

Educational Establishment "Belarusian State  
University of Culture and Arts"

Faculty of Information and Document Communications  
Department of Belarusian and Foreign Philology

AGREED

Head of the Department of Belarusian  
and Foreign Philology

A. Pisarenka  
22 05 2025

AGREED

Dean of the Faculty of Information and  
Document Communications

Y. Halkowskaya  
22 05 2025

ELECTRONIC LEARNING AND TEACHING SUPPORT SET  
ON THE ACADEMIC DISCIPLINE

**ENGLISH LANGUAGE**

for the specialties of advanced higher education (master's course)

7-06-0213-01 Art History, 7-06-0314-02 Cultural Studies, 7-06-0215-03 Art  
Management

Compiled by: E. Bogdanovich, I. Bogdanovich, M. Goutkouskaya,  
E. Koudriavtseva, D. Papova

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**AUTHORS:**

*E. Bogdanovich, Lecturer of the Department of Belarusian and Foreign Philology of the Educational Establishment "Belarusian State University of Culture and Arts";*

*I. Bogdanovich, Senior Lecturer of the Department of Belarusian and Foreign Philology of the Educational Establishment "Belarusian State University of Culture and Arts";*

*M. Goutkouskaya, Senior Lecturer of the Department of Belarusian and Foreign Philology of the Educational Establishment "Belarusian State University of Culture and Arts";*

*E. Koudriavtseva, Senior Lecturer of the Department of Belarusian and Foreign Philology of the Educational Establishment "Belarusian State University of Culture and Arts";*

*D. Papova, Senior Lecturer of the Department of Belarusian and Foreign Philology of the Educational Establishment "Belarusian State University of Culture and Arts"*

**REVIEWERS:**

*Department of Belarusian and World Literature of the Educational Establishment "Belarusian State Pedagogical University named after Maxim Tank"*

*E.A. Zhelunovich, PhD, Associate Professor, Head of the Department of Russian as a Foreign Language of the Educational Establishment "Belarusian State University of Culture and Arts"*

Reviewed and recommended for approval:

*Department of Belarusian and Foreign Philology*

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*Council of the Faculty of Information and Document Communications*

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## 1. EXPLANATORY NOTE

The electronic learning and teaching support set of the academic discipline 'English Language' is intended for use by foreign Master students enrolled at the Belarusian State University of Culture and Arts. It is meant to assist students assimilating the university curricula of advanced higher education in the following specialties: 7-06-0213-01 Art History, 7-06-0314-02 Cultural Studies, and 7-06-0215-03 Art Management in order to obtain a Master's degree. It is also intended for lecturers of the Department of Belarusian and Foreign Philology of the university.

The study of the 'English Language' academic discipline is carried out on an interdisciplinary basis, considering the interaction between the humanities, socio-cultural, and professional cycles of academic disciplines in alignment with the university's specialization.

The *aim* of the academic discipline 'English Language' in advanced higher education (master's course) is to develop the communicative competence of specialists, enabling them to use English as a means of interpersonal, intercultural, professional, and scientific interaction across various contexts, including everyday life, education, socio-cultural settings, and professional fields, while ensuring an adequate level of language proficiency.

Achieving the main aim involves the comprehensive implementation of the following **tasks**:

- **Cognitive tasks**: To understand the diversity of the world, expand one's worldview, appreciate the achievements of both national and universal culture, form a realistic image of Belarus, assimilate basic legal norms, behavioral patterns, and moral values of the new surrounding reality, and recognize the need for personal resources to adapt to a new socio-cultural environment.

- **Developing tasks**: To enhance mental abilities, critical and logical thinking, the ability to generate original ideas, choose effective research strategies, predict possible solutions to problems, and improve English communicative abilities and comprehension mechanisms in a foreign language.

- **Educational tasks**: To recognize, understand, and appreciate universal cultural and spiritual values, foster a culture of thinking and communication, thereby motivating Master students to carry out linguistic interaction in the context of cross-cultural dialogue.

- **Practical tasks**: To master English communication in all its competencies (language, speech, socio-cultural, compensatory, cognitive, and learning), functions (etiquette, cognitive, regulatory, value-oriented), and forms (oral and written), implemented through practice in various types of speech activities within the curriculum content.

In accordance with the academic standards for students pursuing a Master's degree, the content of the 'English Language' discipline aims to develop the following competencies:

**UC-3** – The ability to communicate in a foreign language in academic, scientific, and professional environments to conduct research and innovation activities.

Upon completing the 'English Language' course, *a Master student is obliged to know:*

- peculiarities of the English language system as an inseparable unity of phonetic, lexical and grammar components;
- standards of everyday and business communication as well as formal and informal rules of speech etiquette that allow communicators to make use of English as a means of cross-cultural intercourse;
- functional peculiarities of oral and written texts of general, professional and scientific character;
- standards of scientific investigation in the English language.

*A Master student is to be able to:*

- produce secondary texts drawn up on the basis of printed sources, audio-visual materials in accordance with linguistic, stylistic, structural and genre standards of the English language;
- produce primary texts (compositions of various types) in accordance with linguistic, stylistic, structural and genre standards of the English language;
- make use of special language means, conversational formulas and phrases in keeping up speech contact;
- apply the acquired knowledge in the process of cross-cultural written communication (formal and informal letters, E-mail messages and etc.).

*A Master student must possess:*

- the ability to comprehend written authentic texts of general, informative, scientific and professional character of different stylistic varieties and genres;
- the ability to understand audiovisual material of a general, scientific and professional nature;
- the ability for oral and written communication through monologues and dialogues related to everyday and professional activity;
- the ability to present the scientific issues under investigation;
- the ability to use rational methods of search, generalization and application of knowledge;
- skills to perform various logical operations upon English texts: analysis, synthesis, causal linking, commenting, generalization, making a conclusion;
- skills of the adequate use of vocabulary, phraseological and paraphrasing means, professionally oriented vocabulary and terminology depending on the situations of communication;
- skills to use appropriate formatting tools: summarizing, annotation, abstract writing;
- skills of independent work;
- skills of making use of electronic and computer tools when completing creative assignments.

The electronic learning and teaching support set of the academic discipline 'English Language' for the specialties 7-06-0213-01 Art History, 7-06-0314-02 Cultural Studies, 7-06-0215-03 Art Management is compiled in accordance with the main provisions of the following documents:

- The curricula for the specialties of advanced higher education (master's course) 7-06-0213-01 Art History reg. № 7-06-02-01, 15.02.2023; 7-06-0314-02 Cultural Studies, reg. № 7-06-03-03, 15.02.2023; 7-06-0215-03 Arts Management reg. № 7-06-02-02, 15.02.2023;
- The syllabus for the 'English Language' academic discipline for the specialties of advanced higher education (master's course) 7-06-0314-02 Cultural Studies, 7-06-0213-01 Art History, 7-06-0215-03 Art Management at the Belarusian State University of Culture and Arts (2025).

The electronic learning and teaching support set of the academic discipline 'English Language' of advanced higher education (master's course) includes the following sections:

1. Explanatory note
2. Theoretical section
3. Practical section
4. Knowledge control section
5. Supplementary section.

The theoretical section reveals the role of the English language in the modern world, the necessity of studying English, and the peculiarities of teaching it to foreign Master students.

The practical section outlines the content of educational material, describing various types of speech activity in English and the requirements for their practical proficiency. It also includes the language material (phonetics, vocabulary, phraseology, grammar) as defined in the syllabus; the compendious content of the educational material structured into units; the discipline teaching chart; the texts and assignments for classroom practice aimed at acquiring language competence in various forms of speech activity.

The knowledge control section includes: information on assessing Master students' performance against the standards of the 'English Language' discipline. It provides recommendations for diagnostic tools to evaluate students' language competence levels, along with requirements for the diagnostic content, instructions for its implementation, and criteria for assessing academic achievements. The section also includes grading scales for various types of speech activity implemented during both current and intermediate assessments, along with guided independent work assignments and corresponding instructions. In addition, the requirements and content for current and intermediate assessments of Master students' English language competence are clearly defined, including recommended materials for these assessments.

The supplementary section contains a list of essential and additional literature sources, including authentic printed materials, as well as recommended online resources.

The basic forms of organization of the studying process are considered to be:

- in-class English language practical activity under the guidance of the lecturer;
- individual and group independent activity in the classroom, planned and guided by the lecturer;
- out-of-class individual and group independent activity on assignments, monitored by both the Master student and the lecturer.

In accordance with the syllabus of the academic discipline for students pursuing Master's degree a total of 296 academic hours are scheduled, with 142 hours allocated for practical English language training: 136 academic hours for in-class training and 6 academic hours for guided independent work. The course duration is one academic year (two semesters). Current assessment of a student's English language competence is conducted through thematic project presentations and summarising of professionally-oriented publicist texts related to socio-cultural discourse as outlined in the syllabus. The midterm assessment is conducted in the form of an undifferentiated credit (I semester) and an exam (II semester). The workload for the discipline is 9 credit units.

## **2. THEORETICAL SECTION**

### **THE ENGLISH LANGUAGE IN THE MODERN WORLD**

The significance of education in determining a nation's competitiveness in the 21st century cannot be overstated. A nation's level of competitiveness is linked to the quality of its education system, which must continually evolve to meet both current and future demands of individuals, society, and the state. The primary objective of state policy in the field of education is to maintain high standards of quality education while preserving its foundational principles and adapting to the dynamic requirements of all sectors.

In this context, the role of the English language as a means of intercultural communication is of paramount importance. As international interactions continue to expand, the need for effective communication across borders has become critical, not only in daily life but also within the professional domain.

To fully appreciate the prominence of English in today's globalized world, it is essential to understand its historical development. The early history of the English language remains somewhat elusive due to the scarcity of written records from that period. However, it is well-documented that Germanic-speaking tribes began settling in Britain in the 5th century AD. The emergence of distinct dialects is evidenced in sources from the 7th to 9th centuries. These dialects were collectively referred to as "English" by King Alfred the Great in the 9th century.

The influence of Scandinavian speech is also believed to have played a significant role in shaping the evolution of the English language. Following the Norman Conquest, profound changes took place in English over several centuries. The inflectional system that emerged during this period continues to influence the language today. As a result, English gradually lost many of the grammatical endings typical of other European languages. During this time, the language also

absorbed numerous loanwords from other languages, which eventually began to be reflected in written form.

The late Middle Ages and the Early Modern period witnessed a process of standardization in the English language. Both spoken and written forms continued to evolve, notably through the so-called "Great Vowel Shift." By the early 17th century, the global influence of the English language began to take root. Over time, English spread beyond its native borders, becoming a global *lingua franca*.

Today, the role of the English language is indispensable in the modern world. English is the most widely spoken second language, with over 450 million native speakers. An additional 600-650 million people use English as a means of international communication. It is extensively used in business, diplomacy, science, technology, and international relations."

As a result, the English language is now universally regarded as essential across the globe. It is introduced to children at an early age in many countries, and its study continues throughout both secondary and higher education. Graduates who possess proficiency in English, in addition to expertise in their primary fields, are better positioned in the labor market. Moreover, they have enhanced opportunities for postgraduate education. Mastery of the English language facilitates access to further academic qualifications, such as Master's degrees and PhDs, often in foreign institutions. Consequently, English has evolved from a mere academic subject to a crucial element of modern postgraduate education, serving as a vehicle for professional self-realization.

Beyond its professional advantages, foreign language learning contributes significantly to personal development. Learning English enhances the communicative, cognitive, and intellectual capacities of individuals. It improves one's ability to articulate feelings, thoughts, and experiences through verbal expression. Engaging in speech activity activates various cognitive mechanisms related to the construction of grammatical structures, the selection of appropriate vocabulary based on semantic features, and the application of specific sound systems in oral speech and graphic systems in written communication. As a result, individuals develop the ability to express their thoughts clearly, present coherent arguments, and engage in constructive debates.

Learning a foreign language requires the use of a sign system distinct from one's native language, stimulating cognitive development. Mastery of syntactic and grammatical constructions fosters analytical and synthetic thinking skills, while memory improves through the memorization of lexical items. The process of learning phrases, sentences, and contexts also trains linguistic intuition, intelligence, and attention.

The ultimate goal for students mastering the English language is to attain a level of proficiency that enables them to meet their cognitive needs, establish personal connections, and engage in lifelong self-education and improvement. This requires the implementation of innovative teaching methods, such as project-based learning, debates, and roundtable discussions, which encourage group interaction and allow teachers to develop the creative potential of both individuals and groups.



In conclusion, learning English is an essential part of acquiring knowledge that is crucial in today's society. Proficiency in the English language offers numerous opportunities, including access to rewarding career paths, the ability to communicate without linguistic barriers, and expanded access to information—one of the most precious assets in the modern world.

### **3. PRACTICAL SECTION**

#### **3.1. Content of Educational Material**

The content of the educational material is determined by the primary objective of teaching English to students in advanced higher education (master's course). The level of the educational material must be appropriately aligned to ensure the effective functioning of each type of speech activity, thereby enabling students to achieve the required communicative competence.

The assimilation of educational material by foreign Master students is facilitated through the development of various types of speech activity, emphasizing their integration and interrelation while considering the unique characteristics of each activity. The specific types of language activity are outlined in the content of the academic discipline 'English Language'.

#### **Requirements to the Language Competence in Different Types of Speech Activity**

##### **Reading**

A Master student is to attain proficiency in all types of reading, including intensive and extensive reading, skimming, and scanning, with varying degrees of comprehension and semantic interpretation of materials containing everyday, professional, and scientific vocabulary.

A Master student is to be able to:

- adapt the reading approach based on the purpose, complexity, and significance of the text;
- comprehensively understand and analyze the content of original texts, including those oriented towards professional fields;
- identify the main ideas and events presented in the text;
- recognize supporting semantic elements within the text;
- identify logical connections and eliminate irrelevant or superfluous information.

The following types of texts are used:

- authentic texts of social and cultural sphere;
- authentic scientific texts, including articles and monographs.

The methods for assessing reading comprehension vary according to the reading type and may include tests, retellings, paraphrasing, and summarising.

##### **Listening**

A Master student is to be able to:

- comprehend spoken foreign language at a natural pace, including monologues and dialogues in real-life contexts, as well as texts intended for specific purposes, demonstrating varying levels of understanding;
- reproduce information through repetition, retelling, or paraphrasing;
- respond to and engage with the information conveyed in the listening material.

### **Speaking**

Speech activity is considered to be a means of intensifying the assimilation of the language material.

#### *Monologue Speech*

A Master student is to be able to:

- deliver both prepared and spontaneous speeches on topics related to social and professional communication as outlined in the syllabus, adhering to the linguistic, stylistic, and compositional standards of the English language;
- produce argumentative speech, make reasoned conclusions, and express opinions;
- analyze bibliographic sources on a particular issue;
- draw up a plan and select an appropriate strategy for delivering reports or presentations related to the student's area of research.

#### *Dialogue Speech*

A Master student is to be able to:

- initiate and maintain contact with others, facilitate and conclude conversations, employing suitable speech formulas and adhering to the principles of speech etiquette;
- exchange information, express agreement or disagreement, convey doubt, surprise, requests, advice, suggestions, etc.;
- participate effectively in discussions, debates, and disputes.

### **Writing**

A Master student is to be able to:

- carry out written tasks to the texts;
- realize communicative intentions in written form, such as drafting personal and business correspondence, composing articles, making use of essential components and formulas of written communication;
- create a paper on the basis of Master student's research.

### **Language Material**

Proficiency in all types of language activity is closely connected with mastering phonetics, vocabulary and grammar.

*Phonetics.* Pronunciation is refined, corrected, and improved through targeted phonetic exercises, reading aloud, and speaking practice.

*Vocabulary.* The selection of vocabulary for study is tailored to the Master student's area of specialization and encompasses the following:

- set expressions, phraseological units, collocations;

- scientific terminology and specialized vocabulary;
- abbreviations and symbols commonly used in written English communication.

*Grammar.* Teaching grammar focuses on the revision, systematization, and application of the foundational knowledge acquired by a Master student during the first stage of education.

### **3.2. Content of Units of the Academic Discipline**

#### **Unit 1: Situations of everyday communication**

##### **1.1 A personal profile**

Basic biography facts, major life events.

##### **1.2 Family members. Family relations. Average family in the Republic of Belarus, UK and master student's native country**

Family members. Nuclear and extended families. Family relations. Family functions. Family traditions, leisure activities. An average family in the Republic of Belarus, UK and master student's native country.

##### **1.3 Describing personality. Going by appearance**

Traits of character. Describing personality. Going by appearance. Appearances are deceitful.

##### **1.4 Hobbies and interests**

Popular hobbies and interests: tourism, sports, learning foreign languages, literature, music, theater, etc.

#### **Unit 2: Higher and postgraduate education in the sphere of culture and art**

##### **2.1 Studying abroad: challenges and rewards**

Advantages and disadvantages of getting education abroad. Gaining international experience and skills. Intercultural communication. Self-development and self-realization in professional spheres of culture and art.

##### **2.2 Higher education in the sphere of culture in the Republic of Belarus, the UK and master student's native country**

Higher education and its role in the modern world. Specific features of the system of education in the sphere of culture in the Republic of Belarus, the UK and master student's native country. Establishments of higher education in the sphere of culture in the Republic of Belarus, the UK and master student's native country.

##### **2.3 Benefits of postgraduate education in the modern world**

Postgraduate education and its role in the development of personality. Postgraduate degrees, certificates, diplomas. Advantages of postgraduate education.

#### **2.4 Belarusian State University of Culture and Arts: history and traditions**

The history of the Belarusian State University of Culture and Arts. University symbols. Preservation of university traditions.

#### **2.5 University faculties, departments, specialties**

The organizational structure of the university. Academic disciplines. Professional training courses in the sphere of culture.

#### **2.6 Learning languages. English as an efficient means of cultural intercourse**

The status of foreign language learning in the modern world. The impact of foreign language competence on future professional spheres of activity. Contacts, connections, cooperation with overseas universities.

#### **2.7 My English studies**

The English language as a means of intercultural communication in contemporary world. English and travelling for business and pleasure. English and career opportunities. Tips for efficient studying.

#### **2.8 Students' life in the Republic of Belarus, the UK and master student's native country**

Adaptation to a new socio-cultural environment. International student's experience: accommodation, meals, expenses. Dormitory living, roommates, entertainment. Comparing students' life in the Republic of Belarus, the UK and master student's native country.

#### **2.9 Scientific, cultural and sports life of students**

Scientific student conferences. Meetings with famous personalities in the sphere of culture and arts. Student self-government bodies. Participation in sports contests and competitions.

#### **2.10 My working day. Daily routine**

Routine activities. Classes and extracurricular activities. Sticking to the timetable. Facing problems and difficulties and overcoming them.

#### **2.11 Free time. Leisure activities in the Republic of Belarus, the UK and master student's native country**

Free time during a working week. Weekend leisure. Various ways of spending pastime. Benefits of leisure and recreations for student's everyday physical and emotional health. Comparing leisure activities in the Republic of Belarus, the UK and master student's native country.

## **2.12 Going out. Visiting museums, theaters, cinemas and concerts**

Personal preferences. Choosing where to go. Benefits of visiting museums, theatres and cinemas. Sharing personal experience and impressions.

## **Unit 3: Living abroad: rewards and challenges**

### **3.1 Living abroad: advantages and disadvantages**

Temporary and permanent living in another country. Expectations and reality. Homesickness. Fostering cultural understanding and adjusting to cultural differences. Evaluation of living abroad and personal growth.

### **3.2 Crossing barriers. Climate and weather differences**

Environmental factors and their impact on a person's well-being. Changes in temperature, humidity levels. Considering health risks. Acclimatization.

### **3.3 Communication difficulties. Cultural barriers**

Linguistic and cultural diversity. Challenges in interpersonal communication. Overcoming language barrier. Improving language skills. Developing interpersonal skills in a culturally diverse social environment. Maintaining native language and culture while living in a different country. Integration into a different culture.

### **3.4 Linguistic and non-linguistic complications. A world of gestures**

Overcoming verbal and non-verbal barriers in intercultural communication. Cultural differences in gestures, facial expressions, eye contact and personal space. Following and adapting to nonverbal behavior of the host culture. Meaningful cross-cultural exchanges.

### **3.5 The Republic of Belarus: general overview**

The Republic of Belarus: geographical position, population, climate, places of interest. State symbols and official languages.

### **3.6 The capital of the Republic of Belarus: Minsk history and landmarks**

General information about the history of Minsk, sights of the capital of the Republic of Belarus. Minsk is a hero-city.

### **3.7 Master student's native country: general overview**

Master student's native country: geographical position, population, climate, places of interest. State symbols. Official language / languages.

### **3.8 Master student's native city: its history and landmarks**

General information about the history of Master student's native city, its sights and historical landmarks.

### **3.9 Country life. Rural landscape**

Personal experience of living in the countryside. Family life and the countryside. Rural atmosphere. Natural scenery.

### **3.10 Pros and cons of living in a rural area**

Downsides and upsides of living in the countryside. Education and employment opportunities in rural area. Accommodation, infrastructure, socializing.

### **3.11 City life. Urban landscape**

Personal experience of living in the city. Urban atmosphere. Streets, roads, traffic.

### **3.12 Pros and cons of living in a big city**

Downsides and upsides of living in the countryside. Education and employment opportunities in urban area. Accommodation, infrastructure, socializing. Environmental problems of modern cities.

## **Unit 4: International tourism and cultural diversity**

### **4.1 Travelling and international tourism**

The role of tourism in the modern world. Purposes and functions of tourism. Tourism and economy. Tourism and ecology.

### **4.2 Modern types of travelling. Means of travel**

Recreational tourism. Guided tours, eco-tours, study tours, shopping tours, weekend tours. Travelling on business. Means of transport: travelling by train, plane, car, ship. Travelling on foot.

### **4.3 Educational tourism**

Types of educational tourism: language schools, youth travelling, workshop travels, student exchange programs, international scientific research programs. challenges and rewards of educational tourism.

### **4.4 Popular tourist destinations in the Republic of Belarus, the UK and master student's native country**

Planning a trip. Accommodation, meals, flights. Guided tours vs independent exploration. Major tourist attractions in the Republic of Belarus, the UK and master student's native country.

### **4.5 Going places and seeing the world**

Best destinations for travelling in the world. Relaxation and seeking out adventures. Personal travel experience.

### **4.6 Exploring cultural differences**

Tourism and sociocultural interaction. Enhancing cultural awareness. Differences in food and dietary choices, clothing and dress code, social interaction, language and communication, family values, work and business practice, health

and wellness practices, religious observance. Promoting respect and tolerance towards different cultures.

#### **4.7 Customs and traditions in the Republic of Belarus, the UK and master student's native country**

The importance of native customs and traditions. Respecting other people's customs and traditions. Preservation of customs and traditions in the Republic of Belarus, the UK and master student's native country.

#### **4.8 Holidays and celebrations in the Republic of Belarus, the UK and master student's native country**

Impact of traditional holidays and celebrations on people's well-being, physical and emotional health. Belarusian national holidays and celebrations. Ritual holidays. Popular holidays and celebrations (national, secular, traditional, religious) in the UK and master student's native country.

#### **4.9 Special occasions in the Republic of Belarus, the UK and master student's native country**

The role of special occasions in people's lives. Celebrating special occasions (birthday, graduation, wedding, anniversary, retirement) in the Republic of Belarus, the UK and master student's native country.

#### **4.10 Art, music and dance festivals of the world**

The impact of art, music and dance festivals on the development of the society. The diversity of culture and creativity. National and international festivals.

### **Unit 5: Professional mastery and career advancement in the sphere of culture and arts**

#### **5.1 Professions and careers in the sphere of culture and art**

Traditional and non-traditional professions in the sphere of culture and art. Turning your passion into a career.

#### **5.2 Career options and opportunities in the modern world**

Career opportunities in the art and culture spheres of professional activity. Lifelong learning. Career advancement programmes and courses. Achieving professional mastery.

#### **5.3 The concept of art in human society**

The essence and significance of art. The stages of artistic development. The role of art in shaping human society. Art as a reflection of material and spiritual culture of the society. Technological advancements and artistic transformation.

#### **5.4 Major forms of art: visual arts, literary arts, performing arts**

Visual arts (painting, photography, sculpture, electronic art, architecture, etc.). Performing arts (music, dance, drama, opera). Literary arts (prose, poetry,

drama). The impact of literary art on visual and performing arts. Technology's evolving influence on artistic expression and self-realization.

### **5.5 Visual arts: general overview. New trends in visual arts**

Forms of visual arts (ceramics, painting, photography, sculpture, electronic art, architecture, and filmmaking). Types of visual arts: decorative, commercial (graphic design, photographs, illustrations, animations, printing, visual effects, motion graphics, etc.), and fine art (sculpture, painting, architecture). Visual art movements (ancient art, medieval art, renaissance art, baroque art, rococo art, etc.). Visual art techniques (drawing, painting, printmaking, sculpture, photography, design). Visual art styles (realism, impressionism, expressionism, cubism, pop art, conceptual art, multimedia art, etc.). New trends in visual arts.

### **5.6 World famous museums and art galleries. World famous masterpieces**

The role of museums and galleries in the art world. Art museums and galleries, their protection. The impact of digital technology on museums and art galleries. Visiting art museums and galleries. World famous masterpieces of visual art. Appreciating works of art (form, content, originality, context, artist biography, etc.).

### **5.7 Prominent personalities in the sphere of visual arts of the Republic of Belarus, the UK and master student's native country**

Outstanding artists, sculptors, photographers, designers, architects of the Republic of Belarus, the UK and master student's native country: biography, professional achievements, awards, titles.

### **5.8 Dancing as a self-expression of the personality**

Choreography as a special art form. The basic elements of dance (body, energy, space, time). The importance of self-expression in dance art. Dance patterns and the personality of a dancer. Conveying images, meaning and feelings. Individual artistic dancing style.

### **5.9 Popular dance genres and styles. World famous dance shows**

Contribution of dance performing art to the development of human creativity. The most popular dance genres and styles. The origin of dance styles, their evolution and contemporary trends in choreography. Fusion of dance styles. Notable dance shows and competitions.

### **5.10 Prominent personalities in the sphere of choreography of the Republic of the Republic of Belarus, the UK and master student's native country**



Outstanding choreographers and dancers of the Republic of Belarus, the UK and master student's native country: biography, professional achievements, awards, titles.

### **5.11 Music art. Genres and styles of music**

Music as a unique art form. The most popular music genres and styles. The origin of music genres and styles and their evolution. Elements and expressive means of music.

### **5.12 New trends in contemporary music art**

Contemporary trends in musical art. Fusion of music styles. The impact of technology on the music industry. Impact of music on personality and society.

### **5.13 Prominent personalities in the sphere of music art of the Republic of Belarus, the UK and master student's native country**

Outstanding musicians, composers, conductors, singers of the Republic of Belarus, the UK and master student's native country: biography, professional achievements, awards, titles.

### **5.14 Theatrical art: genres and styles**

Theatrical art as a type of performing arts. The most popular theatrical genres and styles (drama, melodrama, comedy, vaudeville, mime, parody, musical, tragedy, farce etc.) Music and choreography interaction in theatrical productions. New trends in contemporary theatrical art.

### **5.15 World famous theatres. Outstanding theatrical productions**

The types of theaters (operatic, dramatic, puppet theatre, theater of the absurd, the theater of satire, ballet, shadow play etc.) Best-known theatres of the world. Outstanding theatrical productions.

### **5.16 Prominent personalities in the sphere of theatrical art of the Republic of Belarus, the UK and master student's native country**

Outstanding directors, actors, playwrights of the Republic of Belarus, the UK and master student's native country: biography, professional achievements, awards, titles.

## **Unit 6: Science, culture and education in modern society**

### **6.1 Career advancement in the chosen professional field**

Career advancement as a crucial aspect of professional development. Types of career advancement (getting a promotion, moving into a new department, expanding job responsibilities, etc.). Steps and approaches to advance the career (determining career goals, planning the career ladder, mastering professional skills, seeking new options, etc.). Techniques of career advancement, their pros and cons. Valuable career advancement tips. Effective professional growth strategies.

## **6.2 The role of science and education in the development of the society**

The value of science and education in the modern world. Education as a foundation for scientific advancement. Benefits of science and education in the development of the society.

## **6.3 Development and new trends in the scientific and cultural life of the Republic of Belarus, the UK and master student's native country**

New tendencies and possibilities in the scientific and cultural life of the Republic of Belarus, the UK and master student's native country. The interdisciplinary research trend. The impact of technological achievements on the scientific and cultural life of the Republic of Belarus, the UK and master student's native country.

## **6.4 The world's eminent scholars and artists**

Scientific research and investigation in the field of culture and arts: rewards and challenges. Prolific scholars and artists, choreographers, musicians, etc. from around the world. The contribution of scientists, artists, choreographers, musicians, etc. to the prosperity of the society.

## **6.5 International cooperation in the field of science and higher education on the modern stage**

International scientific and educational cooperation: rewards and challenges. Forms of international scientific cooperation (joint research projects, exchange of researchers, international conferences and workshops, publications in scientific journals and scholarly editions). International cooperation and academic mobility in the sphere of higher education and research.

## **6.6 Academic mobility in the context of international educational integration**

Academic mobility in modern realities of the academic space, its role, goals and functions. Benefits of academic mobility for student's personal and professional development. Challenges and barriers of academic mobility (funding, recognition, quality, diversity, and inclusion). The strategies to support international students in their professional and intercultural development.

## **Unit 7: Presentations and presentation skills in educational and professional space**

### **7.1 Live, written, and digital presentations. Structure of the presentation**

Presentations as tools to facilitate effective communication. The essence and objectives of presentations. Benefits and drawbacks of presentations. Main elements of presentations (content, audience, presenter). Planning and structuring a

presentation. Typical presentation structure (introduction, body, summary). Common mistakes to avoid when designing a presentation.

## **7.2 Effective presentation strategies and techniques. Developing presentation skills**

Effective presentation techniques (visual aids and slides, storytelling and narratives, body language and vocal delivery, audience interaction and engagement, etc.). Important presentation skills (analytical, problem-solving, interpersonal skills, speech communicative fluency, time management, etc.).

## **7.3 Delivering an effective presentation in the field of master student's research interests**

Ps of presentation (prepare, practice, present). Crucial aspects of delivering an effective presentation. Tips for delivering an effective presentation.

## **7.4 Master Student's Academic and Scientific Interests**

The role of academic interests in the research and career. Reflecting on past experiences, coursework, and career goals. Matching personal interests with research trends and academic priorities. Understanding the context and relevance of selected topics within a broader academic field. The importance of academic interests for success in graduate studies.

## **Unit 8: Summarizing professionally oriented publicist texts related to sociocultural discourse**

### **8.1 The essence and structure of summarizing professionally oriented publicist texts related to sociocultural discourse**

The importance and value of summarizing in academic writing and research. Analysis and evaluation of the content of a professionally oriented publicist text related to sociocultural discourse. Identifying the main semantic blocks and the main idea of a text. Semantic compression of the text: eliminating details, generalizing the main part. The structure of summarizing professionally oriented publicist texts.

### **8.2 Linguistic peculiarities of summarizing professionally oriented publicist texts related to sociocultural discourse: set expressions, clichés and terms**

Linguistic difficulties and complications in reading comprehension of professionally oriented publicist texts (bookish vocabulary, toponymical and proper names, neologisms, loan-words, international words, etc.). The use of expressive means (repetition, metaphors, gradation, antithesis, rhetorical questions, emotive words, etc.). The use of clichés, terms and terminology.

### 8.3 Typical morphological and spelling mistakes, syntax and punctuation errors

Specific morphological features of publicist texts (the singular number of nouns in their collective meaning, wide use of the superlative degree of adjectives, verbal constructions, etc.). Peculiarities of syntax in publicist texts (average sentence length; wide use of declarative and exclamatory sentences, questions, etc.). Means of expressive syntax: inversions, parallelism, gradation, different types of the author's words presentation and conversational constructions, etc. Punctuation marks and their stylistic potential. Logical sequence of utterances. Specific compositional arrangement (columns, titles, subtitles, parts and paragraphs, etc.).

### 8.4 Written and oral summarizing of professionally oriented publicist texts related to sociocultural discourse

Summarizing as a reading strategy. Reading comprehension: pre-reading, reading, post-reading stages. The choice of appropriate reading strategy. Techniques to improve summarizing skills. Transformation and compression of lexical, grammatical and syntactic means of language.

## EDUCATIONAL - METHODOICAL CHART OF THE ACADEMIC DISCIPLINE 'ENGLISH LANGUAGE'

Unit number	Unit / section title	Academic hours	Guided independent work	Forms of control
1	2	3	4	5
<b>1</b>	<b>Unit 1. Everyday communication</b>	<b>8</b>		
1.1	A personal profile	2		Cross enquiry
1.2	Family. Family relations. Average family in the Republic of Belarus, the UK and master student's native country	2		Creative thematic presentation
1.3	Describing personality. Going by appearance	2		Individual enquiry
1.4	Hobbies and interests	2		Integrated enquiry Progress grammar and vocabulary test
<b>2</b>	<b>Unit 2. Higher and postgraduate education in the sphere of culture and art</b>	<b>24</b>		
2.1	Studying abroad: challenges and rewards	2		Cross enquiry
2.2	Higher education in the sphere of culture in the Republic of Belarus, the UK and master student's native country	2		Individual / group project presentation

Unit number	Unit / section title	Academic hours	Guided independent work	Forms of control
2.3	Benefits of postgraduate education in the modern world	2	2	Essay
2.4	Belarusian State University of Culture and Arts: history and traditions	2		Cross enquiry
2.5	University faculties, departments, specialties	2		Cross enquiry
2.6	Learning languages. English as an efficient means of cultural intercourse	2		Reading comprehension test
2.7	My English studies	2		Individual enquiry
2.8	Students' life in the Republic of Belarus, the UK and master student's native country	2		Report
2.9	Scientific, cultural and sports life of students	2		Performance-based test
2.10	My working day. Daily routine	2		Discussion
2.11	Free time. Leisure activities in the Republic of Belarus, the UK and master student's native country	2		Listening comprehension test
2.12	Going out. Visiting museums, theaters, cinemas and concerts	2		Cross enquiry Progress grammar and vocabulary test
<b>3</b>	<b>Unit 3. Living abroad: rewards and challenges</b>	<b>24</b>		
3.1	Living abroad: advantages and disadvantages	2		Cross enquiry
3.2	Crossing barriers. Climate and weather differences	2		Report
3.3	Communication difficulties. Cultural barriers	2		Individual / group project presentation
3.4	Linguistic and non-linguistic complications. A world of gestures	2		Reading comprehension test
3.5	The Republic of Belarus: general overview	2		Cross enquiry
3.6	The capital of the Republic of Belarus: Minsk history and landmarks	2		Cross enquiry
3.7	Master student's native country: general overview	2		Individual / group project presentation
3.8	Master student's native city: its history and landmarks	2		Creative thematic presentation
3.9	Country life. Rural landscape	2		Listening comprehension test
3.10	Pros and cons of living in a rural area	2		Discussion
3.11	City life. Urban landscape	2		Integrated enquiry
3.12	Pros and cons of living in a big city	2		Debating Progress grammar and

Unit number	Unit / section title	Academic hours	Guided independent work	Forms of control
				vocabulary test
<b>4</b>	<b>Unit 4. International tourism and cultural diversity</b>	<b>20</b>		
4.1	Travelling and international tourism	2		Cross enquiry
4.2	Modern types of travelling. Means of travel	2		Integrated enquiry
4.3	Educational tourism	2		Discussion
4.4	Popular tourist destinations in the Republic of Belarus, the UK and master student's native country	2		Creative thematic presentation
4.5	Going places and seeing the world	2		Essay
4.6	Exploring cultural differences	2	2	Reading comprehension test
4.7	Customs and traditions in the Republic of Belarus, the UK and master student's native country	2		Discussion
4.8	Holidays and celebrations in the Republic of Belarus, the UK and master student's native country	2		Individual / group project presentation
4.9	Special occasions in the Republic of Belarus, the UK and master student's native country	2		Listening comprehension test
4.10	Art, music and dance festivals of the world	2		Discussion Progress grammar and vocabulary test
<b>5</b>	<b>Unit 5. Professional excellence and career advancement in the sphere of culture and arts</b>	<b>32</b>		
5.1	Professions and careers in the sphere of culture and art	2		Cross enquiry
5.2	Career options and opportunities in the modern world	2		Integrated enquiry
5.3	The concept of art in human society	2		Reading comprehension test
5.4	Major forms of art: visual arts, literary arts, performing arts	2		Cross enquiry
5.5	Visual arts: general overview. New trends in visual arts	2		Report
5.6	World famous museums and art galleries. World famous masterpieces	2		Individual / group project presentation
5.7	Prominent personalities in the sphere of visual arts in the Republic of Belarus, the UK and master student's native country	2		Listening comprehension test
5.8	Dancing as a self-expression of the personality	2		Essay

Unit number	Unit / section title	Academic hours	Guided independent work	Forms of control
5.9	Popular dance genres and styles. World famous dance shows	2		Integrated enquiry
5.10	Prominent personalities in the sphere of choreography of the Republic of the Republic of Belarus, the UK and master student's native country	2		Creative thematic presentation
5.11	Music art. Genres and styles of music	2		Cross enquiry
5.12	New trends in contemporary music art	2		Discussion
5.13	Prominent personalities in the sphere of music art of the Republic of Belarus, the UK and master student's native country	2		Reading comprehension test
5.14	Theatrical art: genres and styles	2		Cross enquiry
5.15	World famous theatres. Outstanding theatrical productions	2		Individual / group project presentation
5.16	Prominent personalities of the sphere of theatrical art of the Republic of Belarus, the UK and master student's native country	2		Discussion Progress grammar and vocabulary test
<b>6</b>	<b>Unit 6. Science, culture and education in modern society</b>	<b>12</b>		
6.1	Career advancement in the chosen professional field	2		Integrated enquiry
6.2	The role of science and education in the development of the society	2		Essay
6.3	Development and new trends in the scientific and cultural life of the Republic of Belarus, the UK and master student's native country	2		Report
6.4	The world's eminent scholars and artists	2		Creative thematic presentation
6.5	International cooperation in the field of science and higher education on the modern stage	2	2	Reading comprehension test
6.6	Academic mobility in the context of international educational integration	2		Discussion Progress grammar and vocabulary test
<b>7</b>	<b>Presentations in educational and professional space</b>	<b>8</b>		
7.1	Live, written, and digital presentations. Structure of the presentation	2		Cross enquiry
7.2	Effective presentation strategies and techniques. Developing presentation skills	2		Reading comprehension test
7.3	Delivering an effective presentation in the field of master student's research interests	2		Listening comprehension test
7.4	Master Student's Academic and	2		Individual enquiry

Unit number	Unit / section title	Academic hours	Guided independent work	Forms of control
	Scientific Interests			
<b>8</b>	<b>Summarizing professionally oriented publicist texts related to sociocultural discourse</b>	8		
8.1	The essence, structure and meaningful parts of summarizing professionally oriented publicist texts related to sociocultural discourse	2		Cross enquiry
8.2	Linguistic peculiarities of summarizing professionally oriented publicist texts related to sociocultural discourse: set expressions, clichés and terms	2		Integrated enquiry
8.3	Typical morphological and spelling mistakes, syntax and punctuation errors	2		Integrated enquiry
8.4	Written and oral summarizing of professionally oriented publicist texts related to sociocultural discourse	2		Performance-based test
	<b>Total:</b>	<b>136</b>	<b>6</b>	



### **3.3. Materials Recommended for Classroom Practice**

#### **Unit 1**

#### **Situations of everyday communication**

##### **1.1 A personal profile**

**1. Answer the questions sharing key aspects of your life experiences, background, and interests with your groupmates.**

- 1) What is your full name, and do you know what it means?
- 2) When and where were you born? How has your birthplace influenced who you are today?
- 3) Can you describe your family background? Do you have brothers or sisters? What is your relationship with them like?
- 4) What was your childhood like? Do you have any special memories from that time?
- 5) What hobbies or interests did you have as a kid? Have they changed with time? What are your main interests or hobbies today?
- 6) What was your educational journey like? What was your favorite subject or activity in school / university? Why?
- 7) Have you lived in different places? How did that change you?
- 8) What was your first job, and what did you learn from it?
- 9) Can you share an important moment in your life? How did it change your goals?
- 10) Who is your biggest inspiration or role model? How has he / she influenced you?
- 11) What are some of your greatest achievements, personally or professionally?
- 12) What are your future aspirations or goals? What steps are you currently taking to achieve these goals?

**2. Read a sample speech that highlights basic biographical facts for a master's student. Write down your own self-presentation speech adapting the sample speech to fit your background and experiences. Focus on the following aspects:**

- ✓ *Background and Early Life*
- ✓ *Education*
- ✓ *Current Studies and Research*
- ✓ *Future Aspirations*

## **A Glimpse into My Journey as a Master's Student**

Good [morning / afternoon / evening], everyone,  
My name is \_\_\_\_\_, and I am a master's student at Belarusian State University of Culture and Arts. I am glad to share with you a glimpse into my life journey.

I was born on [insert birth date] in [insert birthplace]. This place has really shaped who I am today. Growing up in [mention your hometown or region], I found a strong interest in [your interests related to your field, like science, literature, technology, etc.]. My family, especially [mention important family members], taught me the value of education and hard work.

I completed my undergraduate studies at [insert university name] in [insert major]. During my time there, I joined [mention any clubs, groups, or activities]. These helped me learn a lot and make good friends.

After finishing my bachelor's degree, I chose to keep studying for a master's at [insert current university name]. I decided to focus on [insert specialization/field] in [insert country, e.g., the United States]. This was a significant step for me as I wanted to discover new ideas in my field.

As a master's student, I have worked on advanced classes and research. I'm really interested in [mention specific topics, projects, or research]. My studies let me work with great professors who help me improve my skills in [mention important skills or areas].

Looking to the future, my goal is to [mention your career aspirations, such as working in a specific industry, pursuing a Ph.D., etc.]. I believe that with the knowledge and skills I am acquiring, I will be able to [talk about how you want to make a difference in your field].

In closing, I want to thank everyone who has supported me along the way — my family, friends, professors, and groupmates. I am truly excited about what lies ahead as I continue to grow both personally and professionally.

Thank you for listening to me. I look forward to hearing your stories as well!

### **1.2 Family members. Family relations. Average family in the Republic of Belarus, UK and master student's native country**

**1. The terms "nuclear family" and "extended family" describe two different family structures, and each has its own features. Try to explain what a nuclear family and an extended family are.**

**2. If you have difficulty in defining these concepts, an online resource might be helpful. Search for information about nuclear families and extended families, and then write a short summary:**

<https://www.britannica.com/topic/nuclear-family>

<https://www.britannica.com/topic/extended-family>

**3. Complete the sentences with family words.**

1. My mother's father is my grandfather.
2. My father's \_\_\_\_\_ is my sister.
3. My sister's \_\_\_\_\_ are my mother and father.
4. My children's \_\_\_\_\_ is my sister.
5. My children's \_\_\_\_\_ is my brother.
6. My mother's \_\_\_\_\_ is my cousin, Matt.
7. My father's \_\_\_\_\_ is my cousin, Nina.
8. My father's \_\_\_\_\_ is my mother.
9. My mother's \_\_\_\_\_ is my father.
10. My son's \_\_\_\_\_ are my mother and father.

**Answer key:**

1. father
2. daughter
3. parents
4. aunt
5. uncle
6. nephew
7. niece
8. wife
9. husband
10. grandparents

**4. Match each family member role to the correct description by writing the corresponding letter next to each number.**

- |                  |   |
|------------------|---|
| 1. Mother        | A. Usually shares wisdom and spoils their grandchildren with love and treats. |
| 2. Father        | B. Often the primary caregiver, nurturing and supportive.                     |
| 3. Daughter      | C. Typically provides guidance and can be fun to be around.                   |
| 4. Son           | D. Shares family traits and often plays with you like a friend.               |
| 5. Grandmother   | E. Acts as a second mom or dad, often with a unique bond.                     |
| 6. Grandfather   | F. Often the breadwinner and decision-maker of the family.                    |
| 7. Aunt          | G. Usually enjoys playing games and going outside.                            |
| 8. Uncle         | H. A sibling of your parent, often brings joy and fun to family gatherings.   |
| 9. Cousin        | I. A sibling of your parent, often shares helpful advice and support.         |
| 10. Step-sibling | J. Enjoys arts and crafts and may be involved in school activities.           |

**Answer key:**

1. Mother - B
2. Father - F
3. Daughter - J
4. Son - G
5. Grandmother - A
6. Grandfather - C
7. Aunt - H
8. Uncle - I
9. Cousin - D
10. Step-sibling - E

**5. Fill in the blanks with the correct word or phrase from the options provided.**

- |  |                    |
|--|--------------------|
| 1. A _____ family consists of two parents and their children living together as a single unit.                                       | a) privacy         |
| 2. An _____ family includes relatives beyond the immediate family, such as grandparents, aunts, uncles, and cousins.                 | b) extended        |
| 3. Extended families can provide a wider _____ system, offering emotional and practical support during times of need.                | c) values          |
| 4. Nuclear families may experience more _____ compared to extended families, as the space is generally limited to immediate members. | d) household tasks |
|  | e) changes         |
|  | f) resolution      |
|  | g) autonomy        |
|  | h) nuclear         |
|  | i) generations     |
|  | j) support         |
- 
5. Conflict \_\_\_\_\_ may be more complex in an extended family due to the presence of many family members with differing opinions.
  6. Nuclear families often promote greater \_\_\_\_\_ and independence among individuals compared to extended families.
  7. One key factor that influences the choice between nuclear and extended family structures is cultural \_\_\_\_\_, which can vary significantly across cultures.
  8. Extended families can help preserve cultural traditions and values across \_\_\_\_\_.
  9. Members of extended families usually share \_\_\_\_\_, reducing stress on individual members.
  10. Nuclear families are more flexible as they can adapt more quickly to \_\_\_\_\_ and demands, such as moving for jobs or education.

**Answer key:**

1. h
2. b

3. j
4. a
5. f
6. g
7. c
8. i
9. d
10. e

**6. Look through the statements in exercise 5 and decide what are the advantages / disadvantages of living in a nuclear family / an extended family? For some additional information consult the article focusing on pros and cons of living in nuclear and extended families:**

<https://www.groupdiscussionideas.com/joint-family-vs-nuclear-family/>

**7. Write a passage, answering questions below.**

- 1) Do you think that living in a nuclear family makes people more independent or does it make them feel lonely? Why do you think so?
- 2) How does being part of a nuclear family influence parenting styles compared to being part of an extended family?
- 3) How do extended families help keep cultural traditions and values alive from one generation to the next?
- 4) Reflect on your own experiences or observations. Which family structure do you believe provides better support during challenging times (like illness or financial hardship)? Why do you think so?
- 5) If you could create your perfect family for yourself, would you prefer a nuclear family or an extended family? Why?

### **Text 1. Family Tree**

**1. Read the text and explain the meaning of the words and phrases in bold type.**

Do you know your **origins**? How well do you know your family members, including great-grandparents and **distant relatives**? Can't answer for sure, right? The family tree is the thing that could help you to respond to all these questions.

**Family or genealogical tree** is usually a drawing of all **family members**, from the oldest on the top and to the youngest at the bottom (or vice versa). This tree can be useful in some situations, however, in most cases, it is just a kind of fashion or way of entertaining.

Some people create family trees by themselves, studying their **genealogy**. Others have their genealogic trees done by companies which specialize in this sphere. As the idea of having a family tree has become really popular, such services cost a fortune.

Nevertheless, it is essential to know more about your origins. Why? Because it is equal to knowing about the history of your country. We may think that every

**generation** goes through absolutely new problems; however, this is not true. History repeats itself and we may learn how to act now looking back.

Moreover, in the past centuries, it was normal or even obligatory for people of different classes to know about their **ancestors**. Even now in many countries, it is common for people to know a lot about their genealogy. It can consist of interesting stories about outstanding ancestors who can be a good reason **to be proud of** who you are.

## **2. Answer the questions.**

1) What do you believe is the primary value of having a family tree? How does it help people or families?

2) How do you think looking into your family tree can make family ties stronger and help relatives connect with each other?

3) Do you think family trees can help connect different generations? If yes, how?

4) Which family member do you feel closest to, and what makes that relationship special?

5) Is there a family member whose story inspires you? What have you learned from his/her experience?

6) How do you feel about having a family tree? Draw a family tree of yours.

**8. The strength of a family unit, whether nuclear or extended, often lies in the relationships, love, and support shared among its members. Read each statement carefully focusing on the key roles that families play in society and determine whether it is true or false. Explain your opinion.**

1. Families give emotional support, especially during times of crisis, helping them cope with stress and challenges.

2. The main function of families is to help each member become financially independent.

3. Being in a family helps children learn what is considered right and wrong in society.

4. Families don't teach their members; that's only the job of schools.

5. One of the functions of families is to provide basic needs such as food, shelter, clothing, and healthcare, which are essential for survival and well-being.

6. Recreational activities are unimportant in family life.

7. Families often protect their members from dangers outside.

8. Teaching morals helps people know what is right and wrong.

9. Taking care of others is a job that only applies to families with young kids.

10. Cultural transmission means passing down traditions and beliefs from one generation to another.

**Answer key:**

1. True
2. False
3. True
4. False
5. True
6. False
7. True
8. True
9. False
10. True

**9. Use the phrases provided in the box and write down a passage about relationship in your family.**

to live in harmony  
to avoid conflicts  
to enjoy each other's company  
to solve family problems together  
to forgive willingly  
to encourage each other  
to keep up family traditions  
to have similar interests  
to take care of  
to be tolerant and tactful  
to be sincere and honest  
to be respectful and supportive  
to be grateful

**10. Family traditions are a vital aspect of family life. Answer the questions focusing on the importance of family traditions in shaping relationships, values, and cultural identity.**

- 1) How do you think taking part in family traditions affects the relationships between family members, especially among different generations?
- 2) What is your favorite family tradition, and why is it special to you?
- 3) If you could create a new family tradition that reflects your values and interests, what would it be and how would you implement it?
- 4) Can you share a memorable story associated with a family tradition? What made that story significant, and how does it continue to influence your family?
- 5) What is one family tradition you hope to carry on with your own children or future generations? Why do you think it's important to keep it going?

**11. Spending free time together as a family is really important for a happy family life because it makes a good atmosphere where everyone can grow and enjoy each other's company. Continue the list of family leisure activities that people can enjoy together to create lasting memories:**

- ✓ nature hikes
- ✓ gardening together
- ✓ volunteering together
- ✓ learning together
- ✓ \_\_\_\_\_
- ✓ \_\_\_\_\_
- ✓ \_\_\_\_\_
- ✓ \_\_\_\_\_

**12. Fill in the blanks with your own answers to complete each sentence about your family's leisure activities and preferences.**

1. My favorite family activity is \_\_\_\_\_.
2. The last time we went on a family vacation was to \_\_\_\_\_.
3. On weekends, our family typically enjoys \_\_\_\_\_ together.
4. A leisure activity that everyone in our family can agree on is \_\_\_\_\_.
5. My favorite outdoor family activity is \_\_\_\_\_.
6. We often spend our family evenings \_\_\_\_\_.
7. One movie or show we love to watch as a family is \_\_\_\_\_.
8. One tradition we have during holidays is \_\_\_\_\_.
9. If we could plan a dream family trip, we would go to \_\_\_\_\_.
10. A leisure activity I would like to try with my family is \_\_\_\_\_.

## **Text 2. Family Life in Great Britain**

**1. Read the text carefully and complete the exercises below.**

The family in Britain is changing. People get married at a later age and many career-oriented women don't want to have children immediately. They prefer to do well at their jobs first and put off having a baby until late thirties.

In 1969, the law made it easier to get a divorce and now Britain is often called 'the divorce capital of Europe'. That means that there are more and more one-parent families.

However, marriage and the family are still popular. Most people in Britain still get married and stay together until the end of their lives. The majority of divorced people marry again, and they sometimes take responsibility for a second family.

Relationships within the family are also changing. Parents treat their children more as equals than they used to. Children have more freedom and the things they are interested in reflect this: music, computers, television, the Internet, fashion, shopping and money.



As for young British people, they are keen to become independent and can't wait to move out of their parents' homes, although for some of them this may be financially impossible.

Members of a family try to keep in touch, but they see less of each other than they used to. This is because people often move away from their home town to a different part of the country to find a job, which makes it more difficult for them to be in regular contact with their parents. That's why Christmas is so important in Britain. It's the traditional season for reunions and relatives often travel many miles in order to spend the holiday together. There are 286,100 marriages each year and 160,000 divorces.

- The typical family today has 1.6 kids.
- The most popular boy's name is Jack.
- The most popular girl's name is Chloe.

## **2. Make sure you know the pronunciation and the meaning of the following words and expressions:**

Average, strict, to obey, cheeky, to answer back, peace and quiet, to retire, permission, dressmaker, upbringing, responsibility, for his own good, firmly, workhouse, penniless, to force, to split up, career, to put off, divorce, majority, equal, to reflect, financially, to keep in touch, family reunion.

## **3. Complete the gaps to make the sentences:**

1. The family in Britain is changing. People get married at \_\_\_\_\_ and many career-oriented women don't want to have children immediately.

- a) an early age
- b) a later age
- c) a middle age

2. In \_\_\_\_\_ the law made it easier to get a divorce and now Britain is often called "the divorce capital of Europe".

- a) 1969
- b) 1978
- c) 1993

3. \_\_\_\_\_ people in Britain still get married and stay together until the end of their lives.

- a) A few
- b) Most
- c) A lot of

4. \_\_\_\_\_ of divorced people marry again, and they sometimes take responsibility for a second family.

- a) The majority
- b) The minority
- c) Some

5. Children have \_\_\_\_\_ and the things they are interested in reflect this: music, computers, television, the Internet, fashion, shopping and money.

- a) less freedom
- b) more freedom
- c) some freedom

6. As for young British people, they are keen \_\_\_\_\_ and can't wait to move out of their parents' homes, although for some of them this may be financially impossible.

- a) to become dependent
- b) to become lonely
- c) to become independent

7. Members of a family try to keep in touch and that's why \_\_\_\_\_ is so important in Britain.

- a) Christmas
- b) New Year
- c) Birthday

#### **4. Discuss the questions:**

1) Do you think society has changed in the way it views the family or whether it considers strong family ties important? Explain your answer.

2) Do you think kids without siblings are different from kids with brothers and sisters? Can you give an example?

3) Would you like to see more dads staying at home to take care of kids in the future? Why or why not?

### **Text 3. Wedding Traditions in Different Countries**

#### **1. Read each statement attentively and decide whether it is true or false.**

**Explain your opinion.**

- 1) Weddings are just about two people getting legally married.
- 2) What weddings mean can be very different in different cultures and religions.
- 3) Weddings are often associated with specific rituals, symbols, and traditions that carry deep meaning.
- 4) Nowadays, weddings are not as important as they used to.
- 5) Weddings can be a chance for friends and family to gather and celebrate love and community.

#### **Answer key:**

1) False: While weddings include a legal aspect, they also encompass emotional, cultural, and social significance.

2) True: Different cultures and religions have unique practices and meanings associated with weddings.

3) True: Rituals and symbols often carry significant meaning in wedding ceremonies.

4) False: While some may see weddings as less significant, many still attach great meaning to the celebration.

5) True: Weddings provide a communal experience for the couple's friends and families to come together in support and celebration.

**2. Read the text focusing on wedding traditions in different countries and answer the questions.**



Wedding is a very important and special occasion. It's a day when two people in love get married. Different countries follow different traditions during the wedding. For example, in Belarus couples go to a local registry office and then to church. After that, they organize a big party, to which most relatives and close friends are invited.

During the ceremony at the registry office couples exchange rings and put their signatures in special documents. The guests drink champagne there and eat chocolate. Belarusian bride traditionally wears a gorgeous white dress and a veil. A bridegroom wears a black and white suit. He also presents flowers to his future wife on this day. There are some superstitions about the wedding. For example, the bride shouldn't arrive first to the church because it's a bad luck. The groom shouldn't see the bride in the morning of the wedding. It can also bring bad luck. At some point during the wedding the bride should toss her bouquet and the person who catches it first is supposed to get married next. Traditionally, all guests give presents to the newlyweds. It might be money, household appliances, clothing, make-up, sweets and else.

Other countries also have some interesting traditions. Thus, during the wedding ceremony in Holland a wish tree is created and placed next to the bride and groom's table. Guests put their wishes for the newlyweds on paper leaves of this tree. In Ireland the bride usually wears a wildflower wreath in her hair. In England the bride should arrive to the church with her father in a car. Koreans pick the wedding date according to astrological signs. Wedding ceremony and traditions vary from country to country and are always interesting.



**Answer the questions.**

- 1) Provide the definition of the notion "wedding".
- 2) Prove that cultural background can influence wedding ceremonies.
- 3) What information about wedding traditions in Belarus have you learnt from the article above?
- 4) What information about wedding traditions in Holland / Ireland / Korea have you learnt from the article above?

**3. Match the descriptions on the left with the correct UK wedding traditions from the right by writing the corresponding letter next to the number.**

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1. The practice where the bride tosses her bouquet to single female guests.</li> <li>2. The groom's final night of freedom before the wedding, often celebrated with friends.</li> <li>3. A traditional component of the wedding where speeches are made by the best man and other family members.</li> <li>4. A custom where the couple takes the first dance as newlyweds.</li> <li>5. Something old, something new, something borrowed, something blue.</li> <li>6. A multi-tiered cake traditionally served at the wedding reception.</li> <li>7. An event where the bride celebrates with her female friends before the wedding.</li> <li>8. A ceremony that legally binds the couple, typically held in a church or registry office.</li> </ol> | <ol style="list-style-type: none"> <li>A. Hen party</li> <li>B. Wedding ceremony</li> <li>C. The Bouquet toss</li> <li>D. First dance</li> <li>E. Stag party</li> <li>F. Bridal tradition saying</li> <li>G. Wedding cake</li> <li>H. Wedding speeches</li> </ol> |
|--|---|

**Answer key:**

1. C. The Bouquet toss
2. E. Stag party
3. H. Wedding speeches
4. D. First dance
5. F. Bridal tradition saying
6. G. Wedding cake
7. A. Hen party
8. B. Wedding ceremony

**4. Weddings are always celebrations of love and union but unique cultural values and beliefs are reflected through wedding traditions. Explore the details of the aspects given below and be ready to speak about wedding traditions in your native country.**

- ✓ Engagement and gifts
- ✓ Pre-wedding and wedding ceremonies
- ✓ Wedding clothes
- ✓ Rings
- ✓ Reception
- ✓ Traditions

**1.3 Describing personality. Going by appearance**



1. Create a list of 10-15 traits of character that you think are important for a well-rounded personality. Include both positive and negative traits.

2. What traits of character from your list do you possess? Which ones do you lack?

3. Match each adjective with their definitions.

- |              |   |
|--------------|---|
| 1. ambitious | a) certain about his or her abilities                 |
| 2. bossy     | b) continues to support a person in difficult times   |
| 3. confident | c) really wants to become successful, rich, or famous |
| 4. easygoing | d) cares about other people's feelings                |
| 5. loyal     | e) friendly and enjoys being with other people        |
| 6. sensitive | f) tells other people what to do all the time         |
| 7. shy       | g) relaxed, calm and not easy to upset                |
| 8. sociable  | h) nervous in the company of other people             |

**Answer key:**

a) 3, b) 6, c) 1, d) 7, e) 2, f) 4, g) 8, h) 5.

4. Match the adjectives in the box with the sentences below.

ambitious	bossy	confident	easygoing	loyal
sensitive		shy		sociable

- I find it difficult to talk to people that I don't know very well. I am \_\_\_\_\_.
- I know I am going to be successful. I am \_\_\_\_\_.
- I love going to parties and meeting new people. I am \_\_\_\_\_.
- I make the decisions here, so do what I tell you. I am \_\_\_\_\_.
- I really understand your problems. I know exactly how you feel. I am \_\_\_\_\_.
- I want to be the most successful businessman in the country. I am \_\_\_\_\_.
- You can decide. I don't mind. I am \_\_\_\_\_.
- You know that I will always support you. I am \_\_\_\_\_.

5. Choose the most appropriate adjective from the exercise above to describe each person.

- |          |   |
|----------|---|
| 1. _____ | 1. I'd love to meet your friends – let's make a date now. We could try that new restaurant in town.       |
| 2. _____ | 2. No, no, don't do it like that. Do it like this. Go on, do it again, and, oh, then get me a cup of tea. |
| 3. _____ | 3. No problem – I'm sure I can win. I know I'm faster than  |
| 4. _____ |   |
| 5. _____ |   |

6. \_\_\_\_\_ the others.
4. I'm working here to get some experience, but I'm going to start up my own company soon.
5. Yeah, whatever – I really don't mind. I'll be happy if we go out. I'll be happy if we stay in. Let's do whatever you want to do.
6. Look, are you sure you're OK, because I can stay longer if you want. Anyway, you know where I am if you need me. Take care.

**Answer key:**

1. sociable
2. bossy
3. confident
4. ambitious
5. easygoing
6. sensitive

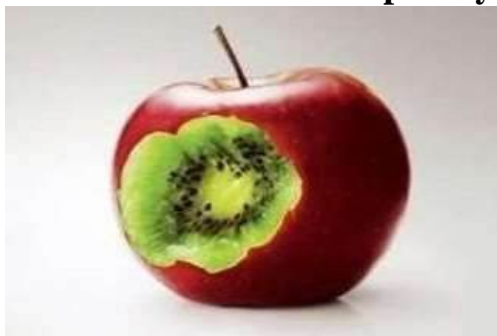
**6. People share certain personal traits, but some have more of one than another. Complete “What Character Traits Most Shine in You?” quiz [<https://www.ba-bamail.com/quizzes/personality-quizzes/what-character-traits-most-shine-in-you/>] and find out what makes your character unique. Share your opinion on the result of the quiz. Do you agree / disagree with the result? Explain your point of view.**

**7. Explain in your own words the meaning of each quote highlighting the idea that appearances can be misleading or deceitful:**

1. "The calm waters of the lake can hide the depth of its bottom."
2. "Don't judge a book by its cover."
3. "What we see is not always what we get."
4. "All that glitters is not gold."
5. "The facade is a mask for our true selves."

**Text 4. Appearance. Character. Beauty**

**1. Read the following text and give its general idea. Is there anything doubtful in the text? Express your opinion:**



How important is your appearance? Although everyone wants to be good-looking, are beautiful people always happier people? For example, it must be a problem to be a really beautiful woman, because some men may be more interested in looking at you than talking to you. They think of you as a picture rather than a person. There are also some

people who think that women who are exceptionally pretty and men who are particularly handsome must be stupid. They believe that only unattractive people can be intelligent.

On the other hand, no one wants to be really ugly, and have a face that even your mother doesn't want to look at; and no one wants to be plain either – that is, to be neither attractive nor unattractive, and have a face that is easily forgotten.

Being attractive is like being rich – it can help you find happiness, but it doesn't always make you happy. So maybe the best thing is not to worry too much about how you look like, but simply try to be an interesting person. For interesting people have interesting faces, and interesting faces are almost always attractive.

## **2. Answer the following questions:**

1. Do you judge about people by their looks or behaviour?
2. Does one's appearance presuppose certain behaviour?
3. How do people behave in the community if they are aware of their beauty?
5. Why do beautiful people tend to become film stars or top models?

## **1.4 Hobbies and interests**

**1. Use the dictionary to help you complete the chart below. All of the words must begin with the letter of the alphabet given. Some letters may have many different answers, while others may not have an answer:**

<b>A</b> _____	<b>N</b> _____
<b>B</b> _____	<b>O</b> _____
<b>C</b> <u>computer game</u>	<b>P</b> _____
<b>D</b> _____	<b>Q</b> _____
<b>E</b> _____	<b>R</b> _____
<b>F</b> _____	<b>S</b> _____
<b>G</b> _____	<b>T</b> _____
<b>H</b> _____	<b>U</b> _____
<b>I</b> _____	<b>V</b> _____
<b>J</b> _____	<b>W</b> _____
<b>K</b> _____	<b>X</b> _____
<b>L</b> _____	<b>Y</b> _____
<b>M</b> _____	<b>Z</b> _____

**2. Hobbies and interests are numerous. They vary widely based on personal preferences, age, culture, and other factors. But all of them provide relaxation, creativity, social interaction, and personal development. Rank these popular free-time activities according to your preferences:**

*I quite like \_\_\_\_\_*  
*I am fond of \_\_\_\_\_*  
*I love \_\_\_\_\_*  
*I am keen on \_\_\_\_\_*  
*I am not interested in \_\_\_\_\_*  
*I dislike \_\_\_\_\_*  
*I hate \_\_\_\_\_*

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• painting, drawing, and sketching</li> <li>• knitting or sewing</li> <li>• playing a musical instrument</li> <li>• singing or joining a choir</li> <li>• listening to music</li> <li>• clubbing</li> <li>• watching films or going to the cinema</li> <li>• playing team sports (soccer, basketball, baseball)</li> <li>• doing yoga or pilates</li> <li>• hiking, biking, or rock climbing</li> <li>• playing board games</li> </ul> | <ul style="list-style-type: none"> <li>• writing stories / poems, blogging</li> <li>• cooking and baking</li> <li>• travelling</li> <li>• playing video games</li> <li>• surfing the Internet</li> <li>• volunteering</li> <li>• collecting stamps, coins, or postcards, art, antiques,</li> <li>• taking pictures of nature, people, or events</li> <li>• gardening</li> <li>• practicing meditation</li> <li>• reading books (fiction, non-fiction, poetry, etc.)</li> </ul> |
|---|--|

**3. Read each question carefully and choose the option that best describes your preference. Keep track of your answers to determine which hobby or interest might be your best match! Comment on your result.**

1. How do you like to spend your free time?

- a) Exploring new places or traveling
- b) Creating something, like art or crafts
- c) Engaging in physical activities or sports
- d) Reading or watching movies
- e) Playing games or working on tech projects

2. What kind of environment do you prefer?

- a) Outdoors in nature
- b) In a cozy room filled with art supplies
- c) At a gym or sports field
- d) At a library or cinema



- e) In front of a computer or gaming console
3. Which of the following would you find most rewarding?
- a) Meeting new people from different cultures
  - b) Creating something beautiful or meaningful
  - c) Achieving a personal fitness goal
  - d) Getting lost in a good story
  - e) Solving problems or completing challenges
4. What type of media do you find most engaging?
- a) Travel documentaries or vlogs
  - b) Art shows or craft tutorials
  - c) Sports events or fitness blogs
  - d) Novels, comics, or films
  - e) Gaming livestreams or tech reviews
5. How do you prefer to express yourself?
- a) By experiencing new cultures and adventures
  - b) Through visual arts, crafts, or music
  - c) In sports or competitive settings
  - d) Through writing or storytelling
  - e) With technology or gaming

***Scoring Your Responses:***

**Mostly A's: Travel and Exploration**

You enjoy discovering new places and cultures. Consider hobbies like travel blogging, hiking, or cultural photography.

**Mostly B's: Arts and Crafts**

You're a creative thinker who loves to express yourself through visual art. Try painting, drawing, pottery, or DIY crafts.

**Mostly C's: Sports and Fitness**

You thrive on physical activity and competition. Explore team sports, individual fitness routines, or outdoor adventures like hiking or rock climbing.

**Mostly D's: Reading and Writing**

You're a lover of stories and imagination. Consider hobbies like reading, creative writing, blogging, or joining a book club.

**Mostly E's: Gaming and Technology**

You enjoy challenges and tech-related activities. Look into video gaming, coding, or joining tech clubs or gaming groups.

**4. Answer each question with a brief response. Aim to be thoughtful and honest in your answers.**

- 1) What is your favorite hobby, and how did you start doing it?
- 2) Describe a memorable experience you've had while engaging in a hobby. What made it special?
- 3) What hobby or interest have you always wanted to try but haven't yet? Why haven't you tried it?
- 4) How do you usually discover new hobbies or activities?
- 5) What advice would you give someone who wants to start a new hobby?

**5. Fill in the blanks with your responses to each statement. Be as detailed or creative as you want!**

1. My favourite way to relax after a long day is by \_\_\_\_\_.
2. If I could spend a whole day doing any hobby, it would be \_\_\_\_\_ because \_\_\_\_\_.
3. The last creative project I worked on was \_\_\_\_\_. I felt \_\_\_\_\_ while doing it.
4. My favourite outdoor activity is \_\_\_\_\_ because I enjoy \_\_\_\_\_.
5. When I have free time, I love to \_\_\_\_\_, especially \_\_\_\_\_.
6. A genre of books or movies that really captivates me is \_\_\_\_\_. I enjoy it because \_\_\_\_\_.
7. If I could learn a new skill, it would be \_\_\_\_\_ because \_\_\_\_\_.
8. My ideal way to spend a weekend is \_\_\_\_\_. It would include \_\_\_\_\_.
9. I enjoy expressing myself through \_\_\_\_\_, and I find it really fulfilling when \_\_\_\_\_.
10. One of my favourite memories related to a hobby is \_\_\_\_\_. It makes me feel \_\_\_\_\_ when I think about it.

**6. Choose one of the creative tasks below to explore and express the various sides of your life.**

✓ **Personal Storybook Creation:** Write and illustrate a personal storybook about your life. Each chapter can focus on a different topic, like:

- "My Family" – Talk about your family and what you do together.
- "Key Events in My Life" – Share important things that have happened to you.

- "My Traits" – Describe what you are like as a person.
- "My Hobbies and Interests" – Write about what you love to do for fun.

✓ **Digital Scrapbook:** Create a digital scrapbook to show different parts of your life. You can include:

- Basic facts about yourself (like your age and where you were born).
- Important life events (add photos and short stories about them).
- Family members and traditions (make a family tree or a collage of photos).

- Your character traits (draw yourself or list traits you think you have).
- Hobbies and interests (show what activities you like to do).
- ✓ ***Life Presentation:*** Create a presentation (like a slideshow) that talks about who you are. Each slide can include:
  - Slide 1: Basic facts about you and important life events.
  - Slide 2: Information about your family members and traditions.
  - Slide 3: Discuss your traits of character and appearance.
  - Slide 4: Show your hobbies and interests with pictures or videos.
 End with a few thoughts on how all these things make you who you are.
- ✓ ***Creative Writing and Art Journal:*** Create a journal that combines writing and art. In your journal, you can:
  - Pages 1-2: Write about basic facts about yourself and important life events.
  - Pages 3-4: Draw pictures or write about your family members and what makes them special.
  - Pages 5-6: Think about your character traits and how they relate to your hobbies.
  - Pages 7-8: Dedicate final pages to your favorite hobbies and create drawings or collages about them.

## Unit 2

### Higher and postgraduate education in the sphere of culture and art

#### 2.1 Studying abroad: challenges and rewards

**1. Choose one of the quotations below highlighting the challenges and rewards of studying abroad and comment on it.**

- "Education is the most powerful weapon which you can use to change the world; studying abroad amplifies that power."
- "When you study abroad, you engage in a dialogue with the world, and that changes you forever."
- "Studying for a master's degree abroad opens doors to new perspectives, unfamiliar cultures, and endless opportunities."
- "Postgraduate education abroad is not just an academic journey; it is a journey of self-discovery."
- "The hardest part of studying abroad is leaving your comfort zone behind."

**2. Read each statement carefully and mark whether it is "True" or "False." Explain your point of view.**

1. Studying abroad helps you get a job after graduation.
2. One advantage of studying abroad is the opportunity to learn a new language.
3. Cultural differences and language barriers can be challenges for students studying in another country.
4. Studying in a foreign country can lead to higher living expenses compared to studying at home.
5. Many students studying abroad find it easy to adapt to a completely different culture without any problems.
6. International students have a chance to experience different teaching styles thus improving their academic achievements.
7. Cross-cultural communication during studies abroad can help you grow and understand the world better.
8. Distance from family and friends can negatively affect a student's mental health while studying abroad.
9. Degrees obtained from foreign universities are always recognized and valued equally in a student's home country.
10. International education helps students develop teamwork skills through different group projects.

**Answer key:**

1. False
2. True
3. True

4. True
5. False
6. True
7. True
8. True
9. False
10. True

### **Text 1. Master's Degree Abroad**

#### **1. Read the text and complete the tasks that follow.**

Studying for a master's degree abroad has become a popular choice for many students who want to advance their education and career prospects. Studying internationally offers a unique opportunity to experience different cultures and educational systems. Many universities around the world are known for their innovative programs and research opportunities.

One major advantage of studying for a master's degree abroad is the opportunity for personal growth. Living in a foreign country helps students develop independence and adaptability.

However, obtaining a master's degree abroad can also present challenges. Tuition fees, along with living expenses, can be considerably higher than studying domestically. Additionally, students may encounter cultural barriers, language differences, and homesickness during their time away from home.

Despite these obstacles, the rewards of obtaining a master's degree abroad often outweigh the difficulties. Getting a master's degree abroad provides opportunities to invaluable personal and academic growth, expanding horizons and understanding of the world.

#### **2. Choose the best answer for each question.**

1) What is a significant reason students choose to study abroad for a master's degree?

- a) To avoid cultural experiences
- b) To benefit from specialized programs and research opportunities
- c) To stay closer to home
- d) to get a guaranteed employment upon graduation

2) How does studying abroad contribute to personal growth, according to the passage?

- a) By increasing reliance on family and friends
- b) By providing international travel without challenges
- c) By developing independence and adaptability
- d) By creating comfort zones

3) What financial factor is mentioned as a concern for students studying abroad?

- a) Low tuition prices
  - b) High living expenses and tuition fees
  - c) Low-cost housing options
  - d) Guaranteed financial aid
- 4) What is the overall message of the passage regarding pursuing a master's degree abroad?
- a) It is too expensive and not worth the investment.
  - b) Challenges exist, but the benefits are significant.
  - c) It should only be considered for specific fields of study.
  - d) It is an irrelevant option in the current job market.

**Answer key:**

- 1) b)
- 2) c)
- 3) b)
- 4) b)

**3. Answer the questions in writing sharing your thoughts and insights about the challenges and rewards of getting education abroad.**

- 1) In what ways do you think studying in a different educational system can advance your learning experience? Have you noticed differences in teaching styles compared to your home country?
- 2) How do you think studying abroad affects your career opportunities after graduation?
- 3) In your opinion, is the experience of studying abroad worth the challenges and sacrifices that come with it? Why or why not?
- 4) With more people choosing online learning and mixed classes, how do you think studying abroad will change in the future?

**4. Create a multimedia presentation "Education Abroad: The Journey of a Lifetime" that explores the advantages and disadvantages of studying abroad.**

**2.2 Higher education in the sphere of culture in the Republic of Belarus, UK and master student's native country**

**1. Complete one of the creative tasks focused on the role of higher education in the modern world:**

✓ ***Ted Talk Style Presentation:*** Prepare and deliver a short TED Talk-style presentation on a specific aspect of higher education (e.g., the importance of lifelong learning, the impact of technology, or the role of universities in social change).

✓ ***Cultural Exchange:*** Research and present on how higher education

systems differ globally. Compare this with your own educational experience.

✓ **Vision Board:** Create a vision board that visually represents what higher education means to you, including your future goals, values, and challenges.

✓ **Personal Narrative:** Write about your own experiences with higher education. Talk about how it has changed who you are, your career goals, and how you see the world.

✓ **Future Letter:** Write a letter to your future “self” 10 years from now, imagining how your education has changed your life. Consider both personal and professional aspects.

## **Text 2. The Role of Education in the Sphere of Culture and Arts in the Republic of Belarus**

### **1. Read the text and name the main establishments of higher education in the sphere of culture and arts in the Republic of Belarus.**

Higher education plays a significant role in the sphere of culture and arts in the Republic of Belarus. It helps to build cultural identity, share art, and keep national traditions alive. The establishments of higher education in the sphere of culture and arts in Belarus include the Belarusian State Academy of Arts, the Belarusian Academy of Music and the Belarusian State University of Culture and Arts.



The Belarusian State Academy of Arts, established in 1976, focuses primarily on the visual arts.

It offers courses in painting, graphic design, and sculpture. The academy emphasizes both technical skills and conceptual approaches, helping students contribute to the modern art scene.

In contrast, the Belarusian State University of Culture and Arts covers a wider range of cultural studies. It combines traditional arts education with academic disciplines like cultural management and event organization.



This institution aims to prepare students not only as artists but also as leaders in the cultural sector, linking theory with real-life practice.



The Belarusian Academy of Music is known for its prestigious courses, which focus on training musicians in performance, composition, and music education.

This institution has a reputation for creating talented musicians who succeed both in Belarus and internationally. Many famous musicians from this academy have made a big impact in the classical music world.

All three institutions often work together on projects that promote arts and culture in the Republic of Belarus and abroad. By doing so, they ensure that students gain practical experience while making a positive contribution to society.

**2. Choose the best answer for each question.**

- 1) What is the primary focus of the Belarusian State Academy of Arts?
  - a) Music education
  - b) Visual arts
  - c) Cultural management
  - d) Performing arts
  
- 2) Which institution emphasizes cultural management in its curriculum?
  - a) Belarusian State Academy of Arts
  - b) Belarusian State University of Culture and Arts
  - c) Belarusian Academy of Music
  - d) None of the above
  
- 3) When was the Belarusian State Academy of Arts established?
  - a) 1991
  - b) 1945
  - c) 1976
  - d) 1988
  
- 4) What is a key component of the education provided by the Belarusian Academy of Music?
  - a) Graphic design
  - b) Cultural theory
  - c) Music performance
  - d) Art history
  
- 5) How do the institutions contribute to the local community?
  - a) By providing free art supplies



- b) Through community engagement projects
- c) By organizing international tours for students
- d) None of the above

6) According to the passage, what type of skills does the Belarusian State Academy of Arts emphasize?

- a) Technical skills only
- b) Conceptual approaches only
- c) Both technical skills and conceptual approaches
- d) Leadership and management skills

7) What is the primary aim of the Belarusian State University of Culture and Arts?

- a) To train musicians for international careers
- b) To prepare students as artists and leaders in the cultural sector
- c) To focus solely on visual arts education
- d) To offer a PhD program in music theory

8) Which of the following best describes the mission of all three institutions?

- a) To provide artists with technical skills only.
- b) To promote community engagement and cultural education.
- c) To train musicians for international performance only.
- d) To focus solely on visual arts.

**Answer key:**

- 1 - b
- 2 - b
- 3 - c
- 4 - c
- 5 - b
- 6 - c
- 7 - b
- 8 - b

**3. Answer the questions.**

1) What role do the universities in the sphere of culture and arts in your native country play in promoting national art and culture on a global scale?

2) How do international collaborations and exchange programs with foreign institutions enhance the learning experiences of students in arts universities of your native country?

### **Text 3. Higher Education in the United Kingdom**

#### **1. Read the text and get ready to discuss it and speak on the topic:**

The British higher **educational system** includes universities, colleges of higher education and advanced courses of further education. All British Universities are independent institutions. It means that they are **independent** and autonomous, but they all receive financial support from the state.

There are several categories of universities in the UK, for example:

Ancient universities – the six universities founded before 1800;

Red Brick Universities – large civic universities chartered at the end of the 19<sup>th</sup> – the beginning of the 20<sup>th</sup> century before World War II;

Plate Glass universities – universities chartered after 1966 (formerly described as the “new universities”);

The Open University – the UK’s “open to all” distance learning university established in 1968;

New Universities – post-1992 universities formed from Polytechnics or Colleges of Higher Education.

The ancient universities are: the University of Oxford (1096) and the University of Cambridge (1209) in England, the University of St Andrews (1413), the University of Glasgow (1451), the University of Aberdeen (1495), and the University of Edinburgh (1582) in Scotland.

Oxford and Cambridge Universities were founded in the Middle Ages. So they are the oldest, the most **prestigious** and privileged universities in the UK. Many **prominent** men and members of the Royal family were educated there. Each **college** has its own name, **symbols and traditions**. For centuries Oxbridge Universities were only for men. Nowadays almost all colleges are mixed. Oxbridge Universities are known for their specific system of education, called the **tutorial system**. It means that each student has a **tutor**, who directs the student’s work, gives **personal instructions** and keeps an eye on his progress. Every week the tutor and his student meet to discuss the work they have done, to criticize it in details and to set the next week’s work. These weekly meetings are called tutorials.

The University of London was founded in 1836 as an examining and degree-giving body. Teaching functions were added in 1898. It comprised at first University College and King’s College. It is now the largest university in Britain.

“Red Brick University” is a term originally used to refer to civic universities founded in the **major industrial cities** of England (Birmingham, Manchester, Leeds, Sheffield, Bristol, Liverpool). Red Brick universities were founded as a respond to the great demand for educated people. These institutions served the needs of their cities and the area around them. They were based on the **mass lecture system**.

The term “Plate Glass university” refers to a group of universities set up in the United Kingdom during the mid-20<sup>th</sup> century.

The most revolutionary development in university education was the **establishment** of the Open University in 1968. The Open University **provides**

every person in Britain with the **opportunity** to study for a degree without leaving their home.

The **admission** to the Universities is by **examinations** or **interviews**. It looks like that: two or three months before leaving school, **applicants** fill in the form, putting down the name of 5 Universities in the order of preference. The copies of the form are sent to the Universities for examining and discussing the **achievements** of the school-leavers during school years by the authorities. The results of **out-of-school activities** and the references of teachers and school **headmasters** are taken into account. The final decision depends on the A-level results. On the basis of all this, applicants are sent a rejection or an offer. In their turn, **applicants** must accept or refuse the offer within 72 hours. Sometimes applicants get offers from several universities and they may choose. Some universities require applicants to sit for a competitive entrance examination.

Most university courses last three years, some courses last four years, and one or two courses, e.g. medicine, may be even longer. When they finish **the course** and pass their examinations, they receive a degree. This can be a BA (Bachelor of Arts) or a BSc (Bachelor of Science).

When you complete your first degree, you are **a graduate**. Some students then go on to do a **postgraduate course**. These students are postgraduates and they often study for an MA (Master of Arts) or an MSc (Master of Science) usually one year or a PhD (Doctor of Philosophy); at least three years.

## **2. Answer the following questions:**

1. What types of educational establishments does the British higher educational system include?
2. Are all British Universities private or state institutions?
3. When were Oxford and Cambridge founded?
4. Is it true that many prominent men and members of the Royal family were educated in Oxbridge?
5. Oxbridge Universities are only for men, aren't they?
6. What are the tutor's duties?
7. How often do the tutor and his student meet?
8. When were Redbrick Universities founded? What was the purpose of their foundation?
9. What does the term Open University mean?
10. When was it set up?
11. Are the students in Great Britain called undergraduates while they are studying for their first degree?
12. How long do most university courses last?
13. What do the students receive when they finish the course and pass their examinations?

## **3. Make up your own sentences using the words in bold.**

**4. Make the reports about each category of British universities.**

**5. Go through the text and give a brief summary according to your plan. Memorize the indicated words and use them in your summary.**

**Text 4. Oxbridge**

**1. Read the following text and get ready to speak about the peculiar features of the education at Oxbridge:**

Oxford and Cambridge are the oldest and most prestigious universities in Great Britain. They are often called collectively Oxbridge to denote an elitarian education. Both universities are independent, only very rich and aristocratic families can afford to send their sons and daughters to these universities. Mostly they are former public school leavers. The tutorial is the basic model of instruction at Oxford and Cambridge, with lectures as optional extras.

The normal length of the degree course is three years. Some courses, such as languages or medicine, may be one or two years longer. The students may work for other degrees as well. The degrees are awarded at public degree ceremonies. Oxford and Cambridge cling to their traditions, such as the use of Latin at degree ceremonies. Full academic dress is worn at examinations.

Oxford and Cambridge universities consist of a number of colleges. Each college has its name, its coat of arms. Each college is governed by a Master. The larger ones have more than 400 members; the smallest colleges have less than 30 students. Within the college one will normally find a chapel, a dining hall, a library, rooms for undergraduates, fellows and the master, and also rooms for teaching purposes.

Oxford is the second largest university in Britain, after London University. The town of Oxford was first mentioned in the Anglo-Saxon Chronicle in 911 A.D. It grew rapidly from 1167 when Henry II banned English students from attending the University of Paris.

There are now twenty-four colleges for men, five for women, and other five which have both men and women members, many from overseas studying for higher degrees. Among the oldest colleges are University College, All Souls and Christ Church.

Cambridge University started during the 13<sup>th</sup> century. In 1209, scholars taking refuge from hostile townsmen in Oxford migrated to Cambridge and settled there. By 1226 the scholars were numerous enough to arrange regular courses of study, taught by their own members. Now Cambridge University has more than 30 colleges, and also includes the Cavendish Laboratory, King's College Chapel, and the Cambridge University Library. The oldest college is Peterhouse, which was founded in 1284, and the most recent is Robinson College, which was opened in 1977. The most famous is probably King's College because of its magnificent chapel, the largest and the beautiful building in Cambridge and the most perfect example left of English 15<sup>th</sup>-century architecture. Its choir of boys and undergraduates is also well known.

The university was only for men until 1871, when the first women's college was opened. In the 1970s, most colleges opened their doors to both men and women. Almost all colleges are now mixed.

Both Oxford and Cambridge universities have over a hundred societies and clubs, enough for every interest one could imagine. Sport takes an important part of students' life at Oxbridge.

**2. Answer the following questions:**

1. What interesting facts about Oxford and Cambridge have you learnt from the text?
2. When was the town of Oxford first mentioned?
3. Is Oxford a university for men or for women?
4. When was Cambridge University opened?
5. What is the oldest college in Cambridge?
6. Are Cambridge colleges mixed now?
7. What is the largest university in Britain?
8. What is the normal course of studies for a degree?
9. What language is used at degree ceremonies at Oxbridge?

**3. Work in pairs. Make up dialogues, imagining that one of you is a Master student from Oxbridge and the other is a Master student from BSUCA. Discuss structure, methods of teaching, etc.**

**4. Choose one of the topics below and write down an essay sharing your personal ideas and insights.**

1. The Future of Universities in the Sphere of Culture and Arts in my homeland: Trends and Challenges.
2. The Role of Traditional Arts in Modern Education.
3. Women in the Sphere of Culture and Arts: Challenges and Achievements in Education.

## **2.3 Benefits of postgraduate education in the modern world**

### **Text 5. Postgraduate education and postgraduate degrees.**

**1. Read the text and list all postgraduate degrees mentioned in the text.**

Postgraduate level of education provides specialized knowledge and skills in a particular field of study. Students can get postgraduate degrees, which are advanced academic qualifications after completing their undergraduate degree (typically a bachelor's degree).

The most common postgraduate degrees include Master's degrees, Doctorates, and professional qualifications.

A Master's degree, such as a Master of Arts (MA), a Master of Science (MSc), a Master of Education (MEd) or a Master of Business Administration

(MBA) typically requires one to three years of study beyond a bachelor's degree. Master of Arts for example, focuses on humanities, social sciences, or arts disciplines.

Doctorates are the highest level of education which includes original research, contribution new knowledge to the field, and the completion of a dissertation. It takes 3 to 7 years to get it. The most common type of doctoral degree, which covers a lot of academic disciplines is a Doctor of Philosophy (PhD). There are also other types of doctorates such as the Doctor of Education (EdD) or Doctor of Business Administration (DBA) which focus on the fields of education and business.

Postgraduate education plays an important role in professional development. It gives opportunities to acquire advanced professional and research skills and achieve higher positions in their chosen careers.

**2. Match the terms (1-7) with their correct definitions (a - g) by writing the corresponding letter next to the number.**

1. *Master's Degree*
2. *Master of Arts (MA)*
3. *Master of Education (MEd)*
4. *Doctoral Degree*
5. *Thesis*
6. *Dissertation*
7. *Research*

- a) The process of gathering information and analyzing it to answer questions or test hypotheses.
- b) A postgraduate degree which usually centers around humanities and social sciences.

- c) A degree that typically takes one to three years to complete.
- d) A formal written document presenting the results of research conducted by a Master student.
- e) A postgraduate degree which centered around educational theory and practice, preparing individuals for careers in education.
- f) The highest academic degree.
- g) A written thesis required for a PhD.

**Answer key:**

1. c
2. b
3. e
4. f
5. d
6. g
7. a

**3. Choose the best answer for each question.**

1. Postgraduate education is possible to get only after obtaining which

degree?

- A) Associate's degree
  - B) Bachelor's degree
  - C) Doctorate
  - D) High school diploma
2. How long does it typically take to complete a Master's degree?
- A) One to two years
  - B) Three to four years
  - C) One semester
  - D) Five to six years
3. What does an MA focus on?
- A) Humanities, social sciences and arts disciplines
  - B) Scientific and technical fields
  - C) Business management and leadership skills
  - D) Education Theory
4. A Master of Education (MEd) is best suited for individuals interested in:
- A) Engineering
  - B) Business
  - C) Educational theory and practice
  - D) Healthcare management
5. What is the highest academic degree mentioned in the passage?
- A) Master of Arts (MA)
  - B) Master of Science (MSc)
  - C) Doctor of Philosophy (PhD)
  - D) Graduate Certificate
6. Which of the following degrees includes contribution new knowledge to the field of study and the completion of a dissertation?
- A) Master of Arts (MA)
  - B) Master of Business Administration (MBA)
  - C) Doctor of Philosophy (PhD)
  - D) Graduate Certificate
7. To earn a Doctor of Philosophy (PhD), a candidate must:
- A) Complete an internship
  - B) Pass a comprehensive exam and defend a dissertation
  - C) Attend lectures only
  - D) Fulfill certain credit hours in business courses
8. What is one primary goal of postgraduate education, as highlighted in

the passage?

- A) To prepare students for high school
- B) To give an opportunity for individuals to get advanced skills and engage in significant research
- C) To provide recreational courses
- D) To offer a general overview of multiple subjects

**Answer key:**

- 1. B)
- 2. A)
- 3. A)
- 4. C)
- 5. C)
- 6. C)
- 7. B)
- 8. B)

**4. Answer the questions.**

- 1) What motivated you to pursue postgraduate education, and how do you think it will impact your career?
- 2) In your opinion, what are the key differences between undergraduate and postgraduate education? How do these differences affect learning experiences?
- 3) What challenges do postgraduate students commonly face?
- 4) How do you think postgraduate education can contribute to personal development beyond professional advancement?

**5. Write a paragraph reflecting on the potential benefits of getting postgraduate education. Consider aspects such as personal growth, career advancement, and the acquisition of specialized knowledge.**

**2.4 Belarusian State University of Culture and Arts: history and traditions**

**2.5 University faculties, departments, specialties**

**Text 6. The Belarusian State University of Culture and Arts**

**1. Read the text attentively and complete the tasks below:**

The Belarusian State University of Culture and Arts is the leading institution of higher education in the sphere of culture in Belarus. The University keeps its doors open to all those who are interested in Belarusian national culture and art.

It was established in 1975 as the Belarusian Institute of Culture and at that time it had only two faculties. In 1993 it was reestablished as a university and renamed into the "University of Culture and Arts" in 2004. Today it consists of four faculties:

- The Faculty of Culture Studies and Social and Cultural Activity;



- The Faculty of Information and Document Communications;
- The Faculty of Artistic Culture;
- The Faculty of Music and Choreographic Art;

Nowadays the University has a multi-level system of education which includes such levels as College, Bachelor's course, Master's course, Postgraduate course, Doctorate.

I am studying for an M. A. in Art History. It is a one-year course, which consists of lectures, seminars and practical classes. The curriculum of the Master's course covers such subjects as "Pedagogy and Psychology of Higher Education", "Methodological Foundations of Contemporary Art History", "Theoretical Aspects of Study of Plastic Arts", "Topical Issues of Contemporary Art and Art History", "Organization and Methodology of Scientific Research" and "the English Language".

The teaching staff of the University includes more than 300 lecturers.

The University has well-equipped studios and exhibition spaces that help students get practical experience and opportunities to show their work. For example, the University has its own art gallery. The main mission of the gallery is to develop artistic potential of students and promote young talented artists.

The University has a good library and a comfortable reading room. It is free for all the users.

At the University there are a number of artistic groups well-known in Belarus and abroad. Students take part in the social life of the University. They participate in concerts, festivals, contests, meetings, excursions and sport competitions.

## **2. Choose the correct answer for each question.**

1. When was the Belarusian State University of Culture and Arts established?

- A. 1993
- B. 2004
- C. 1975

2. What was the university originally called?

- A. Belarusian State University
- B. Belarusian Institute of Culture
- C. University of Culture and Arts

3. How many faculties are currently part of the university?

- A. Two
- B. Three
- C. Four

4. What level of education does the university NOT offer?

- A. Bachelor's course

- B. Professional diploma
  - C. Doctorate
5. How long is the M.A. in Art History program?
- A. Two years
  - B. Three years
  - C. One year
6. Which of the following subjects is included in the curriculum of the Master's course?
- A. Pedagogy and Psychology of Higher Education
  - B. Advanced Mathematics
  - C. Computer Programming
7. How many lecturers work at the University?
- A. Fewer than 200
  - B. More than 300
  - C. Exactly 250
8. What is the main purpose of the university's art gallery?
- A. To host exhibitions of famous artists
  - B. To provide a space for student artists to develop and showcase their work
  - C. To sell artwork to the public
9. Is access to the university library paid or free?
- A. Paid
  - B. Free for all users
  - C. Free for teachers only
10. What kinds of social activities do students participate in at the university?
- A. Concerts and festivals
  - B. Only academic meetings
  - C. No social activities are allowed

**Answer Key**

- 1. C (1975)
- 3. B (Belarusian Institute of Culture)
- 2. C (Four)
- 4. B (Professional diploma)
- 5. C (One year)
- 6. A (Pedagogy and Psychology of Higher Education)
- 7. B (More than 300)

8. B (To provide a space for student artists to develop and showcase their work)
9. B (Free for all users)
10. A (Concerts and festivals)

**3. Decide whether the following statements are true or false based on the text.**

1. The Belarusian State University of Culture and Arts focuses only on international culture.
2. The university was established in 1975 as the Belarusian Institute of Culture.
3. In 2004, the university was renamed the "University of Culture and Arts."
4. The university consists of five faculties.
5. The University offers a multi-level system of education including College and Doctorate levels.
6. The M.A. in Art History is a two-year course.
7. The curriculum includes a subject on the "Theoretical Aspects of Study of Plastic Arts."
8. The teaching staff at the university includes fewer than 300 lecturers.
9. The university has its own art gallery aimed at developing the artistic potential of students.
10. Access to the library is restricted and requires a fee.
11. The university has artistic groups that are known primarily in Belarus.
12. Students at the university participate in various social events such as concerts and festivals.

**Answer key:**

1. False
2. True
3. True
4. False (It consists of four faculties.)
5. True
6. False (It is a one-year course.)
7. True
8. False (The teaching staff includes more than 300 lecturers.)
9. True
10. False (It is free for all users.)
11. False (They are known both in Belarus and abroad.)
12. True

**4. Answer the questions.**

- 1) What is the primary focus of the Belarusian State University of Culture and Arts?
- 2) When was the university established?

- 3) What was the original title of the University?
- 4) What significant change occurred at the university in 1993?
- 5) List the four faculties that make up the university today.
- 6) What levels of education does the university offer?
- 7) Name at least three subjects included in the curriculum for the Master's course in Art History.
- 8) Describe the facilities available for students to gain practical experience.
- 9) What is the main mission of the university's art gallery?
- 10) What types of activities do students participate in as part of the university's social life?

**5. Organize a dialogue. Imagine that a Master student of the Belarusian State University of Culture and arts is giving an interview to a foreign journalist. When preparing for an interview about your university experience, it's important to highlight various aspects that reflect your academic path, personal growth, and campus life. Here are some key points you can discuss:**

- ✓ Talk about your major and why you chose it.
- ✓ Describe the overall atmosphere of the campus and how it contributes to the student experience.
- ✓ Share information into student organizations, clubs, or extracurricular activities you are involved in.
- ✓ Talk about the library, study spaces, labs, or technology available to students.
- ✓ Highlight any professors who have influenced your academic journey.

**6. Prepare an essay and make a powerpoint presentation about the university where you got your Bachelor degree.**

## **2.6 Learning languages. English as an efficient means of cultural intercourse**

- 1. Answer the questions.**
2. What motivates individuals to learn a foreign language today? How do personal, professional, and social factors influence this motivation?
3. What are some personal benefits you have experienced or expect to gain from learning a foreign language?
4. What role does technology (e.g., language learning apps, online courses) play in making foreign language learning more accessible? Are there any drawbacks?
5. In what ways do language skills increase professional opportunities in different fields? Can you give examples of careers where foreign language proficiency is particularly beneficial?
6. How does learning a foreign language contribute to a deeper understanding and appreciation of other cultures? Have you personally experienced

this effect?

**2. Choose one of the topics below and write down an essay sharing your personal ideas and insights.**

1. Foreign Language Learning as a Tool for Career Advancement (*analyze the role of foreign language skills in increasing professional opportunities in various industries such as business, healthcare, and tourism*).

2. Cultural Awareness and Empathy Through Language Learning (*examine how learning a foreign language contributes to a deeper understanding of other cultures and fosters empathy towards diverse populations in a multicultural world*).

3. Technological Advancements in Language Learning (*investigate the influence of technology on foreign language learning, including the effectiveness of apps, online courses, and virtual language exchanges*).

4. The Future of Foreign Language Learning (*speculate on the future trends in foreign language education, considering factors such as globalization, technology, and changing societal needs*).

## **2.7 My English studies**

**1. Read the following quotations and choose one you like most of all. What do you think the author meant by this statement? Comment on it:**

1. Language is the dress of thought (Samuel Johnson, British lexicographer, poet, writer, and critic, 1709-1784).

2. If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart (Nelson Mandela, an activist and politician, the first president of South Africa).

3. English is the most widely taught foreign language in the world. It is the language of international business, science, and diplomacy (Winston Churchill, a statesman, military officer, and writer, Prime Minister of the United Kingdom from 1940 to 1945).

4. The English language is like a woman's wardrobe – full of things she can't use, and yet the one thing she needs she can't find (Will Stanton, an English-born American actor,).

5. The British and Americans are divided by a common language. (George Bernard Shaw, an Irish playwright, critic, polemicist and political activist.)

**2. Look through some interesting facts about the English language, demonstrating the complexity, richness, and global significance of English and share your finding with your groupmates. What information was new / interesting to you to learn about?**

✓ English is spoken by over 1.5 billion people worldwide, making it one of the most widely spoken languages. Approximately 375 million people speak it as their first language, while the rest are non-native speakers. It's the most widely

taught second language globally, making it a significant means of communication across cultures.

✓ The countries with the highest population of native English speakers are the US, UK, Canada and Australia.

✓ English is often used as a lingua franca, a common language between speakers of different native languages. It is the dominant language in international business, science, technology, and aviation.

✓ English is one of six official languages of the United Nations, as well as French, Russian, Spanish, Arabic and Chinese Mandarin.

✓ Despite its global prevalence, English does not have an official status in the United States. However, it is the de facto national language used in government and everyday life.

✓ English has a vast array of dialects and accents, influenced by geography, culture, and history. Variations such as American English, British English, Australian English, and many others have distinct characteristics.

✓ William Shakespeare contributed significantly to the English language, inventing around 1,700 words and popularizing many phrases still in use today. Terms like "eyeball," "bedroom," and "fashion" are among his creations.

✓ The first comprehensive dictionary of the English language, "A Dictionary of the English Language," was published in 1755 by Samuel Johnson. It contained around 40,000 entries and helped standardize English spelling and definitions.

✓ English has one of the largest vocabularies of any language, with estimates suggesting it has over a million words. This is partly due to its history of borrowing words from other languages, including Latin, French, German, and many others.

✓ The English language has 26 letters in its alphabet, but the combination of these letters can create a vast array of sounds and words. There are over 1,100 ways to spell the "uh" sound alone!

**3. Learning English is important for a variety of motives. Continue the list of the key reasons to learn the English language and then talk about your personal motives for learning English.**

- If you know English, you can travel anywhere.
- You can watch American and British films.
- English is the language for computers.
- You can get an excellent job.
- You can have international friends.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**4. Look through the statements below and decide which opinion do you agree with? Why?**

1. English is the most important international language. We should all study it until we're good at it, even if it takes several years.

2. If you need English for work or travel, you should learn it. But not everybody needs to learn it – for a lot of people, it's just a waste of time and energy.

3. You may not need English now, but who knows? You might need it in the future. So, it's better to be prepared.

4. Learning a foreign language is important, but it doesn't have to be English. Other languages are important too, especially the languages of neighboring countries.

5. We should study English but not for so long. The people who really need it can continue to study it if they want.

**5. Studying English efficiently requires a combination of effective methods, diligence and desire. Think of the tips that help learners increase their English language competence. Continue the list below:**

1. ***Set Clear Goals:*** decide why you want to learn English (e.g., for travel, work, or academic purposes).

2. ***Create a Study Plan:*** identify specific times each day or week for studying English.

3. ***Use Different Resources:*** books, apps, podcasts, videos, etc.

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

**2.8 Students' life in the Republic of Belarus, UK and master student's native country**

**Text 7. Student's Life.**

**1. Read the text attentively and write down into your exercisebook the expressions that mean:**

1) decided –

2) was allowed to enter –

3) hostel –

4) live together with somebody in a room –

5) to walk –

6) lessons –

7) do all one's can –

- 8) write –
- 9) classes when professors give information –
- 10) classes when students answer questions and discuss them –
- 11) students from your group –
- 12) to prepare –
- 13) search for information on the Internet –
- 14) giving pleasure (adjective) –
- 15) go out with friends –

Not long ago I made up my mind to continue my education and become a Master student of the Belarusian State University of Culture and Arts. I provided the required documents for university admission, passed my entrance interview successfully and now I am studying for an M. A. in Art History.

I live in a student dormitory (I rent a flat). I share my room with two other students. I live not far from (far from) the University. As a rule, I go to the University on foot (by bus, tram, metro). It takes me 5 minutes (40 minutes) to get there.

According to our timetable we have three classes every day. I think that our classes are interesting and informative. The classroom atmosphere is usually friendly and stimulating.

I try to do my best and learn a lot during lectures, seminars and practical classes. I always take note of every lecture and work hard at the seminars. Before or after classes, as well as during the breaks I have a chance to listen to music, have a snack or chat with my groupmates.

I usually get ready for my classes in the morning (in the evening, from 8 to 10 p.m.). In the evening I enjoy surfing the Internet, watching shows and films, playing computer games. As a rule, I go to bed at about 11 p.m. (1 a.m.).

To make my student's life more enjoyable my groupmates and I adore socializing, for example going to the concerts and theatres, and singing karaoke. I also take part in social activities in the university. I try to participate in concerts, festivals, excursions and sport competitions.

## 2. Match the words to their definitions:

1. <i>Seminars</i>	a. A structured schedule of classes
2. <i>Timetable</i>	b. A place where students live during their studies
3. <i>Social activities</i>	c. Events aimed at bringing students together socially
4. <i>Entrance interview</i>	d. Discussions or presentations held for a group of students
5. <i>Dormitory</i>	e. A meeting to assess a student's suitability for a program

### Answer key:

1 - d, 2 - a, 3 - c, 4 - e, 5 - b



**3. Use the words from the box to fill in the blanks in the sentences below.**

socializing, dormitory, stimulating, education, informative, timetable, entrance, seminars, lectures, participate, competitions

1. I made up my mind to continue my \_\_\_\_\_ and become a Master student.
2. I live in a student \_\_\_\_\_ and share my room with two other students.
3. Our classes include \_\_\_\_\_, \_\_\_\_\_, and practical classes.
4. I think that our classes are interesting and \_\_\_\_\_.
5. I try to \_\_\_\_\_ in various social activities at the university.
6. I passed my \_\_\_\_\_ interview to gain admission.
7. According to our \_\_\_\_\_, we have three classes every day.
8. I enjoy \_\_\_\_\_ with my friends at concerts and theaters.
9. In the evenings, I often participate in sports \_\_\_\_\_.
10. The atmosphere in my classes is friendly and \_\_\_\_\_.

**Answer key:**

1. education
2. dormitory
3. lectures, seminars
4. informative
5. participate
6. entrance
7. timetable
8. socializing
9. competitions
10. stimulating

**4. Answer the questions.**

- 1) What university are you studying at?
- 2) What steps did you take to gain admission to the university?
- 3) What type of master's degree are you getting?
- 4) In which field are you earning your master's degree?
- 5) Where are you living at the moment?
- 6) How far do you live from the university?
- 7) How long does it typically take you to get to the university?
- 8) Is your flat or dormitory located close to or far from the university?
- 9) How many classes do you have each day?
- 10) What is your opinion about the classes you attend?
- 11) How would you describe the classroom atmosphere?
- 12) What impact does the classroom atmosphere have on your learning experience?

- 13) What efforts do you make during lectures, seminars, and practical classes?
  - 14) What activities do you participate in before, after, or during breaks?
  - 15) What do you usually do during breaks besides studying?
  - 16) How do you manage your time between studying and socializing with groupmates?
  - 17) When do you usually prepare for classes?
  - 18) What activities do you enjoy doing in the evening?
  - 19) What steps do you take to make your student life more enjoyable?
- What types of events do you participate in at the university?
- 20) What do you mostly like and dislike about it? Speak about your Master student's life at BSUCA.

### **Text 8. Students' Life at Oxford**

#### **1. Read the text attentively and complete the tasks below.**

What is it like, being a student at Oxford? Students are selected on the basis of their results in the national examinations or the special Oxford entrance examination. There are many applicants, and nobody can get a place by paying a fee. Successful candidates are admitted to a specified college of the university: that will be their home for the next three years (the normal period for an undergraduate degree), and for longer if they are admitted to study for a postgraduate degree. They will be mostly taught by tutors from their own college.

Teaching is pleasantly informal and personal; a typical undergraduate (apart from those in the natural sciences who spend all day in the laboratories) will spend an hour a week with his or her 'tutor', perhaps in the company of one other student. Each of them will have to write an essay for the tutor, which serves as the basis for discussion, argument, the exposition of ideas and academic methods. At the end of the hour the students go away with a new essay title and a list of books that might be helpful in preparing for the essay.

Other kinds of teaching such as lectures and seminars are normally optional: popular lecturers can attract audiences from several faculties, while others may find themselves speaking to two or three loyal students or maybe to none at all. So, in theory, if you are good at reading, thinking and writing quickly, you can spend five days out of seven being idle: sleeping, taking part in sports, in student clubs, in acting and singing, in arguing, drinking, having parties. In practice, most students of Oxford are enthusiastic about the academic life, and many of the more conscientious ones work for days at each essay, sometime sitting up through the night with a wet towel round their heads.

At the end of three years, all students face a dreadful ordeal, "Finals", the final examinations. The victims are obliged to dress up for the occasion in black and white, an old-fashioned ritual that may help to calm the nerves. They crowd into the huge, bleak examination building and sit for three hours writing what they hope is beautiful prose on half-remembered or strangely forgotten subjects. In the afternoon they assemble for another three hours of writing. After four or five days

of this torture they emerge, blinking into the sunlight, and stagger off for the biggest party of them all.

Postgraduates (often just called graduates) are mostly busy with research for their theses, and they spend days in their college libraries or in the richly endowed, 400-year-old Bodleian library.

**2. Read the statements below and indicate whether each statement is True or False based on the text.**

1. Students at Oxford are selected based on their national examination results or a special Oxford entrance examination.
2. It is possible to gain admission to Oxford by simply paying a fee.
3. Students at Oxford typically spend all day in laboratories.
4. Each undergraduate student has an hour of personal instruction each week with their tutor, often accompanied by another student.
5. All teaching at Oxford is mandatory and cannot be skipped by students.
6. Many students at Oxford find themselves idly spending most of their time outside of classes.
7. Most Oxford students are uninterested in academic life and do not put much effort into their essays.
8. At the end of three years, Oxford students experience a challenging examination period known as "Finals."
9. For their final examinations, students must dress in casual clothing.
10. Postgraduate students at Oxford primarily focus on research for their theses.

**Answer key:**

1. True
2. False
3. False
4. True
5. False
6. True
7. False
8. True
9. False
10. True

**3. Match the statements in Column A with the correct descriptions in Column B.**

Column A	Column B
1. Admission criteria for Oxford	A. Students are mostly busy with research for their thesis.
2. Duration of an undergraduate	B. Students prepare essays for

*degree*

**3. The role of a tutor**

**4. Optional academic activities**

**5. Nature of final examinations (Finals)**

**6. Typical undergraduate teaching format**

**7. Social life at Oxford**

**8. Graduate students' primary focus**

**9. Example of academic effort**

**10. Bodleian Library**

discussions and receive guidance.

C. Students are selected based on national examinations or a special entrance exam.

D. They last three years for undergraduates and longer for postgraduates.

E. Students often participate in sports, clubs, and social events.

F. They are required to dress in black and white and write for hours.

G. Students typically spend an hour a week with a tutor in a personal setting.

H. Lectures and seminars may be attended based on personal interest.

I. Many students work late into the night on their essays.

J. A historic library that serves as an important academic resource.

**Answer key:**

1 - C

2 - D

3 - B

4 - H

5 - F

6 - G

7 - E

8 - A

9 - I

10 - J

**4. Answer the questions.**

1) How are students selected to attend Oxford University?

2) What is the typical duration of an undergraduate degree at Oxford, and how long may postgraduate students stay?

3) Describe the typical teaching format for undergraduates at Oxford.

4) Are lectures and seminars mandatory for students at Oxford? Explain your answer.

5) What activities might a student at Oxford engage in outside of academic work?

6) What is the name of the final examinations that all students face at the end of their undergraduate studies?

- 7) What traditional dress code is required for students during their final examinations?
- 8) What do students often do after completing their final exams?
- 9) What is the primary focus of postgraduate students at Oxford?
- 10) What is the Bodleian Library, and why is it significant for students?

**5. Write a passage discussing the benefits and challenges of studying at a prestigious university like Oxford. Consider the teaching style, level of competition, and student life as mentioned in the article.**

**6. Write a paragraph discussing whether the informal teaching style at Oxford or a more structured educational approach is more beneficial for students. Support your argument with points from the text and your own ideas.**

**7. Compare the education system and students' life at Oxford with that of BSUCA and the university that you have graduated from. Consider aspects like the selection process, teaching style and methods, evaluation of skills and abilities, accommodation, student responsibilities, participation in social activities and cultural events, challenges. Write a comparative report.**

## **2.9 Scientific, cultural and sports life of students**

**1. Scientific student conferences serve a number of important aims. In groups continue the list of the most evident ones.**

- A) Sharing knowledge and insights
- B) Professional development
- C) \_\_\_\_\_
- D) \_\_\_\_\_
- E) \_\_\_\_\_
- F) \_\_\_\_\_

**2. Read each statement carefully and mark whether it is True (T) or False (F).**

1. Students can only participate in scientific conferences if they are presenting their own research.
2. Communication and interaction at conferences provides opportunities to meet professionals and peers in similar fields.
3. Keynote speakers are usually invited to talk about important topics related to the conference theme.
4. Workshops at conferences are designed to provide experience and skill development.
5. Panel discussions usually have one expert giving information without the audience asking questions.

6. Sending a research paper to a conference means it gets checked by other experts before it is accepted.

7. Scientific student conferences are only useful for graduate students and professionals.

**Answer key:**

1. F
2. T
3. T
4. T
5. F
6. T
7. F

**Text 9. Meeting a Celebrity**

**1. Read the text and single out the impacts of meetings with famous personalities and celebrities organized at universities which were mentioned in the passage below.**

Attending meetings with famous personalities and celebrities at the university can greatly influence students in various ways. Firstly, these events serve as a source of inspiration and motivation. When students hear stories of success, they often feel encouraged to reach their own goals with determination.

Additionally, students have the chance to get acquainted with successful people in their field, which can lead to mentorship relationships or potential job offers. Establishing connections with influential figures can significantly impact a student's career path.

Moreover, meeting famous personalities can improve students' knowledge and skills. Listening to experts discuss contemporary issues, cutting-edge research, or innovative practices provides students with insights that complement their academic studies. These events often encourage critical thinking as students take part in discussions and ask questions.

Furthermore, such meetings help experience and increase the sense of belonging to the university.

In conclusion, meetings with popular and successful personalities at the university have a profound impact on students. They inspire ambition, broaden social connections, improve knowledge and skills, and create a stronger feeling of belonging to the university.

**2. Match the phrases in Column A with their correct definitions in Column B. Write the letter of the correct definition next to each phrase.**

**Column A**

- 1. to attend a meeting*
- 2. a source of inspiration*

**Column B**

- A. to take part in a gathering, where individuals come together to discuss

3. *to feel encouraged*
4. *mentorship relationship*
5. *a career path*
6. *cutting-edge research*
7. *to encourage critical thinking*
8. *the sense of belonging*
9. *to have an impact on somebody*
10. *to broaden social connections*

- specific topics, make decisions, exchange information;
- B. to provide motivation or support to someone;
- C. a supportive connection between a mentor and a mentee for personal or professional guidance;
- D. advanced and innovative studies or work in a specific field;

- E. to increase the variety and number of people with whom one can communicate and interact;
- F. a feeling of inclusion and acceptance within a community or group;
- G. to influence or cause a change in someone's feelings, thoughts, or actions;
- H. a direction or pathway in one's professional life;
- I. to promote independent thought and analysis in discussions or problem-solving;
- J. something or someone that inspires or motivates others.

**Answer key:**

1. A
2. J
3. B
4. C
5. H
6. D
7. I
8. F
9. G
10. E

**3. Choose the best answer for each question.**

1. What is one primary benefit of attending meetings with famous personalities at the university?
  - a) They provide free meals.
  - b) They serve as a source of inspiration and motivation.
  - c) They are obligatory for all students.
  - d) They replace traditional classes.
2. How can communication and cooperation opportunities from these meetings influence a student's career?
  - a) They can lead to low-paying jobs only.
  - b) They can create friendships that do not influence careers.
  - c) They can lead to mentorship relationships or potential job offers.

d) They are mostly irrelevant to career paths.

3. What aspect of student development do meetings with famous personalities advance?

- a) Procrastination skills.
- b) Knowledge and critical thinking skills.
- c) Entertainment value only.
- d) Social media followers.

4. Why are discussions with experts important during these events?

- a) They help students relax.
- b) They provide entertainment.
- c) They offer insights on contemporary issues and innovative practices.
- d) They are meant to criticize student opinions.

5. In addition to individual benefits, what is another impact of these meetings mentioned in the passage?

- a) They increase financial costs for students.
- b) They help develop a strong sense of belonging to the university.
- c) They require students to take extra classes.
- d) They are only useful to a few students.

**Answer key:**

- 1. b)
- 2. c)
- 3. b)
- 4. c)
- 5. b)

**4. Read each statement carefully and indicate whether it is True (T) or False (F) based on the information in the passage.**

- 1. Attending meetings with famous personalities has no effect on students.
- 2. These events can serve as a source of inspiration and motivation for students.
- 3. Establishing connections with influential figures can negatively impact a student's career path.
- 4. Meeting successful individuals can help improve students' knowledge and skills.
- 5. Listening to experts allows students to engage in critical thinking.
- 6. Mentorship relationships can develop between students and successful people in their fields.
- 7. These meetings do not foster a sense of belonging within the university.
- 8. The stories of success shared during these events often encourage students to pursue their own goals.



9. Famous personalities only discuss past issues that have no relevance to students' current studies.

10. These meetings contribute to broadening social connections for students.

**Answer key:**

1. False
2. True
3. False
4. True
5. True
6. True
7. False
8. True
9. False
10. True

**5. Write down a reflection paper about your experience at the meeting with a famous personality or celebrity organized at your university. Focus on what you learned, how you felt, and how the event influenced your future goals.**

**Text 10. Celebrating Team Spirit: The Role of Sports Contests in University Life**

**1. Read the text and single out the benefits of sports participation at the university mentioned in the text.**

Sports competitions and contests at universities are a fun and important part of student life. They offer students a chance to stay active, compete, and make new friends.

In general, there are university teams in various sports, such as basketball, soccer, and volleyball, which practice regularly and compete against other universities. Being part of a sport team helps students learn teamwork, dedication, and discipline.

Additionally, universities often have sports clubs that focus on specific activities. These clubs may include dance, martial arts, or hiking, allowing students to pursue their interests and participate in local events.

Participating in sports competitions helps build a strong sense of belonging and cooperation. Students can cheer for their teams, attend games together, and celebrate victories. The friendships formed through sports can last well beyond university studies.

In summary, participating in sports competitions at the university provides students with physical activity, personal development, and a chance to connect with others.

**2. Choose the correct answer for each question by circling the letter of the best option.**

1. What is one benefit of sports competitions at universities?

- A. They allow students to avoid physical activity.
- B. They help students make new friends and stay active.
- C. They strictly focus on individual performance.
- D. They limit student engagement and participation.

2. Which of the following sports teams are commonly found at universities according to the text?

- A. Swimming and tennis only
- B. Basketball, soccer, and volleyball
- C. Only recreational teams
- D. Golf and chess

3. What skills do students learn by being part of a sports team?

- A. Winning at all costs
- B. Teamwork, dedication, and discipline
- C. Individual competition techniques
- D. How to avoid practice

4. What types of activities can university sports clubs focus on?

- A. Only traditional sports like basketball and soccer
- B. Activities like dance, martial arts, or hiking
- C. Business ventures
- D. None; clubs do not exist

5. How do sports competitions contribute to student life?

- A. They create rivalries that discourage participation.
- B. They build a sense of belonging and cooperation.
- C. They encourage isolation from other students.
- D. They have no impact on friendships.

6. What do students often do to celebrate their victories?

- A. Hide from their teammates
- B. Ignore the achievements
- C. Cheer for their teams and attend games together
- D. Dismiss the importance of sports

7. In summary, participating in sports competitions offers students:

- A. A chance to avoid physical activity
- B. Personal growth and a chance to connect with others
- C. Isolation from their peers

D. Only physical challenges

**Answer key:**

1. B
2. B
3. B
4. B
5. B
6. C
7. B

**3. Answer the following questions based on the text.**

1. What are some benefits of participating in sports competitions at universities?
2. Name three sports that are commonly practiced by university teams.
3. What important life skills can students learn from being part of a sports team?
4. How do sports clubs at universities enhance student experiences?
5. Explain how participating in sports contributes to building friendships among students.
6. In what ways can sports competitions facilitate a sense of community at universities?
7. Summarize how sports competitions support personal growth in students.

**4. Create a campaign promoting the benefits of sports participation at the university. Design posters, social media posts, or even a video to share your message with the groupmates.**

## **2.10 My working day. Daily routine**

**1. Although routine activities of students often vary but there are common everyday routine activities that many students may do regularly during a day or week. What is a routine? Can you name daily activities that you do?**

**2. Match the routine activities in Column A with the corresponding descriptions in Column B. Write the letter of the description next to the number of the activity.**

<b>Column A</b>	<b>Column B</b>
1. Attending classes	A. Doing sports or physical activity to feel more energetic and focused.
2. Morning exercise	B. spending time with friends: chatting, sharing meals, participating in group outings.
3. Completing homework tasks	
4. Eating lunch with friends	
5. Revising before exams	

6. Sticking to a timetable
7. Joining extracurricular clubs
8. Relaxing with hobbies
9. Socializing with friends
10. Preparing for the next day

- C. Eating a meal with groupmates to socialize and have fun.
- D. Following a plan for daily activities.
- E. Taking part in activities outside of classes, such as sports or arts.

- F. Attending lectures, seminars, or labs for academic progress.
- G. Spending time on personal interests, like reading, art, or games.
- H. Completing tasks or projects given by teachers.
- I. Reviewing previous class materials to improve knowledge.
- J. Packing your bags and choosing clothes for the following day.

### Answer key

- 1 – F
- 2 – A
- 3 – H
- 4 – C
- 5 – I
- 6 – D
7. – E
- 8 – G
- 9 – B
10. – J

### 3. Fill in the blanks with appropriate words or phrases related to the routine activities of a student.

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1. The first thing I do when I wake up in the morning is _____ to help me feel awake and energized.</li> <li>2. Before going to class, I usually make sure _____ to see what subjects I need to focus on that day.</li> <li>3. I find it helpful _____ in the morning to fuel my body for a busy day of learning.</li> <li>4. During my classes, I _____ so that I can remember important information for exams.</li> </ol> | <ol style="list-style-type: none"> <li>a) to review my timetable</li> <li>b) extracurricular activities</li> <li>c) exercise</li> <li>d) hobbies</li> <li>e) take notes</li> <li>f) surf the Internet</li> <li>g) lunch</li> <li>h) do my homework</li> <li>i) to have breakfast</li> <li>j) to pack</li> </ol> |
|--|---|
5. After classes, I often meet with friends for \_\_\_\_\_ to relax and enjoy some time together.
  6. I always \_\_\_\_\_ for ten minutes in my lunch break to check my emails and read the news.
  7. I usually \_\_\_\_\_ when I get home from the university. Then I can be ready for studies next day!

8. On weekends, I like to participate in \_\_\_\_\_, such as joining a club or attending events.
9. In the evenings, I try to set aside time for \_\_\_\_\_, allowing me to relax and recharge.
10. Before going to bed, I always make sure \_\_\_\_\_ my backpack and prepare my outfit for the next day.

**Answer key:**

1. c
2. a
3. i
4. e
5. g
6. f
7. h
8. b
9. d
10. j

**4. Make a class survey. Each student asks every groupmate only one question given below, trying to find out information about the peers. As the result of the activity the most / the least popular answers are evident. As a feedback each student answers his/her own question.**

***For example:***

**When do the students of your group usually have dinner? What do they usually eat for dinner?** – *My groupmates usually have dinner at 7 or 8 p.m. They often have noodles with meat or rice with fish.*

1. When do you usually wake up / get up in the morning? Are there any activities you find important to start your day right?
2. Do you usually have breakfast in the morning? When do you usually have breakfast? Do you cook it yourself? What do you usually have for breakfast?
3. Do you have a shower / clean your teeth / brush your hair / make you bed in the morning? Do you usually do morning exercises?
4. How many times a day do you surf the Internet / check your emails / chat on the phone?
5. Do you usually have lunch? When do you usually have lunch? Do you cook it yourself? What do you usually have for lunch?
6. Do you have a nap after your classes? What do you prefer to do after classes?
7. How often do you listen to the radio / read books, magazines or newspapers / go for a walk / do shopping after your classes?
8. What activities help you relax after a long day of classes and studying?
9. How does your typical evening look like? What activities do you prepare to do in the evenings?

10. Do you usually have dinner? When do you usually have dinner? Do you cook it yourself? What do you usually have for dinner?

11. Do you limit screen time before going to bed? What do you usually do to relax before sleep?

12. How many hours of sleep do you need every night? When do you usually go to bed on weekdays / weekends?

**5. Complete the quiz below and find out if you are an early bird or a night owl. Comment on the result of the quiz. Do you agree / disagree with it? Explain your point of view.**

**Are You an Early Bird or a Night Owl?**

1. What's the first thing you do when you wake up in the morning?
  - a) check to see if you are still alive
  - b) make a cup of tea or coffee
  - c) jump out of bed and do your exercises
2. What would you order for breakfast if you were staying in a hotel?
  - a) you never eat breakfast
  - b) a continental breakfast
  - c) a full English breakfast
3. What's your best time for getting work done?
  - a) never before midday
  - b) it depends on how much there is to do
  - c) the earlier, the better
4. What would you do if you were invited to a party after studies \ work on a weekday?
  - a) find an excuse not to go
  - b) jump at the opportunity
  - c) pop in for a while just to be sociable
5. What would your ideal date be?
  - a) a champagne breakfast
  - b) a picnic by a lake
  - c) an all-night party
6. Which of these sensations appeals to you most?
  - a) the neon light
  - b) fully-opened flowers
  - c) the dawn
7. When would you prefer to go jogging on a regular basis?
  - a) at lunch time
  - b) before work in the morning
  - c) in the evening
8. What colours would you choose to decorate your home?
  - a) wine red or navy blue
  - b) green or brown

- c) yellow or pink
- 9. Which type of music do you prefer?
  - a) brass band marches
  - b) modern jazz
  - c) classical symphonies
- 10. What would be the best time of day for a friend with personal problems to phone you for help?
  - a) at the end of the day
  - b) before you leave for work in the morning
  - c) any time – that's what friends are for.

#### **ANSWER KEY.**

- 1. a.3 b.2 c.1
- 2. a.1 b.2 c.3
- 3. a.2 b.3 c.1
- 4. a.1 b.3 c.2
- 5. a.1 b.3 c.2
- 6. a.3 b.2 c.1
- 7. a.2 b.1 c.3
- 8. a.3 b.2 c.1
- 9. a.1 b.2 c.3
- 10. a.3 b.1 c.2

#### **WHAT YOUR SCORE MEANS.**

**21-30** – You are in the night owl category and probably have trouble getting up in the morning. Remember that our daily cycles are fixed by habit so it's possible to adjust your lifestyle if you really want to.

**11-20** – You are capable of adapting fairly easy either to a daytime or a night – time existence. The best way to get a good night's sleep is with good food, exercise and plenty of fresh air, not by taking sleeping pills.

**1-10** – Working a night shift is not your cup of tea because you are clearly an early bird. You've discovered that morning can be an especially beautiful time!

**6. In small groups brainstorm a list of extracurricular activities available at the university. Then choose one activity and discuss its potential benefits for students in your groups.**

**7. Extracurricular activities at the university are an essential part of the student life, complementing academic learning and providing opportunities for personal growth and skill development.**

1) What extracurricular activities do / did you participate in during your academic life?

2) Why do you think it's important for students to engage in activities outside of their academic requirements?

#### **Text 11. My Extracurricular Journey**

**1. Read the text and name all the extracurricular activities which the author was engaged in at the University.**

During my time as a Master's student at the university, I didn't just focus on my studies but I also participated in various extracurricular activities that enriched my student's life.

Joining the university's Arts Club was a great choice. This group organized events, exhibitions, and workshops to promote art. I took part in organizing art shows that displayed the work of talented young artists from our program. This provided me with insights into the art industry and marketing.

Additionally, I participated in a theater group where I had a chance to try acting. Working with talented directors challenged me. Performing in different plays helped me get better in public speaking skills and increased my confidence, which is important for any job.

Moreover, I volunteered with a local art therapy program for children with special needs. It allowed me to see the healing power of art.

In short, through active participation in clubs, theater, volunteer work, and workshops, I got a deeper love for the arts and developed important skills that will benefit my future profession.

**2. Choose the correct answer for each of the following questions based on the passage.**

- 1) What was one of the extracurricular activities the author participated in?
  - a) Science Club
  - b) Arts Club
  - c) Sports Team
  
- 2) What type of events did the Arts Club organize?
  - a) Music concerts
  - b) Art exhibitions and workshops
  - c) Sports tournaments
  
- 3) How did participating in the theater group help the author?
  - a) It reduced the author's interest in acting.
  - b) It improved his / her public speaking skills and confidence.
  - c) It made him / her less self-confident.
  
- 4) Who did the local art therapy program serve?
  - a) Elderly individuals
  - b) Children with special needs
  - c) College students
  
- 5) What did the author gain from organizing art shows?
  - a) Insights into artistic talent
  - b) Insights into the art industry and marketing
  - c) Skills in event planning
  
- 6) Which of the following does the author attribute as invaluable for any career path?
  - a) Physical fitness



- b) Public speaking skills and confidence
- c) Technical skills

7) What was the primary goal of the author's involvement in the Arts Club?

- a) To gain a degree
- b) To promote art and support young artists
- c) To earn money

8) The author concluded that extracurricular activities helped him / her develop a deeper love for what?

- a) Sports
- b) Music
- c) The arts

9) According to the author, what did the experience with the art therapy program demonstrate?

- a) The business side of art
- b) The healing power of art
- c) The challenges of being an artist

10) The author believes that his / her new skills will benefit what aspect of the author's life?

- a) Future profession
- b) Personal relationships
- c) Travel experiences

**Answers Key:**

1. b) Arts Club
2. b) Art exhibitions and workshops
3. b) It improved their public speaking skills and confidence.
4. b) Children with special needs
5. b) Insights into the art industry and marketing
6. b) Public speaking skills and confidence
7. b) To promote art and support young artists
8. c) The arts
9. b) The healing power of art
10. a) Future profession

**3. Read the statements below and indicate whether each statement is True or False based on the passage.**

1. The author focused solely on academic studies during his / her Master's program.
2. The Arts Club organized various events, exhibitions, and workshops to promote art.

3. The author did not participate in any activities that involved public speaking.
4. The local art therapy program served children with special needs.
5. The author developed a deeper love for the arts through participation in extracurricular activities.
6. The theater group helped the author improve their organizational skills.
7. The author learned about the marketing side of the art industry through the Arts Club.
8. Volunteering with the art therapy program allowed the author to witness the healing power of physical exercise.
9. The author believes that the skills gained from extracurricular activities will be beneficial for any career path.
10. The author's experience in theater was mostly passive and did not challenge him / her.

**Answers Key:**

1. False
2. True
3. False
4. True
5. True
6. False
7. True
8. False
9. True
10. False

**4. Answer the questions.**

- 1) Can you share a moment from your life when participating in an extracurricular activity helped you overcome a challenge? What specific skills did you learn from that experience?
- 2) How do you think taking part in the arts (such as visual arts, music, or theater) can influence a person's mental and emotional well-being? Can you give examples from your own life or what you've seen?
- 3) The author talks about finding a balance between academic studies and extracurricular activities. How do you personally find the balance between your studies and other interests?
- 4) Why do you think volunteering, like the author did with the art therapy program, is important for students?

**Text 12. Facing Challenges**

**1. Read the text focused on some challenges students face in their academic life. Name all the difficulties mentioned in the text:**

When I began my Master's course in Psychology, I was really excited and had clear goals. However, with time I faced a number of problems.

One of the first challenges I had was managing my time. It was difficult to combine coursework, research, extracurricular and free time activities. As a result, I often stayed up late to meet deadlines feeling lost and stressed from time to time. So I tried hard to plan the time and to organize my work. More than that to relax and distract myself from everyday routine I started to do yoga and went swimming into the swimming pool of my university. It helped me to get acquainted with new people and made friends, which was really pleasant and fulfilling.

Another challenge was getting used to a different educational system. I was used to lecture-driven system with little emphasis on discussion. In my Master's program, active participation during lectures, seminars and practical classes was encouraged and appreciated. It was difficult for me at first. So I started preparing for classes in advance, took notes of all lectures which contained useful and interesting information and work hard at the seminars. I put my thoughts in writing so that I felt more confident speaking up during discussions.

Today I am happy that I had a chance to develop my academic abilities and some personal traits of character.

**2. Choose the correct answer for each question.**

1. What was the author's initial feeling when beginning the Master's course in Psychology?

- A) Indifference
- B) Enthusiasm
- C) Anxiety
- D) Doubt

2. What was one of the first academic challenges the author faced?

- A) Financial issues
- B) Time management
- C) Language barriers
- D) Lack of motivation

3. How did the author cope with the pressures of coursework and deadlines?

- A) Ignored deadlines
- B) Organized the time and planned the work
- C) Complained to friends
- D) Quit studies

4. What activities did the author take up to relax and distract him/herself from studies?

- A) Going out to parties
- B) Reading novels
- C) Yoga and swimming

D) Watching movies

5. What educational system was the author accustomed to before starting the Master's course?

- A) Seminar-based with a focus on discussion
- B) Lecture-driven with little emphasis on discussion
- C) Online learning with no interaction
- D) Hands-on practical training

6. What strategy did the author use to gain confidence in class discussions?

- A) Skipping classes
- B) Preparing class materials in advance and writing down thoughts
- C) Avoiding participation altogether
- D) Listening to music during lectures

7. How did the author's participation in seminars change over time?

- A) The author became more reserved and participated less
- B) The author gradually became more confident and actively engaged
- C) The author relied on classmates to speak for him / her
- D) The author focused solely on lectures without engaging in seminars

8. What personal traits did the author develop through challenges?

- A) Indifference and apathy
- B) Flexibility and confidence
- C) Distrust and skepticism
- D) Isolation and loneliness

9. How does the author feel about his / her experience in the Master's course today?

- A) Disappointed with the progress
- B) Happy that he / she developed academic abilities and personal traits
- C) Unsatisfied with the challenges faced
- D) Regretful for the choice of course

10. What was a key benefit of the author's involvement in yoga and swimming?

- A) It improved grades significantly.
- B) It helped cope with stress and build friendships.
- C) It allowed to avoid academic responsibilities.
- D) It distracted him / her from studies entirely.

**Answer Key:**

- 1. B
- 2. B

3. B
4. C
5. B
6. B
7. B
8. B
9. B
10. B

**3. Read each statement below and indicate whether it is True (T) or False (F) based on the passage.**

1. The author began the Master's course with feelings of doubt and confusion.
2. Time management was identified as one of the first challenges the author faced.
3. The author found it easy to balance coursework and extracurricular activities.
4. To relax, the author started practicing yoga and swimming.
5. The author was already accustomed to an educational system that encouraged active participation.
6. The author began preparing for classes in advance to improve his / her confidence.
7. Generally, the author felt unhappy when taking his / her Master's course.
8. The author made new friends through his / her swimming activities.
9. Taking notes during lectures helped the author in understanding of the material.
10. The author is satisfied with the personal and academic growth experienced during the course of studying.

**Answer Key:**

1. F
2. T
3. F
4. T
5. F
6. T
7. F
8. T
9. T
10. T

**4. Match each description or statement on the left with the corresponding concept or strategy on the right. Write the letter of the correct match in the space provided.**

### **A. Challenges and Experiences**

1. Difficulty in combining different responsibilities such as coursework and extracurricular activities.
2. Feeling lost and stressed due to lack of time management.
3. Struggling to adapt to a new educational system with a different emphasis on learning.
4. The need to develop confidence in speaking up during class discussions.
5. Making connections and friendships with new people in the process of studying.
6. Finding fulfillment in new social interactions and building a support network.

### **B. Strategies and Solutions**

- a) Participating actively in discussions, seminars, and practical classes.
- b) Engaging in activities to relieve stress, such as yoga and swimming.
- c) Preparing for classes by taking comprehensive notes and writing down thoughts.
- d) Balancing deadlines and social activities effectively through planning.
- e) Active participation in lectures, seminars, practical classes and extracurricular activities to improve learning and expanding the circle of acquaintances.
- f) Adapting to and thriving in a seminar-based learning environment.

### **Answer Key:**

1. d
2. b
3. f
4. c
5. e
6. a

### **5. Answer the following questions based on the passage provided.**

- 1) How did the author feel at the beginning of his / her Master's course in Psychology?
- 2) What specific aspect of time management did the author struggle with?
- 3) What were some of the consequences of poor time management mentioned in the passage?
- 4) What activities did the author take up to help manage stress and meet new people?
- 5) Describe the educational system the author was accustomed to before starting his / her Master's course.
- 6) How did the author adapt to the new educational system in his / her Master's course?
- 7) In what ways did the author prepare for classes to increase confidence in participation?

8) What personal and academic developments did the author go through during the Master's course?

9) How does the author feel about their overall experience in the Master's course by the end of the text?

10) What does the author say is a rewarding outcome from his / her hard work during the Master's course?

**6. Share your experience in graduate studies participating in the game "Two Truths and a Lie". Each student shares three statements about their academic experiences — two of which are true and one that is a lie. The rest of the group has to guess which statement is the lie.**

**7. Complete one of the creative tasks that inspires you:**

✓ **Create a Daily Schedule Poster:** Design a colorful poster that outlines your daily routine. Use images, symbols, or sketches to represent each activity (e.g., wake up, school, study, hobbies, etc.). Include times and brief descriptions for each activity.

✓ **A Letter to My Future Self:** Write a letter to your future self 5 years from now about your current routine activities. Describe what a typical day looks like, your favorite activities, and your hopes for the future. What advice would you give yourself about maintaining a healthy and productive routine?

✓ **Make a Photo Journal:** Take photos throughout your day that represent your routine (e.g., breakfast, class, studying, leisure activities). Compile these images into a digital or physical journal describing each moment. Focus on your thoughts and feelings during different daily routine activities.

✓ **Create a Routine Mind Map:** Use a mind map format to visually represent your daily activities. Start with "My Daily Routine" in the center and branch out with specific activities, times, and feelings associated with each task.

✓ **Routine Recipe:** Write a creative "recipe" for your daily routine. List the "ingredients" (activities, emotions, and habits) and "instructions" (steps to follow throughout the day).

*Example:*

"Ingredients: 1 cup of sleep, 2 tablespoons of study time, a dash of extracurricular fun...

Instructions: Combine all ingredients for a balanced day!"

✓ **My Dream Day:** Write an essay or a short story detailing your "dream day" where you can do anything you want. Describe how this day differs from your typical routine, what activities you would include, and why these are important to you.

✓ **A blog post:** Writing a blog post about your own experiences in a Master's course studies. Share your challenges and growth, focusing on how these experiences shaped your academic and personal life.

✓ **Personal Reflection Journal:** Write down a personal reflection about your own academic experiences, focusing on challenges you have faced and how you overcame them. Consider time management, participation in class, and developing new skills.

## 2.11 Free time. Leisure activities in the Republic of Belarus, UK and master student's native country

1. Leisure activities are important for relaxation and enjoyment. What leisure activities do you know? Spend 3 minutes writing a list of free-time activities known around the world.

2. Put leisure activities given below into columns. What free time activities do you prefer those which you can do on your own or in a team / outside or inside?

	<ul style="list-style-type: none"> <li>• hiking</li> <li>• cycling</li> <li>• camping</li> <li>• birdwatching</li> <li>• gardening</li> <li>• swimming</li> <li>• jogging</li> <li>• playing basketball</li> <li>• dancing</li> <li>• painting</li> <li>• drawing</li> <li>• photography</li> <li>• cooking</li> <li>• reading</li> </ul>	<ul style="list-style-type: none"> <li>• singing karaoke</li> <li>• watching movies / TV shows</li> <li>• playing video games</li> <li>• surfing the Internet</li> <li>• listening to music</li> <li>• going to theaters, comedy shows</li> <li>• playing board games</li> <li>• volunteering</li> <li>• collecting</li> <li>• traveling</li> <li>• language learning</li> <li>• skiing / snowboarding</li> </ul>
at home		
outside		
on your own		
in a team		

### Text 13. Leisure Activities in Belarus

1. Read the text focused on leisure activities in the Republic of Belarus and name all the free time activities mentioned in the text:

Leisure activities in Belarus reflect the country's rich cultural heritage and natural beauty. There are a lot of enjoyable ways Belarusians like to spend their free time. Hiking and cycling are among the most popular outdoor activities. National parks like Belavezha Forests and Naroch National Park are known for their picturesque forests and peaceful lakes. These locations are perfect for family outings, picnics, and wildlife watching.

**Cultural Activities:** The cultural life in Belarus is rich and diverse. Many Belarusians love to attend festivals, concerts, and art exhibitions that are common throughout the year. The National Art Museum in Minsk is a prominent location where visitors can appreciate Belarusian Art. Theater and ballet are also popular.



**Indoor Activities:** For those who prefer spending time indoors, reading and playing board games are common ways to spend free time. Many Belarusian libraries and bookstores often host events, including book readings and book clubs. Some cafés organize board game nights, bringing friends together.

**Wellness and Relaxation:** Recently, wellness activities such as yoga, pilates, and meditation have gained popularity among the population. Many Belarusians try to lead a healthy lifestyle nowadays that is why more and more yoga studios and wellness centers appear in the country. These activities help to keep fit, reduce stress and relax.

In conclusion, Belarusians have many ways to spend their free time. Whether enjoying the outdoor activities, engaging in arts or doing sports Belarusians embrace leisure as an essential aspect of life.

**2. Answer the following questions based on the passage.**

- 1) What are some popular outdoor activities mentioned in the passage?
- 2) How does Belarus celebrate its cultural heritage through leisure activities?
- 3) What are some indoor leisure activities that are common in Belarus?
- 4) Why is there a growing interest in wellness activities in Belarus?
- 5) Summarize the main idea of the passage in one or two sentences.

**3. Write down a paragraph about what you like to do in your free time.**

- What leisure activities do you participate in that are similar to those mentioned in the passage?
- How do you think these activities impact your well-being?

**Text 14. Leisure Society**

**1. Read the text focused on leisure activities in Great Britain and name all the free time activities mentioned in the text:**

In recent years Britain has been described as a "leisure society". This is because there is a greater variety of leisure pursuits and people have more spare time and money to spend on relaxation. Most spare time after work or at the weekends is spent at home. Older people may go to the pub or to the theatre, or visit friends. Recently going out for a meal or bringing a take-away meal home has become popular with all ages.

In Britain people watch TV for many hours every week. Many cities have twenty or more channels, sometimes going for twenty-four hours a day. Many well-off people have a "trailer" which they can use for weekends away. Some have holiday houses in the country and spend as much time as possible on outside activities like fishing.

Young people generally go out on Friday or Saturday nights to a disco, to a concert or to the pub. In London one or two new night clubs open every week. Sunday is traditionally a day off and town center can be very quiet or even deserted. People read the Sunday newspapers, go for a walk in the park or

countryside or work at home in the garden. A lot of people wash their cars on Sundays or do jobs around the house. Naturally the leisure industry persuades people to spend a lot of money, especially on new and more expensive interests such as computer games and sports equipment.

**2. Choose the correct answer for each question.**

- 1) Why has Britain been described as a "leisure society"?
  - a) Because of the increase in the workforce
  - b) Due to a greater variety of leisure activities and more money to spend
  - c) Because of the growth of fast food restaurants
  - d) Due to a decline in outdoor activities
  
- 2) What activities do older people enjoy in their leisure time?
  - a) Going to the cinema and shopping
  - b) Visiting friends and going to the pub or theatre
  - c) Watching sports events
  - d) Playing video games
  
- 3) What is a common leisure activity for young people on weekends?
  - a) Reading books
  - b) Going out to discos or concerts
  - c) Attending family gatherings
  - d) Gardening
  
- 4) What do many people do on Sundays according to the passage?
  - a) Go to work
  - b) Spend the entire day watching TV
  - c) Read newspapers and go for walks
  - d) Have large family dinners
  
- 5) How does the leisure industry influence people's spending habits?
  - a) It discourages spending on leisure activities.
  - b) It encourages spending on more expensive hobbies.
  - c) It promotes free activities.
  - d) It has no impact on spending.

**Provide a brief answer to the following questions.**

- 6) Describe how leisure time is typically spent in Britain during weekdays and weekends.
- 7) What trends have emerged in leisure activities among well-off people in Britain?
- 8) What role does television play in British leisure activities?

**Indicate whether the following statements are true or false based on the passage.**

- 9) Many Britons prefer to stay at home during their spare time.
- 10) On Sundays, town centers in Britain are usually bustling with activity.
- 11) The leisure industry encourages people to spend more money on their hobbies.
- 12) Many well-off individuals own trailers for weekend trips.
- 13) Fishing is a popular outdoor activity among Britons.
- 14) **Write down a paragraph reflecting on leisure activities in your native country. How do leisure activities in your own country compare to those mentioned in the passage about Britain?**

**Answer key:**

***Multiple Choice Questions***

- 1) b)
- 2) b)
- 3) b)
- 4) c)
- 5) b)

***Short Answer Questions***

6) During weekdays, most spare time is spent at home, while on weekends, older people may visit pubs or theatres, and younger people go out to discos or concerts.

7) Well-off people often have trailers for weekend trips and holiday houses in the country for outdoor activities like fishing.

8) Television is a significant part of leisure activities, with many people watching it for hours and having access to numerous channels.

***True or False***

- 9) True
- 10) False
- 11) True
- 12) True
- 13) True

**3. Read through some essay topics on leisure activities. Choose one topic that inspires you and put down your thoughts in writing:**

✓ The Importance of Leisure: How Relaxation Improves Our Lives (*discuss the role of leisure in everyday life and its positive effects on mental health and well-being*).

✓ Cultural Expressions through Leisure: A Comparative Study (*explore the most popular leisure activities in your native country, compare them with the most popular free-time activities in Belarus / Great Britain*).

✓ When Hobbies Become Careers (*examine stories of individuals who turned their leisure activities into successful careers and what this means for the concept of work-life balance*).

✓ How Technology is Changing the Way We Relax (*investigate the rise of digital leisure activities, such as gaming and streaming, and their effects on social interaction and traditional pastimes*).

✓ What Our Hobbies Say About Us (*reflect on how the leisure activities we choose reflect our identities, values, and interests, shaping our personal narratives*).

## **2.12 Going out. Visiting museums, theaters, cinemas and concerts**

### **Text 15. A difficult choice**

**1. Read the text focused on different options to choose when planning an outing and name all the variants mentioned in the text:**

When planning an outing, it's often difficult to choose between visiting a museum, attending a theater performance, watching a movie at the cinema, or going to a concert. Each option presents a lot of joy and pleasure. Everything depends on your mood and interests.

Museums are ideal for those who enjoy learning and exploring new ideas. Museums provide a chance to get some interesting and valuable information in history, art, and science. If you are fascinated by ancient civilizations, art museums with classical collections may captivate you. Science museums might be the perfect choice for those interested in technology or natural history.

Theatre lets the audience enjoy live performances, where actors bring stories to life on stage. Be it classic plays, contemporary dramas or musicals, the experience of going to the theater is fresh and intriguing. The atmosphere is always unique. Watching a play arouse strong emotions and create the feeling of connection with performers.

Watching a film in the cinema is always a memorable event with modern visual effects, captivating plots and soundtracks. Cinemas allow for a shared experience, where laughter, gasps, and applause can fill the air, increasing the engagement of the audience with the film.

For music lovers, going to a concert is the best choice to spend their free time. Concerts give an opportunity to enjoy live music, to sing together with performers and just have fun. It's important to consider the genre of music you love and which artists are performing. Whether it's a small acoustic show or a large festival featuring multiple acts, the energy of live music can create unforgettable memories.

Ultimately, your choice reflects your interests, mood and what kind of experience one is seeking at that moment. Whether you choose to venture into a museum, enjoy a theatrical performance, catch a film, or immerse yourself in live music, each activity can enrich your life and provide a refreshing break from routine.

**2. Choose the correct answer for each question.**

- 1) Which option provides a live performance experience?
  - A) Cinema
  - B) Theatre
  - C) Museum
  - D) Concert
  
- 2) Why might someone choose to visit a museum?
  - A) To see live performances
  - B) For the excitement of music
  - C) To experience art and culture at their own pace
  - D) To watch blockbuster films
  
- 3) What should you consider when choosing a museum to visit?
  - A) The ticket prices.
  - B) What topics excite you the most.
  - C) The distance from your home.
  - D) The number of visitors.
  
- 4) What aspect of cinema enhances audience engagement according to the passage?
  - A) Viewer participation
  - B) Special effects
  - C) Advanced filming techniques
  - D) The quiet atmosphere
  
- 5) What is highlighted as a key consideration for attending concerts?
  - A) The price of tickets.
  - B) The style of the venue.
  - C) The genre of music and the artists performing.
  - D) The number of available seats.
  
- 6) What is a common experience at concerts mentioned in the passage?
  - A) Watching movies
  - B) Intimate storytelling
  - C) Singing along with the performers
  - D) Exploring art
  
- 7) According to the passage, what should your final choice reflect?
  - A) Your friend's recommendations.
  - B) Your interests, mood, and desired experience.
  - C) Popularity among peers.
  - D) Availability of transportation.

**Answer key:**

- 1) B, D
- 2) C
- 3) B
- 4) C
- 5) C
- 6) C
- 7) B

**3. Read the statements below based on the passage provided and mark each statement as True (T) or False (F).**

1. When planning an outing, it's easy to choose between visiting a museum, attending a theater performance, watching a movie at the cinema, or going to a concert.
2. Museums are ideal for those who enjoy learning and exploring new ideas.
3. Science museums are perfect for people interested in art.
4. The experience of going to the theater is described as fresh and intriguing.
5. Watching a film in the cinema does not provide a shared experience among the audience.
6. Going to a concert is a great choice for music lovers to enjoy live music.
7. The energy of live music can create unforgettable memories regardless of the concert size.
8. Choosing an outing does not reflect a person's interests or mood.
9. Each activity discussed can enrich your life and provide a refreshing break from routine.
10. The passage suggests that classical art museums may not be captivating for those fascinated by ancient civilizations.

**Answer key:**

1. F
2. T
3. F
4. T
5. F
6. T
7. T
8. F
9. T
10. F

**4. Answer the following questions based on the passage.**

1. What factors influence the choice of outing according to the passage?
2. What types of information can museums provide to visitors?
3. How might a science museum appeal to visitors?
4. What are some of the experiences that theatre provides to its audience?
5. Why is watching a film in the cinema considered memorable?
6. What opportunities do concerts offer to music lovers?
7. According to the passage, what should one consider when going to a concert?
8. What is mentioned about the energy of live music at concerts?
9. What does the passage suggest about the impact of choosing different activities for your outing?
10. Summarize the main idea of the passage in one sentence.

**5. Take a moment to think about your personal experiences with going out. Consider the different options mentioned in the passage, and respond to the prompts below.**

1) Which type of outing do you enjoy the most: visiting a museum, attending a theater performance, watching a movie at the cinema, or going to a concert? Why do you prefer this option? Share specific experiences or feelings that make it special for you.

2) How do your mood and interests influence your choice of outing? Provide an example of a time when your mood affected your decision on what to do.

3) Reflect on a specific outing that enriched your life. What did you learn, feel, or experience? How did it impact your perspective or create a memorable moment?

4) Based on the information in the passage, plan your next outing. Which option will you choose, and what are you looking forward to experiencing? Share how you hope this outing will make you feel.

5) If you were to recommend one type of outing to a friend, what would it be and why? How would you encourage them to experience it?

**6. Complete one of the creative tasks that inspires you:**

✓ **Top 5 Lists:** Make a list of the top five leisure activities in Belarus / the UK / your native country. For each activity, write a short description explaining why it's popular and share any personal stories you have about it.

✓ **Outdoor Leisure Activity Guide:** Create a guide that talks about outdoor activities in Belarus / the UK / your native country. Include information about parks, fun places to relax, outdoor festivals, and special events related to outdoor enjoyment.

✓ **Cultural Exploration Presentation:** Prepare a multimedia presentation about a particular cultural activity (e.g., the significance of art museums, the evolution of theater, the role of cinema in society, or the impact of concerts on

community). Use pictures, facts, and interactive elements to make it engaging for your audience.

✓ ***Travel Blog Post:*** Write a blog entry about your favorite visit to a museum, theater, cinema, or concert. Share what you liked, give tips for visitors, and explain how this experience helped you understand the culture better.

✓ ***Personal Memoir:*** Write a personal story about a memorable visit to a museum, theater, cinema, or concert. Talk about what made it special to you, any lessons you learned, and how it connects to your culture.



## **Unit 3**

### **Living abroad: rewards and challenges**

#### **3.1 Living abroad: advantages and disadvantages**

**1. Choose one of the quotations below that talk about things like sharing cultures, personal growth, or how travel can change you. Then, comment on it. Explain what the quote means to you and how it relates to your own experiences or ideas.**

- “Travel far enough, you meet yourself.”
- “Study abroad is the best way to learn about the world and its diversity.”
- “Studying abroad is about making memories all around the world, and learning how to embrace the unknown.”
- “Being an international student is like being a seed in a new soil. You have to adapt, grow, and bloom.”

**2. Read the passage focused on the topic of temporary living in another country and answer the questions below.**

"Living in another country, even temporarily, can be a transformative experience. It offers individuals the chance to immerse themselves in a new culture, learn a different language, and gain opportunities that can change their life forever. However, adjusting to a new environment comes with its own set of challenges. From overcoming language barriers to adapting to different social norms, the experience requires flexibility."

- 1) What do you think the phrase “transformative experience” means in the context of living abroad?
- 2) Summarize the main idea of the passage in one or two sentences.
- 3) What are two opportunities that living in another country provides, according to the passage?
- 4) Identify and explain two challenges mentioned in the text about adjusting to life in a new country.
- 5) In your own words, describe what qualities a person might need to successfully live abroad.

**3. Answer the questions focusing on your personal experience of living abroad.**

- 1) What surprising differences did you notice when you moved to a new country? How did you adjust to those differences?
- 2) What tasks in your daily life turned out to be harder than you thought they would be?
- 3) Have you tried local dishes that were completely new to you, and how did you feel about those experiences?

4) Briefly explain what homesickness is. Have you experienced it? If so, how did you deal with those feelings of missing home or feeling lonely?

5) Explain the role of language in your experience of living abroad. How did your language skills impact your interactions with locals? What steps did you take to improve your language skills?

#### **4. Write a passage, answering questions below.**

1) Describe your expectations before moving to another country. Analyze the difference between expectations and reality.

2) In your opinion, what are the most significant challenges of living in a foreign country?

3) What are the key benefits of living in a foreign country that you have experienced or learned about? Explain why each benefit is significant.

4) Reflect on your personal growth since living abroad. How has your experience adjusting to a new culture changed your worldview or your understanding of diversity?

5) What advice would you give to someone preparing to move to a new country? Based on your experience, what are some things to prepare for before moving to a new country?

#### **Text 1. The experience of being an international student.**

**1. Read the text below focusing on personal experience of being an international student and complete the tasks that follow.**

My name is Sarah and I would like to share my experience of being an international student.

When I decided to study abroad, I knew it would be a big change in my life. I was excited to attend university in Germany. I arrived with high hopes and many expectations. I planned to make friends from diverse backgrounds, and dive in the rich German culture. However, I was also nervous about leaving my family and friends behind.

Upon arriving in Berlin, everything felt new and overwhelming. I could hardly wait to begin classes. I thought that learning process would be similar to my home university. However, I quickly learned that German universities placed a strong emphasis on independent study and critical thinking. The professors encouraged open discussions which was a refreshing change from the education system back home. Although it was difficult for me at the beginning, it helped me to become more creative and efficient in my learning.

Socially, I imagined that making friends would be easy. After all, many students from around the world come to study in Berlin. However, during my first few weeks, I often felt lonely. Many locals were friendly but reserved, and I found it difficult to make new friends. Luckily, I decided to join a cultural exchange group at the university, which became a turning point in my social life. Through this group, I met fellow international students who shared similar challenges and

experiences. Together, we explored the city and supported each other as we adjusted to our new lives.

I would never forget German Christmas markets. I had never seen anything like this before! The festive atmosphere, with twinkling lights, delicious food, and handmade crafts, filled me with joy. I learned to appreciate not just the beauty of the markets but also the importance of community and celebration in German culture.

Throughout my time as an international student, I faced many challenges, from using the public transport and adjusting to new food to understanding cultural norms and the German language. Yet, each challenge presented an opportunity for growth. I became more flexible and self-confident. I discovered local customs and traditions, tried new dishes, and even learnt to skate.

Looking back into the past, my journey as an international student in Germany was one of the most enriching experiences of my life. It broadened my worldview and improved my language skills. Moreover, today I have friends from all over the world.

## **2. Choose the correct variant:**

1. What was one of the author's initial expectations about her academic experience in Germany?

- a) It would involve a lot of group work.
- b) It would include independent study and critical thinking.
- c) It would be similar to her home university experience.
- d) It would be primarily focused on practical skills.

2. What contributed to the author's feeling of isolation when she first arrived?

- a) The cultural exchange group was not welcoming.
- b) The locals were friendly but reserved.
- c) She didn't know the German language well.
- d) The university was located in a remote area.

3. How did the author describe her experience at the Christmas markets?

- a) It was confusing and overwhelming.
- b) It was disappointing.
- c) It filled her with joy and appreciation for the culture.
- d) It caused her to feel homesick.

## **3. Answer the questions:**

1) In your own words, describe how the author's experiences as an international student differed from her expectations, providing at least two specific examples.

2) What did the author do to overcome feelings of loneliness and build friendships? Did these actions have any positive outcomes?

3) What challenges did the author face during her time in Germany? How did these challenges contribute to her personal growth?

**4. Write an essay reflecting on your personal experience of being an international student, sharing information about differences between your expectations and reality; challenges faced while living in a foreign country; personal and academic growth.**

### **3.2 Crossing barriers. Climate and weather differences**

**1. Read the passage and fill in the blanks with the correct phrase to complete each sentence.**

After moving from 1) _____ with a warm climate to the relaxing landscapes of Belarus, I was surprised at first. It was a completely different 2) _____ for me.	<i>a)</i> enriched my life <i>b)</i> trips to the countryside <i>c)</i> natural environment <i>d)</i> continental climate <i>e)</i> outdoor activities <i>f)</i> a bustling city <i>g)</i> was amazed
Coming from a warmer climate, I quickly had to adjust to Belarusian 3) _____. The first winter was a significant shock. It was cold and snowy.	

During my first spring, I 4) \_\_\_\_\_ by the vibrant colors of flowers, green trees and meadows. My love for nature deepened as I traveled to Belavezha Forests, where I saw a bison and different species of birds.

Living in Belarus opened up numerous opportunities for 5) \_\_\_\_\_. I took frequent 6) \_\_\_\_\_, where I explored national parks, lakes, and rivers, enjoying activities such as kayaking and hiking.

Ultimately, the changes in the natural environment significantly 7) \_\_\_\_\_ and created lasting connections with the land and its people.

#### **Answer key:**

1. f
2. c
3. d
4. g
5. e
6. b
7. a

#### **2. Answer the questions.**

- 1) What was the narrator's initial reaction upon arriving in Minsk?
  - a) Disappointment with urban transport system
  - b) Surprise at calm and peaceful landscape
  - c) Fear of extreme weather
  - d) Indifference to the landscape

- 2) Is it true or false that the narrator found winter in Belarus to be mild and pleasant?
- 3) What was the narrator amazed by in spring?
- 4) What activities did the narrator enjoy during his / her stay in Belarus? How do these activities contribute to a greater appreciation for nature?

**3. Answer the questions in writing sharing your unique experience of living abroad in different natural environment and climate.**

- 1) What were your initial impressions of the weather in Belarus when you first arrived? How did these impressions differ from your expectations?
- 2) Describe one significant difference between the climate in your home country and that of Belarus.
- 3) How did your lifestyle change when moving to Belarus?
- 4) Did you experience any health issues related to the climate, such as seasonal affective disorder (SAD) or colds? What measures did you take to maintain your health?
- 5) Based on your experience, what advice would you give to someone moving to Belarus regarding adapting to the weather conditions?

**3.3 Communication difficulties. Cultural barriers**

**1. Choose one of the quotations below highlighting themes such as cultural exchange, personal growth, and the transformative power of travel and comment on it.**

- "There is no greater challenge than communicating between cultures."
- "The most difficult thing about being in a foreign country is often not the language barrier, but the lack of understanding of the unspoken rules and norms."
- "To speak another language is to possess a second soul."
- "When you are not a part of a culture, trying to integrate can be scary; yet, it can also be an opportunity for growth and understanding."
- "Integration into a different culture is not just about adapting; it's about expanding horizons and embracing diversity."

**2. Interpersonal communication in a culturally diverse social environment involves the exchange of information, thoughts, and feelings between individuals. Think of the factors that influence fruitful interpersonal communication. Continue the list:**

- ✓ Cultural differences
- ✓ Differences in backgrounds, experiences, and beliefs
- ✓ Prejudices and stereotypes
- ✓ Poor listening skills
- ✓ \_\_\_\_\_
- ✓ \_\_\_\_\_
- ✓ \_\_\_\_\_

✓ \_\_\_\_\_

## **Text 2. Lost in Translation: A French Student's Tale**

### **1. Answer the questions.**

- 1) Have you ever been in a country where you didn't speak the language?  
What was your experience?
- 2) What's the funniest misunderstanding you've had while traveling?
- 3) If you could learn any language right away, what would it be and why?

### **2. Read the text below focusing on personal experience of overcoming language barrier while being an international student and complete the tasks that follow.**

When I first arrived in Russia as a French student to study abroad, I felt like a toddler learning to walk. My Russian was limited to "Hello", "Thank you", "I don't speak Russian" which, while useful, didn't really help me order food or ask for directions.

The language barrier in Russia led me to a lot of funny stories. One of my favorite moments was when I was lost in the metro. One day, I got on the wrong train, looked at my phone, and panicked as I realized that I was headed in the opposite direction! I turned to a local and said, "Help! I'm lost!". The kind stranger smiled, pointed me toward the right train, and handed me a piece of chocolate as if to say, "Happy travels!".

At the very beginning I used Google Translate and hand gestures to make myself understood but then I began to learn Russian using free educational app on my phone which was rather helpful. I also made a habit of watching Russian TV shows and listening to Russian music. At first, I didn't understand much, but gradually, I began to pick up phrases and improve my listening skills.

I also joined a dance class, where I made friends and practiced my language skills in a fun environment. Over time, I made lots of friends who patiently corrected my mispronunciation. As the months passed, I became more comfortable speaking Russian.

Studying abroad in Russia was one of the most exciting things in my life and every miscommunication turned my journey into an adventure. I left Russia not only with new language skills but also with new friends and unforgettable memories.

### **3. Choose the correct variant:**

1. What was the author's initial feeling upon arriving in Russia?
  - A) Confident
  - B) Overwhelmed
  - C) Like a toddler learning to walk
  - D) Curious
2. What were the author's initial Russian language skills limited to?

- A) Basic conversational phrases
- B) Only greetings
- C) “Hello”, “Thank you”, and “I don't speak Russian”
- D) Written communication

**3.** What humorous situation did the author encounter in the metro?

- A) Got lost and missed their train
- B) Got on the wrong train
- C) Couldn't find the restroom
- D) Lost his / her friend

**4.** How did a local person respond when the author asked for help?

- A) Directed the author to the right train and gave him / her a chocolate
- B) Gave the author a map
- C) Ignored the author completely
- D) Laughed at the author

**5.** Which method did the author initially use for communication before learning more Russian?

- A) Speaking only in French
- B) Writing notes
- C) Using Google Translate and hand gestures
- D) Asking friends for help

**6.** What did the author do to learn Russian?

- A) Participating in formal language classes
- B) Watching Russian TV shows and listening to music
- C) Attending business seminars
- D) Travelling to different cities

**7.** What did the author enjoy doing outside of learning the language?

- A) Playing video games
- B) Participating in a dance class
- C) Traveling to other countries
- D) Participating in language competitions

**8.** How did the author's language skills change over the time in Russia?

- A) Language skills remained the same throughout the stay
- B) The author became less comfortable speaking Russian
- C) The author gradually became more comfortable speaking Russian
- D) The author completely stopped trying to learn the language

**9.** What was one of the significant lessons the author gained from the time in Russia according to the text?

- A) Only financial knowledge
- B) New language skills and unforgettable memories
- C) A collection of souvenirs
- D) A deeper understanding of French culture

**10.** How did the author feel about miscommunication during his / her journey?

- A) It was frustrating and unwanted
- B) It turned his / her journey into an adventure
- C) It made the author feel lost
- D) It was embarrassing

**Answer key:**

- 1) C
- 2) C
- 3) B
- 4) A
- 5) C
- 6) B
- 7) B
- 8) C
- 9) B
- 10) B

**4. Below are a series of statements summarizing events from the author's experience in Russia. Number them from 1 to 6 to reflect the order they occurred.**

- a) The author started learning Russian through a free educational app, TV shows, and music.
- b) The author began using Google Translate and hand gestures to communicate.
- c) The author joined a dance class where they made friends and practiced their language skills.
- d) The author arrived in Russia with limited knowledge of the Russian language.
- e) Over time, the author became more comfortable speaking Russian and left with new language skills and memories.
- f) The author got lost in the metro and asked a local for help.

**Answer Key:**

- 1. d
- 2. f
- 3. b



4. a
5. c
6. e

**5. Read each statement carefully and write "T" for True and "F" for False.**

1. The author felt confident when he / she first arrived in Russia.
2. The author's initial Russian language skills included phrases useful for ordering food.
3. The author had a memorable experience when he / she got lost in the metro.
4. A local helped the author find the right train and gave him / her a chocolate.
5. Initially, the author relied only on speaking to communicate in Russia.
6. The author began to learn Russian by using an educational app and watching TV shows.
7. Joining a dance class helped the author practice language skills and make friends.
8. The author became less comfortable speaking Russian over time.
9. Studying abroad in Russia was a boring experience for the author.
10. The author left Russia with new language skills and lasting memories.

**Answer key:**

1. False
2. False
3. True
4. True
5. False
6. True
7. True
8. False
9. False
10. True

**6. Answer the questions.**

- 1) Why do you think the author felt like a "toddler learning to walk" upon arriving in Russia? What does this comparison show about his / her first experience with the language?
- 2) What can we assume about the author's attitude towards making mistakes while speaking Russian? How does the author's experience of making friends who corrected mispronunciation suggest his / her willingness to learn?
- 3) What significance does the act of giving chocolate hold in the context of the author's experience? How might this act show cultural differences or the kindness of local people?

4) Why do you think the author chose to watch Russian TV shows and listen to Russian music as part of learning process? What does this imply about the author's learning style and interest in the language?

5) From the author's experience, what can we understand about the role of social interactions in learning a new language? How do friendships and social events help with learning a language according to the text?

**7. Write a passage about a time you faced a language barrier or cultural misunderstanding while studying in Minsk.**

### **3.4 Linguistic and non-linguistic complications. A world of gestures**

**1. Both linguistic and non-linguistic factors play important roles in how we convey messages and understand one another. In groups figure out verbal and non-verbal barriers in intercultural communication. Continue the list below:**

- Language barriers
- Dialect and accent variations
- Body language, facial expressions and gestures
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

#### **Text 3. Building Bridges: A Closer Look at the UK and Belarus**

**1. Read the text and name all examples of body language mentioned in the text.**



Awareness of cultural differences in gestures, facial expressions, eye contact, and personal space is important for effective cross-cultural communication.

Gestures can convey feelings, intentions, and social norms, and they may vary significantly from one culture to another. For example, “Thumbs Up” sign has similar meaning in the UK and Belarus. It’s a sign of approval or agreement.

The same goes with “Waving” meaning in both cultures greeting or saying goodbye and “Nodding” meaning agreement or understanding. However, a “peace” sign which is very popular in the UK is rarely used in everyday conversations in Belarus.

If talking about the perception of personal space people in the UK prefer to stand about an arm's length apart. People may feel uncomfortable if someone stands too close. In Belarus, the acceptable distance may be a bit closer, especially among friends and family.

In general Belarusians are more expressive with their body language, using larger and more varied gestures during conversations. In Belarus it is more common to greet with a hug compared to the UK as the British are more restrained with physical contact. A firm handshake conveying confidence and professionalism is the standard greeting in formal situations in the UK and Belarus.



Such facial expression as smiling has some specifics. In both cultures smiling conveys friendliness and politeness, but Belarusians don't smile at strangers as readily as in the UK, they prefer to do this in the company of close acquaintances and friends. People in the UK typically maintain moderate eye contact during conversations. Too much eye contact can feel intense or confrontational, while too little can be perceived as disinterest. Belarusians maintain strong eye contact in conversation as a sign of attentiveness and sincerity.

Understanding and respecting cultural variations in non-verbal communication is significant for successful interactions across cultures.

**2. Match the terms (1-10) with their correct definitions (A - J) by writing the corresponding letter next to the number.**

**Terms:**

1. Gestures
2. Facial expression
3. Eye contact
4. Personal space
5. Thumbs Up sign
6. Waving sign
7. Nodding sign
8. Body language
9. A firm handshake
10. Non-verbal communication

**Definitions:**

- A. A sign indicating approval or agreement.
- B. The distance one maintains between themselves and others.
- C. Movements of the body or hands that convey messages or emotions.
- D. The way a person positions their face to express feelings, including happiness or sadness.
- E. The practice of looking directly into the eyes of the person one is communicating with, indicating engagement.

F. A greeting that involves moving one's hand back and forth, used to say hello or goodbye.

- G. A gesture of agreement or understanding, typically moving the head up and down.
- H. The overall method of communication that involves posture, gestures, and facial expressions.
- I. A type of greeting or farewell gesture where two people grasp each other's right hand and move it up and down briefly. It conveys confidence, professionalism.
- J. The act of sharing information without using spoken words, involving many forms of expressions.

**Answer key:**

- 1. C (Gestures)
- 2. D (Facial expression)
- 3. E (Eye contact)
- 4. B (Personal space)
- 5. A (Thumbs Up sign)
- 6. F (Waving sign)
- 7. G (Nodding sign)
- 8. H (Body language)
- 9. I (A firm handshake)
- 10. J (Non-verbal communication)

**3. Choose the best answer for each question and circle the letter.**

- 1. What does the "Thumbs Up" gesture signify in both the UK and Belarus?
  - a) Disagreement
  - b) Approval or agreement
  - c) Greeting
  - d) Indifference
  
- 2. How do people in the UK generally feel about personal space during a conversation?
  - a) They prefer to stand very close.
  - b) They are comfortable standing about an arm's length apart.
  - c) They usually hug when greeting.
  - d) They ignore personal space entirely.
  
- 3. Which of the following is TRUE about Belarusians compared to people in the UK?
  - a) They use fewer gestures in conversation.
  - b) They greet with a hug more often.
  - c) They maintain less eye contact.
  - d) They are less expressive with facial expressions.
  
- 4. In the UK, moderate eye contact is preferred because:

- a) It conveys intimacy.
- b) It shows disinterest.
- c) Too much eye contact can feel intense or confrontational.
- d) It is not culturally significant.

5. Why might a person from Belarus seem serious if they do not smile at a stranger?

- a) They are unfriendly.
- b) They prefer smiling only with close acquaintances.
- c) They do not understand the context.
- d) They do not smile at all.

6. What is a common greeting in formal situations in both the UK and Belarus?

- a) A hug
- b) A smile
- c) A firm handshake
- d) A wave

7. What can cultural differences in non-verbal communication lead to if not understood?

- a) Improved relationship
- b) Successful interactions
- c) Misinterpretations and misunderstandings
- d) Increased empathy

8. Which of the following gestures is rarely used in everyday conversations in Belarus?

- a) Waving
- b) Nodding
- c) Peace sign
- d) Thumbs up

**Answer key:**

- 1. b)
- 2. b)
- 3. b)
- 4. c)
- 5. b)
- 6. c)
- 7. c)
- 8. c)

**4. Read each statement carefully and write "T" for True and "F" for False.**

1. The "Thumbs Up" gesture is interpreted the same way in both the UK and Belarus.
2. People in the UK are comfortable standing very close to one another during conversations.
3. In Belarus, it is common for friends to greet each other with a hug.
4. A firm handshake is the standard greeting in formal situations in both the UK and Belarus.
5. Belarusians are known to smile at strangers more readily than people in the UK.
6. Too much eye contact can be perceived as confrontational in the UK.
7. In both cultures, smiling is primarily used to convey friendliness and politeness.
8. Belarusians tend to maintain less eye contact than people in the UK.
9. The acceptable distance for personal space is generally closer among friends and family in Belarus than in the UK.
10. Understanding cultural variations in non-verbal communication is essential for effective cross-cultural interactions.

**Answer key:**

1. True
2. False
3. True
4. True
5. False
6. True
7. True
8. False
9. True
10. True

**5. Answer the following questions based on the text.**

1. What does the "Thumbs Up" gesture symbolize in both the UK and Belarus?
2. How do personal space preferences differ between the UK and Belarus?
9. In what context are gestures like "Waving" and "Nodding" similar between the UK and Belarus?
8. Describe the significance of a firm handshake in both the UK and Belarus.
5. How do Belarusians generally use smiling differently than people in the UK?
6. What does eye contact convey in conversations for Belarusians compared to people in the UK?

7. Have you ever experienced a moment where a misunderstanding occurred due to non-verbal communication? What did it teach you about cultural sensitivity?

8. What non-verbal gestures do you often use in your culture that might be misunderstood in another culture? Can you provide examples?

**6. Write a short paragraph reflecting on what you learned about cultural differences in non-verbal communication. Consider how this knowledge might help you in future interactions with individuals from different backgrounds.**

**7. Cultural Comparison Project:** Explore non-verbal communication in your native country, focusing on gestures, facial expressions, and personal space. Present your findings to the class, highlighting both similarities and differences.

Prepare a presentation or poster that includes:

- Common gestures and their meanings.
- Perception of personal space compared to the UK and Belarus.
- Unique practices of greeting and body language.
- Any notable differences in smiling or eye contact.

**8. Choose one of the creative tasks below designed to evaluate your unique experience of living abroad.**

✓ **Multimedia Presentation:** Develop a multimedia presentation or slideshow that combines images, video clips, and audio recordings to showcase various aspects of your life abroad, such as cultural festivals, daily routines, or interactions with locals.

✓ **Photo Essay:** Create a photo essay that captures the essence of your experience of living abroad. Include captions or short narratives for each photo, explaining the significance of the moment or the cultural context.

✓ **Interactive Map:** Design an interactive map showcasing important locations related to your experiences abroad (e.g., favorite cafes, places you visited, significant events). Include short descriptions or stories for each location.

✓ **Letter to a Friend:** Write a letter to a friend describing life in a foreign country. Highlight both the positive aspects and the challenges.

✓ **Cultural Comparison Project:** Create a visual display comparing specific aspects of your home culture and the culture of your host country (e.g., traditions, etiquette, cuisine). Use charts, infographics, or presentations to illustrate your findings.

### **3.5 The Republic of Belarus: general overview**

**1. How well do you know the country you are living in at the moment (the Republic of Belarus)? Take any of these quizzes and find it out.**

<https://wordwall.net/resource/54600665/the-republic-of-belarus>

<https://geographical.co.uk/quizzes/quiz-country-spotlight-belarus>

#### **Text 4. The Republic of Belarus.**

**1. Read the text attentively and decide what the following numbers refer to:**

- |             |                 |
|-------------|-----------------|
| • 207,600 – | • 5 –           |
| • 20,000 –  | • 9.5 million – |
| • 10,000 –  | • 2 million –   |
| • 345 –     | • 1991 –        |
| • 22 –      | • 1994 –        |
| • 6 –       | • 1067 –        |



Belarus is situated in the eastern part of Europe. It borders on Russia, Ukraine, Latvia, Lithuania and Poland. Belarus occupies the territory of 207,600 square kilometers. The Republic of Belarus consists of 6 regions. They are Minsk region, Gomel, Brest, Vitebsk, Grodno and Mogilev regions. The largest cities are Minsk, Gomel, Brest, Vitebsk, Grodno and Mogilev.

The population of Belarus is about 9.5 million people. Belarusians, Russians, Poles, Ukrainians live in Belarus. Today, both the Belarusian and Russian languages are the official languages of the country. The main religion is Christianity (Orthodox and Roman Catholic are the two denominations).

Belarus is often called the land of forests, rivers and blue lakes. There are 20,000 rivers and more than 10,000 lakes in Belarus. The most important rivers are the Dnepr, the Neman, the Pripyat, the Berezina, etc. Lake Naroch is the largest lake in Belarus. There are no seas or high mountains in Belarus. The highest point of Belarus is 345 metres above sea level. Around 40% of the territory of Belarus is covered with forests. There are a lot of wild animals and birds in Belarusian forests.



The climate of the country is moderately continental. Of course, the climate is not the same in all parts of the country. It is warmer in the south and it is colder in the north of the country.





The Republic of Belarus has been an independent state since 1991. It has its own government, constitution, state emblem, flag and anthem.



Today Belarus is the presidential republic. This means that the President of the Republic of Belarus is the Head of the State and the Chief Executive. He is elected by the nation for 5 years. Alexander Lukashenko has been the President of the Republic of Belarus since 1994.

Minsk is the capital of the Republic of Belarus. It was founded in 1067. The population of Minsk is about 2 million people.

Minsk is a city of science and students. There are 22 state higher educational establishments. The biggest of them are the Belarusian State University and the Belarusian National Technical University.

There are a lot of museums and theatres in Minsk. The most famous theatres are the Bolshoi Theatre of Belarus, the National Academic Drama Theatre named after Maksim Gorky and the Philharmonic Society.

Minsk is also famous for its parks and gardens. Gorky Park, the Botanical Garden, Victory Park are very popular among the citizens of Minsk at any time of the year.

## **2. Decide if the following statements are true or false:**

- 1) Belarus is situated in the western part of Europe.
- 2) There are 8 regions in the country.
- 3) The climate of Belarus is subtropical.
- 4) Minsk is the largest city in Belarus.
- 5) Both Belarusian and Russian are official languages of the country.
- 6) Belarus is famous for its forests and it is sometimes called “the lungs of Europe”.
- 7) There are a lot of mountains in Belarus.
- 8) Today Belarus is a monarchy.
- 9) The capital of Belarus is over 1000 years old.
- 10) Belarusian State University of Culture and Arts is the largest university in Belarus.

## **3. Answer the following questions using the information from the text.**

1. Where is Belarus situated?
2. What countries does it border on?
3. What is the territory of Belarus?
4. How many regions are there in the country?

5. What are the largest cities?
6. What is the population of Belarus / Minsk?
7. What are the official languages of the country?
8. What is the main religion?
9. How many rivers / lakes are there in Belarus?
10. Why is Belarus called “blue-eyed” country?
11. What are the most important rivers?
12. What is the largest lake in the country?
13. What is the highest point of Belarus?
14. What is the climate of the country?
15. How long has Belarus been an independent state?
16. Who is the President of the Republic of Belarus?
17. How old is Minsk?
18. How many state higher educational establishments are there in Minsk?
19. What museums / theatres / parks have you already visited?
20. What places of interest are you going to visit in the near future?

**4. Here’s a quiz about the Republic of Belarus. It includes a mix of questions on geography, history, culture, and politics. See how many you can answer!**

1. In which part of Europe is Belarus located?
  - A) Northern Europe
  - B) Eastern Europe
  - C) Western Europe
  - D) Southern Europe
2. How many countries share a border with Belarus?
  - A) 3
  - B) 4
  - C) 5
  - D) 6
3. Which country does NOT share a border with Belarus?
  - A) Poland
  - B) Lithuania
  - C) Ukraine
  - D) Romania
4. How many administrative regions are there in Belarus?
  - A) 5
  - B) 6
  - C) 7
  - D) 9
5. What is the capital city of Belarus?
  - A) Minsk
  - B) Gomel

- C) Brest
- D) Vitebsk
- 6. Which two languages are recognized as official languages in Belarus?
  - A) Russian and Polish
  - B) Belarusian and Russian
  - C) Belarusian and Ukrainian
  - D) English and Russian
- 7. What is the largest ethnic group in Belarus?
  - A) Russians
  - B) Poles
  - C) Belarusians
  - D) Ukrainians
- 8. What type of climate does Belarus generally have?
  - A) Tropical
  - B) Continental
  - C) Mediterranean
  - D) Arctic
- 9. What animal is often considered a symbol of Belarus?
  - A) Bear
  - B) Eagle
  - C) Bison
  - D) Wolf
- 10. When did Belarus declare independence from the Soviet Union?
  - A) 1990
  - B) 1991
  - C) 1994
  - D) 2000

**Answer key**

- 1. B) Eastern Europe
- 2. C) 5 (Poland, Lithuania, Latvia, Russia, and Ukraine)
- 3. D) Romania
- 4. B) 6
- 5. A) Minsk
- 6. B) Belarusian and Russian
- 7. C) Belarusians
- 8. B) Continental
- 9. C) Bison
- 10. B) 1991

**3.6 The capital of the Republic of Belarus: Minsk history and landmarks**

**1. Match the questions to their answers. Choose 5 facts that turned out to be new / interesting to you and share your knowledge / impressions with your partner.**

***1. What are some commonly spoken languages in Minsk that a tourist might encounter?***

***2. What is the purpose of the Minsk Hero City Memorial, and what does it honor?***



***3. What is the significance of the Belarusian State Museum of the Great Patriotic War, and what can visitors expect to find there?***

***4. What is the purpose of the Belarusian National Arts Museum, and what types of collections can visitors expect to see?***

A) The Red Church (Church of Saints Simon and Helena) is important because of its beautiful Neo-Romanesque style, which has red brick walls and two tall towers. It is a cultural landmark that shows the religious and historical background of Minsk. Many people visit it for both religious services and sightseeing.

B) The Belarusian National Arts Museum is very important for keeping and showing the country's artistic history. Visitors can expect to see collections of both Belarusian and international art, including paintings, sculptures, and decorative arts.

C) The Upper Town area is important for its history and culture. It has beautiful old buildings, lively streets, and hosts many cultural events. You can find restaurants, shops, and art galleries there, showing the city's heritage.

D) The Minsk Botanical Garden is popular due to its vast array of plants, calm walking paths, and lovely views. It's a nice and peaceful place for both locals and visitors to relax. It offers educational opportunities and seasonal flower displays.

**5. What is the role of October Square in Minsk and its importance to local events?**



**6. What is the significance of the Red Church (Church of Saints Simon and Helena) in the context of Minsk's architecture and culture?**



**7. What is the cultural importance of the Upper Town area in Minsk?**

**8. What distinguishes the Minsk Metro from other subway systems, particularly regarding its design?**

**9. How many parks and green spaces are estimated to be in Minsk, and why are they important to the city's identity?**

**10. What features make the Minsk Botanical Garden a popular destination for both locals and tourists?**

E) The Minsk Hero City Memorial is dedicated to the memory of those who fought and died during World War II, specifically in the defense of Minsk. It honors the bravery and sacrifices made by the city's residents during the war.

F) The Belarusian State Museum of the Great Patriotic War is significant as it documents the history and impact of World War II in Belarus. Visitors can see many exhibits, like military artifacts, photographs, and multimedia presentations that illustrate the war's history and the sacrifices made.

G) In Minsk, people usually speak Belarusian and Russian. You can also find people speaking English, especially in tourist spots.

H) There are around 130 parks and green spaces in Minsk. This shows that the city cares about nature and wants to give people places to relax and enjoy, making the city better for everyone.

I) October Square is a central public space in Minsk known for hosting various cultural and political events. Its importance lies in being a location for demonstrations, concerts, and celebrations, fostering community engagement and dialogue.

J) The Minsk Metro is distinguished by its artistic and ornate station designs, many of which feature chandeliers, sculptures, and mosaics, making

them much more visually  
appealing than typical subway  
stations.

**Answer key:**

1. G
2. E
3. F
4. B
5. I
6. A
7. C
8. J
9. H
10. D

**2. Take this True/False Quiz which will help you learn more about the cultural and historical significance of Minsk! Read each statement carefully and determine whether it is true or false.**

**Some Glimpses of Minsk**

1. Minsk is the capital city of Belarus, which is located on the banks of the Dnepr River.
2. Minsk was awarded the title of Hero City for its resistance during World War II.
3. Victory Square is a memorial dedicated to the soldiers who fought in World War II.
4. The National Library of Belarus is known for its unique diamond-shaped architecture.
5. Trinity Suburb is famous for its large shopping malls and colorful street art.
6. The Island of Tears is a monument dedicated to the soldiers who died in Afghanistan.
7. Minsk is home to the oldest university in Belarus, the Belarusian State University.
8. Gorky Park is a popular recreational area that includes amusement rides and sports facilities.
9. The Cathedral of Saint Virgin Mary is located in the historic center of Minsk.
10. The Cathedral of Saint Virgin Mary is an example of Gothic architecture in Minsk.
11. The Great Patriotic War Museum showcases artifacts and exhibits from World War I.

12. The Belarusian State Circus is famous for its traditional circus performances and is the first circus founded in Belarus.

13. The Upper Town is a historic district known for its preserved medieval architecture and is a popular tourist destination in Minsk.

14. The Minsk Metro is one of the deepest metro systems in Europe.

15. Minsk's Independence Avenue is one of the longest avenues in Europe.

**Answer key:**

1. False (It's located on the Svislač River)

2. True

3. True

4. True

5. False (It's known for its historic architecture and scenic views)

6. True

7. True

8. True

9. True

10. False (The Cathedral of Saint Virgin Mary features Baroque architecture)

11. False (It focuses on World War II)

12. True

13. True

14. False (While deep in parts, it's not amongst the deepest globally)

15. True

**3. Complete one of the creative tasks focused on places of interest in Minsk, the capital of the Republic of Belarus:**

✓ ***A Travel Map:*** Design a travel map of places of interest in Minsk that you have already visited (e.g., the National Art Museum, Victory Square, the Belarusian State Circus, etc.). Include images, descriptions, and fun facts. Write a persuasive text to encourage your groupmates visit these hotspots of Minsk.

✓ ***Photo Journal:*** Create a photo journal that features different places of interest in Minsk. You can use real photos or illustrations. Each page should include a short description of the place, its history, and why it's worth visiting.

✓ ***Postcard from Minsk:*** Write a postcard from Minsk to a friend or family member describing a day spent visiting different attractions (e.g., Trinity Suburb, Gorky Park, or the Island of Tears). Include details about the activities, sights, and feelings experienced.

✓ ***Cultural Comparison:*** Research a place in Minsk and compare it with a similar site in China (e.g., parks, historical monuments). Write a comparative essay or prepare a presentation highlighting similarities and differences.

**3.7 Master student's native country: general overview**

**1. Write a passage about your native country, consider the following questions to guide you:**

*Geographic Position:*

- 1) What is the geographical location of your country?
- 2) What is the size of the country?
- 3) What are the major cities in your country?
- 4) What are the natural landscapes in the country? Are there any national parks, protected areas, or natural wonders?
- 5) Are there any famous landmarks, lakes, or mountains? What type of wildlife is typical in the region?
- 6) How does the geography influence the culture and lifestyle of the people? Do the natural landscapes affect local activities, economy, or traditions?

*Climate:*

- 1) What is the general climate type of the country? Is it tropical, temperate, arid, polar, or another type? How does the climate vary across different regions?
- 2) What are the average temperature ranges?
- 3) What is the impact of climate on the environment and agriculture?
- 4) Are there extreme weather conditions (e.g., storms, heatwaves) that are typical for the region? How do these conditions affect daily life and infrastructure?
- 5) How does climate influence lifestyle and culture? Are there traditional activities or customs linked to the seasons or climate?

*Population and the official language(s):*

- 1) What is the total population of your country?
- 2) What are the major ethnic groups in the country?
- 3) What languages are spoken in my country? What is the official language or languages? Are there regional dialects or languages that are commonly spoken?
- 4) How many people live in cities compared to rural areas?

*Symbols:*

- 1) What is the national flag of your country like, and what do its colors and symbols represent?
- 2) What is the national emblem or coat of arms?
- 3) What are the national animals or plants?
- 4) Are there any national anthems or songs?
- 5) What are other important cultural symbols? Are there specific colors, patterns, or designs that hold special meaning? Do certain landmarks, monuments, or historical sites serve as national symbols?
- 6) Are there historical events or figures that are symbolically significant? Are certain individuals celebrated as national heroes or icons?

*Historical & Cultural Landmarks:*



1) What are the most famous historical landmarks in your country? What makes these landmarks significant in terms of history and culture?

2) How do the landmarks reflect the diversity of cultures within your country? Are there influences from various ethnic groups or historical periods visible in these sites?

3) What makes your landmark unique compared to others in the region or globally? How do they stand out in terms of their history, design, or cultural importance?

### **3.8 Master student's native city: its history and landmarks**

**1. Choose one of the creative work tasks below which can help you engage with your homeland / native city in a meaningful way, allowing you to express your thoughts and feelings about your place of origin while exploring its culture, history, and natural beauty.**

**1) *Country / City Profile Booklet:*** Create a booklet that provides an overview of your country / city, including information on its geography, history, government, economy, and culture. Include maps, photos, and interesting facts.

**2) *Virtual Tour:*** Build a virtual tour of your country /city using online resources and tools. Highlight major landmarks, and tourist attractions, providing information about each location. Use images, videos, and personal anecdotes to enhance the experience.

**3) *Cultural Map:*** Create a colorful map that highlights important locations in your homeland / native city, such as historical sites, natural wonders, and cultural institutions. Each location can have a brief description or story attached to it.

**4) *Travel Brochure:*** Design a travel brochure promoting your homeland / native city as a destination. Highlight its attractions, history, culture, and local cuisine. Use engaging visuals and descriptions to attract potential visitors.

**5) *Cultural Scrapbook:*** Create a scrapbook that includes photos, drawings, and written pieces about important cultural symbols of your homeland / native city. Include traditional clothing, food, festivals, and historical landmarks.

**6) *Personal Essay:*** Write a personal essay reflecting on what your homeland / native city means to you. Discuss your experiences growing up there, the people you cherish, and how the environment has shaped your identity.

**7) *Letter to the Future:*** Write a letter to future generations about what makes your homeland / native city special. Include your hopes for its future, and advice for living in and caring for the land and culture.

### **3.9 Country life. Rural landscape**

**1. Look through the quotations, highlighting some of the challenges and drawbacks of living in rural area, choose one that you agree or strongly disagree with and comment on it.**

- "The charm of the countryside lies in its ability to remind us of what truly matters: connection, simplicity, and beauty."
- "Life in the country combines the beauty of nature with the warmth of community."
- "Country living is the art of simplicity, where life's treasures are often found in small moments."
- "In the country, you can find a peace that is often elusive in the hustle of city life."
- "Rural life is often romanticized, but the truth is that it can be incredibly lonely and isolating."
- "The countryside is beautiful, but too often it feels isolated and stagnant, a place where dreams go to die."
- "The charm of rural living often masks the harsh reality of limited access to healthcare, education, and modern conveniences."
- "Life in the countryside can feel like being trapped in a postcard—pretty to look at but devoid of real life."

**2. Continue the list of adjectives focused on describing rural landscape and the atmosphere of a countryside:**

- ✓ charming
- ✓ fulfilling
- ✓ natural
- ✓ peaceful
- ✓ picturesque
- ✓ vast
- ✓ welcoming

**3. Fill in the blanks with the correct word or phrase from the options provided in parentheses.**

1. The rural atmosphere is often characterized by \_\_\_\_\_ landscapes, including fields, forests, and farmland. (urban, natural)
2. Living in the countryside often means having a more \_\_\_\_\_ lifestyle with less hustle and bustle. (fast-paced, relaxed)
3. Rural areas may lack some \_\_\_\_\_ services, such as specialized medical care or entertainment options. (urban, basic)
4. Communities in rural areas tend to be more \_\_\_\_\_, fostering strong relationships among neighbors. (isolated, tight-knit)
5. Some residents may experience feelings of \_\_\_\_\_ due to the distance from urban centers and social amenities. (community, isolation)
6. Rural areas often have a \_\_\_\_\_ cost of living, making housing and food more affordable. (higher, lower)
7. A significant downside of rural living can be the \_\_\_\_\_ to job opportunities, especially in specialized fields. (increase, decrease)

8. The countryside often offers several health benefits, such as \_\_\_\_\_ air and lower stress levels. (polluted, clean)

9. Rural areas typically experience \_\_\_\_\_ noise levels than cities, contributing to a more peaceful environment. (lower, higher)

10. Residents in rural areas typically enjoy more opportunities for \_\_\_\_\_ activities like hiking, fishing, and gardening. (indoor, outdoor)

**Answer key:**

1. natural
2. relaxed
3. urban
4. tight-knit
5. isolation
6. lower
7. decrease
8. clean
9. lower
10. outdoor

**4. Write down a passage describing the unique and inviting qualities of rural landscape and the atmosphere of a countryside using various adjectives from the previous exercises.**

**5. Write a passage, answering questions below.**

1) Can you share experiences that highlight the sense of community in your rural area? What do you like most about the natural beauty of living in the countryside?

2) How has the lower cost of living changed your lifestyle or money decisions?

3) Can you share stories that show the community spirit in your rural area? How does this community support you?

4) What health benefits have you noticed since moving to or living in the countryside? Do you feel healthier compared to life in the city?

5) What services or things do you miss the most while living in the countryside?

6) How do transportation problems affect your daily life and getting to work or social activities?

7) Have you ever felt lonely in the countryside? How do you stay in touch with friends and family?

8) How do you perceive the quality of education in rural schools compared to urban schools? What changes would you like to see?

9) How do cultural limits affect your social life and entertainment choices in a rural area?

10) What tips would you give to someone thinking about moving to the countryside?

### **3.10 Pros and cons of living in a rural area**

**1. Read the article “How the countryside changed my life” [https://medium.com/@evelina.buchner/how-the-countryside-changed-my-life-daa6065525af] in which a woman shares her personal experience of living in the countryside. Write down all the advantages of rural living which she mentioned as well as challenges of city life.**



**2. Read each statement focusing on the key aspects associated with living in the countryside and determine whether it is true or false.**

- 1) Rural areas typically have a lower population density compared to urban areas.
- 2) Living in the countryside is usually quieter and more peaceful than in cities.
- 3) You can see more wildlife in rural areas than in cities.
- 4) People in the countryside often have closer community connections.
- 5) Life in rural areas can feel faster than in cities.
- 6) Rural areas generally have higher crime rates than cities.
- 7) Rural communities often value family and local traditions highly.
- 8) The cost of living is often higher in rural areas than in cities.
- 9) Most people in rural areas don't use public transportation.
- 10) People in the countryside can often get fresh food from local farms.
- 11) Rural living usually provides many job opportunities in various industries.
- 12) Children in rural areas often have fewer educational resources and extracurricular activities available to them than those in cities.
- 13) Living in the countryside means residents will always have easy access to hospitals and other healthcare facilities.
- 14) Rural areas often lack modern technology and internet access.
- 15) Outdoor activities like hiking and fishing are less available in the countryside than in cities.

#### **Answer key:**

- 1) True
- 2) True
- 3) True
- 4) True
- 5) False
- 6) False
- 7) True

- 8) False
- 9) True
- 10) True
- 11) False
- 12) True
- 13) False
- 14) False
- 15) False

**3. Consult exercises 1 and 2 above, make use of your personal knowledge and write down a passage about major benefits of living in the countryside.**

**4. Complete one of the creative tasks encouraging imagination and deeper understanding of countryside atmosphere and rural life:**

1) ***Write A Short Story:*** Write a short story about a day in the life of a child living in a countryside village. Include details about their daily routines, interactions with nature, and relationships with family and neighbors.

2) ***Create a Photo Journal:*** Spend a day in the countryside (or research a nearby rural area) and take photos of landscapes, wildlife, and people. Compile the photos into a journal and add captions or short descriptions capturing the essence of country life.

3) ***Create a Country Travel Brochure:*** Design a travel brochure that promotes tourism in a specific countryside area. Highlight attractions, activities, local cuisine, and unique cultural aspects of the region.

4) ***Write a Letter to a Friend/Future Self:*** Share the experience of countryside living. Write a letter describing what life is like in the countryside, including daily routines, favorite activities, and what you love most about it. It can be addressed to a friend or your future self.

5) ***Create a Countryside Dream Board:*** Visualize your ideal countryside life. Gather magazines, photographs, or draw your dream images of countryside living (e.g., farms, gardens, animals). Create a collage that represents your vision of life in the countryside.

### **3.11 City life. Urban landscape**

1. Decide which adjectives describe *a city* and which describe *the country*.

Give reasons.

For example: A city is polluted because of the many cars and factories. The country is picturesque because of the nice surroundings.



polluted, scenic, crowded, relaxed, noisy, quiet, peaceful, lively, picturesque, healthy, natural, dirty, entertaining, busy, slow, modern, remote, stressful



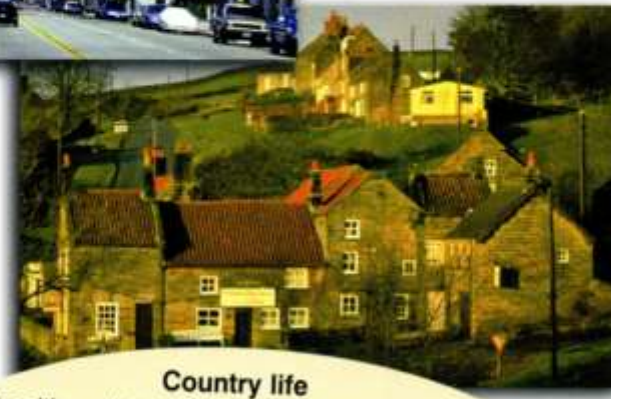
2. Look at the notes and the useful expressions, then compare and contrast the two pictures.

Useful expressions: although, unfortunately, whereas it is, both, compared to, generally, on the contrary, different to, however, too, also, in comparison to, etc.

For example: Although people living in the city lead a hectic lifestyle, it is easy to find a job. Unfortunately, there is not much variety of jobs in the country. Public transport is rather poor compared to the city, etc.



**City life**  
high pollution levels, noise, traffic jams, easy to find a job, open-minded people, good public transport system, many schools, hectic lifestyle, lots of entertainment facilities, high crime rate, unfriendly people, many hospitals, small houses, stressful, etc



**Country life**  
healthy, picturesque surroundings, poor entertainment, monotonous, poor public transport system, relaxing, friendly people, intruding people, low crime rate, low pollution levels, few schools/hospitals, larger houses, isolated, no variety of jobs, etc

3. Asking for directions in a city is a useful skill. With maps on smart phones, GPS and satnav, many people think that it is something from the past. However, cell phones run out of battery and satnav isn't always reliable. Put the dialogues in the correct order, paying attention to the different ways to ask for directions.

*Conversation 1*

A: _____	a) Ok, so it's easy! Can you show me on the map?
B: _____	b) Yes, of course. Go straight on. You can't miss it.
A: _____	c) Excuse me, can you help me? I'm looking for the Science Museum.

*Conversation 2*

A: _____	a) Sure, turn left and then go straight on for about 50 metres. It's not far from here.
B: _____	b) It's near here. Turn left and then go straight on for about 50 metres.
A: _____	c) Pardon me, how do I get to 5 <sup>th</sup> Avenue, please?
B: _____	d) Sorry, could you say that again, please?

*Conversation 3*

A: _____	a) Can I walk?
B: _____	b) Yes, you can. It takes about ten minutes.
A: _____	c) Yes. Keep going. You'll see it in front of you.
B: _____	d) Pardon me, I'm trying to find the Internet café. Is this the right way?

*Conversation 4*

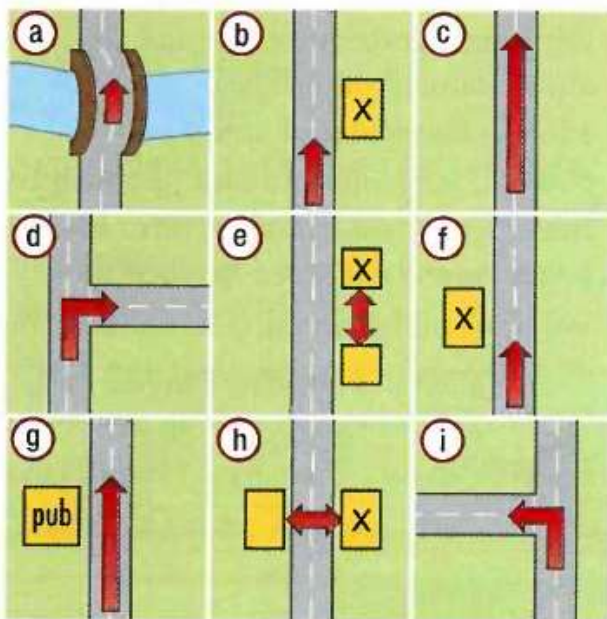
A: _____	a) I am afraid I can't help you, I don't know the area.
B: _____	b) Thanks anyway.
A: _____	c) Excuse me, I'm looking for the railway station.

*Conversation 5*

A: _____	a) Thanks.
B: _____	b) It's near here but I don't know exactly where, sorry. You'd better ask the bus driver.
A: _____	c) Sorry to bother you, but can you help me find the bank?

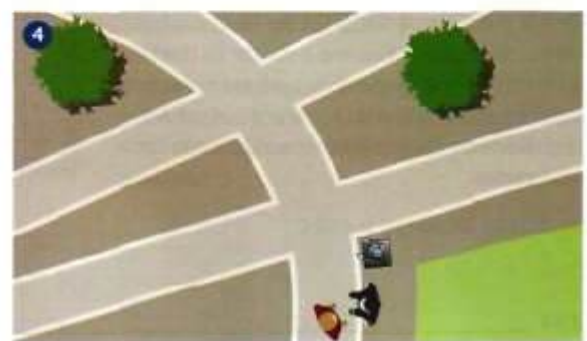
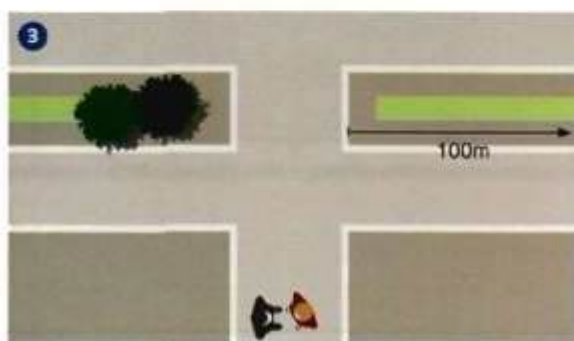
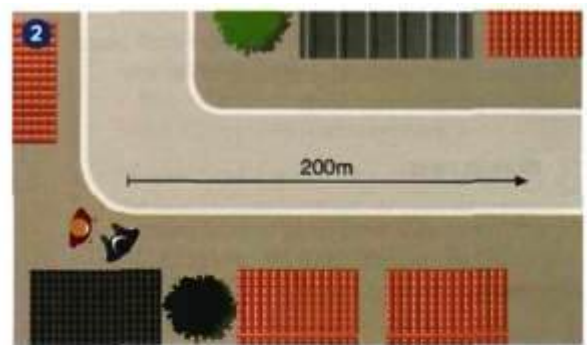


4. Understanding directions in the English language is challenging but it's an important component of basic conversational language. Match the phrases to pictures a) – i) and check your knowledge of standard directions.



1. turn right
2. turn left
3. go over the bridge
4. go past the pub
5. go along this street
6. it's on the / your left
7. it's on the / your right
8. it's opposite
9. it's next to

5. Four people ask for directions in the street. Look at the maps below and complete the dialogues with passersby's directions. Write a cross on the picture where those 4 people want to go.



a) Go past the statue and take the second street on the right and there's a bank on the left



- b) Go straight on and it's on the left. It's about 200 metres.
  - c) go straight on for about a hundred metres
  - d) Yes, it's over there on the right, look.
  - e) take the first street on the left over there
- 

Picture 1.

Woman: Excuse me, is the National Gallery near here?

Passerby: 1) \_\_\_\_\_

Woman: Oh, thank you very much.

Picture 2

Woman: Excuse me, but where's the nearest post office?

Passerby: It's very near here. 2) \_\_\_\_\_

Woman: Thank you.

Picture 3

Man: Sorry, but is this the way to the river?

Passerby: Yes, 3) \_\_\_\_\_, can you see it?

Man: Yes.

Passerby: Well, 4) \_\_\_\_\_ and you're there.

Man: Oh great, thanks.

Picture 4

Man: Where's the nearest cashpoint please?

Passerby: Can you see the statue over there?

Man: Yes.

Passerby: 5) \_\_\_\_\_ with a cashpoint there.

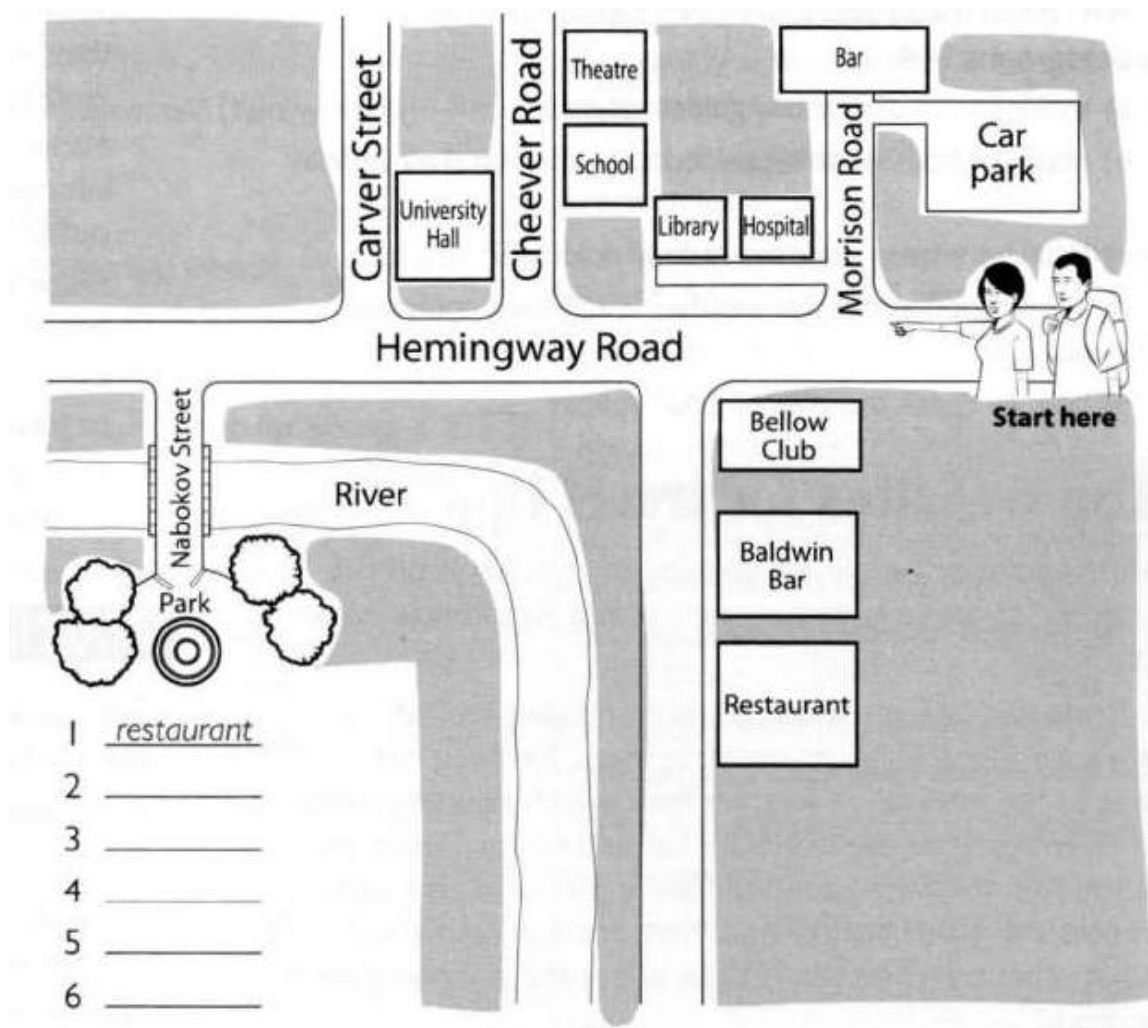
Man: Fantastic, thank you.

Passerby: You're welcome.

**Answer key:**

- 1) d
- 2) b
- 3) e
- 4) c
- 5) a

**6. Look at the map and follow the directions. Where is the man trying to go?**



### *Conversation 1*

Go along Hemingway Road. Go past the Bellow Club and take the first left. It's next to the Baldwin Bar.

### *Conversation 2*

Go along Hemingway Road, then take the first right. You'll be on Morrison Road. Go along Morrison Road for about 5 minutes, pass the turning for the car park. It's in front of you.

### *Conversation 3*

Go along Hemingway Road. Keep going until you reach Carver Street. Turn right on Carver Street and it's the first building on your right.

### *Conversation 4*

Go straight along Hemingway Road. Take the second right. You'll be on Cheever Road. Go along Cheever Road. Go past the school. It's on your right.

### Conversation 5

Go straight along Hemingway Road. Keep going until you reach Nabokov Street. Turn left on Nabokov Street. Go straight on. There's a river, the Faulkner River. Cross the bridge and it's in front of you.

### Conversation 6

Go along Hemingway Road. Take the first right on Morrison Road. Then take the first left. There's a hospital. It's next to the hospital.

### Answer key:

1. restaurant
2. bar
3. university hall
4. theatre
5. park
6. library

**7. Take turns with your partner to ask for and give directions to places nearby.**

## 3.12 Pros and cons of living in a big city

### Text 5. Public Transportation

**1. Tick the forms of transport you use at least once a week. Put a circle around the ones you use sometimes. Cross out the ones you never use. Answer the questions.**

car	underground	motorbike
bus	light railway	scooter
aeroplane	ship	bicycle
helicopter	taxi	van
train	ferry	lorry / truck

- a) Which forms of transport do you use most frequently? What do you use them for?
- b) Which ones do you prefer? Why?
- c) How often do you walk to places?

### **2. Read the text attentively and complete the exercises below.**

A taxi, sometimes called a cab, is the most comfortable way to travel. You simply hail a taxi in the street or go to a taxi-rank where there are several taxis waiting, for example, at a station. At the end of your journey you can see how much the fare is by looking at the meter. You add a tip to this, and that's all. Very simple. But expensive!

What about taking a bus? It has two floors, it's called a double-decker and

you can get a good view from the top. If it has only one floor, it's called a single-decker. Most buses have a two-person crew: the driver, who drives, of course, and the conductor (or the conductress if it is the woman) who takes your money. Keep your ticket because an inspector might want to check it. You catch a bus by waiting at the bus stop. You can see where a bus is going because the destination is written on the front. But try to avoid the rush hour.

Quicker than the bus is the underground (called the tube in London, the subway in New York and the metro in Paris and many other cities). You buy your ticket at the (booking) ticket office and go down to the platform on the escalator or on the lift. The train comes. The door opens. You get in. You look at the map or the underground system. Very simple.

For longer distances take a train or a long distance bus, usually called a coach which is slower but cheaper. The train is very fast. Put your luggage on the rack and sit and wait till you arrive.

### **3. Complete the sentences:**

1. A taxi, called sometimes a \_\_\_\_\_, is the most comfortable way to travel.
2. At the end of the journey you can see how much the \_\_\_\_\_ is by looking at the meter.
3. If a bus has two floors, it is called a \_\_\_\_\_ and if it has only one floor it is called a \_\_\_\_\_.
4. You can see where a bus is going because the \_\_\_\_\_ is written on the front.
5. To pay for bus transportation you have to drop money in the \_\_\_\_\_ or you can buy a special \_\_\_\_\_ to be used for the day, week or month.

### **4. Answer the questions:**

1. What different kinds of transport do you know?
2. What kind of transportation is the most comfortable in your opinion and why?
3. How often do you use buses? What are the advantages and disadvantages of this kind of public transport?
4. What are the main pros and cons of the underground?
5. What do you like / dislike about using the train?
6. What's the transport system like in your town / country?
7. Do you think the government should invest more in public transport or road construction? Why?

## **Text 6. Environmental Pollution**

### **1. Discuss the following questions in pairs:**

1. Are you concerned about the present ecological situation in the place where you live?
2. What are the most dangerous kinds of pollution?

3. How can you help save the environment?
4. What must be done to make the Earth a safer and better place?

**2. Complete the chart. Make use of the following words and phrases:**

*pollution, disappearing, smoke, threaten, energy, poisoning, atmosphere, exhausts, urgent, harmful, extinct, destroy, environment, lead, crisis, chemicals, global warming, wasteland, protect, ill-health, recycling, endangered, consumption, greens*

Problem	For	Against
Developing heavy industry within cities		
Using pesticides in agriculture		

**3. Explain the meaning of the following environmental problems:**

*the greenhouse effect, global warming, holes in the ozone layer, acid rain, the destruction of habitats.*

**4. Read the article about environmental pollution. Seven sentences have been removed from the article. Choose one sentence from the sentences A-I to fit each gap. There is one extra sentence you do not need to use. There is an example at the beginning (1):**

**A** In addition, if farmers suddenly stopped using chemical fertilizers and pesticides, there could be less food to feed the people of the world.

**B** Other pollution comes from large areas.

**C** Badly polluted air can harm crops and cause life-threatening illnesses.

**D** The consequences of pollution can be very dangerous.

**E** Nearly everyone would like to have pollution reduced.

**F** However, pollution can also be invisible, odourless and tasteless.

**G** They also poison the soil and waterways.

**H** All the ecosystems of the Earth are connected.

Environmental pollution is a term that refers to all the ways that human activity harms the natural environment. Most people have witnessed environmental pollution in the form of an open garbage dump or a factory pouring out black smoke. **1 F** Some kinds of pollution do not actually dirty the land, air or water, but they reduce the quality of life for people and other living things. For example, noise from traffic and machinery can be considered forms of pollution.

Environmental pollution is one of the most serious problems facing humanity and other life forms today. **2** Some air pollutants have reduced the capacity of the atmosphere to filter out the sun's harmful ultraviolet radiation.

Many scientists believe that these and other air pollutants have begun to change climates around the world. Water and soil pollution threatens the ability of farmers to grow enough food. Ocean pollution endangers many marine organisms.

Many people think of air, water, and soil pollution as distinct forms of pollution. However, each of the parts of the environment — air, water and soil — depends upon the others and upon the plants and animals living within the environment. The relationships among all the living and nonliving things in an environment make up an ecological system, called an *ecosystem*. 3 Thus, pollution that seems to affect only one part of the environment may also affect other parts. For example, sooty smoke from a power plant might appear to harm only the atmosphere. But rain can wash some harmful chemicals in the smoke out of the sky and onto land or into waterways.

Some pollution comes from one specific point or location, such as a sewage pipe spilling dirty water into a river. Such pollution is called *point source pollution*. 4 Water can run off farmland and carry pesticides and fertilizers into rivers. Rainwater can wash gasoline, oil and salt from highways and parking lots into the wells that supply drinking water. Pollution that comes from such large areas is called *nonpoint source pollution*.

5 Unfortunately, most of the pollution that now threatens the health of our planet comes from products that many people want and need. For example, automobiles provide the convenience of personal transportation, but they create a large percentage of the world's air pollution. Factories make products that people use and enjoy, but industrial processes can also pollute. Pesticides and fertilizers aid in growing large quantities of food. 6

To end or greatly decrease pollution, people would have to reduce use of cars and other modern conveniences, and some factories would have to close or change production methods. Because most people's jobs are dependent on industries that contribute to environmental pollution, shutting down these industries would increase unemployment. 7

Over time, however, pollution can be reduced in many ways without seriously disrupting people's lives. For example, governments can pass laws that encourage businesses to adopt less polluting methods of operation. Scientists and engineers can develop products and processes that are cleaner and safer for the environment. And individuals around the world can find their own ways to reduce environmental pollution.

### **5. Give a detailed answer to one of the questions below:**

1. Why do environmentalists say we should avoid spray cans, practise organic farming and use unleaded petrol, recycled paper and bottle banks? What else are they in favour for?
2. Do you agree that animals should not be kept in cages? Why? Why not?
3. What can be done to make the Earth a safer and better place?
4. During the last 30 years environmental protection has become a vital necessity for people. Why?

5. You are the editor-in-chief of the *Earth Focus* magazine. What issues would your magazine discuss?
6. What is the role of the youth in solving ecological problems nowadays?

**Text 7. My Home — Love It or Hate It!**

**1. Read Ali's essay carefully and match the paragraphs A-I with these topics:**

- 1) Conclusion
- 2) Crime and People's Attitude
- 3) Environmental Problems
- 4) Introduction
- 5) Leisure Choices
- 6) Multicultural London
- 7) The Cost of Living
- 8) Famous Sights
- 9) Transport

**A** I live in Blackheath in South London. London's one of the largest and most exciting cities in the world, and there are advantages and disadvantages to living here.

**B** The main advantage is that there's a lot to do and see. In the centre of London there are tourist attractions like Madam Tussaud's and the Science Museum, and there are all kinds of parks and historic buildings. I suppose that we don't always make the most of it. We only visit places like the Tower of London when one of our relatives comes to visit!

**C** Secondly, London is a great place for entertainment. All the new films come here first, and if we want to go to a pop concert or big sports events, there's always something right on our doorstep. And of course the shopping is great — there's everything from department stores like Harrods to Camden Market.

**D** Another advantage of living in London is that you can travel easily and quickly across the city on the underground. And we've got railway stations and airports to take you anywhere in the world.

**E** Lastly, London is truly cosmopolitan. Kids at my school are from lots of different cultures, but that doesn't stop us being friends. It's good to mix with people from different backgrounds. It stops you from becoming narrow-minded.

**F** But there are some major problems if you live in London. Like most other capital cities, it is noisy, polluted and congested with traffic. The traffic problem is so bad that they have recently introduced a congestion charge for central London. Drivers now have to pay if they want to take their cars to the city centre. Hopefully that will improve the situation.

**G** Secondly, things are very expensive here — apparently it's more expensive to live here than to live in any American city. For example, if you go to the cinema in the centre of London it can cost you £12. And to go just one stop on the underground can cost you nearly £1.

**H** But the worst problem about living in London is that, in general, people aren't very friendly. Nobody will talk to strangers or help people in the street if they are in trouble. They don't trust each other, and I think that's because they are scared of becoming victims of crime. London has the highest crime rate in the country.

**I** But in spite of these negative points, I still wouldn't want to live outside of London. It's my home — love it or hate it!

*By Ali Khazan*

**2. Complete the summary of the essay. Use these words:**

For Ali, the (1) \_\_\_\_\_ advantage of living in London is the (2) \_\_\_\_\_ of things that there are to see and do. He thinks that the (3) \_\_\_\_\_, the choice of leisure (4) \_\_\_\_\_ and the transport are good, and he likes the fact that London is a (5) \_\_\_\_\_ city. The disadvantages for him are the traffic, the (6) \_\_\_\_\_, people's (7) \_\_\_\_\_ and the crime, but he doesn't want to leave his (8) \_\_\_\_\_.

- a) activities
- b) expense
- c) home
- d) multicultural
- e) principal
- f) shops
- g) unfriendliness
- h) variety

**3. When it comes to comparing rural life and city living, there are distinct differences that shape the lifestyle, accessibility, and overall experience. Both urban and rural areas offer unique advantages and disadvantages.**

1) Is living in the city better than living in the countryside? What are the pros of living in an urban area?

2) What challenges for people can urban living cause?

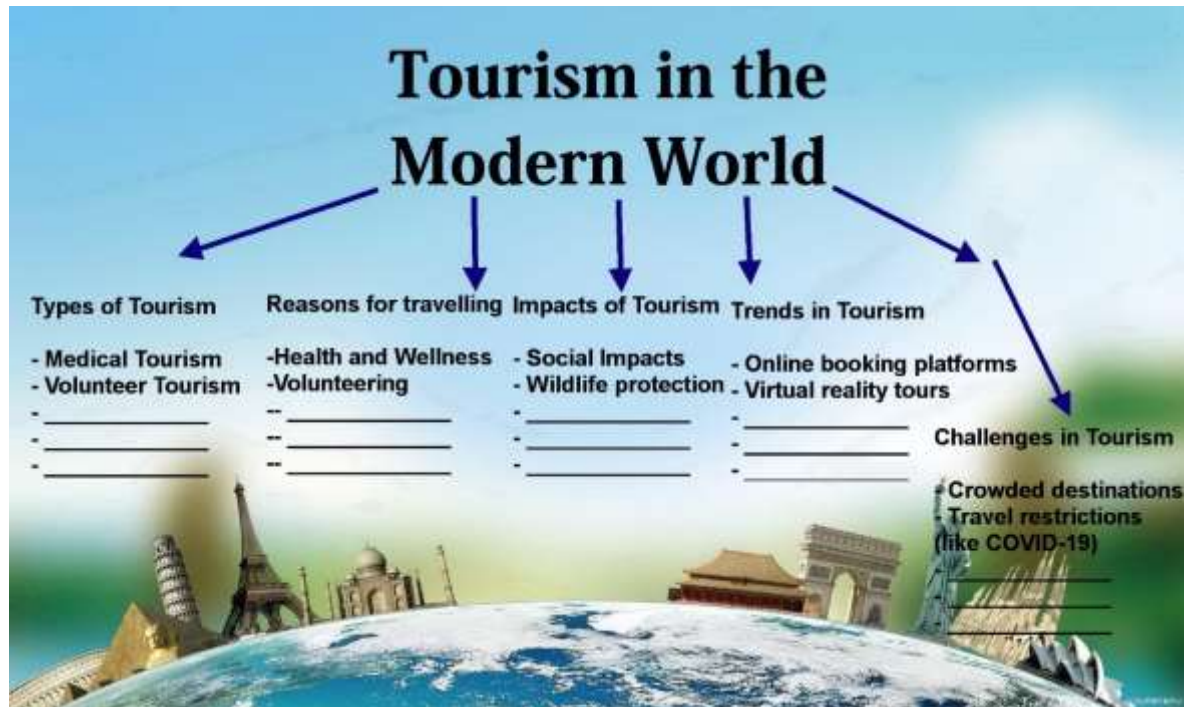


## Unit 4

### International tourism and cultural diversity

#### 4.1 Travelling and international tourism

1. In small groups create a mind map that explores different aspects of tourism.



2. Answer the questions about your personal preferences and motivation to travel.

- 1) What motivates you to travel? Are you more drawn to adventure, relaxation, culture, or something else?
- 2) How do your personal interests shape your travel choices? Do you prefer historical destinations, natural wonders, or urban exploration?
- 3) What role does family and friends play in your travel decisions? Do you enjoy traveling alone, or do you prefer traveling with others?
- 4) How important is it for you to try local food when you travel? Do you have a favorite food memory from your trips?
- 5) How has your view on travel changed as you've gone to more places? Have your reasons for traveling changed over time?

#### 4.2 Modern types of travelling. Means of travel

1. Recreational tourism includes different kinds of tours made for people's various interests and tastes. Continue the list of types of tours typically associated with recreational tourism. In pairs discuss what each type of tour includes and how it could help travelers.

- Cultural Tours

- Adventure Tours
- Culinary Tours
- Religious Tours
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Example: ***Cultural tours** include activities like guided visits to historical sites, local cooking classes, traditional performances, workshops, and interactions with locals. They help travelers by providing a deeper understanding of the local culture, building relationships with local people.*

### **Text 1. Enjoying Life: The Many Faces of Recreational Tourism**

**1. Read the text and list all the types of recreational tours mentioned in it.**

Recreational tourism refers to travel that individuals undertake to relax, explore, and enjoy various activities during their leisure time. It has different kinds of tours for different interests.

*Guided tours* let travelers visit new places with a guide who can share interesting facts about the local culture and history.

*Eco-tours* focus on nature and support sustainable travel. They help tourists appreciate wildlife and learn about protecting the environment.

*Study tours* mix learning with travel. These tours often include classes or workshops on topics like art, history, or science to help travelers gain more knowledge.

*Shopping tours* take visitors to local markets and shops to find unique items. They are often led by guides who know the best places to shop.

*Weekend tours* are short trips meant for a quick getaway. They provide a break from everyday life and a chance to recharge without the need for a lot of planning.

Recreational tourism offers fun experiences that let travelers enjoy and learn about different places and lifestyles.

### **2. Choose the correct variant.**

1. What is the main purpose of recreational tourism?

- A. To conduct business meetings
- B. To relax, explore, and enjoy various activities during leisure time
- C. To participate in extreme sports
- D. To study historical events

2. What type of experience does recreational tourism generally offer?

- A. Boring and monotonous activities

B. Fun experiences that allow enjoyment and learning about different places and lifestyles

C. Only academic experience

D. Only physical challenges

3. Which type of tour provides travelers with a guide who shares cultural and historical facts?

A. Eco-tours

B. Guided Tours

C. Shopping Tours

D. Weekend Tours

4. What is the focus of eco-tours?

A. Shopping and entertainment

B. Nature appreciation

C. Learning through workshops

D. Quick escape

5. What do eco-tours encourage tourists to learn about?

A. Local cuisine

B. Protecting the environment and wildlife

C. Historical events

D. Shopping techniques

6. What distinguishes study tours from other types of tours?

A. They focus only on relaxation.

B. They include classes or workshops on various topics.

C. They are only for shopping experiences.

D. They are always long-term trips.

7. What do shopping tours help travelers do?

A. Go on relaxing trips in nature

B. Visit local markets and stores to find special items, usually with a helpful guide

C. Attend classes about culture

D. Have long vacations

8. What is a defining characteristic of Weekend Tours?

A. They require a lot of planning and time.

B. They are short trips meant for a fast escape.

C. They involve extensive outdoor activities.

D. They are focused primarily on art and culture.

9. Which type of tour is ideal for travelers who want to relax without much planning?

- A. Weekend Tours
- B. Study Tours
- C. Eco-tours
- D. Guided Tours

10. How can different types of tours help travelers?

- A. By limiting their experiences
- B. By letting them do special activities based on what they like
- C. By making them stick to strict schedules
- D. By focusing only on local food

**Answer keys:**

- 1. B
- 2. B
- 3. B
- 4. B
- 5. B
- 6. B
- 7. B
- 8. B
- 9. A
- 10. B

**3. Make a chart that shows the key differences between the five types of tours mentioned in the text. Include things like *the purpose, audience, common activities, and what benefits they offer.***

**4. Answer the questions.**

1. Which type of tour do you like best: guided, eco, study, shopping, or weekend? Why do you like it?

2. How do study tours make traveling better? Can you share a personal story or an example?

3. How do eco-tours help protect the environment? Do you think it's important to travel in a way that helps the planet? Why or why not?

4. How do guided tours help people understand local culture and history? Have you ever been on a guided tour? What did you learn?

5. What do you think are the benefits of shopping tours?

6. Why do you think weekend tours are so popular? What are the benefits compared to longer trips?

7. How do you think recreational tourism helps people feel better and relax?

8. If you could create a tour that mixes different types mentioned, what would you include? How would it make the experience special?

**5. Complete the quiz below, count your score and comment on the result of the quiz. Do you agree / disagree with it? Explain why.**

### **WHAT'S THE RIGHT HOLIDAY FOR YOU?**

**1. If you only had room (space) in your suitcase for one of the following items, which one would you choose?**

- a) the latest best-seller
- b) your camera
- c) a guidebook

**2. How do you read the morning paper?**

- a) look for the horoscope, TV page and gossip column

- b) start at page one and read everything

- c) read the articles that interest you

**3. How would you spend a free afternoon in Paris?**

- a) walking through the artists' quarter

- b) find a street café and watch the people pass by

- c) visit the louvre to see the Mona Lisa

**4. Which of the following items is the most important in your holiday first-aid kit?**

- a) insect repellent

- b) camomile lotion for sunburn

- c) plasters for blistered feet

**5. Two days before the end of your holiday, your money is stolen. How do you spend your last 20 dollars?**

- a) use your credit card for anything extra you want

- b) splash out on a cheap, cheerful dinner

- c) divide it in half so that it lasts for two days

**6. What would you take to amuse yourself on a long journey?**

- a) personal stereo

- b) a crossword puzzle

- c) a book to read



**7. You and your partner win a romantic night out in a competition. How do you choose to spend it?**

- a) in an old English hotel with a four-poster bed and log fires

- b) having dinner by candlelight under a Caribbean sky

- c) eating prawns by the Australian surf

**8. What qualities do you look for in a partner?**

- a) good looks
- b) sense of humour
- c) sparkling conversation

**9. If you went to Istanbul on holiday, which sightseeing trip would you select?**

- a) a day in a huge covered bazar, hunting for souvenirs
- b) a day on a Black Sea beach, barbecuing kebabs
- c) eating out to the Topkapi Palace to see the Sultan's jewels

**10. What would you do if your luggage went missing?**

- a) buy what you needed out of your spending money
- b) use the opportunity to buy a whole new set of clothes
- c) buy what you needed with your credit card

**Answer key**

- 1. a – 1 b – 2 c – 3
- 2. a – 1 b – 2 c – 3
- 3. a – 3 b – 1 c – 2
- 4. a – 3 b – 1 c – 2
- 5. a – 1 b – 3 c – 2
- 6. a – 1 b – 2 c – 3
- 7. a – 2 b – 3 c – 1
- 8. a – 2 b – 1 c – 3
- 9. a – 3 b – 1 c – 2
- 10. a – 2 b – 3 c – 1

**What your score means**

**10-16**

Although you have a lot of energy and enjoy having fun, more than anything else you want the chance to relax. All you need is sunshine, a beach and some nightlife within easy reach. You choose your holiday carefully and usually return home refreshed.

**17-23**

You like to find something new and interesting. Although you enjoy good weather and sunbathing, when the weather is bad you'll go off on sightseeing tours.

**24-30**

For you a holiday is the chance to lead a completely different life. You'll avoid the popular places and search the old quarters of the town for local colour. You are probably the kind of person who enjoys sport and looks for the opportunity to try something unusual.

**6. There are a lot of different means of travel, and each one gives you different experiences and benefits that can fit what you like and need. In groups discuss the following questions:**

- 1) What is your favorite means of travel? Why do you like it?
- 2) Can you name some different types of transport? (e.g., bus, car, bicycle)
- 3) What transport do you use the most?
- 4) How do you usually get to the University?

- 5) Which transport do you think is the most environmentally friendly?
- 6) What transport do you think is the safest? Why?
- 7) How does transport vary between urban and rural areas in your culture?

**7. Below each category write down examples of transport methods that fit each type.**

Traveling by Land	Traveling by Sea	Traveling by Air
Train _____ _____ _____	Ferry _____ _____ _____	Helicopter _____ _____ _____

**8. In groups, discuss the different means of travel: by land, by sea, and by air. Use the table below to list the advantages and disadvantages of each mode of travel. After filling in the tables, each group will present their findings to the class. Be ready to explain your choices and discuss any differences in opinions. When discussing, consider factors such as:**

- Cost
- Speed
- Comfort
- Accessibility
- Environmental Impact
- Safety

Mode of Travel	Advantages	Disadvantages
<i>By Land</i>		
<i>By Sea</i>		
<i>By Air</i>		

**9. Conduct Train Travel Survey. Pair up with a classmate and take turns asking each other the questions. Record your partner's answers in your notebook. After completing the survey, form small groups of 4-5 students. In your groups, take turns sharing your survey findings. Each group will share one interesting finding or story from the discussions.**

1. How many times have you traveled by train?
2. What do you like most about train travel?
3. What is your favorite memory from traveling by train?
4. What changes would you want to make train travel better?

**10. Answer the questions.**

- 1) Why do people choose to travel by air?
- 2) Have you ever traveled by airplane? Where did you go?
- 3) What do you enjoy most about flying? Why?

- 4) What is your least favorite thing about air travel?
- 5) Have you ever had any problems while flying, such as delays or lost luggage? How did you handle it?
- 6) What advice would you give someone who is flying for the first time?
- 7) If you could fly anywhere in the world tomorrow, where would you go and why?
- 8) What is the most memorable trip you've taken by air, and what made it special?

**11. In groups discuss and list the advantages and disadvantages of one type of transport assigned by the teacher (cars, buses, trains, airplanes, bicycles, etc.) and present your findings to the class.**

**12. Complete one of the creative tasks that inspire you:**

✓ ***Travel Comparison Poster:*** Create a visually appealing poster comparing train travel and air travel. Include sections for advantages, disadvantages, and personal preferences. Use images. Present your poster to the class.

✓ ***Write a dialogue between two friends*** discussing their preferences for traveling by car versus on foot. Include arguments, personal feelings in the conversation. Show their different opinions in a way that is interesting and easy for others to understand. End the conversation with an agreement or a choice they make together about their next trip.

✓ ***A Travel Brochure:*** Create a brochure that highlights the advantages and features of your favorite means of transport. Include sections on destinations, experiences, costs, and tips for travelers.

✓ ***Creative Advertisement:*** Create an advertisement campaign for either bicycles or cars. Design posters, brochures, or digital ads that promote the benefits of the chosen mode of transport.

✓ ***Art Project:*** Create a mixed-media art project representing the feelings and experiences associated with both traveling by bicycle and on foot. Use materials like magazine cutouts, drawings, paint, and fabric to create a collage.

### **4.3 Educational tourism**

**1. Write down words or phrases that come to your mind when you think of educational tourism.**

**2. Look through the statements related to educational tourism, choose one or two statements and comment on it / them.**

- a) Cultural differences can be exciting to explore.
- b) Traveling lets us see the world from different viewpoints.
- c) Educational tourism can help build friendships across cultures.
- d) Traveling can boost our confidence in handling new situations.
- e) We can gain new skills while visiting other countries.



- f) Meeting locals can make our travel experiences richer.
- g) Language barriers can be challenging when we travel.
- h) Traveling can teach us more than a classroom does.
- i) We learn by trying new things when we travel.
- j) Educational tourism encourages open-mindedness.

## **Text 2. Educational Tourism: A Journey of Learning and Discovery**

**1. Read the text and list all the rewards that educational tourism can offer according to the text.**

Educational tourism offers a mix of challenges and rewards that can greatly enrich travelers' experiences. One big challenge is getting used to new places and cultures, which can be a bit difficult. Language barriers and various ways of learning can also create problems. But tackling these challenges often helps people grow, as they learn to handle new situations and improve their problem-solving skills.

On the positive side, educational tourism gives people a great chance to learn and gain experiences that go beyond traditional classroom learning. Being in new cultures and talking to locals can help them understand different viewpoints better. Plus, using new skills in real-life situations makes learning more valuable. Ultimately, educational tourism can create lasting memories, build personal connections, and help people see the world from a new angle, making it a worthwhile experience, even with its difficulties.

**2. Read each sentence attentively and decide whether it is true or false.**

- 1) Educational tourism presents only challenges and no rewards.
- 2) It can be hard for travelers to adjust to new places and cultures.
- 3) The text does not mention language barrier as a problem in educational tourism.
- 4) Facing challenges in educational tourism can help people grow.
- 5) Educational tourism provides opportunities that are limited to traditional classroom methods.
- 6) Talking to locals helps travelers understand different opinions better.
- 7) Using new skills in real life makes learning less important.
- 8) Educational tourism can create strong memories and relationships.
- 9) The text suggests that educational tourism does not have any difficulties.
- 10) Travelers can see the world differently through educational tourism.

**Answer key:**

- 1) False
- 2) True
- 3) False
- 4) True
- 5) False
- 6) True

- 7) False
- 8) True
- 9) False
- 10) True

### **3. Answer the questions.**

1. What challenges do you think are the hardest for travelers to deal with when learning while traveling?
2. How can travelers deal with language differences when they are on educational trips?
3. How does learning while traveling help people grow and change for the better? Can you give some examples?
4. How does talking to local people make the learning experience better when traveling?
5. Do you think the good things about educational tourism are more important than the challenges? Why do you think so?

**4. Write a letter to a friend explaining why he / she should consider going on an educational tour. Share your thoughts on the benefits and the experiences you think he / she would enjoy.**

## **4.4 Popular tourist destinations in the Republic of Belarus, UK and master student's native country**

### **1. Answer the questions.**

- 1) What are the main benefits of taking a guided tour compared to exploring a destination independently?
- 2) Do you think guided tours help you learn more about a place? Why?
- 3) How do guided tours change how you feel about visiting a site?
- 4) Can you share a special moment from a guided tour that you wouldn't have had alone?
- 5) What do you think about the price of guided tours compared to exploring by yourself? Is it worth it?
- 6) What are some drawbacks of guided tours, like time limits or being with a group?
- 7) What do you like most about exploring places on your own?
- 8) How do you plan a trip when going on your own? What resources do you use for help?
- 9) Have you faced any problems when exploring by yourself? How did you handle it?
- 10) How does exploring independently let you meet local people differently than guided tours?
- 11) Are there certain places where you think it's better to explore on your own? Why?

12) Do you think exploring by yourself needs more skills than going on guided tours? Why or why not?

13) Do you think using both guided tours and exploring on your own is the best way to see a place? Why?

14) Would you like to take a guided tour in London, or would you rather explore the city on your own?

15) Write down all the places of interest in London that you know or have heard about. These can include historical sites, museums, parks, shopping areas, cultural venues, etc.

## 2. Match the images containing the descriptions of famous London landmarks with their names.

- a) Buckingham Palace
- b) the British Museum
- c) the Tower of London
- d) Tate Modern
- e) Covent Garden
- f) St Paul's Cathedral
- g) Madame Tussauds Museum



It is a contemporary art museum located on the River Thames, showing modern and contemporary works from major artists of the 20th century.

1.



It is a lively district famous for its market, shops, restaurants, and theaters, known for street performances and the Royal Opera House.

2.



It is a wax museum featuring lifelike models of famous celebrities, historical figures, and pop culture icons, popular among tourists.

3.



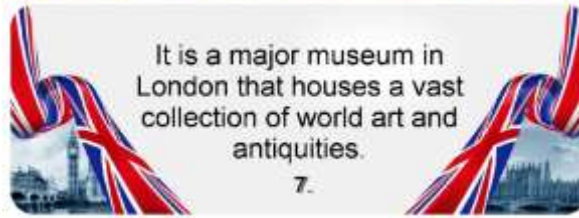
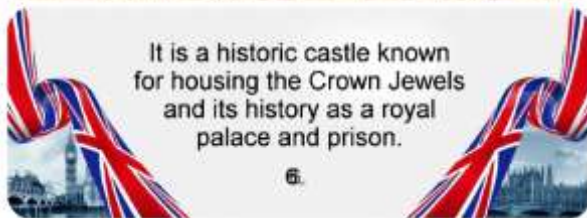
It is an iconic Anglican cathedral known for its impressive dome and Baroque architecture, serving as a site for significant national events.

4.



It is the official residence of the British monarch, known for its stunning architecture and the Changing of the Guard ceremony.

5.



### Answer key:

- a) 5
- b) 7
- c) 6
- d) 1
- e) 2
- f) 4
- g) 3

### Text 3. London Through the Ages: Key Events and Landmarks

1. Read the text attentively and list all the places of interest in London mentioned in the article.

#### LONDON TIMELINE

**43 AD** When the Romans arrived in Britain, London was already a small town. Under the Romans 'Londinium' became the capital of the Roman province of Britannia.

**886** King Alfred the Great united England. He captured London from the Danes and made it capital of his kingdom.

**1666** The Fire of London destroyed much of the city. The

*“When a man is tired of London, he is tired of life”* Dr. Samuel Johnson  
(an English writer, lexicographer, and literary critic, best known for his dictionary of the English language, published in 1755.)

Over two hundred years later, Dr. Johnson is still right! There are so many places to visit in London! Here are a few.

#### Royal London

You can visit Buckingham Palace, the Queen's London home and see the Changing of the



*London Eye*

Guard at 11 a.m. every day. In the Tower of London, you can see the Crown Jewels and



reconstruction was organised by the architect Christopher Wren who designed St Paul's Cathedral.

**1850** By the middle of the nineteenth century, London was the largest city in the world and the most important port. In this period, it was famous for its terrible pollution.

**1939-45** In World War II, London was seriously damaged by German bombing.

**1980** In the last twenty years of the 20<sup>th</sup> century, the old port area was rebuilt. There are big, new skyscrapers and the Millennium Dome, the largest dome in the world, which was finished in 1999. In 2000 it held the millennium exhibition.

visit the place where many famous prisoners lived and died. After the Tower, take a boat trip down the river to St Paul's Cathedral, and then take a ride on the London Eye. There are fantastic views from the top.



*Madame Tussauds Museum*

### **Rainy Days**

London is one of the best places to be on a rainy day (which is quite often!), because of all its museums and galleries. Visit Madame Tussauds and see models of the world's most famous people including all

your favourite actors and singers. Don't miss Egyptian mummies at the British Museum or the dinosaurs at the Natural History Museum. If you like machines, you must go to the Science Museum. Art-lovers can visit the National Gallery, Tate Modern or the National Portrait Gallery.

### **Shopping**

London attracts shoppers from all over the world for the latest fashions. The main shopping area is in the West End, around Oxford Street. There are also famous street markets where you can buy anything you want!



### **Going Out**

There is always a wide choice of plays to see at London's many theatres in the West End around Covent Garden. There are many clubs with modern music like house or jungle or more traditional music like salsa and samba. Music lovers can also find many places for top quality classical, jazz and pop music.

## **2. Answer the questions.**

- 1) What activities can tourists do at Buckingham Palace? Why do you think these activities are popular?
- 2) According to the text, why is London a great destination on rainy days?
- 3) What kinds of exhibits can you find at museums like the British Museum and the Natural History Museum?
- 4) Where is the main shopping area located, and what can shoppers expect

to find there?

5) How does the text describe London's nightlife? What types of music and entertainment are available?

6) Among the various museums mentioned, which one do you think would be the most interesting to visit? Why?

7) What do you think makes London a unique city compared to other major cities around the world?

8) If you were to visit London, which of the activities or attractions described would you like to visit first and why? If you could add one attraction to London, what would it be and why?

**3. Read each set of statements about the places of interest in London. Each set of statements contains two truths and one lie. Identify which one is the lie.**

***Set 1. Buckingham Palace***

1. Buckingham Palace is the monarch's official London residence.
2. You can see the Changing of the Guard at 11 a.m. every day.
3. Buckingham Palace has a giant amusement park in its gardens.

***Set 2. Tower of London***

1. The Tower of London is home to the Crown Jewels.
2. The Tower of London is known for its modern art exhibitions.
3. Many famous prisoners lived and died in the Tower of London.

***Set 3: London Eye***

1. The London Eye offers fantastic views of the city from the top.
2. It is the tallest observation wheel in the world.
3. You can take a boat trip inside the London Eye.

***Set 4: Madame Tussauds Museum***

1. Madame Tussauds museum features models of famous actors and singers.
2. It is an aquarium that houses various marine species.
3. The museum is known for its lifelike wax figures.

***Set 5: Natural History Museum***

1. Visitors can see deep-sea animals in the museum's main hall.
2. The Natural History Museum is famous for its dinosaur exhibits.
3. It is a popular place for family outings, especially on rainy days.

***Set 6: Oxford Street***

1. Oxford Street is known as London's main shopping area.
2. It is famous for its street performers and live music.
3. There are many high street fashion brands located on Oxford Street.

***Set 7: Covent Garden***

1. Covent Garden is known for a wide variety of theatrical performances.
2. There are numerous clubs in the area offering salsa and samba music.
3. Covent Garden is primarily a shopping district with no theatres.

**Answer key:**

Set 1: Lie = 3 (Buckingham Palace does not have a giant amusement park in its gardens.)

Set 2: Lie = 2 (The Tower of London is not known for modern art exhibitions; it's a historic castle.)

Set 3: Lie = 3 (You cannot take a boat trip inside the London Eye; it is a standalone attraction.)

Set 4: Lie = 2 (Madame Tussauds is a wax museum, not an aquarium.)

Set 5: Lie = 1 (The Natural History Museum does not focus on deep-sea creatures in the atrium.)

Set 6: Lie = 2 (Oxford Street is not specifically known for street performers; it's known for shopping.)

Set 7: Lie = 3 (Covent Garden does have many theaters, not just a shopping district.)

**4. Create a travel plan for a day in London.**

- Choose at least five places you would like to visit in one day.
- Create a schedule.
- Provide information about each place of interest. Include any tips, like whether to buy tickets in advance or specific dining options near your attractions.
- Write a brief paragraph at the end of your plan explaining why you chose these attractions and what you hope to experience during your day in London.

**5. Belarus has many interesting places that attract visitors. For example, visitors can see lovely medieval castles like Mir Castle and Nesvizh Palace. Nature lovers can visit Belovezhskaya Pushcha National Park. Look at the selection of pictures showing different places of interest in Belarus. Pair each picture with the title that fits the attraction. Write down the corresponding number of the picture next to the correct title.**



- A. Brest Hero-Fortress
- B. Mir Castle
- C. Nesvizh Castle
- D. Belavezhskaya Pushcha National Park
- E. Khatyn Memorial
- F. Stalin Line
- G. Lida Castle



**Answer key:**

A. 5



- B. 7
- C. 3
- D. 4
- E. 2
- F. 6
- G. 1

**6. Match the tourist attraction with the correct description:**

Tourist Attraction	Description
<b>A. Brest Hero-Fortress</b> <b>B. Mir Castle</b> <b>C. Nesvizh Castle</b> <b>D. Belavezhskaya Pushcha National Park</b> <b>E. Khatyn Memorial</b> <b>F. Stalin Line</b> <b>G. Lida Castle</b>	<p>1) It is a significant memorial complex located in Belarus, dedicated to the memory of the people who suffered during the Holocaust (the period during World War II when many Jewish people and other ethnic groups were killed by the Nazis). This memorial complex commemorates the residents of the village, which was burned down by the Nazis in 1943. All of its inhabitants—more than 140 people, including women and children died.</p> <p>2) It is a military fortress, located in Brest, known for its strong fight against the Nazis during World War II. This place honors the brave Soviet soldiers from World War II. It has statues and memorials to remember their courage.</p> <p>3) This is a military museum that shows old defense structures built by the Soviet Union. The museum also has displays that show what life was like during that time and why these defenses mattered during World War II.</p> <p>4) It's a UNESCO World Heritage site. It is famous for its lovely gardens and its connection to the Radziwiłł family, who were important in Belarusian history.</p> <p>5) It's a UNESCO World Heritage site. It was built in the 1500s. It has a mix of different architectural styles, including Gothic and Renaissance.</p> <p>6) This is a well-preserved medieval fortress which was built around 1323. It has a rectangular shape and was surrounded by a moat.</p> <p>7) It's a UNESCO World Heritage site. This ancient forest is home to the European bison.</p>

**Answer key:**

- A. 2
- B. 5
- C. 4
- D. 7

- E. 1
- F. 3
- G. 6

**7. Choose the correct variant using the exercise above as reference.**

1) What memorial in Belarus is dedicated to the memory of the people who suffered during the Holocaust, specifically commemorating a village burned by the Nazis?

- A) Brest Hero-Fortress
- B) Khatyn Memorial
- C) Lida Castle
- D) Belavezhskaya Pushcha National Park

2) Which military fortress, located in Brest, is known for its strong fight against the Nazis during World War II and honors brave Soviet soldiers?

- A) Brest Hero-Fortress
- B) Mir Castle
- C) Stalin Line
- D) Nesvizh Castle

3) What military museum shows old defense structures built by the Soviet Union and displays life during that time?

- A) Brest Hero-Fortress
- B) Stalin Line
- C) Mir Castle
- D) Khatyn Memorial

4) Which UNESCO World Heritage site is famous for its lovely gardens and connection to the Radziwiłł family?

- A) Mir Castle
- B) Brest Hero-Fortress
- C) Nesvizh Castle
- D) Lida Castle

5) Which UNESCO World Heritage site, built in the 1500s, features a mix of Gothic and Renaissance architectural styles?

- A) Brest Hero-Fortress
- B) Belavezhskaya Pushcha National Park
- C) Mir Castle
- D) Khatyn Memorial

6) What well-preserved medieval fortress was built around 1323, had a rectangular shape and was surrounded by a moat?

- A) Brest Hero-Fortress

- B) Lida Castle
- C) Khatyn Memorial
- D) Nesvizh Castle

7) Which ancient forest is designated as a UNESCO World Heritage site and is home to the European bison?

- A) Brest Hero-Fortress
- B) Khatyn Memorial
- C) Belavezhskaya Pushcha National Park
- D) Stalin Line

**Answer key:**

- 1) B) Khatyn Memorial
- 2) A) Brest Hero-Fortress
- 3) B) Stalin Line
- 4) C) Nesvizh Castle
- 5) C) Mir Castle
- 6) B) Lida Castle
- 7) C) Belavezhskaya Pushcha National Park

**8. Choose one of the places of interest in Belarus mentioned in the exercise 6 to conduct research.**

○ Use books, websites, or any other resources to gather information about your chosen attraction. Focus on the following points:

- Historical significance
- Unique characteristics
- Any notable events that took place there
- Importance to Belarusian culture and history

○ Create a presentation (it can be a poster, a PowerPoint, or an oral presentation) that includes:

- Images of the attraction
- Key facts and information you found
- Your own thoughts on why this place is important

○ Be ready to share your findings with the class. Each student will have a few minutes to present their work.

**9. Choose one of the tasks below to creatively express and explore the major tourist attractions in Belarus / the UK / your native country.**

✓ **Blog Article or Vlog:** Write a blog post or make a vlog about top tourist attractions in your native country.

- Pick the top five tourist sites in your native country that you want to talk about.
- For each place, write or talk about your own experiences. What did you

enjoy doing there? What surprised you?

- Explain what makes each attraction special. Why should people visit? Is it the history, the beauty, or something else?
- Share any funny or interesting stories from your visits. Did anything unexpected happen?
- Offer helpful advice for anyone who wants to visit these sites. What should they bring? What time is best to go? Are there cool things to do nearby?
- Use pictures or videos to make your blog or vlog more interesting. Show the attractions and your adventures!
- End by telling your readers or viewers why they should experience these places for themselves.

• ***Tourist Guide Brochure:*** Create a tourist guide brochure for a UK attraction.

- Choose a popular tourist site in the UK that you want to explore and talk about.
- Design the brochure and make it visually appealing. Use colors, images, and easy-to-read fonts.
- Sections to Include:
  - History: Write a short paragraph about the attraction's background. When was it built? Why is it important?
  - Must-See Features: List the top things visitors shouldn't miss. Are there famous landmarks, beautiful views, or unique activities?
  - Visitor Tips: Give helpful advice for tourists. What should they bring? Are there specific times to visit? How can they get there?
  - Cultural Insights: Share information about the local culture related to the attraction. What traditions or customs should visitors know about?
  - Make It Useful: Include contact information, opening hours, and any other relevant details that can help tourists plan their visit.
  - Print or Share It Online: Once you're happy with your brochure, print it out or create a digital version to share with others.

✓ ***Virtual Tour Guide:*** Take on the role of a virtual tour guide for an audience.

- Pick a few popular sites from Belarus / the UK / your native country to talk about. Think about what you want to say for each place. You'll be guiding people as if they are there with you.
- Introduce Each Site:
  - Start with the name of the attraction.
  - Share a fun fact or two about its history or significance.
  - Explain why it's worth visiting. What makes it special?
  - Talk about your own experiences at each place. Did you have a favorite moment? What did you love about it?
- Ask questions or encourage people to imagine what it's like to be there. Make them feel like they are on a real tour with you.

- Finish by summarizing why these attractions are must-sees and encourage your audience to visit one day.

- ✓ **Reflective Journal Entry:** Imagine you are a traveler: pretend you are visiting a tourist attraction for the first time.

- Write about what the place looks like. Mention the sights, sounds, and any interesting details you notice.

- Talk about how you feel being there. Are you excited, surprised, or curious? Why do you feel that way?

- Include some information about the history of the place. Why is it important? What stories does it tell?

- Reflect on what this site means to the people of the country. How does it show their culture or traditions?

- Share why this place is important to you. What did you learn? Did it change the way you think about the culture or history?

- ✓ **Cultural Exchange Presentation:** Choose a tourist site from your native country and a similar one from Belarus / the UK. Find out about both places. Look into:

- Their history: When were they built? Why are they important?

- Cultural differences: What makes them unique? How do they reflect the culture of their countries?

- Tourism Impact: Think about how tourism affects these sites. Are many people visiting? How does it help the local economy? Are there any problems because of tourism?

- Organize your findings into a presentation. Include:

- Simple slides with pictures and key points

- A comparison section that highlights similarities and differences

- Your thoughts on what you learned

- **Comparative Analysis Essay:** Write an essay comparing two major tourist attractions.

- Pick one well-known tourist site from Belarus / the UK and one from your native country. Look up the background of each site. When was it built? Why is it important? What events happened there?

- Think about what these places mean to the people in each country. Do they represent a part of the culture or history? How do they make people feel connected to their country?

- Consider how these attractions affect tourism. Do many people visit them? How do they help the local economy? What activities or services do they bring to the area?

- Reflect on what each attraction means to you. How do they represent your country's identity? Share your feelings and thoughts about visiting or learning about these places.

- Organize your findings into an essay. Start with an introduction, then write about each attraction in separate paragraphs, and finish with a conclusion that wraps up your ideas.

## 4.5 Going places and seeing the world

**Tourism plays an important role in the modern world. Among a lot of functions of tourism recreation and enjoyment are the most pleasant for individuals. Tourism gives people chances to relax, explore, and enjoy their lives. It can be a source of happiness and lifelong memories.**

**1. Continue the list of countries known as a popular travel destination. Discuss what makes these destinations attractive to travelers.**

- 1) France
- 2) Italy
- 3) Thailand
- 4) Australia
- 5) \_\_\_\_\_
- 6) \_\_\_\_\_
- 7) \_\_\_\_\_
- 8) \_\_\_\_\_
- 9) \_\_\_\_\_
- 10) \_\_\_\_\_

Example: ***France** attracts travelers with its rich history and culture, stunning architecture, its cuisine, fashion and shopping, romantic atmosphere, year-round festivals, and warm hospitality. Together, these elements create a unique and captivating experience for visitors.*

**2. Create your personal travel wish list and explain why you chose these places.**

**3. Answer the questions.**

1. What do you think makes a place great to visit? Is it the culture, sights, food, history, or fun activities?
2. What has been your favorite place to travel to, and why did you love it?
3. Is there a place you wish you had visited but didn't? What stopped you from going?
4. If you could go anywhere in the world without worrying about money, where would you go and why?
5. How do you like to plan your trips? Do you make detailed plans or go with the flow? Can you give an example of each?

**4. Complete the quiz below, count your score and comment on the result of the quiz. Do you agree / disagree with it? Explain why.**

## ARE YOU A GOOD TRAVELLER?



1. If you have to catch a train, what time do you arrive at the station?
  - a) ten minutes earlier
  - b) an hour early
  - c) thirty seconds before the train leaves
2. What do you do in foreign restaurants?
  - a) stick to tried and tasted favourites
  - b) order something simple
  - c) try something new
3. If your holiday resort turned out to be dull, what would you do?
  - a) concentrate on sunbathing and reading
  - b) go home early
  - c) organize your own entertainment
4. You are not used to such hot weather. What do you do?
  - a) cover yourself with oil and sunbathe all day
  - b) stay out for ten minutes and wear a hat
  - c) wear protective cream and sun yourself for an hour or two
5. If you don't speak the language, what do you do?
  - a) use sign language
  - b) buy a phrase book
  - c) take a crash course before you go and come back fluent
6. What kind of passenger are you when you are on a plane?
  - a) you tell everyone your life story
  - b) you enjoy the in-flight movie
  - c) you spend the whole flight praying in the toilet
7. If your luggage went missing at the airport, what would you do?
  - a) go back every other day in an attempt to find it
  - b) camp at the airport and make a big fuzz
  - c) report the loss to an official in person, then in writing
8. How do you carry your money when you go abroad?
  - a) in cash
  - b) a little in cash and the rest in traveller's cheques
  - c) you make arrangements in advance to use a local bank
9. How would you behave if you were involved in a passionate holiday romance?
  - a) agree to marry and expect to live happily ever after
  - b) enjoy it while it lasted but not think about the future
  - c) remember about it for a few weeks but then forget about it
10. When you are abroad, how do you behave?
  - a) do whatever you like



- b) try to fit in
- c) spend most of your time in a five-star hotel
- 11.** What do you do when you go through Customs?
  - a) keep within the limits
  - b) sometimes go over the limit but always declare it
  - c) try to get away with as much as you can
- 12.** How far in advance do you plan trips?
  - a) months in advance
  - b) on the spur of the moment
  - c) a few weeks before you want to go

#### Answer key

- 1. a – 3, b – 5, c – 1
- 2. a – 5, b – 3, c – 2
- 3. a – 5, b – 5, c – 3
- 4. a – 0, b – 5, c – 2
- 5. a – 1, b – 4, c – 5
- 6. a – 3, b – 2, c – 4
- 7. a – 3, b – 4, c – 1
- 8. a – 0, b – 2, c – 5
- 9. a – 4, b – 2, c – 3
- 10. a – 1, b – 2, c – 5
- 11. a – 5, b – 2, c – 0
- 12. a – 5, b – 0, c – 3

#### WHAT YOUR SCORE MEANS

35 – 54 You spend so much time making sure that things don't go wrong that you hardly have time to enjoy yourself. Relax a little. You have to trust to luck sometimes, and it will give you more chance to have a good time.

19 – 34 Although you plan your schedule carefully, you don't spend sleepless nights worrying about things. And it's a formula that seems to work. You obviously know that the unexpected can turn out to be the most fun.

0 – 18 You're the kind of person who does things on the spur of the moment. By leaving everything to the last minute, you often find yourself in a difficult situation. Learn how to plan in advance and then you can relax and enjoy yourself.

#### 5. Choose one of the creative tasks that inspires you.

✓ **Letter to a Friend:** Write a letter to a friend inviting him / her to join you on a trip to a specific destination. Include the reasons for the trip, activities planned, and what makes this destination special.

✓ **Travel Presentation:** Choose a destination you're passionate about or wish to visit. Prepare a presentation covering the culture, history, landmarks, best times to visit, and personal reasons for choosing that location. Visual aids like slideshows or posters can make your presentation more interesting.

✓ **Destination Video:** Create a short (2-3 minute) video promoting a travel destination. Include facts, visuals, and your reasons for why people should visit.

✓ **A memoir-style essay:** Write an essay about a past travel experience. Focus on emotions, sensory details, and key moments that made the experience important to you, providing readers with a vivid sense of the journey.



## 4.6 Exploring cultural differences

### 1. Match the cultural custom with the country / countries.

Customs / description:	Countries
1. You should take off your shoes when entering a house or a restaurant.	<i>A. China, Japan, Korea, Thailand, Iran</i>
2. Lunch is often the biggest meal of the day, lasting two to three hours.	<i>B. Italy, Spain, and Latin America</i>
3. In many parts of _____, there is no physical contact when greeting someone.	<i>C. United States</i>
4. The greeting is made by pressing both hands together at the chest, as if praying, and bowing slightly.	<i>D. Thailand</i>
5. In _____, it is common to bow to show respect.	<i>E. Japan</i>
6. You should eat your hamburger with both hands and quickly.	<i>F. China</i>
7. Your host will keep refilling your dish until you lay your chopsticks across your bowl.	<i>G. France</i>
8. In _____, you shouldn't sit down in a cafe until you've shaken hands with everyone you know.	<i>H. Ireland</i>
9. In _____, social events sometimes end with singing and dancing.	<i>I. Asia</i>
10. In _____, people like to stand very close to the person they're talking to. You shouldn't back away.	<i>J. Mexico</i>

### 2. Read the text “How NOT to behave badly abroad” and check your answers.

#### Answer key:

1. A
2. B
3. I
4. D
5. E
6. C
7. F
8. G
9. H
10. J

#### Text 4. How NOT to behave badly abroad.

**Travelling to all corners of the world gets easier and easier. But this doesn't mean that we all behave in the same way.**



### **Greetings**

How should you behave when you meet someone for the first time? An American or Canadian shakes your hand firmly while looking you straight in the eyes. In many parts of Asia, there is no physical contact at all. In Japan, you should bow to show respect. In Thailand, the greeting is made by pressing both hands together at the chest, as if you are praying, and bowing your head slightly. In both countries, eye contact is avoided as a sign of respect.

### **Clothes**

Many countries have rules about what you should and shouldn't wear. In Asian and Muslim countries, you shouldn't reveal the body, especially women. In Japan, you should take off your shoes when entering a house or a restaurant. Remember to place them neatly together facing the door you came in. This is also true in China, Korea, Thailand and Iran.

### **Food and drink**

In Italy, Spain, and Latin America, lunch is often the biggest meal of the day, and can last two or three hours. For this reason, many people eat a light breakfast and a late dinner. In Britain, you might have a business lunch. In Mexico and Japan lunch is a time to relax and socialize and not to do business. In Britain and the United States, it's not unusual to have a business meeting over breakfast, and in China it's common to have business banquets, but you shouldn't discuss business during the meal.

### **Doing business**

In most countries, an exchange of business cards is essential for all formal introductions. You should include your company name and your position. If you are going to a country where your language is not widely spoken, you can get the reverse side of your card printed in the local language. Japanese business people consider it their professional duty to

1. In many Asian cultures, it is acceptable to smack your lips when you eat, it means that the food is good.

2. In France, you shouldn't sit down in a cafe until you've shaken hands with everyone you know.

3. In China, your host will keep refilling your dish until you lay your chopsticks across your bowl.

4. Most South Americans and Mexicans like to stand very close to the person they're talking to. You shouldn't back away.

5. In Ireland, social events sometimes end with singing and dancing. You may be asked to sing.

6. In America, you should eat your hamburger with both hands and as quickly as possible. You shouldn't try to have a conversation until it is eaten.

go out after work with colleagues to restaurants, bars, or nightclubs. If you are invited, you shouldn't refuse, even if you don't feel like staying out late.

**3. Choose the correct variant. Each question includes four options, only one of which is correct.**

1. How do Americans or Canadians typically greet someone for the first time?

- A) Bow respectfully
- B) Shake hands firmly while making eye contact
- C) Hug the person
- D) Nod without physical contact

2. In which countries is eye contact avoided as a sign of respect?

- A) Canada and the United States
- B) Japan and Thailand
- C) Italy and Spain
- D) Mexico and Britain

3. What should women wear in Asian and Muslim countries?

- A) Clothes that show too much skin
- B) Shorts and tank tops
- C) Clothes that cover the body
- D) Fancy business clothes

4. What is common during lunch in Mexico and Japan?

- A) Conducting business meetings
- B) Eating quickly and rushing to work
- C) Relaxing and socializing
- D) Having a light snack

5. When can business meetings typically occur in Britain and the United States?

- A) Only during lunch
- B) Only during dinner
- C) Over breakfast
- D) After lunch only

6. What is essential when making official introductions in most countries?

- A) A warm smile
- B) Business cards
- C) A polite bow
- D) A gift

7. What should you include on your business card?
- A) Your favorite quote
  - B) A picture of yourself
  - C) Your company name and position
  - D) Personal hobbies
8. In Japan, what do business people typically do after work according to the text?
- A) Go home immediately
  - B) Go out with colleagues to socialize
  - C) Attend a business seminar
  - D) Engage in sports activities
9. If invited to go out after work in Japan, what should you do?
- A) Politely refuse the invitation
  - B) Accept the invitation
  - C) Suggest an alternative time
  - D) Bring a friend along
10. In the context of eating in Asian cultures, what does it mean if someone smacks their lips?
- A) They are unhappy with the food
  - B) The food is good
  - C) They want more food
  - D) They are in a hurry

**Answer key:**

- 1. B)
- 2. B)
- 3. C)
- 4. C)
- 5. C)
- 6. B)
- 7. C)
- 8. B)
- 9. B)
- 10. B)

**4. Answer the questions.**

- 1. How do Americans and Canadians usually greet someone when they meet for the first time?
- 2. How does the way people greet each other differ between Japan and Thailand? Provide details from the text.
- 3. What do people in Asian and Muslim countries expect women to wear?

4. Why do people take off their shoes before entering homes in Japan?
5. What is lunch like in Italy, Spain, and Latin America, and how is it different in Britain?
6. What are some business dining etiquette tips mentioned in the text, particularly regarding discussions during meals?
7. Why is exchanging business cards important in most countries, and what specific information should they contain?
8. What should you do if Japanese colleagues invite you out after work? Why is this important?
9. How do eating customs differ between many Asian cultures and Western cultures?
10. What cultural custom surprised you the most, and why?

**5. Write an article for a cultural travel magazine focusing on the importance of greetings, dining customs, and dressing appropriately while traveling abroad. Include tips for travellers to respect local customs.**

**6. Create a cultural etiquette handbook that includes key customs related to greetings, clothing, food, and business for various countries (the choice of countries is to your liking).**

#### **4.7 Customs and traditions in the Republic of Belarus, UK and master student's native country**

##### **1. Answer the questions.**

- 1) Why do you think traditions are important for a society?
- 2) Do customs and traditions help bring families together? How?
- 3) Do customs and traditions vary between different cultures? How? Give some examples.
- 4) Can you name any unique customs in your country?
- 5) Do you know any British customs and traditions?

##### **2. Fill in the blanks with the appropriate word or phrase given in the box.**

1. The Changing of the Guard ceremony at Buckingham Palace is known \_\_\_\_\_, attracting many tourists each year.
2. Many British people make an effort \_\_\_\_\_, as they believe it connects them to their history and culture.
3. The annual ceremony of the State Opening of Parliament is considered \_\_\_\_\_, drawing attention due to its historical significance.

- a) *to be fascinating*
- b) *enrich*
- c) *delivered*
- d) *to follow customs and traditions*
- e) *to cheer you up*
- f) *to be spectacular*
- g) *excited*
- h) *to be adventurous*

4. On Sundays in Britain, letters are not \_\_\_\_\_, as the postal service takes a break, which is part of the tradition.
5. Drinking a cup of tea can help \_\_\_\_\_ during tough times, as many believe it has calming effects.
6. The British love \_\_\_\_\_ about foods from different cultures, and this has led to an increase in the choice of dishes available throughout the country.
7. Children often feel \_\_\_\_\_ when they attend festive events like Trooping the Colour, as these occasions are filled with energy and thrill.
8. Trying new recipes and exploring various cuisines can \_\_\_\_\_ one's culinary experience, making cooking more enjoyable and varied.

**Answer key:**

1. f
2. d
3. a
4. c
5. e
6. h
7. g
8. b

**Text 5. A Snapshot of British Customs and Ceremonies**

**1. Read the text attentively and list all the British traditions mentioned in the text.**



Everybody knows that Britain is a “land of tradition” and British people carefully follow their old customs and traditions. The best examples are their monarch, money system, their weights and measures. The British didn’t change their system of currency and they use non-metric system of measurement. They also drive on the left-hand side of the road.

Some ceremonies are traditional, such as the ceremony of the Keys at the Tower of London (this ceremony is 700 years old and it takes place every night), the Changing of the Guard at Buckingham Palace (an event which takes place at 11:00 a.m. every day during the summer months (April to July) and every other day in the winter months (August to March), Trooping the Colour (this spectacular ceremony takes place on the King’s ‘official’ birthday on the second Saturday in June) or the annual ceremony of the State Opening of Parliament (is one of the most fascinating ceremonies that takes place every year in November).

More than that, there are many traditions that have become part of British everyday life. British mail boxes, telephone boxes and double-decked buses are traditionally red. On Sundays letters are not delivered, all theatres are closed and only a few Sunday papers are published.

There are also some traditions concerning food. British cuisine includes traditional dishes like fish and chips, traditional English breakfast, and afternoon tea.



Tea drinking is a special page in English life. The British are the world's greatest tea drinkers. They drink a quarter of all the tea grown in the world each year. They say "If you are cold, tea will warm you. If you are hot, it will cool you. If you are depressed, it will cheer you up. If you are excited, it will calm you".

Today the British are becoming more adventurous in their cooking and eating habits thanks to numerous immigrants from all over the world. Chinese, Indian and Pakistani restaurants are very popular in the country.

Great Britain is full of customs and traditions which enrich the lives of the British and make them feel proud of their country, its history and culture.

## 2. Choose the correct variant.

1. What is one example of a traditional ceremony that takes place at the Tower of London?

- A) Changing of the Guard
- B) Ceremony of the Keys
- C) Trooping the Colour
- D) State Opening of Parliament

2. When does the Changing of the Guard take place?

- A) Every Sunday
- B) Every day at 11:00 a.m. in summer and every other day in winter
- C) Only in the winter months
- D) Once a month

3. Which of the following is NOT mentioned as a traditional British dish?

- A) Fish and chips
- B) Pizza
- C) Traditional English breakfast
- D) Afternoon tea

4. What color are traditional British mailboxes and telephone boxes?
- A) Blue
  - B) Green
  - C) Red
  - D) Yellow
5. How often is mail delivered on Sundays in Britain?
- A) Daily
  - B) Only in the morning
  - C) Not delivered at all
  - D) Delivered once a week
6. What do the British prefer to drink in the afternoon?
- A) Coffee
  - B) Water
  - C) Juice
  - D) Tea
7. What cuisine has become popular in Great Britain due to immigration according to the text?
- A) French
  - B) Italian
  - C) Indian
  - D) American
8. What is the purpose of afternoon tea in British culture?
- A) To celebrate birthdays
  - B) To serve as a meal replacement
  - C) A social custom for relaxation and conversation
  - D) A formal ceremony
9. What does the phrase “If you are cold, tea will warm you...” suggest about tea in British culture?
- A) Tea is considered a multi-purpose beverage
  - B) Tea is only for cold weather
  - C) Tea is not commonly consumed
  - D) Tea is only for social events
10. What do the different customs and traditions in Great Britain make British people feel?
- A) Ashamed of their history
  - B) Proud of their country and culture
  - C) Confused about who they are
  - D) Uninterested in other cultures



**Answers Key:**

1. B) Ceremony of the Keys
2. B) Every day at 11:00 a.m. in the summer and every other day in the winter
3. B) Pizza
4. C) Red
5. C) Not delivered at all
6. D) Tea
7. C) Indian
8. C) A social custom for relaxation and conversation
9. A) Tea is considered a multi-purpose beverage
10. B) Proud of their country and culture

**3. Read each statement attentively and decide whether it is true or false.**

1. The British use a metric system of measurement.
2. The ceremony of the Keys at the Tower of London is over 700 years old.
3. The Changing of the Guard happens every day in the winter months at Buckingham Palace.
4. British mailboxes and telephone boxes are traditionally blue.
5. Letters are delivered on Sundays in Britain.
6. Fish and chips is one of the traditional British dishes mentioned in the text.
7. The British drink less than a quarter of all the tea grown in the world each year.
8. British cuisine is becoming less diverse due to immigration.
9. The text states that traditions are an essential part of British culture.
10. Afternoon tea is a modern invention in British culture.

**Answer key:**

1. False
2. True
3. False
4. False
5. False
6. True
7. False
8. False
9. True
10. False

**4. Answer the questions.**

- 1) What are the examples of the British Royal Customs?

- 2) How often does the ceremony of the Keys at the Tower of London take place? How old is this tradition?
- 3) When does the Changing of the Guard occur during the summer months?
- 4) When does Trooping the Colour take place?
- 5) The State Opening of Parliament is the annual ceremony, isn't it?
- 6) What color are traditional British mailboxes and telephone boxes?
- 7) Name three traditional British dishes mentioned in the text.
- 8) Why is tea drinking considered significant in British culture according to the text?
- 9) What does the text mention about the British system of measurement and currency?
- 10) In what ways might the traditions mentioned in the text differ from those in your own culture?

### **Text 6. Belarus: A Land of Hospitality and Rich Traditions**

**1. What customs or traditions might you associate with Belarus based on the title 'Belarus: A Land of Hospitality and Rich Traditions'? Write down three customs or traditions that you believe are important in Belarus.**

**2. Read the text and list Belarusian customs and traditions that are mentioned in the article.**



Belarus is known for its strong customs and traditions that have been shared through generations.

One of the most important aspects of Belarusian culture is its traditional cuisine. Common meals like potato pancakes (draniki), soups like borscht, and various pastries are often shared during family gatherings and celebrations.

Food is very important in Belarusian hospitality, where guests are warmly welcomed with generous meals. Hosts usually prepare a lot of food and drinks to show respect and appreciation for their visitors.

Belarusians also have a great respect for nature, which is reflected in their lifestyle and customs. The country has beautiful forests, lakes, and rivers, and many traditional customs and rituals are related to the seasons. For example, during harvest time, people celebrate together with songs, dances, and rituals that honor the land. This strong connection with nature also includes caring for the environment to keep Belarus beautiful for future generations.

Crafting is another important part of Belarusian culture. Handmade items like pottery, woven fabrics, and detailed woodwork are valued for their beauty and their cultural meaning. Artisans take pride in their work, and there are many festivals that celebrate these crafts, giving both locals and visitors a chance to enjoy the artistic heritage of Belarus.



Belarusian customs and traditions emphasize hospitality, delicious food, respect for nature, and skilled craftsmanship. Together, these elements create a unique culture that helps foreigners understand the Belarusian way of life.

**3. Fill in the blanks using the phrases from the list below. Each phrase may only be used once.**

- a) *caring for the environment*
- b) *family celebrations*
- c) *take pride in*
- d) *traditional cuisine*
- e) *strong connection with nature*
- f) *woven fabrics*
- g) *artisan*
- h) *to show appreciation*
- i) *crafts*
- j) *are valued for*

1. Belarus is known for its \_\_\_\_\_, which includes dishes like potato pancakes and rich soups that reflect the country's agricultural roots.
2. Important gatherings, such as weddings and holidays, are examples of \_\_\_\_\_ that emphasize the importance of family ties in Belarusian culture.

3. It is customary in Belarus \_\_\_\_\_ when someone brings a gift or does something kind, expressing gratitude for their efforts.
4. Many Belarusians have a \_\_\_\_\_, enjoying the beauty around them and the resources the nature offers.
5. Belarusians often take part in different projects and events aimed at \_\_\_\_\_.
6. Traditional clothing often includes beautiful \_\_\_\_\_ with detailed patterns
7. In Belarus, handmade products \_\_\_\_\_ for to their unique craftsmanship and cultural importance.
8. An \_\_\_\_\_ is someone who creates handcrafted goods, often using traditional skills passed down through generations.
9. Belarusians \_\_\_\_\_ their rich culture, which is shown through festivals, traditional songs and art.
10. Artisans often sell their \_\_\_\_\_ at local markets, giving visitors a chance to see the country's rich culture and artistic skills.

**Answer key:**

- 1) d
- 2) b
- 3) h
- 4) e
- 5) a
- 6) f
- 7) j
- 8) g
- 9) c
- 10) i

**4. Choose the correct variant.**

1. What is one of the most important aspects of Belarusian culture?  
A) Traditional cuisine  
B) Modern technology  
C) Urban architecture
2. Which of the following dishes is commonly found in Belarusian cuisine?  
A) Sushi  
B) Potato pancakes (Draniki)  
C) Pizza
3. What is typically done by Belarusians to honor guests?  
A) Providing small appetizers  
B) Offering generous meals and drinks  
C) Keeping meals simple
4. How do Belarusians show respect for nature?  
A) By organizing festivals every year  
B) Through customs and rituals related to the seasons  
C) By focusing on city environment only
5. During which season do Belarusians often celebrate harvest time?  
A) Winter  
B) Spring  
C) Autumn
6. Which type of craftsmanship is highly valued in Belarus?  
A) Mass production  
B) Handcrafted pottery and woodwork  
C) Electronics
7. What type of gatherings often include traditional meals in Belarus?

- A) Business meetings
- B) Family gatherings and celebrations
- C) Political assemblies

8. Which of the following is NOT a natural feature found in Belarus?

- A) Forests
- B) Lakes
- C) Deserts

9. Which term describes the Belarusian approach to nature?

- A) Exploitation
- B) Respect and care
- C) Neglect

10. What do festivals celebrating crafts highlight in Belarus?

- A) Economic growth
- B) Artistic heritage and craftsmanship
- C) Modern design trends

**Answer key:**

- 1. A) Traditional cuisine
- 2. B) Potato pancakes (Draniki)
- 3. B) Offering generous meals and drinks
- 4. B) Through customs and rituals related to the seasons
- 5. C) Autumn
- 6. B) Handcrafted pottery and woodwork
- 7. B) Family gatherings and celebrations
- 8. C) Deserts
- 9. B) Respect and care
- 10. B) Artistic heritage and craftsmanship

**5. Answer the questions.**

- 1. What role does traditional cuisine play in Belarusian culture?
- 2. Can you name at least two common dishes found in Belarus?
- 3. How do Belarusians typically treat their guests during gatherings?
- 4. How do you think serving food to guests affects how people from other countries see Belarusian culture?
- 5. In what ways is respect for nature reflected in Belarusian customs?
- 6. What activities are involved in the celebration of harvest time in Belarus?
- 7. Why do you think seasonal rituals and celebrations are significant for Belarusian communities?
- 8. What types of handmade crafts are considered important in Belarusian culture?

9. Why are festivals significant for artisans in Belarus?
10. In what ways do Belarusian traditions help foreigners understand the country better?

**6. Think about your time in Belarus and share what you noticed about the culture, traditions, and customs you experienced. Answer the questions below which will help you organize your thoughts. Provide specific examples from your experience to support your answers. Share your feelings and impressions; this will make your reflection more interesting.**

1. What traditional Belarusian foods have you tried, and what do you think of them?
2. How do you think the importance of sharing meals with guests differs from your own culture?
3. Have you participated in any cultural celebrations or rituals related to nature in Belarus? What was your experience like?
4. How do you feel about the way Belarusians show respect for nature? Is it similar to your home country's customs?
5. Have you seen any Belarusian crafts, like pottery or weaving? What stood out to you?
6. How do you think festivals celebrating crafts contribute to the community in Belarus?
7. In your opinion, why is hospitality so important in Belarusian culture? How does it compare to your culture?
8. What aspects of Belarusian culture surprised you the most during your stay?
9. Have you noticed any changes in traditional practices among young Belarusian people? Can you give examples?
10. How has learning about Belarusian customs helped you connect with local people?

**7. Complete one of the creative tasks that inspires you:**

✓ **Cultural Comparison Poster:** Create a visual poster comparing a specific custom or tradition from Belarus / the UK and your native country. Include images, short descriptions, and facts about each tradition. Highlight similarities and differences.

✓ **Cultural Comparison Project:** Dwell on several customs from your culture that you believe are similar to or different from Belarusian / British traditions.

✓ **Cultural Comparison Essay:** Write an essay comparing some Belarusian / British traditions with similar traditions in your own culture. Focus on similarities and differences and reflect on what these traditions say about their respective cultures.

#### **4.8 Holidays and celebrations in the Republic of Belarus, UK and master student's native country**

**1. Traditional holidays are important for people's emotional and physical health. They bring joy, improve lifestyles and create stronger relationships. Answer the questions.**

1. What do you enjoy most about traditional holidays?
2. How do holidays help you feel closer to your family and friends?
3. What activities do you usually do during holidays that make you happy?
4. How do you think celebrating holidays affects your mood?
5. What traditional foods do you look forward to during holidays?
6. Do you think holidays help people relax? Why or why not?
7. How do you celebrate holidays in your community?
8. What traditions do you have that make you feel connected to your culture?
9. How do holidays encourage people to be together?
10. Do you think taking breaks during holidays is important for your health?

Why?

**2. In small groups create a simple calendar that includes the official public holidays in your own country.**

#### **Text 7. Kupalle: Echoes of Ancient Beliefs in Contemporary Belarus**

**1. Read the first paragraph of the text and name all public holidays celebrated in the Republic of Belarus. Compare the list of the official public holidays celebrated in your own country to the list of Belarusian public holidays. Are there any similarities and differences in the types of celebrations and their historical significance?**

There are ten public holidays in Belarus, which are observed nationwide and are official days off. Among them are New Year (January, 1), Catholic Christmas (December, 25), Orthodox Christmas (January, 7), International Women's Day (March, 8), Catholic and Orthodox Easter, Radunitsa (commemoration day of the dead on the 9th day after Easter), Labour Day (May, 1), Victory Day (May, 9), Independence Day (July, 3), October Revolution Day (November, 7). But Belarusian people remember not only the great battles and fights: the traditions and customs of our ancestors are also kept in people's memory. Some of them are even included in the UNESCO World Heritage list. Certainly, nowadays, when most people live in big cities, old traditions are not so widespread. Still there is a tendency to revive old customs, especially if they are connected with positive emotions, enjoyable time, and bright impressions.





Perhaps, the most ancient and loved pagan holiday in contemporary Belarus is Kupalle. Kupalle is associated with numerous legends and myths. Now it is celebrated on the night of July, 7 in accordance with the Orthodox calendar. But the ancestors of modern Belarusians

celebrated the Midsummer Day on June, 23. They believed that on the night before that day witches, sorcerers and ghosts roamed the earth trying to do harm to people. It was also believed that on Kupalle night the fern had a glowing flower – “Paparac-kvetka”. The lucky couple that would find it would live happily and would be able to foresee the future. No wonder that a lot of young boys and girls spent hours in search for the fern-flower in blossom, which was also a symbol of love.

The central part in Kupalle celebration was lighting bonfires. During the day young men would prepare the place to start the fire. They would go around the village collecting old things – clothes, broken barrels – and would take them out to the chosen place. Usually it would be a meadow, a forest glade or a bank of the river.



The oiled wooden wheel would be set on the fire to symbolize the sun. Jumping over the fire when it is burning low, as well as bathing in a river or lake were supposed to be the acts of purification. People also performed traditional dances “karagods” (round dance where participants hold hands), sang folk songs and competed in strength.

A popular type of magic practiced on Kupalle night was fortune telling.



The girls would put their wreaths on the water and let the river carry them. The boy who fished the wreath out of the water would be that girl’s fiancé. It was also the best time to gather herbs and to prepare love potions.

The holiday of Kupalle has been widely featured in the Belarusian literature and works of art. It lives on the Belarusian soil as a reminder of our past and our hope for a better future. Today, these festivities are a mix of ancient traditions and rituals, theatrical performances and games.



**2. Read the whole text and decide whether each statement is true or false.**

1. There are ten public holidays in Belarus that are official days off.
2. Victory Day is celebrated in Belarus on May 9.
3. Kupalle is celebrated on the night of June 23 according to the Orthodox calendar.
4. The fern flower, known as "Paparac-kvetka," is believed to glow on Kupalle night.
5. One of the main activities during Kupalle is lighting bonfires.
6. Jumping over the fire and bathing in a river are believed to be acts of purification.
7. Young boys and girls search for a special flower during Kupalle to predict their future.
8. The holiday of Kupalle has no connection to historical or cultural traditions.
9. The wreaths that girls put on the water during Kupalle are used for decorating their homes.
10. Kupalle celebrations today are a combination of ancient traditions and contemporary performances.

**Answer key:**

1. True
2. True
3. False (It is celebrated on the night of July 7 according to the Orthodox calendar.)
4. True
5. True
6. True
7. False (They search for the fern flower, not a special flower.)
8. False (It is connected to historical and cultural traditions.)
9. False (Wreaths are used for fortune telling, not for decorating.)
10. True

**3. Match statements / terms in column A with their corresponding descriptions / explanations in column B.**

Column A Statements/Terms	Column B Descriptions/Explanations
1. <i>Kupalle</i>	A. A central activity during the celebration of Kupalle which symbolizes purification.
2. <i>Fern flower (Paparac-kvetka)</i>	B. A significant public holiday celebrated on July 3 in Belarus.
3. <i>Lighting bonfires</i>	C. A plant which was believed to bloom on the night of Kupalle, representing love and
4. <i>Fortune telling</i>	
5. <i>Independence Day</i>	
6. <i>Traditional Kupalle dance</i>	

**7. Radunitsa**

**8. Old customs revival**

**9. Mystical creatures**

**10. Midsummer Day**

fortune.

D. An ancient pagan holiday celebrated in Belarus that includes various rituals and practices.

E. An act to predict the future.

F. The practice of reconnecting with ancient traditions and customs.

G. The day celebrated on the night of July 7 in accordance with the Orthodox calendar.

H. A holiday associated with honoring ancestors, emphasizes the connection between the living and the dead, as well as the importance of family and traditions.

I. Traditional Slavic folk dance, performed in a circle, where participants hold hands and move together while often singing folk songs.

J. Refers to witches, sorcerers, and ghosts thought to roam the earth on Kupalle night.

**Answer key:**

1 - D

2 - C

3 - A

4 - E

5 - B

6 - I

7 - H

8 - F

9 - J

10 - G

**4. Answer the questions.**

1) What are the official public holidays celebrated in Belarus? Can you name at least three?

2) What does the holiday Kupalle commemorate, and when is it celebrated?

3) How did the ancestors of modern Belarusians celebrate Midsummer Day compared to how Kupalle is celebrated today?

4) What beliefs were associated with the fern flower known as "Paparac-kvetka"?

5) What activities were central to the celebration of Kupalle? List at least three.

6) Why did young boys and girls search for the fern-flower during Kupalle?

7) What symbolizes purification during the Kupalle celebrations?

8) What traditional dance is mentioned in connection to the Kupalle celebrations?

9) How does the text describe the current state of old customs and traditions in Belarus?

10) In what ways has the holiday of Kupalle been represented in Belarusian culture, literature, and works of art?

**5. Summarize the text in your own words. Prepare a 3-5 minute presentation mentioning the main points of the text. Focus on the significance of the Kupalle holiday, its historical background, and the rituals associated with it.**

**6. Write a passage about a traditional holiday that is important in your culture. Focus on the customs and ritual that are important during this holiday and the emotions that this celebration evoke.**

### **Text 8. Public Holidays in the UK: From Christmas to Easter and Beyond**

**1. Read the text carefully and name all the UK public holidays mentioned in the passage:**

In the UK, public holidays are usually called bank holidays. The holidays can vary depending on the region: England, Wales, Scotland, or Northern Ireland.

In England and Wales, there are eight bank holidays:

1. New Year's Day (January 1)
2. Good Friday (March or April)
3. Easter Monday (March or April)
4. Early May Bank Holiday (the first Monday in May)
5. Spring Bank Holiday (the last Monday in May)
6. Late Summer Bank Holiday (the end of August)
7. Christmas Day (December 25)
8. Boxing Day (December 26)

If a bank holiday falls on a Saturday or Sunday, the next Monday is a substitute holiday. In the past, everything was closed on bank holidays, but now many shops and offices stay open, except banks. Christmas Day is the only day when most shops definitely close.



**Christmas** is celebrated on December 25. Most people in the UK celebrate Christmas, even if they are not religious. Christmas is a family holiday. People decorate their homes with mistletoe, holly, ivy, and colorful lights. Many city centers have Christmas trees, with a famous one in Trafalgar Square, London. Christmas carols and nativity plays are popular.

On Christmas Day, families enjoy a special meal together, which usually includes roast turkey, potatoes, vegetables, stuffing, gravy, mini sausages

wrapped in bacon, and Brussels sprouts. Before the meal, people often break Christmas crackers, which contain paper crowns, small gifts, and jokes. For dessert, they have Christmas pudding, a dense dessert with dried fruits. Sometimes brandy is poured on top. Later in the day, the Monarch's Christmas message is broadcast on TV and radio across the UK and the Commonwealth.

**Boxing Day** is the day after Christmas. It got its name from the "Christmas box" of gifts that employers used to give to their

workers. Today, people give each other presents in boxes. Many spend the day with family, going for walks, watching sports, or eating the Christmas leftovers.



On **New Year's Eve** (December 31), people celebrate midnight with friends and family, often singing "Auld Lang Syne," a song written by Scottish poet Robert Burns. The celebrations can continue into New Year's Day (January 1). The biggest celebrations happen in London, where fireworks light up the sky over the London Eye at midnight, and Big Ben chimes at this time to ring in the New Year. Many people in London gather at places like Piccadilly Circus or Trafalgar Square. Some people make "New Year's resolutions," which are promises to reach a goal or quit a bad habit, while others may ignore the celebrations and go to bed at their usual time.

In Scotland, people celebrate New Year with a festival called Hogmanay, which includes music, dancing, food, and fireworks. Edinburgh has some of the biggest parties. A tradition called "first footing" is important: the first person to enter a home after the New Year must be a man, ideally dark-haired or with joining eyebrows. This person should bring coal, bread, and money or salt to ensure warmth, food, and wealth for the coming year.

**Easter** is a Christian holiday that celebrates the resurrection of Jesus Christ. It is celebrated for four days, starting from Good Friday and ending on Easter Monday. People often give each other chocolate eggs and eat hot cross buns, which are sweet buns with a cross on top. Children enjoy decorating eggs and participating in Easter egg hunts. On Easter Sunday afternoon, there is a famous Easter Parade in Battersea Park in London.



In **May**, there are two bank holidays (Mondays) and one bank holiday at the end of **August**. These are days off from work or school, and people often spend time outdoors enjoying the sunshine. Even though the weather in the UK can be unpredictable, many people go on short trips during these long weekends. During these holidays, museums and attractions like historic houses, zoos, and sports centers stay open. Many families have picnics, and there are various sports events, horse races and large fairs.

There are many more events across the UK, throughout the year. Though they are not days off, many people celebrate them. Halloween (October, 31), Bonfire Night (November, 5), St. Valentine's Day (February, 14), St. Patrons' Days, Notting Hill Carnival, etc. are popular with the public.

**2. Fill in the blanks with the correct word or phrase from the options provided.**

- a) *fireworks light up the sky*
- b) *Christmas carols*
- c) *participating in Easter egg hunts*
- d) *to break Christmas crackers*
- e) *to eat Christmas leftovers*
- f) *decorate their houses*
- g) *New Year's resolutions*
- h) *to eat hot cross buns*
- i) *celebrate*
- j) *go on short trips*

1. In December, people in the UK \_\_\_\_\_ Christmas to mark the birth of Jesus Christ.
2. Families often \_\_\_\_\_ before Christmas to create a festive atmosphere.
3. During the Christmas season, it is common to sing \_\_\_\_\_ while gathering with friends and family.
4. On Christmas Day, it is a tradition for families \_\_\_\_\_ to enjoy a fun activity together.

5. The next day after the holiday feast, many people like \_\_\_\_\_ from the big dinner.
6. On New Year's Eve, \_\_\_\_\_ to welcome the new year with a bang.
7. As the new year begins, many individuals make \_\_\_\_\_ to improve their lives and set goals.

8. During Easter, it is a tradition for families \_\_\_\_\_, which are sweet buns with a cross on top, as a symbol of the crucifixion.
9. Children often enjoy \_\_\_\_\_, where they search for hidden eggs that are usually decorated or filled with chocolate.
10. In May, many people take advantage of the bank holidays and they \_\_\_\_\_, enjoying the pleasant weather and exploring nearby attractions.

**Answer key:**

- 1. i
- 2. f
- 3. b
- 4. d
- 5. e
- 6. a
- 7. g
- 8. h
- 9. c
- 10. j

**3. Choose the correct variant.**

1. How many bank holidays are observed in England and Wales?
- A) Six
  - B) Seven
  - C) Eight
  - D) Nine
2. Which of the following is NOT one of the bank holidays mentioned for England and Wales?
- A) New Year's Day
  - B) Thanksgiving
  - C) Easter Monday
  - D) Boxing Day
3. Which regions in the UK have varying bank holidays?
- A) England, Wales, Scotland, Northern Ireland
  - B) England, Scotland, and Wales only
  - C) Scotland and Northern Ireland only
  - D) England only
4. Which of the following holidays is celebrated on December 25?
- A) Good Friday
  - B) Easter Monday
  - C) Christmas Day
  - D) Boxing Day
5. What unique item do people often break before their Christmas meal?
- A) Christmas crackers
  - B) Easter eggs



- C) New Year's resolutions
- D) Fireworks
- 6. What type of meal is typically enjoyed on Christmas Day in the UK?
  - A) A barbecue
  - B) A special breakfast
  - C) A family dinner that includes roast turkey and various sides
  - D) A takeaway meal
- 7. What is the origin of Boxing Day's name?
  - A) It comes from the boxes used for decorations.
  - B) It was named after the boxing matches held on that day.
  - C) It refers to the "Christmas box" of gifts given by employers to workers.
  - D) It celebrates the sport of boxing.
- 8. What do people usually do on Boxing Day?
  - A) Go shopping
  - B) Attend church services
  - C) Spend time with family and watch sports
  - D) Decorate their homes
- 9. What song do people commonly sing to celebrate the New Year at midnight?
  - A) Happy New Year
  - B) Auld Lang Syne
  - C) We Wish You a Merry Christmas
  - D) For He's a Jolly Good Fellow
- 10. What is Hogmanay?
  - A) A type of Easter egg
  - B) A New Year festival celebrated in Scotland
  - C) A traditional Christmas meal
  - D) A public holiday in England
- 11. What is the significance of the "first footing" tradition in Scotland?
  - A) It marks the beginning of spring.
  - B) The first person entering a home after New Year should bring gifts.
  - C) It involves the first guest to enter after New Year bringing specific items for good fortune.
  - D) It is a type of celebration that occurs in February.
- 12. How many days is Easter celebrated?
  - A) Two days
  - B) Three days
  - C) Four days
  - D) Five days
- 13. What do children enjoy doing during Easter?
  - A) Decorating Christmas trees
  - B) Going to summer fairs
  - C) Decorating eggs and participating in Easter egg hunts
  - D) Making Thanksgiving crafts

14. What popular activity occurs during Easter Sunday in Battersea Park, London?

A) New Year's fireworks

B) Easter Parade

C) Christmas markets

D) Music festivals

15. What is a common activity for families during the May bank holidays?

A) Staying indoors

B) Traveling to other countries

C) Going on short trips and enjoying outdoor activities

D) Attending school

**Answers key:**

1. C

2. B

3. C

4. C

5. A

6. C

7. C

8. C

9. B

10. B

11. C

12. C

13. C

14. B

15. C

**4. Match the phrases on the left with their corresponding descriptions / explanations on the right.**

**Phrases / concepts**

**A. Boxing Day**

**B. New Year's Eve**

**C. Hogmanay**

**D. Easter**

**E. May Bank Holidays**

**F. Christmas Crackers**

**G. Christmas Pudding**

**Descriptions / explanations**

1. A special dense dessert traditionally enjoyed after the main Christmas meal.

2. A Scottish festival that includes music, dancing, and first footing traditions.

3. A day after Christmas when people give each other gifts and spend time with family.

4. The night when people celebrate the transition from one year to another, often with fireworks and singing.

5. A Christian holiday that celebrates the resurrection of Jesus Christ, marked by traditions like egg decorating.



6. A festive item containing paper crowns, small gifts, and jokes that people break before the Christmas meal.
7. A long weekend in May and another at the end of August, celebrated with outdoor activities and short trips.

**Answer key:**

1. G. Christmas Pudding
2. C. Hogmanay
3. A. Boxing Day
4. B. New Year's Eve
5. D. Easter
6. F. Christmas Crackers
7. E. May Bank Holidays

**5. Answer the questions.**

1. How are public holidays called in the UK?
2. How many bank holidays are there in England and Wales, and can you name them?
3. What happens when a bank holiday falls on a Saturday or Sunday?
4. Describe how Christmas is typically celebrated in the UK.
5. What is Boxing Day, and how did it get its name?
6. What do people often do to celebrate New Year's Eve in the UK?
7. What unique tradition is associated with Hogmanay in Scotland?
8. What is the significance of Easter, and how do people typically celebrate it?
9. When are the two bank holidays in May, and what do people typically choose to do during these holidays?
10. What types of attractions and activities remain open during bank holidays?

**6. Choose one of the creative tasks below related to public holidays in Belarus, the UK and master students' native country.**

✓ ***Holiday Comparison Chart:*** Create a comparison chart showcasing public holidays in Belarus and your native country.

*Instructions:*

1. Research the public holidays in both Belarus and your native country.
2. Create a chart that includes:
  - Names of holidays.
  - Dates of the holidays.
  - Main traditions and customs.
  - Significance of each holiday.
3. Use visuals, such as flags or symbols associated with each holiday, to make your chart more impressive.

✓ ***Cultural Exchange Presentation:*** Prepare a presentation that highlights

the similarities and differences between public holidays in the UK and your native country.

*Instructions:*

1. Choose 2-3 public holidays from each country.
2. Create slides that include:
  - Overview of each holiday.
  - Comparisons of how the holidays are celebrated and their cultural significance.
  - Personal anecdotes or experiences related to the holidays.
3. Use multimedia elements (videos, images, sounds) to make the audience interested.

✓ ***Creative Holiday Calendar:*** Design a creative calendar that features public holidays in Belarus and the UK.

*Instructions:*

1. Choose a format for your calendar (digital or paper).
2. Include:
  - Dates and names of holidays from both countries.
  - Illustrations or photos that represent each holiday.
  - Short descriptions of how these holidays are celebrated.
3. Give a copy to groupmates and comment on your calendar information.

#### **4.9 Special occasions in the Republic of Belarus, UK and master student's native country**

**1. There are many special occasions that people celebrate, each with its own significance and traditions. Continue the list of some common special occasions:**

- ✓ Engagements
- ✓ Anniversaries
- ✓ Retirements
- ✓ Baby Showers
- ✓ Housewarming Parties
- ✓ \_\_\_\_\_
- ✓ \_\_\_\_\_
- ✓ \_\_\_\_\_
- ✓ \_\_\_\_\_
- ✓ \_\_\_\_\_

**2. Answer the questions.**

- 1) What are some special occasions that you celebrate?
- 2) How do you personally celebrate special occasions? Are there any unique traditions in your culture?
- 3) In what ways do you think special occasions can impact people's mental health?

4) Can you think of a time when a special occasion helped strengthen family relations or friendship? Share your experience.

### **Text 9. Celebrations That Matter: The Role of Special Occasions in Our Lives**

**1. Read the text and list all the special occasions mentioned in the text.**

Special occasions are important in our lives because they mark significant moments and help us create lasting memories. Events like birthdays, weddings, graduations, and holidays give us a chance to celebrate and reflect on what's important. They help us come together with family and friends, making our relationships stronger.

On these special days, we often show our love and gratitude for each other. For example, on birthdays, we celebrate not just the person but also their life journey. Weddings represent new beginnings, while graduations show that hard work has paid off. These occasions remind us of the experiences we share and the support we get from those around us.

Special occasions also give us a break from our everyday lives. They let us pause, celebrate achievements, and feel happy. Through the traditions linked to these events, we connect with our culture and pass meaningful practices to future generations.

In short, special occasions make our lives richer by bringing us together, celebrating important moments, and creating wonderful memories. They remind us of what truly matters: our connections with others and the joy of living in the moment.

**2. Read each statement carefully and write "T" for true and "F" for false.**

1. Special occasions are considered unimportant and do not affect our lives.
2. Events such as birthdays and weddings allow us to celebrate and reflect on what matters.
3. Special occasions generally make our relationships with family and friends worse.
4. On birthdays, we celebrate the individual and his / her entire life journey.
5. Weddings symbolize the end of something rather than a new beginning.
6. Graduations are a sign that hard work has been recognized and rewarded.
7. Special occasions provide a break from routines and everyday life.
8. Traditions associated with special occasions help connect us to our heritage.
9. Special occasions affect how we connect with other people.
10. Special occasions emphasize the importance of living in the moment and appreciating our connections with others.

**Answer key:**

1. F
2. T
3. F
4. T
5. F
6. T
7. T
8. T
9. T
10. T

**3. Answer the questions.**

- 1) Why are special occasions important in our lives?
- 2) How do special occasions strengthen relationships among family and friends?
- 3) What feelings do people often express during special occasions?
- 4) What do birthdays celebrate beyond the individual?
- 5) How do weddings and graduations differ in what they represent, according to the text?
- 6) In what way do special occasions give us a break from our everyday lives?
- 7) What is the overall message about the role of special occasions in our lives?

**4. Think about a recent special occasion you celebrated and write a paragraph paying special attention to feelings, traditions, and lessons learned from the experience.**

**5. Complete one of the creative tasks that inspires you:**

✓ **Presentation on Graduation Traditions:** Create a presentation that explores the specific traditions and customs associated with postgraduate graduation in Belarus, the UK, and your native country. Use visual aids (like slides or images) to make your presentation more interesting. Focus on the following:

- An overview of the graduation ceremony itself (location, costumes, rituals).
- Unique traditions or celebrations that take place after the ceremony (parties, gifts, family gatherings).
- Personal stories that illustrate the significance of these traditions.

✓ **Birthday Celebration Poster:** Design a colorful poster that highlights how birthdays are celebrated in Belarus, the UK, and your native country. Use images, drawings, and text to show:

- Traditional foods and drinks served.
- Celebration activities (parties, games, cultural rituals).

- Special customs or gifts that are unique to each culture.
- Include fun facts about why certain traditions are followed in each country.
- ✓ **Wedding Tradition Comparison Chart:** Design a chart that compares wedding customs and traditions across Belarus, the UK and your native country. Focus on the following:

- Common wedding ceremonies or rituals.
- Traditional costumes.
- Gifts exchanged or given during weddings.
- Unique customs.

#### 4.10 Art, music and dance festivals of the world

##### 1. Answer the questions.

- What comes to your mind when you hear the term "art festival" or "art fair"?
- Why do you think art fairs are important for artists and collectors?
- What kinds of activities do you think might take place at an art fair besides viewing artwork?
- Have you ever been to an art festival or fair? What was it like for you?

#### **Text 10. The Frieze Art Fair: Celebrating Modern Art in London**

##### **1. Read the text and complete the tasks below.**



The Frieze Art Fair is a prestigious international art fair held annually in London, usually in October. It takes place in Regent's Park and presents contemporary art from around the world. Established in 2003, the fair has quickly become one of the most important events for artists, collectors, and art enthusiasts.

At the Frieze Art Fair, many leading galleries present a diverse range of art, including paintings, sculptures, installations, and photography. The event shows art from both well-known and new artists, making it a great place to find new talent.

In addition to the artworks on display, the fair often includes talks, panel discussions, and presentations with artists and art experts. These events help people understand the art world and let visitors talk about different topics related to modern art.

The Frieze Art Fair attracts thousands of visitors each year, including collectors, curators, and art lovers, making it a vibrant hub for the

art community. It helps to support modern art and brings attention to new trends, so it's a must-see event for anyone who loves art.



**2. Read each statement and indicate whether it is True (T) or False (F).**

1. The Frieze Art Fair is held annually in Paris.
2. Regent's Park is the location of the Frieze Art Fair.
3. The Frieze Art Fair was established in 2005.
4. The fair features only artworks from well-known artists.
5. Talks, panel discussions, and presentations are part of the Frieze Art Fair events.
6. The Frieze Art Fair attracts both art collectors and art enthusiasts.
7. The Frieze Art Fair has become unimportant since its establishment.
8. Artists can showcase a variety of art forms, including sculptures and photography, at the fair.
9. The Frieze Art Fair is a significant event for finding new talent in the art community.
10. The Frieze Art Fair has no impact on modern art trends.

**Answer key:**

1. False
2. True
3. False
4. False
5. True
6. True
7. False
8. True
9. True
10. False

**3. Answer the questions.**

1. When was the Frieze Art Fair established, and where is it held annually?
2. What types of art are typically presented at the Frieze Art Fair?

3. Why is the Frieze Art Fair significant for both professional and amateur artists?
4. Besides art displays, what additional events are included in the Frieze Art Fair?
5. Who are some of the typical visitors to the Frieze Art Fair?
6. How does the Frieze Art Fair contribute to the support and promotion of contemporary art?
7. What might be some benefits for artists who participate in the Frieze Art Fair?

**4. Write a summary of the text, focusing on the main ideas and essential details:**

- The location and frequency of the event
- The types of art shown at the fair
- The importance of the fair for artists and the art community
- Additional activities and events that occur during the fair
- The people come to the fair.

**5. Music festivals are important for culture, society, and the economy. They entertain, educate, inspire, and connect people. Create a mind map of what you think a music festival includes (e.g., types of music, activities, food, atmosphere).**

**Text 11. Glastonbury Festival: Where Music Meets Art**

**1. Look at the title of the text and say what you think the text will be about. Write down your predictions about the type of music, activities, and overall atmosphere of the festival.**



Glastonbury is one of the most iconic music festivals in the world, held annually in Somerset, England. It usually takes place over five days in late June and attracts music lovers from all around the world. The festival started in 1970 when it featured various music styles, and it has grown to become one of the largest and most well-known festivals globally.

At Glastonbury, you can find many different types of music, including rock, pop, hip hop, and electronic dance music. In addition to music, the festival also showcases dance, theater, circus acts, and visual arts, making it a rich cultural event.



The festival is known for its lively atmosphere, amazing performances, and unique art installations. Many famous artists and bands have performed at Glastonbury, including David Bowie, Adele, and Coldplay.

The Glastonbury Festival is a big event for music and art. It brings people together to enjoy performances and have fun in creative environment.



**2. Choose the correct variant.**

1. What is the primary focus of the Glastonbury Festival?
  - A) Food and drink
  - B) Music and art
  - C) Sports
  - D) Technology
2. Where is the Glastonbury Festival held?
  - A) London, England
  - B) Somerset, England
  - C) Edinburgh, Scotland
  - D) Cardiff, Wales
3. How long does the festival usually last?
  - A) Three days
  - B) Four days
  - C) Five days
  - D) Six days
4. When does the Glastonbury Festival typically occur?
  - A) Early May
  - B) Late June
  - C) Mid-August
  - D) Late December
5. When was the Glastonbury Festival first held?
  - A) 1965
  - B) 1970
  - C) 1980
  - D) 1990
6. Which of the following music genres is NOT mentioned as part of the festival?
  - A) Rock
  - B) Classical
  - C) Hip hop



- D) Electronic dance music
7. In addition to music, what other forms of art are presented at the Glastonbury Festival?
- A) Visual arts and poetry
  - B) Dance, theater, and circus acts
  - C) Literature and sculpture
  - D) Film and photography
8. What is one of the key characteristics of the Glastonbury Festival mentioned in the text?
- A) It lasts only one day
  - B) It is held in winter
  - C) It showcases unique art installations
  - D) It only features unknown artists
9. What is one of the reasons the Glastonbury Festival is considered a significant event?
- A) It is free to attend.
  - B) It only features local artists.
  - C) It brings people together to enjoy performances in a creative environment.
  - D) It is held in winter.
10. What type of atmosphere is the festival known for?
- A) Quiet and calm
  - B) Lively and energetic
  - C) Serene and peaceful
  - D) Strict and formal

**Answer key:**

- 1. B) Music and art
- 2. B) Somerset, England
- 3. C) Five days
- 4. B) Late June
- 5. B) 1970
- 6. B) Classical
- 7. B) Dance, theater, and circus acts
- 8. C) It showcases unique art installations
- 9. C) It brings people together to enjoy performances in a creative environment.
- 10. B) Lively and energetic

**3. Answer the questions.**

- 1. What is the primary purpose of the Glastonbury Festival?
- 2. In which country is the Glastonbury Festival held?
- 3. What season does the festival take place?
- 4. Since when has the Glastonbury Festival been running?

5. List four types of music genres mentioned that are featured at Glastonbury.
6. What other kinds of artistic performances are included in the festival?
7. Name one characteristic of the festival mentioned in the text that contributes to its reputation.
8. Who are two famous performers associated with the Glastonbury Festival?
9. How does the festival benefit attendees in terms of atmosphere?
10. What is the overall impact of the Glastonbury Festival on visitors and participants according to the text?

**4. Research another music festival from around the world. Prepare a comparison with Glastonbury, focusing on similarities and differences in music, culture, and festival atmosphere.**

**5. Write a paragraph about your own experience with music festivals or concerts. What did you enjoy most about this event? Would you want to attend it again? Why?**

**6. Dance festivals are significant because they allow people from various backgrounds to come together and share their love for dance. What elements do you think are important for a successful dance festival (e.g., music, food, dance, decorations).**

### **Text 12. The Notting Hill Carnival: A Melting Pot of Cultures**

**1. Look through the key terms from the text below and predict what the text is about.**

*carnival, multicultural, Caribbean culture, community, celebration, colorful costumes, amazing dancers.*

**2. Read the text below and check if your guesses were right or wrong.**



The Notting Hill Carnival is an annual event that started in 1964. It takes place in the Notting Hill area of London on the last weekend of August. The carnival is led by members of the British African-Caribbean community. Its roots come from Trinidad in the Caribbean. The carnival began because of the poor race relations at that time. By 1976, the event had a strong Caribbean flavour,

with around 150,000 people attending. The carnival highlights Caribbean culture, but now it attracts people from all over the world. Groups from Bulgaria, Russia, the Philippines and many other countries of the world also join in this celebration. Today, it is one of the largest multicultural street festivals in the world, attracting up to 2 million people every year.

The festival has something for everyone: amazing dancers in colorful costumes, street drumming, and musicians playing all kinds of music, including Drum and Bass, Jazz, Soul, Funk, and Hip Hop. The Notting Hill Carnival is full of color, music, and lively energy. It is a celebration of passion and freedom! It's also a great place to practice your English.



**3. Number a list of events related to the Notting Hill Carnival in the order in which they occur in the text.**

1. The Notting Hill Carnival started in 1964.
2. The Notting Hill Carnival celebrates passion and freedom.
3. The carnival takes place in the Notting Hill area of London on the last weekend of August.
4. The carnival began because of poor race relations.
5. The festival features dancers, street drumming, and a variety of music genres.
6. By 1976, the carnival had a strong Caribbean flavor, with around 150,000 people attending.
7. Groups from Bulgaria, Russia, and the Philippines join the celebration.
8. Today, it attracts up to 2 million people every year.
9. It is also a great place for people to practice their English.
10. The carnival highlights Caribbean culture and now attracts people from all over the world.

**Answer key:**

1. 1
2. 3
3. 4
4. 6
5. 10
6. 7
7. 8
8. 5
9. 2
10. 9

#### **4. Answer the questions.**

1. When did the Notting Hill Carnival start?
2. Where does the carnival happen every year?
3. Which community leads the Notting Hill Carnival?
4. What historical issue prompted the start of the carnival?
5. How many people attended the carnival by 1976?
6. What is the estimated number of attendees at the carnival today?
7. What elements of culture does the Notting Hill Carnival highlight?
8. Name two countries that take part in the carnival besides the UK.
9. What kinds of shows and music can people see and hear at the carnival?
10. How does the text describe the overall atmosphere of the Notting Hill Carnival?
11. Why do you think the Notting Hill Carnival is a good place to practice English?
12. Why do you think people from all over the world want to come to the Notting Hill Carnival?

**5. Write a brief summary of the text in your own words. Focus on the main points such as the origins of the carnival, its cultural significance, and what visitors can expect.**

**6. Research key information about the Belarusian art, music and dance festivals given below, using books, articles, and reliable online resources. Compile your research findings into a written report. Present the information to your groupmates.**

##### ***Minsk Jazz Festival:***

- Describe the history and significance of the festival.
- Discuss the types of performances, notable artists, and any special events associated with the festival.
- Explain how the festival contributes to the local music scene.

##### ***Slavic Bazaar in Vitebsk:***

- Outline the background of the festival and its purpose.
- Highlight the different cultural activities (such as music, art, and theatre) that take place during the event.
- Talk about how the festival helps Slavic countries share their cultures with one another and how it attracts visitors from around the world.

##### ***Contemporary Dance Festival "Cultural Shock":***

- Provide information on the festival's origin and mission.
- Describe the performances, workshops, and artists that participate in the festival.
- Analyze how this festival influences contemporary dance in Belarus and encourages new ideas and creativity among dancers.

**7. Choose one of the creative tasks below designed to evaluate your unique experience and ideas about art, music or dance festivals of the world.**

✓ ***Cultural Research Presentation:*** Choose a specific festival from a country of your choice and prepare a presentation. Cover the festival's history, cultural significance, and include images or videos of past events.

✓ ***A Festival Blog:*** Write blog posts about different art, music, or dance festivals. You can include interviews, reviews, and personal reflections on what you would like to see at these festivals.

✓ ***Festival Poster Creation:*** Choose an art, music, or dance festival and create a colorful poster that advertises the event. Include the festival name, date, location, famous performances, and any unique features.

✓ ***A Journal Entry:*** Create a journal entry comparing an art, music, or dance festival in Belarus / the UK with a similar festival in your native country. Focus on similarities and differences in traditions, performances, and cultural significance.

✓ ***Festival Comparison Chart:*** Create a chart comparing two different festivals from around the world. Include details like location, history, types of performances or art presented, and audience participation.

## **Unit 5. Professional Excellence and Career Advancement in the sphere of culture and arts**

### **5.1 Professions and careers in the sphere of culture and art**

#### **1. Answer the questions.**

1. How many forms of art can you name?
2. What is your favorite form of art? Why?
3. Which art form(s) do you like the least? Why?
4. What kind of art is your country famous for?
5. Are you in any way artistic?
6. Are you fond of literature / poetry / ballet / sculpture?
7. Do you have a favorite actor / painter / artist / sculptor?
8. How often do you go to museums / exhibitions / art galleries?
9. When did you visit a theatre performance / concert hall / opera last?
10. Do you ever read novels / plays?
11. What films do you prefer?
12. Do you enjoy taking photographs?
13. Do you own any interesting pieces of art or would you like to? What sort of art would you buy/collect?
14. Which artists from your country are most well-known internationally? Do you think their fame is justified?
15. Are there any artists from your country who should be more well-known?

#### **2. With a partner discuss what you think would be the good side and bad side of being a theatre critic.**

#### **3. Read the article and see if your ideas are there.**

The positive side of the job is \_\_\_1\_\_\_ getting to see a lot of plays and shows which I love. But the really great thing about being a theatre critic is that, as theatre is an ongoing thing, something that's going to be repeated night after night for some time, there's also the feeling that you may have a \_\_\_2\_\_\_ impact on the work. If the producer or the actors read what you've written and agree with you, they might actually change something and improve the performance. That's not something that film or book critics can do. Some critics also like making friends with the stars and all that - but personally I don't.

For me the worst part of the job is all the travelling. Getting there on time, parking, getting back to the office to write for a nightly deadline. That all gets really stressful. Another awful thing is that editors \_\_\_3\_\_\_ bits from your review without you knowing. You learn as a critic that if you've got anything \_\_\_4\_\_\_, say it straight away because it might not get printed. I once wrote a review of a play by Julian Mitchell called *Another Country*. I didn't like it much, but there was a new young actor who I thought was great, called Kenneth Branagh. That was in

the last paragraph and it got cut, so it looked as if I'd never \_\_\_5\_\_\_ this great new talent.

**4. Read the article again. Choose the best option a, b, or c.**

- |                        |                        |                |
|------------------------|------------------------|----------------|
| 1. a apparently        | b gradually            | c obviously    |
| 2. a positive          | b harmful              | c negative     |
| 3. a change            | b add                  | c cut          |
| 4. a to complain about | b that isn't important | c worth saying |
| 5. a noticed           | b spoken to            | c criticized   |

**5.2 Career options and opportunities in the modern world**

**1. Make a list of the most popular jobs in your country.**

**2. Answer the questions.**

1. What jobs in your country are considered to be the most / least prestigious jobs? Why?
2. Which job is the most dangerous / enjoyable / boring / stressful / useful to society?
3. In which job can you earn the most money?
4. Which job do you study longest for? In which job do you need the most training?
5. Which involves working long hours / flexible working hours / shift work?

**3. Answer the questions.**

Job success is based on two important factors: how well a worker matches up with a company and the role and how well a job fits into a worker's life. So knowing what you're looking for before getting into the job market can save you significant time and energy. Taking into account factors like your biggest motivators, how much you want to work, and how you spend your time outside the office can give you important clues to what kind of position will fit most seamlessly into your life.

1. Are you a leader or a follower?
2. Do you prefer to work alone or in a group?
3. Do you prefer to cooperate or compete with others?
4. Do you enjoy helping others or prefer to empower them to do things themselves?
5. Are you a thinker who focuses on ideas or are you a doer who takes action?
6. Are you able to work well under pressure?
7. Are you a creative and artistic person or do you thrive with structure and routine?
8. Are you an ambitious person?

## **Text 8. The Right Job for Your Personality**

### **1. Read the article carefully. Then complete the tasks below.**

Choosing a career is an important life decision, yet many people settle on one based on the opinions of friends and family. It's very difficult to find something you really enjoy doing, but scientists have devised tests to help people come closer to finding their dream job.

One of the most widely-used tests is the Holland Code. Psychologist John Holland worked for more than 50 years to develop his theories about personality and career choice. He created a set of six personality types to help people understand what careers might be best for them. Dr. Holland believed that people work best in environments that match their personalities, and the key to finding a satisfying career is to match your fundamental interests with an occupation.

Take a look at the six personality types below and see which jobs might be right for you. Most people are a combination of two or three types.

**Realistic.** Realistic people like to work with things they can see or touch. They are inclined to solve problems by doing them, rather than thinking or talking about them. They generally like to work outside and are good with tools, machines, plants, and animals.

Job matches: carpenter, chef, nurse, pilot

**Investigative.** People of this personality type value ideas and are strong at tasks that allow them to investigate facts and figure out complex problems. They are better at individual work like research and study, rather than leading groups of people or working in teams.

Job matches: computer programmer, historian, psychologist, surgeon

**Artistic.** Artists are creative people. They don't work well with structure and rules, and thrive instead in environments that allow communication and a free flow of ideas. They enjoy tasks that allow them to express themselves and mix with people.

Job matches: actor, art therapist, graphic designer, writer

**Social.** Social personalities love to work with people. They get the most satisfaction out of teaching and helping others, and are driven to serve the community as opposed to making money.

Job matches: coach, counselor, social worker, teacher

**Enterprising.** Many great leaders and business people have enterprising personalities. These are persuasive people who are good at making decisions and leading teams. They tend to value money, power, and status, and will work toward achieving them.

Job matches: business owner, event manager, lawyer, salesperson

**Conventional.** Conventional people appreciate rules and regulations, and like having structure to their lives. They are logical thinkers and have a lot of self-control, making them the perfect people to work with data and details.

Job matches: accountant, analyst, editor, librarian



Nowadays, anyone can take a Holland Code personality test online to find what jobs might be right for them. Why not try it today?

<https://www.truity.com/test/holland-code-career-test>

## **2. Match the personality type with the description.**

- |                      |  |
|----------------------|--|
| 1. ___ Realistic     | a) likes to lead and influence other people                |
| 2. ___ Investigative | b) likes to organize things and check details              |
| 3. ___ Artistic      | c) likes to create new things and express their ideas      |
| 4. ___ Social        | d) likes to work with their bodies and do practical things |
| 5. ___ Enterprising  | e) likes to work with ideas and problems                   |
| 6. ___ Conventional  | f) likes to work with and help other people                |

## **3. Read the following sentences. Decide if the statements are true (T) or false (F).**

1. A person can fit into several personality types.
2. Realistic and Conventional people like working with objects.
3. Most people consider their personality type before choosing a job.
4. Both Social and Investigative types like working with other people.
5. You need to see an expert to take a Holland Codes test.

## **4. Discuss the following question with a partner.**

1. Which three words can describe your personality?
2. Decide which group sounds the most similar to your personality.
3. Can you suggest another job for each personality type that isn't in the passage yet? Give reasons for your choices.
4. Do you think personality tests are accurate? Why, or why not?

## **5.3 The concept of art in human society**

### **1. Match the beginnings of these quotations about art with their endings.**

1. "Art is a lie that ...
  2. "Art is the most effective mode of ...
  3. "Great art picks up ...
  4. "All art ...
  5. "We have art in order ...
  6. "You use a glass mirror to see your face, ...
- a) ... is quite useless". *Oscar Wilde*
  - b) ... makes us realise the truth". *Pablo Picasso*
  - c) ... communication that exists". *John Dewey*
  - d) ... you use works of art to see your soul". *George Bernard Shaw*
  - e) ... where nature ends". *Mark Chagall*

f) ... not to die of the truth". *Friedrich Nietzsche*

**2. Discuss the quotes in small groups.**

1. What do you think the quotes mean? 2. Which quotes do you like best? 3. Which ones are difficult to agree with?

**3. Read the debate on the webpage and match the people to the opinions below.**

1. Art is about someone's feelings.
2. Art is to show the craftsmanship of the artist.
3. Art is a waste of time.
4. The purpose of art is to represent the natural environment.
5. The purpose of art is to make viewers think about their own ideas.
6. The purpose of art is for financial gain.

**4. Which people do you agree/disagree with? Who makes the best point, in your opinion?**

**5. How would you describe the views of each person? Select from the following adjectives and find reasons in the article to support your answers. Can you add any other adjectives?**

conservative  
passionate  
critical  
radical  
dismissive  
respectful  
intellectual  
undecided

**Text 4. What is the purpose of art?**

**Dan**

For me, it is all about the skill of the artists. I can't draw or paint, so I like to see how they can recreate reality just by using shapes and colour. It's a real skill. I tried at school, but I just had no talent for it. It's amazing what they can do. I just like naturalistic art, I suppose. I think it's called realism.

**Karen**

I feel art should be thought-provoking and get people to question things, you know, the world around them, and their views on it. It can also be used for political purposes - to criticise governments or challenge authority - just as Banksy does today with his murals. Art should be controversial and get people talking, you know, stimulate debate. It may also be shocking. Maybe I'm idealistic, but I believe art can help change the world.

**Kylie**

I'm really not sure. I mean, I've read books about art, but at the end of the day, I think it's about your emotional reaction to a piece of art. Some art you respond to and like - other art you don't. Some people like more traditional art, like portrait painting, or sculpture. Other people prefer more modern and contemporary art, which can be very unusual. Some people feel this is not art and they just can't stand it.

### **Taco**

It's just a business really, isn't it? Some of these so-called masterpieces - they can fetch millions. It seems criminal when people are starving in the world. Museums make too much money, particularly from these big retrospectives of famous artists. They've usually all been dead for years, so what's the point of looking at their work? I don't go to art galleries or museums for that reason. Anyway, I don't think they want people like me there who don't understand art.

### **Rina**

The purpose of art, for me, is to represent the world - to show things around us. Paintings can show the natural beauty of the world. Even those really early cave paintings show the world of the people who painted them. I love landscape painting. I'm not interested in groundbreaking modern and contemporary art, or all that abstract art which people like. I'm not interested in what critics and collectors say. I don't want to think about what it means. I just want it to look nice and to make me feel good.

### **Matt**

There's no point to art at all. It's ridiculous. I mean, it's a stupid question. The fact that you need to ask means that it doesn't have a point. You don't need to ask what the purpose of engineering or science is, do you? Art is rubbish - there's nothing useful about it at all. And being an artist isn't a real job anyway. I think a lot of so-called art is a con. You know when 'artists' put a pile of leaves in a corner of an art gallery and claim it's a work of art? Well, it's not. Any fool can do that.

## **6. Find nouns or adjectives in the article which mean the following:**

- causing people to think
- art which is done on a wall
- causing a lot of disagreement
- a very good piece of art
- involving new methods or ideas
- a show of the past work of an artist

## **7. List all the types of art and artworks mentioned in the article.**

*painting, naturalistic art, ...*

## **4. Work in small groups. Which of the following do you consider to be art? Explain your reasons.**

- some graffiti on a wall
- a tattoo on someone's body

a holiday photograph  
 a pile of bricks in an exhibition  
 a screensaver on a mobile phone  
 a comic book  
 a painting of a bowl of fruit  
 an advert for a product  
 a firework display

**4. Compare photos A and B. How do you think the different works of art have been created? In what ways might the people's experiences be different? Use the adjectives from the box.**

**A**



**B**



abstract	bizarre	captivating	emotional	exceptional
powerful	remarkable	superb	unique	

**5. Look at photos A and B again and answer the questions.**

1. Which type of artwork would you have, or not have, in your room? Why?
2. Which experience shown in the photographs would you prefer to have? Why?
3. Do you think digital art is as good as conventional art? Why/Why not?

**Text 1. Machine and artist collaborate through AI (Artificial Intelligence).**

**6. Look at the photos and the title of the text. What do you think the text will be about? Read the text quickly and check your ideas. How were the two pieces of art made?**

Judging by the number of comments, last week's post about art apps touched on a hot topic and definitely divided opinions. It generated a fierce debate after one reader brought up the question of whether these apps 'make art easier' and therefore weaken the creative role of the artist. This week's post explores another aspect of technology used in art, artificial intelligence (AI). A few days ago, I read about the sale of a very interesting painting at Christie's in New York. In late 2018, a portrait called *Edmond de Belamy*, which had been created using a computer system called a neural network, was sold for \$432,500 at auction. It was the work of a group of young artists from Paris called *Obvious*, and it made history by being

the first time anyone had paid such a substantial sum for a painting like this. The strange-looking figure was generated using a complex algorithm based on work done by a nineteen-year-old AI genius, Robbie Barrat, who had been experimenting with neural networks. He had trained one to paint original landscapes and portraits using information from images that it had stored in its memory from WikiArt. Barrat had posted his network online for anyone to use. The idea that apps and AI can be used to create art is intriguing, as artistic creation is surely an essentially human activity. As far as we know, humans are the only species with the ability to create art and there is indeed widespread speculation that this brought about a significant shift in human evolution, giving us a competitive edge over other species.

The use of technology available at a given time – brushes, paint, surfaces, etc. – is a crucial element in how new artistic styles emerge. In the twenty-first century, the tool of choice for certain artists is AI – sophisticated, intelligent machines that enhance the artist’s capabilities and, controlled by the artist, are capable of producing truly original creations.

Having decided to check out AI art further, I came across the work of the Chinese-Canadian artist Sougwen Chung. In one memorable video, the artist is squatting on the floor drawing white lines on a square black canvas. Either side of her are two small robotic arms that draw lines along with her. The software controlling the arms had memorised Chung’s gestures from previous drawings and was able to make movements that reflected her style. Chung and her robots produced a set of improvised drawings using the artist’s own movements and what the robots’ AI system had learned about how she worked.

I had been watching the performance for a few minutes when I started to consider whether we can actually talk about artistic intelligence in machines. Is what the robotic arms do really a form of ‘art’? Is it any good? The AI-generated portrait, *Edmond de Belamy*, is clearly an original work, though criticised by some for its rather primitive finish. And surely if someone’s willing to lay out that much money for a work of art, it must be considered good or valuable in some other way, at least by the person who bought it. So today’s blog ends with another question: Will AI on its own ever be able to dream up a masterpiece on a par with anything created by a human being? Should we even be thinking about making comparisons?

## **7. Read the article again and choose the correct options.**

1. Why was the sale of the painting *Edmond de Belamy* historic?
  - a. It’s the first painting ever created using a neural network.
  - b. It was the first AI portrait ever sold at auction.
  - c. Nobody had ever bought a similar portrait for so much money at an auction before.
  - d. No auction house had ever made free software to create art before.
2. In the fourth paragraph, the writer implies that

- a. new technology will create a new style of art.
- b. AI will help humans to evolve further.
- c. all artists will use AI in the future.
- d. artistic creation will improve thanks to AI.

3. Sougwen Chung's robotic arms are

- a. controlled by the artist.
- b. using their own movements.
- c. copying the movements as she makes them.
- d. working independently.

4. According to the writer, one way of judging AI-produced art could be

- a. the quality of the final work.
- b. its growing popularity.
- c. how different it is from conventional art.
- d. what people are prepared to pay for it.

### **8. Answer the questions.**

1. If you were organising an art exhibition for charity, what sort of art would you include? Why?

2. Some people say that art masterpieces should be available for the public to see, not in the hands of private collectors. Discuss arguments for and against the idea.

**9. Find out about an interesting digital art exhibition. Research the theme, the artists and the visitors' reactions. Share your findings.**

## **5.4 Major forms of art: visual arts, literary arts, performing arts**

### **1. Work in pairs and do the quiz.**

1. The world-famous Louvre Museum and Art Gallery in Paris, France was built in 1190. What was it first used as?

- a. a fortress;
- b. a warehouse;
- c. a shop;
- d. a library.

2. The Louvre attracts 10.2 million people a year; about 80% are believed to come just to see one masterpiece. What is it called?

- a. the Mona Lisa;
- b. the Venus de Milo;
- c. the Lacemaker;
- d. the Dying Slave.

3. What is the artwork that looks like a close-up of a collection of things called?
- a. a landscape;
  - b. a seascape;
  - c. a still life;
  - d. a portrait
4. How many paintings did Van Gogh sell in his lifetime?
- a. one hundred;
  - b. fifty-four;
  - c. sixteen;
  - d. one.
5. Which of these painters was not left-handed?
- a. Michelangelo;
  - b. Leonardo da Vinci;
  - c. Edvard Munch;
  - d. Peter Paul Rubens.
6. Photographers began to retouch black-and-white photos and make them colour in 1840. What did they use to hand-colour their photographs?
- a. acrylics;
  - b. watercolours;
  - c. coloured pencils;
  - d. oils.
7. What type of five-line poem with a strict metre was popularised by Edward Lear?
- a. tanka;
  - b. limerick;
  - c. cinquain;
  - d. haiku.
8. Which of the people below is the all-time best-selling fiction writer in the world, whose 2 billion copies of crime novels were sold?
- a. Georges Simenon;
  - b. Arthur Conan Doyle;
  - c. Agatha Christie;
  - d. Danielle Steel.
9. “After all, tomorrow is another day!” was the last line in which Oscar-winning Best Picture?
- a. Gone With the Wind;
  - b. Great Expectations;

- c. Harold and Maude;
- d. The Matrix.

10. Which of the people below was a red-headed priest-composer who taught music at an orphanage?

- a. Antonio Vivaldi;
- b. Nicolo Paganini;
- c. Frederic Chopin;
- d. Wolfgang Amadeus Mozart.

## **2. Answer the questions**

Do you take photos? When? Why? Do you prefer colour or black and white photos?

### **Text 6. Photography**

#### **3. Read the article and choose the best title.**

- 1. What makes a good photo?
- 2. The best photo in the world.
- 3. Is photography an art form?

Paintings are almost always considered an art form, but what about photography? The Frenchman Henri Cartier-Bresson, possibly the most famous photographer of the 20th century, emphasised the difference between painting as art and photography as art. In 1957, he told *The Washington Post* that 'There is a creative fraction of a second when you are taking a picture. Your eye must see a composition or an expression that life itself offers you, and you must know with intuition when to click the camera. That is the moment the photographer is creative.' He is, of course, referring to the immediacy of photography the absolutely unique moment, never to be repeated, when the exposure is taken.

A further characteristic of photography, unlike painting, is that more can be captured in a photograph than was intended by the photographer. Fine details, entirely unexpected and often invisible to the naked eye, can be revealed. The photograph 'does not lie' because it has not passed through the brain of the photographer. This is completely different from the brain processes of the painter, who decides what he is going to paint, how he will make the subject interesting and how he is going to paint it.

Some critics of photography claim that modern cameras reduce photo-taking to an automatic process. They say, 'Just point and shoot. The camera does the rest. You will get a good photo.'

However, those who see photography as an art form say that the critics are completely wrong. They argue that the camera cannot decide between an ordinary, functional, regular photo and a really excellent, cleverly composed photo, consciously constructed. Rather, it is the photographer who has the skill to pick out



the essential qualities of the subject at a particular moment and brings creativity to the process.

Not all photographers are primarily interested in producing photos that are art - some take photos to record the world for scientific purposes or to capture a news story. But occasionally, these types of photos can become iconic works of art because they are so stunning. Examples of this are the very unusual photographs taken by explorers in the Antarctic for geographical purposes, which often reveal the wonders of nature by showing contrasts between ice and water. They can also become iconic because they come to represent an important moment in time. A classic instance of this is the picture taken by Robert Capa during the Spanish Civil War of a soldier at the moment of being shot, falling backwards. This photograph is both deeply moving and historically extremely important. A more recent example of a photo representing an important moment in time is the Pulitzer prize-winning photo taken by Kevin Carter of a vulture waiting for a child to die during the 1994 Sudan famine.

**4. Find arguments in the article that support the idea that photography is an art form.**

**5. Work with a partner and discuss the questions.**

1. What does the article say about the difference between photography and paintings?
2. What reasons are given in the article for photography not being an art form?
3. Do you think photography is an art form?

**6. Work in small groups. Find a favourite photo on your phone or think of one you have taken that you like. Describe the photo and say why it is one of your favourites.**

**7. Work with a partner. Do you know of any sculptures in your country, or in the rest of the world?**

**8. Read the profiles of three artists and say what artistic disciplines each has worked in.**

**Anish Kapoor** was born in Mumbai, India, in 1954 and moved to England in 1972. He studied at two famous art schools in London, before starting out as a sculptor. Kapoor soon became well-known because of his particular style, which, in his early works, involved the clever use of monochrome and brightly coloured pigments surrounding the sculpture. Although he is **mainly** resident in London, he often visits India, and Western and Eastern styles influence his work. His use of colour is **strongly** influenced by the heaps of coloured spices and powders found in Indian markets. Kapoor's later works are **often** very large. In fact, his 110-ton Cloud Gate sculpture in Chicago is amongst the largest in the world. This sculpture

is forged from a series of highly-polished stainless steel 'plates' that create an arched, highly-reflective work with Chicago's skyline and Millennium Park in the background. Kapoor has also worked on subway design in Italy and his work is increasingly becoming a mixture of art and architecture. In 2012, he completed 'Orbit' for the 2012 London Olympic Games. At 115 metres tall, Orbit is the tallest sculpture in the UK.

**Yoko Ono**, who once said 'Everybody's an artist', was born in 1933 in Tokyo, Japan. In 1945, at the end of World War II, she had to hide with her family when Tokyo was firebombed. Although she came from a rich, aristocratic family, she had to pawn her mother's property to obtain rice when Japan surrendered and everyone was poor. She moved with her family **to New York** when she was eighteen. She went to college, but dropped out after two years. She is **primarily** known for her sculpture and installation art, but she has also worked in film, poetry and music. She is **probably** most famous for her marriage to John Lennon of The Beatles. Lennon once described her as 'the world's most famous unknown artist: everybody knows her name, but nobody knows what she does.' Her artistic work has **frequently** been criticised. Indeed, Brian Sewell, a traditional art critic, said, 'She's shaped nothing, she's contributed nothing, she's simply been a reflection of the times ...'. There is **certainly** disagreement with Sewell's views in the art world. In 2009, she received a Golden Lion for Lifetime Achievement from the Venice Biennale, and in 2013 the largest retrospective of her work opened in Frankfurt, coinciding with her 80th birthday.

**Antony Gormley** was born in 1950 **in Hampstead, England**, and, like Kapoor, is famous for his large-scale sculptures. He studied at Cambridge from 1968 to 1971 before travelling to India and Sri Lanka to study Buddhism **until 1974**. On his return, he studied in a number of colleges in London. His work **mainly** focuses on the human body and he uses his own body **creatively** to form metal casts for his sculptures. One of his best-known sculptures is 'The Angel of the North', an enormous metal figure, now completely rusted to a brown colour, with huge, fully extended wings. Motorists travelling on the A1 road to the North of England and Scotland see the Angel rising above them **dramatically** as they drive closer to it. Another striking sculpture is 'Asian Field', installed in Sydney in 2006. It has 180,000 small brown clay figurines crafted by 350 Chinese villagers in five days from 100 tons of red clay. The installation is reminiscent of the terracotta warriors of Xian, China. His spectacular public art installation 'Event Horizon' premiered in London in 2007, before being displayed in a number of major world cities, including New York, Sao Paulo and Rio de Janeiro.

**3 Read the profiles again and answer the questions. According to the texts, which artist:**

1. still lives in his/her country of birth?
2. did not complete his/her education?
3. had a husband/wife who was more famous than he/she was?
4. is influenced strongly by his/her country of birth?

5. has received criticism of his/her talent?
6. uses him/herself as a model?
7. has recently combined two artistic disciplines in his work?

**4. Complete the sentences below, putting the adjectives in brackets in the correct order.**

1. Michael Ayrton made \_\_\_\_\_ sculptures. (bronze, fabulous, large)
2. Rothko's paintings often consist of a number of \_\_\_\_\_ boxes, (coloured, large, rectangular).
3. These \_\_\_\_\_ figures date back 2,000 years. (antique, wonderful, Javanese)
4. The artist created a \_\_\_\_\_ sculpture. (fantastic, stainless steel, shiny).
5. Lacquer is a \_\_\_\_\_ varnish. (hard, coloured, heat-resistant)
6. Wall paintings are used to brighten up some \_\_\_\_\_ environments. (dreary, urban, modern)
7. The bird was made with a piece of \_\_\_\_\_ paper. (square, Japanese, origami).

**5. Look at the adverbs/adverb phrases in bold in the profiles. Add them to the list below.**

1. Time: *then, in May, ...*
2. Place: *there, at home, ...*
3. Manner: *quickly, carefully, ...*
4. Frequency: *sometimes, never, ...*
5. Certainty: *definitely, perhaps, ...*
6. Degree: *a lot, mostly, ...*

**6. Put the adverbs in brackets in the correct place in the sentences.**

1. Rahmi Pehlivanli, the famous Turkish painter, painted portraits. (often)
2. Many artists have been influenced by Picasso. (strongly)
3. Leonardo da Vinci sketched technical designs. (very skilfully)
4. The French post-impressionist Paul Gauguin died alone. (in Tahiti)
5. Katushika Hokusai is the most famous Japanese artist ever. (probably)
6. The batik effect is produced by machines rather than being hand made. (nowadays)

**7. Work with a partner and think of three arguments that support the following statement and three arguments against it.**

*Public works of art are a waste of money.*

**5.5 Visual arts: general overview. New trends in visual arts**

#### **Text 4. Van Eyck**

**1. Read the text and complete the following sentences after the text with the appropriate words**

Realism became a force that gave new life to art in the whole of Europe during the early fifteenth century, and one of its leading figures was the Flemish painter Jan van Eyck. Jan van Eyck discovered for himself that the illusion of reality could be heightened by a systematic arrangement of light and shade which subdued the colour of the object and created atmosphere. The paintings of Jan van Eyck have an enamel-like surface giving an almost jeweled effect; the particularly shiny and transparent quality is due to the use of the newly-developed oil-and-egg emulsion. The rooms are filled with atmosphere that seems so real as to be almost to be almost tangible. This atmospheric effect is a constant feature of Flemish painting. Along with the luminous detail and highly polished finish of the various objects, it turns up once more in the Dutch painters of the seventeenth century like Vermeer.

1. The rooms filled with so real atmosphere seemed to ... .
2. Van Eyck was a ... in Realism.
3. The painter showed the ... using light and shade in his painting.
4. A constant feature of Flemish painting is ... .
5. Realism became ... that gave a new life of art in the whole of Europe.
  - a. a force
  - b. leading figure
  - c. atmospheric effect
  - d. tangible
  - e. illusion of reality

#### **2. Change the sentences to make them true:**

1. Van Eyck was a French painter.
2. He heightened the illusion of reality by colour.
3. Oil-and-egg emulsion helped the painter to have an enamel-like surface.
4. Dutch painter Vermeer used luminous details and highly polished finish of the various objects in his paintings.

#### **3. Answer the questions.**

1. What trend in art did Van Eyck's works belong to?
2. How did the painter show the illusion of reality in his paintings?
3. How did he succeed in setting jeweled effect in his works?
4. What is a constant feature of Flemish painting?
5. What turned up once more in the Dutch painters of the 17th century?

#### **Text 5. A journey into mysterious art**

**1. Read the article about a famous surrealist painter - René Magritte and match the words in bold from the text with the following definitions:**

René Magritte was a Belgian artist who lived from 1898 to 1967. He was famous for his **unique** style of surrealism, which means he painted things that were not real or were impossible in real life.

Magritte was a **quiet** and **private person** who liked **to keep to himself**. He didn't like to talk about his paintings or **explain their meanings**. Instead, he wanted people **to come up with** their own **interpretations**.

One of Magritte's most famous works is called "The Son of Man".

It shows a man in a suit with an apple in front of his face. The man's face is hidden, so we don't know who he is. Some people think the apple **represents** knowledge or temptation, while others think it's just a **random** object. The **background** is a cloudy blue sky, which adds to the **mysterious feeling** of the painting.

Another painting by Magritte is called "The Treachery of Images".

It shows a pipe with the words "Ceci n'est pas une pipe" written underneath, which means "This is not a pipe" in French. This is a **strange** thing to write because the picture clearly shows a pipe.

But Magritte wanted people to think about how we see things and how they are shown in art. Just because we see something in a painting doesn't mean it's real.

Magritte used simple colours in his paintings. He often used these colours to create a **dream-like** atmosphere. Overall, René Magritte was a unique and interesting artist who created some of the most **recognisable** paintings of the 20th century.

- a. a feeling caused by something hard to understand \_\_\_\_\_
- b. the part of an image or scene that is behind the main objects \_\_\_\_\_
- c. easy to know or identify \_\_\_\_\_
- d. to find an answer / to create something, such as an idea, solution, or plan \_\_\_\_\_
- e. the particular way in which something is understood or explained \_\_\_\_\_
- f. to tell what something means \_\_\_\_\_
- g. to symbolize something else, often through visual or symbolic means \_\_\_\_\_
- h. having a special and uncommon way of expressing yourself \_\_\_\_\_
- i. something that happens or chosen without a specific reason \_\_\_\_\_
- j. surreal and magical \_\_\_\_\_
- k. someone who speaks little and prefers to listen \_\_\_\_\_
- l. someone who does not share much information with others \_\_\_\_\_
- m. to stay alone and avoid contact with other people \_\_\_\_\_
- n. unusual or surprising \_\_\_\_\_

**2. Match the halves of the collocations from the text about René Magritte. Then match all additional collocations that seem possible and logical to you**

1. unique 2. a random 3. to explain 4. mysterious 5. a quiet / private 6. to keep 7. a dream-like 8. to come 9. a cloudy blue 10. recognisable

a. to himself b. painting c. object d. the meaning e. feeling f. atmosphere g. person h. style i. sky j. up with their own interpretations

**3. Circle the right answer to each question:**

1. What was René Magritte known for?

- a) Painting realistic objects;
- b) Painting things that were not real or were impossible in real life;
- c) Painting landscapes;
- d) Painting portraits.

2. How did René Magritte feel about explaining the meanings of his paintings? a) He enjoyed it;

b) He didn't like to talk about his paintings or explain their meanings;

c) He only explained the meanings of his most famous paintings;

d) He wanted people to come up with their own interpretations, but he also explained his.

3. What is the name of one of René Magritte's most famous works?

- a) The Man with the Apple;
- b) The Son of God;
- c) The Son of Man;
- d) The Man with the Suit.

4. What is the apple in "The Son of Man" thought to represent?

- a) Knowledge or temptation;
- b) A random object;
- c) The man's face;
- d) The mysterious feeling of the painting.

5. What is the background of "The Son of Man"?

- a) A clear blue sky;
- b) A cloudy blue sky;
- c) A green field;
- d) A dark forest.

6. What is the name of another painting by René Magritte?

- a) The Betrayal of Images;
- b) The Treachery of Images;

- c) The Deception of Images;
- d) The Illusion of Images.

7. What is written underneath the pipe in "The Treachery of Images"?

- a) "This is a pipe";
- b) "This is not a pipe";
- c) "This is a painting";
- d) "This is not a painting".

8. What was René Magritte trying to make people think about with "The Treachery of Images"?

- a) How we see things and how they are represented in art;
- b) The difference between a pipe and a painting of a pipe;
- c) The meaning of the French language;
- d) The importance of writing in art.

9. What kind of atmosphere did René Magritte often create in his paintings?

- a) Realistic;
- b) Dream-like;
- c) Dark;
- d) Bright.

**4. Imagine that you are an art critic and write a review of this painting. Describe your interpretation of the painting and how it makes you feel. Use collocations from the text as well as additional collocations**

This painting shows ...  
 This painting is...  
 The background is ...  
 In the painting, we can see ...  
 The atmosphere is ...  
 I think that the painter wanted to ...  
 It makes me feel ...



**5. Describe a well-known painting or piece of art you have seen or know about. Talk about the following topics.**

- what it looks like
- what is interesting about it
- why it is well-known
- if you like or dislike it, and why

## **5.6 World famous museums and art galleries. World famous masterpieces**

### **1. Read the situation and answer the questions.**

The Russell Drake Gallery sells contemporary art in Chelsea, New York. Chelsea, with its 300 galleries, is the centre of modern art in the city and there is strong competition to try and satisfy existing customers as well as attract new ones. Location is not enough. Galleries need to stand out from the crowd and offer something different to collectors and the general public. The Russell Drake Gallery represents about thirty-five artists, whose works are priced from \$5,000-200,000. The gallery's aim is to sell between eight and ten pieces each month. Recently, the gallery has not been meeting its sales targets. As a result, its owners, Russell and Vanessa Drake, realise that they must make changes to increase sales and attract more customers to their gallery. They have a meeting planned with Dennis Paul, an art consultant, about how to increase their profits.

1. What is the Chelsea area of New York famous for?
2. What do galleries need to do in order to be successful?
3. How many works of art would the Russell Drake Gallery like to sell each month?
4. What problem is the gallery currently facing?

### **2. Work with a partner. Read the reviews from the gallery's website and decide which are the three most serious criticisms. Compare your opinions with other pairs.**

1. I've visited the gallery several times. Usually disappointed. The range of art is too great. I'm not interested in photography, sculpture and video art, and I can't get excited about modern African art (last week's exhibition). You need to focus more on what you're offering.

2. I didn't enjoy my visit. The artists were boring. Most of the paintings were landscapes and portraits. Middle-of-the-road stuff that you can see in plenty of galleries. There was nothing to talk about.

3. I liked the artists on show, and the naturalistic art was really impressive. The exhibition 'Realism in the arts' was the highlight of my visit. But I got really tired after a while and wanted to sit down. Unfortunately, there weren't enough seats. What about having a cafe to relax in at the end of a visit?

4. Your prices are far too high for what you're offering. Only collectors can afford that sort of money. By the way, parking's really difficult in your area. I had to walk miles to get to you. It's not easy to find your gallery, either. You're right on the edge of the district, I found out.

5. Your staff were friendly, but there weren't enough signs to show what was going on in some of the rooms. I wanted to see more works by New York artists, I'm not really interested in Asian art.



6. You need to be more innovative in your choice of artists. I like naturalistic art, not abstract art and splash paintings. I'd love to buy some paintings by young, emerging artists.

7. I like the high ceilings in the gallery, but there isn't enough light, so I didn't enjoy my visit. It's about time you repainted the walls, isn't it? That'd make the rooms lighter.

**3. Work in small groups. You are members of a team of art consultants headed by Dennis Paul. Do the following tasks together.**

1. Consider the implications of each of Dennis Paul's ideas below. Then choose the best five ideas for further study. Make notes of your reasons for not choosing the other ideas.

2. Discuss the cost of the ideas you've chosen. Which ones will be:

a. inexpensive

b. quite expensive

c. very expensive

d. easy to implement

e more suitable as a long-term project?

3. Think of any other ideas that could make money for the gallery. Make notes.

4. Work out an action plan for the next year.

**Ideas:**

1. Change the gallery's strategy. Focus on exhibiting exclusively young emerging artists based in New York.

2. Sponsor a young, promising artist, perhaps someone already exhibiting on the internet.

3. Sponsor a competition of modern art in New York's major art colleges.

4. Exhibit at one major art fair in New York rather than at several smaller fairs, as the gallery does at the moment.

5. Hire an expert to improve the gallery's website. Aim to attract more foreign visitors by advertising in specialist art magazines.

6. Redecorate the gallery and enlarge the windows.

7. Move to a new location where the rents are much cheaper.

8. Vary the commission rate, charging 50 percent to established artists and a lower commission rate for young artists.

9. Set up a cafe in the gallery offering high-quality snacks and lunches.

10. Invite famous modern artists to give lectures on their work at the gallery.

**4. Compare your action plan with the plans of other groups. As one group, take a vote to decide which is the best action plan.**

## **5. Use the link**

[<https://www.esolcourses.com/content/lifeintheuk/london/madame-tussauds/madame-tussauds-lesson-activities.html>] **to learn about one of the major tourist attractions in London**, which is Madame Tussaud's wax museum where you can see waxworks of historical and royal figures, celebrities and sports stars. **Watch the video and practice listening for specific information.**

**6. Write a blog post to describe an art gallery, exhibition or artwork that you think people might enjoy, explaining why. It can be real or imaginary.**

## **5.7 Prominent personalities in the sphere of visual arts in the Republic of Belarus, UK and master student's native country**

### **1. Answer the questions.**

1. A representative of what art movement is Marc Chagall? 2. What kinds of art is Marc Chagall's creative work linked with? 3. What are his most famous artworks?

### **Text 2. Marc Chagall's creativity**

#### **2. Read the text and check your ideas.**

Widely admired by both his contemporaries and later artists, Marc Chagall (1887–1985) is considered the “last master of European modernism”. He borrowed elements from different modern art trends but didn't belong to any specific style or movement. With his otherworldly images of blue cows, flying lovers, biblical scenes and green-faced violinists the artist was definitely one of a kind.

Born into a poor Jewish family, Marc Chagall was the eldest of nine children. Still his childhood was happily filled with children, farm animals, music, dance, folklore, and jokes. At the age of 19, he met Yehuda Pen, who recognised his talent and invited the young man to study painting free of charge. A few months later, Chagall moved to St Petersburg, where he learnt how to do realistic landscapes and self-portraits.

In 1910, he left for Paris, where the young artist attended classes at free academies of fine arts and visited all kinds of exhibitions and galleries. He discovered new ideas and new artists, such as Pablo Picasso and Henri Matisse. Chagall also developed the features that became recognisable trademarks of his art: vibrant colours portraying the world in a dreamlike state. His first one-man exhibition in Berlin in 1914, just before the beginning of World War I, was a success.

Life was hard during wartime but it was a joyful period for Chagall: he returned to Vitebsk and in 1915 married Bella Rosenfeld, a woman who became his greatest love and inspiration for life. For some time after the 1917 revolution Marc Chagall was a director of the new Academy of Art in Vitebsk. However, he became disappointed with the work in the school because of the differences with

his colleagues and left for Moscow. There, the artist designed costumes and settings for the Jewish Chamber Theatre.

In 1922, Chagall found that his art had fallen out of favour and together with his family he left Russia. New horizons opened for the painter when he was commissioned to make illustrations for Gogol's *Dead Souls* and La Fontaine's fables. Chagall's work during this period brought him new success as an artist, and he had a number of exhibitions.

However, as his popularity was spreading so was the threat of fascism. His works were removed from galleries in Germany and some were burnt. Chagall's horror at the Nazi's rise to power is expressed in his 1938 masterpiece *White Crucifixion*. In 1941, Marc Chagall and his family had to move to the United States. There he got involved in designing settings and costumes for the New York Ballet. In 1944, his wife died suddenly, and it was such a shock to him that the artist couldn't paint for a year.

Marc Chagall returned to France in 1948. In the post-war years his artwork turned biblical, reflecting his Jewish heritage. He took an interest in interior design and monumental art. Chagall became one of very few artists to exhibit work at the Louvre during their lifetime when the museum organised an exhibition of his works to pay homage to the 90-year-old artist.

**3. Read the text again. Fill in the missing sentences. There is one extra sentence that you don't need to use.**

- a) At the age of 77 he painted the ceiling of the Paris Opera.
- b) Such paintings as *Birthday*, *The Promenade* and *Over the Town* show Chagall's island of domestic happiness among the chaos.
- c) It has everything Chagall is famous for – a dreamy mixture of folk fantasy and surrealism all wrapped in vibrant colours.
- d) Together with Picasso's *Guernica*, the canvas is the most expressive criticism of war and hatred of the 20th century.
- e) It was during this period that he created one of his iconic paintings *I and the Village*.

**4. Create a timeline of Marc Chagall's life and mark the most important events. Explain their role in the life of the painter.**

**5. Have a discussion "Paying homage to Chagall". Speak about the facts from the artist's biography and his artworks that impressed you most.**

**6. Answer the questions**

1. What contemporary artists do you know?
2. What art style do they represent?
3. What genres and forms do they prefer?

### **Text 3. “The greatest living artist”**

#### **7. Read the text and get ready to discuss it**

David Hockney has often been voted as “the greatest living artist” and is also one of the richest contemporary artists. *A Bigger Grand Canyon*, a series of 60 canvases combined to produce one enormous picture, was bought by the National Gallery of Australia for \$4.6 million. One of five children, Hockney was born into a working-class family in Yorkshire. He showed an early interest in art and in 1959 began a post-graduate course at the Royal College of Arts in London. He did well as a student but refused to write an essay at the final exam. Instead he made 50 copies of his satirical sketch titled *The Diploma* (some of them are at the Tate now).

Recognising his talent, the RCA changed its regulations and awarded the diploma. Hockney is a many-sided artist. He has made his name in Pop art, Expressionism and Cubism. He has experimented with painting, drawing, printmaking, watercolours and photography. The subject matter of his works ranges from still life and landscape to portraits of his friends and his dogs. He has also published a number of books and screenplays and has worked as a set and costume stage designer. Hockney was commissioned to design the cover and pages for the December 1985 issue of the French edition of *Vogue*. In 2018, he created a stained-glass window for Westminster Abbey to celebrate Elizabeth II’s reign. Hockney’s early works were full of vibrant greens, purples, pinks and yellows. However, when he came to California in the 1960s (and became a longtime resident of Los Angeles), he started using acrylic instead of oil and his art took on a new look.

In the early 1980s the artist began creating photo collages that he called “joiners”. At first, true to the spirit of Cubism he arranged photos taken from different perspectives and at slightly different times into a patchwork. Then his collages took on a shape of their own, creating abstract representations of the landscapes or portraits. Although his photographs were successful, Hockney returned to painting in the late 1980s. Throughout his career, the artist has created portraits and double portraits in a realistic style and repeatedly depicted the same subjects. He has also turned to his own figure year after year, making over 300 self-portraits. Hockney is sure that you can’t be tired of nature and loves painting landscapes. Inspired by Van Gogh, Picasso and Matisse, he has developed a colourful palette and re-imagined English landscape.

Since 2009, Hockney has painted hundreds of portraits, still lifes and landscapes using the Brushes app designed by Apple. In 2010, he held an exhibition in Paris showing his art made on iPads. His artworks were also exhibited digitally on large screens. David Hockney has had over 400 solo and over 500 group exhibitions. His first one-man show at London gallery was held when the artist was only 26. 2017 was the year of David Hockney because that year the internationally recognised British artist celebrated his 80th birthday. To pay homage, the Tate, the Pompidou Centre and the Met organised exhibitions dedicated to his creative work.

### **8. Are the following statements true or false?**

1. Hockney studied art in Oxford. 2. Different modern art movements influenced Hockney's creative work. 3. Hockney's early photo collages look like a patchwork. 4. The artist has never painted the same subject twice. 5. The anniversary exhibitions weren't successful.

### **9. Answer the questions.**

1. How did Hockney's works change when he moved to California? 2. What are "joiners"? 3. What are Hockney's favourite genres in painting? 4. Why is he sometimes called "a painter 2.0"? 5. When was David Hockney born?

**10. Work in pairs. Make a list of 10 expressions that you associate with David Hockney and his creative work. Tell the partner what you remember about the artist.**

## **5.8 Dancing as a self-expression of the personality**

### **1. Answer the questions.**

1. Are you fond of dancing? Would you say that you enjoy dancing or is it an embarrassing torture?
2. Did you like dancing when you were a child? Do you have any early memories of dancing?
3. Do you prefer to dance yourself or to look at people dancing?
4. Do you prefer dancing alone or with other people?
5. Can you dance well? Are you good at dancing?
6. How often do you dance? When did you dance last?
7. Do you agree that dancing is the best way to exercise?
8. Did you dance at school discos / at your friends' parties? Are you fond of dancing at clubs and discos? Can you dance all night long?
9. What dances from other countries do you like?
10. How important is dancing in your culture?

### **2. Listen to the recording "Dancing"**

**<https://listenaminute.com/d/dancing.html> and answer the questions.**

1. Is dancing important to the speaker?
2. Where does the speaker like to dance?
3. Did the speaker learn to dance when he was a boy?
4. Does he like to look at dancing?
5. What style of dancing is the speaker fond of?



## **5.9 Popular dance genres and styles. World famous dance shows**

**1. Read the text attentively and put the sentences below in the correct gaps in the text.**

- a) In the mid-1980s breakdancing became popular.
- b) They are easy to learn and are usually danced in couples.
- c) Other kinds of folk dances are Maypole and sword dancing.
- d) In the late nineteenth and early twentieth centuries, American dancers like Isadora Duncan experimented with traditional ballet.
- e) In the 1960s, people danced without touching their partner, in dances like the twist.

**Ballet** began in Italy and France during the Renaissance and is still an important art form in Western culture. (1) \_\_\_\_\_. Ballet dancers all over the world also try different ballet forms.

**Folk dance** is usually traditional. It is performed by members of one nation. Folk dances are usually group dances that are taught by one generation to another. For example, English Morris dance, and North American square dance. (2) \_\_\_\_\_. Today, well-known folk dances are often performed for audiences, for example, the Irish Riverdance.

**Popular or social dances** often come from folk dances, although they are usually popular for only a short time. (3) \_\_\_\_\_. Until the eighteenth century, social dances were only held in palaces or the homes of aristocrats. However, in the late eighteenth and nineteenth centuries, social dancing became more popular. Ballroom dancing, which was a formal dance in a large room, became popular in Europe and North America.

Central European folk dances, such as the *waltz* and *polka*, changed and became the most popular examples of **ballroom dances**. In the United States the mixing of immigrant cultures produced new forms of dance, such as *square dancing* and *tap dancing*. Before the First World War, new ballroom dances came to Europe from America, for example *foxtrot*, *tango*, *rumba*, *cha-cha*. The Argentine Tango was made internationally popular by Carlos Gardel through his songs and films.

From the start of the twentieth century, African-American rhythm and movements also became part of popular social dance: in the 1920s the Charleston; in the 1930s and 1940s the jitterbug; then the rock 'n' roll dances of the 1950s (4) \_\_\_\_\_. Dancing in couples returned in the 1970s - 1980s with 'disco' music. (5) \_\_\_\_\_. This acrobatic form of solo dancing began in the poorer parts of American cities.

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

- 1. Name two dancers who started modern dance.
- 2. When and where did ballet appear?
- 3. What is folk dance?
- 4. What traditional British folk dances do you know?
- 5. What is the main difference between folk and popular dances?

6. Where did popular dance come from?
7. When did the ballroom dancing become popular in Europe and North America?
8. Name two ballroom dances that came from folk dances.
9. Why did a lot of new dances come from the United States?
10. What type of solo dancing became popular in the mid-1980s?

**3. Discuss these questions in small groups.**

1. How does dancing affect your everyday life?
2. Are you fond of ballet / folk dance / popular dance?
3. What ballroom dances do you know?
4. Which ballroom dances do you prefer: waltz / polka / tap dancing / fox trot / tango / rumba / cha-cha / breakdancing?
5. Are they popular in your native country?
6. Are there any traditional dances in your country? Do you know how to dance them?

**4. Take these quizzes to know more about different styles in dancing.**



<https://www.propofs.com/quiz-school/story.php?title=pp-test-your-knowledge-on-dance>

<https://www.propofs.com/quiz-school/story.php?title=pp-the-ultimate-dance-quiz>



**5.10 Prominent personalities in the sphere of choreography of the Republic of Belarus, UK and master student's native country**

**1. Describe the most popular style of dancing in your native country. Describe any traditional folk / modern dance which is popular in your native country.**

**2. Do you have a favorite dancer? Can you name several prominent dancers of your native country?**

**3. Discuss the questions with your partner.**

1. What do you think of ballet? Are you fond of it?
2. Do you like traditional ballet or would you rather prefer contemporary ballet?
3. Do you think being a professional dancer is a good job?
4. What style of dancing are you fond of from an early age?
5. Did you want to be a professional dancer when you were a child?
6. How old were you when you began your dancing education?
7. Were you a bright student at school / university?
8. Have your parents influenced your decision to become a dancer?
9. Do you feel satisfaction when dancing?

10. Are you fond of improvisations?
11. Have you ever danced in the streets at festivals?
12. Have you won any dance competitions? Are you famous?

**4. Find information about famous choreographic ensembles of Belarus, get ready to report it to the group.**

**5. Write a biography of any famous dancer and talk about his experience and creative work.**

### **5.11 Music art. Genres and styles of music**

#### **1. Answer the questions.**

1. Are you fond of music?
2. Do you often listen to music? How often?
3. What genres of music do you know?
4. What music genre do you prefer / dislike?
5. What kind of music do you usually listen to when you are driving / studying / cooking / doing sports?

#### **2. Take any of these music taste quizzes.**

Most people say that the music you listen to is a mirror of what you are going through. Everyone has specific tastes in music. Your personality is a distinct music style whether you like it or not, but which one? Pop? Alternative? Classical music? These quizzes will help you find out what genre of music you should listen to, based on your personality and needs. Give these quizzes a try and discover interesting facts about yourself.

• <https://www.propofs.com/quiz-school/story.php?title=what-is-your-music-style>

• <https://www.buzzfeed.com/audreyworboys/which-music-genre-are-you-quiz>



• <https://www.propofs.com/quiz-school/story.php?title=what-is-general-ambience-your-music>

#### **3. Answer the questions.**

1. Does music have the power to change your mood? How does music affect you?
2. What style of music do you usually listen to when you feel happy / nervous and depressed?
3. What kind of music can spoil your mood?



4. What kind of music do you find annoying / stressful?
5. What music do you listen to cheer you up?
6. What are three songs that get you excited?
7. Is there a song that makes you emotional?
8. What song best represents you, or your attitude to life?

#### **Text 4. Music in My Life**

##### **1. Read the text carefully. Then complete the tasks below.**

Can you think of a day without music? We can hear music everywhere: in the streets and at home, over the radio and on TV, in the shops and in the parks. People all over the world are fond of music. They listen to music, they dance to music, and they learn to play musical instruments.

But what is music? Specialists explain that music isn't only a combination of **pleasant** sounds. It is an art which **reflects** life. There are a lot of different kinds of music. Some of them appeared long ago, and some are modern. For example, folk music appeared long ago, but it is still alive. Folk songs are very **tuneful** and pleasant to listen to. Classical music is often associated with the music of the past.

Great Britain has produced more popular music stars than any other country. Over the last 30 years, rock and pop music have been very popular in Britain. The Beatles, with their style of singing, **eloquent** and exciting, is still one of the most popular groups. British groups often set new trends in music. Many of the new bands have been able to use the changes in technology to develop their music. Computerized **drum** machines, **synthesizers** and other electronic instruments are now just as popular as the piano and electric guitars.

My favourite style of music is pop music, because it is **breathtaking** and full of energy. This style of music is catchy and I like **catchy** tunes. It makes me more energetic.

Tastes differ, so people's musical interests range from pop and rock music, which are extremely popular nowadays, especially among young people, to classical music and opera.

It's a pity that many young people like to listen only to modern music. As for me, I also enjoy listening to classical music. Classical music is always a complex of emotions. It gives me delight, pleasure and a sense of happiness. Some pieces of classical music are really wonderful. Not long ago I listened to the First Piano Concerto, composed by Tchaikovsky. The power of his music **captivated** me.

It goes without saying that music plays a very important role in people's lives. It reflects our **moods** and emotions. Music appeals to our hearts and transforms our feelings. It **conquers** our souls and **enriches** our minds. Music is beauty in sounds; it is our magic source of inspiration.

##### **2. Match the words with their definitions.**

1. synthesizer	a) show an image of
2. catchy	b) melodious
3. tuneful	c) state of mind or feeling

4. drum	d) an electronic musical instrument, typically operated by a keyboard
5. to reflect	
6. mood	e) astonishing, great, wonderful
7. breathtaking	f) easy to remember
	g) a musical instrument. You beat it with sticks or with your hands.

**3. Complete the sentences with necessary information. Use the text if necessary.**

1. Music isn't only a combination of \_\_\_\_\_ sounds.
2. Beatles' style of singing is \_\_\_\_\_ and \_\_\_\_\_.
3. Classical music \_\_\_\_\_ our minds.
4. I like these songs because they are \_\_\_\_\_.
5. Music by great composers \_\_\_\_\_ everybody.
6. Music \_\_\_\_\_ life and people's emotions.

**4. Answer the questions.**

1. Where can you hear music nowadays? Where do you prefer to listen to it?
2. Which of kinds of music are popular today? Which of them delight you?
3. Do you remember any British musicians which are well-known all over the world? Why are they so famous? Which singers are at the top of the charts in China at the moment?
4. Can you play any musical instrument?
5. Can you sing well? How often do you sing?
6. Do you like karaoke? Do you have a song that you often sing? What is it?
7. Do you like classical music? Who is your favourite composer?
8. Who is your favorite musician / band / singer?
9. What's your favourite music style? What do you value it for?
10. What role does music play in your life?

**5. Read the articles below and answer the questions about the meaning of pop music, its history, different genres and the characteristics which make music "pop".**

<https://promusicianhub.com/what-is-pop-music/>  
<https://www.audionetwork.com/content/the-edit/expertise/is-pop-a-genre>



1. What is pop music?
2. Is "pop" a genre?
3. What information have you found about the history of pop music?
4. What makes pop music special?
5. What are the subgenres of pop?

### **Text 3. The Mozart Effect**

**1. Read the text quickly and match the headings (a - c) with the paragraphs (1-3).**

- a) The right music to study better
- b) Music for stress and pain
- c) Get a better score and remember more

*Scientists believe that music can bring positive effects on the mental and physical health of people. They say music can help everybody, from children with learning disorders to adults with depression. Research on music therapy, carried out in France in the 1960s and later in the US, has shown that Mozart is particularly effective because it is structural and not over-emotional. The Mozart Effect is the name of a book by Don Campbell, first published in 1997.*

**1.** \_\_\_\_\_

Some people believe that music is much more than entertainment. Don Campbell, for example, is an expert on The Mozart Effect and he says that all kinds of music, from Mozart to jazz, from Latin to rock, can affect our learning and our health. We all use music to help us relax after a busy day at work. However, Campbell argues that music can also reduce the stress of being ill, especially by reducing pain, and the director of Baltimore Hospital says that thirty minutes of classical music has the same effect as ten milligrams of the painkiller Valium.

**2.** \_\_\_\_\_

Campbell also believes that music can help you concentrate, but that you need the right kind of music for your mood. And you need to listen for about ten minutes before you start studying. Perhaps your mind needs relaxing or maybe you are tired and you want to feel more energetic – so you should choose the appropriate music to help you. He says that you can use many different kinds of music to help you concentrate, but that Mozart's music is popular because it is organized and it makes your brain more alert and imaginative.

**3.** \_\_\_\_\_

Music not only makes you more intelligent, but it can improve your memory, too. In one study, students who listened to Mozart before doing a test got much higher marks than those who didn't. Many studies also show that children who learn to play a musical instrument before the age of twelve have better memories for the rest of their lives.

**2. Read the text again. Write true (T), false (F) or not given (NG).**

- 1. Don Campbell loves Mozart's music.
- 2. People listen to music to relax before work.
- 3. Listening to music when you are ill is a good idea.
- 4. Many hospitals use music to help with pain.
- 5. Listening to music before you study is a bad idea.

6. Only Mozart's music helps you to study.
7. The students listened to Mozart for ten minutes before doing the test.
8. It's a good idea for children to learn to play a musical instrument.

**3. Answer the questions.**

1. Can music affect people's health?
2. Can music reduce pain?
3. Can music affect person's learning? Do you listen to music when studying?
4. Can music improve a person's memory?
5. Can music help a person concentrate? What kind of music helps you concentrate?

**4. Imagine that you are going to be alone on a desert island. You can only take three pieces of music. Which three do you want? Why? Explain your choice.**

**Text 5. History of Rock Music**

**1. Read the text carefully. Then complete the tasks below.**

The first type of rock music, rock and roll, originated in the United States in the 1950s. Rock and roll was a combination of the rhythm-and-blues style, the piano-blues style known as boogie woogie, and the country-music style. It's important to understand that during the '50s the rock and roll was actually a synonym for black R&B music. Rock and roll was first promoted by radio disc jockeys like Alan Freed. The first Rock&Roll performer was Elvis Aaron Presley. He wasn't like the American singers of the '40s and early '50s. He wasn't neat, sweet and safe. He was rough, tough and dangerous. His music was dangerous too. He called himself "The King of Rock and Roll" and played an electric guitar. Teenagers all over the world fell ill love with this new style. They bought millions of his records.

As with early rock and roll, the major American record companies did not take the British bands seriously at first. But with the appearance of the Beatles everything changed. The success of the British band became too difficult to ignore. No less popular were the Rolling Stones, playing hard, aggressive rock-and-roll.

In the late 1960s hard rock emerged, focusing on thick layers of sound, loud volume levels, and guitar solos. In the early '70s the popular mainstream was dominated by superstar rock groups, such as the Eagles, Stevie Wonder and Elton John.

About 1976 punk rock originated in New York City and London as a reaction against the commercialism of mainstream rock. Punk-rock music was raw, rude and fast. London punk groups included the Sex Pistols, the Clash. They didn't look happy and rich. They looked poor and angry. Many of them couldn't play their instruments at all. Punk started as a revolution... by 1980 it was a fashion.

Perhaps the most significant rock-music development of the '80s was the rise of rap, a genre in which vocalists perform rhythmic speech. Rap originated in the mid '70s in the South Bronx community of the New York City and was initially associated with cultural movement called hip-hop, which included acrobatic dancing (break dancing) and graffiti art.

Finally, there was hippy rock. This was the time of "flower power" and protests against the Vietnam War.

As you can see, rock music has grown to include hundreds of musical styles, some of which define a broad mainstream, while others are supported by small but devoted audiences. As for the future, who knows where rock 'n' roll will go. But the spirit of rock and roll will never die, that's for sure.

## **2. Answer the following questions.**

1. What was the first type of rock music?
2. How can rock and roll be defined?
3. How was rock and roll promoted?
4. Who was the first famous rock and roll performer?
5. Was Elvis Presley different from other performers? Why?
6. What British groups became popular all over the world?
7. When was hard rock born?
8. What can you say about punk rock?
9. What was the most significant rock music development of the 1980s?
10. What type of rock music do you prefer and why?

## **3. To look deeper into the problem of rock music read the articles below. What information was new / interesting to you?**



<https://www.englishclub.com/vocabulary/music-rock.htm>

<https://spinditty.com/genres/rock-music-comeback>



## **4. Study the information about classical music genres, its structure and characteristics, periods of classical music using the links below.**



<https://www.musicgenreslist.com/music-classical/>

[https://en.wikipedia.org/wiki/Classical\\_music](https://en.wikipedia.org/wiki/Classical_music)



## **5. Think you're a bit of a classical music expert? Do you have encyclopedic knowledge in this sphere? Take this classical music quiz and don't use Google. Mozart didn't use search engines in his exams and nor should you.**

<https://www.classicfm.com/discover-music/latest/ultimate-classical-music-quiz/>



## 5.12 New trends in contemporary music art

**6. Comment on the different points of view on classical and pop music in each case below, providing arguments to support or refute the given point of view or giving another point of view.**

### **For and Against Classical Music**

#### ***For:***

- Classical music gives the listener a keen sensual delight. This music creates a special mood. It is wonderful to dream and meditate to this music. The metallic monotonous beat of jazz or the shrill shouts of pop singers: what are they in comparison with this special miraculous world created by sensitive talented men? Classical music has a deep intellectual appeal.

- Classical music creates a special spiritual world for the listener which immensely enriches his inner life and makes him happy.

#### ***Against:***

- Classical music is a complicated art: it is difficult to find one's way in it.
- Classical music is also an exclusive art: most people don't like or understand it; that's why it is not popular. The very length of most classical pieces can send any listener to sleep. People want the kind of music to which they can dance or just talk to friends. It should be simple, cheerful and up-to-date.

### **For and Against Pop Music**

#### ***For:***

- Pop music is the music of the young who search for new rhythms and new styles and reject the music of the past that is forced on them by the older generation.

- The new rhythms are full of vigour and force: just what appeals to young people. The tunes are snappy and easily caught.

- The words of the songs deal with the young people's world: their hopes, dreams, disappointments and joys.

- The very popularity of the genre speaks in its favour. It attracts great masses of young people. Why should we deprive them of the joy they obviously get from this music?

- Pop music and jazz also create a special spiritual world for the listener, and this world is full of dynamism, harmony, sensuality. Jazz music, for example, has the advantage of extreme sincerity.

#### ***Against:***

- Before rejecting the old rhythms and styles, one should know something about them. Most pop-music fans don't.

- The rhythms may be new and vigorous, but they lack variety. The tunes are mostly primitive and as easily forgotten as caught.

- The words of some of the songs are absolutely senseless, sometimes verging on the idiotic.
- Medical research has proved that the volume of sound produced by powerful amplifiers at some pop concerts does great damage both to the sense of hearing and to the nervous system. Indeed, cases of mass hysteria are not at all unusual at pop concerts. Are we bringing up a generation of half-deaf neurotics?

### **5.13 Prominent personalities in the sphere of music art of the Republic of Belarus, UK and master student's native country**

#### **Text 6. The Giants of English Music**

**1. Do you know any British outstanding composers? What are they famous for? Read the text attentively and complete the tasks below.**

The earliest English music worthy of attention was born in the 13<sup>th</sup> century but until the 15<sup>th</sup> century England had not made serious contribution to the development of music. During the 15<sup>th</sup> century composing for the church was the only sphere of musical work in which a serious musician could make a living. Folk music, the music of amateurs, ballad-singers and wandering minstrels, flourished independently of church music. But in general, music in England made little advance during the 15<sup>th</sup> century.

In the 16<sup>th</sup> century music reached a very high standard of excellence, and this period of history is known as the Golden Age or Renaissance. The music was written for listening, that is why performances were frequent. One of the greatest Masters of this period was William Byrd, who was an expert in the writing of madrigals, both serious and light.

Under the influence of Puritanism in the 17<sup>th</sup> century the rate of musical progress in England became slower. Among the composers of the 17<sup>th</sup> century the most prominent figure in England was Henry Purcell. He spent much of his short life (only 36 years) in the service of the Chapel Royal as a composer, organist and a singer. His music was a contrast of pomp and simplicity. He was an artist of rare genius. He wrote 200 songs, 22 sonatas as well as opera music.

During the 18<sup>th</sup> century the British nation paid the greatest amount of attention to everything that came from abroad. To gain success many musicians copied the style of foreign musicians, for example George Frideric Handel (1685 – 1759, a German composer) or Felix Mendelssohn (1809 – 1847, a German composer, pianist, organist and conductor).

If speaking about composers of the end of the 19<sup>th</sup> century – the beginning of the 20<sup>th</sup> century Sir Edward William Elgar should be mentioned. He was (after Purcell) the best-known English composer internationally. “Enigma Variations”- 14 pieces of music representing the characters of his friends - was the first work that established him as a composer. He wrote the alternative national anthem “Land of Hope and Glory”, which is always performed on the last night of the Promenade Concerts in the Albert Hall in London.

Edward Benjamin Britten was an English composer, conductor, and a pianist. He was exploring all forms and mediums of music. He produced music in such varied genres as orchestral, choral, vocal, chamber and instrumental, as well as film music. He also took a great interest in writing music for children and amateur performers.

Sir Michael Tippett is one of the leading figures of British 20<sup>th</sup> century music. His long life (93 years) was extremely prolific. He wrote five operas, three large-scale choral works, four symphonies, five string quartets, four piano sonatas and many others. In his works he fused strong rhythms, jazz, madrigal-like counterpoint and imaginative new sounds, such as the wind machine.

## **2. Answer the questions.**

1. When did the earliest English music worthy of attention appear?
2. What type of music was popular in the 15<sup>th</sup> century England?
3. What period of musical history in England is known as the Golden Age or Renaissance?
4. Who was the most prominent composer in the 17<sup>th</sup> century England? What do you know about him?
5. What distinguishes the 18<sup>th</sup> century musical culture from earlier periods?
6. Who was the best-known English composer of the end of the 19<sup>th</sup> century – the beginning of the 20<sup>th</sup> century? What information have you learnt about him?
7. Who was one of the leading figures of British 20<sup>th</sup> century music? What contribution did he make into the British musical heritage?

**3. Britain has a rich and varied musical history ranging from church music to instrumental music. British music has been influenced by the musical traditions of other European countries as well as by the distinct traditions brought by immigrants from countries like Jamaica and India. In the contemporary era, many forms of popular music, including folk music, jazz, rapping/hip hop, pop and rock music, have flourished in Britain. These links provide you with information about the life and works of famous British musicians and singers. Read on and learn everything about their timelines, life stories, and interesting trivia & facts related to their lives.**

<https://www.thefamouspeople.com/briton-musicians.php>

<https://www.thefamouspeople.com/briton-singers.php>

## **Text 7. Belarusian Musical Culture**

**1. Read the text attentively and say what information was new / interesting to you to learn about?**

The Belarusian nation is especially proud of its musical culture. Contemporary Belarusian musical art preserves national traditions as well as follows modern tendencies of the world musical movement. The Belarusian bands perform in all popular musical styles: classical and heavy rock, chanson, ethnic music, rap, blues, electronic music and others.



A lot of music groups promote national musical art: National Academic Folk Orchestra of Belarus named after I. Zhinovich, State Academic Choir named after Y. Shirma, State Chamber Orchestra, Song and String Ensembles “Pesnyary” and “Verasy” and others.

In general Belarus is famous as the centre of folk and folk rock music. Such folk bands as Pesniary (formed in 1969 by Vladimir Mulyavin), Verasy (formed in 1971) and Siabry (formed in 1974) are extremely popular in our country and abroad. After the fall of the Soviet Union new rock bands appeared, including N.R.M. (probably the best-known rock band of the late 90s), ULIS, Krama, and Neurodubel.

It’s interesting to know that the native Belarusian singer Ekaterina Semenchuk was chosen to sing at the wedding of Prince of Wales Charles and Camilla Parker in Windsor in 2005. She was well-known to the British audience as she had won the first prize in the musical contest Cardiff Singer of the World in 2001.

Many musical forums are held in Belarus, for example Belarusian Musical Autumn, Minsk Spring, Golden Hit, jazz festivals and many others. Belarus has been an enthusiastic participant in the Eurovision Song Contest since 2004. The international annual festival of arts Slavyansky Bazar in Vitebsk has become the symbol of the festival movement of Belarus. Popular performers from Russia, Belarus and Ukraine, with guests from many other countries, theatre workers, film directors, actors, famous public figures take part in the festival.

**2. Read the articles below to learn more about Belarusian musicians and singers. Make a presentation about one of them describing his / her life and professional success.**



<https://www.last.fm/tag/belarusian/artists>

<https://www.thefamouspeople.com/belarusian-singers.php>



**4. Make a presentation about any famous musician / conductor / singer and etc. from your native country.**

## **5.14 Theatrical art: genres and styles**

**1. Read the text and be ready to speak about going to the theatre:**

Going to the theatre can be entertaining and educative. Despite competition from the cinema, television, and the Internet the theatre still plays an important part in the entertainment of the English.

In London there are theatres for all tastes: some people prefer musical comedy, and shows of this kind are very popular. Variety shows, in which actors entertain the audience with sentimental and comic performances or skits on social or political life, also draw full houses. Those who do not care for musical comedy or variety will find other shows to their taste. Some theatres stage modern plays;

Shakespeare and other classics are played mostly at Old Vic; the Royal Opera, formerly Covent Garden, shows opera and ballet.

As a rule, performances start (or begin) at about half past seven and run for three hours or more, including about an hour for intervals between acts. There are sometimes matinées in the afternoon, but most spectators prefer evening shows.

People book (or reserve) seats beforehand either at the box-office (or booking office) or by phone. The best and most expensive seats in the auditorium (or house) are the orchestra stalls, the boxes, and the dress-circle. From these seats you can see the stage very well. The pit and the gallery are cheap, but the view is not so good from these seats. Spectators may not stand in the aisle during the performance.

When you arrive at the theatre you leave your coat at the cloakroom, where you can also get opera-glasses. An usher shows you to your place and sells you a program, which tells you the story of the play that is on that evening and gives the names of the actors who will act the different parts (or roles).

## **2. Insert the missing words:**

1. I found the play most... and educative.
2. ... isn't over till 10.45.
3. I like ... my seats beforehand, long before the night of ... .
4. The ... was packed, there was not an empty seat.
5. The best seats in the theatre are ...

## **Text 3. Theatre in My Life**

### **1. Read the text and complete it using your own information:**

Theatre has been one of the most exciting attractions for centuries and today it is really popular. Of course nowadays there are a lot of other attractions, for example cinema, TV and the Internet, but theatre will never lose its prominent position. Life is short, art is forever. Theatre is the greatest wonder in the world. A skillfully put on play may work wonders. It may teach the audience, develop their artistic views and tastes. Due to good acting viewers are able to penetrate deep into characters' personality, feel their passion and sufferings.

Theatrical art in Belarus is represented by about 30 professional theatres. My favourite theatre is \_\_\_\_\_.

Though I am not a great theatre lover I like to go to the theatre once or twice a month. I try to watch the best performances that are on at our theatres. For me visiting a theatre is an event in my life. I always book tickets at the box-office of the theatre well in advance especially if it is the first night. I prefer the stalls but if the performance is promising I am ready to sit wherever I get the ticket.

My last visit to the theatre was a total flop. My friend and I visited \_\_\_\_\_ theatre. The performance failed to catch the public. The plot was rather lifeless. The acting was childish. Some of actors didn't even know their lines properly. I was disappointed by unsuitable music and poor directorship. No wonder the audience was cold and passive.

My last visit to the theatre was a great success. My friend and I visited \_\_\_\_\_ theatre. The performance was enthusiastically received by the audience. I was charmed by the music, acting was brilliant and the leading actress took 3 curtain calls. The actors touched my heart with their sensitive portrayal of the characters. I suppose that the play got favorable reviews.

**2. Make a dialogue with your partner about your visiting a theatre. Use the words and word expressions from the text.**

### **5.15 World famous theatres. Outstanding theatrical productions**

#### **1. Answer the questions**

Have you ever been to the professional theatre? Do you know what sort of productions you can see at the moment in your capital city /your city?

#### **2. Match these words connected with the theatre to their definitions.**

1. musical
  2. script
  3. box office
  4. to open
  5. to run
  6. special effects
  7. choreography
  8. matinee
  9. set
  10. cast
- a. the planning of the dance moves in a show
  - b. when a show begins in a theatre
  - c. the spoken dialogue in a show
  - d. when a show lasts for a time in a theatre
  - e. an afternoon performance of a show
  - f. all the performers in a show
  - g. the background and scenery for a show
  - h. a show with singing and dancing
  - i. technical illusions
  - j. a theatre's ticket-selling service

#### **1. Read and translate the text about the Globe theatre:**

##### **The Globe Theatre**

The story of the Globe Theatre starts with William Shakespeare's acting company The Lord Chamberlain's Men. Shakespeare was a part-owner, or sharer, in the company, as well as an actor and the resident playwright. From its inception in 1594, the Lord Chamberlain's Men performed at The Theatre, a playhouse

located in Shoreditch. However, by 1598 their patrons, including the Earl of Southampton, had fallen out of favour with the Queen. The Theatre's landlord, Giles Alleyn, had intentions to cancel the company's lease and tear the building down.

While Alleyn did own the land, he did not own the materials with which The Theatre had been built. So, on 28 December 1598, after leasing a new site in Southwark, Cuthbert and Richard Burbage led the rest of the company of actors, sharers, and volunteers in taking the building down timber by timber, loading it on to barges, and making their way across the Thames. Working together, the actors built the new theatre as quickly as they could.

The ground on the new site was marshy and prone to flooding, but foundations were built by digging trenches, filling them with limestone, constructing brick walls above the stone, and then raising wooden beams on top of that. A funnel caught the rainwater and drained it into the ditch surrounding the theatre and down into the Thames.

The theatre was 30 metres in diameter and had 20 sides, giving it its perceived circular shape. The structure was similar to that of their old theatre, as well as that of the neighbouring bear garden. The rectangular stage, at five feet high, projected halfway into the yard and the circular galleries. The pillars were painted to look like Italian marble, the sky painted midnight blue, and images of the gods overlooked the balcony. It could hold up to 3,000 people.

By May 1599, the new theatre was ready to be opened. Burbage named it the Globe after the figure of Hercules carrying the globe on his back - for in like manner the actors carried the Globe's framework on their backs across the Thames. A flag of Hercules with the globe was raised above the theatre with the Latin motto 'totus mundus agit histrionem', or 'all the world's a playhouse'.

Shakespeare's plays that were performed there early on included: Henry V, Julius Caesar, As You Like It, Hamlet, Measure for Measure, Othello, King Lear, Macbeth, and Antony and Cleopatra. Here the Lord Chamberlain's Men enjoyed much success and gained the patronage of King James I in 1603, subsequently becoming The King's Men.

## **2. Explain the meaning of the following words:**

puppet theatre, playwright, professional company, to be performed, repertoire, masterpiece, reconstruction, audience, to stage

## **Text 7. Hot tickets**

### **3. Read the text and find the names of the musicals**

The 'West End' is London's theatreland – home to over forty theatres. London's plays, shows and operas attract around 11 million visitors per year and, with tickets costing around £30 each, they bring a lot of income into the capital. The biggest West End attractions are always musicals. Cats ran for 21 years, and

Les Miserables is currently celebrating its 18th year in the West End. Here are some of the hottest tickets in town today.

My Fair Lady is based on G. B. Shaw's 1916 play Pygmalion and tells the story of Eliza Doolittle, the Cockney flowerseller chosen from the streets by a professor of linguistics and transformed into a lady. This current production opened in 2001 starring Martine McCutcheon from the TV soap EastEnders. It features well-known songs such as "I'm getting married in the morning" and "On the street where you live".

Bombay Dreams is based in the Indian film industry and features an all-Asian cast. The story centres around Akaash, a poor boy played by Raza Jaffrey, who becomes a film star and falls in love with the daughter of one of Bombay's greatest film directors. The show features modern Indian pop music, such as "Shakalaka Baby", and dazzling costumes and choreography. It opened in 2002 and quickly became one of the most popular shows in London.

We Will Rock You opened in 2002. This musical, with a script by comedian Ben Elton, takes place in the future, when rock music is illegal. The story is based on famous songs by Queen such as "Bohemian Rhapsody" and "I Want to Break Free", the set resembles a rock concert and there are plenty of special effects. And Tony Vincent, who plays the hero Galileo Figaro, sounds very like Queen's lead singer, Freddie Mercury.

#### **4. Complete this table with information about the three musicals.**

Show	My Fair Lady	We Will Rock You	Bombay Dreams
Opening year			
Main character			
Actor who plays him/her			
Songs from the show			

**5. Which of these shows would you like to see? Why? How much would you be prepared to pay?**

### **5.16 Prominent personalities in the sphere of theatrical art of the Republic of Belarus, UK and master student's native country**

#### **Text 8. Theatre in the Republic of Belarus**

**1. Read the text and get ready to speak on the topic "Theatre in the Republic of Belarus":**

The tradition of Belarusian theatre is very ancient. It started in the early Middle Ages as folk puppet theatres – Batlejka –and folk drama. The art of ballet

became known in Belarus in the second half of the 18<sup>th</sup> century. The richest Belarusian and Polish feudal lords such as the Radziwills, Oginskis, Sapiegas had drama theatres, choirs and ballet schools at their palaces. Though that tradition died out in the 19<sup>th</sup> century, the development of the theatrical art did not stop.

An important role in the development of theatrical art in Belarus was played by the work of the playwright, actor and producer V. Dunin-Martsinkyevich, who began to create the Belarusian professional theatre in the middle of the 19<sup>th</sup> century. A new phase of development of the Belarusian theatrical art began in the 20<sup>th</sup> century: a series of new theatres with professional companies were opened, many famous Belarusian authors fruitfully worked in the dramatic genre, for example Y. Kupala, Y. Kolas, and others. By the middle of the 20<sup>th</sup> century there were 23 professional theatres in Belarus. However, during the Great Patriotic War the majority of them were closed. In the post-war period many theatres were reopened, new ones were established. Today there are about 30 state theatres in Belarus.

Dramatic art plays a central role in the theatrical culture of Belarus. **The Yanka Kupala National Academic Theatre** is located in Minsk. This oldest Belarusian theatre, opened in 1920, is a real pride of our country. The first play performed on the stage of the theatre was Kupala's "Pavlinka". In general, the first performances were based on the Belarusian folklore and works by Belarusian writers but then foreign works started to be produced on the stage. Nowadays the theatre presents lots of plays, written by such authors as W. Shakespeare, B. Shaw, N. Gogol, F. Dostoevsky, V. Bykau and others.

**The National Academic Drama Theatre named after Gorky** began its functioning as the Regional Drama Theatre in 1928 in Mogilev. In 1932 the theatre received the status of the Russian Republican Drama Theatre. Since 1947 the company has been working in Minsk. The modern repertoire of the theatre is characterized by staging the classical masterpieces by A. Ostrovsky, A. Chekhov, F. Schiller, Lope de Vega, C. Goldoni.

**The National Academic Opera and Ballet Theatre of the Republic of Belarus** was opened in Minsk in 1933 with the opera "Carmen". Today the theatre suggests a remarkable choice of unforgettable operas and ballets: "Boris Godunov", "Othello", "Sadko"; "Nutcracker", "Sleeping Beauty", "The Fountain of Bakhchisarai", "Firebird", "Chipollino" and many others. The professional mastery of the Belarusian ballet dancers is highly estimated by theatre lovers all over the world. It should be mentioned, that in 1996 the theatre was divided into two independent structures: the Ballet Theatre and the Opera Theatre. In 2008 the two companies were reunited into the National Academic Opera and Ballet Theatre of the Republic of Belarus. Moreover, the building of the theatre underwent complex reconstruction and renovation. The reconstruction project was over in 2009.

The performances of **the Young Spectator's Theatre** and **the Belarusian State Puppet Theatre** attract the audience of all ages. The theatres stage plays full

of gaiety and unbelievable adventures. The repertoire of the theatres is rich and varied: it includes fairy tales and plays by Belarusian, Russian and foreign authors.

The theatrical season in Belarus continues all the year round. In summer the Belarusian theatres make performance tours, while the audience enjoys the art of guest theatres.

**2. Match the left-hand column with the right-hand column to make up the phrases according to the text:**

- |                   |                 |
|-------------------|-----------------|
| 1. theatrical     | a. tale         |
| 2. middle         | b. round        |
| 3. written        | c. estimated    |
| 4. highly         | d. by           |
| 5. to reunite     | e. period       |
| 6. reconstruction | f. art          |
| 7. to attract     | g. the audience |
| 8. fairy          | h. project      |
| 9. to work        | i. ages         |
| 10. post-war      | j. into         |
| 11. all the year  | k. fruitfully   |

**3. Fill in the suitable prepositions where necessary. In some cases prepositions are not needed:**

1. The art ... ballet became known in Belarus ... the second half ... the 18<sup>th</sup> century.
2. A new phase ... development ... the Belarusian theatrical art began ... the 20<sup>th</sup> century.
3. ... the middle ... the 20<sup>th</sup> century there were 23 professional theatres in Belarus.
4. V. Dunin-Martsinkyevech began to create the Belarusian professional theatre ... the middle ... the 19<sup>th</sup> century.
5. Numerous plays are performed ... the stage ... the theatre.
6. This theatre stages the plays ... modern authors.
7. The first performances were based ... the Belarusian folklore but then foreign works started to be produced ... the stage.
8. The professional mastery ... the Belarusian ballet dancers is highly estimated ... theatre lovers all ... the world.

**4. Be ready to answer the questions:**

1. When did the tradition of the Belarusian theatre start?
2. Who began to create the first Belarusian theatre of modern type?
3. Which Belarusian theatre is the oldest one?
5. Read the following text and retell it:

## **Text 8. Theatre in Great Britain**

### **1. Read the following text and give the general idea. Be ready to speak about Theatres in China.**

Britain is one of the world's major centers for theatre and has a long and rich dramatic tradition. It's interesting to know that the first theatre was opened more than 400 years ago under the patronage of Queen Elizabeth I. Nowadays both classical and modern repertoire is presented in British theatres. Works by Shakespeare, Marlowe, Congreve and Sheridan as well as by such modern writers as Alan Bennett, Simon Gray, Christopher Hampton and David Edgar are demanded in the country and abroad. Earnings from British theatrical productions overseas are more than 110 million pounds a year.

There are also experimental theatres in Great Britain. There are mime theatres, street theatres, theatres that represent the cultures of the black, Asian and other ethnic minorities. In every town and village amateur dramatic groups gather to perform plays, pantomimes, musicals and many others. There are more than 6,000 amateur dramatic groups in England alone.

There are two types of theatres in Great Britain: subsidized and commercial. Subsidized theatres (the Royal Shakespeare Company, the Royal National Theatre, and the Royal Opera House) have permanent company of directors, actors, designers, etc, and each season they stage several productions. For this reason such companies are called repertory companies. Commercial theatres are those which receive no subsidy. A commercial theatre is simply a building with no permanent company.

The centre of theatrical activity in Britain is London. It shows more plays than any other city and enjoys a high standard of acting. There are about 48 principal theatres in or near the West End and around 8 in the suburbs. They are very different; some theatres concentrate on the classics and serious drama, some on light comedy, variety shows, some on musicals. These include the National Theatre and the Old Vic on the South Bank, the Open Air Theatre in Regent's Park and the reconstruction of Shakespeare's Globe Theatre.

Music in all its forms – pop music, folk music, jazz, light music and brass bands – plays an important role in British cultural life. The widespread interest in classical music is reflected in the large audiences at orchestral concerts and at performances of opera, ballet and chamber music. Regular seasons of opera and ballet are given at the Royal Opera House, Covent Garden. The greatest opera singers of the world can be heard there.

The West End is said to have more theatres, more shows and larger audiences than Broadway in New York. A great many British productions have worldwide success and move from the West End to Broadway. The great musicals by Andrew Lloyd Webber, including *Cats* and *The Phantom of the Opera*, run for years in London and New York simultaneously, and in theatres throughout the world. *Cats* has been played for 30 years in the West End and it is considered to be the world's most successful musical.



2. **Make your own sentences with the following words:** success, musical, audience, chamber music, acting, permanent company, pop music, repertoire.

## Unit 6

### Science, culture and education in modern society

#### 6.1 Career advancement in the chosen professional field

##### 1. Answer the questions.

- 1) What does "career advancement" mean to you?
- 2) What are some ways you can advance your career?
- 3) Do you think getting a promotion is the only way to advance in a career?

Why or why not?

- 4) Can moving to a new department be considered career advancement?

How?

- 5) How important is it to take on new responsibilities in your job for career growth?

- 6) What skills do you think are most important for career advancement?

- 7) Have you ever asked for a promotion or more responsibilities at work?

What happened?

- 8) What are some challenges that people face when trying to advance in their careers?

- 9) Do you think it's better to have more experience or more education for career advancement?

- 10) Do you have a plan for your career? What are some short-term and long-term career goals you have?

##### 2. Match the phrases on the left with the correct definition on the right.

Phrases	Definitions
1. <i>Career growth</i>	A. The process of moving to a different department within a company.
2. <i>Job promotion</i>	B. The skills, knowledge, and experience a person gains to improve his / her career.
3. <i>Career ladder</i>	C. The path you take in your professional life, including job titles and roles.
4. <i>Career goals</i>	D. A higher position or role within an organization.
5. <i>Career path</i>	E. The ability to do your job well, as measured by your manager or colleagues.
6. <i>Professional development</i>	F. The overall improvement of your career over time, including promotions.
7. <i>Job responsibilities</i>	
8. <i>Department transfer</i>	
9. <i>Job performance</i>	
10. <i>Professional training</i>	
	G. The specific tasks and duties assigned to a person in a job.

- H. A formal course or program to develop specific skills for your job.
- I. The personal goals you set for your career, such as reaching a certain position.
- J. A structured process of growth and progression in a career field.

**Answer Key:**

1. F – Career growth: The overall improvement of your career over time, including raises and promotions.
2. D – Job promotion: A higher position or role within an organization.
3. J – Career ladder: A structured process of growth and progression in a career field.
4. I – Career goals: The personal goals you set for your career, such as reaching a certain position.
5. C – Career path: The path you take in your professional life, including job titles and roles.
6. B – Professional development: The skills, knowledge, and experience a person gains to improve their career.
7. G – Job responsibilities: The specific tasks and duties assigned to a person in a job.
8. A – Department transfer: The process of moving to a different department within a company.
9. E – Job performance: The ability to do your job well, as measured by your manager or colleagues.
10. H – Professional training: A formal course or program to develop specific skills for your job.

**3. Fill in the blanks with the correct phrase from the list below.**

**Sentences**

1. To reach the next level in your career, it's important to focus on your \_\_\_\_\_, which includes improving your skills and taking on more challenging tasks.
2. One way to advance in your job is by getting a \_\_\_\_\_, where you are given more responsibilities and a higher salary.
3. Moving up in your company is often described as climbing the \_\_\_\_\_, which represents different levels of positions in the organization.

**Phrases:**

- a) *Professional training*
- b) *department transfer*
- c) *career goals*
- d) *career path*
- e) *job performance*
- f) *professional development*
- g) *career ladder*
- h) *job responsibilities*
- i) *career growth*
- j) *job promotion*

4. It's essential to set clear \_\_\_\_\_ to help you focus on what you want to achieve in the short and long term.
5. A \_\_\_\_\_ helps you plan the steps you need to take to reach your

career goals, whether that involves promotions or different job roles.

6. Continuous \_\_\_\_\_, such as attending workshops or earning certifications, can help you stay competitive in your field.

7. As you move up in your role, your \_\_\_\_\_ often increase, meaning you have more tasks and duties to handle.

8. Some people advance their careers by applying for a \_\_\_\_\_, which allows them to work in a different department of the same company.

9. Managers often assess \_\_\_\_\_ to decide whether an employee is ready for more responsibilities or a promotion.

10. \_\_\_\_\_ can help you gain the skills needed for specific roles, such as taking courses on leadership, project management, or technical skills.

**Answer Key:**

1. i, career growth
2. j, job promotion
3. g, career ladder
4. c, career goals
5. d, career path
6. f, professional development
7. h, job responsibilities
8. b, department transfer
9. e, job performance
10. a, Professional training

**4. Evaluate different career advancement techniques and their pros and cons.**

Career advancement techniques	Pros	Cons
✓ <i>Getting a Promotion</i> ✓ <i>Moving to a New Organization / Department</i> ✓ <i>Taking on More or New Responsibilities</i> ✓ <i>Seeking Mentorship or Coaching</i> ✓ <i>Continuous Learning and Professional Development</i>		

**5. Read “Myths and Facts About Career Advancement” and decide whether the statement is True or False. Explain why it's true or false.**

**Example:**

**Statement:** *Getting a promotion always requires working for at least five years in the same position.*

**Answer: False** – Promotions can happen in less time, depending on performance, skills, and the availability of higher roles.

1. You must change companies to advance in your career.
2. Expanding your job responsibilities can help you get a promotion.
3. Career advancement is only about salary increases.
4. You should only focus on working hard and your career will advance automatically.
5. A department transfer to another team or division is considered a form of career advancement.
6. Career advancement is a slow and steady process that can take many years.
7. You must stay in your comfort zone to be successful in your career.
8. Job satisfaction is not related to career advancement.
9. Mentorship can help with career advancement.
10. You can't advance in your career without a university degree.

**Answer key:**

1. **False** – Many people advance within the same company by taking on new responsibilities, moving to different departments, or earning promotions.
2. **True** – Taking on additional responsibilities is one of the most common ways to demonstrate your readiness for a promotion.
3. **False** – While salary is important, career advancement can also involve gaining new responsibilities, skills, job titles, or work-life balance.
4. **False** – Hard work is important, but strategic planning, skill development, and networking also play a major role in career advancement.
5. **True** – Moving to a different department can broaden your skills and open up new opportunities for growth.
6. **True** – While some people may advance quickly, career advancement often requires years of hard work, skill-building, and experience.
7. **False** – Stepping outside of your comfort zone, learning new skills, and taking on challenges are often key to advancing your career.
8. **False** – Job satisfaction is important because a motivated and engaged employee is more likely to take on new responsibilities and seek growth opportunities.
9. **True** – A mentor can provide guidance, advice, and support, which is valuable for career development and growth.
10. **False** – While a degree can be helpful, many people advance in their careers through experience, skills development, certifications, and networking.

**6. Write a short response to the prompt: Where do you see your career in 5 years? What steps do you think you need to take to get there? What challenges might you face in trying to reach your goals?**

## **6.2 The role of science and education in the development of the society**

**1. Read the following text and get ready to discuss it:**

### **What is Science?**

To understand what science, just look around you. What do you see? Perhaps, your hand on the mouse, a computer screen, papers, ballpoint pens, the family cat, the sun shining through the window. Science is, in one sense, our knowledge of all that— all the stuff that is in the universe: from the tiniest subatomic particles in single atom of the metal in your computer's circuits to the nuclear reactions that formed the immense ball of gas that is our sun, to the complex chemical interactions and electrical fluctuations within your own body that allow you to read and understand these words. But just as importantly, science is also a reliable process by which we learn about all that stuff in the universe. However, science is different from many other ways of learning because of the way it is done. Science relies on testing ideas with evidence gathered from the natural world. This website will help you learn more about science as a process of learning about the natural world and access the parts of science that affect your life. Science helps satisfy the natural curiosity with which we are all born: why is the sky blue, how did the leopard get its spots, what is a solar eclipse? With science, we can answer such questions without resorting to magical explanations. And science can lead to technological advances, as well as helping us learn about enormously important and useful topics, such as our health, the environment, and natural hazards. Without science, the modern world would not be modern at all, and we still have much to learn. Millions of scientists all over the world are working to solve different parts of the puzzle of how the universe works, peering into its nooks and crannies, deploying their microscopes telescopes and other tools to unravel its secrets, science is complex and multi-faceted, but the most important characteristics of science are straight forward. Science focuses exclusively on the natural world, and does not deal with supernatural explanations. Science is a way of learning about what is in the natural world, how the natural world works, and how the natural world got to be the way it is. It is not simply a collection path for understanding scientists work in many different ways, but all science relies on testing ideas by figuring out what expectations are generated by an idea and making observations to find out whether those expectations hold true. Accepted scientific ideas are reliable because they have been subjected to rigorous testing, but as new evidence is acquired and new perspectives emerge these ideas can be revised. Science is a community endeavor. It relies on a system of checks and balances, which helps ensure that science moves in the direction of greater accuracy and understanding. This system is facilitated by diversity within the

scientific community, which offers a broad range of perspectives on scientific ideas. To many, science may seem like an arcane, ivory-towered institution but that impression is based on a misunderstanding of science. In fact:

- Science affects your life everyday in all sorts of different ways.
- Science can be fun and is accessible to everyone
- You can apply an understanding of how science works to your everyday life.
- Anyone can become a scientist of the amateur or professional variety.

The word "science" probably brings to mind many different pictures: a fat textbook, white lab coats and microscopes, an astronomer peering through a telescope, a naturalist in the rainforest. Einstein's equations scribbled on a chalkboard, the launch of the space shuttle, bubbling beakers. All of those images reflect some aspect of science, but none of them provides a full picture because science has so many facets: science is both a body of knowledge and a process. In school, science may sometimes seem like a collection of isolated and static facts listed in a textbook, but that's only a small part of the story. Just as importantly, science is also a process of discovery that allows us to link isolated facts into coherent and comprehensive understandings of the natural world.

## **2. Summarize the text in 5 sentences, using the following expressions:**

- To my mind...
- In my opinion...
- I think
- I am absolutely convinced that
- I'm not really sure but..
- I've got mixed views on the issue of...

## **6.3 Development and new trends in the scientific and cultural life of the Republic of Belarus, UK and master students' native country**

### **1. Read the text about Belarusian Science and get ready to discuss it:**

#### **Priorities and Achievements of Belarusian Science**

Belarusian science follows a target-oriented approach in addressing topical tasks, such as:

- conducting fundamental and applied research, developing new solutions that are meant to foster economic growth and improve the well-being of people;
- providing long-term outlooks and drawing up the development strategy across key areas of science and technology;
- developing scientific rationale for priority avenues of research and innovations;
- maintaining scientific, technological and information security of the Belarusian people and the state;

-building scientific, technological and engineering capacity and laying groundwork for new points of growth and science-intensive industries of the highest technological paradigms, first of all, information technology, aviation and space, nano- and biotechnology, new materials and pharmaceutical substances, nuclear and renewable energy. This will help, among other things, address sustainable development challenges and ease the burden on the environment;

-providing comprehensive scientific support for accelerated upgrade of Belarus' traditional industries and establishing a neo-industrial complex that is up to the challenges of the Fourth Industrial Revolution, with the ultimate goal of preserving and multiplying strategic competitive advantages of Belarus;

-developing systemic economic and structural measures to stimulate innovation, development and commercialization of intellectual property objects;

-building human capacity in science;

-popularizing scientific achievements, improving the image and status of intellectual activity, promoting innovative culture.

Belarus is proud of its world-class scientific schools that specialize in a number of fundamental areas, including optics, quantum electronics and photonics, mathematics, thermal physics and energy, materials science, mechanical engineering, geology, genetics and cytology, bio-organic chemistry, agricultural and social sciences.

The science development prospects are reflected in the strategy "Science and Technology: 2018-2040" approved at the 2nd Congress of Scientists of Belarus. The strategy defines the priorities for long-term development of science and technology, a set of tools and mechanisms to improve the science and technology sectors to ensure high growth and increased competitiveness of the national economy, to facilitate its integration into the international innovation space, while guaranteeing national security and sovereignty.

The strategy provides for a unified system of priority areas of scientific and innovation activity in Belarus. Priorities are adopted for a five-year period and make the basis for the development of state research programs, state, industrial, and regional science and technology programs, the state program for innovative development and individual innovation projects.

## **2. Prepare a report about the state and the role of Science in your country.**

### **6.4 The world's eminent scholars and artists.**

#### **1. Get acquainted with some outstanding persons who influenced the development of world culture in the last century**

##### ***The influence of Walt Disney on cinema and popular culture***

Walt Disney (1901–66) was an American business magnate, animator, cartoonist, producer, director, screenwriter, philanthropist and voice actor. With his brother Roy he founded Walt Disney Productions, which later became one of the

most powerful film production companies in the world. He and his staff created some of the world's best-known fictional characters including Mickey Mouse, for whom Disney himself provided the original voice. During his lifetime he won 22 Oscars from a total of 59 nominations, including a record four in one year, giving him more awards and nominations than any other individual in history.

*The work and influence of the Japanese film director Akira Kurosawa*



Akira Kurosawa (1910–98) is regarded as one of the most important and influential film-makers in the history of cinema, and directed 30 films in a career spanning 57 years. His multiperspective drama *Rashomon* became the surprise winner of the Golden Lion at the 1951 Venice Film Festival. Its subsequent commercial and critical success opened up Western film markets for the first time to the wealth of Japanese films that already existed, which in turn led to international recognition for other Japanese filmmakers. Kurosawa's best-known films are his samurai epics *Seven Samurai* and *Yojimbo*. His mix of Eastern and Western styles and stories had a massive impact on other directors, including Steven Spielberg and George Lucas. In 1990, he received the Academy Award for Lifetime Achievement.

*Pablo Picasso (1881–1973) and his Guernica*



Picasso's painting *Guernica* is perhaps his most famous work and certainly his most powerful political statement. It was created in response to the bombing of Guernica, a Basque Country village in northern Spain, by German and Italian warplanes at the behest of the Spanish Nationalist forces on 26 April 1937 during the Spanish Civil War. The painting shows the tragedies of war and the suffering it inflicts upon individuals, particularly innocent civilians. It has gained a monumental status, becoming a perpetual reminder of the tragedies of war, an anti-war symbol, and an embodiment of peace.



Painted in Paris in 1937, it now hangs in the Museo Reina Sofia in Madrid, Spain's national museum of 20th century art.

### *The influence of Andy Warhol*



Andy Warhol (1928–87) was a film-maker, photographer, painter, commercial illustrator, music producer, writer, and even fashion model. The world of pop art that engaged him was distinctly American and reflected the burgeoning commercialism and vitality of America after the Second World War. He challenged traditional boundaries between art and life, art and business, and between different media. In the process he turned everyday life into art and art into a way to live the everyday.

As the Warhol Museum puts it, perhaps his greatest innovation was that he saw no limits to his practice: 'His Pop sensibility embraced an anything-can be art approach – appropriating images, ideas and even innovation itself.'

### *Waiting for Godot*

Samuel Beckett's play *En attendant Godot* (Waiting for Godot) was written between October 1948 and January 1949. It was first staged in 1953 at the Theatre de Babylone, Paris, directed by Roger Blin. The first English production, of Beckett's own translation, was directed two years later in London by Peter Hall. The durability of the play, with its underlying premise that human life is determined by chance, lies in its ambiguities, its openness to constant interpretation, the fact that it is not limited to a particular place or era, and not least in its enigmatic humour.

### *The continuing influence of the Norwegian playwright Henrik Ibsen*

Ibsen died in 1906 at the age of 78, but his influence can be felt in most of the great 20th century dramatic realists, from Chekhov to Osborne – in particular the psychological depth of his later characters and his constant questioning of moral and political conventions. His earlier, more impressionistic work, *Peer Gynt*, is arguably one of the sources of both the surrealist and expressionist movements. *A Doll's House* is a powerful critique of how an exclusively male society treated women; and the eponymous heroine of *Hedda Gabler*, remains one of the most celebrated and sought-after female roles in world theatre. Although most of his plays are set in small coastal communities in Norway, Ibsen wrote in Danish and spent much of his working life in Italy and Germany.

*The work and influence of the dancer and choreographer Pina Bausch*

Philippina 'Pina' Bausch (1940–2009) was a German dancer, choreographer, dance teacher and ballet director. With her unique style, a blend of movement, sound, and prominent stage sets, and with her elaborate collaboration with performers during the development of a piece, she became a leading influence in the field of modern dance from the 1970s on. In 2005, the director and performer Neil Bartlett celebrated her work in *The Guardian*: 'No theatre was as brutally or as elegantly in the present tense as Bausch's, no women are more powerful than hers, no men more tender, no steps, slaps, looks or touches were so real

*American singer Michael Jackson*

Michael Jackson (1958–2009) morphed from a lovable, pint-sized pre-teen with a puffy Afro and an electric voice into a superstar whose eccentricities drove one tabloid headline after another. But like Elvis and Bob Dylan before him, Jackson reshaped pop culture and influenced just about every popular musician who came after him in one way or another.

2. Agree or disagree with the following statements.
  1. Samuel Beckett translated his own play from French into English.
  2. The main idea of the play *Waiting for Godot* is that that human life is determined by man's will.
  3. The success of the Beckett's play lies in the fact that it is not limited to a particular place or era, and in its enigmatic humour.
  4. Walt Disney founded Walt Disney Productions all alone.
  5. Mickey Mouse is still one of the world's most famous and best-known fictional characters.
  6. Though Walt Disney was very successful he was not able to win more than two Oscars.
  7. The full name of outstanding dancer 'Pina' Bausch was Philippina.
  8. 'Pina' Bausch was an American dancer, choreographer, dance teacher and ballet director.
  9. 'Pina' Bausch was famous for her unique style of folk dance.
  10. Henrik Ibsen's work had no influence on writers and playwrights of the 20th century.
  11. The heroine of *Hedda Gabler*, remains one of the most celebrated and sought-after female roles in world theatre.
  12. Michael Jackson was known not only for his voice but also for his eccentricities.
  13. Andy Warhol was a film-maker, an actor, an outstanding sculptor, an art critic designer photographer, and even fashion model.
  14. Andy Warhol turned everyday life into art and art into a way to live the everyday.
  15. Though Picasso's painting *Guernica* is one of his most famous work it has nothing to do with any political statements.

**3. Rank these outstanding persons starting from the most interesting for you. Get ready to explain your choice.**

**4. Answer the following questions.**

1. Have you find any names new for you?
2. How is the most famous of Picasso's works called?
3. What is the greatest creation of Pablo Picasso dedicated to?
4. Have you seen Guernica or its reproductions?
5. What is the message of this painting?
6. What is the main idea of Samuel Beckett's play Waiting for Godot ?
7. When and in what language was the play Waiting for Godot first staged?
8. What was the origin of Michael Jackson?
9. Which do you like more Michael Jackson's songs or dances?
10. What are the most important plays of Henrik Ibsen?
11. Have you seen any of Henrik Ibsen's plays?
12. Where are most of Ibsen's plays set in?
13. What language did Henrik Ibsen write in?
14. What is one of the most celebrated and sought-after female roles in world theatre?
15. What do you know about Walt Disney ad his company?
16. What Walt Disney films and cartoons can you name?
17. Who is your favorite Walt Disney film, cartoon or character?
18. Which of the persons mentioned in the text are writers, dancers, playwrights?

**5. Work in pairs. Using the questions above make up dialogues and discuss the influence of the abovementioned persons on world culture.**

**6. Write a list of outstanding musicians, writers and artists from your country. Make a short survey of their work and their influence on world culture.**

**6.5 International cooperation in the field of science and higher education on the modern stage.**

**1. Read the text below and give your own explanation of the term "International cooperation":**

International cooperation is a form of cooperation that happens between countries in order to fulfil the people's need. Forms of international cooperation have significantly expanded and include technology such as laboratory, e-library, online learning system, computerized student data, etc. Therefore, developing countries cooperate with advanced countries in order to integrate such forms of education. Another reason for international cooperation is the imbalance between developing countries and advanced countries in terms of training (organization,

lack of quality research, low-quality training programs in developing countries; the need for quality labor and talents of advanced countries). This leads to the emergence of the concept of students' mobility, which is a tool for solving these problems and the imbalance between countries. The use of the concept of mobility is possible under the condition of effective legal regulation. The third problem of international cooperation lies in obstacles to universities' cooperation in terms of research and development. At the same time, the exchange of experience and knowledge is recognized at the international level as a priority and a reason for international cooperation. Transmission, transfer of knowledge, choice of partners and the possibility of funding research projects stimulate types of cooperation between universities, and cultural differences between researchers and research centers are an advantage of cooperation. Analysis of theoretical aspects of international cooperation among tertiary educational institutions in the framework of determining current trends and future prospects for the development of such relations requires a review of a number of studies conducted by Belarusian and foreign scholars in this field.

3. **Practice saying the following words:** cooperation, educational institution, research project, current trends, theoretical aspects, students' mobility, training program, obstacles, analysis of theoretical aspects.

## **6.6. Academic mobility in the context of international educational integration**

1. **Why would you study abroad? Check (✓) your answers.**

- a. to see the world and have new experiences
- b. to learn about a different culture
- c. to teach other people about my culture
- d. to meet different people
- e. to make my resume more attractive to employers
- f. I do not want to study abroad.

2. **Compare answers with a partner.**

3. **Read these sentences. Choose the correct meaning of each word in *italics*.**

### **Tips for studying abroad**

1. It won't always be easy. Be patient. Don't get *annoyed* when things go wrong.
  - a. tired
  - b. hungry
  - c. angry
2. Not everyone thinks the same way. You will meet people with different *values*.
  - a. beliefs
  - b. manners

- c. experiences
- 3. Before you go, *investigate* the country and find out about the people. The information will be useful when you are there.
  - a. visit
  - b. study
  - c. search
- 4. Don't believe everything you read in guidebooks. They can be *misleading*.
  - a. incorrect
  - b. informative
  - c. inefficient
- 5. See a doctor before you go. Get everything you need to *prevent* yourself from becoming sick when you are there.
  - a. stop
  - b. check
  - c. avoid
- 6. Decide how much money you will need. Find out the price of food, books, and other things. Have a *budget* so you don't spend too much.
  - a. credit card
  - b. bank account
  - c. financial plan
- 7. Try to *socialize* with local people. It's the best way to learn the language and culture.
  - a. get organized
  - b. spend time
  - c. spend money

**4. You're going to read an Internet message posted by Gavin Lawson, an American student who went abroad to study Spanish. Before you read, discuss these questions with a partner.**

- 1. What are the advantages of being able to speak Spanish?
- 2. Why do you think Gavin chose to study abroad?
- 3. Which countries do you think he studied in?

### **Text 1. The experience of a lifetime!**

I studied marketing at Michigan State University. When I graduated, I decided to learn a foreign language. I chose Spanish because I heard many people around the world speak Spanish, so I thought it would be useful.

A friend who was a student at Temple University in Philadelphia recommended that I study Spanish there. An important part of the course involved studying abroad. Well, at first I didn't really know which country to go to, but one day I saw a TV show about Panama. It looked like a great place to visit, so that's where I went!

When I got to Panama, I was nervous because it was my first time abroad on my own. However, everyone at the college was really friendly and welcoming.

On weekends, they took me and the other new students to visit a lot of fun places. They also organized activities so we could meet the local people. Our Spanish teacher was really good, too. I was only there three months, but I learned a lot.

Afterward, I went back to Philadelphia and immediately started investigating other study abroad options. This time I decided to go to Mexico! After one month in Mexico City, I moved to Guadalajara. I really enjoyed my time in both places, and felt my Spanish improved a lot. In Mexico City, I stayed with a host family as it was more economical. I worked part-time in a restaurant and saved some money, so when I moved to Guadalajara, my budget was bigger and I rented an apartment. My four months there were the best of all. We spoke Spanish all the time in class! I found it very hard at first and sometimes got annoyed because I couldn't understand everything. However, it was a very effective way to learn and actually, by the time I left, I was fluent.

That's why, when I graduated a year later from Temple University with a degree in Spanish, I found a job in Spain. I started working for an advertising company in Madrid. Nowadays, I can't believe how lucky I am. Madrid is such an interesting and historic city to live in, and I really enjoy my job. What's more, shortly after settling here, I met a Spanish girl named Adela. Six months ago we got married!

For me, studying abroad was an amazing opportunity to socialize and become friends with people from all over the world. It gave me some fantastic insights into different cultures. But it also gave me a great job, a wife ... in fact, a whole new life. I'd recommend the experience to everyone. Go on, give it a try!

**5. Read these questions and write your answers.**

1. How many months did Gavin spend studying abroad?
2. Why did he study Spanish at Temple University?
3. In which city did he rent an apartment?
4. When did he marry Adela?
5. What job does he have now?

**6. Write T (true), F (false), or N (not in the text) for each statement.**

1. Gavin has two degrees. \_\_\_\_\_
2. He studied Spanish in four different countries. \_\_\_\_\_
3. He worked as a waiter while studying in Mexico City. \_\_\_\_\_
4. He recently married a Mexican woman. \_\_\_\_\_
5. He still keeps in contact with friends in Mexico. \_\_\_\_\_

**7. Correct the mistake in each sentence.**

1. Gavin started to learn Spanish at Michigan State University.
2. He didn't learn a lot of Spanish in Panama.
3. He spoke Spanish all the time in class in Mexico City.

4. In Mexico City, he lived in an apartment.
5. He spent six months studying Spanish in Mexico.

**8. Look again at Gavin's Internet message. Number these events in his life in the correct order (1–10).**

- a. He found a job in Madrid. \_\_\_\_\_
- b. He returned to the U.S. three months later. \_\_\_\_\_
- c. He graduated with a marketing degree. \_\_\_\_\_
- d. He met Adela. \_\_\_\_\_
- e. He went to Mexico City. \_\_\_\_\_
- f. He went to study Spanish in Panama. \_\_\_\_\_
- g. He moved to Guadalajara. \_\_\_\_\_
- h. He married Adela. \_\_\_\_\_
- i. He graduated with a Spanish degree. \_\_\_\_\_
- j. He enrolled in a Spanish course at Temple University. \_\_\_\_\_

## Unit 7

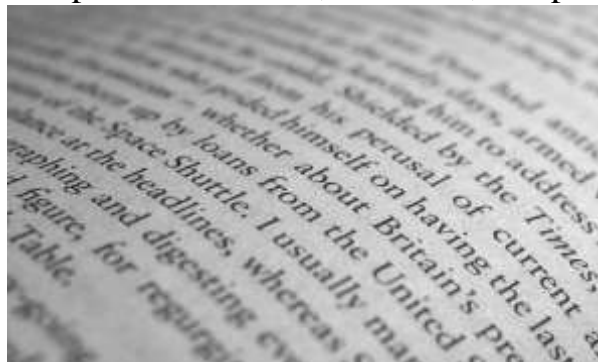
### **Presentations and presentation skills in educational and professional space**

#### **7.1 Live, written, and digital presentations. Structure of the presentation**

##### **Text 1. The Essential Components of Presentations: Building Bridges through Content, Audience, and Delivery**

**1. Read the text below focusing on the concept of presentations as structured methods of communicating information to an audience. List the main components that make up a successful presentation.**

Presentations are structured methods of communicating information to an audience, typically involving a speaker who conveys a message supported by visual and/or auditory aids. Presentations serve as essential tools for effective communication in various settings, including professional, educational, and social contexts. The main elements of presentations include three key components: content, audience, and presenter.



Content is the actual information, ideas, or messages that the presentation aims to convey. Presentations have their own structure and they are usually divided into three parts: introduction, body and conclusion. The content should be clear, focused, and relevant to the

Audience is the individuals or groups who are receiving the presentation.

Successful communication occurs when the audience accepts and understands a message exactly the same as what is intended by the communicator. That is why such things as age, profession, education level, cultural background,

and prior knowledge about the topic must be taken into account when drafting a presentation.



audience's interests and needs.



Presenter is the individual delivering the presentation, who should have a strong understanding of the topic to provide credible information and answer questions effectively.

The effectiveness of a presentation relies on the interplay between the content (what is being said), the audience (who it is being said to), and the presenter (who is delivering the message).

**2. Match the terms (1-10) with their correct definitions (A - J) by writing the corresponding letter next to the number.**

**Terms / Phrases**

- 1. Content**
- 2. Audience**
- 3. Presenter**
- 4. Introduction of the presentation**
- 5. Body of the presentation**
- 6. Conclusion of the presentation**
- 7. Effective communication**
- 8. Interplay between the content, the audience and the presenter**
- 9. Audience factors**
- 10. Presentation structure**

**Definitions / Descriptions**

- A. The part of the presentation that summarizes the main points and provides a closing statement.
- B. The individuals or groups who listen to and interpret the presentation
- C. The section of the presentation where the main ideas and supportive details are discussed.
- D. The process by which the intended message is successfully conveyed and understood.
- E. The actual information, ideas, or messages conveyed during the presentation
- F. The initial segment of a presentation where the presenter provides the topic and the purpose of the presentation.
- G. An individual responsible for delivering the presentation and interacting with the audience.
- H. The relationship between content, audience, and presenter that influences



presentation effectiveness.

I. Factors such as age, profession, education level, and cultural background that affect audience understanding.

J. The organized format of a presentation, usually divided into three parts: introduction, body, and conclusion.

**Answer key:**

- 1 - E
- 2 - B
- 3 - G
- 4 - F
- 5 - C
- 6 - A
- 7 - D
- 8 - H
- 9 - I
- 10 - J

**3. Answer the questions.**

- 1) What are the main components of an effective presentation as identified in the text?
- 2) How is the content of a presentation structured, according to the text?
- 3) Why is it important to consider the audience when preparing a presentation?
- 4) What role does the presenter play in the effectiveness of a presentation?
- 5) What is the relationship between content, audience, and presenter in the context of effective presentations?
- 6) Why should the content of a presentation be clear and relevant?
- 7) What can affect the audience's acceptance and understanding of a presentation?

**4. Read each cause statement carefully. In the blank space following each cause, write a clear and concise effect statement that accurately reflects the potential outcome of the cause.**

1. Cause: The content of a presentation is not clear and focused.  
Effect: \_\_\_\_\_
2. Cause: The audience includes individuals from diverse backgrounds and professions.  
Effect: \_\_\_\_\_
3. Cause: The presenter has a deep understanding of the topic.  
Effect: \_\_\_\_\_
4. Cause: The presentation is structured into an introduction, body, and conclusion.  
Effect: \_\_\_\_\_

5. Cause: The communicator takes into account the audience's age, education level, and prior knowledge.

Effect: \_\_\_\_\_

6. Cause: Visual and/or auditory aids are used in a presentation.

Effect: \_\_\_\_\_

7. Cause: The audience fails to accept or understand the intended message.

Effect: \_\_\_\_\_

8. Cause: The presenter engages effectively with the audience.

Effect: \_\_\_\_\_

**Answer key:**

1. Effect: The audience may not grasp the main ideas of the presentation or retain the information presented.

2. Effect: The presenter must tailor the message to ensure it resonates well and is comprehensible to all audience members.

3. Effect: The presenter can provide credible information and answer questions with confidence, enhancing the overall effectiveness of the presentation.

4. Effect: This structure helps the audience follow the flow of information easily and understand the key points.

5. Effect: This consideration increases the likelihood that the audience will understand and accept the message being conveyed.

6. Effect: The audience is more likely to be engaged and retain the information being presented.

7. Effect: This can lead to miscommunication, confusion, and a lack of engagement from the audience.

8. Effect: The presentation is more likely to be successful, as the audience is engaged and better able to understand the content delivered.

**5. Study the typical presentation structure and decide how many parts it consists of.**

INTRODUCTION	
<ul style="list-style-type: none"><li>• <i>Greeting</i></li></ul>	Good morning / afternoon ladies and gentlemen.
<ul style="list-style-type: none"><li>• <i>Introducing yourself</i></li></ul>	My name is... I am a master's student in [Field] at [Your University].
<ul style="list-style-type: none"><li>• <i>Introducing your subject</i></li></ul>	Today I'm going to talk about ... I plan to say a few words about ... The subject of my talk is... The theme of my presentation is ...

<ul style="list-style-type: none"> <li>• <i>Structure</i></li> <li>• <i>Timing</i></li> <li>• <i>Policy on questions / discussion</i></li> </ul>	<p>I've divided my talk into three parts. My talk will be in two parts. In the first part...Then in the second part... First I'd like to look at ... Then I'll say some words about our products. Next ... Finally, I'll move on to sales.</p> <p>My talk will take about ten minutes. The presentation will take about two hours, but there'll be a twenty minute break in the middle. We'll stop for lunch at 12 o'clock.</p> <p>Please interrupt if you have any questions. If you have any questions, please, feel free to interrupt me (= stop me while I'm talking). After my talk there'll be time for a discussion and any questions. I'll be happy to answer your questions at the end.</p>
<b>THE MAIN BODY</b>	
<p>a) <i>Ending the introduction</i></p> <p>b) <i>The main body</i></p>	<p>So that concludes the introduction. That's all for the introduction.</p> <p>There are three things to consider. First ...Second ... Third... Firstly...Secondly...Thirdly... To begin with ... Now let's move to the first part (next part) of my talk, which is about ... On the one hand...On the other hand... Now I want to describe ... Now let's look at the products. Let me turn to the sales figures. I'd like to move on to the next / last point / area. Finally ...</p>
<b>THE END OF THE PRESENTATION</b>	
a) <i>Ending the main body of the presentation</i>	<p>Thank you very much for listening. Thank you for coming. That is the end of my presentation.</p>

<p><i>b) Beginning the summary and/or conclusion</i></p>	<p>That ends my talk.</p> <p>I'd like to end by emphasising the main point(s). I'd like to finish with some conclusions. There are two conclusions / recommendations. Let's summarise briefly what we've looked at... I'd like now to recap...</p>
<p><i>c) Inviting questions and/or introducing discussion</i></p>	<p>Are there any questions? If you have any questions, I'll be happy to answer them now. Now we have half an hour for questions and discussion. That concludes the formal part of my talk. Now I'd like to invite your comments. So, now I'd be very interested to hear your comments.</p>
<p><i>d) Handling questions</i></p>	<p>That is a difficult question to answer in a few words. I'm sorry, but I don't know the answer to that. Can I check and get back to you? I'm sorry but I can't give you that information. I don't have much experience in that field ... I didn't catch your question. I'm sorry, but I didn't follow your question. Could you repeat the question?</p>

## **Text 2. 10 Most Common Presentation Mistakes**

**1. Read the text attentively. Which of the ten mistakes listed are the most critical? Explain your point of view.**

1) ***Lack of Preparation.*** Poor preparation can ruin a presentation. Preparation involves attention to both the personal and professional aspects of the presentation. Focus on research, content organization, visuals as well as body language, voice, appearance.

2) ***Poor Use of Visuals.*** Visuals should support your presentation, not distract from it. Overcrowded or unattractive slides can be detrimental. So keep slides clear and concise; avoid long sentences and detailed information that can be provided in handouts.

3) ***Inappropriate Humor.*** Jokes can offend someone in the audience. Humor is culture-sensitive. Avoid using humor in professional presentations, and consider other ways of breaking the ice with your audience.

4) ***Inappropriate Dress.*** Dressing in bright colors or too casually can divert attention from your presentation. That's why you'd better dress conservatively to maintain professionalism and keep the audience focused on the content of the

presentation.

5) ***Not Knowing the Audience.*** Lack of understanding of the audience can diminish the effectiveness of your presentation. Research your audience's demographics, knowledge level, and expectations beforehand.

6) ***Non-Functioning Equipment.*** Technical issues can disrupt your presentation. There is nothing more frustrating than malfunctioning equipment. Always check your equipment in advance and have printed copies of your visuals as a backup.

7) ***Starting or Ending a Presentation Late.*** Like you, the members of the audience have time restrictions. Respect them. Start and finish on time to show respect for the audience's schedules.

8) ***Using a Monotone Voice.*** Your voice is the primary means of communicating with your audience. No matter how interesting your material, if you speak in a monotone voice, you will lose your audience. Use a lively and clear voice to effectively engage with your audience.

9) ***Too Much Material in Too Short a Time.*** Rushing through too much content can overwhelm the audience. Be selective about what to present, use handouts for extra information, and avoid detailed slides.

10) ***Not Clarifying the Topic.*** Know your topic well and don't assume your audience is familiar with it. Include key details in your introduction, using phrases like, "Today, I'll explain..." or "My presentation will show..." to clarify.

## **2. Answer the questions.**

1. What are the main aspects to focus on for effective presentation preparation?

2. How should visuals be used in a presentation to enhance effectiveness?

3. Why is humor considered a risky element in professional presentations?

4. What impact can inappropriate dress have on an audience's focus during a presentation?

5. Why is it important to understand the audience before giving a presentation?

6. What can technical issues with equipment lead to during a presentation?

7. How does starting or ending a presentation late affect the audience?

8. Why is a monotone voice detrimental to engaging an audience?

9. What should presenters do to avoid overwhelming their audience with information?

10. What should a presenter include in his / her introduction to clarify the topic for the audience?

## **7.2 Effective presentation strategies and techniques. Developing presentation skills**

1. Read the article "What techniques keep your audience engaged during a presentation?" [<https://www.linkedin.com/advice/1/what-techniques->

keep-your-audience-engaged?ysclid=m5pjeph6wc87818317] and single out key techniques for delivering effective presentations mentioned in the article.

### *Script of the article*

#### **What techniques keep your audience engaged during a presentation?**

**1) Use storytelling.** Storytelling is a powerful technique to capture your audience's attention, emotion, and curiosity. Stories can help you illustrate your points, connect with your audience, and make your presentation more memorable. To use storytelling effectively, you need to have a clear structure, a relevant message, and a compelling delivery. You can use stories to introduce your topic, explain your challenges, share your solutions, or highlight your results.

**2) Incorporate visuals.** Visuals can help you enhance your presentation by making it more attractive, clear, and impactful. Visuals can include images, graphs, charts, diagrams, icons, or videos. They can help you illustrate your data, simplify your concepts, emphasize your key points, or create contrast. To use visuals effectively, you need to choose them carefully, align them with your message, and balance them with your text and speech.

**3) Interact with your audience.** Interaction can help you increase your audience's engagement, participation, and feedback. Interaction can include asking questions, conducting polls, using quizzes, inviting comments, or facilitating discussions. They can help you gauge your audience's interest, knowledge, and opinion, as well as create a dialogue and a rapport. To use interaction effectively, you need to plan it ahead, time it well, and manage it smoothly.

**4) Vary your pace and tone.** Pace and tone can help you convey your presentation's mood, energy, and emphasis. Pace and tone can include your speed, volume, pitch, pause, and expression. They can help you create interest, excitement, suspense, or urgency, as well as highlight your main points, transitions, or conclusions. To use pace and tone effectively, you need to practice them beforehand, adjust them to your audience and context, and avoid monotony and distraction.

**5) Use humor.** Humor can help you lighten up your presentation, break the ice, and create a positive atmosphere. Humor can include jokes, anecdotes, puns, or memes. They can help you make your audience laugh, relax, and relate to you. To use humor effectively, you need to know your audience, use it sparingly and appropriately, and avoid offending or confusing anyone.

**6) Provide value.** Value can help you make your presentation relevant, useful, and meaningful to your audience. Value can include providing insights, tips, solutions, or recommendations that can help your audience solve a problem, improve a situation, or achieve a goal. They can help you show your expertise, credibility, and generosity. To use value effectively, you need to know your audience's needs, expectations, and motivations, and tailor your presentation accordingly.

## **2. Answer the questions.**

- 1) What is the primary purpose of using storytelling in presentations?
- 2) How can visuals make a presentation more effective according to the text?
- 3) What types of audience interaction are mentioned, and how do they benefit the presentation?
- 4) In what ways can varying pace and tone affect the delivery of a presentation?
- 5) Why is humor considered an effective tool in presentations, and what precautions should be taken when using it?
- 6) What does providing value in a presentation mean, and why is it important?
- 7) How can a presenter ensure that the visuals complement the message?
- 8) What strategies can presenters use to maintain audience engagement throughout their presentation?
- 9) Why is understanding the audience's background and needs crucial for delivering an effective presentation?
- 10) What are some potential consequences of overusing humor in a presentation?

**3. Match the left column, which lists different presentation scenarios or needs, with the right column, which contains strategies or techniques that effectively address those scenarios.**

Scenario	Technique
1. You need to create a memorable introduction to your topic.	A. Use humor to lighten the atmosphere.
2. Your audience seems not involved and uninterested.	B. Use visuals like images or infographics.
3. You want to convey an emotional story about overcoming a challenge.	C. Vary your pace and tone to emphasize key points.
4. Your presentation is filled with complex data that needs clarification.	D. Engage the audience with questions and polls.
5. You aim to leave the audience with insights that can help them	E. Use storytelling to illustrate your message.
6. You are feeling nervous and need to establish a connection with your audience.	F. Simplify your concepts with diagrams and charts.

**Answer key:**

1. E
2. D
3. A
4. F

5. B
6. C

**4. Complete the creative tasks focused on the role of specific techniques in delivering effective presentations:**

✓ **Storytelling and Visuals Workshop:** Write a short story (2-3 minutes long when spoken) that relates to a topic you will be presenting about. Include personal anecdotes, challenges, or successes. Create a visual aid (a slide with images, a simple graph, or a diagram that illustrates the key points of the story) to accompany your story. In pairs share your stories and visual aids. Provide each other with feedback on:

- The clarity and engagement of the storytelling.
- The effectiveness and relevance of the visual aid.

✓ **Interactive Presentation Simulation:** Prepare a 5-minute “mini-presentation” on a topic of your choice that includes storytelling, visuals, audience interaction, and varies pace and tone. Present your speech in groups of 4-5 people. After each presentation, the members of the group provide feedback on:

- How engaging the presentation was.
- The effectiveness of the storytelling and visuals.
- The level of audience interaction.

**5. To give a good presentation a speaker must have a number of presentation skills. What are presentation skills? Why are presentation skills important?**

**6. Read the article “Top 10 Presentation Skills You Need to Wow Your Audience” [<https://www.careeraddict.com/presentation-skills>] and name all the presentation skills mentioned in the article.**



**7. Match each skill from Column A with its corresponding description or key point from Column B.**

Column A Presentation Skills	Column B Descriptions
1. Active Listening	A. The ability to maintain effective body language during a presentation.
2. Adaptability	B. The skill of giving your presentation in response to real-time audience feedback and unexpected changes.
3. Audience Engagement	C. Techniques for keeping the audience involved and making them feel part of the presentation process.
4. Planning Skills	D. Preparing thoroughly for a presentation to ensure smooth delivery and anticipation of audience needs.
5. Stage Presence	
1. Storytelling	
2. Time Management	
3. Using Visual Aids	
4. Verbal Communication	
5. Voice Projection	



- E. The practice of understanding audience feedback through active body language and paraphrasing questions.
- F. The ability to speak loudly and clearly to ensure audience comprehension without shouting.
- G. Techniques that involve the use of pictures, handouts, etc. to stimulate engagement during the presentation.
- H. The art of using language, tone, and pacing to connect with the audience effectively.
- I. A method for making presentations engaging by tying facts into narratives that evoke emotional responses.
- J. The process of organizing and pacing a presentation to ensure all content is delivered in a timely manner, respecting audience time.

**Answer key:**

1. Active Listening – E
2. Adaptability – B
3. Audience Engagement – C
4. Planning Skills – D
5. Stage Presence – A
6. Storytelling – I
7. Time Management – J
8. Using Visual Aids – G
9. Verbal Communication – H
10. Voice Projection – F

**8. Answer the questions consulting the article above.**

- 1) What are 10 effective presentation skills described in the text?
- 2) What are two ways active listening is beneficial during a presentation?
- 3) Why is adaptability considered essential for presenters, and what kinds of challenges might they face?
- 4) What strategies can a presenter use to keep their audience engaged throughout a presentation?
- 5) Why are planning and preparation skills regarded as some of the most important abilities for a presenter?
- 6) What aspects constitute good stage presence during a presentation? How does a presenter's stage presence influence the audience's level of engagement?
- 7) What role does storytelling play in helping the audience relate to the material presented?
- 8) Why is effective time management crucial during a presentation?
- 9) What is the purpose of using visual aids in a presentation?
- 10) What factors make verbal communication effective in engaging an audience?

11) Why is it important to match language and tone with the audience's needs during a presentation?

12) What are the benefits of effective voice projection in a presentation?

**9. Prepare a presentation and give a talk on the following topic “What makes a successful presentation”.**

**7.3 Delivering an effective presentation in the field of master student’s research interests**

**Text 3. Improve Your Presentation Skills: Understanding the 3Ps**

**1. Read the text and decide which P mentioned in the text is more important:** preparation, practice or delivery. Explain your point of view.

The 3Ps of presentation are fundamental components that contribute to the effectiveness and success of any presentation.

**1. *Prepare.*** Preparation is the key to confident performance. By thoroughly researching your topic and understanding your audience, you ensure that your content is relevant and informative. A well-organized presentation helps convey your message clearly and logically. Preparation allows you to think ahead about potential audience questions and challenges.

**2. *Practice.*** Practicing your presentation multiple times helps ease anxiety and build your confidence. Through practice, you can refine your speaking style, work on your pacing, and incorporate gestures and vocal variety, which all contribute to a more engaging presentation.

**3. *Present.*** The final act of presenting is where all your preparation and practice come together. Presenting is not just about delivering information; it's about connecting with your audience. A strong presentation can evoke emotions, stimulate interest, and encourage interaction, making the experience more memorable.

Mastering the 3Ps demonstrates professionalism and competence, which can enhance your credibility in the eyes of your audience and colleagues.

**2. Read each statement and indicate whether it is True (T) or False (F).**

1. Preparation is the most important step for a successful presentation.  
2. Understanding your audience is optional when preparing a presentation.  
3. Practicing a presentation can help reduce anxiety and enhance confidence.  
4. A well-organized presentation has no impact on how clearly the message is conveyed.

5. Incorporating vocal variety and gestures can make a presentation less engaging.

6. The primary purpose of presenting is to connect with your audience, not just to convey information.

7. Emotions have no role in making a presentation memorable.

8. Mastering the 3Ps can improve your professionalism and credibility with your audience.

**Answer key:**

1. True
2. False
3. True
4. False
5. False
6. True
7. False
8. True

**3. Answer the questions.**

1. Why is preparation considered the key to confident performance in presentations?
2. How does understanding your audience contribute to the effectiveness of your presentation?
3. What are some benefits of having a well-organized structure in your presentation?
4. How does preparation help in anticipating challenges during the presentation?
5. What impact does practicing a presentation multiple times have on a presenter's anxiety?
6. In what ways can practice improve a presenter's speaking style and overall delivery?
7. Why is incorporating gestures and vocal variety important during a presentation?
8. What does it mean to "connect with your audience" during a presentation, and why is it important?
9. How can a strong presentation evoke emotions in the audience?
10. What is the significance of creating a memorable experience for the audience during a presentation?

**4. Study the typical questions often asked after the Master thesis speech presentation and try to answer them.**

- 1) What inspired you to choose this particular topic?
- 2) What were the main challenges you faced during your research, and how did you overcome them?
- 3) What made you choose this particular object for your study?
- 4) What is the significance of the subject you chose within the context of your research?
- 5) What recent developments in your field highlight the need for this research?

- 6) What specific aspects of your research do you believe are novel?
- 7) Can you explain why you chose your specific research methodology?
- 8) Were there any limitations in your methods that you think could have affected your results?
- 9) Did you encounter any unexpected insights while reviewing previous research?
- 10) What previous research did you find most influential for your study, and why?
- 11) What recommendations would you make for future research that builds on your findings and previous studies?
- 12) Did you find any surprising results during your research? If so, what were they?

### **5. The 3Ps of an effective presentation in the field of master student's research interests:**

**Activity 1: Research and Prepare.** Focus on the preparation phase by conducting thorough research on the topic approved by the scientific supervisor using reliable sources. Create an outline for your presentation, identifying the main points and supporting details. Present your outline to the scientific supervisor for feedback on clarity and organization.

**Activity 2: Practice Session.** Focus on the practice phase by rehearsing a presentation. Take your outline and create a slide deck with key points and visuals. Deliver the presentation regularly aloud. Record yourself during practice, or present in front of a friend to gather feedback. Reflect on areas for improvement based on feedback received and your own observations.

**Activity 3: Peer Presentation.** Focus on the presentation phase by delivering your presentation to your groupmate in small groups. Take turns delivering each person's presentation. After each presentation, provide constructive feedback on strengths and areas for improvement.

## **7.4 Master Student's Academic and Scientific Interests**

### **1. Study the outline of a master student's speech on academic and scientific interests, focusing on its structure and useful phrases to be used.**

<b><i>Greeting</i></b>	Good morning / afternoon / evening. I am glad / pleased to welcome you today.
<b><i>Self-introduction</i></b>	Let me introduce myself. My name is ____. I'd like to start by introducing myself. I'm ____.
<b><i>Purpose of speech</i></b>	Today, I'd like to tell you a bit about my academic and scientific interests. I want to give you a quick overview of my postgraduate

	<p>education abroad.</p> <p>Today, I would like to talk about my academic background and how my scientific interests enrich and improve my professional life.</p>
<b><i>Academic Background</i></b>	<p>I completed my undergraduate degree in [major] at [university]. I chose this field because ____.</p> <p>My Bachelor's degree was in [subject], which I studied at [university]. I chose it because ____.</p> <p>After finishing my undergraduate degree, I wanted to gain deeper knowledge in this field, that is why I decided to continue my education.</p>
<b><i>Studying Abroad:</i></b> ✓ <b><i>Motivation</i></b> ✓ <b><i>Challenges</i></b> ✓ <b><i>Rewards</i></b>	<p>I entered the Belarusian State University of Culture and Arts.</p> <p>I am currently studying for a Master's degree in Culture Studies / Art History.</p> <p>This course requires one year of study beyond a bachelor's degree.</p> <p>I decided to study abroad because I wanted ____.</p> <p>Studying at the Belarusian State University of Culture and Arts gave me the opportunity to ____.</p> <p>It was hard at first to get used to a new way of learning, but it helped me become more confident and independent. Learning in a different country was a challenge, but it taught me how to work on my own and understand people from other cultures.</p> <p>At the beginning, it was difficult to adjust to everything, but over time, I became more flexible and sure of myself.</p>
<b><i>Scientific and Artistic Interests</i></b>	<p>My scientific advisor gave me useful advice for making a research plan based on my interests.</p> <p>With the help of my scientific tutor, I was able to structure a research outline that reflected my academic interests.</p> <p>My supervisor's guidance was important in creating a research plan focused on my interests.</p> <p>My Master's thesis focuses on / deals with the problem of ____.</p> <p>The main topic of my Master's thesis is ____.</p> <p>My Master's thesis is devoted to the investigation of ____.</p> <p>My main scientific focus is ____.</p> <p>My main scientific interest lies in ____.</p>

	<p>Currently, I am focusing on reading relevant materials and drafting the chapters of my thesis.</p> <p>At the moment, I'm concentrating on reviewing important resources and working on the chapters of my thesis.</p> <p>At this stage, my main focus is on studying the necessary literature and writing the chapters for my thesis.</p> <p>So far, I am pleased with the progress I have made in my work.</p> <p>Up to this point, I am satisfied with the progress I've achieved.</p> <p>So far, I feel content with the advancements I've made in my research.</p> <p>I am eager to share my results during my Master's thesis defense when the course finishes.</p> <p>At the end of my studies I will deliver my research paper and have Master's thesis defense.</p> <p>I will complete my research paper and defend my Master's thesis at the end of the course.</p> <p>When my studies finish, I'll present my research and take part in the thesis defense.</p> <p>Upon graduation, I will be awarded a Master's degree in Culture Studies / Art History.</p> <p>After I graduate, I will receive my Master's diploma in Culture Studies / Art History.</p> <p>Once I finish the course of studies, I will get a Master's degree in Culture Studies / Art History.</p> <p>My goal is to return to my homeland and begin a career as a university lecturer.</p> <p>I plan to go back to my country and share my knowledge and experience by working as a lecturer at a university.</p> <p>Once I graduate, I hope to follow my professional goals by teaching at a university in my home country.</p>
<b><i>Conclusion</i></b>	<p>To sum up, ...</p> <p>In short, ...</p> <p>In summary, ...</p> <p>That's the end of my speech.</p> <p>This concludes my presentation.</p>

	<p>Thank you for your attention and interest.          Thanks so much for your time and attention.          I really appreciate your time and attention.</p>
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**2. Draft “An Outline of My Academic and Scientific Interests” following the example provided below.**

Good afternoon, everyone.

I'm glad to welcome you today. Let me introduce myself. My name is \_\_\_\_\_. Today, I would like to talk about my academic background and how my scientific interests have enriched and improved my professional life.

I completed my undergraduate degree in music performance at the Central Conservatory of Music in Beijing. I chose music because I have always been interested in this form of art. Music is a language that allows me to share emotions and stories without saying a word. After finishing my undergraduate degree, I wanted to get deeper knowledge in this field, that is why I decided to continue my education.

I understand that postgraduate education offers the chance to get advanced professional and research skills, which can help me get a better job in future. That is why I made up my mind to become a Master student of the Belarusian State University of Culture and Arts. I provided the required documents for university admission, passed my entrance interview successfully and now I am currently studying for a Master's degree in Art History. This course requires one year of study beyond a bachelor's degree.

Studying for a Master's degree in Belarus has been both difficult and useful for me. At the Belarusian State University of Culture and Arts, I have had the opportunity to improve my academic knowledge, become more open to new ideas and develop my confidence. In the beginning, it was difficult to get used to a new education system, a different way of learning, and speaking English every day. I sometimes found it hard to understand lecturers, get ready for seminars, and speak in class. Managing my time was also a challenge because I had to balance classes, research, and daily life. At times, I felt stressed and even homesick. However, these challenges taught me how to plan better, work on my own, and take care of myself. I started doing yoga and swimming at the university, which helped me relax and meet new friends. One of the best things was learning how to share my ideas in class and becoming more confident when talking. Studying abroad made me more independent and open-minded. Even though it wasn't always easy, I'm very thankful for this experience because it helped me develop both academically and personally.

When discussing my research with my scientific supervisor, I received valuable guidance in developing an outline based on my interests. My Master's thesis focuses on how music expresses emotions and identity across different

cultures, especially by mixing traditional instruments with modern sounds. As a Master student in Music Performance, I believe music is a universal language that brings people together, no matter where they come from. Studying abroad has helped me understand this even more.

My main scientific focus is on how traditional instruments, such as the erhu which is a Chinese string instrument, can be combined with electronic beats and sounds. I don't see music just as an art form; I also examine how traditional music can change in the digital world. My work uses both creative practice and research to understand how music develops and can bring people from different cultures together. I believe art reflects society and has the power to unite people. Through my music, I hope to share ideas that people from all cultures can understand.

Currently, I am concentrating on reading relevant materials and drafting the chapters of my thesis. So far, I am pleased with the progress I've made. I am looking forward to presenting my findings during my Master's thesis defense at the end of the course. Upon graduation, I will be awarded a Master's degree in Art History. Then, I plan to return to my homeland, where I hope to work at the university as a lecturer.

To sum up, studying music in Beijing and doing my Master's degree in Belarus has helped me improve as a musician and become a more mature person. My research has made my creative work deeper and more meaningful. Studying abroad showed me how research and artistic practice can support and improve each other.

That's the end of my speech. Thank you for your attention and interest.

## **Unit 8**

### **Summarizing professionally oriented publicist texts related to sociocultural discourse**

#### **8.1 The essence and structure of summarizing professionally oriented publicist texts related to sociocultural discourse**

##### **1. Examine the provided information focusing on the importance of summarizing and analyzing publicist texts related to sociocultural discourse.**

###### **Decide:**

- What is the purpose of summarizing?
- What are the benefits of summarizing for writers?
- What does evaluation of texts related to sociocultural discourse involve?

Summarizing professionally oriented publicist texts related to sociocultural discourse involves creating a concise overview of texts that examine social, cultural, and political issues.

Summarizing is important in academic writing and research because it helps condense large amounts of information into clear, concise points. This makes it easier for readers to understand the main ideas without getting lost in details. It



also helps writers show they understand the material, avoid plagiarism by using their own words, and support their arguments with evidence from other sources. Overall, summarizing improves communication and understanding in research.

Analyzing and evaluating a professionally oriented publicist text in relation to sociocultural discourse involves looking at how the text reflects and influences social and cultural ideas. This process includes examining the language used, the target audience, the values and beliefs expressed, and the context in which the text was created. By doing this, we can understand how the text communicates messages, shapes opinions, and engages with current social issues. It helps reveal the connections between the text, society, and culture.

### **Text 1. Early to Bed and Early to Rise**

#### **1. Read the text paying attention to its key parts (= semantic blocks).**



In today's busy world, getting a good night's sleep can feel nearly impossible. Many of us stumble around like tired zombies, needing coffee just to function! But don't worry — having a good sleep routine can help. Here are some fun tips to help you fall asleep and wake up refreshed.

✓ Get an alarm clock and place it as far from your bed as possible. If you can turn it off without getting up, it won't help! For added fun, use a

second clock set ten minutes later, but keep it in the same spot!

✓ Don't lie in bed for more than thirty minutes trying to fall asleep. If you can't get to sleep after half an hour, get up and read something quiet until you feel sleepy again.

✓ Enjoy a warm glass of milk or a light snack fifteen minutes before bedtime to relax. But avoid coffee, tea or alcohol: they contain chemicals which will make it difficult for you to sleep.

✓ Set all the clocks in your house ten minutes fast (and try to forget about it in the morning).

✓ Try going to bed earlier. It might be tough at first, but they say an hour of sleep before midnight is worth two after!

✓ Have a warm bath - it's a great way to relax. But you shouldn't stay in there too long. More than twenty minutes and you will lose all your energy.





There you have it! With these tips, you're on your way to mastering sleep — no magic unicorns needed! If all else fails, just count sheep. Now, go get your beauty rest! And if anyone asks why you're in bed at noon, just say you're training for the Olympic sleeping championships!

*Emily Simpson*  
27 July 2024  
*New York Times*

**2. Match the descriptions on the left (A) with the correct tips or statements on the right (1-6), identifying the main semantic blocks the provided text about improving sleep habits. Write the letter next to the number that corresponds to the correct match.**

Descriptions	Tips
<i>A1. Creating a Sleep Environment</i>	1. "If you can't get to sleep after half an hour, get up and read something quiet until you feel sleepy again."
<i>A2. Sleep Duration Guidance</i>	2. "Set all the clocks in your house ten minutes fast (and try to forget about it in the morning)."
<i>A3. Things to Do Before Sleeping</i>	3. "But don't worry — having a good sleep routine can help. Here are some fun tips to help you fall asleep and wake up refreshed."
<i>A4. How to Use Your Alarm Clock</i>	4. "Enjoy a warm glass of milk or a light snack fifteen minutes before bedtime to relax."
<i>A5. Ways to Help You Relax</i>	5. "Get an alarm clock and place it as far from your bed as possible."
<i>A6. Positive Support and Fun Ideas</i>	6. "There you have it! With these tips, you're on your way to mastering sleep—no magic unicorns needed!"

**Answer key:**

- A1 → 5
- A2 → 1
- A3 → 4
- A4 → 2
- A5 → 4
- A6 → 3

**3. Create a visual map where the center represents the main idea of the text ("Improving Sleep Habits"). Branch out into semantic blocks, such as "Challenges of Sleep," "Practical Tips," and "Encouragement," and fill each branch with related ideas or tips from the text.**

**4. Semantic compression is important in summarizing texts because it clarifies and retains key ideas, making the summary shorter and easier to understand. Rewrite the tips from the text in simpler and shorter words while keeping the same meaning. Follow the example:**

<b>Before</b>	<b>After</b>
Get an alarm clock and place it as far from your bed as possible. If you can turn it off without getting up, it won't help! For added fun, use a second clock set ten minutes later, but keep it in the same spot!	Place your alarm clock far from your bed so you have to get up to turn it off. For fun, use a second clock set ten minutes later, but keep it in the same place!

**5. Study the structure of summarizing professionally oriented publicist texts related to sociocultural discourse.**

1. The title of the article.
2. The author of the article; where and when the article was published.
3. The main idea of the article.
4. The content of the article. Some facts, names and figures.
5. The conclusion of the article.
6. Your personal point of view on the problem(s) discussed.

**6. Read and translate phrases used when summarizing professionally oriented publicist texts related to sociocultural discourse:**

***1. The title of the article.***

The title of the article is \_\_\_\_\_.

The heading of the article is \_\_\_\_\_.

The headline of the article I have read is \_\_\_\_\_.

The article goes under the headline \_\_\_\_\_.

The article under analysis / consideration / discussion is \_\_\_\_\_.

The article is entitled \_\_\_\_\_

***2. The author of the article: where and when the article was published.***

The author of the article is \_\_\_\_\_.

The article is written by \_\_\_\_\_.

The article is published / printed in \_\_\_\_\_.

The article is taken from \_\_\_\_\_.

The publication date of the article is \_\_\_\_\_.

***3. The main idea of the article.***

The main idea of the article is \_\_\_\_\_.

The purpose of the article is to give the reader some information on \_\_\_\_\_.

The aim of the article is to provide the reader with some facts / material / data on \_\_\_\_\_.

The subject / topic / problem / current issue of the article is \_\_\_\_\_.

The article deals with / tackles / raises / bears on the problem of \_\_\_\_\_.

The article is devoted to \_\_\_\_\_.

The article touches upon \_\_\_\_\_.

The article presents the latest research into / on \_\_\_\_\_ / a completed analysis of \_\_\_\_\_ / a fresh view about/on \_\_\_\_\_ / a survey of \_\_\_\_\_.

The article outlines the results of an experiment / a research / a survey conducted / carried out to determine / discover \_\_\_\_\_.

The author points out / analyses \_\_\_\_\_.

The fact that \_\_\_\_\_ is stressed in the article.

The text gives valuable information on \_\_\_\_\_.

Much attention is given to \_\_\_\_\_.

The author draws our attention to \_\_\_\_\_.

#### ***4. The content of the article. Some facts, names and figures.***

The author starts by telling the reader that \_\_\_\_\_.

At the beginning of the article the author describes \_\_\_\_\_.

The article opens with \_\_\_\_\_.

The author writes / thinks / points out that \_\_\_\_\_.

Firstly / First of all / Secondly / Thirdly / Then / Next / After that / Finally the author reports / says that \_\_\_\_\_.

Furthermore / moreover / in addition to / besides / the article describes \_\_\_\_\_.

According to the text \_\_\_\_\_.

The article ends with \_\_\_\_\_.

#### ***5. The conclusion of the article.***

The author comes to the conclusion that \_\_\_\_\_.

In conclusion the author admits / contrasts / demonstrates \_\_\_\_\_.

At the end of the article the author draws the conclusion that \_\_\_\_\_.

To conclude I'd like to say that \_\_\_\_\_.

#### ***6. Your personal point of view on the problem(s) discussed***

I find the article interesting / important / dull / of no value / too hard to understand because \_\_\_\_\_.

In my opinion the article is worth reading because \_\_\_\_\_.

I'm convinced / I do think / I feel / I tend to think / I would suggest that \_\_\_\_\_.

As for me, I'm sure that \_\_\_\_\_.

I believe that \_\_\_\_\_.

My view is that \_\_\_\_\_.

I support / I share the author's opinion \_\_\_\_\_.  
To a certain extent I agree with \_\_\_\_\_ but \_\_\_\_\_.  
I disagree with / I don't support the idea of \_\_\_\_\_.  
I strongly disagree with the author's opinion (view) \_\_\_\_\_.

**7. Summarize the text "Early to Bed and Early to Rise" according to the plan given in exercise 5, using the phrases and sentences provided in exercise 6. Then compare your version with the example below.**

The title of the article is "Early to Bed and Early to Rise." It was written by Emily Simpson and published in The New York Times on July 27, 2024. The main idea of the article is to provide tips on how to create good sleeping habits so people can fall asleep easily and feel refreshed when they wake up.

At the beginning of the article, the author describes how difficult it can be to get a good night's sleep in today's busy world, noting that tired people act like zombies who need coffee. Then the author explains that having good sleeping habits can help improve sleep quality. The author points out several fun tips to help people fall asleep and wake up refreshed. Additionally, the article describes specific strategies such as placing alarm clocks far from the bed, avoiding certain foods and drinks before bedtime, and taking warm baths. It concludes with encouragement to use these tips.

The author comes to the conclusion that these tips can help anyone sleep better without needing anything magical.

I find the article interesting and humorous because it offers helpful advice in a light-hearted way, making the topic of sleep fun and enjoyable. I believe sleep is really important, especially when we are busy. I'm sure that following these tips will help me sleep better and feel more energetic during the day.

**8. Choose any article you like and summarize it sticking to the plan (in exercise 5).**

✓ <https://www.theguardian.com/culture/2022/mar/16/i-thought-i-was-past-teenage-crushes-then-i-saw-benedict-cumberbatch>

✓ <https://www.thetimes.co.uk/money-mentor/article/pension-saving-money-advice-klarna/>

✓ <https://www.independent.co.uk/arts-entertainment/art/reviews/mixing-it-up-painting-today-review-b1915074.html>

✓ <https://www.theobserver.com/2022/03/08/blind-student-cash-now-has-new-basketball-job-at-kearny-high/>

✓ <https://www.mirror.co.uk/travel/news/over-half-brits-holidays-planned-26444739>

**8.2 Linguistic peculiarities of summarizing professionally oriented publicist texts related to sociocultural discourse: set expressions, clichés and terms**

**1. Read the information below and give definitions to the following words: bookish vocabulary, toponymical and proper names, neologisms, loan-words and international words**

Reading and understanding professionally oriented publicist texts can be difficult for several reasons.

**Bookish Vocabulary** = formal or literary terms that are less common in everyday language. If the text has too many complex words (for example, jargon or terminology that is not familiar to them), readers might get confused or not understand it.

**Toponymical and Proper Names** = names of specific places and people or organizations (like cities or famous individuals). If the text mentions places or people that readers don't know, it can be tough for them to understand the context.

**Neologisms** = new words or expressions that people are just starting to use. Readers might not know these new words, making it difficult to follow the text.

**Loan-Words** = words taken from other languages. Some readers may not understand these borrowed words, especially if they don't know the original language.

**International Words** = words that have similar forms and meanings in different languages (often derived from Latin or Greek). While some readers might recognize them, others might find them confusing if the words are used differently in various contexts.

**Text 2. Chinese Folk Dances**

**1. Read the text carefully, underline or highlight all the names that refer to specific people, geographic locations or places, cultural celebrations.**

When one speaks of folk dances in connection with Chinese culture, most people today think of the folk dances of ethnic minorities, forgetting that the forefathers of the Han Chinese were perhaps the first Chinese people to engage in ritual dancing. The early Chinese folk dances were performed in the hope of a good harvest or—in the case of the earliest Chinese folk dances—in the hope of a successful hunt, since these dances were created by hunter-gatherer communities.

Much later, during the Han Dynasty (BC 206 – AD 220), when most of the folk dances of the many ethnic minorities of present-day China were developed, the ethnic groups in question had long since become primarily farmers. Therefore, the folk dances that emerged during this period reflected a superstitious belief in making ritual sacrifices to the gods in appreciation of the harvest.

Two of the main Chinese folk dances—the Dragon Dance and the Lion Dance—originated with the Han Chinese, although these have since been borrowed by many other Chinese ethnic minorities. In addition, one of the most elaborate forms of Chinese folk dance, the Court Dance (sometimes referred to as the Palace Dance), was originally adopted by the royal court of a Han Chinese emperor (Emperor Qin of the Qin Dynasty, BC 221-207). Subsequent Chinese emperors, including those of Mongol or Manchu background, continued the well-established custom of the Court Dance.

The Dragon Dance and Lion Dance are usually performed during the Chinese Lunar New Year Festival. China Highlights' New Year festival tours offer customers a great opportunity to celebrate the festival together with real Chinese people.

**Answer key:**

**Proper Names:**

1. Han Chinese - Referring to the ethnic group that forms the majority of the population in China.
2. Han Dynasty - A specific historical period in Chinese history (BC 206 – AD 220).
3. Emperor Qin - Referring to a specific emperor from the Qin Dynasty, known for unifying China.
4. Qin Dynasty - Another specific historical period in Chinese history (BC 221-207).
5. Lunar New Year Festival - A specific cultural celebration observed in many Asian cultures, particularly in China.
6. China Highlights - A specific company offering tours related to Chinese culture.

**Toponymical Names:**

1. China - Referring to the country itself, which is a geographic location.
2. Dragon Dance - While this is a cultural term, it often represents a specific traditional dance associated with Chinese culture, linking it to China as an important toponymical reference.
3. Lion Dance - Similar to the Dragon Dance, it's a cultural reference but associated specifically with Chinese tradition.

**2. To help you understand and use the bookish vocabulary found in the provided text about Chinese folk dances, match each word or phrase on the left with its correct meaning on the right.**

<b>Bookish vocabulary</b>	<b>Definition</b>
1. <i>Forefathers</i>	A. A belief based on irrational fears or trust in the supernatural
2. <i>Hunter-gatherer communities</i>	B. The first ancestors of a particular culture
3. <i>Ethnic groups in question</i>	C. Complex or detailed variations within a tradition
4. <i>Superstitious belief</i>	D. Groups identified by shared cultural characteristics
5. <i>Appreciation of the harvest</i>	E. Recognition and gratitude for a bountiful agricultural yield
6. <i>Elaborate forms</i>	
7. <i>Well-established custom</i>	
8. <i>Subsequent Chinese emperors</i>	
F. Traditions that have been followed over time within a society	
G. Rulers who come after a specific emperor	

H. Societies that rely on hunting and gathering for sustenance

**Answer key:**

- 1 - B
- 2 - H
- 3 - D
- 4 - A
- 5 - E
- 6 - C
- 7 - F
- 8 - G

**3. Read the text carefully and identify and list at least five loanwords from the text. Explain the meaning and usage of the identified borrowings.**

**4. Fill in the blanks with the appropriate loan-word from the word bank provided.**

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>a) <i>emperor</i></li><li>b) <i>ritual</i></li><li>c) <i>court</i></li><li>d) <i>dynasty</i></li><li>e) <i>festival</i></li></ul> | <ul style="list-style-type: none"><li>1. The Han _____ (BC 206 – AD 220) was a significant period in Chinese history.</li><li>2. Traditional performances often include a _____ that honors ancestors and deities.</li><li>3. The performances were originally adopted by the royal _____ of the Han Chinese.</li></ul> |
|---|---|

4. An \_\_\_\_\_ is a ruler of an empire, such as the one referred to in the text.

5. The Chinese Lunar New Year is a colorful \_\_\_\_\_ that celebrates cultural heritage.

**5. Create your own sentences using the loanwords from the word bank provided in exercise 4. Make sure the context matches their meanings.**

**6. Imagine you are at a fun event that shows different aspects of Chinese traditions, like folk dances, meals, and some history. At this event, you see performances, exhibits, and people talking. Answer the questions below to see how well you know some international words related to this cultural experience.**

1) During the event, you watch a performance with lively movements and expressive storytelling. This is an example of:

- a) Festival
- b) Culture
- c) Dance
- d) Ritual

2) In a discussion about the importance of harvests in Chinese traditions, a speaker mentions that certain dances are performed to honor the gods and help



crops grow. This practice is known as a:

- a) Dynasty
- b) Ritual
- c) Festival
- d) Emperor

**3)** As you look around at the exhibits, you learn that the Han Dynasty played a big role in creating many dance styles still celebrated today. The word "dynasty" means:

- a) A period of time known for certain festivals.
- b) A family of rulers, like an emperor's family.
- c) A formal dance performed in honor of events.
- d) The overall cultural heritage of a community.

**4)** At the festival, you taste dishes and watch performances that show the values and arts of Chinese society. This collection of shared practices is called:

- a) Culture
- b) Dance
- c) Ceremony
- d) Emperor

**5)** What is the title of the important leader in ancient China who was in charge of the royal court? This leader is called a:

- a) Dynasty
- b) Emperor
- c) Ritual
- d) Festival

**6)** Finally, you get an invitation to the Lunar New Year Festival, a big event that brings people together to celebrate new beginnings. This event is a:

- a) Dance
- b) Culture
- c) Festival
- d) Ritual

**Answer key:**

- 1. c) Dance
- 2. b) Ritual
- 3. b) A family of rulers, like an emperor's family.
- 4. a) Culture
- 5. b) Emperor
- 6. c) Festival

**8.3 Typical morphological and spelling mistakes, syntax and punctuation errors**

**1. Publicist texts possess unique morphological features that help make them effective and clear. These features include:**

- the use of singular nouns in a collective sense; for example, saying "The team is ready" instead of "The teams are ready."
- an emphasis on the superlative degree of adjectives; for instance, saying "the best solution" instead of "a good solution."
- the frequent use of verbal constructions; for example,
  - Gerund: "Investing in renewable energy is crucial for our future."
  - Infinitive: "To tackle climate change effectively, we must act now."
  - Participle: "Rising sea levels threaten coastal communities."

### **Text 3. What's So Special About the Fringe Festival?**

**1. Read the provided text carefully and highlight or underline**

- a) any singular nouns that refer to a group, a collective, or an entire concept rather than an individual.
- b) all the superlative adjectives you find. Superlative adjectives are words that show the highest degree of a quality, like "biggest," "hottest," or "richest."
- c) all the verbal constructions you find. These may include participles, gerunds and infinitives.

<i>Participle</i>		<i>Gerund</i>		<i>Infinitive</i>	
1.	_____	1.	_____	1.	_____
2.	_____	2.	_____	2.	_____
3.	_____	3.	_____	3.	_____



The Edinburgh International Festival Fringe is the biggest arts festival in the world, held annually in August since 1947.

The Fringe serves as the most vibrant hub for artists and visitors alike, providing unparalleled opportunities for creativity and collaboration. It's recognized as the hottest

destination for producers, promoters, and journalists searching for the next big talent. This festival is a must-experience event, allowing attendees to enjoy everything from theatre shows and musicals to cabaret, dance, and various music genres, including hip hop, beatboxing, and jazz, along with circus acts, poetry, exhibitions, and events.

Performances take place across the most exciting venues, including circus tents, historic churches, lively clubs and pubs. The Fringe attracts a diverse range of artists and performers from all around the world, each with their own unique reasons for participating. Many try out their best new material in front of a live audience, while others aim to connect with the most influential



individuals in the arts industry, hoping to find the best touring opportunities or to network with fellow talents. Coming to the Fringe is often part of a performer's longer-term career plan.

The Festival brings world-leading artists together, celebrates the performing arts in the most spectacular way, and promotes Scotland's richest culture and heritage to an international audience.

**Answer key:**

a) "the Fringe," "the Festival," and "a performer" are used as singular nouns to refer collectively to all aspects of the festival and its participants.

b) 1. biggest, 2. most vibrant, 3. Hottest, 4. most exciting, 5. most influential, 6. Best, 7. most spectacular, 8. Richest

c) **Participles:**

1. held (held annually in August since 1947)

2. searching (for producers, promoters, and journalists searching for the next big talent)

3. providing (providing unparalleled opportunities for creativity and collaboration)

4. coming (Coming to the Fringe is often part of a performer's longer-term career plan)

**Gerunds:**

1. allowing (allowing attendees to enjoy everything from theatre shows and musicals...)

2. participating (reasons for participating)

3. hoping (hoping to find the best touring opportunities or to network with fellow talents)

**Infinitives:**

1. to enjoy (to enjoy everything from theatre shows and musicals...)

2. to find (hoping to find the best touring opportunities)

3. to network (to network with fellow talents)

**2. The syntax of publicist texts has several important features that make them effective in sharing information and convincing readers. Read the text attentively and say what peculiarities of syntax in publicist writing were mentioned in the passage below.**

**1. Average Sentence Length:** Publicist texts aim for a nice balance where sentences are not too short or too long. This helps express ideas clearly and keeps readers interested.

**2. Declarative Sentences:** These texts often use declarative sentences, which clearly state facts or opinions. This makes the text straightforward and makes the author's message stronger.

**3. Exclamatory Sentences:** Publicist texts use exclamatory sentences to show strong feelings or urgency. For example, saying "It's time for change!" grabs the reader's attention and encourages action.

**4. Interrogative Sentences:** Questions, especially rhetorical ones, are common in these texts. They make readers think about important topics. For example, asking "What can we do to make a difference?" gets people to consider their role.

**5. Variety of Sentence Structures:** These texts use different types of sentences, like simple and complex ones. This variety keeps readers interested and lets authors highlight important points.

**6. Lists and Parallel Structures:** Publicist writing often includes lists to organize ideas clearly. For example, saying "We must address poverty, education, and healthcare" makes priorities easy to understand.

**7. Direct Address:** Authors sometimes speak directly to readers using "you," which makes the message feel personal and urgent.

**8. Transitional Phrases:** Publicist texts use phrases like "on the other hand" or "as a result" to connect ideas and make the argument flow better.

By using these features, publicist texts effectively inform, persuade, and motivate their readers, making them strong tools for communication.

**3. Match the numbered features with their corresponding descriptions.**

Features:	Descriptions:
1. <i>Average sentence length</i>	A. These sentences clearly show facts or opinions, making the author's message stronger.
2. <i>Declarative sentences</i>	B. This feature keeps readers interested by using different kinds of sentences, both simple and complex.
3. <i>Exclamatory sentences</i>	C. Phrases like "on the other hand" or "as a result" connect ideas and make the text flow better.
4. <i>Interrogative sentences</i>	
5. <i>Variety of sentence structures</i>	
6. <i>Lists and parallel structures</i>	
7. <i>Direct address</i>	
8. <i>Transitional phrases</i>	

- D. This characteristic means the sentences are just the right length, making things clearer.
- E. These sentences make readers think more about important topics.
- F. This technique involves talking directly to the audience by using "you," creating a personal connection.
- G. This approach uses strong emotional statements to catch attention, like "It's time for change!"
- H. Publicist writing often uses lists to present ideas clearly, making it easy to understand what's important.

**Answer key:**

- 1 - D
- 2 - A
- 3 - G
- 4 - E
- 5 - B
- 6 - H
- 7 - F
- 8 - C

**Text 4. Robin Hood Festival Brings Theatre and Music To Sherwood**

**Forest**

**1. Scan the entire text for any phrases or sentences where the author speaks directly to the reader. Rewrite the sentence without the direct address element. Then, compare how the meaning or tone changes.**

There is nothing like the Robin Hood Festival. But what really makes the event unique? What makes it so special?



The Sherwood Robin Hood Festival celebrates the legacy of the world's most famous legendary outlaw from Nottinghamshire. It has been held each summer since 1954. This annual celebration has grown from a small weekend event to a seven-day festival. Today, it is one of the biggest free festivals in the region, attracting thousands of visitors from across the UK and abroad, as well as significant media interest.

A varied programme at the festival ranges from medieval music, comedy, and storytelling to outdoor cinema and craft stalls. Furthermore, this event features battles between Robin Hood and the Sheriff of Nottingham, historical reenactments from the era of the Vikings to the Middle Ages, medieval sports

tournaments, and brilliant displays of medieval horsemanship, including archery.

Needless to say, it is a real paradise for little boys and girls who have always dreamed of being Robin Hood or Maid Marian!

The Robin Hood Festival always entertains and excites everyone. So, don't miss your chance to enjoy a day out in the atmosphere of thirteenth-century Britain!



**2. Read the text once again and underline or highlight all the transitional phrases.**

**Answer key:**

"But" - This word is used to introduce an idea that contrasts with the previous statement. It helps to shift the reader's focus to what makes the festival unique.

"More than that", "Furthermore" - This phrase transitions into a more detailed explanation of what the festival offers, indicating that there is additional important information that follows.

"Needless to say" - This phrase is used to introduce a statement that the author feels is obvious or requires no elaboration. It transitions to emphasizing the appeal of the festival for children.

"So" - This transitional word indicates a conclusion or result, leading into a call to action for the reader regarding attending the festival.

**3. Read the text carefully paying attention to how lists and parallel structures are used to convey information effectively.**

<b>Identification of Lists:</b>	1. What are the items listed in the festival's programme? _____ 2. List the key features that this event showcases. _____
<b>Identification of Parallel Structures:</b>	3. Find at least one example of parallel structure in the text. _____

**Answer key:**

1. A varied programme of the festival ranges from medieval music, comedy and storytelling to outdoor cinema and craft stalls. (This sentence presents a list of activities available at the festival (medieval music, comedy, storytelling, outdoor cinema, craft stalls)).



2. This event features battles between Robin Hood and the Sheriff of Nottingham, historical reenactments from the era of the Vikings to the Middle Ages, medieval sport tournaments and brilliant displays of medieval horsemanship, including archery. (This part lists several key attractions of the event: battles, reenactments, sport tournaments, and displays of horsemanship).

3. Robin Hood Festival always entertains and excites everyone. (In this sentence, "entertains" and "excites" are both verbs that share the same grammatical structure, creating a parallelism that balances the sentence).

**4. Find and group declarative, exclamatory, and interrogative sentences from the text about the Robin Hood Festival. Organize the sentences into a table like the one below:**

Sentence Type	Example Sentence
<i>Declarative</i>	1. _____ 2. _____ 3. _____
<i>Exclamatory</i>	1. _____ 2. _____
<i>Interrogative</i>	1. _____ 2. _____

**5. Rewrite paragraph 2 to increase and then decrease the average sentence length. You can break longer sentences into shorter ones, combine shorter sentences to make them longer or paraphrase sentences if needed. Discuss how changing sentence length influenced the meaning and tone of the text.**

**6. In publicist texts, punctuation marks help to make the meaning clear and also make the writing more interesting and convincing. Match each punctuation mark (Column A) with its corresponding function and stylistic potential (Column B). Write the letter of the match in the space provided.**

- Column A**
- Punctuation Marks**
1. *Period* (.)
  2. *Comma* (,)
  3. *Exclamation Mark* (!)
  4. *Question Mark* (?)
  5. *Colon* (:)
  6. *Semicolon* (;)
  7. *Dash* (—)

- Column B**
- Function and Stylistic Potential**
- A. Shows a break in thought; makes a strong pause or adds a personal feel.
  - B. Marks the end of a complete idea; shows authority and finality.
  - C. Holds extra information; gives context without making the main message messy.
  - D. Shows excitement or strong feelings; catches

8. **Parentheses (())** attention and makes messages more interesting.
- E. Links similar ideas; helps build more complex sentences.
- F. Starts lists, explanations, or details; creates interest and highlights important points.
- G. Points out a question; makes readers think and creates a friendly tone.
- H. Separates ideas or items in a list; helps with flow and highlights important points.

**Answer key:**

1. (B)
2. (H)
3. (D)
4. (G)
5. (F)
6. (E)
7. (A)
8. (C)

**Text 5. 4 Reasons to Visit Shakespeare's Globe**

1. *Explain the use of the highlighted punctuation marks in the text below.*



Everything about Shakespeare's Globe is incredibly fascinating! From the rich history of the building to the fact that the audience is part of the performance — it's truly something special! Completed in 1997, Shakespeare's Globe Theatre is the third Globe Theatre built on the Southbank of the Thames, opposite St Paul's Cathedral. This amazing building is a complex and faithful reproduction of the original playhouse, which was built in 1599 but burned down in 1613.

Are you planning a trip to London? If you are, here are four reasons you should include it in your plans:

**1. The price.** While tickets for shows in London can be quite expensive,

those for a play at the Globe are surprisingly affordable! You can even get a standing ticket for as little as £5!



**2. Fresh air.** Just like in Shakespeare's time, the Globe remains an open-air theatre. This means that when you watch a performance, you'll get the added thrill of experiencing British weather!

**3. The dancing.** During the Elizabethan period, each play ended with a jig. All of the actors got up on stage and danced.



Today, this enjoyable tradition continues at the Globe. It's a wonderful way to conclude the evening!

**4. Location.** The current location is fantastic and other nearby attractions include the Tate Modern, the Millennium Bridge, St Paul's Cathedral, and London Bridge.

There are many ways to experience a Shakespearian play: you can pick up a printed copy and read through it, you can watch a film or television version, or you can go to see a live performance. But without a doubt, one of the best places to do it is at the Globe Theatre!

**2. A logical sequence in publicist texts is very important for convincing readers. Here are some simple ways to do this:**

- ***Chronological Order***: Tell events in the order they happened. This helps create a clear story that guides the audience through your message.

- ***Cause and Effect***: Show how one thing leads to another. This is especially useful when making arguments in ads or promotions.

- ***Problem-Solution Structure***: Start by pointing out a problem that the audience might have, then offer a clear solution. This can encourage readers to take action.

- ***Comparison and Contrast***: Point out the differences or similarities between things. This can help convince readers why a product or idea is better.

### **Text 6. Ludwig Van Beethoven: The Moody Genius**

**1. Read the text attentively and complete the tasks focused on the chronological order of the narrative, cause and effect peculiarities, problem-solution structure, comparison and contrast of the events.**



In 1774, four-year-old Ludwig van Beethoven had to stand on the piano bench to reach the keys. Eventually, he became known as Germany's greatest pianist. Beethoven's talent attracted many friends. But he was a moody genius. If people talked while he played, he would walk off in a huff. He was notorious for rude behavior. Once he got mad at a waiter and dumped gravy on the man's head! The fashionable hairstyle of the times was neat pigtails, but Beethoven wore his hair long and wild. He cared nothing about stylish clothes.

Beethoven scorned company. He preferred being alone to compose symphonies. Sometimes he worked for days without sleep. Beethoven's most well-known notes begin his Fifth Symphony. They are three short beats followed by one long beat. Some people think these notes represent Fate knocking at the door.

What is the worst thing you could imagine happening to a musician? In his twenties, Beethoven began to lose his hearing. He broke piano strings by pounding hard enough to hear the notes. The deaf composer became even more eccentric. When conducting an orchestra,



he'd shout without realizing it. In his last performance, Beethoven could not hear the audience. When someone turned him around to make him aware of the applause, Beethoven began to cry.

The great composer died at age 57. Until the very end, he was a wild, defiant genius.

**2. Arrange the following events in the correct chronological order. Write the numbers 1-6 next to each event to indicate its sequence.**

- Beethoven dumped gravy on a waiter.
- Beethoven composed his Fifth Symphony.
- Beethoven began to lose his hearing.
- Beethoven died at age 57.
- Beethoven stood on a piano bench to reach the keys.
- Beethoven became known as Germany's greatest pianist.

**Answer key:**

1. e
2. b
3. a
4. c
5. d
6. (general order; specific date not given)

**3. Write a short paragraph summarizing Beethoven's life, ensuring that you include events in chronological order. Use transition words such as "First," "Then," "Later," and "Finally" to help indicate the sequence.**

**4. Match each cause in Column A with the corresponding effect in Column B. Write the letter of the effect next to the number of the cause.**

<b>Column A: Causes</b>	<b>Column B: Effects</b>
1. Beethoven was known for his talent as a pianist.	a. He created many symphonies without distractions.
2. People talked while Beethoven played.	b. He became known as Germany's greatest pianist.
3. Beethoven preferred to compose alone.	c. He became notorious for his rude behavior.
4. He began to lose his hearing in his twenties.	d. He experienced emotional distress when he could not hear the audience.
5. Beethoven had a wild hairstyle and cared nothing for fashion.	e. He stood out from other musicians of his time.

**Answer key:**

1. b
2. c
3. a
4. d
5. e

**5. Match each problem in Column A with its corresponding solution or coping strategy in Column B. Write the letter of the solution next to the number of the problem.**

<b>Column A: Problems</b>	<b>Column B: Solutions/Coping Strategies</b>
1. Beethoven was often distracted by people talking while he played.	a. He liked his own unique style and did not care about fashion.
2. He began to lose his hearing in his	b. He would walk off if someone

twenties.	interrupted him when interrupted,
3. Beethoven's behavior was considered rude and eccentric.	showing his displeasure.
4. He preferred working in solitude for long periods.	c. He hit the piano hard to hear the notes, even if it broke the strings.
5. Beethoven's appearance did not conform to the fashionable norms of his time.	d. He created symphonies alone, sometimes working for days without sleep.
	e. His eccentric behavior became more noticeable, causing him to be isolated.

**Answer key:**

1. b
2. c
3. e
4. d
5. a

**6. In the chart below, note the contrast between Beethoven before and after he began to lose his hearing. Provide specific examples from the text.**

Aspect	Before Hearing Loss	After Hearing Loss
<i>Social Interaction</i>	Attracted friends, though he was moody	Became more isolated and eccentric
<i>Performance</i>	Could hear the audience's applause	Could not hear the audience during performances
<i>Emotional Response</i>	Played passionately, could express emotions through music	Experienced deep sorrow when he couldn't hear applause

#### 8.4 Written and oral summarizing of professionally oriented publicist texts related to sociocultural discourse

*Summarizing is an effective reading strategy that helps understand and remember key information from a text. To summarize well, focus on finding the main ideas, shortening the information into clear and simple points, and leaving out unimportant details.*

*When summarizing texts, transforming and compressing lexical, grammatical, and syntactic means is important as it makes oral and written communication clearer and easier to understand.*

**1. Look through the information about lexical transformation and compression techniques and complete the tasks that follow.**

**1. *Synonym Substitution*:** Replace difficult or long words with simpler ones. For example, you can change "utilize" to "use."

2. **Lexical Density Reduction:** Reduce the number of nouns or adjectives in a sentence to make it simpler. For instance, "The rapid advancement in technology" can be shortened to "Rapid tech advancement."

3. **Abstraction:** Use general words instead of specific details. For example, instead of saying "the various tools used in the project," you can just say "resources."

### **Text 7. The Great International Night Out**

1. Start by reading the first two paragraphs of the text. Create a "Pizza Synonym Dictionary" on a poster or a blackboard. As a class, pick 10 difficult words from the text that you want to focus on. Each student should find at least one synonym (a word with a similar meaning) for each of the 10 words. Use some of the synonyms you found to rewrite certain sentences from the original text. Share your new sentences with a partner.

Original	Synonym
vital	essential, important, significant, necessary, etc.



Pizza has a long history. The ancient Greeks first put vegetables on large flat pieces of bread, and 'pizza ovens' have been found in the ruins of Roman cities. But for centuries, one vital ingredient was missing: the first tomatoes were brought to Europe in the sixteenth century from South America. Only in the nineteenth century did Rafaele Esposito,

a baker from Naples, begin to sell the first modern pizzas. He was asked to bake a special pizza for a visit by the Italian King and Queen in 1889, and so the first pizza Margherita was created, named after the Queen.

Pizza became a favourite dish in Italy. After the Second World War (when thousands of American soldiers went home from Europe), pizza really became an international dish. Soon, there were pizzerias all over the USA, and American chains like Pizza Hut spread the idea worldwide. Today, the average American eats over ten kilograms of pizza a year, and the world's largest pizza (measuring thirty meters across) was baked not in Italy but in Havana, Cuba!







Have you ever wondered where the modern disco started? Before the Second World War, men and women going to nightclubs danced in couples to live bands. But in Paris during the war, jazz bands were banned in clubs. People still wanted to dance, so they took their gramophone players instead, and the very first 'discotheques' were created. The idea remained popular after the war, partly

because it was cheaper to pay a DJ than a whole band, and soon Parisian discotheques were copied in the USA and other countries.

If dancing isn't your thing, perhaps you prefer singing? Everyone knows that karaoke comes from Japan. It means 'empty orchestra.' It all started in a small music bar in the city of Kobe. One night, when the usual guitarist didn't come to work, the desperate bar owner recorded some music and invited his customers to sing instead. The craze soon spread, and special karaoke machines were invented.

Today, just twenty years after it started in Kobe, you can find karaoke bars all over the world. It is so popular in China that restaurants normally have several karaoke machines going at the same time. These days, you can hire karaoke machines that not only play



music and videos but also have smoke machines, laser lights, and even dancers and a DJ to accompany you while you make-believe for a few minutes that you are a star. As one karaoke fan put it, "It's something everyone should try at least once in their life."

## **2. Rewrite each sentence given below, removing unnecessary words but keeping the same meaning.**

### ***Example:***

*Original:* The popularity of pizza shows how many people enjoy this delicious food around the world.

*Simplified:* Pizza's popularity shows how many people enjoy this food worldwide.

1) But for centuries, one vital ingredient was missing: the first tomatoes were brought to Europe in the sixteenth century from South America.

2) Only in the nineteenth century did Rafaele Esposito, a baker from Naples, begin to sell the first modern pizzas.

3) After the Second World War (when thousands of American soldiers went home from Europe), pizza really became an international dish.

4) Soon, there were pizzerias all over the USA, and American chains like Pizza Hut spread the idea worldwide.

5) The world's largest pizza (measuring thirty meters across) was baked not in Italy but in Havana, Cuba!

**Answer key:**

1) For centuries, an (important) ingredient was missing: tomatoes came to Europe in the sixteenth century from South America.

2) In the nineteenth century, Rafaele Esposito, a Naples baker, began to sell modern pizzas.

3) After the Second World War, pizza became an international dish.

4) Soon, pizzerias opened across the USA, and chains like Pizza Hut spread the idea all over the world.

5) The world's largest pizza, thirty meters across, was baked in Havana, Cuba, not Italy!

**3. Rewrite the first paragraph to make it easier to understand. Keep the main points while using simpler language and fewer words.**

**Answer key (Simplified Version):**

Pizza has a long history. The ancient Greeks put vegetables on bread, and 'pizza ovens' were found in Roman ruins. For centuries, one important ingredient was missing: tomatoes came to Europe from South America in the sixteenth century. In the 19th century, Rafaele Esposito, a baker from Naples, started selling modern pizzas. He made a special pizza for the Italian King and Queen in 1889, which became known as pizza Margherita, named after the Queen.

**4. Look through the information about grammatical transformation and compression techniques and complete the tasks that follow.**

**1. Active Voice Conversion:** Change sentences from passive to active voice to make them clearer. For example, instead of saying "The results were analyzed by the team," you can say "The team analyzed the results."

**2. Clause Reduction:** Remove extra parts of sentences to make them easier to read. For example, instead of saying "Although the report was thorough, it lacked specific recommendations," you can say "The thorough report lacked specific recommendations."

**3. Tense Simplification:** Use simpler verb forms to keep the meaning clear. For example, change "had been exploring" to "explored" when it makes sense.

**5. Read the third paragraph of the text "The Great International Night Out" and convert the following sentences from passive voice to active voice based on the passage provided.**

1) The modern disco was started in Paris during the Second World War.

2) Jazz bands were banned in clubs during the war.

3) The very first 'discotheques' were created by people using gramophone players.

4) Parisian discotheques were copied in the USA and other countries.

**Answer key:**

1) People in Paris started the modern disco during the Second World War.

2) Clubs banned jazz bands during the war.

3) People created the very first 'discotheques' using gramophone players.

4) The USA and other countries copied Parisian discotheques.

**6. Rewrite paragraph 3 in the active voice, changing any passive constructions into active ones.**

**7. Simplify the following sentences by removing unnecessary clauses and focusing on the main idea.**

1) The modern disco became popular after it was established in Paris during the war.

2) But in Paris during the war, jazz bands were banned in clubs.

3) Although it was cheaper to hire a DJ, many people enjoyed dancing to live bands as well.

4) Because jazz bands were banned, people decided to bring their own music.

5) People still wanted to dance, so they took their gramophone players instead, and the very first 'discotheques' were created.

**Answer key:**

1) The modern disco became popular after its establishment in Paris during the war.

2) In Paris during the war, clubs banned jazz bands.

3) It was cheaper to hire a DJ, but many people enjoyed dancing to live bands.

4) With jazz bands banned, people decided to bring their own music.

5) People took their gramophone players to create the first 'discotheques.'

**8. Rewrite the following sentences from the passage using simpler verb tenses. Keep the same meaning but make the verbs simpler.**

1) Before the Second World War, men and women going to nightclubs danced in couples to live bands.

2) But in Paris during the war, jazz bands were banned in clubs.

3) People had been dancing to live bands before the Second World War.

4) People still wanted to dance, so they took their gramophone players instead, and the very first 'discotheques' were created.

5) The idea remained popular after the war, partly because it was cheaper to pay a DJ than a whole band.



**Answer key:**

- 1) Before the war, men and women danced in nightclubs to live bands.
- 2) In Paris during the war, clubs banned jazz bands.
- 3) People danced to live bands before the Second World War.
- 4) People wanted to dance, so they took their gramophone players and created the first 'discotheques.'
- 5) The idea was popular after the war because it was cheaper to hire a DJ.

**9. Look through the information about syntactic transformation and compression techniques and complete the tasks that follow.**

**1. Combining Sentences:** Join short sentences to make longer ones so that they use fewer words. For example, "The study was done. The results were impressive." can be combined into "The study showed impressive results."

**2. Using Phrases:** Change longer clauses into shorter phrases. For example, instead of saying, "The project was canceled because there was not enough money," you can say, "The project was canceled due to lack of funds."

**3. Removing Unimportant Details:** Find and get rid of extra information that isn't needed, focusing on the primary message. For example, "After much consideration, the committee finally reached a decision" becomes "The committee reached a decision."

**10. Read paragraphs 4 and 5 of the text “The Great International Night Out” and combine the following pairs of sentences from the text about karaoke into single, more complex sentences. Make sure to use appropriate conjunctions or relative clauses.**

which (3)	and (2)	when	so	that not only ... but also ....
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- 1) If dancing isn't your thing, you might prefer singing. Singing is a popular pastime.
- 2) Karaoke comes from Japan. This is a well-known fact.
- 3) Karaoke means 'empty orchestra.' This definition explains its nature.
- 4) One night, the usual guitarist didn't come to work. The bar owner was very desperate.
- 5) The bar owner recorded music. He invited his customers to sing instead.
- 6) The craze spread quickly. Soon, special karaoke machines were invented.
- 7) Karaoke is extremely popular in China. Restaurants normally have several karaoke machines operating at the same time.
- 8) You can hire karaoke machines. These machines play music and videos, have smoke machines, laser lights, and even dancers and a DJ.

**Answer key:**

- 1) If dancing isn't your thing, you might prefer singing, which is a popular pastime.
- 2) Karaoke, which comes from Japan, is a well-known fact.
- 3) Karaoke means 'empty orchestra,' which explains its nature.
- 4) One night, when the usual guitarist didn't come to work, the desperate bar owner recorded music.
- 5) The bar owner recorded music and invited his customers to sing instead.
- 6) The craze spread quickly, and soon special karaoke machines were invented.
- 7) Karaoke is extremely popular in China, so restaurants normally have several karaoke machines operating at the same time.
- 8) You can hire karaoke machines that not only play music and videos but also have smoke machines, laser lights, and even dancers and a DJ.

**11. Rewrite the following sentences by using shorter phrases instead of long clauses. The meaning should be still clear while making the sentences shorter.**

- 1) Everyone knows that karaoke comes from Japan.
- 2) It all started in a small music bar in the city of Kobe.
- 3) The bar owner invited his customers to sing instead.
- 4) Just twenty years after it started in Kobe, you can find karaoke bars all over the world.
- 5) It is so popular in China that restaurants normally have several karaoke machines going at the same time.
- 6) These days, you can hire karaoke machines that not only play music and videos but also have smoke machines, laser lights, and even dancers and a DJ.

**Answer key:**

- 1) Karaoke originates from Japan.
- 2) It started in a small music bar in Kobe.
- 3) The bar owner invited customers to sing.
- 4) Twenty years after starting in Kobe, karaoke bars are found worldwide.
- 5) Karaoke is so popular in China that restaurants have several machines in use.
- 6) You can hire karaoke machines that play music and videos, along with smoke machines, laser lights, dancers, and a DJ.

## **4. KNOWLEDGE CONTROL SECTION**

### **4.1. Guidelines for Organizing Master Students' Independent Work**

Master students' independent work in the academic discipline 'English Language' is designed to enhance their learning and cognitive activities while developing essential skills for acquiring, analyzing, and applying information in English. This process not only fosters practical skills but also encourages self-development, lifelong learning, and the ability to apply acquired knowledge in professional contexts. Moreover, it promotes creativity, independence, and responsibility among students.

The independent work includes a variety of individual and group activities, which are selected based on the content of the subject matter and the students' level of language proficiency. These out-of-class activities are assigned by the teacher and carried out under the teacher's methodological guidance.

The plan for guided independent work focuses on two key objectives: preparing for practical classes and completing academic assignments related to ongoing assessments and midterm evaluations. These activities are structured to encourage active student engagement with the subject matter, deepen their understanding, and demonstrate academic progress.

### **4.2. List of Assignments for Guided Independent Work**

Guided independent work for Master's students involves the use of library and information resources, in addition to multimedia technologies. The following types of assignments are recommended:

- Individual assignments based on the content of the units outlined in the syllabus for the academic discipline 'English Language';
- Creative assignments, either individual or group-based, including essays, thematic project presentations, and reports;
- Reading comprehension assessments;
- Grammar and vocabulary evaluations;
- Compilation of thematic glossaries.

### **Recommended Assignments for Students' Guided Independent Work**

#### **2.3 Benefits of Postgraduate Education in the Modern World**

##### **Essays:**

- The Impact of Postgraduate Education on Career Advancement in the 21st Century;
- How Postgraduate Education Encourages Lifelong Learning and Personal Development;
- Challenges Faced During Postgraduate Education and Their Role in Building Character.

### **Thematic Project Presentations:**

- ***Design a Poster Campaign for Postgraduate Education:*** Create an eye-catching and informative poster campaign promoting the benefits of postgraduate education. Tailor the campaign to a specific group (such as undergraduate students, working professionals, or international students) and explain why they should consider further studies;
- ***Personal Growth Through Postgraduate Education:*** Develop a presentation that demonstrates how postgraduate education fosters personal growth, including skills such as leadership, time management, and resilience. Include success stories from individuals who have experienced these benefits;
- ***Challenges in Postgraduate Education and How They Shape Personality Development:*** Explore the common challenges faced by postgraduate students (such as heavy workloads, stress, and isolation) and explain how overcoming these challenges contributes to personal growth.

### **Reports:**

- Postgraduate Education and Its Impact on Society and Social Mobility;
- The Growth of Online Postgraduate Programs: Benefits and Challenges;
- The Role of Mentorship in Postgraduate Education and Its Effect on Personality Development.

### **Compilation of Thematic Glossaries:**

- ***Glossary of Postgraduate Educational Models and Their Role in Personal Development:*** Create a glossary that explains various types of postgraduate programs (such as Master's, PhD, etc.) and how each type contributes to personal development;
- ***Glossary of Postgraduate Education's Influence on Professional Personality Traits:*** Develop a glossary that focuses on how postgraduate education shapes key traits for professional success. Example terms:
  - *Work Ethic:* The principle of working diligently and responsibly in both academic and professional tasks.
  - *Self-Motivation:* The ability to take initiative and complete tasks without external pressure or encouragement.
- ***Glossary of Skills Developed Through Postgraduate Education:*** Create a glossary listing essential skills gained through postgraduate education. Include terms like "critical thinking," "research methodology," "problem-solving," etc. For each skill, provide a brief explanation of how it enhances both personal and professional life.

## **4.6 Exploring Cultural Differences**

### **Essays:**

- Building Cross-Cultural Understanding: The Importance of Cultural Awareness in International Travel;
- The Role of Language Learning in Enhancing Respect and Tolerance During International Travel;

- Social Media and Its Influence on Promoting Global Tolerance: A Look at International Students' Perspectives.

#### **Thematic Project Presentations:**

- **Cross-Cultural Communication Skits:** Misunderstandings and Solutions: Perform short skits showing common misunderstandings between cultures (such as body language or greetings). Afterward, explain the cultural differences and suggest solutions to improve communication;
- **World Culture Map:** Where in the World? Create an interactive world map showing countries you've visited or are familiar with. Highlight unique cultural practices related to food, clothing, family values, or religion in each country;
- **Global Etiquette Guidebook:** Develop a travel guidebook (or digital presentation) that shares etiquette and customs from different cultures, including greetings, dining manners, dress codes, and social interaction rules.

#### **Reports:**

- Building Bridges, Not Walls: The Impact of Travel on Global Respect and Tolerance;
- Understanding Global Etiquette: How Clothing, Behavior, and Communication Differ Around the World;
- Social Codes and Etiquette: How Understanding Local Customs Enhances Cross-Cultural Interactions.

#### **Compilation of Thematic Glossaries:**

- **Global Etiquette and Tolerance Glossary:** Create a glossary of etiquette terms important in different cultures. Include words like "manners," "hospitality," "cultural taboos," "greetings," and "social roles." Explain how adhering to these customs can help travelers avoid misunderstandings and show respect;
- **Social Interaction and Etiquette Glossary:** Create a glossary on social interaction rules in different cultures, including greetings, personal space, conversation topics, and body language;
- **Cultural Symbols and Significance Glossary:** Create a glossary of cultural symbols (such as national flags or religious symbols) and explain their meanings in various cultures.

### **6.5 International cooperation in the field of science and higher education on the modern stage**

#### **Essays:**

- The Role of Universities in Supporting International Scientific Cooperation;
- Bridging the Knowledge Gap: The Role of International Partnerships in Advancing Scientific Progress;
- The Impact of Technology and Digital Platforms in Supporting International Collaboration in Higher Education.

### **Thematic Project Presentations:**

- ***Global Higher Education Networks Poster Campaign:*** Create a poster campaign that shows why international cooperation in higher education is important. Make it relevant for specific groups, like students, universities, or governments;

- ***Student Exchange Program Design:*** Plan a student exchange program that highlights the benefits and practical steps for international academic exchanges. Focus on the cultural and educational experiences students will gain;

- ***Breaking Down Language Barriers in Global Research:*** Make a presentation about the challenges and solutions for overcoming language barriers in global research and higher education. Include ideas like translation technology and multilingual teams.

### **Reports:**

- Strengthening Global Education Networks: The Role of International Cooperation in Higher Education;

- From Local to Global: How International Student Exchange Programs Improve Scientific Progress;

- The Role of Global Academic Conferences in Shaping International Research Collaboration.

### **Compilation of Thematic Glossaries:**

- ***Educational Technology in International Cooperation Glossary:*** Make a glossary of terms related to using technology in international education, such as "virtual learning environments," "e-learning platforms," and "digital academic networks";

- ***International Student Mobility Glossary:*** Create a glossary about international student exchange programs, including terms like "study abroad," "international student visas," "student visas," and "credit transfer";

- ***Collaborative Online Learning Glossary:*** Create a glossary of terms about online teamwork in international education, such as "online collaboration," "virtual classrooms," "distance learning," and "global classrooms."

## **4.3. Recommended Tools for Diagnosis of Master Students' Language Competence**

To assess the competencies of Master students at the end of each unit and during the final evaluation, the following assessment methods are employed: oral, written, oral-written, and technical assessments.

The recommended methods for evaluating Master students' language competence include:

- Model assignments in various forms for in-class assessments (e.g., oral, written, situational tasks; individual, team, and pair tasks);
- Individual, cross-disciplinary, and integrated inquiries;
- Listening comprehension tests;
- Reading comprehension tests;

- Grammar and vocabulary assessments;
- Performance-based tests;
- Computer-based tests;
- Reports;
- Individual or group project presentations;
- Discussions and debates;
- Role-plays and simulations;
- Essays;
- Summarizing professionally oriented publicist texts related to sociocultural discourse;
- Credit.

#### **4.4. Criteria for Assessing Various Types of Speech Activity**

The assessment of students' academic performance in the discipline 'English Language' is carried out in accordance with the criteria established by the Ministry of Education of the Republic of Belarus. These criteria are set forth in the Resolution No. 319 dated October 13, 2023, titled "On the Approval of the Rules for Conducting Academic Evaluation of Students, Cadets, and Trainees during the Implementation of Higher Education Programs," and are detailed in the document "Criteria for Assessing the Academic Performance of Students in Institutions of Higher Education Using a Ten-Point Grading Scale":

##### **10 (ten) points - Credited:**

- Systematic, comprehensive, and deep understanding of the academic discipline, both within its syllabus and on key topics beyond it.
- Correct application of scientific terminology, with answers that are stylistically and logically sound.
- Mastery of the tools of the academic discipline, demonstrating effective use in scientific and professional contexts.
- Ability to solve problems independently and creatively in non-standard situations.
- Thorough study of both primary and supplementary literature related to the academic discipline.
- Ability to navigate theories, concepts, and directions in the field, providing analytical assessments.
- Integration of scientific achievements from other disciplines.
- Creative independent work during practical classes, active participation in group discussions, and a high standard of assignment submission.

##### **9 (nine) points - Credited:**

- Systematic, thorough, and comprehensive knowledge of the academic discipline within its syllabus.
- Correct use of scientific terminology, providing competent and logically sound answers to questions.

- Proficiency with the tools of the academic discipline, demonstrating the ability to use them effectively in solving scientific and professional problems.
- Ability to independently and creatively solve problems in non-standard situations within the scope of the syllabus.
- Complete and in-depth study of primary and supplementary literature sources related to the academic discipline.
- Capability to navigate theories, concepts, and directions in the field, offering analytical assessments.
- Active, systematic independent work in practical and laboratory classes, contributing creatively to group discussions.
- High standard of assignment submission.

#### **8 (Eight) Points - Credited:**

- Systematic, thorough, and complete knowledge of the academic discipline within its syllabus.
- Proficiency in scientific terminology, providing competent and logically sound answers to questions, with the ability to draw reasonable conclusions and generalizations.
- Mastery of the tools of the academic discipline (methods of complex analysis, information technology methods), with the ability to apply them in solving scientific and professional problems.
- Ability to independently solve problems within the scope of the syllabus.
- In-depth study of both primary and supplementary literature sources related to the academic discipline.
- Ability to navigate the theories, concepts, and directions in the discipline and provide analytical assessments.
- Active independent work in practical and laboratory classes, regular participation in group discussions, and high standards of assignment submission.

#### **7 (Seven) Points - Credited:**

- Systematic and thorough knowledge of the academic discipline within its syllabus.
- Competence in using scientific terminology, providing logically sound answers to questions, and demonstrating the ability to draw reasonable conclusions and generalizations.
- Proficiency in the tools of the academic discipline, with the ability to apply them in solving scientific and professional problems.
- Ability to make decisions in standard situations within the scope of the syllabus.
- Study of both primary and supplementary literature sources related to the academic discipline.
- Ability to navigate the key theories, concepts, and directions in the discipline and offer analytical assessments.



- Independent work in practical and laboratory classes, participation in group discussions, and a high level of assignment submission.

**6 (Six) Points - Credited:**

- Sufficiently complete and systematic knowledge of the academic discipline within its syllabus.

- Adequate use of scientific terminology, providing competent and logically correct answers to questions, with the ability to make generalizations and reasonable conclusions.

- Proficiency with the tools of the academic discipline, with the ability to apply them in solving educational and professional problems.

- Ability to make decisions in standard situations within the scope of the syllabus.

- Study of primary and supplementary literature sources related to the academic discipline.

- Ability to navigate the basic theories, concepts, and directions in the discipline and provide comparative assessments.

- Active independent work in practical and laboratory classes, occasional participation in group discussions, and high standards of assignment submission.

**5 (Five) Points – Credited:**

- Sufficient knowledge of the academic discipline within its syllabus.

- Limited knowledge of scientific terminology, but competent and correct answers to questions, with the ability to draw reasonable conclusions.

- Proficiency with the tools of the academic discipline and the ability to apply them in solving educational and professional problems.

- Ability to independently apply standard solutions within the scope of the syllabus.

- Study of the primary literature sources recommended by the syllabus of the academic discipline.

- Ability to navigate the basic theories, concepts, and directions within the academic discipline and provide comparative assessments.

- Independent work in practical and laboratory classes, irregular participation in group discussions, and an acceptable level of assignment culture.

**4 (Four) Points – Credited:**

- Sufficient knowledge of the academic discipline within its syllabus.

- Study of the core literature sources recommended by the syllabus of the academic discipline.

- Limited knowledge of scientific terminology, incomplete answers to questions, and the ability to draw conclusions with minor errors.

- Insufficient mastery of the tools of the academic discipline, but the ability to use them for completing assignments.

- Ability to accomplish standard assignments under teacher guidance.

- Ability to evaluate the basic theories, concepts, and directions in the academic discipline.

- Work under teacher supervision in practical and laboratory classes, with an acceptable level of assignment culture.

**3 (Three) Points – Fail:**

- Insufficient knowledge of the academic discipline within its syllabus.
- Partial investigation of the core literature sources recommended by the syllabus of the academic discipline.
- Use of scientific terminology with significant logical errors in the responses.
- Poor mastery of the tools of the academic discipline, resulting in an inability to complete standard (typical) assignments.
- Inability to navigate the main theories, concepts, and directions in the academic discipline.
- Passivity in practical and laboratory classes, with a low level of assignment culture.

**2 (Two) Points – Fail:**

- Fragmentary knowledge of the academic discipline within its syllabus.
- Limited study of the few literature sources recommended by the syllabus of the academic discipline.
- Inability to use scientific terminology correctly, with major logical errors in responses.
- Passivity in practical and laboratory classes, and a low level of assignment culture.

**1 (One) Point – Fail:**

- Lack of knowledge and competencies within the syllabus of the academic discipline, with refusal to answer.

**Criteria for Evaluating Master Students' Progress in English Language Competence During Current and Intermediate Assessments**

The assessment of Master students' progress primarily focuses on evaluating their communicative skills across various types of receptive and productive speech activities in English. The following assessment tasks are employed: project presentations, summarizing professionally oriented publicist texts, and discussions on assigned topics.

The criteria outlined below specify how Master students' communicative skills are assessed. These criteria are based on a comprehensive ten-point scale, which is used to evaluate students' academic performance.

**Tab. 1. Assessment Criteria for Speaking Skills**

<b>Points</b>	<b>Speaking</b>
<b>10</b>	<ul style="list-style-type: none"> <li>• Mastery of syllabus material.</li> <li>• The content of the utterances is fully relevant to the communicative situation.</li> <li>• Speech is coherent, complete, spontaneous, and fluent.</li> <li>• Utterances are polythematic and effectively express the speaker's point of view.</li> <li>• Language is varied and accurate, with no errors.</li> </ul>
<b>9</b>	<ul style="list-style-type: none"> <li>• Mastery of syllabus material.</li> <li>• The content of the utterances is relevant to the communicative situation.</li> <li>• Speech is coherent, complete, spontaneous, and fluent.</li> <li>• Utterances are well-reasoned and reflect the speaker's point of view.</li> <li>• Language is varied, with 1-2 minor errors that are self-corrected.</li> </ul>
<b>8</b>	<ul style="list-style-type: none"> <li>• The content of the utterances is relevant to the topic and communicative situation.</li> <li>• Speech is coherent, logical, and well-reasoned.</li> <li>• Few language errors (3-4), which are self-corrected.</li> </ul>
<b>7</b>	<ul style="list-style-type: none"> <li>• The content of the utterances corresponds to the topic and communicative situation.</li> <li>• Utterances are logically structured and follow typical speech patterns.</li> <li>• Rare language errors (5-6) are easily corrected with the help of the teacher.</li> </ul>
<b>6</b>	<ul style="list-style-type: none"> <li>• Ability to use speech material in familiar situations according to a pattern.</li> <li>• Speech is lexically and grammatically diverse, but not sufficiently fluent (pauses, repetitions, etc.).</li> <li>• Presence of some language errors.</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>• Limited language proficiency, confined to reproducing speech material in familiar situations with numerous errors.</li> </ul>

<b>4</b>	<ul style="list-style-type: none"> <li>• Full reproduction of speech material following a pattern.</li> <li>• Speech is very simple, and language comprehension is limited.</li> </ul>
<b>3</b>	<p>FAIL:</p> <ul style="list-style-type: none"> <li>• Significant difficulties in communication.</li> <li>• Incomplete reproduction of syllabus material.</li> <li>• Poor comprehension of general information.</li> </ul>
<b>2</b>	<p>FAIL:</p> <ul style="list-style-type: none"> <li>• Language used at the level of words and short phrases.</li> </ul>
<b>1</b>	<p>FAIL:</p> <ul style="list-style-type: none"> <li>• No response or refusal to respond.</li> <li>• Language limited to single words.</li> </ul>

**Tab. 2. Assessment Criteria for Summarizing Professionally Oriented Publicist Texts**

<b>Points</b>	<b>Summarizing</b>
<b>10</b>	<ul style="list-style-type: none"> <li>• The summarizing meets all the requirements.</li> <li>• The student demonstrates a high level of ability in presenting information, utilizing argumentation techniques, and ensuring logical coherence.</li> <li>• All factual information is transmitted accurately and without distortion.</li> <li>• The utterance is well-reasoned and clearly expresses both the author's point of view and the student's own opinion.</li> <li>• Speech is fluent with no linguistic errors.</li> </ul>
<b>9</b>	<ul style="list-style-type: none"> <li>• The summarizing meets all the requirements.</li> <li>• The main idea of the text is correctly identified.</li> <li>• The semantic division of the text is logical and accurate.</li> <li>• The student effectively constructs both the introduction and conclusion of the summarizing.</li> <li>• All factual information is transmitted without distortion.</li> <li>• The content is coherent, complete, fluent, and well-reasoned, expressing both the author's and the student's opinions.</li> <li>• Speech is varied, with 1-2 minor language errors that are self-corrected.</li> </ul>

8	<ul style="list-style-type: none"> <li>• The summarizing meets the requirements.</li> <li>• The student's speech is consistent and well-reasoned.</li> <li>• The student correctly presents both the author's viewpoint and their own opinion on the issues discussed in the text.</li> <li>• 2-3 language errors are acceptable, provided they do not interfere with overall understanding.</li> </ul>
7	<ul style="list-style-type: none"> <li>• The structure of the response is logically organized, but there are minor distortions of the actual information.</li> <li>• The student's speech contains a small number of inaccuracies in the transmission of information (e.g., absence or incorrect use of logical connections).</li> <li>• There are 3-4 language errors.</li> </ul>
6	<ul style="list-style-type: none"> <li>• The content of the response generally aligns with the text.</li> <li>• Speech is lexically and grammatically diverse but lacks fluency (e.g., pauses, repetitions).</li> <li>• More than 4 language errors are present, which hinder understanding (e.g., incorrect vocabulary usage, misuse of phrases or idiomatic expressions).</li> </ul>
5	<ul style="list-style-type: none"> <li>• The student omits important facts and transmits information in an illogical or disorganized manner.</li> <li>• The task is completed at a basic level, with numerous errors.</li> <li>• Speech activity is minimal, and there are issues with sentence structure.</li> </ul>
4	<ul style="list-style-type: none"> <li>• The summarizing is very basic.</li> <li>• Speech is overly simplistic, with limited understanding of English.</li> <li>• The response contains significant lexical, grammatical, and phonetic errors, which affect comprehension.</li> <li>• There are serious distortions of factual information.</li> </ul>
3	<p>FAIL</p> <ul style="list-style-type: none"> <li>• No understanding of the communicative task.</li> <li>• The response contains such a high number of errors that it leads to a lack of understanding.</li> </ul>
2	<p>FAIL</p> <ul style="list-style-type: none"> <li>• No comprehension of the text.</li> <li>• Inability to construct an utterance in English.</li> </ul>
1	<p>FAIL</p> <ul style="list-style-type: none"> <li>• No response or refusal to respond.</li> </ul>

#### 4.5. Organization of Current Assessment of Master Students' English Language Competence

To evaluate the academic performance of Master students, the following forms of current assessment of their English language competence are recommended:

- I semester: individual project presentation 'Welcoming Card of the Master Student's Native Country';
- II semester: summarizing professionally oriented publicist texts related to sociocultural discourse, as outlined in the syllabus.

### **Requirements for the Current Assessment of Master Students' English Language Competence**

The successful completion of the current assessment of a Master student's English language competence is determined under the following conditions:

- Assimilation of the educational material of the syllabus in accordance with the stages of the language learning process;
- Timely completion of the academic assignments for the current assessment of the Master's student's English language competence;
- Effective classroom and independent English language activity by the Master student.

### **4.6. Organization of Intermediate Assessment of Master Students' English Language Competence**

An intermediate assessment of Master students' English language competence is carried out in the form of an undifferentiated credit (I semester) and an exam (II semester).

The object of control for the intermediate assessment of Master students' English language competence in the form of the undifferentiated credit is the demonstration of the student's communicative skills in all types of speech activity (reading, listening, speaking, writing), as assimilated within the academic course of English language learning. The results of the intermediate assessment are evaluated with the marks "pass" or "no pass."

The object of control for the intermediate assessment of Master students' English language competence in the form of a comprehensive examination is the level of English language communicative competence achieved by the student, in accordance with the requirements set by the syllabus.

A Master student is allowed to take the examination only after meeting all the requirements stipulated by the syllabus and achieving satisfactory results in the current assessment of English language competence.

The criteria approved by the Ministry of Education of the Republic of Belarus are used to assess Master students' academic achievements, rated on a 10-point scale.

### **The Content of the Credit**

At the English language credit, a Master student should demonstrate solid reading comprehension skills, stable listening comprehension skills, and strong oral and written communicative skills. The credit includes the following tasks:

1. Summarizing professionally oriented publicist texts related to sociocultural discourse;
2. A conversation with the teacher on one of the following topics presupposed by the content of the syllabus:
  - 1) Higher and postgraduate education in the sphere of culture and art.
  - 2) Belarusian State University of Culture and Arts.
  - 3) Living abroad: rewards and challenges.
  - 4) The Republic of Belarus.
  - 5) Belarusian national culture.
  - 6) The Master student's native country.
  - 7) Customs and traditions of the Master student's native country.
  - 8) International tourism and cultural diversity.
  - 9) Arts, their genres and styles. Prominent personalities in the sphere of visual arts / choreographic art / music art / theatrical art.
  - 10) Professional mastery and career advancement in the sphere of culture and arts.

### **The Content of the Examination**

At the examination for the academic discipline 'English Language' a Master student should be able to use the English language as a means of professional and scientific communication in the sphere of culture and arts. The examination includes the following tasks:

1. Reading and summarizing a professionally oriented publicist text related to sociocultural discourse. The use of a dictionary is allowed. The length of the text is 1,500-2,000 characters. Preparation time is 45 minutes.
2. A conversation in English on the topic related to the Master student's academic and scientific interests (previous academic background, the experience of living and studying abroad, challenges faced and rewards gained).

### **4.7. Recommended Materials for the Current and Intermediate Assessment of Master Student's English Language Competence**

#### **Recommended Materials for the Current Assessment of Master Student's English Language Competence**

Suggested formats for the individual project presentation entitled '*Welcoming Card of the Master Student's Native Country*' conducted at the end of the first semester for the assessment of Master students' English language competence:

1. **Country Profile Digital Slideshow:** Students are required to create a digital presentation using PowerPoint or Google Slides. This presentation should

provide a comprehensive overview of their country, including important information about its geography, history, government, economy, and culture. Students must use maps, photographs, and notable facts to enrich the content.

2. ***Virtual Tour:*** Students are required to create a virtual tour of their country using online resources and tools. This tour should emphasize important landmarks and tourist attractions, providing clear information about each location. Students are encouraged to include images, videos, and personal stories to make the tour more interesting for the audience.

3. ***Cultural Map:*** Students are required to create a colorful map that shows important locations within their homeland, such as historical sights, natural wonders, and cultural institutions. Each location should include a brief description or narrative that offers insight into its significance.

4. ***Travel Brochure:*** Students are to create a travel brochure that promotes their homeland as an attractive destination. The brochure should highlight its various attractions, history, culture, and local cuisine. Students are encouraged to use interesting visuals and descriptions to attract potential visitors.

5. ***Cultural Scrapbook:*** Students are required to create a scrapbook that includes photos, drawings, and written pieces about important cultural symbols of their homeland. This scrapbook should feature traditional clothing, cuisine, festivals, and historical landmarks, thereby providing a comprehensive representation of cultural identity.

### **Suggested Professionally-Oriented Publicist Texts for Summarizing in the Current Assessment of Master Students' English Language Competence in the Second Semester**

#### **Belarusian State University of Culture and Arts – A Place to Discover Talent**

If you love art, culture, and creativity, then you need to know about the Belarusian State University of Culture and Arts! This university is a great place for talents, offering exciting programs in music, theater, fine arts, and even managing cultural projects. It's a place where students don't just study—they live and breathe creativity! The Belarusian State University of Culture and Arts is all about nurturing the next generation of artists and creators who will shape the future of culture.

One of the coolest things about the Belarusian State University of Culture and Arts is that it's not just about books and exams. Students get to work on real-life projects, creating art, putting on performances, and organizing events. Whether you like acting, playing an instrument, or singing and dancing, there's something for everyone. And let's be honest—where else can you study something you're truly passionate about while surrounded by like-minded people who share your dreams? The experience at the Belarusian State University of Culture and Arts is not just educational, but life-changing!



The university also has amazing teachers who have spent their lives in the arts and know what it takes to succeed. They're always ready to give advice, share their experiences, and encourage students to do their best. But don't think this place is all work and no play! The Belarusian State University of Culture and Arts has a rich cultural atmosphere, with many exhibitions, concerts, and performances all year round. It's a university that celebrates creativity and artistic expression.

So, if you want to develop your talent and make your dreams come true, the Belarusian State University of Culture and Arts might just be the perfect place for you!

*Francisco Arteaga*  
*15 January 2025*  
*www.academia.edu*

### **Living Abroad: An Exciting Adventure with New Beginnings**

Imagine waking up in a new country, surrounded by different languages, kinds of food, and customs. Living in another country is an exciting experience that can change your life! Whether you've moved for work, love, or adventure, life in a new place brings both rewards and some challenges.

One of the best things is the chance to learn and grow. Living abroad lets you explore new cultures, try new dishes (even strange ones!), and make friends from all over the world. You might even learn a new language, which can be both fun and useful! Plus, you'll get a better understanding of different ways of life, and that's something no classroom can teach you. You'll also gain new perspectives on things you may have taken for granted before. The experience will help you become more open-minded and build confidence in yourself and your abilities.

But living abroad isn't always easy. You'll probably miss your family and friends. Feeling homesick can happen when you least expect it. And the language barrier can make things hard at first, especially in shops or restaurants. Simple things like finding your way around or understanding local customs might be challenging. But don't worry—most people are kind and patient with newcomers, and with time, you'll adjust and feel more at home.

Even with the challenges, living abroad is a great opportunity. You'll become more independent, adaptable, and learn a lot about yourself. You'll also develop skills that will help you in your personal and professional life. So, if you're thinking of moving to another country, get ready for the ride of a lifetime!

*Naveen Sharma*  
*2 October 2024*  
*www.medium.com*

### **Join the Fun: Chinese New Year 2025 in San Francisco**

Are you ready to experience one of the biggest celebrations in San Francisco? The Chinese New Year celebration in Chinatown is a lively and colorful event that you won't want to miss! It first took place in the mid-1800s when many immigrants from China came to the US in search of work and a better

life. Today it's one of the oldest and largest Asian cultural events in North America. It combines traditional Chinese elements like the Lantern Festival with the fun of an American parade.

The main event is the Grand Parade, happening on Saturday, February 15. The parade starts at 5:15 p.m. and finishes around 8 p.m., so you'll have plenty of time to enjoy all the exciting performances! From traditional dancing and drumming to acrobats and lion dancing, there's something for everyone. And if you like fortune telling or Chinese calligraphy, you can enjoy that too!

Over three million people watch the parade each year. Will you be one of them? You can watch the parade live, or if you can't make it, turn on KTVU Channel 2 to catch it from home. If you want a great view, make sure to arrive early—people start lining up hours before the event. Or, buy a bleacher seat for \$38-\$55 and enjoy the best view without standing!

There's more to the celebration than just the parade! The Flower Market Fair in Chinatown and the Chinatown Run will keep you busy with even more fun. Just be aware: San Francisco weather in February is often cool and rainy. Most of the celebrations, including the parade, are all outdoors. So, dress warm and bring along your umbrella or rain gear. But no worries—the parade rarely gets canceled, no matter the weather!

Don't miss out on this unforgettable celebration!

*Jimmy Bright*

*17 August 2024*

*Central Asian Journal of Art Studies*

### **Suggested Professionally-Oriented Publicist Texts for Summarizing in the Intermediate Assessment of Master Students' English Language Competence in the First Semester.**

#### **Chinese Spring Festival Lights Up the Belarusian State University of Culture and Arts**

January 20, 2025, was a day to remember at the Belarusian State University of Culture and Arts! The university hosted two major events: the lively Chinese Spring Festival and the 33rd anniversary of diplomatic relationship between Belarus and China. The celebration was full of color and excitement, thanks to the hard work of the Chinese Embassy, the Chinese Student Union of Belarus, and the university itself.

This year's "Spring Festival - 2025" gala concert was truly fantastic. It featured performances by Chinese students and graduates from universities across Belarus, including the Belarusian State University of Culture and Arts and the Belarusian State Academy of Arts. The audience enjoyed both traditional and modern Chinese art, such as stunning music, martial arts displays, and dragon and lion dances.

What made the night even more special? The concert highlighted the best moments of Chinese-Belarusian friendship, with awards, raffles, and exciting

surprises. Zhang Wenchuan, the Chinese Ambassador to Belarus, spoke about the importance of the event for building connections between young people from both countries. He also informed the audience that in China, the Spring Festival is celebrated twice – once on 1 January and again on the first day of the Chinese lunar calendar. The second celebration, known as the Spring Festival, is the oldest and most important holiday in China when families come together, celebrate the arrival of spring, and set hopes for a prosperous year ahead.

If you were at BSUCA on 20 January, you experienced the special atmosphere of this annual celebration. We hope you had the chance to enjoy this beautiful cultural exchange in person!

*Ella Feldman*  
25 January 2025  
[www.belta.by](http://www.belta.by)

### **Study, Explore, and Grow: Why Belarus is the Right Choice**

Thinking about studying abroad? Belarus could be the perfect choice for you! This country offers 51 higher education institutions where you can study everything from natural sciences to acting. You'll find plenty of opportunities to grow and explore new subjects.

What makes Belarus stand out? First, the cost. Tuition fees are much lower than in Western countries, but the education quality is just as good. In fact, Belarusian universities are ranked internationally, offering the same level of training as top universities in Europe and the USA.

For international students, it's easy to adapt. Belarus is a welcoming, multicultural country with universities that help you settle in. And if you want to study in English, you're in luck! 29 universities offer programs in English, making it a great choice for foreign students.

You could even earn two degrees! Belarus offers joint programs with foreign universities, meaning you could earn degrees from both countries. How cool is that?

Love sports? Belarusian universities have great sports teams and facilities for students who want to compete and stay fit.

Let's not forget about student life – it's exciting! There are festivals, sports competitions, and plenty of activities to join. Plus, you can also learn Russian and Belarusian through special programs. And, of course, Belarus has a rich culture, with art exhibitions, music festivals, and theater performances.

Best of all, Belarus is safe! It's ranked as one of the safest countries in the world. Add in its stunning nature and wildlife, and you've got a perfect place for both studying and exploring.

So, are you ready to start your adventure in Belarus? The opportunities are endless!

*Sophie Vokes*  
5 August 2024  
[www.studyinby.com](http://www.studyinby.com)

### **Exploring National Characters: Belarus, the UK, and China**

Did you know that every nation has its own unique character? Let's take a look at three very different countries: Belarus, the United Kingdom, and China. Each one has its own way of life, values, and traditions.

In Belarus, people are known for their kindness and hospitality. They are patient and modest, always hard-working and diligent. The Belarusians cherish their freedom and independence, and they hold their old customs and traditions close to their hearts. Trustful and optimistic, they value the simple things in life.

The United Kingdom is home to four nations: the English, the Welsh, the Scots, and the Irish. Each group has its own special characteristics. The Irish are lively talkers and deeply religious. The Scots are careful with money and serious by nature. The Welsh, famous for their music, love to sing and dance. The English, however, are often seen as more reserved and slow to accept new ideas. But, despite these differences, the British share some common values. They love animals, value their privacy, and are always talking about—yes, you guessed it—the weather!

Now, let's look at China. The Chinese are known for their hardworking and ambitious nature. They respect their elders and place great importance on family. Loyalty to friends is an important trait in Chinese culture, and they are always focused on working hard to improve their lives.

So, whether it's the modest Belarusians, the diverse British, or the hardworking Chinese, it's clear that each country has its own unique and admirable qualities! Wouldn't it be great if we all learned a bit from each other?

*Charles Mandrel*  
18 January 2025  
[www.aol.com](http://www.aol.com)

### **Recommended Discussion Questions for the Intermediate Assessment of Master's Students' English Language Competence, Aligned with Syllabus Topics**

- 1. *Higher and postgraduate education in the sphere of culture and art.***
  - 1) What are some of the main benefits of studying abroad for higher and postgraduate education, and how can it help you grow personally and professionally?
  - 2) What are some challenges students face when studying abroad, and how can they overcome them?
  - 3) Can you share what you know about the leading higher educational establishments in the field of culture and arts in the Republic of Belarus (or your native country)? How do you think they help students become skilled professionals in their fields?
  - 4) From your experience, what do you think is the main difference between undergraduate and postgraduate programs in the arts and culture fields?

- 5) How important is having a mentor while studying for a postgraduate degree in arts and culture?
- 6) How do postgraduate degrees contribute to the professional development of individuals in the arts and cultural sectors, such as choreography, performance, music production, or graphic design studio management, etc.?
- 7) What motivated you to pursue postgraduate education, and how do you believe it will impact your career in the long run?
- 8) How will studying abroad and getting a Master's degree help your career after graduation?
- 9) How does living and studying in a foreign country change a student's personality and future career?
- 10) How have language barriers and cultural differences impacted your learning and social life while studying abroad?

## **2. *Belarusian State University of Culture and Arts.***

- 1) What made you choose to study at the Belarusian State University of Culture and Arts? Has the university met your expectations so far?
- 2) What do you know about the history and traditions of the Belarusian State University of Culture and Arts?
- 3) How has your experience at the university been so far? What have you learned about the academic environment? What are your favorite subjects? Why?
- 4) Have any professors or teachers inspired you or changed the way you study or think about your career? If so, how?
- 5) How important is the classroom atmosphere for your academic success? How do your teachers and classmates contribute to creating a positive learning environment for you?
- 6) What do you think about the university's facilities, such as the gallery, performance spaces, or rehearsal areas?
- 7) How has your level of English affected your academic success? Do you think universities should provide more language support for international students like you?
- 8) How do you use English in your daily life, and how do you feel this helps you improve your language skills?
- 9) What extracurricular activities or events does the university offer that you've joined or are interested in?
- 10) How do you balance the academic work with practical experiences, such as the opportunity to exhibit your work in the university's gallery, or perform at concerts as dancers, singers, or musicians?
- 11) Why do you think it's important to get involved in cultural and social activities like concerts, theater, and sports? How have these activities enriched your education?
- 12) As a Master's student, how do you view the social and cultural life at the university? How would you describe the overall atmosphere of the university?

13) What benefits and challenges have you experienced living in a student dormitory or shared apartment? How has this living situation influenced your social and academic life?

14) Can you share a special memory from your studies that has had a big impact on your personal or academic growth?

15) How important is it for you to make time for relaxing activities like watching shows or playing games, and how do they help you stay motivated and maintain a healthy balance with your studies?

### **3. *Living abroad: rewards and challenges.***

1) What common problems have you faced as an international student? How have you dealt with these challenges?

2) How has adjusting to a new environment changed the way you view life and the world?

3) What have you learned from facing challenges when living in Belarus, such as trying new foods, using different transportation, or learning new cultural rules? How have these experiences helped you grow personally and academically?

4) How do you handle feelings of loneliness or isolation as an international student?

5) How do social activities, like joining a dance class or making new friends, help you adapt to a new environment?

6) How has living abroad helped you develop empathy and a better understanding of other cultures in today's global world?

7) How important is speaking the local language or English to you while studying abroad? What steps have you taken to improve your language skills?

8) Are apps or online tools helpful for learning a language? Do you find these tools as helpful as speaking with people in person or attending formal classes?

9) Why do you think it's important to understand cultural differences in non-verbal communication (like gestures and facial expressions) when interacting with people from other cultures? How can this understanding help improve communication?

10) How do gestures affect communication, and how can their meanings vary between cultures? Can you think of any gestures that have different meanings in different parts of the world?

### **4. *The Republic of Belarus.***

1) What is the geographical position of the Republic of Belarus? How do you think its location in Eastern Europe influences the climate and natural environment there?

2) How does the landscape of Belarus support outdoor activities like hiking, fishing, and boating? Are there any specific areas you enjoy or would recommend for these activities?

- 3) What do you know about the official languages and main religions in Belarus?
- 4) What impact does religion have on the cultural life of Belarus? Are there any customs or traditions you've heard about that are connected to religion?
- 5) What is the population of Belarus and its capital, Minsk? What are the main ethnic groups that live on the territory of the country?
- 6) From your perspective, what are some common traits or characteristics of the people in Belarus? Have you noticed any specific behaviors or attitudes that stand out?
- 7) What Belarusian national symbols do you know? Are there any important national animals or plants that represent Belarus? What are they and why do you think they are significant?
- 8) Can you share some of the most famous landmarks or tourist attractions in Belarus or Minsk? What makes these places significant to the country's history and culture, in your opinion?
- 9) What do you know about Minsk? Are there any historical aspects or tourist sights that you find particularly interesting?
- 10) Have you visited any museums, theatres, or parks in Belarus? Which ones have you enjoyed, and are there any places of interest that you plan to visit in the near future?

#### **5. *Master student's native country.***

- 1) What is the geographical position of your native country? Talk about its size, landscape (like rivers, lakes, mountains), and major cities, etc.
- 2) What is the climate like in your country? How does the climate vary across different regions?
- 3) How does the climate influence people's lifestyle? Are there any traditional activities or customs connected to the seasons or climate in your country?
- 4) What is the total population of your country? What are the main ethnic groups in your native country?
- 5) What languages are spoken in your country? What is the official language or languages? Are there regional dialects or languages that are commonly spoken?
- 6) What are some common traits of character of the people from your native country? How do these traits reflect your culture?
- 7) Can you share some of the national symbols of your native country? What do these symbols mean to you?
- 8) Is there a natural landmark in your country that you consider to have cultural significance? Why is it special to you?
- 9) What are the most famous historical landmarks in your country? Why are these landmarks important to you in terms of history and culture?
- 10) Are there any important religious sights in your country that you admire? Which religions do they represent?

**6. *Belarusian national culture.***

- 1) What are some traditional dishes you associate with Belarusian cuisine? What is your favorite Belarusian dish, and why do you like it?
- 2) Why is hospitality important in Belarus? How do people in Belarus usually welcome guests into their homes?
- 3) What do you think are the most common personality traits of Belarusian people? Can you share some examples from your own experiences?
- 4) What values do you think are shared between Belarusian culture and your native country? Are there any similarities that you find particularly interesting?
- 5) What are some common outdoor activities that you've noticed Belarusians enjoy? How do these activities show their love for nature?
- 6) What traditional crafts are special to Belarus? Have you seen things like pottery or weaving? What did you like about those crafts?
- 7) Why are craft markets, fairs, and festivals important for artists in Belarus? Have you participated in any? What was your experience like?
- 8) What are the most important public holidays in Belarus? What do you know about them, and how are they different from holidays in your country?
- 9) Can you share a memorable public holiday experience you've had in Belarus? What made it special for you?
- 10) What are some well-known art, music, or dance festivals in Belarus? Can you talk about one that you find especially interesting?

**7. *Customs and traditions of Master student's native country.***

- 1) Are there any traditional dishes that are unique to your native country? What are they, and can you describe one?
- 2) If someone were visiting your country, what dishes would you recommend they try first? What is your favorite dish from your country's cuisine, and why do you love it?
- 3) Are there any stereotypes about the character traits of the people from your native country? Do you think they are true, and can you explain your point of view?
- 4) What are some traditional crafts that are unique to your native country? Can you describe a traditional craft that has personal significance to you?
- 5) What public holidays do you consider to be the most important in your culture? Is there a particular public holiday that you enjoy the most, and why?
- 6) What are some well-known art, music, or dance festivals in your native country? Can you share your thoughts on one that you find especially interesting or meaningful?
- 7) Have you ever participated in any art, music, or dance festival? If so, what was your experience like?
- 8) What do you believe are the most important values in your culture, and how do they influence your life?



9) What values do you think are shared between your native country and Belarusian culture? Are there any similarities that you find particularly interesting?

10) Do you feel proud of any specific customs or traditions from your native culture? What makes them important to you?

#### **8. *International tourism and cultural diversity.***

1) What do you think are the main reasons for people to travel? Is it for fun, work, or something else?

2) What type of travel do you enjoy the most: adventure, relaxing trips, or learning about different cultures? Why do you prefer that type? Are there any types of travel you want to try in the future, like backpacking or going on a cruise? Why?

3) Do you prefer to travel alone, with friends, or with family? What do you like about your choice?

4) What's your favorite way to travel—by car, plane, or train? Why?

5) How do you prefer to plan your trips? Do you make detailed plans, or do you like to go with the flow? Can you share an example of both ways you've planned a trip?

6) Are there any countries or cities that you think are especially good for educational tourism? What makes them special?

7) What problems do you think people might face in educational tourism? How do you think overcoming challenges, like adjusting to a new place or dealing with language barriers, can be a rewarding experience? What lessons can we learn from those challenges?

8) What are some of the most popular tourist destinations in the Republic of Belarus? Have you visited any of these places? What were your impressions?

9) If someone is visiting Minsk for the first time, what places do you think they must see? Can you recommend a few?

10) What are some popular tourist spots in the UK or London that you know about? Would you like to visit them, and what interests you about those places?

11) If someone could only visit one place in your country or city, which landmark would you tell them to see and why?

12) If you could travel anywhere in the world without worrying about money, where would you go and what would you want to do there?

13) Do you think it's important to learn about local customs and manners before visiting a new country? Why? Why not?

14) Have you ever found yourself in a situation where cultural differences in behavior changed your travel experience? What happened?

15) Have you ever come across a local custom that surprised you while traveling? What was it, and how did it affect your experience?

#### **9. *Arts, their genres and styles. Prominent personalities in the sphere of visual arts / choreographic art / music art / theatrical art.***

- 1) Can you think of some traditional jobs in the art and culture field? Can you think of any art-related jobs that didn't exist years ago?
- 2) What do you think are the benefits of turning a passion for art into a career?
- 3) What problems do you think people face when trying to make a living from their passion for art?
- 4) In your opinion, how has technology changed the way people build careers in the arts?
- 5) Why do you think lifelong learning is important for people working in the arts and culture fields?

### **Visual Art**

- 6) What do you think visual art is? Do you believe art is important? Why or why not?
- 7) What are some different forms of visual art? Which one is your favorite? Are there any art forms you don't like as much? Why?
- 8) Are there any new trends in visual arts that you've noticed recently?
- 9) Can you tell me about your last visit to a museum, exhibition, or art gallery?
- 10) Can you share some details of personal and professional life of your favorite painter, artist, or sculptor?

### **Dancing Art**

- 11) Do you think being a professional dancer is a good job? Why do you think so? What personal qualities do you think successful choreographers and dancers share?
- 12) What are the most popular dance styles today, and why do you think people love them? What's the most popular dance genre in your native country?
- 13) Can you tell me about any traditional or modern dances that are popular in your country?
- 14) Can you think of any famous dance shows or competitions that have made an impact on global dance culture? Why do you think people enjoy watching big dance performances or shows?
- 15) Who are some famous choreographers or dancers from your country or around the world? Choose one dancer or choreographer from Great Britain, Belarus, or your native country and tell me about his / her personal life, career, and creative work.

### **Musical Art**

- 16) How do you think music is connected to other art forms like dance or visual art? What makes music different from other types of art?
- 17) What are some popular music styles today? What's your favorite music genre, and why do you like it? Can you think of any music styles that have changed because of technology?
- 18) What are some contemporary music trends that have become popular in recent years? Do you think new music trends are influenced more by artists or by technology?

19) Who are some of the most influential musicians from your native country? Can you talk about a musician, band, or singer who is really popular in your country?

20) How have well-known musicians from Belarus or the UK influenced music around the world? Can you tell me about any famous musicians or singers from Great Britain or Belarus?

### **Theatrical Art**

21) What are some of the most popular theatrical genres today? How do you think new trends in theater change traditional styles?

22) What are some of the main types of theaters around the world? Can you think of any famous theaters from different countries?

23) Can you tell me about your last visit to a theatre? What were your impressions about the play, actors' performance, and the overall atmosphere?

24) Can you name some well-known actors, directors, or playwrights who have had a big impact on modern theater? What are some of their most important achievements?

25) Can you share some information about your favorite actor, director, or playwright? What do you like most about their life and work?

## ***10. Professional mastery and career advancement in the sphere of culture and arts.***

1) Why do you think moving forward in your career is important for professional development? What are some common ways people get promoted or advance in their careers?

2) What strategies do you think can help you grow in your career? Do you have any tips for moving ahead in your profession?

3) What do you think are the main benefits of international scientific and educational cooperation? Can you think of any examples where international cooperation in education has been successful?

4) What does "academic mobility" mean in the context of higher education? What are the main goals of academic mobility programs?

5) How do academic mobility programs help students develop personally and professionally? What do you think are the biggest challenges students face when taking part in these programs?

## **Recommended Professionally-Oriented Publicist Texts for Summarizing in the Intermediate Assessment of Master Students' English Language Competence During the Examination**

### **Leonardo da Vinci: The Renaissance Man**

Leonardo da Vinci is one of the most famous and admired figures in history. Born in 1452 in Vinci, Italy, he is often called the "Renaissance Man" because of his many talents and achievements. Leonardo wasn't just a painter—he was also a scientist, engineer, inventor, and architect. His curiosity about the world knew no

bounds, and he explored almost every area of knowledge. Today, he is often considered the greatest painter in history, and his works are still admired and studied all over the world.

Leonardo began his career as an apprentice to Verrocchio, a famous painter and sculptor in Florence. He even helped with the painting *The Baptism of Christ*, which is now recognized as a collaborative work. Later, Leonardo worked in Milan, Rome, and spent his final years in France.

Leonardo lived during the Renaissance, a time of great change in Europe. It was a period when new ideas started to spread, and creativity flourished. It marked the end of the Middle Ages and the beginning of a new way of thinking. Leonardo played a major role in this exciting time, creating works that pushed the boundaries of art. His masterpieces, like *The Mona Lisa* and *The Last Supper*, remain iconic and are considered some of the greatest artworks ever created.

But Leonardo wasn't just about art. He also designed machines like a helicopter, a parachute, and even a battle tank. Of course, these designs couldn't be made with the technology of his time, but they show just how far ahead he was.

One of his best-known drawings is *The Vitruvian Man*. This image of a man inside a square and circle shows Leonardo's deep knowledge of anatomy and human proportions. It's a perfect example of how he combined science with art.

Even though he lived more than 500 years ago, Leonardo da Vinci's influence on art, science, and innovation is still very much alive. Isn't it incredible how someone from the 15th century continues to shape our world in so many ways? Truly, Leonardo was a genius in every sense of the word!

Abigail Hunt  
30 June 2024  
Grantham Journal

### **The Chinese Dance Revolution—No Stage Required**

What if the most exciting dance performances weren't in theaters? Forget red curtains—Chinese dancers are now performing in abandoned buildings, city streets, and even virtual spaces. Welcome to avant-garde dance, where movement is bold, unexpected, and limitless!

#### ***Dancing in Unexpected Places***

Once, dance belonged in theaters. Not anymore! Choreographers are turning everyday spaces into stages—empty factories, rooftops, and even subway stations. Some, like Tao Ye of TAO Dance Theater, focus on minimalist, hypnotic movement, proving that even the simplest gestures can be powerful.

Nature is also part of the show. Dancers perform in forests, on mountains, or by the sea, letting wind and waves become part of the choreography. Even filmmaker Zhang Yimou embraces this, blending contemporary movement with grand outdoor performances in breathtaking landscapes.

#### ***Blending Dance with Art and Technology***

Avant-garde dance isn't just about movement—it's an immersive experience, merging with other art forms:

✓ Dance & Visual Art – Performers move through shifting lights, digital projections, and live paintings, creating dynamic, living artworks.

✓ Dance & Film – Dance films turn movement into a cinematic language, telling stories through gestures instead of dialogue. Choreographers like Wen Hui of Living Dance Studio are also pushing boundaries by combining dance with documentary storytelling, using movement to explore history, gender, and memory.

✓ Dance & Technology – Virtual reality, AI, and interactive apps allow audiences to influence performances, blurring the line between spectator and participant.

### ***What's Next?***

With AR, AI, and digital media, dance is evolving fast. Soon, you won't just watch a performance—you'll step inside it. The next time you see a dancer in an unexpected place, stop and watch. You may be witnessing the future of dance!

Lyndsey Winship

3 June 2024

*Theatre and Art Journal*

## **Giuseppe Verdi: The Composer Who Changed Opera Forever**

Giuseppe Verdi, born on October 9, 1813, in a small Italian village, wasn't just a composer — he was a revolutionary in the world of opera. His music is still loved today for its emotion and power. Verdi didn't just write music; he created stories that mixed drama and melody in ways no one had done before. His new way of composing opera changed traditional ideas and made opera more accessible to a wider audience. Verdi's works not only reflected the society of his time but also helped shape the culture and politics of 19th-century Italy.

As a child, Verdi showed great musical talent. Even though his family was poor, they supported his passion for music. At just 10 years old, he was already studying at a secondary school in Busseto. It was here that he met Antonio Barezzi, a local merchant who saw Verdi's potential and helped him go to Milan to study music. Verdi was initially rejected by the Milan Conservatory because of his age, but he didn't give up and continued to develop his skills.

One of Verdi's most famous operas is *Rigoletto* (1851). It mixed comedy and tragedy, with unforgettable songs like "La Donna è Mobile" that are still loved today. *Rigoletto* was different from traditional opera and had to be censored because of its controversial themes, showing just how bold Verdi's works were for the time!

Verdi's other well-known operas include *La Traviata* (1853) and *Aida* (1871). *La Traviata* tells the touching story of Violetta, a woman who finds love despite being ill. The opera features some of the most difficult soprano music, like the famous aria "Sempre libera."

Verdi's music is special. His ability to link music with character and emotion set him apart from other composers. Verdi's operas were about more than just the voices—they were about the feelings behind the voices. His operas connect

emotions with music in a way that still moves people today. Verdi's music is timeless, and his works will be loved for many years to come!

*Steven Thomas*  
*11 August 2024*  
*Drama & Theatre Magazine*

## 5. INFORMATION-METHODOICAL SECTION

### 5.1. Literature

#### *Main Literature*

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2. Вдовичев, А.В. Английский язык для магистрантов и аспирантов: учеб.-метод. пособие / А.В. Вдовичев, Н.Г. Оловникова. – М.: Флинта, 2022. – 248 с.

#### *Additional Literature*

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5. Falla, T. Solutions: Pre-Intermediate Student's Book / T. Falla, P. A. Davies. – New York ;Oxford : Oxford University Press, 2013. – 133 p.
6. Falla, T. Solutions: Pre-Intermediate Workbook / T. Falla, P. A. Davies. – New York ;Oxford : Oxford University Press, 2013. – 130 p.
7. Grussendorf, M. Express series: English for Presentations / M. Grussendorf. – Oxford, New York : Oxford University Press, 2007. – 80 p.
8. Murphy, R. Practical Grammar in Use: for Intermediate Students / R. Murphy. – Oxford : Oxford Univ. Press, 1995. – 379 p.

9. Winkler, A. C. Writing the Research Paper / A. C. Winkler, J. R. Metherell. – 8thed. – Wadsworth, MA : Cengage Learning, 2012. – 355 p.

*Links to Internet Resources*

1. <https://www.britannica.com/>
2. <https://www.englishclub.com/>
3. <http://www.english-to-go.com/>