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ФУНКЦИОНАЛЬНАЯ ГРАМОТНОСТЬ

КУЛЬТУРА ИНОЯЗЫЧНОГО РЕЧЕВОГО ОБЩЕНИЯ АНГЛИЙСКИЙ ЯЗЫК

8 (9)
класс

ДИДАКТИЧЕСКИЕ МАТЕРИАЛЫ

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

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Содержание

ПРОЕКТ 1 “SMALL TALK ACROSS CULTURES”	5
Lesson 1. SECRETS OF EFFECTIVE COMMUNICATION.....	5
Lesson 2. SAYING “HELLO”	7
Lesson 3. SAYING “GOODBYE”	8
Lesson 4. COMPLIMENTING IN ENGLISH	11
Lesson 5. CONGRATULATIONS AND WISHES	14
Lesson 6. REQUESTS.....	17
Lesson 7. EXPRESSING GRATITUDE.....	21
Lesson 8. MAKING SUGGESTIONS. AGREEMENT.....	23
Lesson 9. EXPRESSING AGREEMENT AND DISAGREEMENT	25
Lesson 10. EXPRESSING OPINIONS.....	28
Lesson 11. FORMULATING ARGUMENTS	29
Lesson 12. REACHING MUTUAL UNDERSTANDING.....	32
Lesson 13. TALKING ABOUT THE WEATHER.....	34
Lesson 14. DIPLOMATIC LANGUAGE	37
Lesson 15. DIPLOMATIC LANGUAGE	40
Lesson 16. HOW TO PLAN A SMALL TALK	42
Lesson 17. PLANNING A SMALL TALK.....	44
Lesson 18. “FAMILY PARTY”. ROLE-PLAY.....	45
ПРОЕКТ 2 “NATIONAL CULTURE DAY”.....	50
Lesson 1. What is national culture?.....	50
Lesson 2. National music	53
Lesson 3. Popular art. Folk dances.....	55
Lesson 4. Popular art. National costume.....	57
Lesson 5. Popular art. Craftsmanship	58
Lesson 6. Popular art. Oral folk arts.....	60
Lesson 7. National cuisine	63
Lesson 8. National celebrations	65
Lesson 9. BELARUSIAN MUSIC.....	68
Lesson 10. BELARUSIAN NATIONAL DANCES.....	70
Lesson 11. BELARUSIAN NATIONAL COSTUME.....	73
Lesson 12. BELARUSIAN CRAFTS	75
Lesson 13. BELARUSIAN FOLKLORE	77
Lesson 14. BELARUSIAN CUISINE	79
Lesson 15. NATIONAL CUSTOMS AND TRADITIONS	82
Lesson 16. THE DAY OF BELARUSIAN CULTURE. PREPARATION	84
Lesson 17. THE DAY OF BELARUSIAN CULTURE. PRESENTATION	85

Проект 1

“Small talk across cultures”

Lesson 1

SECRETS OF EFFECTIVE COMMUNICATION

1. Look at the following comics, read the speech bubbles. Say what is wrong in the situations presented and why a person is surprised. Compare your ideas with the partner.

Situation 1

Рис. 1

Женщина-экскурсовод и группа

Бабл женщины: Here you can see one of the most beautiful and oldest buildings in London. It is the Tower of London. Its buildings and grounds served as a royal palace, a prison, a place of execution, an arsenal and a public records office

Бабл парня: WHAAT?

Рис. 2

Женщина-экскурсовод очень сильно удивлена.

Situation 2

Рис. 3

2 парня. Парень 1 вручает упакованный подарок другому. На фоне украшенная новогодняя елка

Бабл парня 1: I sincerely congratulate you and wish you to be healthy and succesful. May all your wishes come true!

Бабл парня 2: ????? на лице — удивление.

Situation 3

Рис. 4

2 мальчика перед классом. Ученик 2 с портфелем

Бабл ученика 1: Good afternoon! I warmly welcome you to our class. I'm the president of the class. My name is John. Take a seat!

Бабл ученика 2: ????? на лице — удивление.

Situation 4

Рис. 5

2 ученицы перед зданием школы

Бабл ученицы 1: Aren't you coming to class tomorrow?

Бабл ученицы 2: Yes.

Рис. 6

2 ученицы перед зданием школы

Бабл ученицы 1: ????? на лице — удивление.

Situation 5

Рис. 7

Учитель перед классом

Бабл 1 (ученика): Speak louder, Mr. White!!

Бабл учителя: ????? на лице — удивление.

Situation 6

Рис. 8

2 мужчины выгуливают поздно вечером собак. На улице темно

Бабл 1: Good night, Mr. Brown!

Бабл 2: ????? на лице — удивление.

2. Why did these misunderstandings happen? Brainstorm as many reasons as possible.



Рис. 9

Help Box

Respect, proper language, empathy, friendliness, careful listening, non-verbal communication, cultural norms and traditions, emotions, clarity, completeness.

3. Write down 3 most important elements of effective communication. Compare them with your classmates.

4. Works in pairs. Look through the comics in ex. 1 again and discuss how people should respond in the following situations.

5. Study the following resources for creating comics. Choose one you like most.



MakeBeliefsComix



Canva



Pixton



WittyComics

6. Choose one situation from ex. 4 and create comics.

Lesson 2

SAYING “HELLO”



1. Watch the video (00:05–00:30) and guess what today lesson is about.
2. Read and remember useful phrases. When do people use them?

Hello!	Hi!
Good morning!	Good afternoon!
Good evening!	Nice to meet you!

3. What other greetings do you know? Brainstorm at least 5 ways of saying “Hello”.

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



Puc. 10



4. Watch the video (00:30–2:30), write down all greetings that the speaker uses. Compare your answers with the lists you made in ex. 3. Are they different?

5. Conduct a survey to learn about the greetings your groupmates use. Make a report about the results. Use the model.

Everyone in our group uses...
Only 2/3 people use...
No one uses...
The majority of people in our group uses...

6. Look through the list of greetings. Mark them as formal (F), informal (I) and neutral (N).

- | | |
|--|----------------------------|
| a) What's up / new? | j) What's going on? |
| b) Good morning / afternoon / evening. | k) How are you (doing)? |
| c) Hey, man! | l) (It's) nice to see you. |
| d) How is your day (going)? | m) Hi! |
| e) How's everything? | n) Pleased to meet you. |
| f) How are things? | o) How's life? |
| g) How have you been? | p) Long time no see! |
| h) Howdy! | q) How do you do? |
| i) Hello! | |

7. Match the following greeting formulas with the time when they are used. One is extra.

- a) 5:00 a.m. to 12:00 p.m
- b) 12:00 p.m. to 6:00 p.m
- c) after 6 p.m. or when the sun goes down

- 1. Good night
- 2. Good evening
- 3. Good afternoon
- 4. Good morning

8. Is “Good night” considered a form of greeting? When do we say “Good night”?



Puc. 11

9. Write down 5 formal and 5 informal greetings into your phrasebook.

Lesson 3 SAYING “GOODBYE”



1. Do some greetings differ in different countries? Watch the video and check your guesses. What impressed you most? What do we have in common? Give examples.



Puc. 12

2. Watch the episode (1:30–2:00) and guess the topic of the lesson.



3. Study the expressions. When do people use them?

Bye!

See you soon!

I must be going!

Bye-bye!

Talk to you later!

Take it easy!

See you later!

I've got to get going!

I'm off!

4. What other ways of saying "Goodbye" do you know? Complete the mind map with your ideas.



Puc. 13



5. Watch the video (2:30–5:20) and write down all the ways of saying "Goodbye" in English. Compare the answers with your classmates.

6. Divide the phrases into 2 groups: formal (F) and informal (I). Complete the chart.

a) Farewell!

b) Bye for now!

c) Take care!

d) See ya!

e) It was a pleasure speaking with you.

f) I look forward to our next meeting.

g) Goodbye!

h) See you!

i) Keep in touch!

j) I've got to get going.

k) I'm off.

Formal	Informal
...	...
...	...

7. Use the words *wonderful* / *nice* / *good* / *amazing* to make wishes.

Day ♦ Evening ♦ Rest of the day ♦ Rest of the week ♦ Afternoon ♦ Weekend

Model: *Have a nice evening!*

I wish you an amazing weekend!

8. Read the following farewells. How are they different? Do they sound more polite?

I hope to see you soon.

I hope to hear from you soon.

Hopefully, we will hear from each other soon.

9. Write down 5 formal and 5 informal farewells into your phrasebook.

10. Look through the situations. Choose the appropriate answers. Compare them with your classmates.

Situation 1

Рис. 14. Парень и девушка сидят в библиотеке. Желательно девушка слева, парень справа

Бабл девушки: I am going to get some ice cream now. Would you like one too?

Бабл парня: Yes, with pleasure. A strawberry one.

Девушка встает и уходит, парень смотрит на второй картинке на нее, бабл пустой.

a) Have a nice day!

b) See you soon!

c) Bye!

d) Goodbye!

Situation 2

Рис. 15. 2 человека разговаривают по телефону. В бабле у одного "Bye", у второго пустой бабл

a) Bye!

b) See you soon!

c) Many greetings!

d) Farewell!

Situation 3

Рис. 16. Учитель входит в класс, перед ним много детей. Пустой бабл у учителя

a) Hello!

b) Hi!

c) Good morning, everyone!

d) Howdy!

Situation 4

Рис. 17. Учитель выходит из класса, дети собирают вещи. Пустой бабл у учителя

a) Take care!

b) Have a nice day!

c) Hope to see you again soon.

d) Goodbye!

Situation 5

Рис. 18. Два парня общаются

Бабл 1-го: I'm coming to your office next week.

Пустой бабл у второго.

a) All right, see you then!

b) See you!

c) I hope to see you again soon.

d) Goodbye!

11. Work in pairs and create comics. Use one of the following resources.



MakeBeliefsComix



Canva



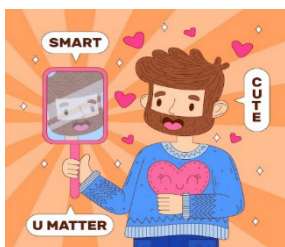
Pixton



WittyComics

Lesson 4 COMPLIMENTING IN ENGLISH

1. Look at the pictures. What are the people doing? Guess the topic of the lesson.



Puc. 19



Puc. 20

2. Read and remember some useful expressions. What are their Russian equivalents?

A compliment (n.)	To compliment (v.)
To make a compliment	To pay a compliment
To appreciate a compliment	
To fish for a compliment	

3. Are compliments good for people? Why do we make compliments? Read the passage and find the answers to the questions.

It feels great to receive a compliment. Research shows getting a compliment gives us the same positive boost as receiving money. The health and happiness benefits of the compliment giver are also well-documented.

Compliment is one of the easiest ways to make people around you happy. It's good for you too. The more you compliment, the better you feel.

The following compliments can work for almost any situation, when you compliment a friend or a colleague.

Complimenting positivity

These compliments focus on the joy, fun and positive outlook the person brings.

Your smile is contagious.

You have a great sense of humor.

You're like sunshine on a rainy day.

You're a candle in the darkness.

Complimenting personal traits

These compliments focus on different qualities the person shows.

You're strong.

You are brave.

You're a great listener.

You're inspiring.

Complimenting intelligence and creativity

These compliments show that you appreciate the person's abilities.

You're a smart cookie. (cookie — a clever person who makes good decisions)

You have the best ideas.

You're always learning new things and trying to better yourself.

Complimenting accomplishments

It is often good to compliment a specific action or achievement.

I am so proud of you!

You are making a difference.

You're a great example to others.

Complimenting personal relationships

These compliments that focus on how the person relates to others.

You're an awesome friend.

Being around you makes everything better.

You always know what to say.

Complimenting Appearance

You look great today.

That color is perfect on you.

I absolutely love that shirt. It really brings out the color of your eyes.

Your hair looks so great today.

You have such a great sense of style.

4a. Read the passage again and write down 3 examples of each compliment type into your phrasebook.

1. Complimenting positivity.
2. Complimenting personal traits.
3. Complimenting intelligence and creativity.
4. Complimenting accomplishments.
5. Complimenting personal relationships.
6. Complimenting appearance.

4b. Discuss the questions in pairs.

1. How do you feel when other people compliment you?
2. How do you feel when you make a compliment?
3. Who do you compliment more often? Your relatives, friends, strangers...

5. Analyze the most popular compliment patterns. Write down 2 examples for each pattern.

1. Noun Phrase + is / look + (really) + Adjective.
2. I + (really) + like / love + Noun Phrase.
3. You + Verb + (a / an) + (really) + Adjective + Noun Phrase!
4. You have + (a / an) + (really) + Adjective + Noun Phrase.
5. What + (a / an) + Adjective + Noun Phrase!

6. Read the following compliments. Which of them are used to A) compliment appearance; B) compliment personality; C) compliment accomplishments.

1. I think you're nice. 2. I like talking to you. 3. I like the way you think. 4. I like your jokes. 5. I like your jacket. 6. Your jacket is chic. 7. I admire your patience. 8. I admire your punctuality. 9. You are very kind. 10. You are the only one who understands me. 11. You always find the right words. 12. I admire your courage. 13. You look excellent. 14. You have a good taste. 15. You look very elegant. 16. What a beautiful dress! 17. You should be proud of yourself! 18. I find it really impressive that you have passed this exam. 19. You are a great listener! 20. I admire your power of observation. 21. You cook the best coffee in the world. 22. It's really great how you can motivate other people.

7a. Read the words and match them to their definitions.

- | | |
|--------------------|--|
| 1) to clinch | a) a business agreement |
| 2) a deal | b) not talking much about your achievements or abilities |
| 3) to be flattered | c) to win, to get |
| 4) to be modest | d) a set of clothes |
| 5) an outfit | e) feeling pleased because someone has said something good about you |



7b. Watch the video and write down 5 examples of phrases that people use to pay a compliment into your phrasebook.

8. Look through the situations. Suggest how the responses can be improved.

Situation 1

Рус. 21. 2 девушки разговаривают

Бабл 1 девушки: Your laughter is so contagious!

Бабл 2 девушки: Oh, no, I find my laughter totally terrible...

Situation 2

Рус. 22. 2 девушки разговаривают, на обеих платья

Бабл 1 девушки: Your dress is really chic.

Бабл 2 девушки: Really? Oh, that's an old one. Yours is much nicer!

Situation 3

Рус. 23. 2 девушки на кухне

Бабл 1 девушки: I love your food. You cook great.

Бабл 2 девушки: Oh, you're exaggerating. Nothing special.

9. Compliment your classmates. Use different reasons for compliments. Respond to the compliments properly.

Lesson 5 CONGRATULATIONS AND WISHES

1. Look at the picture. What are the people doing? Are they happy? Share your ideas and guess the topic of the lesson.



Puc. 24

2. Read the collocations and give their Russian equivalents. When do people use them?

A congratulation.

To congratulate smb **on** smth.

To congratulate smb.

To wish smb smth.

3. How do we congratulate people in English? Brainstorm the ideas and complete the mind map.

CONGRATULATIONS

Puc. 25



4. How do we congratulate people on their birthday? Watch the video (2:21–4:02) and make the list of alternative phrases.

5. Match the phrases to the occasions.

1. Easter holidays are coming soon.
2. Someone needs to take an exam.
3. You are at the table before eating.

- a) Now there are three of you — congratulations on the birth!
- b) Congratulations on your birthday!
- c) Get well soon!

- | | |
|---|--|
| 4. Someone has a trip ahead. | d) Happy New Year! |
| 5. New Year is coming. | e) Wishing you a blessed and holy Easter! |
| 6. Someone's birthday. | f) Enjoy your meal! |
| 7. Someone is sick. | g) Break a leg! |
| 8. You celebrate a wedding. | h) Have a good trip! |
| 9. One congratulates on the birth of a daughter or son. | i) Congratulations on your marriage and best wishes always! Couldn't be happier for you! |
| 10. You congratulate your friend on a new job. | j) Good luck in your new job! Hope you enjoy it. |

6. Look through the situations. Choose an appropriate response.

Situation 1

Рис. 26. 2 девушки. Девушка 1 нарядно одета. Девушка 2 вручает ей подарок
Бабл девушки 1: пустой.

Бабл девушки 2: Happy birthday! I hope you have a fantastic day and a fantastic year to come!

- a) Thank you very much! I hope your wishes come true!
- b) Thanks, you too!
- c) Thank you very much!
- d) Have fun!

Situation 2

Рис. 27. 2 парня. Парень 1 грустный, нога в гипсе. Парень 2 более веселый
Бабл парня 1: My plaster will be removed tomorrow but my leg still hurts!
Бабл парня 2: пустой.

- a) Have fun!
- b) It still takes a while. Then everything will be fine again. Get well soon!
- c) Break a leg!
- d) Have a good trip!

Situation 3

Рис. 28. 2 девушки в офисе прощаются около украшенной елки
Бабл девушки 1: Merry Christmas and a Happy New Year!
Бабл девушки 2: пустой.

- a) Thank you! I hope your wishes come true!
- b) Thank you! You too!
- c) Get well soon!
- d) Have a good trip too!

Situation 4

Рис. 29. 2 девушки разговаривают по телефону
Бабл девушки 1: My train leaves tomorrow at 11:10.
Бабл девушки 2: пустой.

a) It's a pity, I can't take you to the station at this time. I have an important meeting.
So, have a good trip, Miriam!

- b) That's very kind of you!
- c) Happy holidays to you too!
- d) Have a good trip too!

Situation 5

Рис. 30. В офисе шеф перед коллективом

Бабл шефа: Thank you for your good work! I wish you and your families a relaxing Easter time. See you again in a few days.

Бабл девушки 1: пустой.

- a) Thank you very much!
- b) Happy holidays to you too!
- c) We wish you success!
- d) Happy New Year!

Situation 6

Рис. 31. 2 парня и 1 девушка

Бабл парня 1: I've got a new job!

Бабл парня 2 и девушки общий: пустой.

- a) Happy holidays! Say hello to your family!
- b) Thank you very much! That's very nice of you!
- c) Thanks! You too!
- d) Our congratulations! Good luck in your new job!

Situation 7

Рис. 32. 1 Парень и 1 девушка

Бабл девушки: I have my exam tomorrow. I feel so nervous.

Бабл парня: пустой.

- a) Get well soon!
- b) Do not be afraid! You can do it. Nothing can go wrong! Break a leg!
- c) Have a good trip!
- d) Thank you!

Situation 8

Рис. 33. 2 парня и 2 девушки

Бабл парня 1 и девушки общий 1: We are going on vacation tomorrow.

Бабл парня 2 и девушки общий: пустой.

- a) Happy holidays! Say hello to your parents!
- b) Thank you!
- c) We wish you a good trip! Enjoy the time by the sea!
- d) Take care!

Situation 9

Рис. 34. За накрытым столом 6 человек

Бабл женщины 1: Your salad tastes fantastic, Mrs. Brown.

Бабл женщины 2: пустой.

- a) Thank you very much! That's very kind of you!
- b) Thank you! You too!
- c) Enjoy your meal!
- d) I also wish you all the best!

Situation 10

Рус. 35. 2 девушки

Бабл девушки 1: I finally passed my exam and I'm going to visit my parents tomorrow.

Бабл девушки 2: пустой.

- a) Thank you for the congratulations!
- b) Congratulations! And send my best regards to your mother and sister!
- c) Enjoy your meal!
- d) Happy holidays!

7. Write down 5 ways of congratulating someone with responses into your phrasebooks.

8. Work in pairs and create similar comics. Use one of the following resources.

Lesson 6 REQUESTS



MakeBeliefsComix



Canva



Pixton



WittyComics



1. Watch the video (00:00–00:55). What are the people in the video doing? What is the lesson going to be about?



Рус. 36

2a. Order the sentences to make a conversation.

- a) Excuse me, can you help me? I'm lost!
- b) No, It's very easy. Really. (pointing) I can give you directions.
- c) Certainly, where would you like to go?

- d) I'd like to go to the museum, but I can't find it. Is it far?
- e) No, not really. It's about a five-minute walk.
- f) Maybe I should call a taxi.
- g) Thank you. That's very kind of you.
- h) Not at all. Now, go along this street to the traffic lights. Do you see them?
- i) Right, at the traffic lights, turn left into Queen Mary Ave.
- j) Yes, I can see them.
- k) Queen Mary Ave?
- l) Right. Go straight. Take the second left and enter Museum Drive. Just follow Museum Drive and the museum is at the end of the road.
- m) Great. Thanks again for your help.
- n) Not at all.

2b. Role-play the conversation with your partner. Answer the questions.

1. Where is the person going?
2. Is this place far?
3. How long does it take to get there?
4. Does he / she need any transport?

3. Choose a location and make similar conversation with your partner. Try to be polite.

Locations:

Bank
Museum
Hotel
School
Park
Railway station
Bus stop
Supermarket

4. Read the answers and complete the conversation with questions. Compare your answers with other classmates.

— Dear guests, welcome to London! Today we will take you on a city tour around the city center. So, we are on Piccadilly Circus now.

— 1. ...?

— The name “Piccadilly” originates from a seventeenth-century frilled collar named a piccadil. Roger Baker, a tailor who became rich making piccadils lived in the area. The word “Circus” refers to the roundabout around which the traffic circulated. Probably the most famous feature of Piccadilly Circus is its light-up advertising boards.

— 2. ...?

— The world-famous Piccadilly Lights have been upgraded to a single 783.5 m² screen with a resolution 1.4x greater than 4K — making it the largest advertising display in Europe.

— 3. ...?

— The most famous London sights include the Tower Bridge, Buckingham Palace, the Big Ben clock tower, The Tower of London and many more.

— 4. ...?

— I would recommend you to visit Kew Gardens as one of the most famous botanical gardens in the world.

— Thank you very much!

— Have a nice time in London.

5. Read the phrases and divide them into 3 groups: 1) formal request; 2) informal request; 3) response to the request.

Could you please...

Would you mind... / Do you mind...

Can you...

When you get a chance, can you...

If you're available in the next 5 min, could you kindly...

I wonder if you could...

Yes, of course! / Of course, I will.

Will you...

Do you think you could help me with...

Yes, definitely!

Would you be able to help me with...

Of course, not!

I'm afraid, I can't.

Would it be possible to...

Could you...

I can certainly do that for you.

If you have a spare moment, could you...

OK, I will.

Would you be open to...

I'm afraid, I don't know.

I'm not sure.

6. Read the situations. Choose suitable requests. Compare your answers with the partner.

Situation 1

Рис. 37. Для художника: женщина и молодой парень

Бабл женщины: пустой.

Бабл парня: Yes, of course. My name is John Witney. W-I-T-N-E-Y.

a) Can you please spell your name?

b) What is your name?

c) May I ask you a question?

d) Excuse me, can I ask you something?

Situation 2

Рис. 38. Для художника: 2 парня за столом в библиотеке

Бабл парня 1: пустой.

Бабл парня 2: Sure.

- a) Could you tell me where I can find this book?
- b) Can I borrow your pen?
- c) Give me your dictionary, please.
- d) Could you repeat, please?

Situation 3

Рис. 39. Учитель (мужчина) перед классом

Бабл ученицы 1: пустой.

Бабл учителя: Yes, of course.

- a) Can I borrow your pen?
- b) Mr. Brown, could you tell me when the meeting starts.
- c) Mr. Brown, could you please speak a little louder?
- d) What does that mean in English?

Situation 4

Рис. 40. Учительница и ученик

Бабл ученика: пустой.

Бабл учительницы: I'm sorry, I don't know for sure.

- a) Can I borrow your pen?
- b) Mrs. White, could you tell me when the course starts?
- c) Mrs. White, could you please speak a little louder?
- d) Could you help me?

Situation 5

Рис. 41. Для художника: 2 человека на улице

Бабл 1: пустой.

Бабл 2: It's quite far from here. You'd better take the tram. It stops right in front of the train station.

- a) Can you take me to the train station?
- b) Excuse me, I'm a stranger here. What is the best way to get to the station?
- c) Mrs. White, could you please speak a little louder?
- d) Is this the station?

Situation 6

Рис. 42. 2 ученика за партой, ученик 2 держит в руках линейку и чертит

Бабл 1: пустой.

Бабл 2: Wait a moment, please.

- a) Can you please help me?
- b) What time is it?
- c) May I borrow your ruler?
- d) Is it OK if I use your pencil?

Situation 7

Рис. 43. Ученик за партой и учитель перед доской

Бабл ученика: пустой.

Бабл учителя: Sure! The plural is "the trees".

- a) Can you please help me?
- b) Could you please speak a little louder?
- c) Could you tell me what the plural form is?
- d) Excuse me, I would like to ask a question.

Situation 8

Рус. 44. 2 девушки

Бабл девушки 1: пустой.

Бабл девушки 2: I am afraid, I don't know! She didn't introduce herself.

- a) Can we meet tomorrow?
- b) Can you repeat the word, please?
- c) May I use your mobile phone?
- d) Do you know what her name is?

7. Use the following phrases and role-play the situations in pairs. Mind the tone of communication (formal / informal).

1. May I ask you a question?
2. Can you please help me?
3. Excuse me, Mrs. Walther. Do you have a ruler?
4. Can I borrow your pen?
5. Is this the right way to the theater?
6. Can you please tell me the time?
7. Could you please explain this again?
8. Be so nice, introduce me to your friend!
9. Could you show me your last pictures?
10. Speak louder!
11. Is it OK if I take your dictionary?
12. How do I get to the city centre?

8. Write down 5 examples of requests and responses into your phrasebook.

Lesson 7 EXPRESSING GRATITUDE



1. Watch the video (00:12–00:40). Why are these requests considered impolite? Rewrite them in a more polite way. Give 2 more examples of polite requests.

can → could
be → would be

want → would like
have → would have

Give me that pencil. —

Give me that drink. —

Sit down. — ...!

Come on in. — ...!

2. Look at the images. What situations are shown? What do people usually say in these situations?



Puc. 45

3. How else can we say “Thank you” in English? Complete the mind map with your ideas.



Puc. 46



4. Watch the video (00:20–02:00) and write down 5 examples that the speaker gives. Are any of them new for you? What are the most common ways of expressing gratitude?

5. Watch the second part of the video (02:00–3.40) from ex. 4 and add 5 ideas to the list. What examples surprised you most? Which of these expressions do you use more often?

6. Look through the expressions in ex. 4 and ex. 5 and divide them into formal and informal ways of saying “Thank you”. Add some more examples from the phrases below.

Many thanks!
You’ve saved my day!
Accept my endless gratitude!
Thanks a bunch!
You’ve made my day!

Thanks in advance!
I can’t thank you enough!
Please, accept my best thanks!
Thanks a million!

7. Read the rules. How do we use prepositions with the verb “to thank”?

Thank someone — *I thank you / them.*

Thank someone **for** something — *Thank you for your help.*

Thanks **to** someone — *Thanks to my family for the support!*

8. Try different ways to thank your partner. Follow the prompts.

1) the girlfriend / the invitation

2) the father / the help

3) the audience / the attention

4) colleagues / support

5) the sister / gift

6) the brother / advice



9a. What do you usually say when somebody says “Thank you”? Watch the video (1:20–2:50) and write down 5 examples of informal responses into your phrasebook.

9b. Watch the second part of the video (2:50–4:10) from ex. 9a and write down 5 examples of formal responses into your phrasebook.

10. Create comics showing the situation where people usually express their gratitude or ask for information. Use one of the following resources.



MakeBeliefsComix



Canva



Pixton

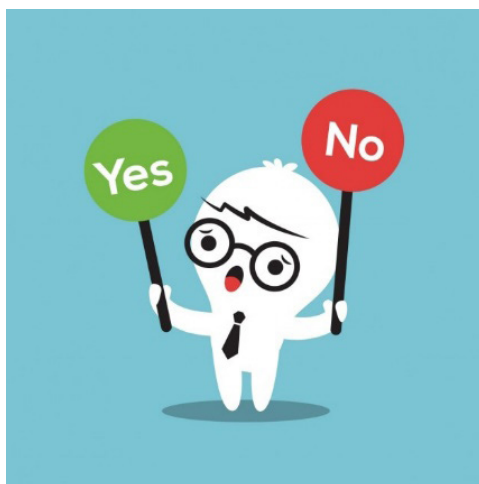


WittyComics

Lesson 8

MAKING SUGGESTIONS. AGREEMENT

1. Look at the picture. What is the lesson going to be about?



Puc. 47

2. Study some useful phrases. Work in pairs and make sentences with them.

A suggestion — предложение
Make a suggestion — предложить что-либо
Suggest something **to** somebody — предложить что-то кому-либо
Suggest **doing** something — предложить сделать что-либо
Agree — соглашаться
Agreement — согласие
Agree **with** somebody **on** something — соглашаться с кем-либо на что-то

3. Look at the most common suggestions that are used in English. What other ways of suggesting something do you know?

How about starting a book club?

What about opening your present now?

Let's call Michael and see if he knows how to fix it.



4. Watch the video (00:03–1:15). What ways of suggesting ideas does the man use? Write 5 examples down.

5. Read the dictionary article. How else can we suggest something? Pay attention to the use of the words in bold. How are they different?

There are a number of expressions which we can use to make suggestions.

1. *How about / what about + -ing?*

How about **starting** a book club?

2. *How about + present simple / noun phrase?*

How about I **pick** you up at eight o'clock on my way to the airport?

How about some lunch?

3. *Why not ...? and why don't ...?*

Why not **take** a break in the south-west?

Why **don't** you **take** some time out and rest?

4. *Let's... and let's not...*

Let's **make** a curry tonight.

Let's **not argue** about this.

5. *Could*

— I only have three chairs. There will be four of us for dinner. — Couldn't you **use** the one in your bedroom?

— I have nothing to wear to the party. — You could **wear** your red dress and your black shoes.

6. *Can't you ...?*

Can't you **finish** your homework before going?

7. *I thought we might / could*

On Saturday, I thought we might **go** to town and see the Farmers' Market and then I thought we could **have** lunch in a nice little café by the river.

8. *You could always*

— Oh no! We're out of olive oil. — We could always **use** butter. I know it's not as healthy, but it'll taste good.

6. Mingle around the classroom and interview your classmates:

“What word do you usually use to agree?”

My classmates' answers...

The most popular answer is...



7. Watch the video to know about some more ways of expressing agreement. Make notes while watching. What phrases you didn't know before?

8. Work in pairs. Read the situations and role-play the conversations. Suggest each other some ideas for spending a weekend. Use phrases you've learned to agree.

Situation 1

It's a lovely Saturday evening. You are bored at home. Suggest somewhere to go.

Situation 2

The weather is bad today. Suggest something to do at home.

Situation 3

The rain stopped and the sun is shining. Suggest an activity to do outside.

Situation 4

You feel hungry. Suggest something to eat.

Situation 5

Your friend is going to spend a weekend at the seaside. Suggest something to do.

9. Write down 5 suggestions and phrases for agreement into your phrasebook.

Lesson 9 EXPRESSING AGREEMENT AND DISAGREEMENT

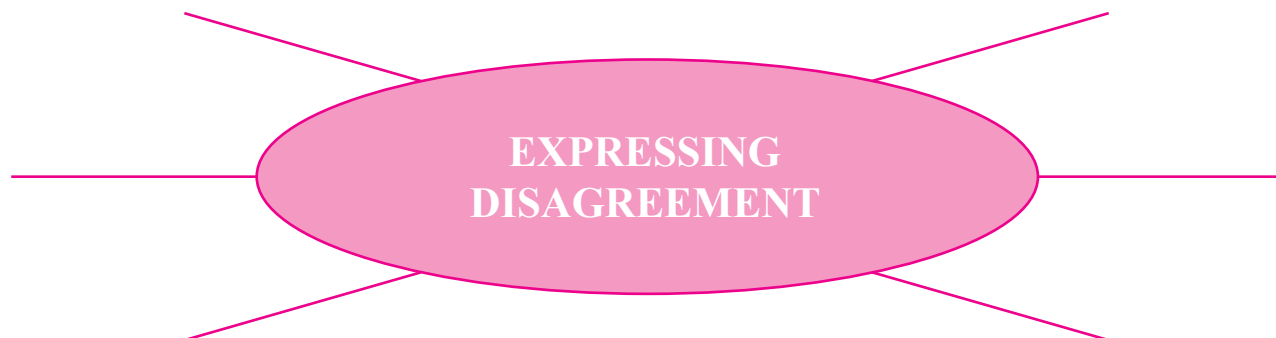
1. Look at the pictures. Choose those that show agreement.

Рис. 47. 48. 49. 50. 51. 52. 53. Для художника: нужны 7 картинок одного и того же человека с этими жестами



2. Look at the pictures again. What gestures are the same in Belarusian and British cultures? When are they used?

3. What expressions do people normally use to disagree? Brainstorm as many ideas as possible and complete the mind map.



Puc. 48

4. Read the passage and write down 3 tips of how to disagree respectfully. Use modal verbs *should* / *shouldn't*.

It's easier to agree than disagree. These 5 tips can help keep disagreements constructive while talking to a parent, friend, or anyone else:

Don't make it personal. If you get upset, it can help to remember you're mad at the idea your partner is expressing, not the person.

Avoid putting down the other person's ideas and beliefs. So instead of saying "That's a stupid idea!", try: "I don't agree, and here's why". Do not shout, use sarcasm, or make critical comments.

Use "I" statements to communicate how you feel, what you think, and what you want or need. For example, telling your mom or dad "You always remind me about my chores on Wednesdays when you know I have a lot of homework" has a very different tone from "I feel pressured because I have a lot of homework tonight. Can I do those chores tomorrow?"

Listen to the other point of view. Being a good listener is a way of showing that you respect and understand the other person's idea. That makes it more likely he or she will do the same for you.

Stay calm. Of course, it's a huge challenge to stay calm when you feel angry. You may need to be ready to manage the conversation, even if the other person is a parent or someone who should know better.

Respect goes beyond difficult conversations. Being helpful and polite toward family members, teachers, or friends in our everyday actions helps all of us in situations when we might disagree.

5a. Watch the video (00:43–2:25). What phrases do speakers use to agree? Write the examples down. Compare them with your partner.

5b. Watch the video again (00:43–2:25). What phrases do speakers use to disagree? Write the examples down. Compare them with your partner.



6. Divide the following phrases into three groups: A) partial agreement; B) uncertainty; C) disagreement.

1. I'm not convinced. 2. I disagree. 3. I beg to differ. 4. Are you sure about that? 5. That maybe true, but... . 6. Possibly, but... . 7. You've got to be kidding. 8. Let me think for a moment. 9. You could be right, however. 10. By no means. 11. I agree to a certain point. 12. Forget it. 13. That's partially true, but... . 14. Let's see. 15. I'm sorry, but... . 16. It's out of the question. 17. I don't really feel like that.

7. Write down 5 examples of disagreement phrases into your phrasebook.

8. Read the comics. Discuss possible answers in pairs. Share them with the whole class. Choose the best one.

Situation 1

2 картинки

Рис. 49. 2 девушки

Бабл девушки 1: Are you coming to the concert of our favorite band?

Бабл девушки 2: When?

Рис. 50.

Бабл девушки 1: It's on Thursday, at 7 pm.

Бабл девушки 2: пустой. Девушка очень радостная.

Situation 2

2 картинки

Рис. 51. 2 девушки

Бабл девушки 1: Are you coming to the concert of our favorite band?

Бабл девушки 2: When?

Рис. 52.

Бабл девушки 1: It's on Thursday, at 7 pm.

Бабл девушки 2: пустой. Девушка очень грустная смотрит в календарь. Там напротив четверга записано: Grandma's birthday! 80!!!

Situation 3

2 картинки

Рис. 53. 2 парня

Картинка 1

Бабл парня 1: We are going to the disco tonight. Would you like to come with us?

Бабл парня 2: пустой. Грустное лицо.

Рис. 54.

Бабл парня 1: Oh, I'm so sorry to hear that.

Бабл парня 2: Have a great time!

Situation 4

3 картинки

Рис. 54. 2 девушки

Бабл девушки 1: Ann, Mary and I are going to the zoo today. Would you like to join us?

Бабл девушки 2: To the zoo? Well, I don't know. I don't really feel like that.

Рис. 55.

Бабл девушки 1 очень радостной: But a gorilla had a baby a week ago!

Бабл девушки 2: No kidding?

Рис. 56.

Бабл девушки 1 очень радостной: Yes, I saw on Instagram! And you can feed the giraffes as well.

Бабл девушки 2: ...!

Lesson 10

EXPRESSING OPINIONS



1. Watch a video where some common situations of small talk are illustrated. Could you name some of them (*weather, self-introduction, requests*)? How many can you get in the following episode?

2. Watch the video again. Does it show a real-life conversation? Make a scheme of the conversation using a model below.

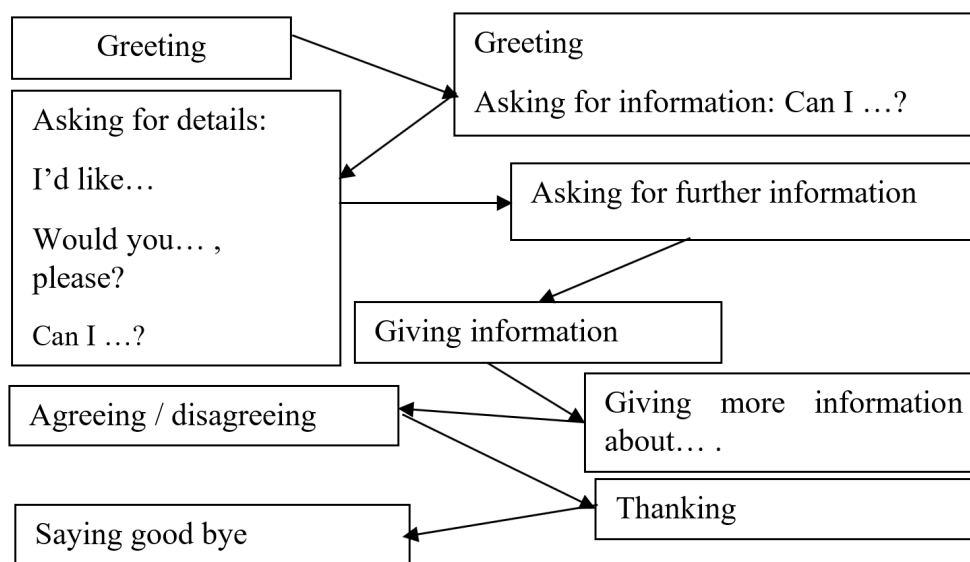


Рис. 57

3. Watch the video with no sound on, read the lips. Could you act out the conversation now?

4. Work in pairs. Act out the conversation following the functional grid above.

5. Read out the following dialogue. Make its functional grid.

A: Have you ever been to London?

B: No, I have not. I've never been there.

A: Have you ever stayed in a hotel?

B: Yes, I have.

A: When was that?

B: When I was in Spain last year.

A: I was in Moscow last summer. I suppose, that it is the best city!

B: No, I don't agree with you. I was in Beijing and in Moscow, I think that Beijing is better than Moscow.



6. Work in pairs. Role-play the situations. What do you generally say if:

- you meet somebody for the first time?
- somebody says to you How are you? How do you do? What do you do?
- you meet somebody whom you have not seen for some time?
- you want to address an English tourist (Mrs, Mr, Miss, Ms) whom you have known for a few days?
- you introduce a new friend to your mother;
- you are late for a class;
- you didn't hear what your neighbour said;
- you express your personal opinion about the importance of the English language;
- you leave a group of fellow-pupils after classes.

What does the other person reply?

7. How do you start giving your opinion? Say "I". Use one of the following verbs. What do you think about your level of the English language speaking skills?

Believe, see, think, feel, guess, reckon; say, mention, point out, I like, we prefer, we would rather, I'd prefer, I'd like to... , I'd say... , I'd think... .

8. Work in pairs. Compare and contrast two pictures, two people, two objects. To sound polite and less categorical use one of these expressions.

I'm sort of inclined to think...I kind of intend to feel...In fact / actually...I sort of think / feel something's missing...I mean; it looks like that, so to speak.

Lesson 11

FORMULATING ARGUMENTS

1. Read out small talk dialogues and comments. Act out the following mini-dialogues. Where are the people? Do they know one another?

A

— How are you? *This is a polite formula not a request for information about a person's health. It should be answered in one of the following ways:*

— I'm fine, thanks, and what about you?

— I'm well, thank you.

— You are studying here, aren't you? *(Tag questions are informal and easy to answer)*

— Yes, I am.

B

— Good afternoon, sir, how do you do? *(Formal situation)*

— How do you do?

— Would you consider to introduce yourself?

— Of course. *(This simply means it's obvious and has nothing to do with the course of things)*

C

- How are you doing today?
- I'm doing well, thank you.
- You like the university, don't you? Let's have lunch sometime (*This is not always an invitation. More often it is a way of disengaging from a conversation*)
- Have a nice day! (*This cheerful farewell*)

D

- Hello, everyone, my name is George.
- Nice to meet you, I'm Helen.
- Nice to meet you too. Would you like some coffee?
- No, thanks.

E

- Hi, how is it going?
- Not bad, and you?
- Likewise.

F

- Hi, how do things go?
- Peachy, pal. And you?
- Likewise.
- Do you want a drink? (*This is not a question asking for information but an offer*)
- Yes, please.

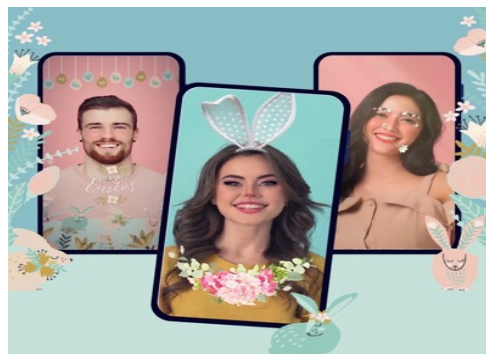
G

- Hi, Mike.
- Hi.
- How's it going?
- I'm OK, and you?
- Yeah, not bad, thanks. Would you like to come in? I'll take your coat for you.
- Yeah, thanks a lot.
- Please, come into the front room. Can I get you a cup of tea?
- Yes, please. With pleasure. Thanks a lot!

H

- Good morning, Jane, nice to see you. How are you?
- Nice to see you, too. I'm OK, and you?
- I'm fine, thanks.

2. Match the dialogues above to the pictures. Describe all the situations.

A**B**

C



D



Puc. 58

3. Mind the differences among English and Russian words and communicative situations they are used in. Could you give examples of correct usage of these words?

Please (introduces a polite request. It does not relate to pleasing. It is never used to offer)

Pardon? (it is not asking for forgiveness, just repeat what you've said)

Sorry (it doesn't indicate a deep heartfelt regret)

Excuse me (it is a way of attracting attention)

4. React to the following initial cues.

1. — Suppose we might give him a lift?
— ...
2. — I wonder if you might be fond of books?
— ...
3. — Would you be able to return by noon?
— ...

5. Think about possible initial cue.

1. — ...
— If I were you, I'd never wear it.
2. — ...
— Oh, how very nice!
3. ...
— What a gorgeous sight!
4. — ...
— What a nuisance!
5. — ...
— You must be joking!

6. Make up 1–2 sentences at the end of the weather small talk using the expressions below.

For me; to my mind; in my opinion; from my point of view; as far as I know; as far as I'm concerned; as far as I see it; if you ask me.



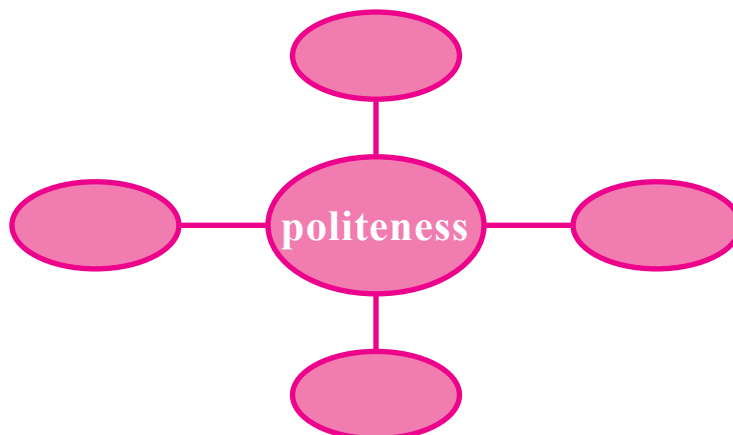
What might be the communicative aim of such statements?

7. Watch the video. Name the rules of small talk from it. Add your rules. Formulate the rules of small talk in our country.

Lesson 12

REACHING MUTUAL UNDERSTANDING

1. Are you a polite person? What does it mean to be polite? Politeness is a means to reach mutual understanding. Brainstorm the notion of politeness. Make a mind map.



Puc. 59

2. Read out the dialogue paying attention to the words in italics. Why are used? What other means to sound polite do you know?

A: Excuse me. How *could I* get to the National History Museum?

B: *Um... right.* The quickest thing to do is to take the 31bus to Grafton Street, and then *you had better* ask again.

A: Is it far from Grafton Street?

B: No, *it's rather* a short walk from there. *I think* it's *about* five minutes' walk.

A: *Is it? Ok.* Thank you.

B: But it's closed at the moment.

A: *Oh! What a shame.* Thank you anyway.

3. Who are more polite men or women? You are going to watch the video. Do both men sound polite? Give reasons why you think so.

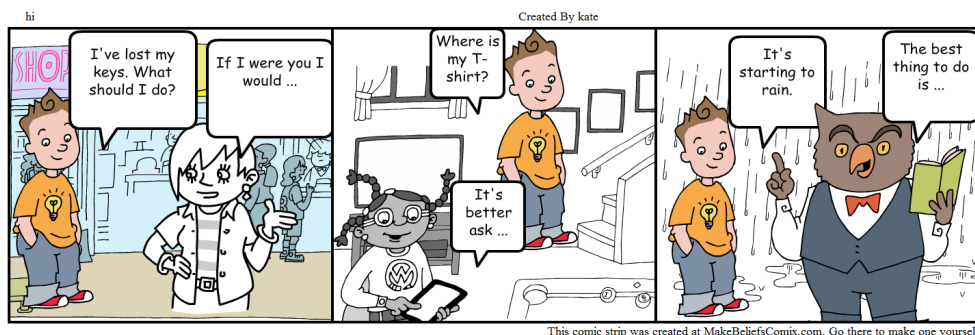


4. Is it polite to use informal words and word combinations in semi-formal or formal speech? How do speakers sound using the following phrases? Rank them from informal to formal. Follow the model.

Model: *greeting — dearest, howdy, hey there...*

Greetings	Closures	Likes	Agreement
1. Dear	Yours truly	cool	certainly
2. Dearest	Cheers	pleasant	yeah
3. Howdy	Good bye	extremely enjoyable	yep
4. Hey there	Bye	enjoyable	yes
5. Hi	Cordially yours	fun	sure
6. Hello	Sincerely	extremely pleasant	mm, hm

5. Look at the comic strips. What do they have in common? Could you finish giving advice? Act them out.



Puc.60.

6. Work in pairs. What are the functions of the following cues? Try to decode the speakers' intentions.

Model: *I wonder if it is at all possible..? (it is used to express doubt)*

1. Would you like...?
2. Yes, I'm dying for it.
3. I'm ecstatic to know that you're blossoming.
4. I'll go nuts if...!
5. How stupid of me to... (ask you / about / such things)
6. I'll scream / I'll go bananas.
7. I'm starving.
8. This performance is fascinating.
9. It's a hilarious celebration.
10. You are superb.

7. Use one of the sites mentioned below to create you comics illustrating polite conversations leading to mutual understanding and deescalating a conflict.



MakeBeliefsComix



Canva



Pixton



WittyComics



Puc. 61

Lesson 13

TALKING ABOUT THE WEATHER

1. Read the information. What are the main features of a small talk? Name at least three.

Small talk is a polite conversation about things that are not important, often between people who do not know each other well. If you'd like to learn something from the person about his / her ability, start with a compliment. The person will probably help you learn more and be happy to talk about how to do it.



2. People often make small talks about the weather. Watch the video and role-play the small talk.

3. Work in pairs. Make your own small talk about different types of weather.

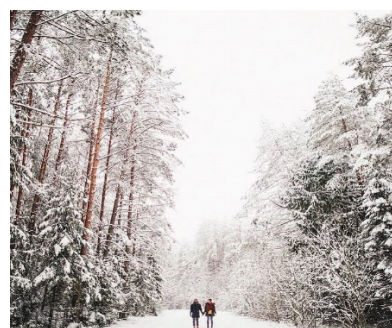


Рис. 62

4. Use the word combinations from the glossary to talk about the weather in spring, summer, autumn or winter.

Complex cold — очень холодные воздушные массы.

Torrential, drenching rain.

Snow showers, snow falls, blizzards, flurry (о снеге, ветре и дожде) ↔

Light snow, light winds, gentle winds.

Moderate to heavy rainfall.

Patchy fog ↔ murky fog (густой, плотный).

Partial sun, partly to mostly cloudy, clouds giving way to sun.

Scattered storms — отдельные, разрозненные.

Breezy, wintry mix, sleet.

Few showers, sunny spells, clear spells, limited brightness.

The odd spot of drizzle — возможный, вероятный морозящий дождь.

Snow clearing — прекращение снегопада.

5. Listen to the pronunciation and explanation of the meanings of these new words. Guess the meanings of the underlined words:

the changing of the seasons fall colors... a chill... to rake leaves... grumpy squirrels... squirreling away... put a damper on smb's mood... homecoming harvest festivals... hayrides... bonfires... s'mores... allergies... party-pooper hibernation... epiphanies.

6. Listen to the dialogue. What are the people talking about? What are their names?

7. Listen to the dialogue again. Follow the tape script. Observe the differences between the British and the American ways of pronunciation. What sounds and words are pronounced differently by the American speakers?

Erin: Smell that!

Sean: Smell what?

Erin: Can't you smell **the changing of the seasons**? I love **autumn**. The **fall colors** are out and there's **a chill** in the air.

Sean: That means I'll be **raking leaves** every weekend when I should be watching football.

Erin: How can you be so **grumpy** when you see cute little **squirrels squirreling away** their nuts for the winter?

Sean: That just means they're running across the roof even more often, waking me up every morning.

Erin: Not even you can **put a damper** on my good mood. I can't wait for **homecoming** games and especially the **harvest festivals**. They'll be **hayrides**, **bonfires**, and **s'mores**!

Sean: As you know, I have hay **allergies** and those bonfires are a danger to the environment. And I don't like s'mores, in the summer or in the fall.

Erin: How can you be such a **party-pooper**?

Sean: The only good thing about the fall is that it's right before winter when bears go into **hibernation**, so I won't have to worry about running into one. Hey, what's this?

Erin: This is a cup of hot chocolate to put you in the fall mood. Drink up and we'll go for a walk outside. It's a beautiful day and a walk will help you see all that you're missing.

Sean: I'll drink the hot chocolate, but don't expect any **epiphanies**.

8. Work in pairs. Explain the meaning of new words. Act the dialogue out. Have Erin and Sean reached the consensus?

9. Read out the congratulations on different occasions. What other congratulations do you know? Act out short dialogues congratulating your peers.





Puc.63

10. Work in the groups of four. Every team member should choose one role. Use key expressions from the box.

<p>Giving Your Opinion There exist a variety of ways how to express your opinion when speaking English. The choice of an expression to be used in the particular situation depends on how strong your opinion is, i.e. how sure you are about a particular thing.</p> <p>Giving Your Opinion Neutrally: I feel that... In my opinion... As far as I'm concerned... As I see it... In my view I tend to think that... From my point of view...</p> <p>Giving a Strong Opinion: I'm absolutely convinced that... I'm sure that... I strongly believe that... I have no doubt that... There is no doubt that... I am absolutely certain that...</p> <p>Expressing Uncertainty: I definitely doubt if that... I am not sure that... I am not certain that... As far as I know... It is very doubtful whether...</p> <p>Asking for the Information If you do not understand the question, be prepared to ask for repetition or clarification if necessary. You could use one of the following phrases:</p> <p>Repetition: I am sorry, could you repeat that please? Could / can you say that again, please? Would you mind saying that again, please?</p> <p>Clarification: Would you mind clarifying this point? I'm not sure if I've fully understood the main idea of the question. Could you explain it to me? What does ("the word") mean / stand for? Could you explain please...</p>	<p>Agreeing and Disagreeing In conversations, we often say that we agree or disagree with somebody. Depending on how strongly you agree or disagree with somebody's opinion, there exist a variety of ways of expressing it.</p> <p>Neutral agreeing: I think you're right I agree with you. Strong agreement: I couldn't agree with you more. You're absolutely right. I agree entirely. I totally agree. That is exactly what I think.</p> <p>Partly agreeing: I agree with you up to a point, but... That's quite true, but... I agree with you in principle, but... Most probably it may be so. That may be true, but...</p> <p>Disagreeing: I'm not sure I agree with you. (I'm afraid) I don't agree. (I'm afraid) I disagree. (I'm afraid) I can't agree with you. (I'm afraid) I don't share your opinion.</p> <p>Rephrasing Expressions Sometimes we say things that other people don't understand, or we give the wrong impression. If you are asked to explain or clarify your idea, do not use the same expressions and / or phrases, try to reformulate it starting your answer using one of the following phrases: What I meant to say was... Let me rephrase that... Let me put this another way... Perhaps I'm not making myself clear... The basic idea is... One way of looking at it is... Another way of looking at it is... What I want to say is...</p>
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Lesson 14

DIPLOMATIC LANGUAGE

1. Pronounce the following words and word combinations as fast as you can.

This'll freak you out	
WORD	Rearrange the letters
DORMITORY	DIRTY ROOM
PRESBYTERIAN	BEST IN PRAYER
ASTRONOMER	MOON STARER
DESPERATION	A ROPE ENDS IT
THE EYES	THEY SEE
GEORGE BUSH	HE BUGS GORE
THE MORSE CODE	HERE COME DOTS
SLOT MACHINES	CASH LOST IN ME
ANIMOSITY	IS NO AMITY
ELECTION RESULTS	LIES LET'S RECOUNT
MOTHER-IN-LAW	WOMAN HITLER
SNOOZE ALARMS	ALAS NO MORE Z'S
A DECIMAL POINT	IM A DOT IN PLACE
THE EARTHQUAKES	THAT QUEER SHAKE
ELEVEN PLUS TWO	TWELVE PLUS ONE
MIND. BLOWN.	

2. Read out the dialogue. Who are talking? Can you spot any compliments?
Act it out.

A: Welcome, Ron, come on in!
 B: Hi, Masha! What a nice home!
 A: We enjoy it too!
 B: How long have you lived here?
 A: About four years now.
 B: Well, it is very beautiful.
 A: Ron, have a seat and I'll get us something to drink.
 B: Good! I am really thirsty. You know it really is hot outside!
 A: I have lemonade, iced tea, and mango juice.
 B: Mango juice would be perfect. Thank you!

3. Read the following compliments and decide whether they are formal or informal.

- If you don't mind my saying, you are an excellent speaker.
- I must say you really know how to please your guests.
- You are a fine teacher.
- What an outstanding leader you are!
- I admire your ability to handle the challenges.
- You are an outstanding person.
- You are a superb! You're great at English.
- You can really sound convincing.
- Wow, I wish I could write essays as well as you!
- You're an amazing friend!
- You're an awesome listener.
- You're an incredible dancer and singer.

4. Use these phrases to compliment someone on an ability they have.

1. Mr. Smith, if you don't mind my saying, you are an excellent public speaker.
2. I must say you really know how to paint.
3. I admire your ability to think on your feet.
4. Wow! You're great at skiing!
5. You can really cook. This is amazing food!
6. You're an awesome student.

5. We ask permission to pay compliments on good looks in formal English. This is to ensure that no one gets the wrong idea about your intention. If you pay someone a compliment on their looks in the wrong way, it's possible that your compliment will not be accepted.

- May I be so bold as to compliment your dress?
- You are looking beautiful (women) / handsome (men) today.
- May I pay you a compliment? You really look elegant today.
- I hope you don't mind, but you are looking sublime today.

6. Use these phrases to compliment someone on how they look. React to the following compliments, using the cues in the box.

1. — Ms. Jones, may I be so bold as to compliment you on your outfit?
— ...
2. — I hope you don't mind, but I just had to say how wonderful you look today.
— ...
3. — May I pay you a compliment, Mary? You really look fantastic today. (formal)
— ...
4. — You look great today!
— ...
5. — Excuse me, are you a model?
— ...
6. — I really love your hair.
— ...
7. — What a beautiful shirt!
— ...
8. — Wow, you look great today! Did you do something different?
— ...
9. — Sherry, what a beautiful blouse!
— ...
10. — I really love your haircut. It makes you look like a movie star.
— ...

1. Thank you, it makes my day to hear that.
2. I really put a lot of thought into this, thank you for noticing.
3. Thank you, I really appreciate you taking the time to express that.
4. Thank you, I am happy to hear you feel that way!

7. Use these phrases to compliment someone on something they have. Divide the following compliments into 2 groups — formal and informal.

Formal	Informal
...	...

1. I couldn't help but notice your watch.
2. Cudos on the talk, dude.
3. I like your sweatshirt.
4. I have to admit I'm jealous of your lovely backyard.
5. What a lovely kitchen you have!
6. Nice job.
7. Tom, I couldn't help but notice your Mercedes. It's a beauty!
8. Nice car! Is it yours?
9. You have such a cozy home.
10. That's a nice computer.

8. Read out the dialogue. Does one of the speakers compliment an ability, a possession, or a look? Act the dialogue out.

G a r y: Hi Tim. Great round today.
T i m: Thanks, Gary.
G a r y: You can really hit the golf ball.
T i m: You're much too kind.
G a r y: Not really. I wish I could drive as well as you.
T i m: Well, take a few lessons. It'll happen.
G a r y: I've thought about it. Do you really think it helps?
T i m: I used to have a horrible drive. Try a lesson, it's worth the price.

M s . S m i t h: Good morning Ms. Anders. How are you today?
M r . A n d e r s: Fine, thank you. And you?
M s . S m i t h: I'm very well. Thank you for asking.
M r . A n d e r s: Ms. Smith, I hope you don't mind, but you are looking very well today.
M s . S m i t h: Thank you, Mr. Smith. That's kind of you to say so.
M r . A n d e r s: Yes, well, have a good day Ms. Smith.
M s . S m i t h: Will I see you at the meeting at 3?
M r . A n d e r s: Yes', I'll be there.

A n n a: Thanks for inviting us over for dinner this weekend.
M a r g a r e t: My pleasure, come right in.
A n n a: What a lovely home you have! I love the furniture.
M a r g a r e t: Thank you. We like to call it home. It's cozy.
A n n a: You have such exquisite taste in decor.
M a r g a r e t: Now you are exaggerating!
A n n a: No, really, it's so beautiful.
M a r g a r e t: Thank you. You're very kind.



9. Watch the video and prepare the lists of key word to compliment people in different situations.



10. Watch the video. Whisper in pauses. Complete the chart to do self-evaluation.

I can	Yes	No
Greet people in different situations		
Compliment formally and informally		
Make a small talk on the weather		
Agree and disagree politely		
Formulate a request an enquiry an offer a suggestion gratitude		

Lesson 15

DIPLOMATIC LANGUAGE

1. Pronounce the words of gratitude and apology with different intonation. Work in pairs. Think about situations in which you can use them.

Thank you so much!
Thank you very much indeed!
You're too kind!
I'm so much obliged to you!
How could I ever thank you!
I'm so grateful to you!
I can't tell you how much grateful I am!
I'm so sorry!
I can't tell you how sorry I am!
I'm extremely sorry.
I'm awfully sorry so but I have to...
I'm afraid I must be going.

2. Act out and expand the following dialogue.

A: Would you like to come to our house on Sunday? We are having a barbecue!
B: Thanks, I'd love to! Did you know I don't eat meat?
A: No, I didn't. Do you eat fish?
B: Yes, I love it. That's great. We'll see on Friday, then.

3. Insert the missing phrases. Act the dialogue out. Use it as a model and make up your own dialogue, accepting the invitation.

J a n e: Pam, I'm having a get-together in my house on Wednesday night. 1) ... to come?
P a m: 2) ... , Jane. I won't be able to. I promised my mother I'd go have dinner with her. Wednesday night.

J a n e: 3) ... How is your mom by the way?

P a m: 4) ...

1. a) Would you like... b) Do you want... c) How about... d) You like...
2. a) I'm so sorry... b) No. I don't... c) How can I... d) No way...
3. a) Did you? Take it easy. b) Did you? You're welcome. c) Did you? That's OK. d) Do you? I don't mind.
4. a) Give her my regards. b) I hope to see her soon. c) Tell her that I appreciate it. d) Tell her that I asked about her.

4. Complete the cues using suitable expressions. Expand the dialogue, think about possible beginning and ending of the conversation.

S a s h a: _____1_____ I got held up by the heavy traffic.

L i n d a: That's all right. It's always like that on Saturday evenings. Have you met Liza ?

S a s h a: _____2_____

L i n d a: Come and meet her then. Liza, I'd like you to meet Sasha.

L i z a: _____3_____

S a s h a: Hello. It's a pleasure to meet you. Linda has told me so much about you.

1. To apologize
 - A. I'm so sorry I'm late.
 - B. I know I'm late.
 - C. Forgive me for being late.
 - D. I'm terribly late, aren't I?
2. To refuse
 - A. I don't know.
 - B. No I haven't.
 - C. You know I haven't.
 - D. I can't remember.
3. To greet
 - A. Good evening.
 - B. How do you do?
 - C. How are you?
 - D. I think we've met before.

5. Put the lines in this dialogue in the correct order. Write numbers in the boxes. Act it out. Do the customer and the shop assistant sound polite?

	That's very cheap. Let me see (choosing some T-shirts). I'll take some with the views of Belarusian sites.
	Yes, it's awesome. How much is it?
	20 rubles.
	Well, what about these here? They're a little bit smaller, though. But they're also very nice.
	I'd like some T-shirts with the sights of Belarus on them. Have you got any?

	Can I help you?
	Yes, we've got lots of them. How about this one? It's Belaya Vezha Tower.
	That's too expensive. I'd love more than just one. And I've only got 30 rubles.
	Oh, yes ... and that one with lake Naroch view of course. Well, I think that's it. Yes, I'll take these two.
	What about Kossovo Palace view?
	15 rubles.
	Er... How much is one of these?

6. Watch the TED talk “Small Talk, Big Connections” at home. Formulate its main idea. Spot the difference between Belarusian and English small talks.

Lesson 16 HOW TO PLAN A SMALL TALK



1. Act out the following mini-dialogues. Who are speaking? Imagine and describe the speakers in detail.

1. — It's all very exciting, isn't it?
— Yes, very. It definitely is.
2. — Will you join us?
— Yes, most willingly.
3. — Do you think it's going to rain?
— No, I don't think so. I hope not.
4. — Are you going to the meeting?
— I'm afraid, not. I'm likely to be busy.
5. — So you're going to be late again?
— I'm afraid so. I'm sorry, but I can't do anything about it.
— There's no point now in regretting the might-have-beens.
6. — Do you agree with our proposal?
— Yes, up to a point, but...

2. Read the dialogue. Can you understand the speakers' emotions? How do they feel? Act the dialogue out.

- A: Thanks for coming to see me today.
 B: It's no problem. I was really missing you anyway.
 A: I missed you too.
 B: Why haven't you tried to come see me then?
 A: I've been really busy.
 B: Doing what?
 A: Preparing for the exams.
 B: I would have come to see you sooner, but I have been busy too.

A: What have you been doing?

B: I've been preparing for the exams too.

A: Well regardless, I'm very happy that you came to see me.

B: I am too.

3. Are men or women talking? Read out the first half of the dialogue and try to guess. Read out the second half of the dialogue. Have you guessed correctly? Act out the dialogue.

M: The queue is really big here. I've been standing to get a burger for the last ten minutes.

A: I hope you'll get it soon. I have a class at two o'clock.

M: Me, too. I recognize that English book. You could be a pupil at the English Language Center.

A: Yeah. I'm in the first year. You are studying there, aren't you?

M: Yes, I'm in the second year. I took it course last month.

A: I just came here two weeks ago. You like the school, don't you?

M: It's pretty good. I think I've learned a lot of English so far.

A: Yeah. I only wish the classes were a little smaller, though, because we don't get enough chance to talk. But I like my teachers a lot.

M: How long are you going to be here?

A: I guess... a year, but sometimes I feel like going home tomorrow.

M: You'll get used to it. Where are you from?

A: Belarus. How about you?

M: Germany. I'm only staying here three more months. Then I go to Columbia University in New York.

A: By the way, my name's Alik.

M: Hi. I'm Maria.

A: Hi. Oh, here comes your turn. It looks like we're going to get a burger after all.

M: Good. I'm starving.

4. Make up a conversation between a young girl and her friend. Let him compliments her looks. She will compliment either his ability or possessions. Act the dialogue out.

Puc. 64



5. Watch the TED talk at home. Jot down helpful tips on how to talk to strangers.



Lesson 17 PLANNING A SMALL TALK



1. Watch the video containing helpful tips on effective small talks. Do you use all of them?

2. Make a list of your own tips.

3. Here's a flip chart of a conversation. Work in pairs. Formulate polite statements and questions. Act it out.

1. Mrs. Mitchell greets you, her neighbour. She asks how you are.	a. You greet Mrs. Mitchell and asks how she is doing.
2. Mrs. Mitchell says that there is a problem in their family. The grandfather has become ill.	b. You are sorry to hear such news. You ask how Mrs. Mitchell is now.
3. Mitchell says that he is getting better but he needs care.	c. You agree. You show that you are following.
4. Mrs. Mitchell says that they are going to visit him soon to stay there for an hour or so. But the problem is Davy. They don't want to take her with them.	d. You show that you are listening attentively.
5. Mrs. Mitchell asks if you could look after Davy for some time.	e. You hesitate and take some time to think. You didn't expect to hear such a request.
6. Mrs. Mitchell makes a request again. She says that they trust you very much and Davy loves you.	f. You say that you would like to help with great pleasure but in a week you are to take your exams. You need much time to make a project and to get ready for the exams properly. You wouldn't be able to spend time with Davy.
7. Mrs. Mitchell shows that she understands everything. She says that David will stay with the husband, Mr. Mitchell, and she will go to the grandfather alone.	g. You say that you sympathize sincerely. You ask to excuse you again. You wish Missis Mitchell all the best.
8. Mrs. Mitchell thanks you.	h. You thank Mrs. Mitchell for understanding.

4. Job interview is one of the most frequent formal conversations. Read it out, act it out. What picture illustrates the interview?



Job interviewer: ...So, why do you want to be a computer programmer?

Mark: Well, I don't really like working in a fast food restaurant, and I want to make more money.

Job interviewer: I see. Do you have any experience?

Mark: I am afraid not, but I'm a fast learner.

Job interviewer: What kind of computer do you use?

Mark: Computer? Uhm, let me see. I can use 11 Mac. I also used Windows 95 once.

Job interviewer: That's great.
 Mark: May I ask a question?
 Job interviewer: Please, go ahead.
 Mark: Would I be able to find a job as a computer programmer?
 Job interviewer: Umm, err, ahh...



Рис. 65



5. Watch the video at home. Have you learnt anything new about the conversation skills from the video?

6. Do self-assessment of your small talk skills.

Description of Achievements	Level reached		
	hardly	with help	without help
I can name different ways of starting communication.			
I can comment on the advantages and disadvantages of small talk.			
I can describe appropriate and inappropriate topics to converse.			
I can prove why small talk is important.			
I can tell what can help a person to escape fault lines*.			

*fault lines — сбои в общении.

Lesson 18 “FAMILY PARTY”. ROLE-PLAY

1. You have a chance to role-play. Listen to its idea.

1. Take a card. Imagine that you are this person.
2. There are two families in our role-play — the Browns and the Smiths.

They live on the same street. They made friends 12 years ago. The Browns family consists of 6 members — a father, a mother, three daughters and a grandmother. The Smiths family consists of 4 members — a mother, a father, a daughter and a son. Take the role card and read it to yourself. Draw a family tree.

3. Read the role to yourself. Have a look at the family tree. Identify your background.

4. Act out your role according to the giving situations.
5. Act out dialogues.

6. Betty will have a birthday party soon. How are you going to celebrate it?
7. Read the situations and role-play the conversations.



Рис. 66

Role Cards

Julie Brown is 45 years old. She is a teacher of English. Cooking is her cup of tea. She is kind, polite and well-bred.

Fred Brown is 47 years old. He is a businessman. He is intelligent, hard-working, but a little bit greedy. He adores watching football matches and playing tennis.

Betty Brown is 17 years old. But soon she'll come of age. She is a student at college. She is modest and sincere. She always tells the truth.

Jane Brown is 15 years old. She is a pupil. She isn't interested in studies. She is stubborn, talkative and witty.

Susie Brown is 13 years old. She is a pupil. She is tolerant, cheerful, but sometimes can be naughty. She does well at school.

Ann Brown is Fred's mother. She is 68. She is a pensioner. She is a chemist by profession. She has green fingers. She is wise, industrious and good-mannered.

Mark Smith is 44 years old. He is an economist. He is bossy, independent and courageous. He is crazy about football and sport cars.

Helen Smith is 42 years old. She is a shop-assistant. She is polite, well-balanced and jealous.

Alice Smith is 14 years old. She is a diligent pupil. She is honest, sensible, but sometimes a little bit lazy. She is keen on dancing.

John Smith is 19 years old. He is a student at university. He wants to be a programmer. He is ambitious, generous and fair. He fell in love with Betty Brown.

Card 1 for all

Take a card. Read the role to yourself. Have a look at the family tree. Identify your background. Imagine that you are this person. Act out your role according to the giving situations.

Card 2 for Betty

You will come off age in a week. Decide with all the members of your family how and where you are going to celebrate it. Planning a party can be an overwhelming event if everything is put off to the last minute. I would like to help you to plan your B-party! Put the points of a plan to the right order and it'll help you to save time and efforts!

- ☐ Order a cake
- ☐ Purchase food and candies
- ☐ Pick a date and time
- ☐ Blow up and set out balloons
- ☐ Have fun
- ☐ Prepare the crafts and games
- ☐ Make a guest list
- ☐ Write a shopping list
- ☐ Send out invitations
- ☐ Chose a menu
- ☐ Find your favourite recipes
- ☐ Clean the house

Card 3 for all

Betty will have a birthday party soon. How are you going to celebrate it? Divide the responsibilities between all the members of your family equally. Write somebody's name opposite to the duty.

- ☐ Order a cake
- ☐ Do the shopping

- ☐ Clean the house
- ☐ Blow up and set out balloons
- ☐ Prepare the crafts and games
- ☐ Make a guest list
- ☐ Send out invitations
- ☐ Chose a menu
- ☐ Cook delicious dishes
- ☐ Decorate the house
- ☐ Buy a present

Card 4 for Brown's

Look through the cookery book and make up your mind what to cook on a B-party.

Card 5 for Smith's

Are you good at cooking? What is your specialty? Find your favorite recipe and cook something delicious for the party.

Card 6 for Brown's

What ingredients do you need to cook your specialty? Write a shopping list and go to the supermarket / market to stock up.

Card 7 for Smith's

You have come to the shop with a shopping list. Buy food you need. The shop-assistant is ready to help you if it's necessary.

Card 8 for Brown's

Go to the shop and buy foodstuffs for the party. Don't forget to take a shopping list in order to not to buy unnecessary products.

Card 9 for all

Your friend is in a jam. He or she doesn't know what to do in such situation. Give him or her some pieces of advice.

Card 10 for Julie and Helen

Julie: you don't like to do the shopping alone. Call your friend and invite to do it together.

Helen: ask about the time and place. Accept the invitation. Use the flowchart to help.

Card 11 for Betty, Susie, Jane

Choose invitation cards. Sign them (to whom, where, when, what time) and send to your friends.

Card 12 for Smith's

You have got an invitation to Betty's B-party. Call her to thank.

Card 13 for Julie

Fred repaired his car yesterday. It made a big hole in the family supply of money. Now you don't have enough money to make arrangements for a B-party. Try to borrow money from Helen.

Card 14 for Ann

You are responsible for tidying up. It's a list of things to do. Ask your granddaughters to help you in their free time.

- ☐ Do washing up
- ☐ Do the hovering
- ☐ Do the ironing
- ☐ Do the washing
- ☐ Do the cooking
- ☐ Decorate the house with balloons
- ☐ Dust the furniture

- ☐ Clean the carpets
- ☐ Throw the rubbish out
- ☐ Water flowers
- ☐ Walk the dog

Card 15 for John

You have lost your keys and can't call at a house. Ring somebody of your relatives and ask where they are now and how soon they will be at home.

Card 16 for Alice

You have bought a beautiful greeting card. Look through different congratulations and choose one you like most of all. Sign a card.

Card 17 for Smith's

One of your relatives has a pain. Ask what's wrong with him or her. Go to the chemist's and buy some pills.

Card 18 for Brown's

Choose the outfit for the party. What would you like to dress? Can you choose something from the old things? Are you eager to buy something new?

Card 19 for John

Ask Betty out on a date. Invite her to the cinema / theatre / concert / park tonight.

Card 20 for all

You have come home late. Your parents are angry with you because you didn't warn them about it. They were worrying. Explain to them what happened. (Your phone ran out of battery / you missed the bus / you turned an ankle)

Card 21 for John

Your little sister visited another city with a dancing program. Meet her at the railway station.

Card 22 for Alice

You are still in two minds what to buy Betty as a present. Ask your friend's / relative's advice.

Card 23 for Brown's

Prepare an entertaining program for a B-party. Choose exciting games and lively music.

Card 24 for Jane

Your parents want you to take up dancing. You want to go in for sports (volleyball / basketball / tennis). They are resistant. Try to persuade them and permit you to do what you like.

Card 25 for Alice

You decided to become a vegetarian. Your parents begin to persuade you from it. They want to tell you about the disadvantages of being a vegetarian.

Card 26 for Jane

A spilled coffee over the sofa. You are afraid of being punished. Who can you rely on and tell the truth?

Card 27 for Julie

You are eager to buy new furniture / curtains / carpet / dining table / bed / lamp. Give the arguments to your husband that you really need these things.

Card 28 for Alice

You have got a bad mark at school. Your parents are telling you off. They want you to be a good pupil.

Card 29 for Smith's

You are going to walk the dog. You were outside only in the morning. The weather has changed yet. You are still in two minds what clothes to put on. Your mom just has come. Ask her about the weather.

Card 30 for Brown's

Invite your sister to go on an exhibition. Tell her about the artist and his works.

Card 31 for Jane

Go to the women's department and buy a beautiful kerchief for Betty.

Card 32 for Jane

You have bought a silk kerchief as a present for Betty. At home you decided to wrap it up and noticed a small hole in the middle of the kerchief. What will you do? Go to the shop and exchange faulty goods.

Card 33 for Smith's

Decide together with your family how to spend the weekends. Generate your ideas.

Card 34 for John

You are preparing for an exam. Go to the kitchen to make a cup of coffee. Your family is having dinner. They begin to discuss a topical question "Is it easy or difficult to pass exams?" Take part in a discussion.

Card 35 for Brown's

You have run out of bread. Ask smb to drop into a shop and to buy a loaf of bread.

Card 36 for Susie

Your mobile has broken. You are crazy about music and can't live without it. What will you do?

Card 37 for Helen

You have splashed out on a very expensive dress. Your husband didn't know about these expenses. When he found out it he got angry. You even begin to quarrel because you have to save money for summer holiday.

Card 38 for Betty, Ann

You have made a bright makeup. Your grandmother looked at you and decided to make a remark on it.

Card 39 for all

Your parents have gone to the country for a weekend. They left you're a sticker on the fridge. It's a list of household chores. Try to fulfill the tasks till their arrival.

Card 40 for Julie

Your computer has broken. You have to do urgent work but you can't! John is an expert at computers. Call him and ask for help.

Card 41 for Mark

You need to buy fresh fruit and vegetables. Go to the market and bargain with street vendors.

Card 42 for Betty

You decided to keep to a diet. Your parents are against it. Tell them about the profit of fibre / fruit / rice / kefir diet.

Card 43 for Brown's

Finally the B-party has come. Welcome your guests and give them a treat. Enjoy your pastime.

Card 44 Betty

You have come to Brown's house. Congratulate Betty and wish all the best.

Card 45 for all

You are making so much noise. Your neighbors have come to complain. Say sorry for disturb.

Card 46 for Smith's

The birthday party is coming to an end. It's high time to go home. Say thank for a wonderful evening and delicious dishes.

Проект 2

“National Culture Day”

Lesson 1

What is national culture?

1. In Encyclopaedia “Britannica” one can read the following definition of culture: “Culture is that complex whole which includes knowledge, beliefs, art, morals, laws, customs and any other capabilities and habits acquired by man as a member of society”. Dr. R. Lewis thinks that culture is a collective programming of the mind, that distinguishes the members of one human group from another. What definition of culture do you share and why?

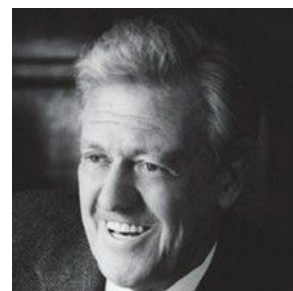


Рис. 67

2. Look at the scheme. Name the countries belonging to linear-active (моноактивные), multi-active (полиактивные), reactive (реактивные).

Cultural Types: The Lewis Model

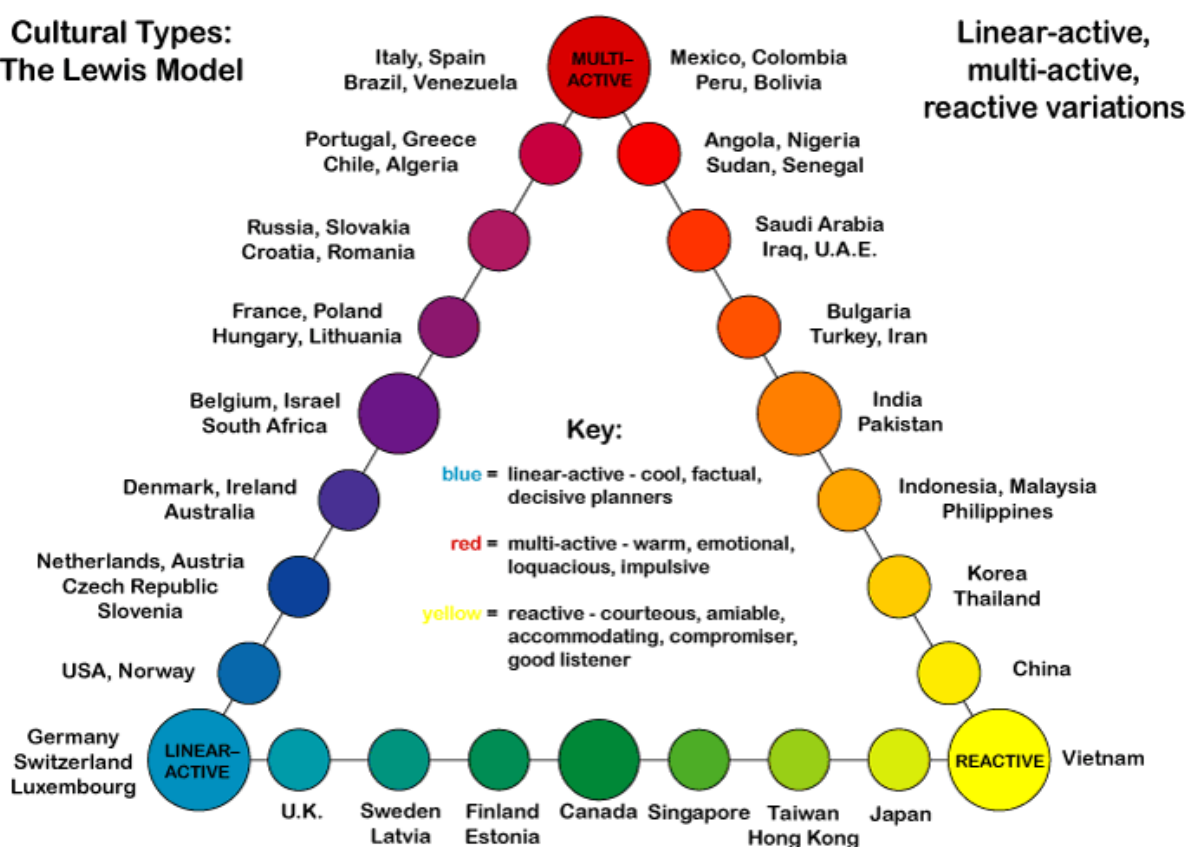


Рис. 68

3. Do Lewis's cross-cultural communication survey. It shows the characteristics of each cultural type. Circle one answer in each line. Sum up the results. What type of culture do you belong to in accordance with your behaviour?

LINEAR-ACTIVE	MULTI-ACTIVE	REACTIVE
Talks half the time	Talks most of the time	Listens most of the time
Gets data from stats, research	Solicits information first-hand from people	Uses both data and people sources
Plans ahead step by step	Plans grand outline only	Looks at general principles
Polite but direct	Emotional	Polite and indirect
Partly conceals feelings	Displays feelings	Conceals feelings
Confronts with logic	Confronts emotionally	Never confronts
Dislikes losing face	Has good excuses	Must not lose face
Compartmentalizes projects	Lets one project influence another	Sees the whole picture
Rarely interrupts	Often interrupts	Doesn't interrupt
Job-oriented	People-oriented	Very people-oriented
Sticks to the facts	Juggles the facts	Statements are promises
Truth before diplomacy	Flexible truth	Diplomacy over truth
Sometimes impatient	Impatient	Patient
Limited body language	Unlimited body language	Subtle body language
Respects officialdom	Pulls strings	Networks
Separates the social & professional	Interweaves the social & professional	Connects the social & professional
Does one thing at a time	Multitasks	Reacts to partner's action
Punctuality very important	Punctuality not important	Punctuality important
Total =	Total =	Total =

4. Work in three groups. Read the texts and share the information with the other groups.

Every student is responsible for the general comprehension of the appointed part of the text (fact, trust and people culture) and a plan of the retelling / summary. Each becomes an expert in it. After this group activity experts from the teams form pairs (like a "Jigsaw"). Experts discuss their texts in pairs. Then experts return to their groups and share their information, teach and instruct others. The only possibility to learn something new and to make sure that you've understood everything correctly is to listen to others, to help each other.

In his new book "International Negotiations", the author Mark Powell suggests a classification for cultures and explains their preferences in communicative behaviour: fact culture, people culture, trust culture.

Group 1. Fact Culture (USA, UK, Germany, Switzerland, the Netherlands, the Scandinavians, Central & East Europeans (France, Poland) features the following patterns: business and work comes first, then friendly relationships may be developed, or not. Use the following guidelines to successfully communicate in their environment:

- think short-term, focus on business;
- get straight down to business;
- make fixed agenda, concrete decisions;
- get plenty of facts and info pre-prepared.

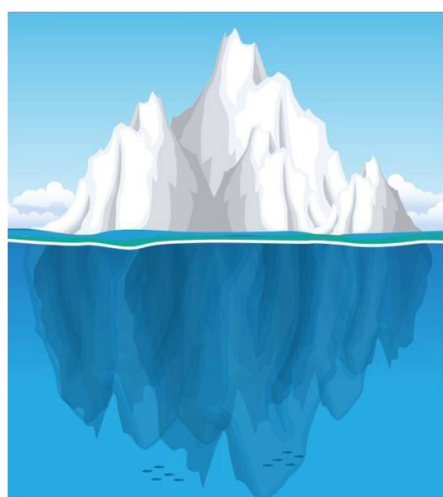
Group 2. People Culture (Latin (Italy, Spain, Portugal) and Non-Latin Mediterranean (Greece, Turkey), Latin Americans, Gulf States, Russia, Romania relationships between partners and their needs come first, business is based on relationships. You should bear in mind these hints:

- think long-term, focus on people;
- give long introductions and “circular” agenda;
- be ready for emotional and even heated speaking;
- first meetings seldom result in decisions.

Group 3. In Trust culture (Japan, China, Korea, Thailand, India, Hong Kong, Vietnam, Philippines) people first establish trust with partners, then do business with them. It’s customary to get:

- long-term expectations, focused on trust;
- lengthy exchange “proposals VS counter-proposals”;
- hidden emotions, keeping the face;
- flexible agenda, flexible agreements.

5. Use the following iceberg image to describe above the surface and under the surface elements of the Belarusian culture. Does it belong to any types of cultures described above?



Puc. 69

Festivals
 Art
 Food
 Clothing
 Language
 Dance
 Drama
 Games
 Literature
 Traditions
 Gender roles
 Perceptions of authority
 Attitudes towards time and space
 Attitudes towards money
 Perceptions of friendship
 Ideas about family
 Attitudes towards work
 Attitudes towards competition
 Approaches to problem solving

Lesson 2

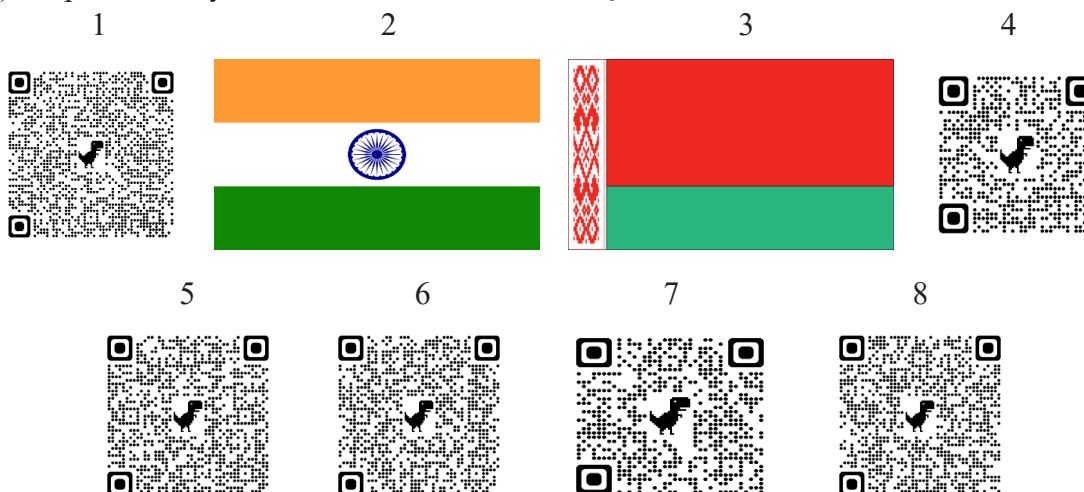
National music

1. Listen to pieces of folk music or watch the dances. Match the national flag with the piece.

- A) <https://www.youtube.com/watch?v=JWhA3ldZcyY>
- B) https://www.youtube.com/watch?v=tJmm_hmT8NY
- C) https://www.youtube.com/watch?v=_fuJz2u7oCM
- D) https://www.youtube.com/watch?v=aCLY29SP_Ds



- E) Tsyareszka wedding in Vitebsk village.mp4
- F) <https://www.youtube.com/watch?v=nN-542IYoE0>
- G) <https://www.youtube.com/watch?v=E7FHNQyL8KE>
- H) <https://www.youtube.com/watch?v=mrrQT4WkbNE>



2. What Belarusian and English singers or bands do you know? Fill out the table. Tell others about the band you have chosen. Try to describe and narrate.

№	The name	Date of formation	Contest winners	Most popular songs
1	Pesnyary			
2	Syabry			
3	The Beatles			
4	The Queen			
5	...			

3. Look at the picture and describe it. Is it easy or difficult to play bagpipes? Do other cultures have this national musical instrument? Order the words to make sentences. Act out the dialogue.

S1 — this / from / is / where / man?
 S2 — not / I / sure / 'm. He / Scotland / is / from / think / I.
 S1 — What / he / wearing / is?
 S2 — is / wearing / he / a kilt.
 S1 — kilt / a / what / is?
 S2 — it / a / is / costume / traditional / Scottish / men / for.
 S1 — you / know / the / instrument / do / of / name / the / instrument?
 S2 — is / I / guess / it / the / bagpipes.



Puc. 70



4. Work in 4 groups. Scan the texts, discuss them in your group and later in mixed groups. Name the musical instrument in this video.

A Chronological Discussion of the History of British Music through its Musical Instruments (abridged)

By Matthew Hill, MINIM-UK cataloguer

Group 1. The United Kingdom was famously described as “The Land Without Music” (“*Das Land ohne Musik*”) in the title of a 1904 book by German music critic Oscar Adolf Hermann Schmitz. At the time Schmitz wrote this, few would have disagreed — even the British themselves. Schmitz referred to classical music. Until relatively recently, British classical musicians and composers were often overshadowed by their continental counterparts, but to claim that this isle lacks strong and vibrant musical traditions is manifestly untrue.

The bagpipe is known to have been owned by a soldier who fought at the 1746 Battle of Culloden, Scotland.

Group 2. Guitars are extremely English. Although similar instruments were played throughout Europe during the 17th to 19th centuries, English “guitars” (sometimes spelt “gittar”) were extremely popular in Britain around the turn of the 19th century — especially as an instrument for well-bred young ladies.

Group 3. Although the piano was invented by an Italian (Bartolomeo Cristofori) around the turn of the 17th century), the vast majority of modern grand pianos are based on the late 18th-century designs of the English maker John Broadwood. Broadwood’s pianos were popular throughout Europe, and were particularly favoured by Ludwig van Beethoven, who said of his instrument: “I will regard it as an altar on which I will offer to god Apollo my most beautiful sacrifices of spirit.” Beethoven was also known to play his Broadwood piano so violently that he broke its strings on more than one occasion.

Group 4. One of the most iconic traditional Welsh instruments, the crwth (pronounced “crooth”) is a lyre that is played with a bow, in a manner somewhat similar to a violin. It is not clear when the crwth became established in Wales, but by the late 18th-century the instrument was in decline. While only four historical examples of this instrument remain, in recent years the crwth has seen a revival in popularity, especially among folk musicians.

5. Do you know the history of the cimbalom, one of Belarusian musical instruments? Learn some interesting facts about the cimbalom. What are three least interesting?



The cimbalom is a concert hammered dulcimer: a type of chordophone composed of a large, trapezoidal box with metal strings stretched across its top. It is a musical instrument commonly found throughout the group of East European nations and cultures (Austria,



Hungary, Greece, Belarus, Romania, Moldova, Ukraine, Poland, the Czech Republic and Slovakia). The cimbalom is typically played by striking two beaters against the strings. The steel treble strings are arranged in groups of 4 and are tuned in unison. The bass strings which are over-spun with copper, are arranged in groups of 3 and are also tuned in unison. The instrument name “Cimbalom” also denotes earlier, smaller versions of the cimbalom of different tone groupings, string arrangements, and box types. In English, the cimbalom spelling is the most common, followed by the variants, derived from different languages — cimbal, cymbalom, cymbalum, tambal, tsymbaly and tsimbl etc. Santur, Santouri, sandouri and a number of others.

A “cymbalum” is not the same instrument as a cimbalom. A “cymbalum” is a part of a medieval instrument, one of a set of 4–8 small bells, made in graded sizes and hung together in a frame.

The concert cimbalom developed by Jozsef Schunda in 1874 in Budapest, Hungary was closer in its range of pitch, dynamic projection and weight to the proportions of a small piano than the various folk hammered dulcimers had been. The Schunda cimbalom was equipped with a heavier frame for more stability and dynamic power. It included many more string courses for extended range and incorporated a damper pedal which allowed for more dynamic control. Four detachable legs were added to support this much larger instrument. The concert cimbalom continues to be played primarily with beaters although other playing techniques are used.

6. Discuss national musical instruments in a carousel discussion; be ready with 1 min descriptions. The inner circle will speak about the British musical instruments, the outer circle will speak about Belarusian musical instruments.

Lesson 3 POPULAR ART. FOLK DANCES

1. Match folk dances with the countries of their origin. There might be more than one correct answer.

- 1) polka
- 2) cracovienne
- 3) tango
- 4) padespaigne
- 5) bunny hop — летка-енка
- 6) the Charleston dance

- A) Finland
- B) Argentina
- C) Belarus
- D) the USA
- E) Poland
- F) Russia



2. Work in pairs. Watch the video and describe the movements of one dance.

Model: *The Charleston basic steps are feet swivels or feet twists.*

3. You are going to watch an authentic Belarusian dance. What equipment do you need for the dance? Learn the movements and try to dance it.



Dance.mp4

4. Read the following descriptions. Guess the names of the dances. Work in pairs.



Puc. 71

This dance appeared in the first half of the 18th century in the region of Andalusia, at the time when gypsies, Arabs, Jews and Christians lived together. It also has some African rhythms and Indian movements.

This dance in triple time is performed by a couple, who as a pair turn rhythmically round and round as they progress around the dance floor. Some men think it is the most difficult dance to master.

It is a traditional Hungarian folk dance. The name come from the Hungarian word which means ‘tavern’, ‘inn’. It is danced by men and women. Women are dressed in traditional wide skirts, which take on a characteristic shape during whirling.

Everybody can recognise a Jew by expressive gestures. This dance is a continuation of the conversation. It is impossible to peep and repeat the unique gesture, which is the most important element of this dance. You should look for the community and explore the gesture there. It is performed by women.

It is one of the most famous dances of the country. This dance name means “the dance of spider”, which is very poisonous. It is a lively folk dance that is often performed at weddings.

5. Reflection. Finish the following statements.

I know how to dance...

I don't know how to dance...

I would like to learn how to dance...

Lesson 4 POPULAR ART. NATIONAL COSTUME

1. Look at the picture. Can you describe it? Do you know the names of the main elements of the Belarusian national female costume? Use some key words.

Kokoshniks, embroidered dresses, flax, welcoming guests with round loaves.



Puc. 72

2. While Americans and Britons can't boast about having their national costumes, different regions of Belarus have varied national costumes. Some ethnographers name more than twenty. Work in pairs. Choose one of the pictures. Describe them in details. Pay special attention to the ornament of the clothes.

Model: *The man playing the harmonica, as well as other hosts of the party are wearing embroidered shirts and waist belts. Some of them have straw hats on. The woman is wearing a blouse, a skirt, an apron and a headscarf (namitka) for married women.*



Рис. 73

3. Belarus is a multinational country. Grodno regularly hosts national festivals. Work in three groups. Scan the texts, discuss them in your group and later in mixed groups.

Group 1. In June 2022 Grodno hosted its regular 13th Republican Festival of National Cultures. It was a great and very friendly holiday. The entire centre of the city was filled with a crowd moving from the courtyard to courtyard. It was felt that the atmosphere was saturated with goodwill and cheerful mood. There was a photo chronicle of the festival in Ukrainian courtyard, introducing the history of the forum since its foundation. People were willing to share their experiences. Afghans, Iranians, Kazakhs, Chinese, Turkmen, Uzbeks gathered in one courtyard.

Group 2. The artists in the Russian courtyard invited everyone to a round dance. Grodno residents and guests of the city got acquainted with folk craftsmen, who represented their products made of wood, straw, and traditional nesting dolls. Everyone could join the master class on painting them. In the Bashkir courtyard quests were met with the sounds of music near the real yurt. A 'hut' with an authentic interior was presented in the Polish courtyard. Here they taught how to make flowers from corrugated paper, and how to make clay pots. The mood was created by mazurka, polonaise and krakowiak.

Group 3. The festival was very impressive. National musical instruments were played, traditions and costumes were demonstrated. Visitors could taste bigus, kishka, flaki, shirtan, kuplu and other sausage delicacies, pie and other national dishes. In general, every corner of the historical centre of Grodno was filled with the flavour of different cultures. Around 800 representatives of 30 nationalities introduced the festival visitors to cultural customs, traditional celebrations, popular crafts, and treated them to national dishes. The festival brought a lot of joyful emotions and became a source inspiration.

M. Ushkevich (abridged)



4. Watch the beginning of Grodno festival. Try to remember as many details as you can one of the national costumes. Work in pairs. One person describes, the other person guesses, the costumes of what nations are described, and then they swap the roles.

Lesson 5

POPULAR ART. CRAFTSMANSHIP

1. A Word Cloud is a way to visualise the data in the form of words. How many can you remember? Look at the cloud for a minute and remember as many words as you can. Name the most popular Belarusian crafts.



2. Work in pairs and act out short dialogues to offer some souvenirs (resembling the famous Slutsk belts linen clothes, bedclothes, tablecloths decorated with embroidery) made of flax to your quests from abroad.

Model: — Take my advice and buy one of these tea sets.
— Well, I don't know...
— Flax has been cultivated in Belarus since ancient times.
It is an amazing material.
— Flax clothes are soft and good for health.
— I agree. Let me see one of these....



Рис. 74

3. Skim the passages. Match them to the headlines. Ask your classmates the questions of different types.

- a) Pottery and ceramics
- b) Felt making
- c) Willow (osier)
- d) Woodcarving
- e) Straw weaving

1. Belarusians grew fond of straw for its beauty and warmth. When skillfully handled, it can be turned into a wonderful piece of art. Straw wreaths, bundles and figurines were used in Belarusian folk rites. The famous iconostases made from straw, a tradition common only for our country, were made in the Belarusian Polesye



in the 18th –19th centuries. Perhaps nowhere else in the world you can find such diverse application of this unusual material, which presents the energy of the Sun. Tourists and Belarusians might buy straw braided figurines of animals and birds, flowers, hats and sandals, dolls and amulets, boxes and chests, accessories and pictures made of straw as well as wooden souvenirs incrustated with straw.

2. Unique ceramics workshops have existed in different regions of Belarus from ancient times. Each craftsman had his own secrets in molding including shaping, painting and glaze compound. Belarusian women used ceramic ware to keep milk fresh and make delicious national dishes. The Belarusians also made clay musical instruments and penny whistles.



3. In Belarus, a land of forests, wood has been widely used for construction and art purposes. Wood has been used to make furniture, utensils, beautiful decorations. Woodcarving is a craft also used in making souvenirs: wooden utensils, boxes and chests, figurines of people, animals, birds, carved furniture.

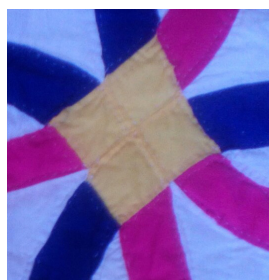
4. Hundreds of years ago Belarusians used osier to make house walls and fences, baby cribs, baskets for fruits and mushrooms. Today craftsmen continue the traditions of their ancestors. Using different types and colours of osier, various sophisticated techniques and patterns they create amazing things: baskets, bread bins, trays, plates, cache-pots, lapy (bast shoes). Belarusians and guests can also buy beautiful handmade osier furniture in Belarus.



5. Making felt hats and boots from sheep wool is another ancient craft of Belarusians. These things were indispensable in bitter-cold weather. The town of Dribin, which has been known for felting traditions from the 18th century, keeps the ancestral secrets of boot-felting today. Belarus is preparing a portfolio to get the Dribin felt-making traditions and special language used by craftsmen inscribed on the UNESCO List of Intangible Cultural Heritage.

Puc. 75–79

4. Look at the pictures. You can see a New Year decoration in front of an American house. In the other picture one can see a patchwork quilt. What countries is this craft popular in? Imagine you have to make decorations yourselves. What material would you use? Discuss your ideas in groups. Make an outline of your activities. Arrange it in a form of a mind map.



Puc. 80–81

Lesson 6

POPULAR ART. ORAL FOLK ARTS



1. Watch the video excursion around a cultural centre. Use it as a model to be ready with a tour of a local museum, a gallery or an exhibition.

2. Work in pairs. Recall the information from the video. Choose one episode and reproduce it, turning the sound off.

3. Folk tales, legends, rhymes to name but a few constitute oral folk arts. Read out children's rhymes. Do you know any of them? Recite them in pairs. Why do you think these rhymes are on similar topics?

Gray Goose

Gray Goose and gander
Waft your wings together
And carry the King's daughter
Over the stand river

Chook, chook

Chook, chook, chook, chook, chook,
Good morning, Mrs. Hen.
How many chickens have you got?
Madam, I've got ten.
Four of them are yellow,
And four of them are brown,
And two of them are speckled red.

Jolly Red Nose

Nose, Nose, Jolly Red Nose,
And what gave you
That jolly Red Nose?
Nutmeg and ginger,
Cinnamon and cloves
That's what gave me
This jolly Red Nose.

Shopping Robbins

A Robin and a Robin's son
Once went to the town to buy a bun.
They couldn't decide
Oh, plum, or plain
And so they went home again.

Tub, Tub, Tub

The old woman stands
At the tub, tub, tub,
The dirty clothes to rub, rub, rub.

Два веселых гуся

Жили у бабуси
Два веселых гуся
Один — серый, другой — белый
Два веселых гуся.

Курочка Ряба

— Курочка-рябушечка, куда ты пошла?
— На речку.
— Курочка-рябушечка, зачем ты пошла?
— За водичкой.
— Курочка-рябушечка, зачем тебе водичка?
— Цыпляток поить.
— Как цыплятки просят пить?
— ПИ-ПИ-ПИ-ПИ.

Кто пришел? Что принес?
Знаем кто — Дед Мороз.
Дед седой с бородой
Он нам гость дорогой.
Он нам елку зажжет,
С нами песню споет.

Чижик-пыжик

— Чижик-пыжик, где ты был?
— На Фонтанке воду пил.

Федорино горе
Долго-долго целовала
И ласкала их она,
Поливала, умывала,

But when they are clean
And fit to be seen
She'll dress like a lady
And dance on the green.

One for the money
Two for the show,
Three to get ready
And four to go.

One to Ten

One, two, three, four, five
Once I caught a fish (a hare) alive.
Six, seven, eight, nine, ten
I let her (him) go again.

The Boy in the Barn

A Little boy went into a barn,
And lay down on some hay.
An owl came out and flew about,
And the little boy ran away.

Mary had a Little Lamb

Mary had a little lamb
Its fleece was white as snow
And everywhere that Mary went
The lamb was sure to go.

Cushy Cow

Cushy Cow, bonny, let down your milk
And I will give you a gown of silk.
A gown of silk and a silver teaspoon,
If you will let down your milk to me.

A Dozen Eggs

I bought a dozen new-laid eggs
From good old farmer Dickens.
I hobbled home upon two eggs
And found them full of chickens.

There was an old owl lived in an oak
The more he heard, the less he spoke
The less he spoke, the more he heard.
Oh, if men were all like that wise bird.

Полоскала их она.
«Уж не буду я посуду обижать
Буду-буду я посуду
И любить, и уважать».

Раз, два. три, четыре, пять
Я иду тебя искать.
Кто не спрятался
Я не виновата.

Раз, два, три, четыре, пять
Вышел зайчик погулять.
Вдруг охотник выбегает,
Прямо в зайчика стреляет
Пиф-паф, ой-ой-ой убегает зайчик мой.

Ой, ду-ду-ду-ду...
Ой, ду-ду-ду-ду-ду-ду,
Потерял старик дуду.
А я дудочку нашла
Пастушку я отдала.

Барашкины кудряшки
Маленький барашек
Нам мешок кудряшек
Подарил к зиме.
Вышла брату шубка,
Вышла маме юбка.
И носочки мне.

Рано-рано по утру

Ты, коровушка, ступай
В чисто поле погулай.
А вернешься вечерком,
Нас напоишь молочком.

Цыплята

У нашей пестрой квочки
Одиннадцать цыплят.
Тут и сынки, и дочки,
И все-то есть хотят.

Жила-была сова. Она вела себя премило:
Чем больше слушала сова, тем меньше говорила.
Тем больше услышать могла того, что пригодится.
Ах, если б люди были так мудры, как эта птица.

If your lips would keep from slips,
Of these five things beware:
Of whom you speak, to whom you speak,
And how, and when, and where.

Кто хочет хорошим рассказчиком быть,
Тому нужно помнить всегда
О чем говорить, кому говорить,
И как, и где, и когда

4. What is fairy tale therapy? Brainstorm as many ideas as possible.

5. Work in pairs. Scan the text. Ask and answer questions of different types. Formulate the moral of it.



The Wooden Bowl

I guarantee you will remember the tale of the Wooden Bowl tomorrow, a week from now, a month from now, a year from now.

A frail old man went to live with his son, daughter-in-law, and four-year-old grandson. The old man's hands trembled, his eyesight was blurred, and his step faltered. The family ate together at the table. But the elderly grandfather's shaky hands and failing sight made eating difficult. Peas rolled off his spoon onto the floor. When he grasped the glass, milk spilled on the tablecloth.

The son and daughter-in-law became irritated with the mess. "We must do something about father," said the son. "I've had enough of his spilled milk, noisy eating, and food on the floor." So the husband and wife set a small table in the corner. There, Grandfather ate alone while the rest of the family enjoyed dinner.

Since Grandfather had broken a dish or two, his food was served in a wooden bowl. When the family glanced in Grandfather's direction, sometimes he had a tear in his eye as he sat alone. Still, the only words the couple had for him were sharp admonitions when he dropped a fork or spilled food. The four-year-old watched it all in silence.



Рис. 82–83

One evening before supper, the father noticed his son playing with wood scraps on the floor. He asked the child sweetly, "What are you making?" Just as sweetly, the boy responded, "Oh, I am making a little bowl for you and Mama to eat your food in when I grow up." The four-year-old smiled and went back to work.

The words so struck the parents so that they were speechless. Then tears started to stream down their cheeks. Though no word was spoken, both knew what must be done. That evening the husband took Grandfather's hand and gently led him back to the family table. For the remainder of his days he ate every meal with the family. And for some reason, neither husband nor wife seemed to care any longer when a fork was dropped, milk spilled, or the tablecloth soiled.

On a positive note, I've learned that, no matter what happens, how bad it seems today, life does go on, and it will be better tomorrow. I've learned that I still have a lot to learn.

6. Act the fairy tale out.

Lesson 7

NATIONAL CUISINE

1. Look at the pictures. Could you name these traditional American dishes? What holidays are associated with these dishes?



Рис. 84–85



2. Listen to the song “Where have you been, Billy boy?”. What dish is mentioned there? Why?

3. Study the Thanksgiving map. Do you know these dishes? Choose one state and its Thanksgiving dish. Find the information about this dish. Work individually.



Рус. 86.

4. Thanksgiving wouldn't be complete without a homemade pumpkin pie. Making the seasonal dessert is actually quite simple. Could you guess the ingredients? Work in pairs. Scan the text below. Were your guesses correct? Mind the difference between °C and °F temperatures, ounces and gramms.

You can make this bakery-worthy pumpkin pie with just five easy-to-find ingredients:

Pie Crust: Use a store-bought crust or make your own with our top-rated Butter Flaky Pie Crust recipe. **Pumpkin Puree:** This simple pumpkin pie recipe calls for a 16-ounce can of pumpkin puree. Of course, you can puree your own pumpkin if you want to go the homemade route.

Sweetened Condensed Milk: A can of sweetened condensed milk adds irresistible flavor and creates a rich, smooth texture.

Eggs: Two whole eggs lend richness and help bind the filling together.



Puc. 87

Pumpkin Pie Spice: A teaspoon of aromatic pumpkin pie spice gives this pumpkin pie all the aromatic, cozy flavor you need.

1. **Mix:** Combine the pumpkin puree, condensed milk, eggs, and pumpkin pie spice in a large bowl. Mix until smooth, then pour into the prepared pie crust.

2. **Bake:** Bake in an oven preheated to 425 degrees F for about 15 minutes, then reduce the heat to 350 degrees F and continue baking until the filling is set.

5. Look at the pics of two Christmas dinners and the main course for a New Year special dinner. Match the pictures with the descriptions.

A



B



C



Puc. 88

1. Marinated and panko crusted rack of lamb, arugula salad, cannellini beans, artichoke heart pesto salad.

2. Ham, eggplant parmigiana, baby zucchini, glazed multicolored baby carrots, seasoned potato wedges, southern greens and arugula salad.

3. Berkshire porkchop with mushroom marsala sauce, collard greens, celery root purée, roasted root vegetables with chilli-lime butter.

6. Look at the picture of a traditional Belarusian dish in a very original shape. Do you know the name of this dish? What holiday do pancakes mainly associate with? American pancakes are fluffy, while Belarusians prefer thin pancakes with different fillings. Swap your recipes of pancakes with classmate.



Puc. 89

7. Watch the video illustrating the process of making cottage cheese pancakes. Do you like them? Shoot your video preparing your favourite dish at home. Share it with classmates.



Do you fancy becoming a culinarian? Here's a recipe of a very popular British pie. Guess it. Try to make it at home. Think about other popular recipes in the English-speaking countries. Prepare them. Ask your classmates to guess.

- 6 tablespoons butter (85 g),
- 1 large overripe banana (250 g), peeled and cut into 1-inch pieces
- 2/3 cup of condensed milk (210 g)
- 1/2 teaspoons salt
- 1/4 cup cornstarch (32 g)
- 2 tablespoons sugar
- 1.5 glass of milk
- 4 large egg yolks (60 g), at room temperature
- 1 large egg (50 g), at room temperature
- 2 teaspoons vanilla extract
- 1/2 cups heavy cream (360 g), chilled
- 1/2 cup sour cream (120 g), chilled
- 170g biscuits (about 12 cookies) or crackers (about 11 sheets)

Watch the video to find the answer.



Lesson 8 NATIONAL CELEBRATIONS



1. Listen to the song. Guess the country and learn the story of the song. Could you sing to the music?

Here comes the bride
All dressed in white,
Sweetly serene in the soft glowing light.
Lovely to see marching to me
Sweet love united for eternity.



Watch the video and comment on the traditional church procession

2. Work in groups. Do you agree that wedding traditions often reflect the national values? Read about wedding traditions in different places and try to guess which country from the box they illustrate. How many countries have you guessed? Some traditions might be similar in different countries.

North Borneo (Malaysia), Belarus, Sicily, the USA, China, Argentina, Los Andes (Chile), Peru, Puerto Rico, Spain

1	The bride and the bridegroom light a large candle symbolising their future life together with two small candles previously lit — one from the groom's family and one from the bride's family. It's called "the unity candle"		A
2	Guests throw rice on the newlyweds as they leave the church, to wish the couple many children		B
3	In the ceremony sweets, eggs and money are offered, as a symbol of prosperity, happiness and hope		C
4	The bride should wear something old, something new, something borrowed, something blue		D
5	Everything at the wedding is red: the bride's dress, invitation cards, gift boxes and envelopes with money. For them, this color has a meaning of love, happiness and prosperity		E
6	The trial marriage is allowed in which the couple lives together for months before official ceremony		F
7	The couple drop a glass which breaks into pieces thus predicting a long marriage		G
8	After the wedding the couple stay locked in a room for 3 days. They can eat, drink but can't go to the toilet		H
9	Parents meet the newlywed couple with a round bread and some salt. Who bites the biggest part will be the breadwinner		I
10	Bride's parents pay the groom's family a large dowry		J

3. Read about wedding traditions in Belarus and Great Britain and tick the country.

№	Traditions	Belarus	The United Kingdom
1	Engagement (an engagement ring for a future wife)		
2	One knee proposal		
3	Hen and stag parties		
4	The white wedding dress		
5	Cutting the wedding cake		
6	Throwing rice		
7	The wedding toast		
8	Giving away the bride		
9	Old, new, borrowed, blue		

4. What unusual proposal places or wedding ceremonies have you heard about? Watch the video about quite an unusual wedding ceremony. Do you fancy a traditional or original ceremony?

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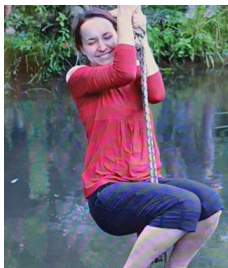
5. Scan the wedding invitations below. One of them is American, the other is English. Guess which the English one is.

WEDDING INVITATIONS

Please join... (names, surnames)
 for the blessing of their marriage vows (date, day of the week)
 at 5 o'clock in the afternoon (address).
 Dinner following. The favour of a reply is requested before the (date). Number of persons...

Her and His Smith would be delighted to have the pleasure of the company of (names) at the Wedding of their daughter (name) to Mr. (name) at St. Ann's Church on Saturday, 20th December, 1999 at 11 am.
 RSVP

6. Describe the pictures. Use the following key words: bungee jumping, a Russian stove, a wreath. What traditions or celebrations do they illustrate?



Puc. 90–92

7. Stereotypes could be positive, negative and neutral. Study the following USA Thanksgiving map. What stereotypes does it show?

Burned In the Oven	Family Secret	Light Cousin	Prayer	Comments
Backyard Football Injury	Food Fight at the Kids' Table	Fist Fight at the Adults' Table	Drunk Aunt	Too Many Green Bean Casseroles
Making Up Something You're Thankful For	Creepy Uncle	FREE SPACE	Uncle Snoring While Watching Football	Grease Fire
Food Poisoning	Forced Conversation	A Mystery Pie	Two Family Members Who Aren't Speaking to Each other	Clogged Toilet
Someone Smoking Weed	Racism	Family Argument	A New Boyfriend/Girlfriend	Explosive Diarrhea

Puc. 93

8. Reflection. Write a cinquain, the first line contains a noun, naming the topic; the second line contains two descriptive adjectives; the third line contains three verbs; the fourth line is a statement; the fifth line is again a different noun.

Lesson 9 BELARUSIAN MUSIC

1. Search for general information about Belarusian singers and complete the table.

Ruslan Alekhno, Dmitry Koldun, Alexander Solodukha, Ksenia Sitnik, Alyona Lanskaya, Uncle Vanya, Theo, IOWA, Diana Arbenina...

Singer	Name	Date of birth	Music genre	Popular songs
Ruslan Alekhno	Ruslan Alekhno	October 14 th 1981	Pop	Hasta la vista
Dmitry Koldun				
Alexander Solodukha				
...				

2. What Belarusian music bands do you know? What music band is in the photo? Guess what information is missing in the card.

The band was founded in... by...
Its musical style is...
The most popular songs are...



Puc. 94

3. Read the passage and check your guesses.

“Pesniary” is a Belarusian rock band. The band was founded on September 1st, 1969 by guitarist Vladimir Muliavin.

His musical style is mainly based on Belarusian folklore. They are popular all over the world. For example, they toured in Carolina in 1976.

“Pesniary” often sang songs based on poems written by such famous poets as Yanka Kupala, Yakub Kolas, Maxim Bogdanovich, etc.

The most famous songs are “Belovezhskaya Pushcha”, “Alesia”, “Kupalinka”, “Spring”, etc. The Belovezhskaya Pushcha song is very popular. They sang it for the first time in 1977. It is a song about the Belovezhskaya Pushcha National Park, which is located 340 km southwest of Minsk in the Brest and Grodno regions. The park is famous for its ancient oak trees dating back more than 500 years.



4a. What Belarusian national songs do you know? Listen to the audio and tell what songs “Pesniary” sang.

4b. Work in pairs and make a presentation about one of Belarusian song. Cover the following points.

1. The name of a song.
2. Music bands or singers who perform it.
3. Main topics presented in the song.
4. Occasions when it sung at (wedding, birthday, festivals, funerals etc.).

5a. What are traditional Belarusian musical instruments? Look at the photos and match them to the name of the instrument.

A pipe (Dudka) Cymbaly Accordion (Harmonik) Violin



Puc. 95



Puc. 96



Puc. 97



Puc. 98



5b. Scan the QR-code and search for interesting facts about musical instruments. Make a brochure about one of these instruments.

6. Listen to the pieces of music and put the musical instruments in order as they appear in the recording.



- ___ A pipe (Dudka)
- ___ Cymbaly
- ___ Accordion (Harmonik)
- ___ Violin



7. What do you know about the production of musical instruments in Belarus? Watch the video and choose the correct answer.

1. The piano factory is located in...
 - a) Minsk;
 - b) Pinsk;
 - c) Molodechno.

2. The workshop where they restore old instruments and create new balalaikas is located in...
- Grodno;
 - Minsk;
 - Pinsk.
3. At the piano factory the instruments have been produced since...
- 2014;
 - 2016;
 - 2018.
4. Musical instruments produced in Belarus are sold in...
- Belarus, Russia, China;
 - Belarus, Russia, Latvia.
 - Belarus, China, France.
5. What instrument is not mentioned in the news?
- Balalaika;
 - Piano;
 - Clarnet;
 - Domra.

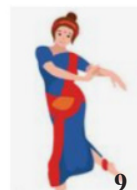
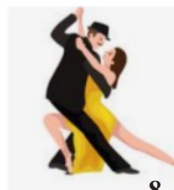
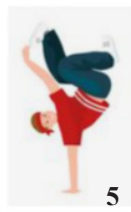
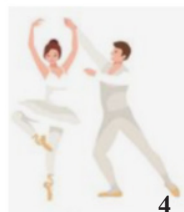
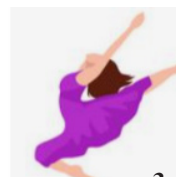
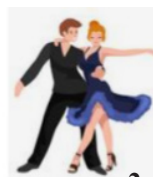
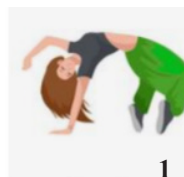
Lesson 10 BELARUSIAN NATIONAL DANCES

1. Match the dance styles with the pictures.

- | | | |
|------------------|-----------------|-----------------------|
| a) Hip-hop | d) Salsa | g) Ballet |
| b) Flamenco | e) Tango | h) Contemporary dance |
| c) Belly dancing | f) Indian dance | i) Break dance |

9 рисунков, изображающих стили танцев, которые перечислены в упражнении

Рис. 99
Рис. 100
Рис. 101
Рис. 102
Рис. 103
Рис. 104
Рис. 105
Рис. 106
Рис. 107





2. Scan the QR-code, read the information and make the list of 3 most famous national dance ensembles.

3. Do you know any children's and youth dance groups? Read the following information. What group is it about? Fill in the chart.

Dance group name	
Founder	
Date of foundation	
Style	
Awards	

“Rovesnik” is a children's and youth dance group that was founded on February 28, 1958 by Marina Nikolaevna Belzatskaya, an outstanding person of our country.

The dance group “Rovesnik” is a diploma winner of many festivals, international and republican competitions: Grand Prix winner of the XI International Children's Festival “Golden Bee” (2011), 1st grade diploma of the X International Festival “Nevskaya Raduga” (2014), laureate of the X Festival-International Folk Art Competition for Children, Youth and Students “Dance and Sing, young Russia!” (Suzdal, 2016) and others. “Rovesnik” actively participates in children's festivals in different countries: France, Italy, Finland, Australia, South Korea, Latvia, etc. In 1965, “Rovesnik” was awarded the honorary title of “Folk children's dance Ensemble of the Republic of Belarus”.

The group brings together more than 600 children from 4 to 18 years old. The repertoire of the ensemble includes Folk and foreign dances.

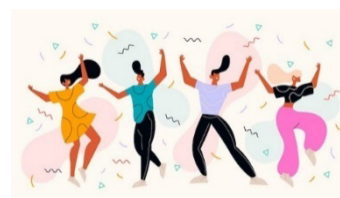
4. Is there anything in common between these 3 images? Read the text and answer the question.



Puc. 108



Puc. 109



Puc. 110

The origin of the polka dance has been the subject of several historical studies. The first records of polka music can be found in early 1800s. However, during that time this dance style popular only on the territory Bohemia, now a part of the Czech Republic.

The word Polka most likely came from Czech word “půlka” (meaning “**half**”). It refers to the lively, fast and jumpy type of the dancing. Some historians believe that other possible origins of the word “polka” came from Czech saying “tanec na polo” (“**dance in half**”) and Czech word “pole” (meaning “**field**”).

The polka is a folk dance that became popular in 1835. In Chile, the United States, Venezuela, Puerto Rico, Colombia, Panama, Peru, Argentina, Uruguay, Nicaragua and Paraguay people dance polka as well.

Many people know that Belarusian polka has a lot of regional variations such as Trasukha, Yanka, Vyazanka, Shmorgalka.

Trasukha is an ancient Belarusian folk dance that appeared before Czech polka. In the XIX century, Czech polka and Trasukha were mixed. Then a new dance appeared — the polka “Trasukha”, which became very popular in Belarus.

The dance came from the village of Khoroshki, Mogilev region. “Trasukha” can be danced both solo and in pairs, fast and slowly. You can dance by raising and lowering your shoulders, jumping high, taking light steps or stamping your feet hard.

The dance was very popular in the Soviet Union as well. During World War II, the polka became a symbol of liberation from the Nazis. After the war Soviet, Czech and American soldiers danced polka in the streets.

5. Do you know how to dance the polka? Would you like to learn it? Here are the main steps.



Puc. 111–112

6. What is Trasukha? Look through the text again and complete the sentences.

The polka is a ... dance. It appeared in ... and became popular in

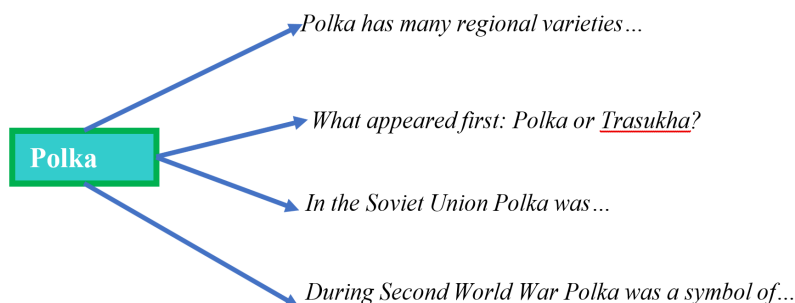
Trasukha is one ... belarusian folk dance.

In the ... century, the Czech polka and Trasukha were mixed.

“Trasukha” can be danced ... and in ... , fast or

During World War II, the polka became a ... from the Nazis.

7. Complete the mind map with the information from the passage.



Puc. 113

8. Work in groups. Search for the information about Belarusian folk-dance groups and modern dance ensembles. Make a presentation according to the plan.

1. Dance group name
2. Date of foundation
3. Founder
4. Style
5. Awards

Lesson 11

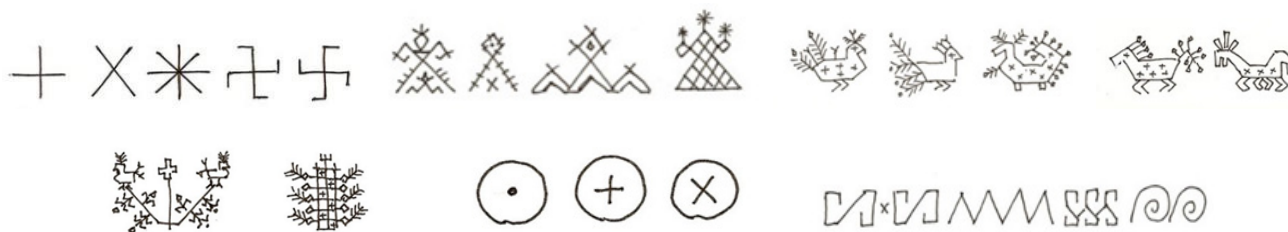
BELARUSIAN NATIONAL COSTUME

1. Look at the pictures. Choose pictures that show Belarusian national costumes.



Puc. 114–117

2. All national costumes have the ornament. Look at the pictures of Belarusian ornaments and guess what they mean.



Puc. 118–124

3. Read the text to learn more about ornaments and check your guesses.

Belarusian national costume is a reflection of Belarusian history. It helps us understand the life and culture of our ancestors ['ænsɛstəz]. The style of a costume depends on social status of the person, region, place of residence (urban or rural) and age. Historians believe that there are about 30 variations of costumes.

Garments for women include a shirt (kashulya) made of homemade linen; a striped woolen or linen pleated skirt (spadnitsa or andarak); a homemade linen apron and a vest.

Men's suit includes a linen shirt worn over trousers, a waistband and a pair of narrow trousers. The shirt has a cut on the chest and a turn-down collar. In certain regions a vest is worn over it.

Belarusian national costume stands out from the others with its magnificent ornaments.

In Belarusian culture embroidery [ɪm'brɔɪdəri] always played a great role. People wore embroidered shirts not only for special occasions but also in everyday life. It is traditional to decorate the sleeves, collar, cuffs, and hem of a shirt.

Our ancestors believed that red color protected them from evil. The creators of ornaments always turned to nature, using what they saw. Here you can see the examples and their meaning:

The sun is the source of life with life-giving power.



The earth is the image of a female figure, Mother Earth.



Birds are satellites of the sun, a symbol of kindness, love, peace, harmony in the house.



The horse is the symbol of a fire and kindness.



The tree is the symbol of life, the unity of the family.

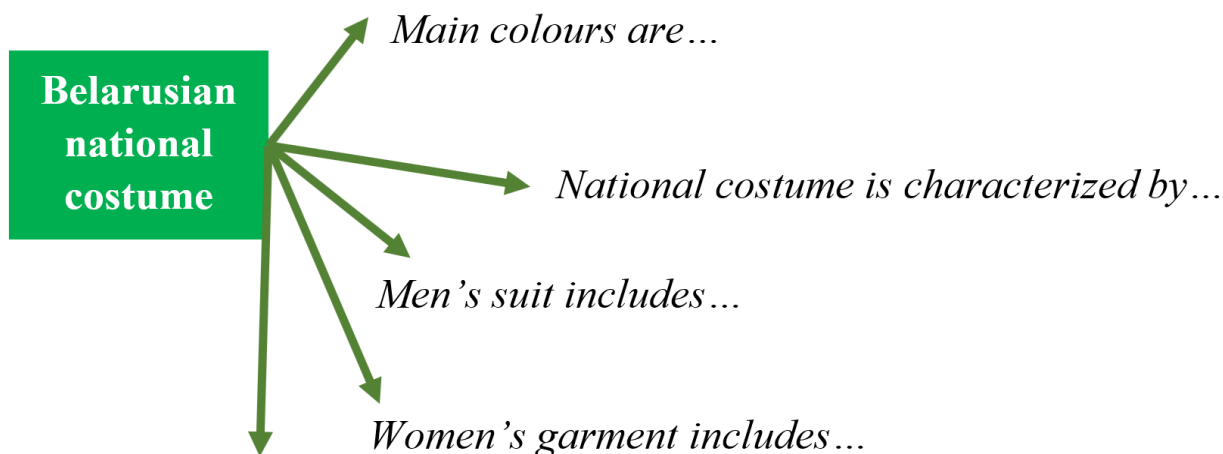


Water is a life-giving force.



Fire is the purifying power.

4. Continue the statements to complete the mind map.



The examples of ornaments...

Puc. 125

5. What is Belarusian traditional footwear? Read the passage and check your guesses.

Despite many new existing technologies, nothing has yet been invented more comfortable and better warming during harsh winters than **woolen boots** (“valenki”). It is traditional footwear, similar to mid-calf boots or modern boots of “Uggs” brand.

In summer people traditionally wore “**lapti**”. This is the footwear made with tree bark. Lapti were easy to make and mostly worn by poor people.

6. Watch the video about national costume and speak about main colours, items of clothing and ornaments.



Main colours are...

Items of clothing include...

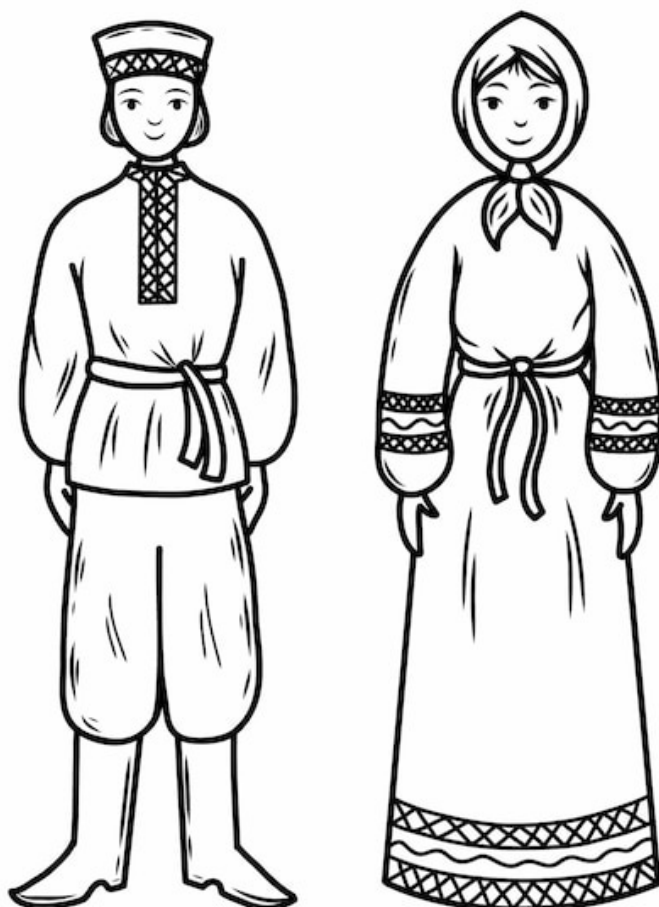
Ornaments...

7. Color the clothes. Suggest some Belarusian elements to complete your images and explain why you have chosen these elements.

Model:

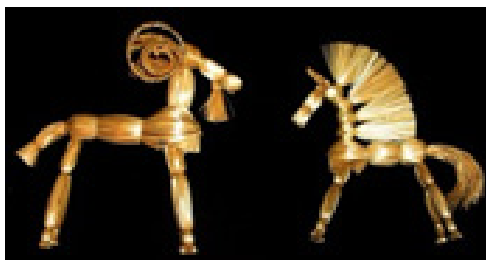
I would like to suggest... for the girl.

For the boy I would suggest a colourful sweatshirt...



Lesson 12 BELARUSIAN CRAFTS

1. What material is associated with Belarusian handicrafts? Look at the pictures. What objects are made of this material?



Руч. 126–128

2. Look at the pictures and brainstorm what souvenirs tourists buy when they travel to Belarus. Use phrases from the box to support your answer.



Puc. 129–132

Help Box

Straw hats and dolls; birch bark paintings; carved bison; linen dolls; decorative panels or plates with city views; ceramic bells; magnets; ceramic dishes; leather accessories.

3. Read the text and answer the questions.

1. What souvenirs are the most popular among tourists?
2. What can be found only here and nowhere else in the world?
3. What souvenirs can deliver the unique character of this hospitable country in the center of Europe?

Belarus has long been famous for its linen fabrics, symbolic rushnyks (embroidered towels), unique products made of straw, clay and wood, valenki (felt boots) and hats made of sheepskin.

Belarus boasts organic dairy and meat products, an extraordinary variety of potato dishes, delicious and savory bread, original drinks with herbs, sweets made from apples and health-giving cranberry.

4. Answer the questions in pairs.

1. Do you have any craft items at home?
2. What branch of handicraft does it belong to?
3. What material is it made of?
4. What is it used for?
5. Do you like it or not? Why?

5. Work in groups. Write questions and conduct a survey to find out the information about your classmates.

1. How many families have objects of Belarusian handicrafts at home?
2. Which craft branches are most popular among the students in your class?
3. Whether it is important to respect and preserve handicrafts?
4. Where you can get acquainted with the objects of Belarusian handicrafts?

6. Analyze and present the results of the survey. Use the words from the help box to support your answer.

Help Box

Everyone believes (thinks, considers) that...
 No one has...50% (10%, 20%) of the classmates...
 The majority of the classmates...
 A half of the classmates...

7. What future do you think crafts have? Will they remain popular? Prove your ideas.



Рис. 133

Lesson 13 BELARUSIAN FOLKLORE

1a. Read the sayings in English and compare them with their equivalents in Russian and Belarusian languages.

English	Russian	Belarusian
Learning never hurts	Грамоте учиться всегда пригодится	Навуку за плячыма не носяць
A word spoken is past recalling	Слово не воробей, выпустишь — не поймашь	Слова як птушка: выпусціў — не вернеш
Money does not make wise the one who was born a fool	Богатством ума не купишь	За грошы розуму не прыдбаеш
Honor is earned slowly but lost easily	Береги честь смолоду	Шануй сябе ў грамадзе
A penny saved is a penny earned	Копейка рубль бережет	Колас да коласа — сноп будзе
The squeaky wheel gets the grease	Хочешь есть калачи, не лежи на печи	Без працы няма чаго і хлеба шукаці

1b. What do the sayings teach us? Which ones tell us about the importance of friendship / hard work / savings / wisdom / education / dignity?

1c. Choose one saying and explain its meaning.

Model: *This saying means that... / This saying is about...*

2. Match Belarusian sayings to their English equivalents. Translate them into Russian.

1. Якое дрэва, такі і клін, які бацька, такі сын	A. Cut your coat according to your cloth
2. Знай каток свой куток	B. A rolling stone gathers no moss
3. Сяброўства і братэрства даражэй рознага багацця	C. There is no harm in trying
4. Спроба — не хвароба	D. Like father like son
5. Крывого дрэва не выпрастаеш	E. The most valuable antiques are dear old friends
6. Хто не йдзе, той не спатыкаецца	F. The leopard can't change his spots

3. How can you explain the meaning of Belarusian sayings that have no English equivalents?

1. Папраў казе хвост.
2. Паміраць збірайся, а жыта сей.
3. Не будзь горкі і не будзь салодкі: горкага праплююць, а салодкага праглынуць.
4. Лепшая радня — свая раўня.
5. Малы жук, ды вялікі гук.
6. Пераначуем — болей пачуем.

4. Make an illustration of one of Belarusian sayings. Explain its meaning. Let your classmates guess the saying.

5. Watch the fairy-tale “Dzedava rukavichka”. What Russian fairy-tale does it remind? Translate the story into English. Role-play the fairy-tale.



Дзедава рукавічка (беларуская народная казка)

Жыў дзед з бабай. Паехаў дзед у лес і згубіў рукавічку. Прыскакала да рукавічкі лягушка і пытаецца:

— Хто ў гэтай рукавічцы жыве?

Ніхто не адгукаецца. Яна залезла ў рукавічку і стала жыць.

Трохі пагадзя паўзе рак. Прыпоўз да рукавічкі і пытаецца:

— Хто ў гэтай рукавічцы жыве?

А лягушка гаворыць:

— Сама Паня-пацягуня. А ты хто?

— А я Рак-тарабун. Ці можна мне?

— Лезь!

Трохі пагадзя бяжыць зайчык. Прыбег да рукавічкі і пытаецца:

— Хто ў гэтай рукавічцы жыве?

— Сама Паня-пацягуня і Рак-тарабун. А ты хто?

— А я Па-бярэзнічку Прыгун. Палезу і я к вам?

— Лезь!

Трохі пагадзя бяжыць лісіца.

— Хто ў гэтай рукавічцы жыве?

— Сама Паня-пацягуня, Рак-тарабун ды Па-бярэзнічку Прыгун.

А ты хто?

— А я Лісіца — добрая маладзіца. Палезу і я к вам?

— Лезь!

Лісіца ўлезла і сядзіць. Трохі пагадзя ідзе воўк.

— Хто ў гэтай рукавічцы жыве?

— Сама Паня-пацягуня, Рак-тарабун, Па-бярэзнічку Прыгун і Лісіца-добрая маладзіца. А ты хто?

— А я З-за куста Хапун. І я палезу к вам?

— Лезь!

Улез і воўк. Трохі пагадзя сунецца мядзведзь. Падышоў да рукавічкі і пытаецца:

— Хто ў гэтай рукавічцы жыве?

— Сама Паня-пацягуня, Рак-тарабун, Па-бярэзнічку Прыгун, Лісіца-добрая маладзіца, ды З-за куста Хапун. А ты хто?

— А я Зверху Прыціскун. Пусціце мяне к сабе!

— Не, ужо няма куды.

— Ну, я зверху сяду!

Узлез наверх, як ціскануў, так звяры і разбегліся ўсе.

Characters

Skippy the Frog — Паня-Пацягуня

Noisy Crayfish — Рак-тарабун

Bunny Bumpkin — Па-бярэзнічку Прыгун

Foxy-Woxy — Лісіца-добрая маладзіца

Grey Wolf — З-за куста Хапун

Clumsy Bear — Зверху Прыціскун

Lesson 14

BELARUSIAN CUISINE



1a. Study European gastronomic map. What countries have national dishes similar to Belarusian ones?

Greece, Poland, Great Britain, Lithuania, Italy, Ukraine, France, Germany, Latvia, Spain, Sweden, Norway, Portugal, Austria, the Netherlands, Switzerland.

1b. Examine the gastronomic map of our country. What dishes are on the map?



Рис. 134

2. What are basic ingredients of typical Belarusian dishes? Continue the list with your ideas.

Fresh fruit and berries, pickled vegetables, grains...

3a. Look at the photos of 12 most famous Belarusian dishes. Match the dishes with their names.



1. ...



2. ...



3. ...



4. ...



5. ...



6. ...



7. ...



8. ...



9. ...



10



11. ...



12. ...

- a) Draniki; b) Kletsiki; c) Babka; d) Kalduny; e) Tsibriki; f) Sashni; g) Nalistniki; h) Karavai; i) Zhurek; j) Machanka; k) Borsch; l) Kasha.

Puc. 135–146

3b. Read the following definitions and guess what dishes they refer to.

1. Potato pancakes.
2. Potato balls, stuffed with cheese and fried in a pan.
3. Bread that has a rich and very mild flavor and is a symbol of hospitality.
4. Soup made from oatmeal and black bread with meat, vegetables and garlic.
5. Belarusian beet soup that has ingredients such as meat, potatoes, cabbage, carrots and onions.

4a. Read the recipe of one of the most typical Belarusian dishes. Guess the name of the dish.

First, wash 6 potatoes, peel and grate them.

Add an egg, flour, pepper, a pinch of salt.

Mix everything carefully.

Heat the oil in a frying pan and add two or three tablespoons of the mixture, making small pancakes.

Cook on both sides until it is golden brown.

It is better to be served immediately with sour cream.

4b. Make a short video with comments on the Belarusian dishes that are usually made in your family.

5a. What other typical dishes of Belarusian cuisine do you know? Complete the table with their names. Scan the QR-code to find more information about popular Belarusian dishes.



Soup	Second course	Dessert	Drink

5b. Explain to English-speaking tourists what ingredients these dishes have.

You may use these phrases:

This dish is made from (of)...

It is usually eaten...

To cook this dish, you need...

It is served with...

6. Work in groups. Imagine that you're going to open a restaurant of Belarusian cuisine. Cover the following points.

The name of a restaurant

Location

Interior design

The menu

7. Make a presentation of your restaurant.

Lesson 15

NATIONAL CUSTOMS AND TRADITIONS

1. What Belarusian national and religious holidays do you know? Brainstorm as many holidays as possible and continue the list.

Independence Day

Mother's Day

Victory Day

...



Puc. 147

2a. Look at the invitation card. What party are you invited to?



Puc. 158

2b. Discuss the questions in pairs.

1. What was the last wedding party you visited?
2. What wedding traditions do you know?

3. Read the letter and find three Belarusian wedding traditions.

Hi, Jenny!

How are things going? I haven't heard from you for ages. I hope you and your family are doing well.

I want to tell you some good news. Ivan and I are getting married on July 15th. I want to invite you to our wedding party and hope you will be able to come.

Belarusian wedding differs from an English one. Belarusian weddings usually last for two days. After signing the marriage certificate, the bride, groom and their friends have a walk around the city center. The newlyweds go by cars in a wedding procession. All the cars beep making noise. Those who pass by also whistle to congratulate the bride and groom. It is considered that meeting newlyweds in the street brings you good luck.

During the wedding party all the guests have delicious food and drinks, dance, congratulate the newlyweds and participate in different funny competitions. Very often guests shout "Gorko!" unexpectedly and lovers have to get up and kiss. The word "gorko" means "sour" and it is considered that the more they shout, the sweeter the life of a new family will be.

At the end, the bride throws her bouquet of flowers to the guests: it is believed that the girl who catches it will be the next to get married. Next, the bride and groom go on honeymoon.

I wish you could come to my wedding. Write soon.

Kiss,

Mary.

4. Look through the list of wedding traditions and chose Belarusian ones.

1. A few days before the wedding the bride and groom organize their hen / stag parties.
2. Brides wear a white dress.
3. The bride should wear something blue, something borrowed and something old or used.
4. The groom should not see the bride's dress before the ceremony.
5. When the guests shout "Gorko!", the newlyweds kiss.
6. Parents welcome the newlyweds with a loaf of bread and salt.
7. Lovers exchange the pieces of tapestry.
8. When the newlyweds leave the Town Hall, the guests throw handfuls of rice on the bride and groom.
9. The bride gives her bouquet of flowers to a special person.
10. The wedding party is usually led by an entertainer, who is called "Tamada".

5a. Work in groups. Conduct the survey about national and state holidays celebrated by the families of the students in your group.

1. What holidays does your family celebrate?
2. What is your favourite holiday? Why do you like it?
3. What holiday traditions does your family have?

5b. Summarize you classmates' answers and make the list of 5 most celebrated and popular holidays.

6. Make a brochure about one of the holidays. Present the brochure to your classmates.

Speak about
 The type of a holiday
 When it is celebrated
 Traditions and activities
 Clothes and entertainment

Lesson 16

THE DAY OF BELARUSIAN CULTURE. PREPARATION

1a. Read the plan of the lesson. What are you going to do today?

Choose the activities to present (see the summary).

Discuss the criteria for evaluation.

Make a list of the necessary items and facilities.

Write the script.

1b. Study the summary. Choose the activity you are going to present.

Summary of topics and activities

What is culture?	Presentation with the phrases about the importance of culture Tree of Belarusian culture.
Music	Basic information about different singers. Presentation about traditional Belarusian songs. Brochure about musical instruments
National dances	Presentation on folk dance groups and modern ensembles
National costumes	Creation of the Belarusian clothing or ornament
Crafts	Quiz and presentation about Belarusian handicrafts
Folklore	Illustrations for Belarusian sayings. Translation of Belarusian fairy tale. Role-play
National cuisine	Restaurant of Belarusian cuisine
National traditions and customs	Brochure about the most popular holidays

2. Think of the criteria to evaluate presentations and reports. Use the table as a model.

Criteria	Requirements	Points
Presentation	<ul style="list-style-type: none"> the number of slides corresponds to the content and duration; speeches (for a 7-minute speech, it is recommended to use no more than 10 slides); the presence of a title slide and a slide with conclusions 	up to 4 points

Visuals	<ul style="list-style-type: none"> ● illustrations are of good quality, with a clear image, the text is easy to be read; ● visual aids are used; ● information is presented in tables, charts, graphs, etc. 	up to 4 points
Design	<ul style="list-style-type: none"> ● the layout of the slides corresponds to the theme and does not interfere with the perception of the content; ● the same layout template is used for all slides in the presentation 	up to 2 points
Content	<ul style="list-style-type: none"> ● the presentation covers the main stages of the research (problem, goal, hypothesis, progress, conclusions, resources); ● the presentation contains complete and understandable information on the topic of work; ● absence of spelling and punctuation skills 	up to 6 points
Delivery	<ul style="list-style-type: none"> ● the speaker speaks fluently; ● the speaker presents the material clearly and competently; ● the speaker freely answers the questions from the audience; ● the speech is exactly within the time limit 	up to 6 points
Maximum score		22 points

3. Make a list of things you need for your presentation.

4. Write a script for your presentation. Mind the main parts of any presentation

- Introduction (*introduce the audience, mention the topic of your presentation, outline main points*).
- Main body (*speak about your points*).
- Conclusion (*wrap up your presentation, thank the audience for attention*).

Lesson 17

THE DAY OF BELARUSIAN CULTURE. PRESENTATION




1. Look through the plan of the lesson. What are we going to do today?

1. Celebrate the Day of Belarusian culture.
2. Make reports and presentations.
3. Evaluate presentations and reports.
4. Assess your work and achievements.

2. Listen to the presentations and evaluate them using the criteria. Give your feedback about the presentation. Use the scheme below.

1. Talk about something that you liked.
2. Ask one question.
3. Suggest what can be improved.

3. Put a tick in a necessary column and asses your work during the project.

I can / I know how to...			
Talk about Belarusian distinctive features			
Talk about Belarusian national music			
Tell about the most famous Belarusian music bands and singers			
Talk about folk dances and famous dance ensembles			
Describe Belarusian national costume			
Talk about main branches of Belarusian handicrafts.			
Translate Belarusian fairy tale into English and tell it			
Explain the meaning of Belarusian sayings			
Give English equivalents to Belarusian sayings			
Name typical dishes of Belarusian national cuisine			
Describe how to cook famous Belarusian dishes			
Talk about Belarusian holidays and customs			

Puc. 159–161

Share your impressions about the project and continue the statements.

Before the project I could (knew)
 During the project I've learned...
 Topics that I liked most...
 Topics I want to learn more about...
 Things I could do better...