



ENGLISH

Student's Book 2

8

SPEAKING ABOUT TRADITIONS

1. What do you think of the **tradition** (*custom / ceremony / festival / contest / community event / superstition*)? – I find it **very** (*pretty / quite / a bit*) **interesting** (*amazing / fascinating / ridiculous / silly / old-fashioned / unusual*).

What **custom** (*tradition / festival / championship / community event*) would you like **to see with your own eyes** (*to introduce in your family / to take part in / to break with*)?

2. What **traditions** (*seasonal customs and traditions / superstitions*) do you keep (*observe / have*)? – We **always** (*often / sometimes / never*) **take down the decorations on 5 January** (*play tricks on each other / organise a surprise party on ... / blow out the candles / give symbolic presents / take part in ... / touch wood*).

Traditionally (*Tradition requires that*), we ...

3. What was the highlight of the **celebration** (*ceremony / festival / contest*)? – It was **burning the clocks** (*giving out ... / taking part in ... / congratulating ... / the bonfire / the fireworks display / the parade*).

4. What do you know about the origin of the **community event** (*custom / tradition / superstition*)? – It **dates back to ...** (*has been going on for ... / has been on the calendar for ... / was born in ... / was started by ... / was introduced ... / was created ... / was established ... / is a recent addition / is unknown how it started*).

Its **origin is** (*roots are*) **unclear** (*unknown*).

5. Why do people ...? – **Just in case** (*just for fun / for good luck / to make sure that ...*)

It's a good excuse **to dress up as ...** (*to wear fancy dress / to make the most of the special occasion / to take part in ... / to see ... with your own eyes*)

6. Are you **superstitious** (a good sport for the joke / on cloud nine)? – I (don't) believe (think) I am. / I (don't) take it (joking / practical jokes / superstitions) (very) seriously.



BUYING SOUVENIRS

I think you should buy ... Why don't you buy ...?
How / What about buying ... ?

It's quite cheap. It's made of linen / clay / straw / wood / iron / glass / crystal.

It's a bit expensive because it's hand made.

It's rather useful.

It's a great keepsake / home accessory / souvenir for your ...

You can put / hang / wear / use it ... It won't take much space in your suitcase.

You should put it in your hand luggage as it is fragile.

That's a good idea! It's so cute / lovely / nice! I like it.

How much is it? Can I pay in cash or by credit card?
I'll take ...



EXPRESSING LIKES AND DISLIKES

My tastes in books are varied / not particularly varied.

I like / enjoy / dislike / hate / can't stand / don't mind *reading* ...

I'm really into/crazy about / interested in *reading* ...

I don't see the point in *reading* ...

These books are humorous / mysterious / enjoyable / predictable / mind-numbing / realistic / motivating / boring / amusing / real page-turners.

I can / can't usually relate to the characters because they are realistic / unrealistic / boring / predictable / etc.

Such books keep you in suspense / get you thinking about / make you feel amused / provide valuable lessons in life / teach you about the lessons of the past / expand your vocabulary / broaden your horizons / help you discover better ways of doing things/develop critical thinking skills / etc.



INVITATION TO THE CINEMA

What's on at the Odeon?

That sounds fun!

That should be fun to watch.

When is it on?

There is a showing at a just after three

Shall we meet at quarter to three, then? To have time to grab some popcorn.

INVITATION TO A MUSIC EVENT

– I'm just giving you a ring to ask if you want to go to ...?

– Why not? What is on these days?

– Have you heard about ...?

– Of course yes. / Not sure. / Let me think. Can you **tell me** all the details? What is the venue/date? What time does it start? What programme / album / show is going to be performed?

– It will be held in ... It starts around ... They are giving a one-off live gig this season, so we shouldn't miss the chance to attend it!

– Can't wait to get positive vibes from a live performance!

– **Neither can I.**

– Call me back as soon as you make up your mind / buy the tickets.

– I will.



Английский язык

Англійская мова

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

(повышенный уровень)

С электронным приложением

В 2 частях

Часть 2

*Допущено Министерством образования
Республики Беларусь*

МИНСК



«ВЫШЭЙШАЯ ШКОЛА»

2020

Правообладатель Вышэйшая школа

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Условные обозначения / Умоўныя абазначэнні



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Listen



Moving activity



Grammar



Board game

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5 unit

BRITISH CUSTOMS AND TRADITIONS

LESSON 1. The twelve days of Christmas

Communicative area: speaking about how you spent Christmas holidays

Active vocabulary: to take down, by, by the time

Active grammar: Past Perfect

1. a. Look through the questions in ex. 1b. Find the expression to illustrate the picture.



b. Discuss the questions.

1. Are you happy to be back at school? 2. Did you have good holidays? 3. Did you make any New Year's Resolutions? 4. What interesting activities did you take part in? 5. Was taking down the Christmas decorations as much fun as putting them up? 6. What seasonal customs and traditions did you observe during your holidays?

2. a. Read an entry from Kate's diary. How does she feel? Why?

5 January. The presents have been opened, the puddings eaten and lots of carols sung. Christmas and New Year's Day have been and gone. People are back at work or school. And the Christmas tree in the corner of the room looks a bit sad: there are more needles on the floor and that traditional Christmas smell has almost disappeared. So it's time to bin the tree and vacuum those needles. When Granny calls in the evening, she won't have to worry that we haven't taken down the decorations yet. She is sure it is bad luck to do it a day sooner or later.

Children are traditionally told that you can't take down your decorations before 5 January because the Three Wise Men won't be able to find their way. I remember I read a children's book some time ago. It says that if you didn't take the Christmas decorations down on the Twelfth Night, you must then leave them up until Candlemas Day¹. If after that date a berry or a leaf is left, "the goblins can get through the keyhole and spill the milk, break the china and let rats and mice into the house"!!! It's a pity that while in Britain we rush (*торопимся* / *спяшаемся*) to take the decorations down, in mainland Europe families are celebrating by taking the day off and exchanging presents.

b. Read again. Answer the questions.

1. When is Twelfth Night?
2. Has Kate taken down the Christmas decorations yet?
3. What does Kate have to do on 5 January? Why?
4. Is the same custom observed in your family?
5. What other customs does Kate mention?

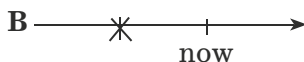
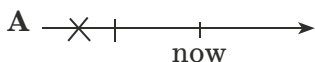
¹ **Candlemas Day** – Сретение / Грамніцы

3. a.  Read the sentences below. Answer the questions about them. Match the sentences to the schemes.

1. Which of the sentences describes the situation in ex. 2a?
2. Which of the prepositions shows that the event happened not later than the stated time?
3. What tense forms are used in each sentence?



1. Kate took down the Christmas decorations **on** 6 January.
2. Kate had taken down the Christmas decorations **by** 6 January.



b. Complete the rules with the following: **Past Perfect, Past Simple, V₂, had + V₃.**



We use ... (...) to talk about actions and events that happened at a definite time in the past.

We use ... (...) to talk about an event that was over before a specific time or another action in the past.

4.   Moving activity “By the last day of Christmas ...”.

5. a. Look at the questions below. How are they formed? Give short answers to the questions. What should be done to make negative sentences?

1. Had Kate taken down the Christmas decorations by 5 January?

2. Had the Christmas tree lost most of its needles by the time Kate started tidying up?

b. Give full answers to the questions.

1. Had the Three Wise Men visited baby Jesus by 5 January?

2. Had you taken down the Christmas decorations by 6 January?

3. Had the Christmas tree smell disappeared by that time?
4. Had Kate's classes begun by 6 January?
5. Had your school term started by 6 January?
6. Had you taken down the decorations by the time you returned to school?
7. Whom had you visited by the end of your winter holidays?
8. What new things had you tried by the end of the twelve Christmas days?

6. a.  **Write 3 sentences about what you did during the twelve days of Christmas.**

b. **Work in pairs. In turn, comment on your partner's statement with a boasting one.**

Example: – I saw a new film on 3 January.

– So what? By that time I had already seen that film.

c. **Which of your comments are really true for you?**

LESSON 2. Tricks and fun, April Fool's has begun

Communicative area: speaking about April Fool's Day customs and tricks

Active vocabulary: to play a trick on, to fall for, to watch out, a practical joke, a good sport, a prankster, fake

Active grammar: Past Perfect and Past Simple

1. a. **What do you know about April Fool's Day?**



b. Read some facts about the popular holiday. Have you learned anything new?



If a person **falls for** the trick, then they are called an “April Fool”. Some people are not **a good sport** for the joke and get annoyed. April Fool’s Day finishes at midday in Britain. No more jokes after lunchtime, please! It’s bad luck. Anyone who forgets this and tries a joke in the afternoon becomes an “April Fool” themselves.

No one really knows when and where the tradition began. Some historians say that **practical jokes** were played in the Ancient Roman times. In Britain, April Fool’s traditions had become well kept by the end of the 17th century.

In 1698 a **prankster** invited Londoners to the ceremony of Washing the Lions at the Tower of London. Of course it was a **fake** event and the people who had fallen for the trick went home disappointed. However, the joke worked so well that they kept repeating it for about two centuries and even printed up tickets for the ceremony. Some of them are kept in the collections of the British Museum and the Tower.

The style of April Fool’s Day tricks and jokes has changed over the years. In the 19th century newspapers rarely **played tricks on** their readers on 1 April. It was only during the 20th century that newspapers, radio and TV stations, and websites started using the date to let their imagination run wild to fool the public with fake stories. By the 1990s a new custom had been born: making special fake ads for 1 April. The world enthusiastically celebrates April Fool’s Day. So **watch out** or you will fall for their practical jokes!

c. Match the words in bold to their definitions:

1. a trick that surprises someone and makes them look silly;
2. to make something to somebody which makes people laugh;
3. to be tricked into believing something that is not true;
4. false, not true or real;
5. to be careful;

6. someone who doesn't get angry when they lose or people play a joke on them;
7. a person who is fond of playing tricks.

d. Are the statements true or false? Correct the false ones.

1. In Britain, an April Fool is a person who is not a good sport for the joke. 2. The tradition of playing practical jokes was born at the end of the 17th century in Britain. 3. By the beginning of the 20th century, several generations of people had fallen for the "washing the lions" trick. 4. Nowadays only individuals play tricks on each other on April Fool's Day. 5. People have to watch out on 1 April if they don't want to become April Fools.

2. a. Complete the questions with the words in bold from ex. 1b.

1. Did you mark 1 April with ... last year? 2. Did you ... on your friends? Was your trick a success? Was the person a ... for the joke? 3. Did you have to ... not to be fooled at home or at school? 4. Did you ... anyone's joke? What was it? Were you a ... for the joke? 5. Who was the big ... in your family? 6. Did you read, hear, or watch any ... stories on that day?

b. Discuss the questions with your partner. Do you have much in common?

3. Moving activity "Snowball fight".

4. a. Read the beginning of the story. How did it end?

It was the early morning of 1 April, 1989. Thousands of motorists who were driving on the highway outside London saw a huge UFO in the sky. It was going down on their city. Shocked drivers stopped to take pictures of the UFO and some local people informed the police. The police arrived and at once surrounded the UFO that had already landed in a field.



b.  Listen to the ending. Has anyone guessed correctly? What do you think of the practical joke?

5. a.  Look at the highlighted sentence. In what order did the three events take place? Number them.

the police arrived (...) – the police surrounded (...) – the UFO had landed (...)

b. Complete the rules with the names of suitable tense forms.



We use ... for a chain of actions and events that happened one after another in chronological order.

We use ... to name the earlier past actions and events when they are given out of order.

c. Number the events in the order they happened. Complete the sentences with the verbs in brackets in Past Simple or Past Perfect.

1. As the UFO's door (open) and a small figure (appear), the police (get) frightened.

2. It (turn) out that Branson (secretly / build) the hot-air-balloon.

3. He (be) sorry that the poor weather conditions (spoil) his original plan.

4. At first, the police (not see) the funny side and (want) to punish the prankster but then they (join) in the laughter.

6. a.  Get a card (photocopiable.pdf) with a story from your teacher. Put the verbs in the story in the Past Simple or Past Perfect tense.

b. Walk around the class and tell your story to the others. How many classmates have guessed if the story is fake or true?

LESSON 3. The birthday is around the corner

Communicative area: discussing birthdays and birthday customs and traditions

Active vocabulary: a highlight, to be on cloud nine, to congratulate on, to overshadow, for luck, actual

1. Discuss the questions.

1. What birthday customs and traditions do you know?
2. Which of them do you observe in your family?
3. What can you do to make a birthday celebration a memorable event?

2. a. Work in pairs. Do the quiz.

1. Birthday cakes became part of birthday celebrations in Britain in the ... century.

a) 17th; b) 18th; c) 19th.

2. Fairy bread is popular in

a) Australia and New Zealand;

b) the US and Canada;

c) the UK and Ireland.

3. In ... they cover the nose of the birthday person with butter.

a) the UK; b) Canada; c) New Zealand.

4. British teenagers are given a symbolic key for their ... birthday.

a) 16th; b) 18th; c) 21st.

5. Traditionally people get ... from the Queen when they are 100.

a) a medal; b) a symbolic present; c) a birthday card.

6. In the US half birthday is popular with children born

a) in summer;

b) in autumn;

c) in winter.



b. Read the information about birthday traditions in English-speaking countries and check your guesses. How much have you guessed correctly?

There is so much to love about this day. Candles, lights, balloons, birthday presents, and wishes from your near and dear ones make you feel **on cloud nine**.

Of course, the **highlight** of all the celebration is a birthday cake! Birthday cakes as we know them now arrived in the 17th century, but then they were only for the rich. Britain introduced them as part of birthday celebrations in the middle of the 19th century. Soon after that, the candles on the cake were added. In Australia and New Zealand, instead of the big classic birthday cake, you are more likely to see “fairy bread”: sliced white bread spread with butter and covered with hundreds of colourful sugar candy sprinkles. In addition to this simple dessert, birthdays “Down Under” are often celebrated with a barbecue in the garden!

In Ireland and the UK, you might want to watch out on your birthday! To **congratulate** you on the occasion, your friends give you the “bumps”: they lift you in the air by your hands and feet and raise you up and down, one time for each year and then one **for luck**. Canada has an unusual custom the origin of which is unknown. They say that on your birthday it’s very important to make you too slippery (*скользким / слизким*) for any bad luck to get hold of you. That’s why your nose should be covered with... butter for luck.

Landmark birthdays give people a good excuse to make the most of the special occasion. A sweet 16th birthday party is mainly marked in the US and Canada. Its aim is to celebrate entering a different stage of a person’s life. In the UK, Australia, and New Zealand, a teenager’s 18th birthday celebration is more important. They are presented with a key (a real one or a birthday card with a key painted there) to open new doors. At 21, the birthday boy or girl traditionally gets a copy of the newspaper for the day they were born. Get to 100 and you even receive a birthday card from the Queen!

Birthdays are too fun to only celebrate once a year, so why not mark a second time – on your half birthday, the day that falls exactly six calendar months before or after your **actual** date of birth? The idea is popular with people whose actual birthday

is **overshadowed** by other major events, such as Christmas. In the United States, half birthdays are often marked by young children whose actual birthdays do not fall within the school year to give them the opportunity to celebrate in school with their friends and teacher.

c. What is a landmark birthday? What is a half birthday?

d. Are the birthday traditions in English-speaking countries close to ours? What do you think of their birthday traditions?

3. a. Match the words in bold in ex. 2b to their definitions:

1. real;
2. to be extremely happy and excited;
3. to appear more important than;
4. in order to bring good luck;
5. the highest point, culmination;
6. to give somebody your good wishes on some special occasion.

b. Complete the sentences below with the words in the box. Which of the sentences are true for you? Compare with your partner.

♦ actual ♦ congratulate ♦ for luck ♦ highlight ♦ half birthday ♦ landmark birthdays ♦ on cloud nine ♦ overshadow ♦ watch out

1. I have to ... on my birthday because my friends play tricks on me. 2. I'm always ... on my birthday. 3. On my birthday, my father usually pulls on my ears once for every year of my life plus one more 4. Last year I forgot to ... my best friend on her birthday. 5. I think that opening presents is the ... of any birthday celebration. 6. I'm not happy with the date of my ... birthday because New Year celebrations ... it. 7. In our family, we don't have a tradition of celebrating ... in a special way. 8. I have never marked my

4.  **Moving activity "Birthday survey".**

5. a.  Compare the short exchanges below. What do they have in common? Why are different tense forms used in the answers?

1. – Why are you unhappy? – I have missed my friend's birthday party.

2. – Why were you unhappy? – I had missed my friend's birthday party.

b. Explain the following statements about Harry Potter's birthdays. Use the information in the box. Mind the tenses!

1. On the morning of his twelfth birthday, Harry was unhappy.

2. On the day of his thirteenth birthday, Harry was almost on cloud nine.

the Dursleys / completely forget it was his birthday; his friends / send him nice birthday presents; his friends / not congratulate him; he / get a permission letter to go to the village of Hogsmead; another event / overshadow

c. Work in pairs.

Student A: tell your partner about your feelings (on cloud nine / glad / sad / unhappy, etc.) on one of your past birthdays.

Student B: guess why it was so. Was it easy to guess?

Example: – *You know I was on cloud nine on my eleventh birthday.*

– *Were you? Were you happy because your parents bought you an interesting toy?*

– *No, I was happy as they had taken my best friend and me to a theme park!*

LESSON 4. Tales of the old Tower

Communicative area: describing customs and traditions connected with the Tower

Active vocabulary: a crown, a raven, to guard, to steal, just in case

Active grammar: tenses (revision)

1. a. What do you know about the Tower of London?



b. How are the pictures below connected with the Tower?



a crown [kraʊn]



a raven ['reɪvən]



a Yeoman Warder
[ˌjəʊmən 'wɔːdər]

2. a. Read an article written by a Yeoman Warder. Check your guesses. What three traditions does he mention?

If you've ever been to the Tower of London, you've heard me or one of my colleagues giving a guided tour. I am a Yeoman Warder. Traditionally, we, Yeomen Warders, not only work but also live right here at the Tower. They say every man's home is his castle, well, in my case, that is absolutely right. Normally we wear a blue and red "undress" uniform. On special occasions, we put on the red and gold Tudor state dress. It looks impressive and dates back to the 16th century!

Our duties? Back in Tudor times we **guarded** ['gɑːdɪd] the Tower prisoners (*узников / вязняў*) and protected the famous Crown Jewels ['dʒuːəlz] (*драгоценности / каштоўнасці*). Nowadays we are guides, storytellers, and keepers of the Tower's long and ancient history.

Since 2011 I've been working as the Ravenmaster. At present, I'm looking after seven ravens. Six is what the tradition requires to protect the Crown and one acts as a back-up ... you know, **just in case**. According to legend, if the ravens leave the Tower, it will turn into dust and the Kingdom will fall. The official line is that the ravens were introduced by King Charles II in the 17th century. I'll tell you a little secret: the truth is that the ravens haven't been here that long. It's more like an "invented tradition" and a sort of Victorian folklore born in the 19th century.

However, at the Tower, we take the folklore very seriously. I get up before dawn each day, check and feed the ravens and let them out. The birds are free to walk around the Tower grounds during the day and spend their time doing raven things. They enjoy posing for selfies and **stealing** sandwiches, crisps, or coins. As a Yeoman Warder, I also have other duties to do throughout the day, but my eye is always on the ravens. I also keep my fingers crossed that no raven decides to fly away when my back is turned. Once, raven Merlina went on a little holiday from the Tower to Greenwich for seven days, and it made me feel very nervous as it had never happened before. Luckily, she was returned to her home and the Kingdom survived.

I must say, I am often asked some strange questions: Have you ever seen a raven ghost? Can you talk to the ravens? Are the ravens real? Really! And if you want to know what I am paid as a Yeoman Warder, it's simple – I am paid in beef! After all, we were nicknamed Beefeaters for that.

b. Match the words in bold to their definitions:

1. in order to protect against something bad that could happen;
2. to take something without permission;
3. to watch carefully in order to protect.

c. Are the statements true or false? Correct the false ones.

1. The tradition of keeping ravens at the Tower dates back to the 17th century. 2. They keep two more ravens than needed just in case. 3. To protect the Crown there should be no fewer than six ravens at the Tower at all times. 4. The Ravenmaster is the oldest and most important raven at the Tower. 5. The ravens never steal anything from tourists. 6. The Tower is guarded by Beefeaters.

3. a. Match the functions to the formulas.

V₁ **am / is / are V₃**

am / is / are Ving

was / were V₃

was / were Ving

have / has been Ving

will V₁

have / has V₃

had V₃

V₂

- | | |
|---|--|
| <p>a) an action that happened at a stated time in the past;</p> <p>b) a past action in progress interrupted by another past action;</p> <p>c) an action that started in the past and continues up to now;</p> <p>d) regular, repeated actions or states;</p> <p>e) an action that is happening now;</p> <p>f) a past action when it is not important or known who did it;</p> <p>g) an action that will probably happen in the future</p> | <p>h) if-clauses in Conditionals 0 and 1;</p> <p>i) an event that has happened once or several times during a period of time up to now;</p> <p>j) a present action when the agent is unknown, unimportant, or obvious from the context;</p> <p>k) an action that happened before a stated time in the past;</p> <p>l) actions expressed by state verbs that started in the past and continue up to now</p> |
|---|--|

b. Find the examples in ex. 2a. Which formulas and functions are not illustrated?

c. Moving activity "Clap your hands, stamp your feet".

4. a. Complete the short stories about the Tower ravens: 1. by choosing the correct alternative; 2. by putting the verbs in the correct tense form; 3. by correcting the mistakes in the use of the tense forms.

1. The job (doesn't give / isn't given) to the ravens for life. In 1981 a raven, Grog by name (left / was left) the Tower and (settled / had settled) near a local pub after 21 years of service to the Crown! In 1986 another raven, George, (posted / was posted) to the zoo for bad behaviour: he (developed / had developed) an unhealthy taste for attacking and destroying TV aerials.

2. Merlina (originally call) Merlin. When she (be) very bored, she (play) dead. Quite a lot of visitors (fall) for the trick. Imagine their shock when they see that a bird (lie) on its back with its legs up!

3. Ravens are very good mimics. There was a raven called Hardy who enjoyed scaring tourists by barking like a dog. And here is a story about Thor, who was good at socialising with people. While the President of Russia visited the Tower, the bird was greeting him with his deep "Good morning!" The President impressed.

b.   **Listen and check yourself.**

5. Do you agree that the Tower is a must-see in London? Why? / Why not?

LESSON 5. Royal customs and traditions

Communicative area: describing royal customs and traditions

Active vocabulary: a monarch, a purse, a community, to involve, to lock

1. Discuss the questions.

1. Who is the current monarch ['mɒnək] (= a king or queen) of the UK? What do you know about the person? 2. What royal customs and traditions do you know?

2. a. Read the names of some royal customs and traditions. Match them to the activities they involve (= are part of or result of).



- | | |
|---|--|
| <ol style="list-style-type: none"> 1. Swan Upping 2. The Morning custom 3. Royal Maundy ['mɔ:ndi] 4. The Ceremony of the Keys | <ol style="list-style-type: none"> a) locking (=fastening with a key) the castle for the night b) handing out money c) bagpipe playing d) counting and checking health |
|---|--|

b.   Listen to four people talking about the royal customs and traditions they find fascinating. Check your guesses. Put the customs and traditions in the order they are described.

c.   Listen again. Are the statements true or false?

1. Queen Victoria visited Scotland after she heard a bagpipe player in the palace.
2. Swan Upping dates back to the 12th century.
3. The Ceremony of the Keys is a daily ceremony.
4. Royal Maundy was connected with the charity.

d.   Fill in the missing information. Listen and check yourself.

1. The Queen can hear the bagpipe player every ...
2. The tradition started with Queen Victoria in ...
3. Swan Upping takes place in ... and lasts for ... days.
4. The Ceremony of the Keys has taken place for over ... years.
5. It takes ... minutes to lock up all the gates at the Tower.
6. The Royal Maundy ceremony takes place on ... before ...

e. Which traditions does the Queen personally take part in? Which ones do not involve the Queen but are done in her name?

3.   Moving activity "Pass the envelope".

4. a. Read the explanations of the new words. Find their equivalents in your mother tongue.

A purse is a small bag of leather or plastic used for carrying money.

A community is a group of people living in the same place.

A guard is someone whose job is to protect a place or person.



b.   Work in two groups. Read your card (photocopiable.pdf) about the present-day Royal Maundy ceremony. Write down the questions to find out the missing information.

c. Work in pairs. Ask and answer the questions to find out the missing information.

d. Explain:

1. how many people got Maundy money when the Queen was 93;

2. why those people were chosen for the event;

3. how much money was in the white purse that year;

4. why those people were given £5-note and a 50p-coin.



5. Which of the royal traditions would you like to see with your own eyes? Why?

LESSON 6. “Curiouser and curiouser!”

Communicative area: speaking about unusual British customs

Active vocabulary: a participant, to establish; adjectives / adverbs with negative prefixes

1. a. Look at the pictures. Read the information below. What do these stamps show? What do they all have in common?



Britain has lots of annual festivals, celebrations, and customs. Many of them involve singing, dancing, dressing up, or unusual competitions but above all they involve fun. In 2019 Royal Mail produced a stamp series to celebrate curious UK customs. The set of eight stamps draws attention to amazing community events across the UK. Some of them date back to the 13th century, others are a more recent addition to the country's traditions. What unites them, in the British poet Matt Harvey's opinion, is "that at the heart of all these customs is us."

b. Look at the pictures, read the definitions, and guess the meaning of the words.

- | | |
|----------------|---|
| 1. gurning | a) swimming under water with a tube that allows you to breathe air; |
| 2. snorkelling | b) a long warship used by the Vikings; |
| 3. a bog | c) making a face; |
| 4. a lantern | d) a light that can be carried usually with a candle inside; |
| 5. a longship | e) a long stick with burning material at one end that produces light; |
| 6. a torch | f) a type of wetlands that is poor in nutrients and has a lot of peat (<i>морфа / морфу</i>). |

c. What do you think participants (people who participate) in the community events in ex. 1a do?

2. a. Work in 5 groups. Read the information about your community event. Fill in the table below in your exercise-book. Get ready to tell your classmates about the event.

Name	Place	Time	Origin	Activities involved
...	...	...	...	...

Text A. The World Gurning Championships are held during the Egremont ['egremənt] Crab Fair (*ярмарки / кірмаша*) in the Lake District. The fair was established (started) in 1267, which makes it one of the oldest fairs in the world. It is held on the third Saturday in September every year. The origins of the gurning competition itself are unclear, and it may not be so old, although it was described as an ancient tradition by the local newspaper in 1852. There is a men's and a women's event, as well as a juniors' event, and the top 3 "gurners" receive a prize. Participants put their heads through a horse collar and make faces. The uglier, the better.

Text B. Created in 1994 by a community arts charity, Burning the Clocks is a relatively new custom. It is held in Brighton ['braɪtn] on **21 December** and brings the whole city together to mark the shortest day of the year. It is based on a parade and is open to all. Participants carry their handmade paper lanterns that are often decorated with clocks. The parade marches through the city centre to the beach where the main part of the event takes place. The highlight of the festival is burning the lanterns and clocks on the bonfire which is followed by a spectacular fireworks display. The crowds cheer and celebrate the last day of long winter nights.

Text C. Cooper's Hill Cheese Rolling Race takes place in a village near Gloucester ['glɒstə] every Spring Bank Holiday. The rules are simple: a 9-pound cheese is rolled down the hill and a second later the players start chasing it. It's practically impossible to catch it so the first one to get to the bottom of the hill wins the cheese. And if you come second or third, you'll receive £10. Unfortunately, it is by no means a safe competition: both participants and spectators are injured every year. It's unknown how it started, but the race has been on the British calendar for at least two hundred years and is becoming ever more popular.

Text D. Bog snorkelling looks like swimming in extremely dirty water. Participants have to cover 110 m keeping their face in the water all the time. They are also encouraged to wear fancy dress. It is an example of a modern custom based on a unique sporting event that is not taken too seriously. It started at Llanwrtyd Wells [hlæn'3:rtɪd 'wels], a small town in Wales, in 1976. The small town sport has now grown into a yearly championship that takes place every August Bank Holiday. People fly in from as far away as Australia to join the fun. "Lonely Planet", a famous travel guide-book, described it as one of the world's top 50 "must-do" experiences.

Text E. On the last Tuesday of January Shetland people celebrate their Viking heritage with the Up Helly Aa [ʌphɛɪ'ɑ:] festival. Come rain or shine, the islanders dress up as Vikings and parade through the streets of Lerwick ['lɜ:wik] (the main town and port of the Shetland Islands, Scotland). The highlight of the celebration is the burning of a specially-built Viking longship. After nightfall, the participants with torches carry it to its final resting place. There they form a circle around the longship and sing traditional songs. After that a night of partying begins. Hundreds of visitors from around the world arrive on the islands for the event that has been held since 1880s.

b. Work in new groups. Tell your classmates about the event you have read about. Complete the table from ex. 2a.

3. a. What do the underlined words in ex. 2a have in common? In what way is the highlighted word different? What other negative prefixes do you know? Which negative prefix **un-** or **in-** should be added to the words in the box?

correct, significant, attractive, definite

b.  Moving activity "Paper ball".

4. Answer the questions about the community events.

Which of the events ...

- | | |
|----------------------------|--|
| 1. is the oldest? | 6. is connected with the history of the place? |
| 2. is the youngest? | 7. is part of a bigger event? |
| 3. is the most dangerous? | 8. needs a lot of preparation? |
| 4. is the silliest? | |
| 5. is connected with fire? | |

5.  Write a paragraph (about 100 words) for a travel guide book about another unusual community event. Use the information from the card (photocopiable.pdf) you get from your teacher and the table in ex. 2a as a plan.

LESSON 7. Friday the 13th

Communicative area: describing and comparing superstitions

Active vocabulary: a sign, a superstition, ridiculous, superstitious, unlucky, to avoid

1. a. Read the questions. Rewrite them replacing the highlighted parts with the words from the box.

◆ to avoid ◆ ridiculous ◆ sign ◆ superstition ◆ superstitious
◆ unlucky

1. Look at the date in the title of the lesson. Do you think that the date can be causing bad luck or that it is just a belief that some objects or actions are lucky or unlucky?

2. What about broken mirrors? Are you showing a belief in superstitions about them?

3. What will you do if you see a black cat that is crossing your path? Do you think it's a bad signal? Do you think it's very silly to believe that black cats can bring bad luck?

4. Do you observe any customs to keep away from bad luck?

b. Discuss the questions.

2. a. You are going to listen to Kate talking to her American cousin about superstitions. What do you think they are going to discuss?

the definition of a superstition

origins of superstitions

how superstitious they are

how to avoid bad luck or
turn bad luck into good luck

examples of superstitious people

b.   Listen to their conversation and check your guesses. Do the British and Americans have the same superstitions?

c.   Listen again. Which superstitions did Kate and Dan name? Which of them are signs of good luck and which are signs of bad luck?



1. spilling salt



2. black cats



3. crossing your fingers



4. walking under a ladder



5. picking up a penny



6. catching falling leaves



7. stepping on a crack



8. touching wood



9. breaking a mirror



10. opening an
umbrella inside

- d.  What do you know about the other superstitions in ex. 2c?
3.   Moving activity “Find someone who ...”
4. a.  Work in groups of three. Get the cards (photocopiable.pdf) from the teacher. Do the superstition quiz. Which of you has guessed more answers?
- b. Do people in your country believe in any of the superstitions from the quiz?
5.  Write a post (about 100 words) about the role superstitions play in your life: say if you think you are superstitious or not; name some superstitions you (don't) believe in; explain if they are a sign of good or bad luck; describe their origin if you know it.

LESSON 8. Can't wait to hear from you

Communicative area: writing a reply to a friend's letter

Active grammar: set expressions with the indefinite article

1. Read what different people say about letters. Who do you agree with? Why?

Rory: I feel special when I get a letter or a postcard from a friend.

Tina: Children used to write a lot of thank-you letters, **as a rule** after Christmas and birthdays.

Clive: I usually don't write letters to my friends. **As a matter of fact**, I last wrote a letter because I had to do it for school.

Sarah: Emails and messages are OK but I prefer postcards. I think they are more heartfelt.

Tom: The art of letter writing is dying not only in Britain but in the world **as a whole**.

2. a. Read a part of Kate's letter. Answer the questions.

1. What tradition does Kate write about?
2. What is her opinion about it? Do you agree with her?
3. Did Kate **have a good time** in the castle? Why?

(1) Yesterday we **had a chat** about celebrating **birthdays** and someone mentioned birthday trips. I liked the **idea** and thought about my visit to Alnwick ['ænzɪk] Castle. It was great **fun**! I think it's a cool **place** to celebrate a **birthday**.

(2) The castle is in north-east England and it's more than 900 years old. I'm sure you've seen it in the Harry Potter films. Guessed? Bingo! That's Hogwarts!

(3) We started with (- / a) short guided tour around (a / the) castle and were told about its history, customs, and traditions. Then we could try anything we wanted: (- / a) traditional crafts lessons and games, (- / a) dances to (- / a) bagpipe music and dressing up. By (a / the) way, I dressed up – surprise, surprise – as (a / the) princess. I also did (- / a) broomstick¹ lesson on (a / the) very spot where Harry had had his first flying lesson. I absolutely loved it! Then Dad joined me. It was (- / a) laugh!

(4) After lunch in a treehouse (we'd had to cross the wobbly rope² bridges to get there!) we explored the castle gardens. There was a bamboo labyrinth, Japanese cherry trees, and fountains. We also enjoyed another guided tour: around the poison³ garden. That was really an unforgettable, fun-filled day! **It's a pity** we didn't have time to do the Dragon Quest or to explore the castle after dark.

¹ **broomstick** – метла / мятла

² **wobbly rope** – шаткие веревочные / хісткія вярочныя

³ **poison** – ядовитый / ядавіты

b. Make a list of the activities Kate mentions. Answer the questions about them.



Which of them ...

1. didn't she try?
2. did she like the most?
3. do the pictures show?
4. have you ever tried?
5. would you like to try?

3. a. Is it a formal or informal letter? Find examples in the letter to support your answer.

b. Choose the suitable phrases to start and finish the letter.

a) Well, that's all from me now. Hope to get your answer soon. Say hello to your parents.

Best wishes, Kate

b) Dear Sir,
I am writing to ask you for information about castles in Belarus.

c) Hope to hear from you soon. Good luck,

Kate

d) Hi, there!
It was great to hear from you again.

e) I look forward to your reply. Yours sincerely,
Catherine Brooks

f) Hi,
How are you? I do hope you and your family are doing fine.

g) I can't wait to hear from you. Bye for now,
Kate

h) Hi,
How's life? I hope you are doing fine although the winter holidays are over and we're all back to school.

4. a. Look at the highlighted words in ex. 2a. Why are only two of them used with the indefinite article?

b. Look at the expressions in bold in ex. 1 and ex. 2a. What do they mean? Can you explain the use of articles in the expressions? Do you know any other expressions like that?

c.  Moving activity "Mr Know-All".

d. Work in pairs. Choose the suitable articles in paragraph three of the letter. Explain your choice.

5. a. Read another part of Kate's letter. Where in the letter should it go?

What do you think of birthday trips? Where would you like to go for your birthday? Do you think it would be great to celebrate your birthday in a castle? Tell me about your castles.

b.  Write a reply: a letter (about 100 words). Check that you:
1. have answered all the questions and requests; 2. used the phrases from ex. 3b to start and finish the letter; 3. used the articles correctly.

LESSON 9. How not to be an alien

Project

Communicative area: describing British customs and traditions

BEFORE THE PRESENTATION LESSON

1. a. Are the following statements about British everyday customs true or false?

1. “How do you do?” is a question and the most common and polite answer to it is “I’m fine, thank you. And you?”

2. When crossing a street or road in Britain, first look to the left and then to the right.

3. British people feel uncomfortable when others stand too close or touch them without permission.

4. It is good manners to stir your tea clockwise.

5. It is rude not to say “please” and “thank you”.

6. People make a great effort to be on time because it is considered impolite to arrive even a few minutes late.

7. Talking about the weather is a good icebreaker in Britain.

8. If someone is blocking your way, say “Excuse me”.

9. Jumping the queue is not uncommon in Britain.

10. Asking personal questions is a good way to make friends with the British.

b. Check your answers with your teacher. Are you an expert?

c.  Moving activity “Alphabetical order”.

2. Prepare an ABC of British customs and traditions. Follow the steps:

✓ Work in 2–3 groups.

✓ Brainstorm the ideas: a noun, an adjective, or a verb you associate with British customs and traditions. Choose one to represent each letter of the alphabet.

- ✓ Prepare a short explanation (either humorous or serious) for each notion.
- ✓ Organise your material as a booklet, a poster, a leaflet, etc.
- ✓ Get ready to present it and prove its usefulness.

IN THE PRESENTATION LESSON

1. Present your ABC. Explain in what way it can help first-time visitors to the UK to feel more at home there. Listen to the other presentations. Which of them is the most informative / the most creative / the most amusing?

LESSON 10. Culture corner. Welcome to the garden!

Communicative area: describing gardening in Britain

1. Discuss the questions.

1. How many gardens are there in the place where you live?
2. Are you fond of gardening? Why? Why not? 3. Who in your family has a passion for gardening? 4. What are the benefits of gardening?

2. a. Read a post from a garden writer's blog. Is the writer American or British? Why do you think so?

Gardening is very important to us. It is also a big part of how the rest of the world sees us. Throughout the country, there are gardens, great and small, formal and informal, public and private, that illustrate the passion. According to a recent survey, (1. ...) per cent of houses have private gardens and there are about (2. ...) million gardeners in the UK!

Our national love of gardening starts early. Such children's books as "The Secret Garden", "Wind in the Willows", and "Winnie-the-Pooh" have nature at their hearts. So we learn very early that gardens are magical places and the landscape is very important to who we are. That sense of a private kingdom, a playground for our imagination, is at the very heart of our love. It's interesting to observe how American gardens are often at the front of the house, open to the world, all "Hello, neighbour!" – while our gardens traditionally are at the back of the house, hidden, secret, private.

Gardening is not just popular as a practical hobby, but also as a leisure activity in the form of garden visiting, which is almost unknown elsewhere. People visit both historical gardens and modern private ones. Just imagine that only last year saw the opening of around (3. ...) private gardens, with the ticket money going to charity. Visiting other people's gardens gives keen gardeners ideas and opportunities to compare themselves with others and ... to be nosy about other peoples' lives.

Gardening in Britain has deep roots. Thanks to its geographical location and a long growing season, plants from different lands and climate zones can be grown together. Plant hunters, who were part of the story of the British Empire, brought lots of plants to the British shores. Some of them came to the gardens and greenhouses of the



aristocracy, others to botanic gardens, such as that established at Kew [kjʊ:] in 1759. Just ten years later it had more than (4. ...) species of exotic plants. At first the playthings of the rich, they soon found their way to common people's gardens.



Gardening is not only about plants but also about landscape and garden design. Britain's greatest gift to world culture has been the landscape movement. Until (5. ...) century gardens in Europe had been formal and geometric. British gardeners, however, broke with tradition. The

landscape around the country house was made to look as natural as possible.

By the end of (6. ...) century, simple plants grown by country people had become more popular with gardeners than exotic plants. Thus was born the cottage garden movement which became the heart of the British garden ideal. Images of country gardens in books and magazines and on packaging showed the world what it meant to be British.

b.   Fill in the gaps in the blog entry with numbers. Listen and check your guesses.

c. Look at the pictures of two types of gardens. Which of them is an earlier style of garden? Prove it.

3.   Moving activity “Find your pair”.



Did you know that ...

by 2018 the Kew Seed Bank had collected ... per cent of the world's wild plant species, holding some 2.25 billion seeds from 189 countries.

a) 30;

b) 13;

c) 33.

4. Answer the questions.

1. What encourages interest in gardening in children according to the author? 2. How does the writer explain the passion for gardening in grown-ups? 3. What leisure activity connected with gardens is found almost nowhere else? 4. Why are there exotic plants in the British gardens? 5. What was established at Kew in the middle of the 18th century? 6. How did British gardeners break with tradition in the 18th century? 7. What is characteristic of an ideal British garden?

5. Work in pairs. Retell what you have learned about gardening in Britain. Make three factual mistakes for your partner to spot.

LESSON 11. Pub quiz

Communicative area: revising the material of the unit

1. What do the following names have in common: The Red Lion, The Royal Oak, and the Crown?

2. a. What kind of quiz is a pub quiz?

b. Read the information about pub quizzes. How close were your guesses?



There are over 60,000 pubs in the UK and they are an important part of British life. A British pub is not only a place to drink and eat. It is the centre of community life in villages, a popular social meeting place. People talk, meet their friends, play games, and relax

here. Most pub games date back many years and are rooted in village culture. Many pubs have a garden where people can sit in summer. Children can go to pub gardens with their parents. Pubs hold special events: tournaments of darts, table football and other games, karaoke nights, and pub quizzes.

The pub quiz was established in the UK in the 1970s by Burns and Porter. Their aim was to attract customers to pubs on slow evenings. Its popularity grew and grew and it became part of British culture. Nowadays the Great British Pub Quiz challenge is an annual event. In a pub quiz, two or more teams are asked some trivia questions. The teams choose a funny name for themselves. Each team works together to answer the questions and write them down in their booklets. At the end of each round the answers are collected, marked and points are counted. A good quiz is between four to eight rounds of 10 questions but of course, it depends on the time the players have.

3.  **You are going to have a pub quiz (photocopiable.pdf). Follow the steps:**

1. Make up two teams.
2. Think of the name for your team. It is usually funny. Get ready to introduce yourselves.
3. Listen to the quizmaster's questions. Discuss the answers in your teams and write them down in your answer sheet. The tasks are in additional materials.

ROUND 1: Picture round

Look at the fragments of the pictures illustrating famous British customs and traditions. What are they? Say at least 5 sentences to describe them.

ROUND 2: Question round

Listen to the quizmaster's questions. You have 30 seconds to discuss and write down the answers in the answer sheet.

ROUND 3: True / False duel round

Each member of the team has to think of a sentence, either true or false, about British superstitions. Take it in turns to exchange your sentences with a person in the other team who has to say if it is true or false.

ROUND 4: Pronunciation round

Choose the best speaker to read out the proper names. To get an extra point explain what customs and traditions they are connected with.

ROUND 5: General knowledge round

Choose the correct variant to answer the quizmaster's questions.

ROUND 6: Fake story round

Write a fake story for April Fool's Day.

LESSON 12. Progress check

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

I. READING

1. Read an extract from a book written by a Yeoman Warder. What should the Ravenmaster have in his opinion?

Darkness now completely covered the Tower. I stopped in the centre of Tower Green and called out in raven-ish. Merlina didn't reply. I looked for Merlina in her favourite places to see if she was playing hide-and-seek as she likes to do when she wants to hold me up (*задержать / затрывать*). First I searched the holly tree – no sign of her. Then I searched both Christmas trees on Tower Green. I'd seen her climb up the centre of them a number of times during December and pop the light bulbs with her beak. Again nothing. I decided to climb the steps of the Bloody Tower to see if she was on top of Raleigh's Walk. (She likes to watch the boats going up and down the Thames.) But Merlina wasn't up the wall.

Time was getting on. At this rate, I was going to miss my birthday meal. Our table was booked for 21:00. I had less than an hour to find the raven, get ready for the night out, and get to the restaurant. Not absolutely impossible but my window of opportunity was closing fast.

I walked towards Tower Green again. Suddenly I heard a sound, then again. It was Merlina. "Fantastic!" I thought. "I have found her." It was a Christmas miracle (*чудо / чудо*). But the miracle was short-lived when I realised where she was. She had got into an 8-inch gap under the platform that leads into the lower part of the Wakefield Tower. I had no idea how I was going to get her out. The platform sits above a big cesspit (*выгребной ямой / памыйнай ямай*) that collects rainwater and tourist rubbish. And now it stood between me and my birthday celebrations. I had to lie down on the wet grass but at this stage

I didn't care. My legs hurt as I had walked what seemed miles looking for Merlina. I was wet to the skin... What more could possibly go wrong?

The raven was sitting right at the back of a tiny crack and I couldn't get her. I had to go into the pit, something I certainly didn't want to do as I had no desire to drop into cold dirty water. Then I saw a set of narrow steps. I lowered myself onto the first step to see if it could take my weight. No problem. Second step. Good. Third step. Crack! The next thing I remember was sinking down into the water.

When I got out of the freezing water I couldn't believe my luck – Merlina had left her hiding place and was directly above me. I've seen it many times in my life: when things just can't get any worse, for some reason you just start laughing. And this was one of those moments.

My wife and I never got out for my birthday dinner. Fortunately, she saw the funny side of the story. We stayed in that night for an unromantic meal of beans on toast for two. That's another thing you need as a Ravenmaster: a sense of humour.

2. Read out the extract that describes what happened to the Ravenmaster when he was trying to get the raven from under the platform?

3. Are the statements true or false?

1. The events described in the story happened in the morning.
 2. Merlina was hiding in the centre of the Christmas tree. 3. The man had spent quite a lot of time before he found Merlina.
 4. It was easy to get Merlina from the place where the bird was sitting. 5. The man and his wife had a nice birthday dinner at the restaurant.

4. Answer the questions

1. What season was it? 2. What was Merlina's favourite game? 3. What plans did the man have for the night? 4. Where did the man find the raven? 5. How did the man react to what had happened to him?

II. LISTENING

1. a.   Listen to a correspondent speaking about a British tradition. What is his attitude to it: does he find it ridiculous, criticise it or like it?

b.   Answer the questions.



Trooping the Colour

1. When is the Queen's actual birthday?
2. What is Trooping the Colour?
3. Who actually started this tradition?
4. Why was this royal tradition born?
5. When is the Queen's official birthday celebrated in the UK?

c.   Are the statements true or false? Correct the false statements.

1. The country celebrates the Queen's actual birthday with a lot of ceremonies.
2. Royal birthdays are traditionally marked with a round of gun salute.
3. By 1957 the Queen had changed the day of her official birthday.
4. Since Edward VII British monarchs have always marked two birthdays.
5. The Queen's official birthday is marked in Canada, Australia, New Zealand, and the UK on different dates.

III. SPEAKING

1. Explain what Twelfth Night is and what traditions and superstitions are connected with it in Britain.
2. Compare April Fool's Day traditions in Britain and in Belarus.
3. Describe the most interesting / unusual in your opinion royal tradition.
4. Recommend your friend to attend a community event in the UK.
5. Express your opinion of the British passion for gardening.

6 unit

TRADITIONAL BELARUS

LESSON 1. Traditional Belarusian crafts

Communicative area: describing Belarusian crafts

Active vocabulary: craft, pottery, weaving, straw weaving, embroidery, blacksmithing, woodcarving, clay, linen, ceramic, iron, crystal

1.  What things do you associate with Belarusian traditions? Work in pairs and write words through the word “traditions”. Use the words given or your own ideas.



t	r	a	d	i	t	i	o	n	s
---	---	---	---	---	---	---	---	---	---

2. a. What traditional Belarusian crafts do you know? Read the information and name the crafts in the photos.



A



B



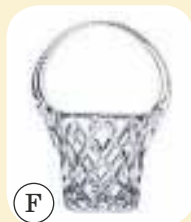
C



D



E



F

The culture of handicraft in Belarus is a tradition going back centuries.

Weaving and **embroidery** are among the most famous traditional Belarusian crafts. Blue flax flowers decorate the coat of arms of Belarus. You can find a wide range of **linen** ['lɪnɪn] (made from flax) goods such as tablecloths, napkins, bedding, curtains, clothes, amulet ['æmjʊlət] dolls, **embroidered** shirts, and towels.

Straw weaving is a tradition that goes back to a time when the grain was cut by hand. It was believed that “the spirit of the harvest” lived in the grain. In the past, people covered the roofs of their houses with **straw** and used straw to make clothes, footwear, hats, toys, and decorations. It was also used as bedding for domestic animals. Various figurines ['fɪgʊəri:nz] made from straw were not just toys but amulet-protectors.

Pottery has been a popular craft in different regions of Belarus since ancient times. Each artisan¹ had his own secrets of making things from **clay**. Belarusian women knew that milk

¹ **artisan** [ɑːtɪ'zæn] – a worker who has special skill and training, especially one who makes things

remained (*оставалось /заставалася*) fresh for longer in a **ceramic** [sə'ræmɪk] jug, and dishes of national cuisine cooked in clay pots were incredibly tasty. Also, Belarusians made musical instruments from clay. You can buy ceramic figurines of animals and birds (bison, beavers, storks, and many others), bells, candlesticks, accessories [ək'sesəriz], magnets, and dishes.

Blacksmithing has always been associated with mystery. How can it be otherwise? After all, not everyone can turn a piece of metal into a useful thing or an art object. And, blacksmiths do it. Figurines and jewellery, furniture and clocks, balconies and stairs, fences and gates, barbecues, and horseshoes are made from **iron** and other metals.

In Belarus, a land of forests, wood has always been a common material for construction and art. **Woodcarving** is still a popular craft. Belarusian artisans produce **wooden** furniture, dishes, spoons, interior decorations, figurines, and accessories. So, a wooden jewellery box inlaid with straw would be a lovely souvenir.

to decorate (v.) – decoration (n.)
to construct (v.) – construction (n.)

Belarusian glass blowing is a real point of pride of our country. There were a lot of **glass** and **crystal** factories in Belarus a hundred and more years ago. Belarusian glass blowers became famous for their unique artistic taste and the excellent quality of their work. Elegant glasses, splendid vases, candlesticks, animal and bird figurines, Easter eggs, and fruits would decorate any house.

b. Fill in the gaps with the words in bold to describe the pictures in ex. 2a.

1. In picture A there are some ... jugs made from
2. In picture B there are two ... hats made from dried stems of wheat.
3. In picture C a girl is wearing a ... blouse. Linen is made from
4. In picture D we can see a ... jewellery box inlaid with
5. In picture E there is a designer clock made from ... or
6. In picture F there is a ... fruit basket. Crystal is a kind of ... of high quality.

This shirt is made **of** linen. (material)
Linen is made **from** flax. (process)



c. How are the following things related to traditional Belarusian crafts?

The coat of arms of Belarus; the spirit of the harvest; amulets; fresh milk; tasty food; domestic animals; mystery; unique artistic taste.

d. Work in pairs. Ask and answer questions about Belarusian crafts. Share your findings with the other pairs. Which crafts have your classmates tried?

Help box

weaving, embroidery, straw weaving, blacksmithing, pottery, woodcarving, glassblowing

1. Have you ever tried ... ? 2. Do you know any people who practise ...? 3. Which craft would you like to try?

3.  **Moving activity** “The symbols of the Belarusian ornament”.

4. Imagine that you are at the open-air museum “Dudutki”. What workshop would you invite your friend to? Describe the craft.

LESSON 2. A keepsake from Belarus

Communicative area: helping a tourist to buy a Belarusian souvenir

Active vocabulary: a fair, an exhibition, a keepsake, an accessory, a tablecloth, a napkin, a jug, a vase, a figurine, a ring, an earring, a key ring, a broom, a towel, a horseshoe

Active grammar: object clauses

1. a. Your English friend wants to buy a traditional Belarusian souvenir. Where can he / she do it in your native place?

b. Look at the “Charouny Mlyn” poster. What kind of event does it advertise: a fair or an exhibition? Can you buy a souvenir there?



A **fair** is an event where people or companies bring their products for you to look at or buy.

An **exhibition** [eks'tʃɪ(ə)n] is a public show where art or other interesting things are displayed so that people can go and look at them.

c. What do you know about the “Charouny Mlyn” fair? Make up the sentences.

I (don't) think ...

I (don't) know ...

I'm (not) sure ...

I wonder (= want to know) ...

(that) it's an international crafts fair.

(that) it's a national crafts fair.

what crafts are displayed there.

when and where it is held.

what workshops you can attend there.

why it is so popular.

d. Read the advertisement and check yourself.

“Charouny Mlyn” (Charming Mill) is a fair of handmade art objects. It began its history in May 2010 and each time collects more than 500 modern artisans from all regions of Belarus and abroad. The fair can boast a variety of crafts and their unique collections:

original jewellery; paintings; ceramics; designer dolls; teddy bears; clothes and accessories (hats, bags, backpacks, purses, wallets, etc.); toys and goods for children's development; wooden furniture for home and garden; farm food and organic products; goods for hobbies and creativity; gifts and souvenirs; thousands of small cute items that keep the warmth of human hands.

The programme of the handmade exhibition is very rich and includes fascinating workshops on arts and crafts, fashion shows, educational seminars, and competitions.

The “Mlyn” fair is held in the national exhibition centre BelExpo in Minsk 3 times a year: in autumn, winter, and spring.

Come to the fair and you will find yourself in a warm atmosphere, full of special spirit and creativity!

to collect (v.) – collection (n.);
to exhibit [ɪg'zɪbɪt] (v.) – exhibition (n.);
to compete (n.) – competition (n.)

2. a.  Look at the sentences below and answer the questions. Which of them is simple? Which of them is complex? Find objects (дополнения / дапаўненні) in them. Say in which sentences the object is expressed by a clause (придаточное предложение / даданы сказ). What question does it answer?

I don't know the fair's address.

I don't know where it is held.



Object clauses

(Subject + Verb) [(What?) object clause]

b. Work in pairs. Recommend a Belarusian souvenir as a keepsake – a souvenir that will remind your English friend of Belarus. Make up sentences with object clauses. React to your partner's ideas.

Example: – *I know that a linen towel is an amazing keepsake.*
– *Yes, it is. I think you can buy a cool keepsake there. / I'm not sure. I don't like handmade objects.*

Help box

I (don't) think / know ... I'm (not) sure ... I wonder ...

3. Work in pairs. Swap the roles. Can you answer your friend's questions? Use the Help box.

*Example: – What lovely earrings! I wonder what they're made of.
– I think it's a pair of silver earrings with the Belarusian ornament. / I'm not sure what they're made of. Maybe silver or iron.*



broom



straw puppet



jug



bell



tablecloth



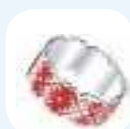
towel



horseshoe



earrings



ring



key ring



whistle



magnet



figurine

Help box

linen, ceramic, embroidered, iron, crystal, wooden, silver, metal, plastic

4. a.  **Moving activity “At the crafts fair”.** Use the expressions from the Help box.

Help box

I think you should buy ...

Why don't you buy ...? How / What about buying ... ?

It's quite cheap. It's a bit expensive because it's handmade. It's rather useful. It's a great keepsake/home accessory / souvenir / amulet for your You can put / hang / wear / use it ... It won't take much space in your suitcase. You should put it in your hand luggage as it is fragile ['frædʒaɪl] (*хрупкий / крохки*).

That's a good idea! It's so cute / lovely / nice! I like it. I'm sure my ... will like it. How much is it? Can I pay in cash or by credit card? I'll take

- b. What souvenirs have you decided to buy? Why? What other souvenirs would you recommend to buy?

5. Have you ever been to a crafts fair? What did you like / buy there? Was it worth visiting? Why? / Why not?

LESSON 3. Ancient traditions and beliefs

Communicative area: speaking about the history of Belarusian crafts and ancient beliefs

Active grammar: Future-in-the-Past

1. a. What can you see in the photos? What do you remember about these unique Belarusian crafts from your history lessons?



b. Work in groups. Do the quiz. More than one correct answer is possible in each sentence.

1. In the past, the hanging straw spiders were used as ...
a) amulets; b) decorations; c) religious symbols.
2. People believed straw spiders would help them ...
a) to be happy; b) to have a rich harvest;
c) to survive in cold weather.
3. They hung straw spiders ...
a) above the table; b) in the corner where the icon was;
c) above the bed.
4. Every year a straw spider ...
a) was cleaned; b) was burnt; c) was taken into the field.
5. In the past the rushnik was used ...
a) in everyday life; b) in rituals;
c) as an article of clothing.
6. A new born baby was put in the rushnik so that ...
a) it would be warm;
b) it would be rich in the future;
c) it would get energy.
7. People wove “abydzyonnik” ...
a) during disasters;
b) at lunch time;
c) in cold weather.



disaster

8. Slutsk belts were made of ... threads [θredz].

- a) silk; b) gold; c) silver.

9. The first Slutsk belts were made

- a) in the 10th century;
b) in the 13th century;
c) in the 15th century.

10. Slutsk belts

- a) were up to three meters long;
b) had two or four sides;
c) were made by women.



threads

c.   Listen to the museum guide and check your answers. Which group is the winner?

d. What new facts have you learnt? Do you have any of these items at home? What do you use them for?

2.   Moving activity “A spider’s web – interactive crossword”.

3.  Look at the sentences from the guide’s speech and answer the questions.

1. People **believed** that the spider’s positive energy **would help** the future harvest.

2. A newborn baby **was put** in a piece of new linen so that the baby **wouldn’t become** poor.

3. They say Slutsk belts **will appear** in shops soon but they **will be** quite expensive.

• Is the verb in the main clause in the Past, Present, or Future tense?

• Does the verb in the subordinate clause describe an action which happened before or after the action in the main clause?

• What word replaces “**will**” in the subordinate clause in sentences 1 and 2?

• Why isn’t “**will**” replaced by “**would**” in sentence 3?

• What verb form is used after “would”?



(Subject + Past Tense) [Subject + would V1]

4. a.  Complete the text about another Belarusian belief with the correct forms of the verbs. Use Future-in-the-Past. Listen and check yourself.

Hramnitsy thunder and lightning



In the past Belarusians had many beliefs that helped them to predict (*предсказывать* / *прадкаваць*) weather and harvest. Here are some February beliefs:

A lot of stars in the sky on 1 February, Makar's Day, meant that the winter (1. not end) soon. The weather on that day helped people to say what the weather (2. be) like in February.

If 2 February, Catholic Hramnitsy, was a sunny day, people were happy that spring (3. arrive) early; if it was a cloudy day, they knew there (4. be) a long winter with snowstorms. People thought that a lot of snow on 4 February, Tsimafey's Day (5. bring) a rich harvest. Good weather on 6 February, Aksinia's Day, was a sign of warm spring. Many ancient beliefs were connected with 15 February (Orthodox Hramnitsy). People believed that winter met spring that day and it was the only winter day with thunder and lightning.



- b.  Make sentences about Hramnitsy. Listen and check.

1. In the past on 15 February Belarusians / light / candles / because they / be afraid / that lightning / burn / the house.
2. People / make / bonfires / and / blow / clay or wooden bird whistles / because they / hope / that spring / come sooner. 3. On that day, people / feed / domestic birds with grain / so that in the summer they / have / a lot of eggs. 4. They also / shake / the snow

off the trees in their gardens / because they / believe / it / help / them to have a large fruit harvest in summer. 5. A frosty day / mean / that / the snow / melt / soon but the spring and summer / be / cold and rainy. 6. People / believe / that a strong wind / bring / them a good flax harvest. 7. The melting snow / give / them hope that they / have / a rich wheat harvest in the summer.

5. a. Work in pairs. Act out a conversation between a museum guide and a tourist.

Student A: give a short talk on ancient Belarusian beliefs.

Student B: ask questions.

*Example: – I wonder why they
blew the bird whistles.*

to believe (v.) – belief (n.)

– They hoped that spring would come soon.

b. Swap the roles. Act out a conversation again.

c. What other beliefs do you know?

LESSON 4. Unexpected visitor

Communicative area: describing Belarusian family customs and traditions

Active grammar: sequence of tenses

1. a. Play Hangman. Guess the letters of the words which mean two Belarusian character traits.

1. _____ (11)

2. _____ (10)

b. Work in pairs. Answer the questions.

1. Do you get together to have meals in your family? What meals do you have together? 2. Do you like to receive guests at your place? Why / Why not? 3. Are you happy to see unexpected guests?

2. a. Read the text about an old Belarusian custom (обычай / звычай). Did people receive guests in the same way in different parts of Belarus? Why did they study animal behaviour?



In the past, people called an unexpected caller the most welcome visitor, as they **believed** God **had sent** him to their place. They also thought that God **would punish** the host who **closed** the door for a person in need. Hospitable Belarusians welcomed not only their relatives and neighbours but also strangers. There were different

customs of receiving guests in different parts of Belarus but politeness and hospitality were common to all. A visitor was always invited to have a meal together with the hosts. After the meal, the hostess made a straw bed for the traveller and the host generously fed his horse with oat. They **were** sure that if they themselves **got** into such a situation, other people **would treat** them in the same way. Guests usually **shared** the latest news they **had heard** while travelling. In the past, people studied animals' behaviour to know whether they should expect a visitor: a cat washing itself, a barking dog, a spider climbing down its web and a rooster singing on the gates were all signs of the arrival of a visitor.

b.  Read the sentences with highlighted verbs and answer the questions.

- What are the tense forms of the verbs in the main clause?
- What are the tense forms of the verbs in the subordinate clause?
- Are there any Present or Future Tenses?
- Complete the rule:

Present ♦ Past ♦ Future



If the verb in the main clause has one of the (1. ...) tense forms, the verb in the subordinate clause must have one of the (2. ...) tense forms, too. It doesn't usually have any (3. ...) or (4. ...) tense form. When we tell a story that happened in the past, we shift tenses:

Present Simple → Past Simple

Present Continuous → Past Continuous

Present Perfect → Past Perfect

Past Simple → Past Perfect

Future Simple → Future-in-the-Past

c. Complete the sentences.

1. People **think** it **is** a good sign. → People **thought** it ... a good sign.

2. He **believes** God **has punished** him. → He **believed** God ... him.

3. I **don't think** there **will be** a disaster. → I **didn't think** there ... a disaster.

4. I'm **sure** I **saw** a spider. → I **was sure** I ... a spider.

5. **Look!** The blacksmith **is making** a horseshoe. → When we **came** in, the blacksmith ... a horseshoe.

3. Moving activity "I thought".

4. Compare old and modern customs of receiving guests in Belarus. How do you receive guests in your family? Does your family believe in any signs of an unexpected guest?

5. a.   Complete the text about an old Belarusian tradition with the correct forms of the verbs. Use Past Continuous (×1), Past Perfect (×4), and Future-in-the-Past (×3). Listen and check.

In Belarusian villages, people had strict table manners which they taught their children from an early age. They could take a spoon only after they (1. wash) their face and hands. The father took the most important seat – at the head of the table, then the older children sat next to him; after them, the



younger ones and, finally, the mother who (2. serve) the dishes. The children served themselves only if they (3. learn) to use a spoon.

Without saying a word, the father cut the bread and gave out the slices to everyone. Only after he (4. spoon) some food out of the pot standing in the centre of the table, the other family members could do the same. Soup or stew was often the main dish so the children were taught to carry their spoon from the pot to their mouth over a slice of bread so that they (5. not spill) it on the table. The family had to eat all the food on the table without any leftovers. The parents told their children that the leftovers (6. come) to them at night and wake them up if they didn't eat all the food. People ate slowly in silence so that they (7. not choke¹). In the end, everyone put their spoons on the table after they (8. lick²) it clean. Many of these old table rules have disappeared nowadays as our lifestyle has changed dramatically.

b. Compare old and modern table manners of Belarusians. What table manners do you have in your family?

LESSON 5. Festive time

Communicative area: describing traditional Belarusian festivals

Active vocabulary: contest, procession, stall, wreath, spectacular, spectator, remarkable, hand down, join in

1. a.  **Work in small groups or pairs. What words do you associate with the word “festival”? Draw a mind map.**

¹ **to choke** – подавиться / падавіцца

² **to lick** – облизать / аблізаць

b. What Belarusian festivals are shown in the pictures? If you don't recognise a celebration, describe exactly what you see in each picture.



A



B



C



D



E



F

2. a. Look through the texts on pages 56–57 and name the festivals in the photos in ex. 1b.

b. Match the sentences to the festivals. Guess the meaning of the words in **bold**.

1. Girls weave flower **wreaths** [ri:θs] and throw them into the water. 2. The **stalls** are full of foods. 3. You can take part in a **contest** for the most original vegetable. 4. Many people **joined in** the torchlight **procession** heading for the river. 5. There are a lot of **spectators** of the show in the square.

process ['prəʊses] (n., v.)

to process [prə'ses] (v.) – procession [prə'seʃən] (n.)

c. Work in three groups. Each group reads one of the texts below. After that, students complete the table.

Name	Venue	Date	Interesting facts	What happens
...	...	...	...	...

A. The open-air folk-festival “Svyata Sontsa” has taken place in Dudutki since 2015. It is held on the day of the summer solstice and dedicated to the ancient tradition of Kupalle. The two-day festival invites its guests to visit the city of artisans where they can take part in various crafts workshops: pottery, wreaths weaving, straw weaving, jewellery making, and others. You should jump at the chance to buy a unique souvenir made of clay, linen, or glass at the Kupalle fair. In “Vyaskovaya ploshcha” street theatres, dance groups, and music bands put their lively performances on show. You can also participate in an archery competition at the shooting range and treat yourself to mouth-watering Belarusian cuisine in the food court. Of course, the “Looking for Paparats-kvetka” quest and jumping over Kupalle campfires will be lots of fun. Everyone looks forward to the main event of the festival, the Fire Fest. In the evening, you can join in a torchlight procession which will lead you to the River Ptsich. There you will become a spectator of an incredible fire show.

B. Shklou, a small town in Mahilou region, is often called “the cucumber capital of Belarus”. **Almost every resident of the city grows cucumbers** and they boast of having the largest cucumber plantations and the best cucumber harvest in our country. A bronze sculpture of a cucumber appeared in the town in 2007. Since then Shklou has been celebrating “Cucumber Day”, a traditional annual festival held in August. Many visitors from Belarus and abroad come to the festival to try the unusual Shklou cuisine including cucumber jam, cakes, pies, and lemonade. The main ingredient of all the dishes is, of course, cucumber. There is a wide variety of activities you can join in. The central square hosts the spectacular “Cucumber Parade” and the unforgettable theatrical performance “The Marriage of Mr Cucumber”. In the

town park, you can take part in a variety of contests for the best cucumber dish, the best cucumber costume, or the most original vegetable and cucumber eating competitions. There are culinary workshops in which you can try your hand at artistic cucumber carving and salting cucumbers using traditional recipes. In the evening, everyone is welcome to chill out at the Colour Fest and the disco “Cucumber Fresh”.

C. The first international culinary festival “Motalskiya Prysmaki” was held in the agrotown of Motal in 2009. Since then it has become a remarkable event attracting hundreds of participants and guests every August. Numerous stalls present the best foods from local producers. The hit of the festival is tasting delicious dishes of Belarusian and European cuisine. While working their magic, famous chefs use old recipes that have been handed down from generation to generation over the centuries. The festival also includes farmers’ competitions, culinary workshops, sports competitions “Motalskiya asilki”, and the “Art-kitchen” crafts fair. Local women treat guests to unusual dishes, for example, huge draniki, potato hearts, and vegetable bouquets [bu'keiz]. A colourful theatrical procession of people dressed in costumes of famous historical characters, Queen Bona Sforza’s traditional ball, and the Miss Beauty “Motalskiya Prysmaki” show all turn the festival into an amazing performance. The festival ends with an 80–90s style disco and a spectacular fireworks display.

d. Work in new groups. Help your groupmates to complete the table about the festival you have read about.

e. Work in pairs. What do the adjectives below refer to in the texts?

Remarkable (amazing); amazing; spectacular (very impressive); incredible; theatrical; colourful; delicious; unusual; famous; mouth-watering; ancient; original; artistic; historical; numerous; unforgettable; traditional; various; bronze.

3.  **Moving activity “Procession”.**

4. Fill in the prepositions. Make up sentences with the phrases.

take part ... a contest
end ... a fireworks
display
a contest ... the best
dish
chill ... at the disco
boast ... the best
harvest

turn the festival ... a performance
be dressed ... costumes
try your hand ... carving join ... the
activities
hand the recipe ... from generation ...
generation
made ... linen
look forward ... the main event

5. Which festival would you like to attend and why? Persuade your friend to attend it.

Help box

I think / I'm sure (that) you'll like / enjoy / have fun ...
Do you know that ...? Would you like to ...?

LESSON 6. A 1000th anniversary

Communicative area: listening to a report and speaking about celebrating the birthday of a city

1. a. Look at the photo below. Do you recognise the city?



- b.**   Three students are going to take part in the video contest “The Day of my home town”. Listen to the first video report. How does the speaker feel? Why?

Hi everyone! Today my city, my dear (Brest / celebrate / anniversary)! Wow! I’m so happy and excited as all the residents and guests of the city are. (Celebration / commemorate / anniversary / written mention) of Brest which was then called Byarestse. Thanks a lot to the elders of the city and every resident for the great work they (do / prepare / this / event). The preparations started two years ago when the mayor (*мэр* / *мэр*) (promise / they / build / monuments) and restore the city landmarks such as the Brest Fortress memorial and the Byarestse museum. The three-day festivities started yesterday, on the 6 September, with the first international festival of theatre and books. In the city streets the best folk groups (put on / performances / which / they / prepare / anniversary). In the evening, (spectators / gather / square) to watch the brilliant music show “The city of light” and the music band parade. You know, I (participate / parade). I (be / proud / walk / streets / friends) and playing the drum. We (walk / kilometres / before / we / reach / square). Can you imagine how tired we were?

- c.**   Listen again and reconstruct the parts of the sentences in brackets. Mind the tenses and the missing words.

- d.** What events happened in Brest on the first day of the celebration?

- 2. a.**   Listen to the second report. Where is the speaker now? What event is he going to attend soon and where?



b.   Listen again and match the adjectives with the nouns. Then, make sentences with the collocations about the morning celebrations.

- | | |
|----------------------|--------------|
| 1. unforgettable | a) souvenirs |
| 2. cultural | b) capital |
| 3. huge | c) monument |
| 4. numerous | d) contests |
| 5. unique | e) artisans |
| 6. local | f) towel |
| 7. embroidered linen | g) figurines |
| 8. ceramic | h) stalls |
| 9. lovely straw | i) bell |
| 10. sports | j) events |

3.   Moving activity “At the fair”.

4. a.   Listen to the last report. What remarkable tradition is the speaker describing? How is it related to the 1000th anniversary of Brest?



b.   Listen again and say if the sentences are true or false. Correct the false sentences.

1. The lamplighter lights the lanterns on warm summer evenings. 2. He looks like a fairy tale character in his black uniform. 3. There are twenty kerosene lanterns in Savetskaya Street. 4. There are no electric lamps in this street. 5. The tradition dates back to the 19th century. 6. It was brought back in the 20th century. 7. People touch the lamplighter's metal ladder to make a wish.

5. a. Do you think Brest's anniversary celebration was a success? Why do you think so?

b. Imagine you attended Brest's anniversary celebration. Share your experience. Mind the sequence of tenses.

c. How does your city / town celebrate its birthday?

LESSON 7. Back to the Middle Ages

Communicative area: talking about a festival of medieval culture

Active vocabulary: an ancestor, medieval, a knight, a helmet, a shield, a sword, an archer, a battle

1. a. What Belarusian festivals do you know? Have you ever been to / heard of the international festival of music and culture? Answer the questions below.

1. What famous battle is re-enacted at this festival?

2. In what century did it happen?

3. Who fought in the battle and who won it?

The **battle** ['bæt(ə)] of Grunwald took place on 15 July 1410 between the armies of the Teutonic [tju:'tɒnɪk] Order and the Grand Duchy of Lithuania and the Kingdom of Poland. The **ancestors** ['ænsɪstəz] of Belarusians, Poles, and Lithuanians won that legendary medieval battle.



Medieval [ˌmedi'i:v(ə)] – related to the Middle Ages, the period of European history between about the year 500 AD and the year 1500 AD.



b. Answer the questions to describe the photo (see p.61). Use the words from the box.

◆ knight [naɪt] ◆ fight ◆ helmet ['helmt] ◆ sword [sɔ:d]
◆ shield [ʃi:ld]

1. Who can you see? 2. What are they doing? 3. What are they wearing on their heads? 4. What are they fighting with? 5. What are they protecting themselves with?

2. a. Work in pairs. Student A is a Belarusian, Student B is a foreign friend who is staying with Student A's family. Look at the advertisement and the Help box and invite your foreign friend to the festival.

Help box

What ...? Where ...? When ...? How ...? How much ...?
take place, re-enactment, medieval, tournament, museum
complex, knights, archers, crafts fair, by car, entrance fee,
8 roubles, Belarusian cuisine

b.   Listen to a conversation and compare it with yours. How is it different?

c. Swap the roles and act out the conversation again.

d. What are you going to do at the festival?

3.   Moving activity “Medieval dance”.

4. a. Work in new pairs. Look at the photos below. Describe what is happening.





b. How do you think people feel at the festival? Choose from the list:

excited; amused; embarrassed; scared; proud; pleased; tired; relaxed; confused; concentrated; bored.

5. a.  You are at one of the festival locations shown in the photos. Get a card (photocopiable.pdf) with the task from your teacher and act out a conversation between a Belarusian who learnt English at school and a tourist who is making a film about the festival.

b. Present your “film” to the class.

6. Would you like to be a participant or a spectator of the festival? Will you attend it next summer? Why? / Why not?

LESSON 8. Dranik Fest

Communicative area: writing a letter to a friend about a local festival you have visited

1. a. Alex is writing a letter to his English friend about the festival he has recently attended. Read the letter and say which paragraph is missing.



Plan

- **Greetings, opening remarks.**
- **Introduction.** General information about the festival. What is its name? When and where is it held? What does it celebrate?
- **Paragraph 1.** Your festival experience. What did you do/see there?
- **Paragraph 2.** The most impressive part of the celebration. What impressed you most of all? Why? Describe the occasion in detail.
- **Conclusion.** Feelings and comments. How did you / other people feel? Would you recommend this festival? Why?
- **Closing remarks.**

Note. Use present tenses to write about something that happens every year or continues for some time and past tenses to describe your actual experiences at the event. Use adjectives to make the description more interesting.

Dear George,

How are you? You asked me to write to you about some interesting Belarusian traditions. Well, I've got one for you. I attended "Dranik Fest" and I can't wait to share my experience with you.

"Dranik Fest" is held in Mahilou in September. This biggest potato festival celebrates the most popular dish in Belarus. The

programme includes live music, competitions, unusual exhibitions, painting, and potato carving workshops.

I was lucky to attend “Dranik Fest” last weekend. There was a lot to see and do there. When we arrived at the Zyalenaya Roshcha ethnographic farm, it started raining. We even heard a clap of thunder in the distance. We were a bit worried that the rain would ruin the festival fun but, luckily, it had stopped by the time the Draniki competition started. What an amazing show it was! All the spectators were watching five teams making their delicious draniki. Of course, everybody was looking forward to the next part, the tasting. I had never eaten so many potato pancakes in my life! I wanted to take part in the contest for eating draniki the fastest but my mum told me I would have a stomach ache as I had already eaten quite a lot of draniki. So I had to agree with her.

The “Dranik Fest” gives people a unique opportunity to learn more about the national Belarusian culture with its dances, songs, crafts and, of course, culinary traditions. It’s a great way to discover something new and to get energised for weeks ahead.

Do you have any food festivals in your city? Please, write to me.

Best wishes,

Alex

b. Find in the letter examples of Present Simple, Past Simple, Past Continuous, Past Perfect, Future-in-the-Past.

c.  Reconstruct the missing paragraph. Put the verbs in the correct past form. Add necessary articles and prepositions. Listen and check.



After / contest / my parents / participate / blacksmithing and weaving workshops. Dad / make / cool iron horseshoe / and / Mum / weave / lovely linen napkin. Funny thing / happen / me / during / potato carving workshop. I / think / what / I / carve / from / potato / when / small bird / sit / my shoulder. I / have / idea! Bird / sit / my shoulder / while / I carve / bird! Incredible! My dad / take / photo / us / before / bird / fly / away. You know, I / get / prize / my art object / “golden” grater!

- d. Work in pairs. Answer the questions in the letter plan in ex. 1a.
- e. Find all the adjectives in the letter. What synonyms can replace them?

2.  Moving activity “Hot potato”.

3. a.  Write a letter to your foreign friend about a festival you have attended. Follow the plan and use the example in ex. 1. Write about 100 words.

b. Exchange your letters in the next lesson. Comment on your partner’s letter as if you are his / her foreign friend.



Did you know that ...

few people know that in the past our ancestors used potato to wash their clothes. They grated potato and then rubbed the clothes with this stuff in the cold water. This way they didn’t lose their colour. Moreover, the potato starch (*крахмал / крухмал*) made them look like new things.

LESSON 9. Crossense “Traditional Belarus”

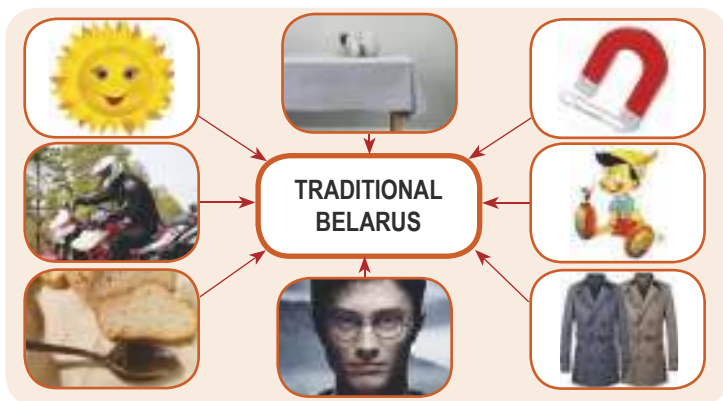
Communicative area: revising the material of the unit

1. a. Have you heard of the word “**crossense**”? It’s a kind of puzzle that develops creative thinking. What two words is it made up of?

b. Work in groups. Look at the crossense pictures on page 67 and try to find their associations with Belarusian traditions. Each picture can have more than one association. Say a few sentences to describe each tradition.

2. a.  Moving activity “Gathering the harvest”.

b. Work in your groups and stick the pictures to the blank crossense (moving activities.pdf). Discuss the pictures and describe the Belarusian traditions you associate with the pictures.



c. Choose the person who will present your crossense to the other groups.

LESSON 10. Crossense “A Belarusian festival”

Project

Communicative area: present a new Belarusian festival

BEFORE THE PRESENTATION LESSON

1. Work in pairs or groups of three. Think of a new festival you would like to hold in Belarus.
2. Decide on its name, place, date, and purpose (e.g. celebrating the middle of winter).
3. Describe the activities which take place during the festival.
4. Invite Belarusians and tourists to attend your festival. Say why it is worth visiting. Use the words of the unit and a variety of adjectives.
5. Make your crossense, choosing 9 pictures for it. Don't put the central picture with the festival's name. Keep it aside.

IN THE PRESENTATION LESSON

1. Students look at their classmates' crossenses and try to guess the names and the purposes of the festivals. They explain why they think so.
2. Present your crossense. Describe the festival in detail. Say about 10–12 sentences. Did anyone guess the name and the purpose of your festival?
3. Which festival would you like to attend? Why?

LESSON 11. Culture corner. Yurauski Karahod

Communicative area: reading, asking and answering questions about a Belarusian tradition as part of the world heritage

Grammar revision: types of questions

1. a. What can you see in the photos? What do these sites have in common?



b. Read the information and check your guesses.

We all know UNESCO¹ World Heritage ['herɪtɪdʒ] (*наследие / спадчына*) List which includes the most valuable sites on our planet, such as the Pyramids in Egypt and Stonehenge in England. There are four Belarusian sites on the list: Mir Castle, Niasvizh Castle, the Struve Arc², and Belavezhskaya Pushcha. But there's another list that no one really talks about: the UNESCO Intangible [ɪn'tændʒəb(ə)l] (*нематериальный / нематэрыяльны*) Cultural Heritage List. What is intangible cultural heritage? It's things we can't touch. Sometimes you can't even see it. It includes anything and everything, from the Chinese Dragon Boat festival to the Baltic ['bɔ:ltɪk] song and dance celebrations in Estonia. Three Belarusian traditions are on this list: Christmas Tsars³, Budslau Fest, and Yurauski Karahod.

c. What does Yurauski Karahod have in common with the Chinese Dragon Boat Festival? How is Yurauski Karahod different from Niasvizh Castle?

2. a. Read about the rite (обряд / абрад) of Yurauski Karahod and put the pictures in the correct order.

The spring rite of Yurauski Karahod was included on the UNESCO Intangible Cultural Heritage List in 2019. The residents of the village of Pahost, Homel Region, have been performing this rite since ancient times. It is held on 6 May and dedicated to Yuryeu Day. According to an ancient belief, St Yury (St George) is the patron saint⁴ of harvest and domestic animals. On this day, animals are traditionally taken out into the field for the first time after the winter. Our ancestors believed that the man who took his cows out first on Yuryeu Day would have enough milk for the whole year.

¹UNESCO – the United Nations Educational, Scientific and Cultural Organisation

²the Struve Arc – the longest tool in the world which studies the size and the shape of the Earth

³tsar [zɑ:] – царь / цар

⁴patron saint [ˌpeɪtrən 'seɪnt] – святой покровитель / святы заступнік



The celebration begins on the eve of the holiday with baking the ceremonial bread Karahod. The next morning, women weave and put on flower wreaths, men take the ritual bread decorated with flowers, the icon of St Yury, and the 8-pointed star, and everyone heads for the field. Two girls make a symbolic gate with an embroidered rushnik and the procession walks through the gate. In the field, the women singing ceremonial songs and the men carrying the Karahod make a circle and a piece of brown bread is buried¹ in the ground. The participants of the rite ask God for a good harvest.

After that, the procession goes through the village giving out pieces of the ritual bread to its residents. People exchange presents, which are usually eggs and pies, and wish health and

¹bury ['beri] – хоронить, закапывать / хаваць, закопваць

happiness to each other. The festivities continue into the evening and end with a celebratory dinner accompanied with traditional Belarusian folk dances and songs.

It is great that such a remarkable tradition still lives on. However, Yurauski Karahod is under the threat of disappearing as the young leave the village and no one will be able to perform this unique rite in the future.

b. Read the text again, make questions and answer them.

1. performed / who / since / Yurauski Karahod / ancient / has / times / ?
2. is / isn't / rite / the / held / May / in / it / ?
3. our / believe / did / in / ancestors / what / ?
4. procession / goes / field / the / what / to / ?
5. bread / is / buried / a / of / piece / brown / white / or / ?
6. does / procession / why / go / village / the / through / the / ?
7. the / what / end / with / festivities / do / ?

c. Read the text again and write questions to the answers.

1. In 2019; 2. To Yuryeu Day; 3. The Patron Saint of harvest and domestic animals; 4. Flower wreaths; 5. Through the rushnik gate; 6. They sing ceremonial songs; 7. Because the young leave the village and no one will be able to perform this unique rite in the future.

3. Moving activity "Yurauski Karahod".

4. a.  Write three questions about Yurauski Karahod on a piece of paper. Your questions must be different from the ones in ex. 2 b and c.

b. Close the books and play a question game in two teams.

Students take turns to ask and answer the questions, so that each student has a chance to participate in the game. For each grammatically correct question, a team gets a point. For each correct answer, a team gets a point, too. If a student can't answer the question, the team can help. In this case, the team gets half a point.



LESSON 12. Progress check

I. READING

1. Read the invitation letter and say what the festival celebrates, where and when it is held.

Hukanne vyasny

*with the Students' Ethnographic Society
in the Yanka Kupala Museum*

Are you tired of the winter cold and winds? Are you looking forward to the coming of spring? Take the opportunity of welcoming spring in a traditional Belarusian way! Join in the “Spring calling” (Hukanne vyasny) festival, an



ancient rite celebrating the beginning of spring. It is one of the most cheerful and optimistic traditions in Belarus.

This tradition has very deep roots. When the first signs of spring appeared, our ancestors climbed the hills and called for the main spring's messengers – birds. In olden times, Belarusians performed various rituals to attract birds and spring to their land. Some people made birds from dough (flour, water, salt) and put them everywhere. Also, while singing ritual songs, they threw biscuits in the shape of the birds up into the sky. Others made birds from paper, cardboard, or thread figurines and tied them to trees with bright ribbons (*ленты / стужкі*). The higher the bird figurines were, the faster the real birds would see them. Do you want to join in this mysterious ritual? Make a colourful paper bird at home and bring it to the festival. If you can't do it, don't worry: you will be able to take part in the paper bird-making workshop in one of the festival's zones.

We offer a wide range of activities such as listening to and singing folk spring songs, dancing the karahod, and playing traditional games. Traditional spring songs are called “vyasnyanki” in which each verse (*куплет / куплет*) usually

ends with the loud “Hu-Hu!” sounds. These sounds gave the rite its name, “Hukanne vyasny”. You can also take part in the various workshops where you will learn to make birds from dough, paper, straw, and wood. We are going to hold a crafts fair with traditional Belarusian souvenirs from local artisans. The hit of the fair is clay or wooden bird-whistles. Blow one of them and spring will be upon much faster!



When you get hungry, head for the food court with its mouth-watering Belarusian cuisine: draniki and pancakes with cottage cheese and sour cream, pies with cabbage and mushrooms, gingerbread in the shape of birds as well as hot tea.

Welcome to call for spring together with your relatives and friends! You will definitely enjoy the festivities as well as help to keep alive one of the most fascinating Belarusian traditions which has been handed down from generation to generation.

The festival takes place in the village of Vyazyinka, the birthplace of the Belarusian national poet Yanka Kupala on 24 March. The festivities begin at 13:00.

Entrance fee: adults – 4 roubles, students – 3 roubles, children – 2 roubles.

2. You can try delicious Belarusian dishes at the festival. Read aloud the extract which says about it.

3. Are the statements true or false? Correct the false ones.

1. Our ancestors tied colorful paper birds to trees.
2. You need flour, water, and sugar for the dough to make birds.
3. In the past, people threw paper birds up into the sky.
4. You can buy clay souvenirs at the crafts fair.
5. There are three workshops at the festival.
6. The food court offers dishes of Belarusian and European cuisines.
7. Little children don't need to pay to get to the festival.

4. Explain why:

1. ... people in the past climbed the hills when it got warmer.
2. ... people needed colorful ribbons.
3. ... each verse in spring songs usually ends with the loud “Hu-Hu!” sounds.
4. ... clay or wooden bird-whistles are the hit of the fair.
5. ... it is worth visiting the “Hukanne vyasny” festival.

II. LISTENING

1.   Listen to Katya and Helen talking on Skype. What festival did Katya attend? What activity did she like most of all?

2.   Listen again and answer the questions.

1. How old is the festival? 2. How did Katya go to the festival? 3. Did Katya make paper birds at the festival? 4. Who participated in the baking contest? 5. What did Katya think about her birds? 6. Why didn't she bring home her birds made from dough? 7. What keepsake did she bring from the festival? 8. Did she eat pancakes with sour cream? 9. What is Helen going to cook for dinner?

III. SPEAKING

1. What do you know about traditional Belarusian crafts?
2. What did our ancestors believe in?
3. Role play a conversation. You are at the “Our Grunwald” festival. Decide on what you want to do there.
4. Recommend a Belarusian festival to your British friend.
5. What is your favourite Belarusian tradition? Describe it.

7 unit

MUSIC

LESSON 1. Catchy tunes

Communicative area: discussing and comparing different music styles

Active vocabulary: to be into, to perform, to stay tuned (to); a band, lyrics, a musician, performance, rhythm, a tune; catchy; music styles: alternative, blues, classical, country, dance, folk, jazz, pop, rap, rock, techno

1. a. Complete the sentence about yourself giving at least three ideas. Compare your ideas with your partner's. Do you have anything in common?

Listening to music is the perfect way to

b. Have a short class discussion answering the question: Does music help you study? If so, how?

2. a.  Have a brainstorm competition. Each pair has one minute to write down all music styles they know. The last pair to say the final existing style or sub-style is the winner.



b. Read the description of the most common music genres (styles). One of the music styles is mistakenly given the wrong name. Which one? Prove your point of view in pairs.

Music can be divided into classical, folk [fəʊk], and pop music. People of different ages usually prefer to listen to different styles of music.

Young people are normally keen on listening to different styles of popular music which include rock, pop, rap, dance, techno ['teknəʊ], etc., while adults are usually into something more traditional like country, classical or folk music. Tastes differ, you know.

Classical music is often performed by an orchestra ['ɔ:kɪstrə], a choir ['kwɪə] or a soloist ['səʊləʊɪst]. People usually say a “piece” of classical music rather than a “tune” or “song”.

to perform (v.) – performance (n.)

Folk music often expresses the character of ethnic and social groups and sometimes a nation. It is the music of the people. A folk song can express political or religious beliefs, tell a story or describe history. **Country** music is probably the most famous kind of folk music and is popular in many parts of the world.

Jazz and **blues** come from the USA. Jazz has a strong rhythm ['rɪðəm]. The melody can be played by ear. **Blues** is a style of music famous for being sad. The lyrics are often about people's difficult lives.

Every country in the world has its own pop stars. **Pop** is short for “**popular**” music and it means the most common form of music. Wherever you go in the world, it's easy to hear music from famous musicians [mju'zɪʃnz] like Ed Sheeran or Billie Eilish whether you want to or not!

Rock music is famous for being loud! Rock groups use electric guitars, bass [beɪs] guitars, and drums to create music with a strong beat and lots of energy. There are lots of sub-genres of rock such as **metal**, **punk**, and **prog-rock**. With so many different styles of rock to choose from, no wonder it is so popular!

Techno is different from most music genres in that it is usually spoken, not sung. The words rhyme (рифмуются / рифмувацца) like a poem, and fit to the strong beat of the backing music.

Dance music is the kind of music you usually hear in clubs and bars. It has a strong beat, is often **repetitive**, and is perfect for dancing too. Like rock, there are many different styles of dance music. Some are slow, some are fast, but they will all get your feet moving!

If the music you like doesn't fit one of these categories, it is probably **alternative** [ɔ:l'tɜ:nətv]. Music might be called "alternative" because only a small group of people like it or because it doesn't fit well into another category.

c. Find the definitions for the highlighted words from the text:

to characterise (*v.*) – character (*n.*)

1. melody;
2. beat;
3. characterised by unnecessary repetition;
4. invented while it is played, improvised;
5. a person who performs a solo;
6. a group of singers;
7. a large group of musicians, playing a variety of musical instruments;
8. like, love, enjoy; to be fond of smth, to be keen on smth;
9. the words of a song;
10. someone who performs or writes music, especially as their job;
11. to be played.

d. Work in pairs. Answer the questions.

1. Do you agree that only adults are into classical music?
2. What popular styles of music are mentioned in the text?
3. What styles of music are called traditional?
4. Do you think it is easy to perform classical music? Why?
5. What music is typical of clubs and bars?
6. What music is famous for using electric guitars, bass guitars, and drums?
7. What type of music can be called "alternative"?
8. What style of music is famous for being sad?

9. What is the connection between folk and country music?
10. How would you describe rap music?

3. **Moving activity “Find the match!”**

4. a. **Study the words and their definitions.**

An earworm – a song or tune that you keep hearing in your head.

To get goose bumps – to be very excited or scared.

Background music – quiet music that is often played in a public place.

To stay tuned (to) – to continue watching or listening to the same TV channel, radio station or online translation.

A band – a small group of musicians who play popular music.

Catchy – if a tune is catchy, it attracts your attention and is easy to remember.

To depend on one's mood – to have a close connection with one's mood.

To be/get carried away by – to be very excited about smth.



b. **Listen to teens speaking about their favourite music styles. What styles have been mentioned? Do your music preferences (предпочтения / перавари) differ from theirs? Discuss in pairs.**

c. **Listen again and fill in the gaps.**

1. Now she IOWA ... and its catchy
2. And naturally, they often ... Belarusian music charts.
3. As for me, I'm rock and alternative music.
4. I also like having ... music while I am studying.
5. Some ... of classical music are so ... that I easily get
6. Secondly, it provides a brilliant combination of instrumental ... and voice, which creates unforgettable harmony.

7. I immediately get ... by the beauty of jazz, it ... me ... hope and joy, even though its ... are often sad.

8. This style of music is ... and I like

d. What mentioned bands and musicians do you know? What do you think of their singing and manner of performance? Discuss in groups of 3–4.

5. Are you a music lover? What is your favourite music style and what kind of music person are you? Discuss in groups of 3–4 students using the help box phrases.

Help box

My favourite music style is ..., because it is ... and full of When I need to do an important task I turn on ... or It gives me pleasure and a feeling of The choice of music I listen to depends on This music style fills me with ... , I am / get carried away by

This style of music sounds touching / nostalgic / cool / energetic / rhythmic / expressive to me. I get goose bumps from / when It makes me feel relaxed / happy / excited / sad / nostalgic It is suitable for ... / ideal for

LESSON 2. Music lessons

Communicative area: speaking about music lessons and describing different types of musical instruments

Active vocabulary: a bagpipe, a bass guitar, a cello, a flute, a saxophone, a synthesiser, a trumpet, a violin.

Active grammar: articles with musical instruments; order of adjectives

1. Work in pairs. Answer the questions.

1. Do you have music lessons on the school curriculum? If yes, how many lessons a week? If no, did you use to have them before?

2. Do you or your classmates attend private music lessons?
If yes, what are they?

3. Have you ever thought of working in the music sphere in the future?

2. Read Kate's opinion on Music as a school subject in her personal blog and do all the tasks she offers to complete.

Teens lack of music education!

It seems these days lots of schools around the world have begun to exclude (*исключать / выключать*) music from their curriculums to make room for other subjects.

As a result, students don't even know the correct names of basic musical instruments. Let check if it is so with your help, guys!

TASK 1A

Practise reading the names of musical instruments using the transcription. Then match the names of musical instruments to their pictures. Three names are extra.



1. a cello ['tʃeləʊ]
2. a xylophone ['zaɪləfəʊn]
3. a synthesiser ['sɪnθəsaɪzə]
4. a bagpipe ['bæɡpaɪp]
5. a piano [pi'ænəʊ]
6. an accordion [ə'kɔːdiən]
7. a tsymbaly [tsɪm'bɑːli]
8. a triangle ['traɪŋɡ(ə)l]
9. drums [drʌmz]
10. a saxophone ['sæksəfəʊn]
11. a bass [beɪs] guitar [ɡɪ'tɑː]
12. a violin [ˌvaɪə'lɪn]
13. a flute [fluːt]
14. a harmonica [hɑː'mɒnɪkə]
15. a trumpet ['trʌmpɪt]

TASK 1B



Study the rule. In pairs make up sentences with the musical instruments from Task A using the definite and indefinite articles.



Jude has a cello in her bedroom. (a cello as a physical object)
 She plays the cello every evening to her family. (to play + the + the name of an instrument)

Most students can't even imagine that all musical instruments can be divided into 4 groups or categories.

TASK 2

Study the classification and put the musical instruments from Task A into the correct category. Can you add more instruments to each group? Work in pairs.

Musical instruments			
Percussion [pə'kʌʃ(ə)n]	Wind [waɪnd]	Keyboard ['kiːbɔːd]	String [striŋ]
<i>We beat or hit them to produce sound.</i>	<i>We blow into them to create sound.</i>	<i>They have keys.</i>	<i>They have strings (струны / струны).</i>

Moreover, students are often unable to recognise (*узнавать / познавать*) the sound of this or that musical instrument, not even saying about their abilities to play a musical instrument.

TASK 3



Listen to the music samples and guess the musical instruments used. How would you describe each melody? Work in pairs. Use at least 2 adjectives from the Help box.

Help box

Monotonous [mə'nɒtənəs], expressive, sad, repetitive, soft, soothing¹, relaxing, aggressive, catchy, melodious, rhythmic, energising, classical, modern, lively, pessimistic, slow, fast, sentimental, popular, touching, boring, romantic, awesome, cool, strange, exciting, jazzy, timeless.

Do you know how many classmates can play at least one musical instrument?

TASK 4

Walk around the class and collect the information about your classmates' musical abilities. Take notes.

Help box

- Can you play a musical instrument? What is it? Is it a wind / percussion / string / keyboard musical instrument?
- Do you play it well? – Yes, I do. Luckily, I have an ear for music.
- I don't think so. I just don't have an ear for music.
- When and where did you take up your practice lessons?

As for me, at present, I can't play any musical instrument, but I am really into the guitar sounding. To my ear, it produces very expressive timeless music. Also, I would like to learn how

¹ **soothing** ['su:ðɪŋ] – успокаивающий / які супакойвае

to play the drums like my bestie Alex. So my dad promised to take me to the **specialised** store but asked to make a close online study of all the musical instruments on sale before visiting the store. Could you do me a favour and vote for the best instrument? Thanks a million!

to specialise (v.) – special (adj.)

TASK 5



Read all the descriptions, putting the adjectives in the correct order, and say which musical instrument is the best one for me and why I should choose it.



Opinion + size + age + colour + origin + material + NOUN
A beautiful small modern green Hawaiian metal harmonica

1. Golden / new / big / African / drums;
2. A(an) / modern / brown and yellow / fantastic / electric guitar;
3. Old / legendary / wooden / a(an) / acoustic guitar;
4. Red / a(an) / brand new / expensive / electro-acoustic guitar;
5. Chinese / large / wooden / a(an) / impressive / drum;
6. A(an) / Caribbean / remarkable / small / hand drum;
7. Standard / ordinary / 6-stringed / Spanish / a(an) / guitar.

To conclude, music is an extremely important subject for all children to learn and can lead to better brain development, better communicative skills, and even stress relief (*снятию стресса / зняццю стрэсу*). As music is excluded from schools, children will no longer receive these benefits unless they take up private lessons, which are much more expensive for some families to afford. Give youth a chance to be into music!

3. Work in pairs. Give reasons for your answers.

1. What would you change in musical education at your school?
2. What would you keep in it?
3. What type of musical instruments attracts you most? Why?

LESSON 3. Favourite musicians

Communicative area: speaking about popular musicians of Belarus and the UK

Active vocabulary: a gig; live; at full volume

Grammar revision: So do I / Neither do I

1. a. Who are your favourite musicians (singers, musical bands)? Are there any Belarusians among them? Work in pairs. Do you like listening to the same musicians with your partner? Report to the class.

b. What are their music styles? What country (-ies) do they come from? What countries are famous for producing show-business stars? Discuss in pairs.

c. Study the words and phrases in the box. Answer the questions. Work in pairs.

a gig = a concert;

live [laɪv] (performance / musical / concert / radio / television) – not recorded earlier, but given directly to the audience;
to play / listen **at full volume** – as loudly as possible;

to have influence on smth – to have a person or thing that has an effect on smb. or smth.



1. Is it worth visiting a live gig of your favourite musician?
2. Do you listen to music at full volume?
3. Who had the biggest influence on your musical taste?

2. a.   Listen to Kate and Alex's conversation about their music preferences. What music styles are their favourite ones?

b.   Listen again. Which musicians are they talking about?

c.  Match the parts of Alex and Kate's conversation. Complete the rule.

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. I always listen to this band at full volume! 2. To be honest, he just doesn't like the band at all. 3. Can't wait for their next world tour! 4. I learnt the lyrics of their top rock songs "Believer", "Thunder" and "Radioactive" by heart a long time ago! | <ol style="list-style-type: none"> a) Neither do I. b) Me neither. c) So did I. d) So do I. |
|---|---|



1. ... is used to show agreement with positive statements.

... + auxiliary + subject (pronoun)

2. ... is used to show agreement with negative statements.

... + auxiliary + subject (pronoun)

Sometimes people respond "Me too" to positive statements and "Me neither" to negative ones, though this way is used in very informal spoken English.

3.   Moving activity "Class songs chart".

4. Make up a dialogue about popular musicians of Belarus and the UK and act it out in class. Use the Help box and the lesson grammar revision to express agreement or disagreement.

Help box

- What musicians do you like listening to?
- It depends Being alone / While hanging out with friends I listen to What about you?
- ... had the biggest influence **on** my musical taste. I am really into I always listen to ... at full volume.
- So do I. I am dying to see one's live performance with a variety of musical instruments. It is worth visiting!
- But I don't. I don't like one's manner of performing. I want to go to a live gig by One's latest song / single is a real catchy tune!

LESSON 4. How about going to the gig?

Communicative area: discussing and choosing a music event to attend, inviting a friend

Active vocabulary: to come across, to come up with, to make up one's mind, to step up, vibes

1. Work in pairs. Answer the questions.

1. Have you ever invited a friend to attend a music event together? What was the event?

2. Have you ever been invited to any music performance? What was it?

3. What questions do people usually ask when they want to invite a friend to go to the gig together?

2. a.   Listen to Alex and Kate's conversation. Has Alex agreed to go to a gig?

b.  Complete the conversation with the words and phrases from the box. Listen again to check your guesses.

- ◆ suggested (*предложил / прапанавай*) ◆ send me a message
- ◆ giving you a ring ◆ will be donated to ◆ How is it going?
- ◆ to attend ◆ check the messenger ◆ Neither can I
- ◆ Neither do I

Alex: Hi, Kate! (1. ...)

Kate: Great! I'm just (2. ...) to ask if you were serious yesterday about going to a concert.

Alex: Certainly. It is one of my dreams. Do you wanna say **you've come across** something interesting?

Kate: Look, unluckily, "Imagine Dragons" aren't playing any concerts this year, but my dad (3. ...) that we should go to the live concert of "Coldplay" next April. Have you heard of them?

Alex: Sure. But I thought that the guys had decided not to give any concerts until they could make their concerts "green", without using any plastic and stuff like that. I have no idea how they will manage to **come up with** any possible solutions.

Kate: (4. ...). It is fantastic to see that such world-famous artists **are stepping up** to protect the planet. But I am talking about a small charity concert. "Coldplay" will perform a **one-off** concert for fans in London. All the money from the show (5. ...) a charity. My dad and I want (6. ...) it. So would you like to join us?

Alex: Let me think. Can you (7. ...) with all the details? I need to ask my parents for permission to go. How much time do I have to decide?

Kate: No problem. I suppose we can wait for a week. Is it OK?

Alex: I think so. I can't wait to get the positive **vibes** from a live performance!

Kate: (8. ...) Call me back as soon as you **make up your mind**.

Alex: I will! See you soon! Say hello to your family from me!

Kate: Likewise! I'll text you in a minute, remember to (9. ...)!

Alex: Ok, bye for now!

c. Work in pairs. Match the words and phrases in bold to the definitions.

1. to make a decision;
2. happening, done or made only once;
3. general feelings that you get from a place or person;
4. to take responsibility for one's actions and show other people a good example of behaviour to follow;
5. to find something by chance;
6. to produce or provide something that people want.

d. Work in pairs. Answer the questions.

1. Why is Kate calling Alex? 2. What concert did they want to attend first? 3. Why can't they visit it? What news has Kate come across? 4. What band is stepping up to protect the planet? How? 5. How many concerts are they going to perform in London? 6. What did Alex ask Kate to send him? 7. What do Alex and Kate want to get from a live performance? 8. Who needs time to make up one's mind to go to the gig? Why?

e. Work in pairs. Read the conversation out with the partner, copying the stress and intonation from the recording.

3.  **Moving activity "So do I!"**

4. Work in pairs. Student A: open the book at page 148, student B: open the book at page 185. Get ready to ask each other the questions to fill in the missing information.



5. Work in new pairs. Choose a music event you'd like to invite your friend to. Make up a conversation using the Help box. Act it out.

Help box

- I'm just giving you a ring to ask if you want to go to ...?
- Have you heard of ...?
- Of course yes. / Not sure. / Let me think. Can you tell me all the details? What is the venue (*место* / *мечца*) / date? What time does it start? What programme / album / show is going to be performed?
- It will be held in It starts around They are giving a one-off live gig this season, so we shouldn't miss the chance to attend it!
- Can't wait to get positive vibes from a live performance!
- Neither can I.
- Call me back as soon as you make up your mind / buy the tickets /
- I will.

LESSON 5. What is on this month?

Communicative area: discussing different music events and advising what to attend

1. Work in groups of three. Answer the questions. Compare your ideas in class.

1. What are the most popular ways of learning about new music events that are on (take place) in your city / town / village?

2. How did people use to learn about upcoming (*предстоящих* / *якія маюць адбыцца*) music events before the wide use of the Internet and mobile phones?

3. Where do you usually buy tickets for the music event that you want to attend?

2. a. Work in pairs. Answer the questions about Belarusian music events.

1. What kind of music can you hear if you attend ...?
2. Which musical events have you ever been to?
3. Which music event would you like to attend?
4. What music fans is it for?

- a) The International Festival of Arts “Slavianski Bazaar in Vitebsk”;
- b) J:Mors Concert;
- c) “Carmen” Opera at the Bolshoi Opera and Ballet Theatre;
- d) Dmitry Koldun Solo Concert;
- e) Jazz Nights at Minsk Town Hall;
- f) Rock Festivals of Belarus;
- g) BeZ bileta Concert.

b. What other music events, which aren't on the list above, are popular in Belarus?

3. Moving activity “Popular music events”.

4. a. Read the advertisements of two music festivals. What do they have in common?

**Evenings of the Bolshoi Theatre
at the Radziwill Castle in Niasvizh**



The residence of the Radziwill family in Niasvizh has turned into the second home and the main summer festival venue for the Belarusian Bolshoi Theatre. For over ten years, the (1. ...) of ballet ['bæleɪ] and opera and musicians of the theatre have left their home theatre in Minsk and showed their best (2. ...) to Niasvizh guests and visitors. Within three days, thousands of spectators

are given a chance to see and hear classical and modern works, which are (3. ...) on several stages: in the courtyard and the Theatre Hall of the Radziwill Castle, as well as in one of the most beautiful Baroque churches in Europe – the Church of Corpus Domini¹. If you are a theatre-goer and admirer of classical arts, you will surely like this (4. ...) festival.

Summer music evenings at Mir castle

If you want to listen to modern pieces of music and dance to their (5. ...) in the open air there is an alternative music forum traditionally held in the neighbouring Mir Castle. The idea of summer music evenings is highly supported by local citizens as well as all Belarusian residents and foreign guests. The music evenings usually draw full house², though there is no fixed number of seats, but the number of viewers is impressive. In addition, there is music to suit all (6. ...). Different evenings can be dedicated to different music styles: jazz, rock, pop or classical music. The evening dedicated to the contest in playing electronic music traditionally gathers the most talented DJs from Europe and post-Soviet countries to check their skills. If you don't want to miss the chance to hear (7. ...) music, (8. ...) and visit the official websites to find the tickets.



to add (v.) – addition (n.)

b. Fill in the gaps with the words and phrases from the box.

◆ stay tuned ◆ tastes ◆ performances ◆ rhythms ◆ live
◆ open-air ◆ performed ◆ stars

¹ **the Church of Corpus Domini** ['kɔ:pəs 'dɒmɪnaɪ] – костел Тела Господня / касцёл Богажа Цела

² **draw full house** – собирать аншла́г / збіраць аншла́г

c. Work in small groups. Answer the questions.

1. What is the connection between the Belarusian Bolshoi Theatre and the Radziwill Castle?

2. Which festival traditionally gathers the most talented DJs from Europe and post-Soviet countries?

3. Which of the 2 music festivals would you prefer to go to? Why?

4. What world-wide music festivals do you know? Where are they held?

5. Open-air festivals usually draw full house. Why do people like going to such music events?

5. Which music event from ex. 4a would you recommend your foreign friend to attend? Why? Work in pairs.

LESSON 6. If only you would listen...

Communicative area: writing about the music event you've recently attended or watched on TV and sharing your impression about it

1. a. Look at the picture and describe in detail what kind of musical instruments the performers are playing. Use as many adjectives as possible and mind their order. Compare your description with the partner's.



b. Where can you see such live performances? Share your ideas.

2. a. Have you seen the Hollywood comedy “School of Rock”? Do you like it? Why? / Why not?



b. Kate's father has just suggested Kate and Alex should see Andrew Lloyd Webber's musical “School of Rock”. Look through the site information and discuss in pairs why he has chosen this event.

ANDREW LLOYD WEBBER'S **SCHOOL of ROCK** the musical

Running time: 2 hours and 30 minutes with 1 interval

Age restriction: 5+

Venue: Gillian Lynne Theatre, 166 Drury Ln, Holborn, London WC2B 5PW

Summary: “School of Rock” is a rock musical with music by Andrew Lloyd Webber, lyrics by Glenn Slater, and a book by Julian Fellowes. Based on the 2003 film of the same name, written by Mike White. The musical introduces Dewey Finn, an out-of-work rock singer, and guitarist who pretends (*притворяется / прыкідваецца*) to be a teacher of Music at a prestigious school. Dewey sees the musical talent in his students, so he forms a band of fifth-graders to win the upcoming Battle of the Bands contest.

What are people saying about the musical?

Bobley49, West Yorkshire, the UK:

This show is a total success. I love the film, but the stage show is even better. And the four kids who play the instruments live are brilliant. Every aspect of the show was enjoyable.

Anna37, Riga, Latvia:

To be honest, I haven't been a huge admirer of Andrew Lloyd Webber's talent until I saw School of Rock. This show is absolutely amazing! I've seen it twice and plan to watch it for the 3rd time next week with my twin daughters. I've even bought the CD so I can listen to the songs over and over again. The tunes are really catchy! The song "If only you would listen" changed my relations with daughters for the better, as now I am trying hard to find out what they really want and they deeply appreciate¹ this.

Nigel62, East Suss, the UK:

I took my wife and two granddaughters to the show. We all thought it was fantastic, totally uplifting (*поднимающим настроение / які ўздымае настрой*) and great entertainment for everyone. The music was played live and was of top quality. The repetitive idea of being more attentive to children and their dreams runs through the whole musical that makes it a piece of philosophical work. However, the intense energy and fast pace of the show didn't give us any chance to feel bored!

c. Are the musical viewers giving positive or negative feedback? Prove your answer to the partner.

d. Alex and Kate got interested in the musical. They are asking father the following questions. Read the information on the website again and find the answers.

1. What film is the musical based on?
2. Who is the scriptwriter (*сценарист / сцэнарыст*) of the musical / of the film?
3. Where is the musical performed?
4. How long does it last?
5. How many intervals are there?
6. Is the musical for little children?
7. Why did the people enjoy the musical?

¹ **appreciate** [ə'pri:ʃi,et] – ценить / цаніць

3.  Moving activity “Karaoke [ˌkæriˈəʊki] time”.
4.  Recommend the music event you have recently attended or watched on TV. Write a short review following the plan. Write around 100 words. You should mention:

1. what kind of music event it was;
2. where and when it took place;
3. who you saw it with;
4. some details which made the music event special to you;
5. whether you enjoyed this music concert or not and why;
6. whether you recommend it to your classmates or not and why.

LESSON 7. Music streaming services

Communicative area: discussing modern ways to succeed in the music industry

Active vocabulary: an audience, a gadget; to draw one's attention, to release, to take advantage of smth; offbeat

1. a. Look at the pictures with the words. Tell your partner what you still have at home.



a stereo ['steriəʊ]
cassette [kə'set]
recorder



headphones



a CD-player



a gramophone



a walkman



earplugs / earphones

b. Tick on a sheet your favourite ways to listen to music. Compare the results in pairs, then in class, and find the most popular ones.

1. I listen to mp3 audio files that I store on my smartphone.
2. I have a collection of CDs that I put into my CD-player.
3. I have a collection of cassettes that I put into my stereo cassette recorder or Walkman.
4. I listen to music and watch clips on YouTube music channels or other websites online.
5. I have a subscription (*подписка / надписка*) to such music streaming services like Spotify, YandexMusic, Apple, etc.

c. Discuss with the partner. Are there any other ways to listen to music today? How did your parents and grandparents listen to music when they were your age?

2. a. Read the article about streaming services and give it an appropriate heading in pairs. Vote for the best heading in class.

Streaming has changed music. Music streaming is listening to music without downloading it to your **gadget**. You just listen to the music of your choice from such streaming websites as Spotify, Apple, Deezer, TIDAL, Yandex Music, SoundCloud, etc.

Musicians can upload their music and original songs to these sites. If you're an independent artist, this is an awesome way to share your music to a worldwide **audience** without wasting a huge amount of money.

independence (*n.*) – independent (*adj.*)

You don't need a record company **to release** your songs to the public. However, you have to pay a certain percentage of the sales to the streaming website, when you're able to sell a song. This is still a good option because you only pay when you're able to earn. If you're good enough at singing and have an **offbeat** personality, you can become the next Justin Bieber or Selena Gomez.

Independent musicians **take advantage of** these music streaming websites and applications as they think this way of **drawing public attention** is inexpensive and convenient.

Finally, music streaming services can be available to any person on the globe as long as they have an Internet connection and a smartphone, a laptop, a smart TV-set, or a computer.

b. Match the highlighted words and phrases to their definitions:

1. a group of listeners;
2. to make good use of;
3. making people talk about a person and their talent;
4. a small device;
5. to make a film, game, album, etc. available for people to see or buy;
6. unusual, uncommon, unique.

d. Work in small groups. Answer the questions.

1. Why is streaming getting popular with young people?
2. Do you think there will be one big streaming company in the end?
3. Do you think streaming is good or bad for the music industry? Why?
4. Do you think streaming will become more popular in the future or will be replaced by a more modern technology in the music industry?

3. Moving activity "True or false".

4. a. Read the info about two popular musicians and say what modern services helped these teenagers become so famous.

Rise to fame

These days, it is much easier to become a celebrity (*знаменитостью / знакамiтым*). (1. ...). However, getting to celebrity status takes time and dedication. There is no such thing as an overnight success. Have a look at the following stories of successful singers (guess who?) and make up your own conclusion on this point.



Justin Bieber is a Canadian singer, songwriter, and actor. He owes every inch of his fame and fortune¹ to YouTube, which was how Scooter Braun, RMBG Record agent, discovered him and catapulted him to the stars.

Justin's mother used to record him singing and dancing and upload the videos on YouTube. Her intention (*намерение / намер*) was to share them with friends and family, however, Bieber drew the attention of millions. The young superstar is in his mid-twenties and holds a fortune of about 200 million dollars!

The hit "Ocean Eyes" has completely changed someone's life. (2. ...).

Yeap, Billie's! *Billie Eilish* is an American singer and songwriter. Her debut ['deɪbjʊ:] single "Ocean Eyes" went viral², and got over 194 million streams on Spotify. Since the age of 8, Eilish sang in a child choir, and at the age of 11 she started to compose and perform her own songs – much like her elder brother Finneas, who at the time already had his own band called *The Slightly's*. In October 2015 Finneas wrote a ballad entitled "Ocean Eyes". "I loved it and I couldn't get it out of my head for weeks", remembers Eilish. Once a teacher at her dance studio called Billie up and asked the girl to record a song to choreograph ['kɒrɪə,grɑ:f] a dance. (3. ...). The studio dancers liked the presented composition very much so the siblings decided to upload it to SoundCloud.

to compose (v.) – composition (n.)

Since that moment Billie has been getting more and more popular around the world. It is enough to mention that at the beginning of 2020 she received 5 Grammy Awards. (4. ...).

¹ **to owe** [əʊ] **every inch of one's fame and fortune** – целиком быть обязанным (*кому-то, чему-то*) своей славой и богатством / цалкам быць абавязаным (*камусьці, чамусьці*) сваёй славай і багаццем

² **viral** ['vaɪrəl] – вирусный, быстро распространяющийся, особенно по интернету / вірусны, які хутка распаўсюджваецца, асабліва па інтэрнэце

As you see, success comes to those who work, study, and practise hard. Besides, a potential celebrity naturally attracts people by their offbeat personality and individual style of performing. Focus on these parts and, who knows, maybe you will be the next singer to get all Grammy Awards at once. Never give up!



b. Read the text again. Fill in the gaps.

a) Eilish decided to go for “Ocean Eyes”.

b) Social media helps to distribute (*распространять / распространять*) information worldwide.

c) She is the youngest person and second person ever to win the four main Grammy categories: Best New Artist, Record of the Year, Song of the Year, and Album of the Year in the same year.

d) Can you guess whose?

c.  **Work in pairs. What should a person do to become a successful musician? Write down the tips from the text in ex. 4a. Add your own ideas. Compare in class.**

5. Work in pairs. Choose a famous musician or band and present their “Rise to fame” story. Whose story is the most impressive?

LESSON 8. Music talent shows

Communicative area: evaluating a musician’s performance of a song

Active vocabulary: to be music to one’s ears, to beat the drum for, to call the tune, chin music, to dance to one’s tune, to face the music, to sing a different tune, to ring a bell

1. a. Look at the names of popular TV shows. Which of them have you ever watched or heard of?

The X Factor

Talent Mayoy Krainy

American Idol

The Voice

Britain's Got Talent

Eurovision Song Contest

The International Festival of Arts
“Slavianski Bazaar in Vitebsk”.

b. What similar TV shows do you know? Share with the classmates.



“The Voice” is an international reality television singing competition of Dutch origin. Many other countries have adapted the format and begun broadcasting¹ their own versions since 2010.

The show's format has five stages of competition: producers' auditions², blind auditions, battle rounds, knockouts (*раунды на выбывание / раунды на выбывание*), and live performance shows.

At the stage of blind auditions, four famous musician coaches (*наставника / наставника*) listen to the contestants in chairs facing away from the stage not to see how people look like. If a coach likes what they hear from that contestant, they press a button to rotate³ their chairs to show that they are interested in working with that contestant. If more than one coach presses their button, the contestant chooses the coach he or she wants to work with to win this competition together.

contest ['kɒntest] (n.) – contestant [kən'test(ə)nt] (n.)

¹ **broadcast** ['brɔːdkɑːst] – вещать, передавать (*по радио или телевидению*) / вяшчаць, перадаваць (*па радыё або тэлебачанні*)

² **audition** [ɔː'dɪʃ(ə)n] – прослушивание / праслухванне

³ **to rotate** [rəʊ'teɪt] – вращать, поворачивать / круціць, паварочваць

2. a. Study the definitions of the following idioms and fill in the gaps in the sentences below. Change the word form if necessary.

To beat the drum for – to be in favour of.

To call the tune – to make an important decision.

Chin music – meaningless / idle talk.

To dance to someone's tune – to follow someone's influence.

To face the music – to deal with consequences of one's actions.

To sing a different tune – to change your opinion.

To ring a bell – to sound familiar to someone.

To be music to one's ears – to be very pleasant to hear. 

1. Your manner of performing on stage ... to me, but at the moment I cannot recall the name of a person I associate you with.

2. There are only two spaces left, you know... You have to

3. And I ... using your voice in our contest and ask you to choose me as your coach on your way to the splendid victory ever.

4. Come on, stop this ...! Guess what? You are not the only one who wants to get this talent into the team!

5. Oh my God, your words ...! I am so happy right now!

6. Sarah, listen, never

7. And if you choose me as your coach, I'll keep it, I promise. And I never

8. Sarah, it is time for you to ... and choose your coach!

b.   Listen to the extract taken from one of "The Voice UK" episodes and check your guesses.

c.   Listen again and answer the following questions.

1. How many judges have expressed their opinion on Sarah's performing?

2. Was the contestant selected to the further stage of the contest?

3. Did she have any problems in singing according to the judges' evaluation (*оценке / ацэнцы*)?

4. What kind of evaluation did Sarah get about her voice and manner of singing?

5. What kind of relations do the judges have between themselves? How do you know?

6. Why was Sarah given a chance to choose a coach?

3.  **Moving activity “Find the participants!”**

4. a.  **Listen to the song with your eyes closed. While listening, pay attention to the feelings you get from it. Discuss in pairs:**

- the singer's voice;
- vocal variations;
- the manner of singing (sincere, gentle, aggressive, strong / decisive, etc);
- the message of the song;
- your feelings about the song and the vocalist;
- the singer's (or band's) name.

b. **Imagine your teacher is a music show contestant and has just sung the song from part a. Use the Help box to give your evaluation to the contestant. A pair of students can act out as one judge.**

Help box

– Wow! You've performed the song really well / beautifully / ...

– But I should draw your attention to a couple of problems. I can help ... because I see the sincerity in your voice.

– I do really love that nostalgic / expressive / soothing / ... song and your own way of presenting it to us.

– Your way of singing is unique / different / individual / ..., it suits your appearance.

– As far as your singing is concerned, you've made that song sound different / touching/energising / ... and I like it pretty much. I like the way you sing. You have a wonderful / expressive / powerful / ... voice.

– I've never heard anyone in this project who can show us such a large/wide range of vocal variations in a short time. I hope you'll be part of my team.

– You would be an incredible / remarkable / ... singer to the show and to my team.

LESSON 9. The voice judges verdict

Project

Communicative area: expressing an opinion on popular songs, manner of their singing and different music styles

BEFORE THE PRESENTATION LESSON

- 1. a.** Find the picture of your top songs chart that you made up in Lesson 3 together with your classmates. Listen to all 10 songs or their extracts at home to refresh your memory.
- b.** Choose 1–2 songs that you like most from the list and write down short notes to characterise the song and its performer following the instructions and help box in ex. 4a, b of Lesson 8.

IN THE PRESENTATION LESSON

STAGE 1: Blind auditions

Split into 2 teams of judges and arrange your seats in circles. The teacher works as a presenter in one team and chooses the other presenter among the students for the second group. You will be given 20–30 seconds to comment on each composition from the list of 10. As the names of ‘contestants’ are known to you, you may use their names and the 3rd person singular form in your speech. The presenter is responsible for timing and preventing any conflicts between the judges.

STAGE 2: Elimination

In teams make a shortlist of 5 participants. Then unite with the other team of judges, compare your shortlists and vote for the 3 winners of the show. You need to find strong viewpoints to make other judges beat the drum for your offer.

2.  Moving activity “Music makes the people come together!”

STAGE 3: Judges’ Verdict

You’ve already arranged 3 first places among the participants. Now you have to announce (*объявить / аб’явіць*) your verdict to the participants. Rearrange into 3 groups of judges, prepare your final evaluation of one contestant (distribute the 3 winners between the 3 groups of judges) and choose a speaker to announce your final verdict. Congratulate the participant on such a good result.



3.  Write 10–12 sentences to express your opinion how music can make people come together.

LESSON 10. Culture corner.

Music legends

Communicative area: reading, asking, and answering questions about famous musicians of the UK and Belarus

1. a. Read the quotation below and say if you agree with it or not. Discuss in pairs. Then report to the class.

“It is easier to understand a nation by listening to its music than by learning its language.”

Author unknown

- b. Do you remember the first song in English that you were trying to sing along with? When was it – before you started learning English or after? Share with your partner.

- c. What musicians are the main representatives (*представители / прадстаўнікі*) of Belarusian culture / British culture? Why?

2. a. Read the article about “The Beatles”. Does the heading match the article?

Music legends go on living in their songs

In the modern industry of show business, there is music to suit each taste. Some musicians are so talented that you can't imagine music without their names. Such performers are truly called music legends.

“The Beatles”, by name “Fab Four”, were an English rock band formed in Liverpool in 1960. The principal members were John Lennon, Paul McCartney, George Harrison, and Ringo Starr.



Although they broke up almost 50 years ago, the Beatles are still one of the most popular rock groups in the world! During the six years of their existence, they led a revolution in music. Over half a century later, their records are still sold in millions every year. All over the world, even teenagers know the tunes as well as the lyrics of the Beatles' most famous songs such as “Yesterday”, “Yellow Submarine”, “Let it be”, “Here Comes the Sun”, etc.

In Britain, the Beatles are still a big tourist attraction. Thousands of people go to Liverpool every year to see where it all began. In Liverpool, they can visit the Beatles' museum, take a “Beatles' Tour” of the city or visit the house where Paul McCartney lived as a teenager.

But why did the Beatles get to the top in the sixties and why are they still so popular today? The Beatles offered a new type of music with new instruments (electric guitars). They were not the only band, of course, but they were the best, the most original. At first, they copied rock ‘n’ roll songs from the USA. Those songs were not well known in England at that time, but it was easy to get rock ‘n’ roll records in Liverpool, a busy port city at that time. Some years later the Beatles began writing their own songs – and people liked them and go on enjoying them nowadays.

All in all, the Beatles' music is legendary, and you can't deny their status of being one of the greatest British rock bands of all time. They left us rich music heritage which we all are really proud of!

b. Work in pairs. Answer the questions.

1. When did the Beatles get to the top?
2. How many members did the band include? What are their names?
3. How did people start calling the Beatles when they got popular?
4. What musical instruments are the Beatles playing in the picture in ex. 2a?
5. What songs of the band are mentioned in the article? What other compositions of these musicians do you know? What is your favourite one (if you have)?
6. What is the secret of such overwhelming¹ popularity of the Fab Four?

3. Moving activity "Restore a song".

4. a. Listen to the history of a Belarusian legendary band. What songs is the band famous for?



b. Listen again. Work in pairs. Use the key words and phrases to retell the history of the Belarusian popular band.

"Liavony"; to tour; top popularity; folklore; were composed; adapted his poems into; the honorary title Merited Artist

¹**overwhelming** [ˌəʊvəˈwelmlɪŋ] – ошеломляющий, безграничный / ашаламляльны, бязмежны

(*Заслуженный артист / Заслужаны артыст*), a higher title of People's Artist (*Народный артист / Народны артыст*), a car accident; split; contribution.

to compose (v.) – composer (n.)

5. a.  Listen to “Moy Rodny Kut” song by “Pesniary” and discuss in pairs:

- the singers’ voices;
- the manner of singing (sincere, gentle, aggressive, strong / decisive, etc);
- the types of the musical instruments used in the song;
- the message of the song;
- your feelings about the song.

b. What other songs do you associate your Motherland with? Why? Share with the partner.

LESSON 11. Board game “Music discussion”



Communicative area: discussing the role of music to humanity and asking people about their music preferences

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

The board game “Music discussion” is one of the greatest speaking activities. In groups of 2–4, students roll the dice and move their counters. When they land on a square, they’ll ask their partner(s) the question in the square about music. Some squares have special instructions to follow. Go ahead!



2. Who was the first to reach “Finish” square? Look through the board game squares again and identify which ones you had to skip during the game. Can you do them right now in turn?
3. Can you say about yourself that you are really into music and can talk about it for hours? Discuss in pairs.

LESSON 12. Progress check

Communicative area: testing your reading, listening and speaking skills

I. READING

1. Read the article and say who wrote the first jazz song in the music history.

Classical music rules the modern world

Young people are normally into rock, pop, or even rap, but the musical influence of classical composers is felt in any piece of contemporary music. Classical composers such as Bach [bɑ:k], Schubert [ˈʃu:bət], and Mozart [ˈmɔʊtsɑ:t] are still popular. How can it be? Just look back at the music history.

Firstly, Bach wrote the piece “Prelude and Fugue [fju:g] Number 20 in A Minor”, a composition that combined the composer’s classical style with a more modern approach (*подход / надыход*), which was later named the first Jazz song.

Secondly, the structure of almost every popular song in today’s music can be connected with Schubert’s creation of the three minute, verse-chorus (*куплетно-припевной / куплетна-прыпеўнай*) based song. Schubert, though he was a classical composer, wanted to create short melodic songs that everyone could enjoy. So he had written hundreds of pieces before the perfect design of music was created, which we still use today.

In addition, Mozart also came up with his own structure of music in which many of his pieces were simple in comparison to the earlier works of Bach. Mozart found that a simple four chord¹ melody, similar to that of modern pop and rock music, could be beautiful. This simple method let him become one of the most well-known composers of all time.



The roots of music are important. In fact, many popular artists in today's music industry have a close relationship to classical music. A large portion of today's musicians grew up playing some sort of classical instrument such as the piano or violin, because reading music notes is a necessary skill in the music industry. The relationship between modern and classical music is especially felt in the works of "One republic", "Coldplay", "U2", "Justin Bieber, Adele", and many more. It's not surprising that these musicians are really popular. Their secret of success is that they have used or adapted classical music into their works and normally this combination draws attention of a wider audience.

Overall, if you have learned several different instruments, or simply listen to music, the influence of classical music is undeniable (*неопровержимо / бесспорно*). Though many believe classical music is a dying art form, it is still popular with today's society and widely used by modern musicians and composers.

2. What is the secret of the success of modern musicians? Read aloud the extract about it.

3. Answer the questions.

1. What are the names of three classical composers mentioned in the article?

2. What does the composition "Prelude and Fugue Number 20 in A Minor" combine?

3. Who is the creator of the three minute, verse-chorus based song?

¹ **chord** [kɔ:d] – аккорд / акорд

4. According to Mozart, what kind of melody can be simple but beautiful?
5. What skill is very important for modern musicians?
6. Why is classical music still popular? How do you know?

II. LISTENING

1.   Read the words in the box and the title of the text and try to guess the name of the world-known composer. Then listen to check your guesses.

A conductor [kən'dʌktə] is someone who directs the musicians of an orchestra or other musical group.

Deaf [def] means 'not able to hear anything, or not able to hear very well.'

Despair [dɪ'speə] is the feeling that a situation is so bad that nothing you can do will change it.



The deaf musician

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

1. He started losing hearing when he was a teenager and completely lost it at 23.
2. The maestro ['maɪstrəʊ] composed some of his later pieces while playing the piano with his eyes close to the keys.
3. "I am deaf, but not dead. So I can conduct the orchestra on my own."
4. The maestro was standing next to the conductor during the concert to help him with the tempo.
5. When the symphony ended, the maestro didn't hear the applause until someone turned him around to the audience.
6. People say that "The Ninth Symphony" is one of the greatest pieces of music ever written, but still it is not included into the United Nations World Heritage List.
7. The composer died just three years after the premiere of his last symphony, in 1827.

3. What other interesting facts do you know about the deaf musician? What about other well-known composers?

III. SPEAKING

1. Express your point of view on the following statements and give the reasons.

1. In modern times the British music is one of the most developed and most influential in the world.
2. Teenagers lack music education.
3. Music makes people come together.
4. Streaming is good for the music industry.
5. Music talent shows help talented musicians get popular.
6. It is easier to understand a nation by listening to its music than by learning its language.



8

unit

BOOKS

LESSON 1. Books through the ages

Communicative area: speaking about the history and the role of books

Active vocabulary: an author, audiobooks, e-books, to predict, a prediction, access (*n.*, *v.*)

1. a. Work in pairs. What do you call them?

1. a person who writes books; 2. a person who draws pictures for books; 3. a book about events which didn't really take place; 4. a book that describes real events and people; 5. a book that describes a story of a real person's life; 6. a book about a person's life written by that person himself; 7. a book that has information about many different subjects or about one subject and is usually put in alphabetical order; 8. a book with recipes for preparing food; 9. a recorded reading of a book that you can listen to; 10. a book that has a list of words in alphabetical order and explains their meanings or translates them into another language.

b. Read the information about books and check your answers. What new words have you learned?

A book is a number of pages of text or pictures fastened together along one side and protected by a cover. Books can be recorded. In this case they are called audiobooks. A book is

written by an author and the pictures in the book are drawn by an illustrator.

to imagine (*v.*) – imagination (*n.*) – imaginary (*adj.*)

Generally, books fall into two categories: fiction and non-fiction. Fiction books are stories about imaginary events. Some books are based on real events, but the author makes up characters and dialogues. Non-fiction books describe true facts or things that have really happened. Among them are dictionaries, cookbooks, encyclopaedias, biographies, and autobiographies.

2. Work in pairs. Discuss the questions. Do you have much in common?

1. Who is your favourite author? What kind of books does he / she write? 2. Do you like listening to audiobooks? 3. Have you ever used encyclopaedias? When did you use them last time? Why? 4. Is it useful to read biographies and autobiographies of famous people? Why? 5. Do you use cookbooks? How often? 6. Do you have many dictionaries at home / school? When do you use them?

3.   **Moving activity “Stand up / sit down”.**

4. a.  **Work in pairs. Write three facts about the history of books.**

b. Read the extract from “Kids Encyclopaedia Facts”. Are any of your facts mentioned in it?

Before the book, as we know it, texts were recorded onto clay tablets and papyrus [pə'paɪrəs] scrolls. The earliest writing system dates back to 3400 BC and was developed by the ancient culture of Sumer ['su:mə], in the region of modern-day Iraq.

The Romans were the first people to put several manuscripts between covers. It happened around the 2nd century AD. Such



books were more convenient to use and store than scrolls. But they still had to be copied by hand.

Around 650 AD the Chinese started printing with the help of wooden blocks: shapes were carved out of a block of wood, covered with ink (*чернила / чарніла*) and pressed onto the paper. It took a lot of time to make books using this method, so very few people could afford to have them.

In Europe, the bookmaking process was also long because all books were copied by hand and it made them rare and expensive. A book, it was said, was worth as much as a farm. No wonder books in medieval libraries were kept under lock and key and were often chained (*прикованы цепью / замацаваны ланцюгом*) to a desk or a bookshelf so that nobody could steal them.



Did you know that ...

Hereford Cathedral Library, England, is well known for its chained books (about 1,500 of them) that have been kept there since 1611.

In the 1450s Gutenberg ['gu:tənbɜ:g] came up with the idea of a machine for printing: the printing press. The press could make a few thousand pages a day and it started the printing revolution. For the first time in the history of Europe, books could be bought by the middle class. Knowledge and education spread throughout the continent like never before.



Bigger and much faster presses appeared during the industrial revolution in the 19th century. It also brought a new way of making paper from wood pulp (*древесной массы / дрэўнай массы*). These two factors made books cheaper and it meant that common people (*простые люди / простыя людзі*) could afford to buy them. The appearance of public

libraries and free education helped people to **access** ['ækses] information and increased (made bigger) the number of literate (*грамотных / адукаваных*) people. Books became more popular and accessible.



Digital ['dɪdʒɪtəl] (*цифровая / лічбавая*) printing has opened up a new opportunity: to print books only after an order is received from a customer. In the 2000s, the e-book was created. The term **e-book** is a short form of “electronic book”. E-books can be read on a computer, a tablet, an e-book reader or even a mobile phone.

to predict (*v.*) – prediction (*n.*) – predictable (*adj.*)

According to some **predictions**, in the future books will become interactive, moving, “alive”. They will be able to change depending on where you are and what you are feeling. You will be able to smell and taste different flavours, too. Others **predict** that printed books will become extinct (*вымрут, выйдут из употребления / вымруць, выйдучь з ужытку*). Which predictions do you think will come true?

c. Work in pairs. Explain the words in bold. Check with the teacher.

d. What does the text say about the following?

Clay tablets / papyrus; Sumer; the Romans; woodblock printing; Gutenberg; the 1450s; the 19th century; common people; public libraries; e-book; the predictions about the future.

5. a. Work in pairs. Who remembers the facts better?

1. When did the first books appear?
2. Why could only a few people afford to have books in the past?
3. What helped people to access information?
4. Can many people afford to buy books nowadays? Why?
5. What future changes do people predict for books?

b. Work in groups. Discuss the questions. Do you share the same opinion?

1. How often do you buy books? When did you buy a book last time? What was the book? Why did you buy it? 2. Do you read e-books? Which type of books do you prefer: paper books or e-books? 3. Do you think books are affordable and accessible? 4. Do you think the predictions from the text will come true? Can you predict any other changes?

to afford (*v.*) – affordable (*adj.*)
to access (*v.*) – accessible (*adj.*)
to prefer (*v.*) – preferable (*adj.*)
to change (*v.*) – changeable (*adj.*)

LESSON 2. From cover to cover

Communicative area: speaking about your reading preferences

Active vocabulary: to cope with, to keep in suspense, to relate to, predictable, mind-numbing, varied, a page-turner, a bookworm, halfway through

1. a. Match the genre ['ʒɒnrə] to its definition.

- | | |
|----------------------|---|
| 1. detective novels | a) novels which are based on real historical events |
| 2. historical novels | b) a type of literature which uses musical qualities of the language |
| 3. romantic novels | c) a website where someone regularly writes about their experiences (<i>опыт / опыт</i>) |
| 4. fables | d) novels in which a detective tries to solve a crime (<i>преступление / злочинства</i>); |

- | | |
|---|---|
| 5. science-fiction (sci-fi)
[saɪ'faɪ] | e) stories that describe situations that are very different from real life, usually involving magic |
| 6. poetry | f) books that have stories told in pictures with a bit of writing |
| 7. fairy tales | g) a short story that tells a moral truth, often using animals as characters |
| 8. fantasy | h) books about imaginary events in the future, especially about space travel or other planets |
| 9. comics (<i>Br.E.</i>) / comic books (<i>Am.E.</i>) | i) stories for children involving magical events and imaginary creatures |
| 10. blogs | j) stories about love |

b. Discuss the questions. Which genres

1. keep you in suspense (*держат в напряжении / трымаюць у напружанні*)? 2. describe imaginary events? 3. help people cope with (*справляться / спраўляцца*) real life problems? 4. amuse you? 5. make you feel different emotions?

2. a. Look at the words in the box. Guess what they may mean.

◆ bookworm ◆ halfway through ◆ mind-numbing
[ˈmaɪndˌnʌmɪŋ] ◆ page-turner ◆ predictable ◆ varied
[ˈveəriəd] ◆ to relate to

to predict (*v.*) – predictable (*adj.*)

b. Complete what people say about books and reading with the words from the box.

to vary [ˈveəri] (*v.*) – variety (*n.*) – varied (*adj.*)

1. I like doing different things. My interests are
 2. I found it very hard ... the characters in the book. They were absolutely unrealistic. 3. The last book I read was a real I read it from cover to cover in two days. 4. The plot of the book was completely I was only ... the book, but I knew how it would end. 5. My friend is a real He's always carrying a book around with him. 6. I just don't understand how people can read romance novels. They are absolutely ... – boring and predictable.

c. Work in pairs. Change the sentences to make them true for you.

3. a.   **Listen to four people. Do they all like reading? What genres do they prefer? Which one is a real bookworm?**

b.   **Look through the sentences and complete them. Listen again and check.**

1. Speaker 1 thinks murder mysteries offer the chance to ... the story for yourself. 2. Speaker 1 believes that detective stories ... you in 3. Speaker 1 ... reading romantic novels because he can't ...the characters, and he finds them absolutely ...-.... 4. Speaker 2 is ... sci-fi. 5. Speaker 2 thinks that “The Sirens of Titan” is a real ...-.... 6. Speaker 3 believes that there is ... reading about imaginary characters and events as you ... touch ... reality. 7. Speaker 3 is only reading blogs because they describe how real people ... with real problems. 8. Speaker 4 uses reference books to look ... information. 9. Speaker 4 prefers non-fiction because it helps to ... your vocabulary, broaden your horizons and ... your critical thinking skills.

4.   **Moving activity “Class survey”.**

5. Work in new pairs. Speak about your reading preferences. What do you have in common? Use the phrases from the Help Box.

Help box

My tastes in books are varied / not really varied.

I like / enjoy / dislike / hate / can't stand / don't mind reading

I'm really into / crazy about / interested in reading
I think there is no point in / it is worth reading

These books are humorous / mysterious / enjoyable /
predictable / mind-numbing / realistic / motivating / boring /
amusing / real page-turners

I can / can't usually relate to the characters because
they are realistic / unrealistic / boring / predictable / etc.

Such books keep you in suspense / make you feel amused /
make you think about / help you predict the future / enrich
your vocabulary / broaden your horizons / develop critical
thinking skills / help you cope with problems / etc.

LESSON 3. It's a great read

Communicative area: recommending a book and sharing
opinions about the book

Active vocabulary: gripping, thought-provoking,
monotonous, to admire, to be set (in / on), to convey
a powerful message, to live up to all the hype, unexpected
twists, a masterpiece

1. a. Here's J.K. Rowling's quotations. Put the words in the right
order to read it.

"read / If / like / to / you / don't / the / book / you / found /
haven't / right."

b. Explain how you understand it. Do you agree with J.K. Rowling's
opinion?

2. Work in pairs. Discuss the questions.

1. How do you choose a book to read? Do you ask your friends /
parents / teachers for advice? Do you google the bestseller lists?

Do you go to a bookshop and pick the book with an attractive cover? 2. Do you ever go to the library? When did you last go there? When you go to the library, do you ask the librarian for advice? 3. Do you think libraries are necessary in the modern world?

library (n.) – librarian (n.)

3.   Listen to the conversation. Where is the boy? What book is he looking for? Has he found it?

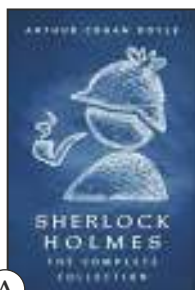
4. a. Read a girl's opinion on the book. Does she like it? Have you read the book? If yes, do you agree with the girl?

Last week I borrowed “The Hunger Games” from the library. The book is **set** in the future. My friends said the book was a **masterpiece**, a real work of art. They all read it from cover to cover in a day because the plot was **gripping** with a lot of **unexpected twists**, but I found it a bit **monotonous** [mə'notənəs]. It **didn't live up to** all the **hype** at all: I expected much more from it. Actually, I thought it was really **violent**. A lot of people were killed and I got upset. I even wanted to give it up halfway through the book. Perhaps (*возможно / магчыма*) it was **thought-provoking** and **conveyed a powerful message**, but I just didn't get it.

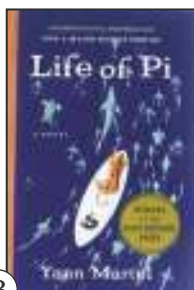
b. Match the words in bold in ex. 4a to their explanation:

1. wasn't as good as people expected;
2. exciting, holding the attention or interest;
3. aggressive;
4. boring because of always being the same;
5. making people think seriously;
6. surprising changes;
7. expressed an important idea;
8. a work of art made with great skill;
9. takes place;
10. a situation in which something is advertised and discussed in newspapers, on TV, etc. a lot in order to attract everyone's interest.

5.   Moving activity “It’s a good read”.



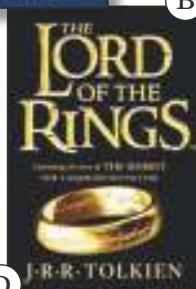
A



B



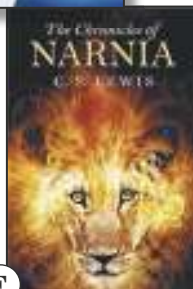
C



D



E



F

6. a.   Listen to the second part of the conversation in the library. Put the names of the books in the order they are mentioned. Name the book the boy: 1. liked; 2. gave up halfway through; 3. is going to read.

- b.   Listen again and answer the questions. Explain your answers. Which book:

1. makes you think a lot? 2. keeps you in suspense? 3. might have a predictable ending? 4. has a lot of powerful symbols? 5. is set on an island? 6. is a real page-turner? 7. expresses an important idea? 8. did the boy find boring? 9. is a real masterpiece? 10. is set in an imaginary world? 11. didn't live up to the boy's expectations? 12. may seem disturbing to people?

7.  Work in pairs. Act out a similar conversation between a librarian and a reader. Use the phrases from scripts.pdf.

LESSON 4. My favourite book character

Communicative area: listening and speaking about your favourite book character

Active vocabulary: admire to portray, inventive, hilarious, determined

1. a. Work in pairs. Unjumble the parts in bold to make questions.

1. Do you know any books with **plot a with fast-moving tale unexpected the twists in?**

2. What was the last book **cover you to cover read from?**

3. Have you ever started reading a book which **through you up gave halfway?**

4. Which book in your opinion **a conveys message powerful?**

5. Have you ever read a book **a plot with slow-moving which you into couldn't get?**

6. Are there any books **the live which don't up all to hype around them?**

7. Have you read any books which **too you violent found?**

8. Are there any book characters that **relate you can to?**
Why?

b. Work in pairs. Discuss the questions.

2. Read the definitions of some words. Which words don't describe character traits?

to invent (*v.*) – **inventive** (*adj.*) – **invention** (*n.*)

1. Someone who is **inventive** has an ability to create new things or think originally.

2. **Hilarious** is extremely amusing and entertaining.

3. If a girl is **tomboyish**, she enjoys noisy activities that are more typical of boys than girls.

4. When an author **portrays** [po:'treiz] something, he or she gives a description of it.

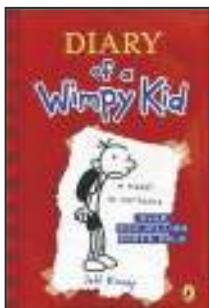
5. A **fearless** person is not afraid of anything.
6. **Unruly** children are difficult to control because they often break rules.
7. Someone who is **determined** [dɪ'tɜ:mɪnd] is able to make choices and decide what to do quickly and confidently.
8. If you **admire** someone, you respect and like them. 

3. a. Look at the words in the box. Divide the adjectives into two groups: positive and negative traits of character. Find the words with the opposite meaning.

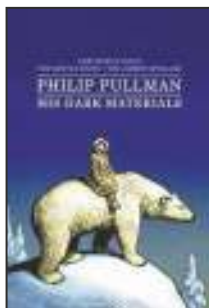
bossy, sensible, stubborn, sociable, intelligent, imaginative, reserved, (in)sensitive, confident, courageous, arrogant, determined, selfish, selfless, (un)reliable, neat, greedy, (dis)organised, (im)patient, witty, stubborn, loner, forgetful, serious, weak, strong, powerful, shy, mean, polite, rude, kind, clever, tomboyish, honest, cowardly, naughty, silly, funny, wise, caring, dishonest, strict, generous, curious, fearless, cheerful, loyal, hard-working, helpful, lazy, friendly, responsible, have a sense of humour, unruly

b. What people do you admire / dislike? Why? Use the words from ex. 3a.

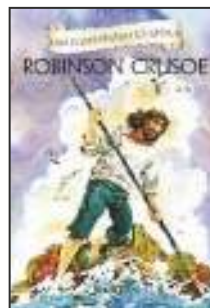
4. a. Look at the book covers. What adjectives from ex. 2a and 3a can describe the main characters of these books?



Diary of a Wimpy Kid



His Dark Materials



Robinson Crusoe

b.   Listen to three people talking about these book characters. Were any of your adjectives mentioned by the speakers? Do all the speakers admire the character they speak about?

5. a.   Match the characters to their description. Listen and check yourself.

Greg Heffley

Robinson Crusoe

Lyra

selfish, doesn't pay attention to their appearance, practical, lazy, fearless, unreliable, usually gets into trouble, unruly, can be courageous, often acts without thinking, inventive, can be caring, determined, strong, highly intelligent, shows loyalty to their friends and family, tomboyish, can be intelligent, can cope with difficulties, honest

b.   Listen again. Are the statements true or false? Correct the false statements.

1. Speaker 1 has read all the books of the series "Diary of a Wimpy Kid" twice.

2. Speaker 1 finds the book hilarious.

3. Speaker 2 is into adventure novels.

4. "Robinson Crusoe" is a biography of Daniel Defoe.

5. Speaker 3 normally doesn't enjoy fantasy books very much.

6. Speaker 3 gave up halfway through the first book.

6.   Moving activity "Bad line".

7. Work in groups. Speak about your favourite character. Use the plan below. Which other character(s) did you like? Why?

1. The book the character is from.
2. The positive traits of the book character.
3. The negative traits of the book character.
4. Why do you like / admire this character? Are there any things you dislike / are annoyed by in this character?

LESSON 5. The land under white wings

Communicative area: reading and speaking about your favourite book by a Belarusian author

Active vocabulary: to reveal, to inspire, (a source of) inspiration, to depict, to raise questions, to draw parallels, to appeal to, outstanding

1. a. Work in pairs. Group the words and expressions describing books into positive and negative.

monotonous, gripping, thought-provoking, slow-moving, has a predictable ending, with unexpected twists, moving, not an easy read, a real page-turner, keeps in suspense, conveys a powerful message, can't put it down, hard to relate to the characters, read from cover to cover, mind-numbing, unrealistic characters

b. Think of the books by Belarusian authors you have read. Which of the expressions in ex. 1a can you use to describe them?

2. a. Look at the pictures. Have you read any of the books?



b. Read some reviews. Which of the books from ex. 2a does each of them describe?

1. It was written by an **outstanding** Belarusian writer, whose books about the hardships of war were admired by millions of readers in Belarus and worldwide. The book is set in October 1941 at the railway crossing. The main characters are six soldiers, who must stop the Germans while the battalion is retreating (*омсцynaем* / *адсцynaе*). The soldiers come from very different backgrounds but have to fight together defending their Motherland. At the critical moment, they **reveal** their true nature. The book conveys a powerful message: in the context of war people are ready to sacrifice (*жертвовать* / *ахвяраваць*) their lives for their country.

2. It is about a nobleman (*дворянин* / *дваранін, шляхціц*) who lives on the shore of a lake. In winter it turns into a road and travellers take a shortcut across it. Most of them see a welcoming candlelight in the window, and pay for a warm bed, supper and straw for horses by telling stories. The stories could be a great **source of inspiration** for a Hollywood horror film but the book is not only about entertainment. The author **depicts** traditions and lifestyles of people from different backgrounds. The book **raises questions** of moral beliefs and values, which are becoming even more important nowadays.

3. People sometimes compare this author to Homer. Indeed, we can **draw parallels between** this book and “The Odyssey”. It is a story about a traveller and a kind-hearted musician, who, like Odysseus [*ə'dɪsjʊ:s*], often gets into trouble until he finally reaches his goal: freedom of creation. The poem ends with the main character falling asleep on the grave (*могіле* / *магіле*) of his beloved girl Hanna. In 1925, the author changed the ending: the main character wakes up, plays his violin and raises his sweetheart from the dead. The author communicates **an inspirational message** that art and beauty are able to revive (*возродить* / *адрадзіць*) the country. The poem is so popular in Belarus that a monument to its main characters was put on in Yakub Kolas square in Minsk.

to inspire (*v.*) – inspiration (*n.*) – inspirational (*adj.*)

4. It is a masterpiece of Belarusian fantasy and a real page-turner. This trilogy depicts the adventures of two hilarious characters. They spend their fortune and have to find a new way of making money. They grow turnip (*pena / pəna*), sit on eggs, go to war, and fight Tsmoki. The book is full of irony and allegories and creates a unique memorable a bit illogical atmosphere of fairy tales. The book will definitely enrich your vocabulary of the Belarusian language with some old-fashioned and already forgotten words and modern slang. The book will **appeal** both to children and adults. A great read for a gloomy (*мрачный / пахмурны*) autumn afternoon in a company of friends, but not before bedtime.

c. Match the words in bold in ex. 2b to their definitions:

1. to seem attractive and interesting to somebody; 2. to compare two things or people to show that they have something in common; 3. to describe; 4. to give somebody the enthusiasm to do something / to motivate, to encourage; 5. a thing, place, activity, etc. that gives you ideas for doing something; 6. excellent; 7. to make people think about something; 8. to show something that was hidden.

3.   Listen to the description of one more book. Which book is it? What is the main character like?

4.   Moving activity “Five books hunt”.

5. Answer the questions about the books from ex. 2a.

1. When and where is the book “Crane’s Cry” set? 2. What powerful message does the book send to its readers? 3. What does the book “Nobleman Zawalnia, or Belarus in fantastic stories” depict? 4. What important questions does the book raise? 5. Why is the author of “Simon the Musician” sometimes compared to Homer? 6. What new ending did the book get in 1925 and what message does it convey? 7. Why is “The Adventures of the Noblemen Kublitski and Zablotski” a real masterpiece of Belarusian fantasy? 8. Who will this book appeal to? 9. What is “King Stakh’s Wild Hunt” based on? 10. Why is the book a real page-turner?

6. Work in groups. Speak about your favourite Belarusian book. Use the phrases from the Help Box. Choose the book described by your groupmates you would also like to read. Why?

Help box

The book was written by an outstanding / famous / well-known Belarusian writer ...

The book is set in / on ...

The book reveals (the true nature of) / depicts / shows / describes / portrays ...

The main character is ... He / she often / never / always ...

We can draw some parallels between ...

The book raises important questions about ...

The book conveys/ sends/ a(n) powerful/positive / important / inspirational / strong/ clear / simple message.

The book will appeal to / will enrich your vocabulary / will help you understand ...

It's a great read / a real masterpiece / a source of inspiration because

LESSON 6. My favourite author

Communicative area: speaking about favourite authors

Active grammar: relative pronouns “who”, “whom”, “whose”, “which”

1. Read the sentences. Make them true for you. Compare with your partner.

1. I like reading sci-fi books which are set in the distant future. 2. The last book I read was a real page-turner. 3. I can't stand reading detective stories, which keep you in suspense to the very last page. 4. I enjoy books which depict lifestyles of Belarusian people. 5. The book I'm reading now conveys a powerful message. 6. Most of the books we read in our literature classes are gripping and inspirational. 7. The main

character of my favourite book is intelligent, inventive and I admire his ability to cope with difficulties. 8. What really appeals to me in a book is a fast-moving plot.

2. a. Look at the pictures and match them to the names of the authors.



◆ Walter Scott ◆ Uladzimir Karatkevich ◆ Agatha Christie ◆ Liudmila Rubleuskaya

b. Work in groups. What do you know about these people?

3. Work in pairs. Read the text about a famous Belarusian author and share three facts that you found interesting about him. Have you chosen the same facts?

Uladzimir Karatkevich is an outstanding Belarusian writer, poet, playwright, screenwriter, journalist, essayist, and translator, **whose** books are known throughout the world. Karatkevich's books have been translated into many foreign languages and made into films.

screenwriter
BUT! playwright

He was born on 26 November, 1930 in Orsha, Vitebsk region. During World War II, his family were evacuated to Russia. After the war, he came back to Orsha, where he graduated from high school. At that time Karatkevich started writing and publishing his first short stories and essays. In 1949 he entered the University in Kiev, where he proved to be one of the most talented students. Uladzimir Karatkevich continued

to write poems in Russian and Belarusian. After that, he did a course in Literature and Cinematography in Moscow and became a professional writer.

Uladzimir Karatkevich – the first Belarusian writer **who** wrote in horror and Gothic styles. In 1964 he published “King Stakh’s Wild Hunt” – a historical detective novel, **which** tells the tale of Andrey Belaretsky, a young folklorist **who** finds himself stuck in the castle of Marsh Firs and reveals their secrets. In 1965 a historical novel, “The Ears of Rye under Thy Sickle”, was published. It is an exciting life story of Ales Zahorski, a young Belarusian nobleman, **who** would later take part in the Belarusian uprising (*восстание / пайстанне*) of 1863–1864 against the Russian tsarist ['zɑ:rɪst] rule. Uladzimir Karatkevich professionally studied the history of the uprising of 1863–1864 on the territory of Belarus, Lithuania, and Poland.

In 1971 he married Valiantsina Nikitsina, **to whom** he later dedicated his novel “The Black Castle Alshansky”. Karatkevich was also a poet with his unique style. Today his poetry is as appealing as his prose: some of his poems were put into songs by “Neuro Dubel”. Karatkevich is also the author of a classic metaphor of Belarus as “The Land under White Wings”. This is the title of his book, a guide to Belarus, written specifically for Belarusians in 1971. He was awarded the Order of Friendship of Peoples in 1980.

Uladzimir Karatkevich died in 1984 and was buried in Minsk.

4. a.  Read the sentences with the words in bold in ex. 3. Complete the rules about the relative pronouns.



Relative pronouns

1. ... is used to add information about people.
2. ... is used to add information about things.
3. ... is used to add information about possessions.
4. ... is used after prepositions to add information about people.

b. Check your ideas with your teacher.

5. a. Read the text about one more famous author and complete the text with “**who**”, “**which**”, “**whose**”, “**whom**”.

Agatha Christie (1890–1976), 1. ... books are famous all over the world, was an English crime novelist, short-story writer and playwright. Often called the “Queen of Crime”, she is the only detective writer (2. ...) has created two equally famous and much loved characters – Hercule Poirot and Miss Marple. Agatha Christie wrote 66 detective novels and 14 short-story collections (3. ...) have sold over four billion copies – a record beaten only by the Bible and the works of William Shakespeare. The “Guinness Book of Records” ranks Christie as the best-selling novelist ever. Her books have been translated into at least 103 languages.

Agatha Christie was born in Devon, England. When she was 11, she wrote a poem (4. ...) was printed in a London newspaper. In her late teens Agatha, (5. ...) passion was music, studied to be a classical musician but was too nervous to perform. During World War I she worked at a hospital and then a pharmacy. That’s why many of the murders in her books involve poison.

The event (6. ...) happened in December 1926 caused quite a storm in the press and transformed Agatha Christie’s life and personality. The woman disappeared for eleven days and couldn’t remember her name when she was found. Soon after that her first marriage, (7. ...) turned out unhappy, was over. In 1930, Christie married again. Her second husband was an archaeologist with (8. ...) she travelled a lot. So several of her novels are set in the Middle East.

Agatha Christie also wrote romance novels and plays, (9. ...) were very successful too. In 1971, the writer was given the title Dame Commander of the Order of the British Empire.

b.   Listen and check yourself.

6. Work in pairs. What do you remember about the authors (ex. 3 and 5). Which author(s):

1. was born in the 19th century? 2. was the first national writer who wrote in horror and gothic styles? 3. wrote books which were made into films? 4. wrote poems which were as appealing

as their prose? 5. were nationally recognised for their literary achievements? 6. is ranked as the best-selling novelist ever?

7.  **Moving activity “Find your pair”.**

8. a. Work in pairs. Speak about your favourite author. Use the questions below.

1. Who is your favourite author? What is he / she famous / well known for?

2. When and where was he / she born?

3. Where was he / she educated?

4. What kind of books did he / she write? Are they popular with the readers all over the world?

5. What are his / her most famous books? What are they about? What message do they send?

6. Have his / her books been translated into other languages? Are there any films based on these books?

7. Why do his / her books appeal to you personally?

b. What is similar / different about the lives and books of the authors you described?

LESSON 7. Changing trends

Communicative area: discussing changes in reading habits

Active grammar: participles I and II

1. a. Complete the sentences with “who”, “which”, “whose”, “whom”. Name:

the author ... books are famous all over the world;

the book ... you found slow-moving and predictable;

the author with ... you would like to meet in person;

the book ... made a great impression on you;

the person ... inspired you to read.

b. Share your answers with your partner. Explain your answers.

2. a. Work in pairs. Discuss the questions.

1. Have reading habits changed over the last several centuries? Why? 2. What factors influence reading habits now? 3. Does technology [tek'nɒlədʒi] have a positive effect on reading habits? Why? 4. Does it have any negative influence? Why?

to influence = to have an influence / effect **on**
to access = to have / get / give access **to** smth



b. Read the newspaper article and find answers to the questions in ex. 2a. How close are they to yours?

For thousands of years, only the rich got access to **written** sources of information. Books were copied by hand and many of them were lost in wars or fires. However, Gutenberg's invention of **the printing press** in the 15th century revolutionised [ˌrevə'lʊːʃənəɪzd] the way books were made and people's reading habits changed.

symbol (*n.*) – to symbolise (*v.*) (*Br.E*)
analysis (*n.*) – to analyse (*v.*)
summary (*n.*) – to summarise (*v.*)
revolution (*n.*) – to revolutionise (*v.*)

Today, in the 21st century, we are experiencing another revolution. Digital technologies are completely changing our reading and learning habits. One of the key things that have changed is the way we get new information. We no longer have to search through dusty library shelves for books to find one piece of information. Now, we can access hundreds of resources [rɪ'zɔːsɪz] on almost any subject at the click of a button. **The time required** just to find resources in a library could be enough to find, examine and critically analyse the same information online!

Even if we go to the library, the way we look for information will be absolutely different from the way **used** in the past. You can simply reserve the book you want online and pick it up in

person, which saves a lot of time. Some modern libraries try to keep up with **the changing world** and provide their members with opportunities to get online access to their resources.

Technology also influences education. Modern classrooms are equipped with projectors, computers, and smartboards. Many students think that physical books, pens, and paper are a thing of the past, and instead carry tablets with hundreds of books on them. **The textbooks used in class** have virtual and audio materials, which improve learning experience.

However, the progress in computers and communication technology also means that we receive more information than we can process [*ˈprəʊsɪs*] (*обработать / апрацаваць*). This has negatively influenced our attention span (*объеме внимания / аб'ёме увазі*) and our ability to analyse the facts we get. The Internet has completely changed the pace (*темп / тэмп*) at which we read. Children now want to read things faster and get **information presented** in an easy-to-digest (*удобоваримом / лёгкім для разумення*) and fun way, preferably in a video form.

According to some studies, it's more difficult for people to understand the text reading online than reading a printed page. The author of the book "The shallows: how the Internet is changing the way we think, read and remember", the American journalist Nicholas G. Carr, believes that **the printed book** helps to focus our attention, promoting deep and creative thought. In contrast, the Internet encourages people to read a little bit from many different sources. We are becoming more and more skilled at looking through the text to find specific information, but are losing our ability to concentrate and analyse.

Still printed book sales are high. Many people prefer printed books, mostly for reading activities such as reading a book with your child at the bed time.

c. Are the statements true or false? Correct the false ones.

1. For thousands of years before Gutenberg's printing press, books were not accessible for people. 2. Digital technologies do not have a great influence on people's lives. 3. Nowadays it is easy to access information on various subjects. 4. Many students believe physical books are outdated. 5. We can't analyse all the information that we get. 6. Some studies say that we understand

information better when we read from the screen. 7. The Internet has had a positive influence on our ability to concentrate. 8. Printed books are not as popular as before.

3. a. Study the information in the table. Put the words in bold from ex. 2b into two groups.

Participle I	Participle II
V + ing	V + ed / V ₃

b.  Read the highlighted expressions in ex. 2b. What are their equivalents in your mother tongue? Complete the rules.



Participles

We use Participle ... to show that objects or people do the action themselves.

We use Participle ... to show that somebody else performs the action.

c. Give the English equivalents for the following expressions:

История, рассказанная родителями; события, описанные в книге; книги, купленные в магазине; придуманные герои; люди, читающие книги; авторы, пишущие приключенческие рассказы; сделанная работа; информация, представленная в статье; притягательная личность; сломанный компьютер; писатель, рожденный в Беларуси; меняющиеся времена; напечатанная книга.

Гісторыя, якую расказалі бацькі; падзеі, апісаныя ў кнізе; кнігі, набытыя ў краме; прыдуманых героі; людзі, якія чытаюць кнігі; аўтары, якія пішуць прыгодніцкія апавяданні; зробленая праца; інфармацыя, прадстаўленая ў артыкуле; прыцягальная асоба; зламаны камп'ютар; пісьменнік, народжаны ў Беларусі; пераменлівыя часіны; надрукаваная кніга.

4.   Moving activity “For and against”.

5. Work in groups. Discuss the questions. Do you agree with each other?

1. Do you think people’s reading habits have changed a lot? What about you, your parents, and grandparents? Are their reading habits very different from yours? 2. Is the influence of technology on reading habits more positive or negative? Why? 3. Are printed books a thing of the past? Do you prefer to use tablets instead of traditional textbooks? 4. Do you agree with the idea that the Internet negatively influences our ability to understand and process information? 5. Do you still buy printed books? If you have a choice to read an e-book or a paper book, what will you choose? Why? 6. What helps you to get access to information quickly?

6. Work in two teams and have a mini-debate “Printed books: for and against”.

LESSON 8. Have you got a story to tell?

Communicative area: writing a story

1. Work in pairs. Discuss the questions.

1. Why do people write stories? 2. What story made the biggest impression on you? Why? 3. Have you ever written or have you ever wanted to write a story? 4. What do you think is the most difficult part of writing a story? Why? 5. What elements does a good story have?

2. a. Read the tips for the writers and check your answers to the last question from ex. 1.

Before you start writing a story, you should decide on the main character(s) and the plot. A story usually has the following elements:



It's a good idea to think of a twist in the tale, an unpredictable event, or a surprising ending, which makes your story more memorable. Remember that expressive adjectives and adverbs are important. And don't forget about a catchy title for your story!

b. Match the story elements to their definitions:

1. the description of events usually in chronological order, finishing with the event where interest, suspense, and feelings reach their peak. This part also describes the main problem that needs to be solved and what the characters decide they need to do to solve the problem;

2. the description of who, what, when, where;

3. the way the problem is actually resolved;

4. the general purpose of telling a story. Usually used when the story is told, not written;

5. the final part of the story where the author evaluates the actions or reflects on what happened. It has the description of feelings, final comments, or reactions.

3. a. Read the story. Why does the storyteller never stay alone at home or give his phone to others anymore?

1. Are there any things that you are afraid of? I'm absolutely terrified of the dark when I'm alone at home at night, especially after watching a horror film. Here's what happened to me one night.

2. Two years ago was the first time I stayed at home, all alone. My parents had gone away to visit my grandparents and decided to stay there overnight. At first, I was looking forward to spending some time on my own as I wanted to watch this new horror film. It was a gloomy November evening: a strong wind was howling outside and a pouring rain was beating against the windows. A perfect night for a scary film!

3. After dinner, I turned off all the lights and made myself comfortable on the sofa. Actually, the film didn't live up to all the hype and I fell asleep while watching it. Suddenly, I was woken up by some strange noise coming from the entrance hall. It sounded like somebody was laughing but in a kind of evil way. Burglars (*грабітники* / *рабаўнікі*)? Aliens? The sound didn't stop for quite a while, but I couldn't pluck up the courage (*набратся смелости* / *набрацца смеласці*) to go and see what was happening there. Instead, I hid myself under the blanket hoping that whoever was there would go away sooner or later.

4. Eventually, I think I fell asleep because when I woke up again, I saw my parents standing above me with a worried look on their faces. It turned out that they had called me several times late in the evening to make sure I was alright. And what about the evil laugh you may ask me? That was the trick my friends had played on me by changing the ringtone on my phone.

5. Since that time I have neither stayed at home alone nor lent my phone to anyone.

b. Read the story again and find the story elements described in ex. 2a.

4.  **Moving activity "When did you last feel..."**

5. Work in pairs. Answer the questions.

1. What time words does the author use to tell the events in the chronological order? What other words can be used in a similar way? Choose the words from the box.

before, until, during, then, after that, after a while, finally, in the end, sometime later, next, as soon as, at last, immediately, meanwhile, at once, as, at the time, at that moment, by the time

2. What tenses (Past Simple, Past Continuous, Past Perfect) does the author use:

- to set the scene?
- to describe the main events in the story and their sequence?

- to describe the actions which happened before other actions, or to give the background of the story?
3. Give examples from the story.

6.  Do you remember any scary (exciting, fun, memorable) events which happened in your life? Write a story about describing them.

LESSON 9. Make your own book

Project

Communicative area: presenting your own book

BEFORE THE PRESENTATION LESSON

1. Work in pairs. Discuss the questions.

1. Have you ever wanted to make your own book? 2. What do you need to make a book? 3. What steps do you have to take to make a book?

2. Match some of the things you need to make a book to the pictures. What are these objects used for?



Printing paper (A4 or Letter size), 2 sheets of decorated paper (A4 or Letter size), PVA glue, glue gun, craft knife, large bulldog clips, good-quality material or paper (for your cover), thin fabric (large handkerchief, perhaps, or a purpose-made bookcloth), metal ruler, felt pen, stapler, high-quality cardboard

3. a. Read the text and check your answers to the questions in ex. 2.

Some say that bookbinding is a dying art – but we think it’s coming back. People are tired of using electronic books and want to enjoy turning the pages while reading. So old-fashioned art of making a book by hand is getting more and more popular.

Now we’ll show you how to make a beautiful book. Not just any blank notebook but a beautiful novel, memoir, or a book of stories – formatted to a professional standard, and bound in a hardback cover. And the best part is that it won’t cost you much to do it.

In the previous lesson you learnt how to write a story. And if you want to learn how to make a copy that you can gift to someone special, simply follow all the steps below.

Once you have these “ingredients” in place, you’re ready to learn how to make a book.

1. Choose material for the cover and cut out two identical pieces. For your first book, cardboard is easy to work with. The cover needs to be 0.6 cm wider and 1.25 cm longer than the inside pages. If you are using printer paper, it should be 22.2×31 cm.

2. Choose the right paper. Your reading experience depends on the quality of paper under your fingers as you turn the pages – so select the right paper. If the paper is too thin and light, the binding process will be more difficult. If you choose paper that’s too heavy and thick, you’ll have trouble folding the pages.

3. Fold six sheets of paper in half. Then, sew them together at the crease (*на сгибе / на згібе*) in a figure-8 pattern. Make sure you start and end at the same point and the knot (*узелок / вузельчик*) faces inside. This will create a spine (*корешок книги / карашок книгі*).

4. Stack (сложить в стопочку / скласці ў стосік) several of these six-sheet stacks on top of each other. Make sure they are properly lined up. Press them down between some heavy books and measure the width of the spine. Once they are flattened, sew the stacks together.

5. Cut a strip of fabric (ткань / тканина). It should be as long as the pages and 2 cm wider than the spine.

6. Cover one side of the fabric with glue. Stick the fabric to the spine of the pages. Pull it tight. Run a ruler along it to remove any bubbles. Put the book between the sheets of wax paper and under a heavy book or two. Wait for the glue to dry.

7. Glue the cardboard pieces to the first and last pages.

8. Cut one more piece of fabric. It should be as long as the cardboard pieces and 2 cm wider than the piece of fabric holding the pages together. Glue it to the spine on top of the cardboard and press them into the first piece of fabric. Again, place the book between the pieces of wax paper and under the heavy books. Wait till it dries.

9. Cut out a piece of decorative paper. It should be 5 cm wider than both the covers and the spine combined, and 5 cm longer than the cover. Cover the cardboard with decorative paper.

10. Cut out two sheets of paper. They should be 0.6 cm narrower than the cover and 1.25 cm shorter. Glue them to the inside cover so that they cover what the cover paper doesn't. After all of it is dry, decorate it however you want!

Congratulations! There you have it! A beautiful work of art that will make a wonderful present – and you made it all by yourself. The only thing left is to write down your stories in it and create beautiful illustrations to go with them!

b. Find the sentences in the text which illustrate the following pictures.



4. Work in groups. Make a book, using instructions from ex. 3a. Write down your stories from Lesson 8 in the book.

IN THE PRESENTATION LESSON

1. Present your books to the other groups.

LESSON 10. Poetry corner

Communicative area: expressing opinion about poetry in different countries

1. a. Work in pairs. Discuss the questions.

1. What is poetry? How is it different from novels? 2. Do you like reading poetry? Why? / Why not? 3. Can you recite any poems by heart? What is the longest poem you have ever learnt? 4. What inspires people to write poems? 5. Do you know anyone who writes poems?

b. Read the extract from an encyclopaedia. What questions from ex. 1a does it answer?

Poetry is a type of literature which uses the qualities of words to be artistic. Poems can be as short as a few words, or as long as a book. They can be used to describe, compare, talk about, or express emotions and many other things. Poetry can make sense or be nonsense, it can rhyme [raim] or not. It can have many shapes and sizes; it can be serious or funny.

Different countries have their own traditional forms of poetry. Did you know there are over 50 different types of poetry? Some of them have complicated rules, and others are very simple. The difference between each type is based on the format, rhyme scheme, and subject matter.

2. Match the literary terms to their definitions:

1. rhyme
2. metre
3. verse
4. syllable ['sɪləbəl]
5. alliteration

- a) the use of the same sound, especially consonants, at the beginning of several words that are close together;
- b) lines that end with words that have very similar sounds;
- c) a single unit of speech usually containing a vowel;
- d) the arrangement of sounds in poetry into patterns of strong and weak beats;
- e) a set of lines that forms one part of a song, poem.

3. a. Look through the information about different kinds of poems. Which is the shortest?

The sonnet comes from Italy. It has 14 lines, a regular rhyme scheme, and iambic metres of 5 foot (*пятистопный ямб* / *пятистопны ямб*). We can't say 'sonnet' without thinking about Shakespeare. He made the sonnet poetic form his trademark. In Belarusian literature, the most famous author of sonnets was Maksim Bahdanovich, whose only book of poems, "*Vianok*" (*A Wreath* [ri:θ]), was published in Vilna (today Vilnius) in 1914.

The haiku ['haiku:] has roots in Japan. It has 3 lines only. The whole poem has a total of 17 syllables. The first and last lines have 5 syllables. The second line has 7. The haiku often describes nature.

"Cinq" means 5 in French, so the cinquain ['siŋ,kem] consists of one verse with five lines. They have 2 syllables in the first line, 4 in the second, 6 in the third, 8 in the fourth line, and just 2 in the last line. Cinquains do not need to rhyme, but you can include rhymes if you want to. How fun is this?

The limerick ['lɪməɾɪk] is a short poem which consists of five lines. It appeared in England in the 18th century. Limericks are good for children songs and funny music. The rhyme scheme for limericks is *aabba*. The lines of the limerick poem have a regular meter consisting of two short syllables and one long syllable.

The fable is a poetic story in verse or prose with a moral ['mɒrəl] at the end, which often uses animals as characters to teach a valuable lesson. Some of the most famous authors of fables are Aesop, La Fontaine, and Ivan Krylov. Our national fable writer is Kandrat Krapiva, whose book of fables was published in 1927.

The tanka is a 31-syllable poem coming from Japan. The five lines of the poem can read as one single line in traditional forms. It uses the following syllable count: 5/7/5/7/7. It's great for children songs.

The nonet is a 9-line poem whose syllables go down in descending order. The first line has nine syllables and the last line has one.

While we usually think that poems have to rhyme, free verse is a type of poetry that does not require any rhyme scheme or meter. Poems written in free verse, however, use other types

of creative language such as alliteration (words that begin with the same consonant sound), or repetition of vowel sounds. The free verse form of poetry became popular in the 1800s and is still popular with poets.

b.   Listen to the poems. Which genres are they?

4. a. Are the statements true or false? Correct the false ones.

1. None of the Belarusian poets wrote sonnets. 2. The haiku traditionally describes people. 3. Cinquains are similar to free verse because they never rhyme. 4. The limerick has roots in France. 5. Kandrat Krapiva is famous for his fables. 6. The last line in the nonet is the longest of all.

b. Discuss the questions.

1. Have you ever read any poems written in the genres from ex. 3? Did you like them? 2. Would you like to read the genres you were not familiar with before? 3. Do you know any other poetry genres, not described in the text? 4. Have you changed your attitude to poetry after you've read the text from ex. 3a?

5.  Choose one or two genres and write your own poems.

LESSON 11. Board game “The ultimate quiz for book buffs”

Communicative area: test yourself and get the medal!

1. Discuss the questions below.

1. What kind of people are book buffs?
2. Do you know any book buffs?
3. Is it good to be a book buff?
4. Are there any minuses?

A buff – a person who knows a lot about and is very interested in a particular subject: a computer / opera / film buff



2.  You are going to do “The ultimate quiz for book buffs”. Read the rules of the game and do it.

1. Throw the dice. The person who gets the highest number, starts the game.

2. Take the card from the pile and do the task. If you do the task correctly, you keep the card. If you can't do the task, you put the card back inside the pile.

3. You can ask for help anyone in your class two times during the game.

4. If the card has the words “Will you survive?”, you have to speak for 1 minute about a situation on it. If you survive for one minute, you can take one more card.

5. If you take the blank card, you miss your turn.

6. The person who collects the biggest number of cards is a real book buff!



LESSON 12. Progress check

Communicative area: testing your reading, listening and speaking skills

I. READING

1. a. Read a blogger's post. Why does he admire Terry Pratchett?

28 April. Sir Terry Pratchett died in 2015 but he will forever be remembered as one of the greatest fantasy, science fiction, and children's author. His works have been translated into 36

languages, and he is the second most-read (after J.K. Rowling) writer in the UK. He also holds a record for the most shoplifted (stolen from a shop) books in Britain. To many of us, he was like a kindly uncle or grandfather who always had a wonderful story to tell. Today is Sir Terry's birthday, and I'd like to write a few words about this outstanding man and talented author.

Pratchett is best known for his "Discworld" series of comic fantasy novels. They are set on the Discworld, a flat world balanced on the backs of four elephants which, in turn, stand on the back of a giant turtle, Great A'Tuin. The books are hilariously funny and full of the most memorable characters you could ever hope to meet: heroes, witches, wizards, and villains. The books aren't just great fun or great fantasy. They reveal Pratchett's view on human nature. The author used ideas from J.R. Tolkien and Shakespeare as well myths, fairy tales, and folklore to draw parallels with current (*текущими / бягучымі*) events.

The final book in the "Discworld" series, which is a collection of 41 novels, was published after his death. In 2007 Terry Pratchett got seriously ill, but he continued to work and even produced a couple of books that became bestsellers. By and by, his motor skills and memory became worse and he couldn't type, but it didn't stop him from writing. Thanks to new technology, he produced a total of 10 books through dictation.

The inspiration for many of Pratchett's books was probably his large lifelong interest in space. He read fantasy books as a child and even dreamed of becoming an astronomer himself. As an adult, Sir Terry built a small observatory [əb'zɜ:vətri] in his back garden. NASA named a small asteroid after him. His first short story appeared in a school magazine. He was only 13 at that time. Pratchett worked on his craft ever since, improving it and shaping it to become the style of writing that made him the favourite of millions.

When Pratchett was knighted in 2009 for "the services in literature", he created his own coat of arms and got a sword made for himself. After all, what's a knight without his sword? But he didn't just go to the store to pick one out. Pratchett actually dug (*выкопал / выкапай*) some ore (*руды / руды*) from his backyard,

added some iron from a meteorite and brought everything to a local blacksmith.

At the end of his life Pratchett gave the keys to his Discworld kingdom to his daughter, who is a video games writer. And who knows, maybe we'll see a video game based on Discworld one of these days.

b. Read out the paragraph which describes the Discworld series.

c. Are the statements true or false?

1. More British people read Pratchett's books than books written by J.K. Rowling. 2. All his life the writer was interested in astronomy. 3. Pratchett stopped writing when he couldn't control his hands any more. 4. Pratchett started writing when he was still at school. 5. Pratchett's daughter created a video game which was based on the "Discworld" series.

d. Answer the questions.

1. When is Pratchett's birthday? 2. Is Terry Pratchett a British or an American author? 3. What unusual example of Pratchett's popularity does the blogger give? 4. What is the main difference between the Discworld and our world? 5. What did Pratchett do to become a real knight?

II. LISTENING

1. a.   **Listen to the speakers and match them to the questions they answer.**

1. Why do some people not enjoy reading?
2. What do you enjoy reading?
3. What are the benefits of reading books?

b.   **Listen again. Are the statements true or false?**

1. Speaker 1 believes reading enriches your knowledge. 2. Speaker 1 thinks reading improves your memory, concentration, and creativity. 3. Speaker 2 thinks reading is the most enjoyable hobby. 4. Speaker 2 is sure any book will be

interesting for smart people. 5. Grandparents helped Speaker 3 fall in love with books. 6. The favourite genre of Speaker 3 is fantasy.

III. SPEAKING

1. What is the role of books in people's life?
2. What is your favourite genre of books? Why? Are there any genres you can't stand? Why?
3. Ask your friend about his / her favourite genre and why he / she likes it.
4. Who is your favourite Belarusian / foreign author? Why?
5. What book has impressed you the most? Why?
6. What are the most popular books by Belarusian / English-speaking authors? What do you know about them?

To ex. 4 p. 88

Student A

Band: Coldplay

Album: ...

Date: 25 April

Time: ...

Venue: the Natural History Museum

Address: ...

Price: 50 £



9 unit

FILMS

LESSON 1. Dream factory

Communicative area: speaking about the history of film and its present day

Active vocabulary: a script, a sequel, a prequel, a spin-off, CGI, a box-office success, to shoot a film, cast

1. a.  Write down as many words as you can think of connected with films. Compare your ideas with the rest of the class. Who has the most words?

b. Work in pairs. Choose five words from your partner's list and ask your partner to explain how they are connected with the film industry.

2. Work in pairs. Answer the questions.

1. What is a film?
2. Why are films made?
3. What are the main stages of making a film?

3. a. Read the text and check your answers.

Films (*Am.E.* movies) are a type of visual communication, which use moving pictures and sound to tell stories or entertain people all over the world. First, movies are shown on big screens in cinemas, or movie theatres (*Am.E.*). Later they are shown on TV, or you can also download or stream movies.



Film production consists of five stages. The first stage is Development, which involves creating ideas for the film and getting money. A screenwriter writes a **script**. Then a producer hires (*нанимает / наймае*) people to work on the movie and makes sure there is enough money for **shooting the film**.

During the Pre-production stage preparations are made for the shoot, such as hiring **cast** (actors) and **film crew**, choosing locations, and constructing sets. After that comes Production, when actors learn the words and the actions from the script. Then the director tells the actors what to do and a cameraman **shoots** them with a camera. The camera takes pictures very quickly, usually at 24 or 25 pictures (frames) per second. When a movie projector, a computer, or a television shows the pictures at that speed, it looks like the things shown in the set of pictures are really moving.

The next stage is Post-production. An editor puts the moving pictures together in a way that tells the whole story. Audio and sound engineers record music and singing and join it with the moving pictures. Modern films use Computer-generated imagery (**CGI**) a lot. The visual scenes may be 2D (two-dimensional [daɪ'menʃənəl]), but the term "CGI" is used to describe 3D computer graphics to create scenes or special effects in films and television. The images, sound and visual effects of the recorded film are edited and combined into a finished product.

The final stage is Distribution (*распространение / распайсюджвание*). The film is advertised and screened in cinemas and / or released to home video. Some movies lose money

but some make hundreds of millions of dollars and become a **real box-office success**. As a rule, these are movies with famous stars and large budgets, called blockbusters. “Pirates of the Caribbean: On Stranger Tides” officially holds the record of the most expensive film with a budget of \$378.5 million, while “Avengers: End Game” earned about \$2.8 billion. Some movies have been so successful that the studios keep releasing more and more **sequels or prequels**, or **spin-offs**. On the other hand, there is the independent art, or indie movie. For example, “The Blair Witch Project” earned nearly \$250 million worldwide on a small budget of \$60,000 making it one of the most successful independent films of all time.

b. Match the highlighted words to the following definitions:

a) the story of the movie with words and things that the actors will say and do;

b) a film about the events that happened before the events of another film;

c) to make a film using a camera;

d) a film that continues the story of an earlier one;

e) the application of computer graphics to create images in art, printed media, video games, films, television programmes;

f) a very successful film or play that earns a lot of money;

g) a group of people, hired by a production company to produce a film;

h) a film which focuses on more details and different aspects from the original film (e.g. particular topics, characters, or events);

i) the actors in a film.

4. Moving activity “Shoot a video”.

5. What do the following things from ex. 3a refer to?

Movie; movie theatres; preparations for the shoot; finance; 24–25; hundreds of millions of dollars; \$378.5 million; Avengers: End Game; \$250 million; \$60,000.

6. a. Complete the questions with the words from ex. 3b.

1. Do you prefer to watch films at ... or in the ...? If you watch at home, do you download them or use any ... services?
2. What's the most difficult aspect of writing a film ... based on a book?
3. What people does a film ... consist of? Which of these jobs would you like to do? Why?
4. Is it difficult to ... a film? Why?/Why not?
5. Have you ever been on a film set? If you could choose, what film set would you like to visit?
6. Do you like watching films with ...? Do you prefer 3D or 2D films?
7. What is more important in a blockbuster: a good ... or special effects?
8. What recent films have become a real? Did you like any of them?
9. Do you watch ..., ..., or ... if you liked the original film? Are they usually as good?
10. Which appeals to you more: a blockbuster or an indie movie?

b. Work in pairs. Answer the questions. Report back to the class three new things you have learnt about your partner.

LESSON 2. A source of entertainment?

Communicative area: discussing the role of film in the modern world

Active vocabulary: to stir emotions / imagination, to shape the opinion, to highlight, to binge-watch, binge-watching, feature film

1. Work in pairs. What can you see in these pictures? How are they connected with the history of film-making?





2. a. Read the encyclopaedia article about the history of film-making. Find all the information about the pictures in ex. 1 in the text. What was the main function of film during the time described in the article?

It's difficult to say when the history of film began but people are sure that 28 December 1895 is a historic date. On that day the Lumière brothers showed 10 short films in front of paying customers in a Paris hotel for the first time. Soon after that film production companies and studios appeared all over the world.

The earliest films were in black and white, less than a minute long, without recorded sound. They were mini-documentaries, not feature films. This time is called the silent era of film. Silent films were usually accompanied by live musicians in an orchestra, and sometimes sound effects and even comments made by the showman.

The first feature film with synchronised ['sɪŋkrənaɪzd] dialogue, "The Jazz Singer", was made in 1927 in the USA. By the early 1930s, nearly all feature films were shown with synchronised sound and, by the mid-1930s, some were in full colour, too. During the 1930s and 1940s, cinema was the main form of popular entertainment: people often went to the cinema twice weekly. In Britain, in 1946 over 31 million people attended the cinema each week. It was cinema's golden age.

With the appearance of television, the popularity of cinema started to go down and the number of cinema-goers fell. Cinema never regained (*вновь обрело / зной здабыла*) the position and influence it once had.

Today, most people see films on television or on the Internet. Streaming services are becoming more and more accessible and popular. Take, for example, Netflix, whose main business is its

subscription (*подписка / nadnicksa*)-based streaming service. This service offers online streaming of a library of films and television programmes. The rise of video streaming services has led to binge-watching, which is the practice of watching television for a long period of time, usually several episodes of the same TV series in one sitting.

a TV series – many TV series



b. Read again. Are the statements true or false?

1. It's possible to name the exact date when the first film was made. 2. The first films were full-length films with professional actors. 3. "The Jazz Singer" was the first silent movie. 4. People didn't watch a lot of films in the 1930s–1940s. 5. The invention of television made cinema less popular. 6. Cinema is still not as popular as TV. 7. The streaming service Netflix produces its own films. 8. Binge-watching means watching one episode a day.

3. Moving activity "Find your pair".

4. a. Work in pairs. Read what some people say about films. What do the expressions in bold mean?

1. A good feature film should **highlight** different **social issues** and suggest constructive solutions. 2. I think it's simply the best way to **escape reality**. 3. If you go to the cinema, you are **supporting a billion-dollar industry**. 4. They **stir** your **imagination**. 5. Films can greatly influence people by **shaping** the **opinion of the public**.

b. Give some examples to illustrate or support the statements in ex. 4a.

5. a. Listen to five speakers talking about the role of film in the modern world. Put the statements in ex. 4a in the order you hear them.

b.  Listen again. Which of the speakers mentions the following:

1. different types of film make you feel different emotions;
 2. films can make people support some opinions; 3. films can teach you a lot; 4. films help you experience things you will never do in real life; 5. there is no point in watching films; 6. films can teach you how to behave in different situations; 7. films send a powerful message; 8. a good film can help you forget about the real world; 9. films draw attention to problems in society.

c.  Match the parts to make collocations. Listen again and check yourself.

1. to escape; 2. to put yourself in; 3. a source; 4. to stir (×2);
 5. to suggest [sə'dʒest]; 6. to shape; 7. to convey; 8. to highlight;
 9. to binge-watch.

a) different emotions; b) solutions; c) the opinion; d) reality;
 e) of entertainment; f) a new TV-series; g) social issues;
 h) a message; i) your imagination; j) the shoes of a character.

6. a. Work in pairs. Discuss the questions.

1. What was the last feature film you watched? Did it stir any emotions? What important questions did it raise? 2. Are films only a source of entertainment or do they shape the public opinion? Can you name some films which convey an important message and highlight social issues? 3. Do you agree with Speaker 4 that films are a waste of time and money? 4. Do you use any streaming services? Do you prefer to binge-watch a TV series or to watch one episode a week? Are there any TV series that are worth binge-watching? 5. Do you think the role of films has changed since the first films were made? 6. How has the film industry changed over the last 100 years? 7. How will films change in the future?

b.  Write down different functions of films. Rank them in order of importance. Compare with the other students.

LESSON 3. Tears or fears

Communicative area: describing your film preferences

Active vocabulary: a situation comedy (sitcom), a romantic comedy (rom-com), a thriller, a film / screen adaptation, all-star cast, to come out

1. a. What genres of film do you remember? Unjumble the words to help you.

Oorrrrh; sswenter; meniedocutasr; iancot; milyfa films; tuvadeenr films; ocdmeeis; aamdrs; eescin-tofiicn; ysatnaf.

b. Read the information about different types of films and complete it with the words from ex. 1a. What three new genres have you learnt? Give your examples of films.

There are different genres of film. (1. ...) films have a lot of exciting effects like car chases and gun fights, involving stuntmen (*каскадеры / каскадзёры*). They usually involve “heroes” and “villains”, so war and crime are common subjects. (2. ...) usually involve a hero who goes on a quest to save the world or loved ones. (3. ...) are funny films that make the audience laugh. **Romantic comedies (rom-coms)** are usually love stories about two people from different worlds, who must cope with difficulties to be together. Rom-coms are always light-hearted, but may include some emotion.

A situation comedy (sitcom) is a funny television or radio show in which the same characters appear in each programme in a different story. (4. ...) are films that are (or claim to be) about real people and real events. (5. ...) are serious, and often about people falling in love or needing to make a big decision in their life. They tell stories about relationships between people. (6. ...) are made for the whole family. They are mainly made for children but often entertaining for adults as well. (7. ...) films use fear to excite the audience. (8. ...) films are set in the future or in outer space.

Thrillers are usually about a mystery, strange event, or crime that needs to be solved. The audience is kept in suspense until the final minutes, when there are usually unexpected twists in the plot. (9. ...) tell stories about cowboys in the western United States in the 1800s. They are usually really action films, but with historical costume. (10. ...) films include magical and impossible things that any real human being cannot do.

2. Work in pairs. Discuss the questions.

1. Are you a film buff? What types of film do you usually watch? Do you prefer rom-coms or sitcoms? Are you into thrillers? 2. Are there any genres of films you can't stand? Why? 3. Are you a cinemagoer (*Am.E.* moviegoer)? When was the last time you went to the cinema? What did you watch? Why did you decide to watch that film? 4. Have you ever watched a film which didn't live up to your expectations?

3. Moving activity "Mime the genre".

4. a. Look at the posters of four films. Which genres are these films? Which film would you like to see?



b. Listen to two teenagers talking about going to the cinema and say which film they decided to watch.

c. **Complete the sentences. Listen again and check.**

1. I was ... of ... out later. Would you like to ... me? 2. What's ... at the Odeon? 3. Yeah. If I'm ... the right Why? 4. There's this film adaptation of the ... musical ... Andrew Lloyd Webber, "Cats", that I'd quite like to see. They say the music is 5. Yeah. I'm really ... that film. I saw it the first night it ... out. 6. OK, then. We've ... only two ... left. "Frozen 2" and "Dolittle". 7. According to ..., it's an American ... film about a vet who can talk to animals with an ... cast. 8. There is a ... at just after three and then a late one at eight. 9. ... me meet at quarter ... three, then? To have time to ... some popcorn. 10. OK. Whoever ... there first, should start queuing ['kju:ɪŋ] (*становиться в очередь / стана́вціца ў чаргу*).

5. a. Complete the sentences with the words from the box.

◆ film / screen adaptation ◆ all-star ◆ coming out ◆
sitcoms ◆ thriller

1. I don't like ... much. There are too many ridiculous situations in them. 2. I'd like to watch a new ... that is... .. next week. 3. My friends only watch films with an ... cast. 4. A ... of the book is as interesting as the book itself.

b. Work in pairs. Make the sentences true for you. Are your opinions the same?

6. Work in pairs. Check what is on at the local cinema now. Act out a similar dialogue. Use the expressions from ex. 1 and 4c.

LESSON 4. Film! Film! Film!

Communicative area: speaking about film festivals

Active vocabulary: an award, to award, a prize, to broadcast

1. Work in pairs. Discuss the difference.

film crew / film cast

to stream a film / to shoot a film

a producer / a film director

a screenwriter / a playwright

a blockbuster / a box-office success

a cameraman / a photographer

a sitcom / a rom-com

a sequel / a prequel

a pre-production / a post-production stage

thrillers / detective films

feature films / documentaries

2. a. Read the questions. What do the words in bold mean?

1. What is a film festival? Do you know any film festivals? 2. Why are film festivals held? 3. What **awards** [ə'wɔ:dz]/prizes are given at these festivals? 4. Do you know any films that have won **an award** at a film festival? 5. Are awards ceremonies **broadcast** live [laɪv] on TV? Which of them have you seen?

to award – an award
to earn an award
to win an award
to award a prize

b. Work in groups of three. Discuss the questions in ex. 2a.

3. Work in three groups. Read the information about the film festival the teacher assigns to you. Complete the table below and check with the other students in your group.



Name	When founded	When held	Awards given	Nominations
...	...	...	...	...

Text A

The British Academy of Film and Television Arts (BAFTA, ['bæftə]) is an independent charity that supports, develops, and promotes the art forms of the moving image (film, television, and games) in the United Kingdom. BAFTA does not receive any funding from the government and relies on the money its members pay, individual donations, and corporate partnerships to support its activities. This organisation holds annual awards ceremonies. It is the British equivalent of the Oscars. In addition to that, it has an international programme of learning events such as workshops, masterclasses, scholarships, and lectures in the United Kingdom and the United States. Currently, its President is Prince William, Duke of Cambridge.

BAFTA was founded in 1947 by a group of British film directors and other major figures of the British film industry. The first Film Awards ceremony took place in May 1949. The ceremony used to take place in April or May. But since 2002 it has been held in February before the Oscars. The Awards ceremony is broadcast on British television, usually the day after it has taken place. It is mostly broadcast on BBC One.

BAFTA presents awards for film, television, and video games, including children's entertainment. The Academy's awards look like a theatrical mask. They were designed by American sculptor Mitzi Cunliffe in 1955. BAFTA rewards the best work of any nationality shown on British cinema screens during the preceding (*предшествующего / напярэдняга*) year. However, the awards for "Outstanding British Film", "Outstanding Debut ['deɪbjʊ:] by a British Writer, Producer or Director" and "The Short Film and Short Animation" awards are given only for UK movies.

Text B

The **Academy Awards**, or the Oscars, are the best-known movie awards in the US. The awards have been given by the Academy of Motion Picture Arts and Sciences since 1929. The awards ceremony takes place each year in late February or early March in Hollywood, California.

The first Academy Awards presentation was held on 16 May, 1929, at a private dinner at the Hollywood Roosevelt Hotel with an audience of about 270 people. Winners were named three months earlier. From 1930 until 1940 the results appeared in newspapers at 11:00 pm on the night of the awards. Since 1941, the Academy has used a sealed (*запечатанный / запечатаны*) envelope to reveal the names of the winners.

The Academy presents awards in 24 categories, such as Best Picture, Best Director, Best Actor, Best Actress, Best Animated Feature Film, Best Visual Effects, etc. The Oscar ceremony is broadcast live and millions of people all over the world look forward to watching the ceremony.

The winners are awarded a copy of a golden statuette better known by its nickname, the “Oscar”. It shows a knight on a reel of film (*катушке киноплёнки / катушцы кінаплёнки*) with five spokes (*спицами / спицями*) which symbolise the original branches of the Academy: Actors, Writers, Directors, Producers, and Technicians. The Oscar is 34.3 cm tall and weighs 3.856 kg.

For a long time since 1939 “Gone with the Wind” was the most successful film with ten Oscars. The record was broken in 1960 by the movie “Ben-Hur”, which won eleven awards. “Titanic” (1998) and “The Lord of the Rings: The Return of the King” (2004) also have eleven Oscars. The person who has the most Academy Awards (26) is Walt Disney (1901–1966). He also won 4 awards in 1954, receiving the most awards in one year.

Text C

The name of **Minsk International Film Festival Listapad** comes from the Belarusian word “лістапад” which means “November”. It is an annual film festival which takes place in November in Minsk, Belarus. The festival also holds various workshops, discussions and exhibitions to provide an opportunity to learn from famous cinema experts and to discuss important problems related to the development of cinematography.

The first Belarusian film festival “Listapad” began in 1994, several years after Belarus became an independent country. Most films shown there were made by Russian directors. Between 1996

and 2008 45 countries joined the festival as directors, producers, jury ['dʒʊəri], and press. New categories were introduced and special prizes from media were established as well as prizes for Best Actress and Best Actor. The Children and Youth Films Competition “Listapadzik” was started in 2008.

The top prize of the festival is called “Golden Listapad”. The other two are “Silver Listapad” and “Listapad Bronze Audience Award”. The award is a statuette depicting a maple leaf with a human face. It weighs just over 1 kg. At first, the rating system was based on the choice of the viewers. But since 2010 “Golden Listapad” has been awarded by the International Jury to make the results more objective.

As a rule, the programme of the festival includes the following competitions: Main Feature Film Competition; Feature Film Competition “Youth on March”, which supports young film directors; National Competition; Main Documentary Film Competition; 1st-2nd Documentary Film Competition – National Film School Competition; Children and Youth Films Competition “Listapadzik”.

Films should be no older than 2 years to participate in the competition.

4. Moving activity “Three festivals”.

5. a. Work in new groups. Share the information about your festival with the other students. Complete the rest of the table.

b. Answer the questions. Which festival(s):

1. was started at a private dinner? 2. has a special competition for children and youth? 3. is watched by millions of people all over the world? 4. conducts different learning events? 5. gave a lot of awards to Walt Disney? 6. is not funded by the government? 7. has a name which means a month of the year? 8. gives a special prize for local films?

6. Work in pairs. What three new facts have you learnt about each festival? Which festival would you like to visit? Why?

LESSON 5. A film star

Communicative area: asking and answering questions, speaking about favourite actors

Active vocabulary: a title role, an audition, to audition, debut, stunt, to co-star, a villain, to earn fame

1. Look at the pictures. Who are these people? What do you know about them?



2. Read some facts about Daniel Radcliff and guess the meaning of the words in **bold**.

Daniel Radcliff played **the title role** in the “Harry Potter” films. This role **earned** him **fame**. In fact, it wasn’t his first role. He made his acting **debut** at the age of 10 in the television film “David Copperfield” produced by BBC One in 1999. In 2001 Daniel took part in the **auditions** for Harry Potter. There was another Harry-looking boy, but the film director picked Daniel because he felt he would better portray Harry’s more adult scenes. In the film, he **co-starred** with Emma Watson and

Rupert Grin. The three friends fight Lord Voldemort, the main **villain** who has killed Harry's parents. Daniel Radcliff had a double (*дублер / дублёр*) who **performed** dangerous **stunts** in the film, but in 2009 (after the stunt the double had broken his neck) the actor did his first solo stunt himself – he performed a 35-metre drop onto one of the Hogwarts castle's roofs.

famous (*adj.*) – fame (*n.*)
to earn ... fame = to make ... famous

3. a. Read the article about a film star from ex. 1. Which actor is described?

This British actor is famous for his title role on the BBC TV series “Sherlock”. He has also appeared in Hollywood films such as “Star Trek: Into the Darkness” and “The Hobbit: the Desolation of Smaug”. He has won several stage and screen acting awards and received both Golden Globe and Oscar nominations for his role in the famous 2014 Alan Turing biographical [*bəʊ'græfɪkəl*] film “The Imitation Game” in which he co-stars with Keira Knightley.

He was born **with theatre in his blood** as both his parents were well-known television actors. However, they tried to stop him from taking up acting as a career and sent him to Harrow public school, where he was **awarded an arts scholarship** (money for education). At Harrow, he got interested in rugby and painting, but it was theatre that **captured his imagination**. That is why after his graduation, he decided to spend a year at the London Academy of Music and Dramatic Art.



The actor made his stage debut playing a “very bossy” Joseph in a Christmas play at primary school. He began his career with roles in classic plays and small television shows. In 2004 he played the title role of a young Stephen Hawking in the British drama “Hawking”. It is a remarkable story of the outstanding scientist who was coping with the early stages of

a life-threatening illness. This actor's performance earned him a BAFTA nomination. In 2010 the BBC broadcast a **modern adaptation** of the story of Sherlock Holmes, which became really popular and earned this actor, who plays Sherlock, international fame.

In the 2012 film "The Hobbit: An Unexpected Journey", he **voiced** the Necromancer, and the dragon, Smaug, and the Grinch in the animated film "How the Grinch Stole Christmas". He also played the villain in J.J. Abrams' "Star Trek" sequel, "Star Trek: Into the Darkness". In 2016 he starred in the title role of the Marvel film "Dr. Strange" and in the blockbuster hit "Avengers: Infinity War" in 2018. By the way, this Oscar nominated actor performed most of the dangerous stunts in these films himself.



Did you know that ...

in 2014, researchers (*исследователи / дослідчики*) at ancestry.com found out that the actor was the 17th cousin of Alan Turing, the computer scientist he played in "The Imitation Game". In 2017, the same website made another amazing discovery that he and Sherlock Holmes creator Sir Arthur Conan Doyle were 16th cousins.

b. Look at the expressions in bold and explain what they mean.

c. Are the statements true or false? Correct the false ones.

1. Benedict Cumberbatch has not won any awards. 2. He played together with Keira Knightley in one of his films. 3. He was born to be an actor. 4. Benedict started his acting career at secondary school. 5. He played the title role in the film "Hobbit". 6. The screen adaptation of Sherlock Holmes made him famous all over the world. 7. Cumberbatch only played heroes. 8. This actor did some dangerous acts in his films.

4. a.  Listen to the text about one more actor from ex. 1. Which actor / actress is this?

b. **Complete the gaps with the words from the box. Listen and check.**

◆ attended ◆ auditioned ◆ box office ◆ based ◆ best known ◆ debut ◆ earned ◆ nominated ◆ performed ◆ star ◆ success ◆ successful

This actress is (1. ...) for playing the character of Hermione Granger, one of Harry Potter's best friends in the "Harry Potter" films. She was born on April 15, 1990, in Paris, France, but raised in England. She (2. ...) the theatre arts school at Oxford where she studied singing, acting and dancing, and (3. ...) in school plays. Her theatre teachers introduced her to the agents looking for actors to cast in an upcoming movie (4. ...) on the first novel of the best-selling "Harry Potter" series. A 9-year-old girl (5. ...) eight times for the role that would make her an international star and got her big break as a child with "Harry Potter and the Philosopher's Stone", growing up on screen. Her film (6. ...) was an enormous (7. ...): "Harry Potter and the Philosopher's Stone" (8. ...) a record-breaking \$33.3 million on its opening day in the United States and later became a (9. ...) hit with a total of \$975 million worldwide. It was (10. ...) for three Academy Awards and seven BAFTA Awards. She continued to (11. ...) in the eight-part series. In 2007 she starred in another film based on a children's novel, "Ballet Shoes", which was aired on BBC One. The actress was also (12. ...) in the fashion and modelling industries, and continued to prove her acting abilities with roles in films like "Beauty and the Beast" and "Little Women".

5. **Moving activity "Find your partner".**

6. **Work in pairs. Read your text about Dwayne Johnson given by the teacher (photocopiable.pdf). Some information is missing in it. Ask your partner the questions to find out the missing information and complete the gaps.**

7. a. Make questions to ask about your favourite film stars.

1. actor/actress / what / the / famous / is / for?
2. has / what / in / films / starred / he / she?

3. awards / earned / what / he/she / has?
4. you / do / facts / know / biography / any / from / his / her?
5. roles / is / which / favourite / of / his / her / your? Why?

b. Work in pairs. Ask and answer questions about your favourite actors / actresses.

c. Would you like to watch any films with the actor / actress your partner has described?

LESSON 6. National heritage

Communicative area: speaking about the film-making industry in Belarus

1. Work in groups. Look at the Help box. Make up sentences about different actors.

Help box

to do dangerous stunts; to be nominated for ...awards; to audition / to be auditioned for ...; to make a film debut; to become a box-office star; to appear in ... series; to play the leading / title role in ...; to star in a screen adaptation of ...; to co-star with ...; to be a huge success; to earn fame

2. Work in pairs. Answer the questions.

1. Do you know any famous Belarusian actors? 2. Are there any outstanding Belarusian film directors? What kind of films have they shot? 3. What is the name of the national film studio? When was it established? 4. What film is shown



in the picture? Who is the director of this film? 5. Is Mikhail Ptashuk a famous screenwriter, actor or film director? 6. Do you know any Belarusian films nominated for international awards?

3. a.   Listen to the programme about the Belarusian film-making industry. Which of the questions in ex. 2 does it answer?

b.   Listen again. Why are the following words and numbers mentioned in the text?

1924, Belgoskino; World War II; 1946; Partizanfilm; 2007; 30; Listapad.

c. Look at a scene from a film mentioned in the programme. What is the name of the film? What is it famous for? Read the text and check your answers.



“Come and See” is a feature film directed by Elem Klimov. It is shot in the genre of military drama. The film is based on the novel “I Am from the Fiery Village” by Ales Adamovich. The action takes place on the territory of Belarus in 1943. The film tells the story of the

horrifying treatment of locals by German soldiers. In the center of the story is a Belarusian boy, who witnesses the horrors of the Nazi punitive action, turning from a cheerful teenager into a gray-haired old man for two days.

The film was released on 17 October 1985, drawing 28.9 million viewers and ranking sixth at the box office of 1986.

“Come and See” received the FIPRESCI (International Federation of Film Critics) prize at the 14th Moscow International Film Festival. It has since come to be considered one of the greatest films ever made.

4. a. Read the text about famous Belarusian people connected with film-making. What are they famous for? Which questions from ex. 2 does the article answer?

Belarus is the birthplace of many film directors, screen writers, and famous actors. The name of Mikhail Ptashuk is

popular with film lovers of all ages. He made his film debut in 1973 with the film “About Vitya, Masha, and Marines”, which was a huge success and won two international awards at film festivals and earned him fame. Among Ptashuk’s other outstanding films are “Black Castle Alshansky” based on Uladzimir Karatkevich’s book and “In August of 1944”, which became a real box-office success.



There are a lot of actors in Belarus who played the leading roles in different films. Vladimir Gostiukhin starred in “American Boy”, “General” and “Nobleman Zawalnia”. The role which earned him fame with modern audience is the role of a truck-driver in the series “Dalnoboyschiki”.



Aleksandra Bortich is a Belarusian-born actress who played the leading roles in many successful films. For example, she starred in the Russian comedies “About love” and “Serf”. In 2016 she played Rogneda in the historical action film “Viking”.



b. Read again. Are the sentences true or false? Correct the false ones.

1. The first film of Mikhail Ptashuk was not successful.
2. “In August of 1944” became a real box-office success.
3. The film “Black Castle Alshansky” is based on Yanka Kupala’s book.
4. There are a lot of actors in Belarus who played the leading roles in different films.
5. The role in TV series earned Vladimir Gostiukhin fame.
6. Aleksandra Bortich stars in films made in Belarus.

5.   **Moving activity “At the cinema photo gallery”.**

6. Work in groups. Choose a famous Belarusian film director or actor and make a short presentation about them. Would you like to watch their films? Why?

LESSON 7. One-of-a-kind

Communicative area: speaking about what makes a film great

Active vocabulary: dreadful, multidimensional, convincing, one-of-a-kind, eye-popping

1. a.  Work in pairs. Write down the words or phrases that describe a bad and a good film.

b.   Listen to the speaker. Choose the correct option. Do these adjectives describe a good or a bad film?

1. Dreadful is
a) great; b) terrible.
2. Convincing is
a) easy believe; b) difficult to believe.
3. One-of-a-kind is
a) unique; b) typical.
4. Eye-popping is
a) disgusting; b) amazing.

2. a. Look at the words below. Do they have a positive or negative meaning? Add them to your groups in ex. 1a. What elements of a film do they describe?

Eye-popping, poor, first-rate, fast-moving, second-rate, well-structured, original, monotonous, unbelievable, slow-moving, memorable, unclear, thought-provoking, powerful, dull / boring, one-of-a-kind, multidimensional, dreadful, convincing, talented, unforgettable, catchy, realistic.

b. Complete the sentences with the words from ex. 2a. Several options are possible.

1. A writer has about two hours to tell the whole story that features (includes) ... complex characters. 2. Sci-fi film directors use the latest technology to create ... special effect. 3. You use

... to describe something that is special because there is nothing else exactly like it. 4. The film didn't live up to my expectations: its quality was 5. I couldn't

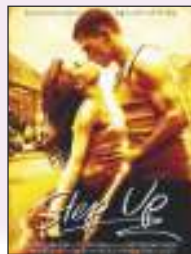
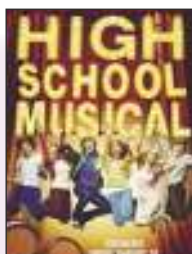
two-dimensional (2D)
three-dimensional (3D)
multidimensional

relate to the characters because the acting wasn't 6. One way to make the plot of the story ... is to include factual events. 7. The music in the film was ... and spoiled the impression.

3. a. Work in pairs. Describe the best and the worst film you have seen recently. What is so brilliant or so dreadful about it? Make a list of factors.

b. Read a critic's opinion. Is it different from yours?

What makes a great film great?



Is it an original story? Realistic characters? Beautiful costumes and make-up? Is it a great performance? Is it a memorable soundtrack? Well, the answer is "Yes" to all of this. In most cases, it's impossible to single out one specific factor which makes a film a real masterpiece. It's a combination of different things that make the film appeal to different audiences.

The plot of most blockbusters has a structure that attracts our attention and keeps us in suspense. A good film is not only about entertainment. It should also send a powerful message that viewers can relate to. A good film also has multidimensional characters and convincing acting. Its dialogues help the story to develop, reveal the characters, and make the film thought-provoking. The eye-popping visual and special effects add to the experience. Nothing ruins the film like bad special effects. The music of the film should be in harmony with the story. It should be memorable and stir emotions. And, of course, there should be something that makes the film unique, original, and one-of-a-kind. Anyway, it is something that makes a film stand out from the rest and earn a place in our hearts.

4.   **Moving activity “Clap your hands!”.**

5. a.   **Listen to three speakers and match them to the questions they answer.**

1. What great movie did you not enjoy watching? 2. What was the last movie you watched? 3. What makes a movie great?

b.   **Complete the sentences. Listen and check.**

1. Speaker 1 believes the film director must use to ... the message. 2. A good movie is ... and every scene ... the story. The ... must have original elements and twists. 3. Speaker 2 wanted to watch the movie because ... 4. Strange dialogues left Speaker 2 ... and ... 5. Speaker 3 didn't watch the movie because he thought it would not ... 6. The special effects in the film were ... and...

6. **Work in pairs. Discuss the questions. Did you choose the same criteria?**

1. Do you agree that the elements described in ex. 3 make a film successful? What is the most important element for you? 2. What was the last film you watched? How would you evaluate it using the elements from ex. 3b? 3. What great film did you not enjoy watching? Why?

LESSON 8. Film reviews

Communicative area: writing a film review

1. Do you often read film reviews? Do you think it's a good way to learn some information about a film?

2. Match the parts of a film review to their description.

1. Conclusion;
2. Introduction;
3. Main Body.

a) a part in which you summarise all the background information of the film (e.g. title, name of director, type, setting, etc.);

b) a part which usually consists of two paragraphs. One paragraph describes the main points of the plot presented in the chronological order while the other comments on the plot, the main characters, the acting, the directing, the message, etc. Spoilers should be avoided;

c) a part in which you recommend / not recommend the film. It also gives reasons to support your recommendations.

3. a. Read the review and find the parts described in ex. 2 in the review. Why does the author recommend to watch this film? Are there any negative points?

A. “Jumanji: The Next Level”, the sequel to “Jumanji”, is an action packed fantasy comedy about the adventures of 4 teenagers who once again find themselves inside a computer game in the bodies of its avatars. It is directed by Jake Kasdan and stars Dwayne Johnson, Jack Black, Kevin Hart, and Karen Gillan.

B. The film is set three years after “Welcome to the Jungle”, in which the same



group of teenagers, along with three additional characters, become trapped in “Jumanji”, where they face new problems and challenges with both old and new avatars. The characters have to go through the stages of learning to accept (*принять / прынцць*) their new bodies, talents and weaknesses. Success in the game refreshes them in real life to be better versions of themselves. But first, they have to escape (*сбежать / збегчы*) the game by finding a jewel and saving the land from a new villain.

C. The film is filled with action as the group travels from dry deserts to snowy mountains. The special effects and computer graphics are not the most spectacular part of the film. It is the body swapping that will keep the audience amazed. They swap their bodies so many times that it is hard to keep track. The actors give a brilliant performance and the directing is excellent. The film is not only about entertainment, though. It conveys an important message: many people in the game are so unhappy in their real life that they prefer to escape to a boiling desert full of villains.

I strongly recommend this film. If you like excitement, it will definitely keep you on the edge of your seat. Don't miss it! Go see it on the biggest screen with the best sound you can find and enjoy it for what it is – a charming funny movie. Who cares it is a little bit predictable?

b. Read the review again and answer the questions.

1. What is the genre of the film? Who is the film director? When and where is it set? 2. What is the film about? What are the main characters like? What can you say about the special effects and the acting? 3. What message does the film convey?

c. Do you think this film is worth watching? Why? / Why not?

4. What tenses are used in the review? Find examples in the review.

5. Moving activity “Competition”.

6. A good review has rich vocabulary: adjectives, adverbs, verbs. Match the categories from the box to the lists of words they can collocate with.

1. To communicate, to convey, send, carry, to get across the ...
2. To stir, to feel, to experience, to provoke ...

3. A(n) important, key, basic, clear, conflicting, powerful, strong, positive, inspirational, hidden, serious, you can relate to, thought-provoking ...

4. A(n) excellent, outstanding, original, good, strong, talented ...

5. Wooden, brilliant, bad, poor, excellent, good, powerful, dreadful, second rate ...

6. Dramatic (impressive), amazing, spectacular, breathtaking ...

7. A predictable, gripping, simple, complex, with many twists in the plot, fast-moving, imaginative ...

8. ... develops, keeps you in suspense ...

9. Unnatural, long, boring, hard to understand, hilarious ...

10. A sad, happy, tragic, dramatic, fairy-tale, perfect, original, ... which can ruin the film/make the film memorable ...

11. A second-rate, entertaining, exciting, great, blockbuster, awful, black-and-white, first-rate, enjoyable, original, disappointing, full of suspense, unoriginal ...

12. Central, believable, realistic, comic, heroic, tragic, title, leading, supporting, main ...

◆ cast ◆ message (×2) ◆ characters ◆ plot/storyline (×2) ◆ acting ◆ emotions ◆ special effects ◆ dialogues ◆ ending ◆ film

7.  Write your own review of one of the films you have seen recently. Follow the plan from ex. 2, use Present Tenses and the expressions from ex. 6a.

LESSON 9. Make your own smartphone movie

Project 

Communicative area: making a short film

BEFORE THE PRESENTATION LESSON

1. Work in pairs. Discuss the questions.

1. Why do people make films? 2. What is the most difficult part of being a film director? 3. What equipment do you need to shoot a good film? 4. Have you ever tried shooting a film yourself? What film was it?

2. a. You have decided to participate in a Smartphone Film Festival. Look at the stages of making a smartphone film. Put them in the right order. Explain your choice.



1. Audition and cast the actors.
2. Shoot the film.
3. Decide on who's who in the film crew.
4. Edit the footage (*отснятый материал / адсняты матэрыял*).
5. Write the script of the film.
6. Find the location and construct the sets if necessary.

b. Read the instruction for making a smartphone film. Match the stages from ex. 2a to their description.

Filmmaking is an art and you will discover your own voice and your own method by making films. There's no shortcut to becoming a filmmaker: you have to spend as much time as you can shooting films. Remember: practice makes perfect!

A. There are lots of different jobs at different stages of the filmmaking process. Choose a cameraman, a film director, an editor, a make-up artist and actors.



B. Choose the theme for your film. Think what things you like to do. If you love sports and you are in a basketball team, make a film about that.

- Also, think about what type of stories you like and what message you want to convey.
- Choose a catchy film title to attract the audience.
- Think of the characters' names, appearance, and personality.
- Write the script. Scripts include the dialogue and descriptions of actions and settings.

C. Decide on where it will be shot, what props (*реквизит* / *рэкви́зит*) you will need.

D. Cast your actors. They can be friends, classmates or family, but make sure that they are going to take it seriously.

E. Take your smartphone and start filming!

F. Put everything together. Use any programme you like, such as Windows Film Maker, the Sony Vega, Medial Impression, iFilm or others. Editing is where you really learn to be a filmmaker.

IN THE PRESENTATION LESSON

1. Have the Smartphone Film Festival. Watch your classmates' films and choose the best ones in the following nominations:

- | | |
|-------------------|-----------------------|
| ✓ Best film | ✓ Best cinematography |
| ✓ Best actor | ✓ Best music |
| ✓ Best actress | ✓ Best visual effects |
| ✓ Best directing | ✓ Best makeup |
| ✓ Best screenplay | ✓ Best costume design |

LESSON 10. Culture Corner.

Unique cinemas

Communicative area: speaking and reading about unusual cinemas in different countries

1. a. Correct the mistakes in the sentences. There are two mistakes in each statement.

1. I prefer go to the cinema for watching films at home.
2. I use often streaming services for watch films at home.
3. I enjoy to watch 3D film.
4. The last time I go to the cinema was the last week.
5. I have ever was to the last showing.
6. All the latest blockbusters are show in our town as soon as they will come out.

b. Work in pairs. Which of the following is true for you? Comment on each statement. What do you and your partner have in common?

2. a. Read about unusual cinemas in the world and match the pictures with the texts.



The Archipelago [ˌɑːkɪˈpeləɡəʊ] 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 Archipelago Cinema.

Designed by the 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 a huge screen that’s fixed to the ocean floor.

Event Cornwall Outdoor Screenings, UK

Event Cornwall annually hosts outdoor screenings of water-themed films on the King Henry ferry 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 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 13th”. For these films, the location was chosen in the wooded Tehidy Country Park. “There was a moment in “Friday the 13th” where there was a chase through the woods, and you couldn’t see where the screen stopped and the woods started,” the spokesperson added.

CGV Cheongdam Cine City, Seoul, South Korea

This cinema takes the viewing experience to the next level with moving seats, special lighting, wind, fog, and even scent (*zanax* / *nax*)-based effects to make you feel immersed (*погружен* / *погружены*) 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.

Stairway Cinema Auckland, New Zealand

The Stairway Cinema is located on the steps rising right off the sidewalk and open to pedestrians passing by. Public participants are invited to see the collection of films shown on the screen.

This is what creators say about the project: “Our aim is to experiment with architecture and the way it can interact 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.”

b. 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 the 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 / 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.

c. What do the following adjectives from the text refer to?

Dramatic; incredible; amazing; huge; scary; scent-based; suitable; silent; gripping; unique; exciting; social.

3. Work in pairs. Discuss the questions. Do you have anything in common?

1. What are the advantages and disadvantages of the cinemas described in ex. 2a? 2. Which of the cinemas would you like to visit? Why? 3. Do you think in the future people will still go to the cinema? How will the experience of watching a film change?

4. a. Work in pairs. You are designers. Create your unusual cinema. Think of:

1. its location; 2. its shape and materials; 3. its special features.

b.  Write an advertisement of your cinema and present it to the class. Which cinema is the most unusual?

LESSON 11. Board game

“And the Oscar goes to...”

Communicative area: testing yourself and getting the medal!

1. Discuss the questions below.

Have you ever watched the Academy Awards ceremony? What do people do in it? What famous phrase is said when the Oscar is awarded?



2. Now the real film buffs will have a chance to get an Oscar. Read the rules of the game and play it.

1. Play in groups of three. One person is a host and two people are contestants.
2. The contestants take a card from a pile and read the question and possible answers.
3. Each contestant writes down their answer.
4. The host has got the card with the correct answer. If the contestant's answer is correct, they get 10 points.
5. The winner is the person who gets the most points.



LESSON 12. Progress check

Communicative area: testing reading, listening and speaking skills

I. READING

1. Read the article and choose the main idea.

A. Film tourism has a beneficial effect on many locations.

B. Film tourism increases the popularity of the location.

C. Film tourism is important.

D. Film tourism can have both positive and negative effects on the location.

Film tourism is the business of attracting visitors by showing the place or a place's storylines in film, video, and television. It is a part of cultural tourism. Traditionally cultural tourists are well-educated professionals who want to learn more about a destination's history and culture. Film tourism, however, as pop-culture tourism, appeals to a wider range of tourists. It is also called a "Location vacation". Locations may vary from a telephone box to the landscape of a whole country. Film tourism involves tourists in a lot of different activities that depend on the film themes as well as the location itself, and bring movie fans closer to a film.



Recent research has shown that a film can have a very powerful effect on the destination image and the decision to travel there. Several studies have already

discovered that it's easier and less expensive to attract wider audiences to a specific place with the help of films rather than tourism advertisements (*реклама / рэклама*). The analysis of 100 popular films (for example, "Lord of the Rings") has revealed that, on average, a popular movie increases tourism to the film location by 31%.

Here are some of the most interesting examples which demonstrate the effect of a movie on the choice of a tourist destination:

"Harry Potter" – 50% increase in tourism to all filming locations (in some cities/towns as much as 200%);

"Frozen" – 37% increase in tourism to Norway;

"The Beach" – 22% increase in tourism to Thailand;

"Braveheart" – 300% increase in tourism to Wallace Monument, Scotland;

"Mission Impossible 2" – 200% increase to Sydney National Park.

There is, however, a question whether the influence of film tourism is always positive. On the one hand, it can be great for local economies. It can boost (improve) the economy of a particular area and create more jobs.

On the other hand, it can do a lot of damage to a traditional lifestyle of local communities and nature. For example, the city where "Twilight" was shot (with a population of 3,500 people) saw nearly 300,000 new visitors after the book had been published and the movie saga had been released. While some of the locals welcomed the tourists, many complained (*жаловаться / скардзіцца*) about noisy crowds that had reshaped the quiet little town. Another famous example is "The Beach". One of the world's most popular beaches, made famous by the film, starring Leonardo DiCaprio, had to be closed. The small beach received up to 5,000 tourists and 200 boats a day. As a result, it was seriously damaged. In fact, 80% of the coral around Maya Bay was destroyed because of pollution from litter, boats, and sun cream.

So, if next time when you watch a movie, you feel like going to the place where it was shot, think twice about the effect it will have on this location.

2. What is film tourism? Read the extract which explains what it is.

3. Answer the questions.

1. Why is showing a location in a film more effective than its advertising?
2. Can you give any examples of a bigger number of tourists in some locations after the film came out?
3. What are the benefits of film tourism?
4. What negative effects does it have?

II. LISTENING

1.   a. Listen to the speakers and say what questions they answer.

1. Why do we watch movies?
2. What types of film do you like to watch?
3. Who is the greatest actor of all time?
4. Do you prefer to watch movies at home or at the cinema?

b.   Listen again and mark the sentences true or false.

1. Comedies are the only films Speaker 1 enjoys watching.
2. Speaker 1 believes everything in the film should be realistic
3. Speaker 2 thinks sometimes it's a good idea to watch a film at the cinema.
4. There are some things which spoil the experience of watching a film at the cinema.
5. According to Speaker 3, one reason why we watch films is to forget about everyday life.
6. Speaker 3 thinks that films should make people feel only positive emotions.
7. Jackie Chan has played in hundreds of films.
8. Everybody in Hollywood agrees on who the greatest actor is.

III. SPEAKING

Answer the questions.

1. What are your favourite genres of films? Why?
2. What is your favourite Belarusian / foreign actor / film director? Why?
3. What is the last film you watched? How did you like it?
4. What film festivals do you know? Which one would you like to attend?
5. What do you remember about the history of film-making?
6. What is the role of films in our life?

To ex. 4 p. 88

Student B

Band: Coldplay

Album: Everyday Life

Date: ...

Time: 5 p.m. – 8 p.m.

Venue: ...

Address: Cromwell Road, London

Price: ...

OPTIONAL LESSONS

OPTIONAL LESSON (UNIT 5)

Communicative area: speaking about things representing the national culture

Punch or Pulcinella?

1. Discuss the questions.

Have you ever been to a puppet show? What play did you see? How old were you? Did you enjoy it?

2. a. Read the explanation below. Look at the pictures and compare them. Think of the puppets' appearance, clothes, expression of the face, character. Which of them is a marionette [ˌmæriəˈnet]? Which is a glove puppet? Which is more difficult to control?



A hand puppet is a puppet that is controlled by the hand put inside the puppet, sometimes it is also called a glove puppet because an actor puts it on his hand like a glove. A marionette is a puppet controlled from above with the help of wires (*проводами / дроту*) or strings (*струн, веревочек / струн, вярвачак*).

b. Are the following statements about Punch and Judy true or false?

1. Punch is an attractive character. 2. During the show, there are only two characters on the stage. 3. Punch and Judy is an

interactive show. 4. Punch has been in England since the middle of the 17th century. 5. His name comes from the word “punch” which means “hit with a fist” (*кулаком / кулаком*). 6. It’s not hard to find characters like Punch in other cultures. 7. The Punch and Judy show has always been a show for children. 8. The show is usually performed (*исполняется, представляется / выполняется, показывается*) at the theatre.

c. Read the information and check your guesses.

In 2006, the Punch and Judy show was named one of the first 12 icons [ˈaɪkənz] (= symbols) of Englishness, together with a cup of tea, Stonehenge, “Alice in Wonderland”, and the red double-decker. The reason for this was simple: people thought it had become a strong part of the nation’s collective childhood memory.

Punch and Judy is a very popular puppet show which children love to watch. It is traditionally shown at the seaside in a small red-and-white striped booth (*будке / будцы*) which can easily be transported. The characters are all glove puppets. The story is told by a man called “The Professor”. The show consists of short scenes each showing an interaction (*взаимодействие / взаимодействие*) between Mr Punch and one other character: his wife Judy, the Baby, the Policeman, the Crocodile, and so on. The main character has a big stick and hits the other characters with it, saying “That’s the way to do it!”. The puppets usually interact with the spectators by asking them questions and involving them in the story.

One may think that Punch and Judy are English, but their origins actually lie in 16th century Italy! A puppet play was first recorded in England on 9 May 1662 in the diary of Samuel Pepys and this date is known as Punch’s birthday. The show was performed in Covent Garden, London, by an Italian puppet showman who used not glove puppets but marionettes. English showmen knew a good thing when they saw one. So they adopted the character, together with his big red nose, ridiculous voice, and a wicked sense of humour because he could be used to comment on politics of the day. The Italian name “Pulcinella” [ˌpʊltʃɪˈnelə] turned into English “Punchinello” and soon was shortened to just Punch.

During the 18th century, Punch made himself at home in Britain and became very popular. The same process took place in other parts of Europe and resulted in Punch's European cousins. One of them is Petrushka in Russia. By the middle of the century, Punch had changed his plain white Italian costume for the red-and-yellow clothes of the English fool. Marionette shows were normally shown at theatres and were expensive to produce. By the end of the century glove puppet versions of the Punch show performed in small mobile booths had become a common sight on city streets and country lanes. It is interesting to note that, as a marionette, Punch didn't have a play of his own, as a glove-puppet, Punch was on the stage all the time.

When railways appeared in the 1840s they brought travel to the masses and took crowds to the seaside. This made Punch and Judy go to the coast too. They soon became as much part of traditional British beach fun as sand castles, paddling (*шлепанье по мелководью / шлёпанье на мелководдью*), and donkey rides. At the end of the 19th century, the show transformed into a popular puppet show for children, a role in which Punch saw the 20th century and met the 21st century. To celebrate his 350th birthday in 2012, Mr Punch was treated to a year of parties and was the focus of a six-month exhibition [*экс'пзиʃn*] (*выставка / выста́йка*) at the Victoria & Albert Museum of Childhood.

d. Make a timeline of Mr. Punch's theatrical tradition marking the most important moments and changes.

e. What puppet is shown in each picture?



Moving activity “Find the punchline”.

4. Prove that Punch and Judy is an English treasure.

Do you know that ...

“As pleased as Punch” means?

- a) very angry;
- b) very happy;
- c) very unhappy.

5. Would you like to see a Punch and Judy puppet show? Why? / Why not?

OPTIONAL LESSON (UNIT 6)

A national treasure

1. a. Work in pairs. Answer the questions.

Do you often go to the theatre?

What was the last play you saw at the theatre?

Did you enjoy it?

Why? / Why not?

Have you ever been to a puppet show?

What were your impressions?

b. Have you heard of batleika? Is this puppet theatre for children or for adults? In which season can you see its performances? Why?

c. Read the article about the traditional Belarusian batleika theatre and check your guesses.

Traditions of Belarusian theatre: Batleika

Batleika is one of the earliest types of Belarusian theatre. The traditions of the medieval theatre are still alive and make people happy. Batleika is a mystery play that came to the Belarusian lands from Poland in the late 16th century. The first puppet shows were widely put on across Belarus. The theatre was named after the ancient town of Bethlehem ['beθlihem] where Jesus Christ was born.



The performance (show) usually included the scenes of the battle between good and evil leading up to a happy ending and had easy-to-understand morals. In fact, the batleika plays were of two genres: the “high” genre focused on religious topics, and the “low” genre telling humorous stories about life.

Because of these genre differences, the frames of batleika boxes were constructed in different ways. Each place inside batleika box had its own symbolic meaning: the “Paradise” was normally located in the upper left corner of the box, while



the “Hell” was usually located in the lower right corner. Puppeteers decorated their batleika boxes and the puppets with colour paper and geometrical shapes made of straw, paper, woodcarving, and embroidery.

The Belarusian batleika in the late 19th – early 20th century had family traditions. A small music troupe often consisted of batleika puppeteers’ family members. It used to arrive in a town, a city, or a village, and set up their batleika box in a public place. Rich people invited batleika theatre to their houses.



The puppeteers placed batleika on top of a desk, lit some candles, and put the puppets inside while the musicians were playing their instruments. Once they were ready, the performance began. The main character of those shows was often a Belarusian peasant [*ˈpeʒ(ə)nt*] (*крэсьціянін* / *селянін*) named Matey

who was quite witty and had a good sense of humour. Both children and adults living in towns and villages looked forward to batleika amusing plays.

There were various kinds of puppets. Puppets on a hard stick were the most popular in Belarus. A puppet’s stick and body were usually made of wood. They were stuffed with cotton, wool, rags (*лохмотья* / *лахманы*), or paper. A typical puppet was about 25 centimetres tall. However, there were puppets as tall as 35 centimetres. As a matter of fact, those puppets belonged to evil characters.



Batleika puppet theatre traditions have been handed down from one generation of showmen to the next for centuries. These days, the art of batleika is getting a new life, with more and more new batleika theatres coming up. During Christmas holidays bright festivals of batleika’s

theatrical troupes are held in Minsk and other corners of our country giving people the opportunity to discover the mystery of this old Belarusian tradition.

2. Complete the sentences.

1. The first batleika theatres appeared on the territory of modern Belarus in
2. There were two
3. Batleika boxes and the puppets were decorated
4. ... invited batleika puppeteers to their homes.
5. Matey was
6. The puppets were made of
7. The tallest puppets

3. Explain:

1. ... how batleika got its name;
2. ... why batleika has family traditions in the late 19th – early 20th century;
3. ... how batleika plays were shown in people's houses;
4. ... why batleika shows were popular in the past;
5. ... why it is a good idea to attend one of batleika's festivals.

4. In what way is the traditional Belarusian batleika theatre different from the British Punch and Judy show? Think about the origin, puppets, plays performed, place, and time of performances.

OPTIONAL LESSON (UNIT 7)

Why is music so important?

Communicative area: writing an essay about the importance of music in people's lives

1. a. What special occasions and social activities can't be held without music? Brainstorm your ideas in pairs.

b. Do you agree with the popular statements in the pictures?



2. a. Work in pairs. Give as many reasons as possible why people enjoy listening to music. Compare the reasons in class.

b. Read Kate's school essay about the role of music in life and say if you've mentioned the same reasons.

Music in our lives

All we need is music. Many of us love listening to music because of many reasons. First of all, music unites people. When we want to have a good party, music is at the centre of our attention. We choose the best songs to suit everyone's tastes and play them to make the atmosphere much better.

Secondly, music can make all gloomy days more interesting and funnier. Listening to our favourite musicians during long winter days can be like therapy or medicine for our souls.

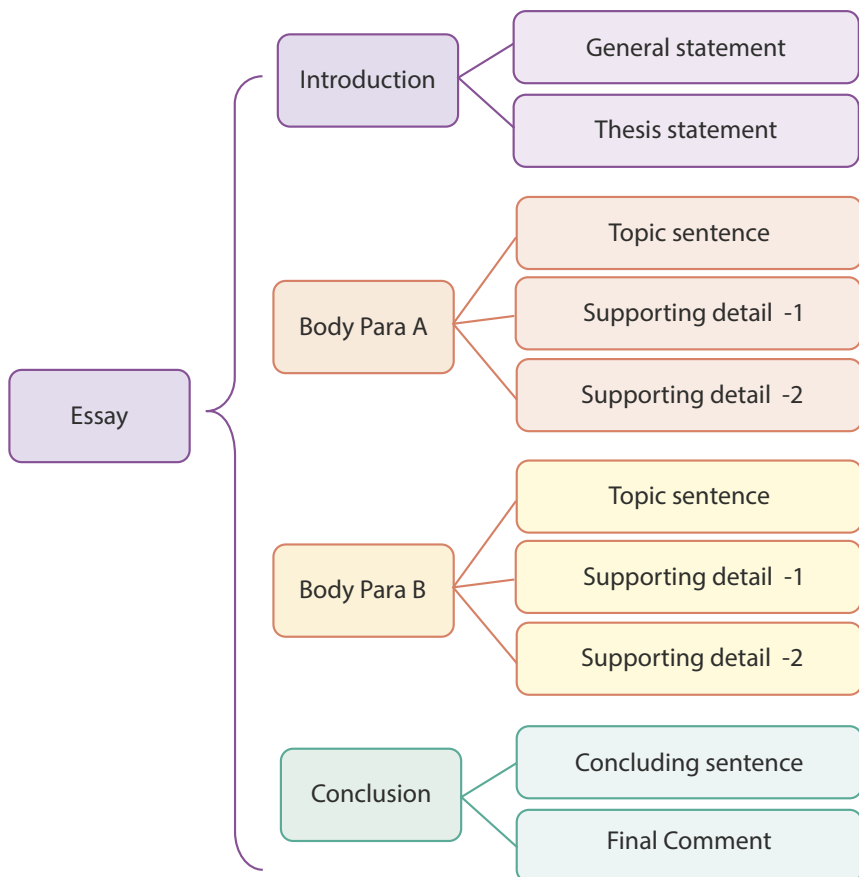
Moreover, music can give us inspiration and can help us to concentrate when we learn or do some important tasks. For example, scientists proved that listening to classical music can make our work more effective.

Besides, if we have a problem, many of us just turn on a good song to calm down and think what to do next. So spending time with the music we like can help us to solve difficult problems. Music works as a good way to relieve stress.

Finally, music is a good alarm clock because energetic songs with rhythmic tunes can help us to get up early in the morning.

To sum up, music plays an important part in all cultures and social activities. It gives us an endless list of advantages to enjoy.

c. Study the general structure of an essay and say how many body paragraphs Kate has written. What words did she use to order the viewpoints? Which 2 body paragraphs would you omit (опустить / пропустить)?



3.  Moving activity “True or false?”

4. a. Read more points in favour of music. Which of them would you use in your essay about the importance of music?

Music brings back memories.

Music expresses our emotions.

Music is an art which reflects life.

Listening to music is the perfect way to spend free time.

b. Write your own essay about the importance of music in people's lives using around 100–120 words. Write at least three body paragraphs.

OPTIONAL LESSON (UNIT 8)

I cannot live without books

1. Work in pairs. Discuss the questions.

1. How many books had been published by 2010?
2. How much money was the most expensive book sold for?
3. Is there a word that means “loving the smell of old books”?
4. How many words does the longest sentence ever printed contain?
5. Were authors' names printed on the covers of their books in ancient times?
6. What was the first book written with the help of a typewriter?
7. How long did it usually take Theodore Roosevelt to read a book?
8. What are the three most read books in the world?
9. Which country in the world reads the most?
10. Is the main character in “Alice in Wonderland” based on a real girl?
11. Which parts of the world have the highest illiteracy (неграмотность / неадукаванасць) level?

2. Read the texts and check your answers.

1. There are over 129 million books in existence. According to Google, 129,864,880 million books had been published as of 2010 (на 2010 год / на 2010 год). That number is definitely a lot higher now. So when you say that you can't find a good book to read, it is good to know that you have a lot to choose from.

2. The most expensive book ever bought was sold for \$30.8 million. It was “Codex Leicester” by Leonardo Da Vinci, and it was purchased by Bill Gates. Don't worry though, he probably made the money back within the hour.

3. There's a word for loving the smell of old books. Many people love the smell of old books. They have the aroma of dust and a whole lot of history. Well, now you can call it something. Bibliosmia is the word you need to use in this case.



4. The longest sentence ever printed is 823 words. It's a real sentence that exists in Victor Hugo's "Les Misérables".

5. Authors' names didn't use to be printed on the covers of their books. The covers of the first printed books were considered artworks. They were covered in drawings, leather, and even gold – so there wasn't a place for the author's name.

6. The first book ever written using a typewriter was "The Adventures of Tom Sawyer". Mark Twain must have had a lot of ink and a lot of patience.

7. President Theodore Roosevelt read one book per day. Now that's a dedication to reading!

8. The three most read books in the world are "The Holy Bible", "Quotations from Chairman Mao Tse-Tung", and "Harry Potter".

9. Icelandic people read more than anyone. Perhaps it is connected with the weather, or maybe they're just taught to really love books. Either way, Iceland is the winner!

10. The main character of the book "Alice in Wonderland" is based on a real 10-year-old girl. Her name was Alice Liddell, and her family was close friends with the author Lewis Carroll. While on a boating trip, she asked him to tell her a story — and that's how "Alice in Wonderland" was born.

11. Illiteracy is still a huge problem throughout the world. One in five adults around the world can't read or write, with the highest rates in South and West Asia and sub-Saharan Africa.

OPTIONAL LESSON (UNIT 9)

Film secrets

1. Work in pairs. What do you know about these films?

Armageddon; Superman; The Lord of the Rings: The Fellowship of the Ring; The Martian; The Terminator; The Maze Runner; The Titanic; Maleficent; The Schindler List; 2001: A Space Odyssey.

2. Match the films from ex.1 to some interesting facts about them.



1. Henry Cavill, who played the main role, refused to take steroids to muscle up for the role. He also refused any digital improvements to his body in his shirtless scenes. He said it would be dishonest of him to use trickery while playing this role, and he wanted to push his body to the limits, to develop it into the one that was worthy of the character.

2. Matt Damon admitted that the scene where Mark was getting emotional upon hearing Commander Lewis' voice was real. The other actors had finished their work and gone home, and their pre-recorded voices were actually being played to Damon from inside his spacesuit. When Damon began to think about how his character had been all alone on the planet for two years and he was only hearing pre-recorded voices of his co-stars who had already finished their scenes, his eyes filled with tears. Ridley Scott was so impressed with Damon's performance, that he only did one take of the scene, which was used in the film.

3. The scenes set in 1912, i.e. the whole movie except the present-day scenes and the opening and ending credits (*титры / цитры*), have a total length of two hours and forty minutes, the exact time it took for the ship to sink. Also, the collision with the iceberg reportedly lasted 37 seconds, which is how long the collision scene is in the movie.

4. Angelina Jolie admitted that she scared little kids while in costume on the set of the film, and one child actually said,

“Mommy, please ask the mean witch to stop talking to me”. She adds that her daughter, Vivienne Jolie-Pitt, who played young Aurora, was the only child who was not scared of her.

5. Stanley Kubrick destroyed almost all of his props and sets from the film because he didn't want them to be used in any lesser science fiction films.

6. The production had to hire snake wranglers to make sure the areas where they were filming were snake free. Before filming began the wranglers found 25 poisonous snakes. The biggest one they found was a 5 foot rattlesnake.

7. NASA shows this film during their management training programme. New managers are given the task to find as many mistakes as possible. At least one hundred sixty eight have been found.

8. To gather costumes for 20,000 extras, the costume designer posted advertisements for clothes. As economic conditions were poor in Poland, many people were eager to sell clothing they still owned from the 1930s and 1940s.

9. The cast often had to fly remote shoot locations by helicopter. Sean Bean (Boromir) was afraid of flying and did it only when it was absolutely necessary. When they were shooting the scenes of the fellowship crossing the snowy mountains, he spent two hours climbing from the base of the mountain to the set near the top, already dressed as Boromir. The crew was flown up to the top and while flying they could see him from their helicopters.



10. One afternoon during a break in filming, Arnold Schwarzenegger went into a restaurant in downtown L.A. to get some lunch and realised that he was still in the make up for the film shoot – with a missing eye, exposed jawbone, and burned flesh.

Vocabulary

Unit 5

- actual** ['æktʃʊəl] (*adj.*) – действительный, настоящий / дзейсны, сапраўдны
- avoid** [ə'vɔɪd] (*v.*) – избегать / пазбягаць
- be a good sport** – держаться молодцом / трымацца малайцом
- belief** [br'i:li:f] (*n.*) – убеждение; вера; поверье / перакананне; вера; павер'е
- be on cloud nine** – быть на седьмом небе / быць на сёмым небе
- community** [kə'mju:nəti] (*n.*) – сообщество, община / згуртаванне, суполка
- congratulate** [kən'grætʃəleɪt] (*v.*) – поздравлять / віншаваць
- crown** [kraʊn] (*n.*) – корона / карона
- fake** (*adj.*) – фальшивый, фиктивный / фальшывы, фіктыўны
- fall for** (*phr. v.*) – попадаться / пападацца
- for luck** на удачу / на ўдачу
- guard** [gɑ:d] (*n.*), (*v.*) – охрана; охранять / абарона; абараняць
- highlight** ['haɪlaɪt] (*n.*) – вершина / вяршыня
- involve** [ɪn'vɒlv] (*v.*) – вовлекать / уцягваць
- just in case** – на всякий случай / на ўсякі выпадак
- lock** [lɒk] (*v.*) – запереть на ключ / замкнуць на ключ
- monarch** ['mɒnək] (*n.*) – монарх / манарх
- overshadow** [ˌɒvə'ʃædəʊ] (*v.*) – затмевать / зацямяць
- participant** [pɑ:'tɪsɪpənt] (*n.*) – участник / удзельнік
- play a trick on (somebody)** – подшутить над (кем-нибудь) / паджартаваць з (каго-небудзь)
- practical joke** (*n.*) – розыгрыш / розыгрыш
- prankster** ['præŋkstə] (*n.*) – шутник / жартаўнік
- purse** [pɜ:s] (*n.*) – кошелек / кашалёк
- raven** ['reɪvən] (*n.*) – ворон / крумкач
- ridiculous** [rɪ'dɪkjələs] (*adj.*) – нелепый, глупый / недарэчны, бязглузды
- sign** [saɪn] (*n.*) – знак / знак

steal [sti:l] (*v.*) – красть / красти
superstition [ˌsu:pə'stɪʃən] (*n.*) – суеве́рие / забабон
superstitious [ˌsu:pə'stɪʃəs] (*adj.*) – суеве́рный / забабонны
take down (*phr. v.*) – снимать / здымаць
unlucky [ʌn'lʌki] (*adj.*) – невезучий / няўдачлівы
watch out (*phr. v.*) – остерегаться / сцерагчыся

Unit 6

accessory [ək'sesəri] (*n.*) – аксесуар / аксесуар
artisan [ˌɑ:tɪ'zæn] (*n.*) – реме́сленник, мастер / рамеснік, майстар
ancestor ['ænsəstə] (*n.*) – предок / продак
archer ['ɑ:tʃə] (*n.*) – стрелок из лука / стралок з лука
battle ['bætl] (*n.*) – битва / бітва
blacksmithing ['blæksmɪθɪŋ] (*n.*) – ковка / каванне
broom [bru:m] (*n.*) – веник / венік
ceramic [sə'ræmɪk] (*adj.*) – керамический / керамічны
clay [kleɪ] (*n.*), (*adj.*) – глина; глиняный / гліна; гліняны
contest ['kɒntest] (*n.*) – конкурс / конкурс
craft [kra:ft] (*n.*) – ремесло / рамяство
crystal ['krɪstəl] (*n.*) – хрусталь / хрусталь
earring ['iəriŋ] (*n.*) – серьга / завушніца
embroidery [ɪm'brɔɪdəri] (*n.*) – вышивка / вышыўка
exhibition [ˌeksɪ'bɪʃ(ə)n] (*n.*) – выставка / выстаўка
fair [feə] (*n.*) – ярмарка / кірмаш
figurine ['fɪgjəri:n] (*n.*) – фигурка / фігурка
hand down (*phr. v.*) – передавать следующим поколениям /
 падаваць наступным пакаленням
harvest ['hɑ:vɪst] (*n.*) – урожай / ураджай
helmet ['helmt] (*n.*) – шлем / шлем
horseshoe ['hɔ:sʃu:] (*n.*) – подкова / падкова
incredible [ɪn'kredəb(ə)l] (*adj.*) – невероятный / неверагодны
iron ['aɪən] (*n.*), (*adj.*) – железо; железный / жалеза; жалезны
join in (*phr. v.*) – присоединиться, принять участие /
 далучыцца, прыняць удзел
jug [dʒʌg] (*n.*) – кувшин / збан

keepsake ['ki:pseɪk] (*n.*) – сувенир на память / сувенир на
памяць

key ring ['ki: ɹɪŋ] (*n.*) – брелок для ключей / бірулька для
ключоў

knight [naɪt] (*n.*) – рыцарь / рыцар

linen ['lɪnɪn] (*adj.*), (*n.*) – белье; льняной / бялізна; ільняны

medieval [ˌmedi'i:vəl] (*adj.*) – средневековый / сярэднявечны

napkin ['næpkɪn] (*n.*) – салфетка / сурвэтка

numerous ['nju:mərəs] (*adj.*) – многочисленный / шматлікі

pottery ['pɒtəri] (*n.*) – гончарство / ганчарства

procession [prə'seʃən] (*n.*) – процессия / працэсія

remarkable [rɪ'mɑ:kəb(ə)l] (*adj.*) – замечательный / выдатны

ring [rɪŋ] (*n.*) – кольцо / калыцо

shield [ʃi:ld] (*n.*) – щит / шчыт

spectacular [spek'tækjʊlə] (*adj.*) – зрелищный, впечатляющий /
відовишчны, уражлівы

spectator [spek'teɪtə] (*n.*) – зритель / глядач

stall [stɔ:l] (*n.*) – прилавок / прылавак

straw weaving ['stro: ˌwi:vɪŋ] (*n.*) – плетение из соломки /
пляценне з саломкі

sword [sɔ:d] (*n.*) – меч / меч

tablecloth ['teɪb(ə)klɒθ] (*n.*) – скатерть / абрус

thread [θred] (*n.*) – нить / ніць

towel ['taʊəl] (*n.*) – полотенце / ручнік

vase [vɑ:z] (*n.*) – ваза / ваза

weaving ['wi:vɪŋ] (*n.*) – ткачество / ткацтва

woodcarving ['wud,kɑ:vɪŋ] (*n.*) – резьба по дереву / разьба па
дрэве

wreath [ri:θ] (*n.*) – венок / вянок

Unit 7

audience ['ɔ:diəns] (*n.*) – публика, слушатели, зрители /
публіка, слухачы, глядачы

background music ['bæk,graʊnd] (*n.*) – фоновая музыка /
фонавая музыка

bagpipes ['bæɡpaɪps] (*n.*) – волынка / валынка

band [bænd] (n.) – музикальна група / музичні гурт

bass guitar ['beɪs ɡɪ'tɑː] (n.) – бас-гітара / бас-гітара

be / get carried away ['kærɪd ə'weɪ] – увлекаться / захоплюцца

be into (phr. v.) – увлекаться, інтересуватися / захоплюцца, цікавицца

be music to one's ears – то, що приємно слухати; як бальзам на душу / тое, що приємно чути; як бальзам на душу

beat the drum for – виступати за (кого-л., що-л.), гучно рекламувати (що-л.) / виступати за (кагосьці, нешта), гучно рекламувати (нешта)

call the tune – приймати рішення, розпоряджатися, задавати тон / примає рашення, распараджає, задає тон

catchy ['kætʃɪ] (adj.) – легко запам'ятовуваний, привабливий / легко запам'ятовує, які приваблює увагу

cello ['tʃeləʊ] (n.) – віолончель / віоланчель

change one's mind – передумати, змінити свої наміри / перадумає, зм'яніє своє наміри

chin music (n.) – болтовня, пустослів'я / балбачення, пустаслів'я

come across (phr. v.) – випадково зустріти, наткнутися / випадкова зустріч, натрапиє

come up with (phr. v.) – придумати, видати (ідею, рішення) / придумає, видає (ідею, рашення)

dance to one's tune – танцювати під чьомусь дудку / скакає під чьомусь дудку

draw one's attention – звернути, привертати увагу / звярнує, притягує увагу

earworm ['iəwɜːm] (n.) – нав'язлива мелодія / дакучлива мелодія

face the music – храбро зустрічати труднощі або критику / адважнє зустрічає тяжкості або критику

flute [fluːt] (n.) – флейта / флейта

gadget ['ɡædʒɪt] (n.) – пристосування, пристрій / пристасування, прилада

gig [ɡɪɡ] (n.) – виступлення, концерт (особенно рок-концерт или концерт джазової музики) / виступлення, канцєрт (асабліва рок-канцєрт ці канцєрт джавай музики)

make up one's mind – принять решение / прыняць рашэнне
musician [mjuˈziʃn] (n.) – музыкант; композитор / музыкант;
 кампазітар
offbeat [ɒfˈbi:t] (adj.) – необычный, непривычный /
 незвычайны, нязвыклы
release [rɪˈli:s] – выпускать, публиковать / выпускаць, публі-
 каваць
rhythm [ˈrɪðəm] (n.) – ритм / рытм
ring a bell – напоминать, наводить на мысль / нагадваць,
 наводзіць на думку
saxophone [ˈsæksəfəʊn] (n.) – саксофон / саксафон
sing a different tune – запеть по-иному, изменить свое
 мнение или отношение / заспяваць інакш, змяніць сваё
 меркаванне або стаўленне
stay tuned (to) – продолжать смотреть ту же телепередачу, интернет-
 трансляцию или слушать ту же радиостанцию / працягваць
 глядзець тую ж тэлеперадачу, інтэрнэт-трансляцыю або
 слухаць тую ж радыёстанцыю
step up (phr. v.) – действовать решительно, брать на себя
 ответственность / дзейнічаць рашуча, браць на сябе
 адказнасць
synthesiser [ˈsɪnθəsaɪzə] (n.) – синтезатор / сінтэзатар
take advantage of smth – пользоваться, извлекать выгоду из
 чего-л. / карыстацца, атрымліваць карысць з чаго-н.
trumpet [ˈtrʌmpɪt] (n.) – труба / труба
tune [t(j)u:n] (v.) – мелодия, напев / мелодыя, напеў
vibes [vaɪbz] (n.) – флюиды (*исходящие от человека*);
 атмосфера (*места*) / флюіды (*якія ідуць ад чалавека*);
 атмасфера (*месца*)
violin [ˌvaɪəˈlɪn] (n.) – скрипка / скрыпка

Unit 8

access [ˈækses] (n.), (v.) – доступ; иметь доступ / доступ; мець
 доступ
admire [ədˈmaɪə] (v.) – восхищаться / захапляцца
afford [əˈfɔ:d] (v.) – позволять себе / дазваляць сабе

appeal (to) [ə'pi:l] (v.) – интересоваться / цікавиться
audiobook [ˌɔ:diəʊ'bʊk] (n.) – аудиокнига / аудьйакніга
author ['ɔ:θə] (n.) – автор / аўтар
be set (in/on) (phr. v.) – действие происходит / дзеянне адбываецца
bookworm ['bʊkwɜ:m] (n.) – «книжный червь», человек, который любит читать / «кніжны чарвяк», чалавек, які любіць чытаць
convey [kən'vei] **a powerful message** – передавать, выражать веский посыл / перадаваць, выказваць важкі пасыл
cope (with smth) [kəʊp] (v.) – справляться / спраўляцца
depict [dɪ'pɪkt] (v.) – отображать / адлюстроўваць
determined [dɪ'tɜ:mɪnd] (adj.) – решительный, целеустремленный / рашучы, мэтанакіраваны
draw parallels ['pærəlelz] – проводить параллели / праводзіць паралелі
e-book (n.) – электронная книга / электронная кніга
gripping ['grɪpɪŋ] (adj.) – захватывающий / захапляльны
halfway [ˌhɑ:f'weɪ] (**through sth**) – на полпути / на паўдарозе
hilarious [hɪ'leəriəs] (adj.) – очень смешной, забавный / вельмі смешны, пацешны
hype [haɪp] (n.) – «хайп», рекламная шумиха / «хайп», рэкламная шуміха
inventive [ɪn'ventɪv] (adj.) – изобретательный / вынаходлівы
keep in suspense [sə'spens] – держать в напряженном ожидании / трымаць у напружаным чаканні
live up (to sth) (phr. v.) – соответствовать, быть достойным / адпавядаць, быць годным
masterpiece ['mɑ:stəpi:s] (n.) – шедевр / шэдэўр
mind-numbing ['maɪndnʌmɪŋ] (adj.) – очень скучный, нудный / вельмі сумны, нудны
monotonous [mə'nɒtənəs] (adj.) – монотонный / манатонны
outstanding [ˌaʊt'stændɪŋ] (adj.) – выдающийся / знакаміты
page-turner ['peɪdʒ,tɜ:nə] (n.) – интересная, захватывающая книга / цікавая, захапляльная кніга
portray [prə:'treɪ] (v.) – изображать / адлюстроўваць
predict [prɪ'dɪkt] (v.) – предсказывать / прадказваць
predictable [prɪ'dɪktəbl] (adj.) – предсказуемый / прадказальны

prediction [prɪ'dɪkʃən] (*n.*) – предсказание / прадказанне
raise [reɪz] **questions** – поднимать вопросы / падымаць пытанні
relate [rɪ'leɪt] **to** (*v.*) – быть в состоянии понять, устанавливать
 связь между (*чел-л.*) / быць у стане зразумець, ўсталёўваць
 сувязь паміж (*чым-н.*)
reveal [rɪ'vi:l] (*v.*) – открывать, обнаруживать / адкрываць,
 выяўляць
inspire [ɪn'spaɪə] (*v.*) – вдохновлять / натхняць
source of inspiration [ˌɪnsprɪ'reɪʃən] (*n.*) – источник вдохновения /
 крыніца натхнення
thought-provoking ['θɔ:prə'vəʊkɪŋ] (*adj.*) – наводящий на
 размышления, заставляющий думать / які наводзіць на
 роздум, які прымушае думаць
unexpected twists [ˌʌnɪk'spektɪd 'twɪsts] – неожиданные повороты
 (*в сюжете*) / нечаканыя павароты (*ў сюжэце*)
violent ['vaɪələnt] (*adj.*) – жестокий / жорсткі
varied ['veərɪd] (*adj.*) – разнообразный / разнастайны

Unit 9

addiction [ə'dɪkʃən] (*n.*) – зависимость / залежнасць
all-star cast [kɑ:st] – звездный состав (*фильма*) / зорны склад
 (*фільма*)
audition [ɔ:'dɪʃən] (*n.*), (*v.*) – прослушивание; прослушивать(ся) /
 праслухоўванне; праслухоўваць(ся)
award (a prize) [ə'wɔ:d] (*v.*) – присуждать (приз) / прысуджаць
 (приз)
be addicted [ə'dɪktɪd] **to sth** (*v.*) – быть зависимым от чего-л. /
 быць залежным ад чаго-н.
binge-watch ['bɪndʒ,wɒtʃ] (*v.*) – смотреть запоем / глядзець
 запоем
box-office success (*n.*) – фильм с большими кассовыми сборами /
 фільм з вялікімі касавымі зборамі
broadcast ['brɔ:dka:st] (*v.*) – осуществлять вещание /
 ажыццяўляць вяшчанне
cast [kɑ:st] (*n.*) – состав актеров / склад актораў
CGI ['si:dʒi:'aɪ] – компьютерная графика / камп'ютарная
 графіка

come out (*phr. v.*) – виходить (о фильме) / виходзіць (аб фільме)

convincing [kən'vɪnsɪŋ] (*adj.*) – убедительный / пераканаўчы

co-star ['kəʊstɑː] (*v.*) – играть в паре с другим знаменитым актером / іграць у пары з іншым знакамітым акцёрам

debut ['deɪbjʊː] (*n.*) – дебют / дэбют

dreadful ['dredfəl] (*adj.*) – ужасный / жахлівы

earn fame [feɪm] – добиваться известности, прославиться / дабівацца вядомасці, праславіцца

eye-popping (*adj.*) – сногсшибательный / ашаламляльны

feature film ['fi:tʃə ˌfɪlm] (*n.*) – художественный фильм / мастацкі фільм

film/screen adaptation [ˌædəp'teɪʃ(ə)n] (*n.*) – адаптированный сценарий / адаптаваны сцэнары

highlight ['haɪlaɪt] (*v.*) – подчеркивать основные моменты / падкрэсліваць асноўныя моманты

multidimensional [ˌmʌltɪdaɪ'menʃ(ə)n(ə)l] (*adj.*) – многоплановый / шматпланавы

one-of-a-kind (*adj.*) – единственный в своем роде / адзіны ў сваім родзе

prequel ['priːkwəl] (*n.*) – «приквел» (фильм, описывающий события, предшествующие основному фильму) / прыквел (фільм, які апісвае падзеі, што папярэднічаюць асноўнаму фільму)

romantic [rəʊ'mæntɪk] **comedy (rom-com)** (*n.*) – романтическая комедия / рамантычная камедыя

sequel ['siːkwəl] (*n.*) – «сиквел» (фильм, описывающий события, следующие за основным фильмом) / «сіквел» (фільм, які апісвае падзеі, якія ідуць пасля асноўнага фільма)

shape the opinion – формировать мнение / фарміраваць меркаванне

shoot [ʃuːt] **a film** – снимать фильм / здымаць фільм

showing ['ʃəʊɪŋ] (*n.*) – показ, сеанс / паказ, сеанс

situation comedy [ˌsɪtʃu'eɪʃən ˈkɒmədi] (**sitcom**) (*n.*) – комедия положений (ситуационная комедия) / камедыя палажэнняў (сітуацыйная камедыя)

spin-off (n.) – «спин-офф» (отдельный фильм или сериал с неосновным, но колоритным героем получившего популярность проекта) / «спін-оф» (асобны фільм ці серыял з неасноўным, але каларытным героем, які атрымаў папулярнасць праекта)

stir [stɜ:] (**emotions, imagination**) (v.) – пробуждать (чувства, воображение) / абуджаць (пачуцці, уяўленне)

stunt [stʌnt] (n.) – каскадерский трюк / каскадзёрскі трук

title ['taɪtl] **role** (n.) – заглавная роль / загалоўная роля

thriller ['θrɪlɚ] (n.) – триллер / трылер

vary ['veəri] (v.) – менять, изменяться / мяняць, змяняцца

villain ['vɪlən] (n.) – злодей / злодзей

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