.** What are the best-known schools in Belarus? In your city or town? What are they famous for?

**5.** Do the project "My school".

- 1 Choose the form of your project: a booklet, a post for a website or blog, a multimedia presentation, an excursion for newcomers, a scrapbook<sup>2</sup>.

<sup>1</sup>search [sɜ:tʃ] for = look for; <sup>2</sup>scrapbook [ˈskræpbʊk] – альбом для наклеивания вырезок (из журналов, газет)

- 2 Cover the following topics: general information, what the school offers, its slogan, school day, school rules, out-of-class activities (school clubs, societies and events), school traditions. Add your personal comments / your favourite quotations / poems.
  - 3 Decide what each group will write about and what information each group member will collect:
    - a) the exercises from your student's book, workbook or your written home tasks;
    - b) photos or videos of your school;
    - c) articles about your school from newspapers or magazines.
  - 4 Write the text of your project. Work in groups.
  - 5 Hand in the text of your project for checking.
6.  Take photos or / and make videos of your school.

## Lesson 9. St Peter's

1. Would you like to study at a boarding school? Why? Why not? How do you imagine life there?

2a.   Listen and read the story. Do you think the boys liked their school?

1. In September 1925, when I was just nine, I started the first great adventure of my life – a boarding school called St Peter's. We lived in South Wales then, but my parents had chosen a school in England for me because they believed that English schools were the best in the world, and St Peter's was the nearest boarding school to our home.

2. In the morning I put on my school uniform: black shoes, grey and blue stockings, grey shorts, a grey shirt, a red tie, a grey blazer and a grey cap with the school emblem on them. Everything I wore and my tuck-box were new and had my name on them.



a tie



a blazer



a tuck-box



3. No boy had ever gone to an English boarding school without a tuck-box where boys kept their *tuck*, food which their mothers sent to them. All tuck-boxes usually had some home-made cake, a packet of biscuits, some oranges, an apple, a banana, a pot of strawberry jam and a bar of chocolate.

In a tuck-box there also were all kinds of treasures<sup>1</sup> such as a magnet, a pocket-knife and a compass, and I remember one boy called Arkle who kept a pet frog there. Tuck-boxes were boys' own secret place, and no other boy, or even the Headmaster, had the right to open them.



a cane

4. St Peter's stood on a hill above the town.

It was a long three-storied building, one-third of which was for the Headmaster and his family. The rest of the building housed about one hundred and fifty boys. At St Peter's, the ground floor was all classrooms. The first floor was dormitories (bedrooms), the Matron's territory. She knew everything that was going on there, and when we did something wrong, she learnt about it immediately<sup>2</sup> and sent us downstairs to the Headmaster's office where we were punished<sup>3</sup> on the spot with the *crack... crack... crack* of a cane going down our bodies.

5. Once, after the lights went out, a brave boy called Wragg sprinkled<sup>4</sup> some sugar all over the floor of the corridor. When he returned, we were excited very much, and we lay in our beds waiting for the Matron to walk along the corridor. Nothing happened for a couple of minutes, but suddenly we heard *crunch... crunch... crunch* and a loud shrieking, "Who did this?" The Matron ran crunching along the corridor, opened all the dormitory doors and switched on all the lights. "I want the name of the naughty little boy who put down the sugar!" she cried. "Be quiet," we whispered to Wragg. "We won't give you away!" Then came up the Headmaster and also cried at us. Everybody kept quiet as we stood freezing barefoot in our pyjamas. The Headmaster was getting very angry. "Very well," he said at last, "Everyone will give the keys to the Matron, and she will keep

<sup>1</sup> **treasure** [ˈtreɪzə] – сокровище; <sup>2</sup> **immediately** [ɪˈmiːdiətli] – тут же, немедленно; <sup>3</sup> **punish** [ˈpʌnɪʃ] – наказывать; <sup>4</sup> **sprinkle** [ˈsprɪŋk(ə)l] – рассыпать, посыпать

them till the end of the term<sup>1</sup>. No one will get anything from your tuck-boxes! And forget about the food from your homes! We will teach you a lesson!”

So, we had to give our keys away, and for six weeks we went very very hungry. But during all those weeks, Arkle continued to feed his frog through the hole in his tuck-box. Using an old teapot, he also put some water in.

6. At St Peter’s Sunday morning was letter-writing time. At nine o’clock everybody had to go to their desks and spend one hour writing a letter home to their parents. Letter-writing was a serious business at St Peter’s. It was like a lesson in spelling and punctuation<sup>2</sup> because while we were writing our letters, the Headmaster was walking around the classroom looking over our shoulders to point out our mistakes.



a teapot



But that, I am sure, was not the main reason<sup>3</sup> for his interest. He was there to make sure we said nothing bad about his school. So we could tell our parents what was really going on there only on holidays, but we had usually forgotten about a lot of things feeling happy to return home.

*(Based on Roald Dahl’s autobiography “Boy: Tales of Childhood”)*

**2b. Match the headings to the parts of the story. One heading is extra.**

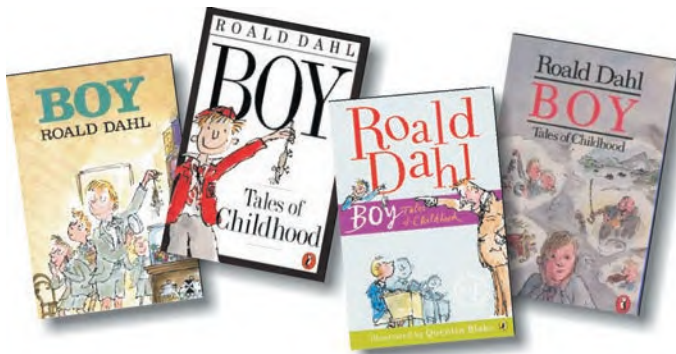
- A. Writing home. B. School life downstairs. C. The best day at St Peter’s. D. Boys’ treasures. E. How it started. F. School life upstairs. G. What we had to wear.

<sup>1</sup> **term** [tɜ:m] – учебная четверть, семестр; <sup>2</sup> **spelling** [ˈspɛlɪŋ] and **punctuation** [ˌpʌŋktʃuˈeɪʃ(ə)n] – правописание и пунктуация; <sup>3</sup> **reason** [ˈri:z(ə)n] – причина

### 3. Complete the sentences.

1. A ... is a place where children learn and live. 2. A ... is clothes which school children have to wear. 3. A ... is a place where children keep their things. 4. ... is something that the children's parents send them from home. 5. The ... was the main person downstairs at St Peter's. 6. The ... was the main person upstairs at St Peter's. 7. ... are the rooms in a boarding school where children live. 8. A ... is a thing which was used to punish the boys. 9. ... is about correctly written words.

4a. Look at the covers for Roald Dahl's book. What other stories happen to Boy in it?



4b. What do you like best about St Peter's? What don't you like?

4c. Would you like to read the whole book? Why?



St Peter's (select quiz)

5. Compare St Peter's, Hill Ridge School and your school. What do they have in common? How are they different?

6.  Do your project. Get ready to present it in the next lesson.

## Lesson 10. Project presentation

 My school



# UNIT 3

## MEALS

### Lesson 1. Bangers and mash, please

1.  Discuss the following.

1. What is your favourite food? 2. What don't you like eating? 3. Is there any food you hate / can't stand eating?

2a.   Look at the pictures and see some dishes you can get for lunch in Britain. Which of them would you like to try?



bangers and mash



fish and chips



Yorkshire pudding  
[ˌjɔːkʃə ˈpuːdɪŋ]



vegetables



roast chicken



black pudding





boiled potatoes



fish fingers



pork chops

2b.   Listen to Alesya and Natalie discussing their lunch. Copy the table and write the things they like or don't like eating.

Bangers and mash, fish and chips, Yorkshire pudding, vegetables, roast chicken, black pudding, boiled potatoes, fish fingers, pork chop, gravy, roast beef

	likes	doesn't like
Alesya		
Natalie		

2c.   Listen again and answer what Alesya would like to try.

3a. Read the dialogue and match the names of the dishes in bold and their definitions below.

A: The bell has gone. Let's go to the canteen. I'm so hungry. I could eat a horse!

N: Yeah, I'll go with you but I don't need to buy anything. I've brought a packed lunch but I'd love to have some tea and it's so much nicer to have a meal with friends.

A: Wonderful! I still need your help with some names of the dishes. What's **bangers and mash**, for example?

N: Bangers and mash is a nice and simple dish. It's just a good plate of mashed potatoes (пюре) with a few sausages. It's all covered in **gravy**.

A: I hate **gravy**!

N: So do I, but many people, here in Britain, love it.

A: I love **fish and chips**. But I've had it twice this week already.

N: I like **fish fingers**.

A: I don't. There's more flour in them than fish. Is there anything on the menu you would recommend me to try?

N: I'd recommend **roast beef** and **Yorkshire pudding** but it's never served as school lunch.

A: Pudding with meat? I've always thought puddings are sweet.

N: Yeah, most often, but Yorkshire pudding is made from flour, eggs, and milk and traditionally served with roast beef. It's yummy. I love it. There is also **black pudding**, very popular in Scotland. It is, in fact, not pudding at all.


It's blood sausage. OK, listen, have some **roast chicken**. It is usually very good here.

**Bob:** Sorry for breaking in, but if I were you I'd have a **pork chop** with **boiled potatoes** and pickles<sup>1</sup>. I am having it now and actually always have them for lunch.

**A:** Pork chops and pickles? How interesting! We often have them at home. It's typically Belarusian. But no, thanks, maybe later. I'd like to try something new.

**A.** sort of bread made from flour, eggs, and milk; **B.** sauce made from the juices of meat mixed with flour; **C.** fish and long thin pieces of potato, both cooked in very hot oil; **C.** sausages; **D.** long thin pieces of fish covered in bread-crumbs (крошки); **F.** blood sausage; **G.** mashed potatoes; **H.** a large piece of meat cooked in an oven or over a fire (chicken, beef, etc.); **I.** cooked in water that is boiling (100 °C); **J.** a small piece of meat from a pig with a bone in it

**3b.**  Act out the dialogue.

**4.**  Schools in Britain offer a variety of hot meals for lunch. Look at a possible menu for the week and tell your partner if you'd like to try this food. Why? Why not?

**HELP BOX**

I'd like to try ... because ... . I wouldn't like to try ... because ... .

*Monday:* Roast chicken, tomato and sweet pepper salad, apple pie and tea.

*Tuesday:* Fish and chips, ketchup, cucumber salad and orange juice.

*Wednesday:* Pizza with ham, mushrooms, vegetables and olives, banana and cocoa.

*Thursday:* Meat with egg, carrot and onion salad, mineral water, kiwi.

*Friday:* Spaghetti [spə'geti], fruit salad, yogurt.

If you wish, you can also have biscuits, a glass of milk, crisps, sandwiches or a boiled egg.

<sup>1</sup> pickles ['pɪk(ə)lz] – маринованные / солёные огурцы или другие овощи

5. Make a menu for one day. It should contain the main course, salad, a drink and dessert [dɪ'zɜ:t]. Use the words from ex. 2 and 4. Present your menu to the class. What is the most popular dish?

6.  Write your dream school canteen menu for a week.

## Lesson 2. What do people eat in Britain?

1. Ask and answer the questions.

1. What meals do you usually have? 2. What do you like / don't like to eat for breakfast? 3. What do you usually have for lunch? 4. What do you prefer to eat for dinner?

2.  Look at the pictures and say which of these are eaten for breakfast, lunch or dinner. Make three lists.



3a.   Listen, read the text and check your guesses in ex. 2.

## British meals

The first meal of the day in the morning is **breakfast**. Some British people eat **toast** with butter and jam (often **strawberry**, **raspberry**, **apricot**) or marmalade (a type of jam made from oranges) and nothing else. Others eat a bowl [bəʊl] of **cereals** ['sɛəriəlz], or **muesli** ['mjuzli] with milk, or porridge. **Melon**, grapefruit or **fruit cocktail** are popular.

A traditional English breakfast is a cooked meal which may contain sausages, **bacon**, black pudding, **scrambled** or **fried egg**, mushrooms, boiled tomatoes, **beans**, and **toast**.

A continental breakfast is a small uncooked meal: a bread roll or **croissant** ['krwæsɒŋ] with cheese or ham. The most common, usual drinks at this time of day are orange juice or a cup of tea or coffee.

If a meal is eaten in the late morning instead of both breakfast and lunch, it is called **brunch**.

**Lunch** is the meal eaten in the middle of the day (usually between about 12.30 and 2.00). Many people eat meat, cheese or other sandwiches. Some people have a simple meal, such as cheese and biscuits, or soup and bread. Drinks at lunchtime are very different: fruit juices, Coca-Cola, Fanta, Sprite, Pepsi-Cola, Mirinda, 7up and others. Some people like tea or coffee.

The **Sunday roast** is a traditional meal eaten by a family at Sunday lunchtime, for example, roast beef with roast potatoes, **peas**, **Brussels sprouts**, **green beans**, Yorkshire pudding and gravy.

**Supper** is the most common name for the meal eaten in the evening (usually between 7.00 and 8.30). **Dinner** is another common name for supper. It is a cooked meal of meat or fish and two **veg** [vedʒ] (vegetables), one of which is often potato. It is common to eat **dessert** (also known as **pudding** ['puːdɪŋ]) after the main dish.


3b. Read the sentences and say if they are true or false.

1. Breakfast is eaten in the evening. 2. People in Britain often have toast with butter and jam or marmalade and a cup of tea or coffee for lunch. 3. A traditional English breakfast



is meat, cheese or other sandwiches with a glass of Coca-Cola or Fanta. 4. People in Britain often have soup or sandwiches for lunch. 5. A Sunday roast is a traditional meal eaten by a family at Sunday lunchtime. 6. Dinner and supper are synonyms. 7. Traditional dinner is pudding and a cup of coffee.

**3c.** Read the text again and make three different lists answering the question: What do people in Britain usually eat for breakfast, lunch and dinner?

**3d.**  Discuss what British food is similar and what food is different to what we usually eat in Belarus. The lists you have just made will help you.

**4a.** Look through the text again and find the sentences where the names of the meals are used with and without articles. Can you see the rule?

**4b.**  Read the rule (page 255) and check your guesses.

**5.** Read Alesya's letter and fill in the articles where necessary.

Dear Mum,  
I am fine.

There are so many different interesting events here I would like to tell you about, but as always, I have very little time.

You've asked me about the meals here. So, I'd better describe them in detail. We have ... breakfast at home, early in the morning. It is usually cornflakes with milk or porridge, toast with marmalade or jam and a cup of tea. In British schools, children can usually choose between ... hot or cold lunch provided by the school or ... packed lunch taken from home. Some children get ... free school lunch, but most children pay for theirs. Our ... lunch break is from 12.15 noon to 1.15 p.m. School ... lunches are priced at £1.60. In the evening we have ... dinner which is very similar to what we have at this time of the day in Belarus.

How are you and Dad? I miss you very much.  
Love, Alesya

6. Compare British and Belarusian meals (mealtimes and food).

**Model.** British people eat toast with butter and jam for breakfast. People in Belarus don't often eat toast but they may have white bread with butter and jam for breakfast or lunch.

7. Write a similar letter to a pen-friend who is coming to visit you and would like to know about the meals in Belarus.

## Lesson 3. Food from all over the world

1. Look at the pictures of three different breakfasts. Guess which breakfast Lee from China, Alesya from Belarus and Ian from Scotland eat.



2a. Listen to Alesya, Ian and Lee describing their breakfast and check your guesses.

2b. Look at the pictures again and make a list of the foods Alesya, Ian and Lee eat.

2c. Listen again and make a complete list of the things they eat for breakfast.

beef – cow's meat    pork – pig's meat    mutton – sheep's meat

3a. Guess the words in bold under the pictures. Make word combinations. See "Grammar reference" on pages 255–256.

cheese    tea    juice    **bacon**    fish    pork    beef  
flour    salt    rice    cereals    pasta  
strawberries    salad    porridge



a bowl of soup



a slice of bread



a cup of coffee



a bottle of water



a pot of porridge



a cone of ice cream



a packet of mayonnaise



a glass of milk



a kilo of sugar



a bar of chocolate



a piece of meat



a tin of sprats



a cube of ice




a plate of mashed potatoes

**3b.** Make a list of things you normally have for breakfast (use the word combinations from ex. 3a). Go round the classroom and find someone who has a similar taste.

**4a.** Look at the names of the dishes and the countries they come from. Match the countries and the dishes. Explain why you think so.

1. Irish ['aɪrɪʃ] stew [stjuː],
2. Onion ['ʌnʃən] soup,
3. Spaghetti Bolognese [spəˈɡeti ˌbɒləˈneɪz],
4. Greek salad,
5. Goulash ['ɡuːlæʃ],
6. Sushi ['suːʃi],
7. Borscht [bɔːʃt],
8. Machanka

- A. Belarus, B. Italy, C. Russia, Ukraine, D. France, E. Hungary, F. Greece, G. Ireland, H. Japan

4b.   The texts below describe the famous dishes from different countries. Listen, read the texts and check your guesses.

**I**rish stew. Ireland's best-known dish is a stew from lamb [læm] or mutton. It is simmered (варится на слабом огне) in hot water with potatoes, onions, carrots, leeks (лук-порей), and pearl [pɜ:l] barley (перловая крупа). Potatoes have been a most important food in Ireland since the 1800s.



*French onion soup* is made from onions and beef or chicken stock (бульон). Thick slices of bread with some cheese on top are toasted in the oven and placed on top of each bowl of soup.

*Spaghetti Bolognese*. This dish from Bologna [bə'lɒnjə] mixes spaghetti with a meat and tomato sauce [sɔ:s]. Spaghetti is just one form of pasta ['pæstə]. Each region of Italy has its own favourite types of pasta and its own special sauces.



*Greek salad* is made with tomatoes, cucumbers, black olives, and cubes of feta ['fetə] – a white goats' cheese. It is sprinkled with herbs (посыпан травами) and olive oil.

*Goulash* is Hungary's national dish. This stew is made with meat, onions and potatoes. It is often served with noodles (лапша) and slices of black bread. Goulash is flavoured with paprika. Mushrooms, cabbage, or peas may be added, according to the choice of the cook.



*Sushi* is a favourite food in Japan. Slices of very fresh fish, seafood and vegetables, wrapped in seaweed (завёрнутые в водоросли) are laid on rice. The rice is flavoured with vinegar (уксус). Although the ingredients [ɪn'grɪ:diənts] are simple, a good chef [ʃef] makes sushi beautiful to look at, as well as good to eat.



*Borscht* is a classic Russian or Ukrainian soup. There are many different recipes ['resəpiz], but beet (свёкла) is its main ingredient. This dish is eaten cold in summer and hot in winter. Sometimes meat or mushrooms, cabbage, carrots and potatoes are added.



*Machanka* is used as a Belarusian traditional sauce for draniki or blini. It may be different in different regions. Most often it is made with pork, sausage, sliced onion, sour cream (сметана) and flour.

**4c.**  Discuss which of them

- ✓ you have tried,
- ✓ has a simple recipe,
- ✓ is hard to cook,
- ✓ you would like to try,
- ✓ has simple ingredients,
- ✓ you can cook.

**5a.**  Think what Belarusian dishes are similar to the dishes from other countries you have just discussed and describe them.

**5b.**  Write about your favourite Belarusian dish.

## Lesson 4. Apple pie

**1. Answer the questions.**

1. What is your favourite dish?
2. Who usually makes it?
3. Can you cook it yourself?

**2.**  Listen to the story and say who took the apple pie.

**3a.** Read the story and say why Dan was left without any dinner one day.

On special occasions my aunt always makes her special apple pie. We have a large family, and my aunt makes it on a large baking sheet (противень). It is so delicious! We all look forward to getting a piece at the end of our meal.

One day, the freshly baked pie was left on the kitchen table to cool as always. To everyone's horror, the pie disappeared! We all knew that it was my cousin Dan and his friends who had

taken it. They were teenagers at the time, and like all teenage boys, they ate a lot. Dan refused to admit (признаться) that he took the pie. My uncle was so angry that he sent Dan to his room, without dinner, for stealing (за кражу) the pie and then lying about it.

Imagine my uncle's surprise when, two days later, he found a chewed-up baking sheet in his dog Bobo's doghouse! That day, my aunt made another apple pie just for Dan – and Dan got to decide with whom he would share it. My uncle and Bobo had to watch as the rest of us ate the apple pie.

**3b.**  Discuss why Dan didn't treat his dad with a piece of apple pie.

**4a.** Here's the aunt's recipe for the apple pie. Look at the ingredients and their amounts and match them.

1. apples

2. sugar

3. butter

4. eggs

5. vanilla powder

6. flour

A. a little bit

B. a pinch

C. 4, large

D. 1 cup

E. 1 cup

F. 5, peeled and sliced

**4b.**   Listen to the recipe and check your predictions.

**4c.**   Listen how the pie is made and put the pictures in the correct order.

(A)



slice

(B)



add

(C)



preheat

(D)



serve

(E)



butter

(F)



bake

(G)



put



pour [pɔ:]



mix / beat



peel

**5a. Read the jumbled (перепутанный) recipe for bread and butter pudding and arrange the sentences in the correct order. What do the words in bold mean?**

### Bread-and-Butter Pudding Recipe

#### Ingredients

6 slices well-buttered bread  
 50g Sultanas (сорт изюма)  
 4 eggs  
 25g sugar  
 600 ml milk  
 a little extra sugar



#### Instructions

1. **Sprinkle** (посыпьте) the bread-and-butter pudding with a little sugar and **bake** in the oven for 30–40 minutes.  
 2. **Slice** the bread, butter it and **cut** into pieces. Reserve 4 quarters for the top and **arrange** the rest in layers (слоями) in the dish, putting the sultanas between each layer. Top with the reserved pieces.  
 3. Slowly **pour** it over the bread and fruit, being careful not to spoil the top layer of bread. Leave the bread-and-butter pudding to stand for 10 minutes.  
 4. **Preheat** the oven to 170 °C. Butter a deep ovenproof ['ʌv(ə)npru:f] (жаростойкий) dish.  
 5. In a saucepan, **heat** the milk to hot but do not **boil** it. In a large bowl, **mix** together the eggs and sugar, then add the hot milk, **stirring** (помешивая) well.

butter (n) – to butter (v)  
 paper (n) – to paper (v)  
 cool (adj) – to cool (v)

water (n) – to water (v)  
 cover (n) – to cover (v)  
 warm (adj) – to warm (v)

5b.   Listen and check.

5c. Would you like to try this pie? Why? Why not?



Cooking dishes (matching words and their definitions)

6.  Talk to your Mum, consult a cookery book or the Internet and write down a recipe for a tasty pie.

## Lesson 5. Everyone knows how to make a sandwich



1. Answer the questions.

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

2a. 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?

2b.   Listen to the story and say which answer is partially true.

2c.   Listen again and say why and when the word *sandwich* became popular.

3a. Fill in the gaps with the right words.

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

### Celebrate Sandwiches. November 3 – National Sandwich Day (US)


November 3<sup>rd</sup> 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 [ˈrestrɒnt] Association, hamburgers are the second most popular lunch choice by full-time workers, after fruit. In fact, 75% of restaurants claim (утверждают) that a beefburger is the most popular carry-out 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 of the pieces of bread. Alternatively, you can ... (8) some other spread [sprɛd], such as mustard<sup>1</sup> and mayo<sup>2</sup> or ketchup to make your bread moist (влажный).
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!

**3b.**  Compare your answers with your neighbour, then listen and check.

**4a.**  Choose and read one of the following texts. Guess the meaning of the words in bold.

### A. Cucumber sandwiches

**C**ucumber 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. Lay out a few pieces of kitchen paper on the kitchen



<sup>1</sup> **mustard** [ˈmʌstəd] – горчица; <sup>2</sup> **mayo** [ˈmeɪəʊ] = mayonnaise [ˌmeɪəˈneɪz]

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 [ˌmɑːdʒəˈrɪn] can be used instead (вместо) of butter. You don't need to add more salt but you can use white pepper to **season** your sandwiches. It adds flavour (вкус).

## B. Baked chicken sandwich


**B**aked chicken sandwich is a wonderful way to use up **leftover** cooked chicken. You can eat these sandwiches cold, or **wrap** [ræp] them **in foil** and bake. First, slice the bread or cut buns into two halves [hɑːvz].



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 (cut) cabbage or lettuce and tomatoes or cucumbers as they add freshness to the other ingredients.

**4b.**  Tell each other how to make the sandwich you have read about. What is surprising about sandwiches?

**4c.**  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 6. We cook ourselves

**1. Name the dishes that you can cook. Listen to all your classmates and answer the questions.**

1. What are the most popular dishes? 2. Are their recipes simple or complex? 3. Are the ingredients common or exotic [ɪg'zɔ:tɪk]? 4. What are the most popular ingredients? 5. Why do most of you like them?

**2a. Match the proverbs and their equivalents.**

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. After breakfast sit a while; after supper walk a mile. 5. Don't make your sauce until you have caught the fish. 6. An apple a day keeps the doctor away.

А. Без труда не вытащить и рыбку из пруда. В. Лучше синица в руках, чем журавль в небе. С. Не стриги всех под одну гребёнку. Д. Завтрак – съешь сам, обед – подели с другом, а ужин – отдай врагу. Е. Лук – от семи недуг. Ф. Цыплят по осени считают.

bake (v) – baker (n) – bakery (n)


**2b.**   Listen to the proverbs and repeat them.

**2c. Which is your favourite proverb from the list?**

**3a. Answer the questions.**

**A:** What is a simple recipe to make bread? Where can you find flatbread? Where do people bake bread? What did people add to bread sometimes?

**B:** When were the first croissants made? Where were they made? How could the bakers of the first croissants help fight the enemy (сражаться с врагом)?

**3b.**  Read the texts and check your answers. Student A reads text A, student B reads text B. Then interview each other to find out the correct answers to the questions about the text you haven't read.

## A. 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 flatbreads from the Middle East and Asia and small thin sticks from Italy and southern Spain. The typical French **loaf** 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** (плетёнки). Bread can be cooked in several ways: often it is baked in an oven, but chapattis [tʃə'pætɪz] (from India) and tortillas [tɔ:'ti:lɪz] (from South America) are fried. Bread can also include things other than flour, for instance eggs, onions, sausages, potatoes or fruit.



loaf – loaves

## B. Croissants

When you think of the croissant you probably think of France, because the word sounds very French, but according to one story they were first made in Hungary in 1686. The Turkish [tʰɜ:kɪʃ] army was outside the walls of the city of Budapest [ˌbʊ:də'pest]. Early one morning the bakers (пекари) of Budapest were making bread when they heard some noise, as at that time the Turks [tʰɜ:ks] were making a tunnel [tʰʌn(ə)] through the city walls. They were sure that nobody could hear them so early in the morning. The bakers woke the city up and Budapest was saved. To celebrate the occasion, the bakers made bread in the shape of the crescent [krez(ə)nt] (полумесяц) moon on the Turkish flag – and croissants are still eaten today, hundreds of years after the battle and thousands of miles from Budapest.



3c.  Discuss which proverb you can use to sum up text B.

4a.  Listen and read Alesya's letter. Explain why she feels proud (гордится).

4b.  Read the letter again and guess what the words in bold mean.

Dear Mum and Dad,

This weekend I spent with Natalie and her granny. We wanted to learn to cook. Natalie's granny was very kind to let us use her kitchen and help us with useful advice.

Can you imagine?! We **ourselves** prepared and cooked a three-course meal. It was great fun! There was only one problem. Natalie's granny worried a lot and kept saying: "Be careful with the knives! Be careful not to cut **yourselves**! You should remind (напоминать) **yourselves** to be careful."

Nevertheless, Natalie made very good soup, all by **herself**. I **myself** made pork chops and roast potatoes. Natalie's granny helped us with the gravy and also made a beautiful cake. She didn't take a recipe from a cookery book. She invented it **herself**! I should remind **myself** to write down the recipe for this cake before I go home. You will see how good it is.

Bye for now. Lots of love, Alesya

5. Look at the words in bold (ex. 4b). Complete the rule. See p. 256.



### Grammar focus: *Reflexive pronouns*

I – myself

we – ...

you – yourself

you – ...

he – himself

they – themselves

she – ...

it – ...

6a. Fill in the blanks with the correct pronouns.

1. Can you fry a piece of meat ... ? 2. Does your mum make pies ... ? 3. Does your dad make fried potatoes ... ? 4. Do your friends make breakfast ... ?

6b.  Interview your partner using the questions above.



Reflexive pronouns (cloze test)

7.  Write what you can do in the kitchen yourself.

## Lesson 7. Potluck party



### 1. Ask and answer the questions.

1. Do you have parties at home? 2. Who usually cooks?  
3. Do you have parties when all guests bring some food with them?

### 2a. Match the words and their definitions.

1. shepherd's pie<sup>1</sup>, 2. cottage pie, 3. draniki, 4. kolduny

A. potato pancakes, B. a traditional British pie with mutton, C. a traditional British pie with beef, D. potato pancakes with meat

2b.   Listen, read Alesya's letter to her parents and say what a potluck party means. Check your guesses in ex. 2a.

Dear Mum and Dad,

We are going to have a potluck party very soon. Potluck parties or potluck dinners are very popular in Great Britain. It is a time for people to get together, enjoy meeting new people or seeing old friends again.



Everyone is told to bring a dish. Here at school we would like to cook as many national dishes as possible to show our classmates what people eat in their home countries. As you know, I am not the only foreign student here. There is also a boy from Italy, a girl from China and a boy from America. Of course, we will have some traditional British dishes, too. I would like to make draniki. Could you please send me the recipe?

There are some rules for those who organise potluck parties. All dishes should be prepared in advance. Nobody should do more in the kitchen than put something in the

<sup>1</sup> shepherd's pie ['ʃepədz 'paɪ] – пастуший пирог

oven for reheating. The dishes should be easy to transport. Everybody will take only a small portion of each dish as there are many from which to choose.





Natalie is going to make shepherd's pie – a traditional English dish. In England shepherd's pie is traditionally made with mutton. Americans usually make shepherd's pie with beef. The English (and Australians and New Zealanders) call the beef dish a “cottage pie”. Whatever the name is, you do it in the same way. You make several layers of cooked minced meat and vegetables, with mashed potatoes on top, and bake it in the oven.


**2c.** Read the letter again and say if the sentences are true or false. Explain why.


1. A potluck party is a party where people make food in pots.  
2. For a potluck party everyone is asked to bring some dishes.  
3. All dishes are cooked when people gather together. 4. You can eat the whole dish if you wish. 5. Shepherd's pie is traditionally made with mutton. 6. In America people call it a “cottage pie”. 7. Shepherd's pie is several layers of cooked minced meat and vegetables, with mashed potatoes on top.

**2d.** Discuss the difference between cottage and shepherd's pie and what other similar pies one can make.

**3a.** What ingredients do you use to make draniki?

**3b.**   Listen to the telephone conversation and write down the recipe for draniki.

**3c.**  Discuss with your partner what you would like to have for the potluck party.

**4.**  Write a recipe for a Belarusian dish you would bring to a potluck party except draniki or kolduny.

## Lesson 8. Project "Cookery book"

1. Read two recipes and discuss with your partner which one you find more helpful and why.

### A. Cheese Straws

#### Ingredients

Serves: 36

120g butter, softened

450g grated Cheddar cheese

250g plain flour

1 teaspoon salt

1/4 teaspoon chilli powder (optional)



#### Method

Prep: 15min > Cook: 15min > Ready in: 30min

Preheat the oven to 200 °C. Grease a baking tray.

In a large bowl cream butter and cheese. Stir in flour and salt; mix well. On a lightly floured surface, roll the dough out to 1.25cm in thickness. Cut into 5cm strips. Place strips on the prepared baking tray 3 to 4cm apart.

Bake in the preheated oven for 10 to 15 minutes, or until crisp.

### B. Chocolate biscuits recipe

These biscuits are so delicious, I have to hide them or the kids will eat them all in one sitting. They are a little chocolate indulgence and great to have with a cup of tea or coffee.

Serving Size: 24

Prep Time: 15 mins

Cook Time: 20 mins





### Ingredients:

- 2 eggs
- 1 cup sugar
- 1/2 cup vegetable oil
- 1 tsp vanilla essence
- 2 cups plain flour
- 1 tbsp baking powder
- 1/2 cup cocoa, sifted



### Method:

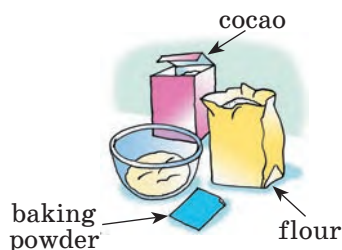
Preheat the oven to 180 °C. Cover a baking tray with baking paper and set aside.

In a bowl, beat the eggs, sugar, oil and vanilla until well combined.


Stir in flour, baking powder and cocoa.

Roll spoonfuls into balls and press with a fork to slightly flatten.

Bake for 12–15 minutes. Leave to cool on the tray for 5 minutes.



## 2. Start working on a project “Cookery book”.

- 1 Make three groups. Each group will work on a different Cookery book: Belarusian Cuisine, British Cuisine, Fusion Cuisine. Each book should contain three chapters – *Starters*, *Main courses* and *Desserts*.
- 2 Write a recipe for each dish and describe the way it is cooked.
- 3  Find pictures, take photos or make videos to illustrate your dishes for the Cookery book.

## Lesson 9. Harry Potter

### 1. Discuss the questions with your class.

1. Do you prefer reading books or watching films about Harry Potter? 2. What do you like about Harry Potter? What don't you like?

### 2. If you haven't read or watched the films about Harry Potter, read the following before you read the text.

**Harry Potter** is a series ['sɜːrɪz] of seven fantasy novels written by a British author J.K. Rowling. The books describe the adventures of a young wizard Harry Potter, and his best friends Ron Weasley ['rɒn 'wiːzli] and Hermione Granger [hə'mami'greɪndʒə], all of whom are students at Hogwarts ['hɒgwɔːts] School of Witchcraft ['wɪtʃkrɑːft] and Wizardry ['wɪzədri]. Harry has just arrived at Hogwarts, which is a boarding school, to start his education.

### 3a. Listen, read the text and say what meal Harry Potter had: breakfast, lunch or dinner.

**A** lbus Dumbledore had got to his feet. He was smiling at the students, his arms opened wide, as if (как будто) nothing could have pleased him more than to see them all there.

“Welcome!” he said. “Welcome to a new year at Hogwarts! Before we begin our dinner, I would like to say a few words. And here they are: Nitwit! Blubber! Oddment! Tweak! Thank you!”

He sat back down. Everybody clapped and cheered.

Harry's mouth fell open. The dishes in front of him were now full of food. He had never seen so many things he liked to eat on one table: roast beef, roast chicken, pork chops and lamb chops, sausages, bacon and steak, boiled potatoes, roast potatoes, chips, Yorkshire pudding, peas, carrots, gravy, ketchup and, for some strange reason, mint humbugs (мятные конфеты).

His aunt and uncle had never exactly kept him hungry, but Harry had never been allowed to eat as much as he liked. His cousin had always taken anything that Harry really wanted, even if it made him sick. Harry piled his plate with a bit of everything, except the humbugs, and began to eat. It was all delicious.



When everyone had eaten as much as they could, the remains of the food went from the plates, leaving them clean as before. A moment later the puddings appeared. Blocks of ice cream in every flavour you could think of, apple pies, treacle tarts, chocolate éclairs and jam doughnuts, trifle, strawberries, jellies, and rice pudding.

At last, the puddings disappeared and Professor Dumbledore got to his feet again. The Hall fell silent.

“Just a few more words now we are all fed and watered. I have a few notices to give you.”

“First-years should note that the forest in the grounds is forbidden to all pupils. And a few of our older students would do well to remember that as well.”

“I have also been asked by Mr Filch, the caretaker, to remind you all that no magic should be used between classes in the corridors.”

After the meal the boys were directed to their bedrooms. Harry was going to ask Ron if he had had any of the treacle tart, but went asleep almost at once.

(adapted from *Harry Potter and the Philosopher’s Stone* by J.K. Rowling)

**3b.**   Listen, read the text again and pay attention to the dishes Harry and his friends were treated with. Fill in the table.

Main course	Side dish	Pudding
Roast beef	Boiled potatoes	Apple pie
...	...	...

- 3c.**  Talk to your partner and decide which dishes you would like to make at home and why.

**HELP BOX**

I'd like to cook roast beef because... I like to eat meat. It's tasty / delicious.

It's easy to cook ... . We need the following ingredients: ... .

First, we ... . Then we ... . Finally, we ... .

- 4.** Make a party menu using the table you have just made (see ex. 3b). Compare your menu with your classmate's menu and explain why you have chosen this or that dish. Use the ideas from lessons 1–8 as well.

- 5.**  Get ready to present your Cookery book.

## Lesson 10. Project presentation

### Cookery book

1. Present your Cookery book.
2. Listen to the other presentations and vote for:
  - a) the best Cookery book;
  - b) the best recipe description;
  - c) the easiest dish to cook;
  - d) a must-cook dish;
  - e) the most unusual dish.

# UNIT 4

## MONEY

### Lesson 1. Time is money

1. What do you think all these things have in common?



2a. Match the words with the pictures.





1. wallet, 2. purse, 3. paper money (banknotes *Br. Eng.* or bills *Am. Eng.*), 4. credit cards, 5. coins

**2b.** Which of them do you use 1) every day, 2) often, 3) sometimes, 4) never?

**3.** What do you know about money? Choose the correct answers to the questions from a famous TV game show “Who Wants to Be a Millionaire?”

1. What does “barter” mean: a) make money; b) exchange (обменивать) the things you have for the things you need; c) buy something you need for money; d) use money?
2. Which of the following have people used as money: a) shells and whales’ teeth; b) knives; c) rice and tobacco; d) all of them?
3. Where did the first coins appear: a) in China; b) in Ancient Rome; c) in Ancient Greece; d) in Babylonia?
4. Which European country was the first to make paper money: a) Italy; b) France; c) Greece; d) the UK?
5. Where was paper money invented: a) in China; b) in Ancient Rome; c) in Ancient Greece; d) in Babylonia?
6. What country has got schoolchildren on its banknotes: a) Nigeria; b) Brazil; c) Norway; d) Taiwan?
7. Which is the currency of the UK: a) euro; b) dollar; c) rouble; d) pound?

**4a.**   Alesya’s father has a huge collection of coins and a big library of books on the history of money. Listen and read the page from one of his books and check your answers in ex. 3. Who’s the winner in the game show?

**W**hy did people start using money? At first people **bartered**, which means they exchanged things they had for things they needed. A farmer who had cattle wanted to have salt, so cattle became a form of money. Throughout their history people have used different things as money: knives and rice in China, cattle in Babylonia, tobacco in America, whales’ teeth and shells on the Pacific islands.

The first government to make coins that looked alike and use them as money was probably the city of Lydia in





Ancient Greece. The coins were made from a mixture of gold and silver. But they were heavy and difficult to carry, and the cities and the roads of Europe were dangerous places to carry huge purses with gold. In the early 1700s, France's government became the first in Europe to make paper money – banknotes or bills as they say in the US. But paper money, as well as the first coins ever, was invented in China, where traveller Marco Polo saw it in the 1280s. Now people carry plastic credit

cards in their wallets instead of cash, which makes travelling even safer and more convenient. With your credit card you can take money from the **cash machine** at any time you need it.

When you go to a foreign country, one of the first things you may see is what money looks like. Banknotes of different countries show queens or presidents or other famous people. But you also may find a tiger or elephant (India), cows and fruit (Nigeria), a map (Norway), or even schoolchildren (Taiwan).

CANADA	CAD	0.89512	0.89512
CHINA	CNY	0.13169	0.13169
EURO	EUR	0.06644	0.06644
JAPAN	JPY	0.00800	0.00800
SINGAPORE	SGD	0.13772	0.13772
HONG KONG	HKD	0.08043	0.08043
NEW ZEALAND	NZD	0.1648	0.1648
MYRIA	MYR	0.2536	0.2536

Many countries in Europe now have the same **currency**; all their coins and paper money are euros. Great Britain, however, is still using pounds. People in France and Italy miss their currencies – francs and lire. But they agree that now money travels easily from one country


to another. This makes it easier to make financial deals between countries. And tourists can use the same kind of money to pay for a slice of pizza whether it's in Italy or in France. People travelling to other countries usually need to convert (change) their money into the local currency. For that an exchange rate (курс обмена валют) is used.

#### 4b. Explain the meaning of the words in bold.

**5a. Complete the questions. See the words in bold in ex. 2a, 4a. (One of the words is used twice.)**

1. Do you ever ... with your classmates? 2. Do you keep your money in a ... or a ... ? 3. How much ... do you usually have on you every day? 4. What do you think is better: to ... cash or a credit card? 5. Does your family use credit cards or... to pay for things? 6. If you go abroad, will you take cash or a ... ? 7. Have you ever taken money out of a ... ? 8. What is your local ... ? 9. Do you have both ... and banknotes in your country? 10. What do Belarusian ... look like? 11. Do you know what people used ... money in ancient Belarus?

**5b. Use the questions above to interview your partner. Report the answers to the class.**

**6.**  Write your answers to the questions of ex. 5a in two paragraphs: 1) Money in Belarus; 2) Money in your family.

## Lesson 2. Money talks

**1. Which of the English proverbs means “If you have problems, money can help you to solve them” – a) Money can’t buy love; b) Time is money; c) Money talks? Do you have similar proverbs in your language?**

**2a. Use the questions below to guess the meaning of the words in bold.**

1. Have you ever **won** any money in a lottery? 2. Do you try to **save** money or do you usually **spend** it as soon as you get it? 3. What have you been **saving** money for? 4. Have you ever **wasted** money on the things that only lasted a few days? 5. Do you **pay for** your shopping in cash or by credit card? 6. Have you ever **lost** a credit card or your wallet or purse? 7. Have you ever **lent** money to someone who didn’t pay you back? 8. Have you ever **borrowed** money from someone? 9. Have you ever bought or **sold** anything on the Internet? 10. How much does your dream car **cost**? 11. What would you like to buy but can’t **afford** yet? 12. How much money would you like to **earn** when you have a job? 13. Do you ever give money to **charity**?



**2b.** Look at these words in the questions and write their equivalents in your language without a dictionary. Check with your partner, then with the class.

**win – won** (v) – to get a prize in a competition

**save** (v) – to keep money for the future

**spend – spent** (v) – to use money to pay for things

**waste** [weɪst] (v) – to use something ineffectively

**pay** [peɪ] – **paid** [peɪd] **for** (v) – to give money for something which you buy

**lose – lost** (v) – stop having something, be unable to find

**lend – lent** (v) – to give something to someone for a short time, expecting it will be given back

**borrow** (v) – if you lend someone something, they borrow it from you



**sell – sold** [səʊld] (v) – to give something in return for money



**cost – cost** (v) – to have a price


**afford** [ə'fɔ:d] (v) – to buy or to have something because you have enough money

**earn** (v) – to get money as payment for work

**charity** (n) – giving money, food or help the ill, the poor or the homeless, or any organisation which gives this help

**2c.**   Listen to an interview with a young British actor Billy Banks. Which of the questions does he answer in the interview? What does he say?

**2d.**   Listen to the interview again. Why was this actor chosen for the interview?

**3a.**  Read the sentences from the interview and complete the rule.



1. I've known you for five years. 2. I've always been careful with my money. 3. I've been saving money for a flat in London but I can't afford to buy a good flat yet. 4. I've already saved quite a lot – actually 80% of the money I need. 5. I've been doing some work for charity since my drama school years. 6. I've

been helping the poor children of Haiti for the last few years.  
7. We've helped many children already.



**Grammar focus: *Present Perfect*  
or *Present Perfect Continuous*?**

To speak about *a finished action* we use *the ... tense*. Such sentences answer the questions *How much?* / *How many?* / *How long?*

To speak about *an unfinished action* which has been going on for some time we use *the ... tense*. Such sentences answer the questions *How much?* / *How many?* / *How long?*


See “Grammar reference” on pages 256–257.

**3b. Use the verbs in the correct form: Present Perfect Simple or Present Perfect Continuous.**

1. How long (*save*) for Christmas and New Year presents?
2. (*Save*) you enough money for the New Year party?
3. How long (*buy*) food in the same shop?
4. (*Buy*) you any New Year and Christmas presents for your friends and family yet?
5. What (*do*) you? You look so tired!
6. Look what you (*do*)! You (break) Mum's favourite cup!
7. She (*write*) New Year postcards all afternoon. She (*write*) thirty of them! Can you believe?
8. He is a famous footballer. He (*play*) for the national team a few times.
9. How long your parents (*save*) with the same bank?

**3c. Complete the sentences below. Make them true for you.**

I've been learning English ...                      I've learned ... this year.

4.  Use the questions from ex. 2a to interview each other. Do you have a lot in common? Report your findings to the group.




**Money (Word Search)**



**Present Perfect or Present Perfect Continuous? (cloze test)**

5.  Write a paragraph on the topic “Money talks”.

## Lesson 3. It's hard to decide

1.  Talk about the questions below. Give a summary of your answers to the class. Listen to each other and answer: Are computer games popular? How many people have PlayStations?

1. Do you like playing computer games? 2. What do you use to play them – a computer or a PlayStation? 3. Do you buy games or borrow them from your friends?

2a.  Listen to the comics. Follow in the book. Stop to choose the best decisions for the two dilemmas.



1. **John:** Thanks for a great evening last night. I loved playing on the PlayStation.  
**Kate:** Yeah. You're really good at it.



2. **Kevin:** Hey, Kate. Have you got the Dragon Age game?  
**Kate:** Yes, you can borrow it.  
**John:** I'd like to have a PlayStation too.



3. **John:** Mum. All my friends have got PlayStations. It's not fair!  
**Mum:** I can buy you one for your next birthday.



4. **John:** But, Mum. That's ages away.  
**Mum:** I'm sorry but PlayStations are very expensive. You can save up your pocket money.



5. **John:** But Mum... I need more pocket money. All my friends get more than me.  
**Mum:** I don't want to argue with you. I have to go to the hairdresser's.

6. **Mum:** Can you go to the bank and get me some cash? Here's my card and my number. Just get £20.



7. **John:** I can get the money to buy a PlayStation with this card.

**Dilemma:** What does John do? (What is the best decision?) a) Use the bank card to get lots of money; b) Wait until his next birthday and go play on his friends' PlayStations; c) Find a way to earn some money.



8. (*John gets a morning paper round.*)

**John:** It isn't going to take me long to earn a lot of money with this paper round (работа по разноске газет).



9. (*After a few weeks – at school.*)

**Kate:** Where's John today?

**Kevin:** I don't know.

**Lucy:** He's never late.



10. **John:** I'm sorry I'm late. I... I... overslept.

**Teacher:** Don't do that again.





11. (*The next day in history.*)

**Lucy:** I really hate history. I'm not interested in hundreds of years ago. It's a **waste** of time.

**Kevin:** I like it. I'm going to choose it for GCSE. What about you, Kate?

**Kate:** I don't know what I want to do. It's really hard **to decide**.



12. *The teacher's voice:* John!



13. **John:** Where am I? Oh, no... I'm so tired from my paper round.



14. **Teacher:** John! Come for detention (оставление в школе до или после уроков в качестве наказания) tomorrow before school!



15. **John:** Oh, no. I was asleep and now Miss Bailey is really angry with me. My paper round is at the same time as detention tomorrow. What am I going to do?

**Dilemma:** What does John do? (What is the best decision?)  
a) Miss the paper round and maybe lose his job; b) Say sorry to Miss Bailey and tell her the truth; c) Do the paper round and miss the detention.

**Fact 1:** When you are 13 years old you can get a paper round in the mornings, evenings or at the weekend to earn some **extra** money. When you are 15 you can get a Saturday job in a shop or work in a restaurant.

**Fact 2:** GCSEs are very important exams that English students take when they are 16.

**2b.** John didn't get lots of money out of the cash machine. He decided to find a way to earn money. He also said sorry to Miss Bailey and told her about the paper round. What would you do if you were John?

*Begin like this:* If I were John, I'd... (На месте Джона я бы ...)

**3a.** Match the words and phrases in bold and their definitions.

1. fair	A. more (money)
2. a waste	B. right
3. to argue	C. to show disagreement in talking or discussing
4. to decide	D. costing a lot of money
5. extra	E. an unnecessary or wrong use of money, time, energy, abilities, etc.
6. expensive	F. to choose after careful thought about a few options

**3b.** Complete the statements with the new words and phrases.

1. If Belarusian schoolchildren need ... money, they take it out of a cash machine. 2. Our schoolchildren never ... with their teachers or parents. 3. Schoolchildren can easily earn money for a PlayStation in our country, because PlayStations are not very ... . 4. It's easy to ... what job to choose. 5. It's ... that most Belarusian teenagers don't earn money. 6. Buying English books and films is a ... of money.

3c.  Are the statements above true or false? Discuss.


4.  In writing, correct the wrong statements from ex. 3b.

## Lesson 4. Budget!

1a. How much of your money (in per cent) do you spend on:

food	beauty products
savings	public transport
clothes	cinema, DVDs, concerts
books & magazines	birthday & holiday presents
school things	sport and fitness
mobile phones	other needs or wants

1b. What would you like to spend more / less on? What's the most expensive thing you have bought recently? Have you wasted too much money on something recently? How have your spending habits changed over the last few years? (*I used to spend ... Now I spend ...*)

2a.  Listen to the radio programme on how to budget. Who is this programme for: children, teenagers or adults?



2b. Fill in the missing words.

cut down	responsible	expenses	budget
rich	making ends meet	poor	

**S**o, our young listeners keep asking us how to budget. If you budget, you don't just spend or save, you plan how to spend, you plan your ... (1).

A family ... (2) shows all the money that comes into the family and all the ways that money will be spent, usually on things like housing, school, clothes, food, cars and other things.

The government's budget shows how much money it plans to get and where it will spend that money – on such things as education, roads, energy, etc. Sometimes governments too

spend more than they get. If you spend more money than you get, you will have a “budget deficit”.

Make your own budget! Grown-ups are not the only ones who have to worry about ... (3). Children must become more ... (4) too. Say you'd like to buy a new video game, but you don't have any money saved. Make a budget to see if you can afford to put a few pounds a week towards the new game. You may be surprised to see how you spend your money.

Here's how to make your own budget: write down every single thing you spend money on each week and how much it costs. Your list may include cinema, CDs and food. Now add up (сложите) how much you earn each week from pocket money, babysitting or a paper round.

Subtract (вычтите) the money you spend from the money you earn. If there's money left over – you are doing well. If there's no money left or you come up with a negative number, you have a budget deficit. In case you have a budget deficit, look at each item on your “spend” list to see if there's anything that you can cut. ... (5) your careless expenses and you will be able to buy the things you really need.

Some of the rich are ... (6) not because they have always had a lot of money but because they have been budgeting and the poor are ... (7) because they haven't.

the rich = rich people; the poor = poor people

2c.   Listen again and check yourselves.

3. Read carefully the advice beginning with the words “Here's how to make your own budget”. Follow the economist's advice. Have you got any money left? Compare with your partner.

4.  Read the last sentence of the text again. What parts of speech are the words *poor* and *rich*? Why do you think so? Check with the rules on page 257.


5a. Divide the “question snake” into 6 questions.

Do you plan your expenses do you take part in making your family budget do you think you are a responsible person by the end of the month do you usually have extra money or do you make ends meet




do you think you can cut down your carelessexpenses why are some of the rich so rich and some of the poor so poor?

5b. Work in small groups. Ask and answer the questions in ex. 5a.

6.  Do you think budgeting is a good idea? Why? Why not? Write down your opinion.

## Lesson 5. Money dilemmas

1a.  Guess what your partner has got in their pockets right now.



1b. Match the words with their definitions.

chores [tʃɔ:z]

money given by a parent to a child every week or month, which the child can spend himself or herself (also: spending money; *Am. Eng.* allowance)

pocket ['pɒkɪt]  
money

a job or piece of work in or around the house which is often boring or unpleasant but needs to be done regularly

1c. In groups of three or four, answer the questions.

How much pocket money do you get from your parents? Do you save or spend your pocket money? What would you like to buy with your pocket money? What chores do you have to do? Do you get paid for them?

2a. Look through the letters to Teenage Money website. Which of the following topics are the people discussing?

1. Pocket money

2. Saving money

3. Getting paid for chores

4. Earning money

**A** Children should do some things **for free**, like cleaning their own room. But they should **get paid** to do other chores like babysitting. I think it's fair. *Barbara*

---

**B** When I was about fourteen, I started getting pocket money, which was much more than my friends' pocket money **amounts**. But I had to buy my clothes and hair stuff and magazines and records and so on. It was great because I felt rich at first, but it also taught me to budget and to understand that I couldn't buy everything. *Edward*

---

**C** Parents should pay their children to do housework. And that should be the only money they get. That way they learn to be responsible. *John*

---

**D** I completely disagree!!! Paying children to do chores is a mistake! They'll start asking money for everything. *Rupert*

---

**E** When I was 13–14, my Mum used to give me £5 a week for doing work around the house like washing up, tidying my room, doing the ironing, etc. I never used to spend it... and as the weeks went on, the cash went up and up and up... and when I wanted to buy a new game or a new top I was able to buy it. 😊 I still do those chores every day now... I don't get paid now though. 😞 *Fiona*

---

**F** I've been getting £25 a month since I was about 11 and a half. *Joe*

---

**G** I buy and sell **stuff** on the Internet so I make around £60–80 a week usually, sometimes more, sometimes less. I don't spend much, I've been saving my money for a year and I've saved a lot! Well, the rich are getting richer, you know. *Ricci*

---

**H** I think a fair amount is about £20 a month. If they want more things, they'll have to save or earn it. *Brenda*

---

**I** My 13-year-old gets £10 a month; my younger two get £5 a month. This is just for saving or buying bigger things that I won't buy till birthdays or Christmas. I would love to give my eldest her pocket money but in our family every penny counts – we hardly make ends meet. Having said that, she is a very responsible girl and she can budget. When she gets some cash, I know she will spend it wisely. She's starting a weekend job at Easter, no paper rounds round here, so it's only holiday work. *Belinda*

---

---

**J** I don't get any pocket money. However, my parents do give me money when I ask for it, like when I go out with friends. Some of that money is saved so I can buy little things for myself. When I'm a parent, I'll give my children a lot of pocket money. 😊 *Pat*

---

**2b.**  Listen and read the letters carefully and put them into four groups in ex. 2a.

**2c.** Match the words in bold in ex. 2a with their dictionary definitions:

1) things, 2) mass, 3) get money, 4) without paying or getting paid.

**3a.** Read one more letter. Fill in the missing words.

I think money paid for the chores is a bribe (взятка). Children should do housework ... (1). But parents will have to buy clothes and other ... (2) for them. I, personally, don't ... (3) for doing chores, but I regularly get a small ... (4) of pocket money. And sometimes I do get some extra money. I think this money is a reward (награда) for helping around the house.

**3b.** Who do you think wrote it – a child or an adult? Why do you think so?

**4.**  What is your attitude to pocket money and getting paid for chores? Prepare for a debate. Answer the questions below.

Do you think children should do chores for free or get paid for that? Do children need pocket money? What is the right amount of pocket money teenagers should get?

## Lesson 6. A penny for a present

**1.** Have you done your Christmas and New Year shopping yet? Who have you bought presents for? What presents would you like to get for the New Year?

**2a.**  Alesya and Natalie go shopping for presents. Listen to their conversation. What has Natalie bought? What has Alesya bought?

2b. 🎧 🎧 Use the verbs in brackets in the correct forms. Listen and check yourselves.

**In the morning.**

**Natalie:** Well, Alesya, I'm rich today. I (1. *earn*) some money from the paper round, I've got the money for the chores and I've got my pocket money, so I can waste a couple of quid. Let's go and spend.

**Alesya:** What's quid? Is it seafood?

**Natalie:** No, silly. It's an informal word for pounds – our British currency. And what's your currency – euro?

**Alesya:** No, it's roubles – Belarusian roubles.

**Natalie:** I see. Where's your purse?

**Alesya:** I don't have a purse. It's more convenient to have a wallet for keeping banknotes, coins and credit cards. Look!

**Natalie:** Let's barter! I (2. *give*) you £1, if you (3. *give*) me one banknote with this beautiful building.

**Alesya:** But it's not fair! It's a huge amount of money.

**Natalie:** I see you (4. *learn*) quickly. Good for you! But why do you carry all this Belarusian money with you? ...



**In the afternoon.**

**Alesya:** I'd like to buy this book for my dad – it's about old coins. No, I can't afford it. It's too expensive. It costs £25!!! OK, I'll buy that one instead. I can get it almost for free.

**Natalie:** Let me buy this book for you. I (5. *save*) to buy you a good present. Look, I (6. *save*) £50.

**Alesya:** Never! I don't want any charity. And this book is not for me, it's for my father.

**Natalie:** Let's not argue, shall we? I've decided. I (7. *lend*) you this money, and you'll pay me back when I (8. *come*) to Belarus....

### In the evening.

**Natalie:** Look, Alesya! I've got only I pence left – just a penny.

I (9. *be*) as rich as Croesus in the morning and now I'm as poor as a church mouse. I've got no cash! And the stuff I've bought for myself is such a waste!

**Alesya:** You must learn how to budget and cut down your expenses or you'll have to make ends meet next month.


**Natalie:** Yes, you are right. I must be more responsible.

Oh, I know! I (10. *sell*) my Barbie dolls collection on the Internet!

**Alesya:** Oh, Natalie...

**2c.** Find all the new words from the unit in the conversation. Which of the new words of the unit haven't been used?

**2d.** Role-play the conversation.

**3.**  Compare your ideas with your partner's. Give a summary of your answers to the class. Listen to each other and answer: What are the most popular presents? What are the most unusual presents? What are the most expensive presents?

What presents do you usually buy your friends for Christmas and New Year? What presents do you usually get? How do you get money for holiday or birthday shopping?

**4.**  Write about the presents you're going to buy your relatives and friends for Christmas and the New Year.

## Lesson 7. Money in words and figures































**1a.**  Ask and answer.

1. Have you ever taken any English exams? Are you planning to? 2. Do you know anyone who has taken such an exam? What did they have to do?

**1b.**  Listen to a fragment from a radio programme. What does it tell you about one of the international English exams?

**2a. Study the graph below. What can you make of it? Does anything surprise you?**

### How the Poor, the Middle class and the Rich spend their money

Type of spending	Household income		
	\$15,000–19,999	\$50,000–69,999	Above \$150,000
Food at home	 10.2%	 7.7%	 5.4%
Food at restaurants, etc.	 4.7%	 5.4%	 5.4%
Housing	 29.2%	 26.7%	 27.5%
Utilities (коммунальные услуги)	 11.1%	 8.2%	 4.8%
Clothes & shoes	 3.6%	 3.2%	 3.7%
Transportation & gasoline	 20.4%	 21.3%	 15.5%
Health care & health insurance	 8.2%	 7.1%	 4.5%
Entertainment	 4.8%	 5.1%	 5.7%
Education	 1.5%	 1.3%	 4.4%
Saving for retirement	 2.6%	 9.6%	 15.9%

**2b. Read the description below and compare with your ideas.**

The graph shows how Americans spend their money and how budgets change with the change of income<sup>1</sup>.

The visual demonstrates what money is spent on in three income categories – 1) the poor – people who just make ends meet, 2) people in the middle of the income range and 3) the rich. Both the similarities and the differences are striking<sup>2</sup>.

<sup>1</sup> **income** ['ɪŋkʌm] – доход; <sup>2</sup> **striking** ['straɪkɪŋ] – впечатляющий

Everyone spends a much larger part of their budget on housing – getting somewhere to live. With all the three categories – the poor, middle class and rich families – the same amount of money goes on clothing and shoes, and food outside the home.

But the poor spend a much larger part of their budget on basic things such as food at home, utilities (electricity, gas, train service, etc.) and health care. Rich people can afford to invest a much bigger amount of money in education, and to spend a very large part of their income on saving for retirement – the period in their life when they have stopped working.

**Do you also find the similarities and differences striking?**

**2c. Read the description again and find words that are used instead of the following:**

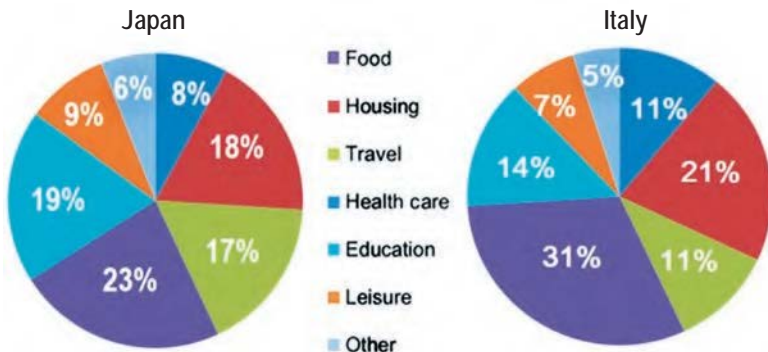
- 1) the graph,
- 2) people,
- 3) money,
- 4) spend money.

**3. Answer the questions.**

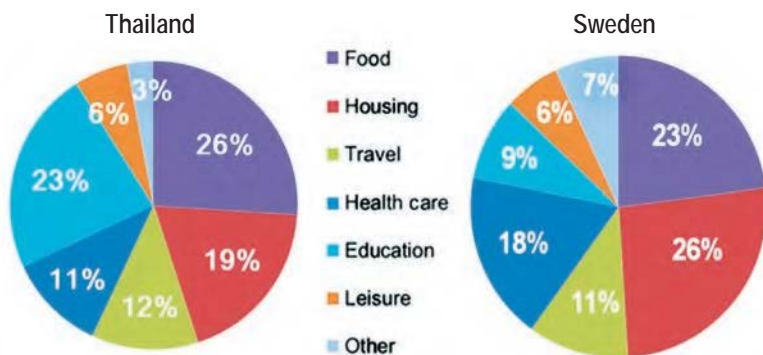
What do you think most of your family income is spent on? Do you think it is a good idea to invest money in education?

**4a. 👤👤 Look at the data below. Study the pie charts. Does any statistic surprise you? In pairs, decide what kind of conclusions you can draw from the visuals.**

**Average household expenditure, fig. 1**



Average household expenditure, fig. 2



4b. Why do you think the visual is called a pie chart?

4c. Talk on how you could present the information in the visuals in writing.

✓ Think what words you could use to speak about spending money, about people who spend money, the amount of money spent and the types of expenses.

✓ Decide what tense should be used: past or present. Why?

5. Write your comments about the visuals. Before you write, plan

- the main ideas you would like to point out;
- the number of paragraphs;
- the words you will use to avoid repetition;
- the tense: Present or Past Simple.

## Lesson 8. Project: Debate

1. Choose a motion for your debate.

I. Children should get paid for the chores.

II. Teenagers should get a lot of pocket money.

2. Work in two groups. One should be opposing the motion; the other should be proposing the motion.

1. Brainstorm the main points of your speech. Think of facts to support your ideas.



2. Choose a speaker for your group. The speaker should a) say what they are going to say; b) make three points about the motion, support each point with facts; c) say what they have said.

**3. Vote in favour or against the motion.**

The teacher chairs the debate. For the introduction the teacher states the motion and introduces the teams. Speaker 1 opposes the motion. Speaker 2 proposes the motion. The chair (teacher) invites the speakers to summarise their arguments with one sentence each. Then Ss take a vote in favour and against the motion. The chair announces the results.

## Lesson 9. Alexander who used to be rich last Sunday

1.  Listen to the joke. Follow in the book. Is it funny? Explain why.

*She:* You see, honey, this bag costs only fifty dollars. Good buy.

*He:* Yes, goodbye, fifty dollars.

2. When you were a little child, did you use to get any pocket money? How much? What did you spend it on? Do you remember making any good buys?



3.  Read and listen to the story. Stop to answer the questions in the boxes.

It isn't fair that my brother Anthony has two dollars and three quarters and one dime and seven nickels and eighteen pennies. It isn't fair that my brother Nicholas has one dollar and two quarters and five nickels and thirteen pennies.

*Question 1: A quarter is 25 cent, a dime is 10 cent, a nickel – 5 cent. Who's got more money: Anthony or Nickolas?*

It isn't fair because what I've got is ... bus tokens (жетоны на автобус). And most of the time what I've mostly got is bus



tokens. And even when I'm very rich, I know that pretty soon what I'll have is ... bus tokens. I know because I used to be rich, Last Sunday.

### *Q. 2: Why is Alexander so unhappy?*

Last Sunday Grandma Betty and Grandpa Louie came to visit from New Jersey. They brought salmon (лосось) because my father likes to eat salmon. They brought plants because my mother likes to grow plants. They brought a dollar for me and a dollar for Nick and a dollar for Anthony because – Mom says it isn't nice to say this because – we like money. A lot. Especially me.

### *Q. 3: How did he get his dollar?*

My father told me to put the dollar away to pay for the college. He was kidding (шутил). Anthony told me to use the dollar to go downtown to a store to buy a new face. Anthony stinks (= he is extremely bad). Nicky said to take the dollar and bury it in the garden and in a week a dollar tree would grow. Ha, ha, ha. Mom said if I really want to buy a walkie-talkie, save my money. Saving money is hard.



Information box: walkie-talkie – a small radio held in the hand which is used for both sending and getting messages.

### *Q. 4: What did Alexander's family recommend him to do with his money? Were they serious?*

Because last Sunday, when I used to be rich, I went to Pearson's Drug Store and got bubble gum. And even though I told

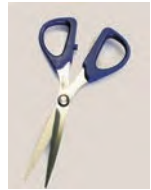


my friend David I'd sell him all the gum in my mouth for a nickel, he still wouldn't buy it. Goodbye, fifteen cents. I absolutely was saving the rest (остатки) of my money. I positively was saving the rest of my money. Except that Eddie called me up and said that he would rent (даст напрокат) me his snake for an hour. I always wanted to rent his snake for an hour. Goodbye, twelve cents.

**Q. 5: What did he do with his money?**



Anthony said when I'm ninety-nine I still won't have enough for a walkie-talkie. My father said there are certain words a boy can never say, no matter how bad his brothers are being. My father fined (оштрафовал) me five cents each for saying them. Goodbye, dime. Last Sunday, when I used to be rich, by accident I flushed (смыл) a dime down the toilet. A nickel fell through a crack (щель) when I walked on my hands. I tried to get my nickel out with a butter knife and also my mother's scissors. Goodbye, eight cents. And the butter knife. And the scissors.



**Q. 6: What happened to the scissors and the butter knife?**



Last Sunday when I used to be rich, I found this chocolate bar just sitting there and I ate it. How was I to know that it was Anthony's? Goodbye, eleven cents.

**Q. 7: Why did Alexander say "goodbye" to eleven cents?**

I absolutely was saving the rest of my money. I positively was saving my money. But then Nick did a magic trick and that made my coins disappear. He didn't know the trick to bring them back. Goodbye, four cents.

***Q. 8: Was Nickolas a good magician?***

Anthony said that even when I'm 199, I still won't have enough for a walkie-talkie. My father said that there are certain things a boy can never kick (выкинуть), no matter how bad his brothers are being. My father made me pay five cents for kicking it. Goodbye, nickel. Last Sunday when I used to be rich, Cathy around the corner had a garage sale (распродажа). I positively only went to look. I looked at a bear with one eye. I needed that bear. Goodbye, twenty cents.



***Q. 9: Would you buy a one-eyed bear at a garage sale?***

I absolutely was saving the rest of my money. I positively was saving the rest of money. I absolutely positively was saving the rest of my money. Except that I needed to get some money to save. I looked in Pearson telephone's booths for nickels and dimes that people sometimes forget. No one forgot. I brought some non-returnable bottles down to Friendly's Market. Friendly's Market wasn't very friendly. I told my Grandma and Grandpa to come back soon.

***Q. 10: Can you guess why?***

Last Sunday, when I used to be rich, I used to have a dollar. I do not have a dollar any more. I've got this one-eyed bear. And ... some bus tokens.

*By Judith Viorst (adapted)*

**4a.** Look at the picture of the boy with a piggy bank. Do you think it is Alexander? Why? Why not?

**4b.**  Interview each other. Give a summary to the class. What is the most common attitude to pocket money and to grandparents?

Are your parents happy about the way you spend your pocket money? Do your grandparents often visit you? Do you often go to see them? What would be the best present for you from your grandparents? What present do you think your grandparents would like to get from you?

**5.**  Get ready for the debate about pocket money.

## Lesson 10. Project presentation

 Debate

# UNIT 5

## BRITAIN AND BELARUS ROUND THE CALENDAR

### Lesson 1. Public or bank holidays?

**1a.** In her bedroom at Hill Ridge School Alesya found a calendar of holidays and special days. Look at the introductory page of the calendar and answer the questions: What holidays are they? When are they celebrated? Add the missing information.

**Model.** It's St Valentine's Day. It's celebrated on the fourteenth of February.





## Grammar aid: *Dates*

**Dates can be written in a different order and in different formats.**

### **British English date format:**

day / month / year.

Writing dates in British English	Writing dates in numbers
<ul style="list-style-type: none"> <li>• 16 Jan</li> <li>• 16 January</li> <li>• 16 January 2021</li> <li>• 16<sup>th</sup> January 2021</li> <li>• the 16<sup>th</sup> of January 2021</li> <li>• the 16<sup>th</sup> of January, 2021</li> </ul>	<ul style="list-style-type: none"> <li>• 16/1/21</li> <li>• 16.1.21</li> <li>• 16-1-21</li> <li>• 16/01/2021</li> <li>• 16.01.2021</li> <li>• 16-01-2021</li> </ul>

### **Speaking the date / saying the date:**

(It's) the sixteenth of January twenty twenty-one.

### **American English date format:**

month / day / year.

Writing dates in American English	Writing dates in numbers
<ul style="list-style-type: none"> <li>• Jan. 16</li> <li>• January 16</li> <li>• January 16, 2021</li> </ul> <p><i>Less common formats</i></p> <ul style="list-style-type: none"> <li>• January 16<sup>th</sup>, 2021</li> <li>• January the 16<sup>th</sup>, 2021</li> </ul>	<ul style="list-style-type: none"> <li>• 01/16/21</li> <li>• 01.16. 21</li> <li>• 01-16-21</li> <li>• 01/16/2021</li> <li>• 01.16.2021</li> <li>• 01-16-2021</li> </ul>

### **Speaking the date / saying the date:**


(It's) January the sixteenth, twenty twenty-one.

## 1b. Match the names of special days with the pictures.

- |                     |                       |                              |
|---------------------|-----------------------|------------------------------|
| 1. Christmas        | 2. Halloween          | 3. Mother's Day              |
| 4. New Year         | 5. Easter             | 6. Queen's Official Birthday |
| 7. April Fool's Day | 8. St Valentine's Day |                              |

## 1c. Check what you know about holidays in Britain. On which holidays are

- ✓ friends and relatives invited?
- ✓ cards sent?
- ✓ presents given?
- ✓ special meals or dishes cooked?
- ✓ houses, streets, towns and cities decorated?
- ✓ fireworks displayed / let off?
- ✓ jokes played on people?
- ✓ parades watched?

1d.  Alesya is invited to the school radio to talk about holidays in Belarus. Student A – Alesya; student B – school reporter (use the questions from ex. 1c).

2a.   Read about days off in the UK and explain why there are different names for them.

### British fact file: Holidays in the UK

In Britain you can hear different words about the days when most people do not go to work and celebrate different traditions or simply relax. These days off are called common law holidays<sup>1</sup>, bank holidays and public holidays. Why? What's the difference?

We can find an explanation in history and law.

Before 1834 about thirty-three saints'<sup>2</sup> days and *religious* [rɛ'lidʒəs] *festivals* were celebrated as holidays, but in 1834 only four were left: 1 May, 1 November, Good Friday<sup>3</sup> and Christmas Day. The name "bank holidays" first appeared

<sup>1</sup> common law [lɔ:] holidays – традиционные, общепринятые праздничные дни; <sup>2</sup> saint [seɪnt] – святой; <sup>3</sup> Good Friday – Страстная пятница



in 1871 in the Bank Holidays Act, which was **introduced** by a politician [ˌpʊləˈtɪʃ(ə)n] Sir John Lubbock – a Liberal MP<sup>1</sup>. A *banker*, scientist and *social reformer*, Sir John Lubbock aimed to *ease* the life of the working class people when he suggested introducing days off, which were not religious holidays. As banks **were closed**, all people had a day off. English people were so thankful that they called the first Bank Holidays “St Lubbock’s Days”.

After that, public holidays were *renamed* or added to the calendar of different UK countries in different years from 1903 to the present time.

Very often the two words – bank holidays and public holidays – are used interchangeably<sup>2</sup> in everyday life, although legally<sup>3</sup> there is a difference. Strictly speaking, bank holidays are holidays when banks and many other businesses are closed for the day. Public holidays are holidays, which have been celebrated for many years through custom (обычай) and tradition. In fact, whether holidays are bank or public, is written in the Banking and Financial Dealings Act 1971, which replaced *the Bank Holidays Act 1871*.

If a public holiday falls on a Saturday or Sunday, it is usually celebrated on the next working weekday, called “a substitute<sup>4</sup> public holiday”. Extra bank holidays are created by Royal proclamation<sup>5</sup>. For example, the wedding of Charles, Prince of Wales, and Lady Diana Spencer on 29 July 1981, the Golden Jubilee of Elizabeth II on Monday, 3 June 2002 and the wedding of Prince William and Catherine Middleton on 29 April 2011 were made extra bank holidays.

## 2b. Read the “Grammar focus” and answer the questions.

1. What’s the difference between sentences (1) and (2)?
2. What do the sentences mean?
3. Why is sentence (2) used?
4. What are the grammar forms in bold called?
5. How are Past Simple Passive Voice forms formed?

<sup>1</sup>MP = member of parliament – член парламента; <sup>2</sup>interchangeably [ˌɪntəˈtʃeɪndʒəbli] – взаимозаменяемо; <sup>3</sup>although [ɔ:lˈðəʊ] **legally** [ˈliːgəli] – хотя юридически; <sup>4</sup>substitute [ˈsʌbstɪˌtju:t] – заменяющий; <sup>5</sup>by Royal [ˈrɔɪəl] **proclamation** [ˌprɒkləˈmeɪʃ(ə)n] – по королевскому объявлению



### Grammar focus: *Past Simple Passive Voice*

1) The Bank Holidays Act **introduced** bank holidays in Britain in 1871.

2) Bank holidays **were introduced** (by the Bank Holidays Act) in Britain in 1871.

S

was / were

V3

See “Grammar reference” on page 257.

**2c.** Look through the text and find all the sentences in the Passive Voice. What do they mean? What forms are they?

**2d.** Guess the meaning of the words in italics.

**3a.** Look through the text again and explain what each word combination means: *a day off, a common law holiday, a bank holiday, a public holiday, a substitute public holiday, an extra bank holiday.*

**3b.** Which of the special days mentioned in ex. 1 are not public holidays?

**4a.** Discover the holidays of the UK countries. Look at the table and speak about the changes in the holidays in the UK countries. Use the verbs *replace, rename, introduce, make, add* in the Passive Voice.

## Holidays in the UK: from past to present

### England, Northern Ireland and Wales

Date	Name	Notes
1 January	New Year's Day	Bank holiday from 1974
17 March	St Patrick's Day	Bank holiday in Northern Ireland only (1903)
<i>variable</i> [ˈveəriəb(ə)l]	Good Friday	Traditional common law holiday (1871)
<i>variable</i>	Easter Monday	Bank holiday (1871)


Date	Name	Notes
First Monday in May	Early May bank holiday	From 1978
Last Monday in May	Spring bank holiday	From 1971. Replaced Whit Monday which used to be a public holiday (1871)
12 July	Battle of the Boyne (Orangemen's Day)	A bank holiday in Northern Ireland only from 2010
Last Monday in August	Summer bank holiday	A bank holiday from 1971. Replaced the first Monday in August (1871) (August bank holiday)
25 December	Christmas Day	A common law holiday (1871)
26 December	Boxing Day	A bank holiday (1871)

**4b. Look at the two tables and compare the holidays in the countries. What are the common law holidays in all the UK countries?**

#### Scotland

Date	Name
1 January	New Year's Day (1871)
2 January	2 <sup>nd</sup> January (1973)
<i>variable</i>	Good Friday (1871)
1 <sup>st</sup> Monday in May	Early May bank holiday (1871)
Last Monday in May	Spring bank holiday (1978)
1 <sup>st</sup> Monday in August	Summer bank holiday (1871)
30 November	St Andrew's Day (2007)
25 December	Christmas Day (1871)
26 December	Boxing Day (1974)




4c. Which holidays are celebrated in all the UK countries? Which is the most attractive holiday? Explain why.

5.  Write 8–10 sentences about public holidays in the UK. Use ex. 3a, 4a and 4b.

## Lesson 2. Christmas fun

1. Answer the questions about holidays and special days in Belarus.

1. How many holidays are celebrated in your country?
2. Which are days off?
3. What's your favourite holiday? Why? How do you usually celebrate it?

2.    Play one of the most popular British board games "Snakes and ladders". Consult the word box for the words in bold if you need.

### Rules

1. The game is played by two or three players (teams).
2. You need a dice and two or three counters.
3. You throw the dice and move your counter to the corresponding number.
4. For an odd number (1, 3, ...) read the question in the question box and find the answer to this question in the answer box. Move your counter to the number of the answer.
5. For an even number (2, 4, ...) read the answer in the answer box and then find the corresponding (соответствующий) question in the question box. Move your counter to the number of the question.
6. If you get on a ladder, go up. If you get on a snake, go down.
7. The first player to go from 1 to 26 is the winner.



1. *How do the British prepare for Christmas?*
3. *What is Christmas carol singing?*
5. *When are Christmas decorations put up?*
7. *What are the traditional Christmas decorations?*
9. *Why are traditional Christmas decorations evergreens?*
11. *How is Christmas celebrated?*
13. *What day is the main Christmas celebration in Britain?*
15. *What do people do on Christmas day?*
17. *Do people go to church?*
19. *What's a typical Christmas meal?*
21. *Who brings presents to British children?*
23. *What are pantomimes* [<sup>1</sup>pæntəmaɪmz]?
25. *When are Christmas decorations taken down?*

2. **Evergreen** is a symbol of life.

4. Christmas carol (рождественский гимн) singing is singing carols in the street, churches and public places.

6. During the weeks before Christmas, they send cards, watch nativity plays<sup>1</sup> and go carol singing. They **put up** Christmas decorations **inside** and **outside** homes, churches, shops. They decorate Christmas Trees, too.

8. This holiday is celebrated together with family, relatives and friends who share the much loved customs and traditions, which **have been around** for **centuries**.

10. They are **evergreens**, such as mistletoe, holly and ivy.

12. Most people put up their decorations about a fortnight (two weeks) to a week before Christmas Day. People may blow up balloons and put up Christmas cards on the walls.

14. Christmas Day is when Christians [<sup>1</sup>kristʃənz] celebrate the birth of Jesus Christ [dʒi:zəs 'kraɪst], so many people go to local church services.

16. Father Christmas, the British version of Santa Claus [<sup>1</sup>sæntəˌklɔ:z].

18. Christmas is celebrated on the 25<sup>th</sup> of December.

20. A **pantomime** is a traditional British Christmas play.

22. Children open their presents on Christmas morning, then there's a Christmas dinner at midday for the whole

<sup>1</sup> **nativity** [nə'tɪvəti] **play** – пьеса о Рождестве в исполнении детей

family. People talk, exchange presents, eat and drink, and watch television and listen to the Queen's Christmas Message (рождественское послание королевы) in the afternoon.

24. A typical Christmas meal is roast turkey, or chicken or goose, roast potatoes, Brussels sprouts or other vegetables and gravy.

26. It is unlucky if you don't **take** your decorations **down** before the end of the 12<sup>th</sup> day of Christmas, on 5<sup>th</sup> January.

**be around** = to exist [ɪg'zɪst] (существовать)

**a century** ['sentʃəri] = 100 years

**put up** = hang (hung, hung)

**take down** – *ant.* put up

**an evergreen** ['evəgrɪn] – a tree or plant that does not lose its leaves in winter

**inside** = in a room, in a house; **outside** – *ant.* inside

3a.   Listen, read and match the riddles with the customs below.

① It is one of the oldest customs **going back to** the Middle Ages (средние века) when poor people used to walk in the streets and sing holiday songs for food, money or drink. Today people still go from house to house singing and collecting money for charity. Traditionally it is from St Thomas's Day (21 December) until the morning of Christmas Day.

② People believe that this evergreen **protects** [prə'tektz] their homes **from** evil spirits (от злых духов) by its prickly (колючие) leaves and also by its reputation [ˌrɛpju'teɪʃ(ə)n] for holiness.

holy ['həʊli] (adj) священный + **ness** = holiness (n)

③ This evergreen plant with white berries **is dedicated** ['dedɪkeɪtɪd] **to** Goddess (богиня) of Love, which explains the kissing that goes on under it. Originally, when a boy kissed

a girl, he plucked a berry and gave it to her. When the berries were gone, so were the kisses.

④ This evergreen plant must not be used alone, or even **predominate** [pri'dɒmɪnɪt].

⑤ They are an important part of British Christmas festivities and great family amusement.

They contain (= include) a number of ingredients: cross-dressing – when men roles are played by women and vice versa; fun – because well-known plays and fairy tales are changed to be modern and amusing; music – there is a lot of music and singing; celebrities' participation (участие знаменитостей) – well-known pop stars, comedians [kə'mi:diənz], sports and TV people take part in them. They are performed in theatres, village halls and community centres.

⑥ On this day a little money or small gifts are given to such people as milkmen, cleaners, newspaper boys, etc. Schools across the country gather gifts which are put in Christmas Boxes and sent to poorer countries.

A. Celebrating Boxing Day; B. Decorating houses with holly – an evergreen plant; C. Performing pantomimes; D. Carol singing; E. Kissing under mistletoe; F. Decorating houses with ivy

### 3b. Which of the English words means the following:

A. защищает от; B. преобладать; C. посвящается;  
D. относящиеся к (идущие к)

1. going back to; 2. is dedicated to; 3. protects from;  
4. predominate

4. Write two riddles (1–2 sentences) about Christmas customs and traditions. Collect them all in a box and mix. Each student chooses a riddle to answer in turn.

**Model.** It's an evergreen plant used for decorating houses. People kiss under it.



5a. How is Christmas celebrated in Britain? What Christmas traditions seem interesting and exciting to you?


5b. Do you know any Belarusian Christmas traditions? Compare how Christmas is celebrated in Britain and in Belarus.

6.  What do people do at Christmas in Britain? Write 10 sentences.

## Lesson 3. New hopes

1a. Have a competition. Say as many things as you can about what people do at Christmas in the UK.

1b. Remember 15 things that you do at New Year.

2a.  Find on the Internet and listen to the Christmas song “Let It Snow”. What picture can you imagine? What’s the weather like outside? What’s inside the house?



2b. Sing the song.

### Let It Snow

Oh the weather outside is **frightful**,  
But the fire is so **delightful**,

And since we’ve no place to go,  
Let It Snow! Let It Snow! Let It Snow!

It doesn’t show **signs** of stopping,  
And I’ve bought some **corn** for **pop-**  
ping,

The lights are turned way down low  
Let It Snow! Let It Snow! Let It Snow!

The fire is slowly **dying**,  
And, my dear, we’re still **goodbying**,  
But as long as you love me so,  
Let It Snow! Let It Snow! Let It Snow!

**frightful** – ужасная  
**delightful** – восхити-  
тельный

**since** – так как

**signs** – знаки  
**some corn for popping** –  
немного кукурузы, что-  
бы похрустеть

**lights are turned way  
down low** – свет при-  
глушён

2c. Find all the words with the [aɪ] sound. Which letters denote (передают) the sound? Make a table in your exercise book.

3a.   Listen and read about celebrating the New Year in Britain. Match the paragraphs to the pictures.



1. Many people in the UK **stay up** until **midnight** on New Year's Eve, 31 December, so that they can celebrate the start of the New Year. People **see in** the New Year with their friends and family. Sometimes one can be invited to someone's New Year's Eve house party. Many pubs<sup>1</sup> and clubs have special events<sup>2</sup>.

2. A few minutes before midnight, British people traditionally watch Big Ben (the clock in the Houses of Parliament), and celebrate after it **strikes** for the 12<sup>th</sup> time, which is shown on television. There's a tradition **to join hands** at midnight and sing *Auld Lang Syne*, written by the Scottish poet Robert Burns.

3. In London, people often gather in the area around Trafalgar Square [trəˈfælgə ˈskweə], Piccadilly [ˌpɪkəˈdɪli] Circus, Leicester ['lestə] Square and Parliament ['pɑːləmənt] Square from about 9 p.m. until the early hours of the morning. They listen to Big Ben and watch a 10-minute fireworks display at the London Eye starting at midnight. The fireworks are also shown live on large screens (экраны) in Trafalgar Square, and on BBC1 TV channel.

4. In Scotland and in the north of England people **follow the custom** of the First Foot. People try to be the first ones to **knock at** their friend's houses after midnight. In many places

<sup>1</sup> a **pub** – место, где можно перекусить и поболтать с друзьями;

<sup>2</sup> **special events** ['speʃ(ə)l ɪ'vents] – специальные мероприятия

the first-footer is allowed to be a resident of the house (может быть человеком, живущим в доме), but they must not be in the house when the clock strikes midnight. The First Foot is traditionally a tall, dark-haired man. In some places a woman or fair-haired man are thought as **unlucky**. The First Foot usually brings several gifts, including a coin, bread, salt, coal (уголь), or a drink (usually whisky) for **good luck**.

5. On New Year's Day people **make New Year's resolutions** (promise to start doing something good in the new year).

Popular resolutions include to **improve** (make better):

- **health**: lose weight, exercise more, eat better, give up smoking;
- **finances**: make more money, save money;
- **career** [kə'riə]: get a better job;
- **education**: **care** [кеə] **about** studies, get better grades (оценки), get a better education, learn something new (such as a foreign language or music);
- **self**: become more organised, lessen stress, be less grumpy (несдержанный), manage ['mænidʒ] time, be more independent.

**care about** – feel that something is important, so that one is interested in it

### 3b. Guess the meaning of the words in bold:

**stay up** until **midnight**; **see in** the New Year; **strike** (struck, struck) twelve; **join** hands; **follow a custom**; **knock** [nɒk] at / on the door; **lucky** / **unlucky**; give / bring something **for good luck**; **improve** [ɪm'pru:v] ... .

3c. 👤👤 Which customs are the same as in Belarus? Which are different? Which customs would you like to follow? Which customs do you follow in your family? Which custom is followed in most Belarusian families? Discuss and report to the class.

4. 👤👤 How do you celebrate the New Year? Speak in pairs. Use the words from Lesson 2, ex. 3b and the words below.

Prepare for, cook special dishes, put on special clothes, decorate the house / flat inside and outside, lay the table for the celebration, invite somebody, see off the old year, be thankful

for, remember, be lucky / unlucky that (count oneself lucky / unlucky that), strike 12, see in, follow the custom of, think of a wish, hope to improve, watch fireworks, tell fortunes, play.

**5a.** 👤 👤 Look through the possible New Year's resolutions in the text again and say which of them you would like to make.

**5b.** Report to the class. Which are the most popular New Year's resolutions?

**6.** Read the New Year's resolutions. Do you like it? Make a card of your New Year's resolutions.

This New Year my resolution is to spread happiness and enjoy all around.

What are you planning? Hope you live up to your New Year's resolutions!



**New Year in Belarus (cloze test on vocabulary)**

**7.** 📝 Write how you celebrate the New Year (10–12 sentences).

## Lesson 4. Merrymaking

**1a.** 🎧 👂 Listen and read one of the traditional rhymes which has long accompanied Bonfire Night. When do people celebrate Bonfire Night? Why?

Remember, remember the Fifth  
of November,  
The Gunpowder Treason and  
Plot,

I see no reason  
Why the Gunpowder Treason  
Should ever be forgot.  
Guy Fawkes ['gʌfəʊks], Guy  
Fawkes, t'was his intent  
To blow up the King and  
Parli'ment.

**gunpowder** ['gʌnpaʊdə] по-  
рох; **treason** – государ-  
ственная измена; **plot** –  
заговор  
**reason** – причина

**intent** – намерение  
**to blow up** – взорвать

Three-score barrels of powder  
below

To prove old England's over-  
throw;

By God's mercy he was catch'd  
With a dark lantern and burning  
match.

Holla boys, Holla boys, let the  
bells ring.

Holloa boys, holloa boys, God  
save the King!

And what should we do with him?  
Burn him!

**three-score** – трижды по  
двадцать; **barrels** ['bærəlz] –  
бочки

**overthrow** [ˌəʊvə'θrəʊ] – пе-  
реворот



**mercy** ['mɜ:si] – милость

**lantern** ['læntən] – фонарь

**match** – спичка

**1b.** What sounds (звук) are the letters in bold? In the last three lines find the words with short vowel (гласные) sounds. Write the letters for the sounds [aʊ], [əʊ], [ɜ:], [e], [i].

**1c.** Have a phonetic competition. Read the poem.

**2a.**   Listen and read about the history and traditions of Bonfire Night. What new information have you learnt as compared to the rhyme?

Every year on 5<sup>th</sup> November, **the anniversary** [ˌæni'vɜ:s(ə)rɪ] of the Gunpowder Plot («Порохового заговора»), Bonfire Night is celebrated all over the UK to show respect to the long British traditions of Parliamentary [ˌpɑ:lə'ment(ə)rɪ] democracy [dɪ'mɒkrəsi] and the British Monarchy ['mɒnəki].



The history of this day goes back centuries.

When Queen Elizabeth I (1533–1603) took the throne of England in 1558, she made some laws against the Roman Catholics [ˈrəʊmən 'kæθ(ə)liks]. Guy Fawkes was one of a small group of Catholics who felt that the government was **unfair** [ʌn'feə] to them. People hoped that King James I (from 1603) would change the laws, but he didn't.

There were even fines (штрафы) for people who didn't **attend** (go to) the Protestant church on Sunday or on holy days.

A group of men plotted to kill King James and **blow up** the Houses of Parliament, the place where the laws were made.

a plot – to plot

The men bought a house **next door to** the parliament building. The house had a cellar (подвал) which went under the parliament building. The plotters planned to put gunpowder under the house and blow up parliament and the king.

On the morning of 5<sup>th</sup> November 1605, soldiers discovered Guy Fawkes with gunpowder in the cellar and arrested him.

He was questioned about the other plotters. At first, he didn't tell the soldiers anything about the plot, but later he told the truth.



a question – to question

In celebration of his survival [sə'vaɪv(ə)l], King James I **ordered** that the people of England should have a great **bonfire** on the night of 5<sup>th</sup> November.



The event is still **commemorated** [kə'meməreɪtɪd] annually (every year) in England on 5<sup>th</sup> November by burning “guys” (= effigies [ˈefɪdʒi:z]) on bonfires. As well as burning an effigy of Guy Fawkes, the bonfires are used to bake potatoes wrapped in foil<sup>1</sup> and to warm up soup for the crowds that come to watch the fireworks. The traditional cake eaten on Bonfire Night is Parkin Cake, a sticky cake containing a mix of oatmeal, ginger, treacle, and syrup<sup>2</sup>. Other foods include sausages cooked over the flames and marshmallows<sup>3</sup> toasted in the fire.

a mix – to mix

<sup>1</sup>wrapped [ræpt] in foil – завернутую в фольгу; <sup>2</sup>oatmeal, ginger, treacle, and syrup [ˈsɪrəp] – овёс, имбирь, патока и сироп; <sup>3</sup>marshmallows [ˌmɑ:ʃˈmæləʊz] – конфеты типа зефира

On this night, people also enjoy fireworks display. Today only adults can buy them, but in the past they were sold to children, too. So during the days before Bonfire Night, children used to take their home-made guys out in the street and ask for “a penny for the Guy” to collect money and buy fireworks.

**2b. Which of the English words means the following:**

A. отмечать (дату); B. несправедливый; C. костёр; D. приказывать; E. годовщина; F. по соседству с; G. посещать (что-л.); H. взрывать

1. unfair, 2. attend (*smth*), 3. blow up, 4. next door to, 5. order, 6. anniversary, 7. bonfire ['bɒnfɑɪə], 8. commemorate

**2c. Guess the words.**

fair (справедливый) – unfair = not fair

unlucky, unimportant, unhappy, unpopular, uninhabited, unable, untidy

**3a. Look through the text and write the plan in the correct order.**

- A. Plot against King James I.
- B. Anniversary of the Gunpowder Plot.
- C. Unfair laws.
- D. Annual commemoration of the Gunpowder plot.
- E. Guy Fawkes' arrest.
- F. Preparation for blowing up parliament.
- G. Money for fireworks.
- H. King James' order.

**3b.  Match the word combinations to the points of the plan and make up a short version of the story:**

- 1) plot to kill the King and blow up the parliament;
- 2) celebrate the anniversary of;
- 3) enjoy fireworks display, collect money for fireworks;
- 4) make laws against, belong to a group of, be unfair to, fine people for not attending ...;

- 5) put gunpowder under the house next door to the parliament building;
- 6) order that people should celebrate ...;
- 7) commemorate the event by ... , burn effigies, bake ... , eat ... , toast ...;
- 8) discover the plot, arrest ... , question ... about the plotters.

#### 4a. Write *Who*-questions about Bonfire Night.

**Model.** When **Queen Elizabeth I** took the throne of England, she **made** some laws against Roman Catholics. – **Who made** laws against Roman Catholics?

#### 4b. Ask each other in turn. Who remembers more answers?



**Bonfire Night (cloze test on vocabulary)**

5. Would you like to take part in celebrating this tradition? Why or why not? Write at least 10 sentences to explain your point of view.

## Lesson 5. Belarus round the calendar

1a. Look through the calendar of the Belarusian holidays and special days for 2021, celebrated in the country, and try to specify them as state (official), public, religious holidays and memorial days. Which of them are days off?

### January

- 1 New Year's Day
- 7 Orthodox Christmas Day

### February

- 23 Fatherland Defenders' and Armed Forces Day



### March

- 8 Women's Day
- 15 Constitution Day





## April

- 2** Day of Unity of the Peoples of Belarus and Russia
- 4** Easter (Catholic)
- 26** Day of Chernobyl tragedy



## May

- 1** Labour Day
- 1** Easter (Orthodox)
- 9** Victory Day
- 10** Day of the National Emblem and Flag of the Republic of Belarus
- 11** Commemoration Day (Radonitsa)

## June

- 22** Day of National Remembrance of the Victims of the Great Patriotic War

## July

- 3** Independence Day



## November

- 7** October Revolution Day
- 2** Remembrance Day (Dzyady)

## December

- 25** Catholic Christmas Day

**1b.**   Listen and check your guesses.

**1c.** Read and guess what holiday or special day the texts below describe.

1. The day commemorates the victory in one of the most terrible wars in history.
2. This is the day of the main law of the country which goes back to 1994.

3. The day is celebrated annually to commemorate the day when Minsk was liberated from fascist aggressors in 1944.
4. This day is dedicated to women and is aimed at showing love, care and respect for them.
5. This day is dedicated to the main symbols of our country and its independence.
6. This holiday goes back to 1997 when an agreement on the union of two countries was signed<sup>1</sup>.
7. On these days people in Belarus attend cemeteries to pay respect to their dead relatives and friends.

**2a. Read the beginning of Alesya's interview on the Hill Ridge School radio and think of 5–8 other questions the interviewer could ask. Work in groups or in pairs. Use the ideas from Lesson 1 and ex. 1 of this lesson.**

*Interviewer:* Hi, Alesya! Welcome to our school radio.

*Alesya:* Hello, nice to be with all of you today.

*Interviewer:* People in Britain are going to celebrate St Valentine's Day soon. This event has helped me to choose the topic of our talk today. Holidays and special days. In Britain, holidays usually become traditional and we keep celebrating them for years and years. Yet, some new holidays appear in our calendar, some bank holidays are replaced with others. Is it the same in Belarus?

*Alesya:* Yes, sure. For example, Independence Day. Its history goes back to 24 November 1996, when the republican referendum moved Independence Day to 3 July. I think it's a very important holiday. The day encourages people to remember that we achieved freedom of the country at the cost of great loss in the past. The day is famous for the traditional military parade in Pobeditelei Avenue and a demonstration, which offer an opportunity to show that independent Belarus and its people have achieved great results and success in different spheres [sfjəz] of life. It's a very popular celebration, attracting crowds of people.

lose (v) – loss (n)

<sup>1</sup> to sign [saɪn] – подписывать

**2b.** Get ready to role-play Alesya's talk on the Hill Ridge School radio about holidays in Belarus. Use the expressions from the Help box for the interviewer to show interest.

**HELP BOX**

Really? How interesting! Amazing! It must be fun! It's very important to remember ... . After all, it's great when people have an opportunity to ... .

**2c.** Listen to all your classmates' interviews. Which is the best?

**3a.** Complete the text with the words given about a popular Belarusian traditional holiday.

believed    holiday    loved    celebrated    food  
protect    traditional    jumping    cooked    strength  
collecting    celebration    happily    dance

**K**upalle, summer solstice ['sɒlstɪs] (21 June), is the most ... (1) and celebrated pagan (языческий) ... (2) in today's Belarus, which has been around for centuries. Its celebration offers a whole complex of ... (3) rituals ['rɪtʃuəlz], beliefs, love and magic. Like in ancient times, Kupalle is ... (4) in the night from 6 July to 7 July.



Years ago young girls went into the meadows to collect plants and herbs – cornflowers, ferns<sup>1</sup>, etc. during the day of 6 July. It was ... (5) that the plants gathered at that time had special magic and ... (6) and could ... (7) people and their homes from illnesses and evil spirits. That's why some of these plants were used in ... (8), some were put up on the walls of the houses, and some of the plants were used in the wreaths<sup>2</sup> worn on the head by young men and women during the Kupalle ... (9).

The central part in Kupalle celebration was a fire, which symbolised life and Yaryla and drove away death. During the day young men would prepare the place to start the fire. They

<sup>1</sup> ferns [fɜ:nz] – папоротники; <sup>2</sup> wreaths [rɪ:θs] – венки

would go around the village ... (10) old things – clothes, broken barrels – and would take them out to the place, chosen for the festivity. Usually it would be a meadow, a forest glade (поляна) or a bank of a river. The oiled wooden wheel would be set on fire to symbolise the sun. People would stay up till early morning hours.

They followed a lot of customs on that night, including purification rituals (ритуалы очищения) during the celebration – ... (11) over the fire, bathing in the river, rolling in the grass dew<sup>1</sup>. They would join hands and ... (12) in karagods, compete in strength, tell fortunes and look for a blossoming fern flower – “Paparats-kvetka”. It was thought lucky if a couple (пара) could find it: they would live ... (13) ever after.

Special ritual food was ... (14) on the fire – fried eggs (egg symbolised both sun and life), kulaha (a sort of a pudding made of wheat flour), vareniki (dumplings stuffed with berries – blueberries, cherries and raspberries).

A lot of this tradition is followed today.

**3b.**   Listen and check.

**4a.** Follow the QR code to watch how Kupalle is celebrated today. Share your impressions. Have you ever participated in celebrating Kupalle?



**4b.** Tell British people about this national holiday, its history, customs, traditions and present-day celebration.

**5.**  Write about your favourite holiday and how you celebrate it.

## Lesson 6. Do you need an invitation?

**1. Discuss with your class.**

1. Which is your favourite holiday or festival? Why? 2. Do you celebrate it with your friends or with your family and relatives? 3. What do you start with when organising a celebration? 4. On which holidays do you invite guests? 5. Is it polite to come without an invitation to a family celebration?

<sup>1</sup> dew [dju:] – роса



**2. Which of the holidays or events would you like to be invited to (in order to<sup>1</sup> share the wonderful traditions)? Choose any from this unit and write about it.**

**HELP BOX**

I'd like to be invited to ... , because it is a great tradition / custom / holiday. It is celebrated on ... . People usually gather at home / come to ... . It's really exciting / interesting / fun / cool to ... . You can also ... . I am sure I would enjoy it.

**3a. Where are they invited to? Read the invitations to your friends.**

I have cooked  
Something yummy and delicious.  
Come over!  
Let's have dinner together!



Hey!!! It's time for Coffee.  
Let's sip into a refreshing brew!  
Come over on a Coffee Break!

<sup>1</sup> **in order to** (do something) – для того, чтобы (сделать что-то)

A perfect brew is ready!  
I am waiting for  
A lovely company,  
So thought of inviting you.  
Join me for an afternoon tea!



**3b.** Where would you like to invite your friend to? These invitation formulas will help you to write any invitation. They are usually short. Choose one sentence from part A and one sentence from part B.

**A.** 1. Please come and join us / me on (*Women's*) Day. 2. Hope you join in the fun and celebration on (*New Year's*) Day / at (*Christmas*). 3. Inviting you all to enjoy some fun moments on (*my birthday*) / at (*Easter*). 4. Let's be together and have great fun on (*St Valentine's*) Day / at (*a Dinner Party*). 5. You are invited to join us for (*a Christmas Party*).

**B.** 1. We are looking forward to *seeing you / your lovely company*. 2. I am looking forward to a beautiful *day / evening* ahead. 3. Your company will add on to the enjoyment. 4. Your presence will make it special. 5. Come over!

**3c.** Find the addressee for your invitation (see ex. 3b). Have a mingling activity.

1. Divide the class into two groups. 2. Students A read their invitations to different students from group B until they find someone who has written about the corresponding holiday or event in ex. 2. 3. Change the roles and play again.

**Model.** A: (reads the invitation). – B: Oh, I'd like to come to ... . Thanks for inviting me.

**4a.** Complete the text about the afternoon tea tradition in Britain. Is tea drinking popular in our country? And what about your family?

enjoy                      cakes                      tradition                      strong  
tea-shop                      sugar                      boiled

**A**fternoon tea is a British ... (1). Whether spending a day at home or out, in town or countryside, most British people ... (2) their afternoon "cuppa".

There are few towns without at least one ... (3), which also sells different sandwiches, scones with jam and cream, and delicious ... (4). The county of Devon in south-west England, with its many dairy farms, is famous for its “cream teas”, where scones are served with thick clotted cream (сливочный варенец).

As for the drink itself, tea is traditionally brewed<sup>1</sup> in a china teapot, adding one spoonful of tea per person and one for the pot. Freshly ... (5) water is then poured onto the leaves and the tea is left to “brew” for a few minutes. The ... (6) English Breakfast blend is one of the favourites, with added milk, and a little ... (7) for those with a sweet tooth.

4b.   Listen and check.

5.  Make an invitation card to your favourite holiday. Write about celebrating this holiday.

## Lesson 7. History of St Valentine's Day

1. What do you know about celebrating St Valentine's Day? Brainstorm your ideas with the whole class.

2.   Get ready for a phonetic competition. Learn and recite the following St Valentine's SMS texts.

In School, They Taught Me That  
1 hour = 60 Minutes  
1 Min = 60 Seconds  
But They Never Told Me That  
1 Second Without You = 100 Years.

Life is so short, so fast the lone hours fly,  
We ought to be together, you and I.

If Your asking if I Need U the answer is 4Ever  
If Your asking if I'll Leave U the answer is Never  
If Your asking what I value the Answer is U  
If Your asking if I love U the answer is I do.

<sup>1</sup> tea is ... brewed [bruid] – чай ... заваривается

### 3a. Get ready to play the game “Matching hearts”.

1. Make hearts. 2. Cut them zig zaggy in two halves. 3. On one of the halves write questions about the history of St Valentine’s Day and on the matching part – write the answers (ex. 3b). 4. Mix them and hand out to players. 5. The player with the question (e.g. a boy) reads it, and the player with the corresponding answer (e.g. a girl) reads the answer. They put their halves together and see if they have made up a whole heart.



### 3b. Listen and read the text about the history of St Valentine’s Day and write questions and answers for the game “Matching Hearts”.

Valentine’s Day is celebrated by millions of people all over the world. The celebration falls on the 14<sup>th</sup> of February. On this day, people celebrate and show their love to each other by giving gifts and cards and perhaps by having a romantic dinner.

The history of Valentine’s Day – and its patron saint – has a lot of mysteries. But we do know that February has long been a month of romance. Customs which have a link with St Valentine’s Day started with the popular belief held by people in Great Britain and France during the 14<sup>th</sup> and 15<sup>th</sup> centuries that birds begin to mate on 14 February. Lovers, therefore, found St Valentine’s Day the right time to send love letters and gifts to the beloved.

But in recent time the festival is seen in a much larger perspective. Now, people take the opportunity of the day to wish “Happy Valentine’s Day” to anyone they love – their father, mother, teachers, siblings (brothers and sisters), friends, co-workers or anyone special to them. The idea is to give love and spread happiness around us.

But, who was Saint Valentine? One legend says that Valentine was a priest who served during the third century in Rome. When Emperor Claudius II decided that single men made better soldiers than those with wives and families, he outlawed [ˈaʊt,lɔ:d] marriage (поставил брак вне закона) for young men – his soldiers. Valentine thought it was unfair and continued



to marry young lovers in secret. When Valentine's actions were discovered, Claudius ordered that he be put to death.

There is a legend, that Valentine actually sent the first "valentine" greeting himself. Valentine fell in love with a young girl who visited him in prison a few times before his death on 14 February. It's no surprise that by the Middle Ages, Valentine had become one of the most popular saints in England and France.

Other stories suggest (предполагают) that Valentine was killed for attempting to help Christians escape Roman prisons where they were often beaten. In Great Britain, Valentine's Day began to be popularly celebrated around the seventeenth century. By the middle of the eighteenth century, it had become common for friends and lovers in all social ['səʊʃ(ə)l] classes to exchange small gifts or handwritten notes. By the end of the century, printed cards had begun to replace written letters. Ready-made cards were an easy way for people to express their emotions in a time when direct expression of one's feelings was discouraged. According to the Greeting Card Association, one billion Valentine cards are sent each year, making Valentine's Day the second largest card-sending holiday of the year (2.6 billion cards are sent for Christmas).

#### 4. Make your own Valentines in the shape of hearts.

Remember that the colours of St Valentine's Day are red, white and pink. Here are some ideas to help. Read the text found on Valentines and write your own. It depends on who it is addressed to – your friend, teacher, sister or brother, mother or father, someone you love.



With you around sweetheart,  
My life's a Song!



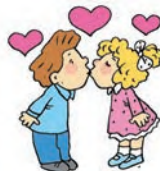
Happy Valentine 's Day to you!

A big warm hug

To wish you Happy Valentine's  
Day!





Day and night you are in my  
thoughts!  
Please be my Valentine!



5.  Make and write invitations to your Valentine's Day party. Use ex. 4.

## Lesson 8. Let's throw a party!

-  Do you like parties and celebrations? Why? What do you have to think about if you are planning a party? Make a list of things.
-  Listen and write down the list of things to do. Compare your list with the list from the text.
- Prepare an entertainment programme for your party.

### A. Prepare this board for Crosses and noughts game.

*Ideas for the game:* naming public British or Belarusian holidays; questions and answers about traditions and customs in the UK or in Belarus or about St Valentine's Day.



### B. Prepare crosswords or word searches in groups or in pairs. Choose the topics suggested above.

### C. Get ready to play the game "Back to back".

A boy and a girl stand with their backs to each other; the audience ask questions, e.g. "What colour are her eyes?", etc. Write a few sets of questions.

### D. Prepare small gifts for winners of competitions.

- 4a. Read the following Valentines and try to imagine what event made the men write the Valentines. Brainstorm the ideas with the whole class.

*From Howard to Holly*

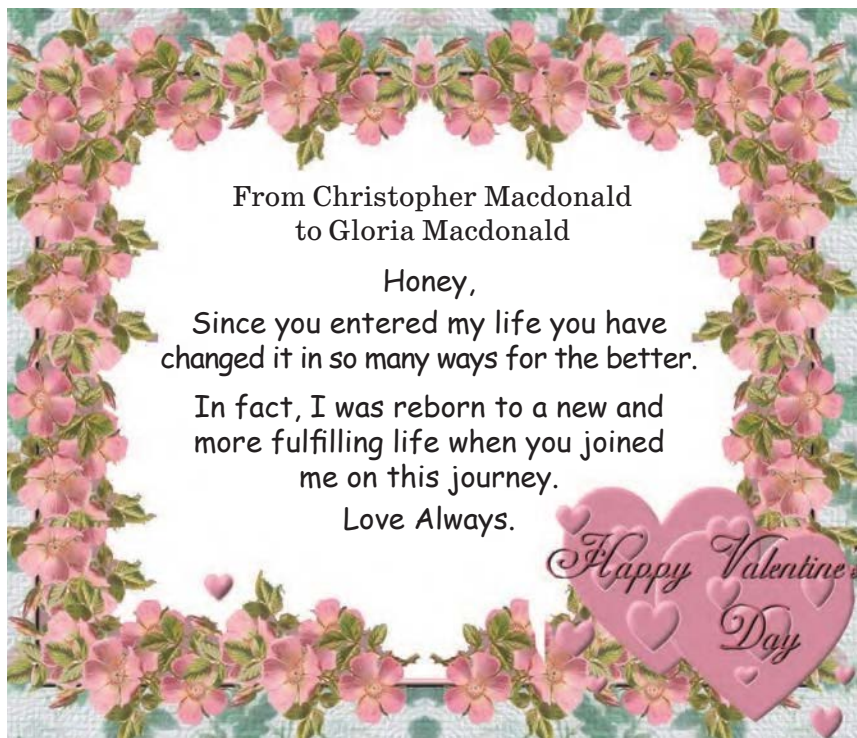
*You got me to the hospital in time & saved my life!*

*My heart still beats because of you!*

*I'm so glad to be alive & in love with you!*

*I love you! I love you! I love you!*





**4b.** In groups, make up stories based on the Valentines.

**4c.**  Write down one story based on the Valentines.

## **Lesson 9.** Project "St Valentine's Day Party"

**1.** Organise St Valentine's Day Party with the whole class. A few days before the party hand out the invitations you have made to everybody you want to see at the party.

**2.** Use the ideas from the list of things-to-do to get ready for the party: use some elements to decorate the room for the party, think of small prizes (Valentines) to award the games and contests winners.

**3. Celebrate the holiday with games and happy laughs, with a bit of history and love stories:**

- ✓ Have a phonetic contest (ex. 2, Lesson 7).
- ✓ Play the games: “Crosses and noughts”, “Word searches”, “Matching hearts”, “Back to back”.
- ✓ Listen to the stories, based on the texts of Valentines and choose the most interesting and exciting one.

**4. Award the winners. Find encouraging words for everybody participating in the party.**



# UNIT 6

## VERY TRADITIONAL BRITAIN

### Lesson 1. Traditions on the British roads

1. Cars on the road unite all people. Most people of the world are drivers. Are there any differences in driving in Belarus and the UK?

2. Make questions about driving in Britain. Use the prompts.

1. What / like /drive / Britain? *What is it like to drive in Britain?*
2. petrol<sup>1</sup> / expensive / Britain?
3. motorists / have to wear / front seat belts / the UK?
4. what / minimum driving age?
5. many roads / Britain?
6. roads / good / the UK?
7. what / the National Speed limit / the UK?
8. How / all speed limits / given on signs?
9. How / signs / indicate speed limits?
10. Why / drive on the left / in Britain?

3a.   Listen, read and match the questions (ex. 2) with parts of the text.

The first thing you notice when you come to Britain is that they drive on the left-hand side of the road. Taking the left-hand side on the road is a custom or habit that goes back centuries when people used to carry swords<sup>2</sup>, most often in their right hand, to protect themselves. The custom was encouraged by the General **Highways Act** of the British Government (1773),



<sup>1</sup> petrol [ˈpetrəl] – бензин; <sup>2</sup> sword [sɔ:d] – меч

which advised horse riders, coachmen<sup>1</sup> and people taking their vegetables to market to drive on the left. The rule was made a law by the Highway Act of 1835.

So, the second thing you notice is that the **steering wheel** is on the right. However, the pedals are in the same position as in left-handed cars, with the accelerator [æk'seləreɪtə] – gas pedal – on the right.

The **gears** and almost always the **handbrake** are both operated with the left hand. Less and less cars on the roads are with a manual gearbox (с ручной коробкой передач). Most modern cars are with an automatic gearbox.

Petrol ['petrəl] – 117p – and diesel ['di:z(ə)] – 118p on average (25 October 2015) are among the most expensive in the world.

The wearing of front **seat belts** was made mandatory (обязательное) for motorists in 1983.

*The minimum age for driving* a car in the UK is 17, and 16 for riding a moped or motorbike with a maximum engine capacity (мощность двигателя) of 50cc (cubic centimetres).

There are some 225,000 miles (362,000 km) of roads in Britain. Many of the roads are built on the old roads laid down by the Romans centuries ago.

Roads in Britain range from wide modern **motorways** to narrow country **lanes** usually bordered by **hedges**, stone walls, grassy banks of rivers or ditches (рвы). Cities and towns tend to have compact streets because they go back to the times well before cars appeared, and were certainly not planned for large lorries<sup>2</sup>.

#### *The National Speed limits*

On motorways and **dual carriageways** drivers can drive cars at a speed of 70 mph (112 km/h)

**Single carriageway** roads: 60 mph (96 km/h)

Built up areas, e.g. towns and villages: 30 mph (48 km/h)

Residential areas: 20 mph (35 km/h)



**Grammar focus: *The article “a” in set expression***  
at a speed of

See “Grammar reference” on page 258.

<sup>1</sup> **coachman** ['kəʊtʃmən] – кучер; <sup>2</sup> **lorry** ['lɒri] = truck – грузовик



All speed limits and distances are given on **signs** in miles or miles per hour. One mile is about 1.6 km. Round signs indicate (указывают) speed limits with the number circled by a red band (полоса). When the speed limit is no longer applied, then there is a black line crossing through the number.

**steering wheel** ['stɔəriŋ ,wi:l] – the wheel in a car, bus, etc. that the driver holds and turns to direct (направлять) the car

**highway** ['haɪweɪ] (n, c) – a wide road between towns and cities for fast driving

**gear** [gɪə] (n, c) – a mechanism which helps to change the speed of driving

**brake** [breɪk] (n, c) – the equipment in a car, bicycle, etc. used for slowing down or stopping

**seat belt** ['si:t ,bɛlt] (n, c) – a strong belt (ремень) in a car or plane that you fasten ['fɑ:s(ə)n] across yourself to hold you in the seat

**motorway** ['mɔ:tə,weɪ] (n, c) – a wide road with several lanes in each direction, built for fast travel over long distances

**lane** [leɪn] (n, c) – 1) A narrow road in the countryside; 2) one of the parts of a wide road or motorway, separated from the other with white lines

**hedge** [hedʒ] (n, c) – a line of bushes ['bʊʃɪz] or small trees growing close together around a garden, field or along a road

**dual carriageway** ['dju:əl 'kærɪdʒweɪ] (n, c) – a road with a dividing line between the traffic in opposite directions and with two lanes in each direction (в каждом направлении)

**single carriageway** ['sɪŋɡ(ə)l 'kærɪdʒweɪ] (n, c) – a road with only one lane in each direction

**sign** [saɪn] (n, c) – a flat object with words or pictures on it, put in a public place to give information

**3b. Act out an interview with British teens about driving. Use the questions in ex. 2 and the text.**

#### 4. Compare driving in Britain and in Belarus.

1. In Britain people drive on the left. *In Belarus we drive on the right.*
2. The steering wheel is on the right in British cars.
3. The accelerator (gas pedal) is on the right.
4. The gears and almost always the handbrake (parking brake) are operated with the left hand.
5. Most modern cars in Britain are automatic.
6. All motorists must wear front seat belts in Britain. The minimum age for driving a car in the UK is 17, and 16 for riding a moped or motorbike.



#### Traditions on the British roads (crossword)

5. Write information for foreign visitors to Belarus about driving on the roads.

## Lesson 2. How are traditions broken?

1. Traditions are usually long living, but sometimes they are broken. Why or how are they broken? Brainstorm possible situations with the whole class.

2a. Read the fact file and the tasks (A–E). Listen to the conversations between a BBC spokesperson<sup>1</sup>, a programme producer, a show presenter, and Tony Evans, head of the Olney pancake committee, part by part. Pause to do the tasks.

### British fact file

Olney, Bucks<sup>2</sup>, is a small market town, which is world-famous for its historic Shrove Tuesday<sup>3</sup> pancake race, which started in 1445 and has only been open to women over 18 who have lived in the town for at least three months.

#### A. Choose what the talk is about.

3 February 2010.

1. The BBC spokesperson suggests organising a children's pancake race.

<sup>1</sup> **spokesperson** ['spəʊks,pɜːs(ə)n] – представитель (организации);

<sup>2</sup> **Bucks** – краткое название графства Бакингемшир; <sup>3</sup> **Shrove Tuesday** [ˌʃrəʊv 'tʃuːsdeɪ] – вторник на масленой неделе



2. The BBC spokesperson suggests filming the children's pancake race at Olney.

**B. Answer the questions.**

10 February 2010.

1. Who is Tony Evans speaking to?

2. Why is Tony Evans angry?

3. Who says the following: "What a shame!<sup>1</sup> And I can't help being really angry. This is serious ['sɪəriəs]."

"I understand the problem. I'll try to sort it out. I'll call you back later."



**C. Choose the summary of the talk.**

The producer of the children's BBC TV show "Blue Peter" offers its presenter, Joel Defries, an opportunity to challenge his sporting abilities and

1) run in the Olney female pancake race.

2) go kayaking ['kaɪækɪŋ] in the Amazon with his female co-presenter Helen Skelton.



**D. Explain Mr Evan's words.**

You've presented me with a dilemma: either I will have to let everyone down (подвести всех) and say "Blue Peter" are not coming, or I will have to break with tradition.

**E. Answer the questions.**

17 February 2010.


1. Which place did Joel take?

2. Who came in first in the race?



<sup>1</sup> What a shame! – Какая жалость!

2b. Why was the 565-year pancake race tradition broken? Give a short answer (2–3 sentences).

3.  Read two conversations and compare the grammar forms.

## 1

**Programme Producer:** Hi, Joel. I've got a task to challenge your sporting abilities. You'll **have to** run in the Olney Pancake race this year. We **have promised** to come to Olney next week, and the people at Olney **have widely advertised**<sup>1</sup> the fact. What if we come and film you running in the race. What do you think?

**Joel Defries:** All right! I'm cool with it. I **think I won't win** because that **will be** unfair to women.

## 2

**Programme Producer:** Hi, Barbara. I've talked to Joel. I **said I'd got** a task to challenge his sporting abilities. I explained he'd **have to** run in the Olney Pancake race this year, because we **had promised** to come to Olney the next week, and the people at Olney **had widely advertised** the fact.

**BBC spokesperson:** And what did Joel say?

**Programme Producer:** He was cool with it. He **thought he wouldn't win** because that **would be** unfair to women.

### Grammar focus

#### A. Past Perfect

I've got a task to challenge your sporting abilities (*Present Perfect*).

I **said I'd got** a task to challenge his sporting abilities, because we **had promised** to come to Olney the next week.

'd got = had got

said – past action, had got, had promised – actions before another past action

<sup>1</sup> advertise [ˈædvətaɪz] – рекламировать

+ (S)  $\triangle$  had  $\square$  V3 ... - (S)  $\triangle$  had not  $\square$  V3 ...  
 (hadn't)

?  $\triangle$  Had (S)  $\square$  V3 ... ?

### B. Future Simple-in-the-Past

I **think** I **won't win** because that **will be** unfair to women.  
*(Future Simple)*

He **thought** he **wouldn't win** because that **would be** unfair to women.

I explained he'd **have to** run in the Olney Pancake race.

'd have to = would have to

+ (S)  $\triangle$  would  $\square$  V ... - (S)  $\triangle$  would not  $\square$  V ...  
 (wouldn't)

?  $\triangle$  Would (S)  $\square$  V ... ?

C. Usually sentences with Past Perfect and Future Simple-in-the-Past are complex sentences with object clauses.

See "Grammar reference" on pages 259–260.

**4a. Complete the talks. Use the correct verb forms. Work in pairs, then check with the whole class.**

### A

**BBC spokesperson:** What did you tell Tony Evans?

**Programme Producer:** I said we (1. *come*), and we now (2. *have to*) make a big thing of it. There (3. *be*) a male presenter running in the race.

Tony sounded (звучал) a bit angry when he said that since 1445, the race (4. *be open*) to women over 18 who (5. *live*) in the town for at least three months. He said I (6. *present*) him with a dilemma: he either (7. *have*) to let everyone down and say "Blue Peter" were not coming, or he (8. *have to*) break with tradition.

### B

**Natalie:** Have you watched the report about the Olney pancake race today?

**Alesya:** No, I haven't. And?

**Natalie:** The reporter said the BBC (1. *break*) the 565-year pancake race tradition. He explained that in the morning Joel Defries, a 24-year-old TV presenter of the popular children's TV show "Blue Peter",



(2. *put on*) a blonde wig, a scarf and apron to run in the race. It was good he (3. *not to win*) the race.

**Alesya:** And who was the winner?

**Natalie:** Jane Hughes. She said it was a fantastic day. She was pleased so many people (4. *run*) in the race.

**Alesya:** I am sure it's exciting!

4b.  Write down the completed talks.

## Lesson 3. Is it worth breaking traditions?

1. "BBC breaks 565-year pancake tradition" was the title in Olney newspapers. Why? Remember as many facts as you can in three minutes. Who could remember more facts?

2a. The decision to allow<sup>1</sup> a non-resident man to take part in the world-famous pancake race was widely discussed in Olney mass media. Read and compare part of the interview with OlneyOnline and its written Internet version.

**OlneyOnline correspondent:** OK, Joel.

Let's go back a week. *Your programme producer tells you: "You'll have to run in the race."* What's your first reaction?



**Joel Defries:** I remember I said: "*I do get strange challenges working for the programme. All right! All right! I'm cool with it. I think I won't win because that will be unfair to women.*"

<sup>1</sup> allow [ə'laʊ] – разрешать

After the interview OlneyOnline wrote:

When *the programme producer* **told** the presenter *he'd have to* run in the race, Joel Defries answered that *he did get* strange challenges working for the programme. The next moment *he was* cool with it. And *he thought he wouldn't win* because *that would be* unfair to women.

**2b. Analyse all the grammar forms. Can you guess the rule?**



**Grammar focus: *Sequence of Tenses***

[main clause: Past Simple] that (object clause: Past Tenses).

(Present Simple → Past Simple)

(Present Continuous → Past Continuous)

(Present Perfect → Past Perfect)

(Past Simple → Past Perfect)

(Future Simple → Future Simple-in-the-Past)

See “Grammar reference” on pages 260–261.

**3a. Put the verbs in the correct tense forms to complete Tony Evans's, head of the Olney pancake committee, interview.**

**T**ony Evans, head of the Olney pancake committee explained: “First ‘Blue Peter’ promised (пообещали) they (1. *come*) and (2. *film*) the children's pancake races and (3. *put*) it on the show. But then they rang and said the producer (4. *do*) it. I was cross (=angry) as we (5. *mention*) they were coming in all the newspapers, on TV and on the radio, so I wrote a strong letter to the producer. He said if they came they now (6. *have to*) make a big thing of it and get the presenter to race and it (7. *be*) in next week's show.”

“It presented me with a dilemma – either I would have to let everyone down and say ‘Blue Peter’ were not coming, or I would have to break with tradition.”

a film – to film

to let somebody down – подвести кого-либо

“Over the last few years a lot of the girls have run to collect money for charity and I thought that the BBC (8. *give*) the town *publicity* so I decided to let him run.”

“I consulted the other members of the committee and it was on condition that (при условии, что) he couldn’t win the race and he had to wear a cap and an apron.”

**3b.**   Listen and check.

**3c.** Do you think Tony Evans was right? Discuss in groups. One group is for and the other is against the decision.

**3d.** Report to the class. What’s the dominating opinion?

**4a.** A lot of people in Olney were angry about breaking the tradition which had been around for centuries. Do you agree with them? This is what they said.

“Letting a man in the race means that the traditional idea has been forgotten and thrown away. Sadly the money interest has become predominant,” said local resident Geoff Bacchus [ˈbækəs].

predominate (v) – predominant (adj)

Another resident Sally Harris, 48, added: “It’s a real shame this ancient tradition has been ruined. This has always been something for the women of the town and now it has all been thrown away. It will never be the same again.”

**4b.** Report the people’s opinions.

Geoff Bacchus said that ...

Sally Harris added that ...

**5a.** Take part in the interviews. What do you think will happen to the tradition next year? Write your thoughts.

**HELP BOX**

take part in, attract crowds of people, have a lot of fun, sell a lot of pancakes, make a lot of money, improve the town’s budget, improve ... , collect more money for ... , avoid running in a race, attract fewer people

**Model.** I *think* the BBC presenter *will* take part in the pancake race again next year.



1b.   Listen and check.

2.   Read about other Easter entertainments. Are they the same as in Belarus? Explain why egg rolling is popular in Britain, but not in Belarus.

### British fact file

**E**xchanging and eating eggs is a popular custom in many countries, as eggs are a symbol of spring and new life. In the UK real eggs had been used before they were replaced by chocolate eggs. The eggs were hard-boiled and *died* in various colours, which meant spring and light. There is an old traditional game played even today in the north of England, for example at Preston in Lancashire. Hard-boiled eggs are rolled down hills to see whose egg rolls farthest.



far – farther – the farthest (*about distance*)

3a. Look through the texts (ex. 3b) and match them with the pictures.





**3b.** Read these descriptions of sporting traditions in the UK. Some of the customs or rules may seem strange but they have been around for hundreds of years. Divide your class into three groups. Each of them reads one of the texts and gets ready to speak about the following:

A. When the sporting tradition began. B. Where and when it is played. C. What the rules are.

### **Sporting traditions in the UK**

1. Traditionally, forty-one days before Easter Sunday is a special day for Christians, called Pancake Day or Shrove Tuesday. It is the day before **Lent** (Великий пост) starts. Lent is a Christian **fast** (пост) which lasts forty days before Easter. On Pancake Day people used to celebrate the last day before Easter when they could eat what they wanted. Eggs and milk ought not to be eaten during Lent. That's why the eggs, milk and butter left in the house were used for pancakes. All over England there were pancake races on or near Shrove Tuesday. The tradition is still around today. The rules of pancake races are different in different places, but each participant, usually a woman, has to wear an apron and a hat or scarf. They run with a pancake in a frying pan and throw the pancake in the air. They have to catch it again in the pan. The winner gets to the finishing line first having thrown the pancake a pre-decided number of times.

The most famous pancake race takes place at Olney. The Olney pancake race is world famous.

2. The Highland Games is a Championship which began in the middle of the 19<sup>th</sup> century in the Scottish Highlands. Games are traditionally held in September. Today they include highland dancing, contests in playing the bagpipes and one of the most popular sports – “tossing the caber”. Tossing means throwing. Players have to throw a long and extremely heavy pine trunk (ствол сосны) as far as possible. The average caber weighs ['keɪbə 'weɪz] 68 kilos and is usually about 6 metres long. The heaviest caber in the history of caber tossing weighed 127 kilos. The player who throws his wooden caber the furthest is not necessarily the winner. The style of throwing is more important than the distance. Players are usually very big and strong!

3. St John's Ambulance<sup>1</sup> and first-aid volunteers<sup>2</sup> are always present at the two-day football match held in Ashbourne ['æʃbɔ:n] in the Midlands every spring. The Ashbourne street football game is one of many street football matches played out all over the UK. The town is divided into two teams, depending on where the players live. There can be hundreds of players in each team and the two goal posts are nearly five kilometres apart. The ball is not kicked but "hugged" close to the chest (мяч «обнимают» = прижимают к груди). The shopkeepers in the centre of town have to cover their windows with wooden boards<sup>3</sup> to protect them from the crowds (толпы) of players. All locals, both the young and the old, enjoy this very lively and sometimes violent<sup>4</sup> game. The match ends with a few broken arms but people think it is all so much fun. They have been playing this game every year for more than two centuries. It is a bit difficult to get the ball from one end of town to the other and sometimes no goals are scored.

**3c. Tell each other about the sporting tradition you have chosen.**


**3d. In groups answer the questions.**

1. Which sport is practised throughout the UK? 2. Which sport is not usually played by men? 3. Which sport has an incredible number of players? 4. Which sport is the most dangerous? 5. Which sport requires the most physical strength? 6. Which sports involve throwing something?

**3e. Discuss with your class.**

Which sport do you think is the silliest? Which do you think is the most difficult? Which sport would you like to try?

**4a. Do you know of any sporting traditions in Belarus? Discuss with your class to collect ideas.**

**4b.**  Write about a sporting tradition in Belarus (10–12 sentences).



<sup>1</sup> ambulance ['æmbjʊləns] – скорая помощь; <sup>2</sup> first-aid volunteers [ˌfɜːstˈaɪdˈvɒləntz] – добровольцы по оказанию первой помощи; <sup>3</sup> boards [bɔːdz] – деревянные доски; <sup>4</sup> violent ['vaɪələnt] – жёсткая

## Lesson 5. Gardens of Britain

1. The British are keen on gardens and gardening. The beauty of British gardens is there for all to enjoy. They range from charming country gardens in front of houses to huge landscaped parks and are really amazing. Is there a garden near your house? Are there a lot of flowers in your town or city?

2a. Scan the visitors' information about the gardens (the first 3–4 lines) and answer the questions.

1. Which garden is open daily (every day)? 2. Which gardens aren't open to visitors in December and January? 3. Which gardens are closed on Christmas Day and New Year's Day? 4. What's the latest closing time? In which garden?

2b.   Listen and read about the gardens and answer the questions.

1. Where can you see exotic plants in greenhouses? 2. Where can you find plants from around the globe? 3. Where can you see lots of rhododendrons<sup>1</sup>? 4. Where can you find a wild Himalayan gorge (узкое ущелье)?

**Exbury Gardens**, Exbury ['eksbəri], Hampshire

Tel: 023 8089 1203 *Open*: late Feb – late Nov, daily 10–5.30 (or dusk if earlier)

Created in the 1920s by Lionel de Rothschild, Exbury Gardens are a visual *extravaganza*. Idyllically set on the east bank of the Beaulieu ['bjʊ:li] River, the 73ha (hectares ['hekteəs]) landscaped woodland gardens offer superb displays of rhodo-



Herbaceous [hə'beɪʃəs]  
borders



Candelabra primulas  
[ˌkændə'la:brə'prɪmjʊləz]

<sup>1</sup> rhododendrons [ˌrɒdɒ'dendrənz] – рододендроны



Rhododendrons



Maples

dendrons, camellias and azaleas [ə'zeɪliəz]. Trees as well as flowers have their special place, with many rare and beautiful examples including an ancient yew tree<sup>1</sup>. A labyrinth of tracks and paths (тропинки) lead through the beautiful plantings, cascades and ponds (пруды), rose garden, rock garden, heather and iris ['aɪrɪs] gardens, daffodil meadow and river walk. Exbury continues to develop with recent additions including a herbaceous (травянистый) and grasses garden.

**Windsor** ['wɪnzə] **Great Park**, Berkshire ['bɑ:kʃ(ɪ)ə]

*Tel:* 01753 847518 *Open:* daily Mar – Oct 10 am – 6 pm; Nov – Feb 10 am – 4 pm. Closed 25–26 Dec, 1 Jan.



An ancient oak tree



The Valley Gardens overlooking Virginia Water Lake

Truly a garden for all seasons, Savill Garden was created in 1932. Under the patronage of King George IV and Queen Elizabeth the Queen Mother, the gardens which cover 14ha, are run by traditional methods and give a home for plants that might

<sup>1</sup>yew [ju:] tree – тис

be lost. Spring displays of rhododendrons and azaleas, *underplanted* with primulas and wild narcissus, are followed by a range of roses, late summer herbaceous borders and spectacular autumn colours. Many rare<sup>1</sup> plants blossom in the Queen Elizabeth Temperate (с умеренным микроклиматом) House.

**Kew** [kju:] **Gardens (Royal Botanic Gardens)**, Kew, London  
Tel: 020 8940 1171. *Open*: daily 9.30–6.30 (closing time varies according to the season). Closed 25 Dec, 1 Jan



UNESCO World Heritage Site  
(памятник Всемирного наследия)

Inside the Waterlily House

The world's foremost (передовой) Royal Botanic Gardens offer a visit at any time of the year. Containing around 30,000 species of plants, including 13 species extinct (исчезнувшие) in the wild, the gardens were created in 1722 under the patronage of George III, but Sir Joseph Banks encouraged the project from the very beginning and brought unknown plants back from a world voyage aboard Captain Cook's ship *Endeavour* [ɪn'devəv]. Go in spring for the lilac<sup>2</sup> and rhododendrons, and in winter when even on the greyest of days the greenhouses are full of exotic growth. At Kew you will find plants from around the globe and from every habitat – desert, swamp and rainforest.

grow (v) – growth (n)

**Crarae** ['kræreɪ] **Gardens**, Crarae, Inveraray [ɪn've'reəri], Scottish Lowlands

Tel: 01546 886614 / 886388. *Open*: daily – summer 9 am – 6 pm, winter daylight hours

Among Scotland's loveliest gardens, Crarae is set beside the fascinating Loch Fyne and covers 25ha of woodland with one

<sup>1</sup> rare [reɪ] – редкие; <sup>2</sup> lilac ['lɪlək] – сирень



of the finest rhododendron collections in Scotland. Crarae Glen (a narrow and deep mountain valley) is the nearest thing in Scotland to a wild Himalayan [ˌhɪməˈleɪən] gorge and contains many exotic plants. Here also is the site of the National Collection of the southern beech and the gardens contain important and large trees and shrubs (кусты).

**2c. Have a phonetic competition. Pronounce the names of gardens and plants.**

**3a. Role-play. Natalie and her family are going to take Alesya to one of these gardens. Work in groups. Divide the roles. Each of you chooses one garden you'd like to visit and gets ready to explain why you should go there: 1) what you can find there, 2) when it's open, 3) where it's situated, 4) what you think of this garden, 5) what else you can see in the location, 6) what else you can do there.**


**HELP BOX**

huge, small, large, wide, narrow, amazing, attractive, spectacular, fantastic, fascinating, lovely, pretty, super, picturesque

**3b. Act out the discussion.**

**HELP BOX**

Let's go to ... . Why not go to ... ? We could go to ... . We should go and see ... . It's convenient. It's twice as near as ... . It's open on ... from ... to ... . I'm sure we'll enjoy / love it. It sounds too far / right / good / fascinating / OK. / Great!

**4.**  Write about a garden you saw once and liked very much (use the plan in ex. 3a).

## Lesson 6. Do we share the same superstitions?

1. Read the definition of the word below and say if you are superstitious.

**Superstition** [ˌsu:pə'stɪʃ(ə)n] – a belief that things such as magic or luck have the power to affect your life.

2a. These animals and objects can be linked to some superstitions. Which of them are associated with good or bad luck in Britain? And in your country?



2b.   Listen and check your guesses.

2c.   Listen, take notes and explain what each object means.

3a. Discuss the following questions in pairs and then with your class.


1. Which British superstitions are similar to those in your country? 2. Which are different? 3. Do you know anything about the origins of some of the superstitions in your country? 4. Do you believe that superstitions can influence our lives and still live on in the age of science?

a life – lives

3b.  Write about superstitions in Belarus for a foreign visitor.

## Lesson 7. When in England, do as the English do

1. Are rules important in people's lives? What rules do you know? What are your school rules? Which rules do you always follow? Which rules do you break?

2a.  Listen and read the Good-manners guide prepared by schoolchildren of Woodland school in England. Which of them are important to follow? Which of them are less important? Why do you think so?

### In England...

**Do say "Excuse me":** if someone is *blocking* your way and you would like them to move, say "excuse me" and they will move out of your way.

**Do say "Please" and "Thank you":** it is very good manners to say "Please" and "Thank you". It is rude if you don't. You will notice in England that we say "thank you" a lot.

**Do cover your mouth:** when yawning or coughing<sup>1</sup> always cover your mouth with your hand.

**Do shake hands:** when you are first introduced to someone, shake their right hand with your own right hand.

**Do say "Sorry":** if you bump into someone, say "Sorry". They probably will too, even if it was your fault<sup>2</sup>! This is a habit and can be seen as very amusing by an "outsider".

**Do smile:** a smiling face is a welcoming face.

**Do stand in line:** in England we like to form orderly queues (standing in line) and wait for our turn e.g. getting on a bus. "Queue jumping" is not welcome.



<sup>1</sup> **when yawning** ['jɔ:niŋ] or **coughing** ['kɒfiŋ] – зевая или кашляя;

<sup>2</sup> **fault** [fɔ:lt] – вина



**Do take your hat off when you go indoors (men only):** it is impolite for men to wear hats indoors especially in churches.

polite – **impolite** = not polite, rude

Nowadays, it is becoming more common to see men wearing hats indoors. However, this is still seen as being impolite, especially to the older generations.

**Do drive on the left-hand side of the road.**

**Do open doors for other people:** men and women both open the door for each other. It depends on (зависит от того, ...) who goes through the door first.



**Do not greet (не приветствуй) people with a kiss:** we only kiss people who are close friends and relatives.

**Avoid (избегайте) talking loudly in public.**

**It is impolite to stare<sup>1</sup> at anyone in public.**

**Do not ask a lady her age:** it is impolite.

**Do not pick your nose in public:** use a handkerchief<sup>2</sup> if you need.

**Avoid backslapping (похлопывание по спине) and hugging (объятия):** this is only done among close friends.

**2b. Which rules are the same as in your country?**

**2c.**  Write a similar guide for visitors to your country.

## Lesson 8. Project “A Tourist guide for foreign visitors to Belarus”

Do the project “A Tourist guide for foreign visitors to Belarus”.



- 1 With the class, choose the topics (holidays and special days, traffic rules, a good manners guide, superstitions).

<sup>1</sup> to stare – пристально смотреть; <sup>2</sup> handkerchief [ˈhæŋkətʃɪf] – носовой платок



- 2 Divide the topics between the groups.
- 3 Work together with your group and write the text, using the materials of your Student's Book and Workbook.
- 4 Hand in the text for checking.
- 5 At home collect visuals (photos, videos) to present your part of the tourist guide.

## Lesson 9. The Last Cowboys

1.   Travelling is one more custom followed by almost everybody in the UK. Every summer millions of British people go to other countries in search of good weather, beauty and new experiences. Listen and read about the main characters of the book "The Last Cowboys" by Harry Horse and answer: What's real? What's fantasy?



a film – to film, a smile – to smile, land – to land, a plan – to plan

**R**oo is a dog, which lives with *Harry Horse*, the writer of the book, in Scotland. Roo wants to find her grandfather. When he was a puppy he sailed to America on a ship. He travelled all over America and had a lot of different jobs. Roo says her grandfather was a famous film actor and she showed him to Harry in several films when they were watching television. He looked like a different dog in each film but Roo said that's why he was an actor.



Of course, Harry finds some of the stories about Roo's grandfather hard to believe, but he wants to help Roo find her grandfather in the Wild West.

They go to America together where they have a lot of adventures.

2.   Listen and read the story, divide it into parts and match the titles with the parts of the story.

On the plane.

In Hollywood.

At the hotel.

Getting ready for the trip.

## The Last Cowboys

It is not easy to find the Wild West any more, but the Get Lost Travel Agency<sup>1</sup> were most helpful. They sold Harry two tickets for a fourteen-day bus tour [tʉə] to some of America's best attractions. They were going to visit Hollywood (Roo's grandfather could be there), the Grand Canyon (Harry wanted to see this very much), and a place called Cowboy Town, which sounded to Harry very much like the Wild West.



Harry planned to travel light this time, so he took the most important things for him – some clothes, the tent and a few golf clubs (кдюшки). But Roo didn't understand what travelling light meant. She wanted her ball, her plastic rabbit, two bones, a drinking bowl, dog biscuits, flea collar (ошейник от блох) (red), best collar (brown with studs – со стразами), six tins of Mr Beefy Dog, a hairbrush, a tin opener and fork, a bowl with "Roo" painted on one side, a small chewed stick and a beanbag (she sleeps on this sometimes). Oh! How can a small dog have so many things!

Roo behaved badly on the plane. She didn't want to sit still in her seat and kept going to the toilet. She said she could hear a mouse scratching there. She found an old lady's glove and

<sup>1</sup> Get Lost Travel Agency – Бюро путешествий «Исчезни»

chewed<sup>1</sup> it to pieces. Harry had to apologise to the lady<sup>2</sup> and give her one of his gloves, though it was too big for her. Roo barked all through the film, *101 Dalmatians* and made a baby cry licking its feet...



Harry was very happy when they finally landed.

When they got to the hotel, the manager said that dogs can't stay in a hotel. That's why Harry had to pay more money for a doggie bed in the room. It cost twenty dollars and Harry was sure Roo would not sleep in it!

At midnight Roo ran all over the furniture and said that she wanted to chase something. At last she fell asleep on top of the TV. At three o'clock in the morning she woke up and said she wanted her dinner (she hadn't got used to the time difference<sup>3</sup>). When eating her dinner she fell asleep and Harry put her to the doggie bed. She looked so good while she was sleeping.



When she got up, Harry was still sleeping. She walked on the telephone and somehow called room service<sup>4</sup>. When Harry woke up, the manager said that Roo had ordered (заказала) eleven full English breakfasts. Harry had to pay for them though it was an accident ['æksɪdənt]. So he was very angry with Roo.

Anyway, their tour of America began and they went to a film studio ['stju:diəʊ] in Hollywood to see how a film is made.

First they visited the pavement (тротуар) where all the famous stars leave their handprints. Roo walked on wet cement

<sup>1</sup> **chewed** [tʃu:d] – сжевала; <sup>2</sup> **had to apologise to the lady** – вынужден был извиниться перед дамой; <sup>3</sup> **she hadn't got used to the time difference** – она не привыкла к разнице во времени; <sup>4</sup> **called room service** – вызвала службу доставки еды в комнату



and left her paw-prints in a space reserved for Tom Cruise. Harry hoped Tom would not be angry.

They wanted to leave the pavement but at that moment a big gentleman with a large cigar shouted to them to stop. Harry was worried that the man would attack them for the paw-prints on the pavement, but he said he wanted Roo's "face". Roo told him that her face was always on her body and could not come off.

The gentleman explained that he was the biggest film producer in Hollywood and that he was going to make Roo a film star. He wanted to film Roo in a commercial<sup>1</sup> for dog food. All Roo had to do was to eat a bowl of Crunchy Munchies and then turn to the camera and smile. The film producer spent a long time with Roo, explaining what he wanted her to do. Roo said she would do it naturally. Then the director shouted "Action" and the filming began. But as soon as the camera began working things went wrong. Each time she took some dog food in her mouth she made an awful face and looked sick. It took ninety-seven takes and afterwards Roo was sick under the director's desk.

"The biggest film producer" showed them to the door and told Harry that Roo's career in films was finished.

After days of travelling they found the Wild West and Roo's grandfather.



*(After Harry Horse)*

### 3. Read again and answer the questions.

1. What America's attractions were Roo and Harry going to visit? 2. What does travelling light mean? 3. How did Roo behave on the plane? 4. Why did Harry pay twenty dollars at the hotel? 5. When did Roo ask for her dinner? 6. How did Roo call room service? 7. What did Roo order? 8. Why was Harry angry with Roo? 9. Where did Roo and Harry go in Hollywood? 10. Why didn't Roo become a film star?

<sup>1</sup> **commercial** [kə'mɜ:ʃəl] – реклама

4. Read again and complete the summary with the correct words from the box.

Roo, a dog from Scotland, wanted to ... (1) her grandfather in America. Harry, her master<sup>1</sup>, agreed to ... (2) her. He ... (3) two tickets for a fourteen-day bus ... (4) around America. They wanted to see America's best ... (5).

They went to America by ... (6), where Roo ... (7) badly. She often ran to the toilet, barked, ... (8) an old lady's glove to pieces and made ... (9) cry.

In the ... (10) Roo did not ... (11) late into the night and ... (12) her dinner at three o'clock in the morning because of the time difference.

Roo and Harry went to ... (13). Roo hoped to find her ... (14) there. She said he was a ... (15) actor. Roo could become a film ... (16), but she could not act in front of the ... (17).

find help chewed tour attractions plane  
behaved bought a baby hotel star sleep  
Hollywood grandfather famous ate camera

5. How can you describe the main characters – Roo and Harry? Why? Give examples from the text.

**HELP BOX**

silly, clever, intelligent, amusing, funny, loving, understanding, friendly, helpful

6. How can you describe the story? Why? Give examples from the text.

Serious, humorous, amusing, boring, interesting, exciting, documentary, mysterious, entertaining.

7.  Get ready to present your project.

## Lesson 10. Project presentation


**R** A Tourist guide for foreign visitors to Belarus

<sup>1</sup> master – хозяин

# UNIT 7

## MUSIC


### Lesson 1. What music are you really into?

1a.  You have one minute to make a list of music styles<sup>1</sup> that can be played on the radio. Then, see which pair says the last word.

1b.  Alesya and Natalie are in a car. Listen to their conversation and say what music they have chosen.



a. rock, b. hard rock, c. rap, d. techno, e. R&B, f. jazz, g. pop, h. country, i. folk, j. classical

1c.  Listen to the pieces of music and match them with the styles.

2. Describe different styles of music.

**Model.** I think jazz is very expressive and relaxing.

#### HELP BOX

popular, fast, slow, traditional, energetic, aggressive, noisy, depressing, rhythmic, expressive (выразительный), relaxing, sentimental, touching, melodious, lively, awesome (cool), rude, awful, pleasant, great, exciting, fantastic, soft, beautiful, boring, stupid, gentle, soothing, horrible, gorgeous ['gɔ:dʒəs]

3. What music are you really into? Why? What about your relatives and friends?

I'm really into it = I'm very interested in it = I like it very much

<sup>1</sup> style [stajl] – стиль, направление, жанр

4a.   Listen and read the Internet forum. What music styles are they really into? What styles aren't very popular?

**Tsunami:** My favourite music style is techno. I know lots of people think it's stupid, but I think it's awesome. It's my favourite music right now, and I listen to it all the time. When I go to bed, I listen to techno because it relaxes me and makes me fall asleep faster. I looove techno!



**Justin:** I'm fond of hard rock and heavy metal music. My favourite bands are Metallica [mɪ'tælɪkə] and Nirvana [nɪə'vɑ:nə]. When I listen to their music at full volume<sup>1</sup>, it fills me with energy! But when I work at the computer, I need some slower and softer music in the background<sup>2</sup>. I usually listen to hip-hop then. 😊

**Nova:** I'm really into rap and hip-hop, but I also listen to all kinds of music. What I look for in a song is lyrics<sup>3</sup> and rhythm. Some songs are so touching that I listen to them over and over. 😊😊




**Mich:** I grew up in the country, in my dad's family who listened to NOTHING BUT country music; but I didn't get into it as much as my brothers. I like any music that sounds good to my ears – techno, pop, R&B and others.

**Josh:** I can't get into rap! I think the lyrics of most rap songs are very rude, and they sound so angry and hateful! Why do people listen to rap?



**Click:** I can't stand heavy metal. It's awful! The melody is hidden behind men screaming and acting like crazy<sup>4</sup> frogs. Guitar solos can be good, but you can't hear them. Most of the time their music sounds like a clash of noise to me.

4b.  Which of the people in the forum do you agree and disagree with?

<sup>1</sup>at full volume ['vɒljʊ:m] – на полную громкость; <sup>2</sup>background ['bækgraʊnd] – фон; <sup>3</sup>lyrics ['lɪrɪks] – текст песни; <sup>4</sup>crazy ['kreɪzi] – сумасшедший, выживший из ума



4c. Work in groups. Discuss your attitude to music: What music is good in the background (for relaxing / getting energy / dancing / a workout<sup>1</sup>)?

5a. What music do you like? What music do you dislike? Why?



**HELP BOX**

I'm into / fond of / keen on; I like / don't mind / don't get into / can't stand / hate / dislike

5b. Make a class chart of the most and least popular styles of music.

6.  Write about your favourite and least favourite styles of music for the forum.

## Lesson 2. Can you play a musical instrument?

1a.   Natalie's classmates are looking through a catalogue of musical instruments. Match the words to their transcriptions.



1. Trumpet



2. Drums



3. Accordion



4. Saxophone



5. Synthesiser



6. Flute



7. Bagpipes



8. Triangle



9. Cello



10. Violin



11. Piano



12. Bass guitar



13. Contrabass

<sup>1</sup> **workout** [ˈwɜːkaʊt] – тренировка, занятие в тренажёрном / фитнес зале

A. [ˈbæɡpaɪps], B. [ˈsæksəfəʊn], C. [ˌvɪərəˈlɪn], D. [ˈkɒntrəbeɪs],  
 E. [ˈtrʌmpɪt], F. [flu:t], G. [ˌbeɪs ɡɪˈtɑː], H. [drʌmz],  
 I. [ˈsɪnθəsəɪzə], J. [əˈkɔːdiən], K. [piˈænəʊ], L. [ˈtraɪæŋɡ(ə)l],  
 M. [ˈtʃeləʊ]

**Model.** 1 – E.

**1b.** 🎧🔊 Listen and guess the musical instruments.

**1c.** 👤👤 Where do they play the musical instruments from ex. 1a?

**Model.** They play the violin in an orchestra.



an orchestra [ˈɔːkɪstrə]



a jazz [dʒæz] band



a folk [fəʊk] group



a pop group

**2a.** Put the musical instruments into the groups.

**Wind instruments** (we blow<sup>1</sup> into them): flute, ...

**Keyboard instruments** (they have keys<sup>2</sup>): piano, ...

**String instruments** (they have strings): guitar, ...

**Percussion** [pəˈkʌʃ(ə)n] (we beat or hit them): triangle, ...

<sup>1</sup> blow [bləʊ] – дуть; <sup>2</sup> key [kiː] – клавиша

**2b.**  What musical instruments do you like? Why? Use the words from the Help box in Lesson 1, ex. 2.

**Model.** I like the sound of string instruments. My favourite string instrument is a violin. To my ear, the violin is very soft and sentimental. However, it can be very energetic and expressive.

**3a.** What musical instrument can you / your parents / relatives / friends play?

**Model.** I can play **the** piano.



**Grammar focus: Article with musical instruments**

*play* + **the** + musical instrument

**BUT:** *play* + sports game

See “Grammar reference” on page 261.

**3b.** Read about Linda, Alesya’s classmate. Fill the articles when needed into the gaps.


Linda is the youngest in the family. She’s got three sisters and a brother. She likes them a lot and she always tries to be like them.

Linda’s sisters are really into folk music. They play in a school folk group. Her oldest sister, Penny, sings and plays ... (1) guitar. Her second sister, Pamela, writes music and plays ... (2) violin. The third Linda’s sister, Lily, writes the lyrics and plays ... (3) flute, ... (4) guitar and ... (5) drums.

Linda’s brother, Vincent, can neither play any musical instrument nor sing. He’s really into sport. He plays ... (6) ice hockey in winter and goes swimming in summer.



**Musical instruments (grouping)**

**4.**  Write about music in your life. Can you or somebody you know play a musical instrument? Do you like listening to music live, or do you prefer listening to it on the radio or on your smartphone?

**live** [laɪv] – a live TV and radio programme, a live performance or live music can be watched or listened to at the same time as it happens

My friend can play the ... . She / He learnt to play ... when she / he ... . She / He is (not) very good at playing ... , but she / he can play ... really well. I really enjoy listening to ... . / I can't stand when she / he ... . I think she / he will go on playing ... . / I think she / he will give up playing ... . To be honest, I prefer ... . In any case (в любом случае), my life is full of music.

## Lesson 3. Listen to the big old brown drum

### 1a. Find the pattern and complete the sentences.

Listen to the big old drum: TRUM! PUM! PUM!

Listen to the small new drum: Trum! Pum! Pum!

Listen to the big old green drum: TREEN! PEEN! ... !

Listen to the small new green drum: Treen! ... ! ... !

Listen to the big old red drum: TRED! ... ! ... !

Listen to the small new red drum: ... ! ... ! Ped!

Listen to the big old black drum: .... ! PACK! ... !

Listen to the small new black drum: Track! ... ! ... !

Listen to the big old ... drum: TROWN! POWN! POWN!

Listen to the ... new ... drum: Trite! Pite! Pite!

### 1b. Listen and check your answers.

### 2. Cover ex. 1a and put the words in the correct order. Then check.

1. green / big / old = ... .. drum
2. new / white / small = ... .. drum



#### Grammar focus: *Order of adjectives*

(opinion) + size + age + colour + *noun*

See "Grammar reference" on page 261.

**3. Work in groups of three. You're doing the shopping online. Choose four musical instruments from the catalogue.**

**Model.**

**A:** We need a drum. Let's get this small grey one.

**B:** I don't like the colour, it's too dull<sup>1</sup>. What about this green drum?

**C:** It's big. We need a small drum. Look at this small blue drum.  
It's small and the colour is nice.

**A:** I agree. I like it a lot.

**B:** OK, we've done with the drum. What's next?



**4a. Natalie's classmate Bob is a music fan. In a newspaper, he saw an ad with a photo for a jazz concert. Look at the photo and answer the questions.**

What are the people doing? What are they wearing? What instruments are they playing?



<sup>1</sup> **dull** [dʌl] – тусклый, неяркий

**4b. Put the adjectives in the correct order to describe the musical instruments in ex. 4a.**

**Model.** The man in the background is playing a big old yellow contrabass.



- 1) a / yellow / big / old / contrabass
- 2) a / yellow and brown / new / electric guitar
- 3) a / golden / big / saxophone
- 4) new / big / drums
- 5) a / old / big / black / piano

**4c. Who's playing what in ex. 4a?**

**HELP BOX**

guitarist, contrabass player, saxophonist [sæk'sɒfənɪst], pianist, drummer

**Model.** The guitarist is playing the guitar.

**5a.**   Listen to Bob after the live concert. Look at the photo in ex. 4a and find as many differences as you can between the photo and what he saw at the concert.

**5b.**   Listen again. What's Bob's opinion about the concert and the musicians?

**6.**  Describe a concert you recently<sup>1</sup> went to or watched on TV.

**HELP BOX**

... ago I saw ... live at the concert in ... / on TV. I really liked / didn't like it / them / him / her very much. There were ... musicians *in the group / band / orchestra*. They played *the guitar*, ... , and ... / There was *a guitarist, a pianist / a violinist / ... and a ...* . My favourite was ... . *He / She was gorgeous*. The singer was ... . He / She had a ... voice<sup>2</sup>. I really enjoyed the *sound(s)*<sup>3</sup> of *the guitar / music / lyrics / stage / clothes / performance*. Next time I will / won't ... .

<sup>1</sup> **recently** ['ri:s(ə)ntli] – недавно, в последнее время; <sup>2</sup> **voice** [vɔɪs] – голос; <sup>3</sup> **sound** [saʊnd] – звук

# Lesson 4. Glamorous<sup>1</sup> life in front of our eyes

## 1. Play the “Who says the last word” game.

- 1 Choose one category: classical music / great musicians / popular bands and groups / popular singers.
- 2 Divide into pairs. With your partner, make a list of all names you can think of for the category your class chose in step 1.
- 3 Start the competition. Pairs say the names from their lists, one at a time. The teacher writes them on the board. The last pair to say a name is the winner.

## 2. Speak to your classmates.

1. On a piece of paper, write your most and least favourite music style, a band and a singer (6 answers).
2. Walk around the classroom and talk to your classmates. Find people who like or don't like the same styles, bands and singers.

**Model.** A: I like Beyonce. – B: But I don't.

B: I like Shakira. – A: So do I.

A: I don't like rap. – B: But I do.

B: I don't like pop music. – A: Neither do I.

**3a.** Look at the photos of the musicians and singers. Discuss with your partner: What styles of music do they play? How do you know that?



<sup>1</sup>glamorous ['glæməərəs] – гламурный, восхитительный, эффектный



**3b.** Match the photos with the names of the musicians and groups.

1. “Pesniary”, 2. State chamber orchestra, 3. “Stary Olsa”, 4. Irving Berlin

**3c.** Which of these groups and musicians do you know? Which of them do you think your parents know? What do they all have in common<sup>1</sup>?

**4a.** Listen and read what people think about the Belarusian musicians from ex. 3a. Who do you agree with?

**Oksana:** I can listen to *Stary Olsa* all day every day. They’re awesome! They play medieval<sup>2</sup> folk music, which is very original, expressive, and relaxing. The musicians play a wide range of instruments such as the Belarusian bagpipe, lyre, gusli, svi-rel, Jew’s harp (варган), ocarina, Belarusian trumpet, birch bark trumpet, hudok, tromba marina, and drums. They perform at theatrical concerts and cultural festivals in Belarus and abroad. Since 1999, they’ve recorded eleven albums. *Stary Olsa* is popular in Belarus and in other countries. They’re successful because they mix modern songs with old instruments and costumes, and because they use the Internet to show the world their unique<sup>3</sup> musical skills. I listen to *Stary Olsa* on the Internet, but I’m dying to see their live performance at a folklore festival!

**Rastislav:** I like different styles of music, and my favourite style is classical music. I’m a concertgoer<sup>4</sup>, and my favourite concert hall in Minsk is the Belarusian State Philharmonic

<sup>1</sup> **have in common** [ɪn 'kɒmən] – иметь общее; <sup>2</sup> **medieval** [ˌmedi'i:v(ə)] – средневековый; <sup>3</sup> **unique** [ju:'ni:k] – уникальный; <sup>4</sup> **concertgoer** ['kɒnsət,ɡəʊə] – человек, часто посещающий концерты



which is in Yakub Kolas Square. I go to every concert of the *State Chamber Orchestra*<sup>1</sup>, and every time their performance is fantastic. The music that they play ranges from the 17<sup>th</sup> to the 21<sup>st</sup> centuries, and the orchestra plays it gorgeously. Many outstanding<sup>2</sup> Russian musicians have performed with the orchestra, such as Sviatoslav Richter, a pianist, Mstislav Rostropovich, a cellist, Yuri Bashmet, a violinist, and others.

**Nika:** Do you have a favourite Christmas song? Mine is *White Christmas*. It's the most melodious and sentimental Christmas song, I think. Do you know who wrote it? An American songwriter *Irving Berlin*! Do you know how he is connected with our country? He was born in Belarus! His parents immigrated to the United States in 1893, when Irving was 5 years old. *Irving Berlin* wrote a lot of songs that became a huge success. The style of his songs was popular (or pop) music. I listen to his wonderful songs on the Internet. They are about 100 years old, but they're much-much better than many modern songs.

**Stas:** When one says, *The Beatles*, everyone thinks "The UK". When one says, *Pesniary*, everyone thinks "Belarus". *Pesniary* was and is the musical symbol of our country. *Pesniary* played traditional instruments for a band such as guitars, drums, and a keyboard, but they also used a violin, an accordion, a flute and a saxophone. The music that they played was a combination of rock and folk, and pop and folk. Some songs – such as *Kasiu Jas Kaniushynu* – are energetic, some songs – such as *Alesya* – are melodious, but my favourite is *Belovezhskaya Pushcha*. Every time I listen to it, I feel how much I love Belarus. *Pesniary* were and are loved by Russian people, too. They sang some songs in Russian, and they performed at concerts in Russia.

#### 4b. Read again and answer the questions.

1. Who plays: a) hip-hop, b) classical music, c) folk, d) pop?
2. Who plays: a) the bagpipes, b) the accordion, c) the violin, d) the drum?
3. Who goes / went on tours?
4. According to the text, who writes / wrote songs?

---

<sup>1</sup> the State Chamber [ˈtʃeɪmbə] Orchestra – Государственный камерный оркестр; <sup>2</sup> outstanding [aʊtˈstændɪŋ] – выдающийся

- Who plays / sings old music / songs?
- Who do you think is popular with older people?

4c.  Cover the text and in turn say facts about the musicians in ex. 4a. Who says a fact last?

4d. Who would you like to see live at the concert?

5.  Who is your favourite Belarusian singer? Why? Write about him / her.

#### HELP BOX

I like ... . I'm really into ... . My favourite ... . I think ... are fantastic / awesome / great. They perform / play / sing ... . Their music is very ... . They play ... from ... to ... . What I like most is ... . I've been to their concert once / twice / ... times. My dream is to ... .

## Lesson 5. Interviewing a celebrity<sup>1</sup>

1a.  Listen to the conversation. Who is speaking? What are they talking about?

1b.  Listen again and answer the questions.



- What article is Chris working on?
- When did he interview the musicians?
- Where did he interview them?
- Why didn't they have the interview in the Concert Hall building?
- Did Chris go to the club with *The Tigers*?
- What problem does Chris have today?
- What time must the article be sent to Mrs Rosenberg?
- How can Chris solve the problem?

<sup>1</sup>celebrity [sə'lebrəti] – знаменитость, звезда

**2a.** If you were a journalist, what questions would you ask a music celebrity? Make a list of questions. Ask them about their past, present and future.



### Grammar aid: Questions

*about the past*

△ Did (you) V ... ?    △ Were (you) adj / N ... ?

△ Have (you) V3 ... ?

*about the present*

△ Do (you) V ... ?    △ Are (you) Ving ... ?

*about plans for the future*

△ Are (you) going to V ... ?

**2b.** Listen to the interview with the group *The Tigers*. What questions from your list did the journalist ask?

**2c.** These are Chris's questions. Listen again and say how *The Tigers* answered them.

1. I'd like to know when you started singing.
2. So, you all sang in the school choir<sup>1</sup>, right?
3. Oh? What instruments?
4. You must have had good music teachers.
5. Who writes music for your songs?
6. Who writes the songs?
7. What are your plans for next year?
8. Are you going on tours<sup>2</sup>, or are you going to write music in the studio?
9. It's going to be a busy year, isn't it?

**2d.** Which questions in ex. 2c are about the past / present / future?

<sup>1</sup> choir ['kwaɪə] – хор; <sup>2</sup> on tours [tuəz] – на гастролях


**2e.** As you can see, in spoken English sometimes they ask questions in incomplete sentences, or using reported speech. Change some of your questions from ex. 2a so that they're more natural.

**3a.** Role-play the situation. Some of you are members of a band; others are journalists who are going to interview the band. Prepare for the interview. Try to be more natural, use shorter sentences, and be more emotional.

#### HELP BOX

**For journalists:** Can I ask you some questions for ... ? I'd like to know ... ; *ask about the past, present and future* (see ex. 2a); Thank you for the interview; We'll be waiting for ...

**For musicians:** Think of a name for your group and its story: when you met; why you became musicians; what music style you play; who writes music and lyrics for you; what musical instruments you play; if you have discs; what you like more: recording in a studio or performing live; where / when you had the last concert; if you're going on a tour soon; etc.

**3b.**  With your partners from the role-play write your interview for a magazine.

## Lesson 6. Are you a concertgoer?

**1. Ask your partner. Report his / her answers to the class.**

1. Have you ever been to a concert? 2. How many concerts have you been to in your life? 3. What was the last concert or performance you went to? 4. When was it? 5. Where was it? 6. Who did you go with? 7. Why did you go? 8. What kind of music did you listen to? 9. What musical instruments did you hear in that concert / performance? 10. What did you like about that concert / performance? 11. What didn't you like about it? 12. Do you prefer going to live concerts or watching them on TV?

**2a. Look at the tickets. What information do they give you?**



**2b. 👤** Choose one concert or performance from ex. 2a. Student A invites student B.

**Model.**

**A:** My parents gave me two tickets to the musical<sup>1</sup>. Would you like to go with me?

**B:** Oh! I love musicals! What performance is it?

**A:** It's my favourite – *The Phantom of the Opera*<sup>2</sup>.

**B:** I love it too. I've seen it three times but I'd love to go again. When is the performance?

**A:** It's on April the 14th<sup>3</sup>.

**B:** What time?

**A:** At 8 p.m.

**2c. Which performance would you choose? Why?**

**3a. 🎧** Listen to the conversation. Which performance in ex. 2a are Alesya and Natalie talking about?

**3b. Read the conversation. Fill in the gaps.**

**Alesya:** How was the concert last night, Natalie?

**Natalie:** It was brilliant! I just love live concerts!

<sup>1</sup> musical [ˈmju:zɪk(ə)] – мюзикл; <sup>2</sup>The Phantom [ˈfæntəm] of the Opera [ɒp(ə)rə] – «Призрак оперы»; <sup>3</sup>on April the 14th – American English

**Alesya:** Did you go there alone?

**Natalie:** No, I went there with my ... (1) sister.

**Alesya:** Oh, really?

**Natalie:** Yes, it was quite a new experience<sup>1</sup> for her. She's into classical music, you know. Violins, cellos ...

**Alesya:** So, did she like the concert?

**Natalie:** She did. She said it was ... (2) and expressive than the music she usually listens to and, of course, much ... (3). But I have to say, the sound wasn't very good at the beginning. In fact, it was ... (4) beginning of a concert that I had ever been to.

**Alesya:** Why so?

**Natalie:** It started ... (5) than it had to. There was a problem with electricity [ɪˌlekˈtrɪsəti], I guess. We had to wait for about half an hour before the band started to play. There were so many people around us that I couldn't see the stage<sup>2</sup> well. My sister could see even ... (6), you know. She isn't very tall, so we had to look for a ... (7) place to see the stage and listen to the music.

**Alesya:** And what about the concert itself?

**Natalie:** It was a huge success<sup>3</sup>, I would say. *Green Day* play real rock, and they do it as no one else can do. They work very well together. My sister said she'd never heard anything more energetic. And you know what?

**Alesya:** What?

**Natalie:** She asked Dad to buy her a bass guitar! She says she now wants to play ... (8) and louder.

**3c.**   Listen to the conversation again and check your answers.

**3d.** Read the dialogue and act it out.


**4.**  Do you remember your last visit to a concert? Did you enjoy it? Why? What do you think about the music? And the musicians? Write about it.

<sup>1</sup> **experience** [ɪkˈspɪəriəns] – событие; (жизненный) опыт, переживание; <sup>2</sup> **stage** [steɪdʒ] – сцена; <sup>3</sup> **huge success** [ˈhjuːdʒ səkˈses] – огромный успех

## Lesson 7. Learn more about music

1a. Look at the photos. Do you know the musicians? What do you think about their music?



1b.  Find the song “Yellow Submarine” on the Internet and listen to it. Fill in the missing words. Which of the musicians in ex. 1a performed it?

### Yellow Submarine<sup>1</sup>

In the town where I ... (1) *born*  
Lived a man who sailed to sea,  
And he told us of his ... (2)  
In the land of submarines.

So we sailed on to the ... (3)  
Till we found the sea of green,  
And we ... (4) beneath the waves  
In our yellow submarine.

We all live in a ... (5) submarine,  
Yellow submarine, yellow submarine.  
We all live in a ... (6) submarine,  
Yellow submarine, yellow submarine.

And our ... (7) are all aboard,  
Many more of them live next door.  
And the band begins to ... (8).

As we live a life of ease  
Every one of us has all we ... (9).  
Sky of blue, and sea of ... (10)  
In our yellow submarine.

<sup>1</sup> **submarine** [ˌsʌbməˈriːn] – подводная лодка

**1c. Work in three groups. Group A – read about *The Beatles*, group B – read about Robbie Williams, group C – read about Alexander Rybak. Answer the questions individually and write the answers.**

1. When did they become famous? 2. What are their best-known songs? 3. What interesting facts did you learn about the musicians?

### A. THE BEATLES

**T**he *Beatles* were John Lennon, Paul McCartney, George Harrison and Ringo Starr. They were from Liverpool, the UK. They made their first record<sup>1</sup> in 1962, and in two years they became the most famous group in the world. Teenagers and their parents, everyone seemed to get crazy about *The Beatles* music, their clothes, hairstyle, even the way they talked. The musicians liked to experiment with the sound, and they recorded hundreds of great songs full of new kind of energy. They recorded 13 studio albums of 211 songs. Some of the most popular songs of the group were and still are *Let it be*, *Yesterday*, *Yellow Submarine*. After John Lennon was shot dead in a street in New York in 1980, *The Beatles* couldn't play together again, but they are still one of the most popular groups among people of all ages.

a record [ˈrekɔ:d] (n) – to record [rɪˈkɔ:d] (v)

### B. ROBBIE WILLIAMS

**R**obbie Williams started his musical career as a teenager in 1990 in the boy band *Take That*. The band split up in 1995, and Robbie decided to become a solo performer. His first solo single was *Freedom*, and his first album was *Life Thru a Lens*. It didn't sell very well at first, but success came suddenly, when the single *Angels* came out. *Angels* is still a hit. However, there are many more Robbie's songs that people all over the world admire, for example, *Rock DJ*, *She's the one*, *Rudebox*. Robbie spends a lot of time and money on charity<sup>2</sup>

<sup>1</sup>record [ˈrekɔ:d] – пластинка, аудио- или видеозапись; <sup>2</sup>charity [ˈtʃærəti] – благотворительность



helping the world's poorest people and the children of Haiti [ˈheɪtɪ]. Today he is one of the most played artists of the last decade in the UK.

### C. ALEXANDER RYBAK

**T**oday Alexander Rybak is one of the most popular solo performers in Europe. Alexander Rybak was born on 13<sup>th</sup> May 1986 in Minsk. When he was five, his family of three moved from Belarus to Norway. His parents were both musicians, and teaching their son to play the violin and the piano was the most natural thing for them.

His success came to him after his amazing victory at Eurovision [ˈjʊərəvɪʒn] in 2009 at the 54<sup>th</sup> Eurovision song contest in Moscow, Russia. He finished the contest with a grand total of 387 points, breaking all records. Alexander sang *Fairytale*, the song he wrote walking in the mountains on the Norwegian west coast, the song inspired<sup>1</sup> by Norwegian folk music. *Fairytale* became a hit in Europe.

After his victory in Eurovision 2009, Alexander Rybak did not end his connection with Eurovision. In 2014, the musician composed *Still Here* for Franklin Halley, a Eurovision Song Contestant from Malta. In 2015, Alexander prepared a Belarusian group “Milki” for the Belarusian Eurovision selection contest with a song called *Accent*. This composition came fourth in the contest.

At the beginning of 2018, Alexander was chosen to represent Norway in the Eurovision Song Contest for the second time. In the second semi-final on 10 May in Lisbon, Portugal, Alexander Rybak was number one among eighteen participating countries. On 12 May 2018 Alexander Rybak came 15<sup>th</sup> with the song *That's How You Write a Song* in the Eurovision final.

Alexander's life is filled with music – events, concerts, projects, shows and performances. In 2015, the Norwegian musician took part in the *One-to-One* transformation show in Russia, where he won the second place.

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<sup>1</sup> **inspire** [ɪnˈspaɪə] – вдохновлять

One of his latest songs (2021) is *Stay* which he performed with Sirusho, an Armenian singer and songwriter. Today Alexander Rybak has more than a million followers on social media. It must be so because his songs are melodious, full of light, magic, kindness and positivity.

**1d. Compare your answers with the partners in your group (A, B or C).**

**1e. Form new groups of three people: one person from group A, one – from group B, one – from group C.**

**2. Which facts did you like most? Why? Is there anything you want to learn more about?**

**3. 👤 Who is your favourite singer? Use questions from ex. 1c to speak about them.**

**4. 📄 Write about your favourite singer or group. What interesting facts do you know about the musicians?**

#### HELP BOX

My favourite singer / group is ... . He / She / They started singing / playing ... . He / She / They sing / plays ... . He / She / They became famous in ... with ... . His / Her / Their best song / album / concert is ... .

## Lesson 8. Be a radio DJ for 5 minutes

**1a. Look at the photos of people at work. What do they have in common?**



club DJ




party DJ



radio DJ



mobile ['məʊbaɪl] DJ

**1b.**  What do these people do at work? What skills<sup>1</sup> do they need? Use the words from the box.

DJ [ˈdiːdʒeɪ] = disc jockey [ˈdisk ˌdʒɔki]

**HELP BOX**

present<sup>2</sup> news, take phone calls<sup>3</sup>, play music, read commercials, choose music, introduce<sup>4</sup> music, interview celebrities, chat with listeners, move the crowd<sup>5</sup>, do trivia [ˈtrɪviə] quizzes, travel with their sound system, operate<sup>6</sup> the sound system

**Model.** Club DJs choose music and play it in clubs. They have to know how to operate the sound system. They also have to know a lot about music, be able to speak in front of people and keep them interested.

**2a.**  Listen to a DJ. Where does he work?

**2b.**  Listen again and decide if the sentences are true or false.

1. When at work, Alex plays records. 2. When at work, Alex talks to people who call the radio station. 3. When at work, Alex plays music. 4. Alex plays only classical music and jazz. 5. He thinks his job is very hard. 6. Sometimes, Alex meets musicians at the radio station.

**3a.** Put a DJ's actions in the order. What do they usually do first? What do they do next?

- A. Doing a trivia quiz
- B. Introducing a song
- C. Introducing the DJ
- D. Presenting some news
- E. Taking a call from a listener

<sup>1</sup>skill [skɪl] – умение, навык; <sup>2</sup>present [prɪˈzent] (v) – преподносить, представлять; <sup>3</sup>(phone) call [kɔ:l] (n) – (телефонный) звонок; call [kɔ:l] (v) – звонить; <sup>4</sup>introduce [ˌɪnrəˈdju:s] – знакомить, представлять; <sup>5</sup>move [mu:v] the crowd [kraʊd] – «заводить» толпу, вовлекать зрителей или слушателей в действие; <sup>6</sup>operate [ˈɒpəreɪt] – управлять

3b.   Listen and check.

3c. Read the DJ's script and match its parts to the topics in ex. 3a.

1

- Hello, Radio 1.
- Hello. My name's Karina.
- Hi, Karina. How are you?
- I'm fine, thank you.
- Where are you calling us from?
- From the southeast.
- I see. Welcome to Radio 1. What song would you like to hear?
- Can you play *Sorry Seems to Be the Hardest Word*, please?
- Sure! It's a great song. Who's the song for?
- It's for my mum. It's her birthday today.
- What's her name?
- Susanna. Susanna Ryan [su:'zænə 'raɪən].
- OK. Got it. Dear Susanna Ryan, happy birthday and enjoy the song!

2

To music news now. Yesterday was the last day of the music awards ceremony<sup>1</sup>. Now we all know who the best singers and bands of the year are. Our congratulations<sup>2</sup> to *The Twister* band and their fans! ... And don't forget to call us at 1757677.

3

Hello! Are you ready? I'm ready. Let's do it. Let's go. It's Radio 1. Today from 11 to 12 a.m., DJ Mix is with you.

4

Now to our Wednesday Trivia Quiz. Today's topic is girl names in the names of songs. OK. Here we go. Today's question is what song is about a man who had a girl name? The clue is he wasn't very happy about that. The winner will get two tickets to the "All Stars" night club! Call us now!

<sup>1</sup> awards ceremony [ə'wɔ:dz 'serəməni] – церемония награждения;

<sup>2</sup> congratulation [kən'grætʃʊ'leɪʃ(ə)n] – поздравление

It's Radio 1 and DJ Mix. Today is Earth Day, and of course we're going to play some topic-of-the-day songs for you... Well, the first song I can think of is Michael Jackson's "Earth Song". What have we done to the Earth? This is the most important question that we all have to ask ourselves. Ask now, when it's not too late. What have we done to the Earth?

**3d. Read the DJ's script again and answer the questions.**

1. What's the DJ's name? 2. What station does he work for? 3. When is he on the air<sup>1</sup>? 4. What's the phone number in the studio? 5. What group got the prize yesterday? 6. Why did Karina call? 7. What's today's quiz question? 8. Why is today special<sup>2</sup>? 9. What Michael Jackson's song is played today?

**3e.**   Listen again and check.

**4. Do the project "A radio DJ for 5 minutes".**

- 1** Make up your stage name.
- 2** Write a short text to introduce yourself.
- 3** Choose a song you would like to play to your classmates.
- 4** Write an introduction to the song.

**5.**  Find your favourite song and download it to your smartphone to play in class.

## Lesson 9. The Phantom of the Opera

**1. Finish the sentences.**

1. Opera performances are played in ... . 2. Operas are sung in different languages, for example, in ... and ... . 3. You can watch an opera in an opera house or listen to it on a ... .

<sup>1</sup> **on the air** [ɔə] – в эфире; <sup>2</sup> **special** [ˈspeʃ(ə)l] – особенный

2a. 📺🎧 *The Phantom of the Opera* is a popular modern musical that you can watch on TV, on a DVD or in a theatre. Its story is based on the book written in 1909. Read the short version of the story and say who is who. Listen and check.



1. Erik ['erik], 2. Christine Daaé ['kristi:n dar'eɪ], 3. Raoul [raul], 4. the Persian ['pɜ:ʃ(ə)n]

- A. a mysterious<sup>1</sup> man from Erik's past
- B. a young Swedish soprano<sup>2</sup>
- C. Christine's childhood friend and love interest
- D. the deformed [di'fɔ:md] man (believed to be a ghost), who lives in the catacombs ['kætəkʊ:mz] of the opera house and loves Christine

phantom = fantôme (French) = ghost (English)

**C**hristine Daaé's mother dies when the girl is very young. She and her father, a famous violinist, travel all over Sweden playing folk music. Her father is known to be the best wedding violinist in the land. During Christine's childhood, her father tells many stories, and a character known as the Angel of Music figures a lot in all of them, especially<sup>3</sup> in one about a girl who can hear the Angel of Music. When Christine meets Raoul, he also enjoys her father's many stories.

<sup>1</sup>**mysterious** [mi'stɔ:riəs] – таинственный, загадочный; <sup>2</sup>**soprano** [sə'prɑ:nəʊ] – сопрано, высокий женский певческий голос; <sup>3</sup>**especially** [i'speʃ(ə)li] – особенно

Later, when Daaé's father is dying, he tells Christine that when he dies he will send the Angel of Music to her. Christine cries for her father endlessly.

After several years of Christine's hard work, she is given a position in the chorus at the Paris Opera House. Very soon after she gets there, she begins hearing a voice which sings to her and speaks to her. She believes it must be the Angel of Music, and asks him if he is. The Voice agrees and offers to teach her "a little bit of heaven's music". The Voice, however, belongs to Erik, a deformed man, a genius<sup>1</sup> designer<sup>2</sup> who was one of the people who built the Opera house. He secretly made a home for himself in the catacombs deep down under the Opera house. He is a real man, but he doesn't let people see him and he makes people believe that he is the Opera "ghost". He's been frightening the Opera management for many years and has been regularly getting money from them. When he meets Christine and hears her wonderful voice, he falls in love with her, but he doesn't show himself to her.

With the help of the Voice, Christine sings beautifully at the gala concert<sup>3</sup> one night at the Opera. Her old childhood friend Raoul hears her and remembers his love for her. After the gala, the Voice, who reveals himself as Eric, comes to Christine and takes her to live in his home in the catacombs. After two weeks, when Christine asks him to let her go, he agrees, but only if she wears his ring and is faithful to him. Christine, for a time, can't decide who is better for her: Erik or Raoul. After Christine tells Raoul of Erik, Raoul promises to take her away. They plan to leave the next day, but as Christine feels sorry for Erik, she decides to sing for Erik one last time. They don't know that Erik has been listening to their conversation.

The last night when Christine sings at the Opera house, Erik kidnaps<sup>4</sup> her during the performance. He begs her to marry him, but she doesn't agree. Then Erik offers her a choice: say no, and he destroys<sup>5</sup> the entire<sup>6</sup> Opera house, or say yes and marry him. Christine wants to say no, but soon she realises that Raoul,

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<sup>1</sup> **genius** ['dʒiːniəs] – гениальный; <sup>2</sup> **designer** [dɪ'zaɪnə] – дизайнер, конструктор, проектировщик; <sup>3</sup> **gala concert** ['gɑːlə 'kɒnsət] – гала-концерт; торжественный, праздничный концерт; <sup>4</sup> **kidnap** ['kɪdnæp] – похищать людей; <sup>5</sup> **destroy** [dɪ'strɔɪ] – разрушать; <sup>6</sup> **entire** [ɪn'taɪə] – весь, целый

together with a man from Erik's past known as "the Persian", have come to rescue her and have, instead, found themselves in a trap<sup>1</sup>. To save them and the people in the Opera house, Christine agrees to marry Erik and kisses him. Erik, who has never before in his life been kissed – not even by his own mother – is full of emotion. He lets Christine go to marry Raoul. Erik and Christine cry together, and then she leaves. Three weeks later, a notice appears in a Paris newspaper saying that Erik is dead.

**2b. Are the sentences true (T) or false (F), or there's no information (NI) in the text?**

1. Christine was born in Paris. 2. Her father was a famous pianist. 3. Christine and Raoul were childhood friends. 4. Erik lives under the building of the Opera house secretly. 5. Erik and Raoul both want Christine to marry them. 6. Christine feels pity for<sup>2</sup> Erik. 7. Erik has never been kissed by a woman. 8. Christine stays with the Persian. 9. Erik lives a long life, alone and unhappy. 10. Christine and Raoul have four children.

**2c. Answer the questions.**

1. Why did Christine travel a lot when she was a little girl? 2. Who was the main character in many of her father's stories? 3. How did Erik manage to build a house for himself under the Opera house? 4. Why does Christine agree to take lessons from the Voice? 5. Does anyone at the Opera house, except for<sup>3</sup> Christine, ever see Erik? 6. Why does Erik kidnap Christine during the performance? 7. Who comes to help Christine? 8. Why does Christine agree to marry Erik? 9. What happens to Erik when Christine leaves him?

**2d. Put the sentences in the correct order.**

**Model.** 1 – H.

- A. Christine agrees to marry Erik and kisses him.
- B. Christine and Raoul go away.
- C. Christine and Raoul make friends.
- D. Christine hears about the Angel of Music from her father.


<sup>1</sup> trap [træp] – ловушка; <sup>2</sup> feel pity ['pɪti] for smb – жалеть кого-л.;  
<sup>3</sup> except [ɪk'sept] for – кроме, за исключением



- E. Christine takes lessons from the Angel of Music.
- F. Christine tells Raoul about Erik.
- G. Christine’s father dies.
- H. Christine’s mother dies.
- I. Erik dies.
- J. Erik kidnaps Christine.
- K. Erik lets Christine go and marry Raoul.
- L. Erik lets Christine go but he asks her to wear his ring.
- M. Erik says that if Christine doesn’t marry him, he’ll destroy the Opera house.
- N. Erik takes Christine to live with him.
- O. Paris loves Christine’s beautiful voice.
- P. Raoul and the Persian come to help Christine and get into trouble.
- Q. Raoul promises to take Christine away.



**The Phantom of the Opera (restoring the correct order of the story)**

- 3. Imagine you are Erik / Christine / Raoul. Retell the story to your classmates.**
- 4. Watch “The Phantom of the Opera” on the Internet and compare the performance with the original story.**
- 5.  Get ready to present your project either in the form of a recording or a live DJ performance.**

1. Practise speaking like a DJ and introduce yourself and your favourite song (see ex. 4, Lesson 8).
2. Record the introductions and the song on your smart-phone.

## Lesson 10. Project presentation


**R** A radio DJ for 5 minutes



# UNIT 8

## THERE'S NO LIFE WITHOUT BOOKS

### Lesson 1. The huge world of books

1a.  Discuss the questions with your partner.

1. What do you mostly read?
2. Why do you read?



#### HELP BOX

books on (*history*), novels, stories, magazines, newspapers, instructions, TV guides, cookery books, recipes, information on the Internet, timetables

for pleasure and enjoyment, for fun, for information, for learning how to make something, for doing homework, for telling somebody else, for getting good marks, for relaxation

**Model.** We both read books on school subjects for knowledge. Masha prefers magazines for pleasure and relaxation, but I like reading the Internet for information.

1b. Compare your answers with another pair.

1c. Report to the class about your group of four.

Most students read ...  
More students prefer ... to ...

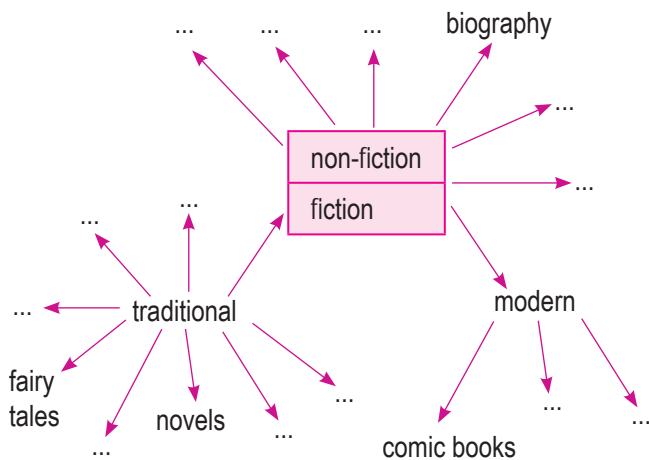
We most often read for ...  
We seldom read for ...

1d. Decide with your class:

Can you live at least one day without books and reading?

**2a. Read the definitions and complete the Mind Map for fiction and non-fiction.**

**Fiction** is a branch of literature which describes events that are not true at the time of writing. In contrast to this is **non-fiction**, which describes factual / real events.



*fiction*, traditional, modern, *non-fiction*, novels, **autobiographies** [ˌɔːtəʊbaɪˈɒɡrəfɪz], legends, video games, **biographies** [baɪˈɒɡrəfɪz], travel writing, short stories, **fables**, essays [ˈeseɪz], **folklore** [ˈfɒkˌlɔː], fairy tales, plays, **poetry** [ˈpəʊtri], films, comic books / **comics**, **diaries** [ˈdaɪəriːz], letters

**2b. In ex. 2a find a word matching each of the definitions:**

- 1) a short piece of writing on a certain subject that is found in a book, magazine, newspaper or is written by a student;
- 2) traditional stories, sayings, and beliefs from a particular region;
- 3) a book that someone writes about someone else's life;
- 4) a written description of your day;
- 5) a book about your life that you write yourself;
- 6) a traditional children's story in which magic things happen;
- 7) a traditional story, usually about animals, that teaches a moral lesson.

## 2c. Say which genres<sup>1</sup> you prefer and why.

### HELP BOX

exciting, interesting, boring, fascinating, great, fantastic, thrilling, touching, moving, amusing, clever  
full of fun / humour / adventures / emotions / beauty / mystery (тайна, загадка)  
about nature / animals / famous people / celebrities / historical events / love

## 3a. Read and say which fiction genres you prefer and why.

• historical • adventure • horror • thriller • detective • fantasy • mystery • romance [rəʊ'mæns] • science fiction

## 3b. Listen and read the following extracts and guess their genres.

**A.** Ben sat up on the rocks. Everything was covered in white fog. He couldn't see Kitty. Soon he began to feel cold.

“We'd better go back, Kitty,” he called.

Kitty didn't answer.

Ben climbed down to the foot of the rocks.

“Kitty!” he called. “Kitty. Where are you? Come on, Kitty. It's time to go.”

Ben ran among the rocks and called her name. When the fog lifted he saw that he was alone. The only moving thing was a large, blue car going away from the rock over the moor.

(Diana Mitchener)

**B.** At that moment, Yoshi knew in his heart that he never wanted to lose Sarah. Every day, he waited for her at the school gates to carry her bag for her. She would appear at the gate, see him, and smile her very special smile just for him. Sarah felt as if she had always known Yoshi. They often joked about this. And they would laugh and dream about the future, too. Of course they would go to the same university together, of course they would get married and live happily ever after ...

(Charlyn Wessels and others)

<sup>1</sup> genres [ˈʒɒnrez] – жанры



**C.** The forest was dark. Some of the plants were as long and wide as a man's body, and high above them were giant ['dʒaɪənt] trees.

He walked downhill to a river, and when he climbed up the other side there was a break in the trees. From here he could see the rocky west side of the island.

From somewhere in the forest below he heard another deep cry. After a moment the cry was answered. The tops of the forest trees moved, and then it was silent again.

Levine walked down another hill and found another river. Something was moving in the grass. An animal the size of a mouse came out. Levine looked at it. Greenish skin without hair, large eyes, like a lizard ['lɪzəd] but ... Levine knew about this small animal from its bones, but now he was looking at a real, living dinosaur!

(*The Lost World. Jurassic Park.* Michael Crichton)

**D. Mr Lamb:** Good morning, sir.

**Price:** I'm from the police. My name's Price. Inspector Price.

**Mr Lamb** (*looking worried*): The police! I haven't done anything wrong, have I?

**Price** (*smiling*): I don't think so, Mr Lamb. But I've got to ask you a few questions.

**Mr Lamb:** Well, come into the office at the back of the shop.

(*Three Mystery Plays.* Donn Byrne)

**3c.**  **Discuss why you think so.**

**HELP BOX**

**A:** I think that this is a piece (отрывок) of ... . The main character saw that / knew that / understood that ... / found himself ... .

**B:** Yes, it's obvious (очевидно) that it's a piece of ... . / No, I don't think so.

**4.** Imagine you are on an uninhabited island and have only these books (ex. 3b). What would you read first? Second? Last? Explain your choice (use the Help box in ex. 2c).



## Literary forms and genres (matching words and their definitions)

5.  Write for a forum “I enjoy reading ...” about your preferences in reading.

## Lesson 2. What kind of reader are you?

1a. Schools around the UK celebrate World Book Day<sup>1</sup> with special events to encourage students to pick up a book and get reading. BBC invited school students to take part in the following questionnaire. Do the test to see what kind of reader you are.

1. What section of the library is your favourite?

- a. I don't go to the library.
- b. Non-fiction.
- c. Books on school subjects.
- d. Traditional fiction.
- e. Modern fiction.

2. About how many minutes do you read a day?

- a. 5
- b. 10
- c. 30
- d. 60
- e. more

3. What books do you buy for your home library?

- a. Romance fiction.
- b. Horror or thriller.
- c. Detective fiction.
- d. Adventure fiction.
- e. Others.

4. When you hear about a new huge best-seller, what do you do?

a best-seller (*also* bestseller) – a book selling best at the moment

<sup>1</sup> World Book and Copyright Day (also known as International Day of the Book or World Book Day) is a yearly event on 23 April, organised by UNESCO to promote reading, publishing and copyright. The Day was first celebrated in 1995.

- a. Decide that you'll never read that book.
- b. You wait for the movie version.
- c. When people are talking about it at a party you say you have already read it.
- d. You look up the review (обзор, рецензия) to see if it's really any good or not.
- e. You run out to your nearest bookshop to buy it.

5. How many books are you reading at the moment?



- a. I read only one at a time.
- b. I'm reading mostly newspapers and magazines right now, as I don't have time to get into a novel.
- c. I'm reading a book for my school project.
- d. I'm in the middle of a few non-fiction books and a novel.
- e. I've lost track (сбился со счёта).

6. On a Saturday afternoon, you are most likely to be ...

- a. on a hike.
- b. out with your friends.
- c. watching TV.
- d. on the sofa with a romance or detective novel.
- e. reading a best-seller.

7. What would you prefer?

- a. To listen to your classmate's retelling of the book.
- b. To read the short version of the book on the Internet.
- c. To quickly skim the book.
- d. To read an e-book.
- e. To read a book.

1b.   Listen and read the results of the test. Do you agree with them?

**Non-reader** (mostly answers a)

You always prefer to see the movie. Bookstores make you nervous and **bored**, so you avoid them. Your dominant idea is that books are **boring**, which isn't always true.

**An Average Reader** (mostly answers b)

You read to inform or entertain yourself, but you have other interests in your free time. Reading is also **amusing**, but you can easily be **amused** by lots of other things.

### A Good Reader (mostly answers c)

You've read most classics (in school) and you have a favourite genre or two. You always try to find the time to get back to your book.

### A Very Good Reader (mostly answers d)

Reading is not only amusing, **fascinating** and keeps you **fascinated**, **interested** and amused, it is also a huge source of information for you.

### A Bookworm (mostly answers e)

All books are interesting for you. You feel interested whatever, whenever and wherever you read.



### Grammar focus: *Participle I (-ing)* and *Participle II (-ed)*

books are **interesting** – *you* feel **interested**  
reading is **fascinating** – it keeps *you* **fascinated**

See “Grammar reference” on page 261.

**2a.** Work in groups. Ask your classmates what kind of readers they are.

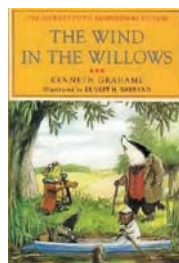
**2b.** Report the results to the class. Is your class a reading class?

**3.**   Listen and read the book blurbs and choose one of the books. Use *-ing* or *-ed* participles and highlighted expressions.

**Model.** I'd like to read ... I'm **surprised** that the book *has lived so long / is still attractive / is far from losing its attractiveness with time*. It's a really **surprising** fact.

I don't think I'd care for (= I'd like to) ... It isn't **interesting** / entertaining / encouraging. It's boring / scary. It won't keep me **interested**.

**Fact file.** A book blurb is a short description on the back of a book which gives an idea of what is inside the cover (обложка).



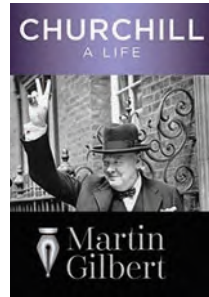
1. Share in the adventures of Rat, Mole, Badger and the foolish Toad<sup>1</sup>, in their lives on *The River*.

<sup>1</sup> mole – крот, badger – барсук, toad – жаба

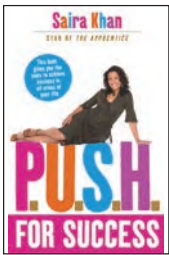


Far from losing its attractiveness with time, Kenneth Grahame's classic tale of fantasy has enjoyed growing popularity in each generation.

2. Sir Winston Churchill certainly was a brilliant leader, who led Britain during World War II (1939–1945) and whom many people consider (считают) the saviour ['seɪvjə] of the country. But to stop there is not to know the man at all. He was an outstanding Nobel Prize [ˌnəʊbel 'praɪz] winning writer, a painter and a talented orator who is still quoted (цитируется) today. If you read one book about him, make it this one. "Churchill: A Life" by Martin Gilbert.

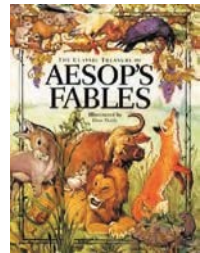


save (v) – saviour (n)




3. Saira Khan, a star of the hit BBC series *The Apprentice*<sup>1</sup>, is brilliant at encouraging people to realise their abilities and talents. In her *P.U.S.H. for Success* she shares her secrets and offers advice on how to become successful.

4. Here are not only the Tortoise and the Hare but a lot more amusing characters which have been entertaining and teaching people for thousands of years. The storyteller Aesop ['i:soʊp] lived in ancient Greece, but his clever little stories are as instructional (can teach you) today as they were long ago.



4. How can teenagers be encouraged to read more? Read the tips (советы) and explain why you agree or disagree with them.

To encourage reading: teachers should give students tasks for reports, give them lists for summer reading, organise meetings with authors, organise class and school book fairs (книжные ярмарки), open a bookpage in your class wall newspapers, recommend to watch films based on books, let students decide what's interesting for them, not to tell them what to read.

5.  Write your portrait "I am a reader". Would you like to change something in your attitude to books and reading?

<sup>1</sup> apprentice [ə'prentɪs] – ученик мастера

Are you an intellectual reader? A non-fiction reader?  
A newspaper reader? A glossy (глянцевый) magazine reader?  
A fiction reader?

## Lesson 3. Is poetry enjoyable?

### 1. Answer the questions.

1. Do you like poetry? 2. Who is your favourite poet? 3. Is poetry enjoyable? Why or why not?

2a. 🎧 🗣️ Rhyme and rhythm are typical of poetry. Listen and read the limericks and discover the structure and the rhyming lines of a limerick. Complete the sentences.

There was an Old Man of the North,  
**Who** fell into a bowl of broth;  
But a very good ...  
Fished him out with a hook,  
**Which** saved that Old Man of the North.



found    lost her    cook    Ness    York

There once was a lady of Gloucester ['glɒstə]  
**Whose** parents thought they had ...  
From the fridge came a sound  
And at last she was ...  
But the problem was how to defrost<sup>1</sup> her.



There was a young monster in ...  
**Which** liked to eat soup with  
a fork.  
People cried, "What a mess!  
You must go to Loch ...!  
We use forks to eat pork here  
in York."



<sup>1</sup> defrost – разморозить

2b.  Complete the Fact file about a limerick.

**Fact file.** A limerick is a piece of ... poetry which consists of ... The rhyming lines are ...

A limerick goes back to the 18<sup>th</sup> century Ireland [ˈaɪələnd]. It was popularised in English by Edward Lear in the 19<sup>th</sup> century, although he did not use the term.



**Grammar focus: *Relative pronouns***

1. There was an Old Man of the North. 2. **He** fell into a bowl of broth. = There was an Old Man of the North **who** fell into a bowl of broth.

Old Man = he = who

*Who, whose, whom* – for people. **Also:** I don't like books *whose* characters are aggressive.

*Which* – for objects and ideas.

See “Grammar reference” on page 262.

3a. Remember the poems you have read in this book. How can you characterise them?

**HELP BOX**

*The poem **which** is called ... is full of ...* humour / love and romance / excitement / amusement / fun / horror / mysteries / discoveries / adventures / action / events / sentiment / aggression / fights / deaths / life / optimism / enthusiasm / pessimism.

*The author **who** wrote about ...* draws the picture of ... / loves / enjoys / describes / encourages interest in ... / is happy that ... / is sad that ...

3b. Remember the poem you have read and tell your classmates about it.

3c. Can poetry be enjoyable? Which statements do you agree with? Decide with your class.

- Rhyme and rhythm make poetry sound like music.
- Poetry is beautiful because poets choose the best words.

• Prose is better than poetry because it includes a wide range of genres.

#### 4. Speak about your likes or dislikes in books.

##### HELP BOX

*I prefer / don't mind books which are full of ...*

*I also like / don't like books whose characters are ...*

humorous / mysterious / adventurous / aggressive / funny / horrible / enjoyable / romantic / optimistic / pessimistic / enthusiastic / fantastic / realistic / actionless / eventless / lifeless

amusing / touching / moving / boring / interesting / depressing / exciting / fascinating


*Such books make me feel amused / touched ...*

#### 5. Read about Belarusian literature and fill in *who*, *whose*, *whom*, *which*.

**B**elarusian literature is full of great authors *who* occupy a high position in the world. It covers a lot of genres, ... (1) are found in the world literature. First of all, we should remember the names of our outstanding national writers Yanka Kupala and Yakub Kolas, ... (2) created new Belarusian literature and ... (3) names are at the top of the list of Belarusian writers.

Children and teenagers will be attracted by adventure and science fiction stories by Yanka Maur, ... (4) were written quite a long time ago, but ... (5) have not lost their attractiveness for the reader. Do you remember his *Palesse Robinsons*<sup>1</sup> or *In the country of the Paradise Bird*<sup>2</sup>? We enjoy the poems ... (6) were written by Adam Mitskevich and Maxim Bogdanovich. Vasil Bykov's stories and novels, ... (7) we know as the author of war prose, are simply unforgettable. And the fables, ... (8) were created by K. Krapiva, are as clever as those by Aesop. This list is really long: Alexei Dudarev, Ivan Melezh ...

<sup>1</sup>“Палескія Рабінзоны” (1929); <sup>2</sup>“У краіне райскай птушкі” (1926)

6.  Write about the Belarusian authors you know. Use *who*, *whose*, *whom*, *which*.

**HELP BOX**

1. ... is the author, ... is famous for his book ... . 2. It is a story, ... tells us about ... 3. The main character, ... name is ... , lives in the country / city / town / place which is ... 4. He / she has got a friend / family ... 5. One day he / she ... 6. It happens so that ... 7. In the end the main character ... , which is great / sad / lucky / happy.

## Lesson 4. They have stood the test of time

**1a.** Read the title of the lesson and guess what you are going to read and speak about.

**1b.** Is it necessary to study classical literature at school? Do you enjoy reading it? Who is your favourite author?

**2a.** Who wrote these books? Look through the texts and decide which author you would like to read about.

**2b.** Choose a text (A–D) and read about the writer. Make notes to tell your classmates about him / her.

**HELP BOX**

when he / she was born; where he / she lived; his / her family and education; when and where he / she started writing; his / her famous books; what impressed (впечатлило) you about the author

playwright = an author who writes plays

**A.** Nearly 450 years after his death **William Shakespeare**, a famous playwright, continues to be the greatest writer in the English language. He was born in Stratford-upon-Avon in 1564. His father sold gloves and became an important person in the town. William, one of eight children, was the eldest son, and educated at the local grammar school. He married when he was

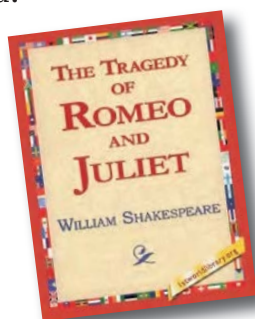
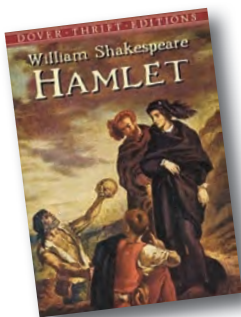
only 18 and his wife, Anne Hathaway ['æn 'hæθəweɪ], was eight years older than him. They had two girls and a boy who died at the age of 11.



Nobody knows how Shakespeare began to write, or when he entered the theatre. But we know that he left his family and moved to London shortly after his marriage ['mæɪdʒ] to start an acting career. By 1592 he had become a leading playwright. He worked in the theatre troupe which was so popular, that King James I gave it the right to perform at his court [kɔ:t], and it became known as “The King’s Men”.

Shakespeare wrote 37 plays, including *Hamlet*, *King Lear*, *Othello*, *Romeo and Juliet*, *Macbeth*, *Much Ado about Nothing*, and many others. His plays made his theatre the most important company in the country. He also wrote poems and sonnets.

In 1610 he returned to his native town of Stratford-upon-Avon. His life was much quieter there. He was very successful and rich in his time. He had a big house and owned (владел) a lot of land and he part-owned two theatres in London, where his plays were regularly performed.



However, this historical figure is still surrounded by mystery. Some critics doubt<sup>1</sup> whether he wrote the plays at all. They argue that for a literary genius ['dʒi:niəs] his education and life experiences were very limited (ограничены) – he was not a widely travelled author.

co = together with

<sup>1</sup> **doubt** [daʊt] – сомневаются

But a recently published book by James Shapiro proves that the plays are Shakespeare's own, though many of his later plays were co-written.

The fact is that Shakespeare's plays are still popular today and performed in lots of theatres round the world.



**B. Arthur Conan Doyle** ['ɑ:θə'kɒnən'dɔɪl] was born on 22 May 1859 in Edinburgh, Scotland, to a father of Irish origin, Charles Altamont Doyle, and an Irish mother, Mary Foley.

Conan Doyle was sent to the Roman Catholic Jesuit school, Stonyhurst, at the age of nine and then continued at Stonyhurst College.

From 1876 to 1881, he studied medicine at the University of Edinburgh. In 1885 he became a doctor of medicine<sup>1</sup>.

Several times from 1891 to 1892 Conan Doyle tried to open a medical practice, first in Plymouth ['plɪməθ], then in Portsmouth ['pɔ:tsməθ] and finally in London. Business was never very successful and he had a lot of free time to discover a range of other talents and interests. He joined football, bowling, political, literary and cricket clubs and began writing stories again. His first story appeared in Edinburgh before he was twenty.

He was married twice – in 1885 and then in 1907 after his first wife's death, and had five children in these two marriages.

His first notable literary creation, called *A Study in Scarlet*, appeared in 1887. It introduced Sherlock Holmes and his friend Dr. Watson ['wɒts(ə)n] for the first time.

In 1892, the first out of five collections of Sherlock Holmes stories was published. In 1893, the year of his father's death, Doyle decided to kill Sherlock Holmes and did so in December that year. He wanted to be remembered for his historical novels rather than his detective. But the government and public wanted to see Sherlock Holmes back to life, so a story about Sherlock Holmes's secret mission for the government during a time of war appeared in 1903. 1917 was the last year a Sherlock Holmes story was published.

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<sup>1</sup> a doctor of medicine – учёная степень «доктор медицинских наук»

By 1920, Sir Arthur Conan Doyle had become one of the highest paid writers in the world. But after the death of his son Kingsley, his brother Innes and other close relatives shortly after World War One and his mother's death in 1921 Doyle was in deep depression. He found comfort in spiritualism, which tried to find proof of life after death. On 7 July 1930, Sir Arthur Conan Doyle died from heart disease.

As an author, he wrote plays, verse, memoirs [ˈmemwɑːz], short stories, historical novels (*The Lost World*), and supernatural fiction. But he will be mostly remembered as the creator of one of the greatest literary detectives ever to live.

**C. Joanne Rowling** [dʒəʊˈænrəʊlɪŋ], author of the best-selling Harry Potter series of books, was born on 31 July 1965, the same day as her famous boy-wizard hero. The family, including her parents and younger sister Di, lived near Bristol, in south-west England. Her father worked on airplane engines for Rolls Royce.



Joanne – called Jo by her family and friends – did well at school, and was the top girl in her class. Her favourite subjects were English and foreign languages. After finishing public school with top honours<sup>1</sup> in English, French, and German, Rowling went on to study French at the University of Exeter [ˈeksɪtə]. She graduated from the university in 1986 and over the next few years worked as a secretary in different firms.

What she really wanted to do, however, was to write. Rowling wrote her first story, *Rabbit*, at the age of five or six. Later, she tried her hand at writing novels, but she had never finished writing any novel before she wrote the Harry Potter books. It was during the difficult time when she came back to Britain with a baby daughter after her unsuccessful marriage in Portugal.

Following its publication in Britain in June 1997, *Harry Potter and the Philosopher's Stone* quickly became a hit with children and adults alike and won numerous awards<sup>2</sup>. The Harry Potter series includes seven books – one book for every

<sup>1</sup> with top honours [ˈɔːnpəz] – с отличием; <sup>2</sup> awards [əˈwɔːdz] – награды



year that Harry spends at Hogwarts. In 2000, the 35-year-old author J.K. Rowling became the highest-earning woman in Britain. She received an OBE (Order of the British Empire ['empərə]), a medal awarded by the Queen, in March 2001. At the end of that same year, she married her second husband, and in 2003 and 2005 gave birth to a boy and a girl.

In 2008 she was named the 12<sup>th</sup> richest person in Britain. Rowling's books have been translated into more than 60 languages, and more than 300 million copies have been sold around the world. The first four books have been made into films, and all four are among the top twenty highest-grossing films of all time. In February 2004, Forbes magazine named her as the first person ever to become a billionaire [ˌbɪljəˈneɪ] from writing books.

After finishing the Harry Potter series in 2007, J.K. Rowling went on to write a detective series under a pseudonym of Robert Galbraith. The first book in the series, the *Cocoo's Calling*, was published in April 2013 as a debut novel and the real name of the author was kept secret for some time. The other books in the series are *The Silkworm*, which was released in June 2014, *Career of Evil* (October 2015), *Lethal White* (September 2018), and the fifth novel, *Troubled Blood*, published in September 2020.

In 2020, Joanne Rowling returned to children's books and from 26 May to 10 July published online a new children's story called *The Ickabog*. Free access to the book was Joanne Rowling's response to the Covid-19 pandemic. A print edition of the story was released on 10 November 2020, and a lot of the money from the book sale was donated to charity. On 13 April 2021, it was announced that a new children's book – *The Christmas Pig* – would be released in October 2021.



**D. Vladimir Korotkevich** (26 November 1930 – 25 July 1984) is an extremely talented Belarusian author who was born in 1930 in Orsha, Vitebsk region. In 1954 he graduated from the Philological Department of Kiev University and taught first in a village school in the Kiev region of Ukraine and then in his home town, Orsha. Later, he completed a literature (1960) and then cinematography (1962)

course in Moscow. Literature became his main occupation. His first published work was a poem which appeared in 1951, and was later followed by three collections of verse. V. Korotkevich also wrote a number of novels, including *The Dark Castle Olshansky* and *The Wild Hunt of King Stakh* («Дзікае паляванне караля Стаха», 1964), as well as plays, essays, articles, screenplays for films, and some very interesting detective and adventure stories. He is a winner of several national literary awards.

This is how Andrei Khadanovich, a modern Belarusian poet, describes his first experience of reading Korotkevich: “It was 1989. I was 16 years old. I unfolded the book by Uladzimir Karatkevich with the first part of *The Ears of Rye under Thy Sickle* («Каласы пад сярпом тваім»). It was an unbelievable experience. I lost track of time and came back to reality only when I had finished the book. When you have opened the book it’s difficult to close it. I was looking forward to reading its continuation like today’s children look forward to reading another Harry Potter book.”


Korotkevich has a lot to offer. His literary works are full of romanticism, rich imagination and emotions. They encourage love and respect to our motherland.

**2c.** In groups of four exchange the information about the authors. Have you read any books by these authors? Which books would you like to read? Why?

**3.**  Write 10–15 sentences about your favourite author.

## Lesson 5. An interview with an author

**1.** What modern writers do you know?

**2a.**  Listen and read the fact file about a modern British author of books for children and answer: What facts impress you? What fact is the most interesting?

### Fact file

Jacqueline Wilson is a British best-selling children’s novelist. Only in the UK, her books sold more than 40 million copies.



Since her first published book in 1969, she had written 112 of them by March 2021. Her books are about children and the problems they face in their families, with friends and at school.

Jacqueline Wilson has numerous awards in literature. From 2002 to 2008, she was the most borrowed author in British libraries. From 2005 to 2007, she was the fourth Children's Laureate – a position given once every two years to writers and illustrators of children's books for their great achievements (достижения) in this field.

In 2017, Jacqueline Wilson was given a BAFTA<sup>1</sup> Special Award for her contribution to the development of children's television. A number of her books were adapted for television series, e.g. *The Story of Tracy Beaker* (2002–2005), *Best Friends* (2004), *Tracy Beaker Returns* (2010–2013), *Hetty Feather* (2015–2020). In 2020 the first feature film<sup>2</sup> *Four Kids and It*, based on her book *Four Children and IT* (2012) was released. The book *My Mum Tracy Beaker* (2018) was adapted for a television series with the same title in 2021.

In 2002, Jacqueline Wilson was appointed an OBE – Officer of the Most Excellent Order of the British Empire [’empraɪ] for services to literacy in schools, and in 2008 she was appointed a DBE – Dame Commander of the Order of the British Empire. It means that the title *Dame* should be used before her name.

Jacqueline Aitken was born on 17 December 1945 in Bath, 156 km west of London. Though her parents stayed together, they were not happy, and Jacqueline herself did not feel happy in her childhood either. She describes her mother as a person who always thought she knew best and who never liked any of her friends.

Jacqueline left school at the age of 16 and began training as a secretary, but chose to work on a girl's magazine *Jackie* instead<sup>3</sup> for a Scottish publishing and television company DC Thomson.

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<sup>1</sup>BAFTA – the British Academy of Film and Television Arts; <sup>2</sup>feature [’fi:tʃə] film – художественный фильм; <sup>3</sup>instead [ɪn’sted] – вместо этого

Jacqueline married a policeman Millar Wilson at 19 in 1965, had a baby girl Emma at 21, but the marriage finally broke up in 2004. By the way, when Emma was 9, she asked her mum never to write about her in her books. And Jacqueline does her best to keep the promise.

At the moment, Jacqueline Wilson lives happily in a large country house in Sussex with beautiful opening views, a library and floor-to-ceiling bookshelves, and a special room where there is a collection of toys. And she keeps to her rule – never to get up until she has written at least 500 words to follow her usual regime [reɪ'zi:m] – two books a year.



On 18 March 2021, her latest book *The Runaway Girls* was released. The book is about the events in Victorian London of 1851.

**2b.** Listen to everybody in the class and chose three most impressive facts and one most interesting fact about Jacqueline Wilson.

**3a.**  Write the questions which Jacqueline Wilson was asked by her fans some time ago. Check with the whole class.

1. were / Where / born / you / ?
2. family / What / of / sort / you / have / do / ?
3. sort / you / music / of / do / What / like / ?
4. favourite / your / film / What's / ?
5. was / your / What / subject / at / school / favourite / ?
6. subject / was / at / your / What / worst / school / ?
7. you / Did / any / have / job / from / apart / writing / ?
8. you / books / How / published / many / have / ?
9. do / Where / get / you / your / from / ideas / ?
10. ever / you / any / Have / books / for / written / adults / ?
11. write / do / Where / you / ?
12. long / it / How / take / to / write / does / a / book / you / ?
13. much / travel / you / Do / ?
14. lots / you / get / Do / of / mail / fan / ?
15. got / you / special / any / Have / ambitions / ?
16. it / being / like / What's / a / writer / famous / ?


**3b.**  Answer the questions that you can (use ex. 2a).

- 3c.   Look through the Help box and listen to the interview with Jacqueline Wilson. Compare with your answers in ex. 3b. Whose answers were correct?

**HELP BOX**


**Kingston in Surrey** (= Kingston upon Thames) – a town in Greater London; **independent** – независимый; **Queen** – a rock band, formed in London in 1970; **Freddie Mercury** – a singer, songwriter and lead vocalist of **Queen**; **magazine** [ˌmæɡəˈziːn] – журнал; **I've lost count!** – Я потеряла счет! **They just seem to pop into my head!** – Кажется, они просто приходят мне в голову! **adults** [ˈædʌlt] – взрослые; **pretty notebooks** – красивые блокноты; **I zoom all over Great Britain!** – Я ношусь по всей Великобритании! **I wish I could clone myself** – Хотела бы я клонировать себя

- 3d.   Listen again and take down notes to answer all the questions (ex. 3a).

- 3e.  Answer all the questions, and then compare with the rest of the class.

- 4a.  Act out the interview with Jacqueline Wilson.

- 4b. Listen to 2–3 interviews with the whole class. Which interview sounds more / most interesting?



5.  Role-play. You become a celebrity in twenty years' time after school (decide in what sphere [sfɪə]). You meet a journalist. Answer her / his questions (use your own questions and the questions from ex. 3a).

6.  Write 10 questions you would like to ask a modern writer.

## Lesson 6. Celebrating books

1. With your class brainstorm the ideas to answer the questions: Why are books and reading important? How many people in the world can and can't read? What's the difference between their lives?

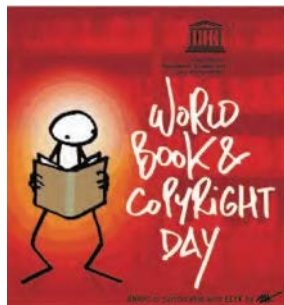
2a. Look through the original UNESCO's<sup>1</sup> document (ex. 2b) and try to guess the words explained in the footnotes. Express the general idea of the message in 2–3 sentences. Work in pairs or in small groups.

2b.   Read an extract from the Message from Ms Irina Bokova, Director-General of UNESCO on the occasion of the World Book and Copyright Day 2015 and find answers to the questions of ex. 1.

## World Book and Copyright Day 2015

**W**orld Book and Copyright Day is an opportunity to recognise the power<sup>2</sup> of books to change our lives for the better and to support<sup>3</sup> books and those who produce them.

UNESCO is leading the fight against illiteracy. Literacy is the door to knowledge, essential<sup>4</sup> to individual self-esteem<sup>5</sup> and empowerment<sup>6</sup>. Books, in all forms, play an essential role here. With 175 million adolescents<sup>7</sup> in the world – mostly girls and young women – unable to read a single sentence, UNESCO is committed to information and communication technologies, especially mobile technology, to support literacy and to reach<sup>8</sup> the unreached with quality learning.



2c. Choose and read the information you agree with 100%.

2d. Follow the QR code to look at the image and guess the artist's idea of the World Book and Copyright Day.



3. Speak about the role of books and reading on the basis of the UNESCO's message and your experience.

<sup>1</sup> UNESCO – United Nations Educational, Scientific and Cultural Organization; <sup>2</sup> recognise ['rɛkəɡnaɪz] **the power** ['paʊə] **of books** – to accept that books are important and have the ability to influence (влиять на) smb or smth; <sup>3</sup> **support** [sə'pɔ:t] smb or smth – help to be successful; <sup>4</sup> **essential** [ɪ'sɛnʃ(ə)l] – completely necessary; <sup>5</sup> **self-esteem** [rɪ'sti:m] – the feeling that you are as important as other people; <sup>6</sup> **empowerment** [ɪm'paʊəmənt] – becoming stronger in controlling one's life; <sup>7</sup> **adolescents** [ˌædələ's(ə)nts] – teenagers; <sup>8</sup> **reach** [ri:tʃ] – to get as far as smb or smth / come to smb or smth

4. Look through the information and watch a report about reading in the mobile era [ˈiəɹə]. Can the mobile phone help humanity stop illiteracy? Discuss the question with the whole class. What is the dominant opinion?



Infographic “Reading in the mobile era”



Explaining the infographic “Reading in the mobile era”

5.   How do you see the future of books? Listen, read and say which point of view you agree with and why.

There are many factors to consider when discussing the matter of ebooks vs. printed books. Enthusiastic fans of printed books say that there’s nothing like the smell of paper and the rustle of the pages as the reader turns them gently with their fingers. There is something fascinating about the experience of looking through the whole book and the possibility to see the whole book.

ebook or e-book

On the other hand, those who prefer the ebook often say that the device takes a lot of weight from their shoulders – literally. With the ebook, a reader can take hundreds of books with them on a journey, to school or to work, which only take up a few square centimetres in their bag.

There is one more important factor proving that printed books are still a better choice. A study conducted by Sesame Workshop<sup>1</sup> found that children’s development is more effective with a printed book rather than with an ebook. Reading a printed book offers a range of opportunities for parents to interact with their children: grown-ups usually talk to children while reading, helping them understand what is read and encouraging them to use language to speak about the text. The research concluded that while ebooks also bring stories and encourage children to interact with add-ons, there is nothing to encourage the child to use language. In fact, the added features can distract (отвлечь) children from reading and understanding the story.

How will the fight of the digital era end? Will ebooks or printed books come out on top?

<sup>1</sup> Sesame Workshop is an educational organisation for children.

6.  Write 10–15 sentences about the role of reading, books and their future to help UNESCO promote books.

## Lesson 7. Take part in a book fair

1. What's the best book you have ever read? What's the best book you have read recently? Which book would you like to recommend to your friends and classmates?

2. One of the best ways to recommend a book is to write a book review. Read how to write a book review and put its parts in a logical order.

**Model.** 1 – B.

**A. Body** describes the main parts of a story: theme, plot, setting, characters and your opinions about the book.

**B. A book review** describes, analyses and evaluates<sup>1</sup>. It includes an opinion and a recommendation and is addressed to a future reader. It is usually made up of the following parts: introduction, body, and conclusion.

**C. The theme** is the main idea of the story. Write what you think the theme is and how you know.

**D. Introduction** gives information about the title, author and genre of the book. You could write what kind of story it is (exciting / interesting / scary).

**E. The setting** is the time and place of the story. Think about these questions: Is it set a long time ago or now? Does it take place in another country or in an imaginary place? How much time passes in the story – a day? a year? a lifetime?

**F. The characters** are who the story is about. The main character is called the protagonist. Who are the other important characters? Do they help or hinder (мешают) the protagonist?

**G. The plot** is what happens. You ought to write what the story is mostly about, but you ought not to retell the whole story in detail. What is the main event or conflict ['kɒnflɪkt]? What things lead up (ведут) to it? What happens as a result [rɪ'zʌlt]? You should avoid telling the ending, or giving away the secrets of the story.

<sup>1</sup> **evaluate** [ɪ'væljuːeɪt] – оценивать



**H. Conclusion** is just one or two most important things that you want other people to know about the book.

**I. Opinions** give your thoughts and evaluation of the book. Some questions you might want to answer are:

Did you like the story? Why or why not? What was the best part of the book? Why?

How did the story make you feel? What new things did you learn from this book? Who would you recommend it to?

**3a.**   Listen and read the review of the book *Best Friends* by Jacqueline Wilson and point out parts of this review.

*Best Friends* is a book by Jacqueline Wilson, who is the author of more than a hundred works, including award-winning books *The Suitcase Kid*, *The Lottie Project*, *Bad Girls*, *The Story of Tracy Beaker*, *Vicky Angel* and the *Girls* four-book series.

*Best Friends* is about a little girl called Gemma. She's a tomboy (a girl who takes part in activities and games that people think are better for boys), always getting into trouble and annoying adults – but she's actually a lovely, real, believable child whom you can't but like. Her best friend is Alice, though they are completely the opposite. Alice is very girly with her dolls, ballet classes and pretty party dresses.

They have been friends all their lives as they were born in the same hospital on the same day. They have celebrated all their birthdays together and have always been best friends, hoping it will be so forever.

But then Alice's father gets a new job and they have to move house. The girls hate the idea of being separated, so they make up a plan to run away together. But what happens then? You'll have to read the book yourself to learn it.

*Best Friends* examines the ending of one friendship and the beginning of a new one. But the author does not only examine the main characters. We also discover the relationships<sup>1</sup> between children and their parents. Sometimes Gemma and Alice believe their parents are being unkind, but they also understand how helpful, kind and loving they are. We can also see

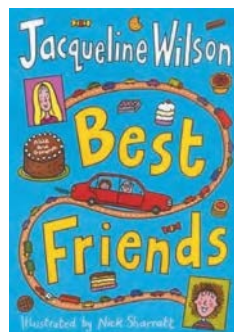
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<sup>1</sup>relationships [rɪ'leɪʃ(ə)nʃɪps] – отношения

the relationships between children and their grandparents. All of these are described in a realistic and believable way, where love is placed at the top, which is a great positive message for readers.

Overall, the book is really fascinating, enjoyable and encouraging. The characters are so realistic that you are transported [træns'pɔ:tɪd] into their world and become part of it. It's an excellent read.

Though it is more of a girly book than one for boys, everyone, including girls, boys and grown-ups, will find something interesting for themselves. Once (= when) they start reading it they will end up swallowing («проглатывая») a hundred pages at one sitting and only stopping because it's late at night.



read (v) – read (n)

**3b.** Would you like to read the book? Why?

**3c.** Analyse the language of the book review. Which verb tenses are used in each part of the review? Why?

**NB:** The Present Simple Tense is usually used for retelling the plot of a book.

**3d.** Write the plan of a book review. From each part of the review write out beautiful words, word combinations or sentences which you can use in your own book review.

## Lesson 8. Project "Book fair"

Get ready to take part in the class project "Book fair".

*You've made sure (убедились) that reading is fascinating. In fact, we cannot live a day without reading. It opens numerous doors into the world and gives us a lot of moments of joy. Reading is travelling in time, meeting amazing people, visiting different countries, living different lives, exploring the Earth and discovering its mysteries.*

*We all need a guide in this special world. You could prepare that sort of guide – a book fair.*

- 1 Choose a book for the Book Fair. It could be any book you like now or used to like as a child. It could be a book that you have read or would like to read. It could be a book in Russian, Belarusian or English. It could be a book with many pages or with only a few. It could be a book for children, for teenagers or for adults. It could be a book of any genre: a historical or a detective novel, an adventure or a romantic story, a fantasy or science fiction.
- 2 Write a review of this book, following the plan and using the language you need (see Lesson 7).

## Lesson 9. The Secret Diary of Adrian Mole Aged 13 $\frac{3}{4}$

1.  Listen and read the fact file. What helped Sue Townsend to create a very popular character?

### Fact file

**S**ue Townsend (2 April 1946 – 10 April 2014, lived in Leicester ['lestə]) wrote a range of novels and plays, but will be best known for her character Adrian Mole, who quickly became a national treasure, along with his author and creator. Adrian Mole, born 2 April 1967, is one of Britain's most beloved fictional characters, who first appeared in a BBC Radio 4 play in 1982. Today Adrian Mole is the central character and the narrator of one of the longest sagas in British literature, including nine books, which picture the British life from the 1980s to the late 1990s. The books written in the form of a diary were translated into 34 languages and were adopted for radio plays, three TV series, a musical and theatrical plays, performed in many countries.



- 2a.  Listen and read the extract from the diary and speak about Adrian's family.

## Thursday January 1<sup>st</sup>

*Bank Holiday in England, Ireland, Scotland and Wales*

1. I will help the blind across the road. 2. I will hang my trousers up. 3. I will not start smoking. 4. I will be kind to the dog. 5. I will help the poor and ignorant.

the blind = people who cannot see

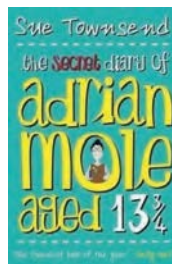
the ignorant = people who know nothing or little

Eight days have gone by since Christmas Day but my mother still hasn't worn the green lurex [ˈljʊərəks] apron I bought her for Christmas!

## Friday January 2<sup>nd</sup>

*Bank Holiday in Scotland. Full Moon*

The dog got its own back on my father. It jumped up and knocked down his model ship, then ran into the garden with the rigging<sup>1</sup> tangled in its feet. My father kept saying, "Three months' work wasted," over and over again.



## Saturday January 3<sup>rd</sup>

I shall go mad through lack (нехватка) of sleep! My father has banned (запретил) the dog from the house so it barked outside my window all night. Just my luck! My father shouted a swear-word [swɛə] at it. If he's not careful he will be arrested by the police for obscene<sup>2</sup> language. She still hasn't worn the lurex apron. I will be glad to get back to school.

## Sunday January 4<sup>th</sup>

*Second after Christmas*

My father has got the flu<sup>3</sup>. I'm not surprised with the diet [ˈdaɪət] we get. My mother went out in the rain to get him a vitamin C drink, but as I told her, "It's too late now". It's a miracle (чудо) we don't get scurvy (цинга).

<sup>1</sup> **rigging** – нитки и верёвки для крепления мачт и парусов; <sup>2</sup> **obscene** [əbˈsiːn] – непристойный; <sup>3</sup> **flu** [fluː] – грипп

The dog has run off because my mother didn't close the gate (калитка). I have broken the arm on the stereo. Nobody knows yet, and with a bit of luck my father will be ill for a long time. He is the only one who uses it apart from me. No sign of the apron.

sign (n) – знак

sign (v) – подписать(ся); записаться

### Monday January 5<sup>th</sup>

The dog hasn't come back yet. It is quiet without it. My mother rang the police and gave a description of the dog. She made it sound worse than it actually is: straggly hair (шерсть клочками) over its eyes and all that. I really think the police have got better things to do than look for dogs, such as catching murderers. I told my mother this but she still rang them. Serve her right<sup>1</sup> if she was murdered because of the dog.

My father is still lazing about in bed. He says he is ill, but I saw he is still smoking!

lazy (adjective) – laze about (verb)

Nigel came round (зашел в гости) today. He has got a tan (загар) from his Christmas holiday. I think Nigel will be ill soon from the shock of the cold in England. I think Nigel's parents were wrong to take him abroad.

*(after Sue Townsend)*


### 2b. Read again and answer: When did it happen?

1. The dog ran away. 2. Adrian wrote his New Year's resolutions. 3. Nigel came round. 4. Adrian's father got the flu. 5. His mother rang the police and gave a description of the dog. 6. The dog broke his father's model ship. 7. His mother went out in the rain to get his father a vitamin C drink. 8. The dog barked outside his window all night.



**The Secret Diary of Adrian Mole (matching dates and events of the day)**

<sup>1</sup>serve her right – так ей и надо

3. What do you think about Adrian? What can you say about the relationships in this family?
4. What customs, holidays and traditions are mentioned in the story? What do you remember about them?
5. Report Adrian's January 1<sup>st</sup> diary using the rule of the Sequence of Tenses. Begin with "On January 1<sup>st</sup> he wrote that ...".
6.  Get ready to present your book at the Book fair.

## Lesson 10. Project presentation

### Book fair

1. Present your book and answer your classmates' questions about it.
2. Listen to other presentations and think about 1–2 questions about the book.
3. Choose a book you would like to buy at the book fair and explain your choice.



# UNIT 9

## CINEMA

### Lesson 1. Is cinema still important?

1. What comes to your mind when you hear the word “cinema”?



2a. Is cinema important today? What role does it play in your life? Can people live without cinema today?

2b. Conduct a survey. Interview your classmates. Use the questions below.

1. Do you like going to the cinema? 2. How often do you go to the cinema? 3. When was the last time you went to the cinema? 4. What's your favourite film? 5. Who's your favourite actor/actress? 6. What's the most popular film in your country? 7. Do you prefer watching TV or going to the cinema? 8. Do you like going to the cinema with your parents or friends?



2c. Report the results of your survey.

**Model.** Alex likes going to the cinema. He doesn't often go to the cinema. The last time he went to the cinema was 3 weeks ago.

*verb + tion = noun*

inform – information    educate – education

relax – relaxation    create – creation    invent – invention

*verb + ment = noun*

entertain – entertainment    amuse – amusement

enjoy – enjoyment

### 3a. Answer the questions about the history of cinema.

When did it appear? Who invented it? What do you know about the first films? How were the first films different from the films of today?

### 3b. Listen, read the text and check your answers.

**C**inema was born at the end of the nineteenth century. It began with the invention of the camera. The first films were short, sometimes only a few minutes. They were shown in different places like clubs, shops, and music halls. For the first thirty years of their history, movies were silent ['saɪlənt]. The first sound films appeared in 1928. In fact, several people may be called the inventors of cinema, but the Frenchmen – the Lumiere ['lu:miə] brothers – were the first to present moving pictures to a group of paying people and that is why they are called the fathers of modern cinema. Today's cinema is full of superb colour and fantastic sound and computer effects.



### 3c. Act out a talk of a journalist (student A) with a cinema historian (student B). Use the questions from ex. 3a.

### 4a. Here is what some teenagers think about cinema. Listen, read the opinions, and say what ideas you agree with.

#### HELP BOX

I agree with the speaker who says that cinema ...

**Speaker 1:** In my opinion cinema is one of the most important and effective forms of art nowadays. It doesn't only entertain<sup>1</sup> us, but it also educates us and moves our feelings. It takes us to another world, another reality.

**Speaker 2:** Cinema was really popular last century. Today is the time of TV and the Internet. They take the biggest part of our time and interests. Cinema is the art of yesterday.

**Speaker 3:** Cinema is international. It unites people of different nationalities and religions [rɪ'lidʒ(ə)nz]. It helps to understand each other better.

<sup>1</sup>entertain ['entəteɪn] – развлекать



**Speaker 4:** I'm fond of cinema because it's always different, so everyone can find something for themselves. It was invented only a century ago but today it has become the most popular entertainment all over the world.

**Speaker 5:** I'm a cinemagoer. Well... I like watching films on TV, too. But TV films are different. They are usually for one country. Films made for cinema shows soon become international. In this way cinema helps us to learn about different countries, cultures and peoples.




people – люди      peoples – народы

**Speaker 6:** To me, going to the cinema is the best relaxation. I'm sure that cinema makes our life better. It helps to forget about everyday problems. When we watch films, we experience a range of emotions. It's wonderful!



**4b.**  Is cinema still important today? Discuss the answer to the question. Use the highlighted expressions from ex. 4a.

**4c.**  Write your answer to the question in ex. 4b.

## Lesson 2. Do you fancy going to the cinema?

**1.**    What film genres do you like? What film genres do you hate? Choose from the list below. Do you have anything in common?

Adventure films, action films, detective films, musicals, horror films, romantic films, sitcoms, westerns, fantasy, science fiction, dramas, comedies, cartoons, family films.

**2a.**   Natalie has nothing special to do tonight. She wants to go to the cinema and decides to invite Alesya. Listen to the dialogue and say which phrases from the Help box Natalie and Alesya used.

tonight – сегодня вечером

**A:** Let's go to the cinema. How about going to the cinema? Do you **fancy going** to the cinema? (= Would you like to go to the cinema?) Do you **mind going** to the cinema? Why don't we go to the cinema?

**B:** That's a good idea! Why not? Great! I'd love to go! Not today. Maybe next week?



### Grammar aid

**fancy** + gerund (in questions) = Would you like to ... ?  
**mind** + gerund (in negative sentences and questions) =  
 не возражаешь, если ...

**2b.** Act out a similar talk using the ideas from the Help box.

**3a.** The girls have decided to read about the films in the IMDb – The Internet Movie Database. Scan the information and say which film is

• newer • longer • a sci-fi film • directed by F. Lawrence • in English • about heroes • with Jennifer Lawrence

## The Hunger Games: Mockingjay – Part 2

*Genre:* Adventure, Science Fiction

*Film running length:* 2h 17m

*UK release date:* 20 November 2015

*Directed by:* Francis Lawrence

*Country:* USA

*Language:* English

*Who's in it?*

Jennifer Lawrence, Josh Hutcherson, Liam Hemsworth

*What's the plot?*

After being symbolised as the “Mockingjay”, Katniss Everdeen and District 13 confront President Snow in their revolutionary war. The girl on fire must win the last **battle** at the risk of losing her friends and loved ones. Katniss realises she fights no longer just for her **survival** but for the future of her nation.



## Everest

*Genre:* Adventure, Biography, Drama  
*Film running length:* 108 min  
*UK release date:* 18 September 2015  
*Directed by:* Baltasar Kormákur  
*Country:* USA, UK, Iceland  
*Language:* English



*Who's in it?*

Jason Clarke, Ang Phula Sherpa, Thomas M. Wright

*What's the plot?*


On the morning of 10 May 1996, two expeditions start climbing Mount Everest, the highest point on Earth. A **violent** storm strikes the mountain, and the climbers are involved in a **heroic** battle for their survival in which they must fight against blistering winds and freezing temperatures.

**verb – noun**

direct – director

climb – climber

survive – survival

**3b.**   Listen, read and try to guess the meaning of the words in bold.

**3c.** Match the words with their meaning.

1. plot, 2. director, 3. battle, 4. violent, 5. heroic, 6. survival

A. a fight, B. the state of continuing to live, C. a story of a film, D. a person who tells the actors what to do, E. very strong and uncontrolled, F. relating to a hero

**3d.** Which film do you think the girls have chosen? Why? Which film would you choose? Explain your choice.

I'd choose ... because ...

Besides ...

**4a.** Read and match the sentences to make up a dialogue – invitation to the cinema.

**Student A**

1. Why don't we meet at seven o'clock? The film starts at half past 7. 2. What kind of film is it? Sounds like an adven-


ture film. **3.** All right! We'll go there, then. **4.** How about meeting at my place? **5.** See you. **6.** Hi, John! It's Mary here. Do you fancy going to the cinema tonight? **7.** Great! Where shall we go?


### Student B

**A.** Well... I hear *Pirates of the Caribbean* ['paɪrəts əv ðə ˌkærɪ'bɪən] is on at the Odeon ['əʊdʒən]. It's a fantastic film.

**B.** Hi, Mary. That's a good idea. I don't mind going. **C.** Yes. Newspapers say it's a brilliant adventure film with an exciting plot. **D.** OK. See you there. **E.** What time shall we meet? **F.** That's fine. Where shall we meet? **G.** Bye.

**4b.**   Listen and check.

**4c.**  Choose a role and act out a similar dialogue, inviting your friend to watch a film (see ex. 3a).

**4d.**  Write what you say when you would like to invite your friend to watch a film.

## Lesson 3. What's good or bad about going to the cinema?

**1a.** Discuss with your class.



What genres are the most popular ones with children (teenagers, the young, the old, men, women)?

**1b.** Match these films to their type and add examples of your own.

1. Love and Pigeons (Любовь и голуби). 2. Indiana Jones and the Last Crusade [kru:'seɪd]. 3. Brest Fortress. 4. The Adventures of Buffalo ['bʌfələʊ] Bill. 5. The Mask. 6. Vampire ['væmpaɪə] in Brooklyn. 7. The Time Machine. 8. Die Hard (Крепкий орешек)

**A.** a war film, **B.** a western, **C.** a comedy, **D.** an adventure film, **E.** a horror film, **F.** a romantic film, **G.** science fiction, **H.** an action film

a film (*Br. Eng.*) = a movie (*Am. Eng.*) = a picture

2a.   Here is what teenagers think of some kinds of films. Listen, read the ideas and say if you agree with them. Try to guess the meaning of the words in bold.

I **can't stand** horror films. They are all frightening and scary. They make me feel afraid. Besides, most of them are just silly.



I **adore** [ə'dɔː] (love very much) romantic films because they are **relaxing**. Their story is usually touching and beautiful.

Personally I'm **crazy about** action films. Sometimes they are too **violent** ['vaɪələnt] but I like films with a lot of fighting. They are always breathtaking ['breɪtʰeɪkɪŋ] and cool.



Adventure films is the genre I like most. They are so **gripping** that they make me forget about the world. They usually show fantastic characters with strong personalities.

Comedies are always **catching** and amusing. They're fun! I enjoy them greatly.



2b. Match the expressions in English with their Russian equivalents. Make up your own sentences with these words about different genres of films and write them down.

1. can't stand smth, 2. adore something, 3. relaxing, 4. be crazy about smth, 5. violent, 6. breathtaking, 7. gripping, 8. catching

A. обожать что-л.; B. захватывающий, увлекательный (3); C. не переносить что-л.; D. для отдыха; E. жестокий; F. с ума сходить по чему-л.

2c. Use the vocabulary to speak about the films you've watched this week.

2d.  Which film genre do you like most? Why?



**3a. What's pleasant (or unpleasant) about going to the cinema? Look through the ideas below. Put them into the given categories. Add your own ideas.**

**T**he seats are comfortable, somebody is giggling (хихикать) all the time, a good company, somebody near you is always speaking on the phone, the weather is bad, it is noisy, expensive tickets, special atmosphere, the film is gripping and exciting, somebody big is sitting in front of you, it is not easy to buy tickets, the screen is big, the plot of the film is breathtaking, the time is not convenient / you are late, the film is boring and dull.

What's pleasant about going to the cinema?	What's unpleasant about going to the cinema?
...	...

**3b.**   Last week John and Mary decided to go to the cinema and watch *Pirates of the Caribbean*. Unfortunately, it wasn't successful. Listen and tick the problems they had (see ex. 3a).

**3c.**  Imagine you are John (or Mary). Tell your friend or neighbour<sup>1</sup> what happened at the cinema. What do you think was the worst part of the story?

**4a.**   Read the beginning of the story. Use the verbs in brackets in Past Simple or Past Continuous. Then listen and check.



**Grammar Revision:  
Past Simple or Past Continuous?**


Mary **was reading** a book when the phone **rang**.  
The Past Continuous Tense describes a long past action in progress; the Past Simple Tense describes a short past action.

Mary (1. *read*) a book when the phone (2. *ring*). A few minutes later she (3. *be*) outside. The sun (4. *shine*) and the birds (5. *sing*) as Mary (6. *go*) to the cinema. She (7. *smile*) because


<sup>1</sup> **neighbour** [ˈneɪbə] – сосед, соседка

she (8. *know*) that she (9. *be going*) to see a fantastic film. Mary (10. *enjoy*) watching movies, especially if something catching (11. *be*) on. Suddenly she (12. *hear*) a strange noise behind her back. She (13. *turn*) around. Someone (14. *stand*) behind her...

**4b.** Think of a continuation of the story. Write the whole story. Whose story is the most amusing / the scariest?

**5.**  Imagine that your partner went to the cinema last night. Complete the questions with *did*, *was* or *were*. Then ask them to your partner. Would you like to see the film your partner has told you about?

1. What film ... you see? 2. What genre ... it? 3. Who ... you go to the cinema with? 4. How much ... the ticket? 5. ... the leading actors play well? 6. How ... the special effects achieved? 7. What ... you like most about the film? 8. What ... you do after the film? 9. ... the night out a success? Why / Why not?

**6.**  What happened when you last went to the cinema? Did you like it? Was it a success? Write a real or an imaginary short story.

## Lesson 4. An interview with a film star

**1a.** Play a champion game. How many famous actors / actresses do you know?

**1b.**  Read the fact file about Hugh [hju:] Jackman, then close your books and discuss it. Who remembers more? What else do you know about him?



**H**ugh Jackman is an Australian actor and producer who became famous by playing the superhero Wolverine<sup>1</sup> in the X-Men series. He is also well known for his role as Van Helsing and romance characters. Besides he is a singer, dancer, and actor in musicals.

<sup>1</sup> **wolverine** [ˈwʊlvərɪn] – росомаха

**2a. Look through the questions journalists asked Hugh Jackman. How do you think he answered them?**

1. What film have you enjoyed acting in the most, and why?
2. What do you do in your free time?
3. What do you look for in a script?
4. What are your future plans?
5. What helped you to be a success?
6. Is there anything you would like to change in your life?

**2b. Look at the answers below. They are not in the same order as the questions. Match the answers with the questions.**

- A. First of all it's hard work. Secondly, in our business it's really important to be in the right place at the right time and finally, it's luck.
- B. Sure. I'd love to spend more time with my friends. And, you know, I'm tired of paparazzi. Sometimes I think there's nowhere to hide from them.
- C. The first thing you are looking for is a story. It's very important. People can't stand films with a boring plot. So I always look for gripping stories. Besides, characters interest me, too.
- D. I've really enjoyed them all. The film I like best is always the one I'm working on now or the next one. I believe one must love what he or she is doing.
- E. I will be filming *Wolverine 2* in Japan and I'm thinking of playing in a new film version of the Andrew Lloyd Webber musical *Sunset Boulevard* ['bu:ləvə:d].
- F. I love spending time with my nearest and dearest. Besides, I'm interested in many sports. In high school, I played rugby and cricket, did swimming and took part in high jumping. Now I enjoy basketball and kayaking<sup>1</sup>. Moreover, I play the piano and do yoga every day.

**2c.**   Listen to the interview and check your guesses.

**2d. Read the sentences about Hugh Jackman. Are they true or false? Give reasons for your answers.**

Hugh Jackman...

1) is an American singer, actor and dancer; 2) is planning to play in a thriller *Sunset Boulevard*; 3) became popular after

<sup>1</sup> **kayaking** ['kaɪækɪŋ] – гребля на байдарках




playing in *Wolverine*; 4) likes all the films he has acted in; 5) thinks that to be a success you must work a lot; 6) is fond of high jumping now.

**3.** Imagine you are a newspaper reporter, summarise all the information about Hugh Jackman and write a newspaper article about him. Think of a headline for the article.

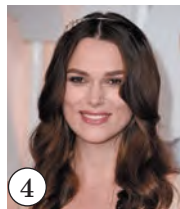
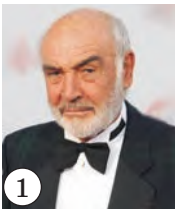
**4a.** Imagine you are interviewing a famous film star. Work in groups and make a list of questions you would ask him / her. What answers do you think he / she would give? Use the interview from ex. 2a and 2b as an example.

**4b.** Act out the interview.

**4c.**  Write 8–10 questions you would like to ask a celebrity.

## Lesson 5. Pride and prejudice, sense and sensibility

**1.**  Match the photos with the names. What country do these actors and actresses come from? Listen and check.



Benedict Cumberbatch  
Emma Watson  
Anthony Hopkins  
Robert Pattinson

Orlando Bloom  
Sean Connery  
Keira Knightley  
Catherine Zeta-Jones

**2a.** Kate Winslet and Colin Firth are great British celebrities who have won the Best Actress and the Best Actor Oscars. Have you seen any films starring them?

**2b.**    **Work in pairs.**

**Student A:**

1) Read the biography of Kate Winslet and be ready to answer your partner's questions about her.

2) Get a card about Colin Firth and do the task.

**Student B:**

1) Read the biography of Colin Firth and be ready to answer the questions about him.

2) Get a card about Kate Winslet and do the task.

### Kate Winslet

**K**ate Winslet was born on 5 October 1975, in Reading, England, in a family of actors. She started acting at the age of seven. The beginning of her career goes back to 1995 when she appeared in her first film, *Heavenly Creatures*. Winslet attracted more attention with her next role in Ang Lee's film adaptation of Jane Austen's novel, *Sense and Sensibility* (1995). As the charming Marianne Dashwood – the “sensibility” of the film – Winslet earned an Academy Award nomination for Best Supporting Actress.



In 1997, she got the main role in the record-breaking blockbuster *Titanic*, which pushed her to international stardom. The film won numerous Academy Awards, including Best Picture and Best Director, and scored Winslet her second Academy Award nomination for acting, this time for Best Actress. In 2001, Winslet gave her voice to the animated British film, *A Christmas Carol*. A song from the film, “What If,” performed by Winslet became a top ten single in Britain. Her brilliant acting in the films *Iris* (2001), *Eternal Sunshine of the Spotless Mind* (2004) and *Little Children* (2006) brought her new Academy Award nominations. She won the Best Actress Oscar for *The Reader* in 2008.

Kate Winslet has starred in dozens of films since then. Her most famous projects of the last decade are the 2014 thriller *Divergent* and its 2015 sequel, *Insurgent*, *The Mountain Between Us* (2017), an adventure-survival film, and Woody Allen's *Wonder Wheel*. For her performance of Joanna Hoffman in *Steve Jobs* (2015), she received her seventh Academy Award nomination and the European Golden Globe Award.

The actress was awarded Commander of the Order of the British Empire in the 2012 Queen's Birthday Honours List for her achievements in film and television. In 2017, Winslet teamed with Leonardo DiCaprio's environmental foundation and took part in the campaign against global warming. Off camera, Winslet is known for her great sense of humour and care of the family. She has been married three times and has three children, two sons and a daughter.

## Colin Firth

Colin Firth was born on 10 September 1960, in Grayshott, Hampshire, England. His parents were working as teachers in Nigeria, Africa. Colin and his family lived in Nigeria until he was 4 years old, and then settled in England. At the age of 18, he moved to London, where he joined the National Youth Theatre. In 1979 he decided to go to an acting school at the London Drama Centre in order to improve his acting skill. Studying six days a week for three years, Firth cut his teeth in a variety of plays, including *King Lear* and *Hamlet*.



Colin Firth made his film debut [ˈdɜːbjʊː] in *Another Country* in 1984, but Firth's success came in 1995, when he was cast as Mr Darcy in the BBC romance *Pride and Prejudice*. Firth's next role was in the Academy Award-winning film *The English Patient* (1996). In 1998, he played brilliantly in another Oscar-winning blockbuster, *Shakespeare in Love*. With his appearance in 2001's *Bridget Jones' Diary*, Firth played his Mr Darcy role in a more contemporary<sup>1</sup> setting.

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<sup>1</sup> **contemporary** [kənˈtemp(ə)r(ə)rɪ] – modern, relating to the present time

The actor continued to appear in such films as *Love Actually* (2003), *Mamma Mia!* (2008) and *A Christmas Carol* (2009). In 2009, Firth was recognised with Oscar and Golden Globe nominations for starring in *A Single Man*. For his great performance in *The King's Speech*, Firth won the Best Actor Oscar at the 2011 Academy Awards. His role list ranges from a romantic man to a country's leader.

Colin Firth is also famous for his brilliant acting in the dramas *The Railway Man* (2013), *Before I Go to Sleep* (2014) and *Genius* (2016) in which he co-starred with a famous Australian actress Nicole Kidman. In 2014, he surprised his fans as a secret agent in the action spy comedy *Kingsman: The Secret Service*. The success of the film was enormous and, in 2017, its sequel *Kingsman: The Golden Circle* was released. In 2019, Firth played the role of a military leader in the famous World War I drama *1917* which won three Oscar awards.

Firth is known as a reserved and shy person. However, he is very sociable and he enjoys working with others on group projects or community activities. Colin is married to an Italian producer and director and has three sons.

**2c.** Read the biographies again and find out what these two celebrities have in common (at least 5 things).

**3.**  Role-play an interview with one of the British actors.

**4a.** Work in small groups. Which films mentioned in the texts have you seen? What are your impressions? Which ones would you recommend watching? Why?

**4b.**  Write which film you recommend watching and explain why you advise seeing this film.

## Lesson 6. Cinema celebrities

**1a.** The actor in the photo is Johnny Depp. What do you know about him? In what films did he act? Do you like his manner of acting?



**1b.**   Read the text about Johnny Depp and complete it with the verbs in the correct form. Listen and check.

want get leave get play appear not / be make open

Johnny Depp, an American actor, was born on June 9, 1963. He ... (1) school at the age of 15 because he ... (2) to become a rock musician. Johnny ... (3) into acting after a visit to Los Angeles where he had met Nicolas Cage. The future star ... (4) his film debut ['derbjʊ:] in 1984. After this he ... (5) many characters and ... (6) in different films but ... (7) famous for many years until he ... (8) his present image of charming Captain Jack Sparrow in *Pirates of the Caribbean* in 2003. The film's enormous ['ɪnɔ:məs] success ... (9) doors for his career and even an Oscar nomination. Johnny Depp is perhaps one of the most successful actors in Hollywood today.

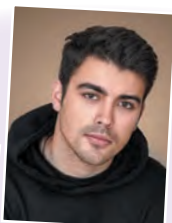
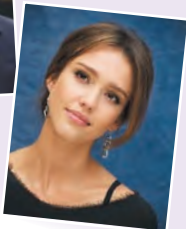
charming = very attractive



enormous = huge

**1c.**   Get ready to be a radio presenter. Listen to the text again. Pay attention to the sounds denoted by “or”, “ar” in a stressed position.

**1d.** Have a radio presenters' reading competition.

**2a.** Do you know the people in the photos? In what films did they act? What do you know about them?



**2b.**   **Tastes differ. People like different actors and actresses. Here are some opinions of people of different age groups. Look through the texts below and fill in the actors' names. Listen and check.**

Bruce Willis

Julia Roberts

Mel Gibson

Jessica Alba

Kirill Dytsevich

**Yulia 30:**

... is a talented Belarusian actor. He became popular after his victory in the first Belarusian contest “Mister Belarus”. He started his acting career in 2013 appearing in Russian, and then in Ukrainian films *I hate and I Love, A good guy* and *Under the Sign of the Moon*. He has played in dramas, comedies, detective films and a few TV series. His talent has helped him create characters of different kinds. His acting is breathtaking and gripping. I enjoy it greatly.

**John 33:**

I'm just crazy about ... . He is an American-Australian actor, film director, producer and screenwriter. I know that after appearing in several films, he went on to direct and star in the Academy Award-winning *Braveheart*. I adore everything: his charismatic acting, the plot of the films he is in, the charming characters he creates. Besides, he is known as one of the most successful businessmen in show business.

**Liza 25:**

I adore ... . He is an American actor and producer who created many films. His career began on television in the 1980s and he is well known for his charismatic playing in the *Die Hard* series ['sɪəri:z], which was a financial [fɑ'nænʃəl] success. Actually, he has appeared in over 130 films so far and I really can't wait when his next film will be released to see his breath-taking acting.

**Paul 15:**

... is the most charming actress in the world. She was born on 28 April 1981. She began her career at the age of 13. She

appeared in various movies including *Honey*, *Sin City* and, of course, *Fantastic Four*. Her acting talent has always placed her on top of the listings in Hollywood.

### Mary 38:

My favourite actress is ... . She is known for starring in the spectacular comedy *Pretty Woman* and receiving several Oscar nominations. I remember seeing her acting in *Notting Hill* together with a fantastic British actor Hugh Grant ['hju: 'grɑ:nt]. Their acting was great! I couldn't take my eyes off the screen. Her gripping acting brought her enormous success and made her one of the highest-paid actresses in the world. *People* magazine named her among 50 most beautiful people in the World eleven times.

**2c. Who or what do the adjectives below describe? Make sentences with them according to the text.**

• gripping • fantastic • enormous • breathtaking • charismatic • spectacular • successful • financial

**2d. Ask questions to the answers below.**

1. In *Braveheart*.
2. Her talent.
3. An American-Australian actor, film director, producer and screenwriter.
4. In the 1980s.
5. In over 130 films.
6. On April 28, 1981.
7. His gripping acting.
8. For starring in the comedy *Pretty Woman*.
9. In 2013, appearing in romantic films.

**3.  Discuss the questions.**

1. Why are the actors above so popular?
2. Which actor / actress mentioned do you like most? Explain why.
3. Do you have your favourite actor / actress? What do you know about them?

4.  Write about your favourite actor / actress. Use the highlighted expressions from ex. 2b.

## Lesson 7. A talk with a film critic

### 1. Discuss with your class.

1. What Belarusian films do you know? 2. Why do you think the most popular Belarusian films are about the Great Patriotic War?

### 2a. What do you know about the film *In August 1944*? How many questions can you answer?

1. What is it about? 2. Where was it made? 3. Who is the director of the film? 4. What is the plot of the film? 5. Do you think that the topic of the film is important? 6. Is this film worth seeing (стоит посмотреть)?



### 2b. Listen to the interview with a film critic and explain why the film is a success.

### 2c. Listen again and answer the questions in ex. 2a.

### 2d. Say if the sentences are true or false. Correct the false ones.

1. Mikhail Ptashuk was born after the Second World War. 2. Mikhail Ptashuk died in a car crash in 2002 in Moscow. 3. Alex says that the film was professionally made. 4. In 1944 some individual Nazi groups were still operating on the territory of Belarus. 5. Three German officers were given the task to find a radio station which was still sending messages. 6. Alex recommends this film only to schoolchildren and teenagers.





**2e. Make up true sentences according to the interview and write them down. Mind prepositions, articles and tense forms.**

1. director / film / be / Mikhail Ptashuk / who / be born / 1943 / Brest region / and work / National Cinema Studio Belarusfilm.
2. Mikhail Ptashuk / create / a lot of / spectacular films / many of which / become internationally known.
3. film *In August 1944* / be / real success.
4. actors / who appear / film / play wonderfully / and / plot / be / brilliant.
5. actions / film / take us back / August 1944 / when / whole territory / Belarus / be free.
6. three young officers / be given / task / find / German radio station / which / send messages.
7. topic / film / be / important because / people should remember / heroism and patriotism / our countrymen / the Great Patriotic War.

**2f. What did Alex say about the director, the plot, the actors, the theme of the film?**

**3. Would you like to watch this film? Why? Give reasons. Work in groups.**

**4. Persuade your partner to watch it. Summarise the information you've heard and tell your partner about the film.**

**5.  Make your programme "Interview with a film critic". Use the interview with Mikhail Ptashuk as a model.**

1. Choose a film to discuss.
2. Think together what questions to ask.
3. Search for the information to answer the questions.
4. Choose a role for each student.
5. Practise your interview.
6. Get ready to present your radio interview.

**6.  Get ready to present your radio interview with a film critic.**

## Lesson 8. Project "A review of my favourite film"

1a. 📺🎧 Read the fact file and answer the question: Who do you think will like this film: children, teenagers, men, women?

**Fact file:** The film *Braveheart* about the fight for Scots against the English in the late 13<sup>th</sup> century, directed by Mel Gibson, won five Oscars at the 68<sup>th</sup> Academy Awards, including the Academy Award for Best Picture, Best Director, Best Cinematography, Best Sound Editing (монтаж звука) and Best Makeup.



1b. 📺🎧 Listen, read the summary of the film and say who the main characters are.

**I**n this spectacular, historic film a young Scotsman William Wallace (Mel Gibson) became a hero of his country, fighting against the aggressive rule of the English King Edward I. After the death of his father and brother, killed by English soldiers, young William was raised (воспитывался) by his uncle abroad.

Years later Wallace returned to his father's farm with an intention to lead a quiet life. He fell in love with Murron and married her but their happiness didn't last for long. Though Wallace tried to rescue Murron from English soldiers, the aggressors caught her and killed her right in the marketplace. He decided to pay back. Wallace and a few men from his village killed the English soldiers and the sheriff and entered the fortress of the local English lord, killing him and burning the fortress down.

This action was like a signal for his countrymen. They saw him as their leader to fight against the English King. In their first battle in 1297 the Scots won. Wallace became popular and more and more Scottish people followed him into the war.

But William Wallace was betrayed (был предан) by the Scottish landlords, who tried to get more land for themselves from the English King, and lost the battle in 1298. Though

he was saved from death by young Robert the Bruce, who later became King of Scotland Robert I, Wallace had to go into hiding for seven years and fight a guerilla war (партизанская война) against the English. His courage charmed a lot of people, including King Edward's daughter-in-law (невестка) Princess Isabelle. At the end of the film the English caught Wallace and took him to London where he was beheaded.

During the movie you see a lot of great battles and two heartbreaking love stories (first between Wallace and Murrin, later in the film young princess Isabelle fell in love with Wallace). This film is a gripping story about love, hatred, patriotism and heroism. When you watch it, you understand why it won five Oscars. You can watch this movie over and over again and it never loses its magic. It is a movie which both men and women will adore: men will love the great battles and women will enjoy the love story.

**1c. For questions 1–9, choose from the people a–g. The people may be chosen more than once.**

Who

- 1) became the hero of Scotland in the late 13<sup>th</sup> century?
- 2) fell in love with William Wallace?
- 3) was the English King at that time?
- 4) was killed by English soldiers when William was very young?
- 5) was William's wife?
- 6) saved William in 1298?
- 7) betrayed William Wallace?
- 8) became King of Scotland?
- 9) burnt the fortress of the local lord?

A. William Wallace, B. William's father and brother, C. Murrin, D. Edward I, E. Scottish landlords, F. young Robert the Bruce, G. Princess Isabelle

**1d. Choose the right answer.**


1. Wallace's father ...
  - a) was a farmer.
  - b) was an English soldier.

2. After the death of his relatives William lived ...
  - a) abroad.
  - b) on his father's farm.
3. Years later, when a young man, he came back to ...
  - a) England.
  - b) Scotland.
4. He started a war against the English, because he wanted to ...
  - a) rescue his wife.
  - b) pay back for his wife's death.
5. He won his first battle and he lost his second one, but was saved by ...
  - a) his countrymen.
  - b) young Robert the Bruce.
6. Later he was caught and beheaded in ...
  - a) Scotland.
  - b) England.

## 2. Read the text again and answer the questions.


1. What is the genre of the film? Give reasons. 2. Do you think the film is exciting? Explain your answer. 3. Would you like to go to the cinema to watch *Braveheart*? 4. With whom would you like to watch it? 5. Do you think your friends will like it? Give reasons. 6. Is it a nice idea to see it with your family? Explain why. 7. Why do you think the film was given five Oscars?

## 3. Persuade your friend to watch this film.



4.  Write a review of the film you would advise watching. Use the questions below as a plan:

- ✓ What are its name and genre?
- ✓ When was it made?
- ✓ Who is the director of the film?
- ✓ Who are the leading actors?
- ✓ What is the plot of the film?
- ✓ Why do you recommend watching this film?

## Lesson 9. Unusual cinemas

1.  Which of the following is true about you? Comment on each statement. What do you and your partner have in common?

1. I prefer going to the cinema to watching films online.
2. I enjoy watching 3D films.
3. I can't stand watching films at an outdoor cinema.
4. I think films with 4D and 5D effects are more gripping.

2a.   Listen, read about unusual cinemas in the world and match the pictures with the texts.



### A. The Archipelago Cinema, Thailand

Imagine floating on a raft at sea in total darkness, with a jungle background and towering rocks on either side... Now place a cinema screen into this dramatic landscape, and you have the incredible<sup>1</sup> Archipelago Cinema.

Designed by German-born, Beijing-based architect Ole Scheeren, the Archipelago Cinema was created specifically for the *Film On The Rocks Yao Noi Festival* in Thailand.

“When I saw the breathtaking beauty of the Nai Pi Lae lagoon, I thought it would be amazing if the audience would float on the ocean while watching films,” Scheeren says. Inspired by the local lobster fishermen’s rafts, Scheeren and his team created a huge floatation device made from recycled wood and mosquito nets. The audience sits on bean bags watching an enormous screen that’s fixed to the ocean floor.

### B. Event Cornwall Outdoor Screenings, UK

Event Cornwall annually hosts outdoor screenings of water-themed films on the King Henry ferry<sup>2</sup> as part of the Fal River Festival. This year’s event started with the screening of *Jaws*. “During that film, there was a fisherman’s boat that circled the ferry with one light on, which added to the scary

<sup>1</sup> **incredible** [ɪnˈkredəbl] – невероятный; <sup>2</sup> **ferry** – паром

atmosphere,” an Event Cornwall spokesperson said. “Likewise, for a screening of *The Perfect Storm*, it poured with rain. It’s like a 4D cinematic experience.”

Event Cornwall has also organised screenings of *The Blair Witch Project* and *Friday The 13<sup>th</sup>*. For these films the location was chosen in the wooded Tehidy Country Park. “There was a moment in *Friday The 13<sup>th</sup>* where there was a chase<sup>1</sup> through the woods, and you couldn’t see where the screen stopped and the woods started,” the spokesperson added.

### C. CGV Cheongdam Cine City, Seoul, South Korea

**T**his cinema takes the viewing experience to the next level with moving seats, special lighting, wind, fog and even scent<sup>2</sup>-based effects to make you feel immersed<sup>3</sup> in the film.

For a screening of *Titanic*, the audience got to “go down with the ship”, mist was created, and sea scented water was sprayed. This 4D gripping experience aims to “free” the filmgoers by placing them into the shoes of the hero by feeling what he feels.

Sitting through amusement-park-type effects for such a long time may not be suitable for everyone, so this cinema is not a good choice for people with heart disease, back pains and children under one metre.

### D. Staircase Cinema, Auckland, New Zealand

**T**he Stairway Cinema was built in 2012 on an outdoor staircase in a busy place with a lot of bus stops. This small, comfortable cinema is located on the steps of the staircase, used as seats for about 7 people. Passers-by can step inside for a few minutes and watch a short film while waiting for their bus or laundry<sup>4</sup>.

Its creators said about their project: “Our aim is to experiment with architecture and the way it can interact<sup>5</sup> with the public in unique and exciting ways. This project takes inspiration from the site and its inhabitants. The intersection of Symonds Street and Mount Street is a place of ‘hard waiting’ with bus stops and laundromats, which make the staircase cinema a great spot for social interaction.”

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<sup>1</sup>chase – погоня; <sup>2</sup>scent – запах, аромат; <sup>3</sup>immersed – погружённый; <sup>4</sup>laundry [ˈlɒndri] – стирка; постиранное бельё; <sup>5</sup>interact – взаимодействовать

**2b. Read the texts again and say in which of the cinemas:**

- 1) your seat can move,
- 2) you can watch a film to kill time while waiting for something,
- 3) you seat on steps,
- 4) some kind of interaction is encouraged,
- 5) your senses of smell and feeling are involved,
- 6) you might experience an adventure,
- 7) the screen action merges (сливается) with nature,
- 8) you sit on a construction made from recycled materials,
- 9) not all people are encouraged to see films,
- 10) your seat has an unusual shape.

**2c. How are the following adjectives used in the texts? What do they describe?**

- dramatic • incredible • amazing • huge • enormous • scary
- scent-based • suitable • silent • gripping • unique • exciting
- social

**2d. Which of the cinemas would you like to visit? Why?**

**3. Advertise one of the cinemas described above. Present it to the class.**

**4a.  Imagine that you are designers. Create your unusual cinema. Think of:**

- ✓ its location
- ✓ its shape and materials
- ✓ its special features

**4b. Write an advertisement of your cinema and present it to the class. Which cinema is the most unusual?**

**5. Get ready to present your project “A review of my favourite film”.**

## **Lesson 10. Project presentation**

** A review of my favourite film**

# Grammar reference

## UNIT 1

### Lesson 4. Comparisons with *as ... as* / Сравнительные предложения с *as ... as*

Помимо прилагательных в сравнительной и превосходной степени для сравнения предметов можно употреблять предложения со сравнительной конструкцией *as adjective as*, которая означает:

1) такой же как / не такой как:

+ Their house is **as big as** ours.

– Their garden is **not as big as** ours.

? Is your garden **as big as** theirs?

В отрицательных предложениях может употребляться **not so adjective as**:

– Their garden is **not so big as** ours.

2) значительную разницу (в разы) между сравниваемыми предметами, объектами:

Greenland is ten times **as large as** Great Britain. Greenland is ten times **larger than** Great Britain.

### Lesson 5. Modal verb *ought (to)* / Модальный глагол *ought (to)*

Модальный глагол *ought (to)*, как и *should*, выражает совет, но более настойчивый. После *ought* употребляется инфинитив с частицей **to**:

+ He **ought to go** there now.

– He **ought not to go** there now.

? **Ought he to go** there now?

В современном английском языке модальный глагол *should* употребляется значительно чаще.

## UNIT 2

### Lesson 5. Modal verb *need* / Модальный глагол *need*

Модальный глагол *need* + *Infinitive* выражает необходимость совершить действия только в отрицательных



и вопросительных предложениях, в то время как **must** + Infinitive употребляется только в утвердительных и вопросительных предложениях. В вопросительных предложениях **must** и **need** являются синонимами, передавая значение необходимости:

**Must** I go there now? **Need** I go there now?

Отрицательная форма **needn't** выражает отсутствие необходимости совершить действие, т.е. является противоположной по значению глаголу **must**, который выражает запрещение:

You **needn't** come early. – Тебе не нужно приходить рано.

You **mustn't** come early. – Тебе нельзя приходить рано.

В утвердительном ответе на вопрос с глаголом **need** употребляется **must**, в отрицательном ответе на вопрос с глаголом **must** употребляется **needn't**:

**Need** we do the whole exercise? – Yes, you **must**.

**Must** they come early? – No, they **needn't**.

Чаще всего глагол **need** употребляется как смысловый глагол, а не как модальный. В этом случае он образует временные формы так же, как другие смысловые глаголы:

+ I **need** to go now.

– I **don't need** to go now.

? **Do** you **need** to go now?

## Lesson 6. Infinitive or gerund / Употребление инфинитива или герундия

**Инфинитив** представляет собой неличную глагольную форму (неопределённая форма глагола), не имеющую категории лица и числа. В предложениях часто встречается после некоторых основных или модальных глаголов с частицей **to** или без неё.

**Verb + to-infinitive:** want to, need to, would like to, ask smb to, tell smb to, advise smb to, recommend smb to.

**Modal verb + to-infinitive:** have to, ought to.

**Modal verb + infinitive:** can do, must do, may do, needn't do.

**Герундий** – неличная глагольная форма, образуемая с помощью **-ing**. Употребляется после некоторых глаголов:

like / love / dislike / hate / can't stand **doing** smth; после прилагательных с предлогами: be fond of / interested in / afraid of / good at / bad at **doing** smth.

## Lesson 6. Adjective + preposition / Прилагательное + предлог

Прилагательные часто употребляются с предлогами, например: **about, at, by, for, from, in, of, to, with**. Общего правила употребления предлогов с прилагательными не существует, поэтому надо запомнить предлог, с которым употребляется прилагательное. (Смотрите список прилагательных с предлогами в электронном приложении.)

### UNIT 3

## Lesson 2. Articles / Артикли

Существительные, обозначающие прием пищи, **не имеют артикля**, если они употреблены в своём абстрактном значении, просто называют ту или иную трапезу и ассоциируются со временем приёма пищи: *to have (take, serve, cook, prepare) breakfast, lunch, dinner, tea*.

*Lunch* is at 12 o'clock. What shall I cook for *dinner*?

**Неопределённый артикль** употребляется, если у существительного есть описательное определение:

There is no such thing as a *free lunch*. A *potluck dinner* is a *dinner* when everyone has to bring a dish.

**Определённый артикль** употребляется с данными существительными, если имеется в виду сама еда:

*The dinner* you cooked was great! How much did you pay for *the lunch*?

## Lesson 3. Quantifiers / Указатели количества

Для того чтобы посчитать неисчисляемые существительные, употребляются слова, обозначающие меру объёма, и структура *a ... of ...*. Например, *a glass of water*.

A glass of ..., a bottle of ..., a cup of ...	A slice of ..., a piece of ..., a chunk of ...	A pound of (фунт = 454 грамма) ..., a gram of ..., a kilo of ...
water, milk, juice, tea, coffee	cheese, meat, bread, pie	cheese, meat, butter flour, sugar, coffee

## Lesson 6. Reflexive pronouns / Возвратные местоимения

В английском языке нет возвратного местоимения *себя*. Для обозначения перехода действия на само лицо употребляются восемь возвратных местоимений, оканчивающихся на *-self* (*-selves* во множественном числе):

I – myself, you – yourself, he – himself, she – herself, it – itself, we – ourselves, you – yourselves, they – themselves

На русский язык они переводятся глаголом с постфиксом “-ся (-сь)” или местоимением “себя” (“себе”, “собой”, “сам”):

They talked about *themselves*. – Они говорили о себе.

I can take care of *myself*. – Я могу позаботиться о себе сам.

## UNIT 4

### Lesson 2. Present Perfect or Present Perfect Continuous

*Present Perfect* означает прошлое действие, завершившееся к настоящему моменту, так что результат этого действия очевиден:

The teacher **bold** us to read four books. I **have** already **read** two (**How many?**). I **have eaten** half a bowl of soup (**How much?**), but I can't eat any more.

I / You / We / They **have (not) V3**

He / She / It **has (not) V3**

*Present Perfect Continuous* означает действие, начавшееся в прошлом и длящееся до настоящего момента:

A: What are you doing? – B: I'm cooking dinner. A: **How long have you been cooking?** – B: *I've been cooking* for three hours already.

I / You / We / They *have (not) been Ving*

He / She / It *has (not) been Ving*

#### Lesson 4. Определённый артикль с субстантивированными прилагательными

Субстантивированные прилагательные выполняют роль существительного. Как правило, они называют определённый класс людей и употребляются с определённым артиклем: the blind (people who cannot see), the young, the old, the rich, the poor. Например, *The rich* used to give presents to *the poor* on 26<sup>th</sup> December. 'The rich' можно заменить словосочетанием 'rich people'.

### UNIT 5

#### Lesson 1. Past Simple Passive

*Past Simple Passive* употребляется, если настоящий исполнитель прошлого действия неизвестен или его не хотят называть. Сравните: The Bank Holidays Act was introduced in 1871. Подлежащее предложения The Bank Holidays Act не выполняет действие, оно пассивно.

В Past Simple Passive используются те же указатели времени, что и в Past Simple Active: yesterday, ... ago, last ..., in 1871.

+(-) I / He / She / It *was (not) V3 ...*  
We / You / They *were (not) V3 ...*

? *Was* I / he / she / it *V3 ... ?*  
*Were* we / you / they *V3 ... ?*

## UNIT 6

### Lesson 1. The article *a* in set expressions / Артикль *a* в устойчивых выражениях

Употребление артиклей в английском языке не всегда подчиняется правилам. Есть ряд словосочетаний с неопределённым артиклем **a**, которые нужно запомнить, чтобы не допускать ошибок:

**a lot of** (+ countable or uncountable noun in statements) – много: *We usually give and get a lot of presents at New Year. My brother earns a lot of money.*

**a few** (+ countable noun) – несколько: *There are a few sandwiches in the fridge. You can eat them.*

**a good / great deal** (+ uncountable noun) – множество: *A great deal of time was simply wasted.*

**a great many** (+ countable noun) – большое количество, очень много: *We've been friends for a great many years.*

**a (great / large) number of** (+ countable noun) – ряд, много: *A large number of people have lost their jobs recently.*

**a little** (+ uncountable noun) – немного: *Have a little water to rinse down the sandwiches.*

**at a speed of** – со скоростью

**at a time** – за один раз

**as a result** – в результате, в итоге

**as a rule** – обычно, как правило

**it is a pleasure (to / clause)** – удовольствие: *It's a pleasure to meet you. It's a pleasure that we have met here.*

**it is a shame (to / clause)** – стыдно

**to go for a walk** – идти на прогулку

**to have a good time** – веселиться / хорошо проводить время

**to have a cold** – быть простуженным

**to have a look** – посмотреть

**to have a rest** – отдохнуть

**to take a seat** – сесть

**in a low / loud voice** – тихо, громко

**to tell a lie** – лгать

## Lesson 2. Past Perfect

**Past Perfect** употребляется для выражения прошедшего действия, которое:

1) закончилось до другого действия в прошлом:

At home she saw that somebody **had eaten** all her chocolates.

2) завершилось к определённом моменту в прошлом, указанному обстоятельством времени с предлогом **by**:

By four o'clock they **had finished** their preparation for the party.

+(-) I / You / He / She / It / We / They **had (not) V3 ...**

? **Had** I / you / he / she / it / we / they **V3 ...?**

**Future Simple-in-the-Past** употребляется для выражения будущего действия, рассматриваемого с позиций прошлого:

I **think** (Present Simple) I **won't win** (Future Simple) because that **will be** unfair to women. I **thought** (Past Simple) I **wouldn't win** (Future Simple-in-the-Past) because that **would be** unfair to women.

Для образования Future Simple-in-the-Past необходимо вспомогательный глагол **will**, используемый в Future Simple, заменить на **would**.

+(-) I / You / He / She / It / We / They **would (not) V ...**

? **Would** I / you / he / she / it / we / they **V ...?**

## Lesson 2. Object clauses / Придаточные дополнительные предложения

Сложные предложения состоят из главного и придаточного предложений. Придаточные предложения могут относиться к любому члену предложения: подлежащему, сказуемому или дополнению.

Придаточные дополнительные предложения в составе сложноподчинённого предложения выполняют функцию дополнения – следуют за глаголом и отвечают на вопросы: **What?** (Что?); **About what?** (О чём?):

I don't know (*don't know what?*) **why** they chose that house.

I understand (*understand what?*) **whose** idea it was.

Have you agreed (*agreed about what?*) on **what** we should do next?

He explained (*explained what?*) **when / how / with whom** we will go there.

She is not sure (*not sure about what?*) **whether** she wants to take part in the contest or not.

Придаточные дополнительные предложения присоединяются к главному предложению с помощью следующих союзов: **that** – что; **what** – что; **who, whom** – кто, кого / кому; **whose** – чей / чья / чьё / чьи; **whether, if** – ли; **what (book)** – какая (*книга*); **which (book)** – которая (*книга*); **when** – когда; **where** – где; **why** – почему; **how** – как.

Союз **that** в предложении можно опустить:

She said **that** she could help me with homework. – She said she could help me with homework.

### Lesson 3. Sequence of Tenses / Согласование времён

Употребление времени глагола-сказуемого в придаточном дополнительном предложении зависит от времени глагола-сказуемого главного предложения. Данное правило называется правилом согласования времён в английском языке.

Если глагол главного предложения стоит в настоящем или будущем времени, то глагол в придаточном предложении может стоять в любом времени в зависимости от смысла.

Если глагол в главном предложении стоит в прошедшем времени, то глагол-сказуемое придаточного дополнительного предложения может быть употреблён только в прошедшем времени.

В придаточном предложении происходит сдвиг времён в прошлое следующим образом:

Present Simple → Past Simple,

Present Continuous → Past Continuous,

Present Perfect → Past Perfect,

Past Simple → Past Perfect,

Future Simple → Future Simple-in-the-Past.

Изменяются также наречия времени и места и указательные местоимения:

now – then,

last ... – the ... before,

today – that day,  
yesterday – the day before,  
tomorrow – the next day,  
... ago – ... before,

next ... – the following ...,  
here – there,  
this – that,  
these – those.

## UNIT 7

### Lesson 2. Article with musical instruments / Артикль с названиями музыкальных инструментов

Определённый артикль употребляется в словосочетании play + the + musical instrument: play **the** guitar. Артикль *a* или *the* употребляется по общему правилу, если имеется в виду музыкальный инструмент как предмет:

Can you put *the* guitar in your room? It's in the way.  
For our group we need *a* piano, *a* guitar and *a* violin.

### Lesson 3. Order of adjectives / Порядок прилагательных

Если перед существительным есть несколько прилагательных, то они располагаются в следующем порядке:

opinion + size + age + colour + NOUN.  
A beautiful big old green drum.

## UNIT 8

### Lesson 2. Participle I (-ing) and Participle II (-ed) / Действительное и страдательное причастия

Действительное и страдательное причастия образуются от глагола с помощью суффиксов *-ing* и *-ed*. В предложении они употребляются в функции определения. Действительные причастия выражают качества предмета или человека:

This is an *interesting* book. He is an *interesting* person.

Страдательные причастия выражают состояние человека или предмета:

He is / looks / feels *interested*.  
The book is *illustrated*.



### Lesson 3. Relative pronouns / Относительные местоимения

Относительные местоимения *who* (кто), *whom* (кого), *whose* (чей), *what* (что, какой), *which* (который, какой, кто, что) связывают главные предложения с придаточными. В предложении они являются подлежащими или дополнениями:

The man *who* (подлежащее) is sitting next to you is my teacher.

It is not *what* (дополнение) I want.

*Who* употребляется по отношению к людям и является в предложении подлежащим. *Whom* также употребляется по отношению к людям, но является дополнением:

This is the man *whom* we saw in the park yesterday.

*Which* относится к неодушевлённым предметам и животным и может быть как подлежащим, так и дополнением:

The books *which* (подлежащее) are on the table are yours.

He showed me the photo of the kitten *which* (дополнение) he had found in the street.

Если речь идёт о выборе среди нескольких людей или предметов, употребляется местоимение *which* (выбор из ограниченного числа возможных вариантов):

*Which* of the three writers do you prefer?

*Which* of the dishes is your favourite?

Иногда *which* относится не к одному слову, а к предложению в целом, которое отделяется запятой:

He offered to help, *which* is very kind of him.

*Whose* употребляется по отношению к людям:

This is the woman *whose* brother is a famous writer.

*Whose*, однако, может иногда относиться к неодушевлённым предметам, заменяя оборот *of which*:

We saw a mountain *whose* top (= the top of which) was covered with forest.

# Irregular verbs list

## Список неправильных глаголов

Verb (V1)	Past Tense (V2)	Past Participle (V3)
<b>begin</b> начинать	began	begun
<b>break</b> ломать	broke	broken
<b>bring</b> приносить	brought	brought
<b>build</b> строить	built	built
<b>buy</b> покупать	bought	bought
<b>catch</b> ловить	caught	caught
<b>choose</b> выбирать	chose	chosen
<b>come</b> приходить	came	come
<b>cut</b> резать	cut	cut
<b>do</b> делать	did	done
<b>draw</b> рисовать	drew	drawn
<b>dream</b> мечтать; видеть сны	dreamed, dreamt	dreamed, dreamt
<b>drink</b> пить	drank	drunk
<b>drive</b> вести машину	drove	driven
<b>eat</b> есть, кушать	ate	eaten
<b>fall</b> падать	fell	fallen
<b>feed</b> кормить	fed	fed
<b>feel</b> чувствовать	felt	felt
<b>fight</b> бороться	fought	fought
<b>find</b> находить	found	found
<b>fit</b> подходить по размеру	fit	fit
<b>fly</b> летать	flew	flown
<b>forget</b> забывать	forgot	forgotten
<b>get</b> получить	got	got
<b>give</b> дать	gave	given
<b>go</b> идти, ехать	went	gone
<b>grow</b> расти	grew	grown
<b>have</b> иметь	had	had
<b>hear</b> слышать	heard	heard
<b>keep</b> держать, хранить	kept	kept
<b>knit</b> вязать	knitted, knit	knitted, knit

<b>know</b> знать	knew	known
<b>lay</b> (the table) накрывать (на стол)	laid	laid
<b>learn</b> изучать, узнавать	learned, learnt	learned, learnt
<b>leave</b> уезжать, ухо- дить, покидать	left	left
<b>lie</b> лежать	lay	lain
<b>lose</b> терять	lost	lost
<b>make</b> делать	made	made
<b>pay</b> платить	paid	paid
<b>put</b> класть	put	put
<b>read</b> читать	read	read
<b>ride</b> ехать (вер- хом)	rode	ridden
<b>run</b> бегать	ran	run
<b>say</b> говорить, ска- зать	said	said
<b>see</b> видеть	saw	seen
<b>sell</b> продавать	sold	sold
<b>send</b> посылать	sent	sent
<b>sew</b> шить	sewed	sewn
<b>show</b> показывать	showed	shown
<b>sing</b> петь	sang	sung
<b>sit</b> сидеть	sat	sat
<b>sleep</b> спать	slept	slept
<b>spend</b> тратить	spent	spent
<b>spread</b> распространять	spread	spread
<b>stick</b> приклеивать	stuck	stuck
<b>swim</b> плавать	swam	swum
<b>take</b> брать	took	taken
<b>teach</b> учить, обучать	taught	taught
<b>tell</b> говорить	told	told
<b>think</b> думать	thought	thought
<b>throw</b> бросать	threw	thrown
<b>wear</b> носить	wore	worn
<b>win</b> выигрывать	won	won
<b>write</b> писать	wrote	written

# Vocabulary

## A

- abbreviation** [əˈbrɪːvɪˈeɪən] *n* сокращение
- ability** [əˈbɪləti] *n* способность, умение
- able** [ˈeɪb(ə)l] *adj* способный
- accordion** [əˈkɔːdiən] *n* аккордеон; гармоника
- accountant** [əˈkaʊntənt] *n* бухгалтер
- achieve** [əˈtʃiːv] *v* достигать
- achievement** [əˈtʃiːvmənt] *n* достижение, успех
- activity** [ækˈtɪvəti] *n* мероприятие; занятие, деятельность
- add (up)** [ˈædˈʌp] *v* (*phr.v*) прибавлять, добавлять
- adore** [əˈdɔː] *v* обожать
- adult** [ˈædʌlt] *n* взрослый (человек)
- advantage** [ədˈvɑːntɪdʒ] *n* преимущество, выгода, польза
- advise (smb to do smth)** [ədˈvaɪz] *v* советовать (*кому-л. сделать что-л.*)
- afford** [əˈfɔːd] *v* позволить себе (*что-л.*)
- after-school** [ˈɑːftə skuːl] **activity** внеклассное мероприятие
- aggressive** [əˈɡresɪv] *adj* агрессивный
- agreement** [əˈɡriːmənt] *n* соглашение
- aim** [eɪm] *n, v* намерение, цель; целиться; стремиться (*к чему-л.*)
- alien** [ˈeɪliən] *n* инопланетянин, пришелец из космоса
- amount** [əˈmaʊnt] *n* количество
- angel** [ˈeɪndʒ(ə)l] *n* ангел
- anniversary** [ˌæniˈvɜːs(ə)rɪ] *n* годовщина, юбилей
- annually** [ˈænjuəli] *adv* ежегодно
- appear** [əˈpiə] *v* появляться, выступать на сцене
- apple pie** [ˈæp(ə)lˈpaɪ] *n* яблочный пирог, шарлотка
- apricot** [ˈeɪprɪkɒt] *n* абрикос
- architect** [ˈɑːkɪtəkt] *n* архитектор
- architecture** [ˈɑːkɪtəktʃə] *n* архитектура
- area** [ˈeəriə] *n* площадь, участок; пространство
- argue** [ˈɑːɡjuː] *v* спорить, убеждать
- argument** [ˈɑːɡjʊmənt] *n* спор, дискуссия; довод
- arrange** [əˈreɪndʒ] *v* располагать в определённом порядке, организовывать (*вечер*)
- array** [əˈreɪ] *n* массив, группа, совокупность, набор
- assembly hall** [əˈsembli hɔːl] *n* актовый зал, место (в помещении) для общего сбора
- at an average** [ˈæt(ə)v(ə)rɪdʒ] *v* в среднем
- atlas** [ˈætləs] *n* атлас
- attend** [əˈtend] *v* посещать (*школу и т.п.*)
- autobiography** [ˌɔːtəʊbaɪˈɒɡrəfi] *n* автобиография
- awesome** [ˈɔːs(ə)m] *adj* потрясающий, фантастический (*разг.*)
- awful** [ˈɔːf(ə)l] *adj* страшный, ужасный, отвратительный

## B

- bacon** ['beɪkən] *n* бекон, копчёная свиная грудинка
- bagpipes** ['bæɡpaɪp] *n* волынка
- bake** [beɪk] *v* печь, выпекать
- balalaika** [bælələ'laɪkə] *n* балалайка
- ball** [bɔ:l] *n* бал, танцы
- ballet** ['bæleɪ] *n* балет
- band** [bænd] *n* музыкальная группа, оркестр
- banger** ['bæŋə] *n* сосиска
- banknote** ['bæŋknəʊt] *n* (*Br. Eng.*) банкнота
- barrel** ['bærəl] *n* бочка
- barter** ['bɑ:tə] *n, v* обмен; обмениваться
- basalt** ['bæsɔ:lt] *n, adj* базальт; базальтовый
- bass** [beɪs] *n* бас (*в разн. знач.: голос, партия, певец*)
- bass guitar** [beɪsgɪ'tɑ:] *n* бас-гитара
- battle** ['bætl] *n* битва
- be around** [ə'raʊnd] *phr. v* существовать, находиться
- be full of** ['fʊləv] *phr. v* быть полным (*людей, энтузиазма и т.п.*)
- be into smth** ['ɪntv,slmθɪŋ] *phr. v* очень увлекаться чем-л.
- be made from** ['meɪd,frɒm] *phr. v* быть сделанным из чего-л. (*часто о блюдах*)
- be made of** ['meɪdəv] *phr. v* быть сделанным из (*чего-л.*)
- be made up of** [meɪd 'ʌpəv] *phr. v* состоять из (*частей*)
- be worth of** ['wɜ:θəv] *phr. v* иметь стоимость; быть достойным
- bean** [bi:n] *n* боб; фасоль
- beat** [bi:t] *v* (**beat, beaten** ['bi:t(ə)n]) бить, колотить
- beef** [bi:f] *n* говядина
- beneath** [bi'ni:θ] *prep* внизу, ниже, под
- bill** [bil] (*Am. Eng.*) *n* банкнота, купюра
- biography** [baɪ'ɒɡrəfi] *n* биография
- biscuit** ['bɪskɪt] *n* сухое печенье
- black pudding** [blæk 'pʊdɪŋ] *n* кровяная колбаса
- blow** [bləʊ] *n* дуновение, порыв ветра
- blow** [bləʊ] *v* (**blew** [blu:] **blown** [bləʊn]) дуть
- blow up** ['bləʊ,ʌp] *phr. v* взорвать
- boarding school** ['bɔ:diŋ ,sku:l] *n* школа-пансион, закрытое учебное заведение
- boil** [bɔɪl] *v* кипятить, варить
- boiled potatoes** ['bɔɪld pə'tetəʊz] *n* варёный картофель
- bonfire** ['bɒnfɑɪə] *n* костёр
- booklet** ['bʊklɪt] *n* брошюра, буклет, проспект
- border** ['bɔ:də] *n, (on) v* граница; ограничить (*c*)
- borrow** ['bɒrəʊ] *v* одалживать, брать взаймы
- bowl** [bəʊl] *n* миска, тарелка
- Boxing Day** ['bɒksɪŋ ,deɪ] *n* День рождественских подарков
- brake** [breɪk] *n* тормоз

**breakfast** ['brekfəst] *n* завтрак  
**brehtaking** ['breθteɪkɪŋ] *adj* захватывающий, изумительный, поразительный  
**bribe** [braɪb] *n, v* взятка, подкуп; давать взятку, подкупать (кого-л.)  
**broadcast** ['brɔ:dkɑ:st] *v* (**broadcast, broadcast**) транслировать  
**brooch** [brʊtʃ] *n* брошь  
**Brussels sprouts** [ˌbrʌslz 'sprauts] *n* брюссельская капуста  
**budget** ['bʌdʒɪt] *n, v* бюджет; составлять бюджет  
**butter** ['bʌtə] *n, v* масло; намазывать маслом  
**buy** [baɪ] *v* (**bought** [bɔ:t], **bought**) покупать, приобретать  
**by accident** ['æksɪd(ə)nt] *adv* нечаянно, случайно; непреднамеренно

## С

**call** [kɔ:l] *v* звать, называть(ся)  
**campus** ['kæmpəs] *n* кампус, территория университета, колледжа или школы  
**cardigan** ['kɑ:dɪgən] *n* кардиган, шерстяная кофта на пуговицах без воротника  
**care about** [ˌkeə ə'baʊt] *v* волновать(ся), беспокоить(ся) о (чём-л.)  
**career** [kə'ɪəriə] *n* карьера  
**caretaker** ['keə'teɪkə] *n* сторож, смотритель (здания); вахтёр  
**carrot** ['kærət] *n* морковь  
**carry** ['kæri] *v* носить, нести  
**carry out** [ˌkæri 'aʊt] *phr. v* выполнять, осуществлять  
**cash** [kæʃ] *n* наличные деньги  
**catacomb** ['kætəkʊm] *n* катакомба, подземелье  
**catching** ['kætʃɪŋ] *adj* заманчивый, привлекательный  
**celebrity** [sə'lebrəti] *n* знаменитый человек  
**cello** ['tʃeləʊ] *n* виолончель  
**century** ['sentʃəri] *n* век, столетие  
**cereal** ['sɪəriəl] *n* блюдо из крупы, злаков в виде хлопьев, шариков, колечек  
**challenge** ['tʃæləndʒ] *n, v* испытание, сложная задача, вызов; бросать вызов  
**charismatic** [ˌkæriʒ'mætɪk] *adj* харизматический  
**charity** ['tʃærəti] *n* благотворительность, подаяние; благотворительная организация  
**charming** ['tʃɑ:mɪŋ] *adj* очаровательный, прелестный  
**cheer** [tʃiə] *v* подбадривать, поощрять одобрительными восклицаниями  
**cheese** [tʃi:z] *n* сыр  
**chips** [tʃɪps] *n* длинные ломтики картофеля, обжаренные во фритюре  
**chocolate éclair** ['tʃɒklət eɪ'kleə] *n* шоколадный эклер  
**choice** [tʃɔɪs] *n* выбор, отбор  
**choir** ['kwaɪə] *n* хор, хоровой ансамбль

**chop** [tʃɒp] *n* отбивная  
**choreographer** [ˌkɔːrɪˈɒɡrəfə] *n* балетмейстер, хореограф  
**chores** [tʃɔːz] *n* рутинная, неприятная работа  
**Christian** [ˈkrɪstʃən] *n* христианин, христианка  
**clap** [klæp] *v* хлопать; аплодировать  
**classic** [ˈklæsɪk] *adj* классический (*относящийся к древнему Риму и Греции*); типичный (*о примере, ошибке*)  
**classical** [ˈklæsɪk(ə)] *adj* классический (*о литературе, музыке*)  
**close** [kləʊs] *adj* близкий  
**coastline** [ˈkəʊstlaɪn] *n* береговая линия, побережье  
**coin** [kɔɪn] *n* монета  
**column** [ˈkɒləm] *n* колонна, столб  
**comedian** [kəˈmiːdiən] *n* комик, комедийный актер  
**comics** [ˈkɒmɪks] *n* комиксы  
**commemorate** [kəˈmeməreɪt] *v* отмечать, праздновать (*дату*), почитать (*чью-л. память*)  
**commercial** [kəˈmɜːʃ(ə)] *n* реклама, рекламное объявление  
**compact** [ˈkɒmpækt] *adj* компактный, сжатый  
**concert** [ˈkɒnsət] *n* концерт  
**conduct** [ˈkɒndʌkt] *n* руководство, управление; поведение  
**conduct** [kənˈdʌkt] *v* вести, проводить  
**congratulations** [kənˌgrætʃuˈleɪʃ(ə)nz] *n* поздравление  
**contact** [ˈkɒntækt] *n* контакт, связь  
**contrabass** [ˈkɒntreɪbəs] *n* контрабас  
**contrast** [ˈkɒntrɑːst] *n* контраст  
**convenient** [kɒnˈviːniənt] *adj* удобный (*о времени, месте*), подходящий  
**cost** [kɒst] *v* (**cost, cost**) стоить, обходиться (*в какую-л. сумму*)  
**country** [ˈkʌntri] (**music**) *n* стиль кантри  
**county** [ˈkaʊnti] *n* графство (*административная единица в Великобритании*)  
**cover** [ˈkʌvə] *v* покрывать  
**crazy** [ˈkreɪzi] *n, adj* сумасшедший  
**crazy** [ˈkreɪzi] (**about**) быть без ума (*от кого-л., чего-л.*)  
**create** [kriˈeɪt] *v* создавать, творить  
**creature** [ˈkriːtʃə] *n* существо  
**credit card** [ˈkredɪt ˌkɑːd] *n* кредитная карточка, кредитка  
**croissant** [ˈkwæsnɒŋ] *n* круасан (*булочка из слоеного теста в виде полумесяца*)  
**cucumber** [ˈkjuːkʌmbə] *n* огурец  
**culture programme** [ˈkʌltʃə ˈprɒɡræm] культурная программа  
**currency** [ˈkʌrənsi] *n* деньги, валюта  
**custom** [ˈkʌstəm] *n* обычай  
**cut** [kʌt] *v* (**cut, cut**) резать  
**cut down** [ˌkʌt ˈdaʊn] *phr. v* сокращать, урезать

## D

- decide** [dr'said] *v* решать, принимать решения
- dedicate** ['dedikeit] (**to**) *v* посвящать (*кому-л., чему-л.*)
- dedicated** ['dedikeitɪd] *adj* посвящённый (*кому-л., чему-л.*), преданный
- deformed** [dr'fɔ:md] *adj* испорченный, обезображенный, деформированный
- delightful** [dr'laɪtful] *adj* восхитительный
- denote** [dr'nəʊt] *v* обозначать
- depressing** [dr'presɪŋ] *adj* удручающий, наводящий уныние
- designer** [dr'zaimə] *n* дизайнер
- dessert** [dr'zɜ:t] *n* десерт
- detention** [dr'tenʃ(ə)n] *n* задержка, *зд.* оставление после уроков
- develop** [dr'veləp] *v* развивать, совершенствовать
- development** [dr'veləpmənt] *n* развитие
- diary** ['daɪəri] *n* дневник, ежедневник
- dinner** ['dɪnə] *n* обед, ужин (*главный приём пищи в течение дня, часто вечером*)
- discount** ['diskaunt] *n* скидка
- discount** [dr'skaunt] *v* сделать скидку
- distance** ['distəns] *n* расстояние
- DJ** ['di:dʒeɪ] = **disc jockey** ['disk ,dʒɔki] *n* диск жокей
- dormitory** ['dɔ:mətəri] *n* общежитие, спальный корпус, общая спальня
- dozen** ['dʌz(ə)n] *n* дюжина, 12
- drama** ['drɑ:mə] *n* драма; трагедия
- drum** [drʌm] *n* барабан
- drummer** ['drʌmə] *n* барабанщик

## E

- earn** [ɜ:n] *v* зарабатывать, получать доход
- educate** ['edʒukeit] *v* воспитывать, обучать
- education** [,edʒu'keɪʃ(ə)n] *n* образование
- effective** [ɪ'fektɪv] *adj* результативный, эффективный
- effigy** ['efɪdʒi:] *n* чучело
- egg** [eg] *n* яйцо
- electric guitar** [ɪ'lektrɪk ɡɪ'tɑ:] *n* электрогитара
- encourage** [ɪn'kʌrɪdʒ] *v* ободрять; поощрять, поддерживать (*в чём-л.*)
- encouragement** [ɪn'kʌrɪdʒmənt] *n* поощрение, одобрение
- energetic** [ɪnə'dʒetɪk] *adj* активный, энергичный, сильный
- enormous** [ɪ'nɔ:məs] *adj* громадный, гигантский
- enrich** [ɪn'ri:tʃ] *v* обогащать, делать богатым
- entertain** [ɪntə'teɪn] *v* развлекать
- entertainment** [ɪntə'teɪnmənt] *n* развлечение, веселье
- entire** [ɪn'taɪə] *adj* весь, целый
- equip** [ɪ'kwɪp] (**with**) *v* оснащать, оборудовать (*чем-л.*)



**equipment** [ɪ'kwɪpmənt] *n* оборудование, оснащение  
**especially** [ɪ'speʃ(ə)li] *adv* особенно, главным образом  
**essay** ['eseɪ] *n* набросок; эскиз; эссе  
**euro** ['jʊərəʊ] *n* евро  
**event** [ɪ'vent] *n* событие, случай, мероприятие  
**evergreen** ['evəɡri:n] *adj* вечнозелёный  
**evil spirits** ['i:vəl 'spɪrɪts] злые духи  
**excellence** ['eksələns] *n* непревзойдённое мастерство, совершенство  
**excellent** ['eksələnt] *adj* отличный  
**exchange centre** [ɪks'tʃeɪndʒ 'sentə] *n* обменный пункт  
**expenses** [ɪk'spensɪz] *n* расходы  
**expensive** [ɪk'spensɪv] *adj* дорогой, ценный  
**experience** [ɪk'spɪəriəns] *n* опыт, опыт работы, стаж работы; происшествие  
**experienced** [ɪk'spɪəriənst] *adj* знающий, опытный  
**experiment** [ɪk'sperɪmənt] *n, v* опыт, эксперимент, проба; проводить опыты, экспериментировать  
**expressive** [ɪk'spresɪv] *adj* выразительный  
**extra** ['ekstrə] *adj* дополнительный

## F

**fable** ['feɪb(ə)] *n* басня  
**facilities** [fə'sɪlətɪz] *n* оснащение; удобства; услуги  
**fair** [feə] *adj* справедливый, честный  
**fairytale** ['feəri 'teɪl] *n* сказка  
**fancy** ['fænsɪ] *v* очень хотеть, страстно желать  
**fantastical** [fæn'tæstɪk(ə)] *adj* фантастический, причудливый  
**farewell** [fə'weɪl] *n* прощание  
**favourite** ['feɪv(ə)rɪt] *n, adj* любимец, фаворит; любимый  
**fee** [fi:] *n* плата, платёж (за учёбу, проезд)  
**fiction** ['fɪkʃ(ə)n] *n* художественная литература; выдумка  
**figure** ['fɪɡə] *n, v* фигура, рисунок, число; появляться, играть важную роль, фигурировать  
**finances** ['fɪnænsɪz] *n* финансы, доходы, деньги, бюджет  
**financial** [faɪ'nænʃ(ə)l] *adj* финансовый  
**fine** [faɪn] *n* штраф  
**fish and chips** [fɪʃ ənd' tʃɪps] рыба с картофелем фри  
**fish fingers** [fɪʃ 'fɪŋɡəz] рыбные палочки  
**flame** [fleɪm] *n* пламя  
**flavour** ['fleɪvə] *n* аромат, запах; вкус, привкус  
**flood** [flʌd] *n* поток, наводнение  
**flour** [flaʊə] *n* мука  
**flute** [flu:t] *n* флейта  
**folk** [fəʊk] *adj* народный  
**folklore** ['fəʊklɔ:] *n* фольклор

**folks** [fəʊks] *n* разг. народ (обращение)  
**follow the custom** [ˈfɒləʊ ðə ˈkʌstəm] соблюдать обычай  
**for free** [fəˈfri:] *adv* бесплатно  
**foreign** [ˈfɒrɪn] *adj* иностранный; заграничный, зарубежный  
**forgive** [fəˈɡɪv] *n* (forgave [fəˈɡeɪv] forgiven [fəˈɡɪvən]) прощать  
**fond** [fɒnd] (of) любить (что-л.; I'm fond of smth)  
**fried egg** [ˈfraɪd ˈeg] *n* яичница-глазунья  
**friendliness** [ˈfren(d)lɪnəs] *n* дружелюбие, дружелюбность  
**frightful** [ˈfraɪtful] *adj* страшный

## G

**Gaelic** [ˈɡeɪlɪk] гаэльский язык (язык шотландских кельтов)  
**gear** [ɡɪə] *n* тех. передача  
**genius** [ˈdʒiːniəs] *n* гений  
**genre** [ˈʒɑːnrə] *n* жанр  
**gentle** [ˈdʒent(ə)l] *adj* мягкий, лёгкий, нежный  
**go back to** [ɡəʊˈbæk,tə] восходить (к), иметь началом  
**goddess** [ˈɡɒdɪs] *n* богиня  
**good command of** [ɡʊd kəˈmɑːndəv] хорошее владение (языком и т.п.)  
**Good Friday** великая пятница (на страстной неделе; в этот день едят горячие крестовые булочки – hot cross buns)  
**gorgeous** [ˈɡɔːdʒəs] *adj* великолепный, прекрасный  
**government** [ˈɡʌvənmənt] *n* правительство  
**graduation** [ˌɡrædʒuˈeɪʃ(ə)n] *n* церемония вручения дипломов; окончание (высшего) учебного заведения  
**grapefruit** [ˈɡreɪpfru:t] *n* грейпфрут  
**gravy** [ˈɡreɪvi] *n* подливка, соус  
**green beans** [ˈɡriːn ˈbiːnz] *n* стручковая фасоль  
**greenhouse** [ˈɡriːn.haus] *n* теплица  
**gripping** [ˈɡrɪpɪŋ] *adj* захватывающий, увлекательный, удивительный  
**guitar** [ɡɪˈtɑː] *n* гитара  
**guitarist** [ɡɪˈtɑːrɪst] *n* гитарист  
**gunpowder** [ˈɡʌnpaʊdə] *n* порох

## H

**hairdresser's** [ˈheə,dresəz] *n* парикмахерская  
**hard rock** [ˌhɑːd ˈrɒk] *n* тяжёлый рок  
**hatred** [ˈheɪtrɪd] *n* ненависть  
**have the opportunity** [ˈhæv ðɪ ˌɒpəˈtjuːnəti] иметь возможность  
**heat** [hi:t] *v* нагревать  
**heathery** [ˈhed(ə)rɪ] *adj* вересковый, поросший вереском  
**heroic** [hɪˈrəʊɪk] *adj* героический  
**herself** [həˈself] *pron* сама

**highway** [ˈhaɪweɪ] *n* автомагистраль  
**hold** [həʊld] *v* (**held, held**) держать  
**holy** [ˈhəʊli] *n* святой, священный  
**holly** [ˈhɒli] *n* остролист  
**honesty** [ˈɒnɪsti] *n* честность  
**huge success** [ˈhjuːdʒ sək'ses] огромный успех

I

**ice cream** [ˈaɪskriːm] *n* мороженое  
**imagine** [ɪˈmædʒɪn] *v* воображать, представлять себе  
**improve** [ɪmˈpruːv] *v* улучшать, совершенствовать  
**independence** [ˌɪndɪˈpendəns] *n* независимость  
**independent** [ˌɪndɪˈpendənt] *adj* независимый  
**inform** [ɪnˈfɔːm] *v* сообщать, информировать  
**inhabited** [ɪnˈhæbɪtɪd] *adj* обитаемый; населённый  
**inside** [ˌɪnˈsaɪd] *adv* внутри  
**instead** [ɪnˈsted] (**of**) *prep* вместо  
**intent** [ɪnˈtent] *n* намерение  
**intrigue** [ɪnˈtriːg] *n, v* интрига; интриговать, увлекать  
**introduce** [ˌɪntrəˈdjuːs] *v* представлять  
**invention** [ɪnˈvenʃ(ə)n] *n* изобретение  
**invitation** [ˌɪnvɪˈteɪʃən] *n* приглашение  
**invite** [ɪnˈvaɪt] *v* приглашать  
**island** [ˈaɪlənd] *n* остров  
**ivy** [ˈaɪvi] *n* плющ

J

**jam doughnut** [ˈdʒæm ˈdəʊnʌt] *n* пончик с джемом  
**jam** [dʒæm] *n* джем, варенье  
**jazz** [dʒæz] *n* джаз  
**jelly** [ˈdʒeli] *n* желе  
**join (hands)** [ˈdʒɔɪn ˈhændz] объединяться; соединять руки  
**join (dʒɔɪn) (a club)** записываться (в клуб), начинать заниматься (в клубе)

K

**keen** [kiːn] (**on**) *adj* заинтересованный (I'm keen on smth)  
**ketchup** [ˈketʃəp] *n* кетчуп  
**keyboard instrument** [ˈkiːbɔːd ɪnstrəmənt] *n* клавишный музыкальный инструмент  
**knowledge** [ˈnɒlɪdʒ] *n* знание; познания; эрудиция

## L

**lamb chops** ['læm tʃɒps] отбивные из молодого барашка  
**lane** [leɪn] *n* дорожка, тропинка; полоса (движения)  
**lantern** ['læntən] *n* фонарь  
**law** [lɔ:] *n* закон  
**lend** [lend] *v* (**lent, lent**) одалживать, давать взаймы  
**light** [laɪt] *n* свет  
**light** [laɪt] *v* (**lit [lit], lit**) освещать, светить  
**link** [lɪŋk] *v* соединять  
**live** [laɪv] прямой эфир (*надпись на экране*)  
**lively** ['laɪvli] *adj* оживлённый  
**loaf** [ləʊf] (**loaves**) *n* буханка, булка, батон  
**location** [ləʊ'keɪʃ(ə)n] *n* позиция, местонахождение  
**loch** [lɒk] *n* озеро  
**lose weight** ['lu:z 'weɪt] похудеть  
**lose** [lu:z] *v* (**lost [lɒst], lost**) терять, лишаться (*чего-л.*)  
**lounge** [laʊndʒ] *n* гостиная, холл, комната для отдыха  
**luck** [lʌk] *n* везение, удача  
**lunch** [lʌntʃ] *n* обед, ланч  
**lyrics** ['lɪrɪks] *n* лирические стихи; слова популярной песни

## M

**main course** ['meɪn ,kɔ:s] основное блюдо, горячее  
**make ends meet** ['meɪk ,endz 'mi:t] сводить концы с концами  
**make New Year's resolution** [,reɪzə'lu:ʃ(ə)n] давать обещание под Новым годом  
**manage** ['mænɪdʒ] *v* руководить, управлять  
**marvellous** ['mɑ:vələs] *adj* изумительный, удивительный  
**mash** [mæʃ] *n* пюре  
**match** [mætʃ] *n* спичка  
**melodious** [mə'ləʊdiəs] *adj* мелодичный, певучий  
**melon** ['melən] *n* дыня  
**mercy** ['mɜ:si] *n* милосердие, жалость, сострадание  
**message** ['mesɪdʒ] *n* сообщение  
**midnight** ['mɪdnaɪt] *n* полночь  
**mild** [maɪld] *adj* мягкий  
**mind** [maɪnd] *n, v* ум; возражать (I don't mind ...)  
**mistletoe** ['mɪsltəʊ] *n* омела  
**mix** [mɪks] *v* смешивать  
**moderate** ['mɒdərət] *adj* умеренный  
**monetary** ['mɒnɪt(ə)rɪ] *adj* монетный, денежный  
**moorland** ['mʊələnd] *n* болотистая местность, покрытая вереском  
**mountainous** ['maʊntɪməs] *adj* гористый  
**move** [mu:v] *v* двигать(ся), передвигать(ся), перемещать(ся)  
**muesli** ['mjuzli] *n* мюсли (*смесь из крупы, орехов и сухофруктов*)

**mushroom** ['mʌʃru:m] *n* гриб  
**musician** [mjʊ'zɪʃ(ə)n] *n* музыкант  
**myself** [maɪ'self] *pron* себя, самого себя, себе, сам

## N

**need** [ni:d] *v* нуждаться  
**nevertheless** [ˌnevəðə'les] *adv* тем не менее  
**next door** [ˌnekst 'dɔ:] (**to**) по соседству, рядом (с)  
**no doubt** [nəʊ 'daʊt] без сомнения

## O

**occupy** ['ɒkjʊpaɪ] *v* занимать  
**offer** ['ɒfə] *n, v* предложение; предлагать; предлагать вниманию  
**olives** ['ɒlɪvz] *n* оливки, маслины  
**opera** ['ɒp(ə)rə] *n, adj* опера; оперный  
**opportunity** [ˌɒpə'tju:nəti] *n* возможность, удобный случай  
**orange juice** ['ɒrɪndʒ ,dʒu:s] апельсиновый сок  
**orchestra** ['ɔ:kɪstrə] *n* оркестр  
**order** ['ɔ:də] *n, v* порядок, приказ; приказывать, командовать  
**ourselves** [aʊə'selvz] *pron* сами (о 1-м л. мн. ч.)  
**outside** [ˌaʊt'saɪd] *prep* снаружи  
**overthrow** [ˌəʊvə'θrəʊ] *v* переворачивать  
**overthrow** [ˌəʊvə'θrəʊ] *n* переворот

## P

**pan** [ræn] *n* сковорода, кастрюля, противень  
**pantomime** ['pæntəmaɪm] *n* пантомима  
**pararazzi** [ˌpær(ə)'rætsɪ] *n* (мн. от paparazzo) папарацци  
**paper** ['peɪpə] *n, v* бумага, газета; заворачивать в бумагу, выкладывать бумагой  
**paper round** ['peɪpə ˌraʊnd] доставка газет  
**participant** [pɑ:'tɪsɪpənt] *n* участвующий, участник  
**pay** [peɪ] *v* (**paid** [peɪd], **paid**) платить, оплачивать  
**pay** [peɪ] (**for**) *v* платить (за)  
**pea** [pi:] *n* горошина, горох  
**peel** [pi:l] *n, v* кожура (яблока); чистить  
**pepper** ['peɪpə] *n* перец  
**percussion** [pə'kʌʃ(ə)n] **instrument** ударный инструмент  
**performance** [pə'fɔ:məns] *n* выступление, представление  
**persuade** [pə'sweɪd] *v* убеждать (в чём-л.), уговаривать  
**phantom** ['fæntəm] *n* призрак, фантом, иллюзия  
**pianist** ['pi:ənɪst] *n* пианист  
**piano** ['pjæno] *n* фортепьяно  
**pickles** ['pɪk(ə)lz] *n* маринованные овощи

**pitch** [pɪtʃ] (**football, cricket**) *n* поле, площадка (для игры в футбол, крикет)

**plain** [pleɪn] *n* равнина

**plesiosaur** ['pli:siə,sɔ:] *n* плезиозавр

**plot** [plɒt] *n* заговор; сюжет

**pocket money** ['pɒkɪt ˌmʌni] карманные деньги

**poetry** ['pəʊɪtri] *n* поэзия; стихи

**polite** [pə'laɪt] *adj* вежливый

**politician** [ˌpɒlə'tɪʃ(ə)n] *n* политик, государственный деятель

**poor** [pʊə] *adj* бедный, нищий

**pop** [pɒp] **music** *n* поп-музыка

**pop** [pɒp] *v* хрустеть (*жукурузой*)

**popular** ['pɒpjʊlə] *adj* популярный

**pork** [pɔ:k] *n* свинина

**porridge** ['pɒrɪdʒ] *n* овсяная каша

**potluck** ['pɒtlʌk] *n* совместный обед, на который приходят со своим угощением

**pour** [pɔ:] *v* лить, наливать

**predominate** [prɪ'dɒmɪneɪt] *v* преобладать, господствовать

**prefer** [prɪ'fɜ:] *v* предпочитать

**preheat** [ˌpri:'hi:t] *v* предварительно нагревать

**present** ['prez(ə)nt] *adj, n* текущий, настоящий; подарок

**previous** ['pri:vɪəs] *adj* прошлый, предыдущий, предшествующий

**prickly** ['prɪkli] *adj* колючий

**protect** [prə'tekt] (**from**) *v* защищать, охранять (от)

**province** ['prɒvɪns] *n* провинция, область

**pudding** ['pu:dɪŋ] *n* пудинг, запеканка; десерт, сладкое блюдо

**punctuation** [ˌpʌŋktʃu'eɪʃ(ə)n] *n* пунктуация

**punk** [pʌŋk] *n* панк (*музыкальный жанр*)

**purse** [pɜ:s] *n* кошелек (*женский*)

**put up** [ˌpʊt'ʌp] *phr. v* вешать (*украшения и т.п.*)

## Q

**quotation** [kwəʊ'teɪʃ(ə)n] *n* цитата

## R

**R&B** ['ɑ:rən'bi:] Аренби (*сокращ. от rhythm and blues*)

**range** [reɪndʒ] (**from ... to**) *v* простираться (от ... до), колебаться в пределах

**rap** [ræp] рэп

**raspberry** ['rɑ:zbəri] *n* малина

**reason** ['ri:zən] *n* причина

**recommend** [ˌrekə'mend] *v* рекомендовать

**record** ['rekɔ:d] *n* запись, регистрация, учёт; рекорд

**record** [rɪ'kɔ:d] *v* записывать  
**reference book** ['ref(ə)rəns ˌbʊk] *n* справочник, указатель  
**regional** ['ri:dʒ(ə)nəl] *adj* региональный, областной  
**registration** [ˌredʒɪ'streɪʃ(ə)n] *n* регистрация, запись  
**relaxation** [ˌrɪlæks'eɪʃ(ə)n] *n* восстановление сил; отдых  
**relaxing** [rɪ'læksɪŋ] *adj* расслабляющий  
**release** [rɪ'li:s] *n, v* выпуск в свет (*фильма, книги*); выпустить (*фильм, книгу*)  
**religion** [rɪ'lɪdʒ(ə)n] *n* религия  
**religious festival** [rɪ'lɪdʒəs 'festɪv(ə)l] религиозный праздник, торжество  
**representative** [ˌreprɪ'zentətɪv] *n* представитель  
**reputation** [ˌrepju'teɪʃ(ə)n] *n* репутация, слава  
**rescue** ['reskjʊ:] *v* спасать  
**respect** [rɪ'spekt] *n* уважение, почет  
**responsible** [rɪ'spɒnsəb(ə)l] *adj* ответственный  
**review** [rɪ'vju:] *n, v* обзор, обозрение; делать обзор  
**reward** [rɪ'wɔ:d] *n, v* награда, вознаграждение; вознаграждать  
**rhinoceros** [raɪ'nɒs(ə)rəs] *n* носорог  
**rhythmic** ['rɪðmɪk] *adj* ритмичный, равномерный  
**rice pudding** ['raɪs 'pu:dɪŋ] рисовый пудинг (*запечённый, из дроблёно-го риса с молоком и сахаром*); молочная рисовая каша  
**rich** [rɪtʃ] *adj* богатый, состоятельный  
**roast** [rəʊst] *v, adj* жарить; жареный  
**roast beef** ['rəʊst ˌbi:f] *n* ростбиф (*поджареный кусок говядины*)  
**roast chicken** ['rəʊst 'tʃɪkɪn] жареный цыпленок (курица)  
**roast potatoes** ['rəʊst pə'tetəʊz] жареный картофель  
**rock** [rɒk] *n* рок (*музыкальный стиль*)  
**roe** [rəʊ] *n* косуля  
**Roman Catholics** ['rəʊmən 'kæθ(ə)lɪks] римские католики  
**rude** [ru:d] *adj* грубый

## S

**sacred** ['seɪkrɪd] *adj* святой, священный  
**salad** ['sæləd] *n* салат  
**sausage** ['sɒsɪdʒ] *n* колбаса, сосиска  
**save** [seɪv] *v* спасать; экономить, беречь  
**saxophone** ['sæksəfəʊn] *n* саксофон  
**saxophonist** [sæksə'fəʊnɪst] *n* саксофонист  
**school grounds** [sku:l graʊndz] *n* школьная территория  
**scrambled egg** [ˌskræmb(ə)ld 'eg] *n* яичница-болтуня  
**scream** [skri:m] *v* пронзительно кричать, вопить, визжать  
**screen** [skri:n] *n* экран  
**script** [skrɪpt] *n* сценарий  
**search** [sɜ:tʃ] *n, v* поиск(и), розыск; искать, разыскивать  
**seat belt** ['si:t ˌbelt] *n* ремень безопасности

**see in** ['si:'m] *phr. v* встречать (кого-л., *Новый год*)  
**sell** [sel] *v* (**sold** [səuld], **sold**) продавать, торговать  
**sentimental** [ˌsentɪ'ment(ə)l] *adj* сентиментальный, чувствительный  
**separate** ['sep(ə)rət] *adj* отдельный; обособленный  
**separate** ['sepəreɪt] *v* разделять  
**serve** [sɜ:v] *v* служить; накрывать на стол, подавать  
**shire** [ʃaɪə] *n* графство, жители графства  
**side dish** ['saɪd dɪʃ] *n* гарнир  
**sign up** [ˌsaɪn'ʌp] *phr. v* записываться, подписываться  
**sign** [saɪn] *n* знак; дорожный знак  
**since** [sɪns] *prep, conj* с (какого-л. времени); так как  
**skill** [skɪl] *n* умение, навык  
**slice** [slaɪs] *n, v* ломоть, тонкий кусочек; нарезать тонкими кусочками  
**society** [sə'saɪətɪ] *n* общество, объединение, организация  
**soldier** ['səʊldɪə] *n* солдат, воин  
**sonar equipment** ['səʊnə: ɪk'wɪpmənt] эхолокационное оборудование  
**soothing** ['su:ðɪŋ] *adj* успокаивающий  
**soprano** [sə'prɑ:nəʊ] *n* сопрано (*голос*); имеющий голос сопрано (*певица*)  
**soup** [su:p] *n* суп  
**southern** ['sʌðən] *adj* южный  
**special events** ['speʃ(ə)l ɪ'vents] особые мероприятия  
**spectacular** [spek'tækjʊlə] *adj* зрелищный, впечатляющий  
**spend** [spend] *v* (**spent**, **spent**) тратить, расходовать (*деньги*); проводить (*время*)  
**spread** [spred] *v* (**spread**, **spread**) простираться, распространяться(ся)  
**sprinkle** ['sprɪŋk(ə)l] *v* *зд.* посыпать  
**stand** [stænd] *v* стоять; терпеть, выносить  
**stay up** [ˌsteɪ'ʌp] *phr. v* не ложиться спать  
**stationary** ['steɪʃ(ə)n(ə)rɪ] *n* канцелярские принадлежности  
**steak** [steɪk] *n* бифштекс, стейк  
**stew** [stju:] *n* блюдо из тушёного мяса или рыбы (*обычно с овощами, рисом*)  
**sticky** ['stɪkɪ] *adj* клейкий, липкий  
**stir** [stɜ:] *v* (**stirred**) помешивать  
**strath** [stræθ] *n* широкая горная долина с рекой  
**strawberry** ['strɔ:b(ə)rɪ] *n* клубника, земляника  
**strength** [streŋθ] *n* сильная сторона (*кого-л. / чего-л.*)  
**strike** [straɪk] *n* удар; забастовка  
**strike** [straɪk] *v* (**struck**, **struck**) ударять, наносить удар  
**string** [strɪŋ] *instrument n* струнный музыкальный инструмент  
**strong** [strɒŋ] *adj* сильный  
**studio** ['stju:diəʊ] *n* студия; ателье, мастерская  
**stuff** [stʌf] *n* материал; разные вещи  
**style** [stɑɪl] *n* стиль, направление, жанр  
**submarine** ['sʌbməri:n] *n* подводная лодка



**subtract** [səb'trækt] *v* вычитать  
**success** [sək'ses] *n* успех  
**successful** [sək'sesf(ə)l] *adj* успешный  
**summarise** ['sʌm(ə)raɪz] *v* суммировать, резюмировать  
**Sunday roast** ['sʌndeɪ 'rəʊst] воскресное жаркое, традиционное воскресное блюдо (*из говядины или баранины; готовится в духовке, подаётся с картошкой и овощами*)  
**superstition** [ˌsu:pə'stɪʃ(ə)n] *n* предрассудок  
**supper** ['sʌpə] *n* ужин  
**surround** [sə'raʊnd] *v* окружать, обступать  
**survey** ['sɜ:veɪ] *n* опрос, анкетирование  
**survival** [sə'vaɪv(ə)l] *n* выживание  
**swampy** ['swɒmpɪ] *adj* болотистый  
**sweet** [swi:t] *adj* сладкий  
**symmetry** ['sɪmɪtri] *n* симметрия  
**synthesiser** ['sɪnθəsaɪzə] *n* синтезатор (*клавишный электромузыкальный инструмент*)

## Т

**take down** [ˌteɪk'daʊn] *phr. v* снимать (*напр., украшения с ёлки*)  
**take part (in)** [ˌteɪk 'pɑ:t] *phr. v* принимать участие, участвовать (*в чём-л.*)  
**take place** [ˌteɪk 'pleɪs] *phr. v* случаться, происходить  
**tank top** ['tæŋk ˌtɒp] *n* вязаный жилет  
**tea** [ti:] *n* чай  
**techno** ['teknəʊ] *n* техно (*музыкальный стиль*)  
**temperate** ['temp(ə)rət] *adj* умеренный  
**term** [tɜ:m] *n* условие  
**Texas** ['teksəs] Техас (*штат США*)  
**theory** ['θɪəri] *n* теория, предположение  
**thistle** ['θɪs(ə)l] *n* чертополох  
**though** [ðəʊ] *conj* хотя  
**tight** [taɪt] *adj* крепко  
**toast** [təʊst] *n* гренки, тост (*ломтик хлеба, подрумяненный на огне*)  
**tomato** [tə'mɑ:təʊ] *n* помидор, томат  
**tonight** [tə'naɪt] *adv* сегодня вечером  
**torrent** ['tɒrənt] *n* горный поток  
**touching** ['tʌtʃɪŋ] *adj* трогательный  
**tradition** [trə'dɪʃən] *n* традиция  
**traditional** [trə'dɪʃ(ə)nəl] *adj* традиционный  
**treacle tart** ['tri:k(ə)l ˌtɑ:t] *n* пирожное из патоки  
**treason** ['tri:zən] *n* государственная измена  
**treasure** ['trezə] *n* сокровище, клад  
**triangle** ['traɪəŋɡ(ə)l] *n* треугольник (*в том числе ударный инструмент*)

**trifle** [ˈtraɪf(ə)] *n* бисквит с фруктами и заварным кремом  
**trombone** [trɒmˈbɒn] *n* тромбон  
**trumpet** [ˈtrʌmpɪt] *n* труба

## U

**unfortunately** [ʌnˈfɔ:tʃ(ə)nətli] *adv* к сожалению  
**unique** [juːˈni:k] *adj* уникальный, единственный в своем роде

## V

**valley** [ˈvæli] *n* равнина  
**varied** [ˈveəriəd] *adj* разнообразный  
**veg** [vedʒ] *n* овощи  
**vegetables** [ˈvedʒtəb(ə)lz] *n* овощи  
**vice versa** [ˌvaɪsɪ ˈvz:sə] *adv* наоборот  
**view** [vju:] *n* вид, пейзаж; изображение  
**violent** [ˈvaɪələnt] *adj* жестокий, насильственный  
**violin** [ˌvaɪəˈlɪn] *n* скрипка  
**vocal** [ˈvəʊk(ə)l] *adj* вокальный, голосовой  
**voice** [vɔɪs] *n* голос  
**volume** [ˈvɒljʊ:m] *n* объём, масса; уровень громкости

## W

**wallet** [ˈwɒlɪt] *n* бумажник  
**wander** [ˈwɒndə] *v* бродить  
**war** [wɔ:] *n* война  
**waste** [weɪst] *n, v* потеря, бесполезная трата; тратить впустую  
**water** [ˈwɔ:tə] *n, v* вода; поливать, орошать  
**wheel** [wi:l] *n* колесо  
**Whit** [wɪt] **Monday** Духов понедельник (*отмечается англиканской церковью; до 60-х годов был нерабочим днём*)  
**win** [wɪn] *v* (**won** [wɒn], **won**) выигрывать, побеждать  
**wind** [wɪnd] **instrument** *n* духовой музыкальный инструмент  
**worth** [wɜ:θ] *n, adj* достоинство; достойный; достоинством в (*о деньгах*)

## Y

**yoga** [ˈjəʊgə] *n* йога  
**Yorkshire pudding** [ˌjɔ:kʃɪəˈpu:dɪŋ] йоркширский пудинг (*пирог из бездрожжевого теста, запечённый в соке жарящегося над ним мяса*)  
**yourself** (**yourselves**) [jəˈself] ([jəˈselvz]) *pron* сам (сами) (*о 2-м л. ед. и мн. ч.*), без посторонней помощи

(Название учреждения образования)

Учебный год	Имя и фамилия учащегося	Состояние учебного пособия при получении	Оценка учащегося за пользование учебным пособием
20 /			
20 /			
20 /			
20 /			
20 /			

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