

М. Г. Гец, Д. С. Егорова

ФУНКЦИОНАЛЬНАЯ ГРАМОТНОСТЬ

МЕЖКУЛЬТУРНОЕ ВЗАИМОДЕЙСТВИЕ НА ИНОСТРАННОМ ЯЗЫКЕ. АНГЛИЙСКИЙ ЯЗЫК

10 (11)
класс

ДИДАКТИЧЕСКИЕ МАТЕРИАЛЫ

Пособие для учащихся учреждений образования,
реализующих образовательные программы
общего среднего образования, с белорусским
и русским языками обучения и воспитания

М. Г. Гец, Д. С. Егорова

ФУНКЦИОНАЛЬНАЯ ГРАМОТНОСТЬ

МЕЖКУЛЬТУРНОЕ ВЗАИМОДЕЙСТВИЕ НА ИНОСТРАННОМ ЯЗЫКЕ. АНГЛИЙСКИЙ ЯЗЫК

10 (11)
класс

ДИДАКТИЧЕСКИЕ МАТЕРИАЛЫ

Пособие для учащихся учреждений образования,
реализующих образовательные программы
общего среднего образования, с белорусским
и русским языками обучения и воспитания

*Рекомендовано
научно-методическим учреждением
«Национальный институт образования»
Министерства образования Республики Беларусь*

Учебное электронное издание



Минск
Национальный институт образования
2023

Р е ц е н з е н т ы:

кафедра иностранных языков учреждения образования «Брестский государственный университет имени А. С. Пушкина» (доцент кафедры, кандидат филологических наук, доцент *И. В. Повх*);

заместитель директора по учебной работе, учитель английского языка высшей квалификационной категории государственного учреждения образования «Гимназия № 2 г. Бреста» *Л. Н. Шимко*

Данное пособие входит в учебно-методический комплекс факультативных занятий по формированию функциональной грамотности «Межкультурное взаимодействие на иностранном языке. Английский язык», 10 (11) класс.

Учебно-методический комплекс факультативных занятий разработан в Национальном институте образования в рамках выполнения задания ОНТП «Функциональная грамотность» и включён в сводный план выпуска (внедрения) вновь освоенной продукции (инноваций) по ОНТП «Функциональная грамотность» на 2021–2025 гг., утверждённый Министерством образования от 17.02.2021. Язык издания — английский/русский.

Нач. редакционно-издательского отдела *С. П. Малявко*
Редактор *О. С. Забродская*
Компьютерная вёрстка *Н. В. Мельник*
Корректор *О. С. Забродская*

Подписано к использованию 2023
Размещено на сайте 2023

Объем издания 13,3 Мб
Системные требования: ПО для просмотра документов в формате pdf, ПО для чтения QR-кодов

Научно-методическое учреждение «Национальный институт образования»
Министерства образования Республики Беларусь.
Свидетельство о государственной регистрации издателя, изготовителя,
распространителя печатных изданий № 1/263 от 02.04.2014.
Ул. Короля, 16, 220004, г. Минск

Содержание

Проект 1 «КУЛЬТУРА ПУБЛИЧНОГО ВЫСТУПЛЕНИЯ»	5
Lesson 1. THE HISTORY OF PUBLIC SPEAKING	5
Lesson 2. CHOOSING A TOPIC FOR A PUBLIC SPEECH	8
Lesson 3. SPEECH STRUCTURE	11
Lesson 4. SPEECH DELIVERY	13
Lesson 5. SIGNPOST LANGUAGE	16
Lesson 6. WRITING AN INTRODUCTION	19
Lesson 7. LINKING THE IDEAS	22
Lesson 8. BUILDING A FRAMEWORK FOR YOUR SPEECH	23
Lesson 9. SPEECH ANXIETY	27
Lesson 10. PREPARING THE MAIN BODY	29
Lesson 11. GOOD AND BAD SPEECHES	32
Lesson 12. ENDING YOUR SPEECH	34
Lesson 13. EFFECTIVE PUBLIC SPEECH PREPARATION	36
Lesson 14. GOOD ORATORY SKILLS	39
Lesson 15. MAKING A SPEECH	44
Lesson 16. SPEECH CONTEST	46
Lesson 17. PUBLIC SPEECH EVALUATION	48
Lesson 18. SELF-EVALUATION	50
Проект 2 «ПУТЕШЕСТВИЕ ПО РОДНОМУ КРАЮ»	55
Lesson 1. PLANNING A TRIP	55
Lesson 2. PREPARING FOR THE TRIP	58
Lesson 3. FAMOUS SIGHTS	62
Lesson 4. DOING A SURVEY	65
Lesson 5. A TOUR AROUND BELARUS	68
Lesson 6. BELARUSIAN PLACES OF INTEREST	71
Lesson 7. MAKING A PRESENTATION	74
Lesson 8. FESTIVAL OF BELARUSIAN ATTRACTIONS	75
Lesson 9. PLANNING A TRIP FOR FOREIGN FRIENDS	77
Lesson 10. ORGANIZING A TRIP FOR FOREIGN FRIENDS	80
Lesson 11. PLANNING A GUIDED TOUR	81
Lesson 12. REASONS TO VISIT BELARUS	83
Lesson 13. MAKING A QUIZ	85
Lesson 14. LOCAL ESSENTIAL GUIDE	86
Lesson 15. GOING ON EXCURSION	89
Lesson 16. GOING ON A GUIDED TOUR	90
Lesson 17. TRAVEL DIARY	93

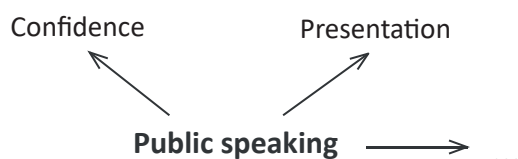
Проект 1

КУЛЬТУРА ПУБЛИЧНОГО ВЫСТУПЛЕНИЯ

Lesson 1. THE HISTORY OF PUBLIC SPEAKING

- Say the tongue twisters as fast as you can while keeping the words clear.
- Ape cakes, grapes cakes.
- Andrea and Andrew ate eight acid apples accidentally.
- If I assist a sister assistant, will the sister's sister assistant assist me?
- Can an active actor always actually act accurately?
- Ann Anteater ate Andy Alligator's apples, so angry Andy Alligator ate Ann Anteater's ants.

2. What comes to your mind when you think about speaking in front of an audience? Brainstorm as many ideas as possible.



3. Discuss the questions. Use the words from the box to support your answers.

Useful vocabulary

Formal setting, conference, contest, meeting, informal setting, ceremony, to deliver information, to influence, to convince, to share the ideas, to persuade, audience, to express, to inform, to entertain, message, get the message across to...

- Where is a speech usually given?
 - What is the purpose of a public speech?
4. Look at the communication cycle. What are its basic elements? Give the definition to the term “public speaking”. Compare your definition with the one given in the dictionary.

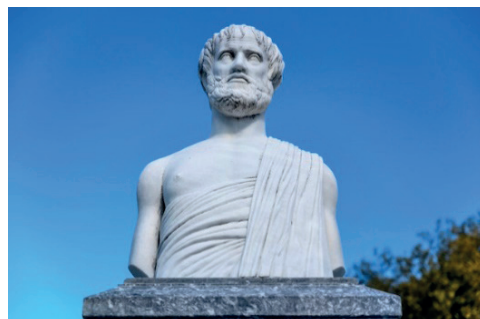
Public speaking — a presentation that is given live before an audience. Public speeches can cover a wide variety of different topics. The goal of the speech may be to educate, entertain, or influence the listeners.

- Have you ever spoken in front of the audience? When? Where? Why?
- How did you feel? (good, fine, OK, happy, bad about, afraid, silly, ashamed)



5. Read the questions and guess the answers.

- Where did public speaking appear?
- When was the first speech given?
- What was the purpose of public speeches?



6. Match the words to their definitions.

1. A civic duty	a) period in European history covering the 15th and 16th centuries
2. Legislative assembly ['ledʒɪslətɪv ə'sembli]	b) Roman statesman, lawyer, scholar, philosopher, and academic skeptic
3. Renaissance [rɪ'neɪsns] period	c) Christian saint who was sent from Rome to England to teach Christianity to the Anglo-Saxons
4. Cicero ['sɪsərəʊ]	d) an action required by law for a citizen to perform
5. St. Augustine [snt ə:'ɡʌstɪn]	e) the organization that makes laws in some countries and states

7. Read the article and mark the information using the following signs.

- + — This is not a new fact for me.
 ✓ — I didn't know it before.
 ? — I have a question.

Brief History of Public Speaking

The study of public speaking began about 2,500 years ago in ancient Athens. Men were required to give speeches as part of their civic duties, which included speaking in legislative assembly and at court. Citizens met in the marketplace and debated issues on war, economics and politics.

Aristotle and Quintilian are among the most famous ancient scholars to give public speaking definitive rules and models. Aristotle, who is considered “the father

of public speaking” defined rhetoric ['retərɪk] as the means of persuasion in reference to any subject. Quintilian published a twelve-volume textbook on rhetoric and many of these references are still used today by politicians.

The Roman culture of public speaking is highly inspired by the Greek culture of training. The Roman orators developed and modified the Greek techniques of public speaking. Some of the areas of study during this period were how to add wit and humor in your speech, how to appeal to the audience’s emotions, and the use of digressions. Cicero is considered one of the most significant rhetoricians of all time. He is most famous in the field of public speaking for creating the five canons of rhetoric that we still use to teach public speaking today.

In contrast to the development and modifications of ancient Greece and Rome, the Medieval Age was considered to be a dark phase. However, St. Augustine continued to develop ideas and considered the study of persuasion that had originated during ancient times.

The Renaissance period saw a rise of new intellectuals and rhetoricians who placed greater emphasis on the style of public speaking.

The New School considered public speaking a separate field of study. Communication departments had professors or instructors teach classical and modern rhetoric. In the 21st century, due to technological advancements, different forms of public speaking have come into existence. They are YouTube broadcasting, video conferencing and Podcasts, which have the power to educate, entertain and persuade the viewers or the listeners.

8. Read the article again and mark the statements as true or false. Correct false statements.

1. Public speaking appeared in ancient China.
2. The main debated issues were trade, education and daily life.
3. Aristotle was the father of public speaking.
4. Five canons of rhetoric were created in Medieval Europe.
5. The study of public speaking rose greatly during the Renaissance period.
6. Nowadays, public speaking is the same as it was 2,500 years ago.

9. Sum up the information from the lesson and complete the chart about public speaking. Make a brief review on the history of public speaking.

Definition	
Purpose	
Elements	
Place	
Interesting facts	

Lesson 2. CHOOSING A TOPIC FOR A PUBLIC SPEECH

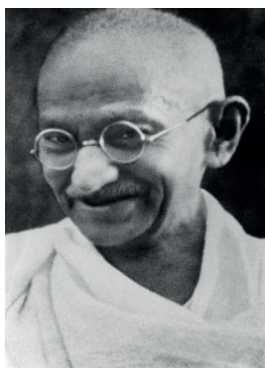
1. Read the minimal pairs. Pay attention to the pronunciation.

said / sad	light / right	sink / think	fin / thin	park / perk
bed / bad	long / wrong	sank / thank	free / three	carb / kerb
mess / mass	alive / arrive	sigh / thigh	Fred / thread	bath / birth
head / had	led / red	sing / thing	frill / thrill	shark / shirk
	glamour / grammar	some / thumb	first / thirst	fast / first
	climb / crime	sin / thin	fat / that	barn / burn

2. Look at the pictures. Who are these people? Match the names to the pictures. What do all these people have in common?

1. Steve Jobs
2. Margaret Thatcher
3. Winston Churchill

4. Martin Luther King
5. Mahatma Gandhi
6. Oprah Winfrey



A



B



C



D



E



F

- What other great public speakers do you know?
- What made their speeches great?

Help box

a clear message, a few great stories to illustrate it,
simple and clear beginning, middle and end, focus on the audience,
passionate delivery, honesty...

3. Read the definitions of the words. Give their Russian equivalents.

Critical — of the greatest importance to the way things might happen.

Collaborative — involving two or more people working together for a special purpose.

Self-deprecating — trying to make yourself, your abilities, or your achievements seem less important.

Authenticity — the quality of being real or true.

To relish — to like or enjoy something.

A mascot — a person, animal, or object that is believed to bring good luck, or one that represents an organisation.

4. Watch the first part of the video (00:00–2:05) “How to write a perfect speech”. Continue the statement.



A good public speaker...

5. Watch the video (00:00–2:05) again and outline 3 tips that a speaker should follow to make a speech great.

1. ...
2. ...
3. ...

6. Watch the second part of the video (2:05–4:05) and add two more tips to the list.

1. ...
2. ...

7. Your school is going to hold a speech competition. Read the announcement and speak about a school speech competition.

Date	...
The age of the participants	...
The length of the speech	...
The topics	...
Criteria of evaluation	...

ATTENTION!!!
FOR 10TH AND 11TH
GRADES STUDENTS
ONLY!

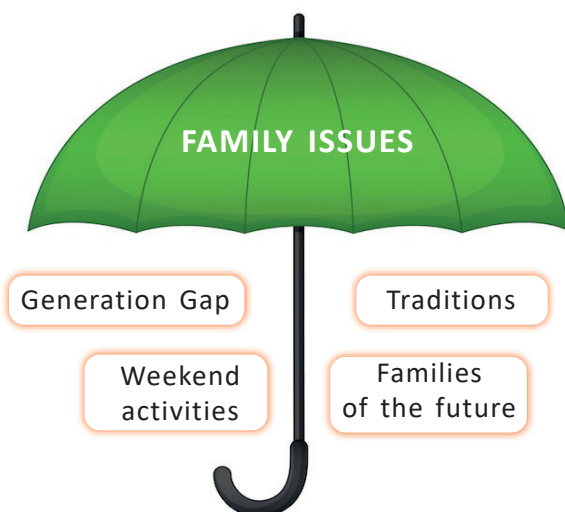


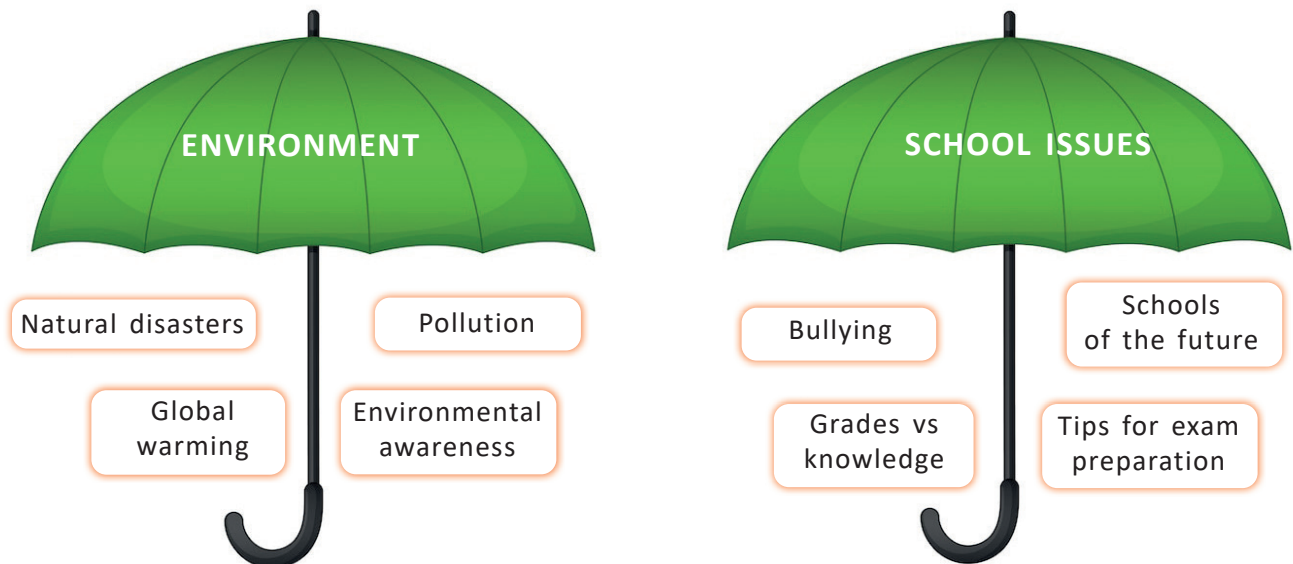
SCHOOL SPEECH COMPETITION



- Every speech must be 5 minutes long and address the chosen topic, though how you address the topic is up to you!
- Be creative; be interesting; be compelling! Humor is welcomed and even encouraged, but it must be well integrated into your response to the topic!
- Contestants will deliver their speeches in two preliminary rounds of competition during the week of December 11-21.
- The judges will evaluate the speeches based on content, style, delivery, and impact.

8. Choose a topic for your speech. Look at four umbrellas. Add more ideas to each topic.





9. Choose the topic that appeals to you most. Use the checklist below to make the right choice.

Ask yourself the following questions:

- ☐ Am I interested in the topic?
- ☐ Will I enjoy researching this topic?
- ☐ Will I enjoy talking about this topic and sharing my information with my audience?
- ☐ Will my audience be interested in my topic?
- ☐ Am I passionate about this topic?

If you can answer “yes” to all of the above questions then you have selected a great topic for you and your audience.

Lesson 3. SPEECH STRUCTURE

1. Read the quote. Do you agree with it? Why? Why not? What other skills are important in life?

“If I went back to college again, I’d concentrate on two areas: learning to write and to speak before an audience. Nothing in life is more important than the ability to communicate effectively.”

Gerald R. Ford

2. What are the criteria for speech competition? Match each criterion with the requirements.

1. Speech Development	a) the word choice is appropriate for the audience.
2. Topic	b) the different pitches, rate, and volume add to richness of speech.
3. Delivery	c) the body language should support speech through gestures, expressions, posture.
4. Voice	d) the speech subject is appropriate for this particular audience.
5. Language	e) the speech is easy to understand.
	f) the speech is engaging (gets audience attention and drives them to a purpose).
	g) the speaker moves appropriately.
	h) the words are heard and clearly understood.
	i) the speech is focused (has a purpose).
	j) the use of words is correct in terms of grammar and pronunciation.
	k) the speaker uses few or no filler words.
	l) the speaker shows enthusiasm and confidence.
	m) the speech is structured (clear beginning, middle, and end).
	n) the speech is supported with relevant examples, facts, etc.

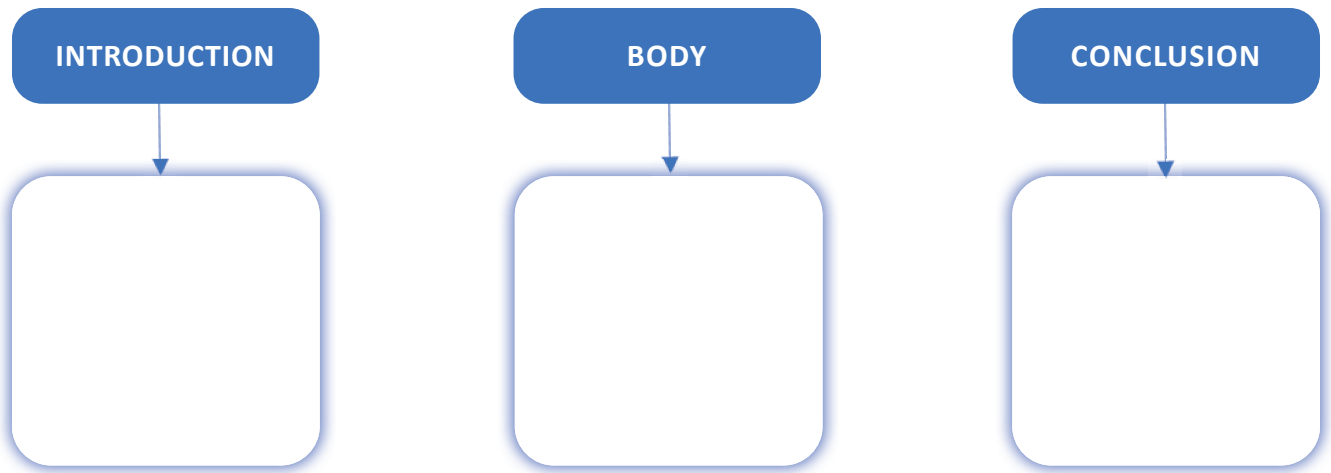


3. Watch the abstract (00:25–2:20) from the speech “You have what it takes” and tick the requirements that the speaker followed.

- ☐ The speech is easy to understand.
- ☐ The speech is supported with relevant examples and facts.
- ☐ The speech is engaging.
- ☐ The word choice is appropriate for the audience.
- ☐ The speaker moves appropriately.
- ☐ The body language supports the speech through gestures, expressions, posture.
- ☐ The words are heard and clearly understood.
- ☐ The use of words is correct in terms of grammar and pronunciation.

4. What structure does any speech have? What is the purpose of each part? Complete the mind map.

<i>The opening of your speech</i>	<i>The thesis statement of the speech</i>
<i>The brief summary of the main points</i>	<i>3–4 main points about the main idea</i>
<i>The “attention-grabber” in the speech</i>	<i>Call to action</i>
<i>The conclusions to arrive at</i>	<i>Visual aids to support your speech</i>
<i>Sub-points to make your speech more detailed</i>	



- Why is good speech organisation important?
- What problems might a speaker have when planning a speech?

You may use the ideas from the box

Lack of ideas, lack of vocabulary, it makes the speech clear and engaging, time-management, the sentences are too long / short, message is not clear, no idea what to talk about...

5. Analyse the topic you have chosen. Write a brief plan for your speech using 1-3-1 speech structure.

1-3-1 formula for speech structure introduced by Brent Kerrigan:

- 1 idea;
- 3 themes or points of support;
- 1 conclusion or call to action.

Lesson 4. SPEECH DELIVERY

1. Play charades. Take the card, use miming and gestures to explain the word.
2. Look at the picture and guess what we are going to talk about.

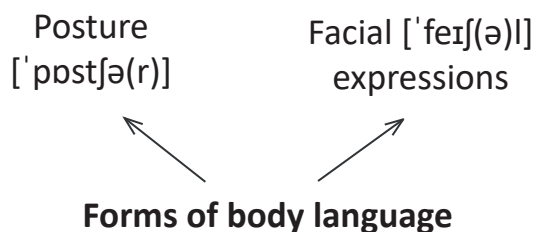


3. Discuss the questions.

1. What is body language? Do you think it's important?
2. Do you pay attention to other people's body language when you talk to them? Why?
3. How can our body language affect the first impression we make?

4. Read the definition and brainstorm as many forms of non-verbal communication as possible to complete the mind map.

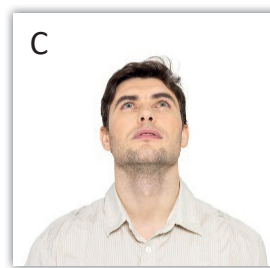
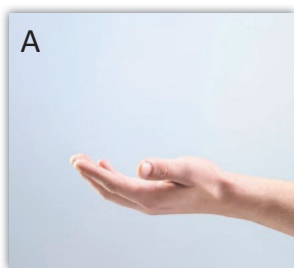
Body language is the unspoken part of communication that we use to reveal our true feelings and to give our message more impact.



5. Watch the first part of the video (00:00–00:30) about body language and check your guesses. Why is body language important?

6. Match the pictures to the words.

- 1) positive posture
- 2) head up
- 3) open hand gestures



7. Watch the second part of the video (00:30–2:30) and mark the sentences as true or false.

1. Body language helps reveal your true feelings.
2. Body language may include gestures, facial expressions and posture that are fully under your control.
3. Body language can be divided into positive and negative types.
4. Folded arms show confidence and calmness.
5. Turning away or avoiding eye contact means tension between people.
6. Being relaxed and keeping hands down by your sides means that you are confident and relaxed.

8a. Match the words to their definitions.

1. To project [prə'dʒekt]	a) to move the top part of the body in a particular direction
2. To mask	b) to go down to a lower level
3. To slouch ['slaʊtʃ]	c) to make an image, to show
4. To lean	d) to get something back again
5. To dip	e) to hide
6. To regain	e) to stand, sit, or walk with the shoulders and head bent forward

8b. Read the article and answer the questions.

1. What posture can make you look more confident while speaking in public?
2. How do gestures ['dʒestʃə(r)z] help?

Body Language for Effective Public Speaking

Positive body language can help you to engage people, *mask* any presentation nerves, and *project* confidence when you speak in public. Here are a few tips to help you do this:

Have a positive posture. Sit or stand upright, with your shoulders back and your arms unfolded by your sides or in front of you. Don't be tempted to put your hands in your pockets, or to *slouch*, as this will make you look disinterested.

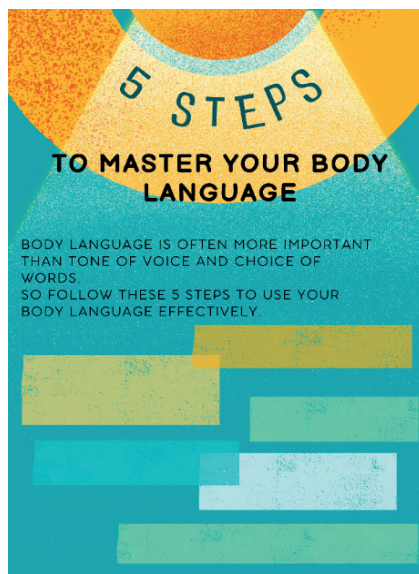
Keep your head up. Your head should be upright. *Leaning* too far forward or backward can make you look aggressive or arrogant.

Practice and perfect your posture. Stand in a relaxed manner, with your weight evenly distributed. Keep one foot slightly in front of the other to keep yourself steady.

Use open hand gestures. Spread your hands apart, in front of you, with your palms facing slightly toward your audience. This indicates a willingness to communicate and share ideas. Keep your upper arms close to your body. Take care to avoid overexpression, or people may focus more on your hands than your ideas.

Tip. If you notice your audience's concentration *dip*, lean slightly forward while you speak. This suggests that you're taking them into your confidence and will help to *regain* their attention.

9. Make a poster for the participants of school speech competition on “Five steps to master your body language”.



Lesson 5. SIGNPOST LANGUAGE

1. Say the tongue twisters as fast as you can while keeping the words clear.

- Green grasses good for grazes
- Gloomy morning glowing shining
- Good Heaven! Harry has done his whole homework at home by himself.
- Harry the hungry, hungry hippo is happily eating ham in his house. Harry Hunt hunts heavy hairy hares. Does Harry Hunt hunt heavy hairy hares?
- If Harry Hunt hunts heavy hairy hares, where are the heavy hair hares Harry Hunt hunts?

2. Choose the correct definition for each idiom on body language. Make sentences with them.

To pull one's leg

a) to play a joke on someone

b) to make someone fall over

To see eye to eye

a) to be the same height as someone else

b) to agree with someone

To be up to your eyes in work

a) to find work too difficult

b) to have a lot of work

To know the place like the back of your hand

a) to be lost

b) to know the place very well

To have green fingers

a) to be jealous

b) to be good at gardening

To break down someone's neck

a) to give someone a fright

b) to watch someone closely

To have cold feet

a) to be anxious about something

b) not to be confident / brave enough

3. Read the introduction to the article about presentation language and answer the questions.

- What is “signpost language”?
- Why is it necessary to use it?
- What examples of signpost language can you give?

When you give a presentation, how can your audience know where they are? How can they know the structure of your presentation? How can they know what is coming next? They know because you tell them. Because you put up signposts for them, at the beginning and all along the route. This technique is called “*signposting*”. “*Signpost language*” is the words and phrases that people use to tell the listener what has just happened, and what is going to happen next.

In other words, signpost language guides the listener through the presentation. A good speaker usually uses a lot of signpost language, so it is a good idea to learn a few of the common phrases, even if you spend more time listening to presentations than giving them! Signpost language is usually fairly informal, so it is relatively easy to understand.

4. Look at the signpost phrases and guess in what part of the presentation they can be used.

1. I’m going to give you an overview of...
2. Let’s consider this in more detail.
3. Having discussed... I’d like to move on to...
4. Please don’t hesitate to interrupt me if you have any questions.
5. The presentation today is divided into three parts. First, I’ll... Following that, I’ll... Finally, I’ll...
6. Finally, let’s summarize some of the main points.
7. If there are no further questions, I’d like to thank you very much for your attention.
8. The next issue / topic / area I’d like to focus on...
9. To give you an example, ...
10. Unfortunately, I seem to have run out of time, so I’ll conclude very briefly by saying that...
11. Does anyone have any questions or comments?
12. My talk is concerned with...
13. I’d like you to look at... You will see from this chart that...
14. To repeat what I said earlier...
15. Please direct your attention to the slide / chart / etc.
16. As you may be aware of...

5. Divide the following signpost phrases into groups according to their functions. Brainstorm 2–3 phrases to add to each group.

1. I'm going to talk about...
2. That's all I have to say about...
3. Let's summarise briefly what we've looked at.
4. A good example of this is...
5. To put it more simply...
6. Please, feel free to ask questions.
7. There are a number of points I'd like to make...
8. First of all, I'll... and then I'll go on to... Then / Next... Finally / Lastly...
9. Let's look now at...
10. Finally, let me remind you of some of the issues we've covered...
11. Let me expand on this point...
12. My topic today is...
13. The figures show that...
14. I'd like to finish by emphasising...
15. Let me give you an example.
16. As you can see here...

Introducing the topic	
Overview (outline of presentation)	
Finishing a section	
Starting a new section	
Giving examples	
Visual aids	
Summarising and concluding	
Invitation to discuss / ask questions	



6. Listen to the speech (1:25–3:25) and answer the questions.

1. What is the topic of the presentation?
2. How many questions is the speaker going to discuss?
3. What visual aids does she use?

7. Listen to the speech again (1:25–3:25) and write down the 5 examples of signpost language that the speaker uses.

1. ...
2. ...
3. ...
4. ...
5. ...

8. Choose a card and make a 2-minute speech on the topic. Try to use as many signposting phrases as possible.

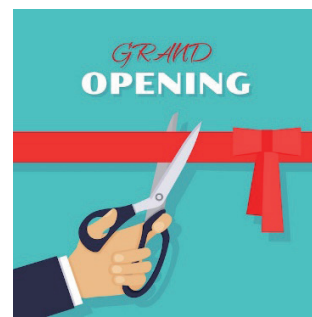
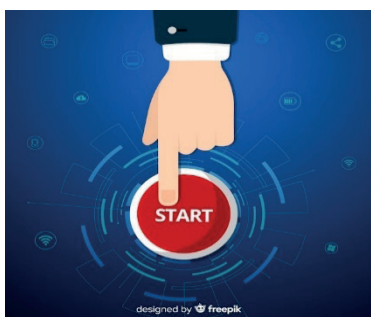
Lesson 6. WRITING AN INTRODUCTION

1. Practice the pronunciation of the following words. Mind the difference between [d] and [t] sounds.

Bat	Bad	Tear	Dear	Ant	And
Bit	Bid	Write	Ride	Sat	Sad
Threat	Thread	Feet	Feed	Court	Cord

2. Say the tongue twisters as fast as you can while keeping the words clear.

- A tutor who tooted the flute tried to tutor two tooters to toot. Said the two to the tutor: “Is it harder to toot or to tutor two tooters to toot?”
- Don’t pamper damp scamp tramps that camp under ramp lamps.



3. Look at the pictures. Brainstorm the ideas that unite them. Unscramble the letters to guess the topic of the lesson.

T-I-U-D-N-R-T-O-C-O-N-I

4. Discuss the questions with your partner.

- What is introduction? Why is it essential?
- What is the purpose of it?
- What parts does an introduction include?

5. Read the speech starters. Are these examples suitable for starting a speech? Why? How can they be improved?

“Erm... thanks very much for inviting me here...”

“Let me start by apologising for...”

“Can you hear me?”

“I must admit that I am not a great public speaker.”

“Hi there! Thanks for being with me today!”

“I’m sorry, this isn’t going to take very long”

“I was only asked last week / yesterday / 10 minutes ago to do this speech.”

“I am so nervous right now!”

6. Read the article and complete the chart with three Do's and three Don'ts for a speech introduction.

How to start a speech with power and confidence

There are many different ways starting your speech but it's not just about the words you use. Creating a strong first impression is about more than your opening lines.

Prepare to be yourself!

Before you start to write your speech, think about your natural style and how you want people to feel. Give yourself time to consider:

What qualities would you like to display as a speaker?

What benefit would you like to give to your audience?

This will help you choose an authentic way to start your speech and will guide the rest of your talk in a direction that stays true to your individual personality and purpose.

First words count

To start a speech with power, find something unique [ju:'ni:k], engaging and memorable to say. You might start your speech with a provocative [prə'vøkətɪv] question, an amazing or shocking fact, a joke or by evoking the image.

Telling your story

Starting a speech with a strong introduction to a story is a powerful way to begin. Think about what drives you to do what you do. Stories can immediately connect you with your audience and set the tone for the whole talk.

Reconnecting with yourself

To start a speech with power and confidence, it is vital that you reconnect with yourself before you get up to speak. That means spending a few moments getting back to yourself by finding a method to quieten the nerves and break the distance between yourself and your speech.

The key to starting a speech with power and confidence involves knowing what you are good at and doing more of that; pushing yourself to try different ways to start your speech; telling your story; getting feedback on what works from the audience's perspective; and staying connected with yourself as you step forward to do your talk.

As a famous American poet and memoirist Maya Angelou said: "People will forget what you said, people will forget what you did, but people will never forget how you made them feel".

Speech Introduction	
DO's	DON'Ts

7. Match the opening lines with their purpose.

1. Quote.
2. “What If” scenario.
3. “Imagine” scenario.
4. Provocative question.
5. Statistic.
6. Shocking or amazing fact.

a) “How do you explain why some people are able to achieve things that seem impossible?”

b) “In the twenty-first century, knowledge and know-how are the keys to success. As basketball coach Pat Riley said, ‘If you are not getting better, you are getting worse.’ ”

c) “Okay, now I don’t want to alarm anybody in this room, but it’s just come to my attention that the person to your right is a liar.”

d) “According to a recent study, there will be more change, more competition, and more opportunities in this industry in the next year than ever before. And 72 percent of the people in this room will be doing something different within two years if they do not rapidly adapt to these changes.”

e) “What would you do if you had to live on an exotic island?”

f) “In this room, over 90 percent of us are going to...”

g) “Imagine jumping out of a skydiving plane and discovering your parachute doesn’t work. What memories would flash before you? Now imagine the parachute opened. How differently would you act when you landed?”

8. Write the introduction for your speech following the checklist.

1. My general purpose is to (tick one):

- *inform*;
- *persuade*;
- *motivate*;
- *entertain*.

2. The kind of attention-getting device I plan to use is:

- *humour*;
- *quotation*;
- *story*;
- *personal experience*;
- *startling information*;
- *rhetorical question*.

3. Write your attention-getter.

4. Write your specific purpose.

Today, I want to share with you three things that mean the world to me: ...

Lesson 7. LINKING THE IDEAS

1. Say the tongue twisters as fast as you can while keeping the words clear.

- My mommy makes me muffins on Mondays.
- Miss Smith lisps as she talks and lists as she walks.
- I miss my Swiss miss. My Swiss miss misses me.
- Nine nimble noblemen nibbled nuts.
- Ninety-nine knitted knick-knacks were nicked by ninety-nine knitted knick-knack nickers.

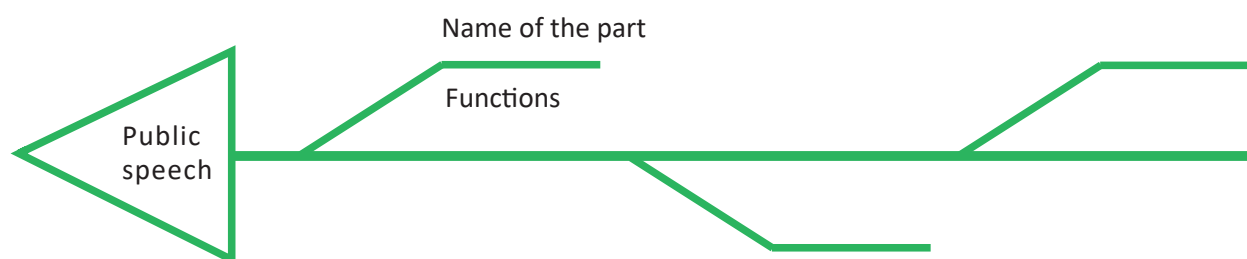
2a. Answer the questions.

What 3 parts does a public speech consist of?

What are the functions of each part?



2b. Watch the video “Structuring a presentation” and check your guesses.
Complete the mind map.



3. Read the excerpt. Does the speech sound complete? Why? Fill in the gaps with the missing words.

... the issue of children and cell phones is a difficult one to resolve. If you have children yourself, ... , then it will be a personal issue, one that you will decide for the benefit of your family. ... this presentation has helped you think about the advantages and disadvantages of cell phone use for the younger generation ... will better enable you to settle on your position.



4. Watch the first part (00:00–00:20) of the video “Transition words” and answer the questions.

- What are transitions?
- What is the purpose of transitions?
- Where do we need transitions?

5. Watch the second part (00:20–2:20) of the video and add more examples to the chart. What other transitions could you add to each group?

What point are you making?						
To list ideas in order	To make a comparison	To make a contrast	To give an example	To highlight a point	To provide a result	To concede a point
<i>moreover, finally</i>	<i>similarly, equally</i>	<i>however, instead</i>	<i>to illustrate, for instance</i>	<i>in this case, particularly</i>	<i>hence, consequently</i>	<i>despite, although</i>

6. Do voice exercises.

Fricatives. Breathe in, and then on the out breath make an [ff] sound. Depending on your lung capacity, you might be exhaling for 10 seconds, or 40 seconds, just focus on whatever stage your voice is at. Do 3x rounds of each — [ff], [sh] and [ss].

Add Sound. Now that you’ve done 3x rounds of each fricative sound, you can turn those unvoiced sounds into voiced ones. So [ff] will become [vv], [sh] will become [zh] (as in “measure”) and [ss] will become [zz]. Again, inhale and release the sound on the exhale. Do 3x rounds of each.

7. Read the rules of the game and make a speech on the topic using as many transition words as possible.

“Pass the microphone”

Choose a topic and prepare a speech using the maximum number of transitions in a meaningful way. Remember that your speech should have an introduction, main body and conclusion. Preparation time is 5 minutes. The length of the speech is 2 minutes. Pass the microphone and present your speech. Each member should have an opportunity to speak.



Lesson 8. BUILDING A FRAMEWORK FOR YOUR SPEECH

1. Read the quote and discuss the questions.

“A successful talk is a little miracle — people see the world differently afterwards.”

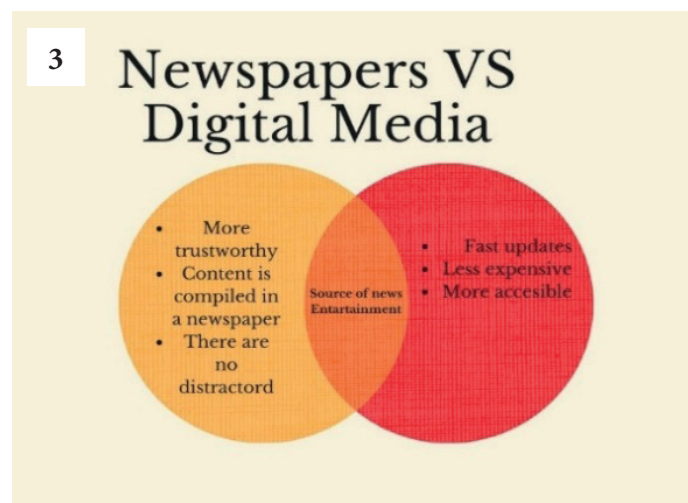
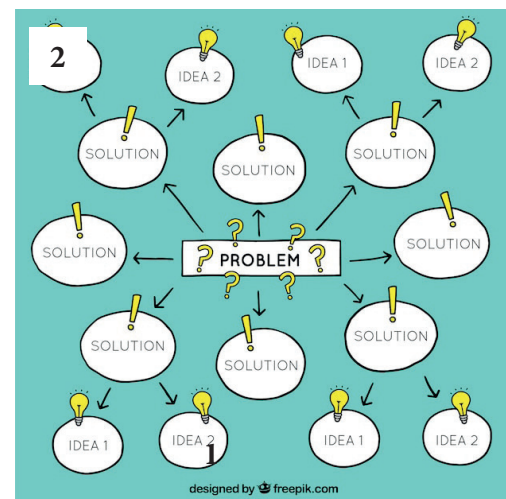
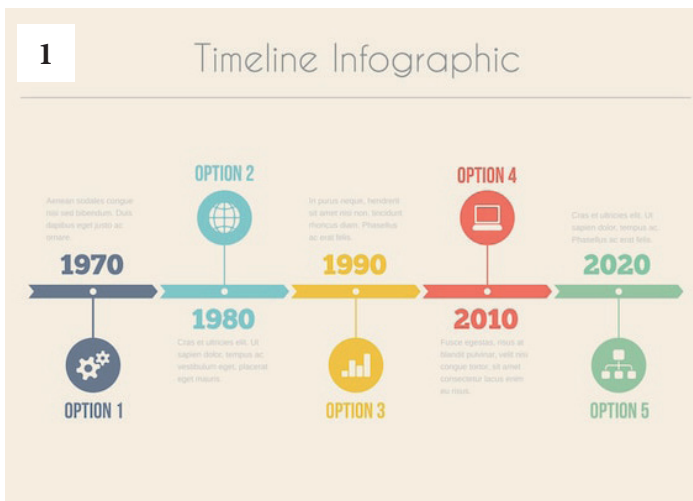
Chris J. Anderson

- Do you agree with the saying? Why? Why not?
- What makes a speech successful?

2. Look through the steps of a presentation and put them into the right order.

- Invite the audience to ask questions.
- Start with a hook (a joke, quote or personal story).
- Provide some statistics or figures to catch people's attention.
- Give a concluding summary of the main ideas.
- Introduce yourself.
- Go through the main points of the presentation.
- Engage the audience by asking them a question.

3. Look at the pictures. How is information presented in each picture?



4. Match the picture with the ways information is organized. What other frameworks can you think of?

- | | |
|--------------|-------------------------------|
| 1. Picture 1 | a) Compare and contrast |
| 2. Picture 2 | b) Timeline |
| 3. Picture 3 | c) Problem-solution structure |

5. Read the text “Building a framework for your speech”. Match the headings with the paragraphs.

- a) Deductive reasoning
- b) Problem-solution structure
- c) Timeline pattern
- d) Compare and contrast pattern
- e) Messaging
- f) Numbered lists

To structure your presentation perfectly, choose a framework related to its content. In this article, you will find useful structural alternatives described.

1. ...

In this specific format, speaker tells what a problem is. What he believes is causing the problem, and then what the solution should be to correct the problem. This structure is excellent when discussing change.

2. ...

The speaker divides the topic into subtopics and then discusses each subtopic separately. It is a simple logical structure. It usually works well because provided messages are clear and proved.

3. ...

The goal of this speech is to compare items side-by-side and show why one of them is more advantageous [ædvæn'teɪdʒəs] than the other. The content should be well-chosen so that similarities and differences are clear to the audience.

4. ...

The speaker uses chronological structure to show progressive developments. This structure is linear ['lɪniər] and simple. It is used to document any type of development, providing an easy-to-understand history and helping viewers to understand past and ongoing trends.

5. ...

The speaker starts with recommendation and then supports it with facts, statistics, and examples. The structure is clear. Each paragraph focuses on a particular aspect or a particular point, using detail and examples to lead to a specific conclusion.

6. ...

The speaker begins with a sentence that introduces the list, followed by numerals and periods for the different steps. The main thing is to include the introductory sentence or paragraph. Avoid having more than eight items in a list, as too many items can have the opposite effect.

6. Do exercises to strengthen your voice

1. Say “Mm-mmm.” Do this until you feel the front of your face buzz or vibrate. Repeat this exercise five times.

2. Hum a song. Pick a simple song like “Twinkle Twinkle Little Star.” Hum the song to yourself two to three times.

7. Read the speech abstracts. Define the framework of each abstract.

1. Technological devices need charging. A mobile phone is a technological device. That's why it needs charging too.

2. Rapid growth of the number of internet users over the last decade has led to radical changes to the way that people get and share information. Although serious problems have appeared as a result of this, there are several solutions.

3. Before the invention of computers and modern technology, people communicated over long distances using traditional means such as letters and the telephone. One similarity between modern and previous methods of communication relates to the form of communication. However, there are many differences in the way people communicate over long distances, the most obvious of which is speed.

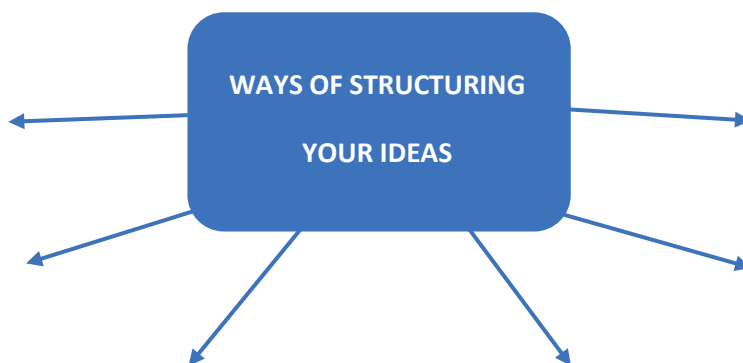
4. In a year, I want to continue my secondary education and still get high grades. I would also like to keep on winning more contests and competitions, developing my talents and skills in preparation for the future. In two years, I see myself in college or university. Hopefully, by this time, I have already found a course that I will stick to. In ten years, I already have a job. I hope this job is one that I am passionate about, and is also well-paid. At this time, I would probably be thinking of starting my own family.

5. Adults often think teenagers to be noisy, childish and aggressive. Some of them completely forgot that they were children too. As a teenager, I think we're intelligent enough to teach other people some things. For example, lots of teenagers are more technology literate, so they can teach the older generation how to deal with gadgets. Moreover, teenagers are more environmentally aware, and they are really concerned on saving the planet alive.

6. It's a common myth that getting fit is only about eating healthy. Here are some key factors to keep in mind:

1. *Drink more water.*
2. *Get enough sleep.*
3. *Exercise.*

8. Complete the mind map. Analyse the topic of your presentation. What framework is the most suitable? Why?



Lesson 9. SPEECH ANXIETY

1. Put the words into the right order. Say the tongue twisters as fast as you can while keeping the words clear.

1. races / riding / reindeer / Raccoons.
2. resort / to / rural / Return / royal / the.
3. Reading / relax / you / alone / to really / allows.
4. raked / the / I / next / leaves / to Lake Reeves.

2. Read the saying and discuss the questions in pairs.

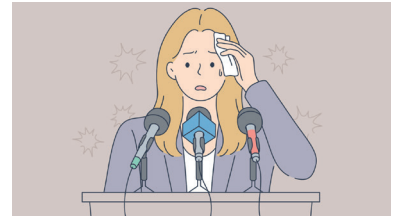
*“There are two types of speakers.
Those who get nervous and those who are liars”.*

Mark Twain

- Do you often give presentations?
- When do you need to speak in public?
- Do you agree with Mark Twain?
- How do you feel when you need to give a speech?

3. Look at the picture. What is glossophobia?

Glosso — Greek *glossa*, meaning tongue
Phobia — Greek *phobos*, meaning fear or dread



4. Answer the questions to define your level of anxiety

1. Before I have to give a speech, I experience:
 - No symptoms of anxiety.
 - Tightness in my chest.
 - Dry mouth.
 - Clammy palms (cold and wet in an unpleasant way).
 - Stomach pain or nausea [*'nɔ:siə*](тошнота).
 - Shortness of breath.
 - Other ...
2. Before giving a presentation, I experience:
 - No anxiety.
 - Slight nervousness.
 - Recurring (happening again, especially several times) worry.
 - Constant anxiety.
 - Overwhelming fear.
 - Physical illness.

3. My level of anxiety increases with the:

- *Lack of familiarity with the topic.*
- *Size of the audience.*
- *Use of microphones.*
- *Existence of camera equipment.*
- *Negative attitude of the audience.*
- *Expectation that I will have to answer unexpected questions.*

4. How anxious about speaking in public are you? Mark the level on the scale.



10

5

1

I would rather be loaded with homework or housework, ANYTHING but stand in front of people and speak!

Of course, I feel a bit stressed while speaking in public but I know how to overcome this fear.

I absolutely LOVE public speaking. I could spend every day in front of the group.

5a. Read the words and definitions and match them to their Russian equivalents.

1. To acknowledge [ək'nɒlɪdʒ] — to accept the truth	a) репетировать
2. To feel the urge [ɜ:dʒ] — to have a strong desire to do smth.	b) провоцировать, вызывать
3. To trigger ['trɪɡər] — to cause something to start	c) признавать
4. To rehearse [rə'hɜ:s] — to practise doing something in order to prepare it for public performance	d) чувствовать необходимость сделать что-либо



5b. Watch the video (1:20–3:20) on how to deal with public speaking anxiety. What do the letters A.W.A.R.E. stand for?

A.W.A.R.E.

6. Watch the video again. Write down five steps that can help to relieve the stress. Discuss them with your partner. Choose three steps that you consider the most useful and share them with the class.

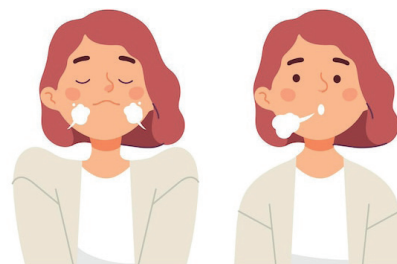
7. Do breathing exercises to relieve stress.

1. Box breathing

- Exhale to a count of four.
- Hold your lungs empty for a four-count.
- Inhale to a count of four.
- Hold the air in your lungs for a count of four.
- Exhale and begin the pattern anew.

2. Simple breathing exercise

- Inhale slowly and deeply through your nose. Keep your shoulders relaxed. Your abdomen should expand, and your chest should rise very little.
- Exhale slowly through your mouth. As you blow air out, purse your lips slightly but keep your jaw relaxed. You may hear a soft “whooshing” sound as you exhale.
- Repeat this breathing exercise. Do it for several minutes until you start to feel better.



Inhale

Exhale

8. Choose a card and role-play the situation.

Student A

You are a famous public speaker. You were invited to a TV-show about health and physical well-being. When being a child, you had a great fear of speaking in public but managed to cope with this problem. Answer the presenter's questions and share your experience with the audience.

Student B

You are a presenter on Home and Health channel. Today there is a program dedicated to stress featuring a famous celebrity who was very anxious when speaking in public in childhood. Prepare questions to find out how he managed to do that and hold an interview.

Lesson 10. PREPARING THE MAIN BODY

1. Match the parts of presentation with their elements.

a) Purpose

b) Key points

c) Proofs

d) Topic

e) Examples

f) Main message

1. Introduction

2. Main body

2. Discuss the questions.

- What is the aim of the main body?
- What do you think is the most challenging thing when preparing the main body?
- What ways of structuring the information do you know?

3. Read the title. What is the article going to be about?

You're Lost If You Lose Your Audience

4. Look through the article and complete the chart.

Any presentation requires a clear strategy or plan to help you reach your goals. The aim is not to spend twenty minutes talking non-stop and showing a lot of nice pictures. It is to carry a message that is worth hearing to an audience who wants to hear it.

However, how many speakers really hold the audience's attention? What is the secret for those who do?

First, *find out about the audience* and what they need to know. Plan what you're going to say and say it clearly and briefly.

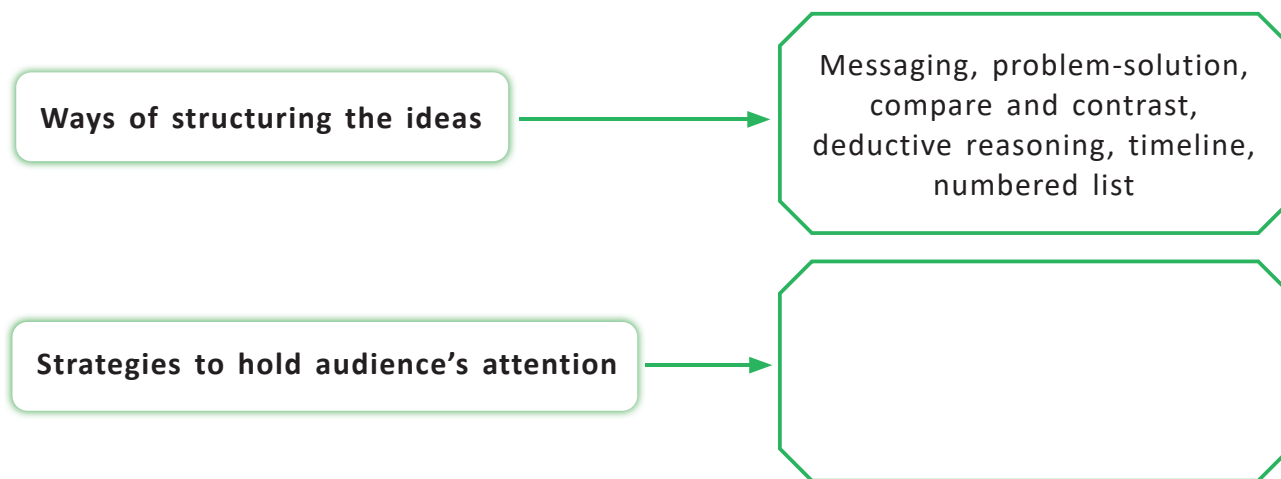
A good speaker *uses various signals to help hold the audience's attention* and make the information clear. One type of signal is to introduce a list with a phrase like "*There are three things we have to discuss*". The speaker then says what the three things are and talks about each one at the required level of detail.

Another signaling technique is to *give a link between parts of the presentation*. Say where one part of the talk ends and another starts. For example, a well-organized presentation usually contains different parts and progression from one part to the next must be clear, with phrases like "That's all I want to say about global warming. Now let's turn to the problem of air pollution". This technique is very helpful to the audience.

Another type of signaling is *sequencing of information*. This usually follows a logical order. Key words in sequencing information are first, then, next, after that, later, at the end, finally, etc.

One more technique which helps to emphasize key points is *careful repetition*. Examples are "As I've already said, there is no alternative but to become more environmentally aware" or "I'd like to emphasize the main benefit of using alternative sources of energy..."

A final point concerns *timing and quantity of information*. Psychologists have suggested that concentration is reduced after about twenty minutes without a break or a change in activity. Furthermore, audiences should not be given too many technical details or facts to remember. It is claimed that to ask people to remember more than three things in a five-minute talk is too much. That is why every speaker needs to think about exactly how much information of a particular type an audience is likely to understand and to plan carefully.



5. Read the article again and mark the sentences as true or false.

1. A well-organized presentation has clear links between its parts.
2. Careful repetition makes audience bored.
3. The aim of a presentation is to speak as long as you can.
4. Introduction phrases help to hold audience's attention.
5. Key words are useless and make the speaker confused.
6. It's recommended to present not more than three things in a five-minute speech.

6a. Match the phrases to their functions.

1. Moving to the next point	a) To summarise, ...
2. Saying what is coming	b) Now let us turn to point one.
3. Adding ideas	c) This brings me to the end of my first point.
4. Giving an example	d) That's all I wanted to say about...
5. Referring to what you have said previously	e) This leads us directly to my next point.
6. Summarising a point	f) I'd like to summarise what I've said so far.
7. Indicating the end of a main body	g) In short, ...
	h) To repeat what I have already said, ...
	i) Let's now take a look at the next issue.
	j) An example of this can be found...
	k) In this part of my presentation, I'd like to talk about...
	l) To illustrate this, ...
	m) As I have already mentioned earlier, ...
	n) For example / for instance, ...
	o) Before I move on, I'd like to recap the main points.
	p) In addition to this, I'd like to say...
	q) What is more, ...

6b. Discuss the questions in pairs.

1. Do you think these phrases are useful when making a speech?
2. Which of them are you going to include in your main body?

7. Choose the way of structuring the ideas and write the main body for your speech. Use phrases from ex. 6. Follow the checklist.

Main Body Checklist

1. ...
 - Briefly stated the topic
 - Marked the beginning of each part
 - Talked about the topic
 - Gave examples
 - Marked the end of each part
 - Told the audience I have reached the end of the main body

Lesson 11. GOOD AND BAD SPEECHES

1. Say the tongue twisters as fast as you can while keeping the words clear.

- Selfish shellfish. (*repeat 3 times*)
- Six sleek swans swam swiftly southwards.
- A snake sneaks to seek a snack.
- I slit the sheet, the sheet I slit, and on the slitted sheet I sit.
- She sells seashells by the seashore of Seychelles.

2. Think about the best and the worst presentations you have ever seen. What's the difference? What made the good ones good and the bad ones bad from your point of view? Use the ideas from the box.

Well-structured	Well / badly-prepared	Points are clear
No examples	Too long / too short	Not confident
Clear pronunciation	No eye contact	Use of great visuals
Clear conclusion	No clear point	Good time management
Smile, friendly, natural	Small, weak voice	No gestures

Presentation	
Good	Bad

3. Watch the first part (00:00–1:35) of the video “Good Presentation vs. Bad Presentation” and do the quiz.



1. What is the topic of the presentation?
 - a) Causes of the American Revolution.
 - b) Outcomes of the American Revolution.
 - c) The Discovery of America.
2. Did the speaker introduce himself?
 - a) Yes.
 - b) The teacher introduced him.
 - c) No.
3. How do the other students feel?
 - a) They are all ears.
 - b) They are bored.
 - c) They are confused.

4. Brainstorm as many ideas as possible to answer the question.

Why was the first presentation a failure?

5. Do breathing exercises.

1. Say as many letters of the ABC in one breath as possible.
2. Play a snowball game.

Start with a short sentence. Repeat it adding a new word. Continue making the sentence as long as possible. Say the sentence in one breath.

Example: *I have a dog — I have a big dog — I have a big fluffy dog — I have an old big fluffy dog — etc.*

6. Watch the second part (1:36–3:05) of the video and write down the pieces of advice the teacher and the audience gave to the speaker.

7. Watch the third part (3:06–5:00) of the video and discuss the question.

Was the second presentation stronger? Why?

8a. Your school is going to hold a speaking contest. Create a guide “TOP 5 tips to make your presentation great”.

Make Your Presentation Great

Are you taking part in a speaking contest? Are you still unaware of how to keep your audience engaged? Our simple tips will help you to make your presentation perfect!



1. ...
2. ...
3. ...
4. ...
5. ...

8b. Present your guides.

8c. Discuss and decide a) which tips are most popular; b) what tips you would like to add to your guide.

LESSON 12. ENDING YOUR SPEECH

1. Say the tongue twisters as fast as you can while keeping the words clear.

- Whether the weather is cold, whether the weather is hot, we'll weather the weather, whatever the weather, whether we like it or not.
- Aunt Beth has thick cheeks, thin lips, three teeth, and thin mouth.
- There those thousand thinkers were thinking how did the other three thieves go through.
- I thought a thought. But the thought I thought wasn't the thought I thought I thought.
- Room three thirty-three on the third-floor rents for thirty-three dollars and thirty-three cents.

2. Discuss the questions.

- What is the purpose of the final part of a presentation?
- What should it include?



3. Watch the video (00:00–2:15) and check your guesses. What are the four steps that the speaker recommends to follow?

Step 1. ...

Step 2. ...

Step 3. ...

Step 4. ...

4a. Divide the following conclusion strategies into effective and ineffective ones.

1. No closing phrases.
2. Return to introduction.
3. End with an apology.
4. Tell a surprising fact.
5. End abruptly (in a way that seems rude and unfriendly).
6. Summarise the main points.
7. Ask a provocative question.
8. Add new ideas.
9. Use different style or tone.
10. Use a powerful quote.
11. Make the ending too long.
12. Call to action.
13. Invite the audience to ask questions.

4b. Discuss with your partner and decide.

What phrases can you use to:

- *summarise what you have said?*
- *introduce a quote?*
- *close your presentation?*
- *invite the audience to ask questions?*

5. Match each strategy with the examples.

1. Return to introduction	a) Do you remember what I said at the beginning of my speech?
2. Tell a surprising fact	b) To quote a well-known author, ...
3. Ask a provocative question	c) To sum up...
4. Use a powerful quote	d) Stop waiting and start doing.
5. Call to action	e) Did you know that...
6. Invite the audience to ask questions	f) Does anyone have questions?
7. Summarise the main points	g) You have to do that now because time is running out.
8. Add a closing phrase	h) Thank you for your attention.
	i) Let me go back to the story I told you earlier.
	j) To put it in the words of ... , ...
	k) Before I finish ... , I would like to open the floor to questions.
	l) Now is the time to decide. Now is the time to act.
	m) What will happen if we don't do it? Somebody else will, won't they?
	n) Thank you for listening.
	o) I'd be glad to answer any questions.
	p) Let me highlight the key points again.
	q) That covers all I wanted to say today.
	r) I'd like to recap / summarise the main issues
	s) As a famous philosopher said...

6. Look through the examples and define what strategy the speaker used.

1. "It's how the language that you speak shapes the way that you think. And that gives you the opportunity to ask, "Why do I think the way that I do?" "How could I think differently?" And also, "What thoughts do I wish to create?" *Lera Boroditsky*

2. "So, I challenge each of you, when you go home today, look at yourself in the mirror, see all of you, look at all of your greatness that you embody, accept it, and love it. And finally, when you leave the house tomorrow, try to extend that same love and acceptance to someone who doesn't look like you. Thank you." *Melissa Butler*

3. “There’s a wonderful quote from Benjamin Franklin. “There are three sorts of people in the world: Those who are immovable, people who don’t get it, or don’t want to do anything about it; there are people who are movable, people who see the need for change and are prepared to listen to it; and there are people who move, people who make things happen.” And if we can encourage more people, that will be a movement. And if the movement is strong enough, that’s, in the best sense of the word, a revolution. And that’s what we need.” *Sir Ken Robinson*

4. As I said at the beginning of my speech, “Life begins at the edge of your comfort zone.” *Jubing Jang*

5. “If there’s a takeaway to this talk, I hope it’s that we all feel more comfortable acknowledging the power of image in our perceived successes and our perceived failures.” *Cameron Russel*

7. Write a strong final part for your speech, please. Use the information from the lesson. Follow the checklist.

Final Part Checklist

I...

- Clearly signalled the end;
- Summarised the key points;
- Used a quote, a joke, a surprising fact, a personal story, a call to action, etc;
- Added a closing phrase;
- Invited the audience to ask questions.

Lesson 13. EFFECTIVE PUBLIC SPEECH PREPARATION

1. Continue the list of bad speaking skills.

- Avoiding eye contact;
- Repeating the ideas without further development;
- ...

2. Create a mind map of bad oratory skills.



3. Do a simple breathing exercise.

1. Inhale slowly and deeply through your nose. Keep your shoulders relaxed.
2. Exhale slowly through your mouth. As you blow air out, purse your lips slightly but keep your jaw relaxed.
3. Repeat this breathing exercise. Do it several times until you start to feel better.

4. Repeat after the teacher. Watch the mouth, the lips, the jaws, the tongue, and facial muscles.

Lucky, smarty, cutie, smiley. (*You may as well show these emotions using different facial expressions.*)

Stuff — staff

Middle — needle

Green peas and cheese

Whipped cream

Yummy for mummy

The dog and the frog are lost in the fog.

The fox hid the ox in the box.

Haste makes waste.

No pains — no gains.

Learn and play the day away.

Have a great day.

5. Follow the instructions and participate in debates on “Effective public speech preparation and delivery”.

1. Watch the debate tutorial at home (optional). How many rounds do the debates include? What is the purpose of each?

<https://www.youtube.com/watch?v=B69B8gh3-Gs>.

2. Prepare answers to the following questions and arguments to support your answers.

What is an effective beginning of the speech?

What are the key components of the main body?

What parts does a good conclusion include?

6. Let's debate the problem of effective public speeches. Form 2 teams: an affirmative and a negative team, 3 members each (A1, A2, A3 — N1, N2, N3). Each participant presents argumentation, defines the resolutions. Judges (3 or 5) evaluate. Team preparation time for the debate is 7 min. Scan short texts, present constructive speeches, develop arguments. Draft resolutions. Take consultation minutes (1 or 2) in case you need them. The presenter opens up a debate, introducing the teams and the judges. It is advisable to discuss the criteria before the debate.

Round 1. An effective beginning of a speech (key components: opening a speech sentences, the presenter's name, topic of the speech, the audience awareness, less formal, neutral or more formal styles, stating the purpose of the speech).

A1 presents for two min, proposes / defines a resolution. N3 briefly asks three short questions, A1 answers each question during one min.

N1 refutes A1, gives arguments, proposes a resolution. A3 starts cross-examination of N1 like N3 does. The presenter announces both resolutions → the judges evaluate.

Round 2. An effective main body of a speech (key components: structuring the speech, signposting, getting the audience attention, concertation on the message, dealing with nervousness, using visuals).

A2 speaks for 2 min, gives arguments, extends reasoning, possibly addresses N 1, announces a resolution. N1 briefly asks A2 3 short questions, A2 answers each question during 1 min.

N2 refutes A2, possibly addresses A1 gives arguments, proposes a resolution.

A1 starts cross-examination of N2 like N3 does. The presenter announces both resolutions, the judges evaluate.

Round 3. An effective closure of a speech (key components: referring to other viewpoints, emphasising important points, winding up a speech sentences, the presenter's opinion, summing up the speech, the audience awareness, less formal, neutral or more formal styles, signaling the end of the speech, inviting questions).

A3 presents the arguments, summarises strong points of the affirmative team and weak points of the negative team. N3 presents the arguments, summarizes strong points of the negative team and weak points of the affirmative team. Judges deliberate. One of the judges announces the results and gives evaluation and comments.

Reflection. While the judges are deliberating, the students might do self-assessment and peer assessment. Fill out the following forms.

Criteria	Indexes	Points
Unity of the speech	<ul style="list-style-type: none"> ● topicality; ● sense of purpose 	0–1 (min 0.25)
Skillful argumentation	<ul style="list-style-type: none"> ● sound arguments; ● techniques used 	0–2
Structure	<ul style="list-style-type: none"> ● meaningful beginning, main body and ending; ● coherent speech 	0–2
Accomplishments and rules observation	<ul style="list-style-type: none"> ● meeting the aims of communicative aims; ● timing; ● cross-interrogation; ● teamwork 	0–2
Speaker's style	<ul style="list-style-type: none"> ● clarity; ● accuracy; ● politeness 	0–3

7. Evaluate your work / group work using the charts below.

Self-Evaluation Sheet	
Name	Date
I have learned a lot about this topic	
Yes	No
Today I was active in a group discussion	
Yes	No

I managed to express my ideas clearly and convincingly	
Yes	No
I helped my groupmates	
Yes	No
I believe I deserve the following grade for this activity: 10 – 9 – 8 – 7 – 6 – 5 – 4 – 3 – 2 – 1	

Group Evaluation Sheet	
Names	Date
We finished on time and did a good job	
Yes	No
We encouraged each other and we cooperated with each other	
Yes	No
We were polite in communication. We were friendly and helpful	
Yes	No
We shared our ideas and appreciated them	
Yes	No
I believe we deserve the following grade for this activity: 10 – 9 – 8 – 7 – 6 – 5 – 4 – 3 – 2 – 1	
Next time we could improve at...	

Lesson 14. GOOD ORATORY SKILLS

1. Continue the list the of good oratory skills.

- Being positive;
- Emphasizing key words;
- ...

2. Create a mind map of good oratory skills.



3. Have you heard about box breathing? If you’ve ever noticed yourself inhaling and exhaling to the rhythm of a song, you’re already familiar with this type of paced breathing. It goes like this:

Exhale* to a count of four.

Hold your lungs empty for a four-count.

Inhale** to a count of four.

Hold the air in your lungs for a count of four.

Exhale and begin the pattern anew.

* to breathe air out through your mouth or nose

** to breathe air into your lungs

4. Repeat after the teacher. Watch the mouth, the lips, the jaws, the tongue, and facial muscles.

A fool [u] and his money soon [u:] part.

A good beginning makes a good ending.

A problem shared is a problem halved.

If you treat people around you badly, they will treat you badly as well.

5. Look through the guide “How to write an essay”, find and read out the answers to the questions.

What is the essay? What are its main features?

What parts does an essay include? What is the purpose of each part?

1	An essay is a universally acknowledged means of intercultural written communication. It has a holistic format and carefully chosen register. Its layout based on given input is concentrated on the author’s thesis. It is short and succinct; its style and form are informal; its subject matter lively and touching. Being small in size and format, it demands a lot of careful prewriting thinking and discussing as an essential part of a successful essay. If we consider a written text an action, a person with its individual merits, cultural background and character must be revealed through this action. Essays can be read quickly, yet offer an intimate glimpse into a human mind and heart. Essays usually treat socially meaningful ideas and problems. Socially meaningful writing is prepared and developed on the basis of underlying types of writing — personal, business, reproductive. Consequently, it manifests not only a good command of a language, but also a purposeful and unique, sometimes even unpredictable interpretation of well known facts and ideas, as well as presentation of new ones. An essayist must investigate the problem thoroughly to become to some degree an expert in it. Essay topics or ideas should be selected according to students’ special interests or problems.
5	
10	
15	

20 Regarding survival nature of an essay, we may identify our students' basic needs for belongingness and love, self-esteem and the esteem of others, safety, comfort, progress, as well as self-actualisation. The key to success in writing lies in motivation. Students' motivation to write effectively to their readers urges them to improve their cultural orientation and hence
25 their academic language use. When learners are motivated to write something with a sense of purpose and audience, the strong force that drives the text forward will significantly reduce the chance of «getting lost in the cycle». «Spaghetti» text is often produced when the only motive is to meet a deadline, to satisfy a teacher, or to practice good English. Writing to a
30 real audience in the target or local culture proves to be interesting, challenging, and educational for students of English.

It's very important for the writer to be conscious of his *audience*. The chief reason is that in this way he may select, for whatever he is writing, the appropriate level of usage. That is he may use the kind of
35 language that will seem most natural to the particular audience he has in mind. By «the kind of language» we mean primarily the diction or choice of words and the grammar. In a broad sense, certain other things may be included — the average length of sentences and paragraphs, and even the type of overall organisation — but in the strict sense, the level of usage
40 is a matter of the grammar and the diction. The basic writing skills, thus, are grammar, paragraphing, spelling, and punctuation.

The goal of the essay is to prove the author's thesis. A thesis is the main idea, which shows the author's angle or approach to the narrowed topic. A thesis is neither an indisputable fact nor a personal prejudice.
45 A thesis may contain a point to argue or the author's opinion in case it is supported with evidence. Therefore, the thesis unites the process, as well as the whole paper. The thesis determines both the use and the arrangement of ideas and information in the paper in order to prove the thesis.

Writing a good *composition* remains a challenge. Belarusian students
50 can be taught to write essays in English on the basis of their compositional writing skills. The good composition is unified in its development of a single central idea or emotional effect; in the relationships among its sentences and paragraphs, it is coherent; in the organisation and disposition of its material, it's appropriately emphatic. Also, it has an element of originality,
55 and a degree of distinction in style. Unity, coherence and organic relationships constitute a good composition. Usually we mean a discursive (changing from one subject to another) composition.

Essay is a universal genre, acknowledged in different cultures. A clever writer may use it to advantage. The format of an essay provides a good opportunity for a person's search for identity in the multicultural world.

6. Read the guide again and complete the chart.

What are the stages of the essay writing process?
What should the writer do on each stage?

1. ...	2. ...	3. ...
...

- Evaluate the overall organisation.
- Write the main body, organized into paragraphs.
- Define your essay topic.
- Do your research and gather sources.
- Use a plagiarism checker.
- Create an essay outline.
- Write the introduction.
- Revise the content of each paragraph.
- Write the conclusion.
- Proofread your essay for language errors.
- Come up with a thesis.

7. Read the sample essay, entitle it and evaluate it using the criteria from the guidelines.

The enormous growth in the use of the Internet over the last decade has led to radical changes to the way that people consume and share information. Although serious problems have arisen as a result of this, there are solutions.

One of the first problems of the Internet is the ease with which children can access potentially dangerous sites. These sites are easily accessible to them because they can register with a site and claim to be an adult. There is no doubt that this affects their thoughts and development, which is a negative impact on the children and society. Another major problem is the growth of online fraud and hacking. These days, there are constant news stories about government and company websites that have been hacked, resulting in sensitive information falling into the hands of criminals.

It is important that action is taken to combat these problems. Governments should ensure that adequate legislation and controls are in place that will prevent young people from accessing dangerous sites, such as requiring more than simply confirming that you are an adult to view a site. Parents also have a part to play. They need to closely monitor the activities of their children and restrict their access to certain sites, which can now be done through various computer programs.

To conclude, the Internet is an amazing technological innovation that has transformed people’s lives, but not without negative impacts. However, with the right action by individuals, governments and businesses, it can be made a safe place for everyone.

Communicative Value	O	VG	G	S	NA
Communicative goal					
Audience awareness: tone, register, opposing views considered					
Thesis: arguable opinion, cultural background, precise, supported					
Result (max)	/	/	/		/
Content, Logic	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Organisation: rhetoric form/s, paragraphs follow logical order					
Development: All support is pertinent to the thesis					
Result (max)				/	/
Structure, Mechanics, Style	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Effective introduction, meaningful conclusion, one or several mechanics used					
Syntax: understandable, subject / predicate agreement, control of sentence structure, variation of sentence types					
Result (max)		/			/
Language Means	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Grammar: verb usage, appropriate tense, pronoun agreement					
Concrete diction: strong verbs, specific adjectives					
Punctuation, spelling					
Result (max)					
Final Score (max)					

Rate: O = Outstanding (creative, fresh perspective)

VG = Very Good

G = Good

S = Satisfactory, needs improvement

NA = Not Appropriate

8. Write your essay on the topic “My Best Speech”. Try ‘parallel writing’. Use the checklist.

My introduction sparks the reader’s interest and provides necessary background information on the topic.

My introduction contains a thesis statement that states the focus and position of the essay.

I use paragraphs to structure the essay.

I use topic sentences to introduce each paragraph.

I make clear transitions between paragraphs and ideas.

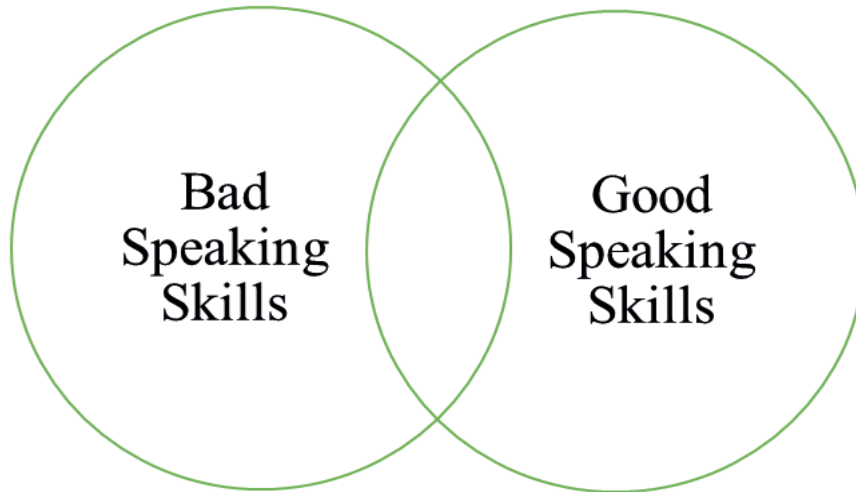
My conclusion doesn’t just repeat my points, but draws connections between arguments.

I don’t introduce new arguments or evidence in the conclusion.

My essay has an interesting and informative title.

Lesson 15. MAKING A SPEECH

1. Create a Venn diagram of bad, good and neutral oratory skills.



2. Do a breathing exercise on belly, abdominal or diaphragmatic breathing. This type of breathing practiced each day can reduce stress and anxiety. Try sitting in a chair.

1. Place one hand on your upper chest and the other hand on your belly, below the ribcage.

2. Allow your belly to relax, without forcing it inward by squeezing or clenching your muscles.

3. Breathe in slowly through your nose. The air should move into your nose and downward so that you feel your stomach rise with your other hand and fall inward (toward your spine).

4. Exhale slowly through slightly pursed lips. Take note of the hand on your chest, which should remain relatively still.

3. Choose one of the following tongue twisters and pronounce it three times with increasing tempo.

- A caper builds this skyscraper.
- This paper skyscraper is built by a caper.
- Let's compare a square and an affair.
- A bear sitting in a funny chair has got funny hair.
- A ferret and a parrot are eating the same carrot.
- Bessie Botter bought a bit of butter. But the butter that she bought was bitter so she bought a bit of better butter.
- Carol cat cooks cute cookies.
- A little cadge is in danger of a badge.



4. Discuss public speaking assessment criteria. You may change both — the criteria and the points.

№	Names of participants	Focused (has a purpose) 1 point	Structured (clear beginning, middle, and end) 3 points	Engaging (gets audience attention, uses voice and body language) 1 point	Supported with relevant examples, facts, stats, etc. 1 point	Language awareness (appropriate and accurate) 3 points	Timing 1 point
1							
2							
3							
4							
5							
Total							



5. Watch the first part of the teen's speech (00:15–2:35) and answer the questions.

Who is the speaker? How old is he?

What is the purpose of his speech?

How does he feel when delivering the speech?

6. Watch the second part of the video (2:35–4:40) and continue the statements.

To keep the audience's attention the speaker uses...

The speech was...

It had...

7. Assess the speech using the criteria in ex. 4.

8. I guess we are about to begin our contest. You are going to deliver your speeches. After each presentation, everybody will give points. We are going to discuss the speeches after the final presentation. All your speeches will be recorded.

9. Finish the sentences. Use the verbs in the Past Simple, Present Perfect and Future Indefinite:

Before the lesson I wanted...

At the lesson I...

Before the lesson I didn't want to...

At the lesson I haven't...

Next time I'll...

Lesson 16. SPEECH CONTEST

1. Read about breathing. Why is it important to deliver a successful speech? Follow the instructions and do breathing exercises.

Breathing is a necessity of life that usually occurs without much thought. When you breathe in, blood cells receive oxygen and release carbon dioxide. Carbon dioxide is a waste product that's carried back through your body and exhaled. Improper breathing can upset the oxygen and carbon dioxide exchange and contribute to anxiety, panic attacks, fatigue, and other physical and emotional disturbances. Any time you're feeling anxious, try this alternate-nostril breathing exercise.

1. Position your right hand by bending your pointer and middle fingers into your palm, leaving your thumb, ring finger, and pinky extended.

2. Close your eyes or softly gaze downward.

3. Inhale and exhale to begin.

4. Close off your right nostril with your thumb.

5. Inhale through your left nostril.

6. Close off your left nostril with your ring finger.

7. Open and exhale through your right nostril.

8. Inhale through your right nostril.

9. Close off your right nostril with your thumb.

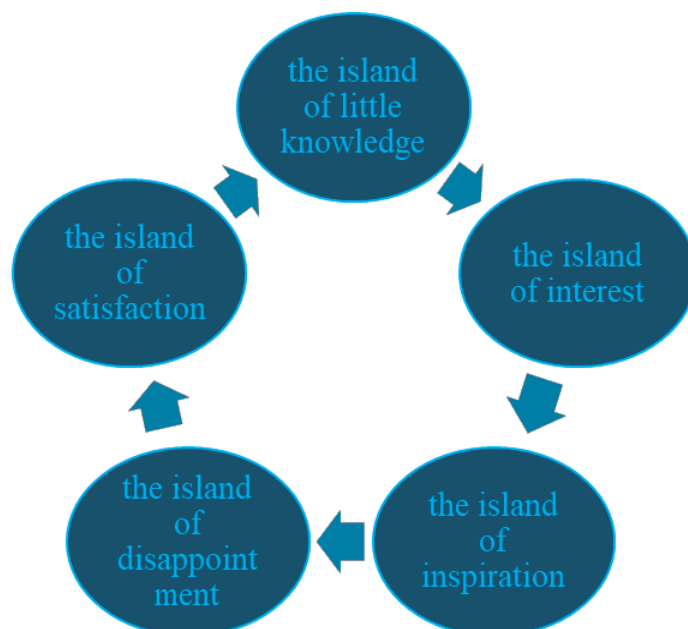
10. Open and exhale through your left nostril.

11. Inhale through your left nostril.

2. Choose one of the following tongue twisters and pronounce it 3 times with increasing tempo.

- Clean cats can't catch colds.
- Peter Piper picked a peck of pickled pepper.
- Where's the peck of pickled pepper Peter Piper picked?
- Red lorry, yellow lorry.
- Red leather, yellow leather.
- Seven snakes sang a splendid soundless song.
- Sammy Seal saw some snow and six stones.
- She quickly fetched a new school coal scuttle.
- She shuts up the shutters and sits in the shop.
- She sells sea shells by the sea shore. The shells she sells are sea shells I'm sure.
- Thirty-three Lostwithiel thistle-sifters.

3. **Reflection.** Look at the picture. You can see five islands. They are the island of little (poor) knowledge, the island of interest, the island of satisfaction, the island of disappointment, the island of inspiration (the island of success). Pin your name to the island you are on now. Explain your choice.



4. **You are going to deliver your speeches.** After each presentation, everybody will give you some points. We are going to discuss the speeches after the final presentation. Let's use the acknowledged public speaking assessment criteria (see the previous lesson plan). Use them to practise peer assessment.

5. **Read the tips.** How can we criticise positively?

Here are some helpful tips to criticise constructively.

- Use the feedback sandwich: say what you like, then point the areas of improvement, finally, give positive comments of improved results.
- Don't jump right into the critique.
- Sound polite, not aggressive. Make use of the Passive Voice construction, like "It was said" rather than "You said"...
- Give specific, not vague*, feedback. Avoid saying "I don't like it" without any reasoning.
- Focus on more objective, not subjective opinions.

*not clearly or fully explained

6. **Assess your mate's speech** in 3–4 sentences following the tips given above.
7. **Reflection.** Look at five islands again. Pin your name to the island you are on at the end of the lesson. Explain what has changed.

Lesson 17. PUBLIC SPEECH EVALUATION

1. Follow the instructions and do a 4–7–8 breathing exercise.

The 4–7–8 breathing exercise, also called the relaxing breath, acts as a natural tranquilizer for the nervous system. It's best to perform the exercise seated with your back straight.

1. Place and keep the tip of your tongue against the ridge of tissue behind your upper front teeth for the duration of the exercise.
2. Completely exhale through your mouth, making a “whoosh” sound.
3. Close your mouth and inhale quietly through your nose to a mental count of four.
4. Hold your breath for a count of seven.
5. Exhale completely through your mouth, making a whoosh sound to a count of eight.

2. Think about the answers to the following questions. They might help you to evaluate your skills and competences in public speaking. Write the answers down.

Questionnaire “10 questions for a better speech making”

1. What do I truly regret not saying? ...
2. What do I truly regret saying? ...
3. How many hours have I spent on preparation? ...
4. What did I really want from my speech? ...
5. Which of the speakers I know bring out the best in me? ...
6. What speech skill do I possess that I can do better than others? ...
7. What is / are the top lesson/s I have learned from my speech / from my mates speeches? ...
8. What question did I want to find the answer to? ...
9. What aspects of my personal culture of public speaking and communicative skills in general need improvement? ...
10. What teacher's or groupmates' advice should I take? ...

3. Match the answers from ex. 2 with the competences, individual qualities and skills.

Competences, skills, personal qualities	Answers to the questions
Critical thinking	
Emotional intelligence	
Social intelligence	
Interaction skills	
Pronunciation skills	
Fluency	

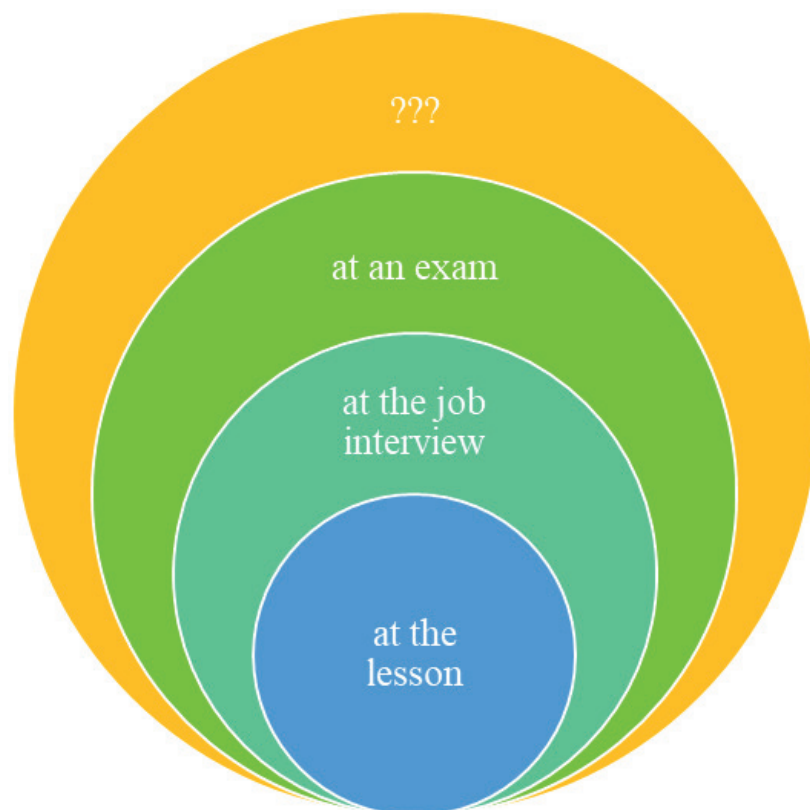
4. Watch your groupmates' recorded speeches. While analysing them, make use of the following words of praise.

1. *You know the stuff.*
2. *You have refined your public speaking skills.*
3. *You are a very confident and effective presenter.*
4. *Your speech is comprehensive and cogent.*
5. *You are the prowess in public speaking.*

You may as well say the following, if you want to constructively criticize.

1. *When you conduct your presentation next time, improve (pay attention, don't forget, focus on...).*
2. *Avoid phrases like 'As I have already said'.*
3. *Exclude word fillers 'like', 'somehow', 'just', 'actually', 'basically', 'in my humble opinion', etc..*
4. *Don't make long pauses especially with mumbling noises.*
5. *Mind the time limits.*

5. Brainstorm the areas where you could use your public speaking skills. Use the following scheme to present the results.



Lesson 18. SELF-EVALUATION

1. We are going to focus on personal strengths and weaknesses in public speaking. Watch your own presentation video, or listen to it again. Put a tick if you used a successful speaker technique while presenting at the speakers' contest.

Self-check list

№	Techniques	Used	Will use
1	Asking a thought-provoking or a rhetorical question		
2	Telling a captivating story		
3	Stating a directly related to the main purpose statistics		
4	Using meaningful and powerful quotation		
5	Showing stunning photos, compelling images or creative visual aids		
6	Playing a short video		
7	Making use of metaphors, epithets, allusions, etc.		
8	Using a good-better-best or another structure		
9	Avoiding pleonasm		
10	Summing up in a conclusion		
11	Having a strong final statement		
12	Own criterion (a personal secret)		
	Total		

2. Compare your results with your partner's. Add your own criteria or exclude the unnecessary ones.
3. Fill in your group achievement list. Make use of the questionnaire answers.

№	Competences, skills, personal qualities	Good	Need Improvement	Bad
1	Critical thinking			
2	Emotional intelligence			
3	Social intelligence			
4	Interaction skills			
5	Pronunciation skills			
6	Fluency			

4. Split into groups. Make a list of topics suitable for informative speeches, oral reports, lectures, workshops, persuasive speeches, debates, discussions or narrative speeches. Use the prompts to support your answer.

Prompts:

- Describe a food you hate or love with as much sensory detail as possible.
- Describe the place in which you feel most at peace — or most ill at ease.
- Draw your character sketch. Choose an emotion and create a personal metaphor for it.

- Describe how you would react if you were alone and faced with a sudden, life-threatening situation.
- Compile a list of culture generalisations in your (target) culture. Describe them, using different strategies
- Describe your favourite vacation activity.
- Illuminate the most “foreign” or “exotic” place you’ve ever seen or visited. Attempt to create a deep feeling for the place by concentrating on juicy details about the people you encountered.
- Narrate an unforgettable or one of the most dangerous moments you’ve had in your life.
- Think of a conflict situation between two people: a teacher / a student, a parent / a child, a man / a woman, an employer / an employee. Describe the conflict first as though you were one person and then as though you were the other.
- We often hear that experience is the best teacher. Narrate a situation in which a group that you are or were a member of failed to achieve its goals. Tell what the experience taught you.
- Narrate in the past tense a significant moment or occasion in your life. Provide details that help the reader follow the events from beginning to end.
- Speak about a time when you told a lie. Be sure to set the situation, write about the actual event of the lie, and discuss the consequences.
- Watching TV has / has not been harmful to individuals, families and the society.
- Think of one of our popular maxims — like “Early to bed, early to rise makes a man healthy, wealthy and wise. Analyse pros and cons of this maxim.
- Analyse the causes and effects of a misunderstanding which occurred recently within a family
- Explain the cause(s) or effect(s) of any of any drastic change of opinion, attitude, prejudice, or behaviour you have undergone in your life.
- Analyse which type of people you consider more successful — How to get rid of a bad habit: smoking or interrupting others?
- How to train an animal (a dog, a parrot, a cat, etc.)?
- How to get proper education?
- Define your own best qualities or those of someone you admire.
- Compare how you perceived some person, place or situation as a child with how you perceive the same thing today.
- Explore the possibilities of miscommunication when people from different cultures share a meal together (celebrate the wedding day, travel, work, or live together).

- 5. Form two larger groups from former groups. Present your topics in these groups. Discuss them. Make a final list of urgent topics.**
- 6. Complete the sentences. Use the verbs in the Past Simple, Present Perfect and the Present Continuous:**

At the beginning of the lesson I ... , then we ... , after that ... , finally I ... and

How was I doing (speaking, reading) ... ? (*answer*)

Why have I ... at the lesson? (*answer*)

Why haven't I ... at the lesson? (*answer*)

Next time I'll

SUPPLEMENT

Transition words

Sequencing	Addition	Cause & Effect	Generalisation	
initially	again	hence	in general	
first of all	and / and then	therefore	in most cases	
firstly, secondly	also	consequently	usually	
next / then	besides	as a consequence	frequently	
meanwhile	furthermore	accordingly	mainly	
while	additionally	as a result	on the whole	
up to now	in addition	because	as a rule	
before / before that	moreover	because of this	for the most part	
formerly	not only...but also	for this reason	typically	
previously	as well as	in that case		
prior to	once again	since		
after / afterwards	apart from this	thus		
thereafter	another			
subsequently				
lastly / finally				
Soon				
simultaneously				
concurrently				

Conclusion	Contrast	Comparison	Example
in brief	however	similarly / similar to	in other words
in conclusion	nevertheless	by comparison	for example
to conclude	yet / and yet	likewise	for instance
in summary	on the other hand	correspondingly	such as
summing up	though / although	equally important	as follows
on the whole	even though	in the same way	that is to say
finally	otherwise	whereas	in this case
therefore	conversely	as well as	to demonstrate
thus	while		to illustrate
in short	instead		
	in contrast		
	alternatively		
	either...or		
	but		

Highlighting	Concession
in particular	nevertheless
particularly	despite
especially	although
mainly	however
	supposing
	provided

Signposting Language for presentations

1. Introducing the topic

The aim of this presentation is... / My presentation today is about... / Today I'd like to talk about...

2. Listing the points

My talk will be in two (three, four) parts: First, ... after that, ... then, ... finally, ...

Firstly, ... Secondly, ... Thirdly, ... Finally, ...

I'll begin by looking at... Then, I'll move on to... Towards the end I...

3. Changing the topic

Now I'd like to turn to... / Now let's look at...

4. Focusing your audience's attention

What is interesting / important is... / Notice... / Observe that...

5. Referring backwards/forwards

I mentioned earlier... / We'll come back to this point later...

John discussed this in his part on... earlier

6. Referring to visuals

Looking at the chart you can see... / As you can see from the graph, ...

The graph / chart shows...

7. Checking understanding

Is that clear? / Are there any questions?

8. Speaker's attitude

I believe / think that... / It seems to me that... / The point I'm trying to make here is

It's important / interesting to notice...

9. Referring to common knowledge

As you know... / As I'm sure you are aware... / It is commonly known that...

10. Dealing with questions

That's a good point... / Can we get back to it later?

I'm afraid I'm not the right person to answer this question.

11. Ending the presentation

So, to sum up... In conclusion (we can say that) ...

If you have any questions, I'll be pleased to answer them.

Проект 2

ПУТЕШЕСТВИЕ ПО РОДНОМУ КРАЮ

Lesson 1. PLANNING A TRIP

1. Look at the pictures. What are the people doing? What made you think so?



2. Look at the phrases. What are they used for? Complete the table.

I'd like to...

We should...

Sounds like your kind of thing.

I could...

Maybe...

Why don't we...

I'd be up for...

Shall we ... ?

I think I'd prefer...

I'm not that into...

I wouldn't mind that at all.

I'd definitely like to...

Let's...

Making suggestions	Saying what you like	Saying what you don't like

3. Brainstorm 7–8 ideas to answer each question. Share the ideas with the whole class.

- Why do people travel?
- What type of holiday do you prefer?
- What do you like to do when you are on holiday?

Help box

to relax, to experience new cultures, to try new food, to improve language skills, to get medical treatment, to work, package holiday, sightseeing holiday, adventure holiday, staycation, activity holiday, working holiday, walking tour, cruise, to try local food, to go sightseeing, to explore culture, to enjoy the views, to buy souvenirs, to take photos, to go shopping, to do extreme sports.

Reasons for travelling	Types of holidays	Holiday activities

4. Unscramble the following words to find the synonyms for the word “travelling”. Match the words with the definitions. Make sentences using the words.

OVAYEG — PTIR — ORUNJEY — ECUSXRONI — ORTU —
EDITIPNOXE — PELIGRIGMA

1. A long journey, especially by ship.
2. A journey when you go somewhere, usually for a short time, and come back again.
3. The act of travelling from one place to another, especially in a vehicle.
4. A short journey usually made for pleasure, often by a group of people.
5. A journey made for pleasure, especially as a holiday, visiting several different places in an area.
6. A long, organized trip for a particular purpose.
7. A visit to a place that is considered special, where you go to show your respect.

5a. Read the travel blog and put the steps into the right order.

How to plan a trip: your step-by-step travel planning guide

Planning a trip overseas, whether long or short, can seem overwhelming. But it doesn't have to be! In this article, we'll show you how to take the stress out of planning a trip, by laying out a simple step-by-step guide that'll ensure you don't forget anything.

Step 1. Figure out your travel budget

Before you can even begin to plan a trip, you need to take a good look at your finances and figure out how much money you have to spend on your adventure. This will dictate a lot of the future steps including where you can travel to and for how long.

Step 2. Choose a destination

Literally look at a map, and start circling all the cities, towns or attractions you want to visit. Look on Instagram for inspiration. Don't limit yourself. What do you want to do? What do you want to see and experience? Don't forget to do a little digging and make sure that the time of year you plan to travel is optimal.

Step 3. Find out visa requirements

Investigate if you need to obtain a visa for the country or countries, you're thinking of travelling to. You may not need one for the first country you arrive in, but will you need one for the other countries in your itinerary? Can you get a visa online, visa on arrival, or do you need to get it in your home country?

Step 4. Book flights

Now here comes our favourite part: It's time to book a flight!

First, you'll need to answer these questions: What airport will you fly into? Are you going to make a round trip and fly out of the same airport? Or are you departing out of a new place?

Step 5. Book Accommodation

Depending on how long your vacation is, you may choose to book all your accommodation ahead of time or none at all. While choosing an accommodation it's advisable to pay attention to the location, transportation and the length of the stay.

Step 6. Research things to do

We like to check reviews for things on trip advisor to see what other travelers have to say about certain experiences or attractions. There can be some seriously good advice on there!

Step 7. Pack

Packing for a trip can be quite a puzzle. You want to be prepared and make sure you don't forget anything, but at the same time, don't want to feel weighed down by too much stuff. We recommend planning out your packing ahead of time so you are not rushing at the last minute to get everything you need stuffed into your oversized suitcase.

Following these steps will take some of the stress out of trip planning, but it is important to remember that even the best laid plans often go awry. This is particularly true with travel as there are just too many factors outside of your control.

- ☐ Figure out your travel budget
- ☐ Book the accommodation
- ☐ Check visa requirements
- ☐ Pack the suitcases
- ☐ Find out about the weather
- ☐ Find out about customs and traditions
- ☐ Pick your destination
- ☐ Book the tickets

5b. Discuss the questions in pairs.

- Was the information useful? What other steps can you add to this guide?
- What do you / your family members usually do when planning a vacation?
- Have you ever got in trouble while travelling? Why did it happen?

6. Choose a picture and answer the questions.



- Where are the people going?
- What preparations have they made?
- What things will they see?
- What difficulties could they experience?
- What advice could you give them?

7. Mingle around the classroom and interview your classmates. Make a report about one of your classmates.

- What are the advantages of air travel compared to other ways of travelling?
- Would you like to travel? What activity would you choose during the trip?
- What is the most special item you keep from all your travels?
- What items would you take if you stay in a hotel for a week?
- What is the most interesting place you've heard of but haven't visited yet?
- What do you think are the best holiday destinations?
- If you were offered to travel to a region of your own country, which one would you choose?

8. Imagine that you are working for “Go Anywhere” Travel agency and your task is to organize a trip to a Belarusian city / region. Scan the QR-code to find necessary information. Present your itinerary following the scheme.

- Geographical position
- Transportation
- Weather and climate
- Accommodation facilities
- Food to try
- Activities for tourists
- Famous festivals
- Things to buy



Lesson 2. PREPARING FOR THE TRIP

1. Play “Snowball game”. Listen to your classmates and make the sentence as long as possible.

I am going on holiday and take...

2. Look at the picture. What word unites all items in the picture?



3. Read the definition of the word “museum” and complete the table with the missing parts of speech.

A **museum** is an establishment open to the public where objects, documents, collections of artistic, scientific or technical interest are kept, listed and classified for socio-cultural, scientific and educational purposes. A museum can also be a place (a city or a district) where collections of works or buildings of the past, with historical and artistic value, are gathered.

Noun	Verb	Adjective / Participle
conservation		
	document	
directory		
		classified
development		
	open	
		educated

4. Transform the sentences using the words in brackets. Change the word if necessary.

1. Mark is very smart and knows a lot about the country’s history (educate).
2. You can find the necessary book in the catalogue (direct).
3. I have to put all the items into groups according to the following features (classify).
4. This shop work from 9 to 7 (open).
5. All the information is written down carefully (document).
6. We must save old palaces and castles for future generations (conserve).
7. It’s essential to improve your soft skills if you want to become successful (develop).

5a. Unscramble the following words to find the types of museums. Match the words with the definitions.

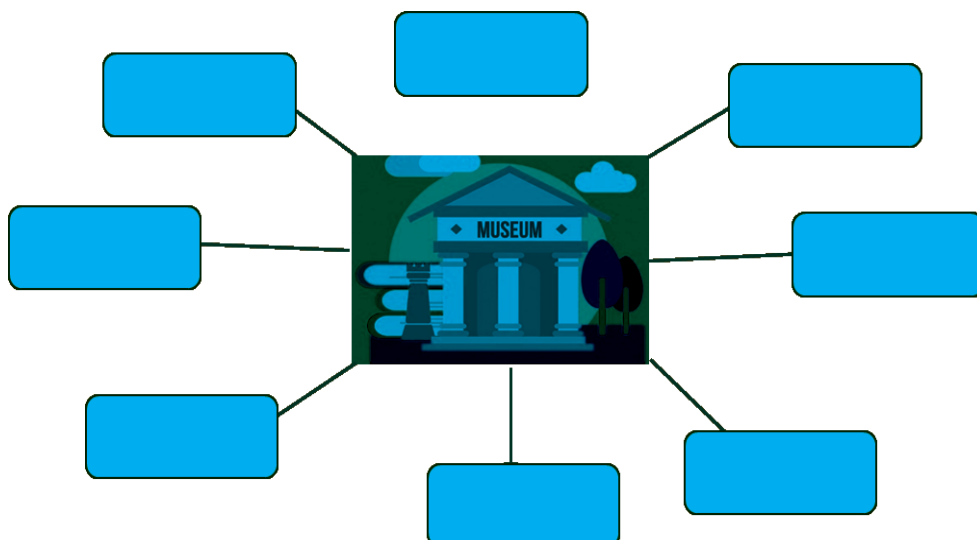
CSNIECE — RIMATMEI — TRA AGLLEI — STRHIOY — RAW —
ARC — UNTAER

- a) a museum that displays objects relating to ships and travel on large bodies of water.
- b) a museum that shows objects relating to the history of a place.
- c) a building for the display or sale of works of art.
- d) a museum that contains items related to military operations.
- e) a museum that explores the history of vehicles.
- f) a museum that collects and displays objects presenting research interest.
- g) a museum with natural history collections of animal, plant, and microbial life.

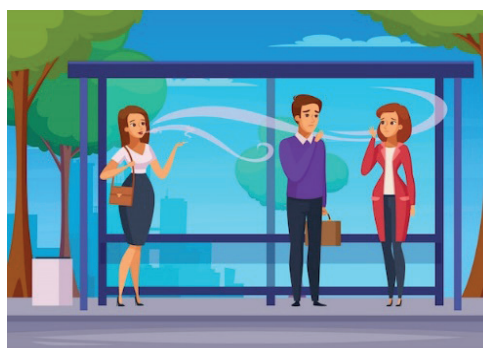
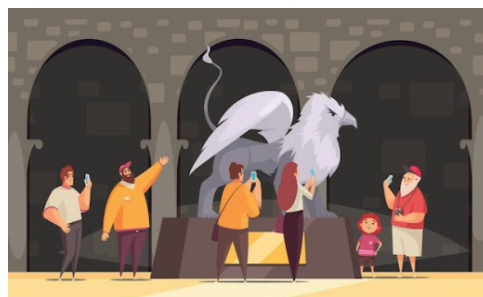
5b. Discuss the questions in pairs.

1. What was the last museum you visited? Where is it situated? When did you go there?
2. What impressed you the most? Why?

6. Remember what things you can see at the museum and complete the mind map.



7. Look at the pictures and share your opinion on the following questions.



1. What kind of places are people in?
2. Is their behaviour suitable for this place? What rules do they break?
3. What advice could you give them?

8a. Look at the example and revise how to use modal verbs of obligation.

Can + infinitive

You can put your shoes and coat over there.

You can't leave your bike there.

Must + infinitive

Seat belts must be worn by all passengers.

You mustn't smoke here.

Have to + infinitive

Before going to the UK, you have to get a visa.

You don't have to wear a tie in our office but some people like to dress more formally.

Should + infinitive

You should be in time for the movie.

You shouldn't smoke in public places. It's bad for other people's health.

8b. Answer the questions.

1. What is the difference between can, must, should and have to?
2. How do we make negative statements?
3. What forms of the verbs can be used?

8c. Transform the following sentences using modal verbs of obligation.

1. It's prohibited to walk on the lawn. 2. It's necessary to get the permission before you attend this museum. 3. It's a place where you leave your things. 4. It's not a good idea to leave your luggage unattended. 5. It's not permitted to take photos. 6. It's advisable to have some money when you go to the park. 7. I advise you not to go to this hotel. 8. It's not allowed to leave your car here. 9. You are under fifteen, so it's not necessary to pay for the ticket. 10. It's essential to fasten your seatbelt while driving.

9. Work in pairs and express advice or prohibition using modal verbs. Give each statement a reason using *because, that's why*, etc.

1. Buy the entrance tickets in advance (online).
2. Visit a museum on weekdays.
3. Concentrate during the visit.
4. Leave bags and coats in the cloakroom.
5. Run, talk loudly.
6. Touch the works of art.
7. Visit a museum with a guide.
8. Mute your phone.

10. Your friend is going to visit one of public places. Follow the instructions and make a dialogue.

Student 1

Say where you are going.

Ask about the rules of behaviour.

Ask some additional questions about the place.

Thank your friend for help.

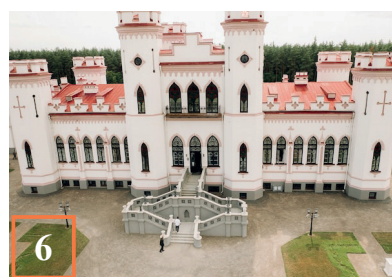
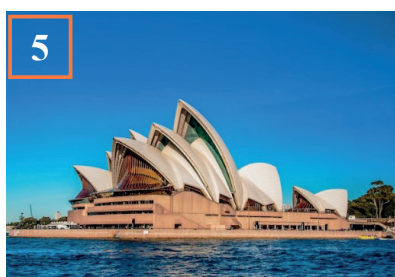
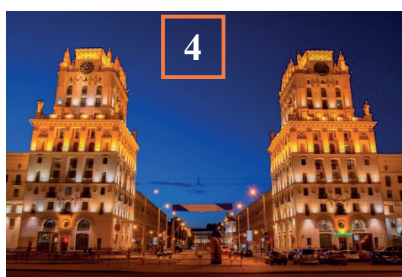
Student 2

Answer the questions. Explain why it's necessary to follow the rules.

Lesson 3. FAMOUS SIGHTS

1. Play the game “Guess the museum”. Think of a type of a museum and describe it to the class.

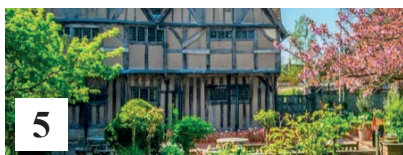
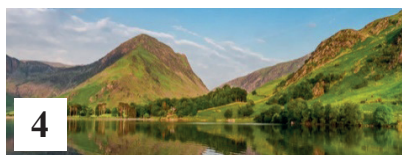
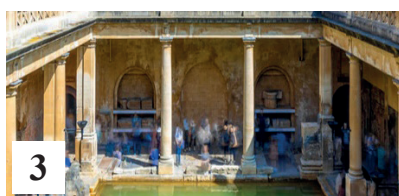
2a. Look at the pictures. What unites all of them? Identify which countries they are from. Prove your ideas.



2b. Discuss the questions in pairs.

1. What is the last tourist attraction you have visited? When was it?
2. What is the best trip you have ever had? What made it so special?
3. Name three most interesting cities you have visited.
3. Make a list of things that people do and see when visiting a new city / country.

3. Look at the images of the UK's historical and cultural sights of and match the images with the descriptions.



A. **The Lake District** is England's newest UNESCO World Heritage site and a spot that can't be missed when exploring northern England. Situated on the north-west coast of the country, it's got around sixteen lakes across the whole national park. Once you're here, make sure to check out the bigger Lake of Windermere, learn more about Beatrix Potter and gorge on all the sticky toffee pudding you can find.

B. Found on England's Salisbury Plain in Wiltshire, **Stonehenge** is a huge man-made circle of standing stones. Built by our ancestors over many hundreds of years, it's one of the world's most famous prehistoric monuments. Stonehenge dates back 5,000 years to the Neolithic and Bronze Age. Each year, around 20,000 people gather at Stonehenge to celebrate the Summer Solstice, when the sun is at its highest point in the sky all year. It makes for a spectacular sunrise!

C. Attracting over a million visitors each year, **the Roman Baths** are one of the finest historical attractions remaining in Europe. Here you can walk on the original Roman floors and marvel at the remains of the Baths which still flow with natural hot water.

D. **Tower of London**, royal fortress and London landmark. Its buildings and grounds served historically as a royal palace, a political prison, a place of execution, an arsenal, a royal mint, a menagerie, and a public records office. It is located on the north bank of the river Thames, in the extreme western portion of the borough of Tower Hamlets, on the border with the central City of London. The fortress was designated a UNESCO World Heritage site in 1988.

E. **Kew Gardens**, formally Royal Botanic Gardens, Kew, botanical garden located at Kew, site of a former royal estate in the London borough of Richmond upon Thames. In 2003 Kew Gardens was designated a UNESCO World Heritage site. Kew Gardens contains some 28,680 species of living plants, a herbarium of approximately seven million dried specimens, and a library of some 130,000 volumes in addition to archived materials, periodicals, and prints and drawings. The collections of tropical orchids, succulents, tropical ferns, and Australian plants are exceptionally fine.

F. **Saint Paul's Cathedral**, in London, cathedral of the Anglican bishop. It is located within the central City of London. The present building is a domed church of great openness designed in a restrained style that combines elements of Neoclassical, Gothic, and Baroque architecture. It was designed by Christopher Wren and constructed (1675–1710) of Portland stone. Many notable soldiers, artists, and intellectuals have been buried in the crypt, including Lord Nelson, the Duke of Wellington, and Wren himself, who was one of the first to be entombed there.

G. **Stratford-upon-Avon**, administrative and historic county of Warwickshire, central England, and the birthplace of William Shakespeare. For centuries a country market town, it became a major British tourist centre because of its associations with Shakespeare. By the river the group of modern buildings known as the Shakespeare Centre includes a library and art gallery (opened in 1881) and a theatre (opened in 1932). April 23rd — the date of Shakespeare's death and birth — is celebrated annually in Stratford-upon-Avon, and every year from March until October there is a festival during which his plays are acted in the Royal Shakespeare Theatre.

4. Identify the elements that all landmarks have in common.

Model: *They are tall, old, prestigious, they are associated with famous people, etc.*

1. ...
2. ...
3. ...
4. ...
5. ...

5. Write a summary of the passages (ex. 3) highlighting five or six important points about tourist attractions (the date of construction, a description, the name of the creator, etc.).



6. Listen to the conversation and mark the places on the map.





7. Make a list of the most interesting sites in London by classifying those that are mentioned in the conversation. Scan the QR-code to find more information about them. Choose one place and make a short presentation of it.

	Is it included in the UNESCO list?	Brief information	Cultural events or activities	Location, opening hours, ticket price, etc.
Big Ben				
The Houses of Parliament				
...				
...				

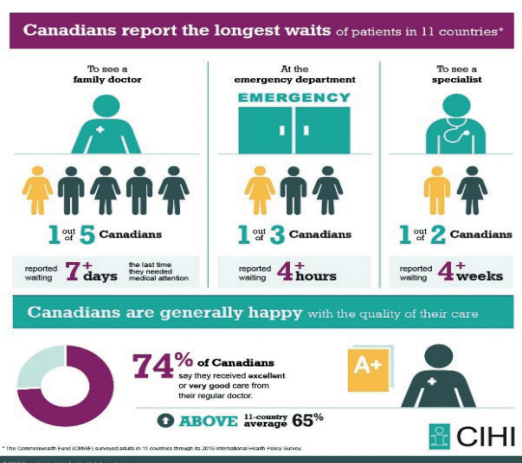
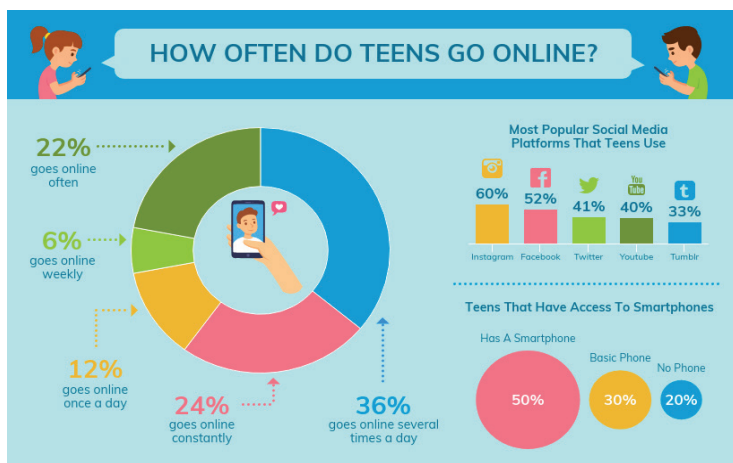
Lesson 4. DOING A SURVEY

1. Look at the images below and give the answer.

- what the topic of the survey is;
- what the objective is;
- how the results are presented.

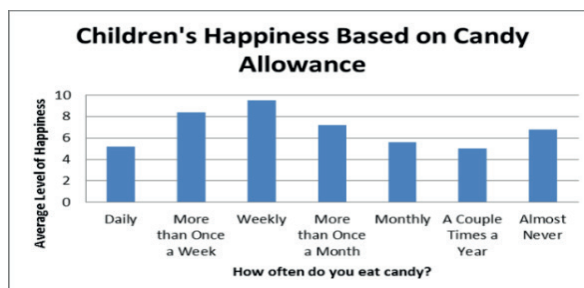
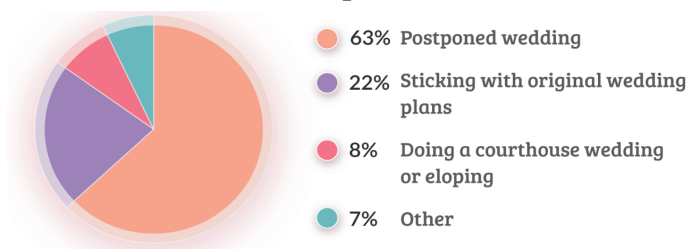
Presentation of the results

- Vertical bar charts
- Horizontal bar charts
- Pie charts
- Line charts
- Infographics



2. Brainstorm what questions could be asked when conducting a survey.

- Before going on holiday.
- To find out people's opinion.
- To make comparisons.



3. Read the questions. Match them to the situations.

A. How likely would you recommend our product to your friends? B. Which contestant will be the winner? C. What are possible benefits of hosting the competition? D. To what extent have our customer service agents helped you? E. How do you evaluate the quality of the product? F. Which participant will not get to semi-final? G. What is your first reaction to the product?

- 1) at the time of contest or competition;
- 2) to ask about commercial products;
- 3) to conduct satisfaction surveys.

4. Read the question and choose the best answers.

What is your first reaction to the product?

A Very positive Relatively positive Neutral Relatively negative Very negative	B Always At the weekend After school In the afternoon Never	C No Yes Not at all Not quite Sure
--	--	---

5. Divide the evaluations into 3 groups: positive, neutral and negative.

- A. Very positive / Neutral / Very negative.
- B. High quality / Medium quality / Extremely poor quality.
- C. Extremely innovative / Relatively innovative / Outdated.
- D. I absolutely need it / It's a waste of money.

6. Read about different types of questions.

A. Make a question from each category to talk about British cultural and historical places of interest.

B. Write these questions on a piece of paper.

Types of questions	Examples
A closed-ended question is a question that could be answered with a one-word answer or a simple "yes" or "no."	What is your favourite activity? a) to visit museums. b) to walk in a park.
An open-ended question is a question that cannot be answered with a «yes» or «no» response. It requires a longer response.	Describe your first visit to a museum.
A question on a "satisfaction" scale. Your scale can be numbered or contain phrases to express the opinion.	Brooklyn Zoo is fun for both children and adults. a) I don't agree at all. b) I disagree. c) I agree. d) I completely agree.
A question on a «rating» scale	In the space below, rank the brands according to your preferences, assigning 1 to the one you prefer the most and 5 to the one you like the least.



7. Scan the QR code, study the information and write questions for your survey. Use different types of questions.

1. ...
2. ...
3. ...
4. ...
5. ...

8. Conduct a survey. Interview your classmates and write down their answers.

9. Read the following information and analyse your results. Use the expressions below.

1. Giving your opinion

In my opinion, ...

It seems to me that...

2. Starting an interpretation

These figures show that...

The survey indicates...

These data show that...

From the results obtained, it seems that...

The results of this survey reveal that...

3. Comparing results

In relation to (our group)...

They are ...% in group 1 against ...% in group 2 to think that...

The gap between group 1 and group 2 is significant!

The difference is minimal / small / negligible.

4. Summarizing the information

0–20% Almost no one thinks that...

0–50% Less than half of the class said that...

(40%)–50% (Almost) Half of the respondents...

More than 50% / The majority of the class / Most people... / A large number believe that...

100% / The whole class / everyone...

10. Share the results of your surveys and present them in the form of a report (12 sentences).

Lesson 5. A TOUR AROUND BELARUS

1. Look at the itineraries around Belarus offered by a travel agency. What places can be included into these tours? Brainstorm the examples and explain your choice.

1. Historical Belarus
2. "Green" Belarus
3. Modern Belarus
4. Religious Belarus

Braslav lake area, Belovezhskaya Pushcha National Park, Brest Hero Fortress Memorial, Mir Castle, Nesvizh palace, Dudutki, Narochansky National Park, Boris and Gleb (Kolozhskaya) Church, Ruzhany, Kossovo, Kamenets Tower, Augustow Canal

2. Match the descriptions to the itineraries in ex. 1.

A. Mir Castle is a real diamond in the crown of Belarusian castles. It is an *outstanding* example of 16th-century *fortification* art. It's located in the town of Mir in Grodno region. The "Mir" castle complex was included in the UNESCO World Cultural Heritage List in 2000. The restoration of the castle has been completed. At present Mir Castle can host conferences, receive guests and tourists. The castle *boasts* a conference hall, a hotel, a restaurant and museum exhibits.

B. The *pristine* nature in the valley of the Pripyat River, unique swamps and *inundated* oak woods, rich natural resources represent the fascinating land called Polesie. Pripyatsky, one of the four national parks of Belarus, is located between the rivers Pripyat, Stviga and Ubort. Special protection has been *granted* to about 190,000 hectares with more than a third represented as a wildlife reserve. Pripyatsky National Park has a magnificent Nature Museum, which vividly demonstrates landscapes of Belarusian Polesie. The museum has *amassed* rich collections of large hoofed animals, insects, reptiles, amphibians and rare Belarusian plants.

C. The symbol of Belovezhskaya pushcha, which has long been the symbol of Belarus, is the aurochs, a powerful *descendant* of the European bison. Today, walking through the *aviaries*, you can easily see this giant, and it's hard to believe that the aurochs could have disappeared from the face of the Earth forever.

D. The Brest Fortress is one of the most important places to see in Belarus and by far the largest tourist attraction in Brest. The fortress was not rebuilt at the end of the war, but instead became a *shrine* to the terrible and heroic events that took place there. Heavily damaged during the Second World War, it remains a famous symbol of Soviet resistance during World War II.

E. Lake Naroch area is a unique natural treasure and the largest resort region of Belarus. Picturesque sceneries, clear lakes and rivers and *healing* mineral springs attract visitors from all over the world. The Narochansky national park is located in the north-west of the country and is part of Belarusian Lake District. About 30 itineraries for tourists have been developed in the national park. Multi-day hiking, biking and water trips are organized, too. As many as 16 campsites are located on the shores of nine lakes.

3. Look through the text again and match the words in italics to their meanings. Divide the words into groups to complete the chart.

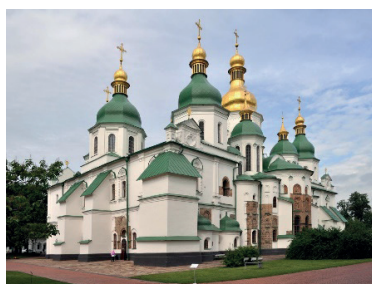
1. Strong walls, towers, etc. that are built to protect a place.
2. Wet and difficult to walk through.
3. To give or allow someone something, usually in an official way.
4. To collect precious objects.
5. Nearly untouched and in very good condition.
6. Good or important because of unusual qualities.
7. A place for worship that is holy because of a connection with a holy person or object.
8. To speak too proudly or happily about what you have done or what you own.
9. Helping to make someone well again, especially after a cut or other injury.
10. A person who is related to you and who lives after you, such as your child or grandchild.
11. A large cage or closed space in which birds are kept as pets.

Noun	Verb	Adjective	Adverb

4. Associate the landmarks with the words that are used to describe them.



1



2



3

- a) great — the wealth of fauna — flora — natural — diversity — mammals;
- b) original monuments — entertaining shows — magnificent — its inhabitants — central square;
- c) of ten rooms — beautiful castle — placed on an elevation — with its historical charm — fire hydrants at the corners — large bright rooms;
- d) glorify — pray — celebrations — contemplation — spiritual — a parish — bell towers — worship.

5. Look at the lists of places. Find a place which is not suitable for the proposed itineraries.

1. Belovezhskaya Pushcha National Park — Berezinsky Biosphere Reserve — Gorky Park — Braslav Lakes National Park — Narochansky National Park — Pripyatsky National Park.

- 2. Victory Square — Pit memorial — Lida Castle — Khatyn memorial complex — Stalin’s line — Brest fortress.
 - 3. Ruzhany — Mir — Niasvij — Navagrudak — Lida — Grodno — Mogilev — Halshany — Kreva.
 - 4. Aziarco — Dudutki — Niasvij — Dukora — Sula.
6. Mark the places of the proposed routes on the map template. Colour them with pencils of corresponding colours (route 1 — red, route 2 — green, route 3 — blue, route 4 — yellow).
7. Read the passages and mark the information as A) essential information, strong ideas and B) secondary information.

A ditch



A rampart



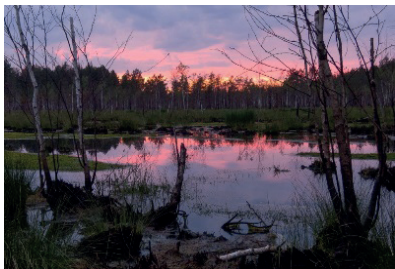
A pond



1. In Minsk region there is Radziwill palace and park complex in Nesvizh, added to the UNESCO World Heritage List in 2005. It was founded in 1583 by the Prince of Nesvizh Radziwill Sirotko, and it was designed by the Italian architect Yan Maria Bernardoni. Nesvizh Palace went through an extensive renovation programme to restore it to its former glory and now it has features of different architectural styles: Renaissance [rə'neɪsəns], Baroque [bə'rɒk], Rococo [rə'kɒʊkəʊ], Classicism ['klæsɪsɪzəm], Modernism and Neo-Gothic ['gɒθɪk]. The palace is surrounded by the *ramparts*, *ditches* and the *pond* system in a romantic park, where you can have a walk.

Important information	Secondary information

2. They are the “Lungs of Europe”, which is the largest complex of upland, lowland and transitional swamps. The landscape reserve “Olmanskiye Swamps” with an area of 94,219 hectares is one of the largest specially protected natural areas not only in Belarus, but also in Europe. It has the status of an area that is important for birds and animals. This is the place where you can see magnificent landscapes and get acquainted with the problems of natural heritage protection. Only here there is an ecological trail with a lot of rare and endangered animals and plants.



Important information	Secondary information

3. The Bobruisk Fortress is an outstanding defence installation, one of the best surviving examples of fortification architecture of the first half of the 19th century. In the early 1840s the Bobruisk citadel — “the elder sister” of the Brest Fortress — was the most inaccessible [inək'sesəbəl] fortress in the Russian Empire and one of the best-equipped defence installations in Europe. The fortress witnessed the War of 1812, the Decembrist revolt, the Great Patriotic War. In 2002, the Bobruisk Fortress was added to the state register of historical and cultural heritage of the Republic of Belarus. Unfortunately, less than half of the buildings have survived. About 50 facilities, such as towers and barracks are badly damaged.



Important information	Secondary information

8. Complete the table below with the information from the texts (ex. 7).

	Text A	Text B	Text C
Name of the sight			
The type of the attraction (historical, natural, military)			
Brief description			
Cultural value			

Lesson 6. BELARUSIAN PLACES OF INTEREST

1. We are going to make a slide show about main Belarusian museums and monuments. Make a selection of five sights on the basis of your knowledge and memories, and argue your choice.
2. Present your slide shows. Write in one sentence what you want to highlight for each attraction.

Model: (Name of the sight / monument) ... was created to (commemorate / protect / save / develop) ...

Example: The Brest Fortress Memorial was created to commemorate the acts of bravery of the defenders of the fortress, who were the first to take the blow from the Nazis in June 1941.

3. Choose the best photo taken personally during an excursion and bring it to the lesson. Present the picture to your classmates by answering the questions.

1. When was the picture taken?
2. What places did you visit?
3. What did you do before taking the photo (ask permission to take a photo, go around the showrooms, choose a good place to take a photo...)? And after (thank, check the quality of the photo...)? Tell us the details of your excursion.
4. Describe the photograph. What things do we see? Why did you choose to take this photo?
5. What emotions do you have when you look at it?

4. Read the identity card of a famous place in Belarus and make the identity cards of the places you have chosen. You can modify the identity card if necessary.

Identity card

Name: Belovezhskaya Pushcha National Park

Geographical location: in the west of the country

Area: 15 hectares

Type of excursion: eco-tourism

Collections / objects: the flora and fauna of Belarus

Symbols: aurochs

Activities: admiring nature, walking in the forest, getting to know rare species.

5. Read the text and A) fill in the blanks with the words below; B) note the information that is not mentioned in the identity card.

Belarus, national, animal, fir, flock, area, visitors, territory, sight, Ukraine, symbol, tourist

One of the (1) ... attractions popular not only in Brest region, but throughout the country — is, of course, the (2) ... park “Belovezhskaya Pushcha”. Belovezhskaya Pushcha is the last island of vast European forests that stretches from England to Italy and from Ukraine to the Urals. No wonder it is included in the UNESCO World Heritage List along with other unique forests of the planet.

The (3) ... from Belovezhskaya Pushcha, which has become the symbol of Belarus, is the aurochs. You can easily see these giants while walking through the aviaries. Thanks to the scientists and nature lovers who created “International Society for the Conservation of aurochs” in the 20th century, we have an opportunity to see this magnificent (4) Today, the aurochs live in (5) ... , in Poland, in Lithuania, in (6) ... and in the Caucasus. But the first (7) ... of aurochs, bred in captivity, was released into the wild in Belovezhskaya Pushcha in 1952.

A fabulous (8) ... — the residence of Father Frost was created in 2003. The seat of the most beloved magician is an old nursery of the aurochs. The (9) ... of the property is 15 hectares. Its territory has the tallest (10) ... (40 m), which is about 120 years old. Amazing wooden sculptures are created on the (11) ... of the property by one of the most famous woodcutters in the country, Alexandr Maslo. The residence welcomes (12) ... all year round.

6. Look at the images and choose a) the picture that does not fully describe this attraction, b) the picture which serves best to describe the place, c) the picture that illustrates specific features of this place.



1



2



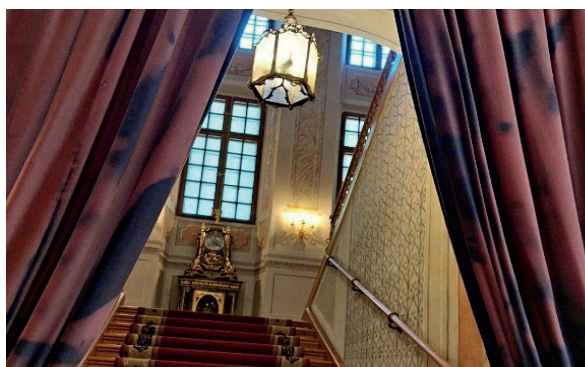
3



4



5



6



7. Use the information from the lesson or scan QR-code to find more facts about this place. Write a short summary.

Lesson 7. MAKING A PRESENTATION

1. **You are going to prepare a presentation on Belarusian heritage. The presentation should contain twenty slides.**

Create a PowerPoint presentation.

Choose a design and a basic colour same for all slides.

To animate each of your slides, choose a logo of the curiosities.

Add the first slide: title, author(s), year, class.

2. **The second slide should present the introduction that talks about the diversity of the heritage, cultural richness and tourist attractiveness of Belarus. It is also possible to explain the choice of tourist attractions that you are going to talk about. Do not overload the slides with information, include only basic points!**
3. **Outline the plan of your presentation. Discuss the order of the sights and make a list of them.**
4. **Each slide should expose only one sight. Insert the text and photographs. You can change the size of an image. Present the essential information on the screen: do not overload the slide with text (details will be provided orally). Highlight titles and keywords. Caption your photographs (name of the work, museum, dimensions, etc.). You can also add the desired animation effects.**
5. **Show your itinerary on the map. Do not forget to use arrows, graphic elements and icons that are used to highlight the sites.**
6. **Write a summary or a conclusion for your presentation.**
7. **The penultimate slide should present the list of your sources.**
8. **The last slide presents your thanks.**

Useful sites and resources (scan a QR-code to search for information).

SCAN ME



Lesson 8. FESTIVAL OF BELARUSIAN ATTRACTIONS

1. Watch the video (00:20–3:00) and answer the questions.

What is a PechaKucha?

How is it made?

How is it delivered?

2. Read a short description and check your guesses.

PechaKucha is a style of talk to a group of people in which twenty slides or individual pages of information on a computer screen are shown for exactly twenty seconds each. The presentation style of PechaKucha keeps presenters on track and on their toes.

Have you ever done this kind of presentation?

What difficulties can we face while creating it?

3. Make use of the following texts while presenting. Everybody should speak for twenty seconds.

Let's start from Minsk region. To satisfy your wanderlust visit Belarusian state museum of vernacular [və'nækjulə] architecture and ethnic heritage in the village of Ozertso Minsk district. The museum is located several kilometers away from Minsk. Today the museum displays nearly 40 objects. Among them are Pokrovskaya Church of the 18th century, a parochial [pə'rəukiəl] school, a windmill and a barn, a tavern, a blacksmith's shop, a bathhouse, houses of well-off and poor peasants.

The town of **Vetka** and its outskirts in Gomel oblast are an extremely interesting place in south-eastern Belarus. It was the place where Belarusian Old Believers settled after the schism in the Orthodox Church in the late 17th and 18th centuries. The **Vetka Folk Arts Museum** was established in 1978 and was based on the personal collection of Fyodor Shklyarov, whose forefathers were members of the local group of Old Believers.



The **village of Bezdezh**, Brest oblast, is over 600 years old. Bezdezh prides itself on snow-white flax aprons, which have become a true brand of the locality. Craftswomen toiled a lot to create an apron. Flax was collected at a precisely defined time, it took ages to convert it into the finest yarn. Three hundred **threads** had to be as thin as to go through a **wedding ring**. Special secrets were used to obtain the famous white colour of the fabric. After that symbolic patterns

were embroidered upon ready aprons. In **1999 the Bezdezhsky Fartushok museum** opened in the village. It features an extensive collection of ancient aprons, rushnyks and other articles of the national costume.



houses: potter's, baker's, carpenter's, blacksmith's, weaver's, house of craftsmen specializing in embroidery, straw and vine wickerwork, moonshiner's. Ethnic festivals, fairs, and Belarusian folk holidays are staged in the tourism and entertainment complex.



early days. The collection consists of household articles used at the turn of the 19th–20th centuries as well as copies of archival documents and works by Chagall, relating to the artist and his family's life in Vitebsk. The Art Center of Marc Chagall was founded in 1992; it permanently exhibits graphic works by Marc Chagall (lithographs ['lɪθəgrɑ:f], xylographs ['zarləgrɑ:f], etchings).



Open the door to new worlds and visit medieval Lida castle, a fine archeological monument that is officially protected by the state. It lies a hundred and twelve kilometers north-east of Grodno. Lida Castle was built in the early **14th century** by Grand Duke Gediminas of Lithuania. It has withstood 7 centuries of battles and occupations of the surrounding land. Lida Castle is similar in layout to another famous place in Belarus, Mir Castle. Boulder walls constructed in the early 14th century were later faced with red brick. Lida castle today is an all-season tourist attraction, drawing **thousands of visitors** every year. During the summer, **knights' tournaments** are regularly held in this Belarus castle. In the winter time the inner yard of the castle, an area 80m by 80m, is converted into an **ice-skating rink**.

4. Recall the information from the texts, complete the following chart.

№	The name of the site	Its history and the past	Its current state	Its future
Text 1				
Text 2				
Text 3				
Text 4				
Text 5				
Text 6				

5. Make an illustrated map of Belarus highlighting the described landmarks. Add your own sites. Follow the model.



Lesson 9. PLANNING A TRIP FOR FOREIGN FRIENDS

1. Work in three groups and do the following tasks.

Task 1. Scan the text.

Task 2. Formulate the main idea of every passage in one-two sentences.

Task 3. Entitle your passage.

Group 1. The history has decided that practically entire Belarusian territory may be treated as a thematic military and historical park. When wandering across Belarus, one can follow the path of the Vikings. The history of Vitebsk and Polotsk counts off second thousand years. The cities are the most ancient ones in Belarus, coeval with Ukrainian Kiev, Lithuania and Russian Smolensk. Vitebsk is in the middle of the ancient trade way called “the way from the Varangians to the Greeks”.

Task 4. Find the English equivalents to the following word combinations:

Путешествуя по; следуя по пути из варяг в греки; насчитывать; сверстник; древний торговый путь.

Group 2. A legend goes that in the year 974 Olga, the Kiev Duchess, having fought the yatvyagi and pechenegi tribes, crossed the river Dvina and camped with the troops there. She liked the mount and founded the wooden castle and called it Vitebsk because of the river Vitba. Later Vitebsk regiments waged wars under the command of Alexander Nevski, under the banners of Russian tsars Ivan the Terrible and Peter 1.

Task 4. Find the English equivalents to the following word combinations:

легенда гласит; княгиня Ольга; победив племена; разбила лагерь; вести боевые действия / сражаться под знаменами.

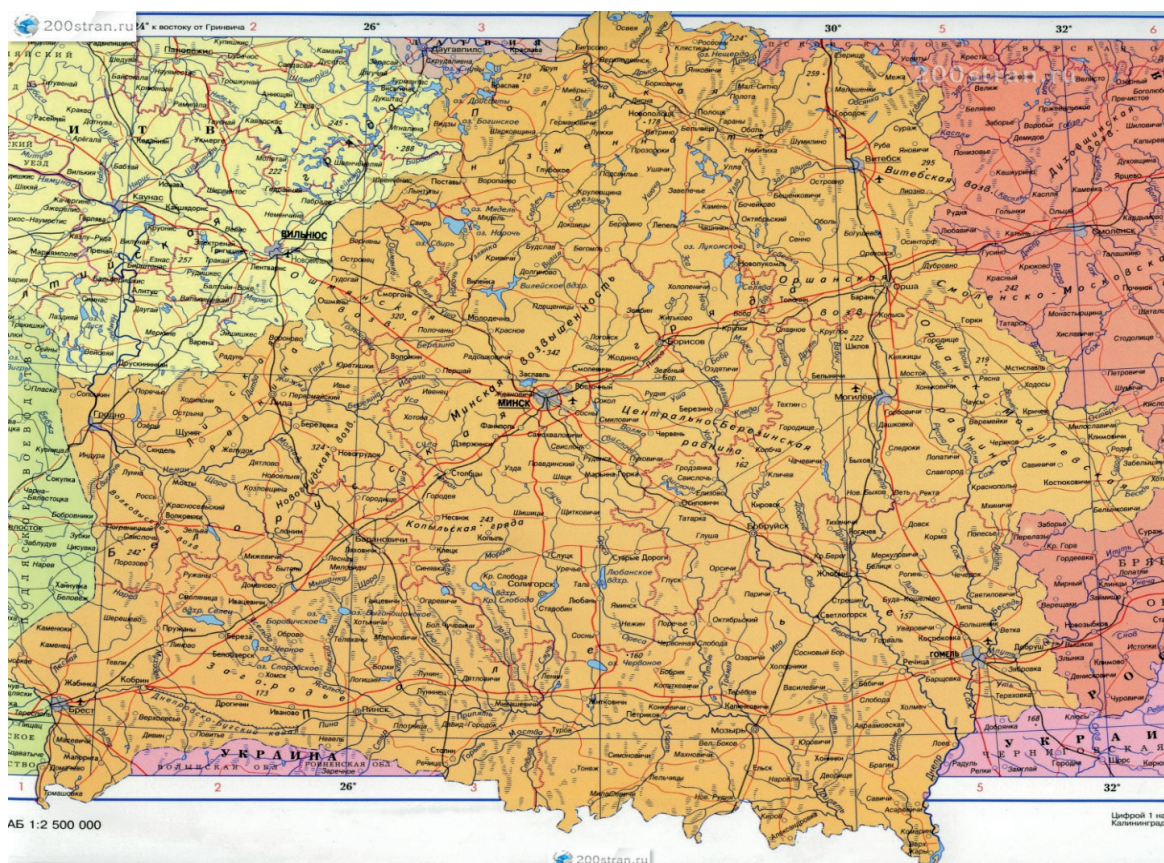
Group 3. Other Belarusian settlements on the territory of modern big cities were first mentioned in the chronicles in the 12th century. Berestye settlement (modern Brest) dates back to 1019, Mensk (modern Minsk, the capital of Belarus) — to 1067. When united the Belarusian principalities (Turov, Slutsk, Polotsk and others) were lucky to avoid the Tatar yoke that enslaved the Russian neighbours for long years. In 1249 the Belarusian troops won victory over Tatars and Mongolians near Krutogorye (modern Dzerzhinsk on the outskirts of Minsk).

Task 4. Find the English equivalents to the following word combinations:

поселение; были упомянуты в летописях; княжество; монголо-татарское иго; превратить в рабов.

2. Present your main ideas, titles and English equivalents to other groups. Prove your choice.

3. Pin the places mentioned in the texts on the map.



4. Rotate the groups. Work in groups of three and formulate the main idea of the passage using one-two sentences. Give it a title.

Group 1. In the 13th–16th centuries the Grand Duchy of Lithuania was a powerful state spanning Belarus, Lithuania, Kiev, Chernigov and Volyn areas of Ukraine and western Russia from the Baltics to the Black Sea. The Grand Duchy

began its rise to power under the reign of Mindovg (Mindaugas) in the 13th century. The Belarusian language was the official state language in it. Grodno, Novogrudok and other places used to be the sieges of the royalty.

Group 2. Rzecz Pospolita (1569–1795) was drawn into wars in Europe and with Russia including: 1654–1667 — war with Russia; 1700–1721 — the Great Northern War (Sweden and Russia) war. There are two Belarusian settlements that retain the Great Northern War in their memory. In 1708 Karl XII won his last glorious victory near Golovchin village, Mogilev region. Voltaire wrote about that battle. The same year the Russian troops headed by Peter I smashed a 12-thousand Swedish corps near Lesnaya village, Slavgorod district, Mogilev region. A memorial chapel erected in honour of the Russian troops' victory is today a place where the military and historic museum is located.

Group 3. The outline of the main historical events within the Russian Empire period (1772–1917) can be forwarded to 1794 revolt in Poland, Lithuania and Belarus under Tadeusz Kosciuszko's leadership (see his portrait and the monument to him in Chicago). Born in Belarus in 1746, Kosciuszko is considered a national hero in the USA, Belarus and Poland for his leadership in the American Revolutionary War and the uprising against Imperial Russia and the Prussian Empire in 1794.

A string of Russian Empire conflicts also includes:

- Napoleonic invasion of Russia (1812);
- Polish Revolt (1830–1831);
- Great Rebellion, headed by Kastus Kalinowski (1863–1864).

5. Scan the final passage of the text. Get ready with the tasks on the text for two other groups.

Example: Put down three questions of different types. Tell us some words about Tadeusz Kosciuszko, etc.

To commemorate the events of the French-Russian war the monuments in honour of victory of the Russian forces over the French troops, and in memory of the French soldiers perished in the battlefield were erected in Brilevskoye field near Borisov (Minsk region) on the bank of the Berezina river. Other Belarusian places that witnessed the First Patriotic War are: Vorony village, Vitebsk region; Klyastitsy village, Rossony district, Vitebsk region where the troops headed by Earl Wittgenstein won their famous victory over the French troops, and Saltanovka village Mogilev region, the place of the severe battle between the corps of general Ranevsky and Napoleon's troops under the command of Davout, the marshal.

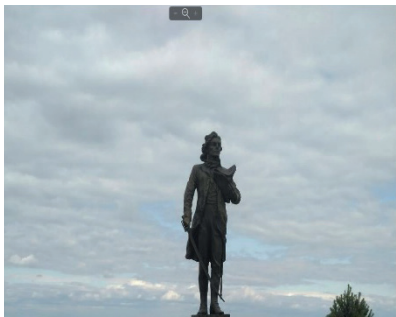
6. Use one of the services and make a timeline of the events described above.



Lesson 10. ORGANIZING A TRIP FOR FOREIGN FRIENDS

1. Match the snapshots to the pictures.

- a) Tadeusz Kosciuszko's museum
- b) Monument to Tadeusz Kosciuszko in Belarus (Meretsevshchina village, Ivatsevitchi district, Brest Region)
- c) Tadeusz Kosciuszko's portrait
- d) Monument to Brigadier General Thaddeus Kosciuszko
- e) Monument to Tadeusz Kosciuszko in the USA (Chicago, Illinois)
- f) Kossovo palace



1



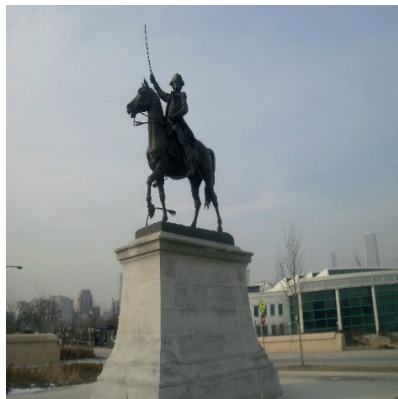
2



3



4



5



6

2. What do you know about the Puslovskis' family? Do you know a lot about Tadeusz Kosciuszko? Let's divide into two groups and find out. Follow the links.



3. Work in two groups. One group is going to prepare an outline of an excursion to Kossovo Palace. The other group is going to develop a trip planner of an excursion to Tadeusz Kosciusko's homestead. Use the following rubrics and model phrases: introduction, history, new building, the palace / homestead today, acknowledgements.

Model phrases:

- the collection/s includes/de... pieces (artefacts / items)...
 - it features...
 - smth is donated...:
 - new exhibits were added...
 - the museum / palace acquires new valuable assets from...
 - the holdings are growing...
 - it displays...:
 - it houses...
 - it accommodates...
 - the museum / palace is planning...
4. Imagine you are a museum guide. Tourists are English-speaking teens. The time of the excursion is five min. Present your tour plans.
5. Reflection. Finish the sentences. Ask and answer the questions. Use the Past Simple, Present Perfect and the Present Continuous:

At the beginning of the lesson I... , then we... ,
after that... , finally I... .

How was I doing (speaking, reading)...? (answer)

Why have I... at the lesson? (answer)

Why haven't I... at the lesson? (answer)

Next time I'll...

Lesson 11. PLANNING A GUIDED TOUR

1. Look at the photo. What can you see in this picture? Could you read the names of the street? Guess where this street is? Is it worth knowing the previous names of the streets?



2. Look at the pictures below. Have you guessed the name of the place?



3. Do a mini-survey about the history of main streets in your native place. Ask your classmates, parents and grandparent, your History teacher, your Geography teacher, your local museum guides.
4. Watch the documentary on historic names of some streets in the centre of Minsk. Tell about one of the streets.
5. Here is London bucketlist. Guess the meaning of the word 'bucketlist'. Study it with your partner. Use a pronunciation dictionary to learn the correct pronunciation of new words.



<https://bucketlistjourney.net/my-bucket-list/> ►

6. All in all, there are about 1,400 streets, lanes, boulevards and rides in Minsk. A hundred and thirty of them are named after the war heroes. Put down up to ten key words (verbs and nouns) from the documentary. Find their equivalents.

знаковые места — iconic locations

государственный исторический архив — State Historical archive

низкое зыбкое место — ...

современное название улица получила — ...

была переименована — ...

линия конки — *horse-drawn car*

пешеходная улица — ...

7. Compile Minsk or your place bucketlist. Focus on the streets. Check it.

8. Londoners love their bridges. Do you know the names of some of them?



9. Scan the QR-code to learn the facts about bridges in your city / town / village.

Lesson 12. REASONS TO VISIT BELARUS

1. Do you think it is a good beginning of the excursion? Watch the video and use it to formulate the reasons to visit this area.

However much time you have, a visit to Braslav and the lake area will bring you closer to one of Belarusian best tourist attractions.

2. At first, we will find out what you know about the Braslav Lake Area. I wonder if you have been there. Show it on the map.

3. Work in three groups. Scan the texts. Pay special attention to new words. Make your own two-sentence tourist advertisement using the information from the texts. Read out your ads.

Group 1. The Braslav Lake Area is famous for **unusual** landscapes and **terrain** left by the **ancient glacier**. The major **asset** and pride of the region are its lakes. Here you can find **about 300 lakes** of various sizes, forms, depth, composition, water **transparency**, **flora** and **fauna**. For their unusual beauty, they are called “**the blue necklace**” of Belarus. The deepest lake is the **South Voloso**. **More than 40 meters** deep. The **biggest one is the Drivyaty**, which covers **36 square kilometers**.

Group 2. Braslav district is a **land of islands**. There are **over 100** of them. Fishermen and their families lived on the big islands until the 1940s, but now only tourists can be seen here. Another **peculiar feature of Braslav landscape** is its hills.

In the **1930s**, there were summer **recreation facilities**, children’s camps, **three yacht-clubs**, and sports grounds. Braslav became the **venue of sailing competitions, festivals and exhibitions**. During the **Second World War**, the tourist infrastructure of the district was destroyed. The **Braslav Lakes** recreation centre opened in 1958. A **recreation resort Braslav** was set up in 1970 and **Braslav Lakes National Park** was established in 1995.

Group 3. Thanks to a broad variety of ecosystems (forests, lakes, **meadows, bogs**) the **animal world** is extremely diverse. There are 216 species of birds (**mute swan, black stork, common crane, herring gull, willow grouse**). 45 species of **mammals** like an **elk**, deer, a **roe deer**, a boar, as well as animals included into the Red Book of endangered species, like a **badger**, a **lynx**, a brown bear, a **pond bat**, a **northern bat** live here. It is natural that the lakes are rich in fish. Scientist have described 34 species of **fish** (a **pike**, a **perch**, a **tench**, a **bream**, a European carp, an **ide**, a **catfish** and an **eel**, as well as species included into the Red Book, like a **vendace** and a **smelt**).

4. Learn the names of some Belarusian mushrooms. Describe your own experience of picking up mushrooms.



chantarelles — лисички

brown birch boletes [‘bəʊlit] — подберезовик; боровик



red-capped scaber stalk — подосиновик

edible boletus — белый гриб

5. Do you think it is a good ending of the excursion? Write your personal reasons to visit Braslav and the lakes to improve it.

Hundreds of picturesque lakes, primeval nature and an unusual landscape shaped by the Ice Age made Braslav region one of Belarus' most amazing places.

Lesson 13. MAKING A QUIZ

1. Choose the question and discuss it with your partner.

1. Who are the authors of our national anthem?
2. Do you know the legends explaining the country's name?
3. When did the history of independent Belarus start?
4. Describe the national coat of arms.
5. What are the symbols of Belarus?
6. Do you often speak Belarusian?
7. Do you know your great grandparents' names, jobs, and places of residence?

2. Reflection. Pin your name to the island you are on now.

3. Work in pairs. Draw and study the map of your town / village / city. Arrange the information about tourist attractions in the "Key to Map" box. Use the information about these places of interest. Follow and develop the given model asking the way to different places. Make up short dialogues.

Model:

- Excuse me, how can I get from ... to ... ?
- Walk along ... Street for half a block, turn left at the crossing and walk along ... Street for 5 min. ... is on the right.

4. Complete the passage with missing information. Work individually.



The Belarusian settlements on the territory of modern big cities were first mentioned (name the tense form) in the chronicles in the ...th century. The archaeological museum ... shows a Slavic settlement of ancient Brest with relics of log street pavements, wooden houses and service buildings.



... formerly known as Brest-Litovsk Fortress was the 19th century Russian fortress. It is one of the most important monuments commemorating the Red Army heroic resistance against the German invasion on Here the Great Patriotic War started. After the war, in ... the title Hero-Fortress was given to the Fortress in acknowledgement of the heroic defence of the frontier stronghold during the very first weeks of the Great Patriotic War.

The core of the fortress, ... , was a red-brick two-storey ring-shaped barrack (rondo), 1.8 km long, with 500 rooms, that accommodated 12,000 soldiers. Originally it had 4 gates, 4 semi-towers. Today one can see only ... and Terespol Gates.

5. **Work in pairs. Compile a set of questions about your native place. Provide it with the answers.**
6. **Use one of the platforms to make a quiz. Choose different types of tasks. Select pictures.**



7. **Pin your name to the island you are on at the end of the lesson. Explain the changes.**

Lesson 14. LOCAL ESSENTIAL GUIDE

1. **Do you know the names of any objects in Belarus included in the UNESCO World Heritage List? They are Belovezhskaya Pushcha, Mir castle, Nesvizh castle, and Struve arc.**



2. Scan the text about Belovezhskaya Pushcha, one of the four national nature parks in Belarus. Pronounce the new words after the teacher. Arrange them in the alphabetical order.

Was composed; lyrics; woodland; immense; primeval; spread; World Heritage Site; Biosphere Reserve; open-air cages / enclosures; habitat; etc.

3. Listen to the song. Match the Russian verses with their translation.

Here is our long-forgotten family home.
And, having heard now and then the voice of ancestors calling,
Like a grey little forest bird, from far-away centuries,
I fly to you, Belovezhskaya Pushcha.

4. Work in pairs. Scan the mini-text. Ask and answer questions of different types. Select the facts worth including in a tourist guide.

Belovezhskaya Pushcha is an ancient woodland located 70 km north of Brest. It is one of the last and largest remaining parts of the immense primeval forest which once spread across the European Plain.

This is the UNESCO World Heritage Site and Biosphere Reserve. It lies in Brest and Grodno regions of Belarus, and near the town of Białowieża in the Podlaskie Voivodeship not far from Białystok in Poland.

On the Belarusian side the Biosphere Reserve occupies 1,771 km² (684 sq miles); the National Park and World Heritage Site comprises 876 km² (338 sq miles). The border between the two countries runs through the forest.

The forest is home to 800 wisents, the continent's heaviest land animals. The security fence keeps the Belarusian and Polish wisent herds physically and genetically separated.

Visitors enjoy walking along the open-air cages where wisents (reintroduced into the park in 1929), tarpans (a semi-wild horse), wild boars, elks, and other indigenous animals are in enclosures of their natural habitat.

A new attraction in the Belarusian part of the Reserve is a New Year museum and the residence of Ded Moroz ("Grandfather Frost", the East Slavic counterpart of Father Christmas / Santa Claus). Thousands of tourists visit this attraction annually.



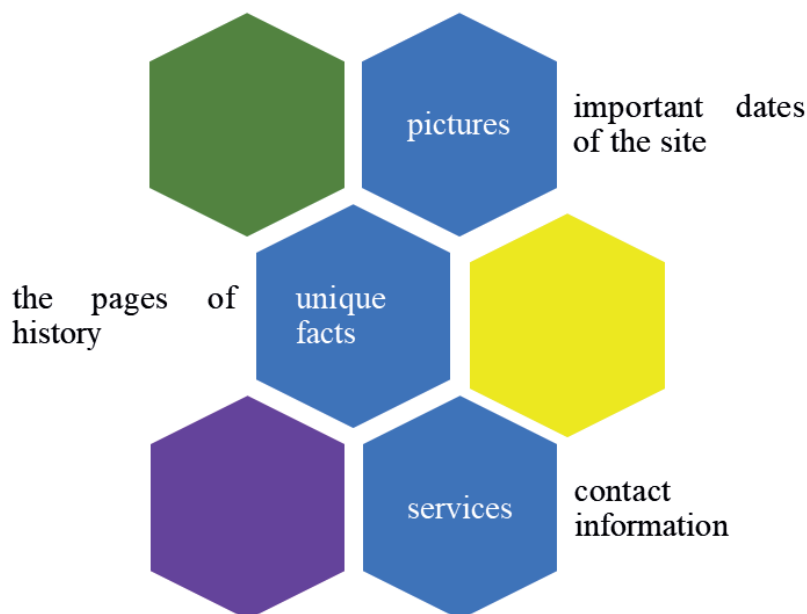


There is also a museum, restaurant, snack bar and hotel facilities. The Reserve was inscribed on the World Heritage List in 1992 and internationally recognized as a Biosphere Reserve under UNESCO's Man and the Biosphere Program in 1993. The Polish part was inscribed in 1976.

5. Find in the text the English equivalents of the following words and word combinations.

Слова песни; древний лес; расположен; простирается; место, включенное в список всемирного наследия ЮНЕСКО; зубр; стадо; ограждение; физически и генетически изолированные; гостям нравится; вольеры; дикие кабаны; лоси; исчезающие животные; места естественного обитания; был включен и признан мировым сообществом.

6. Discuss the content of the essential guide in small groups. The booklet for tourists should include the following: pictures, facts, maps, etc. Add your components. Make a draft copy.



7. Finish the sentences. Use the Past Simple, Present Perfect and Future Indefinite.

Before the lesson I wanted...
 At the lesson I...
 Before the lesson I didn't want to...
 At the lesson I haven't...
 Next time I'll...

Lesson 15. GOING ON EXCURSION

1. Choose a role and role-play an excursion to the library.

The list of participants:

- Senior schoolchildren speaking English (6).
- A guide.
- An English teacher.
- A parent.

2. A guide and a teacher should scan the texts below. In order to encourage visitors a guide prepares handouts and riddles.



The National Library of Belarus was founded on September 15, 1922. So, in 2022 it celebrated its hundredth jubilee. It houses the largest collection of the Belarusian print and the third largest collection of books in Russian after the Russian State Library (Moscow) and the Russian National Library (St. Petersburg).

It is now located in a new 72-metre-high building in Minsk. The building has 22 floors. It was completed in January 2006. The building can seat about 2,000 readers and features a 500-seat conference hall. Its main architectural component has the shape of a rhomb. The library's new building opened on June 16, 2006. The National Library of Belarus is the main information and cultural centre of the country. Its depository collections include 8 million items of different kinds of media.

In 1993 the National Library of Belarus started to create its own electronic information resources. It has generated a collection of bibliographic, factual graphic, full-text, graphic, sound and language databases that comprises more than 2 million records. The repertoire of databases is quite wide: humanities, social sciences, history, art and culture of Belarus.

The library users also have access to databases of other libraries and academic institutions, including foreign ones. The library service is in great demand. More than 90 thousand citizens of Belarus are library users, who annually request 3.5 million documents. Every day the library is visited by more than 2.2 thousand people. The library daily delivers about 12 thousand documents from its funds.

Besides serving its function as a library, it is a city attraction. The National Library is situated in a park on a river bank and has an observation deck looking over Minsk. In 2009 this was the only structure in Minsk with a public observation deck. Many public events utilize the area in front of the library for concerts and shows.





3. Two students of the group have been there. Formulate the questions to find out some new facts. Four pupils haven't been there. Two of them feel reluctant to go there. A guide has to motivate them and keep their attention. Watch the virtual tour, compare and contrast.

4. Prepare at least three questions to the guide.

5. Role-play the excursion you prepared. Use the table below to do self-evaluation.

Criteria	Indexes
Subject matter	<ul style="list-style-type: none"> • credible situation; • variety of participants' roles; • a real life problem; • a ready-made scenario; • a common goal; • solution/s; alternative solutions
Interactive collaboration	<ul style="list-style-type: none"> • everyone's participation; • collective or individual decisionmaking; • accurate modelling of the situation; • creative approach to finding the solution; • correctness of impromptu talk
Results	<ul style="list-style-type: none"> • validity of the solution/s; • sociocultural adequacy

Lesson 16. GOING ON A GUIDED TOUR

1. Think about the experiences that you will have in the role-playing game "A guided tour around the country".

Experience	Yes	No	Where	Reason
I have already participated in role-playing games				
I am interested in:				
• travelling outside Belarus				
• travelling around Belarus				
I know how to make a survey				
I know how to describe pictures				
I can search for information on tourist sites				
I know how to choose an activity to do				
I know the rules of behaviour and politeness				
This game may be useful for me				
I can't wait to start the game				

2. Read two texts and write the same text that corresponds to the settings of your role-playing game. Present it to other groups. Choose the best one.

You walk quietly along a public garden where you have an appointment with a friend. You are in a good mood. You are looking for a place to settle down... It's sunny, it's warm. It's spring... As you came early, you have time to enjoy this moment of rest and calm, to enjoy the sun... to enjoy the beauty of nature... You have time to look at the people passing by, the children playing... What a great time!.. Enjoy it... Ah!.. Isn't that the person you're waiting for?.. But yes, it's her/him... You wave to your friend...

You feel wonderful, the day has started well. You arrive very early at the place of your appointment in your favourite public garden... You choose a place to sit in the sun or in the shade... You enjoy this quiet moment to read, draw, write or just dream or doze... Nothing disturbs you and the weather is sunny and warm... The birds are singing... You are waiting for an important person to come... And when you see her / him coming from afar, you wave to her / him... Ah! there she is!

3. Participate in a role-playing game “A guided tour around the country”.

1. Preparations

Prepare interesting accessories for the game or ask the participants to bring some (suitcase, hats, bags, scarves, glasses, mustaches, etc).

2. Role-playing

Film or photograph a few scenes to keep track of the moments shared. Make notes on interesting information and dialogues.

4. Circle the number that indicates the success of the group's work.

Group work	Never	Sometimes	Often	Always
We worked hard on a task	1	2	3	4
I worked hard on a task	1	2	3	4
Everyone participated	1	2	3	4
Everyone spoke English	1	2	3	4
We did a good job	1	2	3	4
I enjoyed working in a group	1	2	3	4
I liked this type of interaction	1	2	3	4

5. Evaluate the work of other participants.

Group members (First name, Last name)	Role	Achievements	Areas of improvement
1.			
2.			
3.			
4.			
5.			
6.			

6. Evaluate the content of the game.

Name: ...

I liked the following activities: communication the presentation of the collections moving around the classroom	Reasons (Why? Why not?)
I did not like the following activities: communication the presentation of the collections moving around classroom	Reasons (Why? Why not?)
Activities where I learned the most:	Reasons (Why? Why not?)
Activities where I learned the least:	Reasons (Why? Why not?)
General impressions of the role-playing game:	Reasons (Why? Why not?)

Lesson 17. TRAVEL DIARY

1. In this lesson you will use your imagination and create a collage “Travel diary”. You will work individually first, then in a group. Remember all the highlights and emotions that you experienced during the “Journey around the native country” project and choose ten photos from the photo bank.
2. Classify the chosen photos into different categories that you define yourself. Negotiate them within the group and add the categories and then make the rankings. Present your ranking to others.

Example:

“The most involved / motivated participant”.

“The most attractive region”.

“The friendliest atmosphere”.

3. Arrange the photos and put them on a page (A3 size). Think of the titles and captions that express your impressions, emotions and ideas evoked by these photos. Associations can be humorous or absurd.

Model:

1. Thank you, Marie, for this beautiful interpretation of the role of the guide and I am looking forward to discovering a new place of our country.

2. This tourist attraction has provided many explanations, anecdotes and historical elements: everything is well documented.

4. Presents your collages to the others. Be ready to answer your classmates’ questions.
5. Write the essay “The best tour around my country” or “Tourist itinerary to advise”. Express your opinion, argue the choice and defend your point of view.

Useful expressions

A. *Take the road, explore its centre, its coasts, its massifs, every little corner of... , hidden gems, unusual places, gastronomic specialties, magical landscapes to discover; some itineraries are particularly famous; the tourist attraction that will enchant your trip; tourist routes are a good solution for a lively holiday and not to miss anything of the region visited...*

B. To formulate an opinion in relation to a person, about a fact, in relation to an object or an idea, the following verbs can be used:

I think that...

I guess...

I consider...

I suspect that...

In my opinion, ...

For me...

According to my opinion...

I have a feeling that...

I feel like...

C. in the company of... , it was really great, very good guide, punctual and with a good sense of humour, delighted to have shared this moment, appreciate the presentation, discover many places, historical facts and anecdotes, everything is well documented, meet again, super interesting, charm and beauty, the icing on the cake, very informative, kind, patient and attentive, cultured, with relevant support.

6. Evaluate the success of the “Journey around your home country” project by completing the table.

Criteria	Fully agree	Partially agree	Disagree
I have learned to adapt to new conditions by interpreting different roles			
I have learned to adapt to new conditions by acting as a quiz, collage, survey creator			
I have developed digital technical skills: I learned how to make slideshows, how to use software and applications to create mind maps, timelines, word clouds, quizzes			
I have developed communication skills: I learned to work in small groups taking into account the emotions and feelings of each participant			
I have learned to ask for advice			
I have learned to solve communication problems both orally and in writing			
I have learned to make a reasonable choice			
I have learned to analyse and classify information of different types: textual, graphic...			

I have learned to share my emotions and feelings			
I have learned to express my emotions and feelings well			
I have learned to make creative decisions			
I have learned to listen to each other's opinions			
I have mastered the culture of oral communication and I have respected the rules of politeness			
I have expanded my vocabulary talking about trips around the native country			
I have learned how to speak in public			
I have learned to summarize and analyse information,			
I have learned to avoid conflicts or resolve them when they emerge			
I have learned to compare the native and foreign cultures			
I have learned to evaluate the achievement of goals			