

PHOTOCOPIABLE MATERIALS

UNIT 1

Lesson 1, ex. 6

Card 1

I'm the only child and don't get on with any of my extended family (grandparents, aunts, uncles), so my parents are all I have and they both mean the world to me. My dad's an impatient, overworked man but I still love him because he's a fantastic dad. My mum is an absolute angel; she worries a lot and showers me with attention just like any decent mum should. To me, family is the safety net. No matter what you do, they will always love and support you, they will always be there to help you in hard times, and you can always go back there for comfort, advice and help.

Card 2

I find most of my family incredibly annoying. My older brother is a bully and I can't wait till he leaves for college next year. My sister and I used to really hate each other growing up but we're cool now. She gets on my nerves sometimes anyway. My mum and dad are always busy at work. Whenever I talk to my dad, he often says: "I only have five minutes." That said, I still love them all dearly, and would do just about anything for them. Clearly, every family is unique, but I think it depends on how tight-knit your family was as you grew up. That is when you discover the world and feel that your family is the safest place on earth.

Card 1
Having a Sunday Roast Dinner

Mealtime has historically been a time of family togetherness. "The family that eats together thrives together." One of the most iconic things about Britain is a Sunday roast dinner. It's everyone's favourite family tradition and the favourite meal of the week. Roast Chicken, Beef, Pork or Lamb, it doesn't matter what meat, Brits love a Sunday Roast. Roast potatoes and Yorkshire pudding are a must. Sunday dinner is not just the food, it is time to hang around your family house, see your relatives and take a break from it all. Since Sunday night is a "school night", this afternoon or early evening meal covers both lunch and dinner and lets everyone get home after a big family get-together in time to prepare for the upcoming week. And like the Sunday dinner of the past, it's an opportunity to bring all generations of friends and family together around the table.

Card 2
Playing traditional board games

Family game night is another common tradition in Great Britain. In the age of technology, good old-fashioned board games can prove to be a welcome change of pace that brings the whole family together. When our schedules are full, it is so nice to have a tech-free, face to face time with your loved ones. Some of our best childhood memories are Friday game nights with the whole family and playing games at the kitchen table with my cousins on rainy days. The classics like Monopoly or Scrabble are a great learning tool for kids and friendly to all age groups. If a fight breaks out between siblings or other family members, it's a chance for everyone to talk to each other, increasing positive family communication and working together through problems. Instead of silence as each person is absorbed in their electronic device, the room is filled with conversation, laughter and love.

It's a great household tradition that even your extended family can get in on. An hour or so a week of family time playing together helps reconnect everyone.

Card 3

Christmas Day traditions

The Christmas season is a time to reconnect with each other and take joy in making each other happy through family traditions that are carried out year after year.

Christmas involves a lot of food for many people! From the traditional Christmas turkey dinner to buffets and party food, it's a big part of the season for many families. Many people have a big Christmas day lunch, gathering the family together to share traditional food and family recipes. Decorating for Christmas is a wonderful Christmas family activity. Many UK families wait until December to put up their decorations. Who does the decorating varies a lot. But often everyone gets involved, and sometimes the children make new decorations every year to add to the tree.

Gifts, Santa, Carol singing, chimneys, stockings, the list of Christmas traditions is endless.

While playing traditional board games and dressing in your Sunday best is still the done thing, many families have made more modern additions to their yearly Christmas traditions – these include ordering a takeaway on Christmas Eve to save cooking, uploading a family selfie to social media, watching a movie on Netflix after dinner, and FaceTime calls with family members who live far away.

Card 4

Celebrating Birthdays

The immediate family serve as your witnesses through life's changes, sharing the times of joy and happiness together, and providing support and comfort through crises, disappointments and losses. Birthdays, anniversaries, and other personal family events are our favourite get together time and include many family traditions, such as a favourite cake or meal, wearing a birthday hat or visiting a place associated with the event. A party with balloons and streamers is common and most people are given a cake for their birthday. Candles are placed on top of the cake, one candle for each year of the person's life to represent his or her age. As the candles are lit, "Happy birthday to you" is sung. The birthday person makes a wish and tries to blow out the candles. Also, when it's your birthday your family and friends give you the "bumps", they lift you in the air by your hands and feet and raise you up and down to the floor, one for each year then one for luck, two for luck and three for the old man's coconut! Being given the key to the house is still considered an important sign of coming of age in England. On his 21st birthday the young man who is given the key to the house is said to be given permission to come and go as he pleases and to stay out as late as he likes.

Card 5

Sending cards to family and friends

Greeting cards are a deep-rooted tradition in the English-speaking world. Last year people in Britain sent and received about 900 million cards. That's an average of about twelve cards for every person, from tiny babies to the oldest grandparents.

Despite the advanced high tech methods sentimental Brits still prefer a good old fashioned handwritten card.

Two thirds of those polled admitted they would be seriously offended to receive a Christmas text, festive selfie or seasonal status update from parents, siblings or a best friend.


The poll also showed that unsurprisingly, parents received the longest messages, while best friends, siblings and children also receive detailed reports on the family news and wellbeing.

More than four in 10 adults said they use Christmas cards as a round robin – a traditional way of communicating to extended family and friends what has happened during the year – and seven in ten considered it a fantastic way of keeping in touch.

Lesson 7


Card A

1. identity, 2. inner circle, 3. nursing home, 4. productive household, 5. values

- a) the legal end of a marriage
 - b) parenting; the care, love, and guidance given by a parent
 - c) the finances available for economic and political development
 - d) a social scientist who specialises in the study of human society and its personal relationships
 - e) any administration in which action is slowed down by unnecessary official procedures and routines
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Card B

1. anthropologist, 2. bureaucracy, 3. child rearing, 4. divorce, 5. government resources

- a) the individual characteristics by which a thing or person is recognised or known; personality
 - b) beliefs; principles, standards, or quality considered worthwhile
 - c) private hospital or residence that provides housing and care for the elderly or the chronically ill
 - d) successful and cost-effective home, family
 - e) an exclusive circle of people with a common purpose
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Lesson 9, ex. 2. a

Talk about the problems divorce can cause	Talk about your family traditions	Talk about the family obligations you have to fulfil
Talk about your nuclear family and how important it is for you	Talk about your extended family and how important it is for you	Talk about what you appreciate most in your family members
Talk about the problems of abandoned children in your country and ways to solve them	Talk about the common problems teens have to face in the family	Talk about the major concerns of teens' parents
Talk about the importance of family traditions	Talk about the role of a family in society	Talk about the prohibitions that are imposed on you by your family
Talk about the major concerns of the disadvantaged families and neglected children in your country	Talk about your grandma's house and what it means to you	Talk about the ways to make a family tight-knit

Extra lesson. Crying out for help

Communicative area: giving advice, recommendations
Active vocabulary: concern

1. a) Read the definitions below. Work in pairs. Do you agree with them? Write a definition of your own.

A teenager is...

- a) a person who can't remember to walk the dog but never forgets a phone number.
- b) a youngster who receives her allowance on Monday, spends it on Tuesday and borrows it from her best friend on Wednesday.
- c) someone who can hear his favourite singer 3 blocks away but not his mother calling from the next room.
- d) a whiz that can operate the latest computer without a lesson but can't make a bed.
- e) a romantic who never falls in love more than once a week.



2. a) Work in pairs. Discuss what kind of problems young people of your age have.

b) In pairs make a list of typical concerns the parents of teenagers might have. Which list was easier to make?

3. a) Look through the letters below. What kind of letters are they? How many of the problems mentioned by the senders are on your list?



1. My 15-year-old son in 9th grade quit martial arts and now hangs around talking on the phone and using the computer. He loved martial arts – had been at it since he was 3. When I asked him why he said **"It takes up too much of my life"**. The point here is that he wants to hang around and use the computer and do nothing else. **This is isolating**, bad for his eyes and body, makes him miss out on the possibilities to develop personality and makes him a boring, sheltered person. It gets to the point where he does not want to answer when I am talking to him. I suggest many different activities and look at magazines to find more, but he shoots down everyone. I am hoping someone out there has a suggestion; maybe you went through something like this and found a solution.

2. My 15-year-old daughter wants to get her tongue pierced. Any advice (for me or her!)? I personally **find the idea disgusting**. Thank you. Barbara

3. We had another argument with our 19-year old (yes, 19!) who just can't live with the limits we want to place on what we are providing in the way of money. The 19-year-old **in question** just finished her **freshman year** at an extremely expensive school. We told her when she was applying for schools that if she wanted to go to the expensive school, she would have to earn the money for her personal expenses. She agreed that was perfectly fair. Since then we've had two HUGE arguments about money. First, that she wants money for food. We told her we would buy any groceries she wants – just put it on the list – but we weren't going to give her money (what she really wants is money so she can eat out with her friends). Last night it was gas for her car (yes, she has a car of her own for which we pay insurance but the gas is supposed to be her responsibility). I've offered to pay her for babysitting the youngest child and **she semi-agrees** but whenever I need her she has other plans. What is wrong? Is she just totally spoiled?

4. My daughter has a very explosive temper. She is desperate to prove she is "an adult" (will turn 17 next month), and often feels like she is not getting the respect and **autonomy** that she "deserves." Then she gets so mad that she slams doors, yells, and sometimes just storms out of the house. I don't really expect her to be able to "get it" that at almost 17 she is NOT AT ALL an adult, but I would like her to at least learn some better ways of coping with her anger. The door slamming and dirty words are annoying and disrespectful, but maybe I could learn to live with; my main concern is leaving the house at night, which feels really dangerous. We have worked with two different therapists, I liked them both, but she thinks therapy is "stupid," "boring" and "doesn't work." Our last session, she explained to the therapist that she wouldn't have to get so mad if other people just would stop being so annoying; in other words, it's not HER fault, it's OURS. Any recommendations?

4. a) Work in pairs. Use the context to explain what the words in bold mean.

b) Read the letters again. Name the letter(s) that says or implies that...

1. the child in question has some kind of addiction?
2. the child is adult enough to solve the problems himself?
3. the parents' desire to help didn't do any good?
4. the child's behaviour might lead to health problems?
5. the parent is trying to find a way to introduce a prohibition?
6. the child is being rude to parents?

5. Discuss the questions below in small groups.

1. What advice or recommendations could you give to the concerned parents in each case?
2. Is there a letter your mum could have written?
3. How would you feel if your parents sought for help from the outside?
4. What problems might your parents describe in a letter like this?

6. Write a reply to one of the letters. Start like this

Dear concerned parent, I was really moved by your letter. Being a teenager myself I must admit...

UNIT 2

ADDITIONAL TEXTS

Paradise island caretaker

Ben Southall, 34, of Petersfield, beat out nearly 35,000 applicants from around the world for the dream assignment to swim, explore and relax on Hamilton Island in the Great Barrier Reef while writing a blog to promote the area. He was selected for the \$111,000 gig – a six-month contract to serve as caretaker of a tropical Australian island. He now has to live rent-free in a three-bedroom villa, complete with a pool.

Before getting the job he had to spend four days on the island for an extended interview process, which required applicants to snorkel through crystalline waters, gorge themselves at a beachside barbecue and relax at a spa. He also had to demonstrate his blogging abilities, take swimming tests and sit through in-person interviews.



Luxury bed tester

A student from Birmingham City University has landed her dream job... literally! Sleeping on the job and having a lie-in will no longer be a problem for a girl, who has been selected to test out luxury beds for a month and get paid for it.

Roisin Madigan, 22, is earning £1,000 to sleep in designer beds every day for a month. The student is helping with a “sleep survey” carried out by luxury bed specialists Simon Horn Ltd. The company sells luxury Savoir Beds, originally made for the Savoy Hotel. General manager Craig Roylance said Roisin will not only provide an objective view of the beds on sale but will also be part of a look into what brings a good night’s sleep. She will spend 10 am to 6 pm in beds in the company’s showroom in Edgbaston, and then will blog about her experiences.



Resort waterslide tester

Tommy Lynch has travelled over 27,000 miles this year for his job, testing holiday resort waterslides. Mr Lynch, 29, works for holiday giant First Choice, checking the height, speed, water quantity and landing of the flumes, as well as all safety aspects. In 2008 Mr Lynch tested waterslides at holiday villages in Lanzarote, Majorca, Egypt, Turkey, Costa Del Sol, Cyprus, Algarve, Dominican

Republic and Mexico. This year he will quality control First Choice's new splash resorts in Greece, Turkey, Florida, Jamaica and Ibiza. Liverpool-born Mr Lynch, whose job title is a lifestyle product development manager, was recruited to identify the very best pools to be featured in First Choice's new Splash Resort collection. He also ensures potential new resorts are up to the company's standard.



Candy taster

Another one of the world's best job has gone to schoolboy Harry Willsher, 12, chief taster in a sweet factory. Harry's job is to test top-secret recipes. He got the job after winning a contest at Swizzell's Matlow to find a recruit. According to him, after his first tour at his new job, he felt like having stepped into the book Charlie And The Chocolate Factory. He wowed judges by describing the flavour and smell of his favourite sweet, the Drumstick lolly. The Derby firm has now given the youngster chief taster overalls and business cards. As well as sampling the sweets, he will also monitor their development at the company's factory in New Mills, Derbyshire. I don't know if it's the best job, but it's definitely the sweetest.



World of Warcraft tester

Do you play World of Warcraft? And if so, do you play well? Can you farm 200 gold an hour and hit level 80 in under 2 weeks? If the answer is yes, you can apply for the job that about 12 million players only dream about, as a Wow game tester! There are in fact several Blizzard jobs posted on their website. The Blizzard employment database has dozens of jobs available, mostly WoW employment opportunities. They are currently hiring for several game tester positions for World of Warcraft. They are in particular looking for foreign language testers, so if you speak any other language besides English, don't hesitate to apply to start your Blizzard career. And, yeah, you will be required to play at least four hours a day.



Director of Fun at a museum

A six-year-old boy who wanted to become the director of York's National Railway Museum landed himself a job – as the director of fun. The ambitious youngster got a good role at the National Railway Museum after applying to replace retiring boss Andrew Scott. Sam Pointon sent a handwritten letter headed

“Application for director” asking for an interview at the centre, in York. The letter listed his credentials for the role, including his expertise on his train set. “I am only six but I think I can do this job,” wrote Sam. “I have an electrick (sic) train track. I am good on my train track. I can control two trains at once.” Staff was so impressed they appointed Sam an honorary “Director of Fun” and his job will be to tell the bosses how he thinks they can ensure the museum is the most fun place for kids to spend a day out.

Ok, maybe this isn’t the best job in the world for an adult, but it certainly rocks the world of a 6-year-old.



Bike rider-photographer for Google Maps

Google has hired two lucky young men to ride around France on silly-looking tricycles snapping up photos of historical sites that are inaccessible by car. This three-wheeler is a sight with its long pole holding nine cameras, a GPS, a computer and a generator. But the tricycle travelling around the French capital needs all that gear to do its job – adding three-dimensional images to Google’s Street View Maps.



The riders, wearing Google tee-shirts and white helmets, are visiting well-known sites such as the Chateau de Versailles, west of Paris, the Jardin du Luxembourg on the city’s Left Bank or Les Halles, in the busy centre of the French capital.

UNIT 5

Lesson 3, ex. 2. d

<p>Derive nouns from verbs:</p> <ul style="list-style-type: none"> • to succeed – success • to rely – (self)-reliance • to believe – belief • to equal – equality 	<p>Derive nouns from verbs:</p> <ul style="list-style-type: none"> • to depend – (in)dependence • to respond – responsibility • to free – freedom • to value – value
<p>Derive verbs from nouns:</p> <ul style="list-style-type: none"> • belief – to believe • reliance – to rely • responsibility – to respond • freedom – to free 	<p>Derive verbs from nouns:</p> <ul style="list-style-type: none"> • value – to value • success – to succeed • dependence – to depend • equality – to equal
<p>Derive nouns from adjectives:</p> <ul style="list-style-type: none"> • reliable – (self)-reliance • equal – equality • (in)dependent – (in)dependence • valuable – value 	<p>Derive nouns from adjectives:</p> <ul style="list-style-type: none"> • responsible – responsibility • wealthy – wealth • successful – success • free – freedom
<p>Derive adjectives from nouns:</p> <ul style="list-style-type: none"> • equality – equal • (in)dependence – (in)dependent • belief – believable • success – successful 	<p>Derive adjectives from nouns:</p> <ul style="list-style-type: none"> • value – valuable • wealth – wealthy • freedom – free • reliance – reliable
<p>Derive adjectives from verbs:</p> <ul style="list-style-type: none"> • to believe – believable • to rely – reliable • to free – free • to succeed – successful 	<p>Derive adjectives from verbs:</p> <ul style="list-style-type: none"> • to depend – (in)dependent • to value – valuable • to equal – equal • to respond – responsible
<p>Derive verbs from adjectives:</p> <ul style="list-style-type: none"> • free – to free • successful – to succeed • responsible – to respond • valuable – to value 	<p>Derive verbs from adjectives:</p> <ul style="list-style-type: none"> • reliable – to rely • equal – to equal • believable – to believe • dependent – to depend

Lesson 8, ex. 4. a

1. Explain the following.

maple sap	a sugar shack	the Maple Leaf Tartan
snow taffy	the Maple dance	a sugaring off season
Canada's liquid gold	3Ms	As Canadian as maple syrup

2. Answer the questions.

What happened on April 25, 1996?	What is a standard gift from Canada?	What does the maple tree symbolise for Canadians?
How does maple syrup compare to crude oil?	What is marked on February 15 in Canada?	What province is the main producer of maple syrup?
What is 'The Maple Leaf Forever'?	How do indigenous Canadians see maple trees?	What are Canadians proud to wear abroad?

3. Speak about the following. Say at least 3 sentences.

how to make snow taffy	Canada's national flag	the role of maple syrup
July 1	Maple syrup festivals	a maple syrup reserve
the Maple Leaf Tartan	how to make maple syrup	the maple tree

Lesson 8, ex. 5. a



The beaver was given official status as an emblem of Canada on March 24, 1975. However, it was part of the Canadian identity long before the Parliament passed the Act.



Ice hockey is Canada's most popular spectator sport and is considered to be its national winter sport. It was developed in Canada in the 1800s. Canadian children have collected hockey cards for generations.



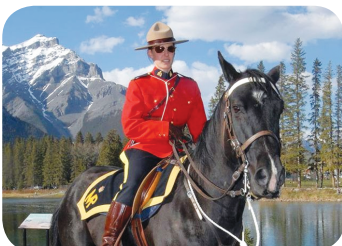
At one point lacrosse was a field game or ritual played by First Nations. It became popular among non-Indigenous peoples in the mid-1800s. In 1994, the Parliament of Canada declared lacrosse to be Canada's official summer sport.



Curling, an ice game introduced by Scottish pioneers, is one of the country's most popular sports. It has steadily grown in popularity since the first club was formed in Montréal in 1807.



Often considered a symbol of Canada, the moose is featured on the coat of arms of the province of Ontario. They live in every province and territory except Prince Edward Island.



Though the Royal Canadian Mounted Police are a modern police force, the scarlet tunic and the black horse remain an important part of the force's traditions and form part of Canada's national identity.



The inuksuk [ɪˈnʊkʃʊk] is a man-made stone built by the Inuit. Historically, it may have been used for navigation. Varying in shape and size they have ancient roots in Inuit culture.



Carved out of red cedar and painted in bright colours, a totem pole is representative of Northwest Coast Indigenous Peoples and shows a nation's, family's or individual's history and rights to certain territories, songs, dances and other aspects of their culture.



Polar bears are both culturally and economically significant to the Inuit. From July to November hundreds of bears migrate through Churchill, Manitoba, earning it the nickname "The polar bear capital of the world."



The loon (rarapa) is the provincial bird of Ontario. It is synonymous with Canada's north and wilderness. The bird is depicted on the Canadian one-dollar coin, which is affectionately called the 'loonie'.



Pancakes served with maple syrup are an iconic Canadian food. Traditional Canadian pancakes are thick. Though they seem more like a dessert, they're often eaten as a breakfast meal.



The Beaver Tail is a thick piece of deep-fried dough, often covered with cinnamon and sugar or chocolate spread and banana slices. A popular treat at tourist-heavy areas, it became an iconic dish in 1981.

UNIT 6

Lesson 8, ex 3. a

Give students the cards. One student gets one card. Allow time to prepare and think what they can say about their biography. It's a good idea to give an example, so that students understand that they should use the Past Simple or Present Perfect and use 'I' pronoun.

Tell students that there's a "Your choice" card. If they get one they can choose the person from the lesson that they like more.

With weaker students you can give one card to two students and let them prepare for speaking in pairs.

Ask students to walk around the class and talk to each other. They should guess who each student is.

Louis B. Mayer	Marc Chagall	Harrison Ford
Isaac Asimov	Pavel Sukhoi	Your choice

UNIT 7

Lesson 2

Survey of the Leisure Time Activities of High School Students

Personal Information:

1. Name of School: _____
2. Current Grade Level: _____
3. Current Age: _____
4. Sex (*circle one*): male female
5. Number of people living in your house (*including yourself*): _____
6. Parents living with you (*including grandparents, other relatives*): _____

For the purposes of this survey, "leisure" or "free time" means any time you spend outside of school, excluding paid jobs and your normal sleep time.

1. In what leisure time activities do you currently participate? (*Please check all that apply*)

___ school sports ___ play video games ___ school clubs ___ watch television
___ church youth group ___ Boy Scouts ___ listen to music ___ martial arts
classes ___ Girl Scouts ___ play soccer ___ after school tutoring ___ summer
camp ___ play basketball ___ skateboarding ___ play tennis ___ roller skating
___ play golf ___ hanging out with friends ___ youth choir ___ music classes ___
talking on the phone ___ dance classes ___ play football ___ vacation travel with
family ___ go shopping ___ work on a hobby ___ go swimming ___ bowling ___
computer games or Internet ___ go fishing ___ reading
___ Other (*please list*) _____

2. What other leisure time activities, if available and affordable, would you like to participate in? (*Please check all that apply*)

☐ exercise, health, and nutrition classes ☐ dance classes ☐ hiking / backpacking / outdoors ☐ tubing, canoeing, kayaking, rafting ☐ music lessons ☐ martial arts classes ☐ dating and relationship classes ☐ Spanish classes ☐ environmental classes ☐ English classes ☐ community choir / chorus ☐ coping with problem relationships ☐ swimming lessons ☐ drama club or group ☐ handling peer pressure ☐ cycling club ☐ arts and crafts classes ☐ coping with teen depression ☐ tutoring ☐ drug awareness ☐ community service/volunteer work ☐ career planning ☐ anger management

3. Which of the following, if any, keeps you from participating in any of the activities listed above? (*Please check all that apply to you*)

☐ I can't get there / need transportation
☐ I can't afford the fees / costs too much
☐ Parents won't allow me to participate
☐ I have chores / responsibilities at home that I have to do before I can do anything else
☐ Other (*Please List*) _____

4. What other types of programs or services should be offered for middle school students? (*Please list*)

5. Whenever you have a problem or concern, to whom do you most often turn for help? (*Check only one*)

☐ Parents ☐ Friends ☐ Siblings ☐ Teacher/Counselor ☐ Church youth worker
☐ Other _____

We want to know what matters to you. Thank you for your time and honest answers, ideas, and suggestions!

Lesson 7

Student A: You dream about seeing England. You are going to a travel agent to find some information about educational tours.

Student B: You are a travel agent. Study the information on this card about an educational trip to England. Prepare to talk to your client. Invent any necessary details.

Literary England

Day 1, fly to West Country. Board a flight to England. Begin your exploration in England's West Country.

Day 2, Bath. Enjoy a full day in Jane Austen's elegant Georgian city of Bath, see the bubbling pools at the Roman baths for which the city received its name.

Day 3, Oxford. A walking tour of Oxford includes Christ Church College and the Bodleian Library. This evening, enjoy a performance by the resident Royal Shakespeare Company.

Day 4, Shakespeare country. Make your own input to prime time Shakespeare! Produce a prime time tv show for sixteenth-century England! Compare Shakespearian times to our own and see the bard's work in a new light. Continue to Shakespeare's hometown of Stratford-upon-Avon where you will visit the bard's birthplace and the cottage of his wife, Anne Hathaway.

Day 5, Brontë's parsonage. Visit the parsonage in the village of Haworth in York, once home to the Brontës.

Day 6, York. Join us for a walking tour of the medieval walled city of York, land of invading Vikings and Normans. Admire the magnificent York minster.

Day 7, London. A local guide brings you to the city's highlights: the neo-gothic Houses of Parliament, Westminster Abbey, St Paul's Cathedral, buzzing Trafalgar Square, and lively Piccadilly Circus. End the tour with the Changing of the Guard.

Day 8, Canterbury-Broadstairs. Take an excursion to historic Canterbury to see the cathedral where king Henry II had Thomas Becket murdered. Visit the Canterbury Tales Museum. Next, venture to Broadstairs for a visit to the Dickens House Museum.

Day 9, Return journey to Belarus or opt to extend your stay with extra days in London.

Customise this tour by adding:

- Farewell Dinner in London – 50\$
- Extra days in London – 219\$
- London Theater Performance – 89\$

What's Included:

1. A daily program, Tour Director led, of interactive learning experiences and educational activities. Local guide-led explorations of historic sites and city high-lights described in the itinerary.
2. Travel Insurance, Medical Insurance
3. Transportation
 - *Round trip airfare, any other form of transportation described in the itinerary*
4. Hotel Accommodations & Meals
 - *Centrally located 3 and 4-star hotels for 7 nights*
 - *Daily breakfast to start the day energised and ready to go, appetising, authentic dinner daily*

Student A: You are a travel agent. Study the information on this card about an educational trip to Australia. Prepare to talk to your client. Invent any necessary details.

Student B: You are interested in Geography and marine biology. Your dream is to see Australia and learn about the Aboriginal traditions. You are going to a travel agent to find some information about educational tours to Australia.

Prepare your questions before you go.

Pacific destinations

Day 1-2, fly to Australia. Cross the international date line en route to your Pacific destination. Arrive in Cairns on day 2, meet your tour director, and begin exploring.

Day 3, Great Barrier Reef. Explore the unique wilderness of the exotic reef with a marine biologist. After lunch, snorkel or ride in a coral viewer. Lunch is included instead of dinner.

Day 4, Alice Springs. Watch the landscape change beneath you as you journey into the “red centre” of Australia.

Day 5, Ayers Rock. Join your guide on a visit to breathtaking Uluru (Ayers rock). At over 1200 feet high and 2 miles long, this natural wonder is the world’s largest monolith and one of the most important aboriginal cultural sites in all of Australia. Continue to the Uluru-Kata Tjuta National Park. In aboriginal tales, this harsh environment comes to life through the native tales of your local aboriginal guide.

Day 6, Ayers Rock-Sydney. Leave the desert behind and fly to Sydney, Australia’s largest and most cosmopolitan city and where the 2000 summer Olympics were held. Begin to explore the “Harbour City” with your tour director.

Day 7, Sydney. With a local guide, visit the historical rocks area. In the afternoon, tour the Sydney opera house, described as the eighth wonder of the world. See St Mary’s Cathedral, Parliament House, Darling Harbour, and Chinatown. Continue through Kings Cross, Rushcutters Bay, Double Bay, and Watsons Bay before stopping at the world-famous Bondi Beach. This afternoon, relax on a Sydney harbour cruise.

Day 8, Sydney. Opt to participate in boomerangs and barbie! Experience Australia’s best traditions, from sheep shearing to boomerang throwing, to an authentic lunch on the “Barbie” (which is included today instead of dinner).

Day 9, return to Belarus.

What's Included:

1. A daily program of Tour Director led, interactive learning experiences and these activities: Aboriginal Tales, Boomerangs and Barbie!
2. Travel Insurance, Traveler Assistance, Medical Insurance
3. Transportation:
 - *Round trip airfare, any other form of transportation described in the itinerary, air-conditioned tour buses*
4. Full time, bilingual, NETC Tour Director who is trained in experiential education. Local guide-led explorations of historic sites and city high-lights described in the itinerary
5. Hotel Accommodations & Meals
 - *Centrally located 3 and 4-star hotels for 7 nights*
 - *Daily breakfast to start the day energised and ready to go, appetising, authentic dinner daily*
7. Free international cell phone to use on tour
8. The support of NETC's dedicated Flight Assistance Team to help you with any flight-related problems when travelling.

UNIT 8

Lesson 4, ex. 4

Student A

1. Take turns asking the questions on the card and giving the three possible answers.

2. Tick the questions the other two students get correct. The correct answers are given in bold.

	B	C
1. When was the Kalyadny Tsars in Semezheva added to the UNESCO List? a) 2008 b) 2009 c) 2010		
2. When was the rite Kalyadny Tsars forbidden? a) in the early 1940s b) in the middle 1960s c) in the late 1950s		
3. When was the Budslau Fest added to the UNESCO List? a) 2008 b) 2015 c) 2018		
4. When is the icon of our Lady honoured? a) 2 June b) 2 July c) 22 July		

Student B

1. Take turns asking the questions on the card and giving the three possible answers.

2. Tick the questions the other two students get correct. The correct answers are given in bold.

	A	C
1. What list is the greeting rite Kalyadny Tsars included on/in? a) representative b) safeguarding c) best practices		
2. When was the rite Kalyadny Tsars revived? a) 1985 b) 2000 c) 1996		
3. What list is the Budslay Fest included in? a) representative b) safeguarding c) best practices		
4. When did the first official pilgrimage take place in contemporary Belarus? a) in 1990 b) in 2000 c) in 1992		

Student C

1. Take turns asking the questions on the card and giving the three possible answers.

2. Tick the questions the other two students get correct. The correct answers are given in bold.

	A	B
1. What time does the greeting rite Kalyadny Tsars date back to? a) 18th century b) 19 th century c) 16 th century		
2. When is the rite Kalyadny Tsars performed? a) 27–28 December b) 13–14 January c) 8–9 January		
3. How long have pilgrims been coming to Budslav? a) since the 17th century b) since the 16 th century c) since the 18 th century		
4. How can't people go on a pilgrimage to Budslav? a) on foot b) by bike c) by train		

Lesson 5, ex. 4. b

Card 1

Write a news item (about 110 words) including all the bits of information given in the table.

what?	where?	when?
the photo exhibition "Belarus: Beautiful Moments" / 20 works by famous Belarusian photographers	the Museum of Independence in Warsaw	2–22 July
who?	why?/ what for	
prepared: the National Library of Belarus and the TV Channel "Belarus 24" / organised: the Belarusian embassy in Poland	the celebration of Independence Day and 75 th anniversary of the victory in the Great Patriotic War	

Card 2

Write a news item (about 110 words) including all the bits of information given in the table.

what?	where?	when?
a European tour of the Belarusian State Dance Company "Khoroshki": the programme "The Call of Our Ancestors", charity concerts	Ukraine, Poland, France, Germany, the Czech Republic, Serbia, Slovenia, Hungary and Slovakia	22 June – 12 July
who?	why?/ what for	
the Ministry of Culture, the Ministry of Foreign Affairs with the support of Belarusian embassies	to showcase achievements of contemporary Belarusian culture and ancient traditions / to establish contacts	

Card 3

Write a news item (about 110 words) including all the bits of information given in the table.

what?	where?	when?
Days of Belarusian Culture : Irina Dorofeeva and her Theatre of the Song, the photo exhibition "Won Together"	Tokyo, Sendai (a twin city of Minsk), Shiroishi and Matsushima	18–21 April
who?	why?/ what for	
the Ministry of Culture and the Belarusian embassy in Tokyo	to popularise Belarusian culture, to improve the country's image, to acquaint the Japanese audience with Belarusian performing arts	

Card 4

Write a news item (about 110 words) including all the bits of information given in the table.

what?	where?	when?
a tour of an exhibition of traditional Belarusian women's costumes and rushniks / old Belarusian music performed on the duda	the capital, England and Wales	March – April – May
who?	why? / what for	
prepared: the traditional Belarusian History Museum organised: the Belarusian embassy in London, the Ministry of Culture and the National Academy of Sciences	to attract attention to Belarusian culture, art and history	

ADDITIONAL TEXTS

Culinary Summer Camp: Running Springs, California 92382

Become the next top chef on the cooking scene! At Pali's Culinary Institute, our executive chef and culinary experts will inspire your imagination and encourage your creativity as you create tasty delights and extraordinary dishes representing the finest cuisine from around the world!

From appetisers to soups and salads, from entrees to desserts, you will learn the skills and secrets passed down from generation to generation by top chefs across the globe. You will prepare unbelievable meals, including Polynesian meatballs, panko-crusted vegetables with teriyaki dipping sauce, five-cheese corn quesadilla, and chocolate fondue with a variety of dippers, cakes, and fruits!

Each day at the Culinary Institute has a theme, including Southern Buffet, Mediterranean Nights, Mexican Fiesta, Sports Party Madness, Chinese Banquet, Thanksgiving Dinner and Classic Sunday Brunch. During the Football and Sports theme, for example, you'll learn how to make chicken wings, BBQ ribs, tri-tip, and an array of appetisers culminating in the Super Bowl Madness Party.

Through the themes, you will master a variety of cooking styles and techniques, all leading up to a magnificent "Iron Chef" style cooking challenge where campers will be in teams to create dishes using the secret ingredient. Bon appetit!

Royal Academy of Dance New Zealand

International Summer School and Performance Course will be held from Monday 9 to Saturday 21 June at Te Whaea, 11 Hutchison Road, Wellington.

There will be: a 2-week Performance Course for Vocational students who are 12 years and older and are at Intermediate Foundation level to participate in stimulating, enjoyable and worthwhile classes including Classical, Contemporary, Repertoire and Jazz a 1-week Teachers' Course with a range of stimulating workshops to be held the first week (9-14 June).

This is a great opportunity to work with a prestigious team of tutors including former ballet mistress of the Vienna Festival Ballet, Justine Berry who now teaches at the Rambert School of Contemporary Dance as well as at the RAD School of Dance; Lynn Wallis, Artistic Director of the Royal Academy of Dance; and Darren Parrish, former Soloist and Senior Artist with many international renowned dance companies.

Vocational level students attend a 2-week Performance Course of Classical Ballet, Repertoire, Contemporary, Musical Theatre and Jazz classes which culminates in two wonderful performances. Grades level students attend a 1-week course of Classical Ballet, Musical Theatre and Jazz classes, and enjoy Mime and Mask; Circus and Percussion workshops as well as a trip to visit the St James Theatre and Royal NZ Ballet.

Comments from Summer School participants:

I liked the circus skills best and percussion and makeup and mime, and musical theatre and jazz and ballet! In fact, I loved it all. Highlights were climbing

the tissue in the circus and the trapeze. Doing jazz for the first time. Can't wait for the next one. Sophie Arbuckle

The two weeks I spent in Wellington with the RAD were possibly the best two weeks of my life! The highlight for me was definitely the two performances. We had so much fun dancing in the best show in Wellington! I gained more than just knowledge from the Summer School. I gained experience, confidence and friends. I really enjoyed making new friends and sharing their passion for dancing. I can't wait until the next time the Summer School comes to New Zealand! Julia Robinson

Baltic international summer school

3 courses devoted to tourism and environment

From July 25 to August 14, the main building of Vidzeme University of Applied Sciences in Valmiera will be busy again as for the 13th time in row Baltic International Summer School (BISS) will welcome participants from all over the world in three courses. This year the summer school will deal with nature protection, tourism in Baltic countries, and environmental awareness.

The summer school will start with a programme for secondary school students on 25–28 July. Already for 2nd year, the secondary school students will have a possibility to work together with a team of researchers from the USA, the University of Memphis, who will involve school students in the project dealing with mapping giant hogweed, an invasive and poisonous weed, using GIS (geographic information systems).

From 31 July to 14 August, BISS will host two courses. The summer school “Learn and Experience Baltics: Nature, Culture and Spa Tourism” is organised in close cooperation with Parnu College of the University of Tartu and will give its participants a possibility to experience two Baltic countries – Latvia and Estonia – from various angles and variety of tourism products. The summer school will offer a number of exciting field trips and case studies along with lectures and workshops by professionals in the tourism field. Traditionally a busy cultural and social programme will also be offered to complement the participants' experience of Baltics.

The “Environment Awareness. Communication. Interpretation.” course will take place in Valmiera already for the 2nd time. Students and teachers from different countries will participate and share their interpretations of the environment, together with looking for better ways to communicate the important messages of nature protection.

- Experience 2 countries and 3 different local cultures and languages
- Learn while hiking in the middle of wild nature
- Have lectures and workshops in real spas enjoying spa treatments
- Enjoy campfire night in the middle of the untouched bog
- Visit the scenic Gauja National Park and landscapes of The Baltic Sea coast
- Dance and sing with locals on a tiny island of Kihnu with UNESCO protected authentic culture
- Get smarter about ecotourism business development, spirit of a place, quality of spa services, wellness philosophy, communication of tourism businesses

International Summer School of Belarusian Studies, Hajnówka, Poland

The Center for Belarusian Studies at Southwestern College (Winfield, KS) invites young people from all over the world to participate in its second International Summer School of Belarusian Studies from 7 July to 6 August. The program, co-sponsored by the Poland-based Belarusian Historical Society, will be held at the Belarusian Cultural Center and Belarusian Lyceum in the town of Hajnówka in the Podlasie region of northeastern Poland, an area of great natural beauty and home to Poland's ethnic Belarusian minority – an ideal setting for the study of the Belarusian language, history and culture.

Coursework will include intensive Belarusian language instruction (beginning and intermediate levels and individual advanced-level tutorials) and lectures in English and Belarusian on Belarusian history, literature and the arts, contemporary politics and society.

The Summer School faculty will include instructors from Bialystok University and the Belarusian Lyceum in Hajnówka, as well as visiting instructors from a number of Belarusian universities. Additional guest lectures on Belarusian history, politics and culture will be given by visiting researchers from Europe and North America.

Accommodations:

Participants will have a choice of hotel accommodations at the Belarusian Cultural Centre or homestays with Belarusian-speaking families in Hajnówka.

Cultural program:

Coursework will be supplemented by a rich and diverse cultural program, including visits to Belarusian minority cultural organisations and media outlets, meetings with Belarusian writers and artists, films, concerts, and excursions to important sites related to Belarusian culture and the other cultures of the Podlasie region: the city of Bialystok, the recently restored Orthodox monastery and Museum of Icons in Suprasl, the Bialowieza National Park (the largest and ecologically most diverse remnant of the primeval forests of the Northern European plain), the Holy Mountain of Grabarka (the most important Eastern Orthodox pilgrimage site in Poland), and other historical sites. In mid-July, students will also have the opportunity to attend Basovishcha, the annual festival of Belarusian rock music organised by the Belarusian Students' Association in the town of Gródek (Haradok) east of Bialystok.

The International Mathematical Summer School for Students

2–12 July, Jacobs University, Bremen

Hosted by Jacobs University in the Northern German city of Bremen, the school offers 10 days of intense learning and interaction with some of the world's leading mathematicians.

- For talented students in their last two years of high school or in their first two years at university.

- Open to international students from all countries.
- The language of the school is English.
- The program features plenary talks and mini-courses by leading international mathematicians.
- Students and instructors live on the park-like campus with ample opportunities for informal interaction.

This summer school is an introduction to top-level mathematical research topics for highly selected international students at the age of transition between high school and university. Presentations and mini-courses will be given by international leading university mathematicians.

The summer school combines the best features from several successful international activities for talented students, such as the Russian-language summer school “Sovremennaya Matematika” (Contemporary mathematics) in Dubna near Moscow, the MASS research semesters program at Penn State University/USA, and the 50th-anniversary celebration of the International Mathematical Olympiad in Bremen/Germany. Key organisers of all these activities are among the initiators of our school.

We are very happy that some of the most prominent and exciting international research mathematicians have agreed to joining the Scientific Committee and coming to Bremen as lecturers.

The scientific age of the contestants should be so that they are in their last years of high school, or in their first two years of university. Of course, this means different things, in terms of preparation, for different countries. In particular, participants should have working knowledge in basic calculus, and they should not yet have specialised in any particular area of mathematics.

We are committed to admitting talented students with diverse backgrounds.

Music courses for all ages and abilities

21 July – 25 August

Dartington International Summer School takes place at the heart of the idyllic Dartington Hall estate in South Devon. For five weeks every summer, the estate welcomes a vibrant community of musicians and music-lovers drawn from all corners of the globe.

DISS offers a wide range of courses, embracing a huge range of instruments, genres and periods. We also present a rich and varied programme of performances and lectures. Dartington welcomes everyone who wants to enjoy music, from conservatoire students and professionals to enthusiastic amateurs and late starters. All meet in one place to experience Dartington’s particular blend of musical alchemy.

Is it for me?

Most courses require at least a basic knowledge of music. Some courses may introduce you to a new musical genre which you perhaps haven’t so far experienced. Our dance classes are suitable for non-musicians, and these are marked with a + in the brochure. Other courses are more specialised and are aimed at music students and emerging professionals – marked with *. Everything

is open to observers, and everyone, however experienced, learns from others. Dartington welcomes musicians of all ages, although people under 16 must be accompanied by an adult or be part of an accredited group.

How long can I stay for? Attendance at Summer School is for a week at a time – arriving on Saturday afternoon and departing the following Saturday morning. Prices are quoted per week, and you can stay for as many weeks as you want.

What's included in the cost? Full board accommodation, courses and tuition, performances and lectures

How do the courses work? Participants choose their courses when they book. You can work intensively at your specialism, or you can try a few different things and perhaps discover a passion for something entirely new.

There are two or three concerts a day, given by the artists and tutors resident at Summer School. Some performances involve participants as well. Many courses offer the opportunity to perform informally at the end of the week. We will also be introducing a series of regular lectures and illustrated talks.

Facilities: There are various facilities available including practice rooms, a music library, computer rooms, a bar, wi-fi areas, café, cinema and an outdoor swimming pool and private Alexander Technique lessons.

Study Swedish in Uppsala, Sweden and meet the world

Uppsala International Summer Session organises summer courses in the Swedish language. Since 1963 thousands of students have attended our courses. Their reasons and backgrounds vary, but after attending UISS they have at least one thing in common: a better knowledge of the language and a deeper understanding of the Swedish culture.

UISS offers language courses at every level, from absolute beginner to very advanced. Furthermore, we offer cultural and other studies in which we introduce you to Sweden and the Swedish culture, society and history.

Besides learning the language you have an opportunity to get acquainted with various aspects of Swedish history, culture and society in our afternoon classes.

When learning a language it is equally important to learn about the culture, the history and the society in which the language is embedded. In the UISS programme, we offer a lot of extra-curricular activities during the week in order to acquaint our students with Swedish customs and traditions, the Swedish culture and society. Also, excursions to various parts of the country on Fridays are an integral part of the course and allow students to experience the diversity of cultures, traditions and landscapes within Sweden. Last but not least we arrange longer trips to Finland, Lapland and Värmland for a reasonable extra fee.

5 reasons to study at UISS:

- Our teachers are all specially trained to teach Swedish as a foreign language. Many of our staff have been or are lecturers at Swedish universities or universities abroad.
- Our regular excursions and activities allow our students to visit sites around Sweden and to experience Swedish culture, history, and society first hand.

Additionally, evening activities include sports, films, entertainment, lectures and intercultural gatherings.

- We have an enthusiastic and dynamic staff. We take a personal interest in every student. We like to get to know our students and strive to be very helpful.
- Uppsala is Sweden's oldest university town and a wonderful city. The student atmosphere and facilities contribute to the quality of the program. Uppsala is only 45 minutes away from Stockholm, and 25 minutes from Arlanda Airport. And it's very close to Lake Mälaren which is wonderful for swimming, canoeing etc.
- UISS is a flexible program, offering a variety of courses. This flexibility to adapt to your schedule is unmatched by other programs. You can study with us from the middle of June until the middle of August for 2, 4, 6 or 8 weeks.

Welcome to the Global Politics Summer School China!

As new participants rise and the geography of global political changes, academic exchange between Europe and other countries on the subject of International Relations is becoming ever more important. The Center for Global Politics (CGP) therefore offers students the opportunity to learn more about global politics and its recent developments by joining the Global Politics Summer School China in Shanghai. With its core objective of presenting and discussing new approaches in global politics, the summer school programme goes above and beyond the traditional methods and perspectives usually encompassed in an international relations curriculum. Additionally, state-of-the-art teaching and learning methods, ranging from interactive working groups to simulation games, are employed by the summer school to make the studying process more fun.

A strong focus on student activities adds to the establishment of a close student community that continues to be active for years after graduation from the summer school.

The Global Politics Summer School China will take place from 14 August to 26 August, at Fudan University in Shanghai.

In eight courses, the programme will address different aspects of current global transformation processes and discuss side effects for decision-makers. The summer school will cover different theoretical concepts, participants, and crucial policy fields such as Environmental Policy, Urban Policy and Security Policy.

Two of the eight courses are practice-oriented, involving innovative teaching methods such as role-plays and simulation games. These modules emphasise the importance of discussion and collaboration among the participants.

In addition, a rich and varied extracurricular program includes excursions into Shanghai region, a guided historical tour of the city, and visits to the local sights.

Academy of the Science of Acting and Directing International Summer School

Welcome to study at the Academy of the Science of Acting and Directing, a leading drama training establishment with an international profile based in London. The Academy offers well-suited part- and full-time courses for both beginners and established actors & directors, designed for theatre, film, television & radio.

The Academy of the Science of Acting and Directing teaches the “Science of Acting”, which is a technique described in the Stanislavski Method, but later developed much further, so as to fill in the gaps left by Stanislavski’s work.

The Academy believes that to act and direct well you need the knowledge of how to do it – this will give you peace of mind and leave you with more time for perfecting your skill. The finished quality of the art will depend on what you do with this knowledge and on your understanding of life and culture.

The two-week course, which is held over July and August, is the perfect opportunity to find out what acting and directing training is all about. As well as having a lot of fun on the course you will be taught the key subjects of drama school education and be given the opportunity to go on a trip to the theatre. In addition to the Science of Acting you will be taught Stage Combat, Dance, Voice and Acrobatics.

Classes are held Monday to Friday from 10.00 am to 5.30 pm.

This summer we are also happy to offer an exciting one-week intensive course covering the whole process of acting for the camera. Starting with your first audition all the way through to challenging scenes and green screen acting. An introduction to The Science of Acting technique will also be part of the course allowing you to improve your skills – or learn a new and successful acting technique. Each graduate of the course will receive a broadcast quality DVD of their work.

Russian State University of Cinematography

S. Gerasimov Russian State University of Cinematography are pleased to announce that the 5th VGIK International Summer School will take place from July 13 till 30 at Kazan City, Republic of Tatarstan, Russia.

This year the Summer School will be held in one the most ancient cities of Russia – Kazan City (Republic of Tatarstan, Russian Federation), which is on the UNESCO World Heritage Cities list.

We invite the students of the Film Direction, Cinematography, Film Production Departments of film schools as well as high school students interested in cinematography.

Please submit your application, electronic photo, trailer of the film shot during studies at their schools (documentary or feature) or link of the home-made video by 20 May.

We also ask for synopsis or notes explaining the desire or the vision of the story to be shot in Kazan.

The Russian State University of Cinematography (VGIK) is the world's oldest film school founded in 1919 by Lev Kuleshov and Vladimir Gardin, outstanding Russian filmmakers. Among of VGIK's alumni are such famous people as A. Tarkovsky, V. Shukshin, O. Ioseliani, A. Konchalovsky, N. Mikhalkov, V. Abdrashitov.

VGIK, the world's first film school, is an international educational institution both historically and traditionally. Over 3000 specialists from the CIS countries and 1300 ones from 75 foreign countries have been trained within the years of its existence.

Well-known people from the international film industry, theatre and television are, in their turn, invited to VGIK for meetings with the students and giving master-classes. Such outstanding figures as Tonino Guerra (Italy), Krzysztof Zanussi, Andrzej Wajda (Poland), Henri Alekan (France), Jack Valenti (USA) + (Korea) were granted the degree of "Doctor Honoris Causa" for their impact on world culture and help and support to young filmmakers.

VGIK closely cooperates with many international film festivals presenting best student films, retrospectives, art exhibitions. The works of our students have won first prizes in Oberhausen, Berlin, Cannes, Locarno, Rimini, etc. and a few have been nominated for Student Oscars.