

Міністерство освіти і науки України
Сумський державний педагогічний університет
імені А.С. Макаренка

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ENGLISH NONSTOP. KEEP GOING

*Навчальний посібник для студентів 3-х курсів
факультетів іноземних мов педагогічних ЗВО*

Суми-2023

УДК 811.111'276.6(075.8)=111

К59

Друкується згідно з рішенням Вченої ради
Сумського державного педагогічного університету імені А.С. Макаренка
(протокол № 8 від 27.02.2023)

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К59 English Nonstop. Keep Going (Продовжуємо вивчати англійську): навчальний посібник з практики професійно-орієнтованого англійського мовлення для студентів третіх курсів факультетів іноземних мов педагогічних ЗВО (англійською мовою) / В.В. Козлова, Л.О. Молгамова. – Суми: СумДПУ імені А.С. Макаренка, 2023. – 260 с.

ISBN 978-966-698-328-5

Навчальний посібник охоплює такі розмовні теми як «Відпочинок», «Кіно», «Мистецтво». Головна мета – взаємозв'язаний розвиток навичок усного та писемного мовлення на основі оволодіння лексико-граматичним матеріалом.

Навчальний посібник розраховано на студентів 3-х курсів факультетів іноземних мов педагогічних ЗВО.

УДК 811.111'276.6(075.8)=111

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ПЕРЕДМОВА

Навчальний посібник «**English Nonstop. Keep Going**» являє собою видання, метою якого є формування у студентів іншомовної комунікативної компетентності до рівня усвідомленого та професійного використання англійської мови на міжособистісному та освітньому рівнях, вдосконалення основних мовних навичок (читання, письмо, усне мовлення, слухання, спілкування) на основі особистісного комунікативно-діяльнісного підходу до навчання англійської мови, поглиблення студентами лінгвокраїнознавчих знань.

Зміст посібника відповідає вимогам робочої програми дисципліни «Практика професійно-орієнтованого англійського мовлення» і рекомендовано студентам третього курсу факультетів іноземних мов педагогічних ЗВО денної та заочної форм навчання.

Навчальний матеріал видання організований за тематичним принципом та складається з трьох тематичних циклів: Leisure, Cinema, Art. Кожен цикл містить тексти та завдання (**Reading**), тематичний лексико-граматичний матеріал (**Vocabulary Work, Language Focus, English Collocations**), завдання для аудіювання (**Listening, Video Watching**), завдання комунікативного характеру для розвитку усного мовлення (**Speaking, Discussion, Role-Play**), завдання для навчання писемного мовлення (**Writing, Online Writing**), професійно-орієнтовані завдання (**English Language Teaching Club та Spotlight on Profession**).

У секції **Reading** представлено передтекстові та післятекстові завдання, що сприяють вдосконаленню вмінь переглядового й ознайомлювального читання; а також проблемні завдання для обговорення, що спонукають здобувачів чітко й деталізовано висловлюватися на визначені теми на основі текстового лексичного матеріалу.

Секції **Vocabulary Work, Language Focus, English Collocations** містять тематичний лексичний матеріал та вправи, спрямовані на формування лексико-граматичних навичок з теми циклу, розширення словника здобувачів.

Секції **Listening, Video Watching** містять матеріал для прослухування та перегляду, що тематично пов'язаний з проблематикою циклу і сприяє вдосконаленню вмінь аудіювання. До їх структури включено завдання для перевірки розуміння змісту аудіо запису та питання для обговорення.

Задля ефективного оволодіння студентами англійською мовою як засобом міжкультурного спілкування в різних комунікативних ситуаціях у кожному циклі посібника пропонуються секції **Speaking, Discussion, Role-Play**. Навчальний матеріал представлений аутентичними мовленнєвими формулами з прикладами їхнього ситуативного вживання, а також завданнями, що сприяють формуванню вмінь діалогічного мовлення та спрямовані на формування у студентів іншомовної соціокультурної компетенції. Вправи посібника спрямовані на розвиток комунікативних навичок усного мовлення, розширення фактичних знань про життя в англійських країнах. Достатньо уваги приділяється також навчанню писемного мовлення студентів: запропоновано рекомендації щодо структурної та змістовної організації письмових робіт **Writing**, зокрема і в онлайн форматі (**Online Writing**: texting, instant messaging, emailing, blogging). У межах кожного циклу пропонується виконання професійно-орієнтованих завдань **Spotlight on Profession** з використанням цифрових застосунків (Wordart, Padlet, Quizlet, LearningApps та ін.), що сприяє формуванню професійно-педагогічної компетентності здобувачів. Завдання для самоперевірки **Check Yourself** дозволяють здобувачам підготуватися до тематичних та поточних контрольних робіт, а викладачу надають можливість організувати ефективний та якісний контроль результатів навчання.

Додатково систематизовано тематичний та активний вокабуляр **Vocabulary Bank**, завдання для самостійної роботи студентів **Independent Study**, запропоновано теми лінгвістичних досліджень як елемент неформальної освіти **Research Study**, подано ідею вести щоденник для зняття стресу та напруги **Journal Writing**.

Усі матеріали, що подані в навчальному посібнику, – автентичні, сучасні та відповідають інтересам та потребам здобувачів. Кожний розділ навчального посібника структурований за єдиною схемою, що дозволяє легко орієнтуватися в змісті посібника.

До посібника додаються аудіо та відео подкасти, задля розвитку умінь аудіювання та комунікації.

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TOPIC “LEISURE”

Leisure Time

LEAD-IN

1. Are you full of energy to start a new academic year? What gives a person a new lease of life?

**2. What comes to your mind when you hear the word “leisure”?
Generate your acronymic associations.**

L _____

E _____

I _____

S _____

U _____

R _____

E _____

**3. Do you agree with the dictionary definition of what leisure is?
Elaborate on your own one.**

Lei·sure /'leɪzə \$ 'li:ʒər/ noun [uncountable] is time when you are not working or studying and can relax and do things you enjoy.

Most people now enjoy shorter working hours and more leisure time.

Watching television is now the nation's most popular leisure activity.

The hotel offers various leisure facilities such as a swimming pool and sauna.

The leisure industry (=the business of providing leisure activities) is now an important part of the economy.

Leisure may include: participatory activities, socialising, cultural activities, resting and taking time out, sports or outdoor pursuits, hobbies, computing and games, mass media, eating out, associated travel time with those leisure activities.

<i>In my view, In my opinion, From my point of view, From my perspective, To my mind, To me, Speaking about me, As far as I am concerned, I believe,</i>	leisure
--	---------------

VOCABULARY WORK

Which words enable us to discuss leisure? Study the collocations and complete the sentences.

leisure time

They spend much of their leisure time with their grandchildren.

a leisure activity/interest

Many people have little time after work for leisure activities.

leisure pursuits *formal* (=leisure activities)

Ask about his hobbies and leisure pursuits.

a leisure centre/complex (=a place where you can play sports etc)

The local leisure centre has a swimming pool and a sauna.

leisure facilities (=different places where you can play sports etc)

The leisure facilities in the town are very good.

the leisure industry/sector

The leisure sector has experienced phenomenal growth in recent years.

a leisure group (=a group of companies in the leisure industry)

The leisure group reported record profits last year.

at (one's) leisure (=done according to one's own convenience or comfort; whenever one wishes, at one's convenience)

The tour group always gives us a couple free hours so we can explore each city at our leisure. At your leisure, please look over this manuscript and give me your comments.

in free time

No matter what you do in your free time, from golf to cooking to writing to art, you'll find an internet community for it.

1. Mountaineering, golfing, and fishing were among his.....; he was a member of the Yorkshire Anglers' Club.
2. The reduction in average working hours has led to an increase in.....
3. A wide range of such as swimming, fishing, and sailing are also available.
4. For clubs in decent pitches though, offices oron part of their land can also provide cash.
5. She will concentrate on securing and managing opportunities in the retail,, office and industrial sectors.

LISTENING

1. Listen to the text about leisure and decide whether the statements are true or false.

- 1) Learning a language is as beneficial as learning._____
- 2) Exercising every day will wear you out._____
- 3) You should carefully choose what you want to watch on TV._____
- 4) Your hobby should be similar to what you do at work._____
- 5) One third of your time is usually wasted._____

2. Recall what tips about using leisure time the speaker gives. Listen to the text and check yourself. What else would you recommend in terms of choosing leisure activity?

READING

What is the true use of leisure? Skim the text and find the answer. Do you agree with the author's ideas?

By the way in which a man uses his leisure his character can be told more surely in all probability than by the way he does his work. For most men work is necessity in order to gain a living. Vast numbers of men have not even been able to choose what work they would do, but have been forced by economic necessity to take the first job that came their way. But in their leisure time they do what they really want to do and their real selves are reflected in their actions.

Some people are completely passive during leisure hours. If such people go out they go to some place of entertainment where no effort is required by them, a cinema or a dancing hall, and if the latter, they do not dance but simply sit and watch others dancing.

A different type of person hurries home from work full of eagerness to begin on some scheme which he has been planning for his leisure time. Perhaps his hobby is carpentry or model engineering, or gardening, or he might wish to write, or to study some subject in which he is interested. This is the creative type of character. For him, his leisure hours are full of promise and he can look back on them with satisfaction when he reviews what he has achieved in them.

Leisure should be refreshment; it should send a man out with fresh spirits to battle with the problems of life. Sometimes this freshness comes not from doing anything, but by filling one's mind with fresh springs of duty. Many a man gets full value from his leisure by contemplating nature, listening to music, or reading noble books. By this sort of occupation he may not have made anything that he can show, but he has nonetheless recreated his own source of inspiration and made his own mind a richer fuller treasure house. This is the true use of leisure.

SPEAKING

Comment on the following statements. Choose the format of your presentation (There are three basic types of discussion: *opinion-based* – you must clearly articulate and justify your opinion on an issue under discussion; *for and against* – you need to examine both sides of an issue; *suggesting solutions* – you examine a problem and offer solutions) and stick to the discursive techniques below.

- *There is evidence that, in Britain, working time is increasing and leisure time declining.*
- *We can use our increased leisure time, energy and money, to improve life for ourselves and our families.*
- *Increased leisure time is a challenge for older people and most will welcome the challenge.*
- *This is not a city where people know how to use leisure time.*
- *We have more leisure time than our parents had.*

Introduction

- It is common knowledge that/It is generally recognized that/It goes without saying that/It is clear cut that/It stands to reason that...
- It is a very controversial question which needs serious consideration.

Main body

- On the one hand/on the other hand...
- Firstly(at first)/secondly(at second)/thirdly(at third)/fourthly(at fourth)...
- Moreover/what is more/in addition/besides/however...
- Thus/therefore/consequently...
- Finally/as a result/in the end...
- In my view/to my mind/from my point of view/in my opinion...
- I have every confidence that/I am a passionate believer that...

Conclusion

- In conclusion/to draw a conclusion/to make a conclusion...
- I have come to/made a conclusion that...
- We should weigh pros and cons/drawbacks and merits/advantages and disadvantages of and make a sensible choice.

ONLINE WRITING

Online writing formats include **texting, instant messaging, emailing, blogging, tweeting, and posting comments on social media sites, e.g., Facebook.**

Find a blog devoted to leisure on Instagram/Facebook, etc. (for example, @komarovmir on Instagram), and post comments beneath. Share the screenshot in the class chat on Viber, Telegram, etc. Discuss whose comments were the most relevant to the topic under discussion. Why?

ENGLISH LANGUAGE TEACHING CLUB

Create a short, entertaining video/post on today's topic where you reflect on one thing which impressed you most of all, either new vocabulary items or your wonderful thematic ideas or classroom atmosphere or teaching style, whatever. Let it become a memory! Hashtag it #sumdpu #makarenkouniversity #sumymakarenkouniversity and post it on any networking social platform. Share your reels/posts in the class chat on Viber, Telegram, etc. Have fun while watching/reading them!

☆ SPOTLIGHT ON PROFESSION

Imagine that you are a secondary school teacher of English. Making use of synonyms of *leisure*, suggest your pupils 2-3 tasks within the topic, e. g., *restore the synonymic row, cross an odd word out*, etc. Accompany the tasks with communicative setting, detailed instructions, and passport of the exercise. Use digital tools such as Wordart, Padlet, Quizlet LearningApps, Bookcreator Ourboox, Jamboard, Wordwall, Blendspace, ThingLink, Mentimeter, Polleverywhere, Socrative, Edmodo, Projeqt, TED-Ed, Kahoot!, etc.

SYNONYMS of LEISURE

free time, spare time, spare moments, time to spare, downtime, idle hours, time off, freedom, holiday, breathing space, breathing spell, respite, relief, ease, peace, quiet, recreation, relaxation, inactivity, amusement, entertainment, pleasure, diversion, distraction, fun, games, fun and games, vacation; *informal* time to kill, R and R, vacay.

Favourite Pastimes versus Fashionable Ones

LEAD-IN

1. What do you enjoy doing in your spare time? Which of the following do you find fashionable doing in your free time/ at leisure? Why? How often do you...? Ask and answer with a partner. When you answer, try to use some of the expressions from the left column.

<i>I spend a lot of time/I don't spend much time...</i> <i>I really love/I absolutely hate...</i> <i>I'm quite good at/I'm not fond of...</i> <i>I'm really into/I'm not interested in...</i> <i>... .. is my cup of tea/is right up my street.</i>	chatting on the phone hanging out with your friends messing about/around lazing around watching TV listening to classical music surfing the Internet keeping fit blogging doing housework playing the instrument going to see bands reading going to art exhibitions working out at a gym going clubbing eating out creating your own video channel going to an evening class walking
<i>Not all that.</i> <i>Not as ... as I'd like to.</i> <i>About ... fortnight.</i> <i>Hardly.</i>	

<i>Not as often as I to.</i> <i>Oh, ages ago.</i> <i>In fact, I've forgotten how long!</i>	playing sport socializing on Facebook/Instagram, etc. going round junk shops cooking chatting on social networking sites having friends round for dinner going away for the weekend playing chess going bowling watching films in English
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Model: A: How often do you go away for the weekend?

B: Every couple of months, I suppose, providing I've got the money.
 Such outing is right up my street.

VIDEO WATCHING “The Culture Show You Tube: The Future of TV?”

1. Is blogging a fashionable pastime? Have you ever tried your hand at it? Did you succeed/fail? What was the reason? Have you ever thought of creating your own video channel? How can the popularity of such pastimes be explained? Comment on the table using prompts. Add your own ideas.

<i>There is a possibility that...</i> <i>More often than not...</i> <i>That's true up to a point, but ...</i> <i>It must be said that...</i> <i>Something worth mentioning is...</i> <i>Not to be taken lightly is the fact that...</i> <i>It might be...</i> <i>In all probability/probably, ...</i> <i>To some extent, ...</i> <i>That's not to say...</i>	permissiveness social environment family background culture level peers moral values	to be a cogent part of to play a pivotal role in to make contribution to a prominent example of to surpass one's expectations to come up to one's expectations to leave unforgettable impressions on to do one's best to make much effort
---	---	---

2. Read six opinions about You Tube. Which ones do you agree with? Why?

- 1) I love You Tube because the creators of the videos are often normal people like us, the consumers.
- 2) The thing I hate about You Tube is the adverts, especially when you can't skip them.
- 3) The audience for some You Tube videos may be bigger than for some TV programmes.

- 4) Most of the content on You Tube is terrible and can do harm to children's psyche. It should be marked as X-rated.
- 5) I don't go on You Tube that much and I'd never subscribe to a You Tube channel.
- 6) Making good quality You Tube videos requires a big investment of time and money. Usually the filming techniques are low quality.

3. You are going to watch the BBC documentary "The Culture Show You Tube: The Future of TV?". This documentary looks at the rise of You Tube and finds out what the company is doing to improve its online content. Watch the video on the link <https://www.youtube.com/watch?v=LyK15BdNDAA>. What is You Tube doing to improve its online content?

4. Watch the video again and complete the fact file.

VALUE	\$ 1,000, 000, 000
FOUNDED	in _____
CREATORS	for some, You Tube is a full-time job
MAKING MONEY	You Tube invites popular creators to put _____ on their videos
STUDIO	creators with 50,000 _____ can use the studio
BIGGEST STUDIO	'Deep Focus'
CRITICISM OF BUSINESS MODEL	_____ think content should be free

5. Answer the following questions.

- 1) Who has 'some of the biggest audience in Britain'?
- 2) Who makes more money: You Tube video creators or TV programme makers?
- 3) What kind of techniques do creators learn in the You Tube studios?
- 4) What will 'a better quality of content' bring for You Tube?
- 5) What does Andrew Keen say about the internet and 'the creative community'?
- 6) Do you think the video is positive or negative about You Tube or is it balanced?
- 7) What do you think of the type of short clips on You Tube (e.g., kids messing around in their bedrooms)?

SPEAKING

1. Join into two groups. Imagine that you are going to create your own video channel. Think about the points below. Write a proposal to look for funding for your channel to be able to make videos. Invent any

additional details you want to. Exchange your proposal with that one of another group. Which proposal is worth funding? Why? Why not?

<i>We are looking for...</i>	name of channel
<i>We came up with the idea of ...</i>	type of video clips
<i>We intend to ...</i>	target audience
<i>The videos will be presented by ...</i>	what's special about the channel
<i>We will upload new videos ...</i>	who will star in the videos
<i>The target audience is ...</i>	competitors/rivals
<i>Our competitors are ...</i>	how frequently you will upload your videos
<i>It would be really ...</i>	
<i>We thank you for ...</i>	

2. Discuss with a partner the ideas of creating video channel, making short video clips, blogging, streaming, etc. as fashionable pastimes of nowadays.

ONLINE WRITING

Online writing formats include **texting, instant messaging, emailing, blogging, tweeting, and posting comments on social media sites, e.g., Facebook.**

Write a short email to a prospective producer of your video channel trying to persuade him/her become a sponsor of your channel. Bear in mind the structure of the letter, its greeting and ending lines.

ENGLISH LANGUAGE TEACHING CLUB

Create a short, entertaining video/post on today's topic where you reflect on one thing which impressed you most of all, either new vocabulary items or your wonderful thematic ideas or classroom atmosphere or teaching style, whatever. Let it become a memory! Hashtag it #sumdpu #makarekouniversity #sumymakarekouniversity and post it on any networking social platform. Share your reels/posts in the class chat on Viber, Telegram, etc. Have fun while watching/reading them!

☆ SPOTLIGHT ON PROFESSION

Imagine that you are a secondary school teacher of English. Write a short text on the advantages and disadvantages of modern networking platforms for making clips/reels, blogging, streaming, storytelling. Set up 2-3 tasks to the text. Accompany the assignment with communicative setting, detailed instructions, and passport of the exercise. Use digital tools such as Wordart, Padlet, Quizlet LearningApps, Bookcreator Ourboox, Jamboard, Wordwall, Blendspace, ThingLink, Mentimeter, Polleverywhere, Socrative, Edmodo, Projeqt, TED-Ed, Kahoot!, etc.

Weekend Pleasures

VOCABULARY WORK

1. Tell a partner which of these things you and your family members and friends enjoy doing.

<i>To begin with,</i>	I am keen on.....	planning our summer holidays,
<i>Firstly,</i>	 gives me a new lease of life.	playing the piano/violin/guitar,
<i>Secondly,</i>	I am at my best	raising money for sick animals,
<i>Thirdly,</i>	I feel elated	collecting things (e.g., stamps,
<i>Moreover,</i>	I get a rush	coins, etc.), going folk dancing,
<i>What is more,</i>	my mother is into	going to the theatre, studying a
<i>Besides,</i>	my siblings find bliss ...	foreign language, going camping
<i>In addition,</i>	my grandparents take pleasure	or youth hosteling, going abroad,
<i>Finally,</i>	from... .	surfing the net, gardening,
<i>For instance,</i>	my father does (smth) with gusto.	mountaineering or hill-walking,
<i>To sum it up,</i>	appeals to my friend.	playing card games.
	... makes my ... glad to be alive.	
	I bloom doing	

2. Complete these sentences with the ideas above.

1. No wonder John's eyes are so sore. He spends his whole life
2. This French friend of mine's just got back from New York where he spent most of the winter ... at a school in Brooklyn.
3. Kevin feels very strongly about animal rights. He spends a lot of time
4. Pedro wants to be the next Pavarotti. He spends all his free time
5. His mother really loves her plants and flowers. She spends all her time
6. I've spent ages ..., and I'm finally off in three days. Two weeks in the sun!
7. Bill has just splashed out 100 on these new boots. You know he goes ... nearly every weekend, don't you?
8. Marie works with poor people in the inner city. She spends every Saturday night ... at a hostel in the city center.

LISTENING “*So what shall we do tonight?*”

1. Discuss these questions with a partner.

1. Do you have much in common with the rest of your family? What interests do you share?
2. Do you think men and women tend to be interested in different kinds of things?
3. Is it best to marry someone who
 - a) shares all your interests?
 - b) shares none of your interests?
 - c) shares a few of your interests, but has some of their own?

4. Is there something you would really like to be able to do, but have not yet had the opportunity to do?

2. You are going to listen to a conversation of Dan and Helena who are not finding it easy to decide what to do with their evening. Cover the conversation. While listening, try to decide which of these statements is the most accurate.

1. They have nothing in common.
2. They have lots in common.
3. They have less in common than they think!

3. Listen again and complete the gaps in the conversation.

Dan: So, what do you feel like doing tonight? Any ideas?

Helena: Well, I'd quite like to see a film, or, I don't know see if there's any good bands around, if you're into bands.

Dan: Yest, that's an idea. (1)_____ music do you like, then?

Helena: Oh, all sorts, really, you know, a lot of pop and I quite like blues and iazz and (2)_____

Dan: Oh, really. I'm more into dance music myself, so maybe. ..

Helena: Well, (3)_____, we could always go and see a film. I like really scary things.

Dan: What? You mean like Halloween?

Helena: Yes, that kind of thing, and I also (4)_____ action movies, you know, car chases, guns, bombs, anything that's fast and exciting.

Dan: Oh, right. To be honest with you, I'm not really (5)_____ violent films.

Helena: You're kidding! And I thought this was going to be the perfect relationship!

Dan: (6)_____ ! But it doesn't sound like we've got all that much in common, really does it?

Helena: Oh come on, there must be something we can do!

Dan: Let me think. Well, I suppose we (7)_____ go clubbing.

Helena: What? Somewhere like Paradox?

Dan: Is that the new place that's just opened?

Helena: Yes, just last week. Rights, so (8)_____ going clubbing, then?

Dan: OK. Why not? Do you go much yourself?

Helena: No, (9)_____, actually. A couple of times a year, I guess.

Dan: Oh, me too now, but I (10)_____ a lot more when I was younger - almost every weekend. The thing was, though, it just got to me after a while, staying out dancing all night and then having to go to work (11)_____ in the morning. I 'm getting a bit too old for it now.

Helena: Oh, well, that's that off the menu, then! So, what shall we do then?

Dan: I don' t know. (12)_____get a video and a curry, and have a nice quiet evening in front of the telly?

Helena: Oh, you've got to be joking! We're not in our graves yet. I mean, that's the kind of thing my parents are probably doing (13)_____.! Look, it's not what I'd normally do on a Monday night, but let's give clubbing a go!

It might be a laugh.

4. Do you and your friends have problems trying to decide what to do in the evenings? At what age are you too old to go clubbing?

IDIOM FOCUS

1. Complete the idioms in the sentences below with the words: *accounting, own, street, taste, cup*.

1. I must admit, I don't really like this kind of music. It's not really my_____ of tea.

2. If you're into action movies, you really should go and see Explosive Device. It should be right up your _____

3. You like Disney movies! I can't believe it! Oh well, each to their _____.

4. My favourite kind of food is cheese - blue cheese. I know it's an acquired _____.

5. You're into techno music? Well, there's no _____ for taste, I suppose.

2. Match the idioms 1-5 above to their meanings a-d.

a. Different people like different things (two idioms).

b. I don't really like that kind of thing.

c. I'm sure you'd like it.

d. It's something you learn to like gradually.

3. Text a message to your siblings /parents/ grandparents/ boyfriend/girlfriend where you suggest weekend pleasures for the whole family. Make use of the idioms and expressions from the conversation above.

SPEAKING

Work in pairs. Imagine that you are discussing weekend activity with your partner/friend/family but can't find a compromise and start quarrelling. Make up a dialogue using prompts.

<i>You are always complaining...</i> <i>It drives me mad....</i> <i>It's so rude...</i> <i>It gets on my nerves...</i>	<u>Irritating habits:</u> - interrupting others, - insisting on being right all the time - finding their phone way more interesting than anything going on irl (in real life) - phone snubbing - if you snub someone, you deliberately insult them by ignoring them or by behaving or speaking rudely towards them - being on the phone during conversations - trying too hard to be friends with everyone - asking a lot of questions - forgetting to return things - using slangs and abusive languages in front of children, - lying - not flushing toilets after use - using personal stuff like comb, nail-cutter
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ONLINE WRITING

Online writing formats include **texting, instant messaging, emailing, blogging, tweeting, and posting comments on social media sites, e.g., Facebook.**

Suggest in the class chat weekend pastimes you could take part in together and discuss the most interesting one which would cater for the whole group.

ENGLISH LANGUAGE TEACHING CLUB

Create a short, entertaining video/post on today's topic where you reflect on one thing which impressed you most of all, either new vocabulary items or your wonderful thematic ideas or classroom atmosphere or teaching style, whatever. Let it become a memory! Hashtag it #sumdpu #makarenkouniversity #sumymakarenkouniversity and post it on any networking social platform. Share your reels/posts in the class chat on Viber, Telegram, etc. Have fun while watching/reading them!

☆ SPOTLIGHT ON PROFESSION

Imagine that you are a secondary school teacher of English. Make up 5 sentences for translation using the idioms from ex. 7a. Accompany the assignment with communicative setting, detailed instructions, and passport of the exercise. Use digital tools such as Wordart, Padlet, Quizlet LearningApps, Bookcreator Ourboox, Jamboard, Wordwall, Blendspace, ThingLink, Mentimeter, Polleverywhere, Socrative, Edmodo, Projeqt, TED-Ed, Kahoot!, etc.

Does Leisure Reveal My Personality?

LEAD-IN

1. How can leisure reveal one's personality? Work in pairs. Ask your partner and jot down the answers. Introduce a consolidation of the received information with the answer to the question in the focus.

What leisure pursuits could reveal your personality?	
When are you at your best?	
When do you feel elated?	
What makes you glad to be alive?	
What makes you get a rush?	
What do you find bliss doing?	
What do you bloom doing?	
What do you thrive on?	
What do you take pleasure from?	
What are you keen on?	

2. Read the paragraph and discuss with your partner the importance of leisure.

Everybody needs leisure in their lives, to balance the stress of work and life. Leisure helps re-energize and relax people, so they can perform activities well in their lives. People use their leisure time in a variety of different ways; engaging in outdoor activities, entertainment like watching movies or television, or just having time to themselves. Another activity people enjoy doing is just socializing with family and friends. Leisure is an essential part of our lives, and the only problem with leisure is when can we enjoy it? A lot of people seem to have less leisure time these days. Research shows that people consistently overestimate the time they spend working and underestimate their leisure time.

VOCABULARY WORK

1. Complete the sentences about your own attitude to the issue. Use prompts.

• <i>I need leisure as/in order/because ... (to relieve oneself of...).</i> • <i>My father bypasses his need of relaxation as/and ... (to be concerned about making money).</i> • <i>Leisure is beneficial to me and/as ...</i>	leisure	reveals my happiness personality helps cope with everyday problems gives me a new lease of life nourishes makes me glad to be alive recharges my batteries just can be fun keeps me sane
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2. Match adjectives with their meanings and activities to illustrate their usage. Then fill in the gaps with the appropriate activities.

adjective	meaning	activity
therapeutic	producing good results	photography
rewarding	helps to feel better about things, especially about a situation that made you unhappy	doing voluntary work playing card games listening to classical music
time-consuming	producing a lot of money	painting
fruitful	makes you feel satisfied that you have done something important or useful	going to exhibitions doing yoga brewing
relaxing	takes a lot time to do	surfing the net
lucrative	having the effect of making a person feel calm	cooking doing embroidery

1. I find ... very rewarding/therapeutic.
2. I enjoy But it's not very lucrative.
3. I absolutely loathe It's very time-consuming.
4. Participating in ... is fruitful.
5. I really love It's very relaxing.
6. To participate in leisure

SPEAKING

1. Let's reveal your personality by answering the questions below. Use prompts while answering.

1. What is generally advisable for you after a trying day? 2. What is your leisure time eaten into by? 3. What does your over-involvement in domestic problems usually lead to? 4. Why do more and more students suffer high levels of stress? Are you one of them? 5. Are you in the habit of gazing at the TV? 6. How does an age of increasing leisure influence your taste for enjoyment? 7. When did you thrive on stress last time? 8. How do your leisure habits correspond with your lifestyle? 9. What are you dashing about learning? Are you going to take up this activity? 10. Can 'overwork' and 'lack of relaxation' be used interchangeably by you? Why (not)?	an age of increasing leisure to have taste for enjoyment to be dashing about smth. to gaze at the television the little leisure time I have is eaten into by (sitting in traffic jams) a leisure centre to take up jogging leisure habits/patterns amateur/professional sport overwork lack of relaxation to suffer high levels of stress to be generally advisable to wind down after a trying day to thrive on stress over-involvement in domestic problems
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2. Now tell about leisure activities that reveal your personality by completing the sentences. Use your answers from ex. 1.

According to (a magazine article) I read recently It is now generally recognized that Not to mention the fact that ... (men spend more time on leisure activities than women). What I can't understand is I admit that But I am not sure that The little leisure time I have is eaten into by I'm not really cut out for ... and ... doesn't appeal to me. I don't mind But I'd rather ... than To be perfectly honest I don't find As far as I am concerned/As far as I can tell

Leisure time contributes to

3. Write what reveals your groupmate's personality.

ONLINE WRITING

Online writing formats include **texting, instant messaging, emailing, blogging, tweeting, and posting comments on social media sites, e.g., Facebook.**

Choose any photo which vividly reflects your happy personality and post it on a social media site. Except for the comments😊 from your friends. Share the screenshots in the class chat on Viber/Telegram, etc.

ENGLISH LANGUAGE TEACHING CLUB

Create a short, entertaining video/post on today's topic where you reflect on one thing which impressed you most of all, either new vocabulary items or your wonderful thematic ideas or classroom atmosphere or teaching style, whatever. Let it become a memory! Hashtag it #sumdpu #makarenkouniversity #sumymakarenkouniversity and post it on any networking social platform. Share your reels/posts in the class chat on Viber, Telegram, etc. Have fun while watching/reading them!

☆ SPOTLIGHT ON PROFESSION

Imagine that you are a secondary school teacher of English. List unfamiliar words and word combinations you have run across at the lesson. Make up 2-3 tasks to these items aiming at memorizing and practicing them. Accompany each assignment with communicative setting, detailed instructions, and passport of the exercise. Use digital tools such as Wordart, Padlet, Quizlet LearningApps, Bookcreator Ourboox, Jamboard, Wordwall, Blendspace, ThingLink, Mentimeter, Polleverywhere, Socrative, Edmodo, Projeqt, TED-Ed, Kahoot!, etc.

Different Pastimes and Hobbies at Different Times of Life

VOCABULARY WORK

1. Is there anything you do regularly in your free time? Study the table and talk about your hobby.

HOBBY, noun (plural hobbies) [countable] an activity that you enjoy doing in your free time → interest, pastime, passion, pursuit. <i>Stamp collecting has been a hobby of mine since I was a child.</i> <i>We had to write an essay about our hobbies.</i> interest something that you are interested in and like doing or talking about <i>Her interests were the same as most young girls – pop music, boys and clothes.</i> pastime especially written something that you do because it is enjoyable or interesting <i>Gardening was her mother's favourite pastime.</i> <i>In England talking about the weather is a national pastime (=something that a lot of people in a country do).</i> passion something that you feel extremely interested in and care a lot about <i>Football was his passion. For the French, food is a passion.</i> pursuit formal an activity that you spend time doing – used especially in the following phrases: <i>The hills and lakes are used for a variety of outdoor pursuits.</i> <i>Her son wasn't really interested in academic pursuits.</i> <i>Mountaineering, golfing, and fishing were among his leisure pursuits.</i>	
Hobby can be	absorbing, enjoyable, relaxing, satisfying, favourite, pet <i>e.g., Cooking is her pet hobby.</i>
One can ... a hobby	have, enjoy, follow, indulge (in), pursue, start, take up <i>e.g., Have you got any hobbies? She never had any time to pursue her hobbies. Why don't you take up a new hobby?</i>
To be among one's hobbies, as a hobby	<i>e.g., Cycling and karate are among her hobbies. He takes photographs as a hobby. He collects postcards as a hobby.</i>

2. Complete these sentences and tell about a) your hobby, b) the hobby of your friend, c) your father's hobby, d) your granny's hobby.

- a)has been a hobby of mine ever since I was a child.
- b) Amanda never saw heras anything more than a hobby until recently. Soon friends were offering to buy her work, and she decided to turn her hobby into a business.
- c) So this was not the equivalent of a father wanting to pass on the passionate love of his hobby to his children. He was heavily into.....
- d) When people retire, they often take up new hobbies and start to make new friends. My granny took up..... and became completely hooked on it

3 a). Study common sporting collocations with do, play and go.

GO is used with sports and activities, ending with –ing. The verb GO implies that we go somewhere to practise this sport. Generally, these activities imply moving along.

<i>go fishing</i>	<i>go cycling</i>	<i>go surfing</i>	<i>go boarding</i>
<i>go climbing hill</i>	<i>go sailing</i>	<i>go jogging</i>	<i>go swimming</i>
<i>go bowling</i>	<i>go hang-gliding</i>	<i>go walking</i>	<i>go fishing</i>
<i>go sailing</i>	<i>go dancing</i>	<i>go hitch-hiking</i>	<i>go riding</i>

Do is used with recreational activities which are used done individually or sports without use of a ball. Generally, these activities do not imply moving along.

<i>do aerobics</i>	<i>do gymnastics</i>	<i>do yoga</i>	<i>do judo</i>
<i>do weightlifting</i>	<i>do wrestling</i>	<i>do circuit training</i>	<i>do archery</i>
<i>do ballet</i>	<i>do a crossword puzzle</i>		

Play is generally used with team sports and those sports that need a ball or similar object. In these games, they are two teams competing with each other.

<i>play badminton</i>	<i>play table tennis</i>	<i>play cricket</i>	<i>play hockey</i>
<i>play rugby</i>	<i>play volleyball</i>	<i>play snooker</i>	<i>play basketball</i>
<i>play chess</i>	<i>play squash</i>	<i>play billiards</i>	<i>play golf</i>
<i>play darts</i>	<i>play cards</i>	<i>play dominoes</i>	

b) Choose from the list activities you would like to try your hand at and those you would never dare to take up. Give reasons to explain your choice.

<i>To tell you the truth,</i> <i>To be honest/honestly/</i> <i>honestly speaking,</i> <i>Frankly speaking,</i> <i>Mildly speaking,</i> <i>Bluntly speaking,</i> <i>Given the choice,</i> <i>Personally,</i> <i>On balance,</i> <i>On second thoughts,</i>	I would/wouldn't because it is ...	do... go... play...	absorbing enjoyable relaxing satisfying favourite pet rewarding therapeutic lucrative time-consuming fruitful
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LANGUAGE FOCUS

1. Tell about your favourite recreational activities or sports. Study the rule of expressing preferences.

PREFER + Noun + TO + Noun	<i>I prefer billiards to dominoes.</i>
PREFER + -ING Form + TO + ING Form	<i>I prefer wrestling to weightlifting. = to talk about general preferences</i>
PREFER + TO Infinitive + RATHER THAN + Bare Infinitive	<i>I prefer to play table tennis rather than (play) snooker. = to talk about general preferences</i>
WOULD PREFER + TO Infinitive	<i>Would you like to have a cup of coffee? I'd prefer to have some water. = to talk about specific preference</i>
WOULD PREFER + rather than + bare infinitive	<i>He'd prefer to stay at home rather than drive to the restaurant.</i>
PREFER + OBJECT when we want to introduce a new subject	<i>I would prefer her to stay at home.</i>
WOULD RATHER/SOONER SAME SUBJECT followed by the bare infinitive or the Perfect Infinitive	<i>I'd rather play football than golf but I prefer football to golf. I'd rather have stayed at home.</i>
WOULD RATHER/SOONER DIFFERENT SUBJECT: → Use a Past Tense with present or future meaning. Use a Past Perfect with past meaning	<i>Shall I open the window? I'd rather you didn't. I'd rather you hadn't called him old</i>
HAD BETTER + Bare Infinitive (= should/ought) This structure is used to give advice or to say what the best thing to do in a particular situation is. <i>Had better</i> is more emphatic than <i>Should</i> or <i>Ought to</i> but it is not as emphatic as <i>Must</i>	<i>You had better book your flight early. I'd better not take out a loan; I won't be able to pay it back. You must see a lawyer (strong advice). You had better see a lawyer (less emphatic than "Must"). You should/ought to see a lawyer (even less emphatic).</i>

2. Consider examples and make up your own sentences.

<i>I prefer swimming to cycling.</i>	
<i>I prefer to play table tennis rather than (play) snooker.</i>	
<i>I would prefer to do yoga rather than do archery.</i>	
<i>I would rather/sooner play squash than golf</i>	
<i>I had better not play hockey. It's injurious.</i>	
<i>To tell you the truth, I think I prefer stamp collecting to gardening.</i>	
<i>Personally, I like reading better than watching TV.</i>	
<i>On balance, I'd prefer to listen to some good music rather than play the piano</i>	

<i>Given the choice, I'd sooner watch a video than go to the cinema.</i>	
<i>I don't like skating at all. I like skiing far better.</i>	
<i>Television doesn't really hold my interest. I'd much rather go to the theatre</i>	
<i>I'm afraid pottery isn't my cup of tea. I prefer sculpting.</i>	
<i>I don't think I'd fancy that. However, embroidery might be nice.</i>	

3. Discuss your preferences of sport activities in pairs.

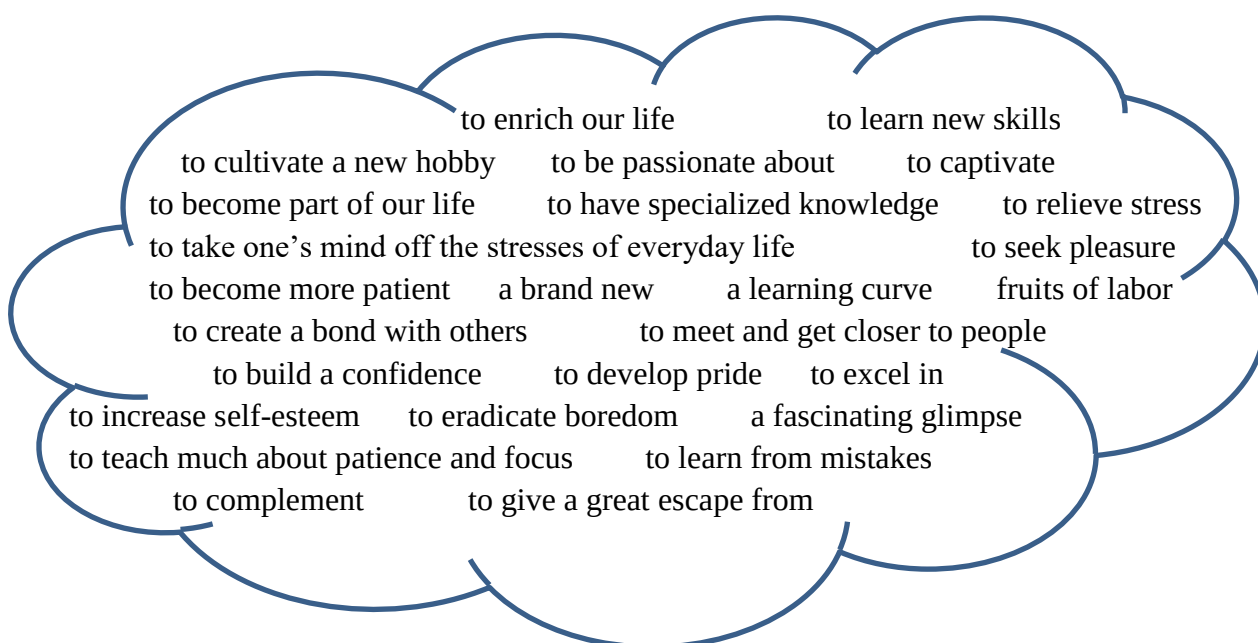
A: Hang-gliding is my passion. You should also take it up.

B: Given the choice, I would rather/sooner..... than.....

READING

1. What are benefits of having a hobby? Read the text and write out reasons to have at least one hobby.

2. You are going to read the text “Why Hobbies Are Important”. Study the word cloud below. See if you recognize any of the given phrases.



1. Ставати більш терплячим	
2. Плоди праці	
3. Розвивати почуття гордості	
4. Здобувати нові навички	
5. Досягати вершин	
6. Абсолютно новий	
7. Підвищувати самооцінку	
8. Навчати багато про терплячість та зосередженість	

9. Ставати частиною нашого життя	
10. Вчитися на помилках	
11. Доповнювати	
12. Мати спеціальні знання	
13. Зачаровуючий погляд	
14. Утворювати зв'язок з іншими	
15. Збагачувати наше життя	
16. Освоювати нове хоббі	
17. Виробляти впевненість	
18. Захоплювати	
19. Викорінювати нудьгу	
20. Відволікати від повсякденного стресу	
21. Давати втекти від	
22. Тривале навчання	
23. Шукати задоволення	
24. Зустрічати і зближуватися з людьми	
25. Пристрасно захоплюватися	
26. Звільняти від стресу	

3. Read the Ukrainian variants of the same phrases as in the cloud. Fill the table with the English equivalents.

4. Read the text and find out the benefits of having a hobby.

Why Hobbies Are Important

Having a hobby that we enjoy brings us joy and enriches our lives. It gives us something fun to do during our leisure time and affords us the opportunity to learn new skills. We are very fortunate to have so many different options out there today. In fact, there are entire websites devoted to hobbies and interests.

The best way to cultivate a new hobby is to try something new. The world is full of wonderful, exciting activities that we can explore and adopt as our own. Of course, all of us are unique and, therefore, our interests and hobbies vary. But once we find a hobby that we truly enjoy and are passionate about, we become hooked. It becomes part of our lives and captivates us in a very personal way.

There are many reasons why all of us should have at least one hobby, but here are the main advantages:

It makes you more interesting. People who have hobbies have experiences and stories that they can share with others. They also have specialized knowledge that they can teach to anyone who also has an interest in the same topics as they do.

It helps to relieve stress by keeping you engaged in something you enjoy. Hobbies give you a way to take your mind off the stresses of everyday life. They let you relax and seek pleasure in activities that aren't associated with work, chores or other responsibilities.

Hobbies help you become more patient. In order to develop a new hobby, you have to learn how to do something that is brand new to you. The odds are there will be a learning curve, and you will need to be patient in order to build your skills.

Having a hobby can help your social life and create a bond with others. A hobby is something that you can frequently enjoy with other people. Whether you join a club, play in a league, or just gift others with the fruits of your labor, a hobby is a great way to meet and get closer to people who have the same interests as you do.

It increases your confidence and self-esteem. The odds are that if you really enjoy an activity, you are usually pretty good at it. Any activity that you can excel in is an opportunity for you to build your confidence and develop pride in your accomplishments.

Hobbies help reduce or eradicate boredom. They give you something to do when you find yourself with nothing to fill your time. They also give you an activity that you can look forward to and get excited about.

It helps you develop new skills. A hobby that you really dedicate your time to will lead you to build new skills. As you spend more time at your hobby you will become better and better at it.

It increases your knowledge. Along with building new skills, you will also gain new knowledge through the development of your hobby.

It enriches your life and gives you a different perspective on things. No matter what type of hobby you choose, you will definitely be exposed to new ideas. Hobbies help you grow in various ways, including exposing you to new opinions and to new ways to look at life.

It challenges you. When you pick a new hobby, you will be involved in activities that are novel and challenging. If you don't find your hobby challenging, then you also won't find it engaging, and it will be less enjoyable. That means you need to find a better hobby.

It helps prevent bad habits and wasting time. There is an old saying that "idle hands are the devil's workshop." If you have good hobbies to fill up your free time, then you will be less likely to spend that time on wasteful or negative activities.

In case you are wondering what my hobbies are: Over the years, I have had numerous hobbies and interests, but I currently have 5 that I am

passionate about. They have changed my life in a positive way and provided me with a lot of joy.

1. Reading

I love reading books, especially nonfiction ones. I currently read about 60 books per year on a wide array of topics. For example, I am currently reading a book called *The Unconquered: In Search of the Amazon's Last Uncontacted Tribes* which focuses on a tribe of native Indians that lives in isolation in the Amazonian forest. The book is over 800 pages long and offers a fascinating glimpse into their lives and culture. It illustrates the importance of preserving our environment and ecology and is a wonderful read.

Every book I read (I try to be discriminate about what I read) teaches me something about the world at large and provides me with a new perspective on life. The books are a wonderful way to transport me to a different place and era without actually leaving home. Best of all, I joined my local public library and download e-books for free!

2. Cooking

One of my favourite hobbies is cooking. On average, I cook about 5 days per week, often making extra that I can freeze for convenience. Cooking has taught me so much about patience and focus because those 2 are essential ingredients to make delicious food. The more I cook, the better I get at it. Of course, I have also cooked food that did not turn out so well, but I learned from my mistakes and improved each time. I cook food that is healthy that I enjoy eating. Best of all, it is generally cheaper and better tasting than eating out at most restaurants.

3. Watching documentaries

In general, I am not a big TV fan. However, I make an exception for good documentaries. Thanks to Netflix, Hulu, on-demand TV, and wonderful channels like Smithsonian and National Geographic, I have a wide array of exciting documentaries on my watch list that inspire, educate, and excite me. I probably watch about 45 documentaries per year and some of my favorites are *Craiglist Joe*, *Happy*, *Exit Through the Gift Shop*, *Somm*, and *Man on Wire*.

4. Exercising

Quite a few years ago, I decided to exercise regularly and it has been a wonderful hobby for me, although some may argue it is more of a necessity rather than a hobby, much like brushing your teeth. However, I really enjoy all sorts of exercise: going to the gym, lifting weights, running, walking, hiking, playing racquetball and soccer, etc. The longer I do it, the more I learn and enjoy it. I have also met a lot of wonderful people who share this passion.

5. Gardening

Edible gardens have become popular in the last couple of years. I started growing my first edible garden several years ago in order to complement my love for cooking. Not only does my garden provide me with herbs and vegetables that I can use in my favourite dishes, it also provides me with a healthy and totally organic food source. I love knowing exactly what has gone into growing the food that I am eating. Additionally, I have learned a lot about what plants grow best in my region, what the best seasons are to grow each of them, and also how much water and sun they need. My edible garden not only nourishes my body, but it teaches me a lot as well.

My hobbies are a very important part of my life. I find they enrich my days and give me a great escape from the regular stresses of life. If you haven't already done so, I highly recommend that you start to explore and develop at least one hobby that you really enjoy. I guarantee you will be very glad you did.

5. Answer the following questions.

1. What does a hobby give us?
2. What is the best way to cultivate a new hobby?
3. How do hobbies help to relieve stress?
4. A hobby isn't a great way to meet and get closer to people, is it?
5. Do hobbies help to prevent bad habits and wasting time?
6. What book runs about a tribe of native Indians?
7. Hobbies enrich our days and give us a great escape from the regular stresses of life, don't they?

6. What are the benefits of your favourite hobby? Share impressions with your partner, using the Essential Vocabulary. Tell about your family's and friends' hobbies.

ONLINE WRITING

Online writing formats include **texting, instant messaging, emailing, blogging, tweeting, and posting comments on social media sites, e.g., Facebook.**

Discuss in the class chat your favourite hobby.

ENGLISH LANGUAGE TEACHING CLUB

Create a short, entertaining video/post on today's topic where you reflect on one thing which impressed you most of all, either new vocabulary items or your wonderful thematic ideas or classroom atmosphere or teaching style, whatever. Let it become a memory! Hashtag it #sumdpu #makarenkouniversity #sumymakarenkouniversity and post it on any

networking social platform. Share your reels/posts in the class chat on Viber, Telegram, etc. Have fun while watching/reading them!

☆ SPOTLIGHT ON PROFESSION

Imagine that you are a secondary school teacher of English. Make up 2-3 tasks to drill your pupils in grammar. Use the material above. Accompany each assignment with communicative setting, detailed instructions, and passport of the exercise. Use digital tools such as Wordart, Padlet, Quizlet LearningApps, Bookcreator Ourboox, Jamboard, Wordwall, Blendspace, ThingLink, Mentimeter, Polleverywhere, Socrative, Edmodo, Projeqt, TED-Ed, Kahoot!, etc.

Games and Hobbies in the Course of My Life

READING

1. Look through the following extracts from a scrapbook. In it, the narrator mentions various pastimes and hobbies that he enjoyed at different times in his life. As you read, ask yourself how his interests and activities compare with yours at each stage of your life. Decide what you and the writer have in common and how you differ.

0 to 5

Nursery Rhymes

with Mummy and Daddy

Jack and Jill

went up the hill

and Fairy Tales with Uncle Bill. *Once upon a time there was a handsome prince.*

Dummies and rattles and big soft toys, teddy bears, dolls that walked and talked abacus, bricks and jigsaw puzzles, crayons, plasticine, paints and chalk.

Swings and roundabouts, climbing frame, see-saw, slide and playground games, castles in the sandpit, bucket and spade. “Jennifer pushed me”. “He called me names”.

6 to 10

Feet stuck on the rocking horse, toes squashed on the tricycle, knees grazed. Model aeroplanes, sticky fingers, missing bits and breaking things, train sets and making pastry, cut-out shapes and rolling-pins.

Keeping pets like mice and hamsters, rabbits in their hutch and snakes in jars, puppies and kittens in kennels and baskets, canaries in cages with budgerigars.

On Sundays, we went to Sunday School. “Well, you’re going, where you like it or not. Whatever would Jesus say?” Before that, we usually managed half an hour of skipping in the garden. I still think giving my little sister my treasured three-year-old skipping rope was my most generous juvenile act. Afterwards, there was hopscotch on the pavement – were we really as blind to traffic as children are today? – or, if it was raining, “doctors and nurses” indoors.

And then, every now and then, horror of horrors, a party with party games like pass the parcel and musical chairs. I am convinced that my present unease in the company of ladies can be traced back to the afternoon when, as a seven-year-old and a forfeit – or was it a prize? – I was required to leave the party room with a gigantic ten-year-old girl and plant a kiss on one of her cheeks.

Boy Scouts and Girl Guides uniforms, badges, passwords, camps. Collecting coins, the future numismatist. The would be philatelist, collecting stamps.

Birds’ eggs and garden insects, wild flowers carefully placed on scrapbook pages or under mattresses. No-one had heard of conservation.

Reading comics, first Mickey Mouse then Roy of the Rovers every week. Adventure stories like The Secret Seven, marbles and dominoes, hide-and-seek.

“My turn”. “I wasn’t ready” “You cheat!” “That’s not fair!” “You were looking!”

“No, I wasn’t!” “I’m not playing any more!”

11 to 15

Life became slower. My friend Mary went off for hours:

knitting – huge needles, dropped stitches, uneven rows. “Aren’t I clever?”

sewing – I swear it took her half an hour to thread the needle every time.

doing embroidery – she managed one flower on a cushion cover in seven and a half months.

doing crochet – “Now, I’m really grown-up!”

We got involved with:

chemistry sets – the smell of rotten eggs, the sound of breaking glass. And flying my kites in the April winds. I didn’t see her so much after that, except for our board games together: progressing from Suakes and Ladders – “You go.” “Pass the dice.” – to Monopoly, to draughts, to backgammon, to chess. She never liked card games, but we did finally graduate from snap to whist, to canasta, to bridge. We stopped short of poker; poker came later.

Ace of spades. King of hearts. Queens of clubs. Jack (knave) of diamonds. “You shuffle the cards, she can cut them, and I’ll deal them. Perhaps I can deal myself a good hand. It’s about time I won some tricks.” She got bored by my riddles – “What will go up a chimney down but won’t come down a chimney up?” “Don’t know.” “An umbrella.” “Huh!” and made paper aeroplanes with my romantic poetry – “You and the Daffodils,” to Mary, Love George.

She went to ballet lessons and then tap-dancing classes. I was sent to ballroom dancing lessons. Does anyone know the difference between a tango and a quickstep, a waltz and a foxtrot, a samba and a cha-cha? “Take your partners for a military two-step,” I hated every minute of it.

16 to 20

“We got interested in cookery” – The recipe said it would rise like bread, but it’s as flat as a pancake!” I took up photography – expensive camera, telephoto lens, light-meter built in, hours in the darkroom, developing and printing, photos of thumbs and backs of heads.

Then came her crosswords – Clues: 1. Across: see 23 Down. (Solution below) – and word games and puzzles.

And then, all of a sudden, hi-fi:

Mon: Check circuits on amplifier / tuner.

Tue : replace leads and jackplugs on all microphones.

Wed: overhaul cassette recoder, clean and demagnetise heads.

Thurs: fit new record deck and stylus.

Fr: sort out balance of speakers; correct distortion on left channel.

Sat: strip and check wires leading to phono input sockets; test all connections.

Sun: play some music.

And nine months later, motorcycle maintenance: oily rags and dungarees; stripping engines, decoking, tuning, changing wheels, plugs, pistons, oil, sweating.

Then there were outdoor activities like: skiing, skating, surfing, canoeing, horse-riding, wind-surfing, parachuting, hang-gliding, mountaineering, pot-holing, roller-skating, skateboarding, water-skiing, hiking, camping and shooting.

My friends all told me they were great fun. I enjoyed the occasional picnic but my favourites were indoor activities like: fruit machines and pin-tables, table football and video games, pool, darts, skittles and bowling. We can’t all be outdoor types.

21-25

Once we went hunting together, all red and white – red for the jacket, the fox, the blood, white for the teeth, the trousers, her face. That started her on a year or two of anger and protest: meetings, demonstrations, placards and posters: “Down with whatsisname.” “Stop the whatsit”, “Hands off thingummy,” “Soandso out!” Meanwhile, I began gambling: \$20 bets as fantastic odds of 10 to 1, winnings of \$ 200 plus my stake money back, if the horse that I’d bet on had won. She then gave up politics for dress-making – “You can’t go wrong if you follow the pattern”. “I flirted with gardening – fun for a week – “Sow in boxes, in moist compost, plant out carefully, water daily”. “Then I turned to alcohol, brewing my own beer, distilling my own whisky, making my own wine. She did basket-weaving, then pottery for a while: handleless jugs and unusable vases, while I tried my hand at carpentry. I was in danger of becoming a do-it-yourself fanatic when, suddenly and gloriously, I fell in love with cars. After my love-affair with cars, what else was there left?

On and off, there was:

fishing – apparently the most popular outdoor pastime in Britain. Happiness for millions is a rod and a line, a good catch on the hook.

playing bingo – a strange phenomenon, a party game with gambling.

newspaper competitions – “And this week, You can win any or All of the Prince’s wedding presents!”

yoga, jogging and keep-fit classes – “Touch your toes! Don’t bend your knees!” Cartwheels, forward rolls, somersaults, press-ups. Anyone who can do all that must be made of rubber.

And, of course, TV and antenatal classes, and then:

Nursery Rhymes

with Mummy and Daddy

Humpty Dumpty

Sat on a wall,

and Once upon a time.

2. Note down the hobbies and activities you enjoyed from the age of five to the age of fifteen.

3. Write and discuss the answers to these questions.

1. What hobbies do you now regret not taking up when you were younger? Include any hobbies that you gave up too soon.

2. What activities will you encourage your children to enjoy? Are there any you will discourage them from?

3. Is there any reason why both girls and boys shouldn’t be actively interested in any of the pastimes listed above?

VOCABULARY WORK

1. Make up a list of leisure activities (games and hobbies) at different times of your life. Tell about your involvement in these activities. Use the following expressions.

Once...	to be heavily into,
Then...	to take up smth.
After that...	to go off,
Meanwhile,...	to be hooked on,
Later...	to flirt with smth.
After a while...	to try one's hand at smth.
Eventually...	to be a dab hand at smth.
Gradually...	to be keen on smth
Suddenly...	to be dashing about learning...
(Un)fortunately,...	to be cut out for...
Finally,...	to come up to one's expectations
	to pluck up one's courage to ...
	to lose all sense of time, absorbed in ...
	to take up ... in the foreseeable future

Model: *First I took up..... I flirted with..... It was fun for a week/ month. Then I turned to..... My friend hooked me on it. I also tried my hand at..... and fell in love with it.*

2. Make up a conversation between a bored teenager and a parent who's trying to interest him or her in some worthwhile hobby. Use the expressions from the table above.

LISTENING

1. Have you ever thought of turning your hobby into a job? You are going to listen to two people's stories about how they started their business from a hobby. While listening choose the correct answer.

1) Which of the following is true according to Tom?

- A.No one could take care of his dogs during the holidays.
- B.He didn't use to get paid for his work.
- C.He used to feed his neighbour's dogs.

2) What problems does Tom have?

- A.He finds it difficult to refuse people.
- B. The animals make too much noise.
- C. The animals don't like his bedroom.

3) What used to drive Melissa's friends mad?

- A.She never stopped talking about fashion.
- B.She found better bargains than they did.
- C.She spent a lot of time in charity shops.

4) Before she started her business, what did Melissa do?

- A. She altered the clothes she bought.
- B. She stopped buying old clothing.
- C. She made clothes for people who asked her.

5) Why are Melissa's clothes popular?

- A. They are all made from designer items.
- B. Each piece is original.
- C. They are cheaper than second-hand clothes.

2. While listening for the second time, complete the sentences with words you've heard in the recording. There is one extra word in the box.

hard	just	like	mad	potential	short	trouble
------	------	------	-----	-----------	-------	---------

1) I've got a great idea for a business. The _____ is I don't have any money!

2) It can be _____ to say 'no' in certain situations at work.

3) I'm surrounded by creative people in my family, so I'm never _____ of inspiration.

4) My younger brother is always driving me _____ with his obsessions.

5) We live in an unusual building. There isn't another one quite _____ it.

6) Many people dream of moving to a tropical island. Next year, I'm going to _____ that!

3. Join into two groups. Choose a hobby you all are interested in. Brainstorm ways to turn it into a business. Write a short action plan about how to set up the business, find funding and reach your customers. Present your plan to the class. Vote on the best business idea.

ONLINE WRITING

Online writing formats include **texting, instant messaging, emailing, blogging, tweeting, and posting comments on social media sites, e.g., Facebook.**

Sometimes people lose each other, even the best friends. Think over one of your childhood friends with whom you are out of touch now. Find him/her on social network and write a friendship message to long lost friend of yours to rekindle communication with him/her. Remind your friend how you spent free time in childhood, what games you played and what fun you had. Share the screenshot in the class chat.

ENGLISH LANGUAGE TEACHING CLUB

Create a short, entertaining video/post on today's topic where you reflect on one thing which impressed you most of all, either new vocabulary items or your wonderful thematic ideas or classroom atmosphere or teaching style, whatever. Let it become a memory! Hashtag it #sumdpu #makarekouniversity #sumymakarekouniversity and post it on any networking social platform. Share your reels/posts in the class chat on Viber, Telegram, etc. Have fun while watching/reading them!

☆ SPOTLIGHT ON PROFESSION

Imagine that you are a secondary school teacher of English. Make up 5 sentences for translation using the Essential Vocabulary items of the lesson. Accompany each assignment with communicative setting, detailed instructions, and passport of the exercise. Use digital tools such as Wordart, Padlet, Quizlet LearningApps, Bookcreator Ourboox, Jamboard, Wordwall, Blendspace, ThingLink, Mentimeter, Polleverywhere, Socrative, Edmodo, Projeqt, TED-Ed, Kahoot!, etc.

Fun Factor

LEAD-IN

- 1. Have you ever noticed: you foretaste oncoming leisure time but when it comes you feel bored and nothing can interest you. Why is it so?**
- 2. What is fun? Do you agree with the dictionary definition of what fun is? Elaborate on it, adding your own ideas.**

Fun is the enjoyment of pleasure, particularly in leisure activities. Fun is an experience often unexpected, informal or purposeless. It is an enjoyable distraction, diverting the mind and body from any serious task or contributing an extra dimension to it. Although particularly associated with recreation and play, fun may be encountered during work, social functions, and even seemingly mundane activities of daily living. It may often have little to no logical basis, and opinions on whether an activity is fun may differ from person to person. A distinction between enjoyment and fun is difficult but possible to articulate, fun being a more spontaneous, playful, or active event.

LISTENING

- 1. Is fun related to leisure? In which way? Listen to the recording and fill in the gaps. Answer the questions above.**

Everybody wants _____. Life would be so boring if fun was taken away. There are _____ you can do for fun. The best thing, I think, is _____ with your friends. You'll

always have a fun time with them. I can't remember the most fun _____ . I had loads of fun times _____ kid. It seemed _____ life was all fun, except for homework. But university was also a lot of fun. I'd love to do _____ . I'm not sure if I'd call working fun. There's _____ in sitting at a desk and trying to please your boss. Weekends are fun though. I always try to have as much fun as I can at the weekend. Having fun is the best way to _____ that _____ during the week.

2. Online Sharing. Use your blog, wiki, Facebook page, Instagram page, Twitter stream, or any other social media tool to get opinions on fun. Share your findings with the class.

READING

1. Read the text and write out the author's definitions of what fun is.

The Fun Factor

What is fun? And, even more to the point, when did you last have any? Laurie Graham rang round her friends to try to discover just what fun is – and found it is a very exclusive commodity.

I saw my daughter off on holiday a few weeks ago. "Have fun", I said to her. After I'd waved her out of the coach station, I got to thinking: "What is fun? Where does it come from? And, while we're on the subject, when was the last time you had any?"

I dismissed the fact that I didn't have any immediate answers. After all, I'm a very busy woman with family responsibilities. I have to bring home bacon. And besides, I live in a place I love, doing a job I love, so I must have fun. Stands to reason. What kept niggling at me was that I couldn't say, without hesitation, what fun takes. As soon as I tried to pin it down it was like soap in the bathtub. I could feel it there somewhere, but it kept slipping through my fingers.

Well, what are friends for? I called up half a dozen and asked them for their thoughts on the subject. Then, while I waited, pencil poised. I looked at the scientific case for fun.

Neuroscientists don't like over-simple explanations linking how we feel with the levels of different chemicals in our brain, but it is now widely recognized that happiness and laughter are excellent medicines. Research has shown that people whose lives contain plenty of fun, laughter and play have high levels of immunity antibodies, and low levels of potentially damaging stress-generated chemicals like adrenaline and cortisol. Fun, it seems, can be a cheap and effective form of preventative medicine.

Meanwhile, some of my friends were having great difficulty identifying the fun in their lives. One or two seemed to think they might be too old for fun, what with needing bifocals and arch supports. But most agreed this was a question that must be answered. “Do you know,” I think my Fun Equipment has shriveled up. “Can I get back to you when I’ve found it?” So, around the country, people I know sat down to think about fun. I rather liked the idea that their thought waves might gather force and spread, like a warm, smiley epidemic. I liked the idea of it making *the Nine O’Clock News*. “The number of reported incidents of fun continues to grow. Three new cases were confirmed in Chippenham this morning in spite of the fact that it was raining heavily and the No 7 bus failed to turn up.”

An interesting difference between the sexes soon began to emerge. For the men, hobbies were their fun. They talked about steam engine rallies and beer-brewing with great passion, and I knew from their wives’ complaints that were men who lost all sense of time when they were enjoying themselves, absorbed in their hobbies. Surrendering to the moment is essential, I think. You can’t really have fun wearing a digital watch that goes beep on the hour.

Then the women began calling me with replies that were often prefaced by an apology. That’s the other think. An awful lot of people, especially women busy worrying about everyone else’s health and happiness, don’t think they deserve fun. One said, “The trouble is, my idea of fun is spending money”, and I remember how her eyes shine after a day’s shopping. No problem. As long as she has other ways of enjoying herself when her purse is empty, I don’t see it matters. Fun’s a highly personal thing. You shouldn’t feel you have to explain it to anyone.

Another said: “I’m afraid none of these things involves Dennis.” Now that is sad. What is the point of spending your life with Dennis if you don’t have a single mutual fun factor? Fun doesn’t have to be shared, but quite often it is. You can have fun with friends or family or whiskery old dogs. But some of it should definitely involve your life partner. Otherwise you are just sharing the gas bill and you could do mat with a lodger.

Slowly I started to get a grip on fun. Simplicity often seemed to be the keynote and sometimes a return to childishness. Helen said that making a mess was fun. Digging her garden and getting earth under her finger nails. Sloshing paint on a wall. Building sandcastles-great big ones with ramparts and turrets and a keep decorated with shells and a paper flag. Next time I go to the seaside, I’m going with Helen.

Then Susan called. She said making a noise is fun. Shouting in a football crowd, yodeling in the bath, singing Christmas carols.

Some things are often more fun in the planning than in the event. Norma said dinner parties are a real headache. “People arrive late with allergies they haven’t told you about, then stay too long, drinking ail your Tia Maria. But I do love planning them. It’s great fun to curl up with a pile of cookery books and plan the perfect imaginary evening for perfect imaginary guests.”

Puzzles and riddles can be fun too, because they encourage your mind to jump the rails and, according to neuroscientists, when we’re trying to solve puzzles, brain chemicals linked to play and imagination, flood in and displace the chemicals linked to busy-busy; logic-drive decision making. It gives brain a holiday.

Lego is great too. Everyone wants to get down on the floor and make something when they see a box of Lego. Actually, down on the floor turned out to be the place for quite a lot of fun: wrestling, tiddlywinks, tickle fights, or just plain rolling around because you’re laughing too much to stand up. Laughing till I ached was something I’d nearly forgotten about, mainly because my silliest friend is hardly ever around these days. But once, on a work trip together, as we tried to outdo one another with our impersonations of the Queen, we reached such a pitch of hysteria that we only had to catch each other’s eye for the laughter to well up again.

A week’s work with Ed felt like a fortnight’s rest and recreation.

Psychotherapist Robert Hoi den, who has been exploring the benefits of laughter for sick people asks: “If negative thoughts, feelings and emotions can hold up health, what then can positive thoughts, feelings and emotions achieve?” and as he is a strong advocate of laughter as medicine, taken if necessary in one of the Laughter Clinics popping up all over the world. But there’s no need for that. Fun is a therapy you can do for yourself.

If you suspect you need more fun in your life but don’t know how to go about it, think back to your childhood, before you knew the meaning of dignity or embarrassment, when Tizer tasted terrific and heaven was a brand new box of colored crayons.

For me this has meant rediscovering the fun of making things out of clay (the king that doesn’t need a kiln), going to the cinema in the afternoon and sharing a bag of jelly babies with my friend Kath, and the pleasures of the dressing-up box, costume parties, and disguises. Wearing a blond wig for a day was hot and itchy fun. But making and wearing a pair of giant fair wings for a Midsummer Night’s party was great.

So was leaving the car at home and walking across snow-blanketed fields to a friend’s cottage one wintry Sunday. It felt like such an adventure.

We don't get many opportunities for adventure nowadays. Staying up late can be fun too. Walking home in the moonlight, or getting up very early to watch the sun rise. Being up when everyone else is asleep is much more fun than being asleep when everyone else is awake.

My daughter came back from her holiday with some souvenirs and a bit of a tan, but she never mentioned having fun. It's probably wasted on the young.

Anyway, I finally tracked down Ed. He said he'd spelled out Happy Birthday in luminous stars on his goddaughter's bedroom ceiling and then waited downstairs to hear her squeal with pleasure when she noticed them. "That was fun," he said. "Giving other people nice surprises always is. And I'll tell you some their things. Rearranging the furniture. Doing things on the spur of the moment. Talking in silly voices."

My phone rang again later. It sounded like Yogi Bear. He said: "Do you fancy fetching fish and chips and looking through some old photos?" Now that's what I call fun.

2. Discuss these questions with a partner.

1. What is your definition of fun?
2. When did you last really have fun?
3. What seems fun to one person might be perceived differently by somebody else. Therefore, perhaps the most relevant question is: How do you define fun? What is fun to you?

VOCABULARY WORK

1. Tick the three expressions which make you have fun. Then tell a partner about your choices.

<i>My idea of fun is...</i> <i>It's great fun to...</i>	making a mess solving puzzles digging a garden doing riddles sloshing paint on a wall laughing till the ache walking across snow-blanketed fields to a friend's cottage rolling around making a noise shouting in a football crowd staying up late yodelling in a bath walking home in the moonlight singing Christmas carols getting up very early to watch the sun rise planning an event
--	--

	being up when everyone else is asleep making things out of clay rearranging the furniture talking in silly voices doing things on the spur of the moment
--	--

2. Dwell on your idea of fun. Complete the sentences using prompts.

<i>It is now widely recognised that...</i> <i>We need more fun in our life because...</i> <i>It's great fun to...</i> <i>My idea of fun is....</i> <i>Men lose all sense of time when (they)...</i> <i>Women lose all sense of time when (they)...</i> <i>I lose all sense of time when...</i> <i>That's all I call fun.</i>	to get to thinking to dismiss the fact to be a busy (wo)man with family responsibilities to keep niggling at smb to pin smth down an over-simple explanation a cheap and effective form of preventive medicine to have great difficulty doing smth surrendering to the moment a highly personal thing to have a single mutual fun factor to encourage the mind to jump the rails to make logic-driven decision on the spur of the moment
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SPEAKING

Comment on the following statements. Adhere to the discursive techniques below.

- *An awful lot of people don't think they deserve fun.*
- *Fun is a highly personal thing.*
- *Fun should definitely involve your life partner.*
- *Fun doesn't have to be shared.*

Introduction

- It is common knowledge that/It is generally recognized that/It goes without saying that/It is clear cut that/It stands to reason that...
- It is a very controversial question which needs serious consideration.

Main body

- On the one hand/on the other hand...
- Firstly(at first)/secondly(at second)/thirdly(at third)/fourthly(at fourth)...
- Moreover/what is more/in addition/besides/however...
- Thus/therefore/consequently...
- Finally/as a result/in the end...
- In my view/to my mind/from my point of view/in my opinion...
- I have every confidence that/I am a passionate believer that...

Conclusion

- In conclusion/to draw a conclusion/to make a conclusion...
 - I have come to/made a conclusion that...
- We should weigh pros and cons/drawbacks and merits/advantages of...

ONLINE WRITING

Online writing formats include **texting, instant messaging, emailing, blogging, tweeting, and posting comments on social media sites, e.g., Facebook.**

Find any entertaining blog on social media networks and post comments about your attitude to fun. Share the screenshots of your comments in the class chat.

ENGLISH LANGUAGE TEACHING CLUB

Create a short, entertaining video/post on today's topic where you reflect on one thing which impressed you most of all, either new vocabulary items or your wonderful thematic ideas or classroom atmosphere or teaching style, whatever. Let it become a memory! Hashtag it #sumdpu #makarenkouniversity #sumymakarenkouniversity and post it on any networking social platform. Share your reels/posts in the class chat on Viber, Telegram, etc. Have fun while watching/reading them!

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Imagine that you are a secondary school teacher of English. Make up an exercise for your pupils using the material of the table below. Accompany the assignment with communicative setting, detailed instructions, and passport of the exercise. Use digital tools such as Wordart, Padlet, Quizlet LearningApps, Bookcreator Ourboox, Jamboard, Wordwall, Blendspace, ThingLink, Mentimeter, Polleverywhere, Socrative, Edmodo, Projeqt, TED-Ed, Kahoot!, etc.

<u>ADJ + FUN</u> enormous, excellent, good, great, terrific, tremendous, wonderful, harmless, innocent FUN	<i>The boys' game started as harmless fun but ended in tragedy.</i>
<u>VERB + FUN</u> have FUN, spoil FUN	<i>We had a lot of fun at Mick's party. We won't let a bit of rain spoil our fun.</i>
<u>FUN + NOUN</u> FUN day	<i>She organized an annual fun day for local children.</i>
<u>PREP +FUN</u> for FUN in FUN	<i>I write for fun, not because I expect to make money. She only said that in fun? Please, don't take it seriously!</i>
<u>PHRASES</u> BE NO FUN A BIT OF FUN JUST FOR FUN JUST FOR THE FUN OF IT A SENSE OF FUN	<i>It's no fun getting up at 4 a.m. on a cold, rainy morning. I was only having a bit of fun. They took up motor racing just for the fun of it, rather than to win anything. You have to have a sense of fun to be a good teacher.</i>

Creative Ways to Have Fun

READING

- 1. Think of three creative ways to have fun. Look through the text if your ideas have been mentioned.**
- 2. Read the text and find out what hobbies are better suited for man.**

11 Captivating Ideas for Your Free Time

In the days of old, leisure time was not thought of as a chance to veg out, but as an opportunity to pursue one's passions and interests — an outlet for the sides of a man that were not stimulated in his professional vocation. Hobbies were deemed important for the way in which they can strengthen every part of a man's life. They can bring you joy, increase your eye for detail, keep your mind sharp, expand your creativity, help you meet friends, and teach you valuable skills. In short, hobbies add interest to your life and help you become a more well-rounded man.

Unfortunately, we now often spend our leisure time camped out in front of the TV or computer. We feel that modern life has become so busy and stressful (even though it hasn't) that when we have free time, laying on the couch is all we can manage.

Yet if you've been feeling depressed, restless, anxious, and in need of real refreshment, the problem may be a lack of activity, rather than too much of it.

For those of you who want to have an engaging hobby, but aren't sure what pastime to pursue, there are some guides to hobbies over the years. This still isn't an exhaustive list, but there is surely something that will catch your eye, or will spur you to think of one yet unmentioned.

Playing the Guitar

Knowing how to play the guitar is a skill that will provide you and those around you with years of enjoyment. Oh, and chicks like a guy that can play guitar. And later in life you can gather the family around your backyard fire pit for some awesome sing-alongs. Learning to play any instrument is manly, of course, but guitars have the advantage of being relatively cheap, and having an easier learning curve for beginners. There are tons of resources online that provide free guitar lessons.

Parkour

Parkour: that sport where you jump from buildings and vault over walls. Or more accurately, parkour is a physical art — the art of moving through your environment in the most natural and efficient way possible. It's captivating to see someone able to traverse a landscape in ways not previously conceived of, and inspiring to witness the human body pushing the very limits of its

capabilities. While we think of parkour today as simply an interesting form of recreation, it was actually developed as a tactical skill and way to build the fitness of soldiers. The benefits of this hobby are numerous: it's fun, it's a great workout, it pushes the bounds of your creativity, it's a mental and physical challenge, and it could in fact save your life should you ever need the capability to run and jump over objects. And, it's completely free. All you need is your arms and legs and some urban terrain.

Gardening

You don't need a homesteading plot to start getting in touch with the land; a small square in your backyard will suffice. If you have a job that keeps you cooped up in an office all day with artificial light and stale recycled air, gardening is a great hobby to pursue in order to get some exercise, sunlight, and fresh air. As you watch your garden grow from seeds to plants, you'll find yourself becoming more in tune with the seasons. When you harvest your small crop, you'll feel a sense of accomplishment that beats any high score on a video game. And when you make your first meal with vegetables grown in your very own garden, you'll feel a surge of manly pride.

Barbecuing

BBQing is unique enough to be its own hobby. Whether with a smoker or charcoal grill, firing up a hearty piece of meat and serving a finished creation is satisfying both to the mind and to the stomach. The barrier to entry is low: you just need some type of grill and a cut of meat. As you get acquainted with the tools and the grub, you can experiment with different cooking methods and meats (or even fruits and veggies!), making your own spice blends, and of course, creating gourmet meals for friends and family alike to enjoy.

Camping/Backpacking

Modern man is restless and unhappy because he's lost touch with the great outdoors. Every man should seek to regularly connect with nature for the sake of both his physical and mental well-being. He needs to break away now and again and sleep out under the stars. Leave your cubicle behind and spend a few days breathing fresh air and sitting around a campfire. Another obvious benefit is that camping is one of the most economical ways to "get away from it all." It's a great way to hone your outdoorsman skills, reconnect with your buddies, and get some alone time with your significant other.

Bowling

Fred Flintstone, Homer Simpson, Ralph Kramden, and the Dude. What do these iconic TV and movie men have in common? They bowled. During the 1950s, men flocked to bowling alleys to join league teams. It was a way for men to spend some time with other men, drink some beer, and smoke a cigar.

The bowling alley became a refuge of masculinity in homes that were feminized by the constant presence of the stay-at-home mom. What's great about bowling is that it's a hobby you can share with your buds. Plus, it gives you an excuse to wear a kick ass, manly bowling shirt. So call up your buddies and put a team together.

Martial Arts

There are myriad benefits to learning a martial art: gaining self-defense skills, building your discipline and focus, increasing your health, connecting with a manly tradition, and giving the warrior side of yourself an outlet. There are a ton of different martial arts out there — choosing one will come down to what you are personally looking for. Do a lot of research and shopping around to find the discipline and instructor that's right for you. You may wish to go the MMA route and learn how to incorporate a variety of techniques into your fighting repertoire. And of course, boxing comes highly recommended. We also have primers on BJJ and Krav Maga.

Sailing

Taking to the seas on your own volition is something that many men have dreamed about. Sailing involves some of the most ancient disciplines: weather forecasting, navigating, rope skills, etc. You harken back to crusty, bearded men of yore fighting rough seas and angry whales, even if just puttering around the calm waters of a small lake. It's a literal breath of fresh air, and provides both physical and mental exercise. It may seem an expensive hobby, and it certainly can be, but that can be mitigated by taking classes, using boats for hire, etc. You don't need to drop thousands on a boat in order to get started. It's also something that the whole family can enjoy rather than just you as an individual; get your spouse and kids on the boat, and make it a weekend tradition!

Volunteering

Even men who don't consider themselves materialistic can be greedy with their time. But while holding tightly to our time and resources seems in the moment to protect our happiness, in the long run, this selfishness cankers our souls. Service should thus be a part of every man's life, for in losing yourself in helping others, you often find your own life greatly improved.

Instead of dedicating the entirety of your hobbies to your own pursuits, why not serve others through volunteering; as you aid your fellow man, you will in turn find fulfillment, proper perspective on your own problems, the breaking down of prejudice, and more. While men certainly need time alone with an activity to refresh themselves, spending regular time volunteering offers a unique kind of rejuvenation as well.

Magic

Every man should know at least a couple of good magic tricks to impress friends, ladies, and delight children. There are few hobbies as fun as the practice of magic; the pay off of having people beg you to reveal the secret will leave you with a lasting grin. Practising a trick over and over again to make it absolutely smooth and seamless is the kind of work that doesn't feel like work. And every man knows that the only kind of shopping that is fun is that which is done in a magic store. Finally, magic can become a new hobby on the cheap; all you really need to start is a good book of magic tricks and a deck of cards (a magic deck of cards never hurts either). You can keep working your way up to more and more complex tricks until you're sawing your mother-in-law in half in the living room.

Genealogy

Genealogy is a funny thing. It's the kind of hobby that seems really boring from the outside. But once you get into it, it can totally grab hold of you and become something you love. The apple doesn't fall far from the tree, but how do you know what kind of apple you are, if you don't know from whence you fell? Every man should know and understand his roots. You'll understand more about why you are the way you are, and why your parents are the way they are, and their parents and so on. You'll come to a greater appreciation of the people who made your existence possible. Once you start building your family tree, you'll be amazed at the long lines that lead to you. You're not just an isolated man; you come from a very real lineage, and your ancestors are all a part of you in some way. Start building your family tree by talking to relatives that may have already started on it.

3. Match the words in 1-12 with those in a-l to make collocations which all appear in the text.

- | | |
|-----------------------------|---------------------------|
| 1. to increase your | a) of its capabilities |
| 2. a mental and | b) accomplishment |
| 3. to get acquainted with | c) of recreation |
| 4. to incorporate a | d) valuable skills |
| 5. to feel in need | e) in an office all day |
| 6. to reconnect | f) variety of techniques |
| 7. to provide with years | g) eye for detail |
| 8. to teach | h) of enjoyment |
| 9. to keep you cooped up | i) physical challenge |
| 10. to push the very limits | j) the tools and the grub |
| 11. a sense of | k) of real refreshment |
| 12. an interesting form | l) with buddies |

4. What hobbies among mentioned above would you like to take up? Why? Discuss in pairs, using prompts.

<i>Speaking about me,</i> <i>As far as I am concerned,</i> <i>I doubt,</i> <i>I hesitate,</i> <i>On balance,</i> <i>On second thoughts,</i> <i>There is a possibility that...</i> <i>More often than not...</i> <i>It might be...</i> <i>In all probability/probably, ...</i> <i>To some extent, ...</i> <i>To tell you the truth,</i> <i>To be honest,</i> <i>Given the choice,</i> <i>Personally,</i>	a chance to veg out to pursue one's passions and interests to expand creativity to become a well-rounded man to catch an eye awesome sing-alongs to have the advantage of parkour to vault over to push the bound of creativity to suffice to be in tune with to lose touch with the great outdoors to get away from it all myriad benefits a unique kind of rejuvenation to grab hold of
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VIDEO WATCHING “20 Ways to Have Fun Without Spending Money”

1. You will watch a video about 20 ways to have fun without spending money. You'll hear the list of interesting ideas you may use when you feel the need to relax. Before you watch study unknown words.

1. *to crave* – to feel a powerful desire for (something)
2. *pebble* – a small stone made smooth and round by the action of water or sand
3. *sedentary* – means sitting or lying down for long periods
4. *chore* – a routine task, especially a household one
5. *DIY* – the activity of decorating, building and making repairs at home by oneself rather than employing a professional
6. *potluck* – a meal or party to which each of the guests contributes a dish

2. While-listening put down the activities mentioned in the video into the appropriate column.

Indoor activities	Outdoor activities	Activities that need your creativity	“Lazy” activities
Activities that you can share with your friends	Activities you'd better do by your own	Activities that you already do from time to time	Activities you'd like to try

3. Mark True or False

- 1) Rose mentions that it's a really bad idea to do a cheat-meal as a way of having fun.
- 2) Time for a massage is not a quality time that you can spend with someone you love.
- 3) Brushing your hair slowly and carefully massages the scalp and feels absolutely unbelievable.
- 4) Do not sit in your favourite place and do something sedentary that you love – it's a waste of time.
- 5) Meditation feels amazing and really is a treat.
- 6) If you want to take a nap it must be more than an hour for you to feel energized.
- 7) We tend to think that we know our hometowns really well already and that we don't really need to do the sightseeing stuff that visitors do.
- 8) DIY can be a fun way to express yourself creatively.
- 9) If you're a person that finds interaction a little bit challenging, there is no need to push your limits.

4. Choose one of the activities from the video that is the most interesting for you and speak on it. Tell us how you'd organize it, who you would do it with, what would be the best time to do it, etc. You can also visualize it.

WRITING

Write an informal letter to your friend giving advice on how to keep her children amused during the long summer vacation (200-250 words). Bare in mind that we usually write informal letters to friends and relatives we know well, or to people of our age. Characteristics of informal style include:

- Short forms (*I'm, it's*, etc)
- Simple/colloquial vocabulary (*really great, you'd better*, etc)
- Use of the active, rather than the passive voice (*we should do something* instead of *something should be done*)
- Informal beginnings and endings (*Hi, how are you doing?, I'd better run, I'll see you on Saturday*, etc).

Informal letter should consist of:

- a) the correct *greeting* (Dear + name of a person);
- b) an *introduction* in which we ask for the well-being of the person and clearly state the reason we are writing;
- c) the *main body* in which we develop our subject, introducing each main point in separate paragraphs;

- d) a *final paragraph* in which we sum up what we talked about before or we express our wish for smth to be done;
- e) an appropriate *ending* (Yours lovingly, name of the sender).

ONLINE WRITING

Online writing formats include **texting, instant messaging, emailing, blogging, tweeting, and posting comments on social media sites, e.g., Facebook.**

Rank ways of creating fun and post it on any social platform. Share the screenshots of your posts in the class chat.

ENGLISH LANGUAGE TEACHING CLUB

Create a short, entertaining video/post on today's topic where you reflect on one thing which impressed you most of all, either new vocabulary items or your wonderful thematic ideas or classroom atmosphere or teaching style, whatever. Let it become a memory! Hashtag it #sumdpu #makarenskouniversity #sumymakarenskouniversity and post it on any networking social platform. Share your reels/posts in the class chat on Viber, Telegram, etc. Have fun while watching/reading them!

☆ SPOTLIGHT ON PROFESSION

Imagine that you are a secondary school teacher of English. Make up an exercise for your pupils using the material of the table above. Accompany the assignment with communicative setting, detailed instructions, and passport of the exercise. Use digital tools such as Wordart, Padlet, Quizlet LearningApps, Bookcreator Ourboox, Jamboard, Wordwall, Blendspace, ThingLink, Mentimeter, Polleverywhere, Socrative, Edmodo, Projeqt, TED-Ed, Kahoot!, etc.

Relaxing Is not Easy

LEAD-IN

1. Tick off the statements which are true about you. If you have nothing to tick off that means you don't find leisure an easy thing.

<i>I have every confidence...</i>	leisure	_____ reveals my happiness personality
<i>I am a passionate believer...</i>		_____ helps cope with everyday problems
<i>There is no doubt...</i>		_____ gives me a new lease of life
<i>It is common knowledge...</i>		_____ nourishes
<i>It is clear cut...</i>		_____ makes me glad to be alive
<i>It stands to reason...</i>		_____ recharges my batteries
<i>It is generally recognized...</i>		_____ just can be fun

2. Think. Pair. Share.

- 1) What does over-involvement in domestic problems lead to?
- 2) What are the benefits of a weekend away?
- 3) Why is it generally advisable to have a change of scene if you wish to wind down after a trying day?
- 4) What does relaxing mean?
 - lazing about,
 - doing nothing,
 - freedom from the tension of everyday life,
 - forgetting about both domestic and professional worries.

READING

1. You are going to read the text “Easy Does It”. Before reading take notes of your predictions what is not easy to do and why. While reading cross out incorrect predictions.

Easy Does It

I know – I have tried it. I can see, therefore, why Japan's Ministry of International Trade and Industry should want corporations to have full-time “leisure advisers”. It seems an idea worth copying. A start should, perhaps, be made at the very top. Captains of industry often find it hardest of all to relax. Workers at least have the excuse that they need to protect their job and pay off the mortgage. Many tycoons have all the money they could ever hope to spend. So why don't they ease up? Some buy a luxurious yacht, a beach house, or even an island, but seldom make use of these expensive leisure facilities. “I don't have time for a holiday,” they insist. What they usually mean is that they could find the time, if pressed, but that they don't want to. Some consider themselves so indispensable that their business would collapse if they were not around to supervise every detail. Some are prisoners of their own success: they sit on so many boards of directors, and have such a heavy schedule of appointments, that they “haven't a moment to spare”. But more often than not the plain truth is that they don't know how to ease up. No-one has ever told them how to do it. You can't be a frantic executive one day and a leisurely beachcomber the next: the contrast is too great. The bronzed young drifters who make it look simple have had years of practice. Put a captain of industry on a beach and he tends to get bored and restless. He misses the pace, the action. Invite him to play tennis and he will probably decline, because he fears that he will look foolish - he prefers to play games in the office, where he is a proven winner. If he has a holiday home, or stays in a plush hotel, he will be on the telephone six times a day, doing what he does best. Relaxing is for wimps.

So what can a “leisure adviser” do for him - or, increasingly, her? The basic task is to change attitudes, and gradually to introduce him to various leisure activities. Some experts believe in playing what is known as the “fear card”. The executive is warned of the risk of “burnout” and told that, if he doesn't take care of his health, the business will suffer. Does he realise what it would cost if he had to go into hospital? More, much more than a holiday. That is the bottom line. But I believe in a more positive approach. A good start is to persuade him that holidays are a “psychological investment”, and that it is perfectly feasible to combine business with pleasure. This has to be done step by step: the cold turkey treatment is rarely effective. They can take work with them. (A recent survey by the Hyatt Corporation showed that nearly half of the executives questioned do so.) For a captain of industry, holidays are ideal for strategic planning. They can call the office, though the aim must be to reduce the number of calls as the holiday progresses. They can have faxes sent to them, though the staff should try to cut down on the rolls of fax paper: one should be sufficient after a while. They can be persuaded to take up golf. It is not only a pleasant (and healthy) way of going for a leisurely walk, but it can also be good for business.

There are plenty of courses in the sun. Executives should be reminded that this is the time of the year when it becomes imperative to embark on inspection tours of overseas subsidiaries in places like Florida, Australia and Jamaica. Once the initial leisure training period has been completed you can try to hook him on other activities which are every bit as challenging as a take-over bid. He can climb mountains, ride river rapids, go scuba diving. He may well end up making a happy discovery: leisure can be fun.

2. Look at the list of words and word combinations on the left and try to guess their meaning on the right.

- | | |
|--------------------------|---|
| 1) a captain of industry | a) unreplaceable |
| 2) to have the excuse | b) the governing factor |
| 3) a tycoon | c) to justify oneself |
| 4) to ease up | d) a person who enjoys a beach vacation |
| 5) indispensable | e) a dull person |
| 6) to supervise | f) a bustling worker |
| 7) the plain truth | g) to start |
| 8) a frantic executive | h) a well-known businessman |
| 9) a beachcomber | i) to capture |
| 10) a wimp | j) to relax |
| 11) the bottom line | k) to control |
| 12) to embark on | l) an oligarch |
| 13) to hook on | m) a pure truth |

3. Are the following statements true or false according to the text?

- 1) Workers often find it hardest of all to relax.
- 2) Tycoons buy a luxurious yacht, a beach house or even an island and often make use of these expensive leisure facilities.
- 3) Tycoons are often prisoners of their own success.
- 4) Rich people don't know how to ease up, because no one has ever told them how to do it.
- 5) A captain of industry will probably withdraw from relaxing on a beach, because he fears to look foolish.
- 6) The main task of leisure adviser is to introduce captains of industry to various leisure activities.
- 7) It's impossible to combine business with pleasure.
- 8) Climbing mountains is not only a pleasant way of going for a leisurely walk, but it can also be good for business.

SPEAKING

Why don't they ease up? Relaxing isn't easy!!! Make up a dialogue between a tycoon and a leisure adviser.

problems	possible solutions
Captains of industry often find it hardest of all to relax because....	What can a leisure adviser do for a captain of industry???
<i>they fear that they will look foolish / business will collapse / business will suffer if...</i>	<i>Business will suffer if... Holidays are a psychological investment because... It is perfectly feasible to combine business with pleasure in a way ... Holidays are ideal for strategic planning as...</i>
to be around to supervise every detail to consider oneself indispensable to be a proven winner to make use of expensive leisure facilities	to introduce smb to various leisure activities to warn smb of the risk of "burnout" to acquire some lucrative clients to end up making a happy discovery: LEISURE CAN BE FUN!!!

Is it difficult for you to relax? Why? What advice can you give to those people who find it hard to ease up? Make up a list of tips on how to ease up.

ONLINE WRITING

Online writing formats include **texting, instant messaging, emailing, blogging, tweeting, and posting comments on social media sites, e.g., Facebook.**

Write an email of request to your headmaster where you ask to hire a leisure advisor and explain the benefit of this.

ENGLISH LANGUAGE TEACHING CLUB

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The Art Of Taking A Rest

READING

1. Comment on the title of the article. Is it appropriate? Discuss what you think the article might be about?

2. Four sentences have been removed from the article. Fit the sentences into each gap. Look for clues in the text.

- a) It all depends on how quickly or slowly they adapt.
- b) Your co-workers should be able to handle your responsibilities while you are absent.
- c) The main point is: don't rush into crucial decisions during this time.
- d) Before going anywhere, take the time to analyze exactly what you need to get a proper rest.

The Art of Taking a Rest

It goes without saying that a vacation means change. It could be a change of occupation (doing repairs at home or working on a farm for white-collar workers), a change of location (distant and not distant trips) or a change offsetting (instead of polite colleagues you put up with talkative relatives or old friends). When summer comes and you finally get that long-for break, try to make the most of it. How can you spend your time the way you want and return to work happy and refreshed? Here are a few practical recommendations:

❖ Do not mix rest and work under any circumstances. Avoid a “hi-tech holiday” where you’re on a South Sea coast but a laptop connects you to the Internet, and civilization is a cell phone away. Instead of relaxing you’re doing double time- vacation and work. Unless you are the Energizer bunny, you simply must relax during your vacation. Otherwise, when you return to work and things get hectic, all kinds of illnesses can take you down.

Remember: there are no indispensable people. (1)_____. However, if that is not completely possible, you can still limit access to one hour or less per day- half an hour in the morning and the same in the evening for solving extra-important work questions. For the rest of your vacation your head should be free from work-related thoughts. Relax during your holiday! If you simply can’t stop thinking about work, there’s one good way to cure that – extreme sports. As everyone knows, they take maximum concentration and absorb your entire being.

❖ Choose your own kind of rest, not one imposed upon you by family, friends or advertising. (2) _____. As you know, there are no good or bad vacations, it’s just that everyone has different needs: some get refreshed by lots of communication, others prefer privacy or enjoy active and dynamic kinds of rest.

❖ Don’t try fitting all the unfinished tasks that have accumulated in the last year into one or two weeks of a long-awaited vacation. If you plan a pile of work impossible to complete in a week you are sure to end up feeling dissatisfied and guilty. Choose just one activity- repair, rest or treatment- and plunge into it with gusto.

❖ Choose the optimum period for a rest. Everyone needs different amounts of rest time. (3) _____. For those who can switch from one lifestyle to another quickly (within twenty-four hours) a one-week holiday may be enough. The people who need as long as five days to switch over may require up to three weeks for a complete rest. You will also need time to become refreshed, adapt to your lifestyle and bring order to your thoughts.

❖ Don’t try to become completely engrossed in work as soon as your vacation ends. This is a major mistake. It is much more useful to get back to things gradually. Your body needs time both physiologically and psychologically to switch over and adapt to the new rhythm. It’s wise to give yourself two or three days to warm up. (4) _____. Most often, major stress is connected with a wrong decision made hastily just after getting back from a vacation, not the physiological effects of adapting to a change of time zones and climate.

3. Match the expressions (1-9) with their meanings (a-i).

- | | |
|----------------------|---|
| 1) to impose upon | a) to gather together in increasing quantity |
| 2) to plunge into | b) to occupy the attention of a person completely |
| 3) indispensable | c) to force the acceptance of smth. |
| 4) to bring order to | d) to be rush or busy |
| 5) to get hectic | e) to arrange methodically |
| 6) to accumulate | f) to become deeply involved |
| 7) to engross | g) to be impossible to do without |
| 8) to adapt to | h) number of things lying on top of each other |
| 9) a pile of smth. | i) to alter for new conditions |

4. Complete the gaps in the sentences, using the words.

<i>crucial</i>	<i>plunge into</i>	<i>a pile of</i>	<i>hastily</i>
<i>bring order to</i>	<i>switch from</i>	<i>imposed</i>	

1. For those who can one lifestyle to another quickly, a one-week holiday may be enough. 2. Choose your own kind of rest not one... .. you by your family. 3. If you have work to do, first your thoughts. 4. I adore sewing and it with gusto. 5. Don't make ... decisions.

5. a) Find synonyms for the following words in the text: *to combine, advice, admission, leisure, holiday, enthusiasm*.

b) Find 10 words related to the notion *vacation*.

6. Skim the text, finding tips for the successful rest. What should people do and avoid doing at their vacation.

People should...	People shouldn't...

7. Answer the questions.

- Do you find these tips useful?
- Why is proper rest important?
- What kind of rest do you prefer? Do you find it easy to relax?
- Suggest your recipe for relaxing holiday. Use prompts.

<i>As far as I am concerned,</i> <i>What concerns me,</i> <i>I am a passionate believer that</i> <i>I have every confidence that</i>	long-awaited vacation, to switch from one life style to another, to plunge into smth with gusto, to become engrossed in smth., to impose smth. upon smb.
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WRITING.

Some people think that it is important to use leisure time for activities that improve the mind. Other people feel that it is important to rest the mind during leisure time.

Discuss two views and give your opinion in the discursive essay “Use of Leisure Time”.

ONLINE WRITING

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Discuss in the class chat the true use of leisure.

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How Can One Escape From Daily Routine?

VIDEO WATCHING “Downtime”

1. You are going to watch the video podcast. Before watching study glossary of the video. Do you spend your free time doing similar things to Pasha?

GLOSSARY:

□ downtime = (informal) a period of time when you have finished what you were doing, and you can relax or do something that you had not originally planned to do. E.g. What do you do in your downtime?;

□ to be into something (music) / doing something (reading) = to be very enthusiastic about doing something; to love doing something. E.g. I am not very keen on sport, but I am really into music.

2. Read the paragraph below about what Pasha likes to do in his free time. Then watch the video podcast from 0:12-0:27 and complete the text.

I _____ doing a lot of different things in my _____ time. Most of them are to do with _____ : I DJ both in London and _____ and I try to go to _____ and festivals whenever I can. How about you? How do you spend your _____ time?

3. Look at the people below and read about how they spend their free time 1-8. Then watch the video podcast from 0:28-1:28 and match the people to the correct activity/activities.



Winston



Dee



Rachel



Nick



Charlie



Elena



Tracey



Florence

1. I play football. I play table tennis. I go bowling. F
2. I spend a lot of time walking, running and boxing. _____
3. I go out with my friends. _____
4. playing golf. _____
5. I like to watch films. _____
6. I like to read a lot and I like to draw and make clothes. _____
7. I run an amateur opera company. _____
8. Going to exhibitions, travelling, going to the theatre. _____

4. How would you spend your free time differently if you had more time, more money or more opportunity? Watch the video podcast from 1:35-3:24 and write true (T) or false (F) next to each statement.

Winston He would learn a new sport. _____

Tracey She would become more creative. _____

Charlie	He would learn about his family and its history. ____
Rachel	She would go to more concerts. ____
Florence	She would see more of the world. ____
Elena	She would go out to more parties. ____

5. What are the benefits to society of giving people more downtime or more holidays? Watch the video podcast from 2:21-3:24 and tick (✓) the things the speakers mention.

1. People would learn more about themselves. ____
2. It would reduce stress and pressure on people. ____
3. People could travel more. ____
4. People would be able to spend more time with their families. ____
5. People would be healthier because they would do more exercise and sport. ____
6. People would become more educated, more intelligent. ____
7. People could learn to become more creative. ____
8. People would be able to develop new interests. ____
9. People would have more friends. ____

6. The people below talk about things they like doing in their free time. Read the sentences and fill in the gaps with words and phrases from the podcast that mean the same as the phrases in the brackets. Then watch the video podcast from 0:27-1:55 and check your answers.



1. I discovered golf eight years ago and I'm _____. (I want to play golf all the time because I like it so much).



2. I like to watch films; _____ music. (I like music very, very much).



3. I _____. (I do a lot of physical exercise).



4. During my free time I read, _____ (I watch the news on my computer).



5. I spend most of my free time with my friends, just _____.(meeting up) and watching films, listening to music.

7. Give your answers to the questions below.

1. How do you spend your free time?
2. How would you spend your free time differently if you had more time, money or opportunity or more holidays?
3. In your opinion, what are the benefits to society of giving people more free time?

WRITING.

Write about Yourself “My Most Memorable Escapist Weekend”.

ONLINE WRITING

Online writing formats include **texting, instant messaging, emailing, blogging, tweeting, and posting comments on social media sites, e.g., Facebook.**

Write an email of complaint to any service that spoiled your weekend. Share the screenshot in the class chat.

ENGLISH LANGUAGE TEACHING CLUB

Create a short, entertaining video/post on today’s topic where you reflect on one thing which impressed you most of all, either new vocabulary items or your wonderful thematic ideas or classroom atmosphere or teaching style, whatever. Let it become a memory! Hashtag it #sumdpu #makarenkouniversity #sumymakarenkouniversity and post it on any networking social platform. Share your reels/posts in the class chat on Viber, Telegram, etc. Have fun while watching/reading them!

☆ SPOTLIGHT ON PROFESSION

Imagine that you are a secondary school teacher of English. Make up an exercise for your pupils to drill them in vocabulary. Accompany the assignment with communicative setting, detailed instructions, and passport of the exercise. Use digital tools such as Wordart, Padlet, Quizlet LearningApps, Bookcreator Ourboox, Jamboard, Wordwall, Blendspace, ThingLink, Mentimeter, Polleverywhere, Socrative, Edmodo, Projeqt, TED-Ed, Kahoot!, etc.

The Age of Increasing Leisure Activities

LISTENING

1. Look at the following quotation. How far do you agree with it? Discuss in pairs.

If a man never relaxed, he would go mad without knowing it.

Herodotus (Ancient Greek historian)

2. Now listen to five people talking about their favourite ways of relaxing and do the following two tasks.

Task 1

For questions 1-5, match the extracts as you hear them with the people, listed A-H. There are three items you will not need.

1	
2	
3	
4	
5	

- | | |
|-------------------------|--------------------|
| A A computer programmer | E A businessman |
| B An airline pilot | F A chef |
| C A navy officer | G A musician |
| D A student | H A factory worker |

Task 2

For questions 6-10, match the extracts as you hear them with the topics, listed A-H. There are three items you will not need.

6	
7	
8	
9	
10	

- | | |
|----------------------|-----------------------|
| A Watching a video | E Cycling |
| B Eating out | F Going to the cinema |
| C Shopping | G Playing the piano |
| D Listening to music | H Cooking |

3. Do you enjoy any of these activities in Task 2? Are there any you don't enjoy? Tell your partner.

IDIOM FOCUS

1. What kind of person are you speaking about your favourite ways of relaxing? People in Task 1? Match the idioms with their definitions and use them to answer the questions.

1) couch potato	a) someone who doesn't like to stay in one place;
2) beach bum	b) someone who enjoys going out at night or does not go to bed until it is late;
3) bookworm	c) someone who enjoys lying in the sun and getting a suntan;
4) night owl	d) someone who likes loud rock music;
5) people person	e) someone who spends long periods of time using the Internet or playing computer games;
6) mouse potato	

7) party animal	f) someone who spends a lot of time enjoying themselves on the beach;
8) sun-worshipper	g) someone who enjoys reading books and spends a lot of time doing it;
9) head-banger	h) someone who enjoys being with other people and easily becomes friends with them;
10) rolling stone	i) someone who enjoys going to lots of parties;
	j) someone who spends a lot of time sitting at home watching television.

SPEAKING

1. Read the passage. Choose the most suitable word for each space. Do you agree with the author's opinion? Continue the story.

According to a magazine article I read recently, we (1) ... live in an age of increasing leisure. Not only are more and more people reaching (2) ... age with their taste for enjoyment and even adventure relatively (3) ... but the working week is becoming shorter and the opportunities for (4) ... are becoming greater and greater all the time. Not to mention the fact that people (5) ... to spend less time travelling to work or may even be working from home...

- | | | | |
|------------------|------------------|------------|-----------------|
| 1) A) presently | B) at the moment | C) now | D) at this time |
| 2) A) retirement | B) their | C) later | D) third |
| 3) A) present | B) survived | C) free | D) intact |
| 4) A) this | B) longer | C) leisure | D) people |
| 5) A) use | B) tend | C) have | D) demand |

2. Will leisure habits change much in the foreseeable future? Why (not)? Discuss with your partner.

PROJECT WORK. Explore the pastimes of Ukrainians. Make a list of features of the Ukrainian national character. Decide on "How Our National Character is Reflected by Pastimes Popular in Ukraine". Share your finding with the class, using a computer presentation program.

ONLINE WRITING

Online writing formats include **texting, instant messaging, emailing, blogging, tweeting, and posting comments on social media sites, e.g., Facebook.**

Write a post on how our national character is reflected by pastimes popular in Ukraine. Bear in mind the peculiarities of the article, namely: its catchy title, the most interesting and significant information at the beginning, the style of the article depending on the target audience.

ENGLISH LANGUAGE TEACHING CLUB

Create a short, entertaining video/post on today's topic where you reflect on one thing which impressed you most of all, either new vocabulary items or your wonderful thematic ideas or classroom atmosphere or teaching style, whatever. Let it become a memory! Hashtag it #sumdpu #makarekouniversity #sumymakarekouniversity and post it on any networking social platform. Share your reels/posts in the class chat on Viber, Telegram, etc. Have fun while watching/reading them!

☆ SPOTLIGHT ON PROFESSION

Imagine that you are a secondary school teacher of English. Make up an exercise for your pupils to practice them in speaking on the topic. Accompany the assignment with communicative setting, detailed instructions, and passport of the exercise. Use digital tools such as Wordart, Padlet, Quizlet LearningApps, Bookcreator Ourboox, Jamboard, Wordwall, Blendspace, ThingLink, Mentimeter, Polleverywhere, Socrative, Edmodo, Projeqt, TED-Ed, Kahoot!, etc.

Check Yourself

1. Make sure you remember essential vocabulary on the topic and feel free to discuss leisure using the items. Make up a questionnaire "Leisure and You". Ask your groupmates and introduce the results to the class.

Ukrainian	English
1	почуватися найкраще, коли займаєшся певною справою
2	бути в піднесеному настрої
3	вести довгі, задушевні бесіди
4	стимулювати когось радіти життю
5	відчути приплив позитивної енергії
6	мати потребу в спілкуванні
7	блаженствувати, займаючись певною справою
8	розквітати, займаючись певною справою
9	отримувати задоволення від спілкування
10	пошук/прагнення щастя
11	розслаблятися (3 варіанти)
12	користатися вільною хвилиною з розумом
13	мати напружений робочий графік
14	сумувати за активним темпом життя
15	«підсадити» когось на певне хобі
16	«підсісти» на певне хобі
17	здуматися

18	бути зайнятою людиною з сімейними обов'язками
19	не давати спокою/турбувати
20	мати труднощі з чимось/при виконанні чогось
21	втратити відчуття часу
22	насолоджуватися / веселитися / добре проводити час
23	поринути у своє хобі з головою (1 і2 в-т – актив; 3 в-т -пасив)
24	піддатися хвилиnnій спокусі
25	стимулювати фантазію / нестандартне мислення
26	приймати рішення, продиктовані логікою
27	сміятися до сліз
28	довго не лягати спати
29	лягти спати раніше
30	перевершити когось
31	спонтанно
32	нав'язати комусь щось (думки, хобі etc)
33	привести до ладу
34	події відбуваються занадто швидко і хаотично
35	пристосуватися
36	примиритися з чимось / прийняти
37	бути вільним від повсякденних стерсів
38	проблеми пов'язані з роботою
39	відновитися
40	робити щось із задоволенням
41	поволі повертатися до рутини
42	мати любов/смак до розваг
43	лінуватися
44	нагнітати напругу / стрес
45	складний день
46	ставитися до чогось з ентузіазмом
47	бути задіяним в певній діяльності
48	припадати комусь до душі
49	фліртувати з кимось
50	спробувати себе в чомусь
51	бути професіоналом в певній справі
52	дуже сильно захоплюватися чимось
53	бути вправним/нездалим в чомусь
54	переключатися з одного стилю життя на інший
55	завести нове хобі

2. Complete each sentence with a word formed from the word in capitals.

- 1) The new leisure centre doesn't quite come up to my EXPECT
- 2) Leisure is an ... part of our life. DISPENSE
- 3) There was a bare ... of people at the youth club. HAND
- 4) I am at my ... when I go clubbing. GOOD
- 5) Helen's solo crossing of the Pacific was a ...feat. REMARK
- 6) In ... for fun we can do things on the spur of the moment. PURSUE
- 7) We ... go to the pub before lunch on Sunday. VARY
- 8) Newly opened club in my neighborhood is quite LUCRE
- 9) All the runners, with the ... of Mark, were exhausted. EXCEPT
- 10) My trip to London last year ... my expectations. PASS
- 11) Our club has just purchased new sports EQUIP
- 12) A cup of coffee will ... to make me glad to be alive. SUFFICIENCY
- 13) Our city has some open spaces, but they are not very ... ACCESS
- 14) Snails tend to a unique kind of ... for women. JUVENILE
- 15) Is it possible to ... between a hobby and an interest? DISTINCT
- 16) I've taken up golf just to keep my hand in, but it takes much time; it's really CONSUME
- 17) Nowadays ... numbers of people are taking up jogging. INCREASE
- 18) What do you usually do in your ... ? TIME
- 19) Leisure habits won't change much in the ... future. SEE
- 20) She is now a senior ... of the company. EXECUTE

3. Complete the sentences with *would rather*, *would prefer*, *had better*.

- 1) I ... play basketball than play tennis.
- 2) I ... to play golf than to play cricket.
- 3) I ... not go out tonight.
- 4) She ... start training instead of a diet.
- 5) I ... not to stay home tonight.
- 6) I ... you cooked tonight.
- 7) You ... take up jogging if you want to keep fit.
- 8) ... you ... watch TV or go to the cinema?
- 9) She ... not cheat in exams otherwise she will be expelled.
- 10) I ... drink coffee though usually in the morning I prefer tea.

4. Complete the sentences using idioms.

- 1) We are always chatting on social media networks, it's impossible to get him out, he is a real
- 2) Only one in four adults can admit that taking physical exercise is
- 3) How else can I call her if not a ... ? She is keen on curling up in an armchair with a pile of books.

- 4) Everyone can become a connoisseur of nature, it's
- 5) Going clubbing makes him glad to be alive and a ... in my eyes.
- 6) I'd rather not argue about tastes. You do know that
- 7) She is sure a ... after having spent hours on the beach!
- 8) George is engrossed in hand-gliding. I don't share his passion for it, but
- 9) Teaching is ... as it caters for all my interests and needs.
- 10) He takes pleasure from contact with people around; he is the hub of the universe at any party. What makes him such a ... I wonder?

5. Replace the underlined words with vocabulary items using different variations of them. Rewrite the sentences as many times as possible.

Read the story you have got. Answer the last question.

1. What is the use of leisure?
2. Everyone knows that leisure makes us feel rested.
3. As for me, I like embroidering very much.
4. Not everyone might share my passion, but tastes differ.
5. Having taken up this hobby, I feel happy.
6. What about you? What do you do with pleasure?

6. Translate into English.

Відпочивати непросто, тому багато компаній наймають «консультантів із дозвілля». Робітники мають виплачувати іпотеку. Несамовиті керівники мають щільний графік зустрічей. У магнатів є всі можливості для відпочинку, але вони не хочуть, щоб їхній бізнес розвалився.

Іншими словами, багато людей не можуть використовувати дозвілля: вони або не хочуть пропустити темп, події, або вважають себе незамінними на роботі, або не мають вільної хвилини, або використовують відпустку для стратегічного планування. Вони не розуміють, що відпочинок для них життєво важливий.

Відпочинок дає нове дихання, живить, нагадує, що потрібно радіти життю, і може бути просто веселим. Існують різні способи продуктивного проведення дозвілля. Деяким потрібна взаємодія з друзями, і вони відчують захват від довгих душевних розмов з ними. Інші знаходять щастя, піднімаючись в гори, катаючись по річкових порогах, займаючись підводним плаванням. Є й пасивні поціновувачі природи, які просто отримують задоволення від контакту з нею.

Неважливо, як ви проводите свій вільний час. Головне, що після нього ви повинні відчувати себе відпочившими і готовими до подолання майбутніх труднощів.

1. Conclude the topic by making up a *cinquain* (a class of poetic forms that employ a five-line pattern) which will help summarize the key notes of the topic.

NOUN (topic's title)
ADJECTIVE **ADJECTIVE**
(words which characterize topic to the fullest)
VERB **VERB** **VERB**
(words which characterize topic to the fullest)
PHRASE (personal attitude to the topic)
NOUN (conclusion, total)

☆ **SPOTLIGHT ON PROFESSION**

Imagine that you are a secondary school teacher of English. You have just finished the topic “Leisure” with your pupils. Get prepared a presentation for them on the topic which outlines its main ideas and draws pupils’ attention to the most problematic aspects. Introduce your presentation and get feedback from the class.

VOCABULARY BANK

Leisure Time. Weekend Pleasures

Leisure time, downtime, a leisure activity/interest, leisure pursuits *formal* (=leisure activities), a leisure centre/complex (=a place where you can play sports etc), leisure facilities (=different places where you can play sports etc), the leisure industry/sector, a leisure group (=a group of companies in the leisure industry), at (one's) leisure (=done according to one's own convenience or comfort; whenever one wishes, at one's convenience), in free time, free time, spare time, spare moments, time to spare, downtime, idle hours, time off, freedom, holiday, breathing space, breathing spell, respite, relief, ease, peace, quiet, recreation, relaxation, inactivity, amusement, entertainment, pleasure, diversion, distraction, fun, games, fun and games, vacation; *informal* time to kill, R and R, vacay, to gain a living, to send smb out with fresh spirits, to battle with the problems of life, to get full value from, to contemplate nature, to recreate one's source of inspiration. To be keen on, to give smb a new lease of life, to be at one's best doing smth, to feel elated, to get a rush, to be into, to find bliss, to take pleasure from, to do smth with gusto, to appeal to smb, to make smb glad to be alive, to bloom doing, to be one's cup of tea, to be right up one's street, each to their own, it's an acquired taste, there is no accounting for taste.

Does Leisure Reveal My Personality?

To thrive on, to give/get a new lease of life, to recharge one's batteries, to reveal one's personality, to nourish, to keep sane, to help cope with everyday problems, rewarding, therapeutic, lucrative, time-consuming, fruitful, relaxing, to participate in leisure, an age of increasing leisure, to have taste for enjoyment, to be dashing about, to gaze at the television, the little leisure time I have is eaten into by (sitting in traffic jams), a leisure centre, to take up jogging, leisure habits/patterns, amateur/professional sport, overwork, lack of relaxation, to suffer high levels of stress, to be generally advisable, to wind down after a trying day, to thrive on stress, over-involvement in domestic problems, to be cut out for.

Different Pastimes and Hobbies at Different Times of Life

Pastime, a national pastime, pursuit, outdoor pursuits, academic pursuits, leisure pursuits, go fishing, go cycling, go surfing, go boarding, go climbing hill, go sailing, go jogging, go swimming, go bowling, go hang-gliding, go walking, go fishing, go sailing, go dancing, go hitch-hiking, go riding, do aerobics, do gymnastics, do yoga, do judo, do weightlifting, do wrestling, do circuit training, do archery, do ballet, do a crossword puzzle, play badminton, play table tennis, play cricket, play hockey, play rugby, play volleyball, play snooker, play basketball, play chess, play squash, play billiards, play golf, play darts, play cards, play dominoes, given the choice, on balance, on second thoughts, to enrich life, to learn new skills, to cultivate a new hobby, to be passionate about, to captivate, to become part of our life, to have specialized knowledge, to relieve stress, to take one's mind off the stresses of everyday life, to seek pleasure, to become more patient, a brand new, a learning curve, fruits of labor, to create a bond with others, to meet and get closer to people, to build confidence, to develop pride, to excel in, to increase self-esteem, to eradicate boredom, a fascinating glimpse, to teach much about patience and focus, to learn from mistakes, to complement, to give a great escape from.

Games and Hobbies in the Course of My Life

Nursery rhymes, fairy tales, dummies, rattles, soft toys, teddy bears, dolls, abacus, bricks, jigsaw puzzles, crayons, plasticine, paints, chalk, Swings, roundabouts, climbing frame, see-saw, slide, playground games, sandpit, bucket, spade, rocking horse, tricycle, bicycle, scooter, collecting things, model aero planes, train sets, making pastry, cut-out shapes, keeping pets (mice, hamsters, rabbits, snakes, puppies, kittens, canaries, budgerigars), skipping rope, hopscotch, "doctors and nurses", hide-and-seek, knitting, sewing, doing embroidery, doing crochet, flying kites, gymnastics, music, painting, dancing classes, motorcycle maintenance, skiing, skating, surfing,

canoeing, horse-riding, wind-surfing, parachuting, hand-gliding, roller-skating, pin-tables, table football, video games, pool, darts, skittles, bowling, mountaineering, hiking, camping, shooting, meetings, demonstrations, placards, posters, hunting, fishing, gambling, gardening, brewing, basket-weaving, pottery, carpentry, do-it-yourself, yoga, jogging, keep-fit classes, ante-natal class.

Fun Factor. Creative Ways to Have Fun

To get to thinking, to dismiss the fact, to be a busy (wo)man with family responsibilities, to keep niggling at smb, to pin smth down, an over-simple explanation, a cheap and effective form of preventive medicine, to have great difficulty doing smth, to lose all sense of time enjoying oneself, surrendering to the moment, an awful lot of people, a highly personal thing, to have a single mutual fun factor, to share the das bills, to yodel in the bath, singing Christmas carols, to curl up with a pile of cookery books, to encourage the mind to jump the rails, to make logic-driven decision, to laugh till the ache, a costume party, a wig, on the spur of the moment. A chance to veg out, to pursue one's passions and interests, to expand creativity, to become a well-rounded man, to catch an eye, awesome sing-alongs, to have the advantage of, parkour, to vault over, to push the bound of creativity, to suffice, to be in tune with, to lose touch with the great outdoors, to get away from it all, myriad benefits, a unique kind of rejuvenation, to grab hold of.

Relaxing Is not Easy. The Art of Taking a Rest.

The Age of Increasing Leisure Activities

To pay off the mortgage, a tycoon, to ease up, to make use of smth, indispensable, to collapse, to have a heavy schedule of appointments, a frantic executive, a leisurely beachcomber, a drifter, to miss the pace, the action, a proven winner, a plush hotel, the bottom line, feasible, a cold turkey treatment, vital, an overseas subsidiary, to hook smb on some activity. To put up with, to make the most of smth, to impose upon, to plunge into, indispensable, to bring order, to get hectic, to accumulate, to be engrossed in, to adapt to, a pile of smth. Couch potato, beach bum, bookworm, night owl, people person, mouse potato, party animal, sun-worshipper, head-banger, rolling stone.

INDEPENDENT STUDY

Individual Reading Section

Complete the following tasks for Independent Reading in your notebook:

1. Make a list of at least three predictions for the book—think about characters, setting, and genre. As you read the first few chapters, write down whether your predictions were accurate.

2. Write a list of at least five events that have happened so far. Make a prediction about what the conflict, or problem, will be.
3. Write out and learn 15 vocabulary items (word-combinations and phrases including phrasal verbs and idiomatic expressions).
4. The first few chapters of a book often contain a detailed description of the setting. Find a page with many setting details. Draw a picture of the setting. Label at least five specific details from the text.

Grammar Section

Revise *Past Time*. *Past Simple*. *Past Continuous*. *Past Perfect*. *Past Modals*. Do exercises: *Past time* (First Certificate Language Practice. Ex 1-6, pp.1-6). *Past Modals* (Upstream Upper-intermediate. Ex1-7, p 130).

Listening Section

Do all tasks in sections LISTENING and VIDEO WATCHING within the topic.

Vocabulary Section

Study Vocabulary Bank and make up 50 sentences for translations with vocabulary items.

Reading Section

Read the texts “Fun Factor”, “Easy Does It”, “The Art of Taking a Rest” and do the assignments that follow.

Writing Section

1. Write an *informal letter* to your friend, giving advice on how to keep her children amused during the long summer vacation (300-350 words).
2. Some people think that it is important to use leisure time for activities that improve the mind. Other people feel that it is important to rest the mind during leisure time. Discuss two views and give your opinion in a *discursive essay* (300-400 words).
3. Remember your most memorable escapist weekend and write a *passage* about it (250 words).

Speaking Section

1. Explore the pastimes of Ukrainians. Make a list of features of the Ukrainian national character. Decide on “How Our National Character is Reflected by Pastimes Popular in Ukraine”. Share your finding with the class, using a computer presentation program.
2. Imagine that you are a secondary school teacher of English. You have just finished the topic “Leisure” with your pupils. Get prepared a presentation for them on the topic which outlines its main ideas and draws pupils’ attention to the most problematic aspects. Introduce your presentation and get feedback from the class.

RESEARCH STUDY

Choose one of the topics suggested or suggest the topic for investigation you are interested in. Study the literature on the topic. Elaborate on the survey research design. Write an abstract. Consult your academic advisor. Submit the abstract to the student's conference.

1. The commonly used lexemes to denote *leisure* in English-speaking discourse (on the material of COCA).
2. The stylistic peculiarities of lexemes to denote *leisure* in English-speaking discourse (on the material of blogs).
3. The synonymic row of lexemes to denote *leisure* in English-speaking discourse (on the material of lexicographic dictionaries).
4. The realization of the concept LEISURE in English-speaking discourse (on the material of ...).
5. The pastimes of Ukrainians/Englishmen/Americans through ages reflected in literary works of those periods respectively.
6. Exploring the leisure facilities for working/unemployed people in Ukraine/England/America.
7. Urban/rural leisure accessibilities for children/adolescents/adults in Ukraine/England/America.
8. On-line work week: the new leisure society?
9. Recreational spaces in your neighborhood: affordable or not?
10. The family as a hidden influence agent in personal and household leisure decision-making.

TOPIC “CINEMA”

Movie and You

LEAD-IN

1. How do you usually ease up? What did you do yesterday after a trying day? Did you stay in and watch TV/You Tube/Social Networks Reels? How did it help you relax?

<i>I have every confidence, I am a passionate believer, There is no doubt, It is common knowledge, It is clear cut, It stands to reason, It is generally recognized, In my view, In my opinion, From my point of view, From my perspective, To my mind, Speaking about me, As far as I am concerned,</i>	TV/You Tube/ Social Networks Reels viewing	reveals my happiness personality. helps me cope with everyday problems. gives me a new lease of life. nourishes and gives me food for thought. makes me glad to be alive. recharges my batteries. just entertains, amuses. taps the deepest reaches of my heart. makes me laugh/cry/tremble/scream/smile/fall asleep. provides me with ideas. helps understand and overcome the difficulties ahead. relieves pressing anxieties of the day gone. fulfils my emotional and social needs. distorts the image of reality and numbs my mind. helps me escape from reality.
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The word *escape* is usually related to running from a problem or a bad situation, or not being happy with your present situation. In a positive way that could be good for our mind, body, soul and overall mental state. Have you ever felt a desperate need to escape from reality? Why do we need to escape from reality? What kind of escape do you prefer/choose? For most people, going to the movies is an enjoyable activity that allows them to escape from life's realities and indulge in the on-screen lives of actors and actresses. HOW DO YOU FEEL ABOUT IT?

2. What comes to mind when you hear the words movies, films, cinema. Generate your acronymic associations

C

I

N

E

M

A

3. What is the difference between cinema/theatre, film/movie. Match the words with their definitions.

cinema	a place where performances are shown on the stage
theatre	a cinema film
film	a story or event recorded by a camera as a set of moving images and shown in a cinema or on television
movie, motion picture	a place where movies are shown on the screen the production of films as an art or industry

VOCABULARY WORK

1. Which words enable us to discuss cinema? Study the collocations and make up 15 questions with them. Take turns with your partner to ask and answer the questions.

cinema noun 1. place where you go to see a film ADJ. packed <i>The cinema was packed every night for 'Shrek'.</i> multiplex <i>A new multiplex cinema on the edge of town</i> VERB + CINEMA go to <i>How often do you go to the cinema?</i> be on at <i>What's on at the cinema tonight?</i> CINEMA + NOUN screen audience advertising, commercial chain 2 films in general ADJ. commercial, Hollywood, mainstream, popular art, arthouse, independent avant-garde, modernist, realist, social silent <i>She started making films in the last years of silent cinema.</i> 3. movie noun ADJ. good, great, wonderful classic, cult blockbuster/blockbusting, hit, smash-hit, successful big, big-budget, top low-budget television/TV home <i>We watched a home movie of my second birthday party.</i> in-flight silent action, disaster, gangster, horror, war, etc. blue, dirty, porn/porno VERB + MOVIE see, watch go to (see), take smb to (see) <i>I'd never go to a movie alone.</i> direct, make, produce, shoot MOVIE + VERB be based on smth <i>a movie based on the novel by Betty Munn</i> be called smth, be entitled smth <i>a movie entitled 'Short Legs'</i> star smb MOVIE + NOUN actor, actress, director, maker, mogul, people, producer, star <i>The former footballer is now mixing with movie people in Hollywood.</i> audience fan premiere company business, industry, world career channel score, script rights <i>the movie rights to her autobiography</i> version <i>the movie version of the well-known novel</i> camera poster PREP. ~ about a movie <i>about the life of Castro</i> FILM + VERB be on, show <i>There's an interesting film on at the local cinema.</i> come out, open, premiere <i>The film came out last week.</i> be based on smth <i>A film based on the novel by Charles Potter</i> be called smth, be entitled smth <i>A film entitled 'Bitter Moon'</i> capture smth <i>The film manages to capture the mood of the times.</i> contain smth, include smth <i>The film contains explicit scenes of violence.</i> depict smth, present smth, represent smth, show smth <i>The film depicts immense courage amid the horrors of war.</i>
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tell smth *This film tells the remarkable story of a disabled actor.* | feature smb, star smb
The film stars Nicole Kidman as a nightclub singer. | record *recording the film* to see
 who the music was by. | critic | buff, fan | premiere | censor, censorship | screenplay,
 script | music, score, soundtrack | narrative | scene | stunt *He was killed when a film
 stunt went wrong.* | poster | studio | set *They built a massive film set of an airport.* | props
 | adaptation, version *the film version of the best-selling novel* | classic *the film classic
 'Fantasia'* | documentary, drama | genre | clip, footage, sequence | report *The news
 always contains several film reports.* | series *the 'Star Wars' film series* | archives,
 library | business, company, industry | mogul *Tyrannical Hollywood film moguls ruled
 their stars' lives* | distributor | making, production | festival | show | awards | camera,
 equipment, projector, recorder | rights *The scramble for the film rights to her next novel
 has already begun.* | school, student

PREP. in a/the ~ *There is a great car chase in the film.* | on ~ *They captured the incident
 on film.* | ~ about a film about Queen Victoria | ~ of *They've just started shooting a film
 of the novel.*

PHRASES the beginning/end of the film, be in films (= work in the film industry), a
 film with subtitles, the screening/showing of a film

ADJ. black-and-white, colour | fast *Fast film would be best for such action shots.* | 35
 millimetre, etc.

QUANT. length, reel, roll a roll of 35 millimetre film

VERB + FILM load, put in | remove, take out | rewind | develop, first powered flight |
 deal with smth *a film dealing with old age process I get my films developed* | open *The
 film opens with a bird's-eye shot of London.* | end

FILM + NOUN crew, director, editor, maker, people, producer, team, unit, writer *The
 film has plenty of what film people call 'bankability'.* | world | actor, actress, legend,
 star | part, role | career, debut, work | credits *His film credits (= the films he has made)
 as director include 'Mood Music' and 'Lies'. We stayed for the film credits (= the
 names of people involved in the making of a at a local shop.* | expose *In the darkroom
 they found that only half the film had been exposed.* | splice *He spliced the two lengths
 of film together.*

VERB + FILM be covered in/with *The books were covered in a thin film of dust.*

ADJ. long | short | exciting, good, interesting | successful | awful, bad, boring | epic |
 violent *She thought the film far too violent to show to children.* | X-rated | silent | black-
 and-white | low-budget | Hollywood, independent | television, video | adventure,
 children's, comedy, documentary, feature, gangster, horror, pornographic

VERB + FILM see, watch | go to (see), take smb to (see) *We went to an awful film last
 night.* | direct, make, produce, shoot *She makes children's films. The film was shot on
 location in Kenya.* | take film taken by security cameras | cut, edit *The film was heavily
 edited for screening on television.* | distribute, release, screen, show *The film was finally
 released after weeks of protest by religious groups.* | ban, censor.

LISTENING “Not Exactly Shakespeare!”

“***It is not exactly Shakespeare***” is the mildly sarcastic remark which is typical in
 informal conversation between people who know each other. Do you understand what
 the following remarks refer to? *He is not exactly Superman, is he? It is not exactly a
 Picasso, is it?* Do you say things like that in Ukrainian?

1. Paul and Mick are two friends chatting over a coffee. Listen to them talking about the films they have seen recently. Cover the conversation. As you listen, try to answer these questions.

1. Which films are they talking about?

2. What do they think of them?

2. Listen again and try to fill in the gaps.

Paul: Guess what I went and saw last night – Titanic- it's on again this week at the Duke of York's.

Mick: Oh, yeah. I saw that when it first came out. What did you think of it? (1)

Paul: Oh, it was great. I really enjoyed it. I thought the special effects were amazing and the acting was brilliant. It's one of those films where, you know, when I first heard about how much money they'd spent on it, (2), but it was really great. It was a bit like one of those old disaster movies you know, like Towering Inferno Earthquake (3)

Mick: Really? I'm surprised. I thought the acting was a bit wooden myself and the dialogue was just awful. (4) you actually thought it was worth the money they'd spent on it. I mean, (5) the whole thing just a little bit over-the-top?

Paul: Oh, no. (6) I thought it was brilliant.

Mick: But the acting was horrendous!

Paul: Well, I know it's (7) Shakespeare but it's not meant to be is it? I'll tell you something weird, though there was this guy sitting next to us who snored all the way through the film!

Mick: Really? That (8) really annoying. How could anybody actually sleep through all that noise!

Paul: I don't know – just dead tired, I suppose.

Mick: Yeah, I guess so, but really though, (9) it was all just a bit too sentimental?

Paul: (10), but I honestly didn't t. I really thought it was all done just right. It was so romantic.

Mick: Oh well, each to his own. Have you seen Bomb Alert 2 yet?

Paul: No, I haven't even heard of it (11)

Mick: Um, Jean-Pau van Klam, he's great in it and, um, that woman from Kamikaze you know who I mean. Remember? She was Turtle-woman too, (12) I must (13) She wasn't very good in that.

Paul: Oh, her. So, what 's it like? (14)

Mick: Yeah, it's great – if you like blood all over the place and that sort of thing.

Paul: Oh, it doesn't really sound like (15), actually. I think I'll give it a miss.

3. Discuss these questions with a partner.

1. Which film would you rather go to – Titanic or Bomb Alert 2?
2. What's the most over-the-top film you've ever seen?

SPEAKING

What role does cinema play in our life? How powerful is cinema? Expand the passage about the impact of cinema on society, adding your own ideas. Cram it with linking words and word-combinations.

Introduction

- It is common knowledge that/It is generally recognized that/It goes without saying that/It is clear cut that/It stands to reason that...
- It is a very controversial question which needs serious consideration.

Main body

- On the one hand/on the other hand...
- Firstly(at first)/secondly(at second)/thirdly(at third)/fourthly(at fourth)...
- Moreover/what is more/in addition/besides/however...
- Thus/therefore/consequently...
- Finally/as a result/in the end...
- In my view/to my mind/from my point of view/in my opinion...
- I have every confidence that/I am a passionate believer that...

Conclusion

- In conclusion/to draw a conclusion/to make a conclusion...
- I have come to/made a conclusion that...
- We should weigh pros and cons/drawbacks and merits/advantages and disadvantages of ... and make a sensible choice.

Cinema is an important art form that caters both for a source of popular entertainment and a powerful method of educating, and a universal power of communication.

It is safe to say that watching movies can be therapeutic for both adults and children. Movies have the ability to change our attitude, how we think and feel, and even our values. Seeing how others live their lives on the big screen can help us view things from a different perspective and become more understanding of other people, ultimately broadening our knowledge of the world around us. Films evoke emotion, and serve as a source of inspiration and practical ideas for their audiences...

ONLINE WRITING

Online writing formats include **texting, instant messaging, emailing, blogging, tweeting, and posting comments on social media sites, e.g., Facebook.**

Find a blog of cinema aficionados on Instagram/Facebook, etc., and post comments beneath. Share the screenshot in the class chat on Viber, Telegram, etc. Discuss whose comments were the most relevant to the topic under discussion. Why?

ENGLISH LANGUAGE TEACHING CLUB

Create a short, entertaining video/post on today's topic where you reflect on one thing which impressed you most of all, either new vocabulary items or your wonderful thematic ideas or classroom atmosphere or teaching style, whatever. Let it become a memory! Hashtag it #sumdpu #makarenkouniversity #sumymakarenkouniversity and post it on any networking social platform. Share your reels/posts in the class chat on Viber, Telegram, etc. Have fun while watching/reading them!

☆ SPOTLIGHT ON PROFESSION

Imagine that you are a secondary school teacher of English. Making use of cinema collocations from Vocabulary Work Section, suggest your pupils 2-3 tasks within the topic, e. g., *restore the synonymic row, cross an odd word out, replace with synonyms*, etc. Accompany the tasks with communicative setting, detailed instructions, and passport of the exercise. Use digital tools such as Wordart, Padlet, Quizlet LearningApps, Bookcreator Ourboox, Jamboard, Wordwall, Blendspace, ThingLink, Mentimeter, Polleverywhere, Socrative, Edmodo, Projeqt, TED-Ed, Kahoot!, etc.

Motion Pictures of Different Periods: Their Major Differences

READING

1. How did it all appear? What do know from the history of cinema? Share your knowledge with your groupmates. Read the text about the history of cinema and put the paragraphs in the correct order.

From The History of Cinema

A. In 1922, new technology allowed filmmakers to attach to each film a soundtrack of speech, music and sound effects synchronized with the action on the screen. These sound films were initially distinguished by calling them “talking pictures”, or talkies.

B. The emergence of celluloid film and the motion pictures camera led quickly to the development of a motion picture projector to shine light through the film and magnify these “moving picture shows” onto a screen for an entire audience. These reels came to be known as “motion pictures”.

C. When films began to tell stories, exhibitors sometimes provided a commentator to narrate the action, but this became unnecessary with the development of printed intertitles containing the actors' dialogue and other written, descriptive material as a part of the visual experience. Theatre owners would also hire a pianist or organist or a full orchestra to play music fitting the mood of the film at any given moment. By the early 1920s, most films came with a prepared list of sheet music for this purpose, with complete film scores being composed for major productions.

D. Cinema is considered to be an important art form. The varied genres of films - newsreels, documentaries, travelogues, animated films, feature films (drama and melodrama, comedy and fantasy, action and thriller, western and horror, mystery and gangster, adventure and children's films, film noir) - entertain, educate, enlighten and inspire audiences. The visual elements of cinema need no translation, give the motion picture a universal power of communication. Any film can become a worldwide attraction, especially with the addition of dubbing or subtitles that translate the dialogue. Films are also artefacts created by specific cultures, and, in turn, affect them.

E. The next major step was the introduction of colour. While the addition of sound quickly eclipsed silent film and theatre musicians, colour was adopted more gradually. When colour processes improved and became as affordable as black-and-white film, more and more movies were filmed in colour, as the industry in America came to view colour essential to attract audiences in its competition with television, which remained black-and-white until the mid-60s. By the end of the 1960s, colour had become the norm for filmmakers, and by the 1980s, an expectation of the younger generations by then comprising the majority of the audience. Only in rare exceptions is black-and-white film now used; the choice is motivated by artistic reasons. Film presented today in black-and-white, tends to have a greater dramatic tone.

F. Mechanisms for producing artificially created, two-dimensional images in motion were demonstrated as early as the 1860's. These machines would display sequences of still pictures at sufficient speed for the images on the pictures to appear to be moving. Naturally, the images needed to be carefully designed to achieve desired effect - and the underlying principle became the basis for the development of film animation.

2. What stage of cinema history is each notion related to?

- COLOUR MOTION PICTURE
- TALKIES
- SILENT FILMS
- BLACK AND WHITE
- FILM ANIMATION

3. Work in pairs. Find in the text the words meaning the following:

1. someone who makes films
2. the recorded music and other sounds for a film
3. sounds produced artificially for a film
4. film with a soundtrack
5. the process of coming into existence or prominence

6. piece of equipment to shoot a film
7. piece of equipment to show a film
8. to suit one's state of mind
9. short notices regularly displayed on a screen to explain the content of a silent film
10. music for the whole film
11. inform
12. encourage
13. film (n)
14. film popular all over the globe
15. words printed over a film in a foreign language to translate the dialogue
- 16 To record a soundtrack in another language
17. film with no audible dialogue
18. work of art
19. non-colour film
20. contest (n)
21. infrequent
22. flat order (n)
23. motionless
24. cartoon

4. Work in pairs. Fill in the gaps with the words and word combinations from the previous exercise.

1. The action_____ are the best side of the film. 2. At the dawn of cinematography films were called_____, and after the_____ of the sound_____. 3. The full version of the film will include previously unreleased footage, as well as new visual _____ and a stereo. 4. Williams has written the film_____ for many of Spielberg's major_____ that became the worldwide_____. 5. They have not decided yet whether they preferred_____ the film into Ukrainian or just supplying it with Ukrainian_____. 6. The invention of the motion pictures_____ enabled to solve the problem of producing a lot of _____ photo images required by_____ to produce a movie. 7. In the early days of the cinema films were supplied with printed_____ to help the audience to understand the action, while the theatre owners got_____ music from distributors and hired musicians who played live to _____ the mood of the film. 8. In spite of a fierce_____, TV failed to _____ the cinema. 9. Due to its _____ value, film being an_____, educates, _____ and _____ the audience. 10. Being very time-consuming, film_____ was used in_____ cases.

LISTENING “Cinema Etiquette”

1. The appearance of cinemas has opened a new stage in the history of cinematography. Movie viewing on a large screen has received universal acclaim and has become a cogent part of our life. Are you a cinemagoer? Why? Why not? Do you stick to cinema etiquette when visiting the place?

Cinema etiquette is the set of social norms observed by patrons of a movie theatre. There are a wide variety of distractions that could spoil other patrons' enjoyment of a film, such as cell phone usage, patrons talking to one another, the rustling of food packaging, the behaviour of children in the audience, and patrons entering and leaving during a screening.

2. You are going to listen to a recording about cinema etiquette. Study the glossary which will help get the gist.

GLOSSARY:

A rustle of smth is a soft, muffled crackling sound like that made by the movement of dry leaves or paper. *E.g., the rustle of sweet wrappers.*

A crackle of smth is a sound made up of a rapid succession of short sharp noises. *E.g., a crackle of a crisp packet.*

To munch means to eat (something) with a continuous and often audible action of the jaws. *E. g., munching popcorn.*

To use an app stands for abbreviation for application: a computer program that is designed for a particular purpose. *E.g., There are apps for everything, from learning a language to booking movie tickets.*

3. Before listening match vocabulary items with their definitions.

1.etiquette	A) watching two different screens at the same time
2.multiplex	B) making a loud sucking noise when you drink something
3.distractions	C) a system of three or more loudspeakers that allows the listeners to hear realistic sound all around them
4.auditorium	D) set of rules about how to behave in a certain situation
5.surround-sound	E) things that stop you concentrating on something else
6.film critic	F) things that annoy or irritate you
7.dual screening	G) acceptable and expected behaviour in a particular situation
8.bad manners	H) the place in a cinema or theatre where the audience sits
9.code of conduct	I) unacceptable behaviour which doesn't show respect for other people
10.bugbears	J) a person who writes about or broadcasts their thoughts about films
11.slurping	K) a large building that contains many separate cinema screens
12.a big no-no	L) something most people don't like

4. Listen to the recording and write down distractions mentioned in the recording.

5. Answer the questions.

1. What could disturb enjoyment of the film at the cinema.
2. What breaks our concentration?
3. What are annoying things? Tell about an annoying moment at a film screening Simon went to.
4. What is the one disgusting thing that shouldn't be done according to the code of conduct? Why?
5. Do you always follow the rules of cinema etiquette?

6. Create a list of do's and don'ts to help you conduct yourself while enjoying the show. Use these hints. Then discuss cinema etiquette with a partner.

Keep These Courteous Habits in Mind When You Attend a Movie

Arrive at a movie no less than..... /Arrive on time

Do not visit the movies if....

Do not bring a child of inappropriate age to.....

Be mindful of.....(seating etiquette)

It's rude to talk during a film or use their smartphone...turn off your phone—
or put it in silent or airplane mode

Do not annoy your viewing partner

Do not pre-spoil things for people.

Don't kick the seat of people in front of you

Be sure to throw away any trash...

ONLINE WRITING

Write a post on your favourite social platform about your last visit to the cinema. Share the screenshot in the class chat on Viber, Telegram, etc.

ENGLISH LANGUAGE TEACHING CLUB

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Film Genres of Nowadays

READING

1. Are you a cinema goer? What film genres do you know? Enumerate them. Find them in the text below. Which of them haven't been mentioned? Why?

2. Write out from the text the short definitions of each genre.

Film genres are various forms or identifiable types, categories, classifications or groups of films. (Genre comes from the French word meaning “kind”, “category”, or “type”).

One of the earliest film genres in existence, **the action genre** has close ties to classic strife and struggle narratives that you find across all manner of art and literature. With some of the earliest examples dating back to everything from historical war epics to some basic portrayals of dastardly train robberies, action films have been popular with cinema audiences since the very beginning. It's also one of our best examples of the evolution of our cinematic hero's journey and the classic hero vs. villain narratives, which you'll find across cinema and genres.

The adventure film is a film genre, which has been a popular one in the history of cinema. Although the genre is not clearly defined, adventure films are usually set in the past or sometimes in a fantasy world, and often involve sword fighting or swashbuckling. Unlike the modern action film, which often takes place in a city, with the hero battling drug cartels or terrorists, there is an element of romanticism attached to the adventure genre. Popular subjects have included Robin Hood, Zorro, pirates or the novels of Alexandre Dumas.

A favourite genre of film audiences young and old, from the very beginning of cinema, **the comedy genre** has been a fun-loving, quite sophisticated, and innovative genre that's delighted viewers for decades.

Some of the biggest names in the history of filmmaking include comedy genre pioneers — like *Buster Keaton*, *Charlie Chaplin*, and *Lucille Ball* — who made successful careers out of finding new and unique ways to make audiences laugh. The comedy genre has also been one of the most flexible, as its roots have made their way into the very fabric of cinema and the many other genres contained within. The art of warming a heart and bringing a smile to a viewer's face will never be lost, nor should it be considered anything but truly powerful.

A **romance film** can be defined as any film in which the central plot (the premise of the story) revolves around the romantic involvement of the story's protagonists. Romantic films often explore the essential themes of love at first sight, young (and older) love, unrequited love, obsessive love, sentimental love, spiritual love, forbidden love, sexual and passionate love, sacrificial love, explosive and destructive love, and tragic love. Romantic films serve as great escapes and fantasies for viewers, especially if the two people finally overcome their difficulties, declare their love, and experience life "happily ever after" - implied by a reunion and final kiss.

A **drama film** is a film that depends mostly on in-depth character development, interaction, and highly emotional themes. In a good drama film, the audience are able to experience what other characters are feeling and identify with someone. This genre could be especially useful by challenging the ignorance from stereotypes or any other overly simplistic generalizations by bringing it down to a more personal and complex level. As well, such movies could also be therapeutic by showing how characters cope with their problems, challenges, or issues, and to the extent the viewer can identify with the characters with his or her own world. This film genre can be contrasted with an action film which relies on fast-paced action and develops characters sparsely. Dramatic Films include a very large spectrum of films. War films, courtroom dramas, crime dramas, historical dramas, and biography films are all drama films, but because of the large number of drama films these movies have been sub-categorized. All films genres can include dramatic elements, such as comedies, action films, and horror movies, but typically, films considered drama films focus mainly on the drama of the main issue.

Films from **the horror genre** are designed to elicit fright, fear, terror, disgust or horror from viewers. In horror film plots, evil forces, events, or characters, sometimes of supernatural origin, intrude into the everyday world. Horror film characters include vampires, zombies, monsters, serial killers, and a range of other fear-inspiring characters. Early horror films often drew inspiration from characters and stories from classic literature, such as

Dracula, Frankenstein, The Mummy, The Wolf Man, The Phantom of the Opera and Dr. Jekyll and Mr. Hyde.

The epic film is a film genre typically featuring expensive production values and dramatic themes. The name is derived from the grand themes, stories and characters of epic poetry, and is often used as a shorthand for "sword and sandal" films, although it can also refer to films in other genres. Generally speaking, the term "epic" refers to movies that have a large scope, often set during a time of war or other conflict, and sometimes taking place over a considerable period of time. A historical setting is commonplace, although fantasy or science fiction settings are not unknown. Sometimes the story is based around a quest that the characters are embarked on over the course of the film. A large cast of characters is also common.

Fantasy films are films with fantastic themes, usually involving magic, supernatural events, make-believe creatures, or exotic fantasy worlds. The genre is considered to be distinct from science fiction film and horror film, although the genres do overlap. The boundaries of the fantasy literary genre are not well-defined, and the same is therefore true for the film genre as well. Categorizing a movie as fantasy may thus require an examination of the themes, narrative approach and other structural elements of the film.

The thriller is a broad genre of literature, film, and television. It includes numerous, often overlapping sub-genres. Thrillers are characterized by fast pacing, frequent action, and resourceful heroes who must thwart the plans of more-powerful and better-equipped villains. Literary devices such as suspense, red herrings, and cliffhangers are used extensively. The thriller's rise coincides with the rise of the spy and detective pulp novels of the 1960s and 1970s. It's been one of the best cinematic vehicles for exploring the sometimes upsetting and underrepresented truths about our governments and society at large. Owing some of its biggest successes to famous filmmakers like Alfred Hitchcock, and including some of our favorite characters like James Bond, the thriller has become a popular and important part of the cinema tradition.

The western could technically be considered a sub-genre of the action film genre, in large part due to its huge popularity and its own exploits. Really, the various sub-genres within the western have essentially become classic film genres themselves. In many ways, the western genre is very much the narrative of classic Hollywood, which pulled itself up by its own bootstraps to turn a recently settled California town into a pioneer of the modern movie industry.

Many films currently do not fit into one genre classification. Many films are considered hybrids - they straddle several film genres. There are

many examples of present-day filmmakers reflecting familiar elements of traditional or classical genres, while putting a unique twist on them.

3. Decide whether these statements are true or false.

1. A historical setting is commonplace for **westerns**. A large cast of characters is also common.
2. The typical characters of **comedy film** are wizards and magical creatures with supernatural abilities.
3. The central plot (the premise of the story) of a **romantic film** revolves around the romantic involvement of the story's protagonists.
4. **Comedies** are characterized by fast pacing, frequent action, and resourceful heroes who must thwart the plans of more-powerful and better-equipped villains.
5. **Epic film** characters always include vampires, zombies, monsters, serial killers, and a range of other fear-inspiring characters. Evil forces of supernatural origin, intrude into the everyday world.
6. A **drama film** is a film that depends mostly on in-depth character development, interaction, and highly emotional themes.
7. **Action films** warm a heart and bring a smile to a viewer's face. This genre pioneers are Buster Keaton, Charlie Chaplin, and Lucille Ball.
8. The central plot of **fantasy films** revolves around conflicts between native Americans and frontier encroachments or US cavalry, hero (white hat) vs. villains or outlaws.

4. Ask all possible questions about film genres. Use the information from the text.

What...? When..? Why...? Which?

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

VOCABULARY WORK

1. Illustrate each film genre described in the text above with at least one famous movie.

Film genre	Title	Comment

2. Try to guess what type of films these people are talking about.

Alice: As far as I know, the concept of this film includes an outlaw figure fighting for justice or battling a tyrant.

Benjamin: It's my favourite genre because films usually have a happy ending. The central plot always revolves around the romantic involvement of the story's protagonists.

Helen: While watching such films the audience are able to experience what other characters are feeling. Such movies could also be therapeutic by showing how characters cope with their problems, challenges, or issues. This film genre can be contrasted with an action film which relies on fast-paced action and develops characters sparsely.

David: Movies of this genre have a large scope, often set during a time of war or other conflict, and sometimes taking place over a considerable period of time. A historical setting is commonplace. A large cast of characters is also common.

Clive: Films of this type usually involve magic, supernatural events, make-believe creatures, or exotic fantasy worlds. The Lord of the Rings is a good example of such genre.

Mary: Films from this genre are designed to elicit fright, fear, terror, disgust or horror from viewers. In film plots, evil forces, events, or characters, sometimes of supernatural origin, intrude into the everyday world. The film characters include vampires, zombies, monsters, serial killers, and a range of other fear-inspiring characters. The Phantom of the Opera and Dr. Jekyll and Mr. Hyde belong to this genre.

3. Match different types of films with their definitions.

	Genre type	Genre Description
1	War film	Films of this genre include serious, plot-driven presentations, portraying realistic characters, settings, life situations, and stories involving intense character development and interaction.
2	Horror film	This is a film genre that has an impending or ongoing disaster as its subject and primary plot device. Such disasters may include natural disasters, accidents, military/terrorist attacks or global catastrophes such as a pandemic.
3	Action film	This is a film genre concerned with warfare, typically about naval, air, or land battles, with combat scenes central to the drama.
4	Period drama	This is a slang term for the film genre dealing mainly with love and romance which is targeted to a female audience.
5	Fantasy film	This is a film genre in which the hero is pushed into a series of events that typically include violence, extended fighting, physical feats, and frantic chases.
6	Epic film	It is set in a particular historical period/a television or film production set in a particular historical period and characterized by the use of costumes, sets, and props that are typical or evocative of the era.
7	Romantic comedy	Films of this genre have light-hearted plots consistently and deliberately designed to amuse and provoke laughter (with one-liners, jokes, etc.) by exaggerating the situation, the language, action, relationships and characters.
8	Superhero film	Films of this genre often have an element of magic, myth, wonder, escapism, and the extraordinary.
9	Drama film	Films this genre are designed to frighten and to invoke our hidden worst fears, often in a terrifying, shocking finale, while captivating and entertaining us at the same time in a cathartic experience.
10	Sci-fi film	A film that deals with love in a light, humorous way.
11	Chick flick	Films are often quasi-scientific, visionary and imaginative – complete with heroes, aliens, distant planets, impossible quests, improbable settings, fantastic places, great dark and shadowy villains, futuristic technology, unknown and unknowable forces, and extraordinary monsters.
12	Comedy	Film of this genre focuses on the actions of individuals who possess extraordinary (superhuman) abilities, and are dedicated to protecting the public.
13	Westerns	Films of this genre often cover a large expanse of time set against a vast, panoramic backdrop. They take an historical or imagined event, mythic, legendary, or heroic figure, and add an extravagant setting or period, lavish costumes, and accompany everything with grandeur and spectacle, dramatic scope, high production values, and a sweeping musical score.

14	Animated film (cartoon)	Films of this genre are developed around the sinister actions of criminals or mobsters, particularly bank robbers, underworld figures, or ruthless hoodlums who operate outside the law, stealing and murdering their way through life.
15	Crime (gangster) films	(Film) a film produced by photographing a series of gradually changing drawings, etc, which give the illusion of movement when the series is projected rapidly
16	Disaster film	This is a film based on fact, documenting some aspect of life. It usually involves narration, interviews, and facts and figures.
17	Documentary film	This is the major defining genre of the American film industry. It is one of the oldest, most enduring genres with very recognizable plots, elements, and characters (six-guns, horses, dusty towns and trails, cowboys, Indians, etc.).

4. Study typical film genre characters. Which word is the odd one out? Why? Guess the genre they refer to.

- -Vampires, zombies, monsters, serial killers, time travellers, witches, demons.
- -The nerd, the wise-cracker, the jock, jewel robbers, buddies, gay best friend.
- The detective or private eye, police officer, cowboys, gangsters, criminals, robbers, murderers.
- Aliens or monsters, astronauts, saloon characters, starship pilots, explorers, robots, space pirates, clones.

5. Make up riddles describing film genres for your classmates to guess. Use patterns.

- ✓ The basic plot of such films is ... but there are many variations on the basic plot line.
- ✓ The central plot revolves around...
- ✓ Popular subjects include ...
- ✓ The typical characters are...
- ✓ Films of this genre are characterized by ...
- ✓ Films from ... genre are designed to elicit ... from viewers.

6. Fill in the blanks using information from the previous activities.

1. I love watching genre _____ films because _____
2. I hate genre _____ films because _____
3. Genre _____ films are not suitable for children because _____
4. Genre _____ films make me cry.
5. If they made a film of my life, it would be a genre _____ film because _____
6. Genre _____ films always have _____

7. Genre _____ films have the best film scores.
8. Usually, women prefer to watch genre _____ films because _____
9. Generally, men prefer to watch genre _____ films because _____
10. Most old people like watching genre _____ films because _____
11. If I were a director I would make a genre _____ film about _____
12. (Your own idea) _____

7. Guess a film.

a) Which of these descriptions match the films in the pictures?

- ___ It's a kind of sci-fi thing.
- ___ It's a chick flick.
- ___ It's a typical Hollywood blockbuster.
- ___ It's a romantic comedy film.
- ___ It's a disaster movie.



A



B



C



D



E

b) Can you think of other examples for each kind of film? Make a list.

c) Describe one from your list. Ask students to guess movie title. Use the model:

A: It's a romantic comedy action film. The film stars Angelina Jolie and Brad Pitt as a bored married couple who learn that they are both master assassins when they are sent on the same job. In the beginning...

*B: That's easy – it's **Mr. & Mrs. Smith**. OK, my turn. It's an animated film, and it's set...*

VIDEO WATCHING

1. Watch the suggested film trailers (surf the Net) and fill in the table.

#	Title	Year	Genre	Directors, Actors
1.	Jazz Singer			
2.	Gone with the Wind			
3.	Some like it Hot			
4.	Psycho			
5.	West Side Story			
6.	Godfather			
7.	Jaws			
8.	Star Wars			
9.	Tootsie			
10.	The Terminator			
11.	The Silence of the Lambs			
12.	Shindler's List			
13.	Pulp Fiction			
14.	Titanic			
15.	The Great Gatsby			

2. Choose any film from the table and present it to the class using the model.

***The Godfather** is a 1972 American crime film directed by Francis Ford Coppola and produced by Albert S. Ruddy from a screenplay by Mario Puzo and Coppola. Based on Puzo's 1969 novel of the same name, the film stars Marlon Brando and Al Pacino as the leaders of a powerful New York crime family. The story centers on the ascension of Michael Corleone (Pacino) from reluctant family outsider to ruthless Mafia boss while also chronicling the Corleone family under the patriarch Vito Corleone (Brando). The Godfather is widely regarded as one of the greatest films in world cinema – and as one of the most influential, especially in the gangster genre.*

SPEAKING

What are your movie preferences? Discuss with your partner.

Tell about a film...	
Student A	Student B
1. ... with a cool heroine. What is she like?	1. ... with a handsome hero. What is he like?
2. ... with a character you hate. Why do you hate him / her?	2. ... with a character you love. Why do you love him / her?
3. ... with a happy ending. What happens?	3. ... with a sad ending. What happens?
4. ... with a cliff hanger ending. What happens?	4. ... with a twist at the end What happens?
5. ... with a good beginning but an unsatisfying ending. Why did you think the ending was unsatisfying?	5. ... with a cool villain. What is he or she like?

6. ... with great special effects but a boring plot. How can the plot be improved?	6. ... with [your own idea]
7. ... an amazing film score. What does it sound like?	7. ... which is set in another country. Where is it set?
8. ... with [your own idea]	8. ... which is about a problem. Do they solve the problem?
9. ... which is set in the future. What happens?	9. ... which was not expensive to make, but became very popular. Why is it so popular?
10. ... which is about a controversial topic. What do you think of this film?	10.... which taught you something. What did you learn?
11. ... which is [your own idea].	11.... which is [your own idea].

LISTENING “Talking About Historical Films”

1. You are going to listen to different people sharing their impression about various historical films. What is your attitude to historical movies?

Glossary:

-**prejudice** (to be prejudiced against smb) – an unreasonable dislike of a particular group of people or things, or a preference for a one group of people or things over another. *E.g. There was a deep-rooted racial prejudice long before the two countries became rivals and went to war.*

- “**chemistry**” – the complex emotional or psychological interaction between people. *E.g. I think there relations are doomed. There is no chemistry between them.*

- **to have a powerful effect on somebody** = to produce a lasting impression on smb. *E.g. The movie had a very powerful effect on me.*

-**to feel shell-shocked** = to feel shocked or confused because of a sudden alarming experience. The term originated during WW I and has been used to refer to the traumatic effect of battle on troops. *E.g. 1) He told shell-shocked investors that the company needed still more money to survive the year. 2) The wounded soldier had a dazed thousand-yard stare, a frequent symptom of “shell-shock”.*

- **a close-up / a distant shot** = movie making techniques when a film shot is taken at close / distant range. *E.g. The movie had particularly good close-ups, but its distant shots leaved much to be desired.*

- **one’s social standing** = a person’s status in society. *E.g. Rebecca Sharp was quite an ambitious girl, so she was extremely eager to improve her social standing by hook or by crook.*

- **to fall out with smth.** = to have an argument with smn. and stop being friendly with them. *E.g. She’s fallen out with her husband, so she doesn’t speak to him.*

- **to take one’s revenge on** smb. = to hurt someone in return for being hurt by that person. *E.g. The main hero swore to take (his) revenge on his enemies.*

- **to work out nicely in the end** = if a problem or complicated situation works out, it gradually gets better or gets solved. *E.g. I’m sure everything will work out in the end.*

- **to do smb justice / to do justice to** smb. = to show to full advantage. *E.g. The movie didn’t do justice to the book.*

- **to face into the night** = to have one’s face open to the night wind. *E.g Kate and Leo stood on the very bow of the ship facing into the night.*

2. Listen to two women talking about historical films they have seen.

Complete the summary.

The first film, *Ghandi*, is (1) _____ in India. It's the story of one man's (2) _____ and how he leads his country to (3) _____ and overcomes (4) _____ and hatred. The woman's favourite scene is where the main character makes a powerful (5) _____.

The second film, *Elizabeth*, is mainly about Queen Elizabeth the First's reign and her complex (6) _____. The woman's favourite scenes involve the queen and her (7) _____ because she enjoys the (8) _____ on screen between the two actors.

3. Listen to five people talking about various historical films. Match the speakers (1-5) to what they say about the films (A-H).

- | | |
|---|----------------|
| A. It was different from what I'd expected before I saw it. | Speaker 1 ____ |
| B. It has a personal connection for me. | Speaker 2 ____ |
| C. Most people remember one particular scene from it. | Speaker 3 ____ |
| D. I liked it so much that I saw it over again. | Speaker 4 ____ |
| E. I remained affected by it for some time after I'd seen it. | Speaker 5 ____ |
| F. One particular scene affected me emotionally a great deal. | |
| G. The acting is the most impressive aspect of it. | |
| H. I found elements unrealistic. | |

4. Discuss with your partner.

1. Which historical films have you seen and enjoyed? Was it factually accurate?
2. Were there any scenes that affected you emotionally? What was so impressive about them?

PROJECT WORK

1. Using Internet Recourses make the research about the development of any film genre in the USA, Great Britain, and Ukraine. Present your report in the class.

2. "What is your favourite film genre and why?" Explore the Ukrainians preferences in movie genres. Conduct the study to reveal most/ less/ popular/ favourite genre among men/ women, children/youth/adults. Develop survey questions using free online survey software and questionnaire tool (Google forms, Mentimeter, Polleverywhere). Share your finding with the class, using a computer presentation program.

ONLINE WRITING

Text a message to your friend where you invite him/her to watch a film of your favourite genre. Be polite if he/she doesn't agree and find alternatives together. Share the screenshot of your correspondence in the class chat on Viber, Telegram, etc.

ENGLISH LANGUAGE TEACHING CLUB

Create a short, entertaining video/post on today's topic where you reflect on one thing which impressed you most of all, either new vocabulary items or your wonderful thematic ideas or classroom atmosphere or teaching style, whatever. Let it become a memory! Hashtag it #sumdpu #makarenkouniversity #sumymakarenkouniversity and post it on any networking social platform. Share your reels/posts in the class chat on Viber, Telegram, etc. Have fun while watching/reading them!

☆ SPOTLIGHT ON PROFESSION

Imagine that you are a secondary school teacher of English. Make up an exercise to drill your pupils in film genres. Accompany the tasks with communicative setting, detailed instructions, and passport of the exercise. Use digital tools such as Wordart, Padlet, Quizlet LearningApps, Bookcreator Ourboox, Jamboard, Wordwall, Blendspace, ThingLink, Mentimeter, Polleverywhere, Socrative, Edmodo, Projeqt, TED-Ed, Kahoot!, etc.

My Movie Preferences

VOCABULARY WORK

1. How many different kinds of movies can you write in English? Make a list!!!

	dragged-out love story
	close to life film showing real events
	serial showing life in a humorous way
	film full of violent and horror scenes
	romantic film about love affairs
	story appearing in parts on TV
	film about American cowboys
	film for adults
	continuation to the story
	film using animation techniques
	film about adventures
	film about crime and its investigation
	funny film
	action-packed film
	film about historic times and events

2. What is your favourite genre (type) of movie? Which type do you enjoy most? Why? How does it make you feel? Express your ideas using the table.

- <i>To tell you the truth, I'd rather watch..... with... ending</i> <i>-I don't mind... but I much prefer....</i> <i>-Given the choice, I'd sooner watch....than....</i> <i>-On balance, I'd prefer to watch...rather than...</i> <i>-.....doesn't hold my interest. I'd much rather watch....</i> <i>-I can't stand.....</i> <i>I find them really predictable/ corny/tedious/depressing.</i> <i>-Some...are alright, but generally I prefer..... I find them much more moving/ entertaining/ enjoyable/ powerful/ charming/ insightful/ amusing/ thought-provoking.</i>	serials soap operas melodramas/ tear jerkers documentary films adventure films horror films sitcoms cartoons/ animated films westerns detectives/ crime films sequels X-rated films comedies historical films actions	It	reveals my happiness personality. helps me cope with everyday problems. gives me a new lease of life. nourishes and gives me food for thought. makes me glad to be alive makes me feel full of tension/sit on the edge of my chair. recharges my batteries. just entertains, amuses. makes me laugh /cry /tremble /scream/smile/fall asleep/scared/ amused/entertained. provides me with ideas. helps understand and overcome the difficulties ahead. relieves pressing anxieties of the day gone. fulfils my emotional and social needs. distorts the image of reality and numbs my mind. helps me escape from reality.
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3. What makes each genre of a film worth seeing? Continue the list.

- a happy/sad/unpredictable ending
- a complicated plot
- unexpected plot twists
- a simple storyline
- an action-packed plot
- political or social message
- true-to-life characters

4. Work in pairs and talk about films you like/dislike watching.

SPEAKING

1. Imagine that you are trying to persuade your roommates to watch what you want tonight. Work in groups of 4. Choose any card from 1 to 4 and make everyone agree with your sensible choice. Vote for the most persuasive orator.

Card 1. You want to see a kids' movie. You don't want to see a romantic movie.

You are in the mood for a kids' movie. You want to watch something light that isn't too serious. You definitely don't want to see a romance. They are always so dramatic. Plus, they sometimes make you cry, and you don't want to be embarrassed in front of your friends. You are okay with anything as long as it isn't too serious like a romantic movie. Your goal is to get everyone to see a kid's movie. **Role**

Card 2. You want to see a comedy. You really don't want to see an action movie.

You want something light-hearted and not serious. You just want to laugh. You don't want to see an action movie. You aren't in the mood to see a bunch of violence and killing today. You are okay with watching any movie as long as there are some jokes in it and not too much violence. You don't want to watch anything serious. Your goal is to get everyone to watch a comedy. **Role 1**

Card 3. You want to see an action movie. You don't want to see a kids' movie.

You really love action movies. The more action the better. You are okay with any movie as long as it has a lot of action in it. But you don't want to watch a kids' movie. They are always so childish and silly. Sometimes there is some action, but it's just not the same when it's a cartoon. Plus, they can't put in really violent action scenes because they are meant for kids. Your goal is to get everyone to see an action movie.

Card 4. You want to see a romantic movie. You don't want to see a comedy.

You are really in the mood to see a romantic movie. Something really dramatic. You aren't in the mood for a silly comedy. You want something emotional. A romantic comedy might be okay if it isn't too silly, but you would prefer a dramatic love story. If there are no romantic movies, you want something serious and dramatic. Your goal is to get everyone to watch a romantic movie.

2. Is it difficult to choose a film to watch? Look at the extract. Where is it taken from? Look through the text and say what you would choose if you like comedies; if you enjoy documentary films; if you want to know what is happening around the world. Discuss with your partner what is good on TV tonight and choose anything for joint viewing. Justify your choice. Use the table below.

Thursday 12th May

CHANNEL "4U"

- 6:00 ***Friends*** Joey and Chandler leave baby Ben on a bus in this laugh-a-minute episode
- 6:30 ***Big Brother*** Watch them sweat as they wait to see who's been voted out of the house
- 7:00 ***Channel Four News***

- 7:30 **Speed Machines** The history of speed and the titanic battle in 1920s and '30s to break the land speed record
- 8:30 **Who Wants to Be a Millionaire?** Once again, contestants test their knowledge and compete for the grand prize of \$ 1,000,000
- 9:30 **ER** in this week's dramatic episode a fire fills the emergency room at County General and Lewis has to give bad news to a young cancer patient
- 10:00 **The Firm** Thriller about corruption in a top law firm, starring Tom Cruise

<i>In my view, In my opinion, To my mind, Personally, I think Speaking about me,</i>	<i>..... (e.g., channel four news)</i>	to be	really amazing dreadfully disappointing thoroughly enjoyable exceedingly poor absolutely worthless totally satisfying
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<i>..... (E.g., channel four news)</i>	dwell(s) on deal(s) with depict(s) present(s) tell(s) of	politics social issues family affairs sex and violence simple storylines love affairs suspense mystery
Memorable Captivating Superb Amusing Entertaining Powerful Gripping Run-of-the-mill Dragged-out Slow-moving Obscure Vulgar Depressing Violent	<i>..... (directing acting soundtracks special effects photography plots scenery and costumes)</i>	make(s) movies worth seeing leave(s) a deep and lasting impression on the audience leave(s) the audience cold give(s) a magnificent performance create(s) a true-to-life image win(s) a universal acclaim make(s) a hit with the public are(is) empty of serious content are(is) not without flops mar(s) films

LANGUAGE FOCUS

1. Study the suggested adjectives to describe a film.

Predictable= It is obvious in advance that it will happen.

Poignant= evoking pity, compassion, etc.; emotionally touching or moving. Something that is poignant affects you deeply and makes you feel sadness or regret.

Moving= arousing or touching the emotions. If something is moving, it makes you feel strongly an emotion such as sadness, pity, or sympathy.

Touching=evoking or eliciting tender feelings.

SYNONYMY NOTE:

moving implies a general arousing or stirring of the emotions or feelings, sometimes, specif., of pathos [her moving plea for help]; **poignant** is applied to that which is sharply painful to the feelings [the poignant cry of a lost child]; **touching** is used of that which arouses tender feelings, as of sympathy, gratitude, etc. [her touching little gift to me].

Chilling= frightening.

Awesome =wonderful; impressive; excellent, outstanding.

Gripping= holding the attention or interest intensely; fascinating; enthralling.

Creepy= 1) having or causing a sensation of repulsion, horror, or fear, as of creatures crawling on the skin 2. slow-moving.

Dull= not interesting or exciting.

Electrifying = thrilling.

Brilliant= excellent, great [informal], good, fine. A brilliant person, idea, or performance is extremely clever or skilful.

Horrific= provoking horror, horrifying, shocking [informal], appalling, frightening.

Fast-paced= moving or developing (happening) very quickly.

Weak =it is not convincing or there is little evidence to support it, not successful.

Unforgettable = impossible to forget; highly memorable, extremely beautiful, enjoyable, or unusual, so that you remember it for a long time; forceful, shocking You can also refer to extremely unpleasant things as unforgettable.

2. Would you like to see a film described in any of the following ways? Why? Why not? Explain your decision to the partner. Choose three adjectives to describe.

- ✓ *The first film you remember seeing*
- ✓ *A film that was shown at your school*
- ✓ *A film you watched on a plane or ship*
- ✓ *A war film you have seen*
- ✓ *A film you have seen many times*

3. Complete the sentences below with the most appropriate adjectives.

1. 'I knew exactly how the film was going to end. It was so ...'
2. 'It's about the relationship between a dying grandfather and his grandson. It's really ...'
3. 'It was such a sad story. I found it very ...'
4. 'The way that he helped his wife recover after the accident was really ...'
5. 'At the end, he takes revenge by shooting everyone. It's ...'
6. 'He gave an amazing performance. I thought he was absolutely ...'
7. 'I was on the edge of my seat all the way through. It was absolutely ...'
8. 'The main character is this strange old man who wears black. He's really ...'

9. 'The pace was slow and not much happened. I'd describe this film as ...'
10. 'You can't take your eyes off him. His performance was ...'
11. 'The plot is really clever. You could never guess the ending. It's ...'
12. 'The film was really bad.in fact I'd go so far as to say it was ...'
13. 'It was non-stop action all the way through. I love films that are ...'
14. 'He wasn't good. I'd describe his performance as a Bond villain as ...'
15. 'It's just about the best film I've ever seen. It's ...'

4. Study expressions which are helpful while talking about movies.

It was **heart-warming** (=inspiring sympathetic feeling : cheering) and **a total laugh riot**.(= An extremely amusing or entertaining person or thing).

E.g. *The movie is a heart-warming story about a boy and his dog.*

The special effects were **breath-taking** (incredible).

It **made my blood run cold**. = It was extremely scary. (It chilled my blood).

It **gave me food for thought**. =It was an extremely thought-provoking movie.

It **kept me on the edge of my seat right up to the end**. (= Excited, nervous, or filled with suspense while one waits to find out what happens next). E.g. *It's not going to win any awards, but the film certainly kept us on the edge of our seat from star to finish.*

5. Use these expressions to talk about:

A film that made you cry

A film that made you scared

A film you watched with a boy / girl friend

A film you walked out of before the end

A film you have always wanted to see but haven't seen yet

A film that you watched after reading the book

A film whose soundtrack you really like

5. Which films that you have recently seen can be characterized as...

❖*Strong, extremely moving and beautifully directed and acted.*

❖ ...*Winner of the special jury Prize at Cannes this film is compulsively interesting on many levels. It impresses greatly thanks to superbly directed set-pieces, strong performances and a nice line in subtle humor.*

❖ ...*And again there are the breathless, impressively naturalistic performances, sharp sense of pace and marvelous use of music to define mood, time and space. Not a great film, but touching, well-observed, unpretentious.*

❖ ...*Dreadfully predictable this film has neither credibility, nor sense. Routine scene follows routine scene, embellished by endless, shallow performances from all-star cast.*

❖ ...*There are all kinds of movies. Movies that entertain, that frighten, that excite, that thrill, that move, that make you laugh and that make you think. This one cannot be accused of being any of these- although there are a few jokes at which you may find yourself smiling.*

LISTENING “Movie Preferences”

1. Movie rental is very popular with the Americans. People rent DVDs for quiet family home evenings or lively parties. Mark and Kathy are going to host a party, so they need a couple of good movies. Before listening study the glossary.

Glossary:

to have something in mind = to think about something. E.g. What activities do you have in mind for tomorrow’s picnic?

to be crazy about something = to like something very much. E.g. Carla is crazy about rock music.

2. Listen to the recording and choose if the woman likes or dislikes each kind of movie.

1. Action _____ 2. Comedies _____ 3. Horror _____

4. Romance _____ 5. Foreign _____

3. Discuss with your partner.

1. How do your own movie preferences compare with the Kathy’s likes and dislikes in the conversation?

2. Think of words or phrases to describe the following genres of movies: action, anime, classics, comedy, drama, documentary, foreign, horror, musicals, romance, science fiction, thrillers. *E.g. In opinion documentaries are informative, but not very spectacular.*

3. Discuss your preferences for each type of movie in a dialogue form.

ONLINE WRITING

Find a cinema aficionados club on Instagram/Facebook, etc., and post comments beneath the last post expressing your movie preferences. Be ready to react to the comments. Share the screenshot in the class chat on Viber, Telegram, etc. Discuss whose comments were the most relevant to the topic under discussion. Why?

ENGLISH LANGUAGE TEACHING CLUB

Create a short, entertaining video/post on today’s topic where you reflect on one thing which impressed you most of all, either new vocabulary items or your wonderful thematic ideas or classroom atmosphere or teaching style, whatever. Let it become a memory! Hashtag it #sumdpu #makarenkouniversity #sumymakarenkouniversity and post it on any networking social platform. Share your reels/posts in the class chat on Viber, Telegram, etc. Have fun while watching/reading them!

☆ SPOTLIGHT ON PROFESSION

Imagine that you are a secondary school teacher of English. Make up an exercise initiating a monologue/dialogue of your pupils about their movie preferences. Accompany the tasks with communicative setting, detailed instructions, and passport of the exercise. Use digital tools such as Wordart, Padlet, Quizlet LearningApps, Bookcreator Ourboox, Jamboard, Wordwall, Blendspace, ThingLink, Mentimeter, Polleverywhere, Socrative, Edmodo, Projeqt, TED-Ed, Kahoot!, etc.

Action Movies

VIDEO WATCHING

1. Discuss the questions below with your classmate. What have been the most popular action movies in your country in recent years? Try to think of some famous heroes and villains from action movies. What is your opinion of these types of movies? Explain.

2. Watch the trailer for the action movie The Legend of Tarzan. Listen carefully, and then answer the questions below.

- At the start of the trailer, what information does the man give about his family?
- What does the villain need the woman to do? Why?
- At the end of the trailer, what theory does the woman express about men?

3. Discuss with your classmate.

- In what way is the story of this trailer typical of the stories represented in action movies?
- Would this trailer convince you to see the movie? Explain.

READING

1. Read the text and decide the correct position (1–5) for the missing sentences (a–e) below.

How To Make an Action Movie

The plots of action movies can be complex or simple but they generally share the same basic elements. Most importantly, the movie needs a hero and a villain. The hero needs to be likable, perhaps unconventional and physically competent. Of course, it also helps if they have the full lips and defined bone structure of a fashion model. (1) _____ In some movies, the heroes and villains are entire groups of people. While these risks confusing the viewers somewhat, it does allow the movie studios to raise their merchandise profits – why include just one superhero when The Avengers had five? (2) _____ This could range from a hero's innocent loved one to an entire planet of people who are unaware that some villain is

about to blow them all up. Speaking of blowing people up, any well-made action movie is going to need explosions. Lots of them. (3) _____ Unless, of course, it's directed by a more old-school type of director who rejects computer graphics in favour of stunt performers jumping out of burning cars. A good director will also make sure not to blow up the car until the end of a long pursuit. (4) _____ And at the end of it all, let's not forget the inevitable fight, the archetypical battle of good versus evil. (5) _____ Usually, yes, but that doesn't stop the audience from biting their nails as well as their popcorn.

- a) *Will our hero win?*
- b) *Apart from righteous warriors, there also need to be victims to be saved.*
- c) *What would an action movie be without a thrilling chase, whether in cars, spaceships or through a forest on foot?*
- d) *As for the villain, well you've guessed it: the more despicable the better.*
- e) *To enable this, it's also going to need special effects.*

2. Find the action movie vocabulary from the reading text to complete the table below.

	(noun) a dangerous action which requires a lot of skill to complete
	(adj) an expression to describe a person who prefers the traditions of the past
	(adj) a person who is very bad, even terrible
	(compound noun) a person who you feel very close to
	(noun/verb) the act of quickly following a person in order to catch him/her
	(noun) the basic story of a movie
	(adj) very exciting
	(compound noun) visual illusions created by computer graphics and cameras
	(phrasal verb) to explode
	(noun/adj) the opposite of 'good'

VIDEO WATCHING

1. Watch the trailer for the movie Hunger Games: Catching Fire. This is the second movie in the Hunger Games series. Listen carefully, then answer the questions below.

- a. How does the hero's little sister feel about the Games?
- b. How does the villain threaten the hero?
- c. What advice does the hero receive? (there is more than one answer)

2. Discuss with your classmate(s).

Look back at the text entitled 'How to make an action movie'. How many elements from the text were included in this trailer? Would this trailer convince you to see the movie? Explain.

VOCABULARY WORK

1. This table contains words to create compound adjectives which describe action movies. Connect the words with a hyphen to complete the ten sentences below.

A	B
nail	blowing
fast	fetches
action	budget
big	studded
thought	friendly
star	packed
family	boggling
mind	paced
mind	biting
far	provoking

1. To tell the truth, I found the movie a little too _____ - _____ towards the end. There were so many stunts and explosions that I sort of forgot the basic story.
2. Despite all the explosions and special effects, I found Inception quite _____ - _____. It really made me reflect on where our society is going.
3. The movie was so _____ - _____ that I was afraid to blink in case I missed something! The two hours just flew by.
4. We follow James Bond through various adventures, leading the movie to a _____ - _____ finish which had the whole audience on the edge of their seats.
5. I thought the ending was rather _____ - _____, to be honest. I mean, the car exploded with the hero inside – how can we believe that he survived?!
6. The special effects in the new Star Wars were absolutely _____ - _____. I've never before seen a movie with such an amazing use of 3D technology.
7. I'm not really a fan of _____ - _____ Hollywood productions. They spend all that money to create something so formulaic and boring. I much prefer small-scale, independent movies.

8. I don't really care if a movie is _____ - _____ or not. Having big-name Hollywood actors is no guarantee that it's going to be actually enjoyable.
9. I wanted to see the new Tarantino film, but my 10-year-old brother decided to come to the cinema too so we needed to choose a more _____ - _____ movie.
10. I have to admit that I found the plot completely _____ - _____. There were so many characters and so many confusing sub-plots that I had no idea what was happening most of the time.

SPEAKING

Talk to your classmate about action movies. Choose two action movies that you have seen (if you need help, look at the suggested movies in the box below). For each movie, talk about as many elements as possible from the following:

Characters	Story	Your opinion
• The hero • The villain • The victim(s)	• The hero's objective • The pace • The action: stunts, battle, chase, special effects	• Parts of the movie that you liked • Parts that you disliked • Rate the movie out of 5

Suggested action movies

- Superhero movies: Batman / The Avengers / Iron Man / Captain America / Thor / Superman / Spiderman
- Action movie series: Indiana Jones / Die Hard / Terminator / Divergent / Star Wars / James Bond / Mission Impossible / The Fast and the Furious
- Stand-alone action movies: Gladiator / Inception / Kill Bill / Charlie's Angels

ONLINE WRITING

Decide on an action film everyone has seen. Find its trailer on the Net. Write comments beneath it. Share the screenshot in the class chat on Viber, Telegram, etc. Discuss whose comments were the most relevant to the topic under discussion. Why?

ENGLISH LANGUAGE TEACHING CLUB

You are going to create your own action movie trailer. Work in groups of four.

Step 1

In each group, roll the dice and highlight the corresponding description in each of the four areas.

e.g. hero = 2; villain = 1; victim(s) = 4; key content = 1

Your hero 1. Trixie: a 7-year-old girl with a kung-fu obsession 2. Pete: a shy, nervous Chemistry student in his early 20s 3. Helga: a former Olympic weightlifter who now lives alone with her cats 4. Gregory: an 85-year-old pensioner who likes cups of tea and international espionage 5. Casandra: supermodel by day, astrophysicist by night 6. Percy: former member of a world-famous boyband with a secret power	Your villain 1. Henry: the spoiled 10-year-old son of the President of the United States 2. Cristiano: a handsome billionaire businessman whose only love is money 3. Dorothy: a sweet, 90-year-old lady who has a secret obsession with starting fires 4. Stephanie: an aspirational young banker who would do anything for designer shoes 5. Bob: an ex-policeman who now believes that he can communicate with trees 6. Daphne: a nature-loving hippie who would do absolutely anything to protect the planet
Your victim(s) 1. younger brother 2. a famously cute internet cat: Lovely Cat 3. the entire population of the world 4. the residents of east-side New York 5. the Queen of England 6. popstar Justin Bieber	Key plot content 1. the mafia 2. a tattoo with a secret message 3. Formula 1 car racing 4. a billionaire's yacht 5. an earring with magic powers 6. telepathic shark

Step 2

In your group, imagine what the movie will be like. Brainstorm the items below.

- Basic plot
- Movie title
- Famous actors who will star in it.

Step 3

Write a short script for the trailer of your movie. Your trailer will only last for 30–60 seconds, so the script only needs to be a short paragraph. Try to use some of the vocabulary from this lesson.

Example: (e.g. hero = 2; villain = 1; victim(s) = 4; key content = 1)

Title: Chemical Catastrophe

'Pete is just an ordinary Chemistry student, excited by things like molecular structure and trips to the library. That is until one day when he accidentally creates a substance with the power to blow up the entire east side of New York City! He tries to hide the deadly chemical, but suddenly the mafia find out about it. They steal it and give it to their secret leader, Henry, the despicable ten-year-old son of the President. Can Pete stop Henry before it's too late? Andrew Garfield stars as Pete in this mind-blowing adventure. Chemical Catastrophe. Release date, 30th May.'

Step 4

Make the trailer using the video camera on your phone.

a. In your group, decide what scenes the trailer will include. Act out the scenes and record them. You might want to include some props (e.g. if your trailer requires a dinosaur, you could draw one on the whiteboard before you start filming).

b. How to add your script (from Step 3):

If you are simply using the video function on your phone, one member of the group will need to read the script as the trailer is being filmed.

Alternatively, there are many free apps (e.g. FilmoraGo) which allow you to film the trailer and then add a voiceover afterwards.

c. When you have created your video, show it to the rest of the class. If you wish, you could upload your video to social media. Make sure to tag it #sspu #sumdpu #makarekouniversity #sumymakarekouniversity and post it on any networking social platform. Share your trailers in the class chat on Viber, Telegram, etc. Have fun while watching them!

☆ SPOTLIGHT ON PROFESSION

Imagine that you are a secondary school teacher of English. Suggest your pupils 2-3 vocabulary tasks within the topic. Accompany the tasks with communicative setting, detailed instructions, and passport of the exercise. Use digital tools such as Wordart, Padlet, Quizlet LearningApps, Bookcreator Ourboox, Jamboard, Wordwall, Blendspace, ThingLink, Mentimeter, Polleverywhere, Socrative, Edmodo, Projeqt, TED-Ed, Kahoot!, etc.

The Role of Cinema in Our Life. TV and Cinema. Their Impact on People

QUOTATION WORK

What do you think this quotation mean? What is the key word in each quotation? Is there anything you can learn from these quotes (about how you should live your life)?

“Movies can and do have tremendous influence in shaping young lives in the realm of entertainment towards the ideals and objectives of normal adulthood”.

Walt Disney

“The cinema substitutes for our gaze a world more in harmony with our desires.”

André Bazin

“We love films because they make us feel something. They speak to our desires, which are never small. They allow us to escape and to dream and to gaze into the eyes that are impossibly beautiful and huge. They fill us with

longing. But also they tell us to remember; they remind us of life. Remember, they say, how much it hurts to have your heart broken”.

Walt Disney

“Cinema affects everything, from the way I get dressed to how I build my stages”.

Paloma Faith

“You know what your problem is, it's that you haven't seen enough movies - all of life's riddles are answered in the movies”.

Steve Martin

“Film is more than the twentieth-century art. It's another part of the twentieth-century mind. It's the world seen from inside. We've come to a certain point in the history of film. If a thing can be filmed, the film is implied in the thing itself. This is where we are. The twentieth century is on film. You have to ask yourself if there's anything about us more important than the fact that we're constantly on film, constantly watching ourselves”.

Don DeLillo

2. What is your attitude to contemporary cinema art? Share your ideas using the tables below.

<i>In my view,</i> <i>In my opinion,</i> <i>To my mind,</i> <i>Personally, I think</i> <i>Speaking about me,</i>	modern movies modern cinema	to be	really amazing dreadfully disappointing thoroughly enjoyable exceedingly poor absolutely worthless totally satisfying
--	--------------------------------	-------	--

Cinema Movies	dwell(s) on deal(s) with depict(s) present(s) tell(s) of	politics social issues family affairs sex and violence simple storylines love affairs suspense mystery
------------------	--	--

Memorable Captivating Superb Amusing Entertaining Powerful Gripping Run-of-the-mill Dragged-out Slow-moving Obscure Vulgar Depressing Violent	directing acting soundtracks special effects photography plots scenery and costumes	make(s) movies worth seeing leave(s) a deep and lasting impression on the audience leave(s) the audience cold give(s) a magnificent performance create(s) a true-to-life image win(s) a universal acclaim make(s) a hit with the public are(is) empty of serious content are(is) not without flops mar(s) films
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READING

1. Read the quotation.

Andy Warhol: *“It’s the movies that have really been running things in America ever since they were invented. They show you what to do, how to do it, when to do it, how to feel about it, and how to look how you feel about it.”*

- What do you think this quotation mean?
- What is the key word in this quotation?
- What circumstances do you think prompted the speaker to say this?
- Do you agree with the speaker? Why (not)?

2. You are going to read the text “Influence of Film on Modern Society”.

Before you read discuss the following:

- a. What does the title tell you about the plot of the text?
- b. The following words and phrases appear in the text. In what context do you think they will occur?
 - shaping the social culture;
 - Metro Goldwyn Mayer;
 - holds the record;
 - skewed information;
 - cultural value.

3. Read the text to see which of your guesses in a) and b) were correct.

Influence of Film on Modern Society

The film industry has grown and evolved rapidly since its inception in the early 1900’s. Over the years, it has gained the attention of every culture in every part of the world. These days, thanks to Hollywood, it is instrumental in shaping the social culture by transforming the viewers’ opinions or swaying them one way or another. The idea that a film can have such an enormous impact on people can be difficult for some, however, this same impact can also be a great tool when used properly and for the right reasons.

Rise of the Giants

The roaring 1920’s gave us five major movie studios from the Hollywood area. These studios included Metro Goldwyn Mayer, Paramount, Warner Brothers, 20th Century Fox, and RKO Radio. Their growth gave rise to movie viewings and the overall popularity of this form of entertainment.

The question is, does such a sudden rise in the popularity of movies impact the viewers’ opinions around the world. Moreover, why are movies considered to be a mass communication medium and in what ways? To answer the above questions, we need to examine a few areas.

Mass Communication

The term ‘mass’ suggests great volume. It also refers to the extent and reception of messages/communication. Communication is where movies come into play. It entails understanding the meaning and receiving the message. Put together, mass communication is the distribution of an idea or message to a large number of people.

Films fit perfectly into this description. Just examining the revenues some of these movies generate attests to their popularity around the world. The movie Titanic holds the record as the world’s highest grossing movie at almost two billion dollars. There are many more movies that made close to the one billion dollars.

Films do have an impact on people. The tricky part is to understand why and how. One way of looking at movies as a medium of mass communication is to observe how they convey information.

Influence on Culture

Some movies portray historical events. These movies are like history lessons to the audience since they show something we were not able to witness or take part in. Consider war movies such as The Tuskegee Airmen and Memphis Belle. Though not one hundred percent accurate, both depict actual events of historical wars. They are examples of how movies can teach the newer generations about what their distant relatives did for their country.

Another type of informative movies describes the cultures and societies around the world. City of God is a prime example. These movies show the hardships that people in other countries face in their day-to-day lives.

Again, these are just two simple examples of how movies can be learning tools for a mass audience. Of course, the opposite can and often does happen as well. I am referring to the so-called ‘informative’ movies that present skewed information. When people accept the presented information as absolute truth, they form baseless opinions.

Advertising and Marketing

Movies also play an important role as advertising grounds. Companies pay large sums of money for their product names to appear in movies. This form of advertisement is very popular and works because people see their favorite actors using these products and imitate them. Fans mimic their idols in how they dress, eat, even act.

Looking at a different aspect of how movies influence American culture, we look at the idea of violence used in movies. As time has gone on, we see violence appearing more often and more graphically within movies. This can have a huge influence on people in a couple different ways.

Life Imitating Art

A boy once had his friends bury him, head first, in a sand box to imitate something he had seen on an anime show. People, especially children, act out what they see. There have been other stories of children acting out violence they had seen movies leading to injuries and death.

Besides acting out, repeated graphically violent scenes lead to desensitization. Each year the media industry raises the bar of gore, abuse, and gun violence to shock the viewers. As violence becomes more common, children become more aggressive and desensitized to the images they see.

We have now seen both the positive and negative effects of movies on the society. Now let's consider how the society affects a film's cultural, ethical, social, and aesthetic values.

Creating a Culture

In order to appeal to the segment of the masses, filmmakers take the cultural value of that section of society into account. Take, for example, the teen movies. These typically contain features such as conversations at the school lockers (Dazed and Confused), prom (Carrie), cheerleaders (Porky's), the shopping mall (Mall Rats), the juvenile delinquent gang (Rebel without a Cause) and the sensitive, alienated teenage hero (Rebel).

Another place we see filmmakers influenced by the society is when they depict foreign cultures. For example, City of God tells the story of a lower class section of Rio de Janeiro. The filmmakers emotionally tied the American viewers to the movie by beautifully demonstrating the cultural values of the city.

Even ethical values came into play in the above movie. With a corrupt government and police system, people within this area grew up knowing that they could die at any point. They lived in a fear that we just do not understand.

Providing Fantasy

Another example of how ethical values influence movies is the filmmakers' take on greed or money. They make movies with rich characters, living perfect lives, like Richie Rich. Through the movie, the viewers can transport themselves into a fantasy. Conversely, certain movies may contain lessons about greed. In No Country For Old Men, the main character's greed hurts him and his family.

In summary, movies have the capacity to influence society, both locally and globally. But the society, its trends, and people's reactions to those trends influence the movies. In each case, the influence can be positive or negative.

4. Answer the question: What is the topic of each paragraph?

5. Decide whether the statements are TRUE or FALSE.

- 1) Films fit perfectly into the description of mass communication as the distribution of an idea or message to a large number of people. T/F
- 2) We can see only negative effects of movies on the society. T/F
- 3) Violence can have a huge influence on people in a couple different ways. T/F
- 4) One way of looking at movies as a medium of mass communication is to observe how they convey information. T/F
- 5) Movies have not the capacity to influence society, both locally and globally. T/F

6. Study the Essential Vocabulary of the text. Fill in *to/ on/ into/ out*. Explain the meaning of the vocabulary and then make up your own sentences.

- a) to come _____ play
- b) to act _____ violence
- c) to transport oneself _____ a fantasy
- d) a history lesson _____ smb
- e) to take _____ account
- f) to attest _____
- g) to have an impact _____ smb / smth

7. Translate the following words/word combinations into Ukrainian and try to explain them. What are these words/ word combinations used to talk in the text?

- to grow and evolve rapidly
- an inception
- to gain the attention of every culture
- to shape the social culture
- to transform the viewers' opinions or sway
- to have an enormous impact on people
- to be a great tool when used properly
- to give rise to smth
- to entail
- to have an impact on people
- a history lesson to smb
- so-called "informative" movies
- to mimic

- to become more aggressive and desensitized to smth
- to take on greed or money

9. Match the words in 1-10 with their complements in a-j. Explain their meaning and find them in the context.

- | | |
|---------------------|---|
| 1. to lead | a) for a mass audience |
| 2. to raise | b) to desensitization |
| 3. to have a huge | c) information |
| 4. to take cultural | d) opinions |
| 5. skewed | e) the record |
| 6. a learning tool | f) value into account |
| 7. to fit perfectly | g) influence on smb |
| 8. a sudden rise of | h) into a description |
| 9. to form baseless | i) the popularity of movies |
| 10. to hold | j) the bar of gore, abuse, and gun violence to shock the viewer |

9. Find the synonym(s) for each of the following words.

- | | |
|--------------------|------------------------|
| 1. an inception | a. to evolve |
| 2. baseless | b. to attest |
| 3. value | c. skewed |
| 4. an influence | d. juvenile |
| 5. the bar of smth | e. to sway |
| 6. desensitization | f. history lessons |
| 7. to entail | g. movie viewings |
| 8. enormous | h. aesthetic values |
| 9. to gain | i. informative' movies |

10. Answer the following questions.

1. What purpose do you think the writer hoped to achieve when writing this text? Has he or she succeeded?
2. Why are movies looked at as a medium of mass communication?
3. Why does the writer think that the idea that a film can have such an enormous impact on people can be difficult for some, however, this same impact can also be a great tool when used properly and for the right reasons? Do you agree? Why or why not?
4. How do films reflect different cultures? Give the example(s).
5. Comment on the statement: "Movies have the capacity to influence society, both locally and globally".

SPEAKING

1. Match the types of films with their influence on the audience. Explain your choice.

serial	to provide with ideas
soap opera	to help understand the difficulties ahead
melodrama/ tear jerker	to relieve pressing anxieties
documentary	to stimulate fantasies
adventure film	to tap the deepest reaches of man's spiritual life
horror film	to fulfill all the emotional and social needs
comedy	to give food for thought
historical film	to entertain, to amuse
western	to numb minds
detective/crime film	to introduce distorted image of the reality
action	to dwell on violence

2. Discuss in pairs.

1. Name out five major movie studios from the Hollywood area in XX century.
2. What is the meaning of the word “mass”/ “mass communication”?
4. What is the positive side of the movies, which portray historical events? Is there any opposite to positive side of such movies?
5. Do you have any favourite film/ actor/ actress?
6. Have you ever mimiced your favourite actor's/ actress's lifestyle?
7. Do films reflect or influence society?
8. Why are movies important in our lives?
9. How does cinema influence youth?

3. Make up a cramming story on the topic “How movies affect people's life” using the words and phrases that are given above.

LISTENING “Film Directors”

1. Are movies an artform or merely entertainment?

2. Study the glossary. Provide Ukrainian translation and make sentences of your own.

Glossary:

- **to keep smth in mind** = used to introduce something that one wants to emphasize or be remembered. E.g. *Students will need to keep it in mind that classes begin an hour earlier than normal on Monday.*
- **to underestimate** / *antonym to overestimate* = do not realize how large or great something is (will be) or what they are capable of doing. E.g. *The first lesson I learnt as a soldier was never to underestimate the enemy.*

- **to break new ground** = to begin to do something that no one else has done/ to do something completely different or in a completely different way. E.g. *The company has been breaking new ground in researching a cure for the deadly disease.*
- **to be answerable to smb. (for smth)** = have to explain your actions to smb. as they have the main control and responsibility (also to be responsible for something that happens) E.g. *He is answerable to a committee for all his decisions.*

3. Listen to a conversation between two film directors talking about their ideas and decide who holds the opinions below. Write M (for man) and W (for woman).

1. A film should reflect the ideas of the average citizen. ____
2. One of many aims is to do something which hasn't been done before. ____
3. The less money you have to spend on a film the more freedom you have. ____
4. What matters is that the audience should have an emotional response to the film. ____
5. There is more than one way to enjoy yourself. ____

4. Which of the following quotes is more likely to apply to the man and which to the woman? Which quotation is closer to your opinion?

☐ *Entertainment is something which distracts us from the routine of daily life. It makes us for the time being forget our cares.*

Sir Herbert Read (British poet and critic)

☐ *Art for art's sake, with no purpose, since any purpose prevents art...*

Benjamin Constant (Swiss political theorist)

WRITING

Write an argumentative essay on the topic "Movies are regarded as truly an art of our time". Mind its structure and linking words.

Introduction

- It is common knowledge that/It is generally recognized that/It goes without saying that/It is clear cut that/It stands to reason that...
- It is a very controversial question which needs serious consideration.

Main body

- On the one hand/on the other hand...
- Firstly(at first)/secondly(at second)/thirdly(at third)/fourthly(at fourth)...
- Moreover/what is more/in addition/besides/however...
- Thus/therefore/consequently...
- Finally/as a result/in the end...
- In my view/to my mind/from my point of view/in my opinion...
- I have every confidence that/I am a passionate believer that...

Conclusion

- In conclusion/to draw a conclusion/to make a conclusion...
- I have come to/made a conclusion that...
- We should weigh pros and cons/drawbacks and merits/advantages and disadvantages of ... and make a sensible choice.

ONLINE WRITING

Find a cinema group on the Facebook, for example. Join it. Come up with an idea about the role of cinema in our life. React to the comments! Share the screenshot in the class chat on Viber, Telegram, etc. Discuss whose comments were the most relevant to the topic under discussion. Why?

ENGLISH LANGUAGE TEACHING CLUB

Create a short, entertaining video/post on today's topic where you reflect on one thing which impressed you most of all, either new vocabulary items or your wonderful thematic ideas or classroom atmosphere or teaching style, whatever. Let it become a memory! Hashtag it #sumdpu #makarenkouniversity #sumymakarenkouniversity and post it on any networking social platform. Share your reels/posts in the class chat on Viber, Telegram, etc. Have fun while watching/reading them!

☆ SPOTLIGHT ON PROFESSION

Imagine that you are a secondary school teacher of English. Make you pupils discuss the role of cinema in our life. Accompany the tasks with communicative setting, detailed instructions, and passport of the exercise. Use digital tools such as Wordart, Padlet, Quizlet LearningApps, Bookcreator Ourboox, Jamboard, Wordwall, Blendspace, ThingLink, Mentimeter, Polleverywhere, Socrative, Edmodo, Projeqt, TED-Ed, Kahoot!, etc.

Children and TV. Dangerous Movies. Film Censorship. Is it Necessary or not?

GROUP DISCUSSION

1. What is the influence of cinema on youth? Split into groups. Each group chooses a debate issue from the list below. One half of the group must argue in favour of the points raised, the other must argue against. Discuss the chosen issues and questions in your group. Prepare arguments, then present them in a class debate. Use the prompts from the table.

Possible Group discussion topics on Effect of Cinema on Youth:

1. Effect of cinemas on youth - the good and the bad.
2. Cinemas are for pure entertainment and not for life lessons.
3. Youth are hardly affected by cinemas; they forget the movie in the week that follows.
4. Showing violence and bloodbath in Bollywood should stop.
5. Rape scenes should be banned in cinemas.
6. Censoring of cinemas has adverse effect on youth.
7. Sex education should be made compulsory before subjecting youth to mainstream cinemas.

8. Mainstream cinemas and soft porn are bad for youth.
9. Standing up for national anthem before every movie is unnecessary.
10. Corrupt cop image should not be flaunted in cinemas.
11. Cinemas are corrupting the minds of youth - Agree or Disagree?
12. Cinemas distract youth from studies and work.
13. Abusive slangs should not be used in cinemas.
14. Cinemas should come with a social message for youth.
15. Saudi lifting ban on cinemas is good for their youth.
16. Cinemas objectify women and this harms the way youth thinks.
17. Censor board is for Certification not Confiscation!

Cinemas are for two and a half hours of entertainment - sometimes they require thinking and the rest of the time they are mindless visuals. They are an important part of our weekly entertainment, given that you are not into Netflix and Amazon Prime for series. Youth are most influenced by cinemas, adversely or favourably.

Pros of Cinema	Cons of Cinema
1. <i>Informative:</i> Some cinemas are informative. Teaching the meaning and importance of life and living for the best that there is to every life on earth. 2. <i>Entertainment:</i> It is undoubtedly one of the most popular means of entertainment and youth are aware that it is the reel life and not the real life. 3. <i>Awareness:</i> Many movies are made to promote social awareness that were not very successful with other means. 4. <i>Open-mindedness:</i> Youth has to be open-minded. We cannot expect them to not know the dark side of life. We must allow them to know and understand what is good and what is not. 5. <i>Meaningful:</i> Some cinemas can be life changing experiences that can help a depressed person understand that suicide is not the answer. 6. <i>Motivational:</i> Cinemas like 'Bhaag Milkha Bhaag' or 'Mary Com' motivated a lot of young children to take up physical fitness seriously. It is the type of movies you watch that shape your mindset.	1. <i>Violence:</i> More popular in movies of the South but Bollywood too keep up with the pace of showing bloodbath and brutal killing as if it is a normal thing to do. 2. <i>Lust:</i> With no sex education to understand what is right and what is not, exposing to extra scenes of nudity and lust can be misleading. 3. <i>Waste of time:</i> Some youths are so addicted to movies that they do not miss even the lowliest rated ones. 4. <i>Waste of money:</i> Peer pressure takes over and even when they cannot afford it, youth manager to waste money on movie trips.
Effect of cinemas on youth is both good and bad, a large part of it depends on their own mental wellbeing and how they are educated at home and schools.	

2. Form your own opinion on effect of cinema on youth. Write some facts about effect of cinema on Ukrainian youth as that in the example below.

Some Facts about Effect of Cinema on Indian Youth:

- *It is estimated that about 14 million Indians go to the cinema every day, which equates to 1.4% of the entire population. They pay around a day's wage to watch a Bollywood film.*
- *Bollywood produces around 1000 films every year which is almost double the output of Hollywood. This shows how much we prefer cinemas.*
- *Indian youth are affected by cinemas the most as they copy dressing style, hairdo as well as personal habits of their favourite actors.*
- *About 50% of the cinemagoers, mostly youth, are affected by what they watch in movies as compared to what they see in real lives.*
- *Every year, accidents and incidents take lives when youth try copying stunts shown in movies without any professional supervision or training.*
- *Violence in cinemas has adverse effect on youth who might either take it for an adrenaline rush or are disturbed by it.*
- *Most cinemas that are meant to be watched with parental supervision are viewed by youth alone, leading to adverse effects on psychology.*
- *Movies have contributed to controversies that have led to mob violence and communal tension in many regions.*

READING

1. Discuss these questions with a partner.

1. Do you think film censorship is a good thing? Give an example.
2. Did your parents ever stop you watching anything on TV? What? Why?
3. Have you ever seen Robocop What did you think of it?

2. Read this article about what happened when I J Robocop was shown on British TV. When you have read it, answer these questions.

1. Why did the TV version of Robocop offend so many people?
2. What effect did censoring the film have?
3. Who was Mary Whitehouse and how does her organization feel about the TV version of the film?

Dangerous Movies

The news that Mary Whitehouse has died at the age of ninety-one has brought some kind of opposing reactions that she provoked when she was alive. For over thirty years she was the head of the National Viewers' and Listeners association which she set up in the late sixties. She formed the organization along with two other mothers in their mid-forties to protect children from the filth and violence that is flooding our TV screens and ruining our children's lives. When it first started, the NVLA attracted hundreds of

people to the meetings it held round the country and the group forced the government and TV companies to create a nine o'clock watershed, before which programmers should not contain swearing, excessive violence or sexual behavior. It also coordinated letter writing and phone campaigns to complain about certain films and programs. A spokesman from the NVLA said, 'It's very sad that she has died, but she made a great contribution to this country. If it hadn't been for Mary Whitehouse the quality of TV in this country would be much worse and the effect on our children would've been terrifying.'

One TV producer said in reply, 'I would say that rubbish really. Mrs. Whitehouse was just an ultra conservative who didn't understand art. She caused a lot of problems for producers of serious drama and, as a result, she might have persuaded some writers and TV executives not to show one or two things, but basically life moved on ahead of her. In the end, we're adults and believe in a democracy and we should be able to watch what we like.'

Paradoxically, recent incident perhaps proves both sides of the argument. Following the showing of Robocop, the sci-fi movie best remembered for its comic-book violence, hundreds of people rang up to complain about it. However, what offended the audience was the polite language and the fact that it was not violent enough! Angry viewers called to their local television stations saying that the TV version had been censored so much that the film had been ruined. All the f-words had been overdubbed and the violence was so reduced that at times it was apparently hard to follow the plot. One man who complained said, 'This is a classic example of over-the top censorship we constantly get on British TV because of people like Mary Whitehouse. When are you going to realize these people are dinosaurs and let us choose what we want to watch?'

The strong public reaction has actually led TV executives to consider putting back some of the bad language and violence when it is shown again. The film, shown last Saturday night at 10.05pm, attracted more complaints than any other film this year. One executive commented that 'one can't help but notice we've may be taken too much out of a film like Robocop. Maybe we've gone a bit too far for this time. 'Mrs. Whitehouse must have been turning in her grave. However, a spokesperson for the NVLA said, 'People who make these kinds of complaints are only concerned about their own interests rather than the good of society as a whole. Anybody who can't give up a little bit of film in order to reduce the current climate of violence should not be taken seriously.'

Bad language-words that are considered offensive by most people. Offensive or vulgar language. *E.g. There's far too much bad language on television.*

F-word- used for talking about the offensive word f..k so that you do not have to say it. *E.g I got told off for using the f-word in class.*

3. Complete the sentences in this summary of the article

The TV version of Robocop caused a strong public (1) . . . Many people rang their local (2)to complain that too much violence had been cut from the film. In fact, so much had been cut, it was difficult to (3) . . . the plot. It was a classic (4) . .. of over-the-top censorship. The NVLA, an organization opposed to violence on television, was in favour of the cuts because they object strongly to the current (5) .. of (6) on television.

4. Look at these statements about films. Decide how strongly you agree.

1 = strongly disagree

6 = totally agree

1. Violent films can be really offensive.
2. Cutting films ruins them.
3. Bad language should be cut out of films.
4. Very few people complain about violence.
5. Banning violent films will cut crime.
6. The TV version of a film should be censored more than the cinema version.

5. Discuss your opinions with a partner. See if the whole class can agree.

Do you agree more with the NVLA or the viewers who complained about Robocop? Why?

WRITING

1. How aware are you of censorship? Do you need this information? Why?

2. Work out your own understanding of what censorship is, compare if your definition coincides with scientific one in the text.

3. Enumerate the functions of censorship. Read the text and add those ones you haven't mentioned.

Film Censorship

Censorship is the suppression of speech, public communication or other information which may be considered objectionable, harmful, sensitive, politically incorrect or inconvenient as determined by governments, media outlets, authorities or other groups or institutions.

Governments, private organizations and individuals may engage in censorship. When an individual such as an author or other creator engages in censorship of their own works or speech, it is called self-censorship. Censorship may be direct or it may be indirect, in which case it is called soft censorship. It occurs in a variety of different media, including speech, books, music, films, and other arts, the press, radio, television, and the Internet for a variety of claimed reasons including national security, to control obscenity,

child pornography, and hate speech, to protect children or other vulnerable groups, to promote or restrict political or religious views, and to prevent slander and libel.

The purpose of censorship is to restrict freedom of speech, to maintain the status quo. Censorship is often used by fragile regimes that lack a legitimacy to govern or acquired political power through illegal means. Usually, the reason governments give for censorship is to protect citizens from harm.

Visible forms of censorship usually take place within the media. The government or people in power can weaken the power of the media by declaring some topics to be off limits. According to the United States Holocaust Memorial Museum, the Nazis used censorship in Germany to burn books that differed from the views of authorities after banning ordinary German citizens from reading them.

For example, censorship laws allow individuals to speak freely in the United States. No individual may be censored, as long as their speech does not encourage violence, hatred or disregard for the law. This protects those that work in the media, the political arena and any job where an individual has interaction with the public.

However, censorship laws also protect national security and the public interests. For example, individuals may not take part in speech that encourages individuals to break the law. In fact, individuals that have done so have been persecuted for instigating violence.

Censorship laws protect freedom of speech while also protecting national security and the public interest.

Censorship has been a hallmark of dictatorships throughout history. In the 20th Century, censorship was achieved through the examination of books, plays, films, television and radio programs, news reports, and other forms of communication for the purpose of altering or suppressing ideas found to be objectionable or offensive. The rationales for censorship have varied, with some censors targeting material deemed to be indecent or obscene; heretical or blasphemous; or seditious or treasonous. Thus, ideas have been suppressed under the guise of protecting three basic social institutions: the family, the church, and the state.

4. Match the synonyms/synonymic phrases. Explain their meaning and use them in the context of your own.

media outlets	to prohibit
to engage in	image of smth
hate speech	to put an end to
fragile regime	to urge cruelty
to ban from	to commit illegal action

to break the law	media organisations
to be persecuted for	sacrilegious talk
to instigate violence	obscene/indecent speech
a hallmark	cheating
to alter	to be pursued for
to suppress smth	to do, practise
it is deemed to be	rebellious
blasphemous and heretical talk	unstable order
sedition	to change
treasonous	a difference
guise of smth	it is considered to be

5. Imagine that you are a parent concerned with your child unsupervised TV viewing. As far as you a busy parent who brings home the bacon and cannot control what your child watches, write a request letter to the government to censor what is on.

LISTENING “Censorship”

1. You will hear a Hollywood director talking about censorship regulations better known as the Hays Code. Before listen find out more information about the Code from the abstract below.

In the early 1920s, Hollywood was rocked by a series of scandals involving major stars and directors. The film production companies were afraid that government censorship of films would be introduced, and to avoid this they set up a system of voluntary censorship. Will H. Hays, the US Postmaster-General, was invited to supervise this system in December 1921, and took up his new job as president of the Motion Pictures Producers and Distributors of America (MPPDA) in 1922. After eight years of work, he produced a document which became known as 'The Hays Office Code' in 1930. The code was in operation until 1966, and as a result, American films were never classified (for adults, adults with children, or for children) in the way they were in other countries. All films were supposed to be suitable for everyone. The code began with three general principles:

- 1 No picture shall be produced which will lower the moral standards of those who see it, hence the sympathy of the audience shall never be thrown to the side of crime, wrong-doing, evil, or sin.
- 2 Correct standards of life, subject only to the requirements of drama and entertainment, shall be presented.
- 3 Law, natural or human, shall not be ridiculed, nor shall sympathy be created for its violation.

This was followed by very detailed sections on 'Particular Applications', which included: (1) crimes against the law; (2) sex; (3) vulgarity; (4) obscenity; (5) profanity; (6) costume; (7) dances; (8) religion;

(9) location; (10) national feelings; (11) titles; and (12) repellent subjects; together with three sets of extra 'Special Regulations' on (1) crimes in motion pictures, (2) costumes, and (3) cruelty to animals.

The Hays Code was often the subject of jokes, very often because it was so specific. For example, the 'Profanity' section listed 28 forbidden words, and in one case a Shakespearean story had to have its text altered because it used one of them. The 'Vulgarity' section explicitly forbade jokes about 'travelling salesmen and farmers daughters'. However, since the code disappeared, many people have been worried about the effects of violence, sex, and bad language in the cinema, and there have been calls for a new 'Hays Code'. In Britain, the British Board of Film Censors still exists, but its job is not so much to ban films as to grade them ('U': unrestricted, 'PC': parental guidance, '18': over 18, and '15': over 15). Recent publicity has been directed not so much at the cinema as at video 'nasties', and violence has been more worrying than sex on video. And after all, anyone with £1.00 in cash can rent a video film.

2. Listen to Charles Orson, the Hollywood director, and elicit answers to the following questions.

1. What did they have to do before they started filming?
2. Why does he say it was a good thing?
3. What did the Hays Office say he would have to do to his script in 1948 or 1949?

3. What is your attitude to censorship? Is it necessary or not? Use the prompts from the table.

<i>On the one hand/on the other hand...</i>	action-packed, amusing, badly acted, balanced, beautiful, (extremely)
<i>Firstly(at first)/secondly(at second)/thirdly(at third)/fourthly(at fourth)...</i>	boring, breathtaking, captivating, compelling, complex, (totally/slightly) confusing, contrived, disappointing, enigmatic, enjoyable, entertaining, exciting, fantastic, (totally/rather) far-fetched, (truly) fascinating, funny, gripping, hilarious, humorous, inspiring, lousy, manipulative, masterful, perfect, poignant, powerful, (un)realistic, ridiculous, romantic, overacted, overrated, overwhelming, (im)perfect, predictable, provocative, silly, stupid, surprising, super, tense, unbelievable, unoriginal, (highly) uplifting
<i>Moreover/what is more/in addition/besides/however...</i>	
<i>Thus/therefore/consequently...</i>	
<i>Finally/as a result/in the end...</i>	
<i>In my view/to my mind/from my point of view/in my opinion...</i>	
<i>I have every confidence that/I am a passionate believer that...</i>	

ONLINE WRITING

Write an e-mail to our local authorities with the request to ban vulgar/violent films and video clips. Share the screenshot in the class chat on Viber, Telegram, etc. Discuss whose letter was the most persuasive? Why?

ENGLISH LANGUAGE TEACHING CLUB

Create a short, entertaining video/post on today's topic where you reflect on one thing which impressed you most of all, either new vocabulary items or your wonderful thematic ideas or classroom atmosphere or teaching style, whatever. Let it become a memory! Hashtag it #sumdpu #makarenskouniversity #sumymakarenskouniversity and post it on any networking social platform. Share your reels/posts in the class chat on Viber, Telegram, etc. Have fun while watching/reading them!

☆ SPOTLIGHT ON PROFESSION

Imagine that you are a secondary school teacher of English. Make up a schematic plan to help your pupils speak about censorship in films. Accompany the tasks with communicative setting, detailed instructions, and passport of the exercise. Use digital tools such as Wordart, Padlet, Quizlet LearningApps, Bookcreator Ourboox, Jamboard, Wordwall, Blendspace, ThingLink, Mentimeter, Polleverywhere, Socrative, Edmodo, Projeqt, TED-Ed, Kahoot!, etc.

Shooting and Acting. People Involved in Filmmaking. What Makes a Good Film?

VOCABULARY WORK

1. Have you ever been interested in filmmaking? How much do you know about this process? What would you like to know about it? Put down your questions. Try to find the answers in the text.

Film is a term that encompasses individual motion pictures, the field of film as an art form, and the motion picture industry. Films are produced by recording images from the world with cameras, or by creating images using animation techniques or special effects.

Films are cultural artefacts created by specific cultures, which reflect those cultures, and, in turn, affect them. Film is considered to be an important art form, a source of popular entertainment, and a powerful method for educating or indoctrinating citizens. The visual elements of cinema give motion pictures a universal power of communication; some movies have become popular worldwide attractions, by using dubbing or subtitles that translate the dialogue.

Traditional films are made up of a series of individual images called frames. When these images are shown rapidly in succession, a viewer has the illusion that motion is occurring. The viewer cannot see the flickering between frames due to an effect known as persistence of vision — whereby the eye retains a visual image for a fraction of a second after the source has been removed. Viewers perceive motion due to a psychological effect called beta movement.

The origin of the name "film" comes from the fact that photographic film (also called film stock) has historically been the primary medium for recording and displaying motion pictures. Many other terms exist for an individual motion picture, including picture, picture show, photo-play, flick, and most commonly, movie. Additional terms for the field in general include the big screen, the silver screen, the cinema, and the movies.

2. Answer the questions.

1. What does a term film mean? 2. What is the main function of a film? 3. What is the principle of filmmaking? 4. What is the origin of the name “film”? 5. What are other terms for the notion “Film?”

3. These are the names of the film production staff. How much in your opinion do they contribute to the film success? Match the terms with descriptions of their responsibilities.

1	Producer	a	a person who controls the making of a film and supervises the actors and technical crew.
2	Film Director	b	a person who puts pieces of a film together, cuts off film slates, or edits dialogue scenes.
3	Film Editor	c	the person who writes the screenplay
4	Scriptwriter	d	the person responsible for making major decisions about a film's production, overseeing every aspect of planning, securing finance for the film, post-production, and distribution.
5	Director of Photography	e	works with the director to design each shot and makes decisions on what lens, filter, and lighting to use to achieve the desired look of the project.
6	Camera Operator	f	the person who physically controls and moves the camera.
7	Production Designer/ Art Director	g	the person who creates the overall visual aesthetic of a movie, including the set designs and costumes.
8	Set Decorator	h	the person who creates a setting adapted to a producer's script, decorates the location with physical details.
9	Sound Engineer	i	the person who works with the acoustics on a video production, ensuring that sound effects, voices and music are all heard and understood by the audience.
10	Costume Designer	j	the person who plans, creates, and maintains clothing and accessories for all characters in a film.

4. Pair work. Make up a riddle. Describe responsibilities of people involved in filmmaking for your partner to guess.

READING

1. What does a film director do? A director's job description involves participation in nearly every phase of a project. Because their vision largely impacts the final product, directors work closely with department heads and technicians to bring it to fruition. The duties of a film director are many, but don't worry: We'll lay it all out here. So, what does a director do? Let's break it down.

2. Read the text and search for information to prove that a director plays a pivotal role in filmmaking.

Directing

The director's vision shapes the look and feel of a film. He or she is the creative force that pulls a film together, responsible for turning the words of a script into images on the screen. Actors, cinematographers, writers, and editors orbit around the director like planets around the Sun. Despite the director's pivotal role, most Hollywood movies are designed to pull you into the story without being aware of the director's hand. Many talented film directors with long lists of feature film credits are so skilled at being "invisible" that they are little known by the movie-going public.

The Director's Vision

Imagine you're being considered to direct a Hollywood film. You're handed a screenplay that has been "greenlighted" (given approval for production) by a major studio. As you read through it, you begin to imagine how it might play out on screen. You see the characters coming to life. You envision the lighting and hear the sound. You are absorbed in the world of the story until you see the script's final words: Fade Out.

When you've done reading the script, you ask yourself some key questions. What is the main idea or theme of the screenplay? What does the story say about the human condition in general? You also think about the script cinematically. How will the script translate to the visual language of the screen? Who is the audience? As the director, you must feel passionate about this soon-to-be film. Feeling connected and committed to the story will help you do your best work, and there's an enormous amount of work ahead.

If you are hired as the director of this film, you may need to help shape the script for the screen. A good script is the foundation for a good film, but even the best one may need to be developed or moulded to work well on the

big screen. Sometimes the producer will develop a script and then hand it over to the director. In other cases, the director may work with the writer early on to help develop a script from its infancy. Nowadays, the planning for a film is often underway before there is a script. A director or producer purchases the rights to a story and then hires a screenwriter. Whatever the route from script to screen, the director plays an important role in shaping the way the story is told.

Assembling the Cast and Crew

The people you work with, both the actors and the crew who will make things work behind the scenes, are crucial to the film's success. The right people will understand and respect your vision, work well with one another, and bring their own unique gifts to the filmmaking process. The film's producer normally hires the crew, but the director will have input into crucial hires such as lead actors.

A production designer is responsible for the believability of a film's scenery and sets. In essence, the production designer is the architect of the film, working to make your vision, as director, a reality. The production designer also works closely with the art director and set decorator, making certain all the visual details are accurate and the style and period of the film reflect your wishes.

The cinematographer, or director of photography, helps to translate your vision to film, scene by scene, planning shots and supervising camera operators. Often, cinematographers are artists with experience in painting and photography. Their job is to create and capture the images that best tell the story.

The actors you choose will bring your story to life. Your casting decisions will be based on such factors as availability and whether or not an actor is suitable for lead or ensemble acting, as well as on a healthy dose of intuition. Often a casting director or producer will help you select the cast.

Filming and Post-production

After months or even years of development, delays, and rewrites, the final script is set and the film goes into pre-production. During this phase, budgets are detailed, scenes are planned and designed, and a shooting schedule is prepared. Storyboards—visual representations of every shot—are prepared by a storyboard artist in consultation with the director, director of photography, and designer. Before a single frame is shot, the film is planned from beginning to end on paper. The final stages of pre-production include weeks of rehearsal, set construction, and location scouting.

Once shooting begins, you'll need to continue to communicate your vision of the film to the actors and crew. You'll also need to be able to improvise on the set and troubleshoot if necessary. This flexibility can make the difference between an acceptable production and an exceptional one. On average, you will be able to complete filming for about three script pages per day, or the equivalent of about three minutes of screen time.

Once the shoot is over, hundreds of thousands of feet of film need to be assembled into a coherent story. Days or weeks of shooting result in only a few minutes of screen time. In the editing room, your vision will either come to life or perish. With your guidance, the film and sound editor will complete the detailed technical work required at this stage. Your "director's cut" of the film (the one you work with the editor to create) may not be the final one the audience sees. The film's producers may decide to cut certain scenes or use a different film clip for a certain effect. Editing is a collaborative process, the final step in the difficult work of bringing your vision to life.

Your stature as a director (as well as the terms of your contract with the studio) determines how much say you have in determining what version of the film is released to the public. Occasionally, a director dislikes the final cut and decides not to be listed in the credits. If this happens, the credits list Alan Smithee as the director. Alan Smithee is not a real person, but an alias used as a substitute when a director refuses to be linked to a film.

3. Answer the questions.

1. What are responsibilities of a film director?
2. What is the difference between a cast and a crew?
3. What are the members of a crew responsible for?
4. What are the stages of a filmmaking?
5. What should be done during each stage of a filmmaking?

4.Explain the meaning of word-combinations and use them in the sentences.

#	Word-combination	Meaning	Example
1	<i>creative force</i>		
2	<i>orbit around like a planet</i>		
3	<i>to pull you into the story</i>		
4	<i>to turn the words into images on the screen</i>		
5	<i>come to life</i>		
6	<i>to envision smth</i>		
7	<i>to shape the way the story is told</i>		
8	<i>to select the cast</i>		
9	<i>to perish</i>		

5. Consult the dictionary and write out definitions of the following movie terms *Term is a word or phrase used to describe a thing or to express a concept, especially in a particular kind of language or branch of study.*

1	screenplay	
2	film's scenery and sets	
3	storyboards	
4	frame	
5	rehearsal	
6	to cut scenes	
7	shooting	
8	credits	
9	alias	
10	location scouting	

6. Add one more synonym from the text you've read to the synonyms given below/

Huge – immense – tremendous -

Central – critical – pivotal-

Credibility – reliability – trustworthiness-

Correct – precise - true-

Appropriate - cut out for – proper-

7. Find the English equivalents to the following expressions.

Рекогносцирування місця зйомок, приготування декорацій, імпровізувати під час зйомок, знімати кадр, розклад зйомок, фрагмент фільму, виявляти недоліки, пояснити своє бачення фільму акторам, знімальна група, правдоподібність сценарію, змонтувати у цілісну історію, вирізати деякі сцени, авторитет режисера, псевдонім.

8. Translate from Ukrainian into English/

На допостановочному етапі сценарист подає остаточну версію сценарію, продюсер з режисером деталізують бюджет, планують сцени фільму, складають розклад зйомок. Художник готує план візуального ряду, тобто зображення кожного кадру, який він обговорює з режисером і режисером-оператором. Перш ніж почати знімати фільм ретельно розписується на папері. Перед зйомками також проводяться останні репетиції, приготування декорацій і рекогносцирування місця зйомок.

Після початку зйомок режисер намагається пояснити своє бачення фільму акторам, які грають головні ролі та тим що працюють в ансамблі з іншими акторами, а також знімальній групі. Режисеру часто доводиться імпровізувати під час зйомок, самотійно виявляти недоліки, наглядати за вірною реалізацією задуму.

До складу творчого колективу входять різні фахівці, що відповідають за конкретну ділянку роботи. Продюсер забезпечує фінансовий бік справи, режисер-оператор і оператори знімають сцени. Режисер, що відповідає за акторський склад, має знайти акторів, організувати репетиції і вирішувати усі проблеми, що виникають у акторів. Художник по декораціях, художник-постановник, художній-режисер займаються питаннями візуального оформлення фільму – декорацій, знімального майданчику.

LISTENING “Producing a Film”

1. You will hear Steve Abbott (an Australian comedian) talking about different stages of film production. Before you listen to the recording, discuss what you already know about the role of the following people in filmmaking.

the director the producer the writer the cast a financier
a major Hollywood studio a film studio the extras

Glossary:

- **to take off** (inf.) = to become successful or popular, especially suddenly. *E.g. None expected it, but the idea really took off.*
- **to be put together** – to join different part together to make one entity. *E.g. It took me a good deal of time to put all the ideas together, but it paid off since made a breakthrough.*
- **to knock at every door** – to look for opportunities wherever you can. *E.g. She was knocking at every door but nobody cared to help with her initiative.*
- **to compose a score** – to compose music to the movie. *E.g. Michael Giacchino has composed several killer film scores.*
- **insurmountable** (obstacles in one’s way) – too great to be overcome. *E.g. At first the problem seemed insurmountable but we managed to solve it in the long run.*
- **a crook** (inf.) – a dishonest person or a criminal. *E.g. The man is a crook and a criminal.*
- **money laundering** – the crime of processing stolen money through a legitimate business or sending it abroad to a foreign bank, to hide the fact that the money was illegally obtained. *E.g. Money laundering happens in almost every country in the world, but the post-soviet countries definitely take the lead.*
- **to carry on doing smth.** – to go on doing things. *E.g. Carry on as if nothing had happened.*

2. In the first part of the interview [00:00 – 02:25 min.], Steve Abbott explains what is involved in producing a film. Listen to Steve and tick only what he says he has been responsible for:

1. Having overall responsibility for the film
2. Employing the managing director
3. Employing all the people who will work on the film

4. Making sure the film is completed
5. Raising finance
6. Making sure that the terms of the contracts are fulfilled
7. Buying the option to make a film
8. Partly financing the film with his own money
9. Employing someone to write the script
10. Marketing the completed film

3. In the second part of the interview [02:27 – 06:10 min.], Steve talks about his best-known film “A Fish Called Wanda”. Tick the box beside the TRUE statements.

1. J. Cleese didn't want any money to pay for the development of the film.
2. One of the actors was also the director of the film.
3. The four stars were not paid while the film was being prepared.
4. By the time MGM saw the script it had been through 10 or 11 drafts.
5. Which of these are given as reasons for the success of the film:
 - a) Meticulous preparation
 - b) Parts of the film were changed for the American market
 - c) The film was pre-tested on European audiences
 - d) Americans appreciate British humour
 - e) MGM gave it a lot of publicity
 - f) It got a lot of word of mouth publicity
 - g) The stars were well-known box-office attractions
 - h) Good marketing
 - i) Meticulous preparation
 - j) Parts of the film were changed for the American market
 - k) The film was pre-tested on European audiences

4. In the next part of the interview [06:12 – 08:58 min.], Steve talks about two other films he has worked on. Fill each gap with ONE word.

American Friends [06:12 – 08:24 min.]

- 1 By Hollywood standards the film's budget was _____, by British standards _____.
- 2 It obviously wasn't going to be a blockbuster, because it didn't contain any _____, _____ or _____.
- 3 It was a _____ film, set in _____ and _____. Just a _____ love story.
- 4 Its only _____ was Michael Palin, who was best known for his _____ roles, not as a serious actor.
- 5 Hollywood and the film world are not interested in making any _____.

6 It was very _____ to raise the money to make the film: the producers approached everyone for money, apart from the major _____.

7 In the end it was made for _____ than £2 12/ million.

Blame It on the Bellboy [08:26 – 08:58 min.]

8 The exteriors were shot in _____ and the _____ in England.

9 The film is now ready, apart from the _____.

5. In the last part of the recording [09:02 – 11:32 min.], Steve talks about the rewards of his work and looks into the future. Note down:

- what Steve enjoys – and what he doesn't enjoy;
- what he wants to do in the future;
- the reasons why he might decide to stop working in the film industry.

6. Compare your notes with a partner. Then discuss your reactions to the whole interview.

SPEAKING

1. Describe the functions of the following professionals: director, director of photography, designer, film editor, sound editor, producer, storyboard artist.

2. Imagine yourself being hired a director of the film. Discuss with a producer of this film your responsibilities, responsibilities of a crew, your vision of the future film and pre-production work.

<i>There is a possibility that...</i>	<i>interpret scripts,</i>
<i>More often than not...</i>	<i>set the tone of film,</i>
<i>That's true up to a point, but ...</i>	<i>work with casting directors to find talent,</i>
<i>It must be said that...</i>	<i>direct actors and the camera,</i>
<i>Something worth mentioning is...</i>	<i>work with editors to assemble the film,</i>
<i>Not to be taken lightly is the fact that...</i>	<i>work with sound and music departments</i>
<i>It might be...</i>	
<i>In all probability/probably, ...</i>	
<i>To some extent, ...</i>	
<i>That's not to say...</i>	

3. What makes a good film? How do film crew and cast contribute to the film success? Imagine you have just seen a film where you have enjoyed everything to the smallest detail. Whose names of the film production staff would you like to memorize most? Choose some five jobs, write them down on a list in the order of importance and explain your choice.

4. Role play the conflict situation between a renowned director and a producer at the film post-production stage. They argue about the final version of the film to be released to the public. The action takes place in the editing room. The film's producer decides to cut some scenes,

which the director considers pivotal. The director refuses to be listed in the credits if the producer stands his ground. Try to defend your opinion, giving reasons. The objective is to resolve the conflict by persuading the partner.

ONLINE WRITING

Find a famous actor's/director's/designer's, etc., blog and write comments beneath the last post where you admire their work. Share the screenshot in the class chat on Viber, Telegram, etc. Discuss whose comments were the most relevant to the topic under discussion. Why?

ENGLISH LANGUAGE TEACHING CLUB

Watch the video The Director's Chair where Quentin Tarantino explains how to write and direct movies. What is the secret of his success? Using Google-forms make up a questionnaire "Influential People and Which They Owe Their Success to", develop questions, send the link to your groupmates, and kindly ask them to take a survey. Process the questionnaire and comment on the answers pointing out the most and the least commonly used ones. Introduce your findings to the class.

☆ SPOTLIGHT ON PROFESSION

Imagine that you are a secondary school teacher of English. Make up some exercises to make your pupils practise the names of people involved in filmmaking. Accompany the tasks with communicative setting, detailed instructions, and passport of the exercise. Use digital tools such as Wordart, Padlet, Quizlet LearningApps, Bookcreator Ourboox, Jamboard, Wordwall, Blendspace, ThingLink, Mentimeter, Polleverywhere, Socrative, Edmodo, Projeqt, TED-Ed, Kahoot!, etc.

The Art Of Acting

READING

1. Do you know what the procedure of being cast in a film is? Read the text and describe the work that should be done by an actor for understanding the role. How does an actor prepare for shooting?

Acting

No cinematographer or film editor, no matter how gifted, can turn a terrible performance into a great one.

The right actor can give a screenwriter's words exciting new depth and dimensions. Actors are essential for conveying emotions to an audience, for bringing the words and ideas in a script to life. Even animated characters rely on the personalities of behind-the-scenes performers.

Imagine that you are an actor. You've worked primarily in New York theatre, but have decided to try your hand at working in film. You pack your bags and head to Hollywood. In Hollywood, you meet other actors and enrol in workshops to continually hone your instruments: your voice, your body, and your imagination. You seek out an agent and have some publicity photos taken.

Once you're lucky enough to secure an agent, you are sent on interviews where you meet casting directors and read for parts. Over the course of two months, you try out for 23 roles and are chosen for none of them. Finally, you are cast in a film. It's a minor part, but substantial enough that if you do well, you will enjoy more work and exposure. After the shock wears off, you begin to prepare.

Understanding the Role

Your agent has been able to secure a copy of the script for you. It's a thriller called Blueberry Hill. You have been cast as Emily Grubowski, the plain, bitter wife of a has-been police officer. You have three scenes, which will give you approximately two minutes of screen time. Somehow, you must connect closely with your character. You read and reread the entire script, not just your scenes. You try to understand the characters' relationships with each other.

As an actor, you must be able to become many different people. In order to make Emily come to life, you must bring to the role those parts of yourself that are similar to the character. You look deep inside yourself to find feelings that will help you come across as sad and bitter. You study the role in depth. In order to learn your lines, you know you must learn the part. Memorizing lines without understanding the role will be of little help to you. As you study Emily, you learn there is more to her than meets the eye. She is bitter because she has been hurt repeatedly by her husband. But she is also frightened of losing him and wants to protect him. She is a complex character, though her time on screen is brief. You ask an actor friend to help you rehearse your lines, and after much study, you feel confident that you have done as much preparation as you can. You're ready to shoot the scene.

2.Explain the meaning of word-combinations and use them in the sentences:

- to convey emotions to an audience
- to enrol in workshops
- hone one's instruments
- to make character come to life
- to study the role in depth
- to learn one's lines

3. Complete the sentences with the information from the text above:

1. The right actor can give ...
2. Actors are essential for ...
3. As an actor, you must be able ...
4. When you are cast in a film ...
5. To understand the character the actor has been cast he should ...
6. Actors should be able to

VIDEO WATCHING “*Is That Much Fun to Be Famous*”

1. Would you like to become a famous actor/actress, that is, a celebrity? Have you ever thought of what price of their fame is?

2. Now watch a video about the celebrities. While watching focus on the advantages and disadvantages of being famous. Note them down.

3. Complete the sentences.

- 1) The coolest aspect of being famous is obviously _____.
- 2) Another big deal about being famous is, of course, _____.
- 3) When a celebrity uploads a new photo to Twitter, millions of people can get _____.
- 4) Daniel Radcliffe says that it's really _____ to be chased by fans.
- 5) There is another aspect: it's really a hard _____.
- 6) The biggest issue however is that your entire life would become _____.
- 7) Most celebs can't go anywhere without being followed by hundreds of _____.

SPEAKING

1. Comment on the statements. Say whether you agree or not and why?

- *The actor feels the emotion and thinks the objective to become the character, then reaches for the words to make the character look real.*
- *A good actor not only draws you into the story but will make you believe things that aren't happening.*

2. What is your idea of a good actor? Explain your choice.

What makes an actor good or Academy Award worthy?

- the actor who is able to win the crowd
- the person who is able to take the crowd away with their mind and travel them in places far from here
- the actor that becomes one with the audience

- the most important is that the prof actor is someone that proves to the crowd that the story is true and later on they realize where they really are
- if you make people convince that your character role is really existing or has existed in the real sense
- if you make people respond to you emotionally
- when you believe the character actors are portraying is REAL, and cannot tell that they are actually acting. Especially if they are a high profile actor/actress - if they have separated themselves from that persona and totally immersed themselves in the character, their motives, personality, traits and the way they deal with their experiences within the film....that is what makes a good actor/actress.

3. These are tips for a good actor. Which of them do you consider of most/least importance? Range them in the order of their importance. What are the simplest and hardest things to do about acting?

- Don't make a heart-breaking speech in a heart-breaking manner.
 - Learn how not to lose the audience if you're the protagonist.
 - Reach someone with your will, not your voice: quiet.
 - Writer gives story, character and dialogue. Actor then gives it life.
- Remember to not act dialogue.

- The actor must find out what is the stress put on his character.
- Character can be out of control, but not the actor.
- Actor must be in a sense of mischief.
- Watch the best actors and steal from them.
- Acting is reacting.
- Being talented isn't enough, you must have skills.
- Just don't act with voice, use whole body.
- The more inventive you are the better actor you are.
- Actor must have profound understanding of humans.
- Self-motive is the core of our behaviour. Don't find what is nice to play, but find the motive of the character. A good actor gets further into the character.

4. Would you like to become an actor/actress? Study the table and decide on the issue.

You should be completely aware of the nature of the job before enrolling in theatrical classes, according to Brantley Dunaway. Most youngsters who want to be artists and work in the theatre believe that it is a very simple vocation that requires no mental or physical effort and merely brings fame. And who doesn't want to be renowned while doing practically nothing? Today, we'll discuss the actor's career, focusing on the benefits and drawbacks of this line of work.

Acting has a lot of benefits. 1. To begin with, it's a fascinating field. You'll be able to constantly circulate in the circles of creative individuals after graduating from the school of public speaking and becoming an artist. Only the most vibrant colors will get used to painting your life. The worlds of theatre and movie are both fantastic. You'll be among the first to know about any new developments in the film and theatre industries. You will also be able to contribute to our country's art in some way, according to <u>Brantley Dunaway</u>. 2. Second, becoming an actor will bring you fame and national adoration. On the street, you will get identified. You'll have your following and possibly a fan club. 3. Third, working as an actor will allow you to go to new places. Theatres frequently travel to different cities on tour. Artists occasionally travel to nations on tour. It is a thrilling job to pursue if you want to be a film artist, according to Brantley M. Dunaway. The majority of the films are not only shot in the United States but also in other nations. 4. Last but not least, one of the most socially relevant vocations is acting. From the stage, you will be able to transmit your thoughts on life and philosophical viewpoint to the minds and souls of the audience. Acting is a unique vocation that impacts future generations' formation, education, and develop	Aside from all of these benefits, there are some drawbacks. 1. Acting gets frequently accompanied by the danger of physical damage, according to <u>Brantley M. Dunaway</u>. The most astounding tricks get performed by actors on stage and in the movies. Performers will occasionally perform it, but only if the stunt puts their lives in jeopardy. 2. Second, being an actor is not only a job but also a way of life. Artists devote their entire lives to art and innovation. Actors get frequently likened to monks. People in this field do not have enough spare time for their personal lives, such as their families. That is why we read about failed artist marriages in the media. Some people choose not to marry or do not marry at all. 3. Third, if you want to be an actress, you should be aware that you will have to wait not only for fame and fortune but also for the black stripes that come with a period of stagnation in your work and popularity. To avoid this, you must work tirelessly on yourself and your abilities. You must always be learning, always be learning new things. For instance, you may go to a workshop on creativity development.
<i>(write in your own conclusion)</i>	

ONLINE WRITING

Find a blog of a famous actor on Instagram/Facebook, etc., and post comments beneath the last post asking questions about his/her profession. Share the screenshot in the class chat on Viber, Telegram, etc. Discuss whose comments were the most relevant to the topic under discussion. Why?

ENGLISH LANGUAGE TEACHING CLUB

Create a short, entertaining video/post on today's topic where you reflect on one thing which impressed you most of all, either new vocabulary items or your wonderful thematic ideas or classroom atmosphere or teaching style, whatever. Let it become a memory! Hashtag it #sumdpu #makarenkouniversity #sumymakarenkouniversity and post it on any networking social platform. Share your reels/posts in the class chat on Viber, Telegram, etc. Have fun while watching/reading them!

☆ SPOTLIGHT ON PROFESSION

Imagine that you are a secondary school teacher of English. Make up 2-3 exercises aimed at revising vocabulary on the topic. Accompany the tasks with communicative setting, detailed instructions, and passport of the exercise. Use digital tools such as Wordart, Padlet, Quizlet LearningApps, Bookcreator Ourboox, Jamboard, Wordwall, Blendspace, ThingLink, Mentimeter, Polleverywhere, Socrative, Edmodo, Projeqt, TED-Ed, Kahoot!, etc.

Your All-time Favourite Movie

LISTENING “*Favourite Scene*”

1. You are going to listen to a description of a scene from a British TV programme called ‘Fawlty Towers’. Listen to the description and answer the questions.

1. One of the characters is Basil Fawlty, who runs a hotel. Who is the other one?
2. What happens?
2. Listen again and tick the key phrases you hear.
 - *I’ve seen [it / this] X times and [I never get tired of it / I can’t get enough of it / it’s my absolute favourite].*
 - *It’s a(n) [amazing / very moving / really cool] scene.*
 - *It always [makes me laugh / cry / sends shivers up my spine].*
 - *It’s like a lesson in [comic acting / timing / directing].*
 - *My favourite scene is the scene [when... / with].*
 - *It’s very cleverly done.*
 - *If you’ve never seen it, you really should.*

2. Describing film scenes. Use words from the box to complete the conversation.

Floods, gory, gripped, gross, hilarious, lost, mile, moving, twist, squirming, wet, zoomed
--

1) Helen: I was in.... of tears by the end.

Alice: I know. It was so

2) H: That scene where they're robbing the bank was just

A: Yeah, it was OK, but I didn't think it was that funny.

H: Come on! It was brilliant! Honestly, I nearly myself.

3) H: I thought the battle scenes were amazing!

A: Yeah? They were a bit for my liking – the way the camera in on people's arms and heads being chopped off...

H: Yeah, I can see that, but I don't mind all that blood and guts.

4) H: I thought it was a really good.... at the end.

A: Oh, come on! You could see it coming a..... off.

H: Do you think so? I wasn't expecting it at all.

5) H: I thought the opening 15 minutes were brilliant.

A: Yeah, I know. It was quite..... for the first half, but then it just..... its way – and the ending was just ridiculous.

H: Yeah, it was totally unbelievable, really over the top.

6) H: What about that scene when he's in the toilet? It's so.....!

A: I know it was literally..... in my seat.

3. Think of a favourite scene in a film. Decide on which words you could use to describe it. Fill in the table and use the words while answering. Consider and mention the point in which it appears in the programme / film (what has happened to set the scene?); the moment itself; why you like it.

	<i>gripping</i>	<i>predictable</i>	<i>touching</i>	<i>weak</i>	<i>awesome</i>
	<i>chilling</i>	<i>horrific</i>	<i>moving</i>	<i>unforgettable</i>	<i>dull</i>
	<i>creepy</i>	<i>brilliant</i>	<i>fast-paced</i>	<i>electrifying</i>	<i>poignant</i>
full of action/suspense					
frightening					
emotional/often sad					
not good					
very good					

4. Work in pairs.

Student: Tell your partner about your favourite film scene.

Student 2: Make up 5 questions to ask your partner about his favourite film scene.

TALK SHOW “*The Best Film of the Year*”

Work as a class. Take part in a talk show “The Best Film of the Year”. Prepare in advance posters of the-best-year-status film. Appoint a presenter of the show. Promote your film in turns, prove it deserves to earn the status of the best film of the year. The rest of the group must question it (use debate language in the table). Then hold a secret ballot and decide on the best film of the year.

Stating an opinion • In our opinion... • We (don't) think that... • The way we see it... • If you want our honest opinion.... • According to me... • According to the other side/ our opponents... • As far as I'm concerned... • Our position is the following...	Sequencing • Firstly..., secondly..., our third point is that... • The first good reason to... is that... ; next ; what's more ; moreover.... • To begin, we think that... ; in addition, you have to know that... ; last but not least.... • The first point I would like to raise is this... • Here's the main point I want to raise... • I'd like to deal with two points here. The first is...
“I’m listening to the other side.” • I see your point, but I think... • Yes, I understand, but my opinion is that... • That's all very interesting, but the problem is that... • I'm afraid I can't quite agree with your point. • I think I've got your point, now let me respond to it. • We can see what you're saying. Here's my reply...	Disagreeing • Excuse me, but that's not quite correct. • Sorry, I just have to disagree with your point. • Let me just respond to that, please. • I'd like to take issue with what you just said. • We said that... but the other side has not replied to our point. • I'd like to focus on two points that the other side has failed to address. • There are two issues our opponents have failed to dispute, namely... • We pointed out that... • Our opponents have claimed that... • To recap the main points... • Let's sum up where we stand in this debate. • In summary, we want to point out that...

ONLINE WRITING

Choose from the list of 100 movies to watch before you die a cult film and a classic one. Can one film be both classic and cult? Can a film be classic but not cult? Vice versa? Write a post about it.

What are some elements that make a film a classic? A classic is an outstanding example of a particular style; something of lasting worth or with a timeless quality; of the first or highest quality, class, or rank—something that exemplifies its class. (serving as a standard or model of its kind). A classic is often something old that is still popular. The criteria for classic status tends to include the test of time. Classic films are often universal favorites. Classics are renowned films of first rank.	What is a cult film? The term cult can only be a minority judgement. If everybody likes it it's not cult. A cult movie is a movie from which a few choice lines have emerged so that people tend to remember them more for those lines than as an actual film. These are all films that have somehow lasted a little longer than their box office revenues. They are cult films. However, they have earned this status not because they are great pieces of cinema. In fact, a cult film could just as easily be a massively abysmal piece of cinema. What gives the cult film its cult status is something else entirely. It is aimed at the millions of audience and at the same time appeals to everyone.
Is any film strict to one genre? How can a person identify the classic/cult status of a film? They both endure over the years without eclipsing, so far being able to evoke strong emotions in viewers...	

ENGLISH LANGUAGE TEACHING CLUB

Create a short, entertaining video/post on today's topic where you reflect on one thing which impressed you most of all, either new vocabulary items or your wonderful thematic ideas or classroom atmosphere or teaching style, whatever. Let it become a memory! Hashtag it #sumdpu #makarenkouniversity #sumymakarenkouniversity and post it on any networking social platform. Share your reels/posts in the class chat on Viber, Telegram, etc. Have fun while watching/reading them!

☆ SPOTLIGHT ON PROFESSION

Imagine that you are a secondary school teacher of English. Write a poem, song or creative piece of work for your pupils to drill them in vocabulary. Accompany the assignment with communicative setting, detailed instructions, and passport of the exercise. Use digital tools such as Wordart, Padlet, Quizlet LearningApps, Bookcreator Ourboox, Jamboard, Wordwall, Blendspace, ThingLink, Mentimeter, Polleverywhere, Socrative, Edmodo, Projeqt, TED-Ed, Kahoot!, etc.

a must-see/a smash hit *a box-office success/failure* *an audience pleaser*
well worth seeing *not to be missed* *a moving production/an emotionally strong film*
a truly great piece of filmmaking *a skillful piece of filmmaking* *an impressive debut*
a very moving portrayal

- I definitely recommend this film to everybody ...
- The film is a worthwhile watch.
- On a scale from zero to five, I give this film a five.
- The film literally brought tears to my eyes.
- I highly/strongly/definitely recommend the film.
- If you like ..., this is the film for you.
- I certainly wouldn't recommend the film, because ...
- I'm afraid ... is a complete waste of time and money.
- It's a film that will change the way you think about ...
- I was impressed by ...

Film Review

LISTENING "Movie Review"

1. How do you usually choose a movie for the evening? (spoiler: on the basis of a movie review) Listen to James King's review of the film *Let the Right One In* and underline the correct alternative.

1. He liked/quite liked/hated the film.
2. He says the film is fast-paced/slow-paced/has too much blood.
3. He doesn't talk about the plot/the setting/the directing/the acting.

2. Listen again and complete the extracts from the review.

1. I certainly am. _____, _____ horror film, this one.
2. It's a _____, _____ film, it really is very, very good...
3. It's sort of slow, and really _____, _____.
4. ... because of that, I think really, really _____ ...
5. ... and the most _____ things are happening on screen ...
6. Absolutely. And I think a really _____ film.
7. You can have something that's really _____ and ...
8. The two kids in this are, well, just _____.

3. Work in pairs and discuss. Have you ever seen or heard of this film? If not, would you watch it based on this review? Why/why not? What can be omitted in his review? What should be added?

WRITING

1. What is a movie review?

It is a complex overview, usually made by a professional critic, on films that have just been released, to help decide what film to watch.

2. What is movie review purpose?

- **Discuss the film plot briefly.** Share some information about characters, relations and events, but don't tell the whole story.
- **Analyze the film** in general and in certain aspects, such as the acting, the work of the director, theme, music, and special effects.
- **Share your opinion.** Describe your feelings during, and after watching the movie and specify what you liked, and what you didn't like.
- **Give a recommendation.** Try not to be categorical, but let your readers know what they can expect from the film, and who might find it interesting.
- **Entertain the reader.** Reading movie reviews is actually kind of fun in itself.

3. What is the structure of a movie review?

- **Introduction.** In this part you need to provide some general information about the picture: title, release date, main actors, filmmakers, film company and filming budget.
- **Summary of the story.** This is a short exposition of movie plot, characters and their interaction.
- **Analysis of the movie**, that includes:
 - **Analysis of the plot elements:** starting point, rising action, and climax.
 - **Analysis of creative elements:** dialogues, characters, use of colors, camera techniques, mood, tone, symbols, costumes or anything that contributes or takes away from the overall plot.
 - **Analysis of the topic and its implementation:** viewers' understanding of the topic, relevance of the topic, and comparison with other resembling works.
- **Opinion.** Your point of view supported with examples and facts from the story.
- **Conclusion.** Announce whether the filmmaker was successful in his/her purpose. Explain how the motion picture was helpful in providing a deeper understanding of the course topic.

MOTION PICTURE ANALYSIS WORKSHEET

Step 1. Pre-viewing

❖ Film Information

Title of Film: MONA LISA SMILE Film genre: _____

Director: Mike Newell

Key Cast: Julia Roberts, Kirsten Dunst, Julia Stiles, Maggie Gyllenhaal and Marcia Gay Harden.

The story of a woman who challenged the minds of the brightest students in the country to open themselves to a different idea and go on a journey they never imagined.

Mona Lisa Smile is about an all-women's college in 1950s America.

? What are your preconceptions about the film? What do you think its main themes will be? In groups, brainstorm what you think its genre will be. List some people you might expect to see based on the title of the film. Who do you think the film is aimed at? Why?

❖ **Film synopsis**

Progressive teacher Katherine Watson (Julia Roberts) arrives at the prestigious, conservative all-women college of Wellesley in the autumn of 1953 to teach History of Art. The students are amongst the brightest women in the country, and have absorbed the course reading-list before Katherine's first lecture. To gain their attention she throws the textbook out of the window and instead asks them to consider their own responses to contemporary art. Although the students are, at first, confused and dismissive of her teaching style they soon become fascinated by her ideas on art and on life.

❖ **Key Words**

Suffrage - the movement to extend the right to vote to include women.

franchise - the right to vote.

segregation - the law in America that kept blacks and whites apart, with separate public amenities and seats on public transport.

❖ **A social history of women** *Woman is the lesser man - Tennyson*

The right to vote

The equal right to vote in elections to decide the government was an idea that had sprung from the French Revolution of 1789. The **suffrage** movement (the movement that sought to extend the **franchise** to include women) caused controversy and debate throughout the nineteenth century and was not resolved until the twentieth.

Education

It wasn't until 1853, with the establishment of Cheltenham Ladies' College, that the need for sufficient education for women was acknowledged and it was 1880 before women could take degrees at the University of London. In America, Vassar was the first women's college and opened in 1865.

Work and war

The onset of World War One meant that women were needed to fill in jobs for men who were away fighting in the war. This proved to the general population that women could work as hard as men and deserved to have the right to vote, and women over the age of 30 were finally granted the right to vote in 1918.

Feminism

The term became part of the English language in the 1890s, from France. The two central ideas within feminism are:

- throughout history women have suffered systematic social, political and economic disadvantages
- these disadvantages must be corrected

TASK 1. Make a list of the expected roles of women in the 1950s. How are they different from your perception of women's roles today? Look at the following

Name	Role
Connie Baker	
Betty Warren	
Nancy Abbey	
Giselle Levy	

Context

By 1953 women's rights worldwide had come a long way, but in America there was still civil unrest because of another form of inequality: racism and **segregation**. It wasn't until 1965 that the law banned segregation of whites and blacks. In the film *Mona Lisa Smile* there are no ethnic characters; they are noticeable by their absence.

Task 2. How does the film comment on the wider political context of the time, without it directly addressing it?

The reuniting of couples after the Second World War led to the baby boom of the late 1940s. The rise of the global economy meant that more people were richer than in pre-war times and the 'not quite child, not quite adult', who still lived at home, had more free time than ever. The explosion of mass media (in the form of television, magazines and cheap singles) fuelled the growth of a 'niche' commercial market. It was the birth of the teenager.

1954 saw the symbols of rebellion in rock 'n' roll and films like *The Wild One* starring Marlon Brando, as youth culture diverged from the perfect nuclear family as portrayed in advertisements.

Although younger girls had more freedom than their mothers had had, women's place was still seen as being in the home. This is reflected in fashion of the time: although, with the invention of nylon, clothes were more comfortable and practical, there were still restrictions: women were expected to wear sculpted bras, girdles and stockings.

Producer of *Mona Lisa Smile* Elaine Goldsmith-Thomas said: 'The costumes in this movie are a metaphor for the story, the foundations and the corsets dictate the feminine ideal that defined the 1950s.'

Step 2. Viewing

While watching the movie write down witty quotes.

❖ **Plot**

One way to examine plot is to determine what type of conflict it entails. The classic divisions are: (1) person vs. person, (2) person vs. society, (3) person vs. nature, and (4) person vs. self. Often, more than one of these types of conflict occurs in a story. Using this analysis, briefly describe the conflicts in this story and classify it according to the categories set out above.

In terms of rising action, climax, and falling action, describe the structure of the plot, stating when the action stops rising and reaches a climax and begins to fall.

- What is the conflict that is driving the protagonist to act?
- What is the climax or moment of highest tension?
- How is the conflict resolved?

❖ **Direction:** Was the introduction of characters and scenes skilful?

The film *Mona Lisa Smile* is set in 1953 in New England, America. The setting can be gathered without the audience having to be explicitly told. How does the director communicate setting and era to his audience?

❖ **Photography:**

Identify one example of each of the following shots and describe how the shot affected the presentation of the story told by the film: close-up, medium shot, and long shot.

❖ **Acting:**

How does acting choice contribute to the story the filmmakers are trying to tell? Were actors cast to advantage? Did they create true to life images? How do the costumes contribute to the image the filmmakers are trying to convey?

❖ **Music:**

Analyze the use of music in the movie. Did it enhance the story that the filmmakers were trying to tell?

The music for the film is mostly early 1950s music recorded by modern artists (Macy Gray sings ‘Santa Baby’, originally sung by Eartha Kitt), they often have overtones of sexual awakening: ‘I’m Beginning to See the Light’ (sung by Kelly Rowland), for example.

➤ How might this decision to re-record classics serve as a metaphor for the changing times of the era? Watch the trailer for the film again: once without the soundtrack and once with it. How is the music used to enhance the characters’ emotional highs and lows in the film?

Music and lighting are part of the way that the moviemakers communicate their message. Go deeper than that.

Give two specific examples of how other elements of the cinematic art, such as shot framing, camera angles, camera movement, color, editing choice, or length of take were used by the filmmakers to get their point across.

Step 3. Post-viewing Discussion

Answer the questions.

1. What is the significance of the title "Mona Lisa Smile" in relation to this movie?
2. Discuss the role(s) of women in the 1950s as portrayed in the movie. How are they different from the view of Katherine Watson?
3. Katherine Watson's teachings were labeled as "unorthodox". Explain and cite examples from the movie.
4. Betty is seen to have a tremendous reaction towards Joanie's application to study in Yale. Why? If you were Betty, would you have similar reaction?
5. Katherine Watson was said to be "subversive". What is your understanding of this term?
6. Betty's marriage to Spencer – do you think she was happy? Note her mother's refusal to let her stay with her. Why?
7. The movie shows relationships of several characters. Were they acceptable in the society at that time? Why / not?

❖ **The resolution of the film teaches a lesson.**

How can you apply the lesson in the film to your own life?

What was the strongest emotion that you felt when watching the film?

Which character did you [admire, hate, love, pity] the most? What was it about that character that caused you to have that reaction?

General impression. Evaluation. Conclusion.

What makes a film worth watching?

ONLINE WRITING

Part 1. Write a review on a film. Find a good photo to illustrate the film.

Post your piece of writing on any social networking platform. React to the comments you will receive. Part 2. Scroll your groupmates' pages on social sites. Write comments to their posts about films.

ENGLISH LANGUAGE TEACHING CLUB

Using Google-forms make up a questionnaire "What is your favourite film?" (questions are in the table below), send the link to your groupmates, and kindly ask them to take a survey. Process the questionnaire and comment on

the answers outlining your group preferences. Let it become a memory! Hashtag it #sumdpu #makarekouniversity #sumymakarekouniversity and post it on any networking social platform. Share your posts in the class chat on Viber, Telegram, etc. Have fun while reading them!

general information	1. What is the title of the film?
	2. What is the genre of the film?
	3. Who is the director of the film?
	4. Who plays the leading role in the film?
	5. Who plays the minor role in the film?
brief outline	6. Is the plot complicated/simple/action-packed/true-to-life?
	7. What does the film deal with?
	8. What is the message of the film?
cinema work	9. What makes a film worth seeing?
	10. What mars a film?
recommendation	11. Is it an amusing/obscure/powerful/dragged-out/convincing/memorable/run-of-the-mill film?
	12. Did it leave a deep and lasting impression on you or did it leave you cold?
	13. Would you recommend everyone to watch this film?

☆ SPOTLIGHT ON PROFESSION

Pedagogy is the science of teaching. What constitutes ‘good’ teaching? In groups decide what you think the elements of good teaching are.

Drama task: act out scenes with examples of good and bad teaching (draw on your own experience). Find evidence from the film that depicts the change in teaching styles that Katherine adopts. The character of Katherine Watson has a definite philosophy of teaching and of life. It is partly defined by the conflicts that come up in the film: between the conventional expectations of society and Katherine’s belief that women should have the same freedoms that men have. Realizing her students’ potential, she decides not to teach from the textbook and instead insists that they think independently. She exposes them to exciting contemporary art (Jackson Pollock), telling them that they are ‘not required to like it; just consider it.’

This kind of teaching is called progressive. Compare this style with the teaching style that is described in this extract from Charles Dickens’ mid-nineteenth century novel *Hard Times*: ‘*NOW, what I want is, Facts. Teach these boys and girls nothing but Facts. Facts alone are wanted in life. Plant nothing else, and root out everything else. You can only form the minds of reasoning animals upon Facts: nothing else will ever be of any service upon these children. Stick to Facts, sir!*’ (Ch.1, p. 5, Everyman, London: 1994)

Feature Film “The King’s Speech” Watching

STEP 1. PRE-VIEWING

Background Family Tree

➤ Create a family tree for the British Royal Family.

N.B. Say "King George the Sixth", "Queen Elizabeth the Second", NOT "King George 6".

Introducing the Film

❖ Film synopsis

A film synopsis is a piece of text designed to summarise the film’s narrative, genre, style and key participants in a way that appeals to a wide audience. The synopsis is part of the film marketing process and tends to follow a traditional format.

Read this official synopsis for THE KING’S SPEECH. Complete it with the characters names:

After the death of his fatherand the scandalous abdication of....., who has suffered from a debilitating speech impediment all his life,is suddenly crowned..... of England. With his country on the brink of war and in desperate need of a leader, his wife....., the future, arranges for her husband to see an eccentric speech therapist,..... After a rough start, the two delve into an unorthodox course of treatment and eventually form an unbreakable bond. With the support of....., his family, his government and....., the King will overcome his stammer and deliver a radio-address that inspires his people and unites them in battle. Based on the true story of....., THE KING'S SPEECH follows the Royal Monarch's quest to find his voice.

Lionel Logue (Geoffrey Rush), Bertie (Colin Firth), King Edward VIII (Guy Pearce) King George VI, King George V (Michael Gambon), Elizabeth (Helena Bonham Carter), Winston Churchill (Timothy Spall) Queen Mother, Logue, King George VI

Assignment:

- From the text, identify the key plot and character points as well as the historical background to the film.
- Use an internet database to find out more about the roles the actors mentioned here have played in the past.
- From this additional information, what might you expect from the style and genre of the production?

!!!!!!Before film viewing read and translate Key Words and Useful Vocabulary

Key Words

Speech therapist, to be a stammer, to speak with a stammer, to stutter, impediment in one's speech, sublime, haughty, arrogant, to abdicate from, to discharge duties as a king, be succeeded by, to succeed to the throne, to renounce the throne, archbishop, attend the coronation. genuinely: truly, sincerely, to grieve: to be very sad because of the death of someone you love, in the wake of: following, coming after.

*** David = Edward VIII, George VI's brother who abdicated for love**

**** the British people**

Useful Vocabulary

To do broadcast read flawlessly, to win the bet, to wager money, to stake smb., bugger,

of no avail / of avail / to avail, obliging / non-obliging, self-seeking, syn. *self-interested*, to dishearten, don't be disheartened, to ingratiate with, to ingratiate oneself with a teacher, to ingratiate oneself with the new boss, to give one's word, to intimidate, have a go yourself, to enable, bastard, to have mechanical difficulties with.., flabby tummy, to expand chest, exhale, humming to have a short memory, prematurely, to act on sb's behalf , to present in favourable light, to have sb's interests at heart, sobbing, to hum, warbling, crooning, guts, to chase the girl ministration, to tease smb, hidden/latent motive/cause, to knock knees, etiquette decrees that..., suite, to carry on (it was impossible that she could be "carrying on" with lord George, don't carry on so!), elocution lessons, to yearn for / after (after such a long winter, she yearned for warm sunshine), to push off the throne, bugger off, down the drain (to throw money down the drain), to infatuate (grace has been infatuated with that red-haired boy for over two years), treason, carnation, commitment, to do with all my heart = willingly, to carry the heavy burden of responsibilities, predecessor, alas!, to ring a bell (my name's Saul Hogg.' he paused expectantly, but the name rang no bell in my mind...), premises, at your disposal, to do muscle therapy, exercises, to give. faith in, fraud, for the sake of, to ensnare, to have perseverance, impeccable (she had impeccable taste in clothes), your humble servant, solemnly promise, in mercy, to declare a war, to force into smth. it's a matter of principle, to levy a tax, grave hours, time of trial, firm and united, test is yet to come, to hold dear, a true broadcaster, to prevail, resolutely, haughty, sublime (sublime indifference).

!!!! Read these questions before you watch the film, so you will know what details to pay attention to. Take notes (on a separate piece of paper) during or just after the film.

A. 1. Do you recognise any of the actors and actresses? Where else have you seen them?

2. What different names is the King called during the film?

3. What was George VI's full name before he became King?

4. Why did he prefer George VI to King Frederick or Albert?

5. What is the King's problem? When do we find out?

B. Speech Therapists

1. What was the future king problem? Where does the Duke of York (the future king) see the first speech therapist in the film? Describe the room.

2. What does that therapist have the Duke do?

3. Can you describe the specialist's attitude?

4. Who finds the next specialist he sees?

5. What does this man's plaque (by his door) say?

6. Why is the scene when Logue first meets the Duchess funny?

7. How does Logue react to the Duchess's idea?

C. The First Appointment

1. How does the first appointment go? Justify your answer.

2. Compare Logue's office to the room you described in B. 1.

3. Where is the travel poster in Logue's office from? Why?

4. Describe Logue and the King's opinions about smoking cigarettes. Do they agree? If so, are they in favour of smoking or against it? If not, what does each of them think about it?

5. What were Logue's recommendations? What were latent causes of the stammer? Did Bertie have only mechanical difficulties?

D. Overall

1. Describe the London weather in the film.

2. Bonus question: Logue loves Shakespeare, and refers to him often. How many references to Shakespeare can you find? Can you remember/quote any specific lines?

E. End of film

At the end of the film, after the King gives the important speech, he asks his daughter, Princess Elizabeth (now Queen Elizabeth II) for her opinion of how he did. What is Elizabeth's reply? Do you agree with her? Do you think Elizabeth was being honest, too kind or too hard to please?

F. Speeches

1. How many speeches do you see the King give during the film? When do you see them?

2. What are the changes between them, and why?

3. What occasion do we see Logue help prepare the King for, but do not actually see the occasion itself?

Activity1: Sentence Completion

Choose the correct word(s) to complete each of these statements. Underline your choice.

1. Lionel's son is named:

Willy Paul James Colin

2. What pseudonym did Bertie and Elizabeth use?

The Smiths The Johnsons The O'Briens The Franks

3. How did Bertie want to be addressed?

Your King Your Highness Your Majesty Your Prince

4. How old was Bertie when he started to stammer?

three years old four years old thirteen years old fourteen years old

5. Where is Lionel from?

England Australia Canada the United States

Activity 2: Who said What?

Watch scene 2. Read each statement taken from the film script and decide who said the line. Circle your choice.

1. Who said, "You've saddled this country with a voiceless King!"? *Bertie Lionel Elizabeth Lang*

2. Who said, "Impressive armchair!"? *Bertie Lionel Elizabeth Lang*

3. Who said, "My concern is for the head on which I place the crown."? *Bertie Lionel Elizabeth Lang*

4. Who said, "It's easy. Four short responses, kiss the book, sign the papers"? *Bertie Lionel Elizabeth Lang*

5. Who said, "No training, no qualifications, just a great deal of nerve!" ? *Bertie Lionel Elizabeth Lang*

6. Who said, "It looks very beautiful, doesn't it"? *Bertie Lionel Elizabeth Lang*

G. Your Opinion

1. Do you think the King was a proud man? Why (not)? To justify your answer, think about how he speaks to Logue at the beginning, to the Archbishop of Canterbury at the end, and how many times he asked the woman he loved to marry him.

2. Do you consider Logue a successful person? Do you admire his determination? Justify your answer.

STEP 2. VIEWING

While watching the movie Take Notes writing down -witty quotes (remarks) of protagonists; royal terms expressions from your topical vocabulary – descriptive adjectives (like nervous).

STEP 3. POST VIEWING

I Answer the questions and get ready with activities in pre-viewing section.

II DISCUSSION QUESTIONS

A. Translating the Title

The film's title in English is The King's Speech. The word speech has two different meanings, both of which are used in the film.

Can you remember and give an example of each? Discuss the title, considering the two meanings of the word?

B. What Would You Do?

There is a funny scene towards the end of the film when Mrs Logue comes home and finds the Queen sitting in her kitchen. She reacts fairly well, eventually politely asking if Their Royal Highnesses will be staying for dinner. What would you do if you came home one day and there was a famous person (a royal, or politician or a film or music star) there?

C. The Abdication Crisis

1. Why do you think it was considered a crisis when Edward VIII abdicated? (It's exceptional in British history that a king or queen abdicates. Usually they remain monarchs until they die. So it was an unprecedented situation. Plus, it came shortly before World War II, when the country needed stability.)

2. In fact, after Edward abdicated and was given the title Duke of Windsor, his mother, Queen Mary, wrote to him: I do not think you ever realised the shock which your attitude caused your family and the whole nation. It seemed inconceivable to those who had made such sacrifices during the war [that is, WWI] that you, as their King, refused a lesser sacrifice. And the new Queen Elizabeth wrote, "I don't think we could ever imagine a more incredible tragedy, and the agony of it has been beyond words. And the melancholy fact remains (...) that he for whom we agonised is the one person it did not touch." (as quoted by Robert Rhodes James in A Spirit Undaunted, pp. 114- 115.)

Comment on these letters. Do you think they are justified, or were the queens exaggerating? Why?

3. During the film, you see Edward VIII give his abdication speech, including the famous line, "I have found it impossible to carry the heavy burden of responsibility and to discharge my duties as King as I would wish to do, without the help and support of the woman I love." **What do you think? Do you admire him for being so romantic, or ridicule him for abandoning his position?**

D. Stammering & Sympathy

Colin Firth (the actor who plays King George VI) was interviewed by Norbert Lieckfeldt, the Chief Executive of the British Stammering Association. They discussed how Firth prepared for the role, in terms of both “learning to stammer” and understanding the emotional state of a person who stammers. In the interview, Firth comments that the King’s stammer may have actually helped improve his relationship to the British people. I think people gradually (...) grew to love him, particularly in the wake of David*, who was Prince Charming. And you’ve got Churchill, who’s the great rhetorician; and you’ve got Hitler and Mussolini, who are using the media, the radio, to hypnotise the masses. And here’s a man who says, “I can’t speak at all.” I think when these people** who are genuinely suffering, whether they are under the bombs, or in bunkers, or in hospital, or grieving... Well, if there’s someone whose job is simply to speak to them over the radio, and he’s sitting on velvet cushions surrounded by silver spoons, it’s not going to mean anything to them. But if this man is facing his biggest demons, simply by speaking to them, it’s an act I think of generosity and solidarity that they really heard.

Do you agree with Firth? Do you think that the king’s efforts to overcome his stammer may have endeared him to his subjects? What about you? Are you impressed with his efforts, and his sense of duty (responsibility)? Why or why not (E.g., *Her smile endeared her to all the people*)?

Despite the nation’s misgivings about the Royal Family after the abdication scandal and the king’s awkward beginnings, George and Elizabeth earned their subjects’ respect and even love through their stalwart behaviour during the war. The King and Queen stayed in London during the Blitz, even though Buckingham Palace was an easy and obvious target, and was in fact hit several times. Elizabeth is said to have watched from a window as bombs fell on the Palace. They repeatedly went to tour damaged areas immediately after bombings, making it clear by their presence that, “We are all in this together.”

SPEECH-MAKING STAGE

The speech which the King delivers at the end of the film was, in real life, delivered as a live radio broadcast in 1939. The broadcast was intended to help inspire people in the UK, overseas in the Empire and in the armed forces as Britain prepared to go to war. In the film, the King’s anxiety before he first speaks into the microphone is painful to watch: with the public listening, there was no room for re-recording errors or mis-readings.

Listen carefully to the whole speech, then answer the questions below paying attention to the following aspects:

Accent	Choice of words	Content	Intonation	Pace
Pause				

- If you didn't know the context for this speech, what clues could you draw on to tell you that this is a formal public speech, and one made in 1939 (as opposed to in the modern day)?
- What could you say about the accent and pronunciation of the King? What style of English does he seem to use?
- What elements of formal or informal speech can you identify here?
- In what ways do you think that the King's power, and also his humanity, come across in the speech?
- What techniques does the king use here that might be helpful for anyone having to give a speech or a talk in public?

If you've ever had to speak publically, alone, for a similar length of time, you'll know that speech-making is a skill that requires practise. In the film, *THE KING'S SPEECH* therapist Lionel Logue helps encourage the nervous king before he begins, saying '*Forget everything else and just say it to me – say it to me, as a friend*'

❖ **Here is a transcription of the speech. Listen to the speech two or three times, reading along with the text. Put an X where the King seems to hesitate. Everyone is assigned a line or two from the King's final speech to learn by heart. Practise it at home, using the recording as a model for accent, tone, and even the hesitations. In the lesson the class as a whole should perform the entire speech — with each student declaiming their line(s) in turn) — which would be recorded.**

In this grave hour, perhaps the most fateful in our history, I send to every household of my peoples, both at home and overseas this message spoken with the same depth of feeling for each one of you as if I were able to cross your threshold and speak to you myself. For the second time in the lives of most of us we are at war. Over and over again we have tried to find a peaceful way out of the differences between ourselves and those who are now our enemies. But it has been in vain. We have been forced into a conflict. For we are called, with our allies, to meet the challenge of a principle which, if it were to prevail, would be fatal to any civilized order in the world. Such a principle, stripped of all disguise, is surely the mere primitive doctrine that might is right. For the sake of all that we ourselves hold dear, and of the world's order and peace, it is unthinkable that we should refuse to meet the challenge. It is to this high purpose that I now call my people at home and my peoples across the seas, who will make our cause their own. I ask them to stand calm and firm, and united in this time of trial. The task will be hard. There may be dark days ahead, and war can no longer be confined to the battlefield. But we can only do the right as we see the right and reverently commit our cause to God. If one and all we keep resolutely faithful to it, then, with God's help, we shall prevail.

Check Yourself

1. Make sure you remember essential vocabulary on the topic and feel free to discuss cinema using the items. F

№	Ukrainian	English
1	дублювання	
2	кіно виробник	
3	кінознімальна камера	
4	кінопроектор	
5	кіносеанс	
6	екран	
7	кіносценарій	
8	знімання фільму	
9	кадр (2)	
10	музичний супровід усього фільму	
11	титри з переліком імен учасників виробництва фільму	
12	фрагмент фільму	
13	написи, що вставляються між сценами і пояснюють дію в німих фільмах	
14	режисерський кіносценарій	
15	ноти музичного твору на окремих аркушах	
16	звукова доріжка	
17	звукові ефекти	
18	нерухомий кадр	
19	субтитри	
20	двомірний	
21	світовий хіт	
22	визначний фільм	
23	затмарювати	
24	відповідати настрою	
25	просвіщати	
26	крупний план	
27	загальний план	
28	монтаж	
29	вирізані з фільму сцени	
30	редагування	
		Filmmaking professionals
1	художній режисер	
2	акторський склад	
3	оператор	
4	режисер, що відповідає за акторський склад	

5	режисер-оператор	
6	композитор	
7	знімальна група	
8	художник-постановник (по костюмам, декораціям)	
9	режисер-постановник	
10	режисер –оператор	
11	редактор фільму	
12	художник-постановник	
13	сценарист	
14	продюсер	
15	художник по декораціям	
16	звукорежисер	
17	редактор візуального ряду	
		Difficult (personally for me) to remember cinema vocabulary items

2. Complete each sentence with a word formed from the word in capitals.

- Everyone said the film was good, but I found it DISAPPOINT
- Watching a horror film at night can be FRIGHTEN
- He gets by the middle of a tearjerker. BOREDOM
- The end of this run-of-the-mill film was rather EMBARRASMENT
- As for me, the story-line was too CONFUSE
- To watch this dragged-out soap opera up to the end was EXHAUST
- I was really ... when I saw the trailer of the sequel. SURPRISE
- Why don't you leave and stop being ... if you don't like the movie. ANNOY
- Are you ... in historical films? INTEREST
- Yesterday I felt so ... that I skipped my series. TIRESOME

3. Put the jumbled conversations about films into the correct order.

Conversation 1

- a. No, I haven't actually but I've heard it's really good. Friends have told me it's worth seeing.
- b. Have you seen "Bloodthirsty"?
- c. Really! Well, I must admit it looks a bit too violent for me.
- d. Yes, I'm not sure if I want to see it myself.

Conversation 2

- a. I'm thinking of going to see that new Will Smith film.
- b. Well, the reviews I've seen were very good.
- c. Are you? I've heard that it's terrible. Just typically Hollywood.
- d. Were they! I've heard the opposite.

Conversation 3

- a. But it's meant to be one of the best horror films ever made!
- b. Is it? You're not going to watch it, are you? It's supposed to be really horrible.
- c. Excellent! It sounds right up my street, then.
- d. Thriller Killer is on tonight.
- e. Well, someone told me that it's the most disgusting thing, they'd ever seen in their life.

4. Match the terms with their definitions.

horror film	a movie in which many events happen
animated film	a hand-drawn film using no real actors
stunt man	a movie which continues a story begun in earlier film
extra	a substitute for the leading actor during an auto accident scene
ad lib	a sentimental melodrama
newsreel	each of the hundred soldiers used in one scene as background
close-up	cues not according to the script
action film	a suspense type mystery
sequel	a scene showing the grief-stricken face of the leading lady from near
tearjerker/chick flick	a film showing, or a programme commenting on, news items.

5. Read a comment on a cartoon *Finding Nemo* and fill in the gaps with phrases from the Vocabulary on topic *Cinema*.

animated movie *without flaws* *has won universal acclaim*
memorable
keeps you on the edge of your seat up to the end *revolves around*
shot
prime example *appeals so much to the audience* *breathtaking*

A couple of years ago Disney together with Pixar (1) ... a new pearl of (2) ... which is called *Finding Nemo*. It's a (3) ... of uniquely modern underwater adventures of father's search for his lost son. This cartoon is not (4) ... because some people say that it's a massively abysmal piece of cinema which shows a complete disregard for quality. Quite the contrary, I personally think that *Finding Nemo* is a (5) ... tale which (6) ... with its (7) ... characters and colorful scenes.

So, the plot of *Finding Nemo* (8) ... the importance of family ties. Martin is a clown fish and single father living on the Great Barrier Reef. Having lost his wife, Coral, and the rest of their offspring to a shark attack, Martin is overprotective of his one surviving son, Nemo. Martin is afraid of the ocean and its menace and he urges his son also to live by this fear. This cartoon (9) ... as it (10)

6. Answer the questions about cinema in writing without looking back on the material.

1. When and how did moving images appear? Why have moving images been always popular?
2. What is the role of cinema in our life? Does it have more positive or negative points? What impact does cinema produce on you?
3. Who is the most important person in filmmaking? Why? Would you like to try your hand at producing a film? What would you choose to do? Why?
4. What is your favourite film? What do you like this film genre for? What are the peculiar features of this genre?

7. Translate into English.

Я давно думаю про те, щоб зняти фільм, але не можу вибрати жанр. Мені подобаються захоплюючі детективи, що поглинають, науково-фантастичні фільми, чудові мультфільми, зворушливі мюзикли. Я вважаю, що такі фільми залишають глибоке та тривале враження на глядачів. Єдине, чого я терпіти не можу, це награні мелодрами з розтягнутим сюжетом. Для мене вони просто пересічні фільми, які не спроможні ні достукатися до глибин людської душі, ні пробудити розум і душу, ні допомогти подолати життєві труднощі. Я впевнений, що такі солодкі фільми завдають шкоди, демонструючи неправдиве життя. Гарний фільм, на мій погляд, повинен об'єднувати два суперечливі елементи: з одного боку, він має бути спрямований на багатомільйонну аудиторію, з іншого боку – звертатися особисто до кожного глядача. Крім того, він повинен забезпечувати нас безліччю ідей та надавати їжу для роздумів.

8. Conclude the topic by making up a *cinquain* (a class of poetic forms that employ a five-line pattern) which will help summarize the key notes of the topic.

NOUN (topic's title)
ADJECTIVE **ADJECTIVE**
(words which characterize topic to the fullest)
VERB **VERB** **VERB**
(words which characterize topic to the fullest)
PHRASE (personal attitude to the topic)
NOUN (conclusion, total)

☆ **SPOTLIGHT ON PROFESSION**

Imagine that you are a secondary school teacher of English. You have just finished the topic "Cinema" with your pupils. Get prepared a presentation for them on the topic which outlines its main ideas and draws pupils' attention to the most problematic aspects. Introduce your presentation and get feedback from the class.

VOCABULARY BANK

Topical Vocabulary

Cinema: cinema, drive-in cinema, film (movie, motion picture), to go to the cinema, on the screen, the first showing, entrance (exit), showing begins at... (ends at...), colour poster, the box office, to book tickets.

Films: documentary, educational, popular scientific (or science) film, feature film, science fiction, animated cartoon, adventure film, musical, puppet film, colour (black-and-white, mute, dubbed, full-length, short-length) film, two (three) part film, wartime epic, newsreel, serial, "X" film, star-studded film, the screen version (adaptation) of the novel.

Parts of films: scene, outdoor (indoor) scene, the opening scene, the final scene, crowd scene, an episode, still, shot, close-up, caption, subtitle, flash-back(s).

Plot/story/ scene: amusing, boring, clichéd, confusing, entertaining, exciting, melodramatic, thrilling, unbelievable, arouse curiosity, full of tension, build up, to reach a climax, to develop a story, interlocking stories/fragmented narrative/non-linear narrative, unexpected plot twists, one of the most surprising moments in the film occurs when
SETTING/ATMOSPHERE: ... is set in The story unfolds in provides the setting for create a certain atmosphere/mood.

Music/soundtrack: the music conveys a sad/happy/melancholy atmosphere, the music underlines a mood/evokes feelings/shows a character's emotions/connects scenes, the music and the lyrics support the plot.

Cinema work: to shoot (produce, make) a film, to make a screen version (adaptation) of a novel, to screen a novel (play, story), to play (act) on the screen, to release a picture, to come out (about a film), to go into production, to remake a film, to be dubbed in..., to present a film in..., co-production (joint production), directed by..., scenery and costumes by..., the songs set to music by... .

Cinema workers: producer, film director, art director, director of photography, camera-man, script-writer, animator, costume designer. **DIRECTOR:** a film directed by ..., to develop a story, well-directed, expertly directed. **SCREENPLAY/SCRIPT:**

... from a screenplay by ..., multi-layered script, screenwriter The script was written by ..., ... co-writes's writing is astonishing/plausible/witty/tightly written, ... give characters the opportunity.

Cinema-goers: film goers, audience, film fans, to watch the film, to watch smb. acting on the screen, to see a film.

Actors and acting: the cast, comedian, an actor of great promise, leading actor, star, to play the main (leading, title, key) or small (supporting, minor) role, to co-star, to portray a character, to give a convincing (memorable, captivating, warm, brilliant, superb) portrayal of, to give a magnificent performance as...(in), to take (gain) the best actress (actor) award (title), to create a true-to-life image, to make the most of the role, to bring to life on the screen, to come alive on the screen, a typical N role, to outshine everybody else, a new N film, to star in a role, to be miscast (ill-chosen), to be cast to advantage, exceptional performance, fervently performed, well-acted, newcomer, a film full of wonderful characters, appealing, fascinating, funny, stereotypical, two-dimensional, warm-hearted, ... does a very good job as The performances in ... are excellent. ... gives the part much personality. ... adds a lot to the film. ... is absolutely remarkable/especially memorable as is very/less convincing The most complex/incredibly played character is that of

Effect. Impression: the film deals with (depicts, presents, tells of), the message of the film, to win universal acclaim, to praise unreservedly, to leave a deep and lasting impression on, to appeal so much to the audience, to be (make) a hit with the public; a delightful, amusing comedy; entertaining (powerful, gripping, absorbing, vividly dramatic, technically brilliant, sad, depressing, slow-moving, dragged-out) film; to mar a film, to leave smb. cold, empty of serious content, a flop, a good film, not without flaws, a run-of-the-mill film, not a film to everyone's taste, not an easy film to watch,

obscure and complex ideas, action-packed, amusing, badly acted, balanced, beautiful, (extremely) boring, breathtaking, captivating, compelling, complex, (totally/slightly) confusing, contrived, disappointing, enigmatic, enjoyable, entertaining, exciting, fantastic, (totally/rather) far-fetched, (truly) fascinating, funny, gripping, hilarious, humorous, inspiring, lousy, manipulative, masterful, perfect, poignant, powerful, (un)realistic, ridiculous, romantic, overacted, overrated, overwhelming, (im)perfect, predictable, provocative, silly, stupid, surprising, super, tense, unbelievable, unoriginal, (highly) uplifting.

Movie and You. Motion Pictures of Different Periods: Their Major Differences

To tap the deepest reaches of man's heart, to provide smb with ideas, to help understand and overcome the difficulties ahead, to relieve pressing anxieties of the day gone, to fulfill one's emotional and social needs, to distort the image of reality, to numb one's mind, to help smb escape from reality, a multiplex cinema, to be on at, commercial, mainstream, smash-hit, big-budget, low-budget, mogul, It is not exactly Shakespeare! A rustle of smth, a crackle of smth, to munch, to use an app, etiquette, distractions, bugbears, slurping, a big no-no.

Film Genres of Nowadays. My Movie Preferences. Action Movies

The plot revolves around smth/sb, to live happily ever after, "sword and sandal" genre, to be a red herring, cliffhanger, to pull oneself up, chick flick, prejudice, "chemistry", to have a powerful effect on, to feel shell-shocked, a close-up, a distant shot, one's social standing to fall out with smn, to take one's revenge on smb, to work out nicely in the end, to do smb justice, to do justice to smb, to face into the night. Poignant, creepy, fast/slow-paced, heart-warming, breath-taking, to keep smb on the edge of one's seat up to the end, to make one's blood run cold. To blow smb up, stunt performers, inevitable.

The Role of Cinema in Our Life. TV and Cinema. Their Impact on People

To grow and evolve rapidly, inception, to gain the attention, to shape the social culture, to sway smth, to have such an enormous impact on smb, to be a great tool when used properly and for the right reasons, to give rise to movie viewings, a sudden rise in the popularity, to be a mass communication medium, to come into play, it entails, to fit perfectly into, to attest to, to hold the record, to have an impact on people, the tricky part, history lessons, a prime example, learning tools for a mass audience, to present skewed information, to form baseless opinions, fans mimic their idols, have a huge influence, to act out what smb sees, violent scenes lead to desensitization, to raise the bar of gore, abuse, and gun violence to shock the viewers, to become

desensitized to smth, both the positive and negative effects of movies on the society, the society affects a film's cultural, ethical, social, and aesthetic values, to take the cultural value of that section of society into account, ethical, to contain lessons about greed, the capacity to influence society, both locally and globally.

Children and TV. Dangerous Movies. Film Censorship. Is it Necessary or not?

To be banned, to have adverse effect on smb, to make compulsory, to be flaunted, to corrupt the minds, to distract smb from, abusive language, it is estimated, to be watched with parental supervision, to lead to mob violence, to protect smb from filth, to flood TV, a nine o'clock watershed, to make contribution to smth, to prove both sides of the argument, can't help but do smth/can't help doing smth, to engage in, andhate speech, to control obscenity, to promote or restrict political or religious views, to prevent slander and libel, to restrict freedom of speech, disregard for the law, to protect national security, to break the law, a hallmark, blasphemous and heretical talk.

Shooting and Acting. People Involved in Filmmaking. The Art Of Acting

To indoctrinate, to shape the look and feel of a film, creative force, to pull a film together, to turn the words of a script into images on the screen, to orbit around the director, to pull smb into the story, to come to life, envision, to shape the script for, to hire the crew, to bring one's story to life, to play a pivotal role, alias, insurmountable obstacles, a crook, money laundering. To convey emotions to an audience, to enrol in workshops, to hone one's instruments, to make character come to life, to study the role in depth, to learn one's lines.

INDEPENDENT STUDY

Individual Reading Section

Complete the following tasks for Independent Reading in your notebook:

1. List three characters in the book so far. Describe their physical appearance, importance to the story, and character traits.
2. Make a list of six events in the story. What caused each event? What was the effect of each event? Write out and learn 15 vocabulary items.
3. Describe an exciting event from the book as if you were a sports broadcaster.
4. Write a letter to a character in the book. Include your reaction to the events in the book, your feelings about the character's choices, and what you think the character should do now. (At least one page).

5. Choose five interesting or unusual words from the book so far. Create a semantic map for each, including definition, the word in a sentence, related words, and synonyms. Write out and learn 15 vocabulary items
6. Think about the relationship of the setting to the story. Could this story have happened in another place? Why or why not?

Grammar Section

Revise: -ing form or Infinitive, the use of linking words.

Do exercises: *-ing form or Infinitive* (Upstream Upper-Intermediate, Ex. 1-4, p. 54), *linking words* (First Certificate Language Practice, Ex.1-7, pp.75).

Listening Section

Do all tasks in sections LISTENING and VIDEO WATCHING within the topic.

Vocabulary Section

Study Vocabulary Bank and make up 50 sentences for translations with vocabulary items.

Reading Section

Read 3 thematic texts that appeal to you most of all and do the assignments that follow.

Writing Section

1. Write an *argumentative essay* “Movies are regarded as truly an art of our time” (300 words).
2. Write a *motion picture review* (200 words).

Speaking Section

1. “What is your favourite film genre and why?” Explore the Ukrainians preferences in movie genres. Conduct the study to reveal most/ less/ popular/ favourite genre among men/ women, children/youth/adults. Develop survey questions using free online survey software and questionnaire tool (Google forms, Mentimeter, Polleverywhere). Discuss your findings with your partner.
2. Imagine that you are a secondary school teacher of English. You have just finished the topic “Cinema” with your pupils. Get prepared a presentation for them on the topic which outlines its main ideas and draws pupils’ attention to the most problematic aspects. Introduce your presentation and get feedback from the class.

RESEARCH STUDY

Choose one of the topics suggested or suggest the topic for investigation you are interested in. Study the literature on the topic. Elaborate on the survey research design. Write an abstract. Consult your academic advisor. Submit the abstract to the student’s conference.

1. The commonly used lexemes and their stylistic peculiarities to denote *movie* in English-speaking discourse (on the material of COCA).
2. The realization of the concept CINEMA in English-speaking discourse (on the material of ...).
3. The Ukrainian contribution to world cinema.
4. The film genres of Ukrainians/Englishmen/Americans through ages reflected in cinema works of those periods respectively.
5. Exploring the movie preferences of working/unemployed people in Ukraine/England/America.
6. Censorship for children/adolescents/adults in Ukraine/England/America: should or shouldn't?
7. Filmmaking process: creative euphoria or hard work?
8. Film festivals.
9. Doomed to be celebrities: a fate or a sensible choice?
10. The family as a hidden influence agent in movie viewing decision-making.

TOPIC “ART”

Value and Functions of Art

LEAD-IN

1. How good are you at art? Answer the questions and let your partner interpret the results about your involvement in the arts.

1. Why is art important?
2. What art form do you like best?
3. Why do you enjoy art?
4. What is your favourite style of art? What are its representatives?
5. Do you have a favourite painting? If so, what is it? Why do you like it?
6. Do you prefer traditional or modern art? Why?
7. Do you find Picasso's work astonishing or weird?
8. What are the most famous paintings in the world?
9. What makes a painting an unsurpassed masterpiece?

2. What is your favourite piece of artwork? What for do you appreciate it? Read the example. Express your ideas using the table below.

<i>I have every confidence, I am a passionate believer, There is no doubt, It is common knowledge, It is clear cut, It stands to reason, It is generally recognized, In my view, In my opinion, From my point of view, From my perspective, To my mind, Speaking about me, As far as I am concerned,</i>	I	to really love... to be fond of... to be interested in... to be keen on... to be cut out for...	It	reveals my happiness personality. helps me cope with everyday problems. gives me a new lease of life. nourishes and gives me food for thought. makes me glad to be alive. recharges my batteries. just entertains, amuses. makes me laugh/cry/tremble/scream/smile... provides me with ideas. helps understand and overcome the difficulties ahead. relieves pressing anxieties of the day gone. fulfills my emotional and social needs. distorts the image of reality and numbs my mind. helps me escape from reality. makes the artwork worth seeing. taps the deepest reaches of my spiritual life. leaves a deep and lasting impression on me. leaves me cold. creates a true-to-life image. wins a universal acclaim. makes a hit with the public. is empty of serious content. is not without flops. is a form of communication.
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			says something. It's not just pretty. takes into account our senses. reflects society. gives meaning or new understanding to the world. begins inward and moves outward. is the spirit of the time. is about making statements. is art by the discussion it generates. it transmits a point or message, it is art. makes you think. is open to interpretation.
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Personally I, really love watching famous Black Square by Malevich. It gives me food for thought. This artwork taps the deepest reaches of my spiritual life. It states to reason, art makes us think of the sense of life, how people must live, what an ideal of beauty is, what love is –art dwells on all these eternal questions, and this picture is no exception. Moreover, it helps people understand outside world, arouses the mind and soul. Art has a considerable influence on our world perception, forms our moral values. In other words, it enriches our inner world. The conclusion is that art influences greatly on the development of a person and that of the mankind. Only valuable, full of sense artworks can mold our notions about beauty and harmony. Only highly-qualified artworks (such as this one) have a great educational significance and help bring pupils up: make them kinder and more humane. The language of art is universal.

3. What comes to mind when you hear the word “art”? Generate your acronymic associations.

A

R

T

4. What is art? Look through the definitions below and choose the most suitable one. Justify your choice.

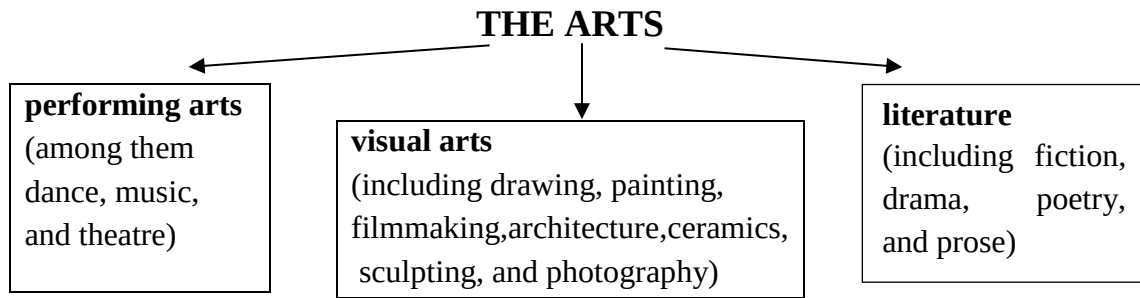
Art – the expression or application of human creative skill and imagination, producing works to be appreciated primarily for their beauty or emotional power.

Arts – subjects of study primarily concerned with human creativity and social life, such as languages, literature, and history.

The Arts – the various branches of creative activity, such as painting, music, literature, and dance.

The Art – the ability or skill involved in doing or making something.

5. Study the given classification of art branches and forms. Do you agree with the suggested classification? Which art form have you already studied?



6. Watch the video “What Is Art?” and either fill in the gaps or choose a correct answer. Work out your own definition of what art is.

1. Some people think of art as something that's just for intellectuals, or _____ people.
2. Art's often in more places than we might realize: _____ you like, _____ you watch, poems, theater, even a quilt that your grandmother made.
3. Art has been around for thousands of years, and through the ages it has _____ in a number of ways.
4. What is the definition of art?
 - a) There isn't one agreed-upon definition
 - b) Art is in the eyes of beholder.
 - c) It's an expression of thoughts, emotions, desires
5. Many believe that art is anything that stirs _____ in you.
6. Everyone's entitled to their own _____ and feelings.
7. The term art is really just a/an ...
 - a) controversy
 - b) label
 - c) experience
8. Art is about your personal _____ with it and the meaning you _____ from it.
9. It gives us an opportunity to tell stories, record history, and _____ our emotions in a way that few other things can.

VIDEO WATCHING “Areas Of Art”

Glossary:

The Arts (plural) covers everything in the network above. **Art** [singular, uncountable] usually means fine art, but can also refer to technique and creativity.

E.g. Have you read the arts page in the paper today? [that part of the newspaper that deals with all the things in the network]. *She’s a great art lover* [loves painting and sculpture]. *Shakespeare was skilled in the art of poetry* [creative ability].

Use of the definite article: When we refer to a performing art in general, we can leave out the definite article. *E.g. Are you interested in (the) cinema/ballet/opera/theatre?*
But: *Would you like to come to the cinema/ballet/opera/theatre with us next week?* [particular performance].

1. Read the sentences below about the areas of the Arts that Val enjoys. Then watch the video podcast from 0:12-0:32 and delete the incorrect word.

Hi. I *like / enjoy* lots of areas of the Arts, particularly photography and *ballet / dance*. I go to a lot of art and photography *exhibitions / galleries* and I like the small, intimate *places / ones* the most. Today, I’m at Tate Modern in central London asking people about *culture / the Arts*. What areas of the Arts do you *like / enjoy*?

2. What areas of the Arts do you enjoy? Look at the items in the box and then watch the video podcast from 0:33-1:29 and tick (✓) the things that the speakers mention. There are FOUR extra items.

photography theatre film visual arts painting sketches
illustration jazz sculpture literature dance music
ballet contemporary art drawing opera graphic art

3. Tell us about a recent exhibition or performance you went to. Look at the people below and read their answers. Then watch the video podcast from 1:31-2:32 and write true (T) or false (F) next to each answer.

Andrew. He went to see a dance performance.

Hannah. She liked the performance she saw very much.

Susan. She went to an Indian art exhibition.

Bob. He went to a jazz concert.

Alice. She went to a photography exhibition. _____

Adrian. He went to the theatre. _____

4. Do you think the Arts are important? Look at the six people below and read what they say about the Arts. Then watch the video podcast from 2:34-3:35 and match the people A-F to the comments 1-6.



1. it's a way of expressing yourself or expressing who you are.
2. It's an important way for people to understand all aspects of life I think.
3. Very much so, yes, they're part of our culture.
4. Children learn through art more than anything else, I think.
5. It's what makes me feel most alive...
6. ... in a world without art where's the imagination?

5. The people in the video podcast talk about the areas of the Arts they enjoy. Read their answers and fill in the gaps. Then watch the video podcast again from 0:33-1:29 and check your answers.



Andrew:

"I _____ painting, sculpture and dance."



Hannah:

"I _____ theatre and reading and when I get the opportunity, to go and see some pictures."



Adela:

"I _____ photography. I studied it at college."



Sue:

“I _____ all sort of art, but at the moment I am doing a Master of Arts in contemporary arts.”



Rob:

“I _____ like literature; I like books but I enjoy most areas of the music too.”



Adrian:

“I like drawing, actually: sketches of people’s faces, _ _____ that.

And sculpture: anything in wood and stone, I enjoy that.”



Alice:

“I am an illustration student, so I _____ contemporary graphic art and illustration and drawing.”

6. Discuss with your partner the areas of Arts you enjoy most and why. Use some of the language from the video podcast and your Topical Vocabulary. Consider the following points:

1. What areas of the Arts do you enjoy?
2. Tell about a recent exhibition or performance you went to.
3. Do you think the Arts are important? Why?

SPEAKING

Can you tell the difference between what's art and what's not art? Some of the images are True Masterpieces of Abstract Art, created by Immortal Artists. They carry profound meanings, which are, however, beyond the apprehensions of the vulgar. The rest mean nothing.

ONLINE WRITING

Online writing formats include **texting, instant messaging, emailing, blogging, tweeting, and posting comments on social media sites, e.g., Facebook.**

Find any artistic blog on Instagram/Facebook, etc., and post comments beneath. Share the screenshot in the class chat on Viber, Telegram, etc. Discuss whose comments were the most relevant to the topic under discussion. Why?

ENGLISH LANGUAGE TEACHING CLUB

Create a short, entertaining video/post on today's topic where you reflect on one thing which impressed you most of all, either new vocabulary items or your wonderful thematic ideas or classroom atmosphere or teaching style, whatever. Let it become a memory! Hashtag it #sumdpu #makarenkouniversity #sumymakarenkouniversity and post it on any networking social platform. Share your reels/posts in the class chat on Viber, Telegram, etc. Have fun while watching/reading them!

☆ SPOTLIGHT ON PROFESSION

Imagine that you are a secondary school teacher of English. Making use of art collocations from Vocabulary Bank Section, suggest your pupils 2-3 tasks within the topic, e. g., *restore the synonymic row, cross an odd word out, replace with synonyms*, etc. Accompany the tasks with communicative setting, detailed instructions, and passport of the exercise. Use digital tools such as Wordart, Padlet, Quizlet LearningApps, Bookcreator Ourboox, Jamboard, Wordwall, Blendspace, ThingLink, Mentimeter, Polleverywhere, Socrative, Edmodo, Projeqt, TED-Ed, Kahoot!, etc.

Trends and Styles of Art

DISCUSSION

GLOSSARY:

In the visual arts, **style** is a “distinctive manner which permits the grouping of works into related categories”. Art styles describe the way the artwork looks. Style is basically the manner in which the artist portrays his or her subject matter and how the artist expresses his or her vision. Style is determined by the characteristics that describe the artwork, such as the way the artist employs form, color, and composition. Another important factor in determining the style of an artwork is to examine the way the artist handles the medium, taking into account the method or technique that the artist uses. An additional aspect of art styles is the philosophy or driving force behind the artwork. All of these stylistic elements are defined by the choices artists make as they compose their artwork.

1. If you're interested in art trends and styles the first thing you should do is take a look at this table which briefly outlines the artists, traits, works, and events that make up major art periods and how art evolved to present day. Accompany considering the table with VIDEO WATCHING “The Evolution of Art”.

Art Periods/ Movements	Characteristics	Chief Artists and Major Works
Stone Age (30,000 b.c.–2500 b.c.)	Cave painting	Stonehenge
Egyptian (3100 b.c.–30 b.c.)	Art with an afterlife focus	Great Pyramids
Greek (850 b.c.–31 b.c.)	Greek idealism: balance, perfect proportions; architectural orders	Parthenon
Roman (500 b.c.– a.d. 476)	Roman realism: practical and down to earth; the arch	Colosseum
Indian, Chinese, and Japanese (653 b.c.–a.d. 1900)	Meditative art, and Arts of the Floating World	Hiroshige
Byzantine and Islamic (a.d. 476–a.d.1453)	Heavenly Byzantine mosaics; Islamic architecture and amazing maze-like design	Hagia Sophia, Andrei Rublev, the Alhambra
Middle Ages (500–1400)	Celtic art, Gothic	Notre Dame
Renaissance (1400–1550)	Rebirth of classical culture	Botticelli, Leonardo, Michelangelo, Raphael
Mannerism (1527–1580)	Art that breaks the rules	Tintoretto, El Greco, Pontormo, Bronzino, Cellini
Baroque (1600–1750)	Splendor and flourish for God; art as a weapon in the religious wars	Reubens, Rembrandt, Caravaggio

Neoclassical (1750–1850)	Art that recaptures Greco-Roman grace and grandeur	David, Greuze, Canova	Ingres,
Romanticism (1780–1850)	The triumph of imagination and individuality	Turner, West	Benjamin
Realism (1848–1900)	Celebrating working class and peasants	Corot, Daumier, Millet	Courbet,
Impressionism (1865–1885)	Capturing fleeting effects of natural light	Monet, Renoir, Pissarro, Morisot, Degas	Manet, Cassatt,
Post-Impressionism (1885–1910)	A soft revolt against Impressionism	Van Gogh, Gauguin, Cézanne, Seurat	
Fauvism and Expressionism (1900–1935)	Harsh colors and flat surfaces (Fauvism); emotion distorting form	Matisse, Kirchner, Kandinsky, Marc	
Cubism, Futurism, Suprematism, Constructivism (1905–1920)	Pre- and Post-World War I art experiments: new forms to express modern life	Picasso, Leger, Boccioni, Severini, Malevich	Braque,
Dada and Surrealism (1917–1950)	Ridiculous art; painting dream and exploring the unconscious	Duchamp, Dalí, Ernst, Magritte, de Chirico, Kahlo	
Abstract Expressionism (1940s–1950s) and Pop Art (1960s)	Post-World War II: pure abstraction and expression without form; popular art absorbs consumerism	Gorky, Pollock, de Kooning, Rothko, Warhol, Lichtenstein	
Postmodernism and Deconstructivism (1970–)	Art without a center and reworking and mixing past styles	Gerhard Richter, Cindy Sherman, Anselm Kiefer, Frank Gehry, Zaha Hadid	

2. Make up questions and then find answers in the table from above.

- 1) What (to be) the major works of the Renaissance?
- 2) What (to be/characterize by) Realism?
- 3) Who (to be) the representatives of Modernism?
- 4) What (to be) the differences between Expressionism and Impressionism?
- 5) Where (to be/situate) Great Pyramids?
- 6) Which art period (to date back to) Stonehenge?
- 7) What (to be famous for) Rafael?
- 8) What (to know) about Leonardo da Vinci?
- 9) Where (to be/situate) Parthenon?
- 10) Which art movement (to be) the most interesting? Why?

3. Guess what artworks are presented using the table from above. Why are these artworks so famous? What makes them recognizable?



Picture 1 _____



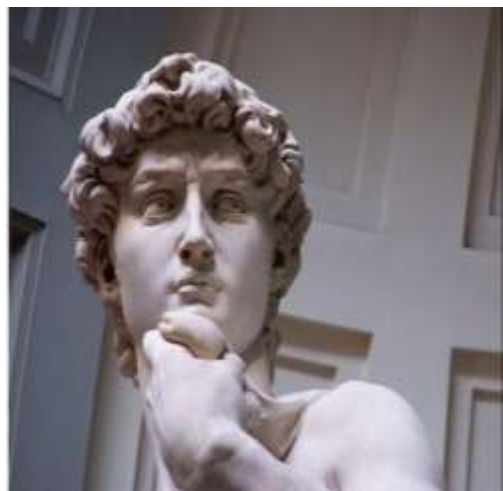
Picture 2 _____



Picture 3_____



Picture 4_____



Picture 5_____



Picture 6_____



Picture 7_____



Picture 8_____

VIDEO VIEWING “A Brief History Of Arts”

1. You are going to watch the video. Study the words and word combinations related to our topic.

GLOSSARY:

- **dark/light themes dominated** – переважають темні/світлі теми
- **vast array of colours** – велике розмаїття кольорів
- **intense shadowing** – інтенсивне затінення
- **dark subject matter** -темна тематика
- **to capture a specific movement in time** – зловити певний момент в часі
- **distinguishable brushstrokes** – помітні мазки

2. For Student A. While watching the video complete the table with characteristic features of each period.

a) *art on stones*; b) *artistic backwardness (відсталість) and focus on religious themes*; c) *shapes and forms in an abstract way*; d) *focus on advertisement, pop-culture*; e) *art used to capture specific movement in time*; f) *vast array of colours*; g) *darker subject matter than Rococo*; h) *accurate observations of the ordinary world*; i) *a strong sense of light and distinguishable brushstrokes*; j) *dreamy and imaginary paintings*; k) *accurate perspectives, natural background with light and shadowing*; l) *focus on the emotion of colour rather than the reality of it*; m) *dark themes dominated, realistic objects in unrealistic situations*; n) *rich colour, Christian themes, intense shadowing, highly dramatic scenes*.

Period of art	Characteristic features
1.Paleolithic, Mesolithic, Neolithic art	
2.Classical art	
3.Medieval art	
4.Renaissance	
5.Baroque and Rococo	
6.Neoclassicism	
7.Romanticism	
8.Realism	
9. Impressionism	
10.Post-Impressionism	
11.Expressionism	
12.Cubism	
13.Surrealism	
14. Pop-art	

3. For Student B. Watch the video for detail and fill in the table.

Paleolithic, Mesolithic, Neolithic (30,000 BC – 2,000 BC)	• art on stones (painting or _____); • mainly _____ foods, _____, _____ basic _____ and animals.
Classical art (500 BC – 500 AD)	• Sculptures were created by marbles in order to portray _____ as well as when completed were painted with _____.
_____ (500 AD – 1,400 AD)	• a period of artistic backwardness; • art from classical period – forgotten; • focus on _____.
Renaissance (late 1,300 AD – 1,600 AD)	• focus – _____; • accurate perspective; • _____ with light and shadowing.
_____ (17 th century – 18 th century)	• _____ – a rich color, Christian themes, intense shadowing and highly dramatic scenes; • _____ – used by nobles to display wealth.
Neoclassicism (late 18 th century – mid 19 th century)	• much _____ subject matter than _____ art; • used in French politics; • adopted many characteristics of _____ and _____ classicism.
_____ (1780 AD – 1850 AD)	• a revolt against the Age of Enlightenment and the Scientific Revolution of Early modern Europe; • paintings were more like _____ and _____ compared to Neoclassicism.
Realism (1848 AD – 1900 AD)	• a rejection of the _____ and _____ of Romanticism; • focus more on accurate observation of the ordinary world.
_____ (1865 AD – 1885 AD)	• began during the Industrial Revolution in France; • The art used to capture a specific movement in time but more _____ than the _____ art.
Post impressionism (1885 AD – 1910 AD)	• began in France; • strong sense of _____ and distinguishable _____.
_____ (1890 AD – 1935 AD)	• began in Germany; • more focus on the _____ of color rather than the _____ of it; • sometimes appeared as abstract art.
Cubism (1905 AD – 1920 AD)	• The compositions of the arts are used with shapes and forms in an abstract way. • 2 classes of cubism: • _____ = geometric shapes • _____ = flat, mixed media and collages
_____ (1917 AD – 1950 AD)	• After World War I, domination of _____; • realistic objects were placed in unrealistic situations in order to _____; • _____ settings & _____ visuals.
_____ (1950 AD – 1970 AD)	• was not considered as art. • more focus on advertisement, pop culture etc.

4. Using information from the table of your variant describe any period of art for your partner to guess.

ONLINE WRITING

Text a message to your friend where you invite him/her to an art exhibition. Discuss your artistic preferences. Be polite if he/she doesn't agree and find alternatives together. Share the screenshot of your correspondence in the class chat on Viber, Telegram, etc.

ENGLISH LANGUAGE TEACHING CLUB

Create a short, entertaining video/post on today's topic where you reflect on one thing which impressed you most of all, either new vocabulary items or your wonderful thematic ideas or classroom atmosphere or teaching style, whatever. Let it become a memory! Hashtag it #sumdpu #makarenkouniversity #sumymakarenkouniversity and post it on any networking social platform. Share your reels/posts in the class chat on Viber, Telegram, etc. Have fun while watching/reading them!

☆ SPOTLIGHT ON PROFESSION

Imagine that you are a secondary school teacher of English. Drill your pupils in art trends and movements. Accompany the task with communicative setting, detailed instructions, and passport of the exercise. Use digital tools such as Wordart, Padlet, Quizlet LearningApps, Bookcreator Ourboox, Jamboard, Wordwall, Blendspace, ThingLink, Mentimeter, Polleverywhere, Socrative, Edmodo, Projeqt, TED-Ed, Kahoot!, etc.

Modern Art

READING

1. Study the difference between 'modern art' and 'contemporary art'.

GLOSSARY:

The words contemporary and modern are technically synonyms, but these two phases in the history of art are very different. Contemporary art's meaning involves much more context. Contemporary art is considered **postmodern**, which means that it came after Modernism.

Contemporary art is different from modern art movements such as **Pop art** or Surrealism. Modern art was marked by artists being self-referential (making art about art). **Modern** art includes artistic work produced during the period extending roughly from the 1860s to the 1970s, and denotes the styles and philosophy of the art produced during that era. The term is usually associated with art in which the traditions of the past have been thrown aside in a spirit of experimentation.

Modern artists experimented with new ways of seeing and with fresh ideas about the nature of materials and functions of art. A tendency away from the narrative, which was characteristic for the traditional arts, toward abstraction is characteristic of much modern art. More recent artistic production is often called contemporary art or postmodern art.

Modern artists created art movements, with similar ideas and technical challenges which occupied the thoughts of many different artists. In the Contemporary art era, artists create art that responds to the unique experience of living in the technologically advancing world wherein we find ourselves, each story unique. Artists create artworks based on their unique experiences. There are no overarching ideas and ideologies, and artists do not create new “-isms” such as Surrealism and Fauvism.

Modern artists created artworks focusing on the artmaking process itself – such as when Impressionists created artworks responding to the invention of the camera – inspired by the idea of capturing light on a minute-to-minute basis. Contemporary artists do not all have an overarching medium that they explore, and each artist uses the medium as a way to explore larger themes and ideas.

Contemporary art responds to ideas of the modern world in a way that suits this moment in history and time – with each artist focusing on a life-long journey of art-making about the intricacies of living in the world in their own way.

2. Skim the text and say whether the author shares the suggested above definitions of ‘contemporary’ and ‘modern’ art or not. Give evidence.

3. Read the text.

Break-Up: The Core of Modern Art

Katharine Kuh

The art of our century has been characterized by shattered surfaces, broken color, segmented compositions, dissolving forms and shredded images. Curiously insistent is this consistent emphasis on break-up. However, dissolution today does not necessarily mean lack of discipline. It can also mean a new kind of discipline, for disintegration is often followed by reconstruction, the artist deliberately smashing his material only to reassemble it in new and unexpected relationships. Moreover, the process of breaking up is quite different from the process of breaking down. And during the last hundred years, every aspect of art has been broken up – color, light, pigment, form, line, content, space, surface and design.

In the nineteenth century, easels were moved out-of-doors and color was broken into relatively minute areas in order to approximate the reality of sunlight and to preserve on canvas nature’s own fleeting atmospheric effects. Known as Impressionism, this movement was the first step in a long sequence of experiments that finally banished the Renaissance emphasis on humanism, on three-dimensional form and on a traditional center of interest. Here was the beginning of a gradual but steady tendency toward diffusion in art. A few years later, Vincent Van Gogh transformed broken color into broken pigment. Less interested in realistic light than in his own highly charged emotions, he allowed smashing rhythmic brushstrokes to mirror his personal turbulence. In doing so he foretold twentieth-century Expressionism, that aptly named movement which relied on pitted surfaces,

broken outlines, unpredictable color and scarred textures to intensify emotional expression. As the Impressionists were bent on freeing nature from sham, so the Expressionists hoped to liberate their own feelings from all trace of artificiality.

Perhaps the most revolutionary break-up in modern art took place a little more than fifty years ago with the advent of Cubism. It was the Cubists, Picasso, Braque, Duchamp, Picabia, Léger, Delaunay and Juan Gris, who responded to the inordinate multiplicity of present-day life by breaking up and arbitrarily rearranging transparent planes and surfaces so that all sides of an object could be seen at once. As the Cubists broke through the boundaries of conventional form to show multiple aspects simultaneously, their Italian colleagues, the Futurists, hoped to encompass the uninterrupted motion of an object at one time. This they tried to do by a series of overlapping transparent forms illustrating the path of an object as it moved through space.

With Surrealism came still another kind of break-up, the break-up of chronology. Frankly influenced by Freudian discoveries, this movement splintered time sequence with an abandon borrowed from the world of fragmented dreams. Content was purposely unhinged in denial of all rational expression, allowing disconnected episodes to re-create the disturbing life of our unconscious. At the same time, perspective and distance often became severely dislocated. Denying the orderly naturalism of the Renaissance, painters today project space and distance from innumerable eye levels, intentionally segmenting their compositions into conflicting perspectives. We look from above, from below, from diverse angles, from near, from far – all at one and the same time (not an unfamiliar experience for eyes accustomed to air travel). Here again is the Cubist idea of simultaneity, the twentieth-century urge to approach a scene from many different directions in a single condensed encounter.

Finally we come to the total break-up of Abstract Expressionism, a technique that celebrates the specific act of painting (sometimes appropriately called Action Painting). Now everything is shattered – line, light, color, form, pigment, surface and design. These canvases defy all the old rules as they reveal the immediate spontaneous feelings of the artist in the process of painting. There is no one central idea, no beginning, no end – only an incessant flow and flux where lightning brush-strokes report the artist's impulsive and compulsive reactions. The pigment actually develops a life of its own, almost strong enough to hypnotize the painter. Here break-up turns into both content and form, with the impetuous paint itself telling the full story. No naturalistic image is needed to describe these artists' volatile feelings.

As one looks back over the last hundred years, the history of break-up becomes a key to the history of art. Why painters and sculptors of this period have been so involved with problems of dissolution is a question only partly answered by the obvious impact of modern scientific methods of destruction. One cannot deny that the last two devastating wars and the possibility of a still more devastating one to come do affect our daily thinking. Since the discovery of the atom bomb, science has become almost synonymous with destruction. The influence of contemporary warfare with its colossal explosions and upheavals has unquestionably had much to do with the tendency toward fragmentation in art, but there have been other and earlier causes.

From the beginning, it was science in one form or another that affected modern painting and sculpture. In nineteenth-century Europe the interest in atmospheric phenomena was not an isolated expression limited to the Impressionists. At that time, numerous scientists were experimenting with all manner of optical color laws, writing widely on the subject as they investigated the relationship of color to the human eye. Artists like Monet and Seurat were familiar with these findings and not unnaturally applied them to their paintings. It would be a grave mistake to underestimate the influence of contemporary scientific research on the development of Impressionism. The wonders of natural light became a focus for nineteenth-century artists exactly as the magic of artificial light stimulated painters of the present century. If the earlier men were more interested in rural landscapes seen out-of-doors in the sunlight, the later artists quite reasonably concentrated on city scenes, preferably at night when man-made luminosity tends to puncture both form and space.

Other scientific investigations also exerted considerable influence on present-day painters and sculptors. Inventions like the microscope and telescope, with their capacity to enlarge, isolate and probe, offer the artist provocative new worlds to explore. These instruments, which break up structures only to examine them more fully, demonstrate how details can be magnified and separated from the whole and operate as new experiences. Repeatedly artists in recent years have exploited this idea, allowing one isolated symbol to represent an entire complex organism. Miró often needs merely part of a woman's body to describe all women, or Léger, one magnified letter of the alphabet to conjure up the numberless printed words that daily bombard us.

As scientists smash the atom, so likewise artists smash traditional forms. For how, indeed, can anyone remain immune to the new mushroom shape that haunts us day and night? The American painter, Morris Graves,

put it well recently, “You simply can’t keep the world out any longer. Like everyone else, I’ve been caught in our scientific culture.” This is not to say that painters are interested in reproducing realistic scenes of atomic explosions, but rather that they are concerned with the reactions accompanying these disaster. It is just possible that, with their extra-sensitized intuition, artists may have unconsciously predicted the discovery of atomic energy long before “the bomb” became a familiar household word, for the history of break-up in art antedates the history of nuclear break-up.

Even the invention of the X-ray machine has brought us closer to penetrating form. We no longer think of outer coverings as solid or final: we know they can be visually pierced merely by rendering them transparent. We have also learned from science that space penetrates everything.

The sculptor Gabo claims, “Space is a reality in all of our experiences and it is present in every object... That’s what I’ve tried to show in certain of my stone carvings. When they turn, observe how their curved forms seem interpenetrated by space.” For the artist today, nothing is static or permanent. The new popular dances are no more potently kinetic than the new staccato art forms that everywhere confront us.

With the dramatic development of speedier transportation and swifter communication comes a visual overlapping responsible for much of contemporary art. In modern life one is simultaneously subjected to countless experiences that become fragmented, superimposed, and finally rebuilt into new experiences. Speed is a cogent part of our daily life.

How natural, then, that artists reflect this pressure by showing all sides of an object, its entire motion, its total psychological content in one concerted impact. It is almost as if the pressures of time had necessitated a visual speed-up not unlike the industrial one associated with the assembly line and mass production. Speed with its multiple overlays transforms our surroundings into jagged, interrupted images.

Modern technology and science have produced a wealth of new materials and new ways of using old materials. For the artist this means wider opportunities. There is no doubt that the limitations of materials and nature of tools both restrict and shape a man’s work. Observe how the development of plastics and light metals along with new methods of welding and brazing have changed the direction of sculpture. Transparent plastic materials allow one to look through an object, to see its various sides superimposed on each other (as in Cubism or in an X-ray). Today, welding is as prevalent as casting was in the past. This new method encourages open designs, often of great linear agility, where surrounding and intervening space becomes as

important as form itself. In fact, it becomes a kind of negative form. While bronze casting and stone carving are techniques more readily adapted to solid volumes, welding permits perforated metal designs of extreme versatility that free sculpture from the static restrictions which for centuries have moored it to the floor.

More ambiguous than other scientific inventions familiar to modern artists, but no less influential, are the psychoanalytic studies of Freud and his followers, discoveries that have infiltrated recent art, especially Surrealism. The Surrealists, in their struggle to escape the monotony and frustrations of everyday life, claimed that dreams were the only hope. Turning to the irrational world of their unconscious, they banished all time barriers and moral judgments to combine disconnected dream experiences from the past, present and intervening psychological states. The Surrealists were concerned with overlapping emotions more than with overlapping forms. Their paintings often become segmented capsules of associative experiences. For them, obsessive and often unrelated images replaced the direct emotional messages of Expressionism. They did not need to smash pigment and texture; they went beyond this to smash the whole continuity of logical thought.

There is little doubt that contemporary art has taken much from contemporary life. In a period when science has made revolutionary strides, artists in their studios have not been unaware of scientists in their laboratories. But this has rarely been a one-way street. Painters and sculptors, though admittedly influenced by modern science, have also molded and changed our world. If break-up has been a vital part of their expression, it has not always been a symbol of destruction. Quite the contrary; it has been used to examine more fully, to penetrate more deeply, to analyze more thoroughly, to enlarge, isolate and make more familiar certain aspects of life that earlier we were apt to neglect. In addition, it sometimes provides rich multiple experiences so organized as not merely to reflect our world, but in fact to interpret it.

4. Translate into English.

сегментована композиція	
наблизитися до реальності	
розпливчаті форми	
зберегти на полотні	
скороминучі атмосферні ефекти	
зруйнована поверхня	
передбачити Експресіонізм 20 століття	
емоційно заряджений	
непередбачувані кольори	
підсилювати вираження емоцій	

визволяти природу від прикидання	
звільняти почуття від фальшивості (штучності)	
розпад	
розірвані контури	
ритмічні мазки пензля	
три вимірний простір	
рубцьована текстура	
мольберти винесли на відкрите повітря	
вигнати	
поступова та стала тенденція до дифузії в мистецтві	
показувати різноманітні аспекти одночасно	
концепція «руйнування» заповнила всі напрямки мистецтва	
виконувати рухи	
суміщені (накладені один на одний) образи	
прозорі форми	
невловимі (мінливі, змінливі) почуття художника	
збурене життя несвідомого	
з різних кутів	
ігнорувати всі старі правила	
руйнівна війна	
впливати на повсякденні роздуми	
відкривати спонтанні почуття	
передавати імпульсивні реакції	
імпульсивні (стрімкі) фарби	
велика помилка	
недооцінювати вплив наукових досліджень	
сільські пейзажі	
міські сцени	
впливати на теперішніх художників	
ізолювані символи	
породжувати в уяві	
неясний	
тікати від монотонності та розчарувань повсякденного життя	
ігнорувати часові перепони та моральні судження	
трощити фарбу	
формуєвати (моделювати) світ	
схильні зневажати	
пронизувати глибше	
віддзеркалювати та інтерпретувати світ	

5. Complete the expressions, using these words.

Shattered, revolutionary, volatile, pitted, rural, emotional expression, considerable influence the reality, images, the disturbing life of our unconscious, old rules, grave, vital, the artist's impulsive reactions, monotony and frustrations of everyday life, fleeting, all time barriers, on canvas, one's thinking.

- | | |
|------------------------|--------------------------|
| 1.compositions | 11.feelings |
| 2. surfaces | 12. to report..... |
| 3. textures | 13. to exert..... |
| 4. to approximate..... | 14. to banish |
| 5. to intensify..... | 15. a part of smth |
| 6. overlapping..... | 16.strides |
| 7. to recreate..... | 17. to escape..... |
| 8. to defy..... | 18.effects |
| 9.landscapes | 19. to affect..... |
| 10. a..... mistake | 20. to preserve..... |

6. Write out from the article all the words and expressions that convey the idea of “break-up”.

7. Find the right description of the modern art styles. Surf the Net to illustrate each of them.

1) Abstractionism	a) In the visual arts, artistic style in which the artist depicts not objective reality but the subjective emotions that objects or events arouse. Movement in the arts emphasizing subjective feelings and emotions, which developed during the late 19th and early 20th centuries.	
2) Cubism	d) The style often refers to the artistic movement, which began in France in the 1850s. The main emphasize is placed on the depiction of subjects as they appear in everyday life, without embellishment or interpretation. The movement prefers an observation of physical appearance rather than imagination or idealization.	

3) Pointillism	e) A style of painting developed in France between 1870 and 1900. Artists who used this style often concentrated on showing the effects of moving light on their subjects, and vague shapes with blurred edges rather than neat realistic details of a scene.	
4) Symbolism	f) A style of art which uses shapes and to represent things, people, and ideas rather than showing people or things as they actually look.	
5) Expressionism	g) A style of art, begun in the early 20 th century, in which objects are represented as if they could be seen from several different positions at the same time, using many lines and geometrical shapes.	
6) Surrealism	h) a style was originated in France, and was part of a 19th-century movement in which art became infused with mysticism. Painting of this style emphasized fantasy and imagination in their depiction of objects. The artists of the movement often used metaphors and symbols to suggest a subject and favored mystical and occult themes.	
7) Impressionism	j) This style of painting refers to the ideology of art produced between the 1860s and the 1970s. The Artists painted pictures vividly showing the exploitation of the poor and the ills of a society caught up in the past. In doing so, they intended to educate the public on the Enlightenment ideals of freedom and equality.	
8) Realism	k) A style of painting popular in the late 19 th century that uses small spots of colour all the painting, rather than brush strokes.	
9) Modernism	l) A 20th-century style of art and literature that tried to represent dreams and unconscious experience using unusual combinations of images.	

8. Discuss the following questions.

1. Stating that the art of the 20-th century has been characterized by "consistent emphasis on break-up", the author proceeds to outline this tendency in different art movements. Discuss how "break-up" was manifested in the following:

- (a) Impressionism (c) Cubism (e) Abstract Expressionism
- (b) Expressionism (d) Surrealism

1. Has contemporary warfare influenced art? If so, in what way?
2. In paragraph 2, the author speaks of "broken colour" and "broken pigment", what does she mean?
3. How has science or modern technology affected modern painting and sculpture?
4. What influence has speed had on modern art?
5. What role have Freud's psychoanalytic studies played in some types of modern art?
6. Do you agree with Katherine Kuh's thesis about modern art? Give your reasons pro or con.
7. Think of some art form that especially interests you, such as movies, music, drama, literature, etc., and apply Kuh's thesis about break-up. To what degree is the thesis true or not true? Illustrate your observations with examples, if you can.

VIDEO VIEWING “What Is Abstract Art?”

1. Look at the picture. Are there any parts of the painting which look calm/ dramatic/violent? Can you see anything that looks like a flock of birds/a castle/ a lance/ a sword? Can you identify two horses rearing up/a battle going on/the sun shining? What emotions does the painting evoke?



2. This is “Cossacks” by Wassily Kandinskiy, a representative of Abstract Art, one of the movement of Modernism. Abstract Art expresses feeling through the choice of colors and lines. Its paintings are without any recognizable object. Do you agree that “Abstraction allows you to be free”? To what extent should art be free?

3. Watch video “What is Abstract Art” and fill in the gaps with the appropriate word(s).

A) During the Renaissance between the 14th and 17th centuries huge developments were made with highly realistic _____. Leonardo da Vinci and _____ are the prominent representatives of this time. In 1870 France a new style aroused – _____. The artists wished to capture the _____ of a scene rather than detailed _____. Monet and Renoir are the brightest representatives. The public was _____ firstly. The artists wanted to _____ in time and often painted _____ instead of painting in the studio. They used visible _____ and wished to show the changing qualities of light. The colours were also applied side by side with _____. They also changed the content for _____. They blurred _____ between subject and background. _____ was gaining popularity at that time.

In Post-Impressionism period the famous representatives were Lautrec, Cezanne, Gauguin, Serra, Van Gogh. In early 20th century a group of artists was labeled “_____” for their use of strong colours. They were named “Les Fauves” (French) which means “Wild Beasts”. Art was labeled as “_____”. There were _____ and vivid colours in their works. Subject matter was more _____ (compared to _____), with a degree of _____. Henry Matisse is one of bright representatives as well.

Cubism was pioneered by _____ and George Braque. It influenced _____ and _____. Objects appear _____ and then _____. The peculiarity was that it included many _____.

The impressionist works looked _____, the fauvist didn't use _____, and cubists _____ everything.

Artists showed that colour, line, form and texture could be the subjects for the painting.

Abstract Art doesn't have _____. They settled on colour and form. It is non-objective (_____). Abstract Art can be _____ or _____. Figurative abstractions represent emotions, sounds or _____. No detail or recognizable object are included. Abstract Art gave rise to _____, which is known for its _____ and extreme _____ of paint. It includes two categories: _____, _____.

B) used brushstrokes and wished to show the changing qualities of light. The were also applied side by side with little mixing so that

our eyes would optically mix them together. They changed the for composition, they didn't arrange their subjects to demand views attention instead they..... boundary between subject and background. They think of painting like a

2. Great artists like Lautrec, Cezanne, go Gann, Seurat, Vincent Van Gogh are.....

3. Group of artists who are labelled as animals for their use of strong colours are representatives of They hadbrushwork and colours. The was simplified. One of these artists was

4.was pioneered by Pablo Picasso and George Braque. In objects appear broken. Theyeverything. They started breaking the idea that painting has to..... something. Colour,, and..... could be the subject for the painting.

5. doesn't have recognizable subject. They settled on..... and form. It'sand.....

6. is known for its messiness in extreme application of.....

4. Are you a modern art lover or a modern art hater? Discuss your favourite artworks with your partner.

LISTENING “Art Hater”

1. This work is regarded by art historians and theorists of the avant-garde as a major landmark in the 20th-century art. Do you agree with their evaluation? Why (not)? What makes an artwork an unsurpassed masterpiece?

Marcel Duchamp *Fountain*, 1917



1. Listen to the story connected with this masterpiece.

An angry 77-year-old _____ has been arrested in Paris for hitting _____ work of art with a hammer. Pierre Pinoncelli _____ several holes in Marcel Duchamp's famous white porcelain toilet, titled Fountain. The art work is an upside-down men's urinal and is _____ over US\$3 million. The pensioner has a history of attacking the _____. In 1993 he peed in it, before trying to _____ it. He stated that by urinating

over the work of art, he was _____ to a toilet, which meant it was no longer art. He said his latest attack was a “_____” rather than an act of vandalism.

Museum staff said the 1917 work could be restored to its former _____. Fountain was recently voted the most _____ of all time by 500 leading art experts. It beat Picasso's Guernica and Andy Warhol's prints of Marilyn Monroe to the top spot. Duchamp shocked the art world in 1917 when he entered his upside-down urinal at an exhibition of modern art in New York. He signed it 'R. Mutt', which sounds like armut – the German word for _____. Critics rejected it as an example of _____. Regardless, Duchamp went on to become a leading figure in the world of modern art.

3. Decide if statements are true or false.

- A pensioner was arrested for attacking a famous work of art. T / F
- The work of art was an upside-down white porcelain urinal. T / F
- The pensioner has a history of attacking the work of art. T / F
- The elderly man said he attacked the work to test his new hammer. T / F
- Art lovers are sad that the work cannot be repaired. T / F
- Picasso's Guernica was voted most influential modern artwork ever. T / F
- 'R. Mutt' was one alias used by a famous artist. T / F
- Art critics in 1917 hated the work of art. T / F

4. Discuss whether you are in favour of traditional or abstract art.

What is the difference between modern art and traditional one? Do you prefer modern or traditional? What are the traditional styles?

ROLE-PLAY

Choose the role you identify yourself most of all with and role play the situation.

You are modern art lover You think modern art is the best. Tell others the reasons. You hate the traditional style. What are its reasons? Name some representatives.	Useful language <i>Disagreeing</i> <i>Expressing complete disagreement</i> Definitely not! You can't actually mean that! Rubbish! You can't be serious! Nonsense! Are you kidding? That's ridiculous! You must be kidding!
You are traditional art lover You think traditional art is on top. Tell others the reasons. You detest the modern style. What are its reasons? Name some representatives.	

You are art teacher You think no art is best - it is all great. Tell the others three reasons why. If you hear someone attacking an art form, tell them they are wrong. You think schoolchildren should spend more time in school studying any art that interests them.	Never in a million years! <i>Countering politely (through partial agreement followed by antithesis)</i> That may be so, but ... That's a good point, but... That may be true, but ... That would be great, except that... <i>Illustrating a point</i> A classic example of this is... To illustrate my point... Let me give you an example... <i>Keeping the conversation by showing surprise.</i> Really? Is that right? How do you know that? Who told you that? No way!
You are school student You don't understand why people are so interested in art. You think photos on the Internet are better than art. Ask the others why art is so important. You think it is better to study computer coding at school, not art.	

ONLINE WRITING

Find an artistic aficionados club on Instagram/Facebook, etc., and post comments beneath the last post expressing your art preferences (styles of art, types of paintings, etc.). Be ready to react to the comments. Share the screenshot in the class chat on Viber, Telegram, etc. Discuss whose comments were the most relevant to the topic under discussion. Why?

ENGLISH LANGUAGE TEACHING CLUB

Create a short, entertaining video/post on today's topic where you reflect on one thing which impressed you most of all, either new vocabulary items or your wonderful thematic ideas or classroom atmosphere or teaching style, whatever. Let it become a memory! Hashtag it #sumdpu #makarenkouniversity #sumymakarenkouniversity and post it on any networking social platform. Share your reels/posts in the class chat on Viber, Telegram, etc. Have fun while watching/reading them!

☆ SPOTLIGHT ON PROFESSION

Imagine that you are a secondary school teacher of English. Make up an exercise initiating a monologue/dialogue of your pupils about their art preferences. Accompany the tasks with communicative setting, detailed instructions, and passport of the exercise. Use digital tools such as Wordart, Padlet, Quizlet LearningApps, Bookcreator Ourboox, Jamboard, Wordwall, Blendspace, ThingLink, Mentimeter, Polleverywhere, Socrative, Edmodo, Projeqt, TED-Ed, Kahoot!, etc.

What Should Art Present to People? What Is a Real Art?

ART DISCUSSION

1. How can art influence people? How can a visual image change people's perception of the world?
2. Look at the pictures below and discuss what they may be commenting on and whether or not they make you think any differently.



Vincent van Gogh, *Sunflowers*, 1888



Paul Jackson Pollock, *No. 5*, 1948



Paul Jackson Pollock, *Blue Poles (No. 11)*, 1952

3. Discuss the questions as a class.

- Should paintings look like ‘real life’?
- What is the point of representational paintings in the age of photography?
- Some people dismiss modern art by saying that ‘a child could do it’. Is this a fair comment on Pollock’s technique?
- People have been using paint for thousands of years. Will paint be used for the next thousand? Or will other technologies supersede it?
- In 1987 Van Gogh’s ‘Sunflowers’ were sold for \$39.9 million. Is the painting worth this amount of money?

4. Study the quotations below. What do you think these quotations mean? What is the key word in each quotation? Is there something you can learn from these quotes (about how you should live your life)?

“Art enables us to find ourselves and lose ourselves at the same time.” — Thomas Merton , No Man Is an Island.

“Art washes away from the soul the dust of everyday life.” — Pablo Picasso.

“We have art in order not to die of the truth.” — Friedrich Nietzsche.

“He who works with his hands is a laborer. He who works with his hands and his head is a craftsman. He who works with his hands and his head and his heart is an artist.” — Saint Francis of Assisi.

5. How far do you agree or disagree with the quotation below? Write a short passage to illustrate it.



*“The principles of true art
is not to portray, but to evoke”
- Jerzy Kosinski*

twistedaffair.com

VIDEO VIEWING “What Is Art For?”

1. You are going to watch a video about the role of art in our life. What is art for? What are the functions of art?

2. Study the glossary.

GLOSSARY:

to flock to - стікатися; приходити натовпом, збиратися натовпом

When it comes to art - коли мова йде про мистецтво

awkward silence- незграбна тиша

serenity- безтурботність

to get stiffen- застигнути

distracted world- божевільний світ

3. While watching the video fill in the gaps.

1. Art keeps us.... We need.... close to us. It is an.... of hope.
2. Art makes us One thing the art can do is to us ofof pain. Art gives us feeling thatis a part of the Art reminds that every good life has of confusion.
3. Art us. Art us for what we lack. It's in the power of art to help us more, and more
4. Art helps us to Art tells what is and important. Art returns glamour to its place, highlighting what's genuinely
5. Art is for what really matters. One way to think about art is it's a sort of..... in a sense of a..... that and energises you for a cause. It might be propaganda about the need to one's.....or about.....playful.....to life. Art gives a and.....in a nosy, distracted world.

4. Dwell on the functions of art mentioned.

5. Do you agree with the statement that '*Art is a constant source of support and encouragement for our better selves*'.

6. Tell about your own vision of the role of art and its importance in your life. Use the table.

<i>All things considered...</i> <i>In fact...</i> <i>It is thought that...</i> <i>Some people consider that...</i> <i>It is common knowledge that...</i> <i>It is taken for granted that...</i> <i>In the perspective of...</i> <i>I'm convinced that...</i> <i>I 'm pretty sure that...</i> <i>I sometimes think that...</i> <i>I strongly believe that...</i> <i>In my opinion...</i> <i>My view is that...</i> <i>From my point of view...</i> <i>From my knowledge...</i> <i>Personally...</i> <i>As far as I can judge/understand...</i> <i>I'm inclined to think that...</i> <i>Ultimately...</i> <i>It might sound banal/corny, but...</i>	When I hear.... my mind jumps to.... Defining art is pretty tricky... There is not one agreed-upon definition... ... stir(s) emotions in me.
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VIDEO VIEWING “*The Purpose Of Art*”

1. You are going to watch one more video about the role of art in our life. Will it be the same to the previous one? What other functions of art will be mentioned? Make predictions.

2. Study the glossary.

GLOSSARY:

to feel puzzlement - відчувати здивування

odd looking work of art - витвір мистецтва дивного вигляду

to be left - quietly and politely wondering

to go back in time - повернутися в минуле

contemplation - споглядання

to commemorate - вшанувати пам'ять

serviceable - справний

to set oneself apart from - відокремитися від

rebellion - повстання

a weary tourist - стомлений турист

3. Watch the video and decide which three things the video talks about:

- a) the history of art
- b) how art was used throughout history by religion and state
- c) true purposes of an artist
- d) prominent artists
- e) famous works of art
- f) functions of art

2. Match the two halves of the sentences.

- 1. Christianity uses art to make its message
 - 2. In the East and in the West arts function is evident:
 - 3. Art is acting as
 - 4. The point of good art is always
 - 5. The true purpose of the artist is to stand outside the mainstream and create works
 - 6. Art has become a playground for the super-rich as well as
 - 7. Art should help us
-
- a) that enigmatic, mysteriously provocative and rather silent.
 - b) an obligatory tourist destination for weary travelers.
 - c) to be just for its own sake
 - d) more emotionally attractive and popularly appealing.
 - e) propaganda for a political cause
 - f) live the better life.
 - g) to make religious ideas more easily digestible.

3. Discuss with a partner.

1. What does the doctrine “Art for art’s sake” suggest? Do you agree/disagree that true art must serve nothing at all? Why? Give reasons.
2. Comment on the following: Art is a sophisticated tool a tool that can help us to cope with loneliness, that can feel us with hope, that can help us to communicate. Art helps us to lead a better life.

WRITING

What is art for? What are your ideas? Write a discursive essay “What is Art with the Capital “A”?” Choose the format of your essay (There are three basic types of discussion: *opinion-based* – you must clearly articulate and justify your opinion on an issue under discussion; *for and against* – you need to examine both sides of an issue; *suggesting solutions* – you examine a problem and offer solutions) and stick to the discursive techniques below.

Introduction

- It is common knowledge that/It is generally recognized that/It goes without saying that/It is clear cut that/It stands to reason that...
- It is a very controversial question which needs serious consideration.

Main body

- On the one hand/on the other hand...
- Firstly(at first)/secondly(at second)/thirdly(at third)/fourthly(at fourth)...
- Moreover/what is more/in addition/besides/however...
- Thus/therefore/consequently...
- Finally/as a result/in the end...
- In my view/to my mind/from my point of view/in my opinion...
- I have every confidence that/I am a passionate believer that...

Conclusion

- In conclusion/to draw a conclusion/to make a conclusion...
- I have come to/made a conclusion that...
- We should weigh pros and cons/drawbacks and merits/advantages and disadvantages of and make a sensible choice.

ONLINE WRITING

Find an artistic group on the Facebook, for example. Join it. Come up with an idea about the role of art in our life. React to the comments! Share the screenshot in the class chat on Viber, Telegram, etc. Discuss whose comments were the most relevant to the topic under discussion. Why?

ENGLISH LANGUAGE TEACHING CLUB

Create a short, entertaining video/post on today’s topic where you reflect on one thing which impressed you most of all, either new vocabulary items or your wonderful thematic ideas or classroom atmosphere or

teaching style, whatever. Let it become a memory! Hashtag it #sumdpu #makarekouniversity #sumymakarekouniversity and post it on any networking social platform. Share your reels/posts in the class chat on Viber, Telegram, etc. Have fun while watching/reading them!

☆ SPOTLIGHT ON PROFESSION

Imagine that you are a secondary school teacher of English. Make you pupils discuss the role of art in our life. Accompany the tasks with communicative setting, detailed instructions, and passport of the exercise. Use digital tools such as Wordart, Padlet, Quizlet LearningApps, Bookcreator Ourboox, Jamboard, Wordwall, Blendspace, ThingLink, Mentimeter, Polleverywhere, Socrative, Edmodo, Project, TED-Ed, Kahoot!, etc.

World Best Painting

VIDEO VIEWING “Types of Paintings”

1. Look at the list of paintings. Can you complete the names of the artists who painted them?

1. Mona Lisa - L_____ d_____ V_____
2. The Scream - E_____ M_____
3. Sunflowers - V_____ V_____ G_____
4. Guernica - P_____ P_____
5. Poppies in a Field - C_____ M_____

2. Match types of painting with the correct description. Watch the video about types of painting and check your answers.

1. A portrait	is a painting of something that happened in a religious book, especially the Bible. It is a kind of history painting.	a) “Venus and Mars” by Sandro Botticelli “Echo and Narcissus” by Nicolas Poussin
2. A history painting	is a painting of a scene from everyday life, like a painting of regular people, musicians, a train, or farming life.	b) “The Last Supper” by Leonardo Da Vinci “Moses Breaking the Tablets of the Law” by Rembrandt
3. A religious painting	is a painting of nature, like mountains and trees and animals.	c) “The Mona Lisa” by Leonardo Da Vinci “Whistler’s Mother” by James Whistler
4. A mythological painting	is a painting that doesn’t show anything from real life. It is a design, or an expression of feelings.	d) “Washington Crossing the Delaware River” by Leutze “School of Athens” by Raphael
5. A landscape painting	Is a painting of small objects that don’t move, especially fruit and flowers, laid out on a table.	e) “The Milkmaid” by Vermeer “Woman at a Window” by Caspar David Friedrich

6. A genre painting	is a painting of a story. Some stories in history paintings actually happened. Others did not.	f) "Niagara" by Frederic Edwin Church "Snow Storm: Hannibal and His Army Crossing the Alps" by J.M.W. Turner
7. A still life	is a picture of a person, or of several people.	g) "Number 5" by Jackson Pollock "Carnival of Harlequin" by Joan Miro
8. An abstract painting	is a painting of a scene from a myth, often a Greek myth. It is considered of history painting.	h) "Old still life" which was found on a wall in the ancient Roman city of Pompeii "Sunflowers" by Vincent Van Gogh

3. Which painting? Write the name of the paintings from task 1 in the correct place.

1___*Sunflowers*___This still life painting of flowers in a vase is one of the artist's most recognisable works.

2 _____The enigmatic smile of this portrait has captured the imagination of the world. It has been stolen twice and now it is displayed in the Louvre, Paris.

3 _____This landscape shows how the Impressionists depict the beauty and simplicity of nature.

4 _____This is an abstract painting that symbolises the anguish and pain of modern life.

5 _____This monochrome painting has become a reminder of the tragedies of war, an anti-war symbol, and an embodiment of peace. The painter is famous for his cubist style.

4. Match the underlined words in task 3 with the definitions.

1 Not realistic __*abstract*__

2 A picture showing an expanse of scenery. _____

3 Painters who used colour to capture the feeling of a scene rather than specific details. _____

4 Of one colour or shades of one colour _____

5 Picture of a person _____

6 A style of art that depicts objects as geometric shapes that are seen from many different angles at the same time _____

7 A picture of inanimate everyday objects _____

5. Do you find the paintings under consideration unsurpassed masterpieces of all times? Which ones should one add to the list? Make a list. Explain your choice.

VIDEO VIEWING “Top Ten Iconic Paintings”

1. You are going to watch a video about top ten iconic paintings. Before viewing study the glossary.

GLOSSARY:

extreme fascination – надзвичайне захоплення

unreadable expression – нерозбірливий вираз

devastation and disruption – спустошення і крах

to be involved in – заглиблюватися в

to exaggerate smth – перебільшувати

barriers between love and lust – межа між коханням і хтивістю

2. Rank the most famous world paintings as suggested in the video. Define the type of each painting. Do you agree with the list? Which paintings are missed? Compare with your own list and rank them from your perspective.

	<i>Girl with a Pearl Earring</i> by Johannes Vermeer (1665)		
	<i>Mona Lisa</i> by Leonardo da Vinci (1503-17)		
	<i>The Scream</i> by Edvard Munch (1893)		
	<i>The Kiss</i> by Gustav Klimt (1908-09)		
	<i>The Birth of Venus</i> by Sandro Botticelli (1486)		
	<i>Guernica</i> by Pablo Picasso (1937)		
	<i>The Persistence of Memory</i> by Salvador Dali (1931)		
	<i>The Last Supper</i> by Leonardo da Vinci (1495-98)		
	<i>Olympia</i> by Edouard Manet (1863)		
	<i>The Starry Night</i> by Vincent van Gogh (1889)		

3. Answer the questions about paintings from the table.

- 1) What explains for the popularity of *The Kiss* by Gustav Klimt?
- 2) How is subconsciousness reflected in *The Persistence of Memory* by Salvador Dali?
- 3) What is *Girl with a Pearl Earring* by Johannes Vermeer speculating upon?
- 4) Can nudeness be depicted innocent? What is the message of *Olympia* by Edouard Manet / *The Birth of Venus* by Sandro Botticelli? Do these pictures create the same atmosphere?
- 5) Do you consider *The Scream* by Edvard Munch a masterpiece of modern art? Why (not)? Why is its theme reflected in pop-culture?

- 6) What problem did *Guernica* by Pablo Picasso attract people's attention to? Can you visibly see this theme in the picture?
- 7) Why is the theme of *The Last Supper* by Leonardo da Vinci liked to be replicated in culture?
- 8) Why are there no imitations of *The Starry Night* by Vincent van Gogh?
- 9) Why does the subject of *Mona Lisa* by Leonardo da Vinci remain under considerable debate?
- 10) Do you agree that global reputation of each art piece defines its popularity? What are other factors that make art works recognizable and famous?

READING

1. Between the millions of paintings that are created and shown in galleries and museums all around the world, a very small amount transcend time and make history. This select group of paintings is recognizable by people from all over the world and of all ages and will probably continue to echo and leave impressions in the minds of people in the centuries to come. Below is a list of some of the most famous paintings in the world. Read about them. Which do you consider an unsurpassed masterpiece? Why?

Mona Lisa



The portrait shows the subject sitting upright and sideways in a chair, with her face and chest turned slightly towards the viewer: a posture derived from the 'pyramid' image used to depict a sitting Madonna. Her left arm sits comfortably on the armrest of the chair and is clasped by the hand of her right arm which crosses her front. The slightly protective position of her arms, as well as the armrest, creates a sense of distance between sitter and spectator. The background landscape behind the sitter was created using aerial perspective, with its smoky blues and no clearly defined vanishing point. It gives the composition significant depth, although its details reveal a clear imbalance between the (higher) rocky horizon to the right, compared to the (lower) flatlands stretching away on the left. This imbalance adds to the slightly surreal atmosphere of the picture. The *Mona Lisa* exemplifies Leonardo's contribution to the art of oil painting, namely his mastery of *sfumato*. This painterly technique involves the smooth, almost

imperceptible, transition from one colour to another, by means of ultra-subtle tonal gradations. The general impression created by the Mona Lisa portrait is one of great serenity, enriched by a definite air of mystery. The serenity comes from the muted colour scheme, the soothing sfumato tonality, and the harmony created by the sitter's pyramid-shaped pose and understated drapery. The mystery stems from a number of factors: first, her enigmatic half-smile; second, her gaze, which is directed to the right of the viewer; her hands which have a slightly unreal, lifeless quality - almost as if they belonged to a different body.

Created by one of the greatest Old Masters in the history of art, the Mona Lisa is a wonderful example of High Renaissance aesthetics of the early cinquecento, and has become an unmistakable icon of Western culture.

2. Translate into English.

на портреті зображена жінка, що сидить на стільці	
краєвид на задньому плані	
надавати композиції виразну/значну глибину	
практично непомітний перехід від одного кольору до іншого	
приглушена палітра кольорів	
гармонія, дисбаланс	
створювати відчуття простору	
чітко позначений	
демонструвати	
загальне враження, що створює портрет, – спокій	
техніка живопису	
загадковість викликана кількома причинами	
незаперечна ікона	

3. Skim through the text to complete the sentences.

- 1) The portrait shows.....
- 2) Her left arm sits comfortably.....
- 3)was created using.....
- 4) It gives the composition.....
- 5) This imbalance adds to.....
- 6) It exemplifies contribution to.....
- 7) This painterly technique involves.....
- 8) The general impression created by.....
- 9) The mystery stems from.....
- 10)is a wonderful example of.....and has become.....

The Scream



The Scream is the most important and well known work of art by Edward Munch, and has been the subject of many discussion groups, and continues to this day, to be a point of argument and conjecture. What Munch done is to create a very strong emotional painting and use only a basic set of naturally occurring coloration options. Set near a bridge, and what could have been any number of bridges in Norway or Western Europe, the painting shows a man in terror or at least distress, covering his ears, as two individuals are seen walking away. The Scream, offers a plethora of emotions, from fear and panic, to excitement, and even rage. Edward Munch, and The Scream, is two of the most indelible and penetrating works of art in all of the world's portrait painting endeavors. All in all any version of The Scream, by Edward Munch, is a priceless entity and one that will be argued about, till the end of time. As with most artists, much of Munch's subject matter came directly from his life experience. Often called the first of the expressionists, Munch left an indelible mark on the history of art.

4. Translate into English.

предмет суперечок та загадок	
використовувати основний набір натуральних кольорів	
на картині зображений чоловік у стані жаху	
пробуджувати безліч емоцій від страху та паніки до гніву	
те, про що сперечатимуться до кінця століття	
загалом, у результаті	
залишити незабутній слід в історії мистецтва	

5. Skim through the text to complete the sentences.

- 1).....is the most important and well known work of art by.....
- 2).....continues to this day, to be a point of.....
- 3) The painting shows.....
- 4) He uses.....
- 5) The subject matter came.....
- 6)..... Munch left.....

Guernica



In April of 1937, during the Spanish Civil War, German and Italian airplanes supporting the Spanish fascist leader bombed the town of Guernica, Spain, killing approximately 1,600

innocent people. This tragic act of war was the first international mass bombing of civilians; in response, the Spanish republican government commissioned famous artist Pablo Picasso to paint a mural depicting the event that would be displayed at the Paris International Exposition that year. The image powerfully demonstrates war's harmful effect on people, especially the suffering of innocent civilians.

Guernica is a busy and complex mural. At first glance, it shows the suffering of the abstracted forms of humans and animals after the bombing. On the left, a bull stands over a woman grieving the death of her child. Moving to the right, there is next a horse; his expression is that of pain and fear, appearing to have been speared. Beneath him lies a dismembered soldier, whose arm clutches a broken sword out of which a flower grows. Above the horse, a light bulb shines in the shape of an eye. Next there are two women protruding from an open door, the topmost woman holding a lit candle near the top of the canvas. On the far right, a woman cries in agony as she is engulfed by fire. The facial expressions of the figures vary, but all express pain, agony, sadness, disbelief, or the like. The muted color of the painting, done in black, white, and gray, echoes these emotions; Picasso also employed these colors to mimic the newspapers and black-and-white photographs through which the news of the attack was spread.

With a lack of emphasis on color, the main visual elements that Picasso utilizes in *Guernica* are line and shape. The center of the mural, specifically the horse and the light area between it and the two women, has a high concentration of lines compared to the rest of the image, forming overlapping shapes which are defined by different values. This continues outward toward the sides of the canvas, though the amount of overlapping gradually diminishes. The image is asymmetrical, weighted on the left side by the focal points of the horse and the bull. This draws the viewer's eye initially to the left side of the mural and leads it across to the right, like reading a book.

6. Translate into English.

насичений і складний настінний живопис	
вторити емоціям	
використовувати приглушені кольори	
не акцентуючи колір	
основні візуальні елементи, що використовуються у картині	

7. Skim through the text to complete the sentences.

- 1) The image powerfully demonstrates.....
- 2) Guernica is.....mural.
- 3) At first glance, it shows.....
- 4) On the left.....
- 5) Moving to the right,.....
- 6) On the far right,.....
- 7) The muted color of the painting.....
- 8) Picasso also employed.....
- 9) The center of the mural.....

Poppy Field



He showed *Poppy Field* to the public at the first Impressionist exhibition held in the photographer Nadar's disused studio in 1874. Now one of the world's most famous paintings, it conjuges up the vibrant atmosphere of a stroll through the fields on a summer's day. Monet diluted the contours and constructed a colourful rhythm with blobs of paint

starting from a sprinkling of poppies; the disproportionately large patches in the foreground indicate the primacy he put on visual impression. A step towards abstraction had been taken. In the landscape, a mother and child pair in the foreground and another in the background are merely a pretext for drawing the diagonal line that structures the painting. Two separate colour zones are established, one dominated by red, the other by a bluish green. The young woman with the sunshade and the child in the foreground are probably the artist's wife, Camille, and their son Jean. In all of his poppy-field compositions, Monet explored the interplay between the vivid colors of the field and brilliant daylight. In these and countless other compositions, Monet celebrated the flowering of the French countryside.

8. Translate into English.

викликати в уяві живу атмосферу	
розмивати контури	
барвистий ритм	
плями фарби	
віддавати перевагу візуальним відчуттям	
зробити крок назустріч	
створити дві колірні зони	
взаємодія яскравих фарб і денного світла.	
прославляти	

9. Skim through the text to complete the sentences:

- 1) It conjures up....
- 2) Monet diluted the contours...
- 3) In the landscape....
- 4) Two separate colour zones...
- 5) Monet explored...
- 6) In these and countless other compositions.....

Sunflowers



Vincent van Gogh's Sunflower paintings. Upon looking at these paintings one begins to notice aspects that seem to flow from one piece to another. The colors are vibrant and express emotions typically associated with the life of sunflowers: bright yellows of the full bloom to arid browns of wilting and death; all of the stages woven through these polar opposites are presented. Perhaps this very technique is what draws one into the painting; the fulfillment of seeing all angles of the spectrum of life and in turn reaching a deeper understanding of how all living things are tied together. Regardless, Van Gogh's paintings of sunflowers have altered mankind's perspective of art and life. These paintings captivate the mind and leave you astounded in their simplistic beauty. The flowing wilted stems and the burst of lovely yellow draws ones attention around the painting, without disrupting the balance of the piece. These paintings are often duplicated but never reach the pure power of Van Gogh's.

10. Translate into English.

вібруючі, живі кольори	
змінити погляд на майбутнє мистецтва та життя	
полонити розум	
вражати спрощеною красою	
досягти справжньої могутності полотен Ван Гога	

11. Skim through the text to complete the sentences.

- 1) Upon looking at these paintings one begins to notice...
- 2) The colours and express....
- 3) This very technique is what...
- 4) These paintings captivate.....

LISTENING “Art Best Painting”

1. You are going to listen to the recording about world top paintings. While listening complete the sentences. Use between one and three words in each gap.

- 1) Ann and Joseph both put the ‘Mona Lisa’ on the list.
- 2) Ann says the Norwegians believe ‘The Scream’ is than ‘Mona Lisa’.
- 3) Nearly visited the Louvre last year.
- 4) Ann thinks many people would recognize ‘The Scream’ but would not know who
- 5) Parodies and reproductions of famous works of art are in Ann’s opinion.
- 6) Joseph thinks seeing too many reproductions of the ‘Mona Lisa’ makes it hard for us to
- 7) Two things that make it difficult to see the ‘Mona Lisa’ in the Louvre are the bullet-proof glass and the
- 8) When the painting was shown in Tokyo each visitor only got to see it for about
- 9) The varnish on the ‘Mona Lisa’ makes the landscape properly.
- 10) Joseph thinks we are obsessed with the ‘Mona Lisa’ because it is surrounded by a lot of
- 11) Ann thinks that for people living today ‘The Scream’ is a more than the ‘Mona Lisa’.

2. Why are these paintings considered the world top artworks?

WRITING

Write an essay outlining the questions below.

- What makes the paintings discussed the most famous paintings in the world?
- What makes a painting an unsurpassed masterpiece?
- Is the power of great art in its mysterious ability to move us?

ONLINE WRITING

Find a famous artist's blog and write comments beneath the last post where you admire his/her work. Share the screenshot in the class chat on Viber, Telegram, etc. Discuss whose comments were the most relevant to the topic under discussion. Why?

ENGLISH LANGUAGE TEACHING CLUB

Select several famous paintings known by everyone. Create a short, entertaining video/post where you describe them and ask other students to guess. Hashtag it #sumdpu #makarenkouniversity #sumymakarenkouniversity and post it on any networking social platform. Share your reels/posts in the class chat on Viber, Telegram, etc. Have fun while watching/reading them!

☆ SPOTLIGHT ON PROFESSION

Imagine that you are a secondary school teacher of English. Make up some exercises to make your pupils practise the types of paintings. Accompany the tasks with communicative setting, detailed instructions, and passport of the exercise. Use digital tools such as Wordart, Padlet, Quizlet LearningApps, Bookcreator Ourboox, Jamboard, Wordwall, Blendspace, ThingLink, Mentimeter, Polleverywhere, Socrative, Edmodo, Projeqt, TED-Ed, Kahoot!, etc.

My Favourite Painter and Painting. Interpretation and Evaluation of Painting

READING

1. How to write a visual description of an oil painting? Read the text and take notes of what steps should be taken.

It is important to know the date of the work, the era of the work will aid you in researching the piece. Is it oil on canvas or something else, panel, frescoe, etc. Is it representational (something that looks like the object represented) or abstract? There are different painting techniques depending on the era and style. Is the paint thick or smooth and clean like a glaze? Be aware of the

play of light, is it dark and shadowy or bright and colourful. The size of the painting is also relevant, some works may cover a whole wall while others are more intimate. words to look up that will be helpful; Fauvism, narrative painting, Impressionism, compositional content, chiaroscuro, vanishing point, provenance. Also a few artists from different times and styles: Vermeer, Goya, Matisse, El Greco, De Koonig, Thomas Hart Benton, these are a few painters of a wide range of historical times and styles. The museum will have a brief history of the work posted with the picture that will aid you in your research. You might also point out the changes in emphasis in images and technique compared to earlier works.

Here are a few suggestions.

- Certainly look intensely at the real painting that you choose to describe. Stand there until this painting evokes some kind of response from you. Otherwise, move on to another painting.
- Return repeatedly to painting after looking at others and look at it again, then again..then some more.
- Explore what strikes you most. Is it color, shapes, line, medium, or color?
- Do some research on the painter.
- After having read about the painter, describe this person to your audience, and, if possible, point to techniques in the painting that are typical of this painter.
- Study the painting again, imagining the painter at work.
- Find something of the painter in this painting.
- Describe what the painter is communicating and how (through color, use of light, etc.)
- Go to the library and read professional descriptions in art books, paying attention to repeated words in different descriptions. These phrases will, then, assist your descriptions.

2. Choose a picture and describe it according to your plan using prompts.

I'd like to attract your attention to this	cityscape
	mural painting
	historical painting
	battle painting
	portrait
	landscape.
	seascape.
	still life

1. It was painted by a (an)	self-taught	artist. painter.
	mature	
	amateur	
	master	
	famous	
	fashionable	
	outstanding	
	unknown	

2. We can see ...	arranged symmetrically/asymmetrically.
	defined more sharply.
	with emphasized contours purposely.
	scarcely discernible.
	against the ... background.
	in the foreground/background.
	in the (centre /right / left) foreground.
	merged into single entity.
	blended with the landscape.
	represented standing.../sitting.../talking
	posed/silhouetted against an open sky/a classic pillar/the snow
	in the middle / centre of the picture.
	at the top / bottom.
	in the distance.
	in the background.

3. The painter/artist	interprets	a person/a scene of common life...	with moving sincerity.
	renders	the mood of...	with restraint.
	draws	the details of the scenery	with great expression.
	paints	the movement of the water	with tremendous skill.
	depicts	the household articles	with great feeling.
	portrays	the beauty of ...	perfectly.
	represents	the character of ...	with convicting truth.
	reveals	the personality of ...	
	captures	the person's nature	
		the sitter's vitality	
		transient expression of ...	

4. To my mind	the picture is	lifelike dreamlike confusing colourful romantic
---------------	----------------	---

		lyrical powerful outstanding heart-breaking impressive moving romantic original poetic in tone and atmosphere an exquisite piece of painting an unsurpassed masterpiece dull crude chaotic a colourless daub of paint obscure and unintelligible distinguished by a marvellous sense of colour and composition gaudy depressing disappointing cheap and vulgar
--	--	---

DESCRIBING A PICTURE

In writing describe your favourite picture according to the detailed plan.

1.Introduction: The name of the artist. The title. The Genre. The period or trend.

2. Main Body: The contents of the picture. Place, time, setting. Rendering of the personality and emotions of the sitter. (What does the artist accentuate in his subject?) The composition. How is the sitter represented? Against what background? Any prevailing format? Does the painter concentrate on the analysis of details? Coloring and Technique. What tints predominate? Types of brushstrokes

3.Interpretation and evaluation.

GLOSSARY:

Introduction

This is a brilliant example of...

The painting is distinguished by...

It is an exquisite piece of painting, distinguished by...

It is an unsurpassed masterpiece..

It is the most important and well known work of art by...

It is one of the world's most famous paintings.

Composition and subject matter

The centre of the painting is dominated by..

DISCUSSION

Arrange a guided tour to the art exhibition of a local art gallery/fine art museum either online or offline. Write a brief description of the works exhibited there and your response to them. Discuss the pictures as a class according to the model: *Painting #1. Title: Name of artist: Description of the work: Your response to the work:*

ONLINE WRITING

Discuss in your group chat on Viber/Telegram classical, modern and contemporary art.

ENGLISH LANGUAGE TEACHING CLUB

Create a short, entertaining video/post on today's topic where you reflect on one thing which impressed you most of all, either new vocabulary items or your wonderful thematic ideas or classroom atmosphere or teaching style, whatever. Let it become a memory! Hashtag it #sumdpu #makarenkouniversity #sumymakarenkouniversity and post it on any networking social platform. Share your reels/posts in the class chat on Viber, Telegram, etc. Have fun while watching/reading them!

☆ SPOTLIGHT ON PROFESSION

Imagine that you are a secondary school teacher of English. Write a poem, song or creative piece of work for your pupils to drill them in vocabulary. Accompany the assignment with communicative setting, detailed instructions, and passport of the exercise. Use digital tools such as Wordart, Padlet, Quizlet LearningApps, Bookcreator Ourboox, Jamboard, Wordwall, Blendspace, ThingLink, Mentimeter, Polleverywhere, Socrative, Edmodo, Projeqt, TED-Ed, Kahoot!, etc.

The Role Art Museums and Galleries Play in Our Life of Intense Touring.

Top Ten Museums and Galleries Around the World

VIDEO WATCHING “*Top 10 Museums to Visit*”

1. Why do people go to museums or galleries? What famous museums do you know? Why are museums important for the history, society? Why do you think they are important to young people? Why do we visit museums when we visit new places?

2. What are the reasons for visiting museums? Read the list completing the sentences. Add your own reasons.

1. Museums make you feel good, because
2. Museums make you smarter, because

3. Museums provide an effective way of learning, because
4. Museums are community centers, because
5. Museums inspire, because
6. Museums help bring change and development to communities, because
7. Museums are a great way to spend time with friends and family, because

3. Before watching study the glossary.

GLOSSARY:

to wielded – володіти
 honeypot – спокуса/приманка
 mammoth – величезний/гігантський
 admission fee - плата за вхід/вхідний білет
 to preserve – зберігати
 testament – заповіт
 to be on the list – за списком
 chapel – каплиця
 garment – одяг
 exquivation – розкопки

4. While watching take notes of the most famous museums and art galleries that have been mentioned in the video.
5. What museums would you like to visit? Why? What museums should every person visit? Why?

READING

There are many other museums which are worth mentioning. Read about them and choose those ones you would like to visit. Explain your choice.

Smithsonian Institution, Washington, D.C.

The Smithsonian is the world's largest research and museum complex, with 19 museums and galleries, the National Zoological Park, and various research stations. More than 137 million objects detailing America's story are housed here, so you'd better prepare for a long week of walking. There's so much to see that, if you spent one minute day and night looking at each object on exhibit, in ten years you'd see only ten percent of the whole. Therefore, it's wise to head out with a plan. Focus on only one or two exhibits at two or three different museums.

Main attractions: Dorothy's ruby red slippers, the dresses of the First Ladies, and the original Star-Spangled Banner at the National Museum of American History; the Gem Hall (including the Hope Diamond) at the National

Museum of Natural History; and the Wright brothers' 1903 Flyer, the Spirit of St. Louis, and the Apollo 11 command module at the National Air and Space Museum.

Le Louvre, Paris, France

The Louvre was a medieval fortress and the palace of the kings of France before becoming a museum two centuries ago. The addition of I. M. Pei's pyramid shocked many when it was unveiled in 1989 as the new main entrance, yet it somehow works, integrating the palace's disparate elements. The museum's collections, which range from antiquity to the first half of the 19th century, are among the most important in the world. A good place to start is the Sully Wing, at the foundations of Philippe-Auguste's medieval keep—it's in the heart of the Louvre, kids love it, and it leads straight to the Egyptian rooms.

Main attractions: "Venus de Milo," "Winged Victory of Samothrace," and Leonardo da Vinci's "Mona Lisa."

The Acropolis Museum, Athens, Greece

The stunning ground floor gallery houses finds from the slopes of the Acropolis. Its amazing transparent glass floor provides a walk over history, with a view of the archaeological excavation, while sloping upward to the Acropolis with sanctuaries of the Athenians from each historic period nearby. Smaller settlements have been excavated, yielding glimpses of Athenian life. For the first time, the exhibits in the Archaic Gallery allow visitors to take in all sides of the objects, which are displayed in open spaces characterized by changing natural light.

Main attractions: The frieze of the Parthenon is mounted on a structure with exactly the same dimensions as the cella of the Parthenon, giving comprehensive viewing of every detail.

The British Museum, London, England

Britain's largest museum looks after the national collection of archaeology and ethnography—more than eight million objects ranging from prehistoric bones to chunks of Athens' Parthenon, from whole Assyrian palace rooms to exquisite gold jewels.

Main attractions: The Egyptian gallery boasts the world's second finest collection of Egyptian antiquities outside Egypt, including the Rosetta Stone, carved in 196 B.C.

The Prado, Madrid, Spain

The Spanish royal family is responsible for the Prado's bounty of classical masterpieces. Over centuries, kings and queens collected and commissioned art with passion and good taste. In addition to stars of Spanish painting such as Velázquez, Goya, Ribera, and Zurbarán, the Prado has big collections of

Italian (including Titian and Raphael) and Flemish artists. Fernando VII opened the collection to the public in 1819, in the same neoclassic building it's housed in today, designed by Juan de Villanueva.

Main attraction: "The Three Graces" by Rubens.

The Metropolitan Museum of Art, New York City, New York

The Metropolitan Museum of Art is the largest museum in the Western Hemisphere. Its collection of more than two million items is not only broad—covering the entire world, from antiquity to the present—but deep, with holdings so large in a number of areas that some might be considered museums unto themselves. Its European paintings are stunning: works by Botticelli, Rembrandt, Vermeer, Degas, Rodin, and other luminaries. The Egyptian Collection showcases the tomb of Perneb (circa 2440 B.C.) and the exquisite Temple of Dendur (circa 23-10 B.C.). The American Wing contains American arts and crafts, including a room from a Frank Lloyd Wright Prairie House. And the list goes on and on.

Main attractions: "Adam and Eve," the well-known engraving by Albrecht Dürer, is only one of the many impressive pieces you will discover at the Met.

The Vatican Museums, Vatican City, Italy

Twenty-two separate collections comprise the Musei Vaticani, each one more spectacular than the next. The most famous are probably the Museo Pio-Clementino, with its splendid classical sculpture; the Raphael Rooms, entire rooms painted by Raphael; the Pinacoteca (picture gallery), which contains the cream of the Vatican's collection of medieval and Renaissance paintings; and, of course, Michelangelo's Sistine Chapel. But there is also the ancient Egyptian exhibits of the Museo Gregoriano Egizio, as well as the Etruscan offerings of the Museo Gregoriano Etrusco. And that's just a start. Main attractions: The renowned Sistine Chapel and the Raphael Rooms are not to be missed.

The Uffizi Gallery, Florence, Italy

"Great" is an overworked adjective in Italy, where so many of the country's monuments and works of art command the highest praise. In the case of the Galleria degli Uffizi, it barely does justice to a gallery that holds the world's finest collection of Renaissance paintings. All the famous names of Italian art are here—not only the Renaissance masters, but also painters from the early medieval, baroque, and Mannerist heydays.

Main attraction: "The Birth of Venus" by Botticelli is one.

Rijksmuseum, Amsterdam, the Netherlands

About 900,000 objects fill the Rijksmuseum, the largest collection of art and history in the Netherlands. It is most famous for its paintings by 17th-century

Dutch masters, including Ruysdael, Frans Hals, Johannes Vermeer, and Rembrandt van Rijn. Established in 1800 to exhibit the collections of the Dutch stadtholders, the Rijksmuseum also displays art from the Middle Ages. The main building is closed for renovation until 2013; collection highlights are displayed in the Philips Wing and at Rijksmuseum Schiphol. Main attraction: “The Night Watch” by Rembrandt.

LISTENING “*Top Museums*”

1. Read the headline. Guess if a-h below are true (T) or false (F).

- a. The Louvre came top of a list of museums of the past decade. T / F
- b. The Louvre attracted almost 10 million visitors in 2012. T / F
- c. Three London museums were in the survey's top five. T / F
- d. The Louvre was more popular because of a new home for Islamic art. T / F
- e. Modern art was more popular in Japan than it was in Europe. T / F
- f. The survey showed the number of art lovers in Brazil declined sharply. T / F
- g. There was a very unusual exhibition in the Amazon rainforest. T / F
- h. An exhibition at a Japanese temple drew over 14,000 visitors a day. T / F

2. Match the following synonyms from the text you are going to listen to.

- | | |
|------------------|----------------|
| 1. topped | a. drew |
| 2. annual | b. emerging |
| 3. venue | c. yearly |
| 4. attracted | d. present-day |
| 5. dedicated | e. relics |
| 6. contemporary | f. headed |
| 7. up-and-coming | g. array |
| 8. appetite | h. destination |
| 9. artifacts | i. passion |
| 10. selection | j. devoted |

3. Match the phrase (Sometimes more than one choice is possible.)

- | | |
|-----------------------------------|----------------------------------|
| 1. The Louvre in Paris has topped | a. visited venue |
| 2. That was a jump | b. destination for art |
| 3. the second most | c. wing dedicated to Islamic art |
| 4. attracted over 10,000 art | d. halls |
| 5. the opening of its new | e. of over a million |
| 6. Brazil as an up-and-coming | f. of artifacts |
| 7. exhibition | g. a list |
| 8. an ambitious visual | h. of temple treasures |
| 9. the spiritual power | i. lovers a day |
| 10. admire a selection | j. history of the Amazon |

4. Fill in the gaps.

venue *wing* *survey* *attracted*
jump *topped* *boosted* *filling*

The Louvre in Paris has (1) _____ a list of the world's most visited art museums. The annual (2) _____ of galleries and attendance was taken by the "Art Newspaper". Its results put the Louvre in the top spot with around 9.7 million visitors in 2012. That was a (3) _____ of over a million from the previous year. New York's Metropolitan Museum of Art was the second most visited (4) _____, with three London museums (5) _____ the third, fourth and fifth positions. The most popular exhibition of the year was the Dutch Old Masters at Tokyo's Metropolitan Art Museum, which (6) _____ over 10,000 art lovers a day. The continuing popularity of the Louvre was (7) _____ last year by the opening of its new (8) _____ dedicated to Islamic art.

appetite *ambitious* *contemporary* *drew*
treasures *coming* *halls*
power

The survey showed that while traditional art was popular in Japan, (9) _____ and modern art dominated the top exhibitions in Europe. It also highlighted Brazil as an up-and-(10) _____ destination for art. The newspaper said: "The (11) _____ of Brazilians for exhibitions is remarkable...especially for the non-charging shows organised by the Centro Cultural Banco do Brasil. The exhibition (12) _____ in its Rio de Janeiro space were crowded thanks to an (13) _____ visual history of the Amazon." The publication also noted how, "the spiritual (14) _____ of artifacts" proved popular. Japan's Shoso-in temple exhibition (15) _____ over 14,240 visitors a day, "to venerate as well as admire a selection of temple(16) _____".

5. Listen and fill in the gaps.

The Louvre in Paris (1) _____ the world's most visited art museums. The (2) _____ attendance was taken by the "Art Newspaper". Its results put the Louvre in the top spot with around 9.7 million visitors in 2012. That was (3) _____ from the previous year. New York's Metropolitan Museum of Art was the (4) _____, with three London museums filling the third, fourth and fifth positions. The most popular exhibition of the year was the Dutch Old Masters at Tokyo's Metropolitan Art Museum, which attracted over (5) _____. The continuing popularity of the Louvre was (6) _____ opening of its new wing dedicated to Islamic art.

The (7) _____ traditional art was popular in Japan, contemporary and modern (8) _____ exhibitions in Europe. It also highlighted Brazil as an (9) _____ for art. The newspaper said: "The appetite of Brazilians for exhibitions is remarkable...especially (10) _____ organised by the Centro Cultural Banco do Brasil. The exhibition halls in its Rio de Janeiro space were crowded (11) _____ visual history of the Amazon." The publication also noted how, "the spiritual power of artifacts" proved popular. Japan's Shoso-in temple exhibition drew over 14,240 visitors a day, "to (12) _____ a selection of temple treasures".

6. Answer the comprehension questions.

1. How often does the Art Newspaper conduct its survey?
2. How many people visited the Louvre in 2012?
3. In which city was the fifth most popular museum?
4. Where was 2012's most popular exhibition?
5. In what part of the Louvre can people see Islamic art?
6. What was more popular in Japan than in Europe?
7. What did a newspaper say was remarkable about Brazilians?
8. What kind of shows in particular did Brazilians like?
9. What Brazilian exhibition was ambitious?
10. What did over 14,000 go to see every day in a Japanese temple?

7. Write an e-mail to the head of the Louvre. Ask him/her three questions about the art museum. Give him/her three ideas on how to make it more popular. Read your letter to your partner. Your partner will answer your questions.

8. Speak about your last visit to the art museum.

ROLE-PLAY

Imagine that you are going to open their own class museum. However, there is only enough money in the budget to purchase a limited number of artifacts (one per group of four students). Join into groups of four. Each "artist" must try to convince the other members of the group of virtues of his/her group of artifacts, giving reasons why it should be the one from their group chosen for the museum. After each group member has had a chance to present his/her argument, the group must reach a consensus on which group of artifacts to put into the gallery. Once all groups have reached a consensus, one member presents the group's final choice to the entire class, giving reasons why it was selected.

ONLINE WRITING

Advertise a museum you would like to visit and post it on any social platform. Share the screenshots of your posts in the class chat.

ENGLISH LANGUAGE TEACHING CLUB

Create a short, entertaining video/post on today's topic where you reflect on one thing which impressed you most of all, either new vocabulary items or your wonderful thematic ideas or classroom atmosphere or teaching style, whatever. Let it become a memory! Hashtag it #sumdpu #makarenkouniversity #sumymakarenkouniversity and post it on any networking social platform. Share your reels/posts in the class chat on Viber, Telegram, etc. Have fun while watching/reading them!

☆ SPOTLIGHT ON PROFESSION

Imagine that you are a secondary school teacher of English. Make up a virtual tour to the museum for your pupils. Use the resources for Virtual Tours and Background Information

- Centre Pompidou. www.cnac-gp.fr
- Guggenheim Museum. <http://www.guggenheim.org/>
- Mark Harden's Artchive. www.artchive.com
- Metropolitan Museum of Art. www.metmuseum.org
- Museum of Modern Art. <http://www.moma.org>
- National Gallery of Canada. www.national.gallery.ca

How Important Is the Preservation of Pieces of Art? What Makes Items Valuable?

READING

1. Who should be in charge for preserving pieces of art for our ancestors: museums, collectors, common individuals? What criteria should be followed when selecting pieces of art?

2. You are going to read the text in which the author suggests some criteria of selection. What are they? Write them out from the text. Compare as a class. Do you agree with the list? What would you add? Before reading study the glossary.

GLOSSARY:

Market value is the highest estimated price that a buyer would pay and a seller would accept for an item in an open and competitive market.

A work of art (artwork, art piece, piece of art or art object):

- is an aesthetic physical item or artistic creation;
- is a painting or piece of sculpture which is of high quality;
- a piece of creative work in the arts, especially a painting or sculpture;
- a product that gives aesthetic pleasure.

Must Works of Art Reflect Only Marketplace Values?

Bob Perelman

Government by irritation: It's one of the dominant political modes of our day. Taking their cue from talk-show hosts, politicians try to topple their opponents by unleashing discontent. These days, the National Endowment for the Arts serves as a handy source of annoyance if not outrage: A few well-publicized examples of troublesome art have, over the last few years, been able to furnish a great supply of instant political energy.

It's not easy to argue against such energy. The value of art is not always instantly apparent – and at the same time the difficulties art brings with it are much more likely to be perceived at a glance. The latest remarks by senators that the NEA be abolished unless it supports “family values” show how true this is.

Rather than arguing for art that is familiar, obedient and at best ornamental, I think art is valuable to the community precisely because it's not perfectly predictable or obedient.

That doesn't mean that unruly art is automatically wonderful. Art is one of the testing grounds between individuals and the community. The point is that it's an opportunity for judgment: Members of the community need to make up their minds about it. That's one of the basic values of art. It can't be approached dogmatically.

If the NEA budget is considered in terms of the \$1.5 trillion federal budget, it's hardly a big deal, amounting to a relatively piddling \$167 million, a fraction of a percent. The military spends more on marching bands.

To eliminate the NEA would save each American exactly 65 cents a year - the cost of a can of soda. Here in Philadelphia, dance, poetry, the visual arts and theater would all suffer; the gamut of organizations affected would range from the Institute for Contemporary Art to the Please Touch Museum, from the Philadelphia Orchestra to the Settlement Music School.

The bigger, more established concerns would take a hit, but would probably survive. Some of the smaller organizations might have to close. Those who are out of sympathy with the arts might think that's fine: If a theater company needs a handout to survive there's something wrong with it. But to consider the arts in such a framework is an unfair oversimplification.

For one thing, business itself is not treated in such a sink-or-swim way. Government subsidies are an integral part of many industries, from farming to sports franchises. One of the better reasons for such subsidies is that they shield enterprises from momentary reverses. If farmers couldn't survive a

single bad season, it would ultimately make for a weak social fabric. With the arts, the time frame is often more stretched out. It can easily take decades for general taste to approve of development in art.

The last hundred years are full of examples. In France painters such as Claude Monet and Henri Matisse were ridiculed by the majority of their contemporaries and there was a riot at the premier of Igor Stravinsky's "Rite of Spring". Of course, paintings by Monet and Matisse are now among the most valuable objects on the planet; and 30 years after it had driven listeners into a frenzy of disgust, Stravinski's music was used by Disney as the soundtrack to the dinosaur section of Fantasia.

These are examples of successes. But its not always the case that today's innovative art becomes tomorrow's classic. A 1920s symphony by George Antheil that used airplane engines has not yet become a cultural treasure (nor is it likely to). That's important. It raises the point to say "Fine, innovate, be creative, but only if you turn out to be Monet. No duds or wild excesses, please".

But why should the government have to underwrite art? Didn't Monet work on his own?

There are a couple of answers to this. For one thing, a significant part of NEA money goes to community groups, often helping get art to places it doesn't normally reach: smaller towns, rural areas, schools that don't have the resources for art programs. And for the government to cut all arts funding would mean that it recognizes no values other than the marketplace.

Under the reign of purely economic motives, there is no way anyone would want to produce something unless it could be sold immediately.

Imagine a society in which every cultural product had to turn a profit instantly. If you want to get a sense of how claustrophobic this can be, consider how commercial television is dominated by spinoffs and imitations.

Given how informative, exciting and revealing the arts can be, what an important antidote they are to instant opinion polls, and how essential they already are to different parts of the community, I think they're worth 65 cents a year. The money is not wasted: People in the arts are appreciative of the little support they get and work hard whether or not they get it.

By their very nature, the arts speak to the individual's judgment at the same time as they offer possibilities for building communities. They're perfect training for the independence and possible sense of connection that we need to live in a democracy.

Maybe 65 cents is a bit low. Why not make it \$1.30?

3. Translate into English.

домінуючі політичні режими	
знищувати/валити своїх опонентів	
добре прорекламований	
проблемне/ неправильне мистецтво	
цінність мистецтва не завжди очевидна	
бути сприйнятим одним поглядом	
знайоме, покірне і в кращому випадку декоративне	
біти цінним для спільноти	
воно не зовсім передбачуване чи покірне	
непокірне мистецтво	
можливість оцінювання	
бути догматично відповідним	
різноманітність організацій	
прийняти удар	
не бути прихильником мистецтв	
несправедливе, надмірне скорочення	
розглядатися у спосіб “або пан або пропав”/тонути або пливти	
були висміювані більшістю їх сучасників	
бути серед найцінніших предметів на планеті	
варіація відрази\роздратування	
це не завжди так що сьогоднішня інновація стане завтрашньою класикою	
підтримувати мистецтво	
припинити фінансування всіх видів мистецтва	
не визнає жодних цінностей, окрім ринку	
під правлінням	
культурний продукт	
отримати миттєвий прибуток	
митці висловлюють особистісні думки, в той же час вони пропонують можливості побудови суспільства	
підготовка до незалежності	

4. Complete the expressions, using these words.

Dominant; political; to topple; unpleasing; troublesome; at a glance; valuable; for judgement; dogmatically; of organizations; to treat in; by the majority of their contemporaries; of disgust; becomes tomorrow's classic; a cultural treasure;

to underwrite; arts funding; than the marketplace; under; a profit instantly; individual's judgment; possibilities for building communities.

- | | |
|---------------------------------|---|
| 1.modes | 11. to be ridiculed..... |
| 2. their opponents | 12. a frenzy.... |
| 3. discontent | 13. the case that today's innovative art..... |
| 4. art | 14. to become |
| 5. to be perceived..... | 15. art |
| 6.to the community | 16. to cut all..... |
| 7. an opportunity..... | 17. to recognize no values other..... |
| 8. to be approached.... | 18. ...the reign of purely economic motives |
| 9. the gamut..... | 19. to turn..... |
| 10.such a sink-or-swim way | 20. the arts speak to the... |
| 21. they offer.... | |

5. Explain the meaning of these expressions. Reconstruct the context.

- obedient art
- to be a testing ground
- to be out of sympathy with
- sink-or-swim
- to underwrite art
- to turn a profit

6. Comment on the following ideas from the text.

1. *Art is one of the testing grounds between individuals and the community.*
2. *Art is valuable to the community precisely because it's not perfectly predictable or obedient.*
3. *But it's not always the case that today's innovative art becomes tomorrow's classic.*
4. *There is no way anyone would want to produce something unless it could be sold immediately.*
5. *The arts speak to the individual's judgment at the same time as they offer possibilities for building communities.*

7. Discuss the following questions.

1. What does the notion “marketplace values” mean? What is a work of art?
2. Why is the value of art not always instantly apparent?
3. What is one of the basic values of art?
4. How does art contribute to the development of an independent person/democratic society?
5. Why doesn't art give a profit instantly?
6. Must works of art reflect marketplace values? Give reasons to prove your opinion.

LISTENING “Chimpanzee Art”

1. Continuing the theme of criteria of artworks evaluation and preservation, listen to the success story of a chimpanzee. While listening choose whether the statements are true or false.

- a. Some art painted by Congo the chimpanzee will be smashed with a hammer. T/ F
- b. Paintings by a chimpanzee will be sold at a London auction house. T / F
- c. The paintings are expected to fetch \$15,000 each. T / F
- d. Pablo Picasso owned a painting created by the chimpanzee. T / F
- e. Congo the chimp became famous after he was shot on British TV. T / F
- f. A British anthropologist believed animals were not artistic. T / F
- g. Congo the chimpanzee held an exhibition at a prestigious London gallery. T / F
- h. British people went bananas and bought many of Congo's paintings. T / F

2. Translate expressions and explain their meanings, then use them in the story about Chimpanzee Art. Do you agree with such criteria of artworks evaluation?



Some paintings by Congo

To pay smb. a visit, to become an overnight success, to one's indignation, well-publicized exhibitions of artworks, to achieve critical acclaim, to adorn walls with pictures, a craze for smth, to shed light on smth, random of brushstrokes, splattered paints, to depict objects, to express oneself through painting, to be inspired by, to have a judgement of beauty and ugliness, is it really art?

3. Discuss with the partner if you appreciate art (music, theatre, paintings, films, poetry etc.) that you can understand easily, or do you also enjoy art which challenges you to think.

ONLINE WRITING

Find a piece of artwork that evokes a frenzy of disgust in you. Write an e-mail to our local authorities with the request to ban such “pieces of artwork”. Share the screenshot in the class chat on Viber, Telegram, etc. Discuss whose letter was the most persuasive? Why?

ENGLISH LANGUAGE TEACHING CLUB

Create a short, entertaining video/post on today’s topic where you reflect on one thing which impressed you most of all, either new vocabulary items or your wonderful thematic ideas or classroom atmosphere or teaching style, whatever. Let it become a memory! Hashtag it #sumdpu #makarenkouniversity #sumymakarenkouniversity and post it on any networking social platform. Share your reels/posts in the class chat on Viber, Telegram, etc. Have fun while watching/reading them!

☆ SPOTLIGHT ON PROFESSION

Imagine that you are a secondary school teacher of English. Make up an algorithm to help your pupils evaluate an artwork. Accompany the tasks with communicative setting, detailed instructions, and passport of the exercise. Use digital tools such as Wordart, Padlet, Quizlet LearningApps, Bookcreator Ourboox, Jamboard, Wordwall, Blendspace, ThingLink, Mentimeter, Polleverywhere, Socrative, Edmodo, Projeqt, TED-Ed, Kahoot!, etc.

Ways to Make Art More Accessible?

READING

1. Underline at least fifteen words or phrases related to the topic of cultural activities in the text below. Use your dictionary if necessary.

How affordable is high culture? One great myth of our time is that tickets for opera, theatre, ballet and orchestral concerts are too expensive, especially for the young. This is infuriating as, in Britain, at least, it's nonsense. The cheap tickets to hear London's orchestras range from £7 to £9 - same as a cinema ticket, and lower than at many pop and comedy venues.

For comparison, when the Los Angeles Philharmonic perform with top soloists and conductors the cheapest seat is £30; and at the Berlin Philharmonic it's an expensive £46.

Finding cheap tickets to the opera and ballet isn't so easy. True, British companies don't charge the stratospheric prices found on the Continent (£2,000 for a good seat at the premiere of La Scala's *Carmen* last December), but the tickets are still pretty steep. Plump fees paid to star performers partly account for that. Luckily, however, one spectacular technological innovation has stunningly transformed the scene. It's live (or slightly delayed) cinema transmissions. The New York Metropolitan Opera now beams its shows to 800 cinemas round the world, and British companies aren't far behind. Cinematic opera is excellent value. For the cost of a good bottle of wine (£10 or £15 for the Royal Opera House's shows; £25 for the Met) you can sit in your local movie-house and see a high-definition relay of what's occurring on the world's grandest stages. No, it's not the same as being there. But in some ways it's better. The sound is impeccable. The close-ups, particularly of dancers, are enthralling. And you can react to the show as part of a live audience, rather than sitting on your own at home.

To me, this mountain of evidence, together with free museum admissions, indicates that the arts world should stop worrying that its audiences are still mostly middle-class. Anyone who can afford to visit a pub can also afford to see top-quality drama, music and dance. The real battle now should be ensuring that schoolchildren are given enough tastes of high culture to make them want to buy all those cheap tickets when they grow up.

2. Match words from the text in Exercise 3 above with their definitions a-k.

a. a belief or explanation that many people believe but which is actually untrue _____	f. big, fat _____
b. places where an event or activity will happen _____	g. in an extremely impressive or attractive way _____
c. a person who stands in front of an orchestra or choir and directs its performance _____	h. to send (radio signals or television pictures) somewhere by means of electronic equipment _____
d. very high indeed _____	i. a signal or broadcast _____
e. expensive _____	j. perfect, with no faults _____
	k. fascinating _____

3. Is art affordable to everyone? To what extent?

VIDEO VIEWING

Watch two videos “*Banana Art Piece*” and “*Banksy ‘Prank’*” and consider whether the artists make their artworks more accessible or more artless.

ROLE-PLAY

Hang the printed pieces of art on the walls, ask everyone to get up and have a more careful look at all of the prints. Then have students sit down and make them write down their thoughts about the art they have just seen. Once they have done this, go around the class and ask each student to make a brief statement about their impressions of the art prints. You can be certain that everyone will have an opinion! (*E.g., I could paint that! A child could do that. What is it? What does it mean? It's so simple. That's not art!*). **Some ideas for discussion include:**

- The price of these works and why they are so expensive.
- Is it art? Why or why not? What is art? What's the point?
- Is it worthwhile?
- How do these paintings compare to art in the students' own cultures?
- Which ones do students like? Dislike? Which are the strangest?

PRESENTATION

- Research a contemporary artist and his work of art and write a short report.
- Imagine that the national government is going to spend one million dollars on contemporary art paintings for its national gallery. Write and introduce your proposals as for possible purchase. Dwell on criteria of artworks selection.
- Before going on the visit to the art gallery, introduce learners to one particular painting in more detail. Choose the most famous work in the gallery or perhaps the most expensive or most controversial. Provide some background information. When students come face-to-face with it in the gallery it will be more meaningful for them.
- Find an article relating to contemporary art at the appropriate reading level. Create a jigsaw activity in which each member of a small group of two or three reads a section and explains it to the other member(s) of the group. Teach new vocabulary from the article. Follow up with comprehension questions and language activities.

ONLINE WRITING

Write an e-mail to our local authorities with the request to make art more accessible to the ordinary citizens: to make tickets to the fine art museum cheaper/to uplift the collections, etc. Share the screenshot in the class chat on Viber, Telegram, etc. Discuss whose letter was the most persuasive? Why?

ENGLISH LANGUAGE TEACHING CLUB

Create a short, entertaining video/post on today's topic where you reflect on one thing which impressed you most of all, either new vocabulary items

or your wonderful thematic ideas or classroom atmosphere or teaching style, whatever. Let it become a memory! Hashtag it #sumdpu #makarenkouniversity #sumymakarenkouniversity and post it on any networking social platform. Share your reels/posts in the class chat on Viber, Telegram, etc. Have fun while watching/reading them!

☆ SPOTLIGHT ON PROFESSION

Imagine that you are a secondary school teacher of English. Make up a schematic plan to help your pupils speak about their last visit to the museum. Accompany the tasks with communicative setting, detailed instructions, and passport of the exercise. Use digital tools such as Wordart, Padlet, Quizlet LearningApps, Bookcreator Ourboox, Jamboard, Wordwall, Blendspace, ThingLink, Mentimeter, Polleverywhere, Socrative, Edmodo, Projeqt, TED-Ed, Kahoot!, etc.

Colour and You

LISTENING

1. What is important in evaluation of a picture? What is the role of colours in it? What is your favourite colour? How does it make you feel? Look at the table and choose the best words which characterize each colour.

RED	competitive, romantic, active, excited
ORANGE	conservative, talkative, adventurous
BLUE	calm, confident, stressed, relaxed, peaceful
GREEN	relaxed, peaceful, refreshed, depressed
WHITE	cheerful, isolated, withdrawn
YELLOW	shy, reliable, cheerful, generous, impatient, creative

2. Listen and check your answers. Circle the words that are mentioned in connection with each colour.

3. Do you agree with the ideas of how colours influence on us? What colour would you paint your dining room/child's bedroom/play area/living room/classroom? Why?

DISCUSSION

1. Is the colour influence on people so perceptible? To what extent is it displayed? Study the table. Do you agree with the scientists' opinion?

+ RED -	
- Red is a bright, warm color that evokes strong emotions. Red stimulates a faster heartbeat and breathing. - Red is associated with love, warmth, and comfort.	Red is also considered an intense, or even angry, color that creates feelings of excitement or intensity.

+ ORANGE -	
• Orange is considered an energetic color. It peps you up, lifts your mood up. • Orange calls to mind feelings of excitement, enthusiasm, and warmth. • Orange helps you learn. • Orange is often used to draw attention, such as in traffic signs and advertising.	
+ YELLOW -	
• Yellow is a bright colour that is often described as cheery and warm.	• Yellow is the most fatiguing to the eye , yellow as a background on paper or computer monitors can lead to eyestrain. • Yellow can also create feelings of frustration and anger.
+ BLUE -	
• Blue calls to mind feelings of calmness or serenity, is often described as peaceful, tranquil, secure, and orderly.	• Blue can create feelings of sadness or aloofness.
+ PINK -	
• Pink is usually associated with love and romance.	• Sports teams sometimes paint the opposing teams locker room pink to keep the players passive and less energetic.
+ PURPLE -	
• Purple is the symbol of royalty and wealth. • Purple also represents wisdom and spirituality.	• Purple does not often occur in nature, it can sometimes appear exotic or artificial.
+ BROWN -	
• Brown is a natural color that evokes a sense of strength and reliability. • Brown brings to mind feeling of warmth, comfort, and security. It is often described as natural, down-to-earth.	• Brown can also create feelings of sadness and isolation.
+ GREEN -	
• Green is a cool color that symbolizes nature and the natural world. • Green represents tranquility, good luck, health. • Researchers have also found that green can improve reading ability.	• Green represents jealousy.
+ GREY -	
• Grey is reliable, conservative, dignified, neutral, impartial, professional, mature, intelligent, classic, solid, stable, calming, reserved, elegant, formal and dependable.	• Grey is indecisive, non-emotional, indifferent, boring, sad, depressed, lifeless, lonely, isolated.

+ BLACK -	
• In ancient Egypt, black represented life and rebirth. • Black is often used in fashion because of its slimming quality.	• Black absorbs all light in the color spectrum. • Black is often used as a symbol of menace or evil. • Black is associated with death and mourning in many cultures.
+ WHITE -	
• White represents purity or innocence. • White is bright and can create a sense of space or add highlights.	• White is also described as cold, bland, and sterile. Rooms painted completely white can seem spacious, but empty and unfriendly.

2. How far do you share the ideas of colour impact on us? Comment on the following quotations.

White...is not a mere absence of colour; it is a shining and affirmative thing, as fierce as red, as definite as black...God paints in many colours; but He never paints so gorgeously, I had almost said so gaudily, as when He paints in white. – G. K. Chesterton.

Black is real sensation, even if it is produced by entire absence of light. The sensation of black is distinctly different from the lack of all sensation. – Hermann von Helmholtz.

Green, which is Nature's colour, is restful, soothing, cheerful, and health-giving. – Paul Brunton.

How wonderful yellow is. It stands for the sun. – Vincent Van Gogh.

Red has guts deep, strong, dramatic. A geranium red. A Goya red ... to be used like gold for furnishing a house ... for clothes, it is strong, like black or white. –Valentino.

Orange is very blatant and vulgar. It makes you immediately start having feelings. – Wolf Kahn.

‘COLOURFUL’ IDIOMS

1. In art, colours are used by artists to create a special effect. Study the colour collocations which can be used in everyday life.

COLOUR PHRASES

1) If you owe money to a bank, you are **in the red**. Also, if a person or a business is in the red, it means they are losing money.

Examples: Because the airline had to give everyone their money back after the delays, they now say they're operating in the red. I've paid off most of my credit card bills - but I'm still in the red.

2) If someone is **in the pink**, they are in good health.

Example: Ruth looks very well – she's certainly in the pink.

3) If someone **adds a splash of colour**, they add some colour to brighten up something that is dull or unexciting, such as clothes.

Examples: Jane's red necklace was a splash of colour against her dull work suit. Our new green rug should add a splash of colour to our bedroom.

4) The expression **with flying colours** is used when someone achieves something with great success.

Example: Simon passed his exams with flying colours.

5) If you're **in the picture**, you know the facts about what's happening. It's often used with the verb 'to keep', as in the examples below.

Examples: Jane kept me fully in the picture so I knew what to expect when I attended the meeting.

Please keep me in the picture. I need to know how the project is going. I'm not really in the picture any more when it comes to the news. I've stopped reading newspapers.

6) If you're **out of the picture**, you're not important, involved or necessary in a certain situation.

Example: Bob's out of the picture for this job, he's been off sick for weeks.

Sadly she's out of the picture. Her English isn't good enough.

2. Fill in the blanks with a colour to make idioms. Explain their meanings.

1) The accountant was shown the card for hiding company money.

2) He is rather and doesn't have enough experience to drive the large piece of machinery yet.

3) We were finally given the light to begin setting up the new project.

4) You look like you've just seen a ghost. Your face is as as a sheet.

5) The manager caught the new employee -handed taking money out of the box.

6) I told him he was making a mistake until I was in the face but he wouldn't listen.

7) I want to start a new business but the tape involved is very frustrating.

8) When the doctor warned his patient that further drinking would damage his liver, the man saw the light and quit.

9) He tries to see everything in and although he knows this is impossible.

10) I was with envy when I heard that she would be going to London for a month while I had to stay and work.

11) Let's get out of here! The boys in are coming.

12) When my cousin came to visit us we decided to go out and paint the town.

- 13) Things are looking for Tom these days. His wife has left him.
- 14) The man is the sheep in his family and is the only member who has not had a successful career and life.
- 15) The new stereo that he bought is a elephant and he doesn't need it at all.

SPEAKING

- 1. Place yourself in comfortable surroundings using colour pencils. Explain the choice of colours.**
- 2. Describe your partner's feelings and emotions by his/her today's outfit. How are they connected with colours he/she is wearing? Ask him/her if your predictions are right.**

ONLINE WRITING

Comment any photo of a celebrity focusing on the colour scheme which predominates in outfit. Share the screenshot in the class chat on Viber, Telegram, etc. Discuss whose comment was the most relevant? Why?

ENGLISH LANGUAGE TEACHING CLUB

Create a short, entertaining video/post on today's topic where you reflect on one thing which impressed you most of all, either new vocabulary items or your wonderful thematic ideas or classroom atmosphere or teaching style, whatever. Let it become a memory! Hashtag it #sumdpu #makarenkouniversity #sumymakarenkouniversity and post it on any networking social platform. Share your reels/posts in the class chat on Viber, Telegram, etc. Have fun while watching/reading them!

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Imagine that you are a secondary school teacher of English. Make up a task for your pupils to drill them in colour idioms. Accompany the tasks with communicative setting, detailed instructions, and passport of the exercise. Use digital tools such as Wordart, Padlet, Quizlet LearningApps, Bookcreator Ourboox, Jamboard, Wordwall, Blendspace, ThingLink, Mentimeter, Polleverywhere, Socrative, Edmodo, Projeqt, TED-Ed, Kahoot!, etc.

Check Yourself

- 1. Have your attitudes towards modern/contemporary art changed in any way since the beginning of this unit? For example, do you like it more/less? Do you understand it better? Do you think it is worthwhile or not? Does it make you think? Answer the questions and compare how your answers have changed since the beginning of the topic.**

1. Are you a good painter?
2. Can you draw pictures well?
3. Do you believe what art critics say?
4. Do you consider yourself a good artist?
5. Do you enjoy your art class at school?
6. Do you like modern art?
7. Do you like paintings?
8. Do you like sketching?
9. Do you like to visit art museums?
10. Do you like wood carving?
11. Do you prefer using water colours or oil paint?
12. Do you think it is proper to call nude paintings art?
13. Do you think music and dancing are forms of art?
14. Do you think of cartoons and comics as art?
15. Do you visit museums when you go to another city?
16. Have you ever been to any famous art museums?
17. Have you ever visited an art museum?
18. What art form do you like best?
19. What art museums have you visited?
20. Which did you like the best? Why?
21. Which did you like the least? Why?
22. What famous painters do you know?
What are they famous for?
23. What is art?
24. What is the longest time that you have spent on a painting?
25. What is your favourite art web site?
26. What would life be like without art?
27. When was the last time you went to an art museum?
28. Who are some famous artists in your country?
29. Who is a famous potter in your country?
30. Who is the most famous artist in your country? What kind of art does he do?
31. Who is your favourite painter?
32. Do you enjoy taking photographs?
33. What things do you like to photograph?

34. Do you consider photography an art form? 35. Why do artists like to draw women's figures? 36. Why do you enjoy art? 37. Why is art important? 38. Why do people become professional artists? 39. Have you ever participated in any art competitions? 40. Have you ever been jealous of someone else's artwork? 41. Do you find Picasso's work astonishing or weird? 42. Do you have a favourite painting? If so, what is it? Why do you like it? 43. Do other people ever compliment your artwork? 44. Do you have a sketchbook? If so, how often do you use it? 45. What kind of sketches do you make? 46. Do you feel proud after finishing a work of art? 47. Do you think graffiti is art? 48. Do you agree with this statement? Graffiti is a form of art; a form of expressing one's mind. 49. Do you like to doodle? 50. What kinds of doodles do you make? 51. Where and when do you doodle? 52. Have you ever gone to an exhibition? 53. Do you know any art galleries? Are there any in the place where you live? 54. Were you interested in art when you were young? 55. In your opinion, is design an important part of culture? 56. Can you tell me the name of a fashion designer you know? 57. Is design a great importance in your daily life? 58. The famous artist and designer William Morris said that you should not have nothing in your house that you do not know to be useful, or believe to be beautiful. Do you agree?	
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59. Do you know any art gallery? Is there any in the place where you live?	
60. Were you interested in art some years ago? and now?	
61. Have you studied any pictorial movement?	
62. Has design a great importance in your daily life?	
63. Is your work figurative or abstract?	
64. What is your medium of choice?	
65. What influences your work?	
66. If you could buy a great work of art, what would it be? (style, title, artist's name...)	
67. Do you think performance art should be considered art?	
68. What do you think of shock art?	
69. Have you ever seen performance art?	
70. Have you ever seen shock art?	
71. Does art imitate life?	
72. Are movies a form of art?	

2. Complete each sentence with a word formed from the word in capitals.

- Her enigmatic and _____ half-smile is one of the striking features of the painting. **AMBIGUITY**
- There is no room for _____ artists who don't _____ to the taste of the society and stay abreast of the time. **RULE FORM**
- Some things were invented in real life after they had been _____ by Leonardo da Vinci. **TELL**
- His works are all _____ within the Renaissance traditions such as humanism, body beauty, realism and naturalism. **COMPASS**
- The _____ of the figures' proportions adds much to the surreal atmosphere of the painting. **BALANCE**
- _____ of art styles and trends is vividly seen in his works. **FUSE**
- I'm rather _____. I can't find anyone who would kindly agree to _____ my forthcoming exhibition. **APPOINT WRITE**
- Dark Ages were characterized by the _____ of art on religious dogmas and only Renaissance brought bright revival. **DEPEND**

3. Match the following words to their respective definitions.

1. canvas	A. the particular colours used by a painter or for a picture
2. easel	B. a wooden frame that you put a painting on while you paint it
3. palette	C. a painting made on a wall by using watercolour paint on a wet surface
4. sketch	D. a painting done with oil paints, or the piece of cloth it is painted on
5. fresco	E. a simple, quickly-made drawing that does not show much detail
6. landscape	F. a drawing, painting, or description that you do of yourself
7. genre painting	G. a work of art, piece of writing or music etc that is of very high quality or that is the best that a particular artist, writer etc has produced
8. still life	H. a particular type of art, writing, music etc, which has certain characteristics that all examples of this type share
9. masterpiece	I. a picture showing an area of countryside or land
10. self-portrait	J. a picture of an arrangement of objects, especially flowers and fruit

4. Replace the underlined words with synonyms.

- a) Art is an indispensable part of our life that stirs our imagination and evokes a lot of emotions.
- b) I'm not a judge, of course, but this tasteless picture doesn't stir my imagination. To my mind, this is random brushstrokes.
- c) The person is hardly seen in the photo. The mind and body are seen as separate unities. What can it stand for?
- d) Jackson's speech was so touching, it made me feel these emotions deeply. However, his tone rendered an unmistakable warning.
- e) We're hoping his letter will make the mystery easier to understand and will at once shed the light on the issue.

5. Translate into English.

1. Величезна кількість неперевершених шедеврів було виставлено у галереї. Сподіваємось, що це той самий випадок, коли інноваційне мистецтво сьогодні стане класикою завтра.
2. Пейзажист навмисно виділив контур людей на передньому плані, в той час як на задньому плані краєвид ледь помітний. Я вважаю, художник використовував цей прийом, щоб передати відчуття простору та не змішувати людей із пейзажем.
3. На цю картину автора, зрілого художника, надихнув букет квітів. Взагалі, квіткові натюрморти Ван Гога залишили глибокий слід в сучасному мистецтві.
4. До обурення художника-самоучки навіть добре розрекламована виставка його робіт не здобула схвалення критиків і жоден магнат не захотів спонсорувати її.

5. На цій вишуканій картині натурник представлений на фоні класичного стовпа. Його загадкова посмішка пробуджує уяву і викликає багато роздумів про задум художника.

6. Сучасники митця вважали його посміховиськом, але його неперевершені шедеври завжди були попереду часу і відповідали смакам епохи. Вони одразу його прославили, але помер художник у злиднях.

7. Сільські пейзажі зображував митець із зворушливою щирістю, проте міські сцени малював зі стриманістю. Роботи художника і дотепер залишаються предметом суперечок і припущень критиків.

8. Мистецтво є невід'ємною частиною нашого життя. Воно здатне викликати емоції, що переповнюють, зберігати на полотні швидкоплинні моменти життя, відображати мінливі почуття художника і, що найголовніше, воно здатне достукатися до глибин людської душі.

6. Complete each sentence with a colour, in an appropriate form of the word.

a) When Bill saw my new car he was ...,green. with envy.

b) Tina never comes here now. We only see her once in a moon.

c) When the visitors from Japan arrived, the company gave them the..... carpet treatment.

d) I'm fed-up with this job. I feel completely off.

e) Julie's letter was unexpected. It arrived completely out of the

f) The -collar workers received a rise, but the workers on the shop floor were told they had to wait.

g) We decided to celebrate by going out and painting the town

h) Tony can't be trusted yet with too much responsibility, he's still

i) You can talk until you're in the face, but he still won't listen.

j) They fell deeper and deeper into the and then went bankrupt.

7. Conclude the topic by making up a *cinquain* (a class of poetic forms that employ a five-line pattern) which will help summarize the key notes of the topic.

NOUN (topic's title)

ADJECTIVE

ADJECTIVE

(words which characterize topic to the fullest)

VERB

VERB

VERB

(words which characterize topic to the fullest)

PHRASE (personal attitude to the topic)

NOUN (conclusion, total)

☆ **SPOTLIGHT ON PROFESSION**

Imagine that you are a secondary school teacher of English. You have just finished the topic “Art” with your pupils. Get prepared a presentation for them on the topic which outlines its main ideas and draws pupils’ attention to the most problematic aspects. Introduce your presentation and get feedback from the class.

VOCABULARY BANK

Topical Vocabulary

Colouring: flesh colour , primary colours , light, light and shade, diffused light, intensity, hue/ tint(colour, tone), fade, oil colours, water-colours, colour scheme, palette, the play of colours, brush, brushstroke (stroke), pencil drawing, wash drawing, crayon, handling, paint, a box of paints (paint-box), to paint in oils, oil painting, an oil sketch, sketch/study, touch, subtle/gaudy colouring, to combine form and colour into harmonious unity, brilliant/low-keyed colour scheme, the colour scheme where ... predominate, muted in colour, the colours may be cool and restful/hot and agitated/soft and delicate/dull, oppressive, harsh; the delicacy of tones may be lost in a reproduction.

Paintings: battle painting, genre/ historical painting, landscape painting, mural painting, scenery, portraiture (a family group/ceremonial portrait, a self-portrait, a shoulder/half-length/full-length portrait), caricature, cityscape (town-scape), seascape (water piece, marine), graphic art (black-and-white art), still life (arrangement), icon, fresco, engraving, woodcut, reproduction, canvas, easel, a masterpiece, (a) work of art.

Painters and their craft: painter (artist), a portrait/ landscape/ caricature/ icon painter, restorer, engraver, a fashionable/self-taught/mature artist, master, amateur artist; model, sitter, nude, to portray, to draw from the model, to pose (sit) for a painter, to paint from nature/memory/imagination, to paint mythological/historical subjects, to specialize in portraiture/still life, to portray people/emotions with moving sincerity/with restraint, to depict a person/a scene of common life/the mood of..., to render/interpret the personality of..., to reveal the person’s nature, to capture the sitter’s vitality/transient expression, to develop one’s own style of painting; to conform to the taste of the period, to break with the tradition, to be in advance of one’s time, to expose the dark sides of life, to become famous overnight, to die forgotten and penniless.

Composition and drawing: in the foreground/background, in the top/bottom/left-hand corner; to arrange symmetrically/asymmetrically/in a pyramid/in a vertical format; to define the nearer figures more sharply, to

emphasize contours purposely, to be scarcely discernible, to convey a sense of space, to place the figures against the landscape background, to merge into a single entity, to blend with the landscape, to be represented standing.../sitting.../talking..., to be posed/silhouetted against an open sky/a classic pillar/the snow; to accentuate smth.

Impression. Judgement: the picture may be moving, lyrical, romantic, original, poetic in tone and atmosphere, an exquisite piece of painting, an unsurpassed masterpiece, distinguished by a marvellous sense of colour and composition; the picture may be dull, crude, chaotic, a colourless daub of paint, obscure and unintelligible, gaudy, depressing, disappointing, cheap and vulgar, life-like.

Art Exhibition: to exhibit, exhibition (show, display), international art exhibition, one-man exhibition, at the exhibition, exhibition halls (rooms), gallery, collection, on display, trend, sharp impression, visual impression, to make an impression on (upon) smb., varnishing day, stained glass, miniature, fine arts museum, museum of applied art, museum of modern art, picture gallery, abstract art, ancient art, oriental art, fine arts, contemporary (modern) art, folk art, graphic art; art critic, connoisseur of art, guide.

Modern Art

Shattered surfaces, broken color, segmented compositions, dissolving forms and shredded images; to move easels out-of-doors; to approximate the reality of sunlight and to preserve on canvas nature's own fleeting atmospheric effects; to banish the Renaissance emphasis on humanism, on three-dimensional form and on a traditional center of interest; tendency toward diffusion in art; smashing rhythmic brushstrokes to mirror one's personal turbulence; to foretell; pitted surfaces, broken outlines, unpredictable color and scarred textures to intensify emotional expression; to free nature from sham; to liberate one's own feelings from all trace of artificiality; to show multiple aspects simultaneously; to encompass; overlapping transparent forms; the disturbing life of one's unconscious; to become severely dislocated; to project space and distance from innumerable eye levels; from diverse angles; to defy all the old rules; to reveal the immediate spontaneous feelings of the artist in the process of painting; to report the artist's impulsive and compulsive reactions; the impetuous paint; artists' volatile feelings; devastating wars; to affect sb's daily thinking; a grave mistake; to underestimate the influence of contemporary scientific research on the development of smth; rural landscapes; city scenes; to puncture both form and space; to exert considerable influence on smth/sb; isolated symbol to represent an entire complex organism; to conjure up; numberless printed words; penetrating form; to be pierced merely; to be a cogent part of sb's

daily life; to mean wider opportunities; to restrict and shape a man's work; ambiguous; to be no less influential; to struggle to escape the monotony and frustrations of everyday life; to turn to the irrational world of sb's unconscious; to banish all time barriers and moral judgments; overlapping emotions; to smash pigment and texture; it has been used to examine more fully, to penetrate more deeply, to analyze more thoroughly, to enlarge, isolate and make more familiar certain aspects of life that earlier we were apt to neglect; to reflect the world, to interpret the world.

World Best Paintings

The portrait shows the subject sitting upright and sideways; her left arm sits comfortably; to create a sense of distance; the background landscape behind the sitter was created using aerial perspective; clearly defined; it gives the composition significant depth; the imbalance adds to the slightly surreal atmosphere; to exemplifies someone's contribution to the art of oil painting; sfumato; imperceptible transition from one colour to another; the general impression created by the picture; serenity; the muted colour scheme; the harmony created by the sitter's pyramid-shaped pose; the mystery stems from; enigmatic half-smile; Old Masters; aesthetics; cinquecento; to become an unmistakable icon. To continue to this day to be a point of argument and conjecture; a very strong emotional painting; to use only a basic set of naturally occurring coloration options; the painting shows a man in terror; to offer a plethora of emotions; all in all; a priceless entity and one that will be argued about, till the end of time; subject matter came directly from his life experience; to leave an indelible mark on the history of art. To paint a mural depicting the event; the suffering of innocent civilians; a busy and complex mural; the muted color of the painting; to echo the emotions; to employ the colors; with a lack of emphasis on color; the amount of overlapping gradually diminishes. To conjure up the vibrant atmosphere; to dilute the contours and construct a colourful rhythm with blobs of paint; to indicate the primacy he put on visual impression; to take a step towards abstraction; to establish two separate colour zones; to explore the interplay between the vivid colors of the field and brilliant daylight; to celebrate the flowering of. The colors are vibrant and express emotions typically associated with the life of sunflowers; to alter mankind's perspective of art and life; to captivate the mind and leave smb astounded in their simplistic beauty; to reach the pure power of smb.

How Important Is the Preservation of Pieces of Art?

What Makes Them Valuable?

The dominant political modes; to topple one's opponents; well-publicized; troublesome art; the value of art is not always instantly apparent; to be perceived at a glance; to be familiar, obedient and at best ornamental;

valuable to the community; to be perfectly predictable or obedient; unruly art; an opportunity for judgment; to be approached dogmatically; the gamut of organizations; to take a hit; to be out of sympathy with the arts; an unfair oversimplification; to treat smth in a sink-or-swim way; to be ridiculed by the majority of one's contemporaries; to be among the most valuable objects on the planet; a frenzy of disgust; it's not always the case that today's innovative art becomes tomorrow's classic; to become a cultural treasure; to underwrite art; to cut all arts funding; it recognizes no values other than the marketplace; under the reign of; cultural product; to turn a profit instantly; the arts speak to the individual's judgment at the same time as they offer possibilities for building communities; training for the independence.

INDEPENDENT STUDY

Individual Reading Section

Complete the following tasks for Independent Reading in your notebook:

1. Theme is the underlying message of a piece of text. Write a paragraph to express what you think the theme of this book is.
2. Style is the way an author writes a text. How do you feel about the author's style in this book? Is it formal or informal? Do you like the way the sentences sound? Write out and learn 15 vocabulary items.
3. Often characters change as a result of events in a novel. Describe the changes that a character went through in this book.

Grammar Section

Revise relative clauses (First Certificate Language Practice Ex 1-9 p62).

Make up 'My Personal Vocabulary List on the Topic ART' (it should contain 20 vocabulary items illustrated by your own sentences).

Listening Section

Do all tasks in sections LISTENING and VIDEO WATCHING within the topic.

Vocabulary Section

Study Vocabulary Bank and make up 30 sentences for translations with vocabulary items (both Ukrainian and English equivalents).

Reading Section

Read 3 thematic texts that appeal to you most of all and do the assignments that follow.

Writing Section

1. Write a discursive essay "What is Art with the Capital "A"?"
2. Write a summary to the text "Must Works of Art Reflect only Marketplace Values?"
3. Describe the picture you like/dislike.

Speaking Section

1. Choose any period of art to your liking from the list. Explore the peculiar features of the period, research its representatives and their contribution to the art period and style development. Share your finding with the class, using a computer presentation program.

Periods and

Trends of Art

Early and High Renaissance (1400–1550)

Mannerism (1527–1580)

Baroque (1600–1750)

Neoclassical (1750–1850)

Romanticism (1780–1850)

Realism (1848–1900)

Impressionism (1865–1885)

Post-Impressionism (1885–1910)

Fauvism and Expressionism (1900–1935)

Cubism, Futurism, Suprematism, Constructivism, De Stijl (1905–1920)

Dada and Surrealism (1917–1950)

Abstract Expressionism (1940s–1950s) and Pop Art (1960s)

Postmodernism and Deconstructivism (1970–)

2. Imagine that you are a secondary school teacher of English. You have just finished the topic “Art” with your pupils. Get prepared a presentation for them on the topic which outlines its main ideas and draws pupils’ attention to the most problematic aspects. Introduce your presentation and get feedback from the class.

3. Speak on the topic ‘My Conception of Art’.

RESEARCH STUDY

Choose one of the topics suggested or suggest the topic for investigation you are interested in. Study the literature on the topic. Elaborate on the survey research design. Write an abstract. Consult your academic advisor. Submit the abstract to the student’s conference.

1. The commonly used lexemes and their stylistic peculiarities to denote the concept ART in English-speaking discourse (on the material of COCA).
2. The realization of the concept ART in English-speaking discourse (on the material of ...).
3. Lexical peculiarities of artistic microblogs on Instagram.
4. The Ukrainian contribution to the world art.
5. The types of paintings by Ukrainian/English/American painters through ages.

6. Exploring the art preferences of working/unemployed/boho people in Ukraine/England/America.
7. Artistic process: creative euphoria or hard work?
8. Art galleries: affordable or not?
9. Doomed to be an unsurpassed masterpiece.
10. Functions of colourful phrases in English-speaking discourse (on the material of COCA).

SUPPLEMENT

JOURNAL WRITING PROMPTS

If you feel blue, out of resource, or alienated, express your thoughts on paper, then reread your piece of writing. This technique will help you visualize the situation from diverse angle and suggest a possible solution. As a result, you will see how your mood uplifts. If you hesitate how to formulate what gnaws at you, look through the following ideas and choose that one that appeals to you most of all.

1. What is something you are good at doing?
2. What is your favorite color and why?
3. What is the story behind your name?
4. Which country do you want to visit and why?
5. What is your favorite film?
6. What do you want to be when you become an adult and why?
7. What is your favorite thing about the university?
8. What one thing do you want to change about your study?
9. What is your favorite season and why?
10. What would you like to invent and why?
11. Where did you want to travel to as a kid? As a teenager?
12. Where do you want to live as an adult?
13. What is your favorite food? Describe it in detail.
14. What are you scared of and why?
15. Write about your very best friend.
16. What is the color of your room? Describe the things in it.
17. Write about your pet animal.
18. Write about which pet you want but do not have.
19. What is your favorite holiday and why?
20. Describe the night you _____ and what happened.
21. Design a tree house for yourself and describe what you will do in it?
22. What is your favorite dress/outfit and why?
23. What is your biggest dream for your future?
24. Ten interesting things about you are...

25. What makes you happy?
26. What makes you sad?
27. Write about going back to the university after summer vacation.
28. Write a thank-you-note to a friend who gave you onion and garlic-flavored chewing gum.
29. Draw an imaginary constellation. Write a story such as ancient people might have told it.
30. Describe a real made-up dream or nightmare.
31. Write about your favorite childhood toy.
32. Write out the best or the worst day of your life.
33. Finish this thought: if I could change one thing about myself...
34. If and when I raise children, I'll never...
35. I have never been more frightened than when...
36. Persuade a friend to give up drugs.
37. Five years from now, I will be...
38. Write about a day you'd like to forget.
39. Invent and describe a new food.
40. Describe an event that changed your life forever, or that would change your life forever.
41. Describe someone who is a hero to you and explain why.
42. Write about a time in your life when you struggled with a choice and made the right one.
43. Imagine yourself in a different century and describe an average day in your life.
44. Which character from a book would you most like to meet and why?
45. Three goals I have set for myself are...
46. What would you do if 300 mice had just gotten out of their cages in a pet shop?
47. What would you do if you were locked inside your favorite department store overnight?
48. What would you do if you woke up one morning to find yourself invisible?
49. What would you do if you were able to communicate with animals?
50. What would you do if you could travel into the future?
51. What would you do if you could travel into the past?
52. What would you do if someone just gave you \$1 million?
53. What would you do if all the electricity in the world just stopped?
54. What would you do if you could travel free anyplace in the world?
55. What would you do if the dinner served to you in a fancy restaurant came with a fly?
56. Write a list of at least 50 things that make you feel good.

57. Describe the perfect day. Make it a possible day, not a “dream day”.
58. Who is the person from history that you would most like to meet and talk to? Why?
59. Who is the person from literature that you would most like to meet and talk to? Why?
60. Compile a list of words that describe you as a child. Compile a second list that describes you as you are now. How are these lists the same? How are they different?
61. Compile a list of inanimate or animate objects to which you might compare yourself metaphorically. (I am a windmill. I change direction or my thoughts whenever someone talks to me...)
62. Tell about what triggers anger in you or someone else.
63. Invent a monster and describe it. Tell where it lives, what it eats, and what it does.
64. What is your favorite kind of weather? Why?
65. What is the best book you have ever read? Why did you like it? Did reading the book change you in any way? What way?
66. Write about what you didn't do this weekend.
67. Think about an incident that happened to you and exaggerate in the telling. Make it into a tall tale.
68. If you were ruler of the world, what things would you banish absolutely for all time (rain on weekends, eggplant, and so forth)? Make a list. Use your imagination.
69. If you could go back in time anywhere and anywhen, where/when would you go and why?
70. What law would you like to see enacted which would help people? How would it help?
71. What commercial on TV do you dislike beyond all others? What about it is particularly annoying to you?
72. Design some gadget, machine, building, or other creation that might enrich the future. What does it look like? What does it do? How does it function? In what ways might it benefit people?
73. What current fashion in clothing do you particularly like or dislike? Explain.
74. Convince someone why music or art or computers are important in your life. Make them appreciate your viewpoint.
75. If you had \$100,000, how would you spend it?
76. Be a building you know well. Talk about your life and memories.
77. You are to tell a person from a distant planet or from another era what pollution is. Make that person understand what causes it and why it is bad.
78. If you could do something that you never have done before, what would it be? Why would you want to do it?

79. Begin a list of questions that you'd like to have answered. They may be about the future or the past.
80. What do you consider your greatest accomplishment to date and why?
81. Write one characteristic or habit about yourself that you like and describe it. Or write about one thing you don't like about yourself.
82. What is your hobby? Why do you enjoy it?
83. If you could go somewhere where you've never gone before, where would you go and why?
84. What's, if anything, would you be willing to fight or even die for? Explain your answer.
85. If you could change one thing about the world, what would it be? Why would you make this change?
86. Is there a machine you feel you could not live without? Explain.
87. Write about what you think you will be like and what you will be doing 10 years or 20 years from now.
88. Did you ever stick up for someone?
89. Describe your neighborhood bully.
90. Write about a baby-sitting experience.
91. Describe a great fort you built for a great game you played as a child.
92. Write about an enemy who eventually became your friend.
93. Write about a time you cheated and got caught.
94. Write about a privilege you earned.
95. Write about the stray animal you brought home.
96. Did you ever send away for something that turned out to be a disappointment? (Or order something over the Internet)
97. What is it like to go shopping with your mother?
98. Write about a time you performed in front of an audience.
99. Write about a difficult decision you had to make.
100. Write about learning to skate, to ride a bike, to climb a tree, or to turn a cart wheel.
101. Did you ever get lost in a strange town?
102. Were you ever locked in or out? What did you do?
103. What was it like to spend your first night away from home?
104. What was it like to come back home after a long vacation?
105. Write about a disappointment.
106. Write about something minor that turned into a big deal.
107. Did you ever win or lose a contest? Tell the story about what happened.
108. Write about something you desperately wanted when you were younger.
109. Did you ever know someone who had "everything"?
110. Right about the time as a child played in one of the following: treehouse, a cornfield, a construction site, a junkyard, an abandoned house or barn, a stream, a cemetery, a swamp, a pasture, railroad tracks.

111. Did your mom or dad ever make you wear something you hated?
112. Write about a time you were talked into something and you regretted it.
113. Were you ever in a helicopter, limousine, racecar, hot-air balloon, submarine, or horse-drawn carriage?
114. Did you ever forget something really important? What happened as a result?
115. Write about an experience in a hospital.
116. Were you ever accused of something that you didn't do?
117. Write about a disastrous trip or vacation.
118. Were you ever given a responsibility that you couldn't handle?
119. Were you ever in a fire, flood, tornado, or hurricane?
120. Describe the best concert you ever attended.
121. Write about a window you broke or something valuable you lost.
122. Did you ever catch fireflies? Crickets? Frogs? Snakes?
123. Write about a time you tried to help and ended up making things worse.
124. Did you ever break an important promise?
125. Write about moving to another city or neighborhood.
126. Describe an outdoor game you used to play in the summer time.
127. Write about building sand castles or mud pies.
128. Did you ever meet a famous person?
129. Write about mowing the lawn, burning leaves, or weeding the garden.
130. Describe the club you organized as a kid.
131. Describe a car or bicycle accident you were in.
132. Write about being a misfit.
133. Write about a day spent in another country.
134. Write about a time you out-smarted someone.
135. Write about going shopping for new clothes.
136. Did you ever turn someone in or tell on someone and feel bad about it later?
137. Imagine that you are an animal in the zoo. What type of animal are you? How do you feel about being caged? How do you feel about people that visit and watch you?
138. Write about a time your parents embarrassed you.
139. Describe learning something from a friend.
140. Write about a time you gave someone good advice.
141. Write about the funniest thing that ever happened to you.
142. If you had to escort a visitor from outer space for a 30-minute tour of your community, where would you begin and end?
143. Be a grape that becomes a raisin: describe how it feels to shrink, to shrivel, to become dry and wrinkled.
144. Be an icicle that becomes water. Describe how it feels to be cold and firm and full of beautiful crystals but only to melt and lose your shape.

145. You go to the store with your parents and baby brother. Your parents go into a store and tell you to watch your brother. You take your eyes off your brother for just a minute and you can't find him. You...
146. I really hate it when my mother/father/sibling...
147. What if the use of robots becomes a workable reality?
148. What would you pack in your suitcase if you could not go home again?
149. You have just met an alien from another planet. He wishes to take a student back to his planet. Convince him you would be the perfect specimen for him to take.
150. If you could change one law, what law would it be and how would you change it?
151. How forgiving are you when a friend lets you down? Explain. Give an example.
152. What if you were named principal for the week? What would you do?
153. If you could only speak twenty words for the rest of your life, what words would head your list and why?
154. It started out as an unusual Monday morning, when I...
155. As I approached the deserted house at the end of the road, I saw...
156. Do you think girls are raised differently from boys? If so, in what ways?
157. Do you think you are treated differently because you are a boy or girl?
158. Do you think men and women are equal in today's society? Why or why not?
159. Do you think a woman will be President of your country in the near future?
160. Have you ever wished you were either older or younger? What would you consider to be the benefits? The problems?
161. Describe what you think of as the typical mother.
162. Describe what you think of as the typical father.
163. Do you think women should take men's last names when they marry? Why or why not?
164. Would you rather have a brother or sister? Why?
165. Describe a fight you had with your mother. Now tell it from her point of view.
166. Write a short biography of your mother.
167. Write a short biography of your father.
168. Visualize a time when your mother was laughing. Recall a time when you two shared a good laugh over something.
169. Write a physical description of your mother. Write as if you were looking at a movie rather than a photograph.
170. Concentrate on a particular habit that your mother has and write about it.
171. If you had three wishes, what would they be? (Do not ask for three more wishes)

172. What is something special and/or different about you? Why do you think it is special or different?
173. Write about two things that your family has taught you.
174. Write about some of the things that you worry about.
175. Describe a happy memory of your family.
176. How do you know someone loves you, even if he or she doesn't say it?
177. Name one thing you like about yourself and why you like it.
178. Imagine yourself as a teacher. What type of student would you like to teach and why?
179. Name and describe a teacher who made a difference in your life. What did that teacher do that was so special?
180. What makes you proud to be a Ukrainian?
181. Describe the one thing that gives you the most comfort.
182. If you could be a character in any book, TV show, or movie, who would you be and why?
183. If you had to work in any store at your favorite mall, which store would it be and why?
184. Describe the most difficult thing about being your age.
185. Describe one possession that means the most to you.
186. Who is the most important role model in your life?
187. Describe your best personality trait.
188. If you could study one subject that wasn't offered, what would it be and why?
189. If you had a chance to live anywhere you could, where would it be and why?
190. Write about the pros/cons of year-round school or a four-day school week.
191. Write about your favorite sport.
192. Is the school year too long? Too short? Why?
193. What does your summer usually consist of?
194. Who should be paid more, professional athletes or teachers? Why or why not?
195. What class do you enjoy the most and why?
196. Write about the worst fight you ever had with a friend.
197. If you had only one month to live, what would you do?
198. Describe your dream house.
199. Who is your favorite person to be with? Why?
200. What would be your ideal job when you graduate? Explain.
201. If you could guest star on any TV show, what would it be and why?
202. What do you think your life will be like in 10 years? 20 years?
203. Describe how you would manage your own radio or TV station.
204. What is your definition of success?
205. The saying goes, "Money cannot buy happiness." Do you agree or disagree? Why?

INDEPENDENT READING ASSIGNMENT

All students are required to read an upper-intermediate level book every term of the academic year and keep page-by-page vocabulary.

You will be able to choose your book, but it must be approved by the teacher.

✓ The Independent Reading Introduction page and an End of Book Form should be completed.

✓ All monthly assignments should be completed in your notebook for Independent Reading.

✓ You are responsible for showing your best effort on these assignments. Be neat!

Independent Reading Introduction Page

Date_____

Name_____

Title_____ of
book_____

Author_____

Genre (circle one)

Science fiction

Fantasy

Realistic fiction

Historical Fiction

Mystery

Adventure

Biography

Thriller

Total number of pages in the
book_____

To set a monthly reading goal, divide the number of pages in the book by four. This is the number of pages that you will need to read each month to complete the book on time.

1. September _____ 2. October _____ 3. November _____

4. December _____

Why did you choose this book?

_____ Liked cover _____ Interesting title _____ Read others by same author

_____ Genre _____ Recommended by a friend _____ Recommended by an adult

_____ Other

How do you think this book fits with your reading abilities?

_____ Easy to read _____ Just right _____ A challenge!

Explain your
choice_____

Independent Reading Menu

- Complete your reading goal and one activity for each month. Be ready to hand in your work each first Monday (Tuesday) of the month at the beginning of class.
- Write your activities in your notebook for Independent Reading.
- Put the activity number at the top of the paper.

September.	October	November	December
Reading Goal:	Reading Goal:	Reading Goal:	Reading Goal:
1.1: Make a list of at least three predictions for the book—think about characters, setting, and genre. As you read the first few chapters, write down whether your predictions were accurate.	2.1: List three characters in the book so far. Describe their physical appearance, importance to the story, and character traits.	3.1: Write a letter to a character in the book. Include your reaction to the events in the book, your feelings about the character's choices, and what you think the character should do now. (At least one page)	4.1: Theme is the underlying message of a piece of text. Write a paragraph to express what you think the theme of this book is.
1.2: Write a list of at least five events that have happened so far. Make a prediction about what the conflict, or problem, will be. Write out and learn 15 vocabulary items (word-combinations and phrases including phrasal verbs and idiomatic expressions.	2.2: Make a list of six events in the story. What caused each event? What was the effect of each event? Write out and learn 15 vocabulary items.	3.2: Choose five interesting or unusual words from the book so far. Create a semantic map for each, including definition, the word in a sentence, related words, and synonyms. Write out and learn 15 vocabulary items	4.2: <i>Style</i> is the way an author writes a text. How do you feel about the author's style in this book? Is it formal or informal? Do you like the way the sentences sound? Write out and learn 15 vocabulary items.

1.3: The first few chapters of a book often contain a detailed description of the setting. Find a page with many setting details. Draw a picture of the setting. Label at least five specific details from the text.	2.3: Describe an exciting event from the book as if you were a sports broadcaster.	3.3: Think about the relationship of the setting to the story. Could this story have happened in another place? Why or why not?	4.3: Often, characters change as a result of events in a novel. Describe the changes that a character went through in this book.
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End of Book Form

Complete this form if you have finished an independent reading book.

Name _____

_____ Date _____

Title of book _____

Author _____ No of pages _____

Would you recommend this book to other students? Why or why not? (Be specific!) _____

What was your favourite (or least favourite!) part about this book? _____

In your notebook, complete the activities below.

Task 1 Create a story map for this book. Include the five story elements: characters, setting, conflict, plot (at least five events), and theme.

Task 2 Write a letter to me about your reactions to this book. Include information about how the main character changed throughout the book, how the ending was or was not surprising, how the conflict was resolved, and what you learned from reading the book.

Task 3 Get ready with your Individual Book Report.

POPULAR DIGITAL EDUCATION TOOLS

1. **Wordart** is a word cloud generator tool aimed at creating visual representations of word frequency and importance.
2. **Padlet** is a virtual bulletin board that allows users to post, organize, and share information in real-time.
3. **Quizlet** is a learning app that helps students learn and retain information through flashcards, quizzes, and games.
4. **Bookcreator** is an e-book creation tool aimed at helping teachers and students create, publish, and share interactive digital books.
5. **Jamboard** is a digital whiteboard tool that allows for real-time collaboration and idea sharing in a virtual setting.
6. **Wordwall** is a word game creation tool that helps teachers engage students in learning vocabulary, spelling, and language skills.
7. **Blendspace** is a digital lesson creation tool that allows teachers to create interactive lessons and share them with their students.
8. **Thinglink** is an interactive image creation tool that allows users to add multimedia elements such as videos, audio, and links to images.
9. **Mentimeter** is an interactive presentation tool that allows teachers to engage students in real-time through quizzes, polls, and surveys.
10. **Polleverywhere** is an audience interaction tool that allows teachers to engage students through polls and quizzes in real-time.
11. **Socrative** is a student response system that allows teachers to assess student learning through quizzes, surveys, and games.
12. **Edmodo** is a learning management system that allows teachers to create, organize, and share lessons, assignments, and resources with their students.
13. **Projeqt** is a presentation tool that allows users to create interactive and multimedia presentations.
14. **TED-ed** is an educational platform that features animated lessons based on TED Talks, aimed at teaching various subjects to students.
15. **Kahoot!** is a game-based learning platform that allows teachers to create quizzes and games for their students.
16. **Storybird** is a digital storytelling platform that allows users to create and share visual stories.
17. **Animoto** is a video creation tool that allows users to create and share videos with photos, music, and text.

USEFUL PHRASES FOR PRESENTATIONS

Introduction

The aim of this presentation is... /

My presentation today is about... /

Today I'd like to talk about...

I plan to say a few words about...

I'm going to talk about...

The subject of my talk is...

As you can see on the screen, our topic today is...

The purpose of today's presentation is to ...

The purpose of my presentation today is to ...

Presentation structure

In today's presentation I'd like to ... show you ... / explain to you how ...

In today's presentation I'm hoping to ... give you an update on... / give you an overview of ...

In today's presentation I'm planning to ... look at ... / explain ...

In my presentation I'll focus on three major issues.

This presentation is structured as follows...

The subject can be looked at under the following headings...

We can break this area down into the following fields...

In today's presentation I'm hoping to cover three points:

firstly, ... , after that we will look at ... , and finally I'll ...

In today's presentation I'd like to cover three points:

firstly, ... , secondly ... , and finally ...

Questions

Please interrupt if you have any questions.

After my talk, there will be time for a discussion and any questions.

If you don't mind, I'd like to leave questions until the end of my talk

If you have any questions you'd like to ask, please leave them until the end, when I'll be happy to answer them.

If there are any questions you'd like to ask, please leave them until the end, when I'll do my best to answer them.

Main Body

Beginning the Main Body

Now let's move to / turn to the first part of my talk which is about...

So, first...

To begin with...

Ending Parts within the Main Body

That completes/concludes ...

That's all (I want to say for now) on...

Ok, I've explained how...

Beginning a New Part

Let's move to (the next part which is)...

So now we come to the next point, which is...

Now I want to describe...

Let's turn to the next issue...

I'd now like to change direction and talk about...

Listing and Sequencing

Listing

There are three things to consider. First... Second... Third...

There are two kinds of... The first is... The second is...

We can see four advantages and two disadvantages. First, advantages...

One is... Another is... A third advantage is... Finally...

Sequencing

There are (four) different stages to the process.

First / then / next / after that / then (x) / after x there's y.

There are two steps involved. The first step is... The second step is...

There are four stages to the project.

At the beginning / later / then / finally...

I'll describe the development of the idea. First the background, then the present situation, and then the prospect for the future.

My first point concerns...

First of all, I'd like to give you an overview of....

Next, I'll focus on.....and then we'll consider....

Then I'll go on to highlight what I see as the main points of....

Finally, I'd like to address the problem of.....

Finally, I'd like to raise briefly the issue of....

Highlighting information

I'd like to put the situation into some kind of perspective

I'd like to discuss in more depth the implications of....

I'd like to make more detailed recommendations regarding....

I'd like you to think about the significance of this figure here

Whichever way you look at it, the underlying trend is clear

Conclusion

To conclude...

I'd like to end by emphasizing the main points.

I'd like to end with a summary of the main points.

Well, I've covered the points that I needed to present today.

That concludes my talk for today.

That brings the presentation to an end.

Thanking the Audience

Thank you for your attention.

Finally, I'd like to finish by thanking you (all) for your attention.

I'd like to thank you (all) for your attention and interest.

ZOOM LANGUAGE FOR ONLINE LESSONS

Zoom is a cloud-based video conferencing tool that lets you host virtual one-on-one or team meetings easily. With powerful audio, video and collaboration features, this remote communication tool connects remote team members with each other.

Zoom Vocabulary for online lessons:

- To work/ study remotely-працювати віддалено
- Video conferencing tools -відео застосунки
- To join a Zoom meeting- доєднатися до відеоконференції
- A join link for a meeting -покликання на зустріч
- To conduct effective virtual meetings-проводити - проводити ефективні (плідні) віртуальні зустрічі
- To host a webinar on Zoom - провести вебінар у Зумі
- To log in - увійти
- To hover a cursor over the “host a meeting” button at the top right corner of the screen -навести курсор на кнопку «організувати зустріч» у верхньому правому куті екрана
- Upcoming meeting - майбутня зустріч
- To set up / to schedule a meeting - призначити зустріч
- A meeting link- Посилання на зустріч
- To start a new meeting- розпочати нову зустріч
- To click on the “invite” button - натиснути кнопку «запросити».
- To click “done” - натиснути «Готово»
- To tap the “participation” icon - торкніться піктограми «участь».
- To tap on an icon/word/link - торкніться піктограми/ слова/посилання
- A tool bar - панель інструментів
- Breakout rooms, - кімнати для сеансів,
- Mute your microphone вимкнути мікрофон
- Turn on camera/ microphone увімкнути камеру/мікрофон
- A chat box- чат
- Speak louder - говоріть голосніше
- Speak quieter -говори тихіше
- To use a reaction button -використовувати кнопку реакції
- To share a screen - “поділитися екраном”

Classroom Rules and Etiquette while using Zoom

- This is our virtual classroom. Appropriate classroom behaviour is expected.
- Log into your meeting from a distraction free, quiet environment.
- Please keep your audio on mute until you want to speak. This will help to limit background noise.

- If you would like to speak or answer a question, use the “Raise Hand” feature. Then unmute yourself after you are called on.
- Have paper and a pen or pencil handy to take notes.
- Make sure your video is on so we can see your happy face.

How can I rename myself?

1. To change your name after entering a Zoom meeting, click on the “Participants” button at the top of the Zoom window.
2. Next, hover your mouse over your name in the “Participants” list on the right side of the Zoom window. Click on “Rename”.

How can I use chat?

1. The chat allows you to send chat messages to other users within a meeting. You can send a private message to an individual user, or you can send a message to an entire group.
2. While in a meeting, click Chat in the meeting controls.
3. This will open the chat window. You can type a message into the chat box or click on the drop down next to To: if you want to send a message to a specific person.
4. When new chat messages are sent to you or everyone, a preview of the message will appear and Chat will flash orange in your host controls.

How can I use chat while screen sharing?

1. While screen sharing, click More in the meeting controls. Choose Chat.
2. A floating chat window will appear.
3. If you receive new chat messages while screen sharing, the More button will flash orange to indicate the incoming message. You can click on More, then Chat to open the window.

How can I give non-verbal signs?

1. If you would like to raise your hand to speak during the meeting, click on “Participants”.
2. Then click on “Raise Hand”. To lower your hand, click on “Lower Hand”.

How can I share my screen?

1. When in a meeting, click on the share icon (it is green).
3. This window will pop up. Select which part of your screen you would like to share.
4. If you are asked to share a video or audio clip, click on “share computer sound”.
5. To stop sharing your screen, click “Stop Share” at the top of your screen.

How can I pass host control to another participant?

1. Open the participants list.
2. Hover over the name of the participant you want to make the host and click More.
3. Click Make Host.
4. Click Yes to confirm that you want to make this user the host.

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AUDIO AND VIDEO RESOURCE BANK

LEISURE

1. 20 Ways to Have Fun Without Spending Money https://www.youtube.com/watch?v=D72vnr_NyaE
2. Downtime https://www.youtube.com/watch?v=FGWH99oz_wI&t=54s
3. Youtube <https://www.youtube.com/watch?v=Ya3smh6lXUA>

CINEMA

1. Cinema Etiquette <https://www.youtube.com/watch?v=CpHg1qy-vXA>
2. Is It Really Too Much Fun to Be Famous <https://www.youtube.com/watch?v=OW8HAiptRqQ>
3. The King's Speech <https://www.youtube.com/watch?v=PPLIw64rLJc>

ART

1. A Brief History of Arts https://www.youtube.com/watch?v=8kGY_0C7sq0
2. The Purpose of Art <https://www.youtube.com/watch?v=z7ECzduUWx0>
3. Top 10 Iconic Paintings https://www.youtube.com/watch?v=tStzWPK_n9U
4. Types of Paintings https://www.youtube.com/watch?v=0C_ArE9TxmY
5. What Is Art for? <https://www.youtube.com/watch?v=ZVlQOytFCRI>

Навчальне видання

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ENGLISH NONSTOP. KEEP GOING

*Навчальний посібник для студентів 3-х курсів
факультетів іноземних мов педагогічних ЗВО*

Відповідальна за випуск: *О.Ю. Кудріна*
Комп'ютерний набір: *Козлова В.В., Молгамова Л.О.*
Комп'ютерна верстка: *О.Л. Суріна*
Дизайн обкладинки: *Козлова Д.Д.*

Підписано до друку 27.02.2023.
Формат 60×84/16. Гарнітура Times New Roman.
Папір офсетний. Друк офсетний. Ум. друк. арк. 15,11.
Ум. фарб.-відб. 15,11. Обл.-вид. арк. 13,16.
Тираж 100 пр. Вид. №5

Суми: СумДПУ імені А.С. Макаренка
40002. м. Суми, вул. Роменська, 87
Свідоцтво ДК № 231 від 02.11.2000 р.

Виготовлювач:
ФОП Цьома С.П. 40002, м. Суми, вул. Роменська, 100.
Тел.: 066-293-34-29.
Зам. №5

Свідоцтво суб'єкта видавничої справи:
Серія ДК, № 5050 від 23.02.2016.