**Reading: Discuss the questions. Read the text and write down the answers the texts give.**

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| **Question** | **Your answer** | **Text 1** | **Text 2** |
| 1. How do actors cry on demand? |  |  |  |
| 1. Do big stars have to audition for film roles? |  |  |  |
| 1. How do singers keep their voices steady when they’re dancing? |  |  |  |
| 1. Why is rock music played so loud at concerts? |  |  |  |
| 1. Who decides whether something is “art” or not? |  |  |  |
| 1. Why do works of art stolen if they can’t be sold without attracting attention? |  |  |  |
| 1. What’s the secret to making an audience laugh? |  |  |  |
| 1. How does a comedian deal with hecklers? |  |  |  |

**Vocabulary section The Arts**

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| **create a stir** | stɜː | cause a feeling of excitement (or sometimes annoyance) |
| **ground-breaking** | ˈɡraʊnd ˌbreɪkɪŋ | using new ideas, innovative |
| **rave review** | ˌreɪv rɪˈvjuː | strong praise for a new performer, music, film play |
| **sell-out** | ˈsel aʊt | a performance, sports game etc for which all the tickets have been sold |
| **must-see** | ˌmʌst ˈsiː | (informal) highly recommended as worth seeing |
| **hype** | haɪp | when smth is talked about a lot on TV, in the newspapers etc, to make it seem good |
| **letdown** | ˈletdaʊn | (informal)something that disappoints you because it is not as good as you expected |
| **flop** | flɒp | a film, show, plan, or product that is not successful |
| **mainstream** | ˈmeɪnstriːm | the most usual ideas or ways of doing something that are accepted by most people |
| **alternative** | ɔːlˈtɜːnətɪv | deliberately different from what is usual, expected, or traditional |

**Grammar section | Participle clauses *! Participle clauses*** are used to make our writing and speaking more economical, efficient and more elegant.

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| **Rules** | **Examples** |
| **Past participles (-ED)**   * Past particle clauses have a **passive meaning**. * Use past participles to **add extra information**. * They sometimes serve the same purpose as adjectives (**describing a noun**). | Loved by everyone, Don was a wonderful character. (describes Don)  Exhausted from her efforts, she struggled on. (describes 'she') |
| **Present participles (-ING)**  Present particle clauses have an **active meaning**. Use present participle:   * as **reduced relative clauses**. Here the present participle serves the same purpose as an adjective. * as adverbial clauses (like adverbs): expressing **manner, conditions, cause, result**, etc. This is especially common in formal or literary texts.   To make the negative, use not before the present participle. | I smelt the bread that was burning. — *I* smelt the burning bread.  Moving silently, the lion follows its prey.  Lying face down in the sand, he looked like a *strange sea beast.*  Not being qualified, she couldn't work there. |

**Homework:   
a) learn the new vocabulary;   
b) learn the new grammar SB p.146 (10.2);   
c ) complete the tasks below.**

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|  | *\*****Adapted from****:*  *Eales F., Oakes S.(2015), Speak Out. Upper-Intermediate, Workbook* |